

**DEVELOPING STUDENTS' WRITING SKILL THROUGH EXAMPLE
NON EXAMPLE METHOD AT MTS SALOBONGKO**



IAIN PALOPO

A THESIS

**Submitted to The English Study Program of Tabiyah and Teacher Training
Faculty of State Islamic Institute of Palopo for S.Pd. Degree in English Study
Program**

Composed By

SRI AYU KARUNIASARI

Reg. Num. 12.16.3.0157

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO**

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THE STATE ISLAMIC INSTITUTE OF PALOPO**

2016

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Palopo, 02 November 2016

Penyusun,

Sri Ayu Karuniasari

Nim: 12.16.3.0157

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CHAPTER I

INTRODUCTION

A. Background

English as international language has an important role in this globalization era. It is a key to open the word of scientific and technical knowledge which is needed for the economic and politic development of many countries and it is also as a top requirement of those seeking job applicant who master either active or passive English are more favorable than those who do not from that fact, it is obvious that every body need to learn English¹.

In English learning, there are four skills to improve the language namely: listening, reading, writing, and speaking. The goal of people learning language is to be able to speak it. Speaking skill is an important aspect to acquire when learning a second or foreign language and the success of leaning the language is measured from the perfomance of students to speak the language they learned.

Writing is one of skill that have to mastered by the students. Writing is best understood as a set of distinctive thinking processes which researchers orchestrate or organize during the act of composing.²

Writing is the one of the four language skills that is very important to learn. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the first year of senior high school, the basic competency

¹Hasriani, *Improving Students' Speaking Skill Through Debating Activity At The Eleventh Grade Of SMA Negeri 2 Palopo*, (Palopo: STAIN, 2009), p.1

²Linda Flower And John R. Hayes "A Cognitive Process Theory Of Writing" *Kdevries.Net/Teaching/.../Flower-Hayes-81.Pdf*. P.365. (Access On: 05 October 2015).

that should be achieved in the writing English subject is the students have ability to produce and develop simple written text.

Teach students to write well is very important in classroom. That is why the teacher has to employ a good method to provide inspiration for the students. It will motivate them to express themselves creatively through writing. The teacher should give the students many activities to do in order to make the students be creative. In this case, teacher should employ good technique and have good preparation in teaching students.

Writing is one of hard skill and often frustrating the learners when they are asked to do it. There are some reasons why students' unable to writing task when they asked to do it. Lack of grammar, lack of interest to write and the students' disability to different characteristics of text, very rare doing writing task even in their own language, the method teacher teaches and the way how the teacher treat them may these the reason to make the fail to make writing successfully.

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking *about* the language - whether they are involved in study or activation.³

Based on observation in the eighth grades at MTs Salobongko, the researcher found out that students felt difficult in arranging a sentence or even they had no idea to write some words in English. They feel bored because their teacher mostly just gives explanation, task, and drill without giving various models in learning process. The

³ Jeremy Harmer, "*How To Teach English*" (2nd Edition, China: Pearson Education Limited:2007), p.112.

students' writing ability is less because the teachers do not make the environment of class condition interesting.

From the explanations above and the strong desire of finding the solution of these problems, the researcher has motivation to do the research in improving the teaching of writing in class by using Example non Example method, entitled teaching writing by using example non example at Eighth Grade of MTs salobongko.

B. Problem Statement

Based on the problem above the researcher formulates the research question as follow: Is Example non example method effective in improving students writing skills?

C. Objective of The Research

In relation to the problem statement above, this research aims: to find out whether or not the example non example method effective in improving student`s writing skill

D. Significance of The Research

The significanceof the research is expected to have both academic and pratical contributions.

1. Academically, to help teacher/ researcher to find out the alternative way to teach writing and produce the relevant and knowledge for their class to improve their teaching.

2. Practically, the result of this research will be helpful both for students and teacher to reduce the problem in teaching and learning English in writing skill.

E. Scope of The Research

The scope of this research focused improving students' writing skill by using example non example method. However the researcher only focus on one text is used in this research that is descriptive text.

F. Definition of The Term

Based on the title of this research, the researcher gives definition as follows :

1. Examples non examples is a learning method that uses the media or non media as an example. Examples of commonly used and simple might be the case in newspapers or other media such as television, can be more simple or more of the issues emerging in a society that would still fit with the weight of the material to be provided.

2. Writing a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables (syllabic writing), or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic writing).⁴

3. Effectiveness is a measure that states how far targets (quantity, quality, and time) have been achieved. Where the greater the percentage of targets achieved the higher effectiveness.

⁴Unnamed, <http://www.thefreedictionary.com/Writing> (Accessed On: 5 October 2015).

CHAPTER II

PREVIEW AND RELATED STUDY

This chapter⁵¹ deals with some previous related research finding and same partined idea

A. *Some Previous Related Research Findings*

1. Devani Mardiana “Improving writing skill through guided writing at the eleventh year students of islamic boarding school (PMDS) Putri Palopo” based on the result of data analysis, the use of guided writing as a strategy in teaching writing be able to improve students’ ability in writing at eleventh year students of islamic boarding school (PMDS) Putri Palopo.¹

2. Hartawati ”developing students writing ability through picture at the eleventh years students of SMA NEGERI 4 Palopo” based on the titlle of the thesis above state that the picture is effective in improving students’ writing skills trough picture.²

Based on the result of the two previous related research above , it stated that the two method in improving students ‘ writing skill were able to improve students ‘ writing skill . Devani Mardiana state that strategy of guided writing can improved students ‘ writing skill , further , Hartawati state that picture is effective in improving students ‘ writing skill . The researcher then intends to continue the research by using another method , strategy , and technique in improving students ‘ writing skill .

Having explained about previous related research finding of researches will give a statement that pre-questioning can improve the students’ writing skill. It also motivated the researcher to do research by using example non example method. The

researcher formulated a title as follows *“Developing Students Writing Skill Trough Example Non Example Method At Mts. Salobongko”*. In this research, the researcher is going to use example non example method that concerned to the role of the students and teacher in classroom.

B. Writing Skill

Quoted in Oxford dictionary, writing is the activity or occupation of writing for instance books, stories, and article.³ Meanwhile, Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and correction.⁴

Gutierezz stated that writing is a matter of decision making it means the student decides “how to begin and how to organize the task today view of writing as a main skill is the result of its evolution in research and teaching. During the 1970’s, writing was a subsidiary skill for grammar courses. Extensive, repetitive drill exercises were implemented to reinforce speech, through the stress of the mastery of grammatical and syntactic forms. This orientation of writing goes back to the 60’s when behaviorist psychology and structural linguistic theorized language teaching as a hierarchical transmission of knowledge from the teacher to students and language learning was the result of the reinforcement of oral habits.⁵ Based of that we can concluded that writing is a decision made by student how to begin and organize.

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⁴ Alice Oshima and ann Hogue. Introduction to academic writing.(Second edition ; New York: Logman. 1997),p 2

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Meanwhile according to Whitaker that though teachers will be flexible to help their students and meet instructional goals, they also are thoughtful and systematic in organizing for writing. Organizing, of course, refers to planning the curriculum as well as the classroom activities and routines, practices established to help student develop as researchers (and usually as readers and learners in a study area). Often teachers are required to address certain standards and assessment, and in organizing for writing, they keep these curriculum needs/goals in mind.⁶

Furthermore Homestad and Thorson investigate that writing does not have to be a frustrating experience for the foreign language student and teacher, but in order to successfully incorporate writing into the second language curriculum our perceptions of writing have to change. First, we must recognize that there are different types of writing (writing-to-learn, writing as a support skill, writing for communication, academic writing) and that each of these has a place in the foreign language classroom. Second, we must draw on the research in ESL and Composition Studies on the nature of writing and include process-oriented approaches to writing, peer editing, and group conferencing in the foreign language curriculum.⁷

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language - whether they are involved in study or activation. When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide

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moment or practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give re-inforcement to students. This is particularly useful for those who need a mix of visual and kinesthetic activity.⁸

We can conclude that, there are for getting student to write, such as opportunity for language processing, that is thinking about the language and writing used as an idea to help students practice and work with language they have been studying in the class.

Here some reason why authors write: To entertain and or tell a story that is either made-up or from real life, to inform, or give information about someone or something to instruct, or explain how to do something, to persuade or try to get a reader to do something, or believe something.⁹

Based on the following definitions of writing skill above , we can conclude that writing is an activity to share an idea of thought in writing form .

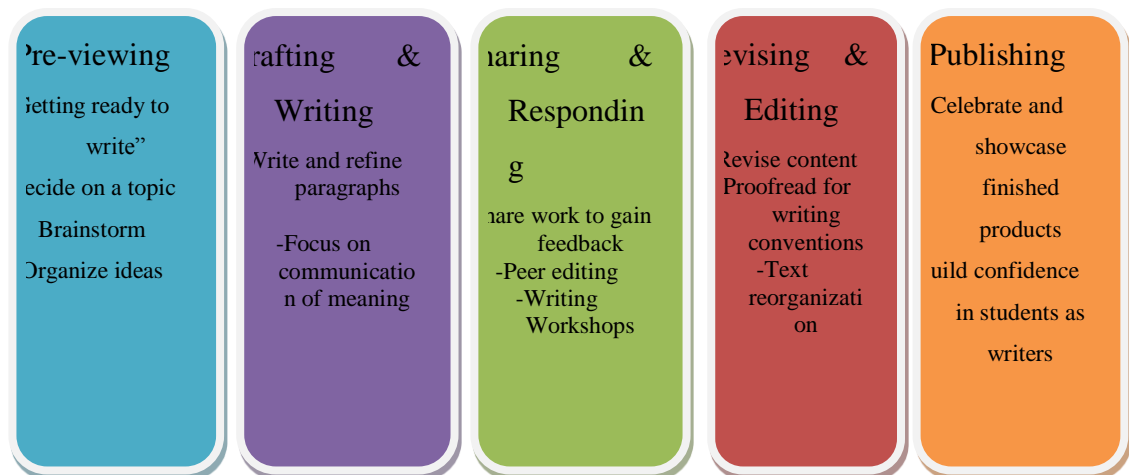
Another kind of writing for learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity. Writing-for-writing, on the other hand, is directed at developing the students' skills as researchers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real- life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself

that is the may focus of attention, in wratten -for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness. It is clear that the way we organized our students' writing - and the way we offer advice and correction - will be different, depending on what kind of writing they are involved in.

C. *Process in Writing*

When students are writing-for rating, we will want to involve them in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting, reviewing and editing what we have written and then producing a final (and satisfactory) version.¹⁰

According to Kameha meha book stated that there are some processes before students write something the step is described as follows¹¹:



¹⁰

¹¹

Harmer investigated that in write something especially in write an essay the students should be attention in this caution, the are some steps in write something such as:

1. Prewriting

Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important aspect of prewriting. In this step the student have to do Make lists of ideas on a topic Read and take notes on a topic Make a cluster, which is a visual map of ideas and concepts related to your topic Ask questions about a topic Discuss ideas about a topic with others and take notes Make an outline of your paper.

2. Drafting

We can refer to the first version of a piece of writing as adraft. This first 'go' at a text is often done on the assumption taht it will be amended later. As the writing process proceeds into edting, a number of drafts may be produced on te way to the final version.there are some way in drafting such as: **Thesis statement**, write a one-sentence statement that is the basis for your entire paper. **Topic sentences**: Each paragraph should begin with a topic sentence that states the main idea of that paragraph. Sufficient support: While your opinions thoughts are important, they cannot be the legs your paper stands on. You need to support you topic ideas by developing the paragraphs with evidence from credible sources. Support comes in many different forms: statistics, researched information, observations, and descriptions. Coherence: This means it all comes together. If an essay is coherent, all

the paragraphs relate to the one before it and all the sentences relate to the one before it. Unity: The idea here is not to veer off into the woods. Stay on the path. Make sure all sentences relate to the topic sentence and all paragraphs relate to the thesis.

3. Planning

Experienced researchers plan what they are going to write .Before starting to write or type,they try and decide what it is they are going to so say.For some researchers this may involve making detailed notes. For others a few jotted words may be enough.Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.But they will have planned ,nevertheless,just as the shopping list researchers has though-at some level of consciousness-about what food is needed before writing it of paper.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence(amongst other things) not only the type of text they wish to produce, but also the language the use, and the information they choose to include.

4. Editing (reflection and revising)

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled researchers tend to look at issues of general meaning and overall structure before concentrating on

detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

5. Editing and Proof Writing

Here is where you check on your spelling and grammar and mechanics. Spell check is your friend! In a research paper, you would also check to see if your documentation is done properly. Most students skip this step, but most teachers take off points for papers that are not proofread. It might be in your best interest to take a look, and sometimes four eyes are better than two. Have a friend look over it, or take it to the writing center for extra help. Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written text to its intended audience.⁶

Meanwhile according to Capella University The recursive, rather than linear, nature of the writing process helps researchers produce stronger, more focused work because it highlights connections and allows for movement between research and the phases of writing. Writing doesn't have to be a one way path.⁷

⁶Jeremy harmer, *op.,cit.* p.343.

⁷ Capella University , "*The Writing Process*" 225 South 6th Street, 9th Floor Minneapolis, MN55402 | 1888 CAPELLA (227 3552) www.capella.edu/.../onlineWritingCenter/.../TheWritingProcess...(Accessed on August 16th 2016).

From those explanations about writing process the researcher concluded that there are some processes or steps before the students write. They must prepare not only the steps of writing but also the theme and idea.

D. Strategy in Teaching Writing

1. Instant Writing

Instant writing is designed both to make students comfortable when writing, and also to give them thinking time before they say the sentences they have written aloud⁸

2. Using Music and Pictures:

Music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany. We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. We can then dictate the first sentence again and have them write a different story.

3. Brochures and Guides:

We can get students to look at a variety of brochures to analyse how they are put together. They can then write their own brochure or town guide, using this analysis to help them. Younger learners may enjoy writing brochures and guides for their areas which give completely wrong information.

E. Types of writing

Students are involved in a variety of writing experiences throughout their education. The following list explains most of these forms of writing :

⁸ Jeremy Harmer. *Op., cit.* p. 346.

1. Narrative writing, tells a personal experience or story and always includes characters, setting, and plot example : short stories, journals, autobiographical, writing about people)

2. Descriptive writing, creates a vivid image in the reader's mind and uses precise details to paint " word pictures " for the reader (example : menu, travel brochure, poster). The criteria of good descriptive writing such as: Contains powerful adjectives, well chosen and interesting verb/adverb choices, descriptions are specific, not general, uses appropriate senses (smell, sight, touch, taste, hear) to describe, original ideas, contains figurative language, interest is created/sustained, there are personal and imaginative elements, not just facts and statistics.

3. Expository writing, informs, explains, clarifies, or defines (examples : research paper, essay, report)

4. Persuasive writing, informs and attempts to convince the reader to take the same stand (examples : movie review, restaurant critique, letter to editor, editorial)

5. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat and dull (example: a VCR manual, driver's manual, a legal document a cookbook).⁹

Meanwhile according to Meer there are four kinds of writing such as:

a. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most

⁹ J.B.Heaton, *writing English Language test*.(new york : longman, 1998),p.148.

common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

b. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

c. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

d. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?"¹⁵

In addition Melly asserted that another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be:

a. Academic writing - includes essays, research papers, reports and so on, each of them may use some of the modes listed above.

b. Professional Writing - writing for academic or scientific journals, business reports, position papers, policy statements, and the likes, because these have to follow a standardized form.

- c. Business writing - includes technical writing, business plan writing, resume writing, letter writing
- d. Copywriting - writing marketing text, grant writing.
- e. Journalists, columnists, article writers (staff or freelance) - these writers write for newspapers and magazines either news articles, commentary or articles which focus on a certain subject.
- f. Non-fiction book writers
- g. Fiction - novelists, screenwriters, playwrights, short stories writers.
- h. Poets¹⁶

F. Criteria of Assessing Writing

According to wellow there are some components in assessing writing such as:

- 1. Content: the substance of the writing; the idea expressed
- 2. Form : the organization of the content
- 3. Grammar : the correct use of syntactic pattern and structural word
- 4. Style : the choice of appropriate structure and lexical items to give a particular flavor or tone to the writing
- 5. Mechanics: the use of graphic convention of the language.¹⁷

Meanwhile according to UTS journal constructively aligned assessment criteria begin with a noun that complements the verb in the assessment tasks objective. For example, if the objective is for students to "explain how concepts in the subject interrelate" one of the criteria might be "Clarity of explanation". That is, the criterion

describes the quality in the assessment task that will be judged during marking. Other commonly used quality words used in criteria include:

- a. Accuracy
- b. Currency
- c. Depth
- d. Impact
- e. Legibility
- f. Originality
- g. Succinctness
- h. Relevance¹⁸

Hence Isaacson stated that student writing can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. These simple classroom help in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.¹⁹

Furthermore, assessment is the gathering of information about student learning. It can be used for formative purposes—to adjust instruction—or summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

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Assessment of student writing is a process. Assessment of student writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. At various points in the assessment process, teachers usually take on different roles such as motivator, collaborator, critic, and evaluator and give different types of response. There are some ways to assess the students writing such as:

- a. Be sure to know what you want students to be able to do and why
- b. Plan and implement activities that support students in meeting the learning goals
- c. Begin giving feedback early in the writing process
- d. Structure opportunities for feedback at various points in the writing process
- e. Be open with students about your expectations and the purposes of the assignments
- f. Do not burden students with excessive feedback
- g. Allow students to maintain control over their paper²⁰

G.Examples Non Examples Method

According to muslimin quoted by suciati example non example method is one of group approach investigation in cooperative which is designed to influenced students influenced and to improve students' academic achievement. The type of learning mean here as alternative to learning model in traditional class and get the students to help each other in a small group and more distinguished by cooperative appreciate than individual.²¹

Example non example method is one of example learning method which is used media. Learning media is a source which is used in teaching learning media. The

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advantage is helped the teacher in teaching process, approaching the real conditional. By media, it is hoped learning process and teaching more communicative and interesting. One of learning process is a picture. Picture media is one of tool which is used in learning process to teaching learning that can help to motivate the students to train their self in developing their creativity. By applying picture media teaching learning hoped can be useful for all of students. So that in teaching learning students hoped be more active, motivated to study.

Example non example is a type of study which is activated the student with with the way, the teacher pin suitable with the goals of the study and other the relevant with the goals of study and then the students get to analyzed and discuss analitic result so that the student can make the essensial concept. The study of example or called example and non example is model of study which is used as a media of the use of media in this picture is arranged in order to the student can analized the picture to be a short description about what kind explained in the picture.

According to Suciati this learning model generally learned trough two way. The concept often we learned out of school trough perception and concept definition it self. Example non example is a tactic that can be used to teach concept definition. The goals of the tactic is to prepare the student quickly by using 2 things, including example and non example from a concept definition before. And gets the students to clasyfied both which is suitable with the concept. Example give a description about something that used for example from the material discussing. By centring the students' attention to example and non example is hoped will

improve the students' knowledge deeperly about the lesson.²² According to Nissa and Ownie investigate that examples non examples is the interesting one that can be applied in teaching descriptive text. Students will work together in a group consisting of 2-3 persons, to analyze the pictures given by teachers. In this circumstance, the students will definitely enjoy the teaching and learning process of writing in which they can discuss and share their ideas with one another, and will get motivated in writing.²³ Hence, Ananda and Ginting stated that Examples non examples method is a teaching model which presenting the materials to students by showing the relevant pictures and students have chance to analyze the pictures individually or in group and discuss about the picture. This method can be used in designing writing class especially in writing procedure text. By providing pictures in writing procedure text, it can make students easier to understand the rhetorical structure of procedure text and help the students the students to learn effectively.²⁴

H. *The steps in aplying example non example*

Example non example is one of the cooperative methods, in applying this Agus Suprijono suggested that the steps as follows²⁵:

1. The teacher prepares some picture which is suitable with the goals of learning.
2. The teacher pin the picture in white board or using LCD

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3. The teacher gives some clues and changes to the students for attentions or analyzed the picture.

4. Trough the discussion by dividing the students into 2-3 students in a group. The result of the picture analyze is noted on the paper.

5. Every group gives change to read their discussion result, the teacher begins to explain that it is suitable with the goals which are wanted to reach.

6. From the students' comment or student's discussion result, the teacher begins to explain the material that suitable with the goal that wants to reach.

7. Conclusions.

I. *The Advantage of Example Non Example.*

Every method have some plus and minus in applying it. And also example non example method has some advantage and disadvantage such as:

1. The advantages of the example non example.

a. The students try to thinking analitically and theyconsept deeply and complex.

b. The students try to descovery or they try to build the concept progresively trough example non example expeinous.

c. The student given something opposite to explore the the characteristic from a consept by compere the part of non example which possible still there are some which is a character from the consept that have been explained in examples part.

2. The disadvanted of example non example soul as:

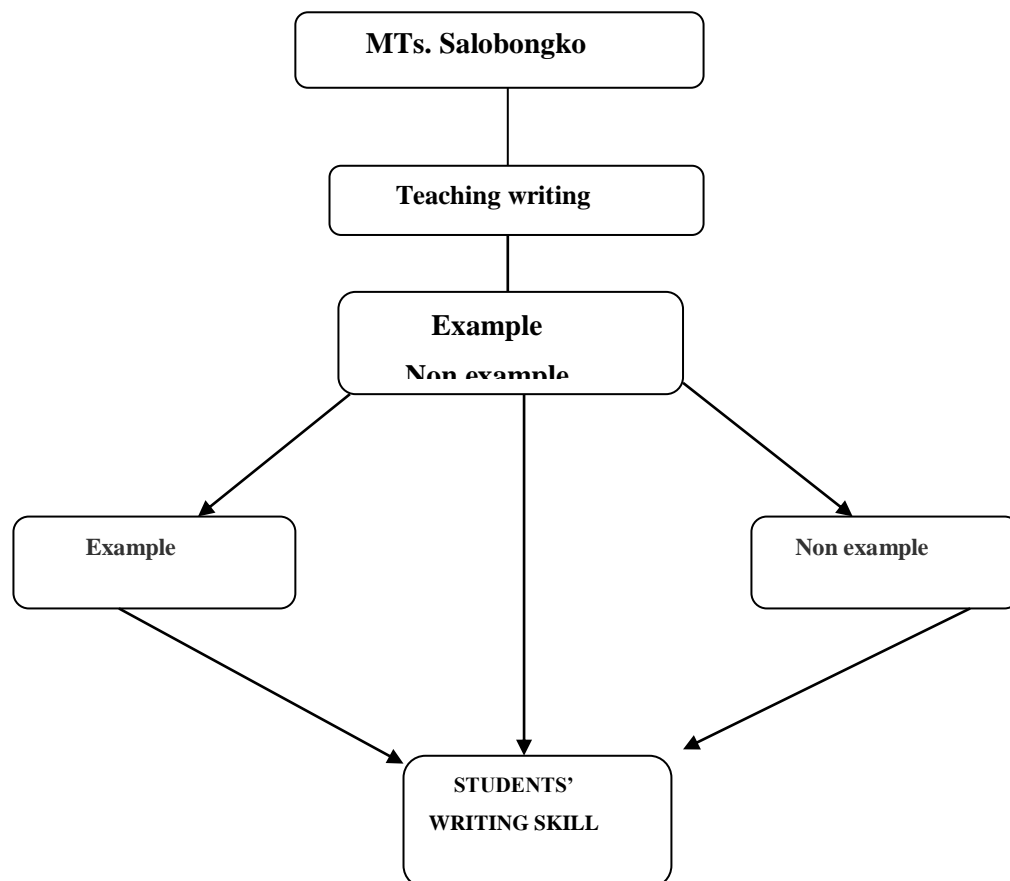
a. Not all material could serve in a picture.

b. Take too much time.

The study of example non example important to do because a concept definition than the physics. By centering the student attention to the examples non examples¹⁰

J. Conceptual Framework

The study focused on students' Writing by using example non example method at MTs. Salobongko, to know the answer of problem statement the researcher described the conceptual framework as shown on the diagram below:



From the conceptual framework above, the researcher conducted on student of MTs. Salobongko and focused on the teaching writing by using example non example

¹⁰Rahman Widodo "Model Example Non Examples" [Http://Ras.Cko.Blog Spot.Com/2011/05/Model.Pembelajaran-Example-Non Example.Html](http://Ras.Cko.BlogSpot.Com/2011/05/Model.Pembelajaran-Example-Non-Example.Html). (Accessed On April 28th 2016).

method by conducting pre-test at the first meeting. The treatment was conducted in 4 times meetings. The last meeting the researcher give the students post test. After conducting the item above, the researcher will analyze the students' Writing achievement.

K. Hypothesis

Based on the previous related literature and the problem statement above, the researcher tries to put hypothesis as follows:

According to Boediono and koster stated that there are two hypothesis such as:

1. Null hypothesis (H_0) there is no significant improvement after teaching the students by using example non example method at MTs. Salobongko.

Alternative hypothesis (H_1) there is significance difference after teaching the students by using example non example method at MTs. Salobongko.²⁶

L. Criteria of Hypothesis Acceptability

In addition, to know whether the pre-test and post-test are significantly different and also to know acceptability of hypothesis, the researcher uses the criteria of hypothesis acceptability, which is

1. If $t_{obs} > t_t$, = H_0 is Rejected
2. If $t_{obs} < t_t$, = H_0 is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

1. Method.

The researcher uses pre-experimental method in this study. This method is used to know the effectiveness of information gap in teaching writing.

2. Design

This study is used experimental research. The formula of research design is illustrated on the table below:

This research employs experimental method which applied one group

perimental	pre-test	treatment	post-test
group			

Where pattern experiment

E = Experimental Group

T₁ = Pre-test

X = Treatment

T₂ = Post Test¹¹

B. Variable of the Research

¹¹Sumadi Suryabrata, “*Metodologi Penelitian*”. (cet.XXIII; Jakarta Pers, 2012), p. 102.

There are two types of variables on this research independent and dependent variable. The independent variable is example non example method and the symbol variable of this variable is X. The second variable is dependent variable; dependent variable is student writing skill and the symbol of this variable is Y.

1. Independent variable (X) is example non example method

2. Dependent variable (Y) is student writing skill

C. Population and Sample

1. Population

The population of this research is consisting at the eighth year class students of MTs. Salobongko. They are divided into four classes ($VIII_1 - VIII_4$) and each class consists of 30 students. So the total number is 120 students

2. Sample

Sample is part of population that can be representative for all of the population. In this case the sample teaching that researcher uses is cluster random sampling. Random sampling is method take from a population by certain way so that the some opportunity to be chosen¹². It chose class $VIII_1$; they were 20 students as sample.

D. Instrument of the Research

The instrument of the research is writing test.

1. Writing Test

Writing test is an instrument that used in this research. The researcher used pre-test to measure the students before give treatment and post-test used to measure the students' Writing performance after treatments has been given.

¹²Ahmad dahan, "devenisi sampling serta jenis metode dan teknik sampling "www.eurekapedidikan.com >homee > penelitian (accesdon Desember 25 th 2016).

E. Procedures in Collecting Data

1. Pre test

In this part namely pre-test, where this is given before the researcher gives the treatment. In this part the researcher is going to give the test that is reading test/ reading assessment. This test is to measure the students' reading comprehension before doing the technique.

2. Treatment

In first meeting :

1. The teacher prepares flower picture goals which is suitable with the of learning
2. The teacher pin the picture in white board using LCD
3. The teacher gives some clues and change to the student for attentions or analysed the picture
4. Through the discussion by dividing the student into 2 – 3 student in a group . The result of the picture analyze is noted on the paper
5. Every group gives change to read their discussion result, the teacher begins to explain that is suitable with the goals which is wanted to reach

In the second meeting :

1. The teacher prepares place Picture goals which is suitable with the of learning
2. The teacher pin the picture in white board using LCD

3. The teacher gives some clues and change to the student for attentions or analyzed the picture
4. Trough the discussion by dividing the student into 2 – 3 students in a group . the result of the picture analyze in noted in the paper
5. Every group gives change to read their discussion result , the teacher begins to explain that it is suitable with the goals which is wanted to reach .

In the third meeting :

1. The teacher prepares food Picture goals which is suitable with the of learning
2. The teacher pin the puicture in white board using LCD
3. The teacher gives some clues and change to the student for attentions or analyzed the picture
4. Trough the discussion by dividing the student into 2 – 3 students in a group . the result of the picture analyze in noted in the paper
5. Every group gives change to read their discussion result , the teacher begins to explain that it is suitable with the goals which is wanted to reach .

In the fourth meeting :

1. The teacher prepares animal Picture goals which is suitable with the of learning
2. The teacher pin the puicture in white board using LCD

3. The teacher gives some clues and change to the student for attentions or analyzed the picture
4. Trough the discussion by dividing the student into 2 – 3 students in a group . the result of the picture analyze in noted in the paper
5. Every group gives change to read their discussion result , the teacher begins to explain that it is suitable with the goals which is wanted to reach

3 . Giving Post-test

After giving the treatment, the researcher will give post test to know the result of the students' writing after teaching by using example non example method.

F. *Technique of Data Analysis*

The procedure in collecting data of this research, the researcher did the test twice that this *pre-test* and *post test*. The data will be compared from the mean of the score of the *pre-test* and *post-test*. After got the data from the score, they were analyzed and processed by using statistic calculation of *T-test* formula. The calculations in this research used IBM SPSS statistics 20.

Classifying the students score by using percentage as cited below:

In this research, the researcher analyzed the data that was collected from the sample by using following techniques:

1. Scoring the students' correct answer from the reading test that was given

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{total number of value}} \times 100$$

2. Calculating the rate percentage of students' score:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = the cumulative frequency of subjects

N = total number of subjects¹³

3. In determining the mean score, standard deviation, test f significance and standard significance. The researcher calculated it by using SPSS 20 and used table distribution to choose the score of t_{count} (t_0).

To analysis the data the write score the best by referring to the rating scale as purposed by J.B. Heaton quoted in Muhammad Basri Wello and Hafsa Amien J.Nur

1. Completion test

Scoring the students` result :

COMPONENTS	SCORE
Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanics	5 ³

Here are classification, score, criteria, of the component above .

1. Content

No	Score	Classifications	Criteria
1	27-30	Excellent to very	Knowledge able. Substantive-imagenerative, etc

¹³ Anas Sudiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p.43.

³ Muhammad Basri Wello and Hafsa Amien J.Nur, *English for specific purpose*, (Ujung Pandang: CV. Surabaya, 1999), p. 76.

		good	
2	22-27	Good to average	Clear and focused, even though the overall result may not be especially captivating.
3	17-21	Fair to poor	Lack of the logical sequence and development idea confusing or disconnected, lacking in purpose or theme.
4	13-16	Very poor	Poor fluency, does not communicate, information is very limited, boring.

2. Organizations

No	Score	Classification	Criteria
	20	Excellent to very good	Excellent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
	17	Good to average	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but

			incomplete sequencing.
	13	ir to poor	ck logical sequencing and development not fluent. The writing lacks direction, with ideas, detail.
		ry poor	ot communicated, transition are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.

3. Vocabulary

No	Score	Classifications	Criteria
	20	ry good	fective word, choice and the usage, specific and accurate.
	17	ood to Average	lequate range occasional error of word/idiom, chois and usage. The langguage comunication but rerely captures the reader imagination, while the overall meaningis quite clear, some words may lack precision
	13	ir to poor	e writer struggle with eliminated vocabulary,grouping for words.
	9	ry poor	any errors of words/idiom, choice and usage. Langguage is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, oftent words simply do not feat the text: verb are weak and view in number : is, are,was

			,where, dominated.
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4. Grammar

No	Score	Classification	Criteria
	25	cellent to very good	fective complex construction few errors of agreement, tense, number, word, order/function pronoun, reposition.
	21	ood to avarage	fective but simple contruction minor problem in complex construction several errors of tens, word order, function, pronoun and preposition but meaning seldom of cored.
	17	ir to foor	ajor problem in simple construction, frequent errors of negative, agreement tense, word, order/function, pronouns, preposition and fragment. Does not communication.
	10	ry poor	rtually no mastery of sentence contruction rules.

5. Mechanics

No	Score	Classification	Criteria
		cellent to very good	monstration mastery of convention, not problem of spelling, punctuation, capitalization, pharagraph.
		ood to average	casional errors of spelling capitalization,

			paragraphing, but not observed.
		ir to poor	requent errors of spelling, punctuation, capitalization, paragraphing.
		ry poor	mastery of convection deminated by erros of spelling functions, capitalization, pharagraphing , etc ⁴

⁴ *ibid*, p.-78.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts. The first part is finding of data analysis and the second is description of the findings. This chapter talks about the result of the research, show the realities and comparing between theoretic and application in educational institution.

A. *Findings*

The findings of this research dealt with the rate percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test. The data from students' pre-test and post-test collected in this research as the main instrument. The pre-test was administered before the treatment was given, while post-test administered after treatment given.

1. The analysis students' writing test score in pre-test and post test

a. Students score in pre-test

In the previous description it has been explained that the result of this research analyzed in numeral form. Those data describe the improvement of students' writing skill through example non example at MTs. Salobongko. The researcher used pre-experimental research to analyze the data taken. It was used to get the scores of the students. Based on the description in the previous chapter the researcher makes scores of the students' in pre-test and post-test. Students' writing score in pre-test.

In this section, the researcher shows the complete score of the students' writing comprehension in pre-test. The researcher would present them in the tables and calculate the score by using SPSS20. It tabulated by following table:

Table 4.1
The Score of Students' writing skill in Pre-test

Responden	Content (30)	Organization (20)	Vocabulary (20)	Grammer (25)	Mechanic (5)	Score
R1	15	8	7	6	4	40
R2	25	13	7	10	5	60
R3	25	15	15	15	5	75
R4	16	8	8	10	3	45
R5	20	10	10	16	4	60
R6	25	15	10	20	5	75
R7	20	10	15	15	5	65
R8	15	7	5	5	3	35
R9	12	10	5	5	3	35
R10	15	8	7	7	3	40
R11	15	10	8	12	3	50
R12	22	10	10	10	3	55
R13	15	7	5	5	3	35
R14	15	8	8	10	4	45
R15	16	8	8	10	3	45
R16	21	10	15	10	4	60
R17	10	8	8	7	2	35
R18	16	10	8	8	3	45
R19	25	12	10	10	3	60
R20	16	7	5	5	2	35
Total						995

It can be seen from the table that all students got unexpected score. The table shows that the highest score is 75 it was about 35 students got this score, five students got score 35, two students got 40, four students got 45, one student got 50, one student

got 55, four students got 60 one student got 65 and two students got 75. It can be seen that students score in writing test is unexpected or very low.

a. The rate percentage of students' score

In collecting data the researcher used writing test, namely pre-test given before treatment. After calculating the result of the test, the rate percentages of the students score in the pre-test presented in the following table.

Table 4.2
The rate percentage of students' score in pre-test

O	Classification	Score	Frequency	Percentage
	Excellent	96-100	-	-
	Very Good	86-95	-	-
	Good	76-85	-	-
	Fair Good	66-75	2	10%
	Fair	56-65	5	25%
	Poor	36-55	13	65%
	Very Poor	0-35	-	-
	Total		20	100%

The table 4.2 above shows the score of the eleventh year students of MTs. Salobongko in writing test through example non example in pre-test. It can be seen for the table that there was one students got an excellent and very good and good score. Just 2 students it is about 10% who got a fair good score, 5 students (25%) got a fair score, and 13 students (65%) got a poor score. It can be concluded that the ability of the students in writing before giving the treatment is low.

Table 4.3
The Score of Students' writing skill in Post-test

Respondent	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanic (5)	Score
R1	20	10	15	15	5	65
R2	22	18	18	17	4	80
R3	26	18	18	18	5	85
R4	18	12	12	14	4	60
R5	22	18	18	17	4	80
R6	25	16	18	18	3	80
R7	27	15	18	12	4	75
R8	18	12	12	14	4	60
R9	20	10	12	15	3	60
R10	22	8	12	13	5	60
R11	25	10	10	16	4	65
R12	25	12	8	15	5	65
R13	20	15	10	10	5	60
R14	25	10	10	16	4	65
R15	20	15	10	12	3	60
R16	25	15	15	15	5	75
R17	20	16	12	8	4	60
R18	25	15	8	8	4	60
R19	25	13	10	13	4	65
R20	23	13	12	8	4	60
Total						1340

The table 4.3 shows the post test score of the students at MTs. Salobongko after giving the treatment (example non example). This table show differences between before and after giving treatment, it can be seen the score after the treatment. It means that there was a significant improvement of score by the students after giving treatment. One student got highest score, it is score 85 and the lowest was 60, there are

9 students who got score 60, five students got 65, two students got 75, three students got 80 and one students got 85. It can be seen that students score in post test was improve and got expected score in writing test.

Table 4.4
The rate percentage of students' score in post-test

O	Classification	Score	Frequency	Percentage
	Excellent	96-100	-	-
	Very Good	86-95	-	-
	Good	76-85	4	20%-
	Fair Good	66-75	7	35%
	Fair	56-65	9	45%
	Poor	36-55	-	-
	Very Poor	0-35	-	-
	Total		20	100%

The table 4.4 above shows the score classification and rate percentage of the student's score in post test after giving the treatment. It can be seen from the table that 4 students (20%) had an good score, 7 students (35%) had a fair good score, 9 students (45%) got a fair score.

Table 4.5
The Score of Students' Reading Comprehension in Pre-Test and Post-Test

Respondent	Variable X (Pre-test)	Variable Y (Pos-test)	$D=(X-Y)$	$D^2= (X-Y)^2$
R1	40	65	-25	625

R2	60	80	-20	400
R3	75	85	-10	100
R4	45	60	-15	225
R5	60	80	-20	400
R6	75	80	-5	25
R7	65	75	-10	100
R8	35	60	-25	625
R9	35	60	-25	625
R10	40	60	-20	400
R11	50	65	-15	225
R12	55	65	-10	100
R13	35	60	-25	625
R14	45	65	-20	400
R15	45	60	-15	225
R16	60	75	-15	225
R17	35	60	-25	625
R18	45	60	-15	225
R19	60	65	-5	25
R20	35	60	-25	625
N=20	$\sum x_1$ 995	$\sum y_1$ 1340	$\sum D$ =-345	$\sum D^2$ = 6825

The table 4.5 can be seen that $\sum D = -345$ and $\sum D^2 = 6825$ the next looking for different of deviation between variable x (pre-test) and variable y (post-test) as follows:

To know whether the pre-test and post-test are significantly different and also to know the acceptability, the writer used t-test and calculated by using SPSS 20. The result can be seen below:

3. Mean scores and Standard Deviation

In this sense, the researcher described mean scores and standard deviation and standard error mean in order to compare a mean score of the pre and post test. The table shows the score of the students in pre-test and post test.

This is to know if the pre-test and post test were significantly different and it also to know the hypothesis acceptability that has been explain in previous chapter. Furthermore, the researcher used IBM SPSS 20 to calculate the result data. Furthermore, here the researcher would like to describe in the following table.

Table 4.6
The Paired Samples Statistic of Pre-Test and Post-Test

		Mean	N	td. Deviation	d. Error Mean
r 1	pre-test	67.0000	20	8.64505	1.93309
	post-test	49.7500	20	13.22627	2.95748

Paired Sample Correlation

		N	Correlation	Sig.
r 1	pre-test & Post-test	20	.891	.000

From the table above the researcher explains that paired samples statistics of pre-test post-test indicates that value of standard deviation in pre-test was 8.64505 and 13.22627 in post-test. Besides, the standard deviation error in pre-test was 1.93309 and in post-test were 2.95748. The table above also shows that mean score in pre-test was 49.7500 and in post-test was 67.0000.

The table paired samples correlations of pre-test present that correlation of the students' ability before and after treatment was 0.8. It means that there was a significant correlation of students' ability in developing writing by using example non example before and after treatment.

Table 4.7
The Paired Samples of Pre-Test and Post-Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	d. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
r 1 – test-Post-test	17.25000	6.78136	1.51636	17623	2377	11.376	19	.000

From the table 4.7 samples. The paired test researcher got the data that t_0 (t_{count}) = 11.376 and df (degree of freedom) = 19. The value of t_t = 2.093. It was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$11.376 > 2.093$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant difference in writing skill before and after using example non example method. Therefore, the researcher believed that example non example method was effective in developing writing skill at MTs. Salobongko.

B. Discussion

Based on the result, it means that example non example method is currently relevant to be applied in teaching writing skill. It was proved and suitable with one of theories of Nissa and Ownie that example non example is one of interesting that can be applied in teaching descriptive text. Student will work together in a group consisting

2-3 persons, analyze the picture given by teachers. In this circumstance, the student will definitely enjoy the teaching and learning process of writing in which they can discuss and share their ideas with one other, and will get motivated in writing.

However the research also agreed with Suciati example non example is a tactic that can be used to teach concept definition. The goals of the tactic or to prepare the student quickly by using 2 things, including example and non example from a concept definition before. And gets the student to classified both which is suitable with the concept. Example gives a description about something that used for example from the material discussing. By centering the students' attention to example and non example is hoped will improve the students' knowledge dapperly about the lesson.

The result of this research also was consistent with the some of previous researchers findings, Hartawati (20011) stated that the student writing skill improved by using picture. She stated that picture can improve the student writing skill.

Table 4.8
Table of the t-test of the student

Variable	$t_{\text{count}} (t_0)$	$t_{\text{table}} (t_t)$
$O_1 - O_2$	11.376	2.093

Table 4.8 shows that the value of t_0 was higher than t_t , it can be interpreted that the research hypothesis was confirmed.

The t-test result shows that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. So, it can be concluded that there is significance different between the students' writing skill on pre-test and post-test is proved.

Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, it was found that the students' writing skill was higher than before they got in pre-test. Related to the students' mean score in pre-test and post-test, it showed that students' writing skill was improve through example non example.

The result of the study made clear the fact that applying example non can lead the better performance. The result of the study can be supported following a number reason. From the result of the research that the researcher agreed with Sudijono example non example is interactive that can make the students active and interested to study especially in writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, the data analysis and the discussion in the previous chapter, the researcher then concluded and suggested as presented as follows:

A. Conclusion

Having implemented the treatments by using example non example method, the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19 got $t = 2,093$ and standard of significant 0,05, the result of t_0 (t count) was (t_t 11.376) from this result the researcher give interpretation that t_0 (t count) was higher t_t (t table) $11.376 > 2,093$. It meant that there was improvement between student's score before and after giving treatment by using example non example. On that account, it was accepted H_1 ware, if $t_0 > t_t$ it meant that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It meant that there was effect of using example non example method on students' writing skill. It could be concluded that implementation of example non example method was effective in improving students wrting skill at MTS. Salobongko.

B. Suggestion

Having concluded the result of this research the researcher further suggested some points as follows:

1. An English teachers especially should give appropriate technique or method to the develop the students wring skill, also be creative in choosing a good method/strategy in learning English. They need example non example as new method in improving writing. So that the teaching and learning proses be come enjoyable, funny and interesting. Teaching writing by using example non example method could motivate

students'and it improves students'writing skill. So the researcher suggest the teacher to use this technique in writing class.

2. The student sould improve and add their vocabularies and write many word in English because writing is the key to be success.
3. The teacher also can divide student in sopme group so the student feel not awkward
4. For the next research who wants doing the next research especially about writing,the researcher hopes they can use the other interesting method.

Finally, the rechearcher realized that this thesis in far from being perfect because of that, contructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the result of this research could be useful for the reader. It was hope that the readers would have information about interactive activities method. This research could one of the references for the next rechearcher in conducting other rechearches with more detailed information about example no example method to improve students wring skill.

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TREATMENT 2

Example :



Non example :



APPENDIX 3

TREATMEN 3

Example



Non Example:



APPENDIX 3

TREATMEN 1

Example



Non Example:



No	(Level of significances two tailed test)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.183	5.841	12.924
4	2.123	2.776	4.604	8.610
5	2.015	2.571	4.032	6..869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.769	2.201	3.106	5.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	4.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.674

30	1.670	2.042	2.750	3.659
40	1.640	2.021	2.704	3.646
60	1.571	2.000	2.660	3.551

To know clearly about the table distribution of t, we can see in the table below

Table 4.9

120	1.588	2.980	2.617	3.373
-----	-------	-------	-------	-------

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs.Salobongko

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan)

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi: Mendengarkan

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna teks tulis fungsional dan essei berbentuk *narrative* pendek dan sederhana secara tim kelompok, akurat lencer dan berterima.

C. Materi Pembelajaran/Indikator

1. Materi Pembelajaran

Teks fungsional pendek berbentuk: *recount*, *narrative* dan *procedure*

2. Indikator

- Mengidentifikasi topik dari sebuah teks *narrative*.
- Mengidentifikasi informasi tertentu dari sebuah teks *narrative*
- Merefleksi informasi dalam teks dengan kata-kata sendiri.
- Membuat ringkasan berdasarkan teks.

D. Tujuan :

- Siswa dapat mengidentifikasi ide pokok dalam teks.
- Siswa dapat mengidentifikasi informasi tertentu dalam teks
- Siswa dapat merefleksikan informasi dalam teks dengan kata-kata sendiri.
- Siswa mampu membuat ringkasan berdasarkan teks.

E. Materi pokok:

Describing flower:



H. Strategi Pembelajaran

Metode : example non example method, Ceramah, diskusi, tanya jawab, penugasan,

Pendekatan : Contextual Learning

I. Langkah-langkah:

a. Kegiatan Awal (5)

- Doa
- Apersepsi
- Motivasi

b. Kegiatan Inti (50)

- Guru mempersiapkan gambar-gambar tentang materi pelajaran
 - Guru menampilkan gambar di papan tulis atau di tayangkan melalui OHP
 - Guru memberi petunjuk dan kesempatan pada siswa untuk memperhatikan atau menganalisa gambar
 - Guru membagi jumlah siswa dalam kelompok yang terdiri 2-3 orang siswa
 - Guru memberikan tugas menganalisa gambar dan menceritakan isi gambar tersebut, hasil diskusi tersebut di catat pada kertas
 - Tiap kelompok diberi kesempatan membacakan hasil diskusinya
 - Dari hasil diskusi tersebut, guru mulai menjelaskan materi pelajaran sesuai tujuan pembelajaran yang ingin dicapai
 - Guru memberikan penjelasan tentang materi pelajaran
 - Guru melakukan tanya jawab Gambar/ poster 25 menit
- c. Penutup (5)
- Guru dan siswa bersama-sama menyimpulkan pelajaran
 - Guru memberikan tugas rumah
 - Guru menutup pelajaran (salam) Lembar soal 5 menit

J. Sumber/Media Pembelajaran

- Sumber Pembelajaran: *detik-detik ujian nasional bahasa inggris, internet dan referensi pelengkap lainnya.*
- *kamus*

K. Prosedur/Jenis Penilaian

- Teknik: *Performance Assessment*,
- Bentuk: Responding pada pertanyaan lisan, dialog, dan tulisan.
- Prosedur Penilaian :Penilaian akhir
- Jenis Penilaian :Penugasan

Mengetahui

Guru Mata Pelajaran

Erwin Darlis.S.pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs.Salobongko
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Alokasi Waktu : 2 x 35 menit

L. Standar Kompetensi: Mendengarkan

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

M. Kompetensi Dasar

Merespon makna teks tulis fungsional dan essei berbentuk narrative pendek dan sederhana secara tim kelompok, akurat lincer dan berterima.

N. Materi Pembelajaran/Indikator

3. Materi Pembelajaran

Teks fungsional pendek berbentuk: *recount*, *narrative* dan *procedure*

4. Indikator

- Mengidentifikasi topik dari sebuah teks narrative.
- Mengidentifikasi informasi tertentu dari sebuah teks narrative
- Merefleksi informasi dalam teks dengan kata-kata sendiri.
- Membuat ringkasan berdasarkan teks.

O. Tujuan :

- Siswa dapat mengidentifikasi ide pokok dalam teks.
- Siswa dapat mengidentifikasi informasi tertentu dalam teks
- Siswa dapat merefleksikan informasi dalam teks dengan kata-kata sendiri.
- Siswa mampu membuat ringkasan berdasarkan teks.

P. Materi pokok:

Describing food:



R. Strategi Pembelajaran

Metode : example non example method, Ceramah, diskusi, tanya jawab, penugasan,

Pendekatan : Contextual Learning

S. Langkah-langkah

d. Kegiatan Awal (10)

- Doa
- Apersepsi
- Motivasi

e. Kegiatan Inti (70)

- Guru mempersiapkan gambar-gambar tentang materi pelajaran
- Guru menampilkan gambar di papan tulis atau di tayangkan melalui OHP
- Guru memberi petunjuk dan kesempatan pada siswa untuk memperhatikan atau menganalisa gambar
- Guru membagi jumlah siswa dalam kelompok yang terdiri 2-3 orang siswa
- Guru memberikan tugas menganalisa gambar dan menceritakan isi gambar tersebut, hasil diskusi tersebut di catat pada kertas
- Tiap kelompok diberi kesempatan membacakan hasil diskusinya
- Dari hasil diskusi tersebut, guru mulai menjelaskan materi pelajaran sesuai tujuan pembelajaran yang ingin dicapai
- Guru memberikan penjelasan tentang materi pelajaran
- Guru melakukan tanya jawab Gambar/ poster 45 menit

f. Penutup (10)

- Guru dan siswa bersama-sama menyimpulkan pelajaran
- Guru memberikan tugas rumah
- Guru menutup pelajaran (salam) Lembar soal 15 menit

T. Sumber/Media Pembelajaran

- Sumber Pembelajaran: *detik-detik ujian nasional bahasa inggris,internet dan referensi pelengkap lainnya.*
- *kamus*

U. Prosedur/Jenis Penilaian

- Teknik: *Performance Assessment*,
- Bentuk: Responding pada pertanyaan lisan, dialog, dan tulisan.
- Prosedur Penilaian :Penilaian akhir
- Jenis Penilaian :Penugasan

Mengetahui
Guru Mata Pelajaran

Erwin Darlis,S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs.Salobongko
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Alokasi Waktu : 2 x 45 menit

V. Standar Kompetensi: Mendengarkan

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

W. Kompetensi Dasar

Merespon makna teks tulis fungsional dan essei berbentuk *narrative* pendek dan sederhana secara tim kelompok, akurat lincer dan berterima.

X. Materi Pembelajaran/Indikator

5. Materi Pembelajaran

Teks fungsional pendek berbentuk: *recount*, *narrative* dan *procedure*

6. Indikator

- Mengidentifikasi topik dari sebuah teks *narrative*.
- Mengidentifikasi informasi tertentu dari sebuah teks *narrative*
- Merefleksi informasi dalam teks dengan kata-kata sendiri.
- Membuat ringkasan berdasarkan teks.

Y. Tujuan :

- Siswa dapat mengidentifikasi ide pokok dalam teks.
- Siswa dapat mengidentifikasi informasi tertentu dalam teks
- Siswa dapat merefleksikan informasi dalam teks dengan kata-kata sendiri.
- Siswa mampu membuat ringkasan berdasarkan teks.

Z. Materi pokok:

Describing Pleace:



Ä. Strategi Pembelajaran

Metode : example non example method, Ceramah, diskusi, tanya jawab, penugasan,

Pendekatan : Contextual Learning

Ö. Langkah-langkah:

g. Kegiatan Awal (5)

- Doa
- Apersepsi
- Motivasi

h. Kegiatan Inti (50)

- Guru mempersiapkan gambar-gambar tentang materi pelajaran
- Guru menampilkan gambar di papan tulis atau di tayangkan melalui OHP
- Guru memberi petunjuk dan kesempatan pada siswa untuk memperhatikan atau menganalisa gambar
- Guru membagi jumlah siswa dalam kelompok yang terdiri 2-3 orang siswa
- Guru memberikan tugas menganalisa gambar dan menceritakan isi gambar tersebut, hasil diskusi tersebut di catat pada kertas

- Tiap kelompok diberi kesempatan membacakan hasil diskusinya
 - Dari hasil diskusi tersebut, guru mulai menjelaskan materi pelajaran sesuai tujuan pembelajaran yang ingin dicapai
 - Guru memberikan penjelasan tentang materi pelajaran
 - Guru melakukan tanya jawab Gambar/ poster 25 menit
- i. Penutup (5)
- Guru dan siswa bersama-sama menyimpulkan pelajaran
 - Guru memberikan tugas rumah
 - Guru menutup pelajaran (salam) 5 menit

AA. Sumber/Media Pembelajaran

- Sumber Pembelajaran: *detik-detik ujian nasional bahasa inggris, internet dan referensi pelengkap lainnya.*
- *kamus*

BB. Prosedur/Jenis Penilaian

- Teknik: *Performance Assessment*,
- Bentuk: Responding pada pertanyaan lisan, dialog, dan tulisan.
- Prosedur Penilaian :Penilaian akhir
- Jenis Penilaian :Penugasan

Mengetahui

Guru Mata Pelajaran

Erwin Darlis S.pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs.Salobongko
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Alokasi Waktu : 2 x 45 menit

FF. Standar Kompetensi: Mendengarkan

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

GG. Kompetensi Dasar

Merespon makna teks tulis fungsional dan essei berbentuk narrative pendek dan sederhana secara tim kelompok, akurat lincer dan berterima.

EE. Materi Pembelajaran/Indikator

7. Materi Pembelajaran

Teks fungsional pendek berbentuk: *recount*, *narrative* dan *procedure*

8. Indikator

- Mengidentifikasi topik dari sebuah teks narrative.
- Mengidentifikasi informasi tertentu dari sebuah teks narrative
- Merefleksi informasi dalam teks dengan kata-kata sendiri.
- Membuat ringkasan berdasarkan teks.

FF. Tujuan :

- Siswa dapat mengidentifikasi ide pokok dalam teks.
- Siswa dapat mengidentifikasi informasi tertentu dalam teks
- Siswa dapat merefleksikan informasi dalam teks dengan kata-kata sendiri.
- Siswa mampu membuat ringkasan berdasarkan teks.

GG. Materi pokok:

Describing animals:



JJ. Strategi Pembelajaran

Metode : example non example method, Ceramah, diskusi, tanya jawab, penugasan,

Pendekatan : Contextual Learning

KK. Langkah-langkah:

j. Kegiatan Awal (5)

- Doa
- Apersepsi
- Motivasi

k. Kegiatan Inti (50)

- Guru mempersiapkan gambar-gambar tentang materi pelajaran
- Guru menampilkan gambar di papan tulis atau di tayangkan melalui OHP
- Guru memberi petunjuk dan kesempatan pada siswa untuk memperhatikan atau menganalisa gambar
- Guru membagi jumlah siswa dalam kelompok yang terdiri 2-3 orang siswa
- Guru memberikan tugas menganalisa gambar dan menceritakan isi gambar tersebut, hasil diskusi tersebut di catat pada kertas
- Tiap kelompok diberi kesempatan membacakan hasil diskusinya
- Dari hasil diskusi tersebut, guru mulai menjelaskan materi pelajaran sesuai tujuan pembelajaran yang ingin dicapai
- Guru memberikan penjelasan tentang materi pelajaran
- Guru melakukan tanya jawab Gambar/ poster 25 menit

l. Penutup (5)

- Guru dan siswa bersama-sama menyimpulkan pelajaran
- Guru memberikan tugas rumah
- Guru menutup pelajaran (salam) Lembar soal 5 menit

LL. Sumber/Media Pembelajaran

- Sumber Pembelajaran: *detik-detik ujian nasional bahasa inggris, internet dan referensi pelengkap lainnya.*
- *Kamus*

MM.

Prosedur/Jenis Penilaian

- Teknik: *Performance Assessment*,
- Bentuk: Responding pada pertanyaan lisan, dialog, dan tulisan.
- Prosedur Penilaian :Penilaian akhir
- Jenis Penilaian :Penugasan

Mengetahui
Guru Mata Pelajaran

Erwin Darlis.S.pd.