

CHAPTER 1 INTRODUCTION

A. The Background of the Study

Language is basic form of communication. It is a tool used beings to communicate to others. By using language, human being can narrate and share their experience to others and tell some information to others. Language stands at the center of humans affairs, from the most prosaic to the most profound. By using language too, humans beings can know the manners, morals, and mythodology of a society are passed on the next generation. Indeed, it is a basic ingredient in virtually every social situation. As the main vehicle of human communication, language is indispensable.

The position of English around the world is as an international language in a global setting. But, in Indonesia, the position of English is as a first foreign language taught at the state and private primary school up to university level. Although it is just first foreign language, English is still important. It is proven in National Examination which English is one of lessons that decide students' graduation in senior and junior high school. And also people assumptions that English is as a necessary prerequisite for students' success later in Indonesia.

English contains of four skills that must be studied by high school students. They are Listening, Speaking, Reading and Writing. Among the four language skills taught in schools, writing is the most difficult skill to learn.

It needs specialized skills that include the ability to express the students' opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about

what s/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built (Ratnasari, 2004).

But in fact, based on the preliminary observation in SMP Negeri 1 Limapuluh on 18th March 2013, students' scores of English subject showed in Daftar Nilai Siswa of the second year Minimum Completeness Criteria (Kriteria Ketuntasan Minimum: KKM) is of 70. From of 34 students, there are of 19 students got scores lower of 70 and there are of 15 students got higher of 70. It means only 44.11% of students have already achieved the competence.

Based on the syllabus, the aim of writing at Junior High School level is at developing students' competence in expressing short and simple message for interaction with people in their environment. It's also developed students' competence in writing various text type varying from functional text for some activities such as inviting people, requesting someone to do something and gettings thing to be done, to different genres which include descriptive, procedure, recount, narrative, and report text.

This study is one of the efforts the writer made to solve the problem of learning writing discovered in her observation. From the observation of students, it was found that the major problem the students encountered, other than the language barrier, was idea generation. The writer found that it was difficult for the students to accomplish their writing tasks. Most of them would rather copy from other sources than write themselves or only have a few words to write whenever they are asked to write a composition. In other words, they lack ideas. These

difficulties lead them to lose motivation in writing. Evidence from a preliminary study showed that the major aspects of the students' weakness in their writing were lack of ideas and poor ability to organize them. It is obvious that the students need something concrete to elicit ideas such as going to the places they will describe, or presenting realia, or displaying photos or pictures. In other words, the students need a context. According to Walter (2004) providing visuals or realia helps contextualize instruction in the classroom. Context greatly enhances understanding and student engagement which in turn will help them develop their ideas to enrich their writing.

In an interview of the preliminary observation, Teacher said many problems were faced by students in studying English in the class. One of the problem was students didn't have motivation to study English. In students' mind, English was the difficult lesson. It was hard for them to understand the passage because there were a lot of unknown vocabularies. The next problem is their basic knowledge in English that still low. In junior high school, many students didn't know about the simple grammar such as the using of "to be" and so on. Meanwhile, based on the curriculum applied in junior high school, student should be able to read, to write, to speak, to listen. But, in fact, they could do nothing in English. If just focusing on the grammar, of course, students will be left so long from the achievement expected by the curriculum.

Based on the writer experience during her Integrated Field Teacher Training Program (Program Pengajaran Lapangan – Terpadu: PPL-T) the students preferred to write descriptive texts in Indonesian language rather than English. It

needs to be improved. The role of the teacher of English need to be more active and creative in teaching the writing process so that the students are able to write descriptive text systematically.

Considering these problems, the writer offers to apply Example Non Example Technique to overcome the problems. Example non example is a technique that uses picture as media in the delivery of learning materials aimed at encouraging students to learn critical thinking by solving problems contained in the examples by presented a picture, a picture can help students to write a text easily because they do not need to imagine the object that they want to be described and make them want to pay attention to and take part in the learning activity. The students can explore the part of example non example which has more than one character. As an expectation, by applying this method can help students in understanding to write the text and students are able to focus more on writing skill easily and well.

B. The Problem of the Study

Based on the background of the study before, the problem of this study can be formulated as follows: “is the students’ achievement in writing descriptive text improved if they are taught by using Example Non Example Technique?”

C. The Scope of the Study

In this research, the researcher will scope the variable:

1. SMP Negeri 1 Limapuluh has students of grade VII, VIII, IX. The students who will be used as the sample are only the students of grade VIII.

2. There are some types of genre that must be mastered by the students. So, in this research, the researcher will be focus on the Descriptive Text (based on the syllabus)

D. The Objective of the study

In relation to the problem, the objective of the study is aimed at finding out whether the application of Example Non Example technique significantly improves second year students' achievement of SMP Negeri 1 Limapuluh in writing descriptive text.

E. The Significance of the Study

The result of the study is expected to contribute the theories for:

1. The researcher as references to conduct the research.
2. The other researcher who wants to conduct the same research and interested in using Example non Example method in teaching writing descriptive text as well.

The result of the study is expected to contribute the practices for:

1. English teachers as the media to improve students' achievement in writing descriptive text.
2. English learners to improve their writing descriptive text