

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

A. Background of the Study

Language is a means of communication between members of society. In Indonesia, the official language is *Bahasa Indonesia*. But now days, in order to face and to compete in the globalization era, Indonesia needs an International language. There are several international languages in the world and one of them is English.

English is very important language in the world, because it should be realized that English as an international language plays important roles in some aspects of human life. Learning English means learning its two aspects: skill and component (Heaton, 1991:3). Four major skills through language are listening, speaking, reading and writing; while English components are phonology, vocabulary, and grammar.

According to Langan (2006: 13) writing is a skill like driving, typing or cooking, and like any skill, it can be learned. Writing is a basic skill that is necessary for success on the real world. Having ability to write well is really

important because it is not only for expressing someone's feeling but also be used to increase their opportunities for career promotion. As means of communication, writing has an important part of human life. The writing ability will make their communication easier. Since English becomes the target language in educational world, of course, it will arise some problems that may faced by the students while acquiring the target language.

Based on the result of the interview with the classroom English teacher about teaching and learning students' SMAN 1 Ngunut, conducted on March 27th 2014, it is found the basic problem that is faced by the students in tenth grades of SMAN 1 Ngunut in English subject is the students have less ability in writing, especially writing recount text. Many factors contribute to this less ability such as the students have difficulty in generating ideas and organization ideas. The students have less in using suitable vocabulary items (vocabulary). They also lack of attention to use the suitable verbs based on the past verbs that use in the recount text. In addition, the English teacher didn't use media when he taught writing recount text.

The students have never experienced the writing process during writing activities. Writing activities were mostly dominated with grammar exercises and sentence building. The teacher did not teach the students how to write a recount text through the writing process which includes pre-writing, drafting, revising, editing, and publishing stages. Thus, the students lacked writing practices, particularly producing a piece of composition through writing process.

The researcher also interviewed the students' SMAN 1 Ngunut, especially the first grade. Based on the result of interviewing the students, they said that they wanted to have good writing skill, but they lack of motivation to write and they considered writing was boring and difficulty.

Another fact is the students' score in writing recount text at X-G class of SMAN 1 Ngunut in the preliminary study were low. There were 9 students got the score above 75 as the minimum passing score. The other 26 students got the score lower than 75. From the explanation above, it can be concluded that the students have less ability to write recount text.

Regarding that the basic competence is to write recount text, so the students have to know what recount text is, what tense and generic structure that used in recount text, and how to combine the words into sentences, sentences into paragraphs. By implementation process-genre based approach, the students are hoped can improve their ability in writing recount text.

In this study, the researcher uses process genre based approach. Process-genre based approach is derived from two kind of approaches namely process approach and genre-based approach. According to process approach, writing activities are divided into five steps: prewriting, drafting, revising, editing and publishing (Thomskins: 1994).

In the genre-based approaches, the teaching of writing, as Agustien (2006) described is started from the first stage called BKoF (Building Knowledge of the Field) where the teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. The second stage is called

Modeling of text (MoT) where the students are exposed to written text to develop reading skills. The third stage is called Joint Construction of Text (JCoT). At these stages try to develop written texts with their peers and white the help from the teachers. Finally they write texts independently in the stage called Independent Construction of Text (ICoT).

Process-genre based approach is interesting for the students of tenth grades in SMAN 1 Ngunut. This strategy is very suitable to teach writing, it can give the students more helpful guide during the writing activities and can decrease their chatting that is not useful in class. They can talk about their writing; automatically all of the students are active in the class. From these benefit above, process-genre based approach is hoped to increase their writing ability in recount text.

Irmawati (2011) did a study in order to find out using Facebook through Process-Genre Based Approached to improve the ability of Grade 8 Class C of junior High School 19 Malang in Writing Descriptive Texts. The result of her study showed that use of Facebook through process-genre based approach can improve the students' ability in writing a descriptive text. The percentage of the number of the students achieving the score above the minimum passing grade (KKM: Kriteria Ketuntasan Minimal) had improved from only 2.9% (1 student out of 34 students) in the preliminary study to 64.7% (22 students) in Cycle 1 and to 100% (34 students in Cycle 2). The students' were also more enthusiastic during the writing activities because of the use of Facebook as the interesting media.

Regarding with the previous studies, this study some differences compared to the previous studies above. In terms of the subject of the study, this study doing in tenth grades of senior high school. Next this study using genre recount text and the students can publish her/his experiences in the facebook group and can share or comment to other friend in the facebook group. In this study, the researcher more focused to implementation strategy to improve students' ability in writing recount text and facebook as media to publish written of recount text.

The researcher chooses SMAN 1 Ngunut because this school is a good school in Tulungagung. The researchers also was suggested by the teacher to conduct a study in X-G class of SMAN 1 Ngunut because the students in X-G class of SMAN 1 Ngunut have many problems in English lesson.

Therefore, in this study the researcher tries to conduct the research that used process-genre based approach to improve writing recount text with the topic "Improving students' ability in writing recount text through process-genre based approach at first grade students of SMAN 1 Ngunut".

B. Formulation of the Research Problem

Based on the background of the study mentioned above, the main problem of the present study is formulated as follow: "How can process-genre based approach improve students' ability in writing recount text at first year of SMAN 1 Ngunut Academic Year 2013/2014?"

C. Purpose of the Study

Regarding the statement of the problem, the purpose of the study is to describe How process-genre based approach improve students' ability in writing recount text at first year of SMAN 1 Ngunut Academic Year 2013/2014.

D. Significance of the Study

This research is expected to give contributing to:

1. The students

The students know that process-genre based approach can make active and motivate them to learn English writing, and it can be used to improve their writing.

2. The English teacher

The teachers know process-genre based approach can be applied to overcome some problems that are faced by the students in learning English writing. Then, the use of it can make active and motivate the students to teach English writing.

3. The future researcher

It is expected that this research becomes a references a references in conducting the future research, especially teaching writing using process-genre based approach on different grades or level.

E. Scope and Limitation of the Study

This scope in this study is teaching writing through process-genre based approach to improve students' ability in writing recount text at the first grade of SMAN 1 Ngunut. The limit this study is the researcher only focuses in improving

students' ability in writing recount text through process-genre based approach and the researcher only conducted for tenth grades students of SMAN 1 Ngunut, Tulungagung in academic year 2013/2014.

F. Definition of Key Terms

In order to avoid misunderstanding, the researcher needs to give explanation of key terms use in this study. The key terms of this study are as follows :

1. Improving

It means that making something better. Therefore, in this research, the researcher wants to improve the students writing recount text in the first grade students of SMAN 1 Ngunut in academic year 2013/2014.

2. Writing

Writing is one of English skills that should be taught integrated, but it is regarded as the most difficult language skill to learn for learners.

3. Recount text

Recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail. The generic structures of recount texts should consist of the following: Orientation (Introducing the participants, place and time); event (Describing series of event that happened in the past); reorientation (it is optional, stating personal comment of the writer to the story).

4. Process-genre based approach

Process genre based approach is derived from two kind of approaches namely process approach and genre-based approach. In the process approach,

writing activities are divided into five steps: prewriting, drafting, revising, editing and publishing. Meanwhile, the genre-based approaches, the teaching of writing is divided into four stages: BKoF (Building Knowledge of the Field), MoT (Modeling of text), JcoT (Joint Construction of Text), and the last stage called ICoT (Independent Construction of Text).

G. Organization of the Study

This study will divide into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Findings and Discussion, (5) Conclusion and Suggestion.

Chapter I provide the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms and organization of the study.

Chapter II will focuses on the review of related theories and literatures related to writing recount text.

Chapter III will contains further explanation about methodology of the study including research design, subjects and setting of the study, procedures of the study (preliminary observation, planning, implementing, observing and reflecting).

Chapter IV will covers the data collected, data analysis and the interpretation of the findings from the study.

Chapter V will explore the conclusion of the study and also suggestion for further study.