

The Influence Example Non Example Learning Models and Student Creativity on Writing Skills

Lili Ratnasari^{1(*)}, Atmazaki²

¹*Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Negeri Padang, Padang, Indonesia*

^{*}*Corresponding author. Email: liliratnasari1988@gmail.com*

ABSTRACT

This study aims to explain the influence of the Example Non Example learning model and student creativity on the writing skills of the explanatory text of eighth grade students of SMP N 1 Pantai Cermin. This research was conducted using the experimental method. The research design used was factorial design (2x2). The population in this study were eighth grade students of SMP N 1 Pantai Cermin registered in 2019/2020 school year. Sampling was done using random sampling techniques. The sample in this study amounted to 30 people for the experimental class and 29 people for the control class. Data analysis was performed using analysis of variance (ANOVA) with a significant level $\alpha = 0.05$. This study provides results that: (1) the application of the Example Non Example learning model is better than the conventional learning model; (2) explanatory text writing skills of students who have high and low creativity who are taught using the Example Non Example learning model are better than students who have high and low creativity who are taught with conventional learning models; (3) There is no interaction between the Example Non Example learning model with student creativity seen from the average explanatory text writing skills.

Keywords: *Example non example, creativity, skills write*

1. INTRODUCTION

Writing is one of the four aspects of language skills. In its application, the process of transferring thoughts or feelings from oral form into written form can be done through writing (Harianto, 2018). Writing can help students develop the ability to use vocabulary and grammar, improve the ability to use language (Huy, 2015). Writing can support other skills.

Research on writing skills conducted abroad, for example, research conducted by Dwimarta (2016), with results that revealed that Suggestopedia learning methods affect student writing skills description. Suggestopedia learning method is better than direct learning method. That is, the Suggestopedia learning model is appropriate for writing skills. Aghajani (2018); Reknosari (2016); and Istiara (2017), the results of his research revealed that cooperative learning influences students' writing skills. Cooperative learning models show better results than conventional learning models. Learning by using a cooperative model is appropriate for writing skills. In addition, Huda (2013); Utami (2015); Suyanti (2017); and Astriani (2017), conducted research in the country with the results of the study which revealed that the Example Non Example learning model was an innovative learning model that affected students' writing skills.

In general, the Examples Non Examples learning model is part of a cooperative learning model with teaching strategies that use pictures as the delivery of subject matter (Huda, 2013, p. 234 Habibah, 2016, p. 57;

and Suyanti, 2017, p. 2053). This strategy aims to encourage students to learn to think critically by solving the problems contained in the sample images presented. With the Non Non Example learning model will be able to stimulate students to think faster and eliminate verbalism, which is memorized materially but cannot understand the concept. With the picture as a medium in learning, it can further stimulate students to think more creatively, productively and innovatively. This means that students are easier to express ideas and ideas.

According to Suprijono (2009, p. 125) and Huda (2013, p. 235), a step-by-step learning model Example Non Example are the following: (1) The teacher prepares the images correspond to the learning objectives. (2) The teacher attaches pictures to the board or displays them via LCD or OHP. At this stage, the teacher also asks students to help prepare the drawings that have been made and at the same time form groups. (c) The teacher gives instructions and provides an opportunity for students to pay attention / analyze the picture (d) Through group discussions of 2-3 students, the results of the discussion from the analysis of the images are recorded on paper. (e) Each group is given the opportunity to read the results of the discussion. (f) Starting from the comments / students' discussion results, the teacher starts to explain the material according to the objectives to be achieved. Then the teacher begins to explain the material in accordance with the learning objectives to be achieved. (g) Teachers and

students conclude the material in accordance with the learning objectives.

The Example Non Example learning model can be applied to the ability to write explanatory texts. The writing skills of explanatory texts are found in the 2013 curriculum of Indonesian subjects, which is taught in class VIII of junior high school. Explanation text contains an explanation or analysis of how and why a natural phenomenon or social phenomenon occurs. Explanation text is categorized into factual genre with the aim to explain or analyze the facts in the process of an event or phenomenon.

Based on preliminary observations and interviews the researcher with a teacher subjects of language Indonesia at SMP N 1 Mirror Coast Mrs. Eza Wardeli, S.Pd., At 13 of September 2019 note that students class VIII experiencing problems in writing explanatory text. It can be seen from the value of repeat daily most of the students who have not reached the criteria Complete Minimal (KKM) are defined, ie 75.

In addition, problems regarding explanatory text writing skills can be seen from research on explanatory text writing skills that have been carried out by several previous researchers. The problems in writing the explanatory text are as follows. (1) Students need a long time to write explanatory texts. (2) Lack of students' ability to express ideas / ideas well. (3) Students are less able to use spelling correctly, choose the right words, and use the right standard words. (4) The contents of the text lack of developing topics (Damayanti, 2015; Hati, 2016; Salfera, 2017; Astriani, 2017; Jiwandani, 2017; Sholeh, 2017; Windhiarty, 2017; and Khaerunnisa, 2018). So, to overcome these problems, an appropriate learning model is needed that can help students in writing explanatory texts. So that in this study the Example Non Example learning model is used to assist students in writing explanatory texts.

Student creativity is another factor that influences students' explanatory text writing skills. Creativity can be interpreted as the result of students' ability to create ideas and new things in their learning in the form of the ability to develop information obtained from the teacher in the teaching and learning process in the form of knowledge so that they can make new combinations in learning (Munandar, 2004, p. 12; West Java, 2016, p. 86; and Boty, 2018, p. 43). Therefore, this student creativity needs to be one of the teacher's studies in designing a learning program.

In the context of this study, the influence of Example Non Example learning models and creativity is focused on explanatory text writing skills. The reason to use the Example Non Example learning model in this study is because the Example Non Example learning model is one of the appropriate forms of learning, because it can invite students to think more critically and imagine when learning takes place (Habibah, 2016, p. 57). Therefore, researchers intend to conduct research under the title "The Effect of Example Non Example Learning Models and Student Creativity on Writing Skills". So the purpose of this study is as follows.

- a. Explain the effect of the Example Non Example learning model on the writing skills of the explanatory text of grade VIII students of SMP N 1 Pantai Cermin.
- b. Explain the effect of the Example Non Example learning model on the students' writing creativity explanatory text skills in grade VIII students of SMP N 1 Pantai Cermin.
- c. Explain the effect of the Example Non Example learning model on students' writing creativity explanatory text skills that have low creativity in grade VIII students of SMP N 1 Pantai Cermin.
- d. Explain the interaction between the Example Non Example learning model and the students' creativity with the explanatory text writing skills in VIII grade students of SMP N 1 Pantai Cermin.

2. METHOD

This research was conducted using the experimental method. The research design used was a quasi-experimental design. The purpose of this quasi-experimental study was to determine the effect of the use of learning models and student creativity on the writing skills of explanatory text students of class VIII SMP N 1 Pantai Cermin. This study uses the basic concept of variables, namely the Example Non Example learning model as an independent variable, the explanatory text writing skills as the dependent variable, and student creativity as the moderator variable.

The research design used in this study is factorial design (2x2). In this study the effect of the use of Examples Non Examples learning methods and student creativity on students' explanatory text writing skills is seen. The population in this study were eighth grade students of SMP N 1 Pantai Cermin registered in 2019/2020 school year. Sampling of this study was carried out using random sampling techniques.

The variables in this study consisted of three variables. First, the independent variable (the independent variable) is the Examples N on Examples model. Second, the dependent variable (the dependent variable) is the skill of writing explanatory texts. Third, the moderator variable is student creativity. The data used in this study are as follows. (1) Score of the results of filling student creativity questionnaire. (2) The score of the students' explanatory text writing skills test results with the learning model Example N on Example. (3) Scores of students' explanatory text writing skills test scores with conventional learning models.

The instrument used to collect data in this study consisted of two instruments namely questionnaire sheets and performance tests. The procedure of this study was divided into three stages, namely preparation, implementation and evaluation. Data collection techniques adapted to the instruments used were student creativity questionnaire and performance tests. Data analysis techniques are grouped into two parts, namely the student creativity questionnaire and performance tests. Furthermore, the analysis prerequisite test is carried out in

three steps, namely the normality test, the homogeneity test, and the hypothesis test.

3. RESULTS AND DISCUSSION

This research shows the following results. First, the ability to write explanatory texts in general in the experimental class and the control class. Second, students' explanatory text writing skills have high creativity in the experimental class and the control class. Third, explanatory text writing skills of students who have low creativity in the experimental class and the control class.

The results of students' explanatory text writing skills in general in the experimental class and the control class can be seen in the following table 1 .

Table 1. Results Writing Skills Students explanatory text on Experiment Class and Control Class

Class	High marks	Low Value	Average	N	S.
Experiment	100	68	83.07	30	8.56
Control	91	57	75,34	29	8.49

Based on the table obtained information that is as follows . First, the highest value obtained by students in the experimental class is 100 while the highest value in the control class is 91. Second, the lowest value obtained in the experimental class is 68 and the lowest value in the control class is 57. The average value of a in the class the experiment is 83.07 with a standard deviation of 8.56 and the control class is 75 , 34 with a standard deviation of 8.49.

The results of explanatory text writing skills of students who have high creativity in the experimental and control classes can be seen in the following table.

Table 2. Results Writing Skills explanatory text High creativity Students in Experiment Class and Control Class

Class	High marks	Low Value	Average	N	S.
Experiment	100	71	87.33	9	9.63
Control	91	72	80.78	9	5.65

Based on the table, it can be explained as follows. First, a , highest score writing skills of students of high creativity in the experimental class is 100 , while the highest value control class students creativity high was 91 . Second, the lowest value obtained by students with high creativity in the experimental class was 71 while in the controlling class the lowest value was 72 . Third, the average value of students who have high creativity in the experimental class is 87,33 of 9 s ISWA with a standard deviation of 9,63 , whereas for the control class average value is 80,78 of 9 s isw a with a standard deviation of 5, 65 .

The results of low-creativity students' explanatory text writing skills in the experimental class and the control class can be seen in the following table.

Table 3. Results Writing Skills Students creativity explanatory text Low on Experiment Class and Control Class

Class	High marks	Low Value	Average	N	S.
Experiment	85	68	77.56	9	5.03
Control	82	57	70,56	9	8.73

Based on the table, the following results are obtained. First, the highest score obtained in the experimental class of students with low creativity is 85 , while in the control class is 82 . Second, the lowest value of students with low creativity in the experimental class is 68, while in the control class is 57 . Third, the average value obtained by the students lower their creativity pa da experimental class is 77.56 for 9 s ISWA with a standard deviation of 5.03 , while the control class is 70.56 to 9 s ISWA with a standard deviation of 8.73 .

Hypothesis testing in this study is as follows. First, hypothesis 1 is accepted at a significant level of 0.05 with the reason that $t_{arithmetic} > t_{table}$ is $t_{arithmetic}$ 3.62 and t_{table} 1.67. Second, hypothesis 2 is accepted on the grounds that $t_{arithmetic} > t_{table}$ is $t_{arithmetic}$ 3.22 and t_{table} 1.75 . Third, hypothesis 3 is accepted on the grounds that $t_{arithmetic} > t_{table}$ that is $t_{arithmetic}$ 2.09 and t_{table} 1.75 . Third, the hypothesis was rejected because $F_{arithmetic} < F_{table}$ ie $F_{arithmetic}$ 0,01 and F_{table} 4.17 .

The discussion in this paper is as follows. First, learning with the example non example model helps students in writing text. This is different from conventional learning models. According pendap at Sugiarti (2017, p. 3004), p Participants students who are taught by the method of example non-example its value better than learners who are taught by conventional methods in complex explanatory text writing skills in class XI SMA. Second, the non-example example learning model which is applied to the writing skills of students with high creativity explanatory text shows better results than the writing skills of students in conventional classes. Third, the learning model applied to students with low creativity in the experimental class is different from the control class, meaning that the ability to write explanatory texts of low-creativity students in the experimental class is higher than students with low creativity in the control class. Fourth, there is no interaction between the example non example learning model with student creativity. This can be seen from the average value of students taught with the example non example learning model is higher than the average value taught by conventional learning models.

4. CONCLUSION

Based on the results of research on the influence of the non-example example learning model and student creativity on writing skills, it can be concluded that there is an influence of the example nan example learning model on the explanatory text writing skills of Grade VIII students of SMP N 1 Pantai Cermin. Then, students who have high creativity and low on the experimental class is

higher than the writing skills of students who have high creativity and low on the class of con t roller.

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