

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is used as a mean of communication in society. It is an important role in our life. Language is a mean of communication that enables human being to communicate, cooperate, and get along with each other. People use language to convey message to the other. Language is a mean to communicate ideas, opinions, and feelings. Oxford Learner's Dictionary stated that "Language is the system of sounds and words used by humans to express their thoughts and feelings".<sup>1</sup>

Learning a foreign language has different aspects and systems, which should be understood by the learners, such as pronunciation, spelling, and the cultural background of the language. English teaching in Indonesia especially in Junior High School is expected to help the students develop their communicative competence both in spoken and written form, which is manifested in four language skills, they are listening, speaking, reading and writing. These four language skills are integrated and related to each other. Listening and reading belong to receptive skills, it means that language users require the ability

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<sup>1</sup> AS Hornby, *Oxford Advanced Learners Dictionary*, ( New York: Oxford University Press, 1995), p.62

to receive spoken and written language. On the other side, speaking and writing belong to productive skills and it means that language users require the ability to produce both spoken and written language.

Writing is one of four skills in English. Writing is skill that expresses feeling using written. Writing is included in productive skill. Productive skill is developing ideas through knowledge and vocabulary that had by writer. In this skill, Students actually can produce language themselves based on their ideas through their knowledge and vocabulary. When students write a text, they can write based on their knowledge, idea or what is in their mind. The other skill in productive skill is speaking. Speaking is the way to express feeling using oral. Students can develop their ideas in oral.<sup>2</sup>

Learning to write is not only a writing thing down. In the fact, writing takes more than 45 minutes to compose a paragraph, because writing considers the process of writing and the cohesion every sentence. The researcher observed the teaching learning process in eight grade at MTs Nurul Islam Juwangi. The English language teacher only explained and wrote the material on the black board. It made students feel difficult to write, because there were some problems when they would write. They feel difficult

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching fourth Edition*, (England: Pearson Longman), page 265

to express ideas, develop the idea related to the topic, they also get problem in using adjective, and present tense. They do not arrange the words in a good sentence. So, the result of writing text is not optimal.

In teaching process, teachers play a more important role. They should be creative to select teaching media and techniques to draw student's interest and motivation in learning English. There are some media usually used in teaching learning process. They consist of visual media, audio media, and audio-visual media. Visual media are can be seen and have the function to distribute the message from the sources to the receiver. Audio media are audio media is connected with one of the five senses, that is ears that can hear something produced by sound. Audio-visual are media that combine both of sound and pictures.<sup>3</sup> The teachers are demanded to choose the appropriate ones to make the class fresh and interesting. Hopefully, the students will be happy and will not bore to learn English.

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information. Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas. Graphic organizers present material

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<sup>3</sup> Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p.30

through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

Graphic organizer is one of visual media because it can be seen and performs a meaningful description. It makes students more interested in writing descriptive text. They will make a text more easily because they can develop ideas on the graphic which they create. It will help them creating a good descriptive text. So, the researcher chooses this title, “ENHANCING STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH GRAPHIC ORGANIZERS” (A Classroom Action Research at the Eight Grade of MTs Nurul Islam Juwangi in the Academic Year of 2016/2017). The researcher hopes by using graphic organizer, students will be more motivated, relaxed and interested so that they can enhance their writing.

## **B. Reason for Choosing the Topic**

There are two reasons for choosing the topic

1. The writer wants to know about the use of graphic organizer to enhance students’ ability in writing descriptive text.
2. The writer wants to know about the enhancement of students’ ability in writing descriptive text through graphic organizers.

## **C. Questions of the Research**

This study is intended to answer the following questions:

1. How is the implementation of graphic organizers to enhance students' ability in writing descriptive text at the VIII<sup>th</sup> grade students of MTs Nurul Islam Juwangi in the Academic Year of 2016/2017?
2. How Can Graphic Organizers enhance students' ability in writing descriptive text at the VIII<sup>th</sup> grade students of MTs Nurul Islam Juwangi in the Academic Year of 2016/2017?
3. How is the enhancement of student's ability in writing descriptive text through graphic organizers at the VIII<sup>th</sup> grade students of MTs Nurul Islam Juwangi in the Academic Year of 2016/2017?

#### **D. Objectives of the Study**

The objectives of the study are:

1. To describe the implementation of graphic organizers to enhance students' writing ability in descriptive text.
2. To determine if graphic organizers enhance students' ability in writing descriptive text.
3. To find out the improvement or enhancement of students' ability in writing descriptive text through graphic organizers.

#### **E. Pedagogical Significances**

Based on the objectives of the study, the significance of the study can be started as follows:

1. For Teachers

Teacher can use the research of this study as a reference when they want to improve their ability in teaching writing. The researcher hopes that English teachers more creative in teaching, so the students will get achievement better in teaching learning process.

2. For Students

The result of this study can help the students to enhance their ability in writing descriptive text. Besides that, it may help them to disappear their bored in learning.

3. For the researcher

The researcher gets new knowledge and experience in teaching writing descriptive text trough graphic organizers

**F. Limitation of the Study**

The limitation of the study in this final project is students' ability in writing descriptive text. In this research, the writer uses graphic organizers to enhance students' writing ability in descriptive text.