

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents and discusses (a) background of the study. after that, also discusses (b) formulation of the research problems and (c) the objectives of the study. this is followed by (d) the research hypothesis, (e) significance of the study, (f) scope and limitation of the study and (g) the definition of key terms.

#### **A. Background of the Study**

In our life there is an important role about the language. There is the primary function of the language that is a communication system. Communication is a great importance to human's life. The people need to communicate each other to have relationship in the society. Many languages usage in communicate in daily life. Brown (2000:5) states "Language is a system of arbitrary of conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another". Communication system can be divided into two part such as verbal communication and written communication. Both of them are important but written communication is more complex. Learning to write involves for being able to communicate and convey ideas meaningfully.

English is one of the international languages that are used by many people in the world and also in many areas of everyday life. Therefore, using English is the simple way to communicate with many people from other countries about

many aspects in human life such as technology, economy, business, social, etc. In Indonesia, English is considered a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills. There are listening, speaking, reading, and writing. In this research, the researcher will explain about of skill in English uses that is writing skill.

According to Jeremy Harmer (2004:39) that writing (as one of the four skill of listening, speaking, reading, writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purpose, ranging from being merely a “back up” for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. Writing skill produces a written product. It is a process of transforming ideas into the written text coherently and cohesively. According to Nunan (2003), the purpose of writing is to express and impress the ideas. Writing also pays attention on the correct order of words to be a good sentences and paragraph. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Students will learn many aspects in language components.

In the teaching and learning writing process in Indonesia, students have been introduced since they were in the elementary school, from the simplest form e.g. writing words to writing sentences. In the junior high level, students are taught to write more complex sentences and paragraphs. Based on the junior high level syllabus, there are some texts that should be learned by the students. The purposes of learning those texts is that the students can express their ideas in a

simple written form such as functional text and essay, and can use those texts in their daily life. There are many various way to organize the sentences or paragraph in a piece of students writing. For example descriptive text, recount, text, procedure text, narrative text, etc. For example descriptive text, recount, text, procedure text, narrative text, etc.

One of them is descriptive text. Descriptive text is a text that describes the features of someone, some things, or a certain place. Its purpose is to describe and reveal a particular person, place, or thing. And it is described in present tense. Descriptive text is a text that not easy to write it. Because this text describes something about person, animal, things, etc in detail. Then all of the students must be able to write it because descriptive text is one of the lesson for Islamic Junior high school.

In teaching English at Islamic Junior High School, the atmosphere of class should be interesting. Besause of that there is a way that can be used to make the students enjoy, understand and more easy to write this text. The way is by using media. Teaching language needs good and interesting media. Media is used in the teaching learning activity will keep the learner focus and it will make the students understand the material easily. The teacher must have a good media to teach writing. The effective media in teaching writing will make the students get more ideas to write the text. One of the effective media to help teaching writing in descriptive text is bulletin board.

According Robert (2002) bulletin board is a surface of variable size and shape made of a material that holds pins, thumbtacks, and other sharp fasteners

without damage the boards. Beside that bulletin board also gives more opportunity to help the students in expressing their knowledge or experience and enrich the vocabulary in writing.

The writer hopes that the students get a strong motivation to write the interested paragraph in the form of descriptive text in a paper. The writer thinks that if the students use bulletin board as a media, they can organize their ideas and the students will write what they think about their dream also the students can express their ideas.

Based on the background above, the researcher wants to apply a media to teach Islamic Junior High School students to know whether it is effective or not. That is the reason why the researcher choose the title of this paper **“The Effectiveness Of Teaching English by Using Bulletin Board Media Towards The Students’ Ability In Writing Descriptive Text Of 1<sup>st</sup> Grade Students At Islamic Junior High School 4 Tulungagung.”**

## **B. Formulation of the research problems**

1. How is the students’ ability in writing descriptive text before being taught by using bulletin board media?
2. How is the students’ ability in writing descriptive text after being taught by using bulletin board media?
3. Are there significant difference of the students’ ability in writing descriptive text before and after being taught by using bulletin board media?

### **C. Objectives of the study**

Considering the above problems, the purposes of this research can be elaborated obviously to know the effectiveness of using bulletin board media to improve the students' ability in writing descriptive text of the first grade students at Islamic Junior High School which is described as follows:

1. To find out how the students' ability in writing descriptive text before being taught by using bulletin board media.
2. To find out how the students' ability in writing descriptive text after being taught by using bulletin board media.
3. To identify the significant differences of the students' ability in writing descriptive text before and after being taught by using bulletin board media.

### **D. Research Hypothesis**

A research hypothesis is the expected relationship or the expected difference between the variable in the study. in this research, the researcher uses two kinds of hypothesis formulated to be tested; they are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ):

a. Null Hypothesis (Ho)

There is no significant difference on the students' writing achievement in producing descriptive text that are taught before and after using bulletin board media seventh grade of MTsN 4 Tulungagung.

b. Alternative Hypothesis

There is significance difference on the students' writing achievement in producing descriptive text that are taught before and after using bulletin board media in seventh grade of MTsN 4 Tulungagung.

**E. Significance of the research**

The writer expects that this study has some significances.

1. This study can be used as a process to improve English teaching both teacher and researcher.
2. For students, it will motivate students to improve their skill in writing to produce a descriptive text by using bulletin board as a media to make their product interesting.
3. For teacher, it will help the teacher that bulletin board as a media is an interesting media can be used for teaching writing. This study also gives motivation to the English teacher to choose new interesting media in teaching learning English.
4. For the future research, the research can be the reference for the future researchers so they will give the better research.

## **F. Scope and limitation of the research**

The scopes of the study are limited to the subject and object investigated. The subject of the study is at 7<sup>th</sup> grade of MTs Negeri 4 Tulungagung. The object of this study is to know the effectiveness of bulletin board as a media towards the students' ability in writing descriptive text.

## **G. Definition of key terms**

- a. Bulletin board is a media from a plywood that layered a paper and it contains about some picture, simple present formula, written text and garnish.
- b. Writing achievement is a skill to write an essay about descriptive text that contains about some aspect to be measured. The aspects are about Content, Organization, Vocabulary, Grammar, and Mechanic.
- c. Descriptive text is text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.
- d. Media is a tool to giving information about descriptive text from the source/sender to the receivers.