



The Effect Of Using Example non Example Method Toward Students' Writing Ability in Narrative Text at The Tenth Grade Students Of SMA N 3 Mandau

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ABSTRACT

Keywords:

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This study dealt with the effect of using example non example method toward students' writing ability in narrative text at the tenth grade students of SMA N 3 Mandau. The purpose of this study was to determine the significant effect of using example non example method students writing ability in narrative text. The researcher use quasi- experimental research design with quantitative approach. The population of the research was the students at the tenth grade students of SMA N 3 Mandau which has 429 students consists of twelve classes. Two classes, X1 and X5, with a combined student body of 72, were used as samples by the researcher. One class served as an experimental class that received treatment, while the other class served as a control class that did not receive treatment. The students were selected by using cluster random sampling. One method of gathering data was by using a written exam. The independent sample t-test from SPSS 22 shows that there was a significant difference in the writing skills of the students in the post-test experiment class compared to the post-test control class, it showed that sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). t mean there was significant difference on studnets' writing ability between experiment class by using Example non Example Method and control class without using Example non Example Method.

Introduction

Writing is one of the activities performed by English students. The students have been studying the subject of writing since Junior High School. Writing is an activity that can express ideas and provide information that is expected to produce good writing. This supported by (Brown, 2000) Writing is a written product of thinking, drafting and revising that require specialized skills in how to generate ideas. Students are asked to have a lot of vocabulary to make it easy for them to write. One of the problems in writing is the lack of vocabulary and not being able to generate ideas.

To improve the student's writing skill in English, the teacher must create the class become fun and active. They are many ways to make the classroom active and fun. One of them is the use of the Example non Example Method. Example non example method is a learning method that presents material to students by showing relevant pictures and students have the opportunity to analyze the pictures individually or in groups and discuss them. Examples Non Examples is learning that uses pictures as media to convey learning materials. It aims to encourage students to learn to think critically by solving problems contained in the example images presented (Huda, 2014). Then it is designed so that students can analyze the image and then briefly describe the content of an image. Examples non Examples is one of the cooperative learning methods that uses pictures and videos related to the basic competencies.

Example non example method is learning that uses pictures as learning media designed for children to analyze pictures into a short description (Amiruddin, 2021). This method can be used in learning writing especially in writing narrative text. By providing pictures in writing text, students will more easy understand the structure of narrative text and help students to learn effectively.

Therefore, it can be conclude Example non Example is a learning method using pictures as media to improve students understanding and creativity. Example non example method can help students in expressing their ideas and opinions into writing.

Example non Example Steps

- 1) Steps of learning examples non examples (Suprijono, 2009).
 - a) The teacher prepares the pictures according to the learning objectives.
 - b) The teacher pastes the image on the board or goes live via LCD.
 - c) The Teachers give instructions and give students the opportunity to pay attention/analyse images.
 - d) The outcomes of the discussion of the picture analysis were documented on the paper following a group discussion involving two to three students.
 - e) Every group has the chance to read the discussion's outcomes.
 - f) Teachers begin by explaining the content in accordance with the objectives to be met, starting with the comments and discussion outcomes of the students.
 - g) Conclusion.
- 2) Learning steps of Examples Non Examples can be done as follows. (Huda,

2014)

- a) Teacher prepares pictures that suit with the purpose of learning.
- b) Teacher attaches picture on the board or aired over the LCD.
- c) Teacher makes several groups that consist of 2-3 students.
- d) Teacher gives instructions and a chance for each group to pay attention or analyze the picture.
- e) Noting the result of discussion from picture analysis on the paper.
- f) Allowing each group to read out the result of their discussion
- g) Based on the comment or students' discussion, teacher explains the material according to the goals of learning
- h) The Conclusion

On implementing the example non example Method, the English teacher uses the step which proposed by Huda. Those steps are applied in teaching learning process by English teacher. This method can be used in teaching writing.

Writing is one of the four language skills. It is a productive skill in addition to speaking. The ability to write effectively is becoming increasingly important in our global community, whether in a second or foreign language. Writing is the ability to express ideas, feelings, opinions, in written form. This indicates that writing is more than just using a pen and paper to write; it is a written piece that expresses the writer's abilities. To write clearly and precisely, there are additional processes that must be followed.

Writing represents what is in the mind. Writing is a basic skill. To get new ideas writers can use versatile skills (Graham, 2019). Writing helps many people to communicate and interact with each other in the world by writing letters. The ability to write well builds a very close relationship with academic and professional success. Writing is a progressive activity (Oshima & Aan, 2007). This means that when we first write something down, we are already thinking about what we are going to say and how we are going to say it. Then when we are done writing, we are ready to proofread, therefore, writing is never a single step, but a process that has several steps.

Writing can refer to two things, namely writing products and the writing process. Examples of writing products are books, magazines, and manuscripts. Meanwhile, the writing process is a series of processes starting from imagining, drafting, editing, reading, rereading, and final writing. Writing is the only skill that allows students to produce a tangible product, where the product can be touched, can be read, and can be stored for a long period of time (Harmer, 2004). Written language can be read back according to what is needed by the reader.

Based on many definitions, the researcher comes to the conclusion that writing is an activity that calls for the ability to generate words, sentences, and paragraphs in order to convey thoughts, emotions, and opinions in writing. As a result, one of the most crucial abilities that students should acquire is writing. The importance of writing can be seen in daily life and also in social life, such as in education and business. Writing, as one

of the language skills, has made an important contribution to human life. Not only does it record spoken language, but it is also used to preserve the ideas of great thinkers in the past. There are so many records of current activities that can be read by people today, which can also be read in the future. Writing can also be used to convey messages over long distances. From the statements above, researchers can conclude that writing is very important as a medium of communication that can help a person to socialize well, can express ideas, feelings, and opinions so that they can have good interactions with their society, for example when writing letters, application letters, or business transactions.

In writing English, there are many texts that can be used, it includes narrative text. Types of writing into three main areas. They are Narration, Description, and Exposition. (Oshima & Aan, 2007)

1) Narration

Sentences in narrative typically follow the order of time. The events are described in the same order, with one incident happening first, followed by another. An action-process of an action, a series of events, or a story are all told through narration. The story's incidents are typically narrated in the right sequence in which they would actually occur. Perhaps the story is accurate, as it is in news reports, biographies, and historical accounts. The narrative may serve as a novel, novelette, or short fiction. A narrative might describe events that occur over a period of minutes or years.

2) Description

Writing that explains something is called description. Writing about someone or something's appearance and use of space is called description. You might discuss the underneath, exterior, and inside of an automobile if you arranged your paragraphs according to their places. The interior would include the spaces in the trunk, passenger cabins, and beneath the hood. The front, backside, and top would be considered the exterior, while the areas beneath the body, such as the hills, would be considered the underside.

3) Exposition

Writing that explains something is called exposition. It frequently provides answers to the what, how, and why questions. Its goal is to convey concepts in the most understandable way possible.

Narrative is a text that tells a story and entertains the audience (Anderson and Kathy, 2003). Narratives have characters, settings, and actions. The characters, setting, and problem of the narrative are usually introduced at the beginning, the problem is in the middle and the end of the story resolves the problem. Narrative is story writing. When writing a narrative paragraph or essay, you write about events in the order in which they happened. In other words, using the time sequence to organize the sentences. (Oshima & Aan, 1998). Narrative text is a text that tells a series of logically related,

chronological events caused by several factors (Lukens, 2003). Furthermore, he states that the key to understanding a narrative is understanding the plot, theme, characters, and events, and how they relate. Narrative texts talk about troublesome incidents that cause a crisis and eventually find a solution.

From some definition, the researcher concludes that Narrative text is defined as telling a story told by a narrator. A narrative text is a type of written text that tells the story of one or more characters facing a particular situation. Its purpose is to entertain or inform the reader or listener. There are many types of narrative. They can be imaginary, factual or a combination of both, they may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience.

The steps to construct a narrative are: (Anderson and Kathy, 2003)

1. Orientation, the readers were introduced to the main characters and some smaller characters. Some indications are usually given about where the action is located and when it happens.
2. Complication, complications are driven by serious events, in which we usually expect some kind of complication or problem to emerge. It be so interesting if something unexpected didn't happen. This complication will involve the main characters and the ovens that serve (time by time) towards them from reaching their goal.
3. Resolution, In this section, implications can be resolved for better or worse, but are rarely left completely unresolved

Narrative Text tells a sequence of events in an imaginative way to entertain the reader. Writing Narrative Text requires students to release what is in their minds. However, there are still many students who are lazy in writing Narrative text. Symptoms include the following:

1. Students who struggle to articulate their thoughts in narrative texts.
2. Some students find it challenging to write narrative texts in appropriate tenses.
3. Some students was difficulty finding out the narrative text's flow of events.
4. Using their existing vocabulary can be challenging for many students.
5. In writing, some students struggle using correct grammar.

Method

The experimental research was carried out using a quantitative technique by the researcher. A quasi-experimental design was adopted in this study. Quasi-experimental design is used to measure the outcome of a treatment on a group called the experimental group, compared to a control group (Creswell, 2012). The author employed two classes

in this study. One class served as the control group, receiving instruction in the traditional method, while the other served as the experimental group, receiving instruction in the Example non Example Method. The experiment and control classes were given pre-test and post-test. And only the experimental class was treated by using Example non Example Method.

This study was carried out during the 2023/2024 academic year at SMAN 3 Mandau. The research was conducted on March 2024 to June 2024. The reason for choosing the school was based on the experience of the researcher at the school, where he found students' problem in writing causing lack of vocabulary and not being able to generate ideas. A population is any group of individuals who share one or more characteristics of interest. Population is a group of individuals who have the same characteristics (Creswell, 2012). The population in this study were tenth grade students who were divided into several classes total 429 students.

Table 1 : The Population

No	Classes	The Students
1	X-1	36
2	X-2	36
3	X-3	36
4	X-4	36
5	X-5	36
6	X-6	36
7	X-7	35
8	X-8	36
9	X-9	35
10	X-10	36
11	X-11	35
12	X-12	36
	TOTAL	429

Sample is a subgroup of the target population that the researcher thinks will be studied to make generalizations about the target population (Creswell, 2012). The researcher chose Cluster Random Sampling. Population divided into several groups with each group consisting of several elements. Furthermore, from all existing groups, a some groups as samples (Fauzy, 2019). The researcher selected two classes as samples by dividing them into two groups, one as the experimental class and the other as the control class. The experimental class will be given treatment using the Example non Example Method, and the control class is not given treatment. Class X-1 and Class X-5 were chosen as samples because both classes have the same aspects and the environment around the class is also the same.

Table 2 : The Sample

No	Sample	Function	Total
1	Class X-5	Experimental Class	36
2	Class X-1	Control Class	36
TOTAL			72

Finding and Discussion

The Data Descriptive Statistic

Table 3: Descriptive Statistic

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	36	24	52	76	63.83	6.259
Post-test Experiment	36	24	65	89	79.33	6.297
Pre-test Control	36	24	44	68	55.83	6.610
Post-test Control	36	24	60	84	72.36	6.039
Valid N (listwise)	36					

According to the above table, the experiment class's pre-test score ranged from 52 to 76 for the 36 students. The pre-test experiment class mean is 63.83, and the pre-test standard deviation is 6.259. The experiment class's post-test scores range from a minimum of 65 to a high of 89 for the 36 pupils. The post-test class mean is 79.33, with a standard deviation of 6.297.

In contrast, the control class 36 students' pre-test scores ranged from a minimum of 44 to a maximum of 68. The pre-test control class's mean is 55.83, and its standard deviation is 6.610. The final post-test score for the control group, which consists of 36 students, ranges from a minimum of 60 to a maximum of 84. The pre-test control class's standard deviation is 6.039, whereas the post-test control class's mean is 72.36.

Data of Normality Test

Table 4: Normality test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score Writing	Pre-test						
	Experiment Class	.086	36	.200*	.976	36	.598
	Post-test Experiment						
	Class	.109	36	.200*	.959	36	.200
	Pre-test Control						
	Class	.129	36	.138	.956	36	.158
Post-test Control							
Class	.113	36	.200*	.970	36	.436	

Based on the table 4, known significance (sig) for all data in the Kolmogorov-Smirnov test and Shapiro-Wilk test > 0,05. It can be concluded that the research data is normally distributed. Because the data is normally distributed, it can be used paired sample t-test to do research data analysis.

The Data of Paired Sample T-test

The paired sample t-test is used to determine whether there is a difference in the means of two paired samples. The requirement is that the data is normally distributed. Paired sample t-test was used to answer the problem formulation “The Effect of Using Example non Example Method Toward Students’ Writing Ability in Narrative Text at Tenth Grade Students of SMAN 3 Mandau”. To answer the problem formulation, the Paired Sample T-test was conducted on the Pre-test data of the Experimental class with the Post-test of the Experimental class. Then the Pre-test data of the Control class with the Post-test of the control class. The results can be seen in the following table :

Table 5: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experiment	63.83	36	6.259	1.043
	Post-test Experiment	79.33	36	6.297	1.050

Pair 2	Pre-test Control	55.83	36	6.610	1.102
	Post-test Control	72.36	36	6.039	1.006

According to pair 1 in table IV.7, the pre-test experiment class mean was 63.83, while the post-test experiment class mean was 79.33. while on pair 2, mean of pre-test Control class was 55.83 and mean of post-test Control class was 72.36. it can be concluded that there were significance differences in the average of the students' writing ability at the time of pre-test and post-test.

Table 6 : Paired Sample T-test Experiment Class and Control Class

	Paired Differences					t	df	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Experiment - Post-test Experiment	-15.500	7.557	1.260	-18.057	-12.943	-12.306	35	.000
Pair 2 Pre-test Control - Post-test Control	-16.528	6.704	1.117	-18.796	-14.260	-14.792	35	.000

Considering table 6, in interpreting the paired sample t-test, the researcher compared the data by orienting number of significance. If probability > 0.05, it means that null hypothesis (Ho) is accepted. If probability < 0.05, it means alternative hypothesis (Ha) is accepted. Based on pair 1 outputs obtained sig. (2-tailed) values of $0.000 < 0.05$, it can be concluded that there were significance differences in the average of the students' writing ability at the time of pre-test and post-test. It can be concluded that there is an effect of the Example non Example method to improve students' writing ability. It means the alternative hypothesis (Ha) is approved.

The Data of Homogeneity Test

Table 7: Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
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Score	Based on Mean	.028	1	70	.867
Writing	Based on Median	.359	1	70	.551
	Based on Median and with adjusted df	.359	1	67.023	.551
	Based on trimmed mean	.096	1	70	.757

The significance value (sig) based on mean $0,867 > 0.05$ is known from the table. Thus, it may be said that the post-test results for the experiment class and the control class were similar.

The Data of Independent Sample T-test

Table 8: The Independent Sample T-Test Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Post-test Experiment Class	36	79.33	6.297	1.050
Writing	Post-test Control Class	36	72.36	6.039	1.006

From the table, seen that mean of post-test in Experiment Class was 79.33 and post-test in Control Class was 72.36. Standar Deviation and Standar Error of post-test in experiment class were 6.297 and 1.050, while Standar Deviation and Standar Error post-test in control class were 6.039 and 1.006.

Table 9 : The Independent Sampe T-Test of Post-test Score in the Experiment Class and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Score	Equal variances assumed	.109	.742	4.795	70	.000	6.972	1.454	4.072	9.872
Writing	Equal variances not assumed			4.795	69.877	.000	6.972	1.454	4.072	9.873

The researcher used the orienting number of significance to compare the data from table 9 in order to evaluate the results of the independent sample t-test. A probability greater than 0.05 indicates that no meaningful difference exists. A substantial difference is present if the probability is less than 0.05. Based on score of probability gathered from SPSS 22, it showed that sig. (2- tailed) was smaller than 0.05 ($0.000 < 0.05$). Thus, the researcher can conclude that there are significant difference on students' writing ability between experiment class and control class after giving treatment (Example non Example Method) for the experiment class and without giving treatment for the control class at the tenth grade students of SMAN 3 Mandau.

The Statistical Hypothesis

Based on the independent sample t-test gathered from SPSS 22, it showed that sig.(2-tailed) was smaller than 0.05 ($0.000 < 0.05$). The researcher can conclude that there are significant difference on students' writing ability between experiment class and control class after giving treatment (Example non Example Method) for the experiment class and without giving treatment for the control class at the tenth grade students of SMA N 3 Mandau. It means alternative hypothesis (H_a) was accepted and hypothesis (H_o) was rejected.

Conclusion

Based on data analysis on paired sample t-tests, it was known post-test experiment class and post-test control class can be seen from the independent sample t-test SPSS 22, it showed that sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). It mean there are significant difference on students' writing ability between experiment class and control class after giving treatment (Example non Example Method) for the experiment class and without giving treatment for control class at the tenth grade students of SMA N 3 Mandau.

Based on the result of the research, the researcher concluded that Example non Example Method can used in the learning process to students' writing ability at school, specially at SMAN 3 Mandau. The students' writing ability in narrative text before using Example non Example Method at the tenth grade students of SMAN 3 Mandau had no improvement. It was classified into enough level. The students' writing ability in narrative text after using Example non Example Method at the tenth grade students of SMAN 3 Mandau had improvement. It was classified into good level. And the students' writing ability in narrative text shows. There is significant effect difference on students' writing ability after giving treatment (Example non Example Method) and before

giving treatment at the tenth grade students of SMAN 3 Mandau.

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