

CHAPTER I

INTRODUCTION

This chapter explained several topics that contained some problems of the study and the reasons in choosing this topic. In this chapter, researcher presented research background, problem identification, limitation of the study, problem statement, research objective, and research significance.

1.1 Research Background

Language is one of the important communications for us in conveying something (Dutta, 2020). In this world, there are many different types of languages. The languages that exist in each country are understood by the people who are in the country itself. One of the common languages used by people all over the world is English. People used language to communicate by sharing our views, opinions, feelings, and thoughts as humans to the people we talk to (Dutta, 2020). English can also be found in every school as a subject. It means that English is an important language for people all over the world, especially students because they also needed to learn English from an early age. The importance of learning English for students can help improve students' ability to communicate. Students also needed to learn more details about English because English has another important basic part. Based on the theory by (Aydoğan & Akbarov, 2014) stated that there are four important basic skills of English and also include macro skills, namely listening, speaking, reading, and writing. But besides that, there are also micro skills such as grammar, vocabulary, pronunciation, and spelling. However, these four parts also need students to learn because one of the skills is difficult to do, especially learning writing.

In English learning, writing is the most important part of the four skills in English (Javed et al., 2013; Kaya & Ateş, 2016). Writing is also a more difficult skill because many of the native speakers say that writing is very difficult which can be seen from the structured form (Saputra, 2015). However, in the world of education, writing is a place where students can practice their creativity and understanding of language structures. Therefore, writing can be said to be more

complicated to learn because learning is more complex than other skills (Yildirim, 2014). There are many things students get when learning to write such as communication training, developing critical thinking, training in making logical arguments, can be a place to express ideas that are useful for themselves, and can provide opportunities in the school world, and work. In the next level, writing is also very important for students in the future because the world of higher education and the world of work also requires writing skills (Klimova, 2012). Students will not be able to communicate properly and regularly with teachers, lecturers, professors, managers, rectors and others if they do not master writing skills and do not know how to make and write their ideas in writing. One way to make students interested and motivated to learn in writing is to give students the time and place to try to learn to write in their own way so that their creativity is trained and emerges when they feel free to learn.

From the writing learning process above, the teacher has an important role in teaching English, especially in the field of writing (Nartiningrum & Nugroho, 2021). Based on the theory by (Herdi, 2000) stated that there are many important parts that can affect the writing learning process such as the media used by the teacher, classroom activity, classroom management, and strategy in teaching. From these points, it is very influential in teaching English, especially writing. In teaching writing, the teacher must master and understand this important part. The first is the use of media, which is the first part that the teacher must understand and needs to be prepared carefully so that the delivery of the material can be understood by students. The second is classroom activities which also have an impact on the fun learning process. Here, it is seen that how the teacher teaches students in writing based on the activities carried out, whether it is fun or even boring. The things that make learning fun are activities that make students interested in learning to write. So, teachers should choose and use appropriate activities for students in teaching writing. Third is classroom management which means how teachers create a comfortable learning atmosphere and conditions. It can also be done by teachers by building close relationships between teachers and students. In other words, the teachers provide safe and comfort facilities for the learning process. Fourth, the teaching strategy also affects the students' learning

process in writing. Teachers must be able to determine suitable strategies to teach writing by involving all activities that match the material in learning writing in class.

In teaching writing, teachers usually used a traditional approach where the learning is teacher-centered by giving instructions through lectures, discussions related to problems provided by the teacher, teaching materials, and syllabus (Dimitrios et al., 2013). However, in the preliminary observation which has been done at SMAN 4 Singaraja, it was found that current learning has been changed to distance learning that focuses on students because conditions such as the corona virus disease-19 do not allow face-to-face learning and prevent the presence of crowds to reduce the spread of COVID-19 (Suputra, 2021). The government has also determined to implement distance learning in order to reach students from all over Indonesia (Fitria, 2020). In this situation, one of English teacher at SMAN 4 Singaraja used Process Based Approach in teaching writing. It means that the learning process is focused on students-centered. But, before the disease spread out, an English teacher in the school chose and implemented the approach in teaching writing. It was because the teacher knew what the students needed and the teacher saw that learning writing certainly requires a long process in understanding and improving ideas before writing. Therefore, the process based approach is still being carried out until now. However, the processes of teaching writing in this situation, the current class conditions are not conducive (Fareed et al., 2016). This was also seen from the experience of the teacher when the researcher made the initial observation that there were many obstacles for teachers to implement a process based approach through distance learning. Teaching writing by distance learning method made the teaching process shorter because the time available was not enough to provide feedback on student writing. In addition, students also experienced difficulties in learning various sources related to the ideas they got.

Process-based approach is an approach that focuses on a process in a learning process (Onozawa, 2010). By using this approach, the teachers encouraged students to use process-based approach to practice students'

knowledge and skills freely so that the delivery of their own thoughts and feelings in writing can be achieved. In other words, students can have the opportunity to improve their writing and seek resources from others with a lot of time. The process approach in training students to write can give teachers the opportunity to pay more attention to the student's writing process and provide many opportunities for students to feel free in using their language (Alodwan, T. A; Ibnian, 2014). With this approach, students can also practice their thinking skills unconsciously with the emergence of students' ideas and creativity in the writing process, especially at the beginning of writing. Research on process-based approach has been carried out by one of the researchers, namely Alodwan, T. A; Ibnian (2014). The result of the research that has been done is that a process-based approach can give you an appropriate learning writing step by step. And also it can have a positive impact on students' writing skills.

Therefore, the process based approach was an approach that is used by an English teacher in the school. So, the purpose of this research was to examine how a process-based approach was implemented by English teachers and whether there were problems in teaching writing to the tenth grade students at SMAN 4 Singaraja. This is also done because it is based on preliminary observations that indeed apply a process based approach when the distance learning process conducted.

1.2 Problem Identification

Based on the background above, teaching writing was currently very limited and created weaknesses in applying the process based approach as a method of teaching writing. It can be seen from the current learning that used distance learning and of course it was very limited in carrying out the learning process, especially writing learning.

Based on the problems that occurred in SMAN 4 Singaraja, the researcher conducted this study to find out about how the Process Based Approach is implemented by the English teachers in teaching writing upon the tenth grade students at SMAN 4 Singaraja. With this research, researcher also found out what

problems English teachers faced in implementing process-based approach in teaching writing.

1.3 Limitation of the study

In this part, this study focused on finding out how the Process Based Approach is implemented by English teachers in teaching writing upon the tenth grade students at SMAN 4 Singaraja. Moreover, this study focused on the problems of Implementing Process-Based Approach faced by English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja. The limitation of the study was the lack of data found by researcher in observing and interviewing the teachers in implementing the process based approach in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021.

1.4 Research Questions

1. How the Process-Based Approach is implemented by the English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?
2. What are the problems of implementing Process-Based Approach faced by English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?

1.5 Research Objectives

1. To investigate how Process-Based Approach is implemented by English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in academic year 2020/2021.
2. To investigate the problems of Implementing Process-Based Approach faced by English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021.

1.6 Research Significances

1.6.1 Theoretical Significance

This study aimed to contribute for English teachers in the use of

teaching techniques and methods. The results of this study provided an insight into teaching English as a Foreign Language, in particular for developing teaching writing through the implementation of Process-Based Approach.

1.6.2 Practical Significance

a. For teachers

Teachers can trained and developed the basic of teaching by using Process-Based Approach in teaching writing. By using this approach, teachers can understood the way on how to practice strategies, methods, approaches, techniques and procedures properly and effectively.

b. For students

The implementation of this research was useful for students. By using the Process-Based Approach, students can learn more about how to develop, explore, organize and share opinions with one another in effective writing.

c. For other researchers

This research can be used as a reference or a useful resource for other researchers who are also researching about this research.

