



CHAPTER I
INTRODUCTION

A. Background of the Study

Living in globalization era becomes quite a challenge nowadays. Tight competition in every aspect of life is not uncommon occurrence anymore. People struggle to outdo each other in order to obtain a good living promised to anyone who wins it. It is worsened by the fact that there are too little working forces but there are too many applicants. People need to do their best in order to be a part of this new era. Thus, ones need skills to overcome these situations. One of the skills is language skill.

As the most well-known international language used by global society, English bridges everyone in the world (Kumar, 2009). It makes ones easier to share and convey their thoughts to others. English appears in almost our surroundings. There is no single school that does not make English as its subject. Almost every things in our surroundings uses English as their guidelines, for example television guidebook. Many work forces, especially international work forces, require English as one skill mastered by their workers. Therefore, it is very important to master English if one wants to face this era well.

Nowadays, many students find the difficulties to produce a text. The difficulties are caused by several things: those are they cannot write without guided by someone, they cannot write without the suitable technique, and they also have difficulties when write the text individually. Some reasons that make students cannot write because they think that writing is difficult skill. They get some difficulties to develop their idea. Among the four skills of learning English, writing is considered the most difficult one to learn because students have to put their own ideas, develop their ideas, how to arrange their ideas into good sentences, how to make their writing cohesion and coherence, etc. Most of students think that learning English just focus on speaking. It can be said that they can communicate in English if they have ability in speaking. In fact, communication can be created by written language. Written language is also important to communicate as well as spoken language. Nowadays, writing skill has an important role. In the modern era, we use the written communication almost every day. Text message, email, blogs, social media post are some examples of using written language that often used in daily activities. Writing as a communication device is not only the reason why writing is important to learn.

Writing skill is important to high school students at SMA MARISI SWASTA MEDAN. It plays two distinct roles but complementary. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an

opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Key, 2000; Shanahan, 2004; Sperling & Freedman, 2001).

In senior high school students are expected to be able to write well, especially in writing descriptive text. They should be able to convey their ideas into convincing paragraphs by using appropriate and suitable words, then form them into one unity so that the writings hold the meaning as they intend to. For that purpose, they should be able to elaborate their ideas into details clearly and arrange the paragraphs skillfully. Mastering grammar and punctuation as the aspects of writing are also the standards that must be achieved so that the paragraphs have a good structure. By meeting those competencies, students should be able to create good writings.

The curriculum in Indonesia requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, anecdote, narrative, procedure, description, and review. Descriptive text is one of the genres taught for tenth grade students at Senior High School. In the syllabus of curriculum 2013 there are three types of text that should be taught at tenth grade students, they are descriptive text, recount text and narrative text.

A descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from

report which describes things, animals, persons, or others in general. Descriptive text has generic structure. It consists of two components, they are identification and description. The students are trained to develop their thinking in a written language by developing one main idea as a topic sentence. So it will be quite easy to them producing the simple text.

Materials are one of the ways to improve students' writing ability. The use of suitable materials will help students to learn writing in a good way. In the teaching-learning process, teachers have to develop the appropriate materials for students to encourage them to improve their ability in writing. However, the use of materials in the classroom is not interesting for students. Based on the researcher's observation to the English teacher on teaching learning process, The English teacher uses the book entitled is *Bahasa Inggris Kelas X* in SMA Swasta Marisi Medan especially in tenth grade students. She uses the brainstorming strategy and she just focuses on using the text book by giving the student an assignment. Students feel bored to do the assignments because it only answers the questions from the texts. It does not give students a motivation to write. The strategy is not effective to improve the student's writing skill. Based on the students' exercise about writing an E-mail, the researcher found the problems related to writing skill. First, they got confuse to develop their ideas in writing a text. They feel confused to start writing. Second, they found difficulties in choosing the words suitable for their writing into good sentences and good

paragraph because of their lack of vocabulary. In this case, there is an alternative way to solve the problem. That is Project Based Learning. It can help the students to improve their writing skill. Project Based Learning puts students in a position to use the knowledge that they get, effective in helping students understand, apply, and retain information. Research studies have demonstrated that PBL can be more effective than traditional instruction increasing academic achievement on annual state-administered assessment tests. Based on the research finding, the writer concludes that by using Project Based Learning, the student get motivation in learning writing because Project Based Learning gives them new experience in teaching learning process. Project Based Learning guides the students to develop their idea in writing and apply it in project.

The tenth grade students at SMA MARISI MEDANfaced several problems relating to their writing. The teacher has applied one of the techniques, that is guided-questions. Then, the students are able to start writing easily by answering the questions. So, in the reseacher's opinion in this case, the teacher had to give the interesting materials that could reduce and solve the problems with that technique.

Therefore, it is necessary for the teacher to design interesting materials.

The materials should provide students' needs an interest. Materials are useful to make students easier to catch the subject. There are many alternatives techniques used by teacher. Design interesting writing materials with based on project based

learning model. It is one of learning models that can solve that problem. Therefore, it is necessary to provide suitable and interesting materials for students of tenth grade students at SMA SWASTA MARISI MEDAN to encourage them to practice writing.

B. Identification of The Problem

Based on the background of the study mentioned above, there are some problems related to writing teaching and learning process. The first problem is lack of students' ability to develop their idea and they have difficulties when write the text individually. It will give big impacts in writing because the students will find difficulties in expressing their opinion.

The second problem is the material sources used by the teachers. The teacher's learning material sources are just from textbooks or other printed materials. The students only do the tasks base on the instruction. Those activities will make them easily get bored since the learning materials are monotonous.

C. Problem of The Study

Based on the Identification of the problem above, problems of the study are:

1. What are the writing materials based on the project based learning needed by tenth grade students of SMA SWASTA MARISI MEDAN?
2. How are the writing materials based on the Project Based Learning for tenth grade students of SMA SWASTA MARISI MEDAN developed?

D. Objective of the Study

In order to overcome the problems of the study above, this study intends:

1. To identify the needs of the tenth grade students at SMA SWASTA MARISIMEDAN for the suitable writing materials through the Project-Based Learning
2. To develop the English writing materials based on the Project-Based Learning for the tenth grade students at SMA SWASTA MARISI MEDAN

E. Scope of the Study

The scope of the study is developing English writing materials focus on descriptive text based on Project Based Learning. It will be applied in tenth grade students in senior high school.

F. Significance of the Study

The study is expected to give contributions to:

1. The tenth grade students of senior high schools

The results of this research are aimed at providing useful inputs for students to have more practice in writing.

2. The teachers of senior high school

The results of this research are expected to be one of the resources to inspire teachers of senior high schools in developing appropriate materials for their students in order to improve their English teaching and learning process.

3. Course designers or materials developers

The results of this research are of great use for course designers or materials developers in developing specific materials that meet students' needs.

4. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.