CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the research. They are the background of the research, the problem of the research, the purpose of the research, the significance of the research, the operational definition, and the scope and limitation of the research.

1.1 Background of the Research

In learning English there are four skills that must be mastered by students, they are listening, speaking, reading and writing. Writing is one of the important skills to learn English and writing is often found as the most difficult skill of all the English skills, both as the first and second language. According to Richard and Renandya in Tuan Trong (2011:121), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary and (2) putting such ideas into an intelligible text.

Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004:3). According to Langan (2010:10) writing is a skill, like driving, typing, or cooking, and like any skill, it can be learned. Writing is not a natural gift, so we need to learn how to write effectively. Because writing is not an automatic process; for almost everyone, competent writing comes from plain hard work, from determination, sweat, and head on battle.

Writing is generally known as a way to communicate by expressing feelings or minds in written form to give information for readers. To write well, the writer must have good capabilities in writing process and aspects of writing. Besides, the writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well and also to arrange their writing into cohesive and coherent paragraphs and texts. Considering the abilities that should be fulfilled as a good writer, the learners usually get difficulties in writing, such as in vocabulary and grammar.

Writing is a basic skill that is necessary for success in 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 observation with the classroom English teacher which was conducted on March 8, 2016, it was found that the basic problem that was faced by the students of the tenth grade of SMKN 1 Tamanan in English subject is the students had low ability in writing, especially writing recount text. Many factors contributed to this low ability such as the students have difficulty in generating ideas and organizing ideas. The students had less ability in using suitable vocabulary. They were also lack of attention to use the suitable verbs that use in the recount text. In addition, the English teacher did not use media when he

taught writing recount text. The students had 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 preparation, modeling and reinforcing, planning, join constructing, and revising stages. Thus, the students lacked writing practices, particularly producing a piece of composition through writing process.

The researcher also observed the students of SMKN 1 Tamanan-Bondowoso, especially the tenth grade. Based on the result of the observation, the students said that they wanted to have good writing skill, but they were lack of motivation to write and they considered writing was boring and difficult.

Another fact is the students' score in writing recount text of the tenth grade of SMKN 1 Tamanan in the preliminary study were low. There were 9 students got score ≥ 75 as the criteria of the success. The other 11 students got score ≤ 75. From the explanation above, it can be concluded that the students have some problems 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 are 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 to improve their ability in writing recount text.

In this research, the researcher uses process genre based approach. According to Badger & White, in Guo Yan (2005:20) the teaching procedure of process genre based approach are divided into six steps: preparation, modeling

and reinforcing, planning, joint constructing, independent constracting, and revising.

The researcher thinks that this approach is very suitable to teach writing, it can give the students more helpful guidance 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. Moreover the researcher thinks that process-genre based approach will make the student more interesting in teaching and learning process of tenth grades student in SMKN 1 Tamanan. From these benefit above, process-genre based approach is hoped to increase their writing ability in recount text.

Regarding with the previous researches, this research has some differences from the previous researches. In terms of the subject of the research, first, this research conducted to the tenth grade of senior high school. Second, this research uses genre recount text. In this research, the researcher more focused to implementation the approach to improve students' ability in writing recount. Harmer (2007:327) states that genre represents the norms of different kinds of writing. A genre approach is especially appropriate for students of English for Specific Purpose (ESP). It is also highly useful for general English students, even at low levels.

The researcher chose SMKN 1 Tamanan because from the observation researcher found that the students of tenth grade of SMKN 1 Tamanan have many problems in writing ability especially writing recount text. The problems faced by the students are grammatical structure, less vocabulary, and putting such ideas into an intelligible text.

Therefore, in this research the researcher tries to conduct a research that used process-genre based approach to improve writing recount text with the topic "Improving The Tenth Grade Students' Writing Ability and Active Participation Through Process-Genre Based Approach at SMKN 1 Tamanan-Bondowoso in the 2015/2016 Academic Year".

1.2 Problem of the Research

Based on the background of the research mentioned above, the main problem of the research is formulated as follows: "How process-genre based approach can improving the tenth grade students' writing ability and active participation at SMKN 1 Tamanan-Bondowoso in the 2015/2016 academic year?"

1.3 Purpose of the Research

Regarding the statement of the problem, the purpose of the research is to know whether process-genre based approach can improve the tenth grade students' writing ability and active participation at SMKN 1 Tamanan-Bondowoso in the 2015/2016 academic year.

1.4 Significance of the Research

First, this research is expected to give contribution to the students to know that process-genre based approach can activate and motivate them to learn writing, and it can be used to improve their writing. So they are more interested in learning writing especially writing recount text.

Second, this research is expected to make teachers know that process-genre based approach can be applied to overcome some problems that are faced

by the students in learning writing. Then, the use of it can activate and motivate the students to learn writing.

Last the research is expected to be a reference in conducting future researches, especially teaching writing using process-genre based approach with different research designs.

1.5 Operational Definition of the 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 :

1.5.1 Writing Ability

Writing ability in this research refers to the students ' competency in writing recount text. A recount texts defined by Anderson and Anderson (1998:24) as a text that retelling past events, usually in the order in which they occured. 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). Students' score on writing recount text involving four indicators: Grammar, Vocabulary, Mechanics, and Organization.

1.5.2 Active Participation

Active participation is a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. Active participation

engages students in two aspects that is doing things and thinking about the things they are doing.

1.5.3 Process Genre Based Approach

A process genre based approach to writing instruction looks beyond subject content, composing process and linguistic forms to see a text as attempts to communicate with readers. This approach concerned with teaching learners how to use languge patterns to accomplish coherent, purposeful prose writing. Hyland (2003:18). According to Yan (2005:20) a process genre based approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revising, and editing. Using these steps develops students' awareness of different text types and the composing process.

1.6 Scope of the Research

The research focused on teaching writing and students' active participation through process-genre based approach to improve students' writing ability and active participation of the tenth grade students at SMKN 1 Tamanan-Bondowoso. The limit students' ability in writing recount text and active participation through process-genre based approach and the researcher only conducted for tenth grades students at SMKN 1 Tamanan-Bondowoso in the 2015/2016 academic year.