

CHAPTER I

INTRODUCTION

A. Background of the Study

Recently, many institutions establish international-based school where the implementation of foreign language becomes crucial during teaching-learning process. In Indonesia, every student studies English from elementary school to university. This effort is taken to gain good quality of human resource in order Indonesian people prepare well for fighting world competition. However in learning English, the student will be taught language skills. Those are listening, speaking, reading and writing skill. In fact, every student still has difficulties to practice English in daily life. This case carries out learning English to be a great care of the student in which it is far away from the rules of their own mother tongue. As a result to achieve teaching-learning target, the process can be done step by step.

Writing as one of the four language skills occupies an equal role with the other language skills although most of people tend to focus on speaking form than writing one. It is sometimes suggested that spoken language is simpler than written language. As Haliday (1985) in Nunan (1991: 85) has pointed out, “speech is no less structured and complex than writing”. Particularly another statement points, “ writing is clearly a complex process and competent writing is frequently accepted as being the last skill to be acquired” (Hamp-Lyons and Heasley, 1987:2). Some students simply do not

like writing. The lack of the language and experience are still the main problem faced by the students. Such negative attitudes are problematic in writing class, when the students believe they cannot write, or have a defeatist attitude toward writing, they disengage themselves from the writing process. It is important for the teacher to identify students who have negative attitude toward writing. Here, the teacher obligates to keep the students' motivation exist in order that they consider to learn writing. In this case, the English foreign teachers must be aware with the method that they believe due that writing has its own method or technique which is relevant with the materials.

To cover the teaching writing, process approach can be judged as a resolution. This approach encourages collaborative group work among students for enhancing their motivation and developing positive attitude towards writing. Nunan (1991: 86) assumes that "process approach focuses more on the various classroom activities which are believed to promote the development of language skill". Meanwhile, Fauziati (2008: 143) states that "the process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get opinion from several people to help figure out what to say and how to say it".

Considering with the statement above, since writing as a process; students have large opportunities to explore their ideas of what they are going to write and expand it without any fear to get errorness. In the same side, the classroom activities cannot be separated from teacher's roles. Even more the classroom situation properly supports the teaching-learning process. The

teacher holds control on the student's attitudes during teaching-learning process. It is necessary for both the teacher and students conducting good relationship in managing condition to achieve the teaching-learning target.

Based on the phenomenon above, the writer is interested in conducting a research entitled "**THE IMPLEMENTATION OF PROCESS APPROACH IN TEACHING WRITING TO THE FIRST YEAR STUDENT OF SMA ISLAM T. HUDA BUMIAYU IN 2010/2011 ACADEMIC YEAR**". The writer expects the result of this study will be useful for the reader.

B. Problem Statement

In the research, the writer formulates the problem statement as: how does the English teacher implement the process approach in teaching writing to the first year students of *SMA Islam T. Huda Bumiayu*?

C. Limitation of the Study

In this research the writer only focuses on *SMA Islam T. Huda Bumiayu* mainly to the first year students and the teaching learning process which includes: (1) the implementation of process approach, (2) the teaching writing activities, and (3) writing materials

D. Objective of the Study

Based on the research problem, the objective of the study is to describe the implementation of process approach in teaching writing to the first year students of *SMA Islam T. Huda Bumiayu*, using naturalistic study.

E. Benefit of the Study

The writer really expects that this work has some benefits, theoretically and practically.

1. Theoretically

- a. The result of the research can be used as input in English teaching-learning process especially in teaching writing.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practically

- a. The writer gets large knowledge about process approach, especially in teaching writing.
- b. The teacher and students will get knowledge of the implementation of process approach in teaching writing.

F. Research Paper Organization

This research paper organization is elaborated into five chapters.

Chapter I is introduction. This chapter involves background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It presents about previous study, notion of process approach, notion of teaching writing, type of writing.

Chapter III is research method. It consists of type of the research, object of the research, subject of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the research. It describes research finding and discussion.

Chapter V is conclusion and suggestion followed by a list of the primary bibliography and enclosures at the end of the research.