# CHAPTER I
# INTRODUCTION

## A. Research Background

Educating composing in schools is an encounter, information, and techniques in composing a text[1]. The teachers frequently utilize evaluations to distinguish students' capacities and get data on students' qualities and shortcomings in learning to type in[2]. The strategies, methodologies, and instructing materials utilized by English teachers in instructing composing generally comprise phonetic information such as lexicon, sentence structure, and accentuation.

Writing is a genuinely essential skill in the context of life and a vital component in the world of education[3].Aptitudes can be accelerated in case there is a parcel of honing and preparing; however, understudies are, as it were, taught language structure and mechanics in composing, but educator support for understudies to hone composing is exceptionally negligible. The topics for learning to write so far are essays, diary writing[4], short paragraph descriptions[5], poetry[6], letters[7,] and such.

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[1]Rumiri Aruan. A Survey on The Teaching of Writing at Senior High Schools in Riau Province. (Riau University, Indonesia. 2018). Accessed Nov. 02, 2022.

[2]J. Truckenmiller. Expanding Assessment to Instructionally Relevant Writing Components in Middle School. (Journal of School Psychology.Vol 94. 2022). Accessed Nov. 02, 2022.

[3] Mark Joshua D. Roxas. Exploring Senior High School Students' Academic Writing Difficulties: Towards an Academic Writing Model. (University of Perpetual Help–Molino. Cavite. Philippines. 2020).

[4]Rahma Dian Indriyani. Using Writing Diary to Improve Students' Writing Ability on Recount Text. (State Islamic University Syarif Hidayatullah. Jakarta. Indonesia. 2020)

[5]Lia Diana. Improving Students' Skill in Writing Short Paragraph by Using Simple Present Tense at Frist Semester. (University of Pahlawan Tuanku Tambusai. Riau. Indonesia. 2019)

[6]Efrianto. The Effectiveness of the Modeling Method in Learning Writing Poetry Skills.(State University of Jakarta. Indonesia. 2022)

[7]Zakiyah Hanifah. Teaching Senior High School Students to Write Personal Letters by Using Google Classroom. (University of Padang. Indonesia. 2019)

According to Hartono[8], teachers focus more on assessing students' writing skills because these results can reflect how much material the students have mastered. As for learning to write, according to Rumiri Aruan[9], writing learning materials should focus on writing strategies and skills. Whereas Bimo Adi Nugroho[10] explained that English teachers are required to teach writing based on the essential competencies listed in the curriculum, and Emzir[11] researched that as a professional educator, the teacher's mission is to educate, guide, teach, assess, direct, evaluate, and train students. The qualitative meta-analysis research aims to determine the development of teaching and learning writing in Indonesia from 2012 to 2022. This thesis aims to provide recommendations for future writing studies in Indonesia.

## B. Research Focus and Scope
### 1. Subject of the Research
The research subject is teaching and learning writing, used in Indonesia's English language teaching process.

### 2. Object of the Research
This research aims to analyze teaching and learning writing in Indonesia based on research by researchers in articles and journals published from 2012 to 2022 using qualitative meta-analysis.

## C. Research Question
Based on the background of the research problem above, the formulation of the problems to be discussed in this research are:

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[8]Hartono.Senior High School Teachers' Assessment on Students' Writing skill. (State University of Malang. Indonesia. 2013)

[9]Rumiri Aruan. A Survey on The Teaching of Writing at Senior High Schools in Riau Province. (Riau University, Indonesia. 2018)

[10]Bimo Adi Nugroho. Observational Study on the Teacher's Method and Assessment in Teaching Writing Skill in a Senior High School in Jember. (University of Jember. Indonesia. 2019)

[11]Emzir. Genre Based Writing Indonesian: Teacher's Role in Teaching Writing in Senior High School of Banten, Indonesia. (State University Of Jakarta. Indonesia. 2020)

1. How to teach and learn writing in Indonesia according to articles and journals published from 2012 to 2022?
2. What kind of text is used for teaching and learning writing in Indonesia, according to articles and journals published from 2012 to 2022?

## D. Research Objectives
The objective of this research is to:
1. To find out how to teach and learn writing in Indonesia according to articles and journals published from 2012 to 2022.
2. To find out what kind of text is used for teaching and learning writing in Indonesia according to articles and journals published from 2012 to 2022.

## E. Research Significances
### 1. Theoretically
To explain the analysis result of the teaching and learning writing by the researcher in Indonesia based on the researcher's research in articles and journals published from 2012 to 2022.
### 2. Practically
This researcher hopes this research will be helpful in the following areas:
a. Educators
Educators can know and choose how writing is learned and taught well. Educators can also apply the results of this research to teaching and learning activities.
b. The Students
Equip students who want to become teachers so they can know the competence of writing students and by the standards of teaching and learning writing in Indonesia.
c. The Researcher
It is used for researchers because it can increase the researcher's conversancy about teaching and learning writing in teaching English based on the methods and results of previous researchers.

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d. The Other Researcher

Analyzing of teaching and learning writing through qualitative meta-analysis can be an alternative in determining research and developing a scope of the research and other specific expertise.

## F. Definition of Key Terms

The Researcher uses the following terms to avoid misunderstanding when interpreting the meaning of the terms in this article.

**1. Learning**

Learning is a process of change and activity to acquireskills or knowledge through practice and study[12]. Learning is a relatively coherent adjustment of the stimulus-response relationship described as an effect achieved by the interaction of functional dynamics through the sense[13].

**2. Teaching English Writing**

Teaching is to teach confidence in writing, improve writing skills, and provide knowledge or knowledge in academic writing[14].

**3. Qualitative Meta-Analysis**

Qualitative meta-analysis is the latest development in qualitative findings to advance more formal knowledge[15]. Qualitative meta-analysis is the result of research conducted systematically to answer questions that arise from the same research findings[16].

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[12]Afzal Sayed Muna, Md Abdul Kalam. Teaching and Learning Process to Enhance Teaching Effectiveness: a Literature Review. (School of Business, University of Wales Trinity Saint David. London. 2021)

[13] Sheldon J.Lachman. Learning is a Process: Toward an Improved Definition of Learning. (The Journal of Psychology, Volume 131. 2010). Accessed Nov. 29, 2022

[14]Hung-chun Wang. "Teaching is Learning": Creating a Meaningful English L2 Writing Class with Service-Learning. (Pedagogies: An International Journal, Volume 14. 2019). Accessed Nov. 29, 2022

[15] Lela Zimmer. Qualitative Meta-Analysis: a Question of Dialoguing with Texts. (National Library of Medicine. 2006). Accessed Dec. 4, 2022

[16]Nuskhan Abid. Kajian Qualitative Meta-Analysis Belajar dan Pembelajaran Bahasa Inggris di Pesantren.(Prosiding Seminar Nasional Pascasarjana. 2022). Accessed Dec. 4, 2022

**G. Organisation of Thesis**

This study is divided into five chapters, including:

**1. Chapter I (Introduction)**

It includes the research background, research focuses and scopes, research questions, research objectives, research significances, definitions of key terms, and thesis organization.

**2. Chapter II (Review of the Related Literature)**

A theoretical description, a theoretical framework, and a review of previous studies are all included in this chapter.

**3. Chapter III (Research Methodology)**

The research method, research setting, research subject, research participants, instruments and data collection technique, data analysis technique, and ethical research considerations are all defined in this chapter.

**4. Chapter IV (Research, Finding, and Discussion)**

It includes research findings and discussion.

**5. Chapter V (Conclusion and Recommendations)**

It includes a conclusion, suggestions, and limitations.