

CHAPTER I

INTRODUCTION

The contents in this chapter are: background of the study, problem identification, limitation of the study, statements of the problem, objectives of the study, and benefit of the study.

A. Background of the Study

Writing is one of English learning skills that should be mastered by the students, beside listening, reading and speaking. Writing skill is important in learning English. According to Maria Taselin in Cahyono (2010: 103) "*writing skill will help the students to develop their language and reasoning skill as well*". It means that writing skill can help students increase their language and reasoning skill well. Therefore, writing skill included on Standar Kompetensi (SK) and Kompetensi Dasar (KD) in the curriculum either in Junior High School and Senior High School.

Teaching writing is an important thing in English Learning. In teaching writing, teacher should understand the ideal condition of students for teaching writing. According to Hedge (2000: 301) when teachers teach writing, they should make sure that students are involved in the process of writing in the class, teachers should give the students opportunities to discuss and also give feedback for students, teachers should give opportunities the students for planning, drafting, reading, revising and editing their writing product. Beside that teacher should be able to create conducive classroom environment. According to Cahyono (2010: 106) teacher are expected to be able to create their own activities suitable with classroom need in order to make meaningful learning process.

Based on the researcher's pre observation in SMP Negeri 2 Karangrejo, there are some problems viewed from students and teacher in learning writing. The students' problems are they have some difficulties in writing. First, the difficulty to begin their writing activity. Second, they also have the difficulty to get the ideas to start their writing. Moreover in

writing descriptive text, they found difficulty to imagine what they want to describe. Not only imagine, the students have difficulty to make sentence in good structure and grammar. They also have lack in vocabulary, it means that they are weak in using diction.

Furthermore, the teachers' problems are the weaknesses in teaching writing in the class. Teacher rarely use strategy to make students more interested in the writing activity. Teacher still uses traditional strategy in teaching writing. Teacher only gives some assignment without explain the materials and without following students' writing process. Teacher also did not check the product or text before discuss it. Teacher only exchanged the text with the other students and correction it together. In the end of activity teacher take the score from it. Teacher also does not involve in students' writing process. Teacher did not explain clearly the structure and language features that use to make the kind of text. So, it made students not interested in learning writing and they don't understand how to write well through the process and to produce a good text.

Finding the difficulties faced by students in writing, teacher as a facilitator should solve the problems. In this case, teacher can use strategy to solve the difficulties students in writing. By using strategy, teacher can plan the steps that will use in teaching writing in detail and organized. So, the purpose of teaching writing will clearly.

Based on the difficulties that faced by the students and the weakness of English teacher on writing, the use of media is needed including the strategy to use in teaching writing. Media in here help teacher to deliver the material and explain it better. In this case, the kind of media that use is picture for teaching writing, especially descriptive text. The using of picture as media is efficient to help students to more explore and imagine with their ideas. So, the result of procedure project will more correct.

Based on the explanations, the researcher conducts to use Example Non Example strategy in teaching writing descriptive text in eighth grade students. This strategy is fun and interesting, because there are group to

make a writing project together. Those project make students easier to write the procedure text. The students should also work in the teamwork or group, 2 until 3 students to finish the descriptive text. So the project will be easier to finish and students can get their better writing achievement.

Students writing achievement may not only come by using learning strategy. The students' achievement may be influenced by such factors. Beside the external factors, such as the explanation above, the internal factors may have the biggest contribution of students' achievement. The internal factors can be seen from student's side of learning, which consists of the internal motivation and student's learning style. These can be concluded that learning language depends on who the learners are including their age, how they behave toward the language, their cognitive ability, and also the way they learn the language. So, it can be concluded that the motivation and learning style of students also important factor in reach their writing achievement.

Based on the theory and explanations above, the researcher is interested in conducting a research entitled *“The Contribution of Example Non-Example Strategy, Students' Motivation and Students Learning Style Toward Students' Writing Achievement of Descriptive Text”*

B. Identification on Problems

Based the background of the study above, there are several problems found identified as the factors influenced student's writing achievements in class. The problems can be divided into student's side, teacher's side, material's side, and other factors. The problems identified are:

1. Students learning motivation can influence the writing achievement.
2. Students learning style as the main consideration to decide the way student get writing achievement.

3. Example Non-Example strategies as the tool to deliver the materials for the students.
4. Gender and age can be the factors that influence learning process.
5. Teaching method is the reference in learning process.
6. Materials of the subject learning writing as the goals that make students to be master.
7. Classroom management and environment as the place of teaching learning may be influence the condition of the students.
8. The other factors from the institution or teaching learning process.

C. Limitation of the Problems

The limitation of this study is this study is only conducted in Eighth grade students of SMP N 2 Karangrejo in schooling year 2017/2018. This study also only focuses on student's learning motivations, student's learning styles, Example Non-Example learning strategies, as the factors influenced student's English writing achievement. The student's side factors of learning the materials are the important one. The specific limitations are:

1. The student's learning motivations in this study are first semester student's motivation (intrinsic and extrinsic) in learning English to reach student's English writing achievement in the class.
2. The student's learning style in this study refers to the first semester student's learning style preference (type) in learning English to reach student's English writing achievement in the class.
3. The Example Non-Example learning strategies in this study refer to the first semester student's English learning strategies (classification) in learning English to reach student's English writing achievement in the class.

D. Statements of the Problems

Based on the limitation of problems above so the researcher concluded the stated of problems as follows:

1. Is there any significant contribution of Example Non Example strategy, students' learning motivation, students' learning style toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan?
2. Is there any significant contribution of Example Non Example strategy toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan?
3. Is there any significant contribution of students' learning motivation toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan?
4. Is there any significant contribution of students' learning style toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan?

E. Objectives of the Study

Based on the construction of the problem statements above, objective expected in this research are :

1. To know whether there is significant contribution of Example Non Example strategy, students' learning motivation, students' learning style toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan.
2. To know whether there is significant contribution of Example Non Example strategy toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan.
3. To know whether there is significant contribution of students' learning motivation toward students' writing achievement of

descriptive text in Eight grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan.

4. To know whether there is significant contribution of students' learning style toward students' writing achievement of descriptive text in Eighth grade students of SMP Negeri 2 Karangrejo Kabupaten Magetan.

F. Benefits of the Study

Based on the explanation above we can conclude the benefits of this research are :

1. Theoretical Benefit

Provide feedback and contribute ideas for the development of knowledge about the contribution of Example Non Example strategy, students 'learning motivation and students' learning style.

2. Practical Benefit

a. To the English Teacher

The result of this research is expected to be beneficial for the teacher. This research can be useful to recommend and give inspiration to the teacher in applying Example Non Example strategy to teach writing procedure text and improving students' writing skill to write English better.

b. To the Principle

The research gives a contribution to improve quality of teaching and learning English and Example Non Example strategy will become one of alternative to teaching writing to the Eighth grade students of SMP Negeri 2 Karangrejo Magetan and also improve quality of the students.

c. To the Future Researcher

It gives the understanding for the other researcher about the result of the research and use it to conduct or fulfill the factor that contribute for reach writing achievement.