

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching and learning are processes where knowledge is taught by teachers and learned by learners in an educational environment. Whether in a formal or informal school setting, such as a course or private tutoring. The term teaching is relatively simple to define. Brown stated that teaching is defined as demonstrating or assisting someone in learning how to do something, offering instructions, directing them in a study of something, supplying them with information, or causing them to know or comprehend. Besides, Kimble and Garmezy cited in Brown that reinforced practice leads to learning, which is a generally permanent change in a behavioral tendency. They added that learning changes current knowledge, abilities, habits, or dispositions via practice or exercise.¹

Learning to write in English is quite complicated for students in school. Based on the results of initial observations in 12th grade at MAN 2 Tangerang, researchers found difficulties faced by students when learning English. Around 64% of students need guidance to complete all

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, ed. Allen Ascher, *TESOL Quarterly*, Fourth. (New York: Pearson Education Limited Longman, 2000).

writing assignments given by the teacher also need an explanation of the writing material for the day and then explain how to write with good grammar and vocabulary. For difficulties in using grammar in grade 12, as many as 51% of students admit it, and the remaining 35% percent of students admit difficulties in choosing vocabulary when compiling texts. The conclusion from the results of the pre-observation above, the researcher decided to research and study the challenges of grade 12 students at MAN 2 Tangerang so that there was an increase in English writing skills at the high school level.

Learning can answer those who learn about the origin of something happening or present in their lives. Learning activities at school can lead them to positive growth and academic pathways.² Then for students, learning at school helps acquire knowledge, materials, information, understanding, and abilities from classes; it is also a day-to-day treatment designed to integrate social, emotional, and cognitive skills in all places and spaces.

Teaching writing is the interaction process between the student and the teacher in the classroom. Based on Chan (1986), that writing is a written form, an act of interaction that the reader can read. Then as described by Malyuga, Litvinov, and Panicheva (2006), the writing

² Tri Hadiyanti Hayuningrum Hartono, "English Teaching-Learning Process at MTs Surya Buana Malang" (Universitas Brawijaya, 2016).

lesson's primary goal is language proficiency, communication, and cultural skills. First, language proficiency shows that writing in a foreign language in a writing class is essential to enabling students to meet today's demands. Students recognize that English is an international language. Second, communication skills are demonstrated when students organize their thoughts and express their views and attitudes toward things in writing. Finally, artistic abilities require students to be good at expressing their ideas and analyzing, comparing, and assessing the facts and events they reveal.³

To explain the background, some previous studies studied a school's teaching-learning process. Hartono states that controlled, semi-controlled, and free techniques in the classroom are feasible in improving students' English skills. She also said that the support of learning media such as visual media, print media, and games media, then the exciting and suitable role of students and teachers in the classroom, really helped the teaching-learning process in the classroom. Habibi defined two essentially scripted aspects in implementing the teaching and learning process: classroom management which was grouped into three sub-themes: teaching performance, classroom attitude, and time

³ Maryam Asri, "Exploring the Use of Dialogue Journal Writing to Improve Students' Writing Ability: A Case Study to EFL Students at Islamic Senior High School Al-Ashdaryyah, Pakenjeng Garut." (Universitas Islam Negeri Sunan Gunung Djati Bandung, 2021).

management; and teaching and learning process covered three activities: introductory, core, and closing activities. And limiting the number of students, providing the latest technological tools, and providing training for teachers; should be proposed for each English teacher, school, and education authority to streamline the English teaching-learning process.⁴ Susanty, Ritonga, and Tursina argue that the teachers used various teaching materials, teaching strategies, and learning assessments in speech king's teaching and learning process at the junior High School level.⁵ Kunanti defines the strategies lesson plan in the teaching-learning process of reading comprehension at the junior high school level are concluded in 3 result findings (1) teacher's lesson plan in the teaching-learning process of reading used K13, learning implementation plan (RPP) for face to face learning activities, (2) learning process divides into three activities, (3) and the teachers used three stages in reading assessments.⁶ Sari states that the implementation of the teaching-learning process of descriptive text is conducted in four stages, they are

⁴ Akhmad Habibi, "An Analysis of 7the English Teaching and Learning Process in Accordance with the 2013 English Curriculum at SMA Negeri 3 Jambi," *Journal of English Literacy Education* 3, no. 1 (2016): 10–16.

⁵ Henny Susanty, Dewi Ritonga, and Puan Tursina, "Teaching and Learning Process of Speaking," *Getsempena English Education Journal* 26, no. 1 (2017): 79–87, http://mmep.isme.ir/article_25341.html.

⁶ Mentari Arini Kunanti, "English Teaching Learning Process for Reading At Islamic Junior (MTs) Negeri Model Jambi" (The State Islamic University Studies Sultan Thaha Saifuddin, 2019), http://repository.uinjambi.ac.id/2037/1/MENTARI_ARINI_KUNANTI_TE_130526_-_BAHARI_KOMPUTER.pdf.

Building knowledge of The Field (BKOF), Modeling of The Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction Of the Text (ICOT). And in the teaching-learning process, there are six problems faced by the English teacher, namely, the passive students and the student's irresponsibility in conducting the task. The students also faced problems: limited vocabulary and diction, structure, different capabilities in writing, the ideas to write are less, nervousness, and the lack of independence to study.⁷

In observation above or based on the problem above, the researcher wants to know the teaching-learning activity to learn English writing and to gain expertise in all skills. In this study, the researcher prioritizes writing skills to be researched and studied at MAN 2 TANGERANG. In short, the reason of the researcher is to observe and find out if the teaching-learning activity; the research is dealing with **“An Overview of Teaching-Learning Activities in English Writing (A Descriptive Study at 12th Grade of MAN 2 Tangerang)”**.

B. Identification of Problem

The researcher identified several problems in learning English based on the background of the problems mentioned above:

⁷ Ika Novita Sari, “The Implementation of Teaching and Learning Descriptive Text at The 2nd Year of SMPN 2 Kartasura In 2010/2011 Academic Year” (Muhammadiyah University of Surakarta, 2011).

1. The lack of students' writing abilities in English writing class.
2. The underdeveloped process of teaching-learning in stimulating students writing ability.
3. Teacher's and student's attitudes in applying techniques in the classroom.

C. Focus of Study

Based on the background above, the study's focuses on classroom learning to develop students' writing skills. The research will be conducted at MAN 2 Tangerang because this school has an A accreditation rating and lasted for many years. Have a complete learning program both in and outside the classroom. This research also focuses on teaching on English writing teaching-learning to 12 grade, learning media or input the class, and the role of teachers and students in the English writing teaching-learning activities. This research will uses analytical technique with observation, interviews, distribution of questionnaire, and documentation to find out the reality of the English writing teaching-learning activities.

D. Research Questions

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

1. How is the teaching-learning writing activities in 12th grade of MAN 2 Tangerang?
2. What are the teacher's roles and the student's roles in the teaching-learning of English writing activities at MAN 2 Tangerang?

E. Objective of The Study

Based on the statement of the problem above, the purposes of the research are:

1. To identify the teaching-learning of English writing activities in the classroom.
2. To relate the roles of the student and the teacher into the process of the teaching-learning process.

F. The Organization of Writing

To make this research accessible to sight-catch, this paper is structured into five chapters, and every chapter has some point to explain the chapter. The writer organized it as follows:

Chapter I is the Introduction. In this chapter, the researcher put some points: Background of the Study, Identification of Problem, Focus of Study, Research Questions, Objective of the Study, Previous Study, and The Organization of Writing.

Chapter II is the Literature Review. This chapter consists of the theories from some experts who have conducted research related to this research.

Chapter III is the Method of The Research. Which consist of Place and Time, Research Method, Research Approach, Instrument, and Technique of Data Collection; the last is Data Analysis.

Chapter IV is Findings and Discussion. This chapter consists of an explanation of the data description and the analysis data.

Chapter V is Closing. This chapter consists of conclusions and suggestions.