CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the background of the study, the problem of the study, the objective of the study, the hypothesis of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

Writing is actually the action to compose ideas. Writing is also one of the English skills besides speaking, listening and reading. Each of these skills has the important role for the teaching and learning process. As we know that writing almost as the same characteristic as speaking, that is to communicate. What make them different is, in speaking, the purpose of communicating and showing the ideas is directly done by ignoring the grammatical mistakes in the spoken language. However, the purpose of writing that is to communicate the ideas by looking at the grammatical mistakes so that the readers can understand the messages which will be extended by the writer effectively.

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.[1] Writing as a part of the language skills must be taught maximally since it has been considered as the hardest skill. Writing is also one media of communication. According to Byrne writing is a primary means of

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[1] Sutanto Leo, at. al., *Essay Writing* (Yogyakarta: CV Andi Offset,2007), 1.

recording speech, even though it must be acknowledged as a secondary medium of communication.[2]

Writing is also as a form of communication to express thinking and feeling after speaking.[3] It means that speaking has the role to collect the ideas before writing is held. In other words, writing has more special characteristic rather than speaking. Writing involves some language components, such as: spelling, grammar, vocabulary and punctuation. These components will establish the students' writing ability that in some cases sometimes has become a difficult activity in the teaching and learning process.

Success in writing is determined from the students' ability in applying these components. When the students write a paragraph or essay, they always think of spelling, grammar and the use of vocabulary which are applied. It is really important because it can influence the meaning of the paragraph. The good writer has to understand about it. However, the students are sometimes ignoring these problems and not all of the teachers explain to them about the correct rules in writing. Most of teachers do not have a good approach to make the students understand well about the rules. Therefore, the teacher should know the best approach to apply this rule to the students.

The approach which will be applied has to appropriate to the students, in order to make the situation in the class becoming not bored as well. In this research, the approach chosen is Process-Genre Approach. Process-genre approach is basically a synthesis of concepts both from process-based

[2] file:///F:/*developing-students-writing-skill*-by.html.accesed on 20-03-2014
[3] Barli Bram, *Write Well (Improving Writing Skills)* (Yogyakarta: IKAPI,1995), 11.

approach and genre-based approach.[4] Through process approach, recursive writing process such as prewriting, drafting, revision and editing are implemented while through genre-based approach, the ideas such as knowledge of the context, the purpose of writing and certain text features are adopted.[5]

There were varieties of previous research on the use of process-genre approach to teaching writing which showed that this approach could improve students' ability in writing. One of them is the effects of process-genre based approach on the written English performance of computer science students in a Nigerian Polytechnic by Babalola. The findings of this study revealed that process-genre based approach to the teaching of writing had significant effect on the students' written English performance. Another research was conducted by Gao who investigated the use of process-based approach and finally recommended it to improve Chinese college English writing instruction. The result of the research showed that the English writing situation in Chinese Universities, Chinese learners' writing proficiency could be enhanced.[6]

In reference to the explanation above and strong desire of trying to know the effectiveness of process-genre approach toward the students' writing ability, the researcher wants to know about the effectiveness of

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[4] Bagder & White, "*A Process Genre Approach to Teaching Writing", ELT Journal*, 54 (2), 153-160.
[5] Babalola, H.A.L, *Effects of Process-Genre Based Approach on the Written English Performance of Computer Science Students in Nigerian Polytechnic*, Journal of Education and Practice 2014, 3, 1-6.
[6] Gao, *"Teaching Writing in Chinese Universities: Finding an Electric Approach"*, Teaching Articles, 50 (2).

process-genre approach toward the students'ability especially in writing recount text at eighth grade of SMPN 1 Ngadiluwih. Therefore, the researcher can formulate the title of this research that is "**The Effectiveness of Process-Genre Approach in Teaching Writing at The Eighth Grade Students of SMPN 1 Ngadiluwih**".

B. The Problem of the Study

Based on the background of the study in previous discussion the following research problem is formulated as follows: "Do the students taught by process-genre approach have better writing achievement in recount text than those taught by non- process-genre approach at eighth grade of SMPN 1 Ngadiluwih?"

C. The Objective of the Study

Grounded on the problem of the study above, the researcher formulates the objective of the study which is to know whether teaching writing recount text using Process-Genre Approach is effective or not to the eighth grade of SMPN 1 Ngadiluwih.

D. The Hypothesis

The hypothesis of the study can be formulated as follows:
Teaching writing recount text using Process-Genre Approach to the eighth grade of SMPN 1 Ngadiluwih is effective.

E.   The Significance of the Study

The researcher will give some useful information about the effect of process-genre approach in teaching writing recount text at eight grade of SMPN 1 Ngadiluwih. Hopefully, the results of study are useful for the English teacher, students and other researcher. The results will be used for the following:

1. The English Teacher

    This research is expected to provide students with the information about writing, in which the teacher will help his or her students when facing some problems in understanding recount text.

2. The Students

    By doing the research, the writer hopes that process-genre approach can be used a approach in student's ability especially in understanding recount text. They also enjoy learning English in the class and enlarge their writing easily.

3. The other researcher

    The result of this research can be used by other researcher as a reference and a source of information to conduct further research that is related to the process genre approach in teaching writing.

F.   The Scope and Limitation of the Study

As mentioned before, this research took place at SMPN 1 Ngadiluwih because the students in eighth grade find many difficulties in

learning English language especially in writing skill. This study concentrates on the discussion of process-genre approach in teaching writing. The study is limited in teaching of writing especially in recount text using process-genre approach.

G. The Definition of the Key Terms

1. Writing Skill

   Writing skill is the action of composing the ideas in sentences, text or paragraph which is measured through test and created through numeral. This action should be well organized in order to be understood by the readers.

2. Process-Genre Approach

   Process-genre approach is a combination of process models and genre theories which came about with the realization of the limitations of both the process and the genre approaches in developing learners' writing skills.[7]

3. Recount Text

   Recount is a kind of genre which is learned in the second year of junior high school. Actually recount text is a text which tells about the personal experience in the past time.

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[7] Babalola, H.A.L, *Effects of Process-Genre Based Approach on the Written English Performance of Computer Science Students in Nigerian Polytechnic*, Journal of Education and Practice 2014, 3, 1-6.