

## **CHAPTER I**

### **INTRODUCTION**

This introduction presents and discusses an overview of this study. After that, the problem is formulated along with the objective of the study. This is followed by the significance of the study to give information about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding of those terms.

#### **A. Background of the Problem**

English is one of the international languages used by many people in the world. English is also used as communication tools for people from other countries in many aspects of human life such as, technology, economy, social, and politics. In Indonesia, English is considered as a foreign language.

By having more knowledge about English, we have more chance to understand and get what we want and need. For example, when we want to learn computer, it will be useful if we master English. This is because the instructions used are in English. Furthermore, if we have more knowledge about English, of course we can operate the computer well. Another example is if we want to study abroad, of course we need to understand English since the information is written in English. One of the information about study overseas usually is in the form of brochure. Besides the brochure is useful for someone who wants to study overseas, it can also be utilized as a media for teaching English. Regarding with the

teaching, the information in the brochure can be used as the examples of good sentence structure or constructions. For this research, I will apply the information about study overseas in the brochure as a media in teaching reading.

There are some considerations why the researcher choose brochure as a media for teaching reading. First, brochure contains descriptions of the characteristics of something and their price, such as the location of the school, school's profile, the service offered for students etc. this kind of brochure is likely suitable for eighth grade of Junior High School. This is because the level of reading comprehension for this grade are enable students to understand the meaning of functional writing text and simple short essay. This genre naturally becomes a main subject in English which is taught from Junior up to Senior High School. This text is commonly used in daily life to describe a particular person, place or thing<sup>1</sup>. Considering the activities of reading integrated to other skills, the students are therefore encouraged to improve their ability in expressing something. They will not be reluctant to share about something and communicate with everyone of what they have in their mind. The most important thing is the students can obtain new vocabulary and grammar by reading descriptive text through brochure.

Second, reading a descriptive text is like drawing a picture for the readers<sup>2</sup>, because the writer's purpose is to paint a picture in words<sup>3</sup>. The readers should be

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<sup>1</sup> *BSNP*

<sup>2</sup> Kelly Kennedy-Isern. *The write path: Basic of paragraph writing*, page 50.

able to close their eyes and imagine of what the picture looks like through reading descriptive text. However, to imagine something which is not real is a very hard to do. Interestingly, sometimes we find glossy brochure which is printed on heavy photo-quality paper contains colorful photographs, so they look very luxurious and real. By using brochure, the students can read the description and easily go in handing looking at some photographs of what the information and other facilities are like to prove the description. Also, there is no problem with the language use in brochure because it uses appropriate English. Besides, it is used as a media of short functional text in junior high school.

Third, eighth grade students of SMP Bilingual Terpadu Krian are mostly taught reading descriptive text through textbook or workbooks. This technique is likely make boredom among the students since they feel bored with the text book. They also do not have any willingness or motivation in reading activity.

Here, researcher also used Reading to be object study, because reading can also be described as a mental or cognitive process in which the reader will follow and respond to what they have read<sup>4</sup>. Also, there are still many students who do not understand the context of reading well.

Teaching reading is also in line with what Islam has taught. Islam teaches us to study reading firstly and continuously in our live. It is stated in holy Qur'an:

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<sup>33</sup> Deanne Milan. *Developing reading skill*, page 30.

<sup>4</sup> Albert J Harris and Edward R. Sipay. *How to increase Reading Ability*

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

*Proclaim! (Or Read!) In the name of the Lord and Cherisher, Who Created.*

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For the sample, the researcher chooses eight grade of SMP Bilingual Terpadu to be research object because based on the observation in the classroom and the interview with the teacher and the students, They seem have difficulties in understanding the text, and the students' reading skill of eighth grade was still low. The texts which are taught in the eighth grade of Junior High School is descriptive and procedure. The researcher found that they have difficulties in reading descriptive text, especially in understanding the text including the content, social function, generic structure, and language feature. There are many reasons why the students got difficulties in reading, namely most of the students admits that they often feel bored when they had to read a text, especially for long and uninteresting topic text. They also never get various reading text, because they stay in Islamic Boarding house, and there is limited object in the collage. In the class, some students sometimes do not give attention to the lesson or they talk each other. They just pay attention to the teacher when they do exercises but if the time given to do it is too long, they begin to be noisy again. When they read a long text, they are not very interested in understanding the meaning of the words used in the text.

Other reason is they are reluctant to bring the dictionary. They just wait until the teacher explained it for them or ask them about the difficult words. Besides, there were some problems that come from the teacher. Actually, the teacher's way in explaining the materials was clear enough but she uses textbook most of the time. She usually taught using conventional way by staying in class and doing the exercises in the handbook. She seldom used different techniques and media in teaching. So, the students felt that English lesson was boring. All of those factors made the students to have low motivation in learning English, especially reading.

The brochure used as a media in teaching is one type of descriptive text. Descriptive text is a text that describes an object, person or an event in detail.<sup>6</sup> The purpose of description text is to tell the reader what the writer feels. The function of description is to describe a particular person, place, or thing.

As other text likes, descriptive text also has its own characteristic. In fact, many students are still confused about the differences between the descriptive text and other text, such as report text. Descriptive text is different from report text, since the report text is a description of something in general, such as animal species, architecture, etc. moreover, descriptive text differs from other based on their characteristics. Basically, there are three major elements in descriptive text that should be understood well mastered by students, as the learner, in order to be

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<sup>6</sup> Otong Setiawan. Genre, page 24.

able to understand descriptive text as the product at the end of learning process.

Those elements are social function, generic structure, and linguistic features.

## **B. Research Question**

Based on the background of the study above, the problems of the study are formulated in following question:

1. How are the students' responses toward the implementation of brochure in teaching reading descriptive text to the eighth graders of SMP Bilingual Terpadu ?
2. How can brochure influence the improvement of students in reading skill?

## **C. Objectives of the study**

The two objectives of the study are:

1. To describe how are the students' responses toward the implementation of brochure in teaching reading descriptive text to the eight graders of SMP Bilingual Terpadu.
2. To describe how brochure can influence the improvement of students in reading skill.

## **D. Significance of the Study**

The writer also hopes that this learning style can improve students' reading mastery and also make the students reach the purpose of learning language at their level, and finally use English in their daily communication. The writer also expects

that this study will be useful for those who are interested in using brochure in teaching other skills, such as: listening, writing, reading and speaking. They can also use brochure in teaching different grade of students; it can be in elementary school, junior high school, or even in senior high school.

#### **E. Scope and limitation of the Study**

The scope of this study is limited to the seventh grade of SMP Bilingual Terpadu Krian. This study emphasizes on the process of improving students' understanding on reading descriptive text through Brochure. The researcher uses Brochure because it can make students not only improve their vocabulary, but also understand the passage. The topics which the researcher uses are summer school program and living smart water.

#### **F. Definition of Key Terms**

1. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.<sup>7</sup>
2. Media is tool to connect the information from the source of message to message receivers.<sup>8</sup>

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<sup>7</sup> (Wixson, Peters, Weber, & Roeber, 1987, *citing the new definition of reading for Michigan*).

<sup>8</sup> Brown, H. Douglas. 2001. *Teaching by Principles an interactive approach to language pedagogy*. New York : Addison Wesley Longman, Inc.

3. Descriptive text structure is typically used to give information in a straight forward, factual manner.<sup>9</sup>
4. Brochure, in this context, is a pamphlet or booklet that describes a firm, a facility or a service. It may be used to explain all or a segment of the firm's services, or how the firm functions in a particular industry, or addresses a specific problem<sup>10</sup>.  
In this case, it describes about school programming and healthy service.

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<sup>9</sup> Anderson, Mark and Kathy Anderson. 1998. *Text types in English*. Australia : Macmillan.

<sup>10</sup> Abbott, Gerry. 1981. *The teaching of English as an international language : a practical guide*. Great Britain : William Collins Sons and Co. Ltd.