

ABSTRACT

HASANAH, NADIA MAULIDA. 2022. THE USE OF PROCESS-BASED APPROACH IN TEACHING WRITING RECOUNT TEXT TO IMPROVE STUDETS' WRITING SKILL.

A Pre-Experimental Study at the Eighth-Grade of MTsN 7 Tasikmalaya, Salawu, Tasikmalaya.

Writing is considered as one of the most difficult language skills to be acquired by the students. This research conducted to improve students' writing skill on recount text by the implementation of process-based approach as the teaching method. This research aimed at finding whether or not the implementation of process-based approach (PBA) developed students writing ability in recount text which treated to the students at the eighth grade of MTsN 7 Tasikmalaya.

The research design used in this research was quantitative method with pre-experimental design. Purposive sampling was applied in this research. They were 27 students consisted of 12 male students and 18 female students. The research was held for five meetings, involved one time pre-test, three times treatments and one time post-test. The treatment that used in this research was process-based approach as the teaching method. The instruments of this research was pre-test and post-test in the form of essays. The pre-test was given to measure students' score before the implementation of the treatments and post-test was given to measure students' score after the implementation of the treatments. The data were analyzed using statistical package IBM SPSS 20.

The findings showed that the mean score of pre-test was 77.68 while the mean score of post-test was 81.40. It signified that students' writing skill on recount text improved after process-based approach as the teaching method treated to the students. Referred to the score for $n=27$ with the degree of freedom $n-1$ and the level of significance 0.05. The result of hypothesis test, the score of t-count was 6.315 while the score of t-table was 1.706, it declared that $6.315 > 1.706$, and the score of sig (2-tailed) $0.000 < 0.05$ which shown that H_0 of this research was rejected and H_a was accepted which indicated there were significant difference of students writing score before and after the implementation of process-based approach

In conclusion, it was proven that process-based approach was effective to improve students' writing skill in recount text at the eighth grade of MTsN 7 Tasikmalaya. It is suggested for the English teacher to implement process-based approach in teaching writing recount text.

Keywords: *Pre-experimental, process-based approach, recount text, writing skill.*