CHAPTER I

INTRODUCTION

A. Background of the Study

Realizing the importance of English language in globalization era, recently, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senior High school. Recently, by Peraturan Pemerintah No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum[1]. According to Peraturan Pendidikan dan Kebudayaan No.69 Th. 2013 the aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization[2]. With this new curriculum the student assumed to increase their English comprehension.

There are some new things on this 2013 curriculum, among others: (i)curriculum based on scientific approach, where learning process emphasizes in observation, questioning, reasoning, tried, and communicate;(ii) For level elementary school using integrated thematic. Not use the subjects, but the themes which in it integrated with subjects which became competence of learners;(iii)

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[1] Laras Ratnasari, Journal "*An Analysis of the Relevance of English Materials in Textbook Entiteld "PATHWAY TO ENGLISH" for Senior High School Grade X to the 2013 Curriculum*", (Surabaya: FBS, UNESA, 2014) p.2

[2] *Ibid*, p.2

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Competence to be achieved balance between attitudes, skills, and knowledge in the way learning that is holistic and fun;(iv) Learning emphasizes in aspects of attitudes, knowledge, and skills with assessment based on the test and portfolio, which are complementary; (v)The number of subjects from ten to six such as religious and moral education, Linguistic, Math, Arts and Crafts, Physical Education, Sport and Health, plus extracurricular mandatory Scout; (vi) Time allocation per hour lesson in level elementary school (35 minutes), junior high school (40 minutes), senior high school (45 minutes); (vii) Load hours of lessons per week: elementary school (Class I =30 hours = 32 hours of class II, class III = 34, class IV, V, VI = 36 hours),junior high school= 38 hours, and senior high school = 39 hours[3]. in 2013 Curriculum, KI (Kompetensi Inti) is formed to be four aspects, such as; KI-1 is religious attitude aspect, KI-2 is social attitude aspect, KI-3 is knowledge aspect and KI-4 is skill aspect.

Based on the above information, a teacher should find solutions to such obstacles in teaching-learning process to help students in their efforts to gain knowledge. Changing the way of teaching done by teacher is solution. But teacher must be able to figure out which better teaching model should be applied to solve the problem because there are so many options available to choose. And the one of great approach is Project-Based learning especially to teach recount text.

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[3] Indonesian Ministry of Education and Culture, *PERMENDIKBUD* 2013 (Jakarta: Permendikbud RI, 2013).

Project-Based Learning model is one of the innovations in learning that can be used as project-based learning aims to train students in critical thinking, creative, rational and improve understanding of the material being taught and give real experience to students. According to Buck Institude for Education (BIE) cited by Ngalimun, project-based learning is a learning model that focuses on the concepts and principles of the main (central) of a discipline, involving students in problem-solving activities and other meaningful tasks, giving students the opportunity to work autonomously to construct their own learning and ultimately produce valuable and realistic student work. In addition, through the model project-based learning, students are expected to develop knowledge through participation in the learning process. In this learning process with active student learning (student-centered) build knowledge while the teacher acts as a facilitator and motivator[4]. With this model the student can explore their knowledge, creativity, productivity and be religious.

Recount text is a written text, which is used to tell other people about their experience. The purpose of the recount text is to tel the reader what happened in the past throught a squence of events.[5]

Recount texts have logically sequenced stages. Supporting students to order their thoughts chronologically and develop circumstances will assist them

[4] Ngalimun, S.Pd., M.Pd, "*Strategi dan Model Pembelajaran*" (Yogyakarta: Aswaja Pressindo, 2014) p.185
[5] Th. M. Sudarwati, Eudia Grace, "Look A head An English Course 1 for Senior High School Students Year X" (Jakarta: Erlangga, 2007) p.30

to produce recount texts. Oral language activities that build vocabulary and provide authentic purposes enable students to develop the range of language skills for recounts. Scaffolding students with a planned and logical sequence of activities through a teaching and learning cycle that provides a gradual release of responsibility will support students to confidently construct a recount. Assessment processes that provide explicit feedback and use assessment as, for and of learning help students to understand the criteria for a successful recount and to reflect on their work and improve their skills.

In this study the researcher tries to conduct the research at tenth grade of SMAN 1 Sooko. There are some fact that the researcher have to conduct the research in this school. First, this school has implemented the 2013 Curriculum, particularly in tenth grade and eleventh grade. Second, this school is the best school in Mojokerto by gets "A" in school acreditation beside that this school is very popular and be the first choice also almost the graduated of this school accepted to the popular state university. Third, this school ever be a pilot school for 2013 curriculum in Mojokerto, so this school is the one of some schools that use 2013 curriculum firstly. It is a new research about project based learning in teaching writing recount text at this school. Based on the reason above the researcher chooses SMAN 1 Sooko to do the research.

The researcher choose tenth grade because relevant with KI-3 of 2013 curriculum; 3.9. Analyzing social function, structure text and language feature of simple recount text about experience/phenomenom/events, according to the

context of use.[6] It a must for tenth graders to learn recount text. Furthermore the project based learning as one of saintific model can be implemented to teach recount.

Based on the statements above, the researcher interest in research under the title "The Implementation of Project-Based Learning to Teach Recount Text Based on the 2013 Curriculum at Tenth Grade of SMAN 1 Sooko Mojokerto"

B. Research Questions

Based on the background above, the writer formulates the problems below:

1. How is the implementation of project-based learning in teaching writing recount text based on the 2013 curriculum at tenth grade of SMAN Sooko?

2. What are the advantages and challanges of project-based learning in teaching writing recount text based on the 2013 curriculum at tenth grade of SMAN 1 sooko?

C. Objectives of the Study

Considering the statements of the problems questioned on this research, the objectives of the research are:

1. To find out and to describe the implementation of project-based learning in teaching writing recount text based on the 2013 curriculum at tenth grade of SMAN 1 sooko.

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[6] Kementerian Pendidikan dan Kebudayaan, *"Bahasa Inggris dan Budi Pekerti/Kementerian Pendidikan dan Kebudayaan untuk SMA/SMK/MA/MAK kelas X Semester 2"* (Jakarta: KEMENDIKBUD, 2014) p.1

2. To find out and to describe the advantages and challenges of project-based learning in teaching writing recount text based on the 2013 curriculum at tenth grade of SMAN 1 Sooko.

D. Significance of the Study

1. To give information about Project-Based Learning, recount text and 2013 curriculum.

2. To give contribution to:

   a. The teachers

      With this study teacher can implement of project-based learning esspecialy when they teach writing recount text, moreover the teacher able to give some knowledge and motivation to the student with the advantages of this model.

   b. The students

      Student can understand the project-based learning deeply as one of their scientific learning at new curiculum. It will be motivate them to learn English.

   c. The readers

      The readers can understand more about recount text and project-based learning model.

E. Scope and Limitations

This study is focus on the implementation of project-based learning in teaching writing recount text. The subject of the study is the tenth grader of SMAN 1 Sooko. From the problem statements, the researcher only explain the implementation of projet-based learning model in teaching writing recount text with the challenges to use this model.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation the meaning of key terms in this study, the definitions of them are provided below. It will be expected to give the same understanding and interpretation between the researcher and the reader. The definition of key term is explained briefly as follows:

1. Project-based learning

Project-based learning in this research is one of model that can be implemented for 2013 curriculum. It organize learning around project. Make the student to be, religious, creative and productive. In PBL, students explore, make judgments, interpret, and synthesise information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge.[7]

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[7] Educational Technology Division Ministry of Education, Project-Based Learning Hanbook, (Kuala Lumpur: Communications and Training Sector Smart Educational Development, 2006) p.3

2. Recount text

    Recount text is one of the genre of text. Recount tells what happened in the past through squance of events. In this genre of text the student should learn the purpose of the text, the social function and the language feature. According to Sudarwati and Eudia grace, Social function of recount text is to tell the readers what happened in the past through a sequence of events.[8]

3. 2013 curriculum

    The new curriculum that implemented in Indonesia. 2013 Curriculum that is applied since the academic year of 2013/2014. The 2013 curriculum is planned to emphasize on the scientific approach during the learning process. Conceptually, 2013 curriculum draft is to be capable creating a smart comprehensive future generation that not only intelligent in intellectual, but also intelligent in emotional, social and spiritual.[9]

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[8] Th. M. Sudarwati, Eudia Grace, Look A head 1 an English Course for Senior High School Student year X, (Jakarta: Erlangga, 2006) p.30
[9] Prof. Dr. Sholeh Hidayat, M.Pd., "Pengembangan Kurikulum Baru", (Jakarta: Remaja Rosdakarya, 2013) p.113