

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

Writing is the fundamental ground for communication. It plays a significant and critical role in many aspects of life including personal, academic, and professional matters. This language skill can enable a person to express his/her ideas, convey information, and engage with others. While writing holds an influential and important role, it is often considered as a challenging skill to master, especially for senior high school students. Moreover, learning this skill is becoming increasingly difficult for the students if the language being taught is a foreign language, in this case EFL context.

Writing, despite being one of the paramount language skills, is considered the most difficult language skill to master for high school students. Literature in this field has shown that there are many issues regarding writing skill. For instance, studies revealed that students face barriers in writing such as lack of vocabulary (Amalia et al., 2021), idea organization, practice (Imastuti et al., 2014), and grammar (Marlina, 2014). Another study also provided insight into this issue, highlighting the difficulties students face in writing including grammar, punctuation, and organization (Umamah & Cahyono, 2020). This variety of issues encountered in writing is also observed in Utami's (2012) study, underlining punctuation, grammar, lexical choices, and idea organization. Wibowo's (2013) study also resonates with these findings by underscoring the mistakes high school students made in writing like punctuation, grammar, vocabulary, spelling, and sentence arrangement. As a result, one may conclude that the magnitude of this issue has come to the point that it requires a more profound attention (Mustofa & Syafi'i, 2020).

As a benchmark for the teaching methodology to be considered a success, it is fundamental to define the expected output the students ought to achieve. In Indonesia, the Ministry of Education of Indonesia has instructed all of the school to implement the 2013 curriculum ("Kurikulum 2013", henceforth abbreviated K13). This curriculum has predetermined the goals in which the students are expected to

achieve. However, the goals are defined in a general manner and lack of specific objectives. Thus, teachers need to formulate the specific objectives so that the main goals can be achieved with ease. Referring to the K13 along with the school curriculum, students are expected to create a recount text, narrative text, and descriptive text with good structure and organization. This statement is then set as a guidance for teachers to teach writing in the classroom. In addition, as recount texts are often occurred in life, therefore being able to understand and write a recount text was set to be the benchmark for the students to achieve. Thus, the current study focuses on the recount text over other genre of texts.

Magnifying on a specific case happened in Athoriyyah Islamic Senior High School, students are facing difficulties writing a manuscript or text in English. Preliminary investigation shows that students struggled with idea generation, grammar, and idea organization for their writing—resulting in an immense setback to their writing. A possible cause for this issue might be coming from the lack of proper demonstration from the teacher as well as anxiety in foreign language classroom (Jabar et al., 2018). Upon further investigation, the teacher utilized a conventional way of teaching writing. This method puts more weight on the writing output rather than the process in which the manuscript is composed. Aspects that, on the other hand, are fundamental for composing a text were not taught, resulting in a confusion among students on brainstorming, drafting, and rewriting. In addition, the teacher did not provide a text model for the students to refer to. Additionally, the students are expected to produce a high-quality writing in a tremendously limited time, further putting pressure on the students' psychology and cognitive capacity. Therefore, it is imperative to conduct research on improving students' writing abilities (Astuti et al., 2022) through different teaching methodology (Hilmiah, 2016).

Reflecting upon the case happened in Athoriyyah Islamic Senior High School, the current study is geared with a focus on the teaching methodology to improve students' writing skill and outcomes. Process-based approach is a teaching method that focuses on the process of writing, rather than its output counterpart as happened in the case aforementioned. This method consisted of five chronological

steps including pre-writing, drafting, revising, editing, and publishing (Graves, 1983). Studies have shown that enacting the process-based approach could help students focus on developing ideas, and put a weight on the importance of revisions (process) throughout the writing activity. Therefore, the current study was aimed to investigate the implementation of process-based approach and its impact on the students' writing skill to compose a recount text.

Whilst there is a growing body of literature on improving students' writing skill in various school contexts such as in junior high school (Utami, 2012) and vocational high school (Astuti et al., 2022), void remains unpatched in the context of senior high school. In addition, there is limited literature on the enactment of process-based approach teaching method to foster senior high school students' writing skill. To add the novelty in this study, rubric from that of (Shanorra et al., 2021) is used as an assessment guidance for the writing output. Moreover, the current study uses interactive model coined by Miles & Huberman (1994) as a technique for data analysis. Geographical location in which the current study is located differs from that of previous studies, allowing for an addition to the novelty as well as empirical contribution to the literature body.

1.2. Formulation of the Problem

How does the implementation of the process-based approach improve students' recount text writing?

1.3. Operational Definitions

Below are the definitions of each keyword:

1.3.1. Process-based Approach : A writing process strategy implemented to improve students' recount text writing. This strategy includes pre-writing, drafting, revising, editing, and publishing.

1.3.2. Writing

: Writing is a complex and intentional process that involves expressing thoughts and ideas in written form using a strategy that involves the selection of words and organization of sentences as well as paragraphs to create a final product. In this case, the focus is mainly on the students' writing and their ability to convey their thoughts and points of view through words.

1.3.3. Recount Text

: Recount text is a type of text that tells readers about something that happened in the past, in a specific order of events. It has three parts: orientation, events, and re-orientation. In this study, as one of the learning materials, students are expected to master this text when they enter the first grade (participants). This text is the main focus of students' writing projects.

1.4. Aim of the Study

The aim of this study is to find out whether the process-based approach teaching method can improve students' writing ability, particularly when it comes to producing recount text.

1.5. Significance of the Study

The current study provided several contributions including theoretical and practical use.

1.5.1. Theoretical use : This study helps the readers to understand how to teach and learn writing using a process-based approach.

1.5.2. Practical use : The research provides advice to teachers on how to teach writing better. It will help teachers to choose the right method.