

# CHAPTER I

## INTRODUCTION

### A. Background

The 2004 English curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is elaborated in terms of competence; that the learning process is carried out by developing reading and writing culture; and that the competence for language subjects should emphasize on the ability to read and write which is suitable for the levels of education.

Based on the statement, it could be seen that the government is committed to improving the nation's literacy level, in this case is writing skills. Implicitly in the regulations is the expectation that language education, including English, is expected to develop communicative competence or the ability to communicate in spoken or written language so that learners will possess the social skills.

While at the "bottom" or practical level, teachers and students are facing the difficulties in improving literacy, especially in writing skill. Learning writing has been a big problem in English learning. According to Byrne in Mansyur (2002:18) there are three headings categorized as the writing problems: psychological, cognitive, and linguistic problems. Psychological problem is due to a writer's double roles: as a writer and as a reader to predict his readers' response for the perfectness of his composition. Cognitive problems relate to the ways of how a writer organizes his/her ideas in a piece of writing. Linguistic problems arise because of three factors: 1. a writer is not well informed in

grammar, 2. the written language is more conservative than the spoken language, and 3. a writer has to write good sentences that can make ideas clear and easy to be understood or to be read.

Another reason why writing is so difficult for ESL learners according to Cimcoz in Sulistyawati (2000:12) that they do not know how to write, feel foolish when they could not find the most suitable words, and want to keep their selves away from the experience of having a topic and a blank paper. That's why students consider writing, especially in English, as a difficult task. Alwasilah (2001) states that writing is considered as the most difficult skill to acquire. He (Alwasilah, 1995) also states that writing is a skill; like other skill, it can be learnt, and like most skills it is not inborn.

Due to the reasons above, as language instructors, we have to find the good solution and make the students interested in writing English, and change the opinion that says: The students consider writing is the hardest skill to acquire. There are ways to solve these problems: starting from providing various learning resources to be read in every semester, applying various learning methods, and offering various kinds of learning aids.

One of the efforts conducted here is the development of a learning model through research. A learning model, with an effective result that has been proven through an actual research, is expected to win the genuine interest of the teachers so that they will be interested to try it in their classroom. This is important because the creativity of the teachers in the cultivation of the learning process will then be more effective and versatile.

As a response to the above aim, an observation of English teaching will be conducted by using tourism brochure. The reason for this application is based on the assumption that by using this media it is acknowledged that the writing skill, in this case is descriptive text, of the third grade students of junior high school can be facilitated effectively.

Tourism brochure is a booklet containing information or advertisement of business of providing hotels, special trips, resorts, etc. The feature of tourism brochure will consist of pictures of places such as hotels, resorts, restaurants, and a brief description of each places, cost, etc. According to those considerations, it is alleged that tourism brochure will be much more effective for improving students' writing skill. As Werff (2003) argued that pictures are good sources material for practicing speaking, listening, writing, vocabulary and grammar, it will stimulate students to come up with their many more effective and enjoyable activities.

From the 2004 English Curriculum, descriptive text is suitable for the levels of education. The main objective of descriptive text is picturing images verbally in speech or writing and arranging those images in some kind of logical or associational pattern. So, the experiment will be focusing on improving students' skill in descriptive writing by using tourism brochure. Whether or not the use of tourism brochures can be useful in the effort of improving students' writing skill will be investigated in a research work entitled *The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive text (An Experimental Study In The Third Grade Of Junior High School)*.

## **B. Limitation Of The Problem**

This research is restricted to find out the effectiveness of using tourism brochures in teaching writing descriptive text in junior high school.

## **C. Statement Of The Problem**

1. To what extent is the use of tourism brochures in teaching writing descriptive text effective?

## **D. Hypothesis**

Related to the problems mentioned above, the writer would like to propose hypothesis as follows:

- H1: There is a significance difference between the use of conventional method and the use of tourism brochures in teaching writing descriptive text.

## **E. The Aims Of The Study**

The aim of the study is to find out the effectiveness of using tourism brochure in teaching writing descriptive text.

## **F. The Significance Of The Study**

This study is expected to give an input for teachers in teaching English as foreign language, tourism brochure is an alternative in motivating and helping their students to improve their English writing ability in a more relaxed, interesting and pleasant learning atmosphere in the classroom.

## **G. Research Methodology**

The research methodology that will be used in this study is experimental method. According to Hatch and Farhady (1982:22) experimental method involves two groups of students; the experimental and the control group. Both two groups are taken as the examined group. A control group refers to a group of students whose selection and experiences are exactly the same as the experimental treatment. The control group is needed for comparison purposes. The treatment is given to find out the effectiveness of using tourism brochures in teaching writing descriptive text in junior high school.

This study will be conducted based on the following procedures:

1. Trying out the instrument (tourism brochures).
2. Collecting the data.

In collecting the data, some techniques will be employed:

- Pre-test. This will be given to both groups before the treatment of using tourism brochure is applied. It is to find out the initial differences of writing outcomes between the groups.
  - Post-test. This test will be employed in the last program of this study, and will be given to both groups.
3. Determining the data.

The findings are interpreted based on the data analysis in order to give explanation on the result of the research during observation.

#### 4. Analyzing the data.

Determining the students' mastery on writing by computing the result of the gain data with t-test formula, based on the indicators given.

### **H. Population and Sample**

The population of the study is third grade of junior high school in Madrasah Tsanawiyah Assalafiyah Assirojijah Cikalongkulon, Cianjur. The sampling technique used in determining the research sample was Cluster Random Sampling. Cluster Random Sampling is sample that is chosen from some groups of population. The random sampling that was used in this study was by raffling the five classes then took the two classes as the sample of the study. Appropriate with the research design, one class is an experimental group, and the other class is a control group. They consist of 42 and 43 students.

### **I. Organization Of The Paper**

The writer will organize the paper into five chapters as follows;

**Chapter I Introduction.** In this first major of this paper the writer will give a brief introduction to the area of investigation. This chapter will include: Background, Limitation of the problem, Statement of the problem, Hypothesis, The aims of the study, The significance of the study, Research methodology, Population and sample, Organization of the paper.

**Chapter II Theoretical Foundation.** It will consist of the theories, definitions, and some widely accepted research which closely related to this study.

**Chapter III Research Method.** In this part, the writer will describe the process of investigation.

**Chapter IV Research Findings and Discussion.** The writer will describe and interpret the findings based on the collected data.

**Chapter V Conclusion and Suggestion.** In the last chapter, the writer will draw some conclusions of the research and draws some suggestions as a contribution for English teaching and learning for further research.

