CHAPTER I
INTRODUCTION

In this part, some sub-chapters are presented. They are Background of the research, Formulation of the problem, Objective of the research, Significance of the research, Limitation of the research and Operational definition of the terms.

A. Background of the Research

Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). it means that students should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Writing is the act of putting in conventional graphic form what has been spoken (River, 1968: 242). Brown (2001:33) pointed out that different from speaking in which people learn language through a natural process or human behavior as learning to "walk", writing is a learned behavior as learning to "swim", people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). The similar definition also stated by McDonald & McDonald (2002: 7), he points out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing is one of the most required lifelong language skills to serve in academic areas and in real life situation (Adula, 2018: 39). According to Smith (as cited in O'Neill and Maliki, 2000: vol.2, 109) writing dominates many aspect of our lives, its importance in various aspect of life has made it a fundamental sign of literacy skill for communication and learning. In second language acquisition,

Hongwei & Lyqin (as cited in O'Neill and Maliki, 2000: vol.2, 109) writing is the most critical and challenging of the four language skills, which occupies an extremely important position in second language teaching. EFL learners' success in English writing brings them benefits not solely in their English learning but also in their life-long careers (Glazier,1994: 3) contends, Being able to write in English is essential in college, and it probably will be an asset in career. For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992: 53).

However, based on the observation conducted in MA. Bustanul Ulum Sumberkarang, the researcher found some problems. The main reason was that students thought they had no idea to write and when they had already got ideas of what to write. They do not know how to start to write and also they do not know how to arrange and develop the sentences. Futhermore, they had no preparation enough to write. So, when they have to write something they lack in ideas.

Therefore, the researcher proposes an approach, it is the process approach. Nunan (1999: 312) defines the process writing approaches as an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. Learners are taught to produce, reflect on, discuss and rework succesive a draft of the text. According to Flower and Hayes (as cited in Hyland, 2003: 11) present another widely accepted model of the process approach as a planning-writing-reviewing framework. This framework sees writing as a non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to proximate meaning (Zamel. 2003: 165).

Practicing the process approach regularly would help students realize that not even the professionals can get their writing right straight off.(Walshe, 1981: 16). Similar explanation about benefit of the process approach also delivered by Nemouci (2008) that this approach is to train the students how to generate ideas

for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce the final written paper that is likely to communcate their ideas.

Based on that explaination above, the researcher is interested to conduct a research entitled The Effectiveness of Using The Process Approach in Teaching Writing Skill of the Eleventh Grade of MA. Bustanul Ulum Sumberkarang to prove whether the process approach effective or not in teaching writing. Since the main problem in this case is that the students lacked in ideas and writing practices. Through the process approach students are able to arrange the sentences systematically. It may also make the students to become involved in writing.

B. Formulation of the Problem

Based on the background above, the research problem can be formulated "is the use of the process approach effective in teaching writing skill?"

C. Objective of the Research

To find out whether the process approach approach is effective in teaching writing skill.

D. Significances of the Research

There are some benefits of the research which are divided into two aspects. They are theoretical and practical benefits as follows:

1. Theoritically

    a. for other research in the same topic, this research hopefully can be a reference.

2. Practically

a. for the teacher, the result of the research will provide the alternative way to teaching writing which is more enjoyable to encourage the students' writing skills;

b. for the students, this research will increase their interest and develop their writing skills;

c. for the researcher, it will use as an experiences of how to conduct research.

E. Limitation of the Research

This research is focused on teaching the student's writing skills through the process approach. The skill in this research involve the process approach in writing, they are pre-writing, drafting, revising, editing and publishing. This research is focused on using The Process Approach in Teaching Writing Skill of the Eleventh Grade of MA. Bustanul Ulum Sumberkarang in academic year 2018/2019.

F. Operational Definition of the Terms

1. The Process Approach

Nunan (1999: 312) defines the process writing approaches as an approach to writing pedagogy that focuses on its four steps, which are 1) pre-writing, 2) writing, 3) revising and 4) publishing. Learners are taught to produce, reflect on, discuss and rework succesive a draft of the text.

2. Writing

Writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). According to McDonald & McDonald (2002: 7) points out that writing is usefully described as a process of putting thoughts into words and words into papers. A simplistic view of writing would assume that written language is simply the graphic

representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals (Brown, 2001: 334).