

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is one way for someone to issue an argument or idea. According to Kriszner and Mandell (2011:3) Writing is a process a life skill and a sequence of stages to convey one's personal views. Through writing, Someone can practice writing skills by pouring ideas or arguments against an object into a piece of writing. In other words, it is important to practice students' writing skills since they are in the school. One way to practice students' writing skills is through teaching writing given by the teacher. Teaching students to write is one of the subjects that is crucial for encouraging their creativity.

Every teaching in the classroom must have its own way of delivering the material, where the teaching model can also provide benefits in helping and developing students' writing skills individually, according to Joyce and Weil (1978:2) states that teaching model is a set of instructions for creating instructional activities and settings. It outlines ways of instruction and learning that are designed to meet particular objectives. Related to that, the teaching model has a way of teaching and learning that has been chosen by the teacher to deliver learning materials to students. The model chosen must be in accordance with the needs of students and teacher in the classroom.

There are several teaching models commonly use by teacher in the class, namely discovery learning, problem based learning, project based learning,

cooperative learning and other teaching models. One of the teaching models is a project based learning model, where the project based learning model according to Thomas (2000: 1) “Project based learning (PJBL) is a model that organizes learning around projects”. Project based learning model itself is very helpful because it can help students to design plan and implement their projects. Not only that, students can conduct research using various available sources of information. By finding their own resources, their skills can develop and improve by themselves through this model.

With different stages of processing, project-based learning improves student learning collaboration. The students form and manage their own groups. To create the project, they collaborate to share knowledge. The project based learning model itself is use by the teacher because it can help create products from the challenges or problems they face. It can be seen from several teachers choosing a project based learning model that is considered to appropriate to be use in teaching and learning process in the classroom.

Based on the current Senior high school curriculum, especially at eleventh grade one of the basic competencies that must be taught is the types of texts such as analytical exposition texts as contained in Basic Competence 3.4. According to Mulya (2010, p. 95), analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed. In other words this text is text that contains arguments against an object. In this type of text students are require to be creative in expressing opinions, ideas or views on an object and then pouring it through writing.

Based on the data from “*Magang 3*”, the researcher conducted observation by observing the teaching and learning process taking place in the classroom as non participants to find out the interactions that occurred between the teacher and students about the teaching and learning process in the classroom. Previously the researcher found that the teacher used PJBL in the lesson plan, then to prove it researcher observed the learning process in the classroom and in fact it has proven that the teacher used project based learning as a learning model when teaching in the class. After observing, it was found that two of learning activities of PJBL model in the lesson plan were not used by the teacher in teaching process in the classroom. Like learning activities asking essential questions and creating project timeline contained in the planning stage. In this learning activities, the teacher doesn’t used asking essential questions to help students understand during the teaching and learning process. And also, the teacher creating project timeline doesn’t used it well during the teaching and learning process.

Based on the phenomenon, the researcher interested in conducting qualitative descriptive research to see how is project based learning model used in teaching writing analytical exposition text in the classroom.

## **B. The Problem of the Study**

Based on the research background above, the research problem is formulated in the form of question as follow: How is project based learning model used in teaching writing analytical exposition text at eleventh grade in SMA YPI Amir Hamzah Medan?

### **C. The Objective of the Study**

Based on the research problem above, the research objective is to describe the used of project based learning model in teaching writing analytical exposition text at eleventh grade in SMA YPI Amir Hamzah Medan.

### **D. The Scope of Study**

The scope of this research is the English teacher and class XI students. In this study, the researcher will observe How is project based learning model used in teaching writing analytical exposition text in class XI SMA YPI Amir Hamzah Medan. This study will limit and focus on how is project based learning model used in teaching writing analytical exposition text.

### **E. The Significances of the Study**

The result of the study is expected to give some contributions for teachers, and future researches.

#### **1. For the Teachers**

For English teachers, the findings are expected to provide an overview of Project Based Learning model used by English teacher in Senior High school and describe how is project based learning model used in teaching writing analytical exposition text.

#### **2. For the Future Researchers**

For the future researches this research will give some contribution and information for future researchers about teaching model in writing that used by teacher to eleventh Grade students of SMA YPI Amir Hamzah Medan.