

CHAPTER I

INTRODUCTION

There are seven parts discussed in this chapter, those are the background of the research, statement of research problem, objective of the research, the significant of the study, scope and limitation of the research and definition of key terms.

A. Background of The Research

English has been one of the important subject to learn, especially for senior high school students who will soon be entering the world of work or registering to higher education. Nurhayati (2018) stated that Public awareness on the importance of English as the main means of communication in this global era has been increasing. It means that English already has considerable attention as a global language which has a function to connect the world. Furthermore, Lusiana and Carlos (2017) said that English has two main functions in the world: first, it provides an international vehicular language for communication and second, its form the basis for constructing cultural identities. In education, it means that with learning English students can get access to a broader range of information, connections, and opportunities because it provides a language vehicular for international communication.

In the English language, there are four skills that can be mastered, and two of them are productive skill, the first one is speaking and the second is

writing. Writing is one of the language skills which need to be mastered by the learners. It is underlined by Harmer (2004) who states that writing is one of the four skills that should be mastered by students and has always formed part of the syllabus in the teaching of English. In senior high schools, students have to learn different genres of writing like narrative, descriptive, report and argumentative based on the prescribed syllabus from the Ministry of Education.

For the second language learner, to master writing skill like a native is such a great challenge to do. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter information. The researcher was conducted interview with Mrs. Kholifah as English teacher at MAN 2 Malang (see on appendix 1). The English teacher said that productive skill, speaking dan writing are complicated, because the students have limited vocabulary and they do not custom to do anything that it is productive. In addition, writing is difficult task to do rather than other skills because not only they have to critical thinking to send their argue, but also they must organize the structure of text and it more difficult if they have to create a text which can persuade someone, like many other school-relevant genres, academic persuasive essays are expected to fulfill expectations characteristic of more academic registers.

Furthermore, the student's difficulties in writing also cause by the other factor. Moutlana (2007:3) said that “The problem of students writing is exacerbated by lecturers and tutors who are not adequately prepared to provide the appropriate support to underprepared students”. In other word, student difficulties can be caused by inappropriate teaching strategies or unprepared teacher. Therefore, it is important for the teacher to prepare an appropriate teaching strategy so that students can actively participate in learning, and the learning objectives can be achieved

In teaching and learning, the teacher is expected to use teaching strategies that make the students' writing proficiency increased. As Oxford (1990:1) state that the improvement of learner's proficiency deals with how the teacher's strategy in teaching because teaching strategy applied by every teacher has to able to improve the student's language performance in term of the four skill. According to Djamarah and Zain (2010:15) strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' effort in creating an environment that enables students to be involved in the teaching and learning process. So, the teachers are expected to improve their skill for organizing some component of teaching-learning.

Besides preparing the strategy, English teacher also plays other important roles in the teaching-learning activity. One of the teacher roles is to motivate the students. Ellis (1994) said that Motivation is a key factor when it comes to learning a second language or in any learning for that

matter. Motivation is one of the basic concepts of learning. It reveals the reason for the process of goal-directed behavior and explains why people behave as they do. Motivation guides students in an activity that facilitates learning. Pintrich (2000) said that if the motivating aspect of learning is ignored by the teacher it is possible that there is no learning result. In addition, Endah (2007) in her journal said that the teacher should do some effort so that students have the motivation to learn, and the learning goals can be achieved or the competencies that have been determined can be possessed by students. One of the efforts of the teachers in terms of this is by using various methods in the learning process because basically, the learning method is extrinsic motivation for students. Therefore the teacher must know what kinds of motivation had by students and how the motivation can influence their learning in the class. Skinner and Michael (1993:571) state that “Highly motivated children are easy to identify. They are enthusiastic, interested, involved, curious, they try hard and persist and they actively cope with challenges and setbacks. They are students who should stay in the school longer, learn more, feel better about themselves and continue their education after high school.”

From the explanation above, it can be concluded that the effective teaching and learning can be achieved by doing some effort like selecting various activity and strategy where the strategy can also motivate students to follow learning optimally so that the objectives of learning can be achieved. Many researchers have conducted studies on strategies to teach

English writing. One of the previous studies was conducted by Sari (2015), in her study she found that the English teacher's carried out the class by using several strategies in teaching narrative English writing including; modeled writing, think-aloud writing, guided writing, cooperative writing, and independent writing. She also found that by using those strategies, the teacher more easily gives the material to the students and students who have difficulties in narrative writing will be easier in mastering composing narrative writing. But, this study focused on the strategy used for teaching narrative writing in the university which the difficulties of understanding is on different level with senior high school students. Therefore, this study was conducted to fill the research gap. This study can conclude how the activities are set and carry out of the teaching English writing in senior high school level.

To answer the research question, the researcher conducted the research at the tenth grade of MAN 2. There are six class of tenth grade, but the researcher took two class as the subject, including Sains Department 1 (MIPA 1) and Sains Department 2 (MIPA 2). The English teacher of the tenth grade of MAN 2 Malang carried out the activity in teaching and learning writing in a fun way, she use some activity and strategies which is intended to achieve the learning goals along with motivated and energized the students to learn. Furthermore, she is a teacher who dedicated her self as a learner who actively learns and practices different strategy which suits the material. Hence, the researcher

interested to conduct a research in the teaching of writing at MAN 2 Malang and took a study under the title “The Practice of Teaching Writing at MAN 2 Malang”. Which attempt to describe the practice of teaching English writing at MAN 2 Malang.

B. Statement of The Research Problem

Based on the explanation in the previous section, the formulated research problems are:

- a. How are the activities set and carried out in the teaching writing at the tenth grade of MAN 2 Malang?
- b. How do the students respond to the activities set and carry out by the teacher?

C. Objectives of The Research

This study is aimed to describe the teaching writing practice at the tenth grade of MAN 2 Malang. The specific of this research includes:

- a. To know the activity and to describe how the English teacher carried out the activity in the teaching English writing at MAN 2 Malang.
- b. To describe the students respond to the activities set and carry out by the teacher.

D. Significant of The Research

The result of the research is expected to give benefit both theoretically and practically:

1. Theoretically

- a. The result of this research can be used as a reference for further research.
- b. The result of this research can add knowledge to readers about the practice of teaching English writing at the senior high school level

2. Practically

a. Students

The researcher expects the students to be motivated in learning English and have appropriate behavioral changes during the teaching-learning process.

c. Teacher

Information from this research can help the English teacher in designing the learning process in the classroom so it becomes more interesting. The result of this research can be used as input for the teacher of MAN 2 Malang to pay attention to their student's ability in learning English.

d. For the Institution

The results of this study can help to achieve the vision and mission of certain institutions. The results of this study can also be used as feedback to improve the quality and purpose of the vision and mission of the MAN 2 Malang.

e. For Other Researchers

The result of this research can be used as a reference and knowledge for other researchers.

E. Scope and Limitation of The Research

In this research, the researcher limited the teaching English Writing at the tenth-grade students of MAN 2 Malang. The researcher analyzed the data from the observation when the teacher was doing the learning English process. The researcher also analyzed the data from the interview to the teacher, questionnaire of the students and documents

F. Definitions of Key Terms

In this case, there are some key terms related to the research:

1. The Practice

The practice here is the practice of teaching writing done by an English teacher of MAN 2 Malang at the tenth grade of MIPA 1 and MIPA 2. According to Mohan (2001:120) Teaching practice is defined as “Activities done by the teacher in deliver material using method, mediums, or other alternatives ways and conducted by teachers knowledge and action”. So, this research focused to describe the teacher’s activity in teaching writing including method, mediums, or other alternatives ways done by the English teacher from the beginning until the end of the class.

2. Writing :

According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Based on two definitions above writing can be defined as a process of conveying information and expression of ideas into written language.

3. Descriptive study :

In this study, the researcher conducted a descriptive qualitative study. This was a descriptive study because it described the data. The method uses qualitative description, the researcher as an observer while the teaching process is going on. The information is collected without changing the environment or real condition.