

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesia is the second worst among the world's 61 most literate nations, only higher than Botswana, according to a new study conducted by Central Connecticut State University in the US. (Arif Gunawan S. The Jakarta Post, March 2016). The rankings are not only based on the ability of the public to read, but also based on the literate behavior and sources of support. One of the literate behaviors is writing. It means that the level of Indonesian reading is low. So it influences the writing skill, especially for the students. However in reality, writing skill is important aspects when learning English.

Nunan (2003: 88) states writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It is one of skill that encourages everyone to express their thought and idea in a written form. It makes everyone should give their analytical thinking. Writing is not easy to do, because before someone writes in a piece of paper, they have to think the appropriate terms which is suitable and understandable.

Most language learners at all levels found that writing is the most challenging, demanding and the most difficult language skill to master (Salem & Dyar, 2014). Among the four skills of learning English (listening, speaking, reading and writing), writing is considered to be the most difficult skill to learn

because students have to put their own ideas, develop their ideas, how to arrange the sentence and make their writing cohesion and coherence. Writing is considered as a complex activity because writers have to control content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. However, writing is not a simply transferring thought to a written form.

In curriculum 2013, writing skill also is an important skill which is discussed in every level of students. For the tenth grade students writing skill is discussed in almost of all the topics. It is around 30% in form of genre and short functional text and 70% for the other skill such as reading, listening, and speaking.

There are some kinds of genre that are needed to be learnt by the tenth grade students such as: descriptive, recount, and narrative text. Descriptive text is a kind of genre that will be learnt in the first semester. Students need to know the structure, social function, and grammatical features of descriptive texts. The curriculum demands students to be able to comprehend meaning of a text, to analyze and to write a simple descriptive text. To teach that genre, there are many things to do with various tools in learning activities. There are many types of materials that can be used by teachers in teaching and learning process, such as: textbook, workbook, worksheet, or in the audio or video form.

For teachers, applying Curriculum of 2013 in teaching learning process is quite a challenge. Teachers are required to create a learning environment as attractive as possible during the teaching learning process. Learning activities are educational processes that provide opportunities for learners to develop their

potential into increasingly increasing abilities in attitudes, knowledge, and skills. Learning activities are directed to empower all of them to be expected competencies. One of the tools of learning activities is students' worksheet.

Trianto (2009:223) stated that student's knowledge and understanding are powered by learning media in every experiment activities so that learning situation became more meaningful by the students. It needs the developing of learning media to facilitate the students; one of solutions is student worksheet in English. Ideally, the teacher needs a student's worksheet which provides an activity to make the classroom condition alive, so that the teaching learning process can be done in a joyful way. Also the exercises which are arranged from the easiest one to the complicated one would stimulate students' stage of thinking. Using student worksheet in learning process helps students to understand the material by themselves. Student worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, and logically. The main of learning is a changing behavior because an experience (Trianto, 2009: 9). Therefore, student worksheet is to enrich student's experience.

In teaching writing descriptive text, the use of Modul Pengayaan Bahasa Inggris from KEMENDIKBUD in learning process based on curriculum 2013 is not enough to stimulate students' writing skill, especially in SMAS Muhammadiyah 18 Sunggal. It is supported by the preliminary data that was done by the researcher on May 2018 at SMAS Muhammadiyah 18 Sunggal. The teacher did not use the other worksheet to teach writing skill in the classroom.

She usually uses only a textbook from government and an English worksheet (LKS), which is Modul Pengayaan Bahasa Inggris. But, the researcher found that it is also not enough to cover the need of students' writing skill. The teacher said that she never thinks to create a special worksheet for writing descriptive text, because she feels that everything in the textbook including the task is enough and appropriate for the students. It means that the teacher never makes her own worksheet to enrich her learning process. Further, the teacher focuses on the book from the government which is exactly suitable for the students. But the teacher also said that she needs a new students' worksheet developed if it could be realized. She thought that the new formation or form of students' worksheet for writing descriptive text can influence the students in learning and understand the learning material.

The worksheet on the textbook is also in a general way. So, it means that the writing worksheet in that LKS does not has specific items that can stimulate the students' thinking. There is no many writing worksheet in that LKS.

From the condition, the researcher saw that the teacher needs another teaching students' worksheet for writing descriptive text which is designed appropriately for the students. So, this research will focus on scientific approach as the developed students' worksheet in writing skill on descriptive text.

To make the learning more meaningful and easily accepted by the students, it needs a learning approach that is related to the real life experience of the students with curriculum concepts. One of learning approach that allows the

connection between students' experiences with curriculum learning had been suggested by National Educational Curriculum 2013 is scientific approach. Scientific approach is a learning approach that is designed to make learners work actively in constructing concepts and principles through the stages observed (to identify or find the problem), to formulate the problem, propose or formulate hypotheses, collect data with a variety of techniques, analyzing the data, draw conclusions and communicate the concept.

Scientific approach is used in the development of the material. Kemendikbud(2014) states that scientific approach refers to the investigation techniques on some phenomena to get a new knowledge or doing correction and integrating the previous knowledge. In applying scientific approach, the students learnt English by observing, questioning, exploring, associating, and communicating. These processes were expected to promote students to have critical, analytical, investigational, procedural, and communicative competences. Therefore, the researcher conducted the study to develop the appropriate students' worksheet for writing descriptive text using Scientific Approach for the first semester of the tenth grade students at SMAS Muhammadiyah 18 Sunggal. The worksheet were also be classified or categorized in terms scientific approach stages to help them develop their English Writing Skill.

B. The Problem of Study

Based on the background of the study, the researcher makes the problem of the study as below: "How is students' writing worksheet developed using

scientific approach for the tenth grade students at SMAS Muhammadiyah 18 Sunggal?”

C. The Objectives of The Study

In the relation of the problem, the objective of the study was to develop the students' writing worksheet using scientific approach for the tenth grade students at SMAS Muhammadiyah 18 Sunggal.

D. The Scopes of The Study

The focus of this reasearch was to develop students' worksheet in writing skill using scientific approach. The worksheet was developed for the tenth grade students at SMAS 18 Muhammadiyah Sunggal that focuses on descriptive text.

E. The Significance of The Study

The findings of this study were expected to provide information which may have theoretical and practical contributions, as follows:

1. Theoretically, the findings of this study expanded and enriched the reference which related the field on how to develop students' writing worksheet of descriptive text for Senior High School students.
2. Practically, the finding of this study was useful for English teacher, as a source to develop the students' worksheet for the students.