**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, problem statement, objectives, significance and scope of the research

1. **Background**

Lecturer is one of the essential components in education system, particularly at university because they are the main component for the students in learning process. The success of them is determined from the lecturer because he or she doing the transfer of knowledge directly to their students. Although every student exactly needs the references to get knowledge like the book but without lecturer one lesson cannot be understood. Therefore to produce good students exactly needed good lecturer. It means that before doing teaching and learning process in the classroom they must have large knowledge before.

Talking about the lecturer’s knowledge exactly, every lecturer has different knowledge because he or she has own way or strategy to improve their knowledge. For example they can read many references like the book, international journal and so on. It is all one of the way or strategy so that they can improve their knowledge. Beside that the lecturer’s character is a good brain. Grossman, Wilson, & Shulman, 1989; Wilson, Shulman, & Richert, 1987 state that there are some category of knowledge that must be mastered by the lecturer, the first is *content* *knowledge*, includes knowledge of the subject and its organizing structure. The second category, *curricular knowledge*, is represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program materials in particular circumstances. If they want to have good knowledge exactly they will do the best so that they can have good brain. If they have had good brain it means that they also have good knowledge.

The main jobs of the lecturer exactly doing the teaching process to their students in the classroom and to teach all their students needed the best way or strategy. We know that doing the teaching process in the classroom is not easy because every student has different character, different knowledge and so on. There is a student that gets knowledge from the lecturer easily and there is also difficult. Beside that there is student has slow and fast character. The lecturer rather easy to teach the fast character because exactly they will give feedback on the contrary the lecturer are difficult to teach the slow character because they seldom give feedback. It is the facts that doing the teaching process in the classroom is not easy.

Talking about teaching process in the classroom we know that it is not easy like the statement above but the lecturer must be have the best way or strategy to do it. Before applying the strategy they have to see the condition of the students there because apply the one strategy is also not easy like also the statement above because the character of the students is different, it means that they have to seek or choose the best strategy. If they have found the best strategy exactly they can teach goodly in the classroom. It means that if the good teaching has been created exactly will be created the best students.

In the classroom the main job for the students is following the teaching and learning process because it is the main part so that they can have good knowledge. Without explaining from the lecturer they cannot comprehend about the material. They have to pay attention and if there is unclear material they have to give question to their lecturer or in this case give the feedback so that can be created the enjoyable class situation. This is also become the main part if they have felt it exactly they will be the best students. It is the purpose of all the lecturer how creates the enjoyable class situation.

 Every lesson has its own strategy to apply because it has own difficult degree. It means that the lecturer have to choose the best strategy like that has been discuss above. For example in English, there are four integrated skills in English that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading, and every skill has its own function.

One of the skills in English is writing. Solahuddin (2009:157) stated that there are four kinds of writing namely narration, description, argumentation and exposition. All of the kinds of writing have different characteristics and strategies in doing them. It means that there are many strategies used by the lecturer in teaching writing. Related with this condition, the lecturers at IAIN Palopo exactly use many strategies for example explain all the material about writing and give the step how to make a good composition in teaching writing skill so that can produce the best students who can make the best composition in writing. Beside that students at this campus especially at the fifth semester are confuse and just have little knowledge if they want to make and construct descriptive paragraph. It means that the lecturer there have to apply the best strategy.

Based on the explanation above the researcher interests in conducting the research to know about the strategies are applied at IAIN Palopo. It means that the researcher conducted the research with the title “lecturers’ strategies in teaching writing: A descriptive study of lecturers’ strategies at the fifth semester students of IAIN Palopo.

1. **Problem Statement**

Based on the background above, the researcher formulated the research problem as follows:

1. What strategies are applied by lecturers in teaching writing at IAIN Palopo?
2. What is the students’ perception about the strategies that are applied by the lecturers at IAIN Palopo?
3. **Objective of the Research**

In relation to the problem statements above, the researcher formulated objective of the research as follows:

1. To find out the strategies that are applied by the lecturers in teaching writing at IAIN Palopo.
2. To find out the perception of the students about the strategies that are applied by the lecturers at IAIN Palopo.
3. **Significance of the Research**

Practically, the result of this research can be a reference for the lecturer especially for English lecturer who wants to use the strategy in teaching writing in the classroom. Exactly in this research will be gotten the strategies in teaching writing, it means that they can use it in teaching writing in the classroom. Furthermore, for the students are expected that they can also use these strategies if one day they will be English lecturer

Theoretically, the result of this research was expected to give new knowledge that there are many strategies that can be used to teach English especially in teaching writing skill. This knowledge is gotten by seeing the result in this research.

1. **Scope of the Research**

The scope of this research limited in teachers’ strategies, what are the strategies of the teacher in teaching English in the classroom especially in teaching writing in descriptive paragraph. The location of this research was at the fifth semester students of English Department of IAIN Palopo.