

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses the Research Background, Research Problem, Research Objective, Benefits of Study, Scope and Limitation and Definition of Key Terms.

A. Research Background

According to Maduwu (2016) said English as a language used by most countries in the world as the main language, has universal status. Moreover, English is considered an international language that is important to learn or master. Several countries, especially those that were formerly British colonies, have designated English as a second language that must be mastered after their mother tongue. In Indonesia, even though English is considered a foreign language, this language has quite a big role in the daily lives of our society. This can be seen especially in the context of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level in Indonesia. The Indonesian government has introduced English language learning from an early age to students in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the implementation of this curriculum, English has become part of the local content taught starting in grade IV (four) Elementary/MI to tertiary level. Even though the 2013 Curriculum implemented in SD/MI in Indonesia ignores English as a subject, this does

not mean that learning English is prohibited in schools. This shows that mastery of English has become important and expected in various aspects of life in Indonesia. Starting from basic education to higher education, English is taught to prepare the younger generation to face globalization and the challenges of an increasingly open world of work internationally. Even outside the main field of study, English language proficiency is a desirable added value to face increasingly fierce and global job competition.

English has been designated as the main foreign language in Indonesia through the Decree of the Minister of Education and Culture Number 096 of 1967 dated 12 December 1967. According to Dwihartanti & Nur Faizah, (2019) said The choice of English as the main foreign language was based on several considerations, one of the main reasons was that at that time, the Indonesian national language was not yet widely used to communicate with the outside world in the context of foreign policy and establishing relations with other countries. English is recognized globally as a very important language for international communication, the development of science, modern technology, trade and politics. English has been used widely in various fields and by most of the international community. Therefore, English gets top priority as a foreign language that must be studied among other foreign languages in Indonesia. The importance of English as a primary foreign language emphasizes the importance of an effective education system. Education has a central role in improving the quality of Indonesia's Human Resources (HR). According

to Lolita (2022) said with good education, including strong English language learning, Indonesia's human resources can be better prepared and able to compete at the global level, supporting the nation's progress and competitiveness in various fields.

According to Alkodimi & Al-Ahdal (2021) said Education includes English into the curriculum to ensure students gain a comprehensive understanding of the language and proficiency in four important skills: listening, speaking, reading, and writing. In the field of English language acquisition, mastery of writing is a very important skill, as emphasized by scholars, this was conveyed by Purba et al. (2022). They also mentioned that developing writing skills not only requires linguistic competence but also fosters holistic thinking processes in students thereby enabling them to compose articulatory compositions. Apart from that, the meaning of writing also extends into everyday life, equipping students with the ability to compose sentences effectively and articulate their thoughts coherently through written media. Therefore, developing proficient writing skills is integral in cultivating well-rounde.

English language learners, enabling them to express themselves clearly and effectively in a variety of contexts. In the world of education, the role of a teacher as a professional educator and teacher is very necessary, materials that suit needs, appropriate strategies or methods to achieve goals, evaluation as a measuring tool to determine abilities and facilities and infrastructure to support learning activities. According to (Diniyyah, 2020) said The role of a teacher in the learning process cannot

be ignored. The strategies implemented by a teacher have a significant impact in shaping the way students understand, respond to and process information. More than just conveying information, teachers who are skilled in teaching strategies have an important role in forming the foundation of students' knowledge and understanding. According to Brown (2006) said that teaching is helping someone to learn how to do something, giving instructions, guiding in learning something, providing knowledge, causing to know or understand. There are several criteria for good writing teaching skills, namely describing instructions objectively, the teacher asking questions and providing assignments that have been taught, share details of the material based on the concept of a better teaching process, and student interests.

Based on Sari & Aceh (2020) said there are several aspects of English that we need to know, these aspects are listening, speaking, reading and writing. In these four aspects, writing is one aspect that is not easily understood by some people. Writing is an important activity in human life, by writing people can express ideas both from within and outside themselves, and gain more experience. Writing must be done through intensive practice so that writing skills are well structured. Based on Diniyah (2020) of the many skills, writing is something that must be mastered by a student who is expected to have the competence to carry out various types of writing skills in order to be able to express feelings, thoughts and information in the form of simple essays, instructions,

announcements, letters, dialogues, reports, summaries and various literary works for children in the form of rhymes, poetry and stories.

Based on Prawisti (2012) at least three elements are involved in the act of writing, namely: (1) expertise in mastering written language, including mastery of vocabulary, sentence structure, paragraph formation, spelling, grammar, and other aspects; (2) mastery of the substance of the essay in accordance with the topic to be written; and (3) understanding of types of writing, namely how to organize written content using written language to form a desired composition. According to Fadhilah et al., (2023) Inaccuracies in writing can be caused by various factors, ranging from the author's lack of care when writing to the author's lack of understanding of spelling guidelines that comply with applicable standards. Students often face various difficulties in writing English. One of the main challenges is limited vocabulary and sentence structure. Many students may feel limited in expressing their ideas and opinions due to a lack of understanding of the variety of words and phrases that can be used. Apart from that, grammatical confusion also often arises, such as using the correct tense or choosing appropriate words. Apart from linguistic aspects, lack of self-confidence can also be an obstacle, making students reluctant to explore their writing abilities.

Researchers conducted in-depth interviews with teachers and students to gain a more comprehensive understanding of the difficulties experienced in learning English. From the results of interviews, researchers found that class VII students at SMPN 4 Blitar faced various

challenges, especially in writing English. The main difficulty identified was students' lack of confidence in writing. Many students are afraid of making mistakes, which makes them reluctant to try writing in English. Apart from that, students also experience problems in terms of vocabulary. Their lack of vocabulary makes it difficult for them to construct appropriate sentences and express their ideas clearly. The inability to find suitable words often makes them feel frustrated and hinders their flow of thoughts in writing. Unfamiliarity with using English in daily activities is also an inhibiting factor. Many students only use English in class and rarely practice it outside the school environment. This causes them to be unfamiliar with sentence structure and general English usage. As a result, they often make mistakes in grammar, spelling, and sentence structure.

Based on the results of interviews conducted with seventh grade English teachers at SMPN 4 Blitar, it was revealed that students had difficulty expanding and developing their vocabulary in English. This difficulty has a significant impact on their confidence when writing in English. The teacher revealed that most students feel unsure about the choice of words they use, which causes them to tend to hesitate and not be confident when they have to compose sentences or paragraphs in English. This condition is exacerbated by the lack of exercises focused on vocabulary development, so that students are less familiar with the various terms and expressions they may need in writing assignments.

Spelling errors are another common problem that students often face. Students often misspell basic words, which makes their writing

difficult for readers to understand. For example, they might write "I receyved a letter" when "I received a letter" should be correct. Spelling errors like this indicate that students need more practice in spelling words correctly. Apart from that, practice in listening and pronouncing words correctly is also very important to help them avoid such spelling mistakes. This is supported by the results of interviews with several grade 7 students, which show that many of them find it difficult to spell words correctly. Spelling errors not only affect their understanding of writing but can also reduce students' confidence in writing.

In addition to comprehension problems, students also face significant difficulties in understanding and applying the rules of English grammar. This discussion covers various aspects, from the correct use of tenses, to complex sentence structures. Students are often confused about choosing the right tense in the context of a particular sentence, such as when to use the past tense or present perfect tense. For example, they might write "I have go to the market yesterday" when it should be "I went to the market yesterday." These kinds of errors indicate that students need a better understanding of tense usage. Based on data obtained from interviews with teachers and students, classroom observations, and analysis of learning documents at SMPN 4 Blitar, researchers intend to dig deeper into how limited vocabulary and understanding of grammar affect students' writing abilities. Researchers will adopt and adapt strategies that have been implemented by teachers through the learning strategies implemented. It also intersects with previous research. It is hoped that this

research can make a significant contribution to efforts to improve the quality of English language education.

The Collaborative Writing strategy supported by E-Learning is an innovative approach that can significantly improve students' writing skills in English. By working in groups, students can exchange ideas, critique each other's writing, and correct mistakes collectively, which ultimately improves the quality of the final product. E-Learning provides a digital platform that allows students to collaborate without the limitations of space and time, both in real-time and asynchronously. Through various features such as shared documents, discussion forums, and direct feedback from teachers, the learning process becomes more interactive and dynamic. According to Hämäläinen & Vähäsantanen (2011), Collaborative Learning in a digital environment allows students to develop critical thinking skills and deepen their understanding through interaction and discussion. In addition, a study by Li and Zhu (2017) found that Collaborative Writing facilitated by digital technology can increase students' motivation and their overall learning outcomes. By utilizing E-Learning technology, learning to write becomes more flexible and personal, such as using the Wordwall, Quizizz and Kahoot applications. This is able to answer the challenges that exist in traditional learning methods, such as limited face-to-face time and difficulties in providing fast and effective feedback.

The first previous research was entitled "Teacher Strategies in Teaching Writing to Class XI Students at SMK Pancasila 6 Jatisrono".

Written by Anik Adik Hartini. This research focuses on teacher strategies and the reasons for using these strategies in teaching writing to eleventh grade students for the 2022/2023 academic year. The aim of this research is to find out the teacher's strategy in teaching writing to eleventh grade students at SMK Pancasila 6 Jatisrono and the reasons why teachers use these strategies in teaching writing to eleventh grade students at Pancasila 6 Jatisrono Vocational School in the 2022/2023 academic year. The findings of this research can be summarized as follows: (1) In teaching writing to eleventh grade students, the teacher applies collaborative writing strategies. (2) Teachers' use of collaborative writing is portrayed as an effort to improve students' writing skills, provide assignments that reflect workplace experiences, emphasize the writing process, and encourage students to learn from these experiences. From this research, it was concluded that teachers adopted this strategy with the aim of improving students' writing skills, providing assignments that imitate work situations, emphasizing the writing process, and encouraging students to learn from their experiences.

The second research was previously written by Hidayat & Jaenudin (2022). The title of this research is "Teacher Strategies for Teaching Writing Explanatory Texts". Teaching strategies have a very significant role in the context of teaching writing, especially when teaching explanatory text writing. Teachers are expected to have a variety of teaching methods to support student learning success. This research aims to reveal the teaching strategies implemented by teachers at SMAN 10

Garut, especially in teaching explanatory text writing. The focus of this research is to identify various strategies and techniques used by teachers in teaching explanatory writing. The data required for this research was obtained through a sample consisting of four teachers at SMAN 10 Garut. The researcher observed teachers in teaching writing explanatory texts, recorded the words used by the teacher, and used an observation form. From the results of these observations, it was found that 61.11% of respondents thought that various teaching strategies were very necessary for student progress. According to the researcher's interpretation, it is recommended that teachers engage in the practice of specific strategies in teaching explanatory writing.

The third research was previously written by Sri Utami (2021). The title of the research taken is "An Analysis on the English Teacher Strategies in Teaching Descriptive Writing Skill by Online Learning at Survival English Students of Aloha Edu Tegaldlimo Banyuwangi in Academic year 2020/2021". This research aims to answer research questions regarding the strategies used by English teachers in teaching descriptive writing through online classes at Aloha Edu, with a focus on improving students' English language skills. The research method applied is qualitative, and to collect data, this research uses an observation, interview and document analysis approach. From the research results, it can be concluded that teachers use several strategies in teaching descriptive writing in online classes, namely online learning, detailed texts, and mind mapping. In its implementation, the teacher presents

material in soft file format which is sent via the Google classroom platform. Online teaching is considered more efficient, practical and flexible. However, it should be noted that online classes can consume a lot of internet quota, and although they provide practicality, teachers face limitations in controlling students directly.

Based on the information and phenomena that occurred, researchers were interested in conducting research that focused on the strategies used by teachers in teaching writing at SMPN 04 Blitar. SMPN 4 Blitar is one of the favorite schools that is in great demand for further education after elementary school. This school is also one of the driving schools with a mission to encourage educational transformation to improve student learning outcomes holistically, including cognitive (literacy and numeracy) and non-cognitive (character) competencies, in order to realize the Pancasila student profile. The vision and mission of this school clearly supports the development of learning, improving facilities to support teaching and learning activities, and emphasizes character education as part of the Pancasila student profile. The research entitled "Teachers' Strategies in Teaching Writing Seventh Grade Students : A Single Case Study at SMPN 04 Blitar" aims to collect data and reveal the strategies used by teachers when teaching writing to seventh grade students.

B. Research Focus

Based on the description above the main focus is:

"Teacher Strategies in Teaching Writing Seventh Grade Students : A Single Case Study at SMPN 04 Blitar"

These main factors are translated into a problem formulation as follows :

1. What are the barriers to writing among class VII students at SMPN 04 Blitar?
2. How do teachers preparation to use strategies in teaching writing to seventh grade students at SMPN 04 Blitar?
3. How do teachers apply strategies in teaching writing to seventh grade student at SMPN 04 Blitar?
4. How do teachers evaluate the strategies used in teaching writing to seventh grade at SMPN 04 Blitar?
5. How are the result of teaching writing instruction to seventh grade at SMPN 04 Blitar?

C. Research Objectives

From the research focus above, this research aims to :

1. To describe out the barrier writing in seventh grade student in SMPN 04 Blitar
2. To describe the preparation for using strategies in teaching writing to seventh grade students at SMPN 04 Blitar
3. To describe how teachers application these strategies in teaching writing to seventh grade at SMPN 04 Blitar

4. To describe how teachers evaluate the strategies used in teaching writing to seventh grade at SMPN 04 Blitar
5. To describe How are the result of teaching writing instruction to seventh grade at SMPN 04 Blitar?

D. Benefits of Learning

Researchers hope that this research will have two major benefits:

1. Theoretical Benefits
 - a. The results of this research can serve as a basis for further research efforts
 - b. The findings from this research have the potential to expand readers' knowledge regarding the strategies teachers use in teaching writing
2. Practical Benefits
 - a. Teacher

The insights gained from this research will assist English teachers in creating diverse and engaging learning experiences. Furthermore, it will increase the attractiveness of the teaching and learning process of writing English. The findings of this research can be valuable input for educators at SMPN 04 Blitar, thereby encouraging educators to focus on their students' writing learning abilities.
 - b. Student

It is hoped that the results of this research will provide new insights to students, so that they can provide input to teachers

regarding their preferences in using learning strategies. Through the understanding obtained from this research, it is hoped that students will have the opportunity to communicate with teachers regarding the methods they like best or are most effective for them in learning writing skills.

c. School

The researcher anticipates that this research will serve as an in-school assessment aimed at improving the English language teaching and learning process, specifically focusing on improving students' writing skills.

E. Scope and Limitations

After identifying the problems previously mentioned, the scope of this research includes an investigation into the strategies implemented by English teachers at SMPN 04 Blitar to overcome writing difficulties faced by grade 7 students. This research will focus on various aspects of teaching strategies, including preparation, implementation, evaluation of student writing, and results of these strategies. Researchers chose seventh grade students as research subjects because of their important role in understanding cognitive, social, and emotional development at this age. At this stage, students are actively developing their abstract thinking abilities and starting to face more complex cognitive challenges. From a social and emotional perspective, they begin to form closer relationships with peers and experience significant changes in their personal identity. Therefore, this research aims to explore further the strategies used by English

teachers at SMPN 04 Blitar in helping students overcome writing difficulties, as well as how these strategies support students' holistic development.

F. Definition of Operational Terms

To avoid misunderstandings in reading this research, researchers should provide definitions of several key terms:

1. Teacher Strategy

Judie Haynes and Debbie Zacarian (2010) define teacher strategies as diverse methods used by educators to facilitate students understanding of subject matter and allow the formulation of a achievable goals for future learning. Teachers have many strategies to impact knowledge effectively to students Especially in the field of teaching writing, These strategies aim to explain lesson content, increasing understanding students to writing concepts and allows them to become proficient compose a text.

2. Teaching Writing

According to Harmer (2004), teaching writing in English is important for students, especially in non-English speaking countries. Teaching writing in English has two major approaches: process and genre/product. The process approach is concerned with phases in the writing process, while the genre approach requires learners to examine the texts they will write before starting their writing.

3. Writing

According to Munaroh & Rosalina (2023) Writing activities are a productive and expressive aspect of language mastery, where this skill is used to communicate indirectly or without face to face contact with other people. Writing is one of the four language skills, along with listening, speaking and reading. The writing process involves creating graphic symbols that depict specific language, which can then be understood by readers. Through writing skills, students are expected to be able to express their ideas, notions or feelings into written form.