

I. INTRODUCTION

This chapter elaborates the background of the problem, research problem, research objective, uses of the research, research scope, and definition of terms.

1.1 Background of the Problem

Writing, as one of the four language skills, is not less important than listening, speaking, and reading in learning a language. Writing is one of important skill that the students need to learn as an essential component not only for their academic practice but also later in their professional life. Through the mastery of writing, the individual comes to be entirely effective in intellectual organization, not only in the management of everyday affairs, but also in the expression of ideas and arguments (Frith, 2001). Writing is not a natural skill because one cannot acquire this ability automatically and easily. It is learned as a set of practical and learned experience. To acquire writing ability the students should get sufficient writing practices. These practices are supposed to stimulate the student's ability in writing effectively and expressing thoughts in a good passage.

Learning to write effectively is very crucial section of student's education and the writing competence can be a great asset during their lives (Collerson, 1989:1).

Since it is very crucial section of student's education, writing has always been formed as part of the syllabus (curriculum) in the teaching of English, the fact which is also found in language curriculum and syllabus in Indonesia.

In spite of the fact that writing is very crucial for the students, writing is considered as a difficult task. The students find the difficulties when they have to write in a foreign language because of many reasons. First, writing is considered as complex skill because writing deals with the mixture of ideas, vocabulary, and grammar. Heaton (1975) stated that writing is more complex and difficult to teach, require, and master not only grammatical and rhetorical devices but also conceptual and judgment because of the difficulties of writing. Second, the students are lack of vocabularies and interest to write; therefore the students find it difficult to express ideas in form of writing. Third, the students find it difficult to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph.

In brief, the students have problems in grammatical competency and they do not know how to vary purposes and audience. Furthermore, they have to deal with differences in rhetorical pattern and organization of ideas. It makes the students difficult to perform well in English writing. The students need support from the teacher to be able to express their own idea independently, and also need to develop effective writing strategies through each stage (Zamel, 1983; Gao, 2007).

The English teaching learning process at SMAN 2 Bandar Lampung still met some difficulties in implementation. Based on the pre – research that has been done by the researcher, writing was very difficult to be taught because most of the students had limitation in grammatical competency. The English teacher, Rez Nurlela, said that the students can speak English well but they cannot write well. The main problem was in the grammar aspect. Besides, the researcher tried to analyze their writing task; it was found some mistakes that related to the aspect of writing. They ignored the topic sentence, punctuation, capitalization, and organization of text. But in fact, most of them made an essay in a long text that consisted of 4 – 5 paragraphs. It meant that actually they have good English ability as well. The other problem was the way they write is like the way they speak. In the other words, they use speaking style to write an essay or text so they often put the word *yap, haha, hoho, lol*, and so on in their writing. This problem happened because they had not have ability to vary the audience and purpose of text yet.

From those problems of students in general and the students at SMAN 2 Bandar Lampung, it could be inferred that the teacher should prepare the activities which are appropriate in teaching writing. Wilkins (1983: 14) states that students' learning depends on the effectiveness of the teacher's techniques. Thus, the use of appropriate way is necessary for motivating students to learn English. English teacher must have responsibility, as they demanded to have teaching strategy in order to solve the problem faced by the students in learning English. English teachers have to be able arrange their assignment effectively. They are demanded

to motivate the students in order to learn English well. Mastering the art of writing is the single most important aspect of learning a foreign language, and a success is measured in terms of the ability to carry out the text in the language.

In this research, the researcher proposes to apply Process Genre Model to teach writing. Basically, process genre model can help to develop students' writing ability through the process and knowledge of different genres in particular context and communicative purpose (Gao, 2007). In this model, the role of teacher is needed to develop the students' ideas. The integrated process – genre approach that create a new model named Process Genre Model helps the students to learn the connection between purpose and form for a particular genre while they write on the basis of writing process. In teaching recount text through Process Genre Model, the researcher guided the students to write recount text including five aspects of writing. Applying Process Genre Model can allow learners to see how texts are written differently, according to their purpose, audience and message (Macken-Horarik, 2002). After the learners have been exposed to the organization, structure and language used in the texts, they will go through a process of revising. Giving feedback includes in this process.

As stated by Zamel (1983), “By studying what it is our students do in their writing, we can learn from them what they still need to be taught”. In the teaching and learning process of writing, the teacher has an important role. John (1997: 12) states that, “Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning,

structure and procedure), for drafting, (encouraging multiple drafts), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)". This is why Process Genre Model (PGM) is suggested by the researcher in teaching English writing. The six stage of PGM could give the contribution for mastering the five aspects of writing.

In this case, the researcher uses recount text in order to make students interested in writing class because recount text is text that retells past event or something which happened in the past. Everyone likes to write past experiences, especially their unforgettable experience which are impressed them very much. They usually write these and a diary and sometimes they create them becoming a short story or novel.

Regarding to writing past experience in diary, Brown categorized it as self writing in which someone records thoughts, feelings, and reactions with only the self in mind as an audience (Brown, 2001:344). Further, the topic that is usually chosen for this writing is past experiences. It may be about funny experiences, horrible experiences, or embarrassing experiences. On the other hand, Anderson and Anderson (1997:49) argued that recount text genre can also be written in the form of scientific experiment report, police report, newspaper report, history explanation, personal letter, and imaginative event.

Thus, the problems and difficulties that the students have been facing may indicate that the students need a specific instruction to improve their quality in English writing especially recount text writing. The researcher tries to apply process genre model to increase the students' ability in writing recount text. By applying process genre model as a way in writing class, it is hoped that the students' writing ability will increase significantly. Therefore, the title of this research is "Increasing Students' Ability in Writing Recount Text through Process Genre Model at the First Year of SMAN 2 Bandar Lampung".

1.2 Research Problem

In reference to the background, previously stated, research question formulated was:

"Is there any increase of students' recount text writing ability at the first year senior high school students after being taught by using Process Genre Model?"

1.3 Research Objective

The objective of this research was to find out whether there is increase of students' recount text writing ability at the first year senior high school students after being taught by using Process Genre Model.

1.4 Uses of the Research

It was expected that the result of this research could have the following uses:

1. Theoretically,

- The result of this research was expected as information for the development of the students' ability at SMAN 2 Bandar Lampung in making recount text.
- The result of this research could be used as the reference for those who want to conduct a research in the same field.

2. Practically,

- The teacher: It would be direction for the teacher at SMAN 2 Bandar Lampung to choose the appropriate way in teaching recount text. The teacher would have many kinds of techniques for teaching writing and make appropriate technique for the students.
- The students: The students were trained to be capable of writing recount text. Thus, the students' recount text writing ability would increase.

1.5 Research Scope

This research was conducted at SMAN 2 Bandar Lampung. The researcher used one class of first year students in academic year 2011/2012 in the even semester where that class consists of 33 students. That class of X 1 was chosen as sample of this research. The students were asked to write recount text which requires knowledge of vocabulary, grammar, and tenses. Recount text is a text that has been learned in the first semester by the students and the researcher would be conducted in the second semester. Therefore, the researcher just applied this model to repeat the lesson about recount text. The topics were given in the form of

personal recount. The topics discussed by the students in writing recount text were an unforgettable moment and holiday.

In this case, the students' ability was evaluated based on five aspects of writing. They were content, organization, vocabulary, language use, and mechanics. Moreover, the writer would be evaluated the differences of students' ability in recount text writing achievement in order to see whether Process Genre Model is effective or not by giving pre-test and post-test.

1.6 Definition of the Terms

To get general understanding about the aim of this research, the writer would clarify the following terms, namely:

1. Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand (Raimes, 1983:76).
2. Text is any meaningful stretch of language either oral or written in the form of word, clause, and sentences (Derewianka:17).
3. Recount text is a text that reconstructs an events, experiences, and achievements from the past in a logical sequence. It is as the unfolding sequence of events over time (Derewianka, 1990:14).
4. Process Genre Model is a combination of the process and genre approaches that allows students to study the relationship between purpose and form of a particular genre as they use the recursive processes of prewriting, drafting, revising, and editing (Yan, 2005).

5. Student's writing ability refers to the students' competence in applying the components of writing are content, organization, vocabulary, language use (grammar) and mechanics (Jacob, 1981:60).