CHAPTER I

INTRODUCTION

In this chapter the researcher serves six topics related to the research. Those topics cover background of the research, statement of research problem, objectives of the study, significance of the research, scope and limitation of the study, and definition of key terms.

A. Background of The Research

Language is a primary tool in communication among human being in a community. Larsen (2003: 2) states that language is a means of interaction between and among people. Here, language has function as tool which connects them with surrounding. In the community, people realize that without language they cannot interact to each other. Language can become a bridge that connect one another, even connect one another that live in different places. By using a language someone can gain information, knowledge, moreover expressing feeling, and emotions. Nowadays, many people learn the international languages. One of the international languages is English.

English is an international language which has an important role to interact with other people in the world. Harmer (1998:2) states that English as one of the important languages is used by most people in the world as the first or second means of communication. Not only in Europe, but also in the entire world in many countries, English has a special position here since it has

become the international language of communication. So, it means that English is one language that able to connect people in the world. Consequently, many people tend to master English to compete in globalization. It makes English is one of the important lesson that should be taught and learnt in our country.

In Indonesia, English is the first foreign language that is taught in formal school. English is needed to develop the science, technology, culture, and communication with other nations. Because of the demand of the developing era, that everything uses English, for instance in internet or in technology tools, the language used is English. It means that English widely used and it needs to be introduced since childhood. In our country it has been started teaching English starting from elementary school. Even it is also taught in the university as a specific major. Furthermore, English is as the requirement to be graduated from the junior and senior high school. It figures that English is important to be learnt.

There are four main skills in English: those are reading, listening, writing, and speaking. Reading and listening are called as receptive skill. While writing and speaking are called productive skills (J. Harmer, 1998: 44). Writing which belongs to productive skill means that writing is process in which the writer produces something that the content is about writer's thoughts, feelings, and or ideas.

Carroll (1990) states the most important invention in human history is writing. Since it provides a relatively permanent record of information,

opinions, beliefs, feelings, arguments, explanations, theories, etc. writing allows us to share our communication not only with our contemporaries, but also with future generation. It can be said that writing is important to be learnt and to be mastered because it can record the information or messages that the writer want to share to other people, not only for people in the country but also people in the world. How we can share our written to people in the world without having ability in writing using foreign language or English. So, writing is one important skill that should be mastered by students if they want to master English in general.

Writing is still being one difficult skill to be mastered. It becomes one difficult because it is a complex activity. It requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as a means of communication. Students have difficulty when they write their idea or thought in their own native, whereas in English.

Teachers need to move on how to select the materials and activities to be used in a writing class. Some consideration of selecting good materials and activities can help teachers to make decision of what to do in the classroom. The selecting good materials can make the instruction become more interesting, learning become more interactive, the light of time required for instruction can be reduced, the quality of learning can be provided when and where desired or necessary, the positive attitude of the students toward what

they are learning to the learning itself can be enhanced and the role of the instruction can be appreciably changed in positive direction.

There are many kinds of approach that could be used in teaching and learning, particularly in writing. Over the last 20 years, process and product approaches have dominated much of the teaching of writing that happens in the EFL classroom. In the last ten years, genre approaches have gained adherents (Richard B. and Goodith W.; 2000). Commonly approach that is used by the teacher is product based approach. Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher. It means that teacher only concern on the students writing product and does not guide the process of writing. Mostly the English teachers in Indonesia use this approach to teach writing. It is why the difficulties and problem still faced by the students and the writing achievement cannot be maximal.

Writing should be seen as a process - a way of learning-as well as a certain end product- a way of telling. Tompkins (1994) assured that the current emphasis in writing instruction focuses on the process of creating writing rather than the end product. Such emphasis on writing process empowers students by getting them to talk about their writing at every step of the writing process that could reduce mistake done (Gocsik, 2005). During such teaching the teacher will be engaged in as tutor and writing assistant. Teacher as writing assistant helps students to give feedback that could develop

their idea. In this case the teacher's role has changed from the fault-finder and error-hunter to that of facilitator.

Process based approach is approach in teaching writing that concern on the students' process during writing. Teacher guides the students in the writing process. Process based approach is an approach where language learners focus on the process by which they produce their written products rather than on the products themselves. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. It means that by focusing on the process of writing, students could be more aware with their writing and solve the problem during the process writing by guidance from the teacher. It can be said that by concerning the process the students could produce the better product of writing and their writing achievement could be maximal, since they had passed the process in writing well.

In the fact it is found that most English teacher still used product based approach in teaching writing so the writing achievement of the students are not maximal. Based on the observation when conducting teaching practice, the researcher found that students writing achievement at 8th grade of MTs Negeri Ngantru can be categorized as good one. It can be seen from the score in writing. Most of students had achieved the minimum score in writing that is 70. The researcher was very curious to know what kind of approach that is used by the English teacher at 8th grade. Finally, the researcher known that the English teacher used process based approach in teaching students writing.

This approach in teaching writing is still something unique and different, it makes the researcher intends to observe the implementation of process based approach to teach writing. The researcher wants to elaborate the implementation of process based approach in teaching writing in the class. The researcher also wants to give the information of applying the process based approach in writing class that could enhance students writing achievement.

There is previous study concerning process based approach in teaching writing that is written by S. Meeampol from Bangkok. The title is A Study of the Effectiveness of the Process-Based Writing in an EFL Classroom of Second-Year Students at Bangkok University. This research was aimed to study the results of using the process-based approach in an EFL writing classroom by comparing its effectiveness to that of the product-based approach and to study the attitudes of the students taught with the process-based approach. The proficiency test (Pre- / Post-tests) and two achievement tests (Writing Quiz 1 and Quiz 2) were used for measurement. Also, a set of questionnaire was used to gain the attitudes of the students with the process-based teaching. The subjects were 88 students from two EFL second-year classes at Bangkok University, selected through the purposive sampling, from the total 308n students who were assigned to the researcher during the regular semester. After 14 weeks of the process-based treatment, it was found that the students with the treatment could gain a better writing ability. The students with the process-based treatment could outperform the students who did not

receive the treatment on all three tests (Writing Quiz 1, Quiz 2, and Posttest). Regarding the effectiveness of the process based approach on the students' attitudes, the questionnaire results showed that the students had positive attitudes towards the process-based method and that the method could help them write better and make the class more interesting.

Based on the result of the previous study about the effectiveness of process based approach in teaching writing that said it could gain students writing achievement, then also from the previous observation conducted by the researcher toward English teacher at 8th grade of MTs Negeri Ngantru in teaching writing using process based approach, in this case the researcher wants to observe and elaborate the implementation process based approach in teaching writing in which it can improve students writing achievement in writing. The subject of this study is English teacher at 8th grade of MTs Negeri Ngantru who teachces writing using process based approach.

B. Statement of Research Problem

In accordance with the previous section, the appropiate research problem is: How is the implementation of Process Based Approach to teach writing for students at 8th grade of MTs Negeri Ngantru?

C. Objectives of the Research

The research that is conducted by the researcher, it has purpose or objectives related to research problem that is to describe and elaborate the

implementation of Process Based Approach to teach writing by English teacher at 8th grade of MTs Negeri Ngantru.

D. Significance of the Study

Significances of this study are to improve students' writing ability and can assist teachers in applying some variations in teaching process. Clearly it is described as follows:

1. For the students:

    This research will be able to motivate students to be able for being a good writer. Furthermore students will be aware and responsible with their learning process.

2. For the teacher:

    - Process based approach helps both of teacher and students to work together in the process of learning to reach learning goal instead product oriented.

    - From this research, teacher could rise up their awareness concerning their teaching approach for promoting the students' English academic achievement, especially writing achievement.

3. To institute or school:

    Process based approach can be used not only in teaching English in general, yet it can be used in teaching other lesson that emphasize on the process rather than the product. The finding is hopefully useful as

informative data focusing on the appropriate EFL teacher's approach in English class.

4. For the reader in general:

This research is expected to give the contribution of any value to the other researchers in conducting the further research of the similar topic.

E. Scope and Limitation of the Study

Actually, there are many kinds of effective ways in teaching writing toward EFL learners to be more successful in achieving learning goal. The applications of way could be done in some aspects such as the teachers' performance, characteristics, activities phases in the classroom and also the teachers' approach, techniques, methods or strategies to conduct teaching and learning process.

However in this research the researcher restricts the issue on the process based approach used by the English teacher to teach writing at 8th grade of MTs Negeri Ngnatru in academic year 2013/2014. The researcher also restricts the topic of writing recount text, since the observation is done in the second semester and teacher taught about recount text.

F. Definition of Key Terms

To avoid ambiguity and misunderstanding, the researcher explains some terms related to this research, they are:

1. **Writing**

   Writing is the skill that enables an individual to explore their taught, and ideas to other people.

2. **Process Based Approach**

   Process based approach is an approach in which the teacher and learners focus on the process by which they produce their written products rather than on the products.

3. **Writing Process**

   The nature of process based approach is teaching writing that emphasize on the process of writing. The processes in writing are:

   a. **Prewriting**

      Prewriting is step in getting started for writing in which the learners or students decide the topic and generating the idea to start writing.

   b. **Drafting**

      Drafting is step in which the learners write the idea from the beginning up to the end of draft writing.

   c. **Revising**

      Revising is step in which the teacher help students to add, remove, change, and substitute the sentence in draft writing.

d. Editing

Editing is step in which teacher giving feedback or comment concerning capitalization, punctuation, word usage, and spelling. After this step the learners write the draft writing again as draft revision. Those steps in writing could be passing again until the learners produce the correct draft.