The Influence of Examples Non Examples Method Toward Students' Writing Competence on Descriptive Text

Fifi Deswari F. Junus
Graduated Faculty
Yogyakarta State University
Yogyakarta, Indonesia
fifijunus93.2017@student.uny.ac.id

Teguh Setiawan
Graduated Faculty
Yogyakarta State University
Yogyakarta, Indonesia
teguhsetiawan@uny.ac.id

Abstract—**The purpose is to know the influence of examples non examples method toward students writing competence. The research method is quantitative by using simple regression as data analyze and testing hypothesis of research. This research conducted at SMAN 1 Kabila, Kabila district, Bone Bolango regency, Gorontalo Province since May until June academic years 2014/2015. The population of this research is all of students at first grade in SMA Negeri 1 Kabila. Therefore, the sample is taken by random sampling. So, obtained 51 students as sample in this research. Technique of collecting data is questionnaire and test. The hypothesis is tasted by data analyze simple regression. The result of this research is $t_{account} = 2,69 > t_{table} = 1,23$, in significance 5%, thus H_0 rejected and H_a accepted. It means there is influence of examples non examples method toward students' writing competence in descriptive text.**

Keywords—examples non examples method, writing competence, descriptive text

I. INTRODUCTION

In Indonesia, English has become the first foreign language taught in formal school. However of all the skills, writing is an activity can usefully be prepared for by working in other skills of listening, speaking and reading [1]. Writing as productive skill it aims be assist students in expressing their idea. Therefore, the students must have extensive knowledge if they want to write something because in process of writing integrates visual, motor and conceptual abilities. There is no doubt that writing is the most difficult and skills involved in it are highly complex.

Base on the curriculum of senior high school which recommended by government, there are some texts which have to be tough by the students at senior high school one of them is Descriptive text. Descriptive text is the text which describes something, someone, situation and so on or writes about the way person, places and thing appear. In learning descriptive text, Student may be confused begin to write although they know the topic which has been given by the teacher. The student difficulties are found in writing have to finish by correct solution, one of the solutions is method. The methods of teaching English in writing competence are still relevant to discuss. Because, the teachers something the right methods but in wrong situations and conditions of students'. Moreover, the few of method can be accepted by the few amount of students', but indeed there are teachers do not understand what and

how the method basically. In these situations the teacher is no longer the giver of knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on [2].

Based on the statement above, it is too important to understand the English teaching method. In order follow the students' writing competence. One of the method could be helped in teaching English is examples non examples method. From the previous research prove that examples non examples method gives the positive effect to improve students' ability to write the paragraphs description. By using experimental research methodology from 34 student as a sample proves an average value of 79.12 in good category [3]. In the other word, the examples non-examples method improves student motivations in learning English. It showed that there are 77% of the thirty student Agriculture major at Umar University as respondent have a positive response especially in their speaking ability [4].

In fact, the researcher also found the used a same method in teaching writing especially in descriptive text at first grade of SMAN I Kabila Bone Bolango regency, Gorontalo province. The teacher uses examples non examples method in teaching. Example non example method uses picture or case in application. Base on the, this research focusing to find out the influence of using example non example method toward the students' writing competence on descriptive text at the first grade of SMAN 1 Kabila and how much the influence of using example non example method toward the students' writing competence on descriptive text at the first grade of SMAN 1 Kabila.

The rest of this paper is organized as follow: Section II presents theoretical background. Section III describes proposed research method of this work. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGROUND

A. Writing

Writing is an example of human information processing in action; it is a highly complex task that requires the orchestration of a number of different activities

simultaneously and there by places great demands on the cognitive system [5]. Linda Rief said that "Writing is thinking on paper", writing and reading are ways into knowing, learning and communicating [6]. Meanwhile, writing is a useful activity in our life. Writing is an activity that can usefully be prepared by work in the other skills of Listening, Speaking and Reading, this preparation can make it able possible for words that have been used receptively to come into productive use [1]. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence and second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter [7].

In teaching or learning writing components of writing into weekly writing lessons, ensuring there are no gaps in skill instruction. As a result, schools do not need to supplement instruction with other programs, saving them money and time. Teachers have the tools they need to begin instruction immediately (www.wringalive.com.) The Components are :

- Structures of Language
  In Writing we arrange clauses into a sentences the main idea becomes the main clauses; subsidiary ideas become subordinate clauses and so on [8].
- Grammar
  Grammar is the Scaffolding of language; it is what enables us to think as well as to communicate with others, since without it we would not be able to organize our word and thus our ideas, into meaningful patterns [9].
- Process
  Process writing is an interrelated set of recursive stages which include; Drafting, structuring (ordering information, experimenting with arrangements, etc), reviewing (checking context, connecting, assessing impact, editing), focusing (that is making sure you are getting the across you want to get across), generating ideas and evaluation (assessing the draft and/or subsequent drafts) [2] (see in Figure 1).
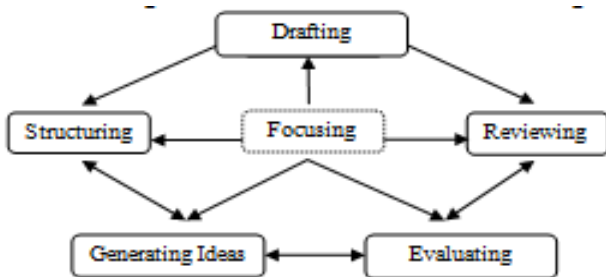

Fig. 1. White and Arndt's Process Writing Model

- Genres

Understanding the relationship between the intended audience and the layout and language choice of the write will help students when they come to write their own pieces [10]. The following is a simple diagrammatical representation of the model for the generic processes essential for school learning that is a development of the original model Knapp and Watkins in [8] Describe, through the process of ordering things into commonsense or technical frameworks of meaning, 2) Explain, through the process of sequencing phenomena in temporal and/or causal relationship, 3) Instruct, through the process of logically sequencing action of behavious, 4) Argue, through the process of expanding a proposition to persuade readers to accept a point of view, 5) Narrate, through the process of sequencing people and events in time and space.

- Traits
  Daily Sentence Styling gives students opportunities to master revision strategies that improve organization, ideas, content, word choice, voice, fluency, style and conventions. Explicit instruction and models equip students to personalize and improve the traits in their writing [11].
- Assessment
  Weigle state that the assessment has had a positive reception among students, faculty, advisors and other community members because of reflects the concerns of and is easily interpreted by these varied constituencies [12]. The scale, scripts are rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics [12] (see in Table I).

TABLE I. ESL COMPOSITION PROFILE

ESL Composition Profile		
Component	Level	Criteria
C O N T E N T	30 – 27	EXCELLENT TO VERY GOOD : Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis
	21 – 17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	17 – 13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate
O R G A N I Z A T I O N	20 – 18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but in complete sequencing
	13 – 10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	VERY POOR: does not communicate, no organization, OR not enough to evaluate

V O C A B U L A R Y	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register
	17 – 14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9 – 7	VERY POOR: essentially translation, little language of English vocabulary, idioms, word form, OR not enough to evaluate

B. *Examples Non Examples Method*

A teaching method comprises the principles and method used for instruction. Examples non examples technique is a technique of cooperative learning [13]. This method uses images as learning media. Where images given to students must be paired or sorted logically. As the main media during the learning process, the teacher has prepared an picture that will be displayed either in the form of a card or in the form of a large-sized chart. The picture can also be displayed via power point or other software [14]. As we know that using of picture as learning media has long been applied. Pictures provide a shared experience for students in the class. With pictures, all students after close observation of the material will immediately need the appropriate vocabulary, idiom, and sentences structures' to discuss what they see. So, pictures are valuable, too, in that the provide for the use of a common vocabulary and common language form [15]. In addition, pictures can stimulate focus for students' attention.

The examples non examples method especially developed from group investigation designed to affect the pattern of students' interaction and improving the acquisition of academic results. Examples non examples technique is a technique of leaning that encourages students to analyze the example through the picture given by the teacher. Students ask, give, and share their idea to complete a specific task in the group. Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best [16]. Teachers and students evaluate group and individual contributions. Students work on group products, give group presentations, and receive group evaluations. However, individual achievement is assessed through examinations as well. Presumably, students have access to any materials including reference materials relevant to their subtopic. In group investigation there is some method one of them is examples non examples.

III. RESEARCH METHOD

This research uses quantitative ex post facto method or " after and fact ". Ex post Facto is research conducted to investigate the events that have occurred and then trace backward to determine the factors that cause these events

[17]. This research was conducted at first grade students of SMA Negeri 1 Kabila, Bone Bolango regency . This school where chosen based on the consideration of the good governance of education and teaching and also these school are not far from the researcher lived. This study lasted for two months May - June 2015.

The population of this research is all of the first grade students of SMA Negeri 1 Kabila consists 126 male and 212 female total of population is 338 Students. Sampling in this study is using random sampling techniques. The population is fairly homogeneous (uniform), the population below 100 samples can be used by 50 %, over 100 of 15 %. [18]. Based on the result of sampling, the research 51 first grade students of SMA Negeri 1 Kabila as the samples.

Instrument in this research conducted into test and questionnaire. Test used to know the students' writing competence. There is picture must be indentify and describes by the student. The material of this test is taken from writing material in English book for Senior high school. Questionnaire is the technique of data collection is done by giving a set of questions or a written statement to the respondent to answers [19]. Questionnaire in this research refer to the special character of the English teaching method in writing competence. Learning media (pictures), motivation and solve problem. It used to get information about using the examples non examples method toward the students' writing competence especially in descriptive text.

A valid measure if it successfully measure the phenomenon [20]. Data of using examples non examples method and students' writing competence in testing the validity of the instrument were analyzed using Pearson Product Moment Correlation Formula (PPM) as follows.

$$r_{xy} : \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}} \quad (1)$$

where :
r : correlation coefficient
n : sample size
x : English teaching method (examples non examples)
y : Students' writing competence

Besides, reliability the determine the level of reliability of the instrument in this research used Alpha Crombach formula as follows :

$$r : \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right) \quad (2)$$

Where :
K : sum of items
$\sum s_i^2$: sum varians of items
S^2 : total varian of items

The result test of validity and reliability instrument obtained instrument data using examples non examples method that amount is 15 items of questionnaire found is valid with the result test of reliability Alpha Cronbach 0,84. Based on the result test of validity and reliability instrument of this research has been tested all of item is valid and reliable. Thus, the instrument use to get the data of research needed in this research.

Techniques collecting data used to data about the examples non examples method totaled 15 point as questioner, while for the writing competences (descriptive text) of students using test. After obtaining the data, the researcher will analyzed the data using regression analysis. One of tool that can be used in predicting demand in the future on the basis of past data, or to determine the effect of the independent variable to one dependent variable uses linier regression [20]. In this study, researcher wanted to predict students' writing competence in descriptive text (unknown variable) based on the use of the examples non examples method (variable known). The data analyzed by simple regression analysis first tested requirements are test analysis regulation as follows: Normality Test and Linearity test (Linearity test relationship/regression and Linearity test and significant regression Hypothesis).

IV. RESULT AND DISCUSSION

The result of descriptive statistical analysis indicate that the examples non examples method are divide into five categories: very high (9.80%) from 5 students, high (11.76%) from 6 students, middle (49.02%) from 25 students, low (15.69%) from 8 students and very low (13.73%) from 7 students. This finding indicates that the using examples non examples method at first grade SMAN 1 Kabila is dominated by the middle category. While students writing competence in descriptive text is divide into four categories: excellent to very good (11,76%) from 6 students, good to average (27.45%) from 14 students, fair to poor (47.05%) from 24 students and very poor (13.72) from 7 students. These findings suggest that students writing competence in descriptive text is dominated in fair and poor.

This finding indicates that the examples non examples method at the first grade at SMAN 1 Kabila is dominated by middle categories because almost halp of students (49.02%) from 25 students gotten middle category and students writing competence in descriptive text is dominated in fair to poor, because 47.05% from 24 students gotten fair to poor categories. The correlation score both of two variable between examples non examples method (X) and students writing competence in descriptive text (Y) is 0,34 or 34% from 51 students of first grade at SMAN 1 Kabila as a sample. Moreover, for the regression analysis the results are $t_{account}$: 2.53 and t_{table} 1.22 which is mean that the accepted hypothesis that there is an influence of examples non-examples method toward students writing competence in descriptive text.

V. CONCLUSION

Based on the research carried out in the first grade at SMAN 1 Kabila academic years 2014-2015 by the identification problem and hypothesis, wih result research on the basis of analysis and hypothesis testing can be included below:

"The result show $t_{account} > t_{tabel}$ that 2.53 > 1.22, it is mean H0 rejected and H1 accepted, thus can conclude there is influence of examples non examples method toward

students writing competence in descriptive text in first grade at SMAN 1 Kabila"

Based on identification problems, hypothesis, result research and discussion of result research, thus the researcher can suggest below: (1) The students as continues generation should be able increase the English learning to get achievement in learning; (2) The teacher are hoped more creative in teaching their students in order to maximize teaching learning process and makes students are not variant of method in teaching with mastery of the component in teaching especially in students as object of teaching process; (3) The schools is hoped to application the examples non examples become the alternative method toward students competence in English learning process.

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