

CHAPTER I

INTRODUCTION

In this chapter, the researcher presented about background of the research, statement of the research question, purpose of the research, significance of the research, scope and limitation of the research, and definitions of the key terms.

A. Background of the Research

English is important skill that should be have during this globalization era. Teaching English emphasizes four language skills. The four skills are listening, speaking, reading, and writing skills. Writing skills are one of the four aspects of language skills developed in English subjects. Writing is a language skill that is used to communicate with others in an indirect manner rather than face to face. Writing is required to master vocabulary, knowledge, and experience so that we can convey ideas well to readers. Writing, according to Nunan (2003:88), is "the mental activity of developing ideas, thinking about how to communicate them, and organizing them into clear statements and paragraphs."

In this case, when teacher teach English, students must understand and be the master of writing skills because it can be used to convey the students' ideas and emotions, as well as to learn different items such as subject matter, learning issues, compiling papers, and so on. It can also make students proficient in communicating. Writing is a complex activity, not just composing sentences, but more than it. Teaching writing is the process of expressing thoughts and conveying ideas and thoughts to others. Ideas that have been written in the

writing have the power to penetrate space and time so that the existence of these ideas or ideas will be eternal. Thus, the ideas we have will be saved forever in writing without fear of forgetting or losing the ideas we once had. This means that teaching writing activities require more in-depth skills than other activities.

On the other hand, teaching writing activities are productive and expressive activities. Productive because writing is an active activity to produce writing, while expressive because by writing person can express his ideas, intentions, thoughts or messages to the others. There are two forms of writing skills, namely writing non-literature and writing literature. One example of non-literary writing is writing descriptive texts. Descriptive text is a writing skill whose content aims to provide a detailed and clear description of an object to the reader. Through structure, people can understand the message conveyed in the descriptive text. According to Henry Guntur Taringan (1994) a description is a writing that describes a story that aims to invite readers to understand, feel, and enjoy the object being discussed, such as moods, activities, and so on.

The skill of writing descriptive text is very important for students to have and can do. By writing the text students can carry out analysis activities and describe an existing object. In learning to write descriptive text, if the teacher and students are unable to collaborate, the teaching and learning process will failed. Students must have an interest and understanding to write descriptive texts individually, while teachers can creatively use specific strategies. Therefore, the teacher's strategy in learning to write descriptive text using is

very important to implement. Thus, the teaching and learning process of writing descriptive text will produce valid writing. Non-literary writing skills, especially writing descriptive texts, are grade competency standards, namely understanding and expressing students' feelings of knowledge about visible objects or phenomena. The basic competence to be achieved is to be able to identify information in the description text about the object that is heard or read later.

Inside, the increase of digital technology in education, particularly in English language learning is growing in descriptive text learning. Digital technology's benefits are not limited to knowledge situations, it also makes a significant contribution to the field of education through online learning. Learning is no longer bound by space, distance, or time, due to technological advancements. Since traditional learning and its limitations cannot support current learning, the consequence of developing world modernity is a period of transition from traditional learning to adapting online learning activities.

At this time, online learning is widely used as a medium to support education, especially in learning to write. Blended learning is a fantastic way to support this issue by creating a connection between typical face-to-face communications and online learning. The basic concepts of mixed learning are described by Garrison and Vaughn (2008) as a situation in which direct and online writing experiences are optimally combined so that each skill is integrated into a particular learning experience that is relevant to the intended

educational context and goals. Many English teachers use online techniques to build meaningful learning experiences.

Madras E-Learning, WhatsApp, Telegram, and Youtube are both of the sites used. It aims to make teaching more effective and meaningful by streamlining activities, increasing teamwork, and increasing productivity. In online classes, teachers can build and distribute assignments to students for free. It allows teachers to create groups to exchange assignments and announcements more easily. Many Indonesian schools use digital technology as one of their tools in carrying out the teaching and learning process in order to close the government's increasing learning gap. For example, MTsN 7 Kediri is a school that uses online learning, especially for English learning. For all aspects of English learning, particularly learning to write descriptive texts, the repeating teacher uses Madras E-Learning, WhatsApp, Telegram, and YouTube as virtual classroom learning places.

Based on description above, teacher's position in teaching students to write descriptive texts using E-Learning is extremely important in learning English. In order to support this research, researcher displays a previous study and gathers similar studies that are important to the research as a guide to support this research. Previous research is a source of research findings from the past that researchers will use to compare the research that will be conducted.

For the first is research by Ramadhenty Ahlan entitled The Use of E-Learning Media in English Language Teaching at 7th Grade Students in Mts Ma'arif Nu 1 Wangon. The purpose of this study is to examine the usage of E-

learning media in English language teaching, as well as the obstacles that teachers face while utilizing E-learning media. The utilization of E-learning media such as Google Classroom and WhatsApp was found to be beneficial in this study. The teacher used E-learning Madrasah to share the material when using these mediums. The evaluation was administered using Google Classroom, which included delivering assignments and daily activities. The teacher used WhatsApp to communicate with students in the classroom and to provide information about the learning process. When using E-learning media, the teacher found some challenges, such as E-learning media being sometimes difficult to access, the teacher needing to understand the concept and use of E-learning media, some students did not meet the planned target, not all learning materials could be conveyed well, not all students could operate smartphones well, and the majority of students did not have a smartphone.

Second is research by Paras Putri Adinda Dian Rizqi entitled *An Analysis of English Teaching Activities in Pandemic Era at SMPN 1 Doplang*. The purpose of this study was to learn about the activities of learning English at SMPN 1 Doplang during the COVID-19 pandemic. The findings reveal that learning during the pandemic differs significantly from traditional (face-to-face) learning before to the COVID-19 pandemic. The difference is that the education system, which was formerly face-to-face, has gone totally online with to apps like WhatsApp, YouTube, and Google Forms.

Third is research by Tari Putri Utami entitled *An Analysis of Teachers' Strategies on English E-learning Classes during COVID-19 Pandemic*. The

study focuses on English teacher writing strategies during the Pandemic. The result of the study reveal that teachers employ several techniques based on the intended skill output. For example, teachers employ three strategies for writing skills: planning, drafting, and editing. The teacher uses a variety of tactics to improve students' listening abilities, including listening to songs, writing song lyrics, matching lyrics, and finally singing a song. However, they both use a video-based learning methodology as well as virtual education via WhatsApp.

The fourth is research by Fitri Ani. The study's focus is on English teachers' strategies for teaching descriptive writing in an online class. The study's findings show that (1) the teacher used three strategies in class to teach descriptive writing: online learning, breakdown text, and mind mapping. (2) The teacher distributes material via WhatsApp groups in the form of soft files. (3) The benefits of online classes include more efficient, practical, and flexible teaching. Meanwhile, the disadvantages of an online class are that it consumes a lot of quotas and that the teacher has no direct control over the students.

Based on previous study above, most of the researcher focused on analyse teacher activity in teaching writing during the online learning situation. There is still little studies were focused on teacher strategies in teaching writing descriptive text using some kinds of e-learning media such as Madras E-Learning, WhatsApp, Telegram, and Youtube media. So, it is important to conduct a research which focused on analysing teacher strategies in teaching writing descriptive text using some kinds of e-learning media. Moreover, researchers chose MTsN 7 Kediri because it offers positive impacts, including

a literacy school where several students have participated in and won writing competitions for scientific papers, novels, and short stories. The second is whether the teachers who teach have excellent skills and excitement for conveying learning to their students, helping students to comprehend the topic even when learning takes place online.

Therefore, based on these considerations, teachers of class VII and VII is used as a subject for research. With the research that will be carried out, it can enrich the storehouse of knowledge and experience regarding teacher teaching strategies in writing descriptive texts, especially through E-Learning. As a result above, the researcher is interested in conducting research on the topic of **Teaching Descriptive Text using E-Learning at MTsN 7 Kediri in Academic Year 2021/2022.**

B. Statement of the Research Question

Based on the background of the research above, the question that formulated by the researcher is how the English teacher teaches descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022. This problem statement will be specified in the following points:

- a. What strategies are used to teach descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022?
- b. What are the teacher's problems in implementing the strategies in teaching descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022?
- c. How do the teacher overcome the problems in implementing the strategies in teaching descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022?

C. Purpose of the Research

Based on the research question above, it can be known that the purpose of the research are listed below:

- a. To know the teaching strategies are used to teach descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022.
- b. To know the teacher's problems in implementing the strategies in teaching descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022.

- c. To know the teacher do to overcome the problems in implementing the strategies in teaching descriptive text using E-learning at MTsN 7 Kediri in academic year 2021/2022.

D. Significance of the Research

The findings of this study were expected to make a significant contribution, particularly to students learning English, English teachers, and future researchers. The following are examples of these contributions:

1. For the Students

The result of this research will help the students in overcoming difficulty in writing skill, especially increase their skill to understand about descriptive text and encourage them to participate in learning activities in an online discussion.

2. For the Teacher

This research is expected to be useful in practical terms as a reference for learning English in schools. The study also as a description of the learning process of writing skills of students in MTsN 7 Kediri, so it can be one consideration of school teacher evaluations. In addition, this research can provide input to teachers and schools on English in carrying out the teaching and learning process. Teachers can also find out the deficiencies that exist so that they can improve teaching methods or use

appropriate methods in learning writing descriptive text using online learning.

3. For the Further Researchers

This research will be useful for the further researcher as a reference to conduct research of the same aspect of study, especially in descriptive text writing skill using online learning.

E. Scope and Limitation of the Research

The focus of this research is on teacher strategies for teaching writing, particularly teaching writing descriptive text using E-Learning. Then, the limitation of the media that used in E-learning are Madras E-Learning, WhatsApp, Telegram and YouTube. The researcher will take the English teachers at MTsN 7 Kediri in academic year 2021/2022.

F. Definitions of the Key Terms

To avoid misunderstanding and ambiguity in meaning, the terms in this study are carried out. The key terms contained in this study can be described as follows:

1. Teaching Writing

Teaching writing is a process that the teacher carries out in the classroom. The way a teacher facilitates, motivates, and encourages

students to express their ideas, feelings, or thoughts in writing is called teaching writing. As a result, the students are able to write well.

2. Descriptive Text

Descriptive means to describe with language. As a text, descriptive is used to convey the impression produced by aspects about a person, a place, a scene and the like, provided that these aspects are always fulfilled by the writer's interpretation.

3. E- learning

E-learning is an information technology that contains a learning system using the internet network, making it easy to communicate and share information anytime and anywhere. In this study E- learning refers to online learning using Madras E-Learning, WhatsApp, Telegram, and YouTube.