

CHAPTER I

INTRODUCTION

In this chapter the researcher serves seven topics related to the study. Those topics cover (1) background of the study, (2) formulation of research questions, (3) purpose of study, (4) significance of the study, (5) formulation of hypothesis (6) scope and limitation of the study, and (7) definition of key terms.

A. **Background of the Study**

English as one of the important language is used by most people in the world as the first or second language as tool of communication. For example in Europe, English has become the international language of communication. So, it means that if someone wants to communicate with other people from other country, he or she should master English. It makes English is one of important lesson that should be taught to the students. In Indonesian, English is the foreign language that is important to be developed. Therefore, students of elementary school has been introduced about English, so when they entered to the junior high school, they have had the basic of English.

Junior high school is a formal school in Indonesian and the students who just graduate from elementary school. So, in teaching Junior High School students, teachers need to be creative in correlating the main topic to the real situation and students can learn the linguistic features automatically, because students in this level is students who are in the transition level from elementary school which is basically they are young learner. The teacher's

role will take important part in the process of motivating the students to get a lot of information about the language itself.

In learning English as the foreign language, we have to know the four basic skills and components. The four skills are reading, speaking, writing and listening, while the components are grammar, vocabulary and pronunciation. Writing skill is the most difficult to master, because writing consists of other skill and language components, such as organization, grammar and vocabulary. Furthermore, Don Byrne (1984: 3) stated that, 'we can now begin to see why writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language'.

Writing is called productive skill. It means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas. Writing is a unique tool for language learning (Richards and Renandya. 2002). Writing is important for students to learn how to think critically and creatively. Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas in a cohesive and flowing manner. Writing is an essential part of developing child. Hedge (2003: 302) stated that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. Actually writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.

Many students said that writing is one of difficult problems in English skills. Because in writing the students try to elaborate their idea or they must

express their idea to achieve writing form. Richards and Renandya (2002: 303) stated that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Many students especially beginner stages, they do not require much active production of language. Because of the consideration that English language is difficult to learn, it is appear unconfident from students to conduct writing. They are afraid how to apply the grammar using correct vocabulary. Determining the topic is one of the simple problem for students Junior High School. Where they will do about this topic, also the students do not know what the definition of topic itself. They need some stimulation from the teacher to produce their words and it is impossible if the teacher have to guide the students one by one. It is not effective in teaching and learning process. They feel difficult to express their idea, they have any ideas that hidden in their thought.

Actually, writing is fun and we can get many benefits from writing, such as: writing can improve your academic performance, writing allows you to create and maintain a marketable image of yourself in the eyes of potential and current employers because good writing skill suggest a logical mind, an ability to interact with a wide public, and writing enhances personal and community relationship White (1943: 18). Especially in teaching writing Bazerman (1976: 8) State that writing in school have relationship between the students and teacher. The teacher selects material to discuss with students, give students book to read and assigns writing for their ability in learning English and express their idea well.

In curriculum KTSP 2006, in Junior High School there are six genres that should be taught, namely narrative, recount, procedure, descriptive, report and spoof. In learning genre, the student will learn the particular style of texts which have different purposes. All genres have different social functions, general structure, and grammatical features. For Junior High School, one of the texts that they learn is descriptive text which purpose is to describe and reveal a particular person, place or thing.

It is widely known that there are many ways and media which can be used in teaching writing, such as jumble picture, computer, video games, series picture, etc. Leksono (2009:114) stated that Using media can help the students in understanding the material well, because there are many benefits that can be obtained by using media, such as: (1) Increasing students motivation, (2) preventing students bored during teaching learning process, (3) make the teaching learning process systematically, (4) it is easier for students to comprehend teachers' instruction, (5) to strengthen students comprehension toward the lesson expected. Thus it can be inferred that by considering the benefits of the media toward teaching learning process, the involvement of the media is very important to achieve the target learning.

In this case, the researcher tries to use the media that is using tourism brochures especially to improve writing skill in descriptive text. By using tourism brochures, the researcher does hope that students can improve their ability in writing, especially in writing a descriptive text. It can motivate the

students to do better. They also will more active, interested and have many ideas to write.

The researcher conducted a conversation with English teacher of MTs AL HUDA Bandung, the problems are many students still have difficulties in writing, especially in writing a descriptive text. In this case, the researcher wants to try to apply the tourism brochures as media in teaching writing, whether the media is effective or not. This research is entitled “The Effectiveness of Using Tourism Brochures Toward Students’ Writing Ability in Descriptive Text in the Seventh Grade Students of MTs AL HUDA Bandung”.

B. Formulation of Research Problem

Here are research problems formulated by the researcher, in which this research tries to find answer for the following problems:

1. How is the student’ writing ability in descriptive text before being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung?
2. How is the student’ writing ability in descriptive text after being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung?
3. Is there any significant different before and after being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung?

C. Purpose of the Study

1. To know the students' writing ability in descriptive text before being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung.
2. To know the students' writing ability in descriptive text after being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung.
3. To find out if there is any significant different before and after being taught by using tourism brochures in the seventh grade students of MTs Al HUDA Bandung.

D. Scope and Limitation of the Study

The scope in this study is teaching writing by using tourism brochures toward students' writing ability in descriptive text in the seventh grade students of MTs Al HUDA Bandung. In addition, because the researcher has limited time to conduct the research, she can not research the students' skill of writing all genre texts. Therefore, the researcher limits the study only on the students' writing ability in descriptive text using tourism brochures.

E. Formulation of Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this research, the researcher uses two kinds of hypotheses formulated to be tested, they are null hypotheses (Ho), and alternative hypotheses (Hi):

1. The Null Hypotheses (Ho)

There is no significant different score before being taught by using tourism brochures toward students' writing ability in descriptive text in the seventh grade students of MTs Al HUDA Bandung.

2. The Alternative Hypotheses (Hi)

There is significant different score before and after being taught by using tourism brochures toward students' writing ability in descriptive text in the seventh grade students of MTs Al HUDA Bandung.

F. Significant of the Study

The result of the research is expected to give some important contribution to those related:

1. For the Students

- To help students understand the descriptive text easily.
- To increase the feeling of pleasure and motivation to learn.
- To increase liveliness, creativity, and students learning outcomes are higher.

2. For the English Teacher

- The teacher will easy teach writing by using tourism brochures.
- Help to improve the quality of teacher professionalism as an educator.
- Developing the learning models that are effective, efficient, and able to engage students active in learning English, especially in writing

3. For the Future Researcher

- To give information and input for the researcher when they are writing research on the same topic.

G. Definition of Key Terms

It is necessary to define the important key terms in order to avoid misinterpretation of the readers to understand the ideas presented in this study, those are as follows:

1. Tourism Brochure

Tourism brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products *etc.*

2. Writing skill

Writing is one of English skill and it is considered as the most difficult skill of English besides listening, speaking, and reading. It is because writing needs a lot of practice so that the writing of the students can be understood well. In addition, in writing the students must have

good grammar, vocabulary, punctuation and spelling. Therefore, the students that can express their ideas in written form and their writing can be understood well by the readers are considered have good writing skill.

3. Descriptive Text

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.