# THE INFLUENCE OF EXAMPLE NON-EXAMPLE METHOD TOWARD STUDENTS WRITING SKILL IN EXPLANATION TEXT AT THE ELEVENTH GRADE ACADEMIC YEAR 2023/2024

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| INFO ARTIKEL | ABSTRACT |
|---|---|
| | *This research aims to determine the effect of the non-example method on the explanation writing skills of Class XI students. This research was carried out from 10 August 2023 to 31 August 2023 and the researcher chose SMA Negeri 9 Pandeglang as the research location. The research only took class XI, totaling 311 students. Class XI I (as the experimental class) has 34 students, and XI H (as the control class) has 34 students. This research was designed in the form of a quantitative approach. The treatment begins with a pre-test and ends with a post-test. Based on the finding of the analysis and interpretation of research data, it is known that there is a significant influence of the Non-Example Method in Writing Explanation Texts for Class XI Students of SMAN 9 Pandeglang for the 2023/2024 Academic Year. Based on the results of data analysis and research interpretation, the standard deviation for the experimental group was 7.560 and 10.361. Meanwhile, the standard deviation of the control group was 9.438 and 10.210 respectively. The results obtained from hypothesis testing were 0.00 < 0.05, meaning that teaching writing used the example-non-example method has a positive influence on the writing skills of class XI students at SMAN 9 Pandeglang for the 2023/2024 academic year. Therefore, the null hypothesis (Ho) is rejected, if not then the alternative hypothesis (Ha) is accepted.* |

| KATA KUNCI | ABSTRAK |
|---|---|
| | Penelitian ini bertujuan untuk mengetahui pengaruh metode example non-example keterampilan menulis penjelasan siswa Kelas XI. Penelitian ini dilaksanakan pada tanggal 10 Agustus 2023 sampai dengan 31 Agustus 2023 dan peneliti memilih SMA Negeri 9 Pandeglang sebagai lokasi penelitian. Penelitian hanya mengambil kelas XI yang berjumlah 311 siswa. Kelas XI I (sebagai kelas eksperimen) berjumlah 34 siswa, dan XI H (sebagai kelas kontrol) berjumlah 34 siswa. Penelitian ini dirancang dalam bentuk pendekatan kuantitatif. Perlakuan diawali dengan pre-test dan diakhiri dengan post-test. Berdasarkan temuan analisis dan interpretasi data penelitian diketahui terdapat pengaruh yang signifikan Metode Non Contoh dalam Menulis Teks Eksplanasi Siswa Kelas XI SMAN 9 Pandeglang Tahun Pelajaran 2023/2024. Berdasarkan hasil analisis data dan interpretasi penelitian, standar deviasi kelompok eksperimen adalah 7,560 dan 10,361. Sedangkan standar deviasi kelompok kontrol masing-masing sebesar 9,438 dan 10,210. Hasil yang diperoleh dari uji hipotesis sebesar 0,00 < 0,05 artinya pengajaran menulis dengan metode example-non-example memberikan pengaruh positif terhadap keterampilan menulis siswa kelas XI |

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## INTRODUCTION

Language has an important role in human life because language is a medium of communication, thought, and learning in the era of globalization. "Language is a sign system used by people to collaborate, interact, and identify" (Silalahi, 2017:75). English is the most spoken language in the world and the mother tongue spoken by more than four hundred million people worldwide. According to Aufa, (2018:1), English as an international language has a significant role, for example, English is the language for science, technology, and international communication.

Through learning to write, students were expected to be able to express ideas, ideas, and think critically and put them in written form. According to Javed, et al., (2013: 130), writing is one of the basic skills of English, writing is generally regarded as one of the most difficult other skills for foreign language students. Students need to learn a language, especially English as a foreign language in learning at SMAN 9 Pandeglang, especially in class XI students, where the students in eleventh grade there were still many students who lacked English skills, especially in writing explanation texts. This subject is also implemented by the government in the curriculum as a student learning task.

Where researcher conducted research at SMAN 9 Pandeglang, especially in class XI where this school has implemented or used the latest curriculum, namely the Merdeka Curriculum, the Merdeka Curriculum is a policy package issued by the Ministry of Education in February 2022, according to Rohimajaya et al., (2022:827), the Merdeka Curriculum was developed as a more adaptive curriculum framework as part of a learning reform initiative, with a focus on important materials and developing students' character and skills, where learning activities were designed more flexibly through several choices.

This curriculum has been implemented in the tenth and eleventh grades of SMAN 9 Pandeglang school, while the twelfth grade still uses the 2013 curriculum for next year all classes from tenth to twelfth grade have been planned to use the independent curriculum. In addition, Ariestina et al., (2022:348), the Merdeka Curriculum published by the Ministry of Education and Culture of the Republic of Indonesia states that students can write explanation texts, reports, persuasive presentations about ideas, observations, and imagination, as well as explain causal relationships and express observations for readers.

In English, students do not only master oral and written communication, but students must master the four basic skills, namely listening, speaking, reading, and writing. According to Zaim, (in Asholahudin 2020:72), stated in the concept of language learning, there were four skills language that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills. These four language skills can be mastered by a language learner supported by the ability to master language components, namely mastery of grammar and vocabulary. The researcher only focused this research on students' ability in writing skills, where in this writing skill students still lacked the ability to write well and correctly.

Writing is an important aspect of language learning. According to Tarigan (in Titus 2013:3), writing is a language skill that is used to communicate indirectly, not face-to-face with other people. Writing is one of the language skills which is an activity that is related to the thinking process, as well as the skill of expressing it in written form. The higher the level of the thinking process, the better its application in writing. In learning to write, there were several types of text, including descriptive text, explanation text, recount text, narrative text, and many other types of text in English writing lessons. In this study, researcher only focused on one type of text, namely explanation text.

Explanation text is text that contains processes related to natural, social, scientific, and other phenomena. According to Kosasih (in Handayani & Kusmiatun 2020: 165), states that explanation text is the text that describes or explains a natural and social process or phenomenon. Explanation text also explains the cause and effect of an event. That is why explanation text is then referred to as a collection of various information containing facts. Where students were still perplexed in writing texts used the structure, one of the causes of students' weakness in mastering Explanation Text at SMAN 9 Pandeglang is that students pay less attention to English grammar and vocabulary, that the text becomes irregular and would cause several errors in writing. Therefore, the researcher was applied the example non-example Sample method in learning explanation texts to get maximum results in learning activities at school, especially in class XI at SMAN 9 Pandeglang. Researcher prefer to examine the meaningful and structured structure of Explanation Text writing used the Example Not Example method.

Example Non-Example Method is a learning model that uses pictures as learning media, where students lacked understanding of the example non-example method that was studied. The use of image media is regulated and designed, that children got analyze images in the form of a brief description of what is in the image. According to Istarani (in Gowa 2018:29) was convinced that the use of pictures in example non example encourages teachers to modify and explain the material that was taught in accordance with essential competencies. The researcher also needs to know how many mistakes students make, thus concluding a study entitled " The Influence of Example Non-Example Method Toward Students Writing Skill in Explanation Text at the Eleventh Grade of SMAN 9 Pandeglang Academic Year 2023/2024."

The researcher conclude that writing is described as one of the language skills taught in schools since elementary school. Writing has an important role in human life, in writing explanation texts, students can put ideas or ideas from what students feel into writing, especially in writing explanation text used the Example Non-Example method, it is expected that students can learn it easily. This shows that students were expected to be able to explore their ideas, and by making them into good paragraphs.

Based on the background above researcher interested in concluding research entitled "The Influence of Example Non-Example Method Toward Students Writing Skill in Explanation Text at the Eleventh grade of SMAN 9 Pandeglang Academic Year 2023/2024".

## METHODE OF THE RESEARCH

The nature of this research is quantitative research methods. According to Surajiyo (in Winasih, 2021: 5) quantitative research can be defined as a research method based on a positive philosophy that is used to research certain populations or samples. In this paper research, researcher used quantitative research methods in the form of experimental research consisting of two research groups, namely the experimental class research group used the example non-example method, and the control class used the picture and picture method.

In this research paper, researcher employed a quasi-experimental researcher design with pre-test and post-test. The samples that were used in this research were experimental class and control class. The researcher gave a pre-test to determine the initial state before the treatment, in class control and experimental class, and then, researcher that to both samples differently. There are the experimental class uses Example Non-Example Method, while the control class used Picture and Picture, which was carried out to find out the effect of used example non-example method toward student's writing skill in explanation text.

## DISCUSSION AND DISCUSSION

Based on the results of the research above, the researcher was discuss the results and determine how to achieve the research objective, namely, to determine the significant influence of used the example non-example learning method on students' writing skills in explanation texts in grade eleven. SMA Negeri 9 Pandeglang 2023/2024 academic year. The results of the data analysis show that there is a significant difference between students' learning achievements before and after being given treatment.

Before carrying out the pre-test activities, the researcher previously carried out a validity test on the questions that would be distributed to students in the experimental class and control class, where the validity test was carried out in a different class from the experimental class and control class after the validity test data was distributed to students, researcher test the validity and reliability of the questions whether they were valid or not, the aim is that the valid data was tested in the experimental class and control class.

After that, a pre-test was carried out at the first meeting which aimed to measure students' understanding of the explanatory text material before receiving treatment, then students were given treatment in five meetings starting on 14-25 August 2023. Which at each meeting is given the same material with a different method. After treatment was carried out in two classes, the researcher carried out a post-test to determine the improvement in their writing skills after receiving treatment. The researcher used SPSS version 25.0 to analyze the data. Data analysis uses the normality test, homogeneity test, and hypothesis test.

From the results of the research, the average pre-test score obtained by class XI students at SMA Negeri 9 Pandeglang in class The highest pre-test score in the experimental class was 69 and the lowest pre-test score in the experimental class was 38, conversely, the highest pre-test score in the control class was 69 and the lowest score in the control class was 32. This means that the distribution of pre-test scores in the experimental class is higher than in the control class.

While the average post-test score in the experimental class was 75.50, higher than the average score in the control class of 73.38. The highest post-test score in the experimental class was 94 and the lowest in the experimental class was 63, while the highest post-test score in the control is 88 and the lowest in the control class is 50. This means that the distribution of post-test scores in the experimental class is higher than in the control class.

In this study, the normality test used the Kolmogorov-Smirnov test used SPSS version 25.0 with the criteria: If the significance value is sig > 0.05 then the data is normally distributed data. Meanwhile, if the sig significance value is <0.05 then the data is not normally distributed. The homogeneity test in this study used the Levene test used SPSS version 25.0 with the criteria: If the sig significance value is > 0.05 then the data means the data is homogeneous, whereas if the sig significance value <0.05 then the data is not homogeneous.

The results of the research show that from the overall data sig 200 > 0.05, the data is normally distributed. The result is that the data scores for each class were normally distributed. In the homogeneity test, the pre-test results in the experimental class and control class were homogeneous because sig>0.05, and the post-test results in the experimental class and control class were homogeneous, because sig>0.05. Based on the results, the pre-test and post-test data were homogeneous. Hypothesis testing is the final data test in this research. Hypothesis testing used a statistical test (T test) simple paired test used SPSS version 25.0 with the following criteria:

If significance (2 tailed) < 0.05 means Ho is rejected and Ha is accepted.
If significance (2 tailed) > 0.05 means Ho is accepted and Ha is rejected.

Based on the test results, the researcher obtained a score of 0.00 < 0.5. This means that the alternative hypothesis (Ha) that there is a significant influence of example non-example method

toward students writing skills in explanation texts is accepted. Conversely, the null hypothesis (Ho) has no significant effect.

As a result, this research proves that the use of the example non example method can improve students' writing skills. Students feel happy and enthusiastic in practicing this method in learning and mastering writing skills.

**Table**

**Table 1 Non-equivalent Pre-test, Post-test Control Group design**

| No | Group | Initial Test | Treatment | Final Test |
|----|-------|-------------|-----------|-----------|
| 1 | Experimental Class | $Y_1$ | $X_1$ | $Y_1$ |
| 2 | Control Class | $Y_2$ | $X_2$ | $Y_2$ |

Information:

$Y_1$: Pre-Test for experimental class

$Y_2$: Pre-Test for control class

$X_1$: The treatment Example non-example method

$X_2$: the treatment in the control class is Picture and Picture method.

$Y_1$: Post-Test for experimental class

$Y_2$: Post-Test for control class.

**Table 2 Data of Population**

| No | Class | Male | Female | Total |
|----|-------|------|--------|-------|
| 1. | XI A | 13 | 21 | 34 |
| 2. | XI B | 13 | 21 | 34 |
| 3. | XI C | 15 | 19 | 34 |
| 4. | XI D | 19 | 18 | 37 |
| 5. | XI E | 24 | 12 | 36 |
| 6. | XI F | 20 | 13 | 33 |
| 7. | XI G | 15 | 20 | 35 |
| 8. | XI H | 21 | 13 | 34 |
| 9 | XI I | 19 | 15 | 34 |
| Total | | 159 | 152 | 311 |

**Table 3 Data of Sample**

| No | Class | | Male | Female | Student |
|----|-------|--|------|--------|---------|
| 1 | XI I | Experimental | 19 | 15 | 34 |
| 2 | XI H | Control | 21 | 13 | 34 |
| **Total** | | | 23 | 42 | 68 |

**Table 4 Writing Assessment Rubric**

| ASPECT | SCORE | INDICATOR |
|--------|-------|-----------|
| Mechanical punctuation | 4 | No errors |
| | 3 | Where 1 out of a total of 3 errors from the student test sheet. |
| | 2 | There were 2 errors out of a total of 3 errors from the student's test sheet |

| | 1 | There were more than 3 errors |
|---|---|---|
| *Organization Spelling* | 4 | write those words exactly. |
| | 3 | There were 1-2 words that were not written correctly. |
| | 2 | There were more than 2 words that were not spelled correctly. |
| | 1 | All words were not appropriate in writing. |
| *Content* | 4 | The entire contents of the sentence were written based on the title. |
| | 3 | Half or more of the contents of the sentence according to the title. |
| | 2 | The contents of the sentence were less than half according to the title. |
| | 1 | All the contents of these sentences were not by the title |
| *Grammar* | 4 | Right and right. |
| | 3 | Sometimes imprecise but does not affect the meaning. |
| | 2 | Inaccurate and affects meaning. |
| | 1 | Difficult to understand. |

The formula for calculating student grades is as follows:

$$\frac{\text{Number of Scores Obtained by Students}}{\text{Maximum/ideal score}} \times 100$$

Information:

The total score obtained by students is the total score obtained by students from aspects 1 to 4.

The maximum score/idea is the result of the highest score of 4 with the specified number of aspects (there were 4 aspects). So, maximum score/idea = 4 X 4 = 16.

**Table 5 Blueprint of Writing Test**

| No | Basic Competence | Indicator | Topic | Component of Writing Test | Number of Item | Form of Item |
|---|---|---|---|---|---|---|
| 3.8 | ifferentiate the social function, text structure, and linguistic elements of several oral and written explanation texts by giving and asking for information related to natural or social phenomena covered in other subjects in class XI, according to the context of use. | The students can write down a paragraph explanation text in good mechanic, content, organization, and grammar. | How does caterpillar metamorphosis occur? | Mechanic Organization Content Grammar | 1 | Written Test |

| 4.8 | Capture contextual meaning related to social function, text structure, and linguistic elements of oral and written explanation texts, related to natural or social phenomena covered in other subjects in class XI. | | | | | |
|---|---|---|---|---|---|---|
| | Total | | | | 1 | |

**Tabel 6 Data of Validity**

| | | X1 | X2 | X3 | X4 | Total |
|---|---|---|---|---|---|---|
| | Correlations | | | | | |
| X1 | Pearson Correlation | 1 | .221 | .387* | .445** | .673** |
| | Sig. (2-tailed) | | .202 | .022 | .007 | .000 |
| | N | 35 | 35 | 35 | 35 | 35 |
| X2 | Pearson Correlation | .221 | 1 | .357* | .395* | .692** |
| | Sig. (2-tailed) | .202 | | .036 | .019 | .000 |
| | N | 35 | 35 | 35 | 35 | 35 |
| X3 | Pearson Correlation | .387* | .357* | 1 | .504** | .770** |
| | Sig. (2-tailed) | .022 | .036 | | .002 | .000 |
| | N | 35 | 35 | 35 | 35 | 35 |
| X4 | Pearson Correlation | .445** | .395* | .504** | 1 | .799** |
| | Sig. (2-tailed) | .007 | .019 | .002 | | .000 |
| | N | 35 | 35 | 35 | 35 | 35 |
| Total | Pearson Correlation | .673** | .692** | .770** | .799** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 35 | 35 | 35 | 35 | 35 |

From the table above, it can be explained that based on the significance test (less than) <0.05, it means that the questions above are declared valid. Based on the table above, the question data from 35 students is declared valid.

**Tabel 7 Data of Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .713 | 4 |

Best on the result of the table above, the instruction tested is reliable is reliable because it shows Cronbach's Alpha 0.713>0,60.

**Table 8 The Score of Experimental and Control Class**

| No | Code Respondent | Experimental Class | | Code Respondent | Contro |
| --- | --- | --- | --- | --- | --- |
| | | Pre-test | Post- test | | Pre-test |
| 1 | SE 1 | 38 | 88 | SC 1 | 38 |
| 2 | SE 2 | 44 | 75 | SC 2 | 50 |
| 3 | SE 3 | 50 | 94 | SC 3 | 32 |
| 4 | SE 4 | 57 | 94 | SC 4 | 50 |
| 5 | SE 5 | 57 | 88 | SC 5 | 38 |
| 6 | SE 6 | 50 | 63 | SC 6 | 57 |
| 7 | SE 7 | 50 | 75 | SC 7 | 50 |
| 8 | SE 8 | 50 | 69 | SC 8 | 38 |
| 9 | SE9 | 50 | 88 | SC 9 | 44 |
| 10 | SE 10 | 38 | 63 | SC 10 | 57 |
| 11 | SE 11 | 32 | 82 | SC 11 | 57 |
| 12 | SE 12 | 38 | 82 | SC 12 | 44 |
| 13 | SE 13 | 69 | 88 | SC 13 | 38 |
| 14 | SE 14 | 38 | 69 | SC 14 | 44 |
| 15 | SE 15 | 50 | 75 | SC 15 | 38 |
| 16 | SE 16 | 50 | 63 | SC 16 | 50 |
| 17 | SE 17 | 50 | 63 | SC 17 | 63 |
| 18 | SE 18 | 50 | 82 | SC 18 | 44 |
| 19 | SE 19 | 38 | 81 | SC 19 | 50 |
| 20 | SE 20 | 38 | 69 | SC 20 | 44 |
| 21 | SE 21 | 50 | 75 | SC 21 | 44 |
| 22 | SE 22 | 50 | 75 | SC 22 | 38 |
| 23 | SE 23 | 38 | 94 | SC 23 | 69 |
| 24 | SE 24 | 57 | 75 | SC 24 | 38 |
| 25 | SE 25 | 44 | 69 | SC 25 | 57 |
| 26 | SE 26 | 50 | 63 | SC 26 | 38 |
| 27 | SE 27 | 57 | 88 | SC 27 | 44 |
| 28 | SE 28 | 44 | 63 | SC 28 | 57 |
| 29 | SE 29 | 57 | 75 | SC 29 | 44 |
| 30 | SE 30 | 44 | 75 | SC 30 | 38 |
| 31 | SE 31 | 44 | 63 | SC 31 | 32 |
| 32 | SE 32 | 38 | 63 | SC 32 | 32 |
| 33 | SE 33 | 57 | 63 | SC 33 | 57 |
| 34 | SE 34 | 50 | 75 | SC 34 | 57 |
| Total | | 1611 | 2567 | Total | 1571 |

**Table 9 The Data of Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| Pre E | 34 | 5 | 11 | 7.32 | 1.492 |
| Post E | 34 | 10 | 15 | 12.03 | 1.660 |
| Pre C | 34 | 5 | 10 | 7.59 | 1.282 |
| Post C | 34 | 8 | 14 | 11.71 | 1.643 |
| Valid N (listwise) | 34 | | | | |

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**Table 10 The Data of Normality**

|  | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | df | Sig. |
| Unstandardized Residual | .105 | 34 | .200* | .955 | 34 | .169 |
| *. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

Based on the results of the Normality test, it is known that the significance value is 523 > 0.05, so it can be concluded that the residual value is normally distributed.

**Table 11 Test of Homogeneity of Variances**

|  |  | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| X1 | Based on Mean | .822 | 3 | 132 | .484 |
|  | Based on Median | .799 | 3 | 132 | .497 |
|  | Based on Median and with adjusted df | .799 | 3 | 130.553 | .497 |
|  | Based on trimmed mean | .744 | 3 | 132 | .528 |

**Table 12 Test Data of Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | pre_e | 7.32 | 34 | 1.49181 | .25584 |
|  | post_e | 12.02 | 34 | 1.66033 | .28474 |
| Pair 2 | pre_c | 7.58 | 34 | 1.28199 | .21986 |
|  | Post_c | 11.70 | 34 | 1.64279 | .28174 |

The results of the Paired Sample T-test were needed to determine whether there is an influence of the hypothesis, and the statistical hypothesis is:

Alternative Hypothesis (Ha):

There is a significant Influence of example non-example method toward students writing explanation text at the eleventh grade of SMAN 9 Pandeglang Academic Year 2023/2024.

Null Hypothesis (Ho):

There is no significant Influence of example non-example method toward students writing explanation text at the eleventh grade of SMAN 9 Pandeglang Academic Year 2023/2024.

The criteria for the paired sample T-test were:

If the significance (2-tailed) <0.05 means Ho is rejected and Ha is accepted. If the significance (2-tailed) is > 0.05, it means that Ho is accepted, and Ha is rejected.

The results of the paired T-test were as follows:

**Table 13 The Data of Paired Sample T-Tesr**

|  | Paired Differences | | | | | | | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 95% Confidence Interval of the Difference | | | | |
|  | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df |  |

| Pair 1 | pre_e - post_e | -4.70588 | 2.52898 | .43372 | -5.58828 | -3.82348 | -10.850 | 33 | .000 |
|---|---|---|---|---|---|---|---|---|---|
| Pair 2 | pre_c - Post_c | -4.11765 | 2.15694 | .36991 | -4.87024 | -3.36505 | -11.131 | 33 | .000 |

Based on the paired sample t test table, the hypothesis is not rejected, and the alternative is accepted, because the sig (2 tailed) test value is 5% (0.000 < a=0.05) for the experimental class and control class. Based on the mean results obtained from the two different methods used by each class, the differences were more significant in the average pre-test and post-test results obtained by the experimental class which used the Non-Sample Method. This means that there is a significant influence on students' writing skills in explanation texts in class eleven of SMA Negeri 9 Pandeglang.

## CONCLUSION

Based on the results of data analysis and research interpretation, there is a significant influence of the example non-example method on students' writing skills in eleventh grade students at SMAN 9 Pandeglang in the 2023/2024 academic year. The data shows that the mean and standard deviation of the experimental group were 11.02 and 1.660. Meanwhile, the mean and standard deviation for the control group were 11.70and 1.642 respectively. The standard deviation in the experimental class is greater than that in the control class. This means that teaching writing used the non-example example method has a positive influence on students' writing skills in class XI students at SMA 9 Pandeglang for the 2023/2024 academic year.

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