**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of study, statement of problem, scope of limitation, the significance of study, and definition of key terms related to the title of thesis.

* 1. **Background of Study**

In this twenty First century,modern people should have global thinking to have wider relation especially in communication. To have connection with them modern people have to know English. In this case English as the second language play an important role.

Skill of English is divided into four skills such as, writing, speaking, reading and listening.Writing is one of the most important skills to be learned. That is why the researcher wants to use writing as the skill in this research.

Writing provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc(Huy N. T., 2015). Writing skill is one of skill that should be mastered because writing is always stays in our daily life.Writing is used for a wide variety of purposes. For example, if someonewant to make a cake, it need a note of procedure to make it.Firstly, student should write or make a list what student should prepare and do. It needs the skill of writing.

To master all the knowledge in writing usually learnersis still intraditional method. It is called product- oriented approach. Product approach is called product, because it focuses on the completed written product, nevertheless it does not deal with strategies, techniques or processes which are involved in its production. Moreover Jing state that Teachers mainly focus on students’ final products to see whether the final ones are readable, grammatically accurate, or reasonable in the aspect of structure; students are tasked to practice imitating given models so they can understand how to write phrases, sentences, and paragraphs correctly and reasonably(Jing, 2016).

Most teachers have been using the traditional product-oriented approach for years(Jing, 2016). The same case also emerges in A class of First grade at MTs An Nidhomiyah Socah. Product oriented approach applied in the classroom. And the fact is that most of the student’s writing is the result of manipulating and imitating model provided by teacher. It makesthe student difficult to develop creativity. Some teachers just mention some needs about writing and after learning several units, teachers may require students to write only once. It makes the students could notunderstand the writing process in detail. It means teacher need new relevant and appropriate approach or new innovation approach that race student to be creative in writing

There are many approaches that can utilise in class. One of the approaches is product approach. The teacher could combine the product approach and process approach. According to (Al-jumaili, 2015)Process Writing is the development of a document by using specific techniques and overlapping steps. These all are needed by learner because to makegood writing we need process. It is in line with (Carrol& Wilson,1993) that “Writing is a process*”.*From the statement, it will possible to be a good combination if both of the approaches combined.

Process-product approach can help us not only assimilate the positive factors of the process-oriented approach, but also appreciate and intelligently use the traditional product-oriented approach (Jing, 2016)..The both advantages are connected each other. Thereby we can improve the writing skill and as the teacher can get benefit in teaching.

Pressing is need for composition class to help students develop their skills is using language by experiencing the whole writing process as well as the knowledge of the contexts in which creativity is encouraged and the purpose of the writing is made apparent” (Md. Kamrul H, 2010). The goal is to produce an active and creative student also a good product of writing. That is why the researcher believes that this approach will be good to applied.

In the previous studyproduct-process approach emphasizes the characteristics of the process-oriented approach in content, the mode of linguistic thinking, studentoriented concepts, and the characteristics of the product-oriented approach in language skills(Jing, 2016). And based on the statement of the researcher above, this approach is very good for the student’s writing because student have two approaches in class. In the previous study of Jing research showed improvement both in content and language skill. It in line with the statement that product-process approach makes writting more attractive (Jing, 2016). In this research the resercher applied the Approach in writing of descriptive text because in this class, the the problem merge when they learn descriptive text.

Considering the background of above, the researcher decide to conduct research entitled “The effect of product-process approach to writing skill for thestudent in A class of First grade atMTs An Nidhomiyah Socah”. Every student has different skill on writing. It based on in their skill on writing. Because of that the researcher chose this title.

**1.2 The statement of problem**

Based on the background of the problem presented previously, the statement of the problem is “Do the student in A class of First grade atMTs An Nidhomiyah Socahthought by using a Product-ProcessApproachhave better in writing descriptive text?”

**1.3 Objective of study**

Based on the research problem, the objective of the research is to know the effect of product-process approach in writing descriptive textto the First grade students of A class of MTs An Nidhomiyah Socah

**1.4 Scope and limitation**

The scope of this study is focus on“ Product and Process Approach”to students’ writing ability for A class ofFirst grade of MTs An Nidhomiyah Socah.The Limitation of this study is the use of this new approache in learning process, sometimes makes students feel bord because to apply this approaches is time consuming. This research is limited toA class of the First grade of MTs An Nidhomiyah Socah.

**1.5 The significance of study**

This study is significant for two reasons; theoretical, and practical. Theoretical, it is expected that the results of the study could give a contribution to support the theory of teaching research method. Practically, the researcher expects to give a contribution to the advisors of the thesis to show the students’ quality hypothesis in formulating a hypothesis. For the students, they could improve their knowledge on research method especially the formulation of hypothesis.

**1.5.1 Definition of Key Terms**

To avoid misunderstanding of this study, the definition of key terms as follows:

1. Writing

Writing is the process of using symbols to communicate ideas (Al-jumaili, 2015). People transmit their idea to other people by using writing

1. Product oriented approach

Product approach is called product, because it focuses on the completed written product, nevertheless it does not deal with strategies, techniques or processes which are involved in its production.

1. Process oriented approach

Process approach is an approach that focuses more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting (Md. Kamrul H, 2010).