

CHAPTER I

INTRODUCTION

A. Background

Writing is one of four basic skills which is used as means to communicate with others. In writing, people express the language through written form which is different with speaking that expresses the language orally. Writing is also one of the most difficult skills to be mastered. When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define.¹

The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot do as we do in conversation like interaction with the listeners and adapt as we go along. From those explanations, it can be said that writing is less flexible and more permanent than those conversation. So it is not uncommon if teachers want to enable their students to produce fluent, accurate, and appropriate written English; moreover, the language used tends to be standardized.

Writing as one of the four skills has always formed parts of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as a key objective for learners². In addition, writing is a recursive process, which means

¹ Geoffrey B. et.al. 2003. *Teaching English as a Foreign Language*. NewYork. Routledge education books.

² Harmer, Jeremy. 2004. *How to Teach Writing*. England. Pearson Education Limited.

students revise throughout the process, frequently moving back and forth among the stages.³

Writing is still becoming the most difficult ability which has to be mastered by students. The cause might be because the lack of students' idea, no one cannot be share as group mate, and the method which was used by the teacher before cannot make the students interest to study English. One of the ways to improve the students' writing ability is by using Process genre approach.

Based on the observation in the classroom the researcher found the problem of the eleventh grade students' of SMAN 4 Parepare especially in writing ability. The students' had problem in writing text based in grammatical. This case is generally caused by lack of approach in teaching writing.

The teacher must be able to make students' enjoy the writing activities in the classroom. It is very important to improve student achievement of writing ability. Many writing approach may be applied to the class to make situation become fun and one of them is the process genre approach.

The process genre approach to the teaching of writing is a combination of the process models and the genre theories which came about with the realization of the limitations of both the process and the genre approaches in developing learners writing skills.

Based on the explanation the researcher decides to carry out a research that is entitled The use of process genre approach in improve writing ability at eleventh grade social students' of SMAN 4 Parepare

³ Urquhat, Vicki & Monette McIver. (2005). *Teaching Writing in the Content Areas*. United States of America: ASCD

B. Reasearch Question

In this research, the researcher formulate the problem statement as follows:

Is the use of process genre approach able to improve the students' writing ability of the eleventh grade social students of SMAN 4 Parepare?

C. The objective of the Research

To know the use of process genre approach able to improve the writing ability of the eleventh grade social students of SMAN 4 Parepare

D. Significance of the Research

The usefulness of this study, as follows;

1. Theoretically, the research results are expected to provide input in the developmental science, but it also can provide understanding of the teachers in managing the classroom in improving the effectiveness of learning, especially on teaching writing.
2. In Practical terms, the result of this study are useful as experience and as referenced to improve the English learning through the use of process genre approach, so that English learning runs effectively, efficiently and optimally.
3. Usefulness for researcher that can be used as a provision that will be useful for her career as a professional educator.