

**THE CONTRIBUTION OF EXAMPLE NON-EXAMPLE STRATEGY,
STUDENTS' MOTIVATION AND STUDENTS LEARNING STYLE
TOWARD STUDENTS' WRITING ACHIEVEMENT OF
DESCRIPTIVE TEXT**

THESIS

Submitted to the Department of Language Studies,
Graduate School of Universitas Muhammadiyah Surakarta
in partial fulfillment of the requirements for
the degree of Master of Education



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2017

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toward Student's Writing Achievement of Descriptive text

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

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Surakarta, 08 NOV 2017

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APPROVAL OF THESIS FOR SUBMISSION

**THE CONTRIBUTION OF EXAMPLE NON EXAMPLE STRATEGY,
STUDENT'S MOTIVATION AND STUDENTS LEARNING STYLE
TOWARD STUDENT'S WRITING ACHIEVEMENT OF DESCRIPTIVE
TEXT**

Submitted by

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Has been examined for all revisions and correction recommended
By the board of examiners on 4 November 2017
And is certified to be accepted for submission

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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled "The Contribution of Example Non-Example Strategy, Student's Learning Motivation and Student's Learning Style toward Student's Writing Achievement of Descriptive text" is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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MOTTO

Then which of the favors of your Lord will you deny?

(Al-Qur'an Surah Ar-Rahman: 13)

**The greatest glory in the living lies not in never falling, but rising everytime we
fall**

(Nelson Mandela)

An optimist sees the opportunity in every difficulty

(Sir Winston Churchill)

DEDICATION

This research paper is dedicated to:

Her beloved mother, *Mrs. Anis Winarni*,

Her beloved father, *Mr. Mochamad Anshori*,

Her beloved fiancé, *Septyan Cahyo Nugroho*,

Her beloved family,

Her beloved friends,

Her beloved lecturers, and

Her almamater.

ABSTRAK

Anindita Helsha Faradiba (2017). *Kontribusi Example Non-Example Strategy, Motivasi Belajar Siswa and Gaya Belajar Siswa terhadap Prestasi Menulis siswa pada Teks Deskripsi*. Thesis Fakultas Pengkajian Bahasa Program Pascasarjana, Universitas Muhammadiyah Surakarta, pembimbing (1) Dr. Maryadi, M.A, (2) Mauliyah Hikmat, Ph.D.

Key Terms: Example Non-Example Strategy, Motivasi Belajar, Gaya Belajar, Prestasi Menulis

Prestasi menulis siswa dipengaruhi oleh banyak faktor. Pemakaian strategi belajar dalam pengajaran writing membuat siswa lebih mudah dalam menulis. Strategi yang digunakan adalah Example Non-Example. Strategi ini menggunakan gambar sebagai media, sehingga siswa dapat menganalisa dan mendeskripsikan gambar. Disamping penggunaan strategi belajar, faktor internal juga menyumbang kontribusi besar. Faktor internal ini dapat dilihat dari motivasi belajar siswa dan gaya belajar siswa.

Penelitian ini menggunakan teknik kuantitatif. Desain dari penelitian ini adalah deskriptif kuantitatif. Kemudian variabel penelitian ada dua hal, yakni variabel terikat, yakni prestasi menulis siswa dan variabel bebas yakni Example Non-Example strategi, motivasi belajar siswa dan gaya belajar siswa. Sedangkan instrument penelitian ada dua, yakni kuisioner dan tes. Untuk memastikan data akurat, peneliti menggunakan test validitas dan reliabilitas. Kemudian data dianalisa dengan menggunakan berbagai tes.

Hasil penelitian ini adalah; (1) Ada kontribusi yang positif dan signifikan dari strategi Example Non-Example terhadap prestasi menulis siswa sebanyak 19,4%. Hal ini berarti penggunaan strategi Example Non-Example dalam menulis Bahasa Inggris dapat meningkatkan prestasi belajar siswa. Sebaliknya jika siswa tidak menggunakan strategi maka prestasi mereka tidak akan maksimal. (2) Ada kontribusi yang positif dan signifikan dari motivasi belajar siswa terhadap prestasi menulis siswa sebanyak 18,1%. Hal ini berarti penggunaan motivasi belajar dalam menulis Bahasa Inggris dapat meningkatkan prestasi belajar siswa. Sebaliknya jika siswa kurang termotivasi maka prestasi mereka tidak akan maksimal. (3) Ada kontribusi yang positif dan signifikan dari gaya belajar siswa terhadap prestasi menulis siswa sebanyak 16,9%. Hal ini berarti penggunaan gaya belajar dalam menulis Bahasa Inggris dapat meningkatkan prestasi belajar siswa. Sebaliknya jika siswa tidak memiliki gaya belajar yang tepat maka prestasi mereka tidak akan maksimal.

ABSTRACT

Anindita Helsha Faradiba (2017). *The Contribution of Example Non-Example Strategy, Student's Learning Motivation and Student's Learning Style Toward Students' Writing Achievement of Descriptive Text*. Thesis the Department Language Studies Graduate School, Universitas Muhammadiyah Surakarta, advisors (1) Dr. Maryadi, M.A, (2) Mauliy Halwat Hikmat, Ph.D.

Key Terms: Example Non-Example Strategy, Learning Motivation, Learning Style, Writing Achievement

Writing achievement influenced by many factors. The using of strategy in teaching writing make students easier in the writing. The strategy used is Example Non-Example Strategy. This strategy used picture as media, So the students can analyze and describe from the picture. Besides the using of strategy, the internal factors may have big contribution. The internal factor can be seen from student's learning motivation and student's learning style.

This research uses quantitative as its approach. The design of this research is descriptive quantitative research. Then, the research variables consists of two aspects. They are dependent variable which is students' writing achievement and independent variable which are Example Non-Example Strategy, student's learning motivation and student's learning style. Meanwhile, the research instruments, there are questioner and test. For checking accuracy data, the researcher uses validity and reliability. The data analyzed by many test to check the contribution of the independent variables toward dependent variable.

The results of the research were: (1) There is positive and significant contribution of Example Non-Example Strategy toward student's writing achievement and the contribution value is 19,4%. It means that the raise of Example Non-Example strategy in learning English will make them get higher achievement in English writing skill. Otherwise, if the students are not used the strategy in learn English, their achievement in English writing skill will not be maximum. (2) There is positive and significant contribution of student's learning motivation toward student's writing achievement and the contribution value is 18,1%. It means that the raise of the students' motivation in learning English will make them get higher achievement in writing skill. Otherwise, if the students are not motivated enough to learn English, their achievement in English writing skill will not be maximum. (3) There is positive and significant contribution of student's learning style toward student's English writing achievement and the contribution value is 16,9%. It means that the suitable learning style used in learning process of the students will make them get higher achievement in English writing skill. Otherwise, the students' achievement in English writing skill will not be maximal when their learning process is not suitable with their style in learning.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Wr.Wb.

Alhamdulillah 'Alamin, all praises to Alloh S.W.T, the Most Glorious, the Most Merciful, Lord of the Universe, who gives a million blessing, miracle and uncountable gifts to the researcher, so she can accomplish her research paper entitled **THE CONTRIBUTION OF EXAMPLE NON-EXAMPLE STRATEGY, STUDENT'S LEARNING MOTIVATION AND STUDENT'S LEARNING STYLE TOWARD STUDENT'S WRITING ACHIEVEMENT OF DESCRIPTIVE TEXT** as the requirement for getting master degree of education in Department of English Study Post Graduate of Universitas Muhammadiyah Surakarta.

Peace is upon to Muhammad SAW., the Alloh's last messenger, who will be the hero for all his followers in the life after. The writer realizes that this research paper would never be possible without other people's help, so that the writer would like to extend her gratitude and appreciation to:

1. **Prof.Dr. Bambang Sumardjoko** the director of Graduate School of Muhammadiyah University of Surakarta.
2. **Prof. Dr. Markhamah, M. Hum.**, the Head of Language Studies of Muhammadiyah University of Surakarta.
3. **Dr. Maryadi, M.A.**, as the primary supervisor, for his suggestions, advice, support and encouragement in completing this thesis.
4. **Mauliy Halwat Hikmat, Ph. D.**, as the co- supervisor, for her continuous and valuable guidance, advice, support and encouragement in completing this thesis.
5. **All of the lecturers of English Language Study of Post Graduate**, for precious knowledge and experience given to her,
6. **The researcher's beloved parents, Bapak Mayor Tek. Mochamad Anshori and Ibu Anis Winarni, S.Pd**, for the love, pray, support, learn, advice, force, hugs, happiness, motivation, and experiences given to her,

7. **The researcher beloved fiance, Septyan Cahyo Nugroho**, for the support, pray, attention, motivation, laugh, and all the time stand by her.
8. **The researcher's big Family, Big Family of Wiryo Sumarto, Big Family of Welas**, for pray and motivation.
9. **The researcher's best friend in Toyota Yaris Community, (TYC-AE & YSOC)**, for being like a brother, laugh, friendship, inspiration, support and prays,
10. **The researcher's best friend in English Language Study of Post Graduate 2016, Ardika Rizki Prihantoro** for being like a brother, laugh, friendship, inspiration, support each other,
11. **The researcher's dearest friends in English Language Study of Post Graduate 2016**, for being like sisters that I never have, brothers, support, pray, laugh, valuable memories, and friendship,
12. **The all teachers and principals of SMP N 2 Karangrejo**, for the helpfulness, suggestion, supports, and valuable conversation,
13. **The all students of VIII C and VIII D 2016/2017**, for the sharing, laugh, lovely conversations,
14. **All of the people**, who cannot be mentioned one by one, thanks for everything.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

WassalamualaikumWr.Wb.

Surakarta, Agustus 2017

Anindita Helsha Faradiba

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