

CHAPTER 1

INTRODUCTION

A. The Background of The Study

Human cannot be separated by their society, because human is a social creature. As a social creature people need others in their life. To make an interaction, people need a language as a tool of communication. Language has important role in people life. By using language people can share their feelings and ideas. By looking this fact, language become most important things that people should be mastered.

English is one of international languages which using by people in whole entire world to communicate with others. By using language as communication, people can speak up their mind or opinion in some ways, whether in speaking or writing. And get information whether in listening or reading.

In Indonesia, English is a foreign language and become one of subject matter that students have to learn. There are four skills in English that student have to mastery, namely; reading, speaking, listening and writing. Through communication, writing become a passive instrumental way in convey students opinion in written language.

Writing is a part of language skills. As one of the four skills of language, writing has always formed part of the syllabus in teaching of English. English as a foreign language must be taught to students' ranging from the elementary school up to the university level. Although English has been taught since in the elementary, but writing is still hard and often frustrating the learners when they

are asked to do it. There are some reasons why students' unable to writing task when they asked to do it. Lack of grammar, lack of interest to write and the students' disability to different characteristics of text, very rare doing writing task even in their own language, the method teacher teaches and the way how the teacher treat them may these the reason to make the fail to make writing successfully (Ramini and Gintings, 2012:1).

According to Ramini and Gintings (2012:1), Writing as one of four basic language skills is considered as the most difficult to study. Without having a good knowledge in writing, someone will not be able to convey his idea to readers. Therefore, a good writing has these components to have: ideas as the heart of the piece- the information he or she chooses to write about. Organization, that refers to the order of ideas and the way the writer moves from one idea to the next. Vocabulary which refers to choice of the right words to say just the right thing. Language, the uses of sentences ton express and the last one is mechanics refers to the use of punctuation, spelling, grammar and other things to make writing consistent and easy to read.

Writing is one of complicated skill in English for foreign or second language learners. Writing skill becomes more complex and more difficult because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgment devices (Chitravelu, Choon, And Sithamparam 2005:139).

Procedure text is one of genre in writing that shows how the things done by following the processes or steps. This kind of writing competence should be mastery by the students as one of genre that stated in the syllabus.

Based on writer experience during mini observation which conducted in a junior high school Pembangunan Daerah grade IX in Lubuk Pakam, writer found that the ability of students' achievement in writing is still low. It's proven from their scores in a writing worksheet. From 32 students just 12 students who passed the standard of minimum completeness which is 70 for writing competence.

**Table 1.1 Students' Scores of Writing Competence Tests in Two Semesters
2012-2013**

Class IX^a

Semester	Score	Students	Percentage	Mean
1 st Semester 2012/2013	< 75	20 Students	62.5 %	71.9
	≥ 75	12 Students	37.5 %	
2 nd Semester 2012/2013	< 75	18 Students	56.3 %	73.9
	≥ 75	14 Students	43.7 %	

Class IX^b

Semester	Score	Students	Percentage	Mean
1 st Semester 2012/2013	< 75	21 Students	65.5 %	68.1
	≥ 75	11 Students	34.6 %	
2 nd Semester 2012/2013	< 75	17 Students	53.1 %	75
	≥ 75	15 Students	46.9 %	

In addition to the data that I got, I also interviewed the teacher asks difficulties and their methods of teaching English especially writing. The result is that in fact teachers are still using the conventional method where teachers explaining all the material on the board, and all students will take a note. Then all the students will write a summary without any interaction between teacher and students. The response of the students is passive where they just follow what is instructed by the teacher. This all makes the student just relied on what teacher was taught and so the impact is when they found some of the questions that looks different so they could not answer that questions.

By looking this fact Teacher as the facilitator and mediator in teaching learning process has important role in improving students' achievement especially in writing. Teacher has to design a methodology and materials creatively in purpose to reach the objective of teaching and learning process. In designing the method teacher should give more practice and provide with kind of activity that grab students' attention in teaching learning process.

Examples non examples method is a teaching model which presenting the materials to students by showing the relevant pictures and students have chance to analyze the pictures individually or in group and discuss about the picture. This method can be used in designing writing class especially in writing procedure text.

By providing pictures in writing procedure text, it can make students easier to understand the rhetorical structure of procedure text and help the students the students to learn effectively.

Related to the explanation above and in order to improve the students writing achievement especially in writing procedure text the writer would like to conduct a study on students' writing procedure text achievement by using examples non examples method.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows:
“Is the students' writing procedure text achievement taught by applying examples non examples method higher than that taught by applying lecture method?”

C. The Objective of the Study

The objective of the study is to find out whether applying examples non examples method significantly effect on Students' Writing Procedure text.

D. The Scope of the Study

The research focuses its study on the effect of applying examples non examples method on students' achievement in writing procedure text. In this case, the writer limits only in writing Procedure Text.

E. The Significance of the Study

The result of this study is expected to contribute either the theories or practices for:

1. Theoretically

- a. The researcher as reference to conduct the research.
- b. The research who want to conduct the same research

2. Practically

- a. The teacher: as the information to create more interesting and effective method, especially in Writing Procedure Text through Example non Example Method in order to improve students' writing achievement.
- b. The student: to improve students' ability in Writing Procedure Text through Example non Example Method, making students enjoy in studying in English Class, and making them understand writing organization of Procedure Text easier.