

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss about the research context, research focus, research objective, significant of study, scope and limitation of study, and definition of key term.

A. Research Context

Writing is one of language skills which needs more practice. It is a complex and time consuming process.¹ Writing is not something easy to do, and it does not only do in one step action, it is on going creative act. Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced.

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly as possible.² Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. The students need to become thinkers in order to communicate their ideas clearly and effectively.

¹Siti Azizah, *Writing III the process of Writing essay*.(Surabaya: Pena Salsabila, 2013), p., 2.

²Puspa Gunday, "Improving students writing skill of descriptive text by using example non example strategy." *Journal pendidikan,1* (2019)p.,19

Students need to learn to select and organize their ideas, keeping in mind the purpose for which they are write. But, some students sometimes feel bored and lazy in writing skills because writing is considered a difficult subject. And also in writing subject The students do not pay attention to the teacher explanation in the teaching learning process occured in the class. Some of The studens were talking to their friend, sleep, not spirit and also doing another assigment. Because of that, some of the students did not really understand about the material and the student fell difficult when they have to write.

One of the factors that makes them lazy and bored in writing is because of the strategy that used by the teacher . Therefore, an attractive strategy, used by teacher will make students more enthusiastic.

Cooperative learning is one of the teaching methods in english Learning. Cooperative learning is based on group work.³But it is also so much more than that. The core element of cooperative learning is to showcase the positive effects of interdependence while underlining the importance of personal responsibility. This happens naturally in cooperative learning since students work with one another, but they all have a different task to accomplish or concept to explain. Cooperative learning is very effective to use by teacher because can make student more active and can help the teacher when the teacher teach the material. There are many strategies in cooperative learning one of them is an Example non Example strategy.

³Chris Zook, *Applied educational system*, aeducation blog.com, accessed from <https://www.aeducation.com/blog/what-is-cooperative-learning-and-how-does-it-work%3fhs-amp=true>. On 11 oktober 2019, at 20.30.

Example Non Example strategy is a learning strategy that use picture to convey learning material.⁴Example non example strategy use picture through the LCD / OHP, Projector or Poster. The picture that the english teacher use must be clear and visible from a distance, so students behind can also see clearly. The use of picture is arranged and designed so that students can analyze the picture into a written form about what is in the picture. Therefore Example non Example strategy can used by the english teacher in teaching learning process with the suitable material like Procedure Text.

Procedure text is a piece of text that give the readers instruction for doing something.⁵Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It means that procedure text is a type of text that aims to describe a command or instruction on how something is achieved in the correct sequence or step. Where procedure text the material will be suitable use Example non Example strategy with this strategy the teacher can use a picture to show for student to discuss together with his group such as, the teaching process of procedure text that happen in SMP Ma'arif 1 Pamekasan.

In SMP Maarif 1 Pamekasan The teacher use Example non Example strategy in teaching learning process to make students more interesting in writing and not feel lazy, bored, and sleepy when the teaching learning process occur. To make interaction and cooperation between one student to another

⁴Fendi, Arif, "Penerapan metode pembelajaran example non example untuk meningkatkan keaktifan dan hasil belajar dasar-dasar pemesinan". *Jurnal taman vokasi 1(juni 2018)*.p., 101.

⁵Siti Aimah,"Demonstration as a medium in the teaching of writing procedure text".*jurnal unimus.ac.id 2 (juli – desember 2011)*p.,155.

students in the form of group, because this strategy can make student easy to understand about what are they learn and what are they must write after see the picture that the Teacher gives. And this strategy also help the teacher to teach the material exactly writing procedure text, so this strategy suitable use in prosedure text.⁶ become a teacher must know how to make the student interesting with the subject and more active because how far the students experience the knowledge depend on the how the teacher strategy in teaching learning process.

Based on the statement above the researcher decide to choose the study with the Title **“The Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan”**

B. Research Focus

Creswell stated that the research focus needs to stand on its own and be recognized as distinct step because it represents the problem addressed in the study.⁷

In conducting research, the focus of research is needed as an important thing in determining the direction of research.

Therefore, the author will focus the research as follows:

1. How does the English teacher use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan?

⁶Mr. Faqih, The English Teacher of SMP Maarif 1 Pamekasan,interview (9 Oktober 2019)

⁷Jonh W. Creswell, *Educational Research, Planning, Conducting, and evaluating, Quantitative and Qualitative Research, 4 th ed* (Boston : Pearson, 2012)p.,59

2. What are the advantages of Teacher and students use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan?
3. What are the disadvantages of Teacher and students use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan?

C. Research Objective

According to John W. Creswell, research objective is a statement of intent used in qualitative research that specifies goals that the investigator plans to achieve in a study.⁸

The author wants to have goals to be achieved, so that the results obtained are in accordance with what we expect. The objectives of this study are as follows:

1. To describe How does the English teacher use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.
2. To find out the advantages of Teacher and students use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.
3. To find out the disadvantages of Teacher and students use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

⁸Ibid. 111.

D. Research Significant

This section explains the usefulness or importance of research, both scientific uses and social use. Scientific use in the development of science, while social use is directed as a effort and stages in solving social problem.⁹The result of this research has significant such as :

1. Theoretical Significant

The important things in theoretical significance are to enabling the readers give some contribution to success learning language especially in writing. And the result of this resarch can be us become as reference for the researcher and theacher use example non example strategy of writing Procedure text or not because this research very needed for the researcher in future.

2. Practice Significant

a. For Teacher

By use Example Non example strategy of writing Procedure text will make teacher easily to teach the material.

b. For The Student

Student understand more about the material because they can discuss with their group and this strategy can make student be active.

c. For the Researcher

This research will contribute the information about Example non Example strategy of writing procedure text when the researcher becomes a theacher.

⁹*Pedoman Penulisan Karya Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negeri (Pamekasan: STAIN PMK Press, 2015)p.,18.*

E. Scope and Limitation

Things that need to be explained in this section are the limits of the variables of the research, population or subject of research, and research location.¹⁰

The scope of this research is focused on Example non example strategy of writing Procedure text, while the limitation is the students at Ninth grade in SMP Maarif 1 Pamekasan in the 2019 – 2020 School year.

F. Definition of The Key Terms

This section describes the terms used so that there are similarities in interpretation and avoids the obscurity of meaning.¹¹ Explanation of the definition of terms as bellow :

1. Writing is activity deliver thought, idea, and someone feeling that express in paper.
2. Procedure Text is a text that contains of how to make and to do something.
3. Strategy is create appropriate teaching learning environment which help the students in attaining teaching learning objectives.
4. Example non example strategy is one of strategies from Cooperative learning, this strategy can help the english teacher easily to conver learning material by using picture.

¹⁰*Pedoman Penulisan karya Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negeri (Pamekasan: STAIN PMK Press, 2015)p.,11.*

¹¹*Ibid. 23.*