

CHAPTER 1

INTRODUCTION

The first chapter introduces the area or main topic of the research broadly. This chapter includes the description of the research area or topic and its justification of the issues underlying the research area or topic. The issues are identified into a case with some insightful opportunities for expanding valuable information that emphasize this research area along with preliminary research and its research gaps, research question, research aim, and significance of the study.

1.1 Background of the Study

Writing is an important English language competency, and students are expected to be able to write properly. As Gashaye and Muchie (2021) said, writing ability in the second or foreign language has great importance for students' academic success. In addition, Gilbert and Graham (2010) claimed that writing is regarded as one of the most important inventions, and being proficient in writing skills is crucial in daily life, especially communication. As a result, teaching English writing to students is absolutely important because it helps students to fulfill their needs in both academic and daily activities.

Despite its importance, writing is challenging for students to learn and for teachers to teach. First, it is challenging for students, especially EFL students at secondary school. Writing in English has always been a weak point in their language acquisition process and they face some difficulties in it. As Zhang et al. (2023) said, English writing is a difficult assignment that creates issues for EFL students. As supported by Salaxiddinovna (2022), among the English language major skills that need to be learned by English language learners, writing is one of the hardest skills to master, particularly for students learning a foreign language. Many reasons make writing challenging for secondary students in their language learning process, especially in constructing a paragraph such as students have a lot of linguistic aspects to learn (including grammar and vocabulary), expressing writing ideas in English, text coherence, but still, writing is crucial for students. It

has been reported that many English as a foreign language (EFL) students struggle to form sentences with proper grammar or select suitable vocabulary to connect and express their ideas in a paragraph and students also face difficulties in spelling, punctuation, diction, thesis statements, theme sentences, and a coherent sentence related to a paragraph (Mukminin et al., 2015; Nasser, 2018). These students' obstacles might negatively impact students' understanding and performance.

Second, it is not only a challenging skill for students to learn but also a challenging skill for teachers to teach. According to Rajesh (2017), teaching learners how to write a paragraph properly increasing a text and acceptably is a difficult task for a teacher who is simultaneously learning a second language, hence, some inconsiderate teachers even choose to disregard it since they find it difficult to teach. The issue of teaching writing was not treated as it is an issue because the research of writing and its complexity and its relation to other skills development has been studied more than the teaching writing itself (Alsmari, 2019). The limited instruction for teaching writing is experienced by the teachers. In the context of junior high school in Indonesia, the researchers have experienced the study and it revealed the teachers employed limited strategies while instructing students in writing because the teachers lacked expertise and comprehension of writing approaches (Suriyanti & Yaacob, 2016). Teachers in this research setting also agreed that there are diverse competence and language proficiency levels and little exposure to English outside of the classroom which present EFL limited instruction. That captures the phenomenon when the teachers in the national context find this skill difficult to teach because of those reasons.

This crucial and challenging English language skill, writing, especially paragraphs writing on recount text, needs to be addressed by different strategies. Zhang et al., 2023 claimed that many strategies have been researched and used into teaching strategies to improve EFL students' writing ability. That's why teacher's strategies in teaching writing is important to assist students to be able to write a paragraph for creating a written text in English, As Salaxiddinovna (2022)

also explains that teachers have a crucial role in helping students learn to write, but they meet difficulties because of learners, teachers, the educational environment, linguistic, and cultural differences. Then, teachers can use a variety of strategies for teaching to assist students participating in the writing process and become more motivated to learn.

Previous studies about teaching strategies in teaching writing skills have been explored by some researchers. The example of the research is an article entitled 'R.A.F.T as a strategy for teaching writing functional text to Junior High School students'. This study was conducted by Alisa and Rosa (2013). This study discusses how teachers should take a consideration on their used teaching strategy to make a successful learning process. In the teaching writing context, Alisa and Rosa argue that RAFT strategy can be implemented in teaching writing skill because this strategy contributes to enhancing students' motivation in their writing process. In another study conducted by Suriyanti and Yaacob (2022), they explored the teaching strategies implemented by teachers in teaching descriptive writing and how much the descriptive writing intervention did modify the teaching strategies used by EFL teachers. This study conducted interviews, observation, and student writing to collect the data of the topic provided. The results showed that because the teachers lacked expertise and comprehension of writing approaches, they employed limited strategies while instructing students in writing. However, they enhance their teaching strategies after using the writing intervention. These previous studies similarly conduct the research about strategies in teaching writing skill. However, these previous studies have focused on specific kinds of teaching strategy.

Based on the phenomenon and studies discussed above, there is limited research found on teaching strategies based on the thorough instructional strategies that frames the contextual gap in this research. Hence, recent studies provide an investigation on teaching strategies based on a thorough instructional strategy in teaching writing skills which are adapted from a framework of teaching writing elements for adolescent students by Graham and Perin (2007).

1.2 Formulation of the Problem

From the background of the issue discussed above, here is the formulation that will be a research question in this study:

What strategies are implemented by the teachers in teaching writing skills?

1.3 Operational Definitions

1.3.1 Teaching Strategies: Teaching strategies are instructional design including the teaching material, teaching methods, teaching media, and assessment which are implemented by junior high school English teachers to assist or facilitate learning, engage students in learning process, fulfill learner's needs, and promote understanding in order to develop their language skills. These strategies are varied based on the subject, the learners' needs, and the learning objectives.

1.3.2 Writing Skills: Writing skills are the process where students or writers are able to generate an idea, information, or thought in a written form coherently through structured writing procedure or steps.

1.3.3 EFL Classroom: English as a Foreign Language or EFL is the English language teaching and learning in countries where English is not their first language. In simple terms, teaching and learning English in a non-native country context.

1.3.4 Recount Text: Recount text is one of the genres of texts that aims to retell an activity or event that has been experienced sequentially. This text begins with an orientation, which is continued with an explanation of the sequence of events from beginning to end.

1.4 Aim of the Study

This study aims to examine or investigate the teaching strategies implemented by teachers for teaching students' English writing skills, especially in writing paragraphs for composing a recount text context in an EFL classroom.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This research expands the body of literature on teaching strategies, especially teaching writing in an EFL context.

1.5.2 Practical Significance

This research provides useful insights and motivation for EFL teachers about what kind of strategies they can implement in teaching students writing paragraphs for composing a recount text.

1.5.3 Empirical Significance

This research provides data-driven findings on teaching strategies, especially teaching writing in EFL context.