

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is very important for communication. By language we are able to obtain lot of knowledge and experience. Language is a system of conventional vocal signs by means of which human beings communicate. According to Ilzamudin Ma'mur, "Bahasa adalah media utama bagi warga dunia untuk saling berkomunikasi dan berinteraksi antar sesamanya (language is the first media for people in the world to communicate and interact one another)".¹ Every student should be aware that is very important to learn the language, especially English is regarded as second language.

In Indonesian English both from the primary level until university, English is very important therefore it's used as international language. Not only used for daily

¹ Ilzamudin Ma'mur, *Membangun Budaya Literasi*, (Jakarta: Diadit Media, 2010), p.57

conversation but English used in many activity such as business and other.

Learning English, there are four skills that should be mastered, such as listening, speaking, reading and writing. Writing is one of the most aspects from them, and writing is the last skills that mention on all the text of language skill. Mastering writing is important in developing it skills. If the students have mastered of writing, it will be easier to learn English.

Writing is an important part of language competence, is a tool to develop our ability in absorbing the information from the reading sources into writing sources. Writing as productive skill has a big relation to the mind activities. Through writing we can not only communicate our ideas but also improve our writing skill.

Oxford learner's pocket dictionary gives definition that writing is to produce something in written form so that people can read, perform or use it. With writing, we can pour the idea or feeling in the text such as our

experience and other. Everyone study to write in the school that is in elementary school. After that they are be able to write such as to write English. Writers are being able to make their writing interesting by digging deeply into the topic. Good writers are able to draw pictures with words, enabling the reader to visualize the ideas based on life experiences or other resources.²

With writing, we can supplement our own memory, we can record much longer text than could ever hope to memorize. The written text is also less fallible than human memory. Many of us have made a great deal of effort to memorize even a fairly short poem. Just think of trying to memorize an entire book or several.³

Based on the explanation above, writing ability is needed in the school. In Indonesia, English is foreign language so I am sure any problem in writing English but English is very important so writing ability is necessary to

² Barbara Harris Leonhard, *Discoveries in Academic Writing*, (Boston: Thomson Heinle, 202), p. 68

³ Henry Rogers, *Writing Systems: A linguistic Approach* (New York: Blackwell Publishing, 200), P. 1

us, the writer finding that almost the students' entire problem in writing. In general, their problems were related to low motivation, classroom condition and the students' were lack vocabularies. So it needs strategy and method to learn writing ability.

The writer tries using the flip chart. Flip chart has been described as the simplest of a group of cooperative learning techniques referred to as student team learning methods.

The writer hopes that writing ability will be achieved and effective by using flip chart. The writer chooses the place of research in MTs Nurul Islam kota Serang and the writer takes the title “*The Influence of Using Flip Chart on Students' Writing Descriptive Text*”.

B. The Statement of the problems

Based on the background above, the writer can take formulation in the term of study, and stated on the

line of problem. To easy administer this research the writer stated the problem as follow:

1. How is the students' writing skill at the second grade of MTs Nurul Islam kota Serang before treatment?
2. How is the influence of flip chart on students' writing skill in MTs Nurul Islam kota Serang after treatment?

C. The Objective of the Study

The objectives of the study are:

- a. To know the students' writing skill at the second grade of MTs Nurul Islam kota Serang before using flip chart.
- b. To know the influence of flip chart on students' writing descriptive text in MTs Nurul Islam kota Serang after using flip chart.

D. The Important of the Research

The writer thinks that the research will be observed the student's difficulties in writing descriptive text at the MTs Nurul Islam kota Serang, and hope this

research will be one of the ways to help and support the students of MTs Nurul Islam kota Serang to have a good skill in writing.

This research is expected to open her mind about the influence and the effectiveness of using flip chart media in improving students' writing skill to students MTs Nurul Islam kota Serang especially to teachers' students and generally for learners in mastering writing.

E. Conceptual Framework

Since English is very important in this era, it is taught in indonesia as a foreign language from junior high schools to university. The students are expected to master English so that they can communicative with foreigners, can get a lot of information from English literature, and can compete with students from other countries to get good achievement.

At schools, students are taught four skills, they are listening, speaking, reading and writing. Among those skills, writing is the most difficult task for students,

because it belongs to a productive skill. Based on standard of competence and the basic competence of English for junior high school, in writing, students are able to express meanings in the form of written texts using a written language accurately, fluently and acceptably. To fulfill these requirements, especially in expressing a short essay of descriptive text, it is very difficult for students. It is because a descriptive text needs imagination and feeling to create a story. Therefore, students need some media that can be stimulating their imagination to create a good descriptive text.

In order to help students in getting the idea and imagination to improve their ability in writing descriptive texts, the teacher should have an appropriate teaching technique. One technique which can be used is using flip chart. With flip chart they will be attracted because flip chart is very interesting. Flip chart can use picture, so when student look at the flip chart they will know example from the descriptive text from the picture

because in the picture explained the descriptive text, it can also motivate them in learning English.

F. Hypothesis of the Research

According to David Nunan, “hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.”⁴ The hypothesis of this study can be mastered alternative and null hypothesis. The hypotheses are as follow:

- (Ho) : if there is significant about the influence of using flip chart on students’ writing descriptive text.
- (Ho) : if there is no significant about the influence of using flip chart on students’ writing descriptive text.

G. Previous Of Study

In conducting this research, thr researcher has read the following previous research follow:

⁴ David Nunan, *Research Methods in Language learning*, (New York: Cambridge University, 1992), p 230

The first previous research was done by Resti Utami with the title *“penggunaan media flip chart dalam peningkatan kemampuan menulis karangan berdasarkan gambar seri pada siswa kelas III SDN 2 Karanggadung tahun ajaran 2012/2013”*, the result of the study shows that the use of flip chart in to improve writing ability at the third grade of SDN 2 Karanggadung in the academic year of 2012/2013 can improve students’ ability.

Learning activities are conducted through initial activities, core activities and end activities. The use of flip charts in this study uses preparing steps, appropriate placements, student settings, introduction of subject matter, presentation of images, giving students opportunities to ask questions, summarizing the material. This research passes through three stages of cycle execution. The first cycle is running well but on the implementation there are still some obstacles because the first is done. The second cycle activity is an

implementation of the reflection activity that is drawn up at the end of one cycle activity. Activity in cycle three is an implementation of reflection activity in cycle two.

Improved learning outcomes obtained by students on simple writing study based on the series drawings of each cycle that always increased is a positive impact of the use of flip chart. The use of media flip chart can also present the learning message in a concise and practical also bias used outside the classroom⁵

The second journal is written by Eva Eloka Verany, Amir and Ending Khoerudin with the title *“efektifitas penggunaan flip chart untuk meningkatkan pemahaman siswa mengenai possessivpromonen”* this research used a quasi experimental research. The study was conducted at SMAN 1 Cimalaka academic year 2012/2013. Population in this research is all student of

⁵<http://jurnal.fkip.uns.ac.id/index.php/pgsdkebumen/article/viewFile/2573/1825>

SMAN 1 cimalaka class XI and sample taken in this research is student of class XI IPA 4.

The result of this research is based on the calculation of pretest and posttest result that have been done, the average score of the students about the possessiveness is 53.15 (less good) and after the treatment increased to 72 (good). This shows that the posttest value performed after the use of the flip chart is better than the pretest result before using the flip chart. A much better improvement is seen after posttest implementation. This can be proved by using the t-test which shows that $T_{\text{calculate}} > T_{\text{table}}$ ($2.44 > 1.71$). Thus the hypothesis which has been stated earlier that the use of flip chart can improve students' understanding of posesive promonen has been proven.⁶

⁶<http://jerman.upi.edu/germania/2013.03.0801229.Eva.pdf>

H. Organization of study

This paper consists of three chapter of discussion:

Chapter one introduction, it includes the background of the study, the statement of problem, the objective of the study, the important of the research, conceptual framework, hypothesis of the research, previous of study, organization of study.

Chapter two is theoretical framework, it includes the definition of writing, definition of descriptive text, definition of flip chart.

Chapter three is methodology of research, it includes the method of the research, the setting and time of the research, population and sample, technique of data collecting, the technique of data analyzing.

Chapter four is the result of the research, it includes the data description, hypothesis testing, interpretation data,

Chapter five is conclusion and suggestion.