

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English as an international language is used in throughout countries of the world, including Indonesia. People can communicate with foreigner effectively by using English. English is used by people all over the world. The importance of English is delivering message of communication in spoken or written text from someone to other people in the world who uses different languages.

As a matter of fact, English in Indonesia only functions as the foreign language which is learned by students in Elementary School, Junior High School, Senior High School and University. The Government has determined English as one of compulsory subjects in Junior high school and Senior high school level. Teaching and learning English should be based on the system which is arranged by government. It means that the government wants the students understand English well as early as possible. Harmer (2007:200) said that “the immediate goal of the kind of language study is to increase knowledge of the language system so that the longer term aim is improving productive and receptive skill which is in turn can be achieved”.

There are four basic skills that students have to master English. They are listening, speaking, reading and writing. Those skills will bring students to be master of English. Writing is one of the important skills which have to be mastered by every student in learning English. Writing is assumed as the most difficult skill because it is a combination between process and a product. “ To write well is not only about organizing ideas but also a product of the use of language (Vallis, 2010:60). The stage of writing process is students start to think what they will write to make a product. The product is a text that as a result from the process of writing. Before producing a text, students need a long process starting from planning until producing. There are fourteen text types that exist in English. One of the

text types that include on teaching learning in Junior high school is Descriptive text.

Teaching writing descriptive text for beginner is not easy as we imagine. It has student's problems to face on. They feel difficult when they try to practice writing since English has a different language system from their own language. They have difficulties to arrange the sentences to be a good paragraph because of less vocabulary. Another difficulties that faced by the students is developing their ideas. Sometimes, students also feel afraid of making mistakes to write. The main problems that have to be faced by the students are feeling bored in learning English. These difficulties make the students' confused to write their text. It is because the teacher still uses conventional media to teach English. Conventional media here means that the teacher only use a book as a media in teaching English. These weaknesses make the class situation quite so that students can get sleepy.

In this 21<sup>st</sup> century, there are so many ways to solve those problems. English teacher has to find the right solution in teaching writing, especially in teaching writing descriptive text. The teacher has to choose appropriate method and interesting media for making the students interesting in writing because it will determine how it is successful or not in learning process.

Paper puppet is one of media that will make the students interested in learning English because it is colorful and unique. By using paper puppet, the students will be easier to arrange the sentences because they will know the part that they need to write directionally, especially in writing descriptive text. The students will not be confused to arrange the sentences because they can see it like the real object. When the teacher asks the students to write descriptive text, they will be more enthusiastic and the topic that they choose is more specific. By using this media, the writer hopes that the students will be interesting in writing descriptive text.

Based on the reasons above, the researcher will conduct a research around teaching writing descriptive text using paper puppets. The setting of research will be conducted in Pakis Aji Jepara. That is why the researcher brings the title "The Effectiveness of Teaching Writing Descriptive Text

Using Paper Puppets: An Experimental Research of Eight Grade Students in MTS. Mamba'ul Ulum Mambak Pakis Aji Academic year 2017-2018.

## **1.2 Problem Statements**

1. How is the writing descriptive text achievement of eighth grade students of MTs. Mamba'ul Ulum Pakis Aji who are taught by using paper puppet as media of teaching learning?
2. How is the writing descriptive text achievement of eighth grade students of MTs. Mamba'ul Ulum Pakis Aji who are taught without using paper puppet as media of teaching learning?
3. Are there any significant differences of the achievement in writing descriptive text between the students who are taught using paper puppet and those who are taught without using paper puppet?

## **1.3 Research Objective**

1. To find out the writing descriptive text achievement of eighth grade students of MTs. Mamba'ul Ulum Pakis Aji who are taught by using paper puppet as media of teaching learning.
2. To find out the writing descriptive text achievement of eighth grade students of MTs. Mamba'ul Ulum Pakis Aji who are taught without using paper puppet as media of teaching learning.
3. To find out whether there are any significant difference of the achievement in writing descriptive text between the students who are taught using paper puppet and those who are taught without using paper puppet.

## **1.4 Significance of the Study**

The result of this research is expected to have significances. The significances are mentioned as follow:

### **1) The Teachers**

The result of this research is expected to be a kind of evaluation for English teacher who are still applied conventional media in teaching

learning activity. Besides that, this media can also improve their teaching performance in the class. They will get new experiences that paper puppet is appropriate media to increase the students' writing ability.

#### 2) The students

This research may give meaningful experience for the students to increase their achievement in writing descriptive text using paper puppet. It is also hoped that the students can be more creative. They can explore their ideas for thinking and feeling because this media must be interesting so this media should be more colorful, should have many choices and should have unique form. Hopefully, paper puppets as an option media can make students interested and more enthusiastic in learning English, especially in writing descriptive text.

#### 3) The writer

The writer is expected to get a lot of experiences and knowledge about teaching writing descriptive text using paper puppet media in Junior High School.

#### 4) The readers

The readers are expected to use this study for further research and increase the readers' knowledge about using paper puppet as media to teach writing skills, especially in teaching descriptive text.

### **1.5 Statement of Hypothesis**

Hypothesis is appraisal toward parameter of population through sample data (Sugiyono, 84: 2014). The provisional answer must be tested and proved through investigation or analysis to determine the truth by researcher. Those are to get accurate proof whether the hypothesis could be accepted or not. In this study, the hypothesis is presented as below:

#### 1) Null Hypothesis (Ho)

There is no significance difference between the students' ability in writing descriptive text between the students who are taught using paper puppet and those who are taught without using paper puppet.

## 2) Working Hypothesis (Ha)

There is significance difference between the students' ability in writing descriptive text between students who are taught using paper puppet and those who are taught without using paper puppet.

### **1.6 Thesis Organization**

This final project consists of five chapters as follows:

Chapter I is introduction. It is consist of background of the study, problem statement, research objective, significant of the study and thesis organization.

Chapter II is discusses review of the related literature which consists of previous study and related theories. The related theories includes teaching writing, the writing process, genre (text-types), descriptive text, paper puppets and using paper puppets to teach writing descriptive text.

Chapter III describes research method which consists of subject of the research, instrument of the research, method data collection and method data analysis.

Chapter IV concerns with research finding.

Chapter IV deals with conclusion and suggestion.