

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Research

English seems to be one of crucial need in education due to its use as an international language. Thus, learners are required to be aware of the importance of English skills; speaking, writing, listening, reading.

The ultimate goal of the language learning is a communicative competence; it means a language learner is able to actively use the language for a means of communication in either spoken or written forms in order to satisfy his or her needs (Richards and Rogers, 1986, p. 67). In language learning, especially english, learners need to master such productive skills like speaking and writing.

Writing is really good to stimulate mind and to keep learners' verbal skills sharp. With writing, learners can be more evaluative with their work because the words or vocabularies they use will be so much vary and improved.

Based on the researcher's preliminary study at SMA Negeri Pakusari, there are some factors that affect the writing learning coming from the teachers and learners. The first thing commonly found in writing difficulties was that learners hardly found the topics or ideas to begin writing. They were hard to arrange some words into sentence, sentences into paragraphs, which made them more complicated whether they had to perforcefully finish or change the topic instead. Those two choices would not help anything but were confusing. Second, learners were less curious everytime they are given a writing task, because of many things, such as lack of time and practices. According to Fairbairn and Winch (1996, p. 45), we can be advised to approach writing with the intention to

'think, plan, write and revise'. This kind of approach should be supported by the teacher who is required to master certain strategies to make the writing class more alive and effective.

Learners were taught that writing is a complex activity with a never-ending confusion because it needs to be perfect either in context or in language feature. The teacher wanted the learners to write as good as possible, based on the regulation that is written in the English book with very well grammatical ordered sentences. Learners looked quite confused about what they are facing at the moment in the teaching learning process. They were only guessing what to do and what to consider. They had no other choice but to write as they are required to. This old strategy might be the main problem of some actions that the learners show during learning process. It is supported by the low writing score which is only in average of 76.

With some difficulties and considerations that were found in preliminary study, the researcher is aware that new strategy could help solving this problem. In this case, teaching models that are using pictures will affect so much at bringing out the idea of what to write about them. The activity that is captured in the pictures can help learners spontaneously think about the topic and following supporting sentences related to it. The colorful appearance in the picture can attract and lengthen learners' attention span in the learning process. Therefore, the most suitable strategy for teaching writing using pictures is Example Non-example strategy. As stated by Huda (2014, p. 234), Example Non-example is a strategy that uses pictures as media to deliver lessons. So, instead of doing same old boring activities to read, learn and write, we can implement this strategy to

improve learners' interest and ability at the same time. Example pictures are given to the learners to be analyzed and discussed. With a little help from the teacher, learners are supposed to do such activity that is similar to solving puzzles.

Learners are required to guess what would be explained after the puzzle solved, write it on a note, and share it to the whole class. This strategy is compatible for teaching a material with concept. Example non-example strategy plays an important role when it comes to teaching and learning a concept. Because a definition of concept is a concept that is known primarily only by its definition aspect than its physical characteristic (Sridewita, 2013, pg. 3). By centralising the learners' attention into example non-example, they are expected to be more motivated in understanding the upcoming material.

Learners' ability comes as it is, but their interest needs to be built well before the lesson. The researcher believes that this strategy can help teachers to be more aware of what learners need rather than only focusing on good grades. Example Non-example strategy lets the teacher stimulate learners with media – pictures, drill learners with ideas and concepts, which trigger both parties have more interaction and discussion than usual. The class would be more busy and fun in effective way.

## **1.2. Problem of the Research**

Based on the background of the study, the researcher have the pretension to have further study on how teaching learners using Example Non-example strategy can improve learners' writing ability.

### 1.3. Objectives of the Research

The objective of the research is to improve learners' ideas in writing English text with Example Non-example strategy.

### 1.4. Operational Definition

Operation definition here refers to the definition of some terms that has been being the variable of the research, in order to clarify to the readers that what the researcher means can be defined this way. There are two terms that the researcher is going to discuss; writing ability and the Example Non-example strategy.

#### 1) Writing Ability

Writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organising discourse, and a creative act and that the process is important as a discovery of the true self, in the form of personal essays and journal, which are suitable for self-discovery, and thus, writing ability refers to the development of students' power over their own writing without being directive, encouragement to look for their own authentic voices and express themselves freely (Berlin; 1998, Grabe and Kaplan; 1996, Hyland; 2002)

Based on these definitions, writing ability in this research refers to the capability of learners to generate and compose their ideas into a certain English text or essay consist of 150 words about what they have in mind as a personal expression or a communicative-purpose writing with relevant and coherent word considerations.



## 2) Example Non-example Strategy

Example Non-example is a learning strategy and is one of strategies used in communicative approach that can be used to improve learners' writing ability through their sense of analyzing example pictures to arrange a new concept about the teaching learning material.

Example Non-example uses pictures. This method requires learners to be able to solve the problems and develop the ideas that is inside the sample pictures. The learners are only given the sample pictures to 'guess' and critically comment what is in the picture before actually jumping into the material. Learners are expected to analyze and discuss more before the teacher reveal and explain what material they are going to be learning about. The definition, the concept, structures and ideas are the important parts that have to be understood by the learners before really going into the main class discussion.

### **1.5. Significance of the Research**

As this research is done, researcher hopes that it can give contribution towards anything related to the study for learners, teachers and other readers.

- 1) For learners, it does need hard work to improve writing ability, in the nature of other abilities. The application of Example Non-example strategy is expected to be the fun way for learners to enjoy and live the class. With that, learners are expected to have the ability to generate ideas through example pictures into paragraph—in this case, personal letter.
- 2) For Teachers, this study is carried out to find out what is missing from the existed English teaching learning process. By finishing this study, researcher

hopes that Example Non-example method can be implemented continuously to keep the teaching learning process alive and enjoyable.

- 3) For Other Readers, this can be used as a reference for further studies with the same field—writing.

### **1.6. Scope of the Reseach**

This research is going to be carried out in a school, high school; SMA Negeri Pakusari. The object of the research is eleventh graders, Science program class in the mentioned school in academic year 2018/2019.

