CHAPTER I

INTRODUCTION

This chapter discuss about background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In this global era in which competition is tight, a good command of English, including writing, is necessary. In fact, the ability to write in English well usually also indicates a good level of English proficiency. Writing is a part of literacy because people are called literate if they "can read and write in certain situations and for certain purposes"[1]. Similar to reading, writing is a learned skill that cannot be mastered in a short time and needs to be continuously trained. Learning of literacy “does not occur in a vacuum” [2], which means contexts play an important role. This also suggests that the teaching of writing skills in English in school is crucial and needs to be constantly improved. In order that improvements can take place, it is important to first know what has happened to the practice of teaching writing in school, so that some empirical evidence is gained.

[1] Jeremy Harmer, “How to Teach English,” *China: Pearson Education Limited* (2007).
[2] Ken Hyland, “English for Specific Purposes BT - International Handbook of English Language Teaching,” ed. Jim Cummins and Chris Davison, *Springer International Handbooks of Education* 15 (2007): 391–402, https://doi.org/10.1007/978-0-387-46301-8_28.

Writing is a fundamental skill that students must develop to helps them communicate their ideas clearly and organize their thoughts, particularly in the early stages of their education. As a compulsory and skill-based subject, writing provides students with the necessary knowledge and abilities to express themselves effectivel.[3], However, teaching writing can be a complex task, as it involves various cognitive processes and strategies.

A strategy can be defined as an overall approach to implementing a concept, planning and executing an action within a specific time frame. An overall approach to implementing a concept, planning and executing an action within a specific time frame is called a strategy. In education, a strategy is a plan, method or set of actions aimed at achieving a specific educational goal[4]. Consequently, a learning strategy is a plan consisting of a series of actions aimed at achieving specific educational goals[5]. The learning strategy can also be defined as the method and the way in which the teacher teaches by determining the main teaching steps.

In the context of teaching, The strategy is the teacher's effort to create an environmental system that enables the teaching process so that the formulated learning objectives can be achieved and are successful. [6], Consequently, a

[3] Farikah Farikah, "Developing Material for Teaching Paragraph Writing Using Technological Pedagogical and Content Knowledge (TPACK)," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (2021): 1–7.
[4] Jack C. Richards and Theodore S. Rodgers, "Major Language Trends in Twentieth-Century Language Teaching," *Approaches and Methods in Language Teaching* 24, no. 2 (2010): 73–92.
[5] H Douglas Brown, "Principles of Language Learning and Teaching," *America: Pearson Education* (2007).
[6] Ahmad Ayaz Sabri et al., "Comparing Knowledge of Diabetes Mellitus among Rural and Urban Diabetics," *McGill journal of medicine : MJM : an international forum for the advancement of medical sciences by students* 10, no. 2 (July 2007): 87–89.

teacher must be able to organise the components of learning in general as well as the related function of each learning component.

Writing is more than producing correct and complete sentences and phrases. [7], Writing is about guiding students to: "produce whole pieces of communication, connecting and developing information, ideas or arguments for a particular reader or group of readers''. According to[8], writing is one of the most difficult skills to learn, especially for foreign language students. This is because students have to consider many linguistic aspects such as grammar and vocabulary. These points make the teaching of writing a complex matter, as all these aspects need to be taken into account for efficient learning of writing strategies. For the teacher, the use of a particular strategy in writing lessons is inevitable. Choosing an appropriate strategy enables teachers and students to achieve the learning objectives.

This study aims to examine the strategies used by teachers in teaching writing skills at MA Darul Hikmah Tulungagung, a private Islamic boarding school known for its excellence in Arabic and English language learning. The school offers a compulsory Composition course designed to develop students' ability to write English texts in preparation for school exams and final assignments in the form of written English. Despite being in an environment with limited use of electronic media, the school is still able to implement

[7] Suresh M Hedge and Shudhakar Shetty, "Combinatorial Labeling Of Graphs," *Tsing Hua University, Department of Mathematics, Hsinchu* (2005), www.emis.de/journals/AMEN/2006/050911.
[8] Dorothy E Zemach and Carlos Islam, "Paragraph Writing: From Sentence to Paragraph," *New York: MacMillan* (2005).

language learning optimally. To gain a comprehensive understanding of writing learning practices, researchers conducted observations of the teaching and learning process in the classroom, student activities outside the classroom, and student learning habits. Classroom observations were conducted to directly identify the learning dynamics and strategies implemented by teachers in teaching writing.

The phenomenon found at MA Darul Hikmah Tulungagung shows that writing skills remain a challenge for most students. Although the school places special emphasis on language learning, preliminary data indicates that students frequently make errors in English writing, particularly in grammar, vocabulary selection, idea organization, and text structure. This demonstrates that writing is not simply about arranging words into sentences; it also requires an understanding of linguistic rules, communication goals, and the ability to develop ideas systematically. In the school environment, students are introduced to various types of texts, such as recounts, descriptives, procedures, reports, and narratives, each of which has its own structure and rules. This diversity often makes it difficult for students to distinguish the purpose and writing patterns of each type of text. Therefore, the implementation of appropriate learning strategies by teachers is crucial to help students understand the characteristics of each text type and develop their writing skills more effectively.

Based on a number of previous studies, English teachers' strategies in teaching writing mostly focus on techniques such as mind mapping, group

discussions, scaffolding, and even the use of digital media such as WhatsApp and online platforms. However, most of these studies were conducted in public and private schools with full access to technology and modern learning facilities. This makes their findings less applicable to Islamic boarding school–based institutions which have distinctive characteristics, such as limited gadget use, a strong religious environment, and a more disciplined and controlled learning system. In addition, previous studies tend to emphasize students' learning strategies and learning outcomes, rather than deeply exploring the real classroom practices of teachers in designing and implementing writing instruction strategies.

Moreover, there are still very limited studies that specifically examine the implementation of writing strategies in a compulsory subject such as Composition, as applied at MA Darul Hikmah Tulungagung. This subject is designed to systematically train students' academic writing skills, which requires more structured, contextual, and teacher-centered strategic approaches. Therefore, a research gap exists regarding how teachers apply strategies such as Key Concept Identification, Cooperative Learning, Vocabulary Support, and Knowledge Integration in a boarding-school environment with minimal technological support but high academic expectations, particularly for eleventh-grade students.

Therefore, this research is significant and necessary to enrich the existing literature on teaching writing strategies by presenting a new and under-researched context, namely an Islamic boarding school at the senior high school

level. This study focuses on real classroom practices and highlights how English teachers implement effective writing strategies in teaching the eleventh-grade students at MA Darul Hikmah Tulungagung. The researcher conducted the research under the title "**English Teachers' Strategies in Teaching Writing for the 11th Grade Students at MA Darul Hikmah Tulungagung**".

B. Statement of Research Problems

Based on the background of the study that have been stated above, the researcher formulates the research questions as follow:

1. What are strategies used by English teacher in teaching writing for the 11th grade students at MA Darul Hikmah Tulungagung?

C. Objective of the Research

Related to the formulation of the research problem, the purposes of the study are:

1. To explain what are strategies used by English teacher in teaching writing for the 11th grade students of MA Darul Hikmah Tulungagung.

D. Significance of the Research

The significance of study is:

1. For Students

   This research helps students improve their writing skills through effective strategies such as Key Concept Identification, Cooperative

Learning, Vocabulary Support, and Knowledge Integration. These strategies support students in organizing ideas, expanding vocabulary, and expressing their thoughts more clearly.

2. For English Teacher

   This study offers practical guidance for teachers in applying effective writing strategies, especially in schools with limited technology. The identified strategies can help teachers create more structured, interactive, and meaningful writing lessons.

3. For School

   For schools, particularly Islamic boarding schools, this research provides useful references for developing writing programs such as *Composition* without heavy reliance on technology, while still achieving good learning outcomes.

4. The Next Researcher

   his research can be used as a reference for future studies related to teaching writing strategies, and can be expanded to different contexts, grade levels, and institutions.

E. Scope and Limitation of the Research

The scope of this study focuses on classroom teaching practices and how the English teacher implements strategies to improve the writing skills of eleventh-grade students at MA Darul Hikmah Tulungagung. The study is limited to one English teacher who teaches writing for the eleventh-grade students at the school.

F. Definition of Key Terms

To avoid misunderstanding in reading this study the researcher should give the definition of key terms:

1. Teaching Writing Strategy

   In term of teaching learning activity strategy is some sought of planning for achieving the goals. Strategy is that skill full planning of a working system by which the objectives can be achieved easily. While teaching is a scientific process, and its major components are content, communication and feedback. Teaching strategy has a positive effect on students' learning. Teaching writing strategies can be defined as all the plans and method or the way that applied by teacher in teaching writing to the students so that learning process can run effectively and the learning objectives can be achieved properly.

2. Writing

   The term "Writing" in this context is the most demanding skill of English. It has to be deliberatery cultivated. Unlike listening and speaking, it is not something which is natural to human. Teaching writing at Senior High School has more gendres. There are descriptive texts, recount text, procedure text, report and narrative writing texts.