EXAMPLE NON-EXAMPLE METHOD FOR IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT

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ABSTRACT

The writer did pre-observation and saw the difficulties of students in writing essays in vocabulary, structure, and grammar. This study aims to determine whether the non-example method improves students' ability to write a descriptive text. The population of this study was students of SMPN5 Percut Sei Tuan with a total of 8 classes. Only one class, namely VIII-6 with 30 students as the sample in this study. The researcher used the CAR (Classroom Action Research) method with a total of 2 cycles. Researchers have conducted research with five meetings in four stages: planning and observation. action, and reflection. quantitatively the researcher started the pre-test with a total score of 1953,3 with an average of 64.5. In the first cycle, the total score was 2204.05 with an average of 73.4. The researcher again conducted a post-test in cycle II to achieve the learning success requirement of 85%. In cycle 2 the total score was 2621.6 with an average of 87.3. Qualitative data taken from observation sheets, interviews, and the author's daily notes show that students understand teaching more easily and can attract students' attention with image applicators that guide students to write essays. This proves that the example non-example method can improve students' writing skills. and has a significant difference from before without using the method

Keywords: *Increase; Descriptive text; Example Not Example*

INTRODUCTION

The quality of writing on Junior High school becomes low because of students have difficulty finding references to be included in an essay and lack in vocabulary. Reporting from various journals, the Example Non-example method is one method that has been successfully used in improving students' English skills. In a journal (Marsela et al., 2021) applying this method can increase the student graduation from 34.46% to 77.27% this research does not focus on a material, the

writer only uses methods to improve learning outcomes. In this study writers will focus to rise students writing descriptive teks skill. This is because the image media used by the teacher to carry out the teaching process can increase student interest in learning.

Using image media can stimulate cognitive development and language development. This method can also help increase students' vocabulary in writing texts because it uses the image in question. The picture is a media tool to connect one image to another so that students understand more easily than just using words. The relevant research is from (Marsani, 2018). The goal of this research was to find out a posteriori proof about the appearance of using Example Non-Example on graduates' speaking skills. Meanwhile in this study, writers use this method to improve writing skill especially in descriptive text.
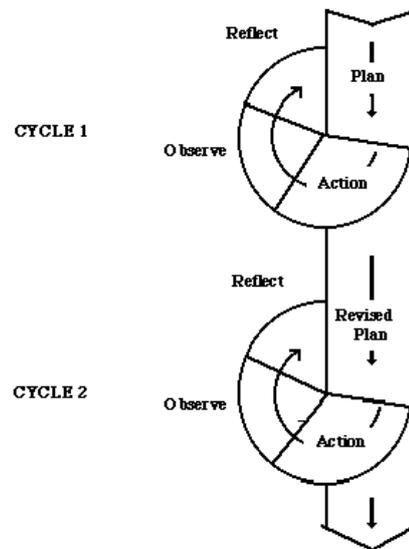
This is also explained by (Istiriani, 2012), this method is learning by presenting material to learners through a parade applicable bitmap, and intellects have the opportunity to parse the images single or in groups and discuss the images. We can apply this method in the teaching process using the following stages. (Suprijono, 2009) stated step-by-step learning model Example Non-Examples are the educator preconditions the pictures to correlate to the learning objectives, the acquire pastes the abstraction on the sheet or displays it via OHP. Because the learning system is virtual, the teacher only shares the screen through the Google Meet application, the lecturer imparts recommendations and allows students to focus on an item and identify it,the results of the picture analysis session are recorded on paper through group discussions of 2-3 schoolchildren, every team is provided the chance to examine the outcomes of their conversation, the teacher begins to explain the content based on the objective and scope, conclusion in writing. Following to (Pangkey et al., 2019)Example non example is the method that we use by LCD/OHP teacher is prepare and show to all students and they can look at and arrange all the images presented. 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?"

MATERIALS AND METHOD.

When we want to find out something we must-have tools and materials to find results. In this study, the authors used a research design classroom action research. (Stephen Kemmis, 2014), stated that the contributor researcher's in technical action research is to regulate and enhance the outcomes of her or his practice. The practice is viewed as a means to an end that can be enhanced to make it more effective or efficient in achieving predetermined goals. Improved test results for a batch of students.

Based on the explanation of the previous background, the author will use the value of student learning outcomes as a result of this research so that researchers must enter the classroom. There are 30 students used in the sample. Students are asked to write a descriptive text about school in at least 120 words in 30 minutes. Sampling using random sampling is done with a lottery system. To obtain the sample, the writer will use random sampling and select a grade VIII-6 which consists of 30 students with this theory get from (ARY et al., 2010)

Observing the actions of students in class is intentionally done simultaneously in the teaching process carried out by the teacher and students, this has been proven by (Elly et al., 2021). The data-gathering technique involves administering two cycles, cycle 1 and cycle two if the second cycle is successful the research can stop in cycle two, but if it is unsuccessful the writer must make the next cycle until it is a success. There are four phases in each cycle. Planning, action, observation, and reflection. The research procedure is depicted in the graphic below:

Source: (Stephen Kemmis, 2014)

Figure1. Simple Action Research Model

This research will take two data, both quantitative and qualitative. Quantitative researchers use student intent. In writing a descriptive text of at least 120 words for 30 minutes with a school topic. The assessment score will use the formula:

Assessment is the step to teacher will see how far the students can see are the students can follow the material (Pangkey et al., 2019). According to (Brown, 2007) several aspects can assess students' writing results, with a percentage assessment system as are : content 30 % contains ideas that are interconnected and have a consistent focus, including topics and details, organization 20% contains the effectiveness of introduction and conclusion in other words identification and description in the text description, grammar 20% contains present tenses and agreement, vocabulary 15% contains a lot of vocabulary and a few repetitions, mechanics 15% contains vocabulary with correct spelling and proper function.

$$Score = \frac{3C + 2O + 1{,}5\,V + 1{,}5M}{4} \times 10$$

A weighted value of 1-4, with 1 the smallest weight value up to 4 . Qualitative data are taken from a scenario that improves the teaching and learning

process in the classroom. There are three types of data taken observation sheets, interviews, and diary notes.

Sheet of Observation

During the teaching and learning process, the observation was employed to record all of the conditions that occurred. One of the most successful strategies for complementing the format and observations as an instrument is to use this method. Making observations, according to this researcher, can also be used to provide an assessment on a multilevel scale. It is indicated, for example, in researcher observations to determine the teaching and learning process in the classroom. (ARY et al., 2010), as the observer, the English teacher filled it out. It was focused on the teaching-learning setting in which the example non-example approach was employed; learners' activities and conduct; students' achievement in producing descriptive text; and teacher-student interaction.

Interview Sheet

The interview was done with students. The interview was done three times, the first one to determine students' difficulties in writing English, the second to find out the students' opinion about example non-example method, and the last to find out the students' opinion on online learning.

Diary Notes

Students had difficulty generating descriptive text at the start of the investigation, according to the diary entries. It was found that many students were not interested to write a descriptive text. But they become interested and enjoyed writing descriptive text after the writer applied the example non-example method. By applying this method they could know how to write a descriptive text.

RESULT

This research was conducted for five meetings from February 11 to March 11, 2022, in SMPN 5 Percut Sei Tuan. VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8 are the same grades. There are 258 students in the education program. The author only teaches one class, VIII-6, which has a total of 30 students. The writer took the sample with a random sampling technique. In five meetings the

writer succeeded in increasing the students' writing scores for two cycles. Student assessment of Harris' theory, can be graded from the lowest to the highest level. Before applying the non-example method, the researcher wanted to see how far the intellects were able to write a descriptive text. Settled the results of students' answers in descriptive essays, this statement demonstrates on the desk below.

Table 1. Students' Score in a pre-test

Grade	Criteria of Assessment	Frequency	Percentage (%)
91-100	Excellent		0
81-90	Very good		0
71-80	Good	11	36,7
61-70	Fair	7	23,3
51-60	Poor	10	33,3
Less than 50	Very poor	2	6,6
	Total	30	100%

The data above shows that only 36.7% of students scored 71-80 of them, only four students could exceed the standard value of the curriculum.

Table 2. Students' Score in Cycle-I

Grade	Criteria of Assessment	Frequency	Percentage (%)
91-100	Excellent		0
81-90	Very good	9	30%
71-80	Good	11	36,7
61-70	Fair	7	23,3
51-60	Poor	2	6,7
Less than 50	Very poor	0	0
	Total	30	100%

Starting from the pre-test to post-test assessment in cycle 1. There are 12 students who have been able to pass the minimum standard of the curriculum. The author again conducted a post-test for the second cycle. In the regulations of the

Ministry of National Education, learning it is written that to be successful if it reaches an average of 85%.

Table 3. Students' Score in Cycle-II

Grade	Criteria of Assessment	Frequency	Percentage (%)
91-100	Excellent	10	33,3%
81-90	Very good	11	36,7%
71-80	Good	9	30%
61-70	Fair	0	0
51-60	Poor	0	0
Less than 50	Very poor	0	0
	Total	30	100%

In this post-test the lowest number of students is 71,2 points, the highest is 100 points then the total score of a student is 2612,6 so the mean of the student is 87,3. The writer gave assignments to students after giving online teaching using WhatsApp and Google Meet applications. During the assignment, students are prohibited from leaving the meeting before the assignment is given to the teacher. The result of student's scores in the writing test who got scores≥75 in each cycle.

Pretest $\quad P1 = \frac{4}{30} \ X \ 100 = 13,3\%$

Post-test 1 $\quad P2 = \frac{15}{30} \ X \ 100 = 50\%$

Post-test 2 $\quad P3 = \frac{29}{30} \ X \ 100 = 96,6\%$

The writer also found the result from qualitative data.

Observation Sheet

The writer made observations during five meetings. There are several points proposed by the author as an assessment of students who enter the meet room on time. Before doing the pre-test, few students responded to the teacher's greeting. Students also come in late during meetings. Some students have difficulty understanding following the learning process so the author sometimes continues the

discussion privately with students who still do not understand through WhatsApp chat. Other students respond to the teacher's explanation well. Students want to open the camera while in the online teaching process. Many students who are experts in the subject of discussion distinguish non-example examples of images related to the topic.

Interview

Interviews were conducted by the author at the last meeting, three students were taken randomly. Each student is given one question. Students give their opinions via WhatsApp it's about their difficulties in writing descriptive text. Difficulties often occur because it is too difficult to determine the topic and write in the first word to the text. Students often describe what they are going to explain without introducing it. Students are also often confused in combining vocabulary to become correct sentences in English. Next opinion about the example non-example method. They are very helpful because of the picture as a guide. Student opinion about online classes, students prefer face-to-face but in this situation, students must be able to adapt to online learning

Diary Notes

The author conducted research from February 11 to March 11, 2022, during 5 meetings the writer found that a lot happened. On the first day, there were still many students who didn't join the google meet. Students respond more often via WhatsApp. On the second day before the researcher started the study, the writer gave information so that students entered google meet in learning the example non-example method. So that students are willing to join through Google meet even though they don't turn on the camera but still respond to the teacher's explanation and they are active in distinguishing between example and non-example images. Then on the third day, the post-test was carried out for the first cycle. Many students only join via WhatsApp because it is raining so the signal is bad. The teacher no longer does the explanation. The fourth day is due to the low grades of students. The writer returned to cycle 2 but on the fourth day, the writer explained again about example non-example. Students want to turn on the camera and only four students still join via WhatsApp. The fifth day is a Post-Test for cycle 2. Students joined on time and understand more about how to apply the example non-example method.

DISCUSSION

Example non-example (Istiriani, 2012), this method is learning by presenting material to learners through a parade applicable bitmap, and intellects have the opportunity to parse the images single or in groups and discuss the images. This means that pictures can improve writing skills. This method has been used by several previous researchers from speaking to writing. Relevant research to support this study is from (Ratnasari & Atmazaki, 2020). The title of this research is "The Influence Example Non-Example Learning Models and Student Creativity on Writing Skills". This research also uses the example non-example method. The difference between the two studies previously aims to prove whether the application of this method can affect students' creativity in writing, while this study focuses more on improving students' writing skills in a specific genre, namely descriptive. In addition, this research used a pre-experimental design, and the object at SMP Negeri Percut Satu Pantai Cermin was conducted in 2019.

Non-example examples have been used to improve students' writing at SMPN5 Percut Sei Tuan. The authors found an increase both qualitatively and quantitatively. According to the author, many have used this method in writing.

From this research, the writer can find an improvement in students' writing so that the author strongly supports and suggests that further research in teaching this method can be used even more so that students understand more about essay writing and have a lot of vocabulary to be poured into the text.

CONCLUSION

Based on the result of the study, after applying the example and non-example method in this study, it was found that the student's scores increased from the total scores in the first cycle which is 2204,05, and the second cycle namely 2621,6. It means that there was an improvement in the student's ability to write descriptive text through the example and non-example method. The analysis of the quantitative data showed that the scores improved from the first test and the last test eventually.

Furthermore, it was also proved by the observation sheet, interview sheet, and diary given before the last meeting showed that the example and non-example method is interesting in writing descriptive text. While the interview sheet showed

that students were interested in example non-example. The writer's diary also showed not only the score but also the duration of the students. Previously they completed the text in forty minutes and above. However, after post-test cycle II students who joined Google Meet submitted their assignments on time in thirty minutes. So the writer concludes that the example and non-example method can improve the students' achievement in descriptive text.

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