

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

There are four skills that students find when learning English, they include speaking, listening, reading, and writing. Students often improve their writing skills in English on their own, but they never succeed because it is not an easy task to do. Even if the student has writing skills, he still needs to improve his writing skill. It becomes a difficult hurdle for users, both native and non-native users (Perumal & Ajit, 2020). Writing is a productive skill besides speaking, writing is more complicated to explain because students need more consideration when they learn about grammar rules, vocabulary, or other special formats for writing. Therefore, students need more attention to writing. In the writing process, students are expected to be able to present text grammatically, express the purpose of the text, and conclude. Writing and speaking are the two skills that make up productive skills (Husna & Multazim, 2019). There are many kinds of text in English, one of them is procedure text, which is taught in *Pondok Pesantren*. Procedure text that explains how to make something or how to do something, the students are expected to understand the definition, purpose, generic structure, and language features of procedure text.

Learning and mastering writing skills in English is very important; however, English is an international language, and it means the language used by everyone in the world. English is the language of business, education, and communication, and it is seen as an official language (Selvaraj & Aziz, 2019). One of the most important aspects of English writing skills is the ability to communicate with an international public in today's modern era. Communication is not only done through speaking or sound; many people in this modern era communicate through writing

on social media. To communicate with an international public on a global scale, this writing skill must be mastered.

To motivate students to develop their writing skills and guide them with their feedback, teachers must include them in writing class. The majority of students do not have basic writing technique. Including planning, drafting, revising, and setting goals before they start writing. This research found that students must know writing technique (Nuray Okumuş Ceylana, 2019). Considering the difficulty of complex writing skills, the teacher must have a specific strategy to teach writing skills to students so that students can understand well what the teacher conveys. Developing students' ability in writing is one of the challenges faced by ESL teachers in most schools nowadays (Moses & Mohamad, 2019). Therefore, being able to generate pupils with amazing writing abilities seems to be an onerous responsibility for teachers. Thus teaching writing is not as simple as it sounds (Yusuf *et al.*, 2019). In the process of teaching and learning English writing skills, some teaching and learning tactics that are deemed appropriate for one group of learners may not be suitable for other groups, as each group has different writing-related issues and requirements (Ismiati & Pebriantika, 2020).

Teachers should prioritize the writing process rather than the result as the most important factor (Astrini *et al.*, 2020). The teachers need to use technique appropriate to the material and student circumstances so students can write the procedure text properly and correctly. A technique that has the right combination with learning to write procedure text is the demonstration technique. The demonstration is the act of acting in front of others, either to teach them how to do it themselves or to complement a presentation by illustrating a key idea. Demonstrate anything by carrying it out physically and providing justification as you go along with the action (Team Prabhat, 2023). The demonstration is one of the training teaching strategies. The training strategies of teaching are demonstration, programmed instruction, interaction analysis, simulation, and microteaching (Ravivarman, 2019). According to Mohan (2019), the

demonstration is a technique used to describe or explain a process, an event, or a procedure. The demonstration technique investigates here the technique used by the teacher to show the process of how to make or do something in procedure text. For example, how to make a plate of fried rice, how to use a blender, etc. The demonstration technique made the process of learning more interesting and conductive (Husnu, 2017).

Social agency theory is in line with learning in *Pondok Pesantren* because social cues embedded in demonstrations can form a sense of connectedness between teachers and students during learning, which in turn motivates students to engage in deeper cognitive processes to make sense of learning. Previous Research by Rahnert (2022) showed that an instructor's hand can serve as a social cue and thus enable a greater learning experience. The presence of the teacher or instructor is more important than the video. When the teacher is forced to use learning videos, such as during online learning, when there is a covid 19 pandemic, the teacher still has to be in the video. Research shows that instructors should be shown on screen in instructional videos because it can increase learner satisfaction (Henderson & Schroeder, 2021).

Some students who learn English have difficulties with writing skills, including in writing procedure text. In previous research, it was concluded that students' writing has difficulties in social function, structure, text, language features, and topic, and the dominant factor in students' writing difficulties in the text are language features, like vocabulary and grammar, which make students feel difficult when writing text (Heti Hidayah, 2021). Previous research showed that students still have difficulty writing and understanding linguistic elements and the general structure of procedure text, which makes it difficult for them to understand how to construct a good procedure text. Students have difficulty making text because of a lack of English vocabulary, enthusiasm for learning, and teaching technique (Zai, 2023). The previous study by Kurniawan (2016) showed that the advantages of using demonstration technique in writing procedure text at SMPN 22

Pontianak are by using demonstrations, students' ability to write procedure texts increases. The improvement include, firstly, student writing increases in terms of the variety of vocabulary used, the use of appropriate imperative sentences, neatly organized thoughts, grammar, and spelling. Secondly, students' enthusiasm for learning and making procedure texts also increased. Thirdly, students actively participate in the teaching and learning process, and they seem to enjoy it. Lastly, demonstration techniques provide a new atmosphere in the classroom.

English Learning in *Pondok Pesantren* is different with English Learning in Junior high school. This *Pondok Pesantren* implemented *Pondok Pesantren Modern Gontor* curriculum ,KMI (*Kulliyatul Mu'allimin Al Islamiyah*), the curriculum has been implemented in this *Pondok Pesantren* for 28 years, this curriculum using Arabic and English in daily conversation as the formal language include in learning. Most of learning in this *Pondok Pesantren* used direct method and the use of technology is limited so, the teacher is the main media in learning. While, the teacher use code mixing in teaching English in the junior high school, and in the learning the use of technology is unlimited.

Based on the statement above, the author will do research entitled "English Learning in *Pondok Pesantren*: Exploring the use of Demonstration Technique in writing Procedure Text". The researcher chose the following title to know the process of English Learning in *Pondok Pesantren* about writing, especially in learning writing procedure text using demonstration technique.

## 1.2 Research Question

Based on the background above, the researcher has two questions about the problem and she hopes to achieve the goal. The problem can be identified as follow:

1. What are the advantages and disadvantages of the demonstration technique in learning writing Procedure text employed in *Pondok Pesantren*?

2. What are the challenges of learning writing procedure text using demonstration technique employed in *Pondok Pesantren* and how they solve those problems?

### 1.3 Objectives of the Study

The objectives of the study can be stated as follow:

1. To find out the advantages and disadvantages of the demonstration technique in learning writing Procedure text employed in *Pondok Pesantren*.
2. To find out the challenges of learning writing procedure text using demonstration technique employed in *Pondok Pesantren* and the solutions of those problems.

### 1.4 Significance of the Study

#### 1.4.1 Theoretically Significance

Theoretically, the results of this study can provide and inform about demonstration technique and its implementation in learning writing of procedure text.

#### 1.4.2 Practically Significance

From this research, it is expected to be able to provide the benefits for:

- a. Teacher

The researcher hopes that the results of this study can provide benefits for teachers by using demonstration technique as an alternative technique in the process of writing skill in procedure text.

- b. Student

The findings of this study are expected to help students in overcoming their writing challenges, particularly when it comes to writing procedure text.

c. Researcher

The researcher hopes that this research is useful to explore the development of the study of demonstration technique, especially for the previous study that stated the demonstration technique is suitable in learning process, while this technique has the disadvantages and the obstacles (Aditia *et al.*, 2023). She also hopes it can be useful for other researchers and provide motivation and a lesson that can be learned by everyone. To get a State one Degree in the English education department at University of Nahdlatul Ulama Sunan Giri. She must fulfill one of the requirements, which is writing a thesis. In addition, the authors hope that this research can be used as initial learning for prospective teachers who will use demonstration technique during learning writing skills, especially in procedure text.

## 1.5 Scope and Limitation of the Research

The researcher limits the scope of this research to avoid misunderstandings about this research. The scope of this research is about the demonstration technique is used to teach writing procedure text at *Pondok Pesantren* for boys. For this research to be more focused and not spread, this research is conducted on 2 teachers at *Pondok Pesantren* for boys who teach writing procedure text using demonstration technique in seventh grade and 3 students from seventh grade who learn writing procedure text, focused on implementing demonstration technique in the learning of writing in procedure text. Then, the material is taken from textbooks and other relevant sources.

## 1.6 Definition of Key Terms

It is important to emphasize the phrases in this essay's title to prevent misunderstandings and confusion. The following terms need to be highlighted:

### 1. Demonstration Technique

Demonstration technique is a technique of conveying learning by showing or practicing the process of something happening. The teaching and learning process using demonstration technique is carried out systematically. The technique can focus the attention of students because they need to see a process of how something is happening, so that nothing can be missed to achieve the objectives of the material.

### 2. Writing

One of the four skills in English is writing. The meaning of writing is expressing or conveying ideas, opinions, feelings and thoughts through writing. Writing has the aim of providing information, entertaining readers, or influencing readers with the contents of the writing.

### 3. Procedure Text

Procedure text has a definition of how the process of making or doing something. The goal of telling someone how to make or do something with the instructions explained. has 2 components, namely the generic structure and language feature, it's generic structure has 3 parts: goal, ingredients or materials and step, the language features of procedure text; they are using adverbial sequences or using temporal conjunctions, use command or imperative sentences, use adverbials (adverbs), Use action verbs, you use the present tense.