

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher deals with a background of the study, formulation of research problem, purpose of study, formulation of hypothesis, significant of the study, scope and limitation of the research, and the definition of key term.

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

English plays an important role in many aspects, in this case, education in Indonesia. This means that one subject is useful for students. Referring to the decision of the Indonesian Ministry of Education, English was officially chosen as one of the subjects considered important for graduation, especially for Junior High School and Senior High School students.

Reading is one of the important skills that students need to have in language learning, especially for students in developing countries such as Indonesia who consider English as a foreign language (EFL) difficult to learn. As quoted in (Ness, 2009), Gambrell et al (2002) stated that the most important thing in reading is understanding. This is in line with (Quinn, Wagner, Petscher, & Lopez, 2014) who state that increasing reading comprehension depends on vocabulary knowledge. Many researchers agree that through reading students can increase their vocabulary knowledge which is very useful in acquiring other skills in language learning. Therefore, it is important for students to improve their reading skills.

Reading activity is directly proportional to writing ability. Without reading, you will not be motivated to write. The more people read, the wider their horizons and references to writing as well as the vocabulary they choose will vary and of course, the writing will be easy to understand. Writing is one of the English skills that students must learn. To get it, students must get enough writing practice. These exercises are needed to stimulate students' writing skills and express their thoughts in

good reading. Without practice, it is impossible to write well and effectively. Writing can be said as a language skill that is used to communicate indirectly, whether people cannot meet face to face directly. Expressing thoughts in writing is not easy for most people, and plays a crucial role in the learning process as writers can explore their knowledge and what they think about other people. Through writing activities, students can share their thoughts, knowledge, skills, and abilities in English such as grammar and vocabulary.

Writing English can also be used in the promotion of tourist attractions. Many beautiful and still natural tourist attractions in Indonesia are visited by domestic and foreign tourists. But unfortunately, in terms of promotion, the constraining factor is the lack of mastery of English such as greeting, choosing the right words to introduce tourist attractions, and offering local products that are of interest to foreign tourists. Therefore, proper English writing is needed to convey promotional messages effectively.

The definition of tourism based on UU No. 9, 1990 is an activity to visit some places in a short time with the purpose to enjoy the tourism object. There is also a definition from Spillane (1982:20) tourism is an activity to visit some places to get the sport or rest, finish the duty, etc. Besides, based on UU No. 10, 2009 tourism is all kinds of tourism activities which is supported the facilities and the service of the government, society, entrepreneur, and regional government.

(Mathieson, A and Wall, 1982) also say that created a good working definition of tourism as the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater to their needs.

However, various surveys showed very low rates of reading interest in Indonesia. A study by Central Connecticut State University in the US revealed Indonesia ranks 60th out of 61 countries in terms of reading interest. This fact shows that most Indonesians lack reading

interest. Thus, promoting reading habits among students in Indonesia is of importance. Good, et al. (2008) argued that a good reading habit is described as a repeated eagerness of reading practice behaviour that becomes second nature.

Based on the previous studies, certain factors are found to actively contribute to the development of reading habits. Personal characteristics of the students include age distribution, social class, and parents' occupation (Adetunji, A. & Oladeji, 2007); accessibility to electronic facilities such as the internet (Akyay, E. & Ogeyik, 2009); (Karchmer, 2001); (Huang, 2004) and home video influence the students' reading habits (Kaufman, 2007). Moreover, the environmental influence, parental influence, peer pressure, school curriculum, and teachers (Adetunji, A. & Oladeji, 2007) are the other factors that can either support or militate against better reading habits. In line with this, (Nathanson, S., Pruslow, J., Levitt, 2008) found evidence that parents have a powerful effect on creating enthusiastic readers.

In terms of the tourism industry, the Indonesian government has set a target of 7 million tourists visiting this country in 2014. For this reason, it is important to evaluate the promotion of tourist destinations to foreign countries using attractive and motivating language. The language that persuades to reach and engages potential visitors is considered to have an important role, not only to attract but also to motivate, persuade, and boost the curiosity of tourists.

Promotion of tourism promotion can be divided into 2 categories: print media, for example, advertisements, brochures, magazines, and guide books; and electronic media, such as the internet or websites, and social media, such as travel blogs and Facebook. Thus, the website is the most popular sense used by tourists to explore destinations, because most tourists prefer to use online mediation to receive information about specific tourist destinations (Fakharyan, M., 2012); (Krochmal, Lincoln, Wang, Jonas C.T., Patel, 1989). (Suradnya, 2006) study shows how 24% of tourists use websites as a source of information to explore destinations

in Indonesia, followed by media promotions, using around 8 to 15%. Therefore, the website is the primary vehicle used by tourists to source news about destinations. The impact of technological advances on issues, website usage tends to continue to be higher, while print media such as brochures, booklets, and advertisements are still secondary senses for tourists in decision making. Tourism promotion texts must be presented using good and attractive language which can not only convey a clear picture, but also persuade tourists to visit the promoted tourist attraction.

In global tourism, the use of proper English is needed to deliver promotional messages effectively. The language used has a crucial role in promoting tourist areas to foster tourist interest in visiting these tourist areas. In writing, it is hoped that language is a persuasive language that can persuade buyers or tourists to arrive at tourist destinations.

In line with the curriculum, teaching English at the junior high school level is presented to enhance students' language skills. English material is presented through genre-based both written and verbal communication in the teaching and learning process (H. Karimah et al., 2017) and (Aunurrahman, 2019). Students are emphasized to know various types of genres. According to the 2013 curriculum, there are several English teaching materials that must be mastered by students. Four language skills must be taught to junior high school students, namely reading, listening, speaking, and writing (Anggraini, A. R., & Oliver, 2019). Writing is good support for other skills and is also a useful activity to prepare for my job (Hastuti, 2020).

The basic competence that must be achieved in writing English subjects is that students can develop and form simple functional written texts. One of the conditions for junior high school students based on English competence means that they can compose written descriptive texts correctly (Tamba et al., 2020). Descriptive text is a type of text that aims to convey information. The context of this type of text is a description of something, an animal, a person, or something else. This is a text that describes certain things, animals, people, or things that happen in nature

(Winch, 2005), (Panjaitan & Elga, 2020). Writing descriptive text is the process of gathering our ideas, news, or thoughts into a text that describes a specific person, area, or thing. It describes a person, area, or thing that can make the reader imagine what is being described clearly. Descriptive text is a text that aims to describe a person, thing, or place that aims to inform or persuade the reader.

In writing descriptive texts, students have difficulty even though the students have been guided by the teacher. Students' difficulties in writing descriptive texts such as developing inspiration, organizing the ideas into descriptive texts, difficulties in grammar, and lack of vocabulary (Apriliana et al., 2020). The researcher investigates the promotion of tourism text because the researcher wants English as an international language to be used as a communication language, especially in tourism content to make it much more focused.

From the previous description, the descriptive is one genre text that students must master in learning English. And theoretically, according to Evawina (2010: 7), a descriptive paragraph is a paragraph that clearly describes a certain person, area, or object as a result the reader can visualize the topic and enter into the author's experience. Not all students can write descriptive paragraphs well and by the existing with the elements contained in the descriptive text. According to the researcher's observations at the time of the teaching practice, there were 75% of students who could not write descriptive paragraphs. The English teacher has taught the topic to the students well but the students are still had a problem in writing descriptive text. In addition, the researcher also found teaching English with lectures and asked students to write paragraphs individually. Surprisingly, the ability of students to write descriptive paragraphs is very low because the learning techniques adopted by English teachers are techniques that are no longer suitable today. Moreover, it reduces the interest and activity of students in the learning process so that students are bored and do not want to continue learning as they should.

There are many factors on the dominance of writing descriptive text. based Barnet on F. Fauzi, he said "Influence writing to be good, such as the vocabulary mastery, grammatical mastery, punctuation and spelling knowledge which must be integrated into a paragraph (Alawi, 2011). In writing descriptive text, students need to spread ideas into one paragraph, organize ideas by identifying the topic and providing a description of the topic, students must be able to write it down in various news such as content, organization, goals, audience, vocabulary, and mechanics such as indication of reading, spelling, and capitalization (Karimah, S. A., & Nrh, 2016). So, to be able to write descriptive texts, students need to master the grammatical rules, punctuation, and spelling, and share and organize ideas as a paragraph. With the tourism promotion text, students can find out tourist objects through online and offline media. Students can find out information about tourist objects in Indonesia and abroad easily through these media. And they also learn new vocabulary to practice their ability in writing descriptive text.

Based on the explanation above the researcher would like to find out whether there is a correlation between habit in reading tourism promotion texts and writing descriptive text ability (a correlational study of the eighth grade of MTsN 8 Tulungagung).

## **B. Formulation of Research Problem**

Based on the background of the study the research question can be formulated as follows "Is there any significant correlation between habit in reading tourism promotion texts and writing descriptive text ability at the eighth grade of MTsN 8 Tulungagung academic year of 2021-2022?.

## **C. Purpose of the Study**

The purpose of the research can be stated to find out whether there is a significant correlation between habits in reading tourism promotion texts and writing descriptive text ability at the eighth grade of MTsN 8 Tulungagung or not.

#### **D. Formulation of Hypothesis**

There are two kinds of hypothesis that will be used in this research:

Null Hypothesis ( $H_0$ )

There is no significant correlation between habit in reading tourism promotion texts and writing descriptive text ability at the eighth grade of MTsN 8 Tulungagung.

Alternative Hypothesis ( $H_1$ )

There is a significant correlation between habits in reading tourism promotion texts and writing descriptive text ability at the eighth grade of MTsN 8 Tulungagung.

#### **E. Signification of the Study**

The writer hopes that the result of this research will give some contributions to English language teaching and learning, i.e.:

1. For students

This research is expected to improve students' habits of reading and encourage them to practice their writing ability in English, especially in descriptive text.

2. For teachers

This study is expected to be useful for the teachers in teaching reading and writing in English to improve the students' habits in reading and their writing ability using a better teaching method.

3. For Researchers

The result of this study may be used by other researchers as a reference to conduct research in the same field.

#### **F. Scope and Limitation**

In this research, researcher will focus on correlation between habits in reading tourism promotion texts and writing descriptive text ability in MTsN 8 Tulungagung.

#### **G. Definition of Key Term**

1. Habit in Reading

As Sangkaeo (1999) in Chettri & Rout (2013) states reading habit refers to the behaviour which expresses the likeness

of reading of individual types of reading and tastes of reading. It means that someone who has behaviour spending time to read anything. Reading can be said habit because it is a repetition action and become something routinely done. Besides, reading is one of the effective ways to be a good reader, good speller, advanced grammatical competence, reliable writer, and master vocabulary. It can refer that learners who have good reading habits, can increase their acquisition of grammar the good in writing.

## 2. Tourism Promotion Texts

Tourism promotion means trying to encourage the actual and potential customers to travel to a destination through the spreading of information. Promotion is one of the most effective marketing mix elements used in marketing a tourist product. The objectives of promotion consistent with the general marketing plan are to identify the target group to which the promotion is conducted, to find out the effective advertising, sales support, and public relations programs to be planned, and to select the best methods to be used to control and assess the promotion operation.

## 3. Writing Ability

Writing can be said as a language skill used to communicate indirectly, whether people cannot face to face each other. Expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers can explore their knowledge and what they are thinking about with others. Through writing activities, the students can develop their thinking knowledge and their ability in English such as grammar and vocabulary.

## 4. Descriptive Text

According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc”. It provides details



about the characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.