The Effect of Example Non-Example Teaching Model on Tenth Grade Students' in Writing Descriptive Text of SMA Negeri 2 Pematangsiantar

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Abstract

This study was conducted to determine the effect of the Example Non-Example Teaching Model on the ability of tenth grade students in writing descriptive texts at SMA Negeri 2 Pematangsiantar. The theory used in this research is theory. The research methodology used in this research is quantitative method using quasi-experimental research design. The population of this study was tenth grade students of SMA Negeri 2 Pematangsiantar in the 2024/2025 school year. Researchers took two classes as samples. The samples taken were class X-3 as an experimental class consisting of 36 students and class X-4 as a control class consisting of 36 students. The experimental class was taught with the Example Non-Example learning model, while the control class was taught with the conventional model. Data was obtained using pre-test and post-test given to both groups. The mean value of the experimental class in the pre-test was and the mean value of the control class was. On the other hand, the average variable in the experimental class on the post-test was, while the average score of the control class on the post-test was. To obtain the data, the researcher used a test as an instrument. The t-test results show that the calculated t value is greater than the t table at the 5% significance level (1.666). The significance value results show that the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected. This means that there is a significant effect of using the Example Non-Example learning model on tenth grade students of SMA Negeri 2 Pematangsiantar in writing descriptive text.

Keywords: Effect, Example Non-Example, Writing

INTRODUCTION

Language is the essensial communication system both orally and in writing that aims to express thoughts, feelings, and information. According to Devitt and Hanley (2006:1), as cited by Noermanzah (2017:2), explain that language is a tool for sharing messages in various situations and activities. In the English language, there are 4 language skills that important to developing proficiency, namely: speaking, writing, listening, and reading (Gumartifa, 2021). These skills are generally split into two kinds. Receptive skills, such as reading and listening, are about understanding language. Productive skills, like speaking and writing, require students to actively use and create language. Among these, writing skills are especially important in language learning.

Writing skill plays a very important role because writing enables individuals to convey ideas, thoughts, and emotions through written language (Sa'adah, 2020). Writing skill also involve a deep thought process, as well as mastery of proper grammar and vocabulary (Nurdiana, 2022). According to Ahmad Subandi (2014) as cited in Situmorang, N, M, Y,. (2018), writing skills help students put their ideas on paper so others can understand them. These skills also help students think more carefully, analytical and creative thinking because the writing process requires students to select ideas, organize ideas, analyses information and develop new ideas.

Writing skill involves a creative process where the writer can develop ideas and structure them into text. In conclusion, writing is the process of producing or producing text (Basonggo, 2016). When someone writes, they produce text containing coherent and cohesive sentences to convey information, ideas or stories. Text is a collection of words and sentences that have certain grammar and structure arranged to convey certain information, ideas or messages (Jayanti, 2019). According to Supriyadi, et al, 2022 as cited in Budiyono, S., Pranawa, E., Santoso, G, B. (2022), said that a text is a set of words, either written or spoken, put together to share meaning in a particular situation. There are various kinds of texts, and one kind is descriptive text.

Descriptive text is writing that creates a clear, detailed picture of something. According to Mahsun (2014:28), as cited in Nurfidah (2019), descriptive text aims to describe an object by focusing on its physical traits. This type of writing helps the writer explain something so clearly that the reader or listener can picture it as if they're looking at it. even though the reader or listener has never witnessed it himself. But there are several problems experienced by students related to descriptive text learning.

The researcher observed while teaching at SMA Negeri 2 Pematangsiantar that students have problems with writing, especially descriptive texts. The Merdeka curriculum for Tenth Grade states that students should be able to write descriptive texts well, using proper grammar and language. Students were asked to explore their ability to describe objects, places or events in words so that the reader seems to feel what is described. However, many students experience difficulties in achieving learning objectives or achievements, resulting in the non-achievement of curriculum goals at SMA Negeri 2 Pematangsiantar.

The researcher tested 35 students on a descriptive writing task. The results show that many students had difficulty writing descriptive texts and scored below the passing grade of 72. The problems included: First, many students had trouble understanding how to organize descriptive texts, resulting in unclear and disorganized paragraphs. Second, they struggled to use the right language features, which caused mistakes in word choice and spelling, making their writing hard to understand. Second, students have difficulty in using the linguistic features of descriptive text such as errors in using words and spelling making descriptive text difficult to understand. Lastly, students difficult to find interesting ideas related to writing descriptive text and have difficulty developing ideas related to the object to be described so that the text becomes less informative and interesting.

In addition to the problems experienced by students, teachers also faced their own challenges when teaching descriptive texts. The main difficulty faced by educators is the limited application of creative teaching methods. This causes descriptive text learning to be less than optimal and does not achieve the expected learning objectives. Teaching methods can be the main cause of students' difficulties in writing. According to Javed et al (2013) as cited in Putri & Ramadhan (2022), the method or way of teaching teachers can also affect students' enthusiasm in learning and students' writing ability.

Teaching models are guides for teachers that assist in structured lesson planning,

facilitate the achievement of learning objectives and enhance student learning effectiveness. According to Paul D. Eggen et al. (1979:12) in Chakma, D. (2022), models are teaching strategies created to achieve specific educational objectives.Teaching models assist teachers in designing learning activities and determining appropriate ways and means to teach lessons. The right model can help overcome various challenges in learning and achieve the expected learning outcomes. There are numerous learning models available, and one effective approach to address the previously mentioned issues is by employing the Example Non-Example model.

The example-non-example model is a teaching model that utilizes images or videos to present educational content. Habibat (2017) as cited in Fadly (2022) states that, Example Non-Example learning model or also commonly called examples and not examples is learning that is given to students by showing real pictures of surrounding problems to be analyzed with friends in group form and asking for the results discussed. The arrangement and design of image media allow students to analyze the images and create a concise description of what they depict. The researcher selected this method because it aids students in distinguishing between effective and ineffective texts, through comparing texts students can also learn to be analytical and critical of the quality of writing, and with this method learning will also be more active and participatory because it involves students in discussion activities and analysis of the examples given.

According to earlier studies, it was discovered that the Example Non-Example Method enhances students' writing skills. A study released in 2023 titled "Improving Students' Ability in Writing Descriptive Text Using Examples Non-Example Method at Eight Class of SMP Negeri 3 Ngimbang" by Khoirul et al. The research method used is quantitative research. The result showed a significant improvement in students' writing skills after applying the non-example method. The findings provide valuable insights for educators in improving students' writing skills through innovative and effective approaches. There are differences between this research and previous research, including differences in subjects, population, and samples.

Based on the background above, the researcher tries to conduct a research with the title **"The Effect of Example Non-Example Teaching Model on Tenth Grade Students' in Writing Descriptive Text of SMA Negeri 2 Pematangsiantar"**

METHOD

This research method is a quantitative research method using a quasi-experimental research design. The researcher chose quasi-experimental research as the method for this study because it did not require the full range of actual experimental research. According to Veldman (2016), as cited in Indrayafi, T., et al. (2020), the quasi-experimental design did not arise spontaneously from actual experimental research. It is simpler than actual experimental research, which selects a sample at random. In this study, the researcher administered a pre-test and post-test to assess students' capacity to create descriptive language following treatment. So the researcher separated the research sample into two groups: the experimental group and the control group.

Purposive sampling was adopted in this study since both courses had the same number of students and a fairly balanced level of academic competence. According to Sugiyono (2013), as referenced in Mahmud, Y, S. (2015), purposeful sampling is a technique for sampling source data with specific criteria. The researcher chose classes X-3 and X-4 as samples for this study. The sample size was 72 students, with class X-3 as the experimental class (36 students) using the Example Non-Example Model and class X-4 as the control class using the traditional model.

RESULT AND DISCUSSION
Data Description

Five criteria were used to evaluate students' narative text writing: content, organization, gammar, vocabulary, and mechanics (Brown 2007). This data was gathered to determine the efficacy of the Example Non-Example Teaching Model in improving students' writing skills. The pre-test was conducted prior to the model's implementation, and the post-test was administered afterward. Thirty six students from SMA Negeri 2 Pematangsiantar at grade X-3 made up the experimental class for this research. The tabel below displays the results, which provide crucial details regarding the students' writing abilities.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	AGS	63	73
2.	ADO	66	74
3.	AML	63	79
4.	AMD	59	79
5.	APR	59	70
6.	ARA	70	83
7.	BRN	63	75
8.	CHN	79	80
9.	DTA	54	74
10.	ELN	82	88
11.	FAZ	70	83
12.	FAU	60	72
13.	FTR	80	89
14.	GBR	66	74
15.	HFZ	59	70
16.	IMR	70	83
17.	IRG	63	78
18.	IZA	45	67
19.	JLA	63	73
20.	JSA	54	75
21.	KEV	70	83
22.	KEZ	82	88
23.	KHO	55	66
24.	KRA	63	75
25.	MAL	80	89
26.	MIL	55	66
27.	NAW	59	70
28.	ODM	79	80
29.	PTR	66	74
30.	REV	66	74
31.	RHA	63	75
32.	SRH	45	67
33.	TRA	60	74
34.	WLA	60	74
35.	ZHA	63	73
36.	ZHU	60	72
$\sum$		**2314**	**2739**

The table above shows the pre-test and post-test scores of 36 Experimental students. The scores are compared to see how students' writing skills improved after using the Example Non-Example Teaching Model. The total pre-test score for the Experimental class was 2314, with an average of 64.27. Following treatment, the total post-test score increased to 2739, with an average score of 76.08. This shows a noticeable improvement in students' writing abilities following the implementation of the Example Non-Example Teaching Model.

Figure 1. Improvement in Experimental and Control Class

	Experimental	Control
Pre-Test	64,27	59,94
Post-Test	76,08	72,09
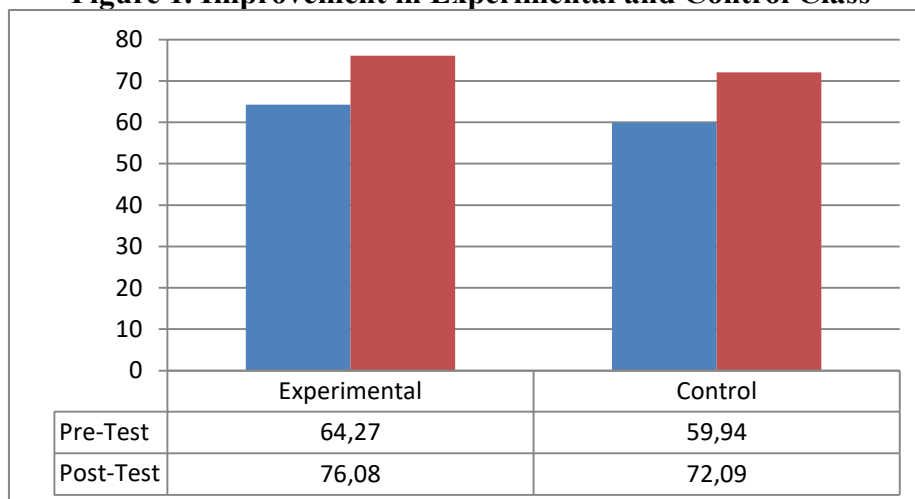
After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, particularly following the intervention. The experimental group, which utilized the Example Non-Example teaching model, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class rose from 65.50 in the pre-test to 78.20 in the post-test. In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score increasing from 60.30 in the pre-test to 72.40 in the post-test. This data highlights the effectiveness of the Example Non-Example teaching model in enhancing students' abilities to write descriptive texts.

Testing Hypothesis

The researcher found a t-test value of 6.0361 after analyzing the data. They then calculated the distribution table and the t-test value for different degrees of freedom (df). The result from the t-table was 6.0361 because the degrees of freedom in this study were 70, with a significance level of 0.05. According to the calculations, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected because the t-test value (6.0361) is greater than the t-table value (1.666) at the 0.05 level.

Research Findings

The researcher found that the Example Non-Example Teaching Model greatly helps students improve their descriptive writing skills based on the data analysis.

1. Experimental Class
   a. In the Pre-test mean score for the experimental class was 64,27.
   b. In the Post-test mean score for the same class was 76,06.
   c. In the pre-test, the experimental class's lowest score was 45, while its greatest score was 82.
   d. In the post-test, the experimental class's lowest score was 67, and its highest score was 89.
   e. The experimental class's overall mean variable (Ma) was 11,80.

2. Control class
   a. In the pre-test, the control class's mean score was 59,94, while post-test mean score for the same sclass was 68,19.
   b. In the pre-test, the control class's lowest score was 48, and its best score was 74.
   c. In the post-test, the control class scored as low as 55 and as high as 80.
   d. The total mean variable (Mb) derived from the control variable was 8,25. Additionally, at a significance level of 0.05 for the two-tailed test, the t-test result (6.0361) is higher than the t-table value (1.666) based on the hypothesis testing results.

Discussion

This research aimed to see how the Example Non Example Teaching Model helped tenth-grade students at SMA Negeri 2 Pematangsiantar improve their descriptive writing skills. The study included two classes: one class (X-3) acted as the experimental group, and the other class (X-4) served as the control group. Both classes took the same tests before and after the study. The experimental group learned using the Example Non Example Teaching Model, while the control group did not receive any special teaching methods. The results showed that the students who used the Example Non Example Teaching Model performed better than those who were taught in the usual way.

The Example Non Example Teaching Model can improve how students write descriptive texts. This model helps their writing skills for a few reasons. To find out if this teaching method really works, both a pre-test and a post-test were given to a group that used the teaching model (the experimental group) and another group that didn't (the control group). The average score on the pre-test for the experimental group was 64.27, which is below the passing score of 73. This means the students' writing skills were still low. However, after using the teaching model, the average score for the experimental group on the post-test went up to 76.06.

CONCLUSION

The researcher found that the Example Non-Example Teaching Model greatly helped students improve their writing skills. This is shown by the pre-test score of 64.27, which initially had a low value compared to the control classes, but after using treatment it gave a difference and a higher number, namely 76,06 , while in the control class there was data of 59,94 and had been changed to 68,19. This means that using the Example Non Example Teaching Model made students' easier to write text . Here's

The researcher found that the test results showed the t-count (6.0361) was greater than the t-table (1.666). This means the Alternative Hypothesis (Ha) is accepted, and the Null Hypothesis (H0) is rejected. Therefore, the researcher concluded that using the Example Non-Example Teaching Model helped tenth-grade students at SMA Negeri 2 Pematangsiantar improve their ability to write descriptive texts.

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