

## **CHAPTER I**

### **INTRODUCTION**

This chapter contains a brief explanation of the introduction to the area of the research. It covers the background of the study, research questions, purpose of study, significance of study, limitation of study, clarification of key terms, and organization of the paper.

#### **1.1 Background**

Teaching English as a foreign language in Indonesia is challenging due to the target and regulation in teaching set by the national government must be adapted to the variety of students' needs and ability in acquiring a foreign language.

Teaching English as a foreign language in Indonesia can be successful by considering many interrelated factors related to the variety of students' needs and ability. These include the social context of the learning, cultural beliefs about language learning, the status of the target language, and the processes of language learning itself (Ramirez, 1995).

In the process of language teaching and learning, one of the important factors that influence the process is teacher's strategy. According to Boundless (2015), teaching strategy is the method used to deliver information in the classroom, online, or in some other medium. There is no one best strategy in teaching but an effective teaching strategies can help activate students' curiosity about a class topic, engage students in learning, develop critical thinking skill,

keep students on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content (Thammishetty, M., 2015, p.138).

“Since there is no one best strategy; we can select one from several instructional strategies for just about any subject. It is important to vary instruction not only to keep the students' interest but also allowing them to interact with content in a variety of ways that appeal to various learning styles (Boundless, 2015). “The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it may also be influenced by the learning style, aptitude, skills, and enthusiasm of the students” (Femi, O., 2012).

Furthermore, the students' background and needs should be taken into the consideration in finding the most effective and appropriate strategy. The background of students in Indonesia is either attending three years of senior secondary school (Sekolah Menengah Atas or SMA) or choosing among 47 programs of vocational and pre-professional senior secondary schools (Sekolah Menengah Kejuruan or SMK), divided in the following fields: technology and engineering, health, arts, craft and tourism, information and communication technologies, agro-business and agro-technology, and business management; after completing junior high school. Each requires about three years of study (UNESCO-UNEVOC, 2013).

In Vocational School, English taught as a compulsory subject to help students prepare for the demand of English in the future career. Based on that reason, English teacher's strategy in teaching English in vocational high school

should be in line with the purpose of English taught in vocational school that is stated in the national syllabus.

In the national syllabus, we can find some materials related to text types such as descriptive text, recount text and narrative text. In this study, descriptive text as one of the materials is chosen to be analyzed. In understanding descriptive text, students are expected to have ability in each of four main skills in language learning (listening, reading, speaking and writing).

One of the basic skills is reading skill as a receptive skill. In understanding descriptive text itself, students' reading skill is one of the basic skills that should be mastered. In mastering reading skill to understand descriptive text, the teacher is supposed to teach the materials with the suitable strategies for teaching reading.

From the explanations above, it can be concluded that there must be some specific teacher's strategy in teaching descriptive text in vocational high school related to its specific purpose of learning English in vocational high school. Hopefully, this study can give some contribution for language teaching, particularly in teaching descriptive text in vocational high school in Indonesia.

## **1.2 Statement of Problems**

This study conducted to answer the following questions:

1. How descriptive text is taught in vocational high school?
2. Why are the strategies used in teaching descriptive text in vocational high school?

### **1.3 Purposes of Study**

Based on the statements of problem, the purposes of this study are as follows:

1. To identify how descriptive text is taught in vocational high school.
2. To identify reasons of the teacher to use the kind of strategy in teaching descriptive text in vocational high school.

### **1.4 Significances of Study**

The present research is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical benefit

The research findings can be used as the contribution toward research about teacher's strategy in teaching descriptive text in vocational high school field, particularly in building drawing technique program, in its relation to the conformity to the theory, learning objectives and practice in the field.

2. Practical benefit

The research findings will be beneficially useful for teachers, students, and readers who are interested in teaching English, particularly in EFL countries, in knowing how a teacher teach descriptive text in a vocational school, particularly in building drawing technique program.

3. Professional benefit

The research can help teacher improve their quality in teaching English, particularly in teaching descriptive text related to describing people topic in vocational high school in Indonesia.

### **1.5 Limitation of Study**

The focus on this study is analyzing how descriptive text is being taught in 10<sup>th</sup> grade of a vocational high school in Bandung. The topic is limited on describing people, taught in a building drawing technique class. This study was limited to find out the strategy that the teacher used in teaching reading of descriptive text. Furthermore, the strategy used by the teacher will be analyzed to be confirmed with the process standard of teaching in Indonesia. The researcher will not judge the strategy used by the teacher as a good or bad strategy. This study is conducted only to discover the conformation between theory and practice.

### **1.6 Clarification of Key Terms**

There are some terms in this study that need to be clarified. The definition of them is as follows:

1. Teaching strategy : “Methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified”.  
(Armstrong, 2013)
2. Descriptive text : “A text which conveys the characteristics of something or someone in detail to get clearer explanation” (Gerot and Wignell, 1995).

3. Vocational school : “A school, especially one on a secondary level that offers instruction and practical introductory experience in skilled trades such as mechanics, carpentry, plumbing, and construction”. (American Heritage Dictionary, 2011)

### **1.7 Organization of Paper**

This research is organized in five chapters. Each chapter has some subtopics which help the reader clarify and give detail information about what the writer involve in this research. The paper of this study is organized as follows:

#### **Chapter I. Introduction**

This chapter contains a brief explanation of the introduction to the area of the research. It covers the background of the study, research questions, purpose of study, significance of study, limitation of study, clarification of key terms, and organization of the paper.

#### **Chapter II. Theoretical Review**

This chapter consists of theoretical foundation; this part elaborates in details theories which are relevant to the study. It includes definition of teaching strategy; the relation between approach, method, and technique/strategies; strategies for teaching reading; teaching English in vocational high school; definition of descriptive text; generic structure of descriptive text; language feature of descriptive text; example of descriptive text; and related previous research.

### **Chapter III. Research Methodology**

This chapter will discuss the methodology in conducting this research. It includes the research design, research subject, instruments, research procedure, and the data analysis.

### **Chapter IV. Findings and Discussion**

This chapter will explain findings and discussions. It includes the data displays, description, and interpretation of teacher's strategy in teaching descriptive text and teacher's reason in using strategy. In this chapter the data will displays and describes as the result of the observation and interview data analyses. This chapter also shows the interpretation of the data to answer the first and second research questions.

### **Chapter V. Conclusions and Suggestions**

This chapter contains conclusion which describes the result of the study and suggestions given for future research.