

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is one of the subjects that need special attention because, in theory, and application, it is an essential field of study because it is an international language. Preparing students to study abroad requires them to know everything in English. (David Crystal, 1997), states that most countries use English as a communication tool when they are abroad. This statement is supported by various countries, making English the mother tongue and second language of every country. All news discourse on the internet has also used English as an optional language in its use and every piece of information or book provided is in English as a translator (Nishanthi, 2018). Moreover, we will prepare students to face the world of the digital era. Junior high school students are already expected to have a solid understanding of English lessons.

English has four skills that must be understood and taught, starting with writing, reading, listening, and speaking. In handwriting, students can express their thoughts in a written form. This classwork aims to develop students' ability to effectively express themselves. Recount, explanation, narrative, procedure, analytic exposition, spoof, news item, review, anecdote, report, and descriptive are some of the genres used in teaching writing. A descriptive is a text that describes or explains an object to the reader. According to (Gerot & Wignel, 1994), this text describes a certain individual, location, or item. Section of the text is determined by the details presented. Supported by the initial observations of a writer at SMP Negeri 5 at the eighth grade Percut Sei Tuan on August 2, 2021, a

writer could see the lack of attention students paid to English subjects so that learning outcomes in English were low. This is also confirmed through a brief interview by the writer with one of the teachers at SMPN-5. Those students were still less interested and low in understanding English learning, especially in writing skills.

The pupils of SMP Negeri 5 Percut Sei Tuan, particularly in grade eight, poorly understand the descriptive text. Based on initial observations, the writer also found structural errors in the descriptive text of the eighth grade SMPN 5 Percut Sei Tuan students. First, students write unstructured descriptive texts, meaning that they only describe something without paying attention to the structure of the descriptive text, because in descriptive text, not all assessments depend on grammar. (Omalley & Pierce, 1996), state that writing should not only focus on grammar. Writing must also pay attention to structure and idea-taking. In this phase, the teacher plays a role in helping students find ideas for their texts. Writing is a difficult thinking skill because before they can write, they have to create content, connect one sentence to another. (Linse Caroline, 2005), states that writing is an ability that can produce information. But when they write, they need time to think to find an idea that can be applied to a sheet so that what they write can be directed and organized. This is also supported by (Oshima, 2007), writing is a radical activity that requires a material or idea to be able to develop writing. In addition, is because students only learn by watching videos and listening to voice recordings from their teachers. According to (Castellanos-Reyes et al., 2020), the previous researchers gave the opinion that only a small learning system can face this situation, COVID-19. They are just focused on using video in their

communication with the learners. Teachers also sometimes use Google Meet as a medium for learning, but students are often bored and put down their cellphones and just leave. This can be seen when the teacher mentions the students' names. Students do not respond. This happens because the method used by the teacher is the lecture method, where the teacher only explains the descriptive text and its structure and only occasionally invites students to participate in learning.

The writer also proves that students are still lacking the ability to produce descriptive text. The writer uses the scores from numerous elements of the results to determine how well SMPN-5 students' abilities in writing descriptive text fit the criteria.

Table1. 1 Score of Preliminary Descriptive text

N0	Students Identity	Aspect	Higher Score	Score	KKM	Total
1	An	Content	4	2	75	70
		Organization	4	2		
		Grammar	4	3		
		Vocabulary	4	4		
		Mechanics	4	4		
2	Pr	Content	4	2	75	50
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	2		
3	Pt	Content :	4	2	75	53,7

		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
4	Yw	Content	4	2	75	51,2
		Organization	4	3		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	1		
5	Vp	Content	4	2	75	70
		Organization	4	2		
		Grammar	4	3		
		Vocabulary	4	4		
		Mechanics	4	4		
6	Ca	Content	4	2	75	60
		Organization	4	3		
		Grammar	4	3		
		Vocabulary	4	2		
		Mechanics	4	2		
7	Cs	Content	4	2	75	60
		Organization	4	3		
		Grammar	4	3		
		Vocabulary	4	2		

		Mechanics	4	2		
8	Jm	Content	4	2	75	42,5
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	1		
		Mechanics	4	1		
9	Ms	Content	4	2	75	45
		Organization	4	1		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	2		
10	Ps	Content	4	2	75	60
		Organization	4	3		
		Grammar	4	3		
		Vocabulary	4	2		
		Mechanics	4	2		
11	Ty	Content	4	2	75	48,7
		Organization	4	2		
		Grammar	4	1		
		Vocabulary	4	2		
		Mechanics	4	3		
12	Of	Content	4	2	75	62,5
		Organization	4	2		

		Grammar	4	3		
		Vocabulary	4	3		
		Mechanics	4	3		
13	Jt	Content	4	2	75	66,2
		Organization	4	2		
		Grammar	4	3		
		Vocabulary	4	3		
		Mechanics	4	3		
14	Yn	Content	4	2	75	46,2
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	1		
15	Sn	Content	4	2	75	75
		Organization	4	3		
		Grammar	4	3		
		Vocabulary	4	4		
		Mechanics	4	4		
16	Sr	Content	4	2	75	50
		Organization	4	3		
		Grammar	4	1		
		Vocabulary	4	2		
		Mechanics	4	2		

17	Dp	Content	4	2	75	53,7
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
18	Gs	Content	4	3	75	61,2
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
19	Hm	Content	4	2	75	55
		Organization	4	3		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	2		
20	Ds	Content	4	3	75	71,2
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	3		
		Mechanics	4	2		
21	Ts	Content	4	2	75	55
		Organization	4	3		
		Grammar	4	2		

		Vocabulary	4	2		
		Mechanics	4	2		
22	Kr	Content	4	2	75	50
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	2		
23	Jb	Content	4	3	75	68,7
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	3		
		Mechanics	4	4		
24	Pl	Content	4	2	75	60
		Organization	4	3		
		Grammar	4	3		
		Vocabulary	4	2		
		Mechanics	4	2		
25	Ss	Content	4	2	75	58
		Organization	4	3		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
26	Lt	Content	4	3	75	57,5

		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	2		
27	Rp	Content	4	2	75	53,7
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
28	Jm	Content	4	2	75	62,5
		Organization	4	3		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	4		
29	Hs	Content	4	3	75	61,2
		Organization	4	2		
		Grammar	4	2		
		Vocabulary	4	2		
		Mechanics	4	3		
30	St	Content	4	2	75	58,7
		Organization	4	3		
		Grammar	4	2		
		Vocabulary	4	2		

		Mechanics	4	3		
	TOTAL					$\Sigma =$ 1,737
	MEAN					$X = 57,9$

The writer can see from the test results that the student's writing ability is still inadequate, especially when it comes to composing descriptive language. In this study, the writer will use the example non-example method to help students to write and attract interest stimulating pupils' abilities to put down their ideas in descriptive writing. Students need an example-non-example method because of the many sources and journals that the writer reads. This method is very helpful for students with writing problems. They agree that this method can reform college learning outcomes (Mahmudi & Nadhifah, 2020). This method uses images as a compass for students to write. So that students can relate any ideas they may have for writing, it can provide a more detailed and complex explanation. This method also helps students increase their vocabulary because of the use of pictures so that they can easily remember a word. Grammar problems that often occur can be helped when students see pictures so they can write down what grammar is following their writing. This method has proof in one of the journeys Ratnasari & Atmazaki,2020. In their journey example, non-example govern the explanatory text writing skills of Grade VIII students of SMP N 1 Pantai Cermin.

The writer will give the study a title based on the previous rationale. "THE IMPROVING OF STUDENTS' ABILITY IN WRITING

DESCRIPTIVE TEXT BY VIRTUAL CLASS THROUGH EXAMPLE NON-EXAMPLE METHOD AT THE EIGHTH GRADE OF SMP NEGERI 5 PERCUT SEI TUAN"

1.2 The Problem of Study

In line with the context of the study, the writer formulates the study question expressed in the form: “Does the example non-example method improve writing descriptive text in the virtual class of eighth grade at the SMP N 5 Percut Sei Tuan?”

1.3 The Object of Study

The following are the study’s objectives:

To find out whether the teacher’s example non-example method affects the students’ ability to write descriptive text in eighth grade, SMP N 5 Percut Sei Tuan.

1.4 The Scope of Study

To escape the misconstrual of pressure points, the writer would like to extend the scope of the study. In this study, the writer focus on the application of the example non-example method in learning descriptive text in eighth grade SMP N 5 Percut Sei Tuan. Writing is not just an assessment of one aspect, but the whole aspect. So, in this study, the writer will focus on improving the overall assessment of aspects of student writing. Starting from the issue, commencement, grammar, speech, and also the mechanics of fabrication of student vocabulary, spelling.

