

Chapter One

Introduction

This chapter deliberates several points as an introduction to this research. Furthermore, the first part of this research discusses the background of this research and the reason behind conducting the research. Identification of the problem also appears in this chapter followed by delimitation of the research, and research questions as well. In addition, the objective and the novelty from this research also will be put to strengthen this research. At last, the organization of the research also asserts to inform how the researcher will conduct this research.

Background of the Research

Writing skill is one of the skills that English learners must master, especially those studying English as a foreign language. Fadhila and Fatimah (2020) argued that writing is one of the backgrounds of language skills in addition to three other language skills, such as speaking, listening, and reading skills. For example, students can express and communicate their thought with other people. The previous statement also supported by Apsari (2017) mentioned that writing is a communicative act that is a means of exchanging information, thoughts, experiences, or ideas between us and others.

One of the things that need to be measured in the learning process in the classroom activities used by the teacher, especially when writing applications. According to Agustin, Noviyenti, and Utami (2019), classroom activities are

activities in which students show their educational activities both as a team and individually and the learning process cannot be effective, and students become passive in learning in the class where there are no real activities. It is expected that the existence of various classroom activities can assist students to sharpen or improving their English written skills.

As noted by some scholars, writing skills can be categorized as challenging skills to be mastered. Haerazi and Irawan (2019) stated that writing is one of the most complex language skills to be learned and to be taught. However, as the obligation of teachers, the writing skill must be taught to students, especially in senior high school stages. In addition, according to Khairunnisa and Tinus (2018), senior high schools students are at the final level of the "Compulsory Education" government program which has been enrolled for 12 years starting from elementary school level until high school level. Therefore, the skill to write is one of the important skills that must be mastered by students to assist their future and study plan. It is also supported by Apsari (2017) claiming that writing is an important skill for career and personal life because other people will judge our thinking skills according to what we write and how do we write it.

An observation that has been done by the researcher when teaching practice in high schools showed that future teachers are required to use various classroom activities to teach or improve students' writing skills. This is because through the classroom activities used by the teacher students can more easier absorbing the material teach by the teacher. Ready or not, the stages of teaching writing must be

done by teachers to create or build a sense of writing in students, especially in English writing. Learning and teaching activity particularly writing skill faces some obstacles and challenges. One obstacle that can be found in offline learning during the pandemic era is the monotonous classroom activities used by the teacher. Explicitly, when teachers start to teach English writing skills to high school students, which is one of the most difficult skills to learn for English foreign language (EFL) learners.

By realizing the importance and challenges of writing skills, especially for high school students, the researcher wants to explore classroom activities used by teachers to teach or to improve students' writing skills in English. Additionally, the researcher also wants to find out the learning goals that the teacher has set when using particular activities to teach writing skills to senior high school students. Based on the phenomenon, problem, and reality that have been declared by the researcher, this research will be valuable guidance for future teachers who want to teach writing in English, especially for high school students.

Identifications of the Problems

There are several problems faced by teachers and high school students in carrying out offline learning during the pandemic era, particularly in learning English writing skills. Some problems that they may face the first is limited learning time, due to the Covid-19 pandemic, learning is still limited. The second is the lack of interaction between teachers and students when learning. The existence of limited

learning makes students and teachers rarely interact during learning. The last is the classroom activities used by teachers are monotonous and boring. Teachers are also more likely to use classroom activities that are less interactive with students. In line with that, appropriate, interesting, and not monotonous learning activities are needed by students when studying or honing their English writing skills. This class activity is also closely related to the results of students' writing.

Delimitation of the Research

The researcher wants to focus on the classroom activities used by the teacher in the learning process of writing. In addition, the researcher also want to know the goals of teacher when using particular classroom activities in teaching writing skills to Senior High School students, especially in an offline setting during the pandemic era. Therefore, this research focuses on these two things.

Research Questions

1. What classroom activities are used by teachers to teach the writing skills of high school students?
2. What are the goals of the classroom activities used by the teacher?

Objectives of the Research

Based on research questions, this study aims to:

1. To find out classroom activities used by high school teachers to teach or hone students' English writing skills

2. To find out learning goals set by the teacher regarding the implementation of classroom activities used by the teacher in teaching writing in English

Significance of the Research

This research is expected to provide contributions and benefits to various groups in the world of education such as teachers, students, and researchers as well.

For teachers or lecturers. This research as expected can be a scientific reference or guidance for teachers, lecturers, and future teachers who will teach writing in English by using a variety of interesting and appropriate classroom activities. Moreover, this research is also as expected can provide an evaluation of teachers' materials for high school related to classroom activities that they used to teach, expand or improve students' English writing skills.

For future researchers. By conducting this research, future researchers can use this study as a theoretical review. In addition this research can be used as reference for further research on the same topic.

For students. The presence of this research as expected for students in senior high school can gain knowledge related to classroom activities that can be used to improve their English writing skills. Therefore, by reading this study students are expected to be more motivated to learn or improve their English writing skills by using classroom activities used by the teachers.

Organization of the study

The introductory chapter of this research discusses the background of the research that will be explored by the researcher. Furthermore, in this chapter one also explain the goals for the teacher using these class activities. The objectives and significance of the results of this research also appear to show the novelty of this research. Whereas in chapter two discuss a literature review from previous research. In chapter two, the researcher consists of the results of previous research on classroom activities used by teachers to teach writing skills and the importance of writing skills. Moreover, the researcher discusses theoretical frameworks related to the topics in this study.

Chapter three discuss the methods used in this research. The researcher discusses how to collect data and also the stages of data analysis. Furthermore, the researcher also describes the participants who are involved in this research. Chapter four in this study discusses the results of the research as well as its discussion. In this chapter, the researcher presents the results of the interpretation of the data that has been collected. Thus, this chapter answer the research questions mentioned in chapter one. In the meantime, chapter five of this study contains conclusions and suggestions. At the end of this chapter, the researcher writes down suggestions based on the research's findings and discussion in the previous chapter.