

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

The existence of language plays important role for human as social creatures. Language is the part of social creatures in communication, especially for human. Human use language as a tool for doing communication whether it is in oral or written form. Human will use language to deliver message to one another so they can make a connection. According to Keraf (2005:1) “the first notion of language as stated means of communication between members of the public in the form of symbol of the sound produced by means of human said”. Also Wibowo (2001:3) said that language is a system of symbols that is meaningful and articulate sound which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. Based on these theories we understand the position of language is important therefore language is needed to be learned, especially for the students. By teaching an English language students can be able to learn about language.

Language teaching is one of the main process in English language learning. In order to make students master the language learning teachers need to improve students ability in mastering the target of learning English in teaching and learning process. The purpose of learning a language is to improve the student’s four skills included listening, speaking, reading and writing. By mastering the skills of listening, speaking, reading and writing

students can use the language well. The problem of students in mastering the language is on how they can develop their English skills.

In order to master all the English skills, students need to develop their writing skill because writing is the essential skill among the other skills. According to Harmer (2004), “Being able to write is a vital skills for ‘speakers’ of a foreign language as much as everyone using their own first language and also writing is used for a wide variety purposes. It is produced in many different forms.”

Writing is the most challenging skill to learn, it needs competences of many language aspects, including grammar, diction, cohesiveness, and vocabulary to express the researcher opinions, thoughts, knowledges, and feelings. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories, writing is a system of markings with a conventional reference that communicates information. Writing is a difficult activity for students, both in mother tongue and in foreign language. Writing is the most complex one compared to other skills, not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In conclusion writing is the most difficult skills that is needed to be taught to students therefore by using scientific approach in 2013 curriculum it is hoped that these difficulties can be fixed so student can master the writing skill.

In order to master the writing skill the use of 2013 curriculum should be adapted because scientific approach is included in the 2013 curriculum. According to Majid and Rochman (2014: 1), “the 2013 curriculum is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills”. Boosting the learning process is carried out through a scientific approach. It’s claimed that scientific approach is a more effective learning approach to reinforce student’s learning outcomes; learner is an active subject of learning or learner is subject of learning process. (Permendikbud No.68,2015). Based on the objective of scientific approach above we can see that using scientific approach in classroom teaching and learning process is needed. Permendikbud no.81/A/2013 attachment IV on General Guidelines of Learning stated that the learning process consists of five stages, namely : (a) observing, (b) questioning, (c) collecting information/experimenting, (d) associating, and (e) communicating. These five stages in scientific approach will guide teachers to make the development of teaching and learning process in writing skill.

Based on the five stages in scientific approach teacher can develop the material in writing skill, for instance by developing the students worksheet (LKPD). Students’ worksheet, as one of learning tools that is used to involve the students to work actively during teaching and learning process, should be developed based on the students’ need as (Arsyad 2011) states that student’s worksheet has some benefits in increasing and managing students attention to appear the motivation, interaction directly

between students and their circumstances, and make it possible for students to learn based on their ability and desire. By developing worksheet which is based on the scientific approach it serves as a learning device that supports the implementation of English learning in accordance to the 2013 curriculum and it will be useful to the need of mastering the writing skill in English learning so students can engage the learning process actively in writing skill and finally they can master the writing skill.

In mastering the writing skill students will find some genre of text, such as descriptive, recount, procedure, report, narrative text, etc. One of the genre that tenth grade students learned is descriptive text. "Descriptive text is a text that describe or illustrate, or to picture object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically." (Dirgeyasa,2016 : 56). The purpose of descriptive text is to describe and reveal a particular person, place and animal, or thing.

Researcher took the primary data by doing an observation. Based on the researcher's observation from student's worksheet of descriptive text in writing skill researcher found one problem, although this worksheet was based on the 2013 curriculum (revised) but the implementation of descriptive text worksheet which focused to the writing skill wasn't based on scientific approach of writing skill.

The implementation of descriptive text worksheet wasn't based on five stages of scientific approach because the step of communicating wasn't appeared. The last step in scientific approach which is known as

communicating is important. By step of communicating students can communicate, demonstrate, and publish their learning activities therefore this step is needed to be implemented in worksheet because without the step of communicating the scientific approach doesn't work.

Another observation with the English teacher in tenth grade students showed that the students had difficulties in learning the writing skill in English. The difficulties in learning writing skill in English took from the aspect of writing skill included organizing ideas, developing ideas, grammar, vocabulary and mechanic. Based on the interview English teacher of MAN Binjai in tenth grade students said that from total students in classroom there were only 10 who were good enough. It can be proved that the English teacher said *"all the aspect of writing skill, like organizing ideas, developing ideas, grammar, vocabulary and mechanic students are still in low category in writing descriptive text."* Mostly the tenth grade students had a problem to all the aspect of writing skill included organizing ideas, developing ideas, grammar, vocabulary and mechanic. Students found that they were hard to understand those aspect of writing in descriptive text therefore their writing skill are still in low category.

Based on the answer of the interview researcher summarized the conclusion in each of the five questions. First, the student's problem was about the ability on organizing ideas. Students found that it was hard to explore their ideas because of their lack of understanding the generic structure of descriptive text. Students were hard to build their ideas that was based on the part of 'identification' and also 'description'. They didn't

get the point what were ideas that should be put in identification and what were ideas that should be put in description. Second, the students' problem was grammar. Students found that they faced problem of grammar mostly by two things, included tenses and grammatical error in writing the descriptive text. Students used simple past tense instead of using the simple present tense. The reason was because they still had a lack on understanding the significant grammatical features, also students did a misplacement of verb, subject and object. The reason was also because they didn't understand the pattern of simple present tense. Third, the student's problem was vocabulary. Students found that they had limited vocabularies for example they translated from English to Indonesian. Students chose the wrong word to be taken in their dictionary because their lack of vocabulary. They chose the unfamiliar words that didn't suit to the real meaning from what it was wanted to tell about. The last is the student's problem was mechanic. In mechanic of writing students found that they missed the capitalization for example they liked to put the uncapital words in the first line of paragraph, first personal pronoun, subject/object pronoun until adverb of place. Students did this because they didn't understand the important of capitalization as one of mechanic's element in writing.

According to the result of primary data that researcher took, researcher interested on doing the research. The reasons are; first, the worksheet in writing descriptive text for students which not based on the scientific approach make researcher wants an ideal students' worksheet in

writing descriptive text that applies scientific approach in accordance with the Permendikbud no.81/A/2013 attachment IV on General Guidelines. Second, because of the student faced problems (had difficulties) in learning the writing skill researcher will make solution by developing English Students' worksheet which based on scientific approach and hopefully can improve the students' skill in writing descriptive text.

Based on the observations researcher should find ways to solve the problem. Researcher should develop student worksheet on writing descriptive text based on the scientific approach. The aim of this research is to develop a product of student worksheet on writing descriptive text based on scientific approach.

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

Based on the background of the study, the problem of the study is;

“How should materials of student's worksheet in writing descriptive text based on scientific approach for grade 10 MAN Binjai be developed ?”

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

The objective of this study is to develop materials of student's worksheet in writing descriptive text based on scientific approach for grade 10 MAN Binjai

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

This study only aims for developing worksheet of writing skill in descriptive text based on scientific approach for students in grade 10 MAN

Binjai. In order to help students in achieving the learning objectives, the content of the worksheet is based on competency demanded in 2013 curriculum and creating the worksheet based on students' need in learning writing.

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

The result of the study is expected to give some benefit, included:

##### **1. Theoretical Benefits**

It divided into many purpose, included :

- a. For the researcher; this study hopes that the researcher can understand on how to develop the worksheet in writing descriptive text based on scientific approach for grade 10 students.
- b. For the students; this study hopes that students can understand the worksheet of writing descriptive text based on scientific approach.
- c. For the English teachers; this study hopes that English teacher can get information about the form of worksheet in writing descriptive text based on scientific approach.

##### **2. Practical Benefits**

The practical benefit divided into :

- a. For the students; this study hopes that students can improve their ability in writing descriptive text based on the scientific approach.



- b. For the English teachers; this study hopes that English teacher can apply the worksheet in writing descriptive text based on scientific approach for the teaching English process.
- c. For the researcher; this study will help researcher not only to realize the developing of the worksheet but also to do more on developing other material of English 10 grade from another text (such as; recount text, report text, etc).
- d. For other researchers; this study will make other researchers to be inspired more on developing the worksheet in writing descriptive text based on scientific approach.

