

CHAPTER I

INTRODUCTION

This chapter discusses: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study

1.1 Background

Writing is an important activity in human life since people can communicate and express their ideas through it. Writing is the mental work of inventing ideas, and thinking about how to express and organize them into statements and paragraphs that will be clear to a reader (Nunan, 2008). In addition, Harmer (2004) argued that writing is important because writing is not always time-bound like a conversation, so students have more time to think about writing than they do when speaking, and they can check their grammar practice. Writing can also be used to prepare for another activity and can be used as an integral part of a larger activity that focuses on something else, such as language practice, acting, or speaking. Additionally, Walsh (2010) stated that writing is important because it is widely used in higher education and in the workplace. Students who do not know how to express themselves in writing will struggle to communicate effectively with professors, employers, and peers.

One of the texts that students must study at the university level is descriptive text. Anderson (2003) argued that descriptive text describes a particular person, place, or thing while also assisting the reader in visualizing a scene or a person and comprehending a sensation or an emotion. Therefore, mastering descriptive texts is also important because it can support students when they want to describe everything, and it is also a requirement to achieve competence standards in the high school curriculum.

In teaching English, teachers have a very important role. According to Brown (2003), teaching means showing or helping someone learn how to do something, giving instruction, guiding knowledge, and causing them to know or understand. It means that when teaching, the

teacher must be able to meet the needs of the students to achieve the teaching-learning goals. If students require guidance and a role model, the teacher must take on that role.

In teaching, a teacher needs an appropriate teaching strategy so that teaching and learning activities are more effective. Lawton (2013) proposed the importance of teaching strategies for teachers and students, teaching strategies can help teachers understand their students' diverse learning profiles and create a classroom environment that encourages all students to succeed. Teaching strategies can assist students in comprehending the learning process and helping students to overcome their weaknesses. In addition, Harris (2002) argued that teaching strategies can encourage students to become independent, efficient, and effective learners.

Several strategies are commonly used when teaching descriptive text writing based on previous studies. A study conducted by Sianturi (2018) asserted that there are seven strategies used in teaching descriptive text, namely: (1) Modify comprehensible input; (2) Make visual lessons; (3) New link information; (4) Determine key concepts; (5) Modify vocabulary instructions; (6) Use cooperative learning strategies; and (7) Modify testing problems. Furthermore, another study conducted by Jurianto (2015) shows that the strategy used by the teacher is for the students to write a summary at the end of the subject matter, and the teacher explains to them the purpose of the writing assignment.

A preliminary study was conducted through an interview with one teacher of English in MAN 2 Palembang. Interviews revealed that writing is one of the most difficult skills for students, especially the tenth graders. Furthermore, descriptive writing is one of the materials taught to tenth-grade students. In addition, the teacher claimed that when teaching descriptive text writing, she used many types of strategies to increase students' interest in learning writing. (NE, Personal Communication, July 15, 2022). Thus, the writer is interested to find out strategies used by the teacher in teaching descriptive text writing.

Based on the background above, the researcher is interested to conduct a study entitled "Teachers' Strategies in Teaching Descriptive Text Writing: A Case Study at MAN 2 Palembang".

1.2 Problem of the Study

Based on the background, the research problem is formulated with the following question: "What are the teachers' strategies in teaching descriptive writing at MAN 2 Palembang?"

1.3 Objectives of the Study

Based on the problem above, the objective of this study is to find out the teachers' strategies in teaching descriptive text writing at MAN 2 Palembang.

1.4 Significance of the Study

The study is expected to provide significance to the following parties:

1. For the teachers of English

This study is expected to find out what kind of strategies teachers use in teaching descriptive text writing. Therefore, the results of this study are expected to be used as one of the considerations in the teaching and learning process, especially when writing descriptive text.

2. For the students

This study is expected to positively influence students on the ease of descriptive writing by using strategies that have been applied by teachers when teaching in class.

3. For the next researchers

This study is expected to provide information or references to future researchers when considering strategies used by teachers when teaching descriptive text in the classroom.

4. For the researcher

For the researcher herself, this study aims to gain her experience in educational research, especially case studies.