CHAPTER I

INTRODUCTION

1.1   Background of the Study

Language is the medium through which students learn various concepts and skills, from their identites, and interact soccially with others. Students often think that communication is only being built from spoken language. It can be said that they can communicate in English if they have ability in speaking. In fact, communication also can be created by English language.

English quickly gained status as a global language. Because the language is used in English-speaking countries and in other countries where businesses flourish through negotiations delivered in English. In this case, English becomes the people's second or foreign language. Communication in English occurs in many contexts, like an advertisement, education and business, and the like. Many students from the basic level up to higher-level attend English courses to develop their competence and skill in English. They want to master English actively in spoken and written form.

Writing materials is considered to be one language skill, which is difficult for students. As we know that, writing skills also have four types they are: expository, descriptive, persuasive, and narrative. From the four types, descriptive text is a text which describes a particular place, thing, or person which is explained in detail according to the object being described or located. Descriptive text can be divided into its purpose, generic structure, and language feature. The purpose of descriptive writing is to engage the readers' attention, to create characters, to set a mood or create an atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. Therefore, the ability to write descriptive texts is important to improve student's literacy at SMAN 1 Kolang.

In teaching and learning process, teacher should considered the learning materials which are used in the class. Textbook is one of the learning materials which are commonly used. It is kind of printed materials which have an important part in teaching and learning process. Textbook is a main have many which is usually used by teacher and students. Textbook also have many advantages in teaching learning process. The advantages of textbook are (1) providing structure and syllabus for a program; (2) helping standart instruction; (3) maintaining quality; (4) providing effective language models and input; (5) training teachers; and, (8) being visually apprealing. To make students able to achieve the English materials, they need some English which have good quality. By learning those quality textbooks, they are yo improve their English skill productivity. There some categories of a good book.

Based of the writer experience when PPL (Praktek Lapangan) Teaching Learning Practice at SMA Negeri 1 Kolang, the researcher found that face problem in writing materials such as the lack of appropriate course books, especially is a problem which the teachers see as an obstacle in the process of conducting the instructional process. As long as the appropriate English course book is still not present, teachers will need to develop their own writing materials from the streatch. The process of developing new writing materials takes too much time and focus of the teachers. With the existence of appropriate cource books, conducting the teaching and learning process in the class will become much easier and effective. Teachers will have fundamental writing materials and only need to add some additional supplementary materials matching their students characteristics.

According McCollum (2009) a scientific approach is a new approach in teaching based on the curriculum 2013 (K-13). As we know an approach always grows and develops from one decade to the next decade. There are five steps in the scientific approach they are: (1) Observing,

(2) Questioning, (3) Experimenting, (4) Associating, (5) Networking. Those steps have to be applied by teachers in each teaching process.

In these steps, the teaching and learning process, the teacher should be considered the learning materials which are used in the class. The textbook is one of the learning materials which are commonly used. It is a kind of printed material that has an important part in the teaching and learning process. The textbook is the main learning material which is usually used by teacher and students. Textbooks also have many advantages in the teaching-learning process. The advantages of textbooks are (1) providing structure and syllabus for a program; (2) helping Standart instruction; (3) maintaining quality; (4) providing effective language models and input; (5) training teachers; and (6) being visually appealing. To make students able to achieve the English materials, they need some English which has good quality. By learning those quality textbooks, they are to improve their English skill productivity. There some categories of a good book.

This study will focus on developing English writing materials (the text and exercises) based on a scientific approach that can make students easier and more interested in learning English. These new English writing materials with existing ones, because the topics are much more familiar to the students, so they will be more active in the learning process as what they are going to learn is something that they can easily relate to. In addition, the materials will also prepare in accordance with the English writing basic competencies that have set by the educational government.

Based on the description above, the writer will conduct the research entitled: "Developing English Writing Materials Based On Scientific Approach In Descriptive Text For Grade Students X Of SMAN 1 Kolang".

1.2 The problem of the Study

Based on the background above, the problem of the study is: "What writing materials are suitable to be developed for the students of SMAN 1 Grade Students X Kolang based on scientific approach in descriptive text?"

1.3 The objective of the Study

Based on the problem above, the objective of the study is to know the writing materials are suitable to be developed for the students of SMAN 1 Grade X Kolang based on scientific approach in descriptive text.

1.4 The scope of the Study

This study focuses is limited to the needs of students used to develop a descriptive text-based writing material of the English and the process of developing a scientific approach based on material written English to the students of class X SMAN 1 Kolang. Sugiyono (2008) defined ten steps in doing development research. But the writer only used the first steps up to sixth steps these steps are summarized into there main steps, there are 1) preliminary study 2) design and 3) development. The preliminary study consists of three analysis, there are: 1) potentially analysis and problem 2) need analysis 3) learning analysis. The last stage in development by 1) testing materials content, media and the first draft of teaching materials from expert, 2) revision and produced the second draft of teaching materials, 3) peers' and students' validation about the second draft of teaching materials, 4) revision and produce the third draft of teaching materials, 5) the effectiveness or experiment text. The writer used English book of SMA/MA/SMK/MAK kelas X published by the Center for Curriculum and Perbukuan, Balitbang, Kemendikbud 2017

1.5 Significant of the Study

This findings can be useful both theoretically and practically to provide information.

1. Theoretically

    1). The result of to get a new perspective of teaching writing developed materials.

    2). The result of this study would become one of the models for developed writing materials, based on scientific approach.

2. Practically

    1). For the writer

    For the writer, the finding of this study will be very useful to learn more about understanding of English writing materials.

    2). For the English Department

    For the English Department, this research will be very helpful to improve their understanding of English writing materials, especially for students interested in developing English writing materials. this research can be a reference in attempting to develop English writing materials.

    3). English Teachers

    The English teachers, especially for senior English teachers in Kolang, this research can be a reference in attemting to develop English writing materials.

    4). For Other Researchers

    This research can inspire others researchers to be a reference to the next researchers who want to research developed writing materials by using the scientific approach.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter will explain the theories which are used in doing this research that explains the learning materials, scientific approach, and English writing, by supporting some theories experts.

2.1.1 Language

Language is a tool or system that is used to convey information either verbally, in writing, or as a sign and is used as a means of communication. Without language, humans cannot communicate well, therefore everyone needs language to speak so that they can understand each other's conversations. Language may show how a person or a group of people thinks, and it is also able to strengthen the identity of a person or group. There are so many kinds of language in the world, one of them is English.

Some experts have given their opinion or idea about language. According to Kentjono (2003:2) Language is a system of arbitrary vocal symbols used by a social group to communicate, cooperate, and identify themselves. Language cannot be separated by humans. Humans really need language when communicating with others, in other words, language plays an important role in human daily life. "Language a system of sounds and words used by human beings to communicate and express their thoughts and feeling" Hornby (2003:240).

Humans are born with a natural ability or innate capacity to learn language Troike (2006:13) which means language has become the most important thing for humans since they were born into the world because language helps humans to interact with others. By the language, all the felling and idea could be explained clearly.

Furthermore, Language should express meanings, which can be understood by others. Nevertheless, meanings exist in human minds and express what is in human being minded through the spoken and written forms of language Bagha (2011:1411). By using language, people will easily understand what they want from each other in the form of oral and written.

Based on the explanations above, the researchers can conclude that language means a tool for communicating in the form of sound symbols produced by humans. Language can be in spoken or written form to interact with one another. Through language, humans can express or express their thoughts, desires, and feelings more easily to others. From language, we can also see a person's personality and way of thinking.

2.1.2   English

English quickly gained status as a global language. Because the language is used in English-speaking countries and in other countries where businesses flourish through negotiations delivered in English. In this case, English becomes the people's second or foreign language.

Communication in English occurs in many contexts, like an advertisement, education and business, and the like. Many students from the basic level up to higher-level attend English courses to develop their competence and skill in English. They want to master English actively in spoken and written form.

In addition to that, most vacancies are requiring people who know English communicatively, to run their business. The competencies of students in English become an additional value to support their future careers in this globalized era. (Boroujeni & Fard, 2013) state that mastering English can guarantee one's opportunities and success in work, academic and social life. It is one of the reasons for non-native English to learn about English, especially for the learner of the tourism program. Based on the explanation above, the researchers can conclude it is important to prepare students with English.

2.1.3   Learning Materials

Learning Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory, or kinaesthetic, and they can be DVD or the internet (Tomlinson, 2001). The Learning Materials can be instructional, experiential, elicitation, or exploratory, in that they can inform learners about the language, they can provide an experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves. Despite the recent "explosion" of electronic materials most language learning materials are still published as books. So, the writer's conclusion is learning materials will focus on printed materials especially textbooks.

In teaching selection of materials for the classroom, us is very important as materials influence student's achievement. BSNP (2006) states that some factors that must be concerned in selecting the materials are:

1. Student's potential.

2. The relevance of materials with the region characteristic.

3. The physical, intellectual, emotional, social, and spiritual development of students.

4. The implication of the materials for the students.

5. The scientific structure.

6. The actuality of the materials.

7. The relevance to the student's needs.

8. Time allocation

In English language learning, four skills must be mastered by students. They are listening, speaking, reading, and writing. From the four skills. Harmer (2004:31) states "writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writer puts into their minds".

Further, Key (2000), Shanahan (2004), Sperling & Freedman (2001) states that writing is a means of extending and deepening student's knowledge; it acts as a tool for learning the subject matter. So, the researcher concludes the above advantages sides of writing this study will focus on developing the writing materials.

2.1.3.1 Material Development

Materials developments are both a field of study and a practical undertaking. As a field of study, it studies the principles, and procedures of the design, implementation, and evaluation of language learning materials. As an undertaking it involves is production, evaluation, and adaption of language materials, by teachers for their classroom and by materials writers for sale

or distribution. Ideally, these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials (Tomlinson, 2013). So, the writer's conclusion about materials development is a process do by writers or teachers to create information used for the language learning process to reach the goal. Relate to the materials development, Tomlinson (1998:3-15) purposes some principles as follows:

1. Materials should achieve impact. The impact is achieved when materials have a noticeable effect on learners that is when the learner's curiosity, interest, and attention are attracted. If the impact is achieved, there is a better chance that some of the languages in the materials will be taken in for processing.

2. Materials should help learners to feel at ease. Materials can help the learners to feel comfortable in several ways:

   1). By providing lots of white space than lots of different activities that are crammed together on the same page.

   2). By providing texts and illustrations that the learners can relate to their own culture than they are with those which are culturally exotic.

   3). By giving help learners to learn than always testing the learners.

3. Materials should help learners to develop confidence. Materials developers can design activities that try to "push" learners slightly beyond the learners existing proficiency by engaging them in a task that helps the activities that encourage the learners and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical.

4. Materials should be required and facilitate learner self-investment. Here, materials can help the learners to achieve their self-investment by providing them with choices of focus and activity, giving them topic control, and by engaging them in learners-centred discovery activities. Other ways to achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for a particular unit in a book, and giving them responsibility for making decisions about which texts to use and how to use them.

5. Materials should provide the learners with opportunities to use the target language to achieve communication purposes. Teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned.

6. Materials should take into account that learners differ in affective attitudes. Each class of learners using the same materials will differ from each other in terms of the long and short-term motivation of feelings and attitudes about the language, their fellow learners, and their learning materials, and of attitudes towards the language, the teacher, and the materials.

7. Materials should be permitted a silence at the beginning of instruction. A silent period can facilitate the development of effective internalize grammar which can help learners to achieve proficiency when they eventually start to speak in the second language. The important point is that the materials should not force premature speaking in the target language and they shall not force silence either.

Tomlinson in Nurpahmi stated that material development refers to anything which is done by writers, teachers, or learners to provide sources of language input and exploit those sources in

ways that maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.

Tomlinson further explained that materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it refers to anything which is done by writers, teacher or learners to provide a source of language input, to exploit those source in ways which maximize the likelihood of intake and to simulate purposeful output. Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud (Tomlinson 2011).

Seers (1972) asserted that "development means the conditions for the realization of the human personality. Its evaluation must therefore take into account three linked criteria: where there has been a reduction in (1) poverty, (2) unemployment, (3) inequality".

According to Perason (1992) development involves "An improvement qualitative, quantitative or both – in the use of available resources". He also asserts that development does not refer to one particular perspective on social, political, and economic betterment.

2.1.3.2 Materials Evaluation

Materials Evaluation is procedure that involves measuring the value (or potential value) of a set learning materials by Brian Tomlinson (2013, p.21). it involves making judgements about the effect of the materials on the people using them and it tries to measure some or all of the following:

1. the appeal of the materials to the learners;

2. the credibility of the materials to learners, teachers and administrators;

3. the validity of the materials (i.e. Is what they teach worth teaching?);

4. the reliability of the materials (i.e. Would they have the same effect with different groups of target learners?);

5. the ability of the materials to interest the learners and the teachers;

6. the ability of the materials to motivate the learners;

7. the value of the materials in terms of short-term learning (important, for example, for performance on tests and examinations);

8. the value of the materials in terms of long-term learning (of both language and of communication skills); the learners' perceptions of the value of the materials;

9. the teachers' perceptions of the value of the materials;

10. the assistance given to the teachers in terms of preparation, delivery and assessment;

11. the flexibility of the materials (e.g. the extent to which it is easy for a teacher to adapt the materials to suit a particular context);

12. the contribution made by the materials to teacher development;

13. the match with administrative requirements (e.g. standardization across classes, coverage of a syllabus, preparation for an examination)

Hutchinson and Waters (1987:97) state that materials evaluation is a matching process which means matching your own analysis needs with available solutions. So, the researcher's conclusion is helpful to match solutions for problems that occur on the level of materials.

There are four stages in material evaluation in Hutchinson and Waters (1987:97), which are:

1. Defining criteria. In the first stages, the teacher has to set his goals for a specific material.

2. Subjective analysis. In this stage, were developing and testing the course in terms of materials requirements.

3. Objective analysis. In this stage, where the teacher focuses on the aims of the material itself.

4. Matching. It occurs when investigating the problems on the level of both subjective and objective analysis and trying to remedy them through adapting content or methodology.

The writer's conclusion according to the theories about materials evaluation above, the preliminary efforts to start a materials evaluation are defining the criteria. The study uses the criteria which are proposed by BSNP (2011) as follows.

1) The appropriateness of the content of the materials

The appropriateness of content is determined by the completeness, depth, and accuracy of the materials. In addition, the materials should refer to the most up to data sources.

2) The appropriateness of the language used in the materials.

The language used should be appropriate to learner's proficiency levels, understandable, and acceptable. Moreover, the text within the materials should be coherent and represent the integration of ideas.

3) The appropriateness of the methodology

This item refers to the presentation of the materials. It includes grading and sequencing the task within the materials.

4) The appropriateness of the layout of the material

The layout covers the description of the front, text size, and the consistency of the illustration.

2.1.3.3   Writing Materials

Writing is one of the four language skills that can be measured from literacy development in a country, but that condition is not for all countries, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires an extent of perception and involves the thinking process extensively. Furthermore, writing differs from other skills. It is unique.

Harmer (2004:31) states " Writing encourage students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writer puts into their minds". Most Indonesian students face some difficulties in writing including developing ideas, unenthusiastic student's attitude to the lesson, and difficulty in grammar. In writing English text, they have to consider the grammar to make their writing understandable. Therefore, some English texts require different tenses, so students have to know some tenses according to the text they are going to write.

According to Brown (2001: 336), writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Linse (2006:98) also stated that writing is a combination of process and product of discovering ideas, putting them on paper, and working with them until they are presented in a manner that is polished and comprehensible to readers. Thus, it is being stated that writing is a thinking process of discovering ideas than written on paper.

According to Harmer (2004: 4-5), the writing process has four main elements: planning, drafting, editing (reflecting and revising), and final version.

a. The first is planning

Planning is any activity that encourages students to write. It becomes a way of warming up the writer's brain before write. Writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing to, and thirdly, writers have to consider the content structure of the piece.

b. The second is drafting

In the drafting. Writers "go" at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. The third is editing (reflecting and revising)

In this process, the writer read through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors but also improve global content and the organization of ideas to make it clearer for the reader.

d. The last is the final version.

It means that writers have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples, and the like.

Further Key (2000), Shanahan (2004), Sperling & Freedman (2001) states that writing is a means of extending and deepening student's knowledge; it acts as a tool for learning the subject matter. In line with that Christina R & Robert L Mc., Donald in Richard M. Coe (2002:7) point

out that Writing is usefully described as a process, something which shows the continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thought into words and words onto paper.

It is related to Oshima and Hogue (1998, p. 3) who stated that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. It also emphasized by Heaton (1988, p. 138) which is stated writing skill is complex and difficult, requires, not only grammatical and rhetorical devices but also conceptual and judgment. No matter how difficult it is, writers need writing to transform what they think in their minds to be something that others can know.

Based on explanation above, the reseacher can concludes advantages sides of writing this study will focus on developing the writing materials.

2.1.4   Scientific Approach

The scientific approach is believed to the golden bridge of students' attitude, skills, and knowledge growth and development in any approach or any process that demands scientific criteria. Agreeing with Lindberg, Fauziati (2014) states that the scientific approach is a way of teaching which has the same procedures as science.

Another definition comes from Suharyadi (2014) he states that a scientific approach is a body of techniques for investigating the phenomena, acquiring new knowledge, or correcting and integrating previous knowledge.

Priyana (2014) proposes in principles: 1). Conduct an observation through reading or listening to a text; 2). Raise some questions that cover the indicators of the lesson; 3) conduct experiments by watching videos, interviewing resource persons, and reading books; 4). Associate the data to answer the questions; 5). Communicate the results to others learners in the classroom;

6). Create texts as practical learning from previous processes. Besides, those are principles applied in the 2013 curriculum.

As described by McCollum (2009), A learning approach can be regarded as a scientific approach if it covers some criteria explained by the Ministry of Education and Culture. As we know an approach always grows and develops from one decade to the next decade. There are five steps in the scientific approach they are: (1) Observing, (2) Questioning, (3) Experimenting, (4) Associating, (5) Networking.

Instrument	Description
Observing	Related to language learning, observing means that students have to read a text, listen to a recording material, or watch a phenomenon that links with the topic given. Observation is necessary to make students know what they are going to learn. Hopefully, at the end of this activity, students have a list of items that they want to investigate such as text structure, expression, grammatical rules, the culture of the language, etc.
Questioning	Having a list of items to be investigated, it is time for students to raise some questions based on those lists of items. The questions should cover all indicators stated in the lesson plan or required skills. Moreover, students are asked to have temporary answers based on the knowledge they have. At the end of this activity, students have a list of questions and temporary answers.
Experimenting	Experimenting means collecting the data or having information to answer the questions. It can be collected through interviewing resources person such as teachers, native speakers, reading books, browsing websites, etc. Hopefully, at the end of this activity, the students have enough information to answer the questions.
Associating	Associating refers to analyzing. In this activity, students analyze the information or data to answer the questions. They can analyze whether or not the temporary answer they have is in line with the facts. Factual information, thus, can support their answer.
Networking	Having findings and conclusions, sharing, and communicating with others are important. Through this activity, students are asked to give feedback and get benefits from others. The output of this activity is that the students have constructed the knowledge such as text structures, language features, grammatical rules, and cultures.

The five steps in the scientific approach can be performed sequentially, especially on the first and second steps. While in the third step and so on should be done in sequence. This scientific step is applied to provide more space for students to build independent learning and optimize the potential intelligence possessed. Students are asked to construct their knowledge, understanding, and skill from the learning process done, while the teaching staff also directed provide reinforcement and enrichment of what is studied with students.

According to Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2013), the previous learning process made use of the scientific approach is a combination of the learning process that has been focused on exploration, elaboration, and confirmation and the learning process that has been equipped with the activities of observing, inquiring, experimenting, reasoning and communicating. However, some schools have developed a learning process that makes use of the activities of observing, inquiring, collecting data, processing data, communicating, innovating, and inventing.

Besides, a scientific approach in learning process means a learning process that is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing a conclusion, and communicating the concepts, laws, and principles found (Hosnan, 2014, p.39; Saddhono, 2013, p.440). It is expected to encourage students to search for knowledge from multi-sources through observation and not to be given by teachers only. The scientific approach also emphasizes communicating skills as well as scientific principles.

The scientific approach is based on Bruner's theory which states that the learners study and construct the knowledge through the cognitive process (Hosnan, 2014). Furthermore, this

approach emphasizes the students on the learning process to seek the knowledge rather than to transfer it. The learners are seen as the learning subjects who need to be involved actively in the learning process, and the teacher is a facilitator who guides and coordinates the learning activities. Saefuddin and Berdiati (2014) add that in the scientific approach, the learning process aims to support and assist the students' learning process in finding and using their knowledge. The scientific approach can be applied in the teaching and learning process in the English language, especially in writing class.

Based on the explanation above, the researcher can conclude a scientific approach is very important to facilitate student learning.

2.1.5 Descriptive Text

2.1.5.1 Definition of Descriptive Text

Kane (2005:352) states "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but the description also deals with other kinds of perception." Gerot and Wignell (1995:208) define "descriptive text as kind of text which is aimed to describe a particular person, place or things. It can be concluded that descriptive text is a text for describing a person, place, or a thing by visual experience. It is used to create a visual image of people, place, even of time days, or season. It may also be used to describe the outwards appearance of people. It may tell about their traits of character and personality.

2.1.5.2 Social Functional of Descriptive Text

The social function of descriptive text is a text which describes a particular place, thing, or person which is explained in detail according to the object being described or located. Descriptive text can be divided into its purpose, generic structure, and language feature. The purpose of descriptive writing is to engage the readers' attention, to create characters, to set a

mood or create an atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. (Grabe and Kaplan, 1996).

Therefore, the ability to write descriptive texts is important to improve student's literacy in Junior High School. Descriptive text as a material is one of the texts which are suitable to be combined with guided writing strategy because the strategy help students to develop their ideas and imagination in writing descriptive text.

2.1.5.3   Generic Structure of Descriptive Text

Gerot and Wignell (1994:208) state that the Generic structure of descriptive writing is:

1). Identification identifies a phenomenon that will be described

2). The description describes parts, qualities, or characteristics of something or someone in detail.

2.1.5.4 Grammatical Features of Descriptive Text

Knapp and Watkins (2005:98-99) write there are several grammatical features of descriptive writing as the following:

a. In the descriptive text, the present tense is predominantly used

b. Although present tense may be used in the literary description, it is past tense that tends to dominate

c. Relational verbs are used when classifying and describing appearance/qualities and parts/function of the phenomenon.

d. Action verbs are used when describing behaviours/ users.

e. Mental verbs are used when describing the feeling in literary descriptions.

f. Adjectives are used to add extra information to nouns and maybe technical, every day, or literally, depending on the text.

g. Personal and literary descriptions generally deal with individual things.

Based on the explanation above, the researcher can conclude that students can be supported by writing text and pour their ideas.

2.1.6 Design Model

Students to reach the goal of language teaching and learn as long as the supporting aspects needed in the course are available. The research develops the materials to provide a coherence framework for the integration of the various aspect of learning by using the model proposes by Hutchinson and Water (1987:108) which is illustrated in the figure below:
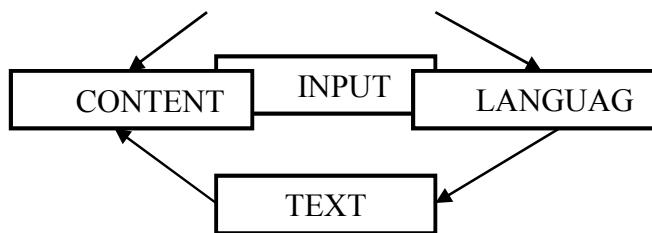
Figure 2.1 Material Model (Hutchinson and Water, 1987:108)

As the diagram describes, the model consists of four elements:

1. Input: The input can be in the form of maybe text, dialogue, video recording, diagram, or any piece of communication data, depending on the needs. The input provides the number of things: 1) stimulus materials for activities, 2) new language item, 3) correct model language use, 4) a topic communication, 5) opportunities for the learner to use their skill, existing knowledge both of the language and the subject matter.

2. Content focus: Language is not an end in itself, but a means of conveying information and feeling about something.

3. Language focus: In language focus, the learner has the chance to take the language piece, study how it works and practice putting it back together again.

4. Task: The ultimate purpose of language learning is language use. Materials should be designed to lead a communicative task in which learners use the content and language knowledge they have build-up through the unit.

2.2 Developing English Writing Materials Based on Scientific Approach

The English writing materials for grade ten students of SMAN 1 Kolang needed to be developed by using a scientific approach. Scientific approach in English language teaching help the students to grasp the deeper meaning of English because they can associate the cultural and contextual meaning that they are familiar with. Ken Hyland (2008) it is difficults to imagine how we might teach students to develop their writing skills without using materials of some kind.

2.3 Need Analysis

Before designing materials, the material developed is supposed to do an analysis called the needs analysis. Need analysis procedures are used to collect information about learner's needs (Richard, 2001:51). So, the writer's conclusion is to collect information about particular problem learners needs.

In discovering needs, some aspects must be discovered. As Hutchinson and Waters (1987:58), they are:

1. Necessities (what the learner has to know to function effectively),

2. Lacks (what the learners know and do not know already),

3. Wants (what the learners think they need).

Hutchinson and Waters also add that these are discovered by testing, questioning and interviewing, recalling previous performance, consulting teachers, collecting data such as textbooks that the learners will have to read, investigating the situations where the learners will need to use the language.

The purposes of the needs analysis in language teaching are, based on Richards (2001:52):

1. To find out what language skills a learner needs to perform a particular role.

2. To determine if an existing course adequately addresses the need for training in particular language skills.

3. To identify a change of direction that people in a reference group feel is important.

4. To identify a gap between what students can do and what they need to be able to do.

5. To collect information about particular problems learners are experiencing. Graves (2000:103) also says that there are two types of information that can be gathered when analyzing the needs, such as:

    The Present

    1. who the learners are;

    2. the learner's level of language proficiency;

    3. their learner's level of intercultural competence;

    4. their interest;

    5. their learning preferences;

    6. their attitudes.

The Future

1. the learners'' goals and expectations;

2. the target contexts: situations, role, topic, and content;

3. types of communicative skill they will use need and tasks they will perform;

4. language modalities they will use

Hutchinson and Waters (1987:54) divide needs into target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do to learn).

1. Target Needs

Hutchinson and Waters (1987) state that analysis to target needs can look at:

   a. Necessities: the type of need determine the demands of the target situation, that is, what the learner has to know to function effectively in the target situation.

   b. Lacks: lacks means what the learner knows already, so that teacher can then decide which of the necessities of learner's lacks.

   c. Wants: what do the learners wish to learn? It is subjective needs.

2. Learning Needs

The target situation is like a destination of the learners, while learning needs are the routes of reaching the destinations. Teachers have to choose the route according to the conditions of the learning situation; the learner's knowledge; skills and strategies; and learner's motivation for travelling (learning the language), Hutchinson and Waters (1987:62). The teacher not only knows what people do with language but also knows people learn to do what they do with language.

In analyzing learning needs, some questions can be used, proposes by Hutchinson and Waters (1987:62), which are:

1. Why are the learners taking the course?

2. How do the learners learn?

3. What resources are available?

4. Who are the learners?

5. Where will the ESP class take place?

6. When will the ESP class take place?

Hutchinson and Waters (1987) propose several ways that are frequently used in analyzing needs, namely questionnaires, interviews, observations, and data collections. So, the writer's conclusions are questionnaires, and interview sheets will be used to gather information about the target needs and learning needs of grade ten of SMAN 1 Kolang.

2.4 Syllabus

The syllabus is a document which contains guideline about the core competencies, basic competencies, learning materials, activities in the teaching-learning process, indicator, evaluation, time allocation, and source of the materials. In the syllabus of the 2013 curriculum, there are four competencies; they are spiritual competencies, social competence, knowledge, and skills (Permendikbud No.54/2013). The competence is stated in the form of core competence (Kompetensi Inti/KI) which consists of one or more basic competencies (Komptensi Dasar/ KD). The core competence (KI) becomes process are develop based on accumulative principle. It means all the competencies reinforce and enrich each other; they are integrated subjects and educational levels.

The formulation of the core competencies is stated in four competencies:

1. Konpetensi Inti-1 (KI1) for spritual comptence.

2. Kompetensi Inti-2 (KI2) for social competence.

3. Kompetesni Inti-3 (KI3) for the core competence of knowledge.

4. Kompetensi Inti-4 (KI4) for the core competence of skills.

The English writing materials will be developed by referring to the basic competencies above. So, the writer concludes that the materials can fulfil the needs of the students, as well as the criteria of a good material according to the, has set by the government in the 2013 curriculum.

2.5 Previous Research

Nur Devitasyari (2018) developing English writing materials though web blog for students of English education department at state Islamic University of Alauddin Makasar. This research was aimed at developing English writing materials through web blog for students of English Education Department. There were three objectives that contained in this research. Those objectives were first, to identify the needs of the students which were used to develop web blog based English writing materials and to show the process of developing web blog based English writing materials for students of English Education Department. This research was designed by using development research method with three basic cycles i.e. analysis, design and evaluation. 1) Analysis stage comprised of two parts i.e. analyzing the students' need and analyzing 10 web blog sites that used in the field of education. 2) Design comprised of designing the web blog and designing the teaching materials on the web blog. 3) Evaluation stage comprised of proofreading, expert validation, one to one evaluation and small group evaluation. The research results showed that the students had fair ability in writing components and faced

several problems in learning writing. To solve those problems the researcher should develop English writing materials based on the real life topics as well as developed English writing materials based on the students learning preference related to the writing components and the writing learning style that were chosen by the students. So that, the process of this research was begun with the students' problems in learning writing that led the researcher conducted a research to find what was the students really need in learning English writing materials. The research then continued with the three basic cycles of development research method and end with some findings that needed related to the development of English writing materials through web blog. Overall, developing web blog based English writing materials for students of English Education Department at State Islamic University of Alauddin Makassar was needed by the students and was recommended to be used as one of media that could be used in teaching and learning English writing materials.

The second research was written by " Developing English writing Materials based on scientific approach in descriptive text for grade of computer network engineering at SMKN 1 Percut Sei Tuan" which written by Simarmata, Anggi Javani (2020). This study deals with the writing materials development for the first grade students at SMK N 1 Percut Sei Tuan. The research conducted by Research and Development (R & D). It was developed through six stages; Gathering the data & information, Analyzing the data, Designing a new writing materials, Validating by experts, Revising a new writing materials and Final product. It was conducted at SMK N 1 PercutSei Tuan, especially X grade students of Computer Network Engineering Study Program. The objective of this study is to develop the appropriate writing materials for the students. The data were gathered by administering interview to English teacher and distributing questionnaire to 26 students. The interview and questionnaire results prove that the students need

English writing materials which is contained the appropriate knowledge or topic with the Computer Network Engineering study program, syllabus and students' level. The developed materials are descriptive text. The development of writing materials in descriptive texts are based on Hutchinson and Waters theory through 4 stages, such as; defining objectives, creating the framework, designing the model of writing materials and refining the model of writing materials. The new writing materials are validated by two experts. The average scores of validation is 4.2.

The two researchers above have a similarity. The similarity between the first and second researchers is developing English writing materials. The difference between the first and second researchers is the types of writing materials to developing. The researcher only develops web blog based English writing materials.

The second researcher develops the appropriate writing materials for the students. In this research, the researcher focused on developing English writing based on a scientific approach in descriptive text.

2.6 Conceptual Framework

This research focuses on English writing to developing for grade students of SMAN 1 Kolang based on a scientific approach in the town. The topics in the texts are adjusted to the basic competencies in the syllabus. From the basic competencies, it is known that there are three genres learn by the grade ten students, namely descriptive text, recount, and narrative. It is stated in the basic competencies that the topic of the descriptive genre about places of interest and well know historical places, and the topic for recount genres is about the historical events, while the topic for the narrative genre is about legend. Considering a scientific approach of Kolang.

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┌──────────────────────────────┐
│  Writing English materials in │
│        descriptive text       │
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              │
              ▼
┌──────────────────────────────┐
│      Materials Evaluation     │
└──────────────────────────────┘
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┌──────────────────────────────┐
│       Scientific Approach     │
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│  Qualitative Descriptive & Quantitaive Methods │
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┌──────────────────────────────────────────────┐
│            Data Collection:                    │
│  "questionnaire sheet & Interview sheet"       │
└──────────────────────────────────────────────┘
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┌──────────────────────────────────────────────────────┐
│  Developing English Writing Based On Scientific        │
│  Approach In Descriptive Text For Grade Students       │
│  X SMAN 1 Kolang                                       │
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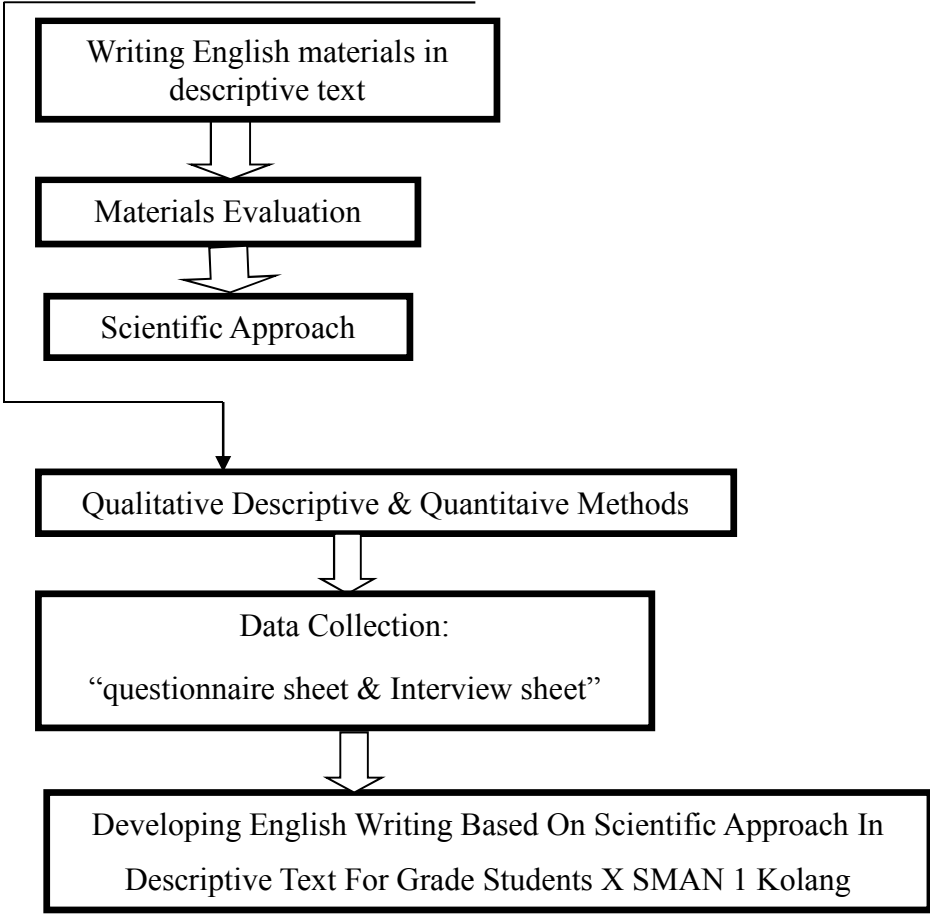
Figure 2.6 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design was conducted with Research and Development (R&D). This way was conducted the data in two forms. The first is in the form of scores from questionnaire and experiment studies. The second is a form of development from the first draft up to the third draft of teaching materials. Research development in this study applied some steps which are developing by Sugiyono (2008).

3.2 Subject of Research

The subject of the research was students at grade ten of SMAN 1 Kolang. The English teacher the one who knows the students well. So, in this research, the teacher was ask about the need of the students and their interest in learning English through the interview. In addition, the questionnaire sheets wa also given to students. There are 2 English teachers at the school. However, the subject the research of is only the teacher who taught in X IPA 2. There are 6 classes of grade ten students in SMAN 1 Kolang. They was divided into 4 classes for science class and 2 classes for social class. However, the subject of this research was limited only to X IPA 2 which consists of 36 students. It is by using random sampling.

3.3. Data and Source of Data

Data was developed in writing the material. There was two focus: questionnaires and interviews in the writing materials developed. So, the data was taken from the teachers and students grade ten of SMAN 1 Kolang by distributing a questionnaire. The source of data was from taken English book the title of the book is "Bahasa Inggris SMA/MA/SMK/MAK Kelas X the publisher by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud 2017".

3.4 Instrument of Data Collection

For the data collected, there are two instruments of data collection, they are questionnaire sheet and interview sheet.

1. Questionnaire Sheet

There are three kinds of questionnaire sheets in this research. The first questionnaire for materials evaluation. This is given to students to find out information about the real existing English Writing materials used in the daily learning process. The second is the need analysis questionnaire. This aims to find out the data about students needs, problems, and interests while learning English especially writing comprehension. The third questionnaire was the expert judgment questionnaire.

2. Interview sheet

It was done by using an interview sheet. An interview sheet will be used to collect the data from the teacher orally. The data will be obtained from the interview the note in writing. This aims to find more detailed information about the needs of the students, the difficulty of achieving the learning objectives understanding of writing, and to write proper English for students.

3.5 The Technique of Collecting Data

In this research, there are two techniques of data collection in this research, they are questionnaire technique, interview technique.

1. Questionnaire technique.

   At the beginning of this research, the researcher was distributed questionnaires to class X students. After that, the researcher was processed the data that was collected to review the written material. Then, the researcher find out what data are suitable to be developed in writing.

2. Interview technique.

   The researcher to the lectures and the experts, the writer was given an interview sheet. After that, the researcher can process the data that was collected to review the written materials. If the researcher already knows what writing can be developed.

3.6 The Technique of Analysis Data

The data of the study was student's need analysis and existing materials. The data was analyzed to get the solution to student's needs. Later, this data was used to developed new writing materials. The data analyzed through the following steps:

1. Analyzing student's need as data of study which was take from interview and questionnaire. From data, the appropriate writing materials was found in order to enhance their writing skill.

2. Matching the existing materials to core competence and basic competence of curriculum and analyzing the appropriateness to the student's needs.

3. Developed materials based on needs analysis, core competence and basic competence.

4. Making conclusion