

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the study, statements of the problem, objectives of the study, significances of the study, the scope and limitation, assumption, and operational definition.

1.1. Background of the study

Based on Sulistyarningsih on her English journal (2014), Language is constructed from words and from the theory of grammar which fix on their order. Words are random conceptions of individual brain. For example, people agree a tree is named in English by the word 'tree' only because, the word give the impressions like the object, in this case the name 'tree' can be used on anything from an huge teakwood to the very small bonsai.

According to Setiyadi (2006:25), language teaching is influenced by the ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (language theories). It means that differences learning theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. So the teacher should be able to prepare the learning process in the classroom with appropriate materials and methods based on the goal of teaching that will be achieved.

English language consists of four skills, namely speaking, listening, reading, and writing. The other elements are grammar, vocabulary, and pronunciation. These elements are expected to enable students to master the language quickly. English language can be expressed whether in oral or written. However, these two kinds of communication have different aspect. In oral communication can be understood directly while doing communication, but for written communication, it has some element or component that should be paid attention well in order to understand easily and no ambiguous. Therefore, writing is one of the important basic skills should be learned well. As one of the four language skills, writing has always occupied a place in most English language courses (Fauziati: 2010:45). In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

In this section, the researcher focuses on writing skill. Writing is one of the skills should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea via written.

Writing is one of the crucial skills in learning language. It is the last indicator of learners' success in mastering a second language after the master skills of listening, speaking and reading. In line with this, Nation and Newton (2009:113) stated that with writing, as with the other languages

skill, it is useful to make sure that learners are involved in meaning-focus use, language-focus learning, and fluency development.

According to Fauziati (2010: 51) stated writing as process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices vary from each other; these often depend much upon the students' experiences and skills when planning and adjusting their writing program.

Additionally, writing is a process allowing writer to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection (Sangkala, 2012:180).

Learning writing gives much benefit for students and chances to practice their English. Students can express their ideas, develop their vocabulary and grammar and communicate their goals through writing. Huy (2015:55) confirms that developing students' vocabulary and grammar, improving their ability to use language and supporting other language skills can be done through writing activity. In addition, Javed, Juan and Nazli (2013:129) conclude that writing skill has a significant role to improve students' exposure and ability with the goal of communication and interaction.

In the context of teaching English in senior high school in Indonesia, teaching writing focuses on three text types: descriptive text, narrative and recount text (Depdiknas, 2006). In this case, teachers must be able to

encourage students' ability in writing with a suitable strategy that can improve students' interest and motivation, so the learners will give the response by spending their energy to be productive in this skill.

The writer chooses descriptive text because describes person, place, thing, or idea using concrete in details. Based on Zumakhsin (2008:54), descriptive text is text to describe what we see. Meanwhile Pardiyono (2008:33-34) states that description is kind of written text which has the specific function to give description about an object (human or non human). The conclusion from two experts that descriptive text is a text to retell about person, thing, and place detally.

In learning descriptive text, according to teacher in MAN Sidoarjo, students have difficulties in learning writing descriptive text. Student confuses what to write although they know the topic which has been given by the teacher. They feel confuse in finding the topic what will use for material on writing descriptive text. In fact, when the researcher visited at tenth grade of MAN Sidoarjo, she found that the students still did not understand what the descriptive text is, and how to describe the generic structure of descriptive text using online magazine.

An online magazine is a magazine that published on internet, through bulletin board systems and other form of public computer networks. One of the first magazines to convert conventional format to being online only was the computer magazine.

An online magazine provide many features with a blog and online newspapers, but can usually be distinguished by approach to editorial control. Magazines have editors who review submissions and perform a quality control to ensure all material engage with the expectations of publishers (people that invest time or money in production) and the readership.

The researcher choose flipsnack.com as a references to blended learning. Learning how to write a descriptive text by using online magazine can give powerful energy for students better than using conventional ways. As Crystal (2001:195) said, weaving the Web provides a characterization of this element of the internet which truly strains the notion of “situation” and accompanying concept of a “variety” of the internet language. Meanwhile, Cahyono and Widiati (2007:190) mentioned that studies general worry the use of internet service to help students explore their english proficiency. Lestari’s (2004) stated that online chat is effective to make students more active involved in English written communication.

According to reasons stated above, the researcher interested take a title of this thesis **“The Use of Online Magazine in Teaching Writing Descriptive Text to the Tenth Grade Students of MAN Sidoarjo”**

1.2. Statement of the Problem

Based on the background of the study above, the statement of the problems are formulated as follows:

1. How is the implementation of online magazine in teaching writing descriptive text to the tenth grade of students of MAN Sidoarjo?
2. How is the students' response on the implementing of using online magazine teaching writing descriptive text to the tenth grade of students of MAN Sidoarjo?

1.3. Objective of the Study

Based on the statement of the problem above, the objectives of this research follow:

1. To describe the implementation of online magazine in teaching writing descriptive text to the tenth grade of students of MAN Sidoarjo.
2. To describe the students' response on the implementing of using online magazine in teaching writing descriptive text to the tenth grade of students of MAN Sidoarjo.

1.4. Significance of the Study

This study hoped to have practical significane. They are :

- 1.4.1. For the teacher : This research can be used for all English teachers for their teaching and also the media can be references for teaching. This research also can be inspired the English

teachers to apply various learning teaching methods, in order to there isn't monoton learning that makes the students bored.

1.4.2. For the student : The students can train their writing skill, they can be more confident and active in class so that the learning teaching process will be active, effective and fun.

1.4.3. For further researcher : The researcher hoped that the further researcher can use this study to get more knowledge and benefit as a new experience to use this method in learning teaching.

1.5. Scope and Liation of the Research

To specify the research, The researcher has scope and limitation of the research as follow : The scope is the using online magazine in teaching writing descriptive text. The limitation in my research is teaching the writing material stated in the English Module used for MAN Sidoarjo at tenth class at the odd semester.

1.6. Assumption

The assumption of this research is the teacher can implement teaching writing descriptive text using online magazine to train writing skill for tenth grade student so that the student can train their writing skill through online magazine in descriptive text.

1.7. Operational Definition

The following points are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1.7.1. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

1.7.2. Descriptive Writing

Descriptive writing means part of factual genre which describes a particular person, place, or thing.

1.7.3. Online Magazine

Online magazine in this research refers to