

**USING THE BULLETIN BOARD IN LEARNING
READING COMPREHENSION OF DESCRIPTIVE
TEXT FOR SEVENTH GRADE STUDENTS AT MTS
AL-IHSAN KRIAN**

THESIS

**Submitted as Fulfillment of the Requirements to Attain the Degree
of Sarjana Pendidikan (S.Pd) in English Department**



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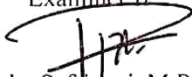
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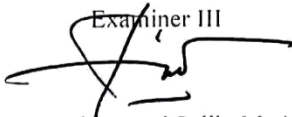
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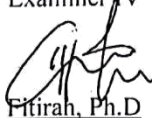
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ABSTRACT

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Key words: *Reading Comprehension, Bulletin Board, Type of Bulletin Board, Descriptive Text*

As students who learn English as a Foreign Language (EFL), most of students in EFL countries including Indonesia are reported to have many difficulties in reading English texts. There are many reasons behind this problem, namely: students' English vocabulary size, a lack of interest in reading, and a lack of creative media used by English teachers. Those problems lead the students to have such a poor comprehension towards reading English texts. Bulletin Board, as one of creative media, is known to improve students' reading comprehension. This study was conducted to know the implementation of using Bulletin Board in learning reading comprehension of descriptive text to seventh graders at MTs Al-Ihsan Krian, Sidoarjo, East Java, Indonesia. Moreover, this study was also conducted to find out the types of Bulletin Board used by one of the English teachers at MTs Al-Ihsan Krian. 35 seventh graders from “A” class and an English teacher were carried out as the participants of the study. This study uses descriptive qualitative research. Observation checklists and field notes were used as the instruments to obtain the data during three class meetings. The findings show that the English teacher implemented the Bulletin Board well because she followed all the five steps of the implementation steps. The steps include *motivation, socialization, information exchange, knowledge construction, and development*. Surprisingly, all the three types of Bulletin Board defined by Jordan Brandi were also used by the English teacher. They are *Display Board, Informational Board, and Interactive Board*.

ABSTRAK

Wijanarko, Dora Angela.2018. *“Using The Bulletin Board In Learning Reading Comprehension Of Descriptive Text For Seventh Grade Students At MTs Al-Ihsan Krian”*. An Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: **Dra. Irma Soraya, M.Pd** and **Drs. Muhtarom, M.Ed, Gred, Dip.Tesol**

Key words: *Pemahaman Membaca, Papan Buletin, Tipe Papan Buletin, Teks Deskripsi*

Sebagai siswa yang belajar Bahasa Inggris sebagai Bahasa Asing (EFL), sebagian besar siswa di Negara EFL termasuk Indonesia dilaporkan memiliki banyak kesulitan dalam membaca teks bahasa Inggris. Ada banyak alasan di balik masalah ini, yaitu: ukuran kosakata bahasa Inggris siswa, kurangnya minat membaca, dan kurangnya media kreatif yang digunakan oleh guru bahasa Inggris. Masalah-masalah tersebut menyebabkan siswa memiliki pemahaman yang buruk terhadap membaca teks bahasa Inggris. Papan Buletin, sebagai salah satu media kreatif, dikenal untuk meningkatkan pemahaman membaca siswa. Penelitian ini dilakukan untuk mengetahui implementasi penggunaan Papan Buletin dalam pembelajaran pemahaman membaca teks deskriptif kepada siswa kelas tujuh di MTs Al-Ihsan Krian, Sidoarjo, Jawa Timur, Indonesia. Selain itu, penelitian ini juga dilakukan untuk mengetahui jenis-jenis Papan Buletin yang digunakan oleh salah satu guru bahasa Inggris di MTs Al-Ihsan Krian. 35 siswa kelas tujuh dari kelas "A" dan seorang guru bahasa Inggris dilakukan sebagai peserta penelitian. Penelitian ini menggunakan penelitian kualitatif deskriptif. Ceklist observasi dan catatan lapangan digunakan sebagai instrument untuk memperoleh data selama tiga pertemuan. Penemuan menunjukkan bahwa guru bahasa Inggris menerapkan Papan Buletin dengan baik karena ia mengikuti semua lima langkah dari langkah-langkah implementasi. Langkah-langkahnya termasuk motivasi, sosialisasi, pertukaran informasi,

konstruksi pengetahuan, dan pengembangan. Anehnya, ketiga jenis Papan Buletin yang didefinisikan oleh Jordan Brandi juga digunakan oleh guru bahasa Inggris. Mereka adalah Papan Display, Papan Informasi, dan Papan Interaktif.

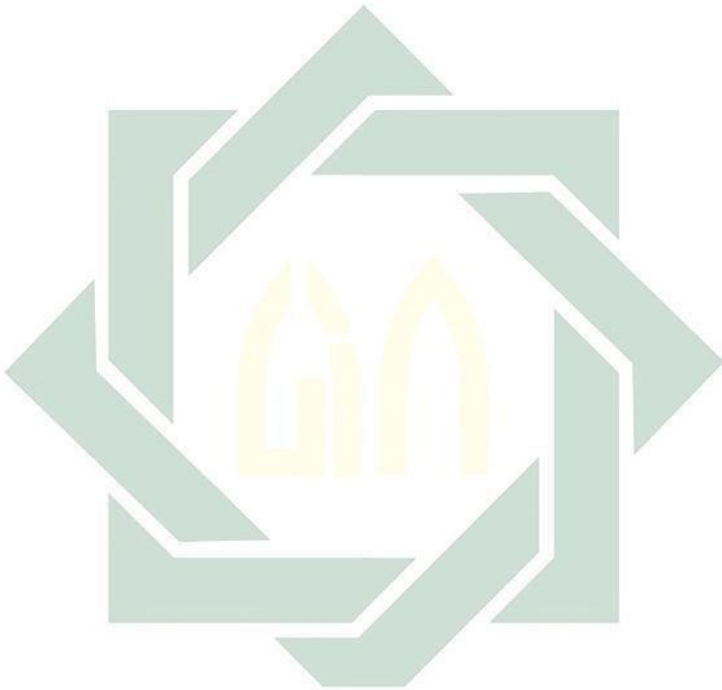


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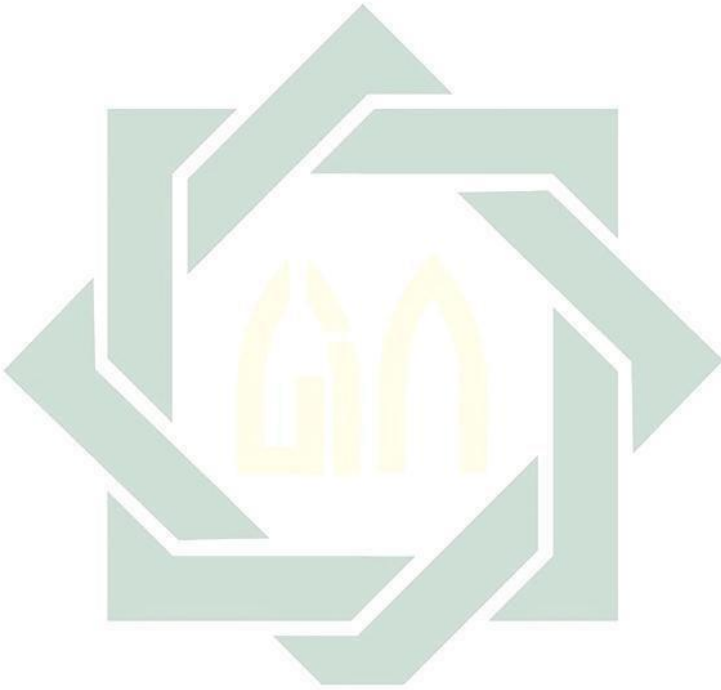
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Research Background

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. Reading skill is an important factor in development of the human quality. According to Mikulecky, reading is one of the most fundamental skills that are inquired in learning a language as it influences other general language skills such as speaking, listening, and writing. Reading helps students to get more information and improve student's ability in English.¹ Furthermore, Nunan also stated that reading is also an essential skill for English learners as a second language. For the most part of these learners, it is the most important skill to master in order to ensure success not only in learning skills, but also in learning any content class where reading in English is required.² Reading skill cannot be separated from daily activities. People read many kinds of written materials such as newspaper, magazine, novel, academic book and so on.

In addition, according to Teixeira, reading is a key language skill that has a significant place in the teaching and

¹ Cited in Rahayu, Dewi Syntiawati. 2013. *The Use Of Language Experience Approach In Teaching Reading For Young Learners*. Journal of English and Education 2013, 1(1), 43-51. p. 43

² Cited in Dani, Nina Hidayatul Hikmah. *Teaching Reading of Narrative Text by Using Intensive Reading English Education Department*. Journe, Vol. 1 No.2.

learning of foreign languages.³ Through reading, people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. Learners who have good reading ability will progress in their further studies. For those who study English as a second language, ability in English reading comprehension is a must.⁴ Learners need reading comprehension to be able to continually increase their knowledge.⁵ In addition, when people talk about reading, it might be automatically related to comprehension or understanding. Reading comprehension is called as the result of an interactive process between the reader and the text.⁶ Learners should have good understanding of communication through the reading.

However even though reading becomes a part of language learning, it still has many complicated problem. According to Nuttal, there are five problems of students that usually face while they are reading not in their first language, especially when they try to comprehend the text. Those problems are: the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts.⁷ There are some researcher related that students have difficulties in reading comprehension. One of them is Ade in 2012 conducted a research to discover the ability of students and the difficulties faced by students in comprehending recount text. There are several common problems or difficulties faced by students such as: students still have difficulties in analyzing the content, the students do not allocate their time

³ Karang, Putri Dian Purnami. 2014. *Improving Reading Comprehension through Kwl Strategy At The Eighth Grade Students of SMPN 1 Amlapura In Academic Year 2013/2014*. p. xii

⁴ *Ibid*.

⁵ Sitthiprom, Praphaithong. 2012. *The Development of English Reading Comprehension Ability of Grade 11 Students Using Metacognitive Strategies*. International Journal of Social Science and Humanity, Vol. 2, No. 6.

⁶ *Ibid*.

⁷ Christine. Nuttal, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Heinemann, 1983).

to study and students have difficulties in understanding the meaning of sentences.⁸

In schools, the students are expected to be able to read a text based on five genres of English texts, they are: procedure, descriptive, recount, narrative, and report. In this study, the researcher focused on descriptive text in learning reading based on the syllabus of seventh class. Besides that, descriptive text is to describe a particular person, place, or thing. According to Wren and Watts defined that descriptive text as painting pictures with words.⁹ Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.¹⁰ There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense. Learning descriptive text can help the students' interest in reading English text by looking pictures. But sometime, by looking the picture, they still have difficulties to analyze the meaning of picture. Therefore, the researcher should have an appropriate media to help the students' reading learning.

Besides, the researcher used the bulletin board as a media in learning reading. Based on Setyono, bulletin can stimulate and increase students' interest and learning outcomes.¹¹ Bulletin is defined as a collection of various information that not only announce, but it was also explained in detail. According to Arsyad, he stated that bulletins are similar to magazines containing applicable information that can be used

⁸ Ade. *A Study On Students' Difficulties In Comprehending Recount Text; A Case Study At SMAN 1 Gangga On First Grade Academic Year 2012/2013.*

⁹ *Ibid.*

¹⁰ Cited in Alawi, Fikri Fauzi. 2011. *Improving Students' Ability In Writing Descriptive Text Using Clustering Technique (An Action Research At Eight Grade Students Of Mts. Darul Ma'arif Cipete Jakarta).* p. 2

¹¹ *Ibid.*

as a learning supplement.¹² Bulletin board serves multiple purposes. They can convey a variety of information from announcement, news and displays of students' work.¹³ Then, bulletin board makes learning visible especially for reading.

The problems that often occur of the students are not only from the students but also in the process of learning reading. The methods used in teaching reading depend on reading text as usual. The teachers of seventh class usually just ask the students to read. The teacher should explain the reading process in the right way which appropriate of structures. Teachers should use different strategies to encourage the students to do their best in reading process. The students are also usually afraid of joining English class. They may feel unmotivated, discouraged easily. Their minds set say English is difficult to learn. In that case, teacher needs to be responsive to the classroom situation. Therefore, the research will be conducted in MTs Al-Ihsan Krian.

MTs Al-Ihsan Krian, Sidoarjo was chosen with one of the considerations that this phenomenon may as well happen to the students at the school. Therefore, the researcher did the preliminary study to make sure that her research is possible to be conducted in this school. The preliminary study was done by interviewing the English teacher of 7th grade students about her class especially when the focus of the lesson is on reading. A lot of 7th grade students at MTs Al-Ihsan have difficulties in understanding the reading text especially descriptive text. Some of the difficulties are; they lack of vocabulary, poor comprehend and spend much of their time to pay full attention to find the meaning of the word without trying to find the message of the text. Therefore, the researcher applies the bulletin board because it is one of media that can be used for learning reading descriptive text based on syllabus. This study will be conducted in MTs Al-Ihsan Krian because it is one of the advanced Islamic School

¹² Cited in Sari, Ratna. *Pengembangan Buletin Mari Belajar Ipa (Malapa) Pada Pembelajaran IPA Di MTs Negeri 2 Jember*. p. 41

¹³ *Making Learning Visible Project at The Harvard Graduate School of Education*. 2005

that uses the media of bulletin board. The location of this school is also very strategic so it can be reached with any vehicles.

There are some studies that have been conducted to investigate the use of bulletin board in teaching learning process. First previous study had been conducted by Lori L. Pulliam in 2002 entitled *Using an Electronic Bulletin Board for communication in a Dispersed Workgroup*. This research aims are to compare different types of computer-mediated communication media of email and electronic bulletin board and expected to find the bulletin board more satisfying and effective communication medium.¹⁴ Next, previous study had been conducted by Valia Spiliotopoulos in 2002 entitled *ESL Academic Writing and Electronic Bulletin Board: The Viability of Technological Supplements for Writing Improvement and Sociocultural Development*. This study evaluated whether on-line interactive writing using an electronic bulletin board helps students improve their academic writing skills, including meta-linguistic and critical thinking skills, as well as accuracy, fluency, complexity, and coherence.¹⁵

Related from those previous studies are different focuses and different purposes with this research. Both of the previous study, they had used electronic bulletin board as technology communication and to help the student's academic writing skills. This research want to know more about using bulletin board in reading English class, and the types of bulletin board that used. According to Jordan, there are three types of bulletin board such as display board, informational board, and interactive board. The researcher intends to know whether such the types of bulletin board that used to the students. Therefore, this research will be conducted by the title *"Using The Bulletin Board In Teaching*

¹⁴ Pulliam, Lori L. 2002. *Using an Electronic Bulletin Board for Communication in a Dispersed Workgroup*. San Jose State University.

¹⁵ Spiliotopoulos, Valia. 2002. *ESL Academic Writing and Electronic Bulletin Board: The Viability of Technological Supplements for Writing Improvement and Sociocultural Development*. p. ii

Students' Reading Comprehension Of Descriptive Text For Seventh Grade At MTs Al-Ihsan Krian''

B. Research Question

Based on the background of the study, the researcher has some questions that will be discussed in this research. The research question as follows below:

1. What is the type of bulletin board used to the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian?
2. How is the implementation of bulletin board to teach the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian?

C. Objectives of the Study

Based on the research question above, this study is aimed in the following discussion. The objectives of the research are:

1. To find out the type of bulletin board used to the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian.
2. To find out the implementation of bulletin board to teach the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian.

D. Significance of the Study

To know more how the research gets significance, here the research states below:

1. Theoretical Benefits

Theoretically, the results of the research are expected to give contribution in developing student's reading comprehension using media, especially bulletin

board. The students were being able to read in the process of reading.

2. Practical Benefits

This research is expected to give benefit for students, English teacher, and also the next researcher. They are:

a. For The Students

The result of the research provided the information about the type of bulletin board that is used by the teacher in learning English, and the implementation of bulletin board for their class.

b. For The English Teacher

The researcher expects that it was valuable information for English teacher in using bulletin board. The result if this research could be significantly important that the researcher knew the type of bulletin board that used. Having such information, teacher may use appropriate bulletin board learning for their class.

c. For The Writer

This study can be the one of her experience in conducting the research of English learning reading comprehension while she is studying in English Department.

d. For The Other Researcher

The next researcher got the information about the implementation of bulletin board and the type of bulletin board in appliance to teaching learning process. As a future English teacher, the researcher may use bulletin board learning in the future.

E. Scope and Limitation of the Study

1. Scope of the Study

This study focuses on the implementation of using the Bulletin Board as a media to the student's reading comprehension based on the type of bulletin used. There are three types of Bulletin Board; those are display board, information board, and interactive board. In this study, the researcher discusses the types of bulletin board that used by students during the implementation in learning process at MTs Al-Ihsan Krian in academic year 2017/2018.

2. Limitation of the Study

This study will be conducted on seventh grade students of English class at MTs Al-Ihsan Krian which uses bulletin board learning in academic year 2017/2018.

F. Definition of Key Terms

The researcher explains some definitions of key terms that used in order to support in this research. This part can help the readers to understand the study easily.

1) Implementation

Implementation is practice of something to know result that we apply.¹⁶ Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimension.¹⁷ According to Friedrich, implementation is an action that leads to goals proposed by a person, groups, or government in a particular environment in connection with the presence of certain obstacles while looking

¹⁶ Ahmad, Yeni Isfatul. 2012. *The Implementation Of Cooperative Integrated Reading And Composition Technique To Teach Reading Narrative Text At Eleventh Grade Of MA Unggulan Tulangan Sidoarjo*.

¹⁷ Fixsen, Dean L. 2005. *Implementation Research: A Sythesis of the Literature*. University of South Florida.

for opportunities to achieve goals.¹⁸ The implementation has done during teaching learning process in MTs Al-Ihsan Krian. In this study, the researcher looked into the process in the classroom observation and also the use of bulletin board for students' reading comprehension.

2) *Bulletin Board*

Bulletin board is special board that used to demonstrate the examples of students' activity, pictures, drafts, poster, and objects in the form of 3D.¹⁹ According to Riswanti, bulletin can provide detailed information that may not be delivered orally; the learners can see the contents in practical.²⁰ Bulletin board can be classified in three types; those are display board, information board and interactive board. Furthermore, the researcher can clarify based on types of bulletin board that used in the classroom learning.

3) *Reading Comprehension*

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Reading comprehension involves the ability in finding out main ideas, specific information, and word meaning.²¹

¹⁸ *Ibid.*

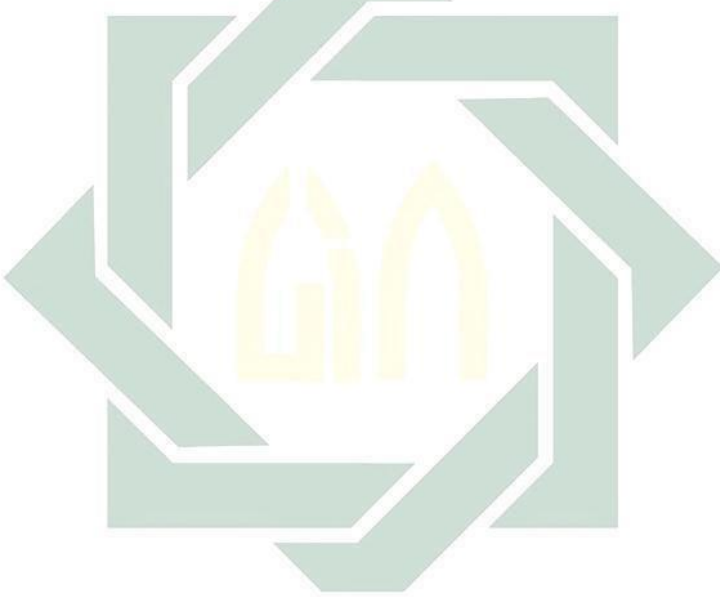
¹⁹ Rusdiana, Nova Lanza. 2014. *Penggunaan Media Papan Bulletin Dalam Pembelajaran Ips Untuk Meningkatkan Hasil Belajar Siswa Kelas IVA Sekolah Dasar*. p. 4

²⁰ Cited in Sari, Ratna. *Pengembangan Bulletin Mari Belajar IPA (MALAPA) Pada Pembelajaran IPA Di MTs Negeri 2 Jember*. p. 41

²¹ Karang, Putri Dian Purnami. 2014. *Improving Reading Comprehension through Kwl Strategy At The Eighth Grade Students Of SMPN 1 Amlapura In Academic Year 2013/2014*. p. xvii

4) *Descriptive Text*

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition.²² According to Oshima and Hogue, descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind.²³



²² Suhamri, Sri. 2015. *Improving Student's Writing Skill In Descriptive Text By Using Outdoor Activity (A Classroom Action Research) of The Second Year of Mts Sudirman Kopeng, Getasan In 2015 /2016 Academic Year.*

²³ Cited in Utami, Tossi A. A. 2014. *Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At SMPN 1 Piyungan.* p. 30

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review in this chapter gives an explanation about some theories related that support this research. The discussion presents reading comprehension, bulletin board, descriptive text, and review of previous study.

A. Review of Related Literature

According to Kerlinger in Sugiyono stated that theory is a set of interrelated construct (concepts), definitions, and proposition that present a systematic view of phenomena by specifying relations among variables, with purposes of explaining and predicting the phenomena.¹ A scientific investigation was expected to contribute practical significance and should be conducted on the basis of some relevant theoretical constructs and empirical evidence. The present investigation was based on the following theoretical reviews: (1) Reading Comprehension, (2) Bulletin Board, and (3) Descriptive Text. The discussion of each part will be presented in this chapter.

1. Reading Comprehension

a. Definition of Reading and Reading Comprehension

Reading is a skill essential for formal education and for an individual's success in society. Reading itself contains the activity to understand the text and information in the text. According to Elizabeth B. Bernhardt, "reading is viewed as not merely taking

¹ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012), p. 79

written information on the printed matter but also attributing a meaning-extracting process as the essence of the act of reading.” In reading text, there are many kinds of text include descriptive text, narrative text, recount text, report text, etc. In addition, Goodman in Richard Allington points out that if reading is the extraction of meaning, “reading comprehension is a redundant phrase, because without comprehension, reading has not truly happened.” It means that the understanding of reading and comprehension cannot be separated.²

About Reading comprehension is a process to recognize the text and remember any information in the text. Linse said that “reading comprehension refers to reading for meaning, understanding, and entertainment.”³ People read the text not only to get information, but also to learn from texts, integrate information, critique texts, even to get pleasure. According to Patel and Jain state that reading comprehension involves understanding the meaning of context, vocabulary, and grammatical structure.⁴ Moreover, the students are given the opportunity to explore the language that they learn.

Irwin in Klingner et al described five basics comprehension processes that work together simultaneously and complement one another: microprocess, integrative process, macroprocess, elaborative process, and metacognitive process.⁵

² Cited in Arini, Ayu. 2013. *Improving Students' Reading Comprehension Of Narrative Text Through Jigsaw Technique (A Classroom Action Research in The Second Grade Students Of Smp Ash-Sholihin Kebon Jeruk)*.p. 6

³ Cited in Alfajar, Dwi Wahyu. 2015. *Improving Students' Reading Comprehension Of Narrative Text Through Draw Strategy (A Classroom Action Research At Eighth Graders Of Smp Kartika Iii – 1 Semarang In The Academic Year 2014/2015)*. p. 9

⁴ Cited in Wahyuni, Ni Made. 2014. *Improving Reading Comprehension Through Question-Answering Instruction Of The Eighth Grade Students Of Smp Sapta Andika Denpasar In Academic Year 2013/2014*. p. 7

⁵ Cited in Karang, Putri Dian Purnami. 2014. *Improving Reading Comprehension Through Kwl Strategy At The Eighth Grade Students Of SMPN 1 Amlapura In Academic Year 2013/2014*. p. xix

1. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

2. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.

3. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read.

4. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

5. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

b. Genres of Reading

As we know that, in reading text have some types such as narrative text, descriptive text, recount text, report text, etc. But reading text also has some genres that present in any literate culture. The genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. There are some genres of reading include in 3 kinds: (1) Academic Reading, (2) Job-related reading, (3) Personal Reading.⁶

c. Types of Reading Performance

In the case of reading, variety of performance is derived more from the multiplicity of the genres of text than from the variety of overt types of performances. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. By looking those types of reading performance to indicate that the researcher can use many various assessment tasks based on it. According to Brown, there are four categories of reading performance:⁷

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to as certain one"s reading recognition of lexical, grammatical, or

⁶ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. p. 186-187

⁷ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. p. 189-190

discourse features of language within a very short stretch of language. Stimuli include sentences, brief paragraphs, and simple charts and graphs. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

4. Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted or summary that reading research commonly refers to extensive reading as longer stretches of discourse).

d. The Importance of Reading

Reading is one of the important skills in learning language besides listening, speaking, and writing. According to Damian, reading is an activity that involves greater level concentration and gives conversational skill to reader.⁸ It acquired a lot of knowledge. Besides, reading can improve students' attention span and comprehension. In general, there are two reasons why reading is important in daily life:⁹

- a. Reading will help to achieve some clear aim or information.
- b. Reading is needed for career, for study purposes, or simply for pleasure.

For language teaching, reading is useful for language acquisition.¹⁰ It can help to improve students' English ability. Brown said that "reading

⁸ *Ibid.*

⁹ Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education Limited), 99

¹⁰ Jeremy Harmer, *How to Teach English*.

competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship.”¹¹ It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too. In addition, Nuttal states that “reading can be used to improve their language components.”¹² It means that the students may improve their language skill, such as their grammar and vocabulary.

e. Teaching Reading Comprehension

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand. According to Pakhare, teaching reading is the process by which individuals are taught to derive meaning from text.¹³ Brown also stated, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge. Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Teaching reading, especially to read English text, is very important.¹⁴

¹¹ Brown, et al. *Teaching Secondary Language: Alternative Approach*. (Ohio: Newburry House Publishers Inc, 1970.)161.

¹² Christine, Nuttal..*Teaching Reading Skills in a foreign language*. (Macmillan Heneman,1996),30.

¹³ *Ibid*.

¹⁴ Alfajar, Dwi Wahyu. *Improving Students' Reading Comprehension of Narrative Text through Draw Strategy (A Classroom Action Research At Eighth Graders of SMP Kartika III – 1 Semarang In The Academic Year 2014/2015)*. p. 13

Harmer suggests six principles in teaching reading. They are as follows.¹⁵

- 1) The teacher needs to understand that reading is not a passive skill.

When the learners read a text, they must do other activity, not just read a text at glance because reading is an active activity. The teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not a passive skill.

- 2) The teacher has to make the students enjoy reading the passage.

When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading; they will get more knowledge in understanding the reading text.

- 3) The teacher needs to encourage the students in responding to the content of a reading text, not just to the language being used in the text.

The students have to respond to the meaning of the text and express their feelings about the topic. That is why it becomes the responsibility of the teacher to encourage them to do that.

- 4) The teacher should emphasize that prediction is a major factor in reading.

Before the students read into the text, they can do prediction by looking the title of the text because the title can give a clue at what the text is about. The teacher should help the students in giving a clue to comprehend the text easily.

- 5) The teacher has to match the tasks to the topic. The teacher has to consider in choosing or creating the right topic of tasks for the students,

¹⁵ Cited in Yuniarti, Eko. *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade of SMAN 1 Sanden In The Academic Year Of 2012/2013*. p.15

because the topic of task is one way to know the ability of students in comprehending the text.

- 6) The teacher should exploit reading texts to the full.

The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

Besides that, there are some strategies in teaching reading comprehension. The strategies proposed by Zimmermann and Hutchins cited in

Moreillon. Some of them are as follows:¹⁶ a.) Activating or building background knowledge, b.) Using sensory image, c.) Questioning, d.) Making predictions and inferences, e.) Using fix-up option.

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. The components include the teacher, the students, the materials, and the techniques.¹⁷ The teacher becomes the most important component in teaching reading as her/ or his attitude can influence the students' performance and the teacher takes a role as facilitator. In learning reading, the students take a role as the readers. For the materials in teaching reading are closely related to the kinds of texts. To teach reading, the teacher must have the technique. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in understanding the text.

Meanwhile, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the

¹⁶ Cited in Yuniarti, Eko. *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade of SMAN 1 Sanden In The Academic Year Of 2012/2013*. p.21-22

¹⁷ *Ibid*.

words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:¹⁸

- The *reader* who is doing the comprehending
- The *text* that is to be comprehended
- The *activity* in which comprehension is a part.

The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction.¹⁹ To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).²⁰ Thus, the challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses.²¹

¹⁸*Ibid.* p.11

¹⁹*Ibid.*

²⁰*Ibid.* p. 13

²¹*Ibid.*

2. Bulletin Board

a. Definition of Bulletin Board

Commonly, Rudi and Cepi stated that the standard size of bulletin board is 160 x 80cm. As seen from the media classification, so the media of bulletin board include a simple graphic media that can observed in a whole direction. The images present on this media are able to provide a summary of important points. This media is suitable for groups of 30 people. According to Susilana, bulletin board has many advantages as follows, a) Place to display student's work in the form of objects, drawings, posters, etc. so as to create interest in learning, and interest to create a creativity of the students, b) Can unite the spirit of the class by generating sense of belonging and shared responsibility. If a bulletin board belongs to a class, so it will have a sense of belonging, to keep and maintain it, c) Encourage students to work and create products, have initiative to solve the problems, d) Means of competition. Between classes in one school will compete each other to show the best results presented in bulletin boards.²²

²² Cited in Rusdiana, Nova Lanza. 2014. *Penggunaan Media Papan Bulletin Dalam Pembelajaran Ips Untuk Meningkatkan Hasil Belajar Siswa Kelas IV a Sekolah Dasar*.
p. 3-4

Figure 2.1
Example of Bulletin Board



b. Type of Bulletin Board

There are three main types of bulletin boards that you can set-up in your classroom such as; display board, information board, and interactive board. All of them have the potential to be wall mounted, as well as, traveling boards or those created on display board. The type of board you put up will determine how engaged your students will be in it after it is completed.²³

1. Display Boards

Display bulletin boards do exactly what their name implies, they display student work. Often, display boards are used in the hallways outside of the classrooms to showcase student work on a new unit or subject. They usually do not require a lot of planning or extra material, because the content is student generated. It is important to change the displayed work often or

²³Jordan, Brandi. *Really Good Bulletin Boards; Making Your Classroom Walls Work for You*. p. 3

the bulletin board quickly becomes visually stale.

2. *Informational Boards*

An informational board is a great way to reinforce a skill with a visual reminder. It presents new information in a visual format that will help your students who remember and comprehend the subject. Informational boards can be created about any subject. They are ideal for traveling bulletin boards, as well as, wallboards.

3. *Interactive Boards*

An interactive bulletin board is one where students have an opportunity to interact with manipulative themselves. While it may seem like an easy thing to create, there are definite considerations that should be taken into account. The board should be at eye level, include color, be durable, and have clear directions about how to interact with it. The students have to think and get some ideas in designing to create their own board.

c. **Use the Bulletin Board In Learning**

In learning activities, teachers can explain something verbally. If the teacher wants the explanation more clearly and can attract the attention of learners, the teacher should show the actual text. Then, the teacher uses bulletin board media, because this media is a profitable alternative in the learning process. Based on Alison Bunker and Rod Ellis, they stated that there are five steps model of using bulletin board for learning; it consists of motivation, socialization, information exchange, knowledge construction, and development.²⁴ The use of bulletin board media in schools is very supportive of teaching and learning because it contains the

²⁴Bunker, Allison & Ellis, Rod. 2001. *Using Bulletin Board For Learning*.

following educational values. According to Subana and Sunarti, the teacher can use bulletin board media to be a tool as a way of learning learners in finding their own information, by observing the information contained in bulletin board.²⁵

In order to be a good bulletin board and appropriate learning, there are stages of its use. Stages of using bulletin board media according to Koskey in Malik's study, consists of several steps, namely:²⁶ *First*, determine a subject, which is a unity about an idea or problem. Formulate a statement in the form of an interesting composition. *Second*, create a title. *Third*, make an interesting title. It can be a question, slogan, or a brief statement. *Fourth*, collecting materials, which collect various images, cartoons, small objects, books, pamphlets, and so on. To do this activity required various tools such as; scissors, adhesive tools, and so on. *Fifth*, plan the arrangement. In this step should be planned use and color settings to attract. *Sixth*, make plan lettering. Letters are usually affixed attached to the board, or can use ink, chalk, and so on.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretches out much information about certain people and things. And place clearly and detail. According to Oshima and Hogue, descriptive appeals to the senses, so it tells how

²⁵ Cited in Hasanah, Eka Mulkiatul. *Penggunaan Media Bulletin Board Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Indonesia*. Vol Xiii, No. 1, Tahun 2016. p. 116-117

²⁶ Cited in Rahayu, Femmy.2015. *Pengaruh Penggunaan Media Pembelajaran Papan Buletin Terhadap Hasil Belajar IPA Siswa Kelas IV MIN Ciputat*. p. 22-23

something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind.²⁷ Kane stated that description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience but description also deals with other kinds of perception.²⁸

The generic structures of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.²⁹

b. The Purpose of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things

²⁷ Cited in Utami, Tossi A. A. 2014. *Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At SMPN 1 Piyungan*. p. 30

²⁸ Cited in Purna, Ni Ketut Anna. *Improving Descriptive Text Ability of The Eighth Grade Students of SMPN 3 Gianyar In Academic Year 2013/2014 By Using Short Video Clips*.

²⁹ Suharmi, Sri. 2015. *Improving Student’s Writing Skill In Descriptive Text By Using Outdoor Activity (A Classroom Action Research) of The Second Year of Mts Sudirman Kopeng, Getasan In 2015 /2016 Academic Year*.

such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade.³⁰

c. The Structure of Descriptive Text

The generic structure in descriptive text, such as: identification, description, and conclusion. Anderson and Anderson stated that features of a factual description have regarded as following generic structure of descriptive text.³¹

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the

³⁰ Alawi, Fikri Fauzi. 2011. *Improving Students' Ability In Writing Descriptive Text Using Clustering Technique (An Action Research At Eight Grade Students Of Mts. Darul Ma'arif Cipete Jakarta)*. p. 21

³¹ Cited in Purna, Ni Ketut Anna. *Improving Descriptive Text Ability of The Eighth Grade Students of SMPN 3 Gianyar In Academic Year 2013/2014 By Using Short Video Clips*.

subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

Mark and Kathy also tell that the generic features of description usually use verbs which are in the present tense or the verbs which are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks like.

d. Language Features of Descriptive Text There are some language features that used in descriptive text. This following explanation below:³²

- 1) Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.
- 2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.
- 3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)

³²*Ibid.* p. 29

- 4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

B. Previous Study

There are some studies that have been conducted to investigate English learning in a teaching learning process. Here, the researcher reviews some studies related to this research. The first study had been conducted by Anindhita Arief Irmasari in 2014 entitled *Using the School Bulletin Board to Improve Writing Practice of Grade 9 at SMPN 9 Yogyakarta in the Academic Year 2014/2015*. She conducted this research using bulletin board as a visual education tool in the classroom or schools to display the students' writing work, interests, and patch creativity by managed in group. This research was action research that consisted of two cycles. Each cycle consisted of two meetings.³³

The second study had been conducted by Lori L. Pulliam in 2002 entitled *Using an Electronic Bulletin Board for communication in a Dispersed Workgroup*. This research presented to the faculty of the department of psychology in San Jose State University. This research conducted to fulfill the requirements for master degree of science. The aims of this research are to compare different types of computer-mediated communication media of email and electronic bulletin board and expected to find the bulletin board more satisfying and effective communication medium.³⁴

The third study had been conducted by Valia Spiliotopoulos in 2002 entitled *ESL Academic Writing and Electronic Bulletin Board: The Viability of Technological Supplements for Writing Improvement and Sociocultural*

³³ Irmasari, Anindhita Arief. 2014. *Using the School Bulletin Board to Improve Writing Practice of Grade 9 at SMPN 9 Yogyakarta in the Academic Year 2014/2015*. p. 35

³⁴ Pulliam, Lori L. 2002. *Using an Electronic Bulletin Board for Communication in a Dispersed Workgroup*. San Jose State University.

Development. This study evaluated whether on-line interactive writing using an electronic bulletin board helps students improve their academic writing skills, including meta-linguistic and critical thinking skills, as well as accuracy, fluency, complexity, and coherence. This study was used both quantitative and qualitative methods to gather data in order to evaluate writing progress over time.³⁵

The fourth study had been conducted by Kiwoon Sung entitled BBS-ONE: Bulletin Board and Forum System for Mobile Opportunistic Networks. A bulletin board system for opportunistic networks, and describe its service model and implementation. BBS-ONE works in highly mobile opportunistic networks, considers the mobility of nodes, and allows nodes to operate even when churn is high when nodes join and leave the network. It transparently disseminates public data and posts and persists desired data by operating in a peer-to-peer fashion and using a store-carry-forward model of communication.³⁶

The fifth study had been conducted by Annabell Kuldmaa in 2017 entitled On Secure Bulletin Boards for E-Voting. Vote collection together with storage of collected votes is the first phase of practically any electronic voting (e-voting) protocol. This functionality is provided by a bulletin board system. Many research papers in e-voting require the existence of a secure bulletin board, but there are only a few concrete systems.³⁷

The previous studies above have similarity and different areas with this research. In this research, the researcher wants to know how Bulletin Board is implemented in learning

³⁵Spiliotopoulos, Valia. 2002. *ESL Academic Writing and Electronic Bulletin Board: The Viability of Technological Supplements for Writing Improvement and Sociocultural Development*. p. ii

³⁶Sung, Kiwoon. *BBS-ONE: Bulletin Board and Forum System for Mobile Opportunistic Network*. Columbia University, USA. p.1

³⁷Kuldmaa, Annabell. 2017. *On Secure Bulletin Boards for E-Voting*. University of Tartu: Institute of Computer Science Computer Science Curriculum. p. 2

reading English and type of bulletin board that used in the classroom. Those previous studies have different focus with this research. Those previous study discuss Electronic Bulletin, BBS, Bulletin for E-Voting, School Bulletin as a writing ability. However, this research is the first research focus on Bulletin Board for Reading Descriptive Text in learning process.



CHAPTER III

RESEARCH METHOD

This chapter deals with research methodologies that were used in this study. It consists of the research design, subject of the study, data and source of data, data collection technique, research instrument, data analysis technique, validity of the data and research stages.

A. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.¹ In this research, the researcher uses descriptive qualitative research. The purpose of this study is getting the information and description regarding with the causes of 7th grade students' reading comprehension of descriptive text using bulletin board in MTs Al-Ihsan Krian and know the types of bulletin board that used by the students. According to Creswell, qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.² According to Denzin and Lincoln also claim that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them".³

¹ Creswell, John W. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. p. 3

² Williams, Carrie. *Research Methods*. Journal of Business and Economic Research Vol. 5, No. 3, March 2007.

³ Cited in Ospina, Sonia. 2004. *Qualitative Research*. Encyclopedia of Leadership.

The researcher will observe of using the bulletin board in teaching English learning process. Furthermore, the research design of this research is to describe the implementation and type of using the bulletin board to the students' reading comprehension of descriptive text. And the researcher also investigates the types of bulletin board that used by the students during the use of bulletin board to the students' reading comprehension of descriptive text in 7th grade students at MTs Al-Ihsan Krian.

B. Subject of The Study

This study will be conducted in MTs Al-Ihsan Krian Sidoarjo in academic year of 2017/ 2018. The location of this school is at Gubernur Sunandar street No. 684, Sidomulyo, Krian Sidoarjo. This islamic school joined with the Al-Ihsan educational foundation, so until now it has four institutions such as RA Matlaul Ulum, MI Matlaul Ulum, MTs Al-Ihsan and MA Al-Ihsan. MTs Al-Ihsan has many incised one of the achievements is patrol music. This MTs is superior in the art of patrol music, which is a kind of art of playing music together like a gamelan, but the tool used is a traditional tool in the form of wooden tubes or kentongan. The geographical location of the Madrasah is very strategic, located on the edge of the highway that connects Krian and Legundi of Gresik Regency, in order to the students can travel by using various transportations easily. Many alumnus who became public figures who participated actively in publicizing the Madrasah. The Madrasah school combines two curricula that consist of curriculum from Kemendikbud and curriculum from the ministry of religions, in other words Madrasah also provides general subject matter as in regular school and provides religious subject matter that is stronger than ordinary school.

In this research, the researcher chooses the eighth grade students. There are four classes of seventh grade in MTs Al-Ihsan Krian. Each classes are more than 30 students. Then, the researcher limited the sample only to a class as the subject of this research to gain the accurate data, based on Arikunto statement that sample can be taken in part and represents the

population of the research. The researcher takes the sample in A class that consist of 35 students in three times.

C. Data and Source of Data

a. Type of data

There are two types of data in this research. The researcher will answer two research question based on those types. It will be explained in below:

1. Primary data

In primary data of this research is classroom observation during using the bulletin board in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian. The second primary data is also classroom observation checklist to analyze the types of bulletin board by the students in using the bulletin board in learning reading comprehension of descriptive text. Classroom observation checklist is used to answer the first and second research question.

2. Secondary data

The secondary data is gained in order to supporting the primary data. In this research, the researcher uses documentation to know in using the bulletin board to the students" reading comprehension of descriptive text in English classroom. The researcher also gains the data through checklist to 7th grade students of MTs Al-Ihsan Krian to get the data accurately about the implementation.

b. Source of data

Arikunto stated that, Sources of data are subjects where data comes from. It can be classified in 3 P. Those can be:⁴

1. Place

Place is the resources of data that deals with place or moving, some place can be the room. The location of the resources of material the place of this research was in MTs Al-Ihsan Krian.

2. Paper

Paper is resources of data that deals with symbols, picture the document, book number.

3. Person

The data source that can give the data or information orally, it can be done by interviewing or by giving questionnaire for the subject.

So in this research, the source data of both primary and secondary data gain from the teacher, students, and the document as the supporting data at seventh grade students of MTs Al-Ihsan Krian. The Primary data is taken from classroom observation and study document to gain accurate the data. On the other hand, the secondary data obtains by documentation and field note that related to implementation of using bulletin board in the classroom.

D. Data Collection Technique

In this research, the researcher uses observation and documentation as the data collection techniques. The explanations are follows:

⁴ Arikunto, Suharsimi. *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT Rineka Cipta). p. 129

1. Observation

The human being often interpret the observation as an assets that limited, is observe something with using eyes, but observation is also an activity of attention toward the objects with using all senses.⁵ According Sutrisno Hadi in Sugiyono stated that observation is the complex process, the process that arranged from various process of biological and psychological.⁶ The researcher uses the nonparticipant observation; it means that the researcher does not involve herself and only as independent observer. This observation is to observe the teacher's implement of using bulletin board to the students' reading comprehension of descriptive text. Then, the researcher knows the circumstance in the classroom and gains the data from view the whole activities of teaching learning in the classroom. Besides that, the researcher uses observation to know the types of bulletin board that used by the students.

2. Documentation

Document is written notes and taken by the pictures that do the researcher.⁷ This research, the researcher takes some pictures to support the data accurately. From the documentation data, the researcher will know the types of bulletin board that used by the students.

E. Research Instrument

Instruments are needed to get the data in this research. According Arikunto, there are six ways of collecting the data in this research. Those are tests, questionnaires, interviews, observation, rating scale, and documentation.⁸ Thus, the

⁵ Arikunto, Suharsimi. *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT Rineka Cipta). p. 156

⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012), p. 203-204

⁷ Arikunto, Suharsimi. *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT Rineka Cipta). p. 158

⁸ Arikunto, Suharsimi. *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT Rineka Cipta). p. 150-158

researcher designs the research instrument for investigating research questions. The research instruments of this research are follows:

1. Field note

The researcher uses field note to observe the use of bulletin board in learning reading comprehension in the classroom. This instrument is used by the researcher to answer the first research question and the second research question. After observation finished, the researcher writes notes more details.

2. Observation Checklist

The researcher uses checklist to observe the implementation of using the bulletin board to the students' reading comprehension in English classroom and the types of bulletin board that used in the classroom. This instrument is used to answer the first research question and the second research question.

Observation checklist is designed using "Yes" or "No" checklist. This observation checklist is adapted from Alison Bunker and Rod Ellis about bulletin board.⁹ (See Appendix 2)

3. Documentation

Documentation is any communicable material (such as text, pictures, video, audio, CD, DVD, etc.) used to explain attributes of an object, system or procedure. It is often used in today's information era to mean engineering or software documentation. Good documentation is crucial to a data collection's long-term vitality; without it, the resource will not be suitable to use.¹⁰ So in this research, the researcher also uses the documentation as the data to answer the second research question.

⁹ Bunker, Allison & Ellis, Rod. 2001. *Using Bulletin Board for Learning*.

¹⁰ Joseph, John A. *Documentation*.

After the researcher explains each instrument, here is the relation between research questions and each instrument:

Table 3.1
Technique for Collecting Data Based on Research Question

Research Question	Data Collection Technique	Instrument	Data and Source
RQ 1 What is the type of bulletin board used to the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian?	Observation	Documentation Observation Checklist Field Note	Teacher and Students Learning Process
RQ 2 How is the implementation of bulletin board to teach the seventh grade students in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian?	Observation	Documentation Observation Checklist Field Note	Teacher and Students Learning Process

F. Data Analysis Technique

In this research, the researcher collected the data by used classroom observation checklist. In this data analysis, the data was analyzed in descriptive qualitative approach. Then, the researcher presents the data in the form of description.

To answer the first and second research question, the researcher analyzed the data which collected by observation and matched it with the theories which provided in review

related literature. The researcher observed the use of the bulletin board in learning reading comprehension of descriptive text by use classroom observation checklist based on the theory and also the researcher makes a field note when observe the classroom. The description explained the stages and activities then compare it with the theory. The researcher also concluded the area that matched with the theories.

After doing those steps of analyzing the data about the use of bulletin board in learning reading comprehension of descriptive text by reflecting on the research questions, the researcher made conclusion. The researcher stated the conclusion of the founding and then reported the result of this research.

G. Validity of the Data

In this research, there will be a chance that the researcher makes mistake during the observation. To avoid any mistakes, so the result will be rechecked to prevent any mistakes and invalid data. Therefore, the techniques that are used to make sure the validity of the study, the researcher conducts this classroom observation to one class in three times to observe the implementation of using the bulletin board in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian. The researcher uses triangulation as the technique to check the validity of findings. The researcher compares the data with the result of observation and field note. In triangulation, Susan Stainback stated that the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated.¹¹

¹¹ Cited in Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012). p. 330

H. Research Stage

Here, the stages of this research will be done as the following below:

a. Preliminary research

In the preliminary research, the researcher formulated the title and the research questions of this research based on the phenomena occur in MTs Al-Ihsan Krian Sidoarjo especially in English class. In order to clarify the problem to this research, the researcher came to this school by conducting preliminary research. This preliminary research gave the information to the researcher about the bulletin board used. By doing this step, the researcher expect that this research is important to be done.

b. Research design

In this step, the researcher designs the research by organizing the title, research problem, theories and previous study and designing research method. Then, the researcher collects the data by doing observation in English class. After the data was collected, the researcher analyzes the data based on the theories are used in this research and make the conclusion.

c. Conduct the Research:

1. Collecting data

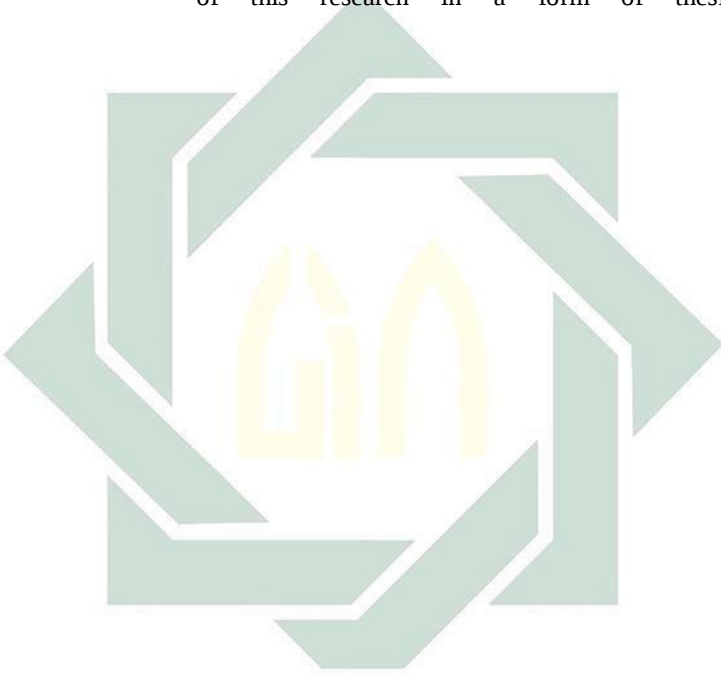
In this stage, the researcher collects the data by doing classroom observation in English class use bulletin board. During teaching learning process in the classroom, the researcher make field note as the data that will be analyzing.

2. Analyzing the data

In this stage, the researcher analyzes the data that is collected by observation and documentation. The researcher analyzes those data based on the theories to find out research problems that are formulated in this research.

3. Writing the research

In this stage, the researcher wrote the report of this research by explaining the result and the finding of the research based on the data obtained from the research about the implementation of using bulletin board in learning reading descriptive text. The research reported the result of this research in a form of thesis.



CHAPTER IV FINDINGS AND

DISCUSSION

This chapter contained the finding and discussion of the research done by the researcher. This chapter included the result of the classroom observation. The finding and discussion are described based on the research.

A. Research Findings

In these findings, the researcher explained the teacher's way in implementing bulletin board when the researcher did research in MTs Al-Ihsan Krian. The researcher conducted the research from April 16th – May 12nd, 2018 through the techniques of collecting data as stated in the research method. The researcher used two instruments; they are observation checklists in analyzing the data and also used documentation to support the data.

To show the outcomes of the study clearly, the researcher tried to categorize the findings based on the research questions of the study below:

1. The Type of Bulletin Board Used to the Seventh Grade Students in Learning Reading Comprehension of Descriptive Text at MTs Al-Ihsan Krian

To obtain data of the first question "What is the type of bulletin board that used to the seventh grade in learning reading comprehension of descriptive text at MTs Al-Ihsan Krian?" The researcher used observation checklist to observe the teacher's class in three times meetings. This observation checklist was adapted from Brandi Jordan, it was about the bulletin board. To answer the second research question, the researcher needs to come in the class to observe the teacher in teaching her

students. In this research, there are three types of bulletin board such as display board, informational board and interactive boards. The researcher needs to know the type of bulletin board used in the class by doing classroom observation checklist.

To support the data, the researcher used the observation checklist and documentation during in the classroom. This checklist used to identify what board that used by teacher based on the implementation in the classroom. This following table explained about the result of types of bulletin board in learning reading comprehension.

Table 4. 1
The Type Of Bulletin Board

Criteria	Activities	Meeting 1		Meeting 2		Meeting 3		Total
		Yes	No	Yes	No	Yes	No	
Type 1 Display Board	Teacher prepares the visual materials for bulletin board.							Yes = 6 No = 3
	Teacher assists the students to apply the materials on the bulletin board.							
	Teacher displays the students' works on the bulletin board.							

Type 2 Informational Board	Teacher chooses the new information that will be displayed on the bulletin board.							Yes = 3 No = 3
	Teacher presents the information in a visual format on the bulletin board							
Type 3 Interactive Board	Teacher provides several alternative topics.							Yes = 2 No = 7
	Teacher divides the students into groups.						Yes =	
	Teacher gives the students an opportunity to explore their creativity in designing the bulletin board.							

After finding the implementation of bulletin board, the researcher focused to answer the second research question since the first research question is the background for answering the practice of bulletin board in learning reading descriptive text by teacher in the learning process. According to this observation checklist, there are three types that used as reference the students' activity of using bulletin board in learning reading descriptive text. Each point explained below:

In type one, there were three points activity of the bulletin board's implementation in each meeting. The first point was that teacher prepares the visual materials. In meeting one, the teacher prepared the visual materials for the students. The teacher showed the pictures of the animal. The students seemed enthusiast when teacher showed the pictures. In meeting 2 and meeting 3, the teacher also prepared the visual materials to students directly. The students can understand the material based on their need. So, based on the explanation, every meeting the teacher prepared the visual materials. The second point was that teacher assists the students to apply the materials. In meeting 1 and meeting 3, the teacher didn't do to students in applying the material. But in meeting 2, the teacher asked the students to apply the material on the bulletin board. After that, the third point was that teacher displays the students' work. In meeting one, the teacher didn't ask the students to display their work, because teacher only explained the material. But in meeting 2 and meeting 3, teacher displayed the students' work on the bulletin board. The teacher utilized the material clearly in order that students get the understanding of the material. So, based on the result, it can be concluded that there were 6 points activity which have done in each meeting, and there were 3 points activity which haven't done in each meeting.

In type two, there were two points activity in each meeting. The first point was that teacher chooses the new information that will be displayed on the bulletin board. Teacher didn't do this point in each meeting. The second point was that teacher presents the information in a visual format. In meeting 1, meeting 2 and meeting 3, teacher provided the material in visual format along with the information text; it was like teacher used the pictures text of the animals' characteristic. So, based on the result, in first point teacher didn't do the activity in each meeting. But, in second point, teacher has done the activity in each meeting.

In type three, there were three points activity in each meeting. The first point was that teacher provides several alternative topics. Even in each meeting, teacher didn't implement this activity. After that, the second point was that teacher divides the students into groups. In meeting one, teacher just explained the material without divide the students in groups, but they work in pairs. In meeting two, teacher divided the student in group work that contain of 4 members. Teacher did it to students in order to make them easily in work. Then, in meeting 3, teacher asked the students to present their result on the bulletin board. And the third point was that teacher gives the students an opportunity in exploring their creativity. This point was same with point two that in meeting one, teacher just explained the material. Even in meeting two, teacher gave the students to explore their creativity in designing the bulletin board. The students were enjoy and happy to do it. In meeting 3, the students presented their work. So, based on the result, it can be concluded that there were 7 points activity which haven't done in each meeting, and 2 points activity which done in each meeting.

In those explanations above, the researcher concluded that in each meeting, there were different recapitulations of each board type. In type one, there were 6 points activity which have done in each meeting, and there were 3 points activity which haven't done in each meeting. In type two, in first point teacher didn't do the activity in each meeting. But, in second point, teacher has done the activity in each meeting. And, in type three, there were 7 points activity which haven't done in each meeting, and 2 points activity which done in each meeting. Thus, the teacher tended to apply the display board, because there were 6 Yes of points activity that done in each meeting. But, overall, teacher used the bulletin board as display board, then, also used the bulletin board as informational board, and last, as the interactive board. Nonetheless, the researcher found that

the students felt enjoy and more pleasure when they learned the English lesson by using media.

2. The Implementation of Bulletin Board to Teach the Seventh Grade Students in Learning Reading Comprehension of Descriptive Text at MTs Al-Ihsan Krian

Regarding with how the teacher implemented of the bulletin board in learning reading comprehension of descriptive text, the researcher had collected the data concerning with the teacher's implementation of the bulletin board in learning reading comprehension of descriptive text at seventh grade of MTs Al-Ihsan Krian. In collecting the data, the researcher attempted to find the findings in details.

To find out the data about the way of the teacher's implementations of bulletin board in learning reading comprehension of descriptive text, the researcher identified the types of bulletin board which were applied by looking at the teacher's step in reading activity in the classroom by using observation checklist and also documentation to support the data. The researcher used observation checklist based on the theory to make sure the data is clear.

In addition, the researcher categorized the finding as follow. It consists of description of the implementation of bulletin board in learning reading comprehension of descriptive text, which had been measured through the implementation of the bulletin board in reading comprehension and the types of bulletin board. To gain the data, the researcher made the recapitulation of the finding into the table in first meeting until third meeting to make it easier for the reader. Therefore, the result in each meeting explained

below:

a. First Meeting

Table 4. 2
The Implementation Of Bulletin Board In First Meeting

Steps	Activities	Characteristics	YES	NO
Step 1: Motivation	Teacher introduces the material before teaching.			
	Teacher gives motivation in learning process.	Teacher does social interaction to students		
		Teacher uses a game to add situational interest		
		Teacher asks students to attempt in answering teacher's question		
		Teacher gives reward for students		
	Teacher teaches the materials.	Teacher explains the material to students		
		Teacher gives instruction to students in learning		
Step 2: Socialization	Teacher praises the students in learning materials.			

	Teacher socializes to students in learning materials.			
Step 3: Information Exchange	Teacher provides relevant and interesting topics.	Teacher prepares the topic appropriate with the basic competence		
		Teacher utilizes some pictures to students' learning		
	Teacher provides reading activities for the students.	Teacher applies reading text to students' activity		
Step 4: Knowledge Construction	Teacher divides students in group discussion.			
	Teacher asks students to manage their work.			
Step 5: Development	Teacher encourages students to become more active in learning activity.			
	Teacher provides a space for students to reflect their learning.			

The research date, on April 30th 2018, is first meeting observation. According to the table, the researcher observed the implementation of bulletin board in learning reading comprehension of

descriptive text. This following table above explained about the result of the observation based on classroom observation checklist in first meeting.

In the first meeting, the teacher came to the class, greeted the students and asked the students' condition by saying "Good morning students? How are you today?" and then the students answered "Good morning mom, I am fine and you" and then the teacher answered "I am fine too, thank you", then, teacher and students prayed together before starting the lesson. After that, teacher introduced the researcher to the students and explained who the researcher is and the aim of the researcher in the class. Next, teacher checked the students' attendance. Then, teacher started the learning process. Teacher asked to the students what they have learned last week.

In motivation step, the teacher explained the material about generic structure of descriptive text. There were identification and description of text. Teacher asked the students whether they know a cartoon movie about sheep or not. Then, students answered that cartoon movie is about Shaun the sheep. After that, teacher showed the example of Shaun descriptive text in the power point. Students saw and read the text slowly.

After finishing the motivation step, teacher continued the socialization step. The teacher asked one of students to read the text about Shaun animal, "Syekhan, please try to read the text". Then, teacher said „good“ to the student. Besides that, the teacher explained the structure of Shaun text and gives the difficult vocabularies to translate it together

In information exchange step, the teacher had some pictures to students. Teacher took one picture to give an example of descriptive text. Teacher said "It is my cat. It has four legs. It has brown fur. It has brown eyes." Besides that, teacher wanted students to identify and describe the picture. Teacher chose

Amel to describe one of the animal pictures briefly. After that, teacher asked Amel to write down her sentence in the white board “please Amel come forward to write your sentences in the white board, agar teman-temanmu mengerti.” Teacher checked her sentence. Then, teacher explained that she had picture text to students.

After finishing it, the teacher divided the students in pairs work to know their knowledge construction. Teacher gave reading text for students. Every student had different picture text. Teacher asked the students to identify the text of picture based on the structure of descriptive text and looked for the difficult vocabularies.

In the last step, in order to know the students’ outcome about the picture text, the teacher developed the students’ understanding, which they have done work in pairs. The teacher asked the students to present their own work. They were asked to write down in the board by saying “who wants to come forward and describe your picture? Don’t be shy my students.” with mix “ayo, siapa yang mau maju ke depan untuk menuliskan kalimat deskripsi dari gambar kalian?” Then, some students presented their result. Meanwhile, teacher corrected the students’ sentence in the board.

In the end of the lesson, teacher and students concluded the lesson. Teacher asked students to review what they have learned in the classroom. Then, teacher asked the students to study at home about this material. The bell rings. Teacher closed the lesson by saying Hamdalah together.

b. Second Meeting

Table 4. 3
The Implementation of Bulletin Board in Second Meeting

Steps	Activities	Characteristics	YES	NO
Step 1: Motivation	Teacher introduces the material before teaching.			
	Teacher gives motivation in learning process.	Teacher does social interaction to students		
		Teacher uses a game to add situational interest		
		Teacher asks students to attempt in answering teacher's question		
		Teacher gives reward for students		
	Teacher teaches the materials.	Teacher explains the material to students		
		Teacher gives instruction to students in learning		
Step 2: Socialization	Teacher praises the students in learning materials.			

	Teacher socializes to students in learning materials.			
Step 3: Information Exchange	Teacher provides relevant and interesting topics.	Teacher prepares the topic appropriate with the basic competence		
		Teacher utilizes some pictures to students' learning		
	Teacher provides reading activities for the students.	Teacher applies reading text to students' activity		
Step 4: Knowledge Construction	Teacher divides students in group discussion.			
	Teacher asks students to manage their work.			
	Teacher encourages students to become more active in learning activity.			
Step 5: Development	Teacher provides a space for students to reflect their learning.			

The research date, on May 04th, 2018 is the second meeting observation. There were different activities in each meeting, which were appropriate with the steps of learning activities in the classroom.

This following table above explained about the result of the observation based on classroom observation checklist in second meeting.

In second meeting, teacher entered the class, greeted students, and asked about the condition of the students by saying “Good morning students? How are you today?” and then the students answered “Good morning mom, I am fine and you” and then the teacher answered “I am fine too, thank you”, then, teacher and students prayed together before starting the lesson. After that, teacher checked the attendance of students. Then, the teacher asked what students had learned before.

In motivation step, the teacher helped students to review the learning material before teaching. Teacher asked the students to know their understanding about describe the animal by showing the picture. Besides that, the teacher prepared the material that will be taught to the students. The teacher provided bulletin board for the students, along with other material such the picture of animals. The teacher explained the learning activities that will be carried out by students. The teacher socialized the students in order that they understand the teacher’s explanation.

After that, in information exchange step, the teacher provided students with examples of illustrated text such as the picture of giraffe and elephant along with their description text. Teacher explained that she has several texts to students’ work.

In the knowledge construction step, the teacher asked students to work in groups. The teacher divided students into several groups containing 4 students in each group. Then, the teacher explained to students that they have to classify which animals are tame, which animals are wild, and which animals pet. After that, students asked to match the picture

with the text about tame animal and then stick the pictures together with the text.

Teacher : “I have some pictures such as tiger, snake and crocodile. They are tame animals. Then, I have a text that describe about the tame animals. After that, put the pictures of three animals in this text below. Do you understand?”

Students : “Yes, understand mom.”

After finishing their group work, teacher explained that each groups have to stick their result on the bulletin board; they will get an additional value. Some groups of the students were stick their result on the bulletin board by choosing one of tame, wild, and pet based on teacher’s instruction. Besides that, teacher wanted to students design the bulletin board in order to seem beautiful. Students did their creativity.

In the last of session, teacher asked the students to conclude what they have done, to know their comprehension of this learning. Then, teacher explained to the students that they have to present their result on the bulletin board next meeting. The bells ring. Teacher closed the lesson by saying Hamdalah together.

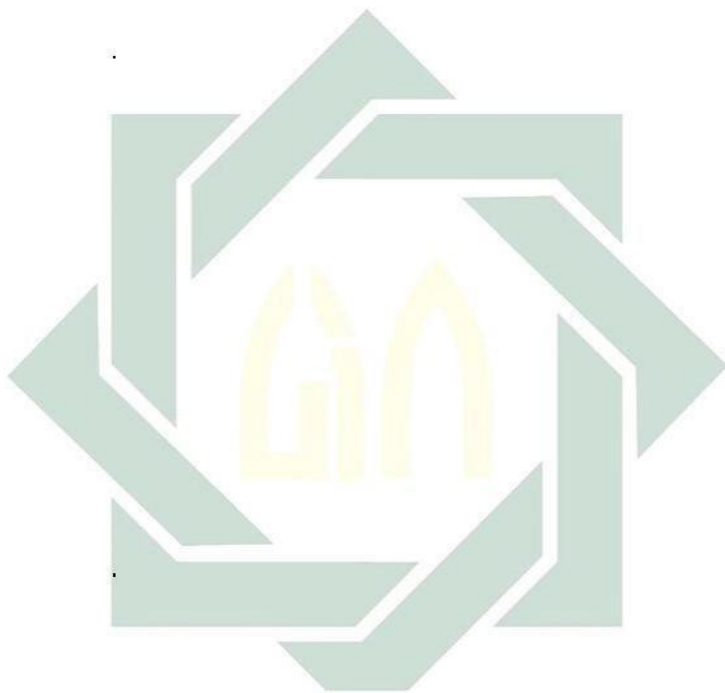
c. Third Meeting

Table 4. 4
The Implementation of Bulletin Board in Third Meeting

Steps	Activities	Characteristics	YES	NO
Step 1: Motivation	Teacher introduces the material before teaching.			
	Teacher gives motivation in learning process.	Teacher does social interaction to students		
		Teacher uses a game to add situational interest		
		Teacher asks students to attempt in answering teacher's question		
		Teacher gives reward for students		
	Teacher teaches the materials.	Teacher explains the material to students		
		Teacher gives instruction to students in learning		

Step 2: Socialization	Teacher praises the students in learning materials.			
	Teacher socializes to students in learning materials.			
Step 3: Information Exchange	Teacher provides relevant and interesting topics.	Teacher prepares the topic appropriate with the basic competence		
		Teacher utilizes some pictures to students' learning		
	Teacher provides reading activities for the students.	Teacher applies reading text to students' activity		
Step 4: Knowledge Construction	Teacher divides students in group discussion.			
	Teacher asks students to manage their work.			
Step 5: Development	Teacher encourages students to become more active in learning activity.			
	Teacher provides a space for students to reflect their learning.			

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The research date, on May 07th, 2018, is third meeting observation. This meeting, teacher asked the students to present their result on the bulletin board. This following table above explained about the result of the observation based on classroom observation checklist in third meeting.

As like usual, teacher entered the class, greeted students, and asked about the condition of the students by saying “Good morning students? How are you today?” and then the students answered “Good morning mom, I am fine and you” and then the teacher answered “I am fine too, thank you”, then, teacher and students prayed together before starting the lesson. After that, teacher checked the attendance of students.

In motivation step, the teacher showed the bulletin board in front of the class. Teacher called some groups of the students to present their work on the bulletin board. Teacher wanted the students to present it one by one of their groups.

Teacher : “Who wants to present it first? Or I will choose.”

Groups 2 : “Saya bu.”

Teacher : “Please come forward students.”

One of the groups started to present their work. The groups two presented about wild animals. After they present it, in socialization step, teacher asked all of students to give applause for group two. Then, all of groups presented their work. Teacher checked their work on the bulletin board and gave the additional value for the groups, and about the other groups which their works aren’t sticks on the bulletin board also get the additional value but different with groups who presented.

In development step, the teacher asked the students whether they have difficulties in learning the materials or not. Some of the students gave reaction that English lesson are difficult language. Because of that, they have minimum vocabulary. Then, teacher encouraged students to more study hard at home. When the bells ring, teacher closed the class by saying Hamdalah together.

In those explanations of each meeting, the researcher concluded that, in the first meeting, the teacher taught the material about descriptive text to the student. Teacher explained the descriptive text and the structure of descriptive text by showing the example of descriptive text. In the second meeting, the teacher used the bulletin board as the students' media in displaying the materials. But, the teacher divided the students into group in order to make them easier in doing the work. In the third meeting, the teacher asked the students to present their result on the bulletin board with their group. Overall, the teacher taught the materials to the student through some steps, which appropriate with the students' need.

In addition, there are some different activities that implemented in each steps, in first meeting, the teacher didn't do the knowledge construction, like the teacher divides the student into group work, because the teacher only taught and explained the materials itself. But in second meeting, the teacher did all of the steps in learning process. It showed that in second meeting, the teacher taught the students in good progress. The teacher implemented all of the steps to encourage the students in group work; it can develop the students' communication with others. In third meeting, the teacher did three steps, it such motivation step, socialization step and development step. So, not all of the steps did in learning process.

B. Research Discussion

In this research discussion, this section discusses those two findings by reflecting on theories related to the implementation of bulletin board in learning reading comprehension and type of bulletin board that used at MTs Al-Ihsan Krian. Therefore, the discussion is classified based on the research questions of the study.

1. The Type of Bulletin Board Used to the Seventh Grade Students in Learning Reading Comprehension of Descriptive Text at MTs Al-Ihsan Krian

As stated the theories that the researcher used to find the type of bulletin board applied to students in learning reading in the classroom. It is adapted from Jordan theory. There are display board, informational board, and interactive board.¹ The theory interpreted about what type of the bulletin board is used in the learning process. Then, the explanations as follows:

a. Display Board

Display board is used to showcase the students' work without require a lot of planning or extra material, because the content is student generated.² The researcher used three points activity in this part. All of those points were implemented by the teacher in learning process. The teacher applied a visual material for the students. Then, the students displayed their work with the teacher's assistance. In display materials, it can include information that it is important for students to memories.³ Besides that, the students felt enjoy and got more comprehension by looking the picture media, so not only learn by using the textbook.

¹ Jordan, Brandi. *Really Good Bulletin Boards; Making Your Classroom Walls Work for You*.

² Jordan, Brandi. *Really Good Bulletin Boards; Making Your Classroom Walls Work for You*. p. 3

³ Smawfield, Dr. David. 2006. *Classroom and School Display: A Guide for Teachers and for Teacher Training*. European Union-Turkey. p. 3

a. Informational Board

The teacher presented the information in a visual format that will help the students who remember and comprehend the material. To resolve the students' difficult and confused, the teacher gave the job for students to work in group in second meeting. The researcher found that the teacher utilized the informational text about descriptive of animals to the students. Moreover, the students got information of animals which one is wild and tame, based on the descriptive text that teacher prepared. The researcher looked both of the students and the teacher can interaction each other, even though they are didn't do it every times but it's great to this learning.

b. Interactive Board

Interactive board involve the students' manipulative in designing their own board.⁴ This board gave an opportunity for student to interact with all in creating some ideas. The teacher determined the students to work in group to explore their creativity. Actually, Interactive bulletin boards should have clear, concise directions that are easy for the students to read and understand. If some of the students need extra help with reading, consider recording the directions and allowing students to play them back as needed. Ideally, an interactive bulletin board will be an independent workstation for students, so take their ability levels into consideration when planning activities and interaction requirements.⁵

From those explanations of each type, the researcher concluded that display board was used to

⁴ Jordan, Brandi. *Really Good Bulletin Boards; Making Your Classroom Walls Work for You*. p. 3

⁵ *Ibid*.

show a visual material for the students. After that, the students displayed their work. About information board, the teacher utilized the informational text about descriptive of animals to the students. And interactive board, the students had an opportunity to interact with other student in exploring their creativity. Besides that, the researcher also concluded that in each meeting, there were different recapitulations of each board type. In type one, there were 6 points activity which have done in each meeting, and there were 3 points activity which haven't done in each meeting. In type two, in first point teacher didn't do the activity in each meeting. But, in second point, teacher has done the activity in each meeting. And, in type three, there were 7 points activity which haven't done in each meeting, and 2 points activity which done in each meeting. Thus, the teacher tended to apply the display board, because there were 6 Yes of points activity that done in each meeting. But, overall, teacher used the bulletin board as display board, then, also used the bulletin board as informational board, and last, as the interactive board. Nonetheless, the researcher found that the students felt enjoy and more pleasure when they learned the English lesson by using media.

2. The Implementation of Bulletin Board to Teach the Seventh Grade Students in Learning Reading Comprehension of Descriptive Text at MTs Al-Ihsan Krian

According to the findings, there are some steps of the implementation of bulletin board that used by the teacher in learning reading activity. According to Salmon's theory in Alison and Ellis research, there are five steps model in implementing of bulletin board in learning process.⁶ Therefore, the discussion of the findings as follows below:

⁶Research on *Using Bulletin Board for Learning*. From <http://clt.curtin.edu.au/events/conferences/tlf/tlf2001/bunker.html>

a. Motivation

The researcher adapted from Alison and Ellis, then, made three points from the theory. There was such the teacher starting the class, the teacher gave motivation to students in learning process and the teacher teaches the materials appropriate with the students' need. As stated Palmer that student motivation as an essential element that is necessary for quality education. In addition, According to William that we can know when students are motivated such; they pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager.⁷ Besides that, the teacher motivated the students in order that they can be aware to do it by themselves, it such the teacher did social interaction to students when some of students have busywork in learning process by calling some students' name. Then, the teacher asked students to more pay attention in learning.

b. Socialization

Socialization is basically the learning of socially desired values, norms and roles by the students of a particular group, an individual or society.⁸ In this part, the researcher made two points activity; teacher praises the students and teacher socializes the students. According to Dev, as a result, teachers are encouraged to use praise as a reinforcer of a desired behavior.⁹ The researcher found that the teacher praised the students like saying „good“ and give „applause“. But, not all activities in each meeting, the teacher praised the students. The teacher socialized to students in order

⁷ Cited in Vero, Eskja& Edi Puka. *The Importance of Motivation in an Educational Environment*. European University of Tirana, 2017.

⁸ *Ibid.* p. 8

⁹ Cited in Smith, Jeffrey K. 2008. *Response to Assessment Feedback: The Effects of Grades, Praise, and Source of Information*. University of Otago, New Zealand. p. 7

to engage the student to pay attention in the learning process. So, the researcher concluded that praise is believed to have beneficial effects on students' self-esteem, motivation, and performance.

c. Information Exchange

In general, information sharing can be understood as a set of activities by which information is provided to others, either proactively or upon request, such that the information has an impact on another person's image of the world, and creates a shared, or mutually compatible working, understanding of the world (Sonnenwald).¹⁰ The researcher found that the teacher provided the relevant and interesting reading activities based on the students' need. The teacher prepared the picture text of animals to students' activity. But, the teacher has done the reading activity in the first and second meeting. In the third meeting, the students presented their outcomes on the bulletin board.

d. Knowledge Construction

Constructivism has become a common outlook among science educators.¹¹ The teacher divided the students in group discussion. Group discussion here are formed to manage their work about identify the picture of animal text which the students' outcome will stick on the bulletin board. Besides that, group discussion is an important systematic and purposeful interactive oral process, here the exchange of ideas, thoughts, and feelings take place through oral communication.¹² The teacher made group work in order to facilitate the

¹⁰ Cited in Savolainen, Reijo. *Information Sharing and Knowledge Sharing As Communicative Activities*. Published Quarterly by the University of Borås, Sweden. Vol. 22 No. 3, September, 2017.

¹¹ Eybe, Holger. *Group Discussion as a Tool for Investigating Students' Concepts*. Chemistry Education: Research and Practice, 2004, Vol. 5, No. 3, pp. 265-280.

¹² *Ibid.*

student in work. The teacher can monitor and guiding the students easily. Even though, the teacher was done that activity in second meeting. Both of teacher and students could keep the interaction each other, which the teacher knows the students' comprehension.

e. Development

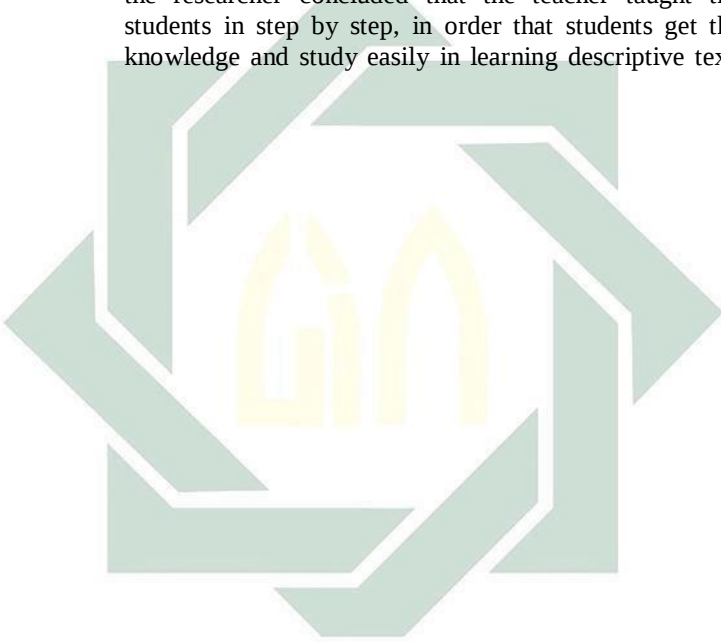
Development is a broad concept that entails social, economic, political, and human development.¹³ As stated Todaro and Smith, development is both a physical reality and a state of mind in which society has secured the means for obtaining a better life.¹⁴ It means that the teacher and the researcher want to develop the students' comprehension in learning English. The teacher encouraged students to become more active in learning process; it was like the teacher asked the students to come in front of the class in describing the animal. But, the teacher is less engaging the students to do it by themselves, so that the students will do it because of the teacher order. Besides that, the teacher always gives a space to students in reflecting the material after doing all the activities to know the students' understanding.

From those explanations of each steps, the researcher found that the teacher did five steps in implementation of bulletin board. In motivation step, the teacher did social interaction to students more pay attention in learning by calling some students' name when they have busywork. In socialization, the teacher praised the students like saying „good“ and give „applause“ in order to be beneficial for students' self-esteem and their performance. In information exchange, the teacher provided the relevant and interesting reading activities, it such the teacher used the animal picture text

¹³*Ibid.* p. 1

¹⁴*Ibid.* p. 11

to students" material. In knowledge construction, the teacher divided the students into group work. It was formed to manage the students" work in identifying the picture text of animals. In development step, the teacher developed the students to become more active in learning, it such they come forward based on their want, and don"t do it because of the teacher order. So, overall, the researcher concluded that the teacher taught the students in step by step, in order that students get the knowledge and study easily in learning descriptive text.



CHAPTER V CONCLUSION AND

SUGGESTION

This chapter explains the conclusion of the research outcome and suggestion for the next researcher. Based on the result of findings and discussion on the previous chapter, the researcher draws the conclusion. Some suggestions also proposed by the researcher, which are related to the research.

A. CONCLUSION

Based on the findings and the discussions in the previous chapter, the researcher concludes the result of the research problem. In purpose to answer the question, the researcher knew the implementation of bulletin board in learning reading comprehension at MTs Al-Ihsan Krian and the type of bulletin board in learning reading comprehension. The conclusion of the research can be explained below:

1. There are three types of bulletin board based on Brandi Jordan theory. There were display board, informational board, and interactive board. Then, the researcher concluded that there were different recapitulations of each board type. In type one, there were 6 points activity which have done in each meeting, and there were 3 points activity which haven't done in each meeting. In type two, in first point teacher didn't do the activity in each meeting. But, in second point, teacher has done the activity in each meeting. And, in type three, there were 7 points activity which haven't done in each meeting, and 2 points activity which done in each meeting. Thus, the teacher tended to apply the display board, because there were 6 Yes of points activity that done in each meeting. But, overall, teacher used the bulletin board as display board, then, also used the bulletin board as informational

board, and the last, as the interactive board. Nonetheless, the researcher found that the students felt enjoy and more pleasure when they learned the English lesson by using media.

2. The bulletin board applied to seventh grade students at MTs Al-Ihsan Krian in learning reading comprehension of descriptive text in good way based on the implementation steps. The researcher found that the teacher did five steps in implementation of bulletin board. In motivation step, the teacher introduced the material, did social interaction to students more pay attention, and teacher explained about descriptive text. In socialization, the teacher praised the students like saying „good“ and give „applause“ in order to beneficial for students“ self-esteem and their performance. In information exchange, the teacher provided the relevant and interesting reading activities, it such the teacher used the animal picture text to students“ reading activity. In knowledge construction, the teacher divided the students into group work. It was formed to manage the students“ work in identifying the picture text of animals. In development step, the teacher developed the students to become more active in learning, it such they come forward based on they desire, and don“t do it because of the teacher order and then, the teacher gave a space to students in reflecting their learning.

B. SUGGESTION

The researcher proposes some suggestions to the English teachers, students and the next researchers. These are following points below:

1. For English Teacher
It will be better if the teacher does all steps of the implementation of bulletin board in learning reading comprehension. It will make students to learn appropriate with their need. The English teacher should engage the students to more pay attention in learning English reading. Thus, when the students learn in high

level of reading activity they will not find difficulty. Then, The English teacher also should give more motivation for the students who had reached the steps of learning. Hence, they will enrich their ability.

2. For the Students

The students can use the bulletin board to their work or the other subject. The students can design their bulletin that appropriate with they want. The students will have ability in designing their bulletin board, so, they explore their creativity and can do it together with the other students.

3. For the Next Researcher

The researcher had implemented the bulletin board in the learning process. Besides that, the researcher found that the teacher applied the board based on the type of bulletin board. Actually, there are some students that have difficulties in English learning process. The difficulties of the students can be from external or internal factor. Therefore, the next researcher can do the research by looking for the difficulties or challenge in using the bulletin board, which did not covered by the researcher in this study.

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