

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief description of the whole process of the research. In detail, this chapter discusses the research background, research questions, research purpose, research significant, research scope, conceptual framework, hypothesis and previous research.

#### **A. Background of Study**

Writing has become a prominent part of students' daily lives. According to Fred D. White (1986:10), writing is a process of expressing ideas, information, knowledge, experience, and comprehension through writing in order to acquire knowledge or some information to share and learn. Caroline (2006: 98) stated that writing is not a simple process; it is not the act of picking up a pencil and forming letters. Rather, writing is the activity of the teaching and learning process in which students can effectively express their ideas, opinions, and feelings in simple sentences or short paragraphs. Given the aforementioned definitions, writing has been defined as the ability to express ideas, memories, and thoughts in a sentence or paragraph step by step into the form of text.

Furthermore, writing as a necessary skill for students to develop is difficult. Writing is regarded as one of the most difficult language skills for students to learn (Arsyad, 2009). Students face three types of writing difficulties: psychological, linguistic, and cognitive (Byrne, 1995).

Writing is defined as the activity of producing a text that is determined by the type of text. Depending on the purpose, text types include narrative, recount, descriptive, expository, procedural, and persuasive. Recount text is one of the texts that secondary students must learn. The term "recount text" refers to text that recounts past experiences (Ansyar, 2014). The purpose of recount text is to reconstruct prior experiences by retelling them in chronological sequences to inform or entertain readers.

However, according to Za'in (2017, 56), students struggled when it comes to developing recall materials because they lack comprehension of five characteristics of recount texts, such as grammatical deficiencies, a lack of knowledge and comprehension, a lack of experience, and a lack of educational backgrounds. Related to the findings from the field study at the eighth grade students of MTsN 7 Tasikmalaya, students faced difficulties in the process of writing. Specifically, the difficulties that students faced when writing recount texts include: being unable to distinguish the generic structure type of the text, being unable to develop a compact idea, grammar accuracy, paragraphing, and punctuation. Recount text was chosen because it allowed students in secondary school to express themselves by retelling their own past experiences. In light of the aforementioned issues, it was necessary to employ a process-based approach in order to improve students' writing abilities.

The process-based approach is a type of instructional method that emphasizes the process (Onozawa, 2010). This method lays a significant emphasis on the writing process and how writers create their ideas (Hyland, 2003). According to the preceding remark, this strategy is intended to ensure that students comprehend every step of the writing process. Steele (2004) outlined eight stages of a process-based approach, including brainstorming, planning, mind mapping, drafting, peer feedback, editing, final draft, and evaluation.

A study of the use of a process-based approach in teaching writing to improve students writing ability has been conducted by A Mustofa and A Syafii (2020) to determine whether or not the effect of a process-based approach implementation on student's writing skills. While this study carried out a process-based approach in teaching writing recount text to improve students' writing skill. This research studied the process-based approach as one of the writing methods to make student writing recount text easily. Hopefully, the use of this method can increase students' writing ability.

## **B. Research Question**

Based on the research problems mentioned above, this research aimed to answer the three research questions below:

1. What is students' writing score in recount text before the application of process-based approach?
2. What is students' writing score in recount text after the application of process-based approach?
3. How significant is the implementation of process-based approach to develop student's writing scores in recount text?

## **C. Research Purpose**

The main purpose of this research was to find out whether or not the implementation of process-based approach (PBA) in developing students writing ability in recount text.

Referring to the research questions mentioned above, this research was aimed at:

1. Finding out students' writing scores of recount text before the implementation of process-based approach.
2. Finding out students' writing scores of recount text after the implementation of process-based approach.
3. Finding out the significance of process-based approach in developing students writing scores of recount text.

## **D. Research Significance**

The research would be useful practically and theoretically.

1. Theoretically, this research was significant for giving valuable knowledge about the use of process-based in developing students writing ability in recount text.
2. In practice, this research was significant to encourage English teachers to apply process based approach which potentially improves students' ability in writing recount text.

This research hopefully assists students in easily learning recount text so that they can comprehend the text well by using a process-based approach as a method of learning process.

This research was also significant for enhancing the researcher's understanding and use of the process-based approach to teaching and learning. Therefore, using a process-based approach, students could be better educated in terms of learning recount text.

### **E. Research Scope**

The scope of the study limited thus the study was done effectively. This research only discussed the use of process-based approach in teaching writing recount text to improve students writing skill ability at the eighth grade of MTsN 7 Tasikmalaya.

The recount text type was chosen because, according to Esther (2011), people starts to talk more about themselves when they are between the ages of 12 and 15 which relates to the purpose of recount text, which is to retell past experiences. So that students can learn how to express themselves through words and how to write texts properly.

### **F. Conceptual Framework**

This research was focused on teaching writing recount text at eighth grade of Junior High School by using process-based approach.

According to Fred D. White (1986:10), writing is the activity of conveying ideas, information, knowledge, or experience and comprehending the writing in order to share and acquire knowledge or information.

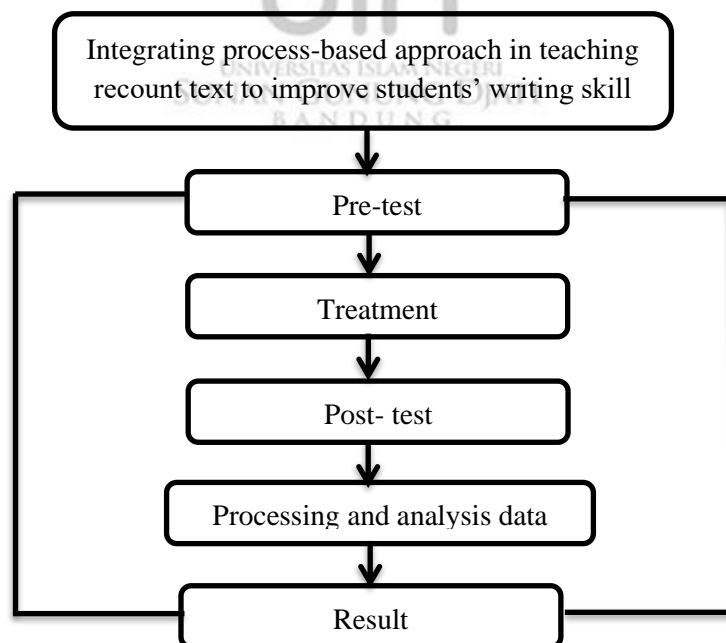
Writing ability is becoming increasingly important today. The reasons for teaching writing to English as a foreign language students include reinforcement, language development, learning style, and, most importantly, writing as a skill in its own right (Harmer, 2004:79).

Depending on the purpose, text types include narrative, recount, descriptive, expository, procedural, and persuasive. In this case, this research

concentrated on the recount text because, at the junior high school level, recount text serves an important function as a means of self-expression. Recount text, according to Anderson (2004), is a type of text that recounts past events in the order in which they occurred. The text's social function is to recount historical events in their original order.

The process-based approach is one in which students concentrate on the process (Onozawa, 2010). This approach focuses on the writing process and how the writers develop their ideas (Hyland, 2003). Steele (2004) defined process-based approaches as having eight stages: brainstorming, planning, peer feedback, editing, final draft, evaluation, and teacher feedback. According to Brown (2000), students conveyed their message in the form of text through a complex writing process. The process is comprised of numerous sub-processes that occur sequentially, cyclically, and in a variable pattern. Hasan (2010) suggested that the efficacy of the process approach demonstrates that this is the most effective method for assisting students in enhancing their writing skills.

Based on the theory of the research, the conceptual framework can be visualized in the following concept:



**Figure 1. 1 Figure of Research Schema**

## **G. Research Variables**

According to Sugiyono (2017), an independent variable is a variable that influences a dependent variable and causes it to change. Consequently, the dependent variable (X) in this study is the process-based method

A dependent variable is the variable that got influenced and affected by independent variable. In this research the dependent variable (Y) is students' writing skill of recount text.

## **H. Hypothesis**

Russefendi (2005) argued a hypothesis is a type of temporary answer and explanation for a future behavior, phenomena, or event.

Statistically, the hypothesis of this research is:

**H<sub>I</sub>**: The use of process-based approach has a significant effect on students' ability in writing recount text.

**H<sub>0</sub>**: The use of process-based approach does not have a significant effect on students' ability in writing recount text.

**H<sub>1</sub>** Alternative hypothesis states that an effect between two or more variables is anticipated, and that the observed pattern of the data is not due to a random occurrence.

**H<sub>0</sub>** Null Hypothesis is a statistical theory that states that there is no statistical relationship and substantial influence between two sets of observed data and measured phenomena based on a set of supplied single observed variables.

## **I. Previous Study**

A study of the use of process-based approach in teaching writing to improve students' writing ability has been conducted by A Mustofa and A Syafii (2020) to find whether or not the effect of process-based approach implementation towards students writing skills. This research was done as a case study held at Malang University. The sample was university students in the major of English Education Departments. The result of the research was the use of process-based approach enhanced student's writing ability in recount text.

The second previous study was entitled the process writing approach: enhancing ELT students' writing skills (Bozatz: 2021). This research attempted to determine whether or not students' writing skills improved as a result of English Language Teaching. The research was using pre-experimental design, the text that specified in this research was essay and the sample was collage students.

The last previous study was conducted by Pritchard and Honeycutt (2007) entitled best practices in implementing a process approach to teaching writing. The research aimed to find the best way to implement PBA in teaching writing, it was held at university level, and conducted in qualitative method. The gap between the three previous research with this study was, this study focused on improving students' writing skills in recount texts through the use of a process-based approach and this study targeted students in the eighth-grade of Junior High School, whereas the second previous study was conducted at university level. While this research was aimed to improve students' writing skill at junior high school level which specified in recount text with pre-experimental as the research design. While in this research the research site was at MTsN 7 Tasikmalaya, the research design that use was pre-experimental and the sample was students at the eight-grade of Junior High School.