IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT USING EXAMPLE NON-EXAMPLE METHOD AT EIGHT CLASS OF SMP NEGERI 3 NGIMBANG

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Abstract This research aims to know: (1) the difference in students' descriptive writing ability between the eighth class of SMP Negeri 3 Ngimbang taught using the example non-example method and with the traditional method, and (2) the effectiveness of the use of the example non-example method in learning to write descriptive text in the eighth grade of SMP Negeri 3 Ngimbang. This research is quasi-experimental research using a pretest-posttest control group design. The results of t-test calculations performed on the post-test scores between the control group and the experimental group showed that the t-count was 2.735 with db 48 and Sig. (2-tailed) 0.009. Sig value. (2-tailed) which is 0.009 is smaller than the significance level of 5% (0.009 <0.050). This shows that there is a significant difference in students' descriptive writing ability among eight grade students of SMP Negeri 3 Ngimbang taught using the example non-example method and with the traditional method. After the pre-test and post-test test of each group, it is seen that the difference between the pre-test score and post-test score in the experimental group is larger than the control group (4.6> 2.52). This shows that the non-example example method is effectively used in writing descriptive text writing of eighth graders of SMP Negeri 3 Ngimbang.
Keywords: writing, descriptive text, example non-example method

INTRODUCTION

English is an important language to learn because it is one of the international languages. People of different backgrounds use English to communicate with others. In the eras of globalization, the function of the English language becomes more important, especially in the economic sector. Many inventors come to Indonesia. They speak English for communication.

In Junior High School, English teaching is aimed to reach the functional level (Depdiknas, 2006:227). It means that the students are demanded to be able to use English to fulfill their daily needs such as reading newspapers and communicating with other people both in oral and written. In accordance to achieve that demand, teaching English in Junior High School focused on the text type which must be mastered by students of junior high school, which are descriptive, procedure, recount, narrative, and report.

According to Haris (1974: 9) "*Language includes four skills; listening, speaking, reading, and writing*". Writing is one of the language components which is very important to learn among these four skills because writing is considered the most difficult skill since it combines many elements of English linguistics and social relations.

Writing becomes one of the most important skills in studying English. Writing is one of the language skills and it is important to be taught. By writing mastery, the students can develop their ability in learning English and express their idea well. teaching English writing process is required a great thought of students writing skill improvement to achieve high-quality writing for EFL students (Zahro, 2023). Based on the syllabus for eight years, one of the materials is descriptive text purposed to train students to write descriptively about something.

Interview results from students of state junior high school (SMP) 3 Ngimbang showed that a lot of students in the eighth class find difficulties in studying a descriptive text. It is caused of they are difficult to communicate their ideas in written form so that others can not understand their message then. They do not have a good ability to arrange the words to be meaningful sentences, and they feel bored during writing classes so they need a stimulus in writing activity. Consequently, the students make many mistakes in writing English sentences.

Referring to the observation in the classroom, the researcher finds that the teacher did not use teaching media as a stimulus in writing. Therefore, the researchers offered to experiment with the teacher by using the example-non-example method in teaching writing. The researcher expected that after using the example-non-example method, students are more interested in writing and can improve their writing ability.

From the explanations above and the strong desire of finding the solution to these problems, the writer intended to do the research in improving the teaching of writing in the classroom by using the example-non-example method in research entitled Improving the Students' Ability in Writing Descriptive Text by using Example-Non-Example Method at Eight Class of SMP Negeri 3 Ngimbang. The researchers conducted this research to make students interested in writing English and ask the students to communicate their ideas in writing. So, the students can increase their English ability after conducting this research, especially in writing.

LITERATURE REVIEW
Definition of Writing

Writing is one component of English language skills. In teaching English there are four components. There are listening, speaking, reading, and writing. Writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Cohen and Riel, (1989:15) define writing as a communicative act, a way of sharing information, observation, thoughts, or ideas with ourselves and others. In accordance with this meaning, Ur (1996: 162) writing is widely used within foreign language courses as a convenient means for engaging with aspects of a language other than the writing itself. It can be said that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is one of the most difficult skills that students should do because it is need the skills how to build the idea, and how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information. So writing is a very important skill.

General Concept of Descriptive Text

Descriptive text is "*a text which says what a person or a thing is like*". According to Larson (1984), its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is usually used to create and develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.

The purpose of the text is that description is used in all forms of writing not only to tell a vivid impression of a person but also to describe a person's achievement in the report (Zahrowi, 2009). Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or describe a thing. A description should be so unique that a description of one thing should be different from a description of another thing (Priyanto 2009). In other words, descriptive text is not used to generalize.

The generic structure of descriptive text consists of identification, description, and closing. A variety of purposes for writing descriptive text are; to attract a reader's attention, to create the characters of the thing, and to create an atmosphere in the text. While in language function, a descriptive text aims to show rather than to tell the reader what something or someone is like, relies on precisely chosen vocabularies, is focused and concentrated only on the aspects that add something to the main purpose of the description and is to develop the experience that the reader focuses on key details, powerful verbs, and precise nouns.

The Concept of Example Non-Example Method

Examples non-example is an interesting method that can be applied in teaching descriptive text. In this method, students work together in a group consisting of 2-3 persons to analyze the pictures given by teachers. In this circumstance, the students are expected to enjoy the teaching and learning process of writing in which they can discuss and share their ideas with one another, and get motivated in writing.

Istarani (2012:9) elaborates on the procedures of example non-examples are 1) the teacher provides some pictures based on the teaching objectives, 2) the teacher puts the pictures on a board or serves them with OHP, 3) the teacher gives instructions and opportunity for students to analyze the pictures, 4) the group consisting of 2-3 students report the result of the discussion in a piece of paper after analyzing the pictures, 5) each group has an opportunity to read the result of the discussion, 6) from the comments or the result of students' discussion, the teacher explains the material related to the objective teaching, and 7) making a conclusion.

The advantages of examples non-example as stated by Istarani (2012:10-11) are; a) the teaching and learning process will be more interesting because the students will become more attentive by seeing the pictures, b) students will be able to understand the material easier because the teacher shows the pictures related to the topic discussed, c) it can increase students' thinking to understand better because they are given an opportunity to discuss in analyzing the pictures, d) students will learn how to work together in a group, to make a good cooperation each others, and e) teaching and learning process will be more attractive since the students are able to analyze the pictures provided by the teachers. However, the disadvantages of the method are a) it is difficult to find good pictures, and b) the time which is available is sometimes less effective because often in discussions using a relatively long time.

RESEARCH METHOD

The kind of research used in this research is research quantitative, and this research is directed to find quantitative data through the results of the tryouts experiment. The use of the quantitative approach by reason of all symptoms obtained can be measured and can be analyzed by statistical analysis. The research methodology used in this research is the quasi-experiment method. The use of quasi-experimental methods is specious in this research with the reason that the research is research education so uses students as objects in this research. This research uses experiments designed with a pretest-posttest control group design (Arikunto, 2010:125), as in the table below:

Table 1. Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental	XI	√	X2
Control	Y1	-	Y2

Table 1 explains that X1 is the pre-test of the experimental group, Y1 is the pre-test of the control group, X2 is the post-test of the experimental group, and Y2 is the post-test of the control group. The symbol "√" means teaching descriptive by applying example non-examples method, while "-" means teaching descriptive by conventional method.

Data analysis was performed to test the research hypothesis by using a t-test. Analysis of this data is intended to know the difference as well as test the effectiveness of the example non-example method in learning to write descriptive text in eighth graders of SMP Negeri 3 Ngimbang. The data analysis was done by using the computer program SPSS 16.0.

FINDINGS AND DISCUSSION

This study aims to determine the differences in the ability to write descriptive at eight class students of SMP Negeri 3 Ngimbang between classes that are given learning by using example non-example and without using example non-example. In addition, this study also

aims to test the effectiveness of the use of the example non-example method in writing descriptive writing text of eighth graders of SMP Negeri 3 Ngimbang.

First Hypothesis Test Results

The first hypothesis in this study is the difference in descriptive text writing skills that are significant between at eighth class of SMP Negeri 3 Ngimbang who follow the learning method using example non-example with students who follow the learning without using example non-example method. Before describing the test results of differences in the skills of writing, the data from the two groups were presented in advance descriptions of data comparing the data of control group scores and experimental groups.

The pre-test scores of the experimental and control groups were then analyzed by t-test techniques to determine whether there was any difference in early descriptive text-writing skills between the two groups. The statistical formula used to test the hypothesis is a t-test using the computer program SPSS 16.0

The summary of the results of the pre-test t-test of the experimental group and the control group is presented in the following table.

Table 2. Summary of T-Test Results Score Pre-test Experiment Group and Control Group Class VIII SMP Negeri 3 Ngimbang

Data	T-Test	Db	Sig. (2-tailed)	Information
Pre-test Ex. Experiments and Ex. Control	1,952	48	0.057	Sig. (2-tailed)> 0.050: So it is not significant

Table 3. Summary of Test Results-t Data Post-test Skills Writing text description Experiment Group and Classroom Control Group VIII SMP Negeri 3 Ngimbang

Data	T-Test	Db	Sig. (2-tailed)	Information
Post-test Experiments Group and Control Group	2,735	48	0.009	Sig. (2-tailed) <0.050: significant

Thus, the null hypothesis (Ho), states "There is no difference in the skill of writing descriptive text significantly among eighth-grade students of SMP Negeri 3 Ngimbang who follow the teaching methods example non-example to the student who takes the lesson without using the method of example non-example" = rejected. Meanwhile, the alternative hypothesis (Ha) states "There are differences in the skill of writing descriptive text significantly among eighth class students of SMP Negeri 3 Ngimbang who follow the teaching methods example non-example to the students who take the lesson without using the method of example non-example" = acceptable.

Second Hypothesis Test Result

The second hypothesis in this study is related to the problem of the effectiveness of the example-non-example method in learning to write description text. If the first hypothesis is tested by looking at the mean scores of each test and using the independent sample t-test, then in testing this hypothesis the way used is different. Test the second hypothesis required the results of the different test scores increase in the two groups (experiments and controls). Increase or difference of mean score so we can call it as gain score. The summary of the t-test results of pre-test data and post-test of descriptive text writing skills of the control group and experimental group is as follows.

Table 4. Summary of Test Results-t Pre-test and Post-test Data Skills Writing text description of Control Group and Experiment Class VIII SMP Negeri 3 Ngimbang

Data	T-test	Db	Sig. (2-tail)	Information
Pre-test and Post-test Ex. Control	4,703	24	0,000	Sig. (2-tailed) < 0.05: Significant
Pre-test and Post-test Ex. Experiment	11,500	24	0,000	Sig. (2-tailed) < 0.05: Significant

Based on the t-test result table above it can be seen that in the pre-test and post-test control class obtained a t-test of 4,703 with db 24 and Sig. (2-tailed) 0,000. Sig value. (2-tailed) of 0.000 is smaller than the 5% significance level (0.050) states that the average increase in pre-test and post-test scores of control classes is significant. In addition, the pre-test and post-test experimental class obtained a t-count of 11,500 with db 24 and Sig. (2-tailed) 0,000. The average increase in pre-test scores and post-test experimental classes is significant because the value of Sig. (2-tailed) of 0.000 is smaller than the 5% significance level (0.050).

The following table presents the results of the pre-test and post-test of the control group and experimental group. The table presented below is made to make it easier to compare the highest scores, lowest scores, medians, modes, and especially the mean of the control group and experimental group.

Table 5. Comparison Table Score of Control Group and Experiment Group Class VIII SMP Negeri 3 Ngimbang

Data	Pre-Test		Post-Test	
	Group Control	Group Experiment	Group Control	Group Experiment
N	25	25	25	25
Lowest Score	22	21	24	25
High Scores	28	26	30	30
Mean	24.52	23.64	27.04	28.24
Md	24	24	27	28
Mo	23	23	26	29

From Table 5, it is known that there is a gain score (the difference in mean score from the pre-test to the post-test) in either the control group or the experiment group. On the pre-test, the mean score of the control group was 24.52, while the mean score on the post-test was 27.04. On the pre-test, the mean scores (mean) of the experimental group were 23.64, while the mean score of the post-test was 28.24. The data shows the gain score of the control group of 2.52 (27.04 - 24.52) and the gain score of the experimental group of 4.6 (28.24 - 23.64). Thus, the experimental group has a higher gain score than the control group. Thus, learning to write descriptive text using the non-example example method is more effectively used than learning without the example non-example method.

The above analysis is used to test whether the difference between the two average scores from the experimental and control groups has a significant difference. This suggests that the non-example example method is more effectively used in descriptive text writing lessons. Thus, the results of the second hypothesis test in this study concluded as follows.
1) Learning to write descriptive text that uses the example non-example method more effective use of learning to write descriptive text without using the method of example non-example in the eighth grade SMP 3 Ngimbang = acceptable.
2) Learning to write descriptive text using the example of non-example is not more effective than learning to write descriptive text without using the method of example non-example in the eighth grade SMP Negeri 3 Ngimbang = rejected.

Discussion

This research is conducted to know the effectiveness of the example non-example method which is one kind of method for descriptive text writing skill. Learning to write descriptive text is the material taught to eighth graders in the second semester. This research was conducted in SMP Negeri 3 Ngimbang because this method has never been applied to English learning at school. The population in this study was in eighth grade, amounting to 4 classes with an enrollment of 103 students. The sample in this study was 50 students, divided into two classes, namely the control class and the experimental class. The sample is taken by using a simple random sampling technique which is the technique of selecting a group of subjects selected at random simple.

From the technique obtained class VIIIB was a control group that gets the learning without using the example non-example method and class VIIIA was the experimental group that received treatment during learning by using the example non-example method. The purpose of this research is to know the difference in learning outcomes between the control group and the experimental group and to know the effectiveness of the example-non-example method in learning to write the descriptive text of eighth-grade students of SMP Negeri 3 Ngimbang.

The results of the research conducted showed the effectiveness of the use of methods example non-example in learning to write descriptive text in eighth graders SMP Negeri 3 Ngimbang. The effectiveness can be determined by linking the initial and final conditions of the control group and the experimental group after being treated.

CONCLUSION

Based on the results of research and discussion that has been raised it can be concluded that learning to write descriptive text in eighth graders of SMP Negeri 3 Ngimbang by using example non-example method is more effective compared with learning to write descriptive text without using example non-example method. This is evidenced by the value of t arithmetic of 11.500 with db 24 and Sig. (2-tailed) of 0.000 is smaller than the significance level of 5% (0,000 <0.050), which means significant. In addition, the gain score (difference in average score from pretest to posttest) of the experimental group is higher. The control group on the pretest had a mean score of 24.52 and at postes of 27.04 so the gain score obtained was 2.52 (27.04-24,52), whereas the experimental group had a mean score of pretest of 23,64 and postes of 28.24 so the gain score is 4.6 (28.24-23.64). This means that the experimental group has a higher gain score and proves that the example non-example method used in the experimental class is effectively used in writing descriptive text writing of eighth-grade students of SMP Negeri 3 Ngimbang.

Based on the conclusion above, some suggestions are offered in order to make the teaching and learning process enjoyable for students are that English teachers should try to apply examples-non-example methods in teaching in order to make the students interested in studying English, and English teachers should be more creative in creating a fun atmosphere in class in every skill of English which is taught.

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