

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this world consists of many countries. Different countries have different language to communicate. In order to keep a good relationship with other countries they should understand the language that used to communication. In this situation, need to have international language to connect them. English is chosen as international language used in international communication that often used in many countries.

English has been the common language of the world for decades. By knowing English well, people will know the development of science, technology, education, and culture in other countries all over in the world. Moreover, by using English as a means of communication, it makes the good relationship between our country and another country.

English becomes the first foreign language that has been taught at many levels in education, from secondary to tertiary education institution. In recent years, a number of secondary schools have begun to introduce English into their curriculum. Instead of compulsory subject in secondary school English is given as a local content. It is stated clearly in the curriculum in secondary school that it is given as a local content elected for the sub district secondary school. In the meantime, it is given in the first, second, and third grade.

There are four language skills in English, they are listening, reading, speaking, and writing. Listening and reading are as receptive skills, while speaking and writing are as productive skills. Writing is not simply a matter of putting words together. Most of students consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated than the ability to speak, read, or listen. It is difficult enough to learn by the students. They usually get difficulties in starting their writing.

Writing is the one of the four language skills that is very important to learn. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the first year of senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to produce and develop simple written text. In writing, there are many kinds of texts; one of them is descriptive text.

A descriptive text is a text which portrays the image of certain thing from which a writer wants to transfer it to the readers. Mostly, descriptive texts describe the image of person, animal, thing, and location or place. A descriptive text is organized with generic structure of identification. In the first paragraph, it introduces what is exactly going to be described. After stating the identification, a descriptive text will show the description of the object. Paragraphs of description may contain parts or physical characteristic, value or quality, usage or function.

The teacher should think hard before teaching in the classroom. Besides getting some methods from reading a book or surfing from the internet, teachers are recommended to develop their own way of teaching the students in the

classroom. Teaching students in a classroom isn't effective if the students are not active. In this case, the teacher should be able to encourage the students in order that they could be active and enjoy the lesson (Alimin, 2009: 2-4).

Teaching students to write well is very important in classroom. That is why the teacher has to employ a good method to provide inspiration for the students. It will motivate them to express themselves creatively through writing. The teacher should give the students many activities to do in order to make the students be creative. In this case, teacher should employ good technique and have good preparation in teaching students.

Based on observation in the eighth grades at MTs Muhammadiyah 1 Ponorogo, the researcher found out that students felt difficult in arranging a sentence or even they had no idea to write some words in English. They feel bored because their teacher mostly just gives explanation, task, and drill without giving various models in teaching process. The students' writing ability is less because the teachers do not make the environment of class condition interesting.

From the explanations above and the strong desire of finding the solution of these problems, the writer has motivation to do the research in improving the teaching of writing in class by using Example non Example method, entitled Improving The Students' Ability in Writing Descriptive Text by Using Example Non Example Method at Eighth Grade of MTs Muhammadiyah 1 Ponorogo in The Academic Year of 2014/2015.

1.2 Statements of the Problems

Based on the background of study, statements of the problems of this research are:

- 1) Can Example non Example method improve students' ability in writing descriptive text at the eighth grades of MTs Muhammadiyah 1 Ponorogo in the 2014/2015 academic year?
- 2) How can the implementation of Example non Example method improve students' ability in writing descriptive text at the eighth grades of MTs Muhammadiyah 1 Ponorogo in the 2014/2015 academic year?

1.3 Purposes of the Study

The purposes of study are:

- 1) To know whether the implementation of Example non Example method can improve the students' writing skill at the eighth grades of MTs Muhammadiyah 1 Ponorogo 2014/2015 academic year.
- 2) To describe the implementation of Example non Example method to improve the students' writing skill at the eighth grades of MTs Muhammadiyah 1 Ponorogo 2014/2015 academic year.

1.4 The Benefits of Study

- 1) For the students
 - a. To get more practice in writing skill using Example non Example.
 - b. To motivate the student in learning process.
 - c. To help the student enjoying learning process in writing skill.
- 2) For the English teacher
 - a. To help the teacher finding an alternative strategies in writing skill.
 - b. To apply and develop this research as a new method in teaching writing subject.
- 3) For the school
 - a. To improve the quality of education and develop teaching English at school.
- 4) For the researcher
 - a. To add knowledge and give experience to the researcher about the advantages and disadvantages of using Example non Example method.
 - b. To develop learning models that are effective, efficient and fun to involve students actively in the process of learning English to improve students' in writing skill.

1.5 Scope and Limitation

This study is focused on the Example non Example method to improve the students' English writing ability in descriptive text.

The subject of this research focuses on the eighth grade students of MTs Muhammadiyah 1 Ponorogo in the 2014/2015 academic year.

1.6 Definition of the Key Terms

Writing skill is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader (Alimin, 2009: 4).

Descriptive text is a text which lists the characteristics of something. The social function of descriptive text is to describe particular person, place, or thing (Marsudiono, 2012: 32).

Example non Example is a learning method that uses the picture as a media to give learning materials (Huda, 2013: 234).

