

**IMPROVING LEARNERS' WRITING ABILITY  
BY USING EXAMPLE NON-EXAMPLE STRATEGY  
AT SMAN PAKUSARI IN ACADEMIC YEAR 2018/2019**

Sosa Desiana Dewi  
1410231012

English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah  
Jember, Jl. Karimata no. 49, 68121

Sosa Desiana Dewi/E-mail: [desianasosa@gmail.com](mailto:desianasosa@gmail.com)

**ABSTRACT**

Writing plays an important role in improving communication skills, especially in English. With writing, learners can improve their words or vocabularies. However, there are many learners find writing is not fun, attractive and easy. Therefore, the research under the title "Improving Learners' Writing Ability by Using Example non-example Strategy" is held.

This research is made for answering one question that has become the problem of the research; how can teaching learners using Example Non-example strategy improve SMAN Pakusari learners' writing ability. The objective of the research is to improve learners' writing ability by stimulating them to practice generating ideas. Based on the research problem and relevant theories, the action hypothesis of the research has been formulated as follows; The use of example no-example strategy can improve the eleventh grade learners writing ability in writing personal letter at SMAN Pakusari in the 2018/2019 academic year by stimulating learners' in generating their ideas into ordered written form of a concept.

The design of the research is Classroom Action Research. The subject of the research is learners in XI MIPA 1 SMAN Pakusari consisting 27 learners. The data is collected by holding a writing test and collaborating with the English teacher as the observer to produce field notes. To analyze learners' writing test score, the percentage formula is used.

The implementation of Example Non-example strategy was done in group. Discussions, presentations and practice were included. The media that was used could increase learners' attention span and interests. The consent of the strategy let learners expand their curiousness. This affects learners' score well; that the research only needed two cycles to achieve the criteria of success. Example Non-example strategy can improve learners' writing ability by generating ideas in two cycles from the percentage of learners who achieved  $\geq 83$ , 66.6% in cycle 1 to 85.2% in cycle 2. Based on the result of the research, it can be concluded that Example Non-example can improve learners' writing ability at SMAN Pakusari in academic year 2018/2019 by exploring learners' ability in generating ideas.

**Keywords** - writing, writing ability, generating ideas, personal letter, *example non-example*, *example non-example* strategy

**I. INTRODUCTION**

A language learner is able to actively use the language for the means of communication in either spoken or written forms in order to satisfy his or her needs (Richards and Rogers, 1986, p. 67). Based on preliminary study at SMA Negeri Pakusari, learners are lack of vocabularies, hard to find topics or ideas to begin writing, hard to arrange some words into sentence, sentences into paragraphs, which made them more complicated whether they had to forcefully finish or change the topic instead. Learners tend to be bored and tired, lacking of time and practices. They were taught that

writing is a complex activity with a never-ending confusion because it needs to be perfect either in context or in language feature. The writing difficulties that the learners are facing is supported by the low writing score which is only in average of 76.

From the findings in the preliminary study, it is decided that the problems should be solved with the help of a teaching model that is using pictures because it will affect so much at bringing out the learners' idea in writing. Example Non-example in the best teaching model that suits the problems learners' are facing, since it provides various example pictures and various non-example pictures, too. This help learners to drill themselves to expand their ideas and concepts.

Writing ability in this research refers to the capability of learners to generate and compose their ideas into a certain English text or essay consist of 150 words about what they have in mind as a personal expression or a communicative-purpose writing with relevant and coherent word considerations. Example Non-example is a strategy that requires learners to develop their ideas through example pictures, which can help learners to have analytical and critical thinking to discuss and generate more ideas.

This research is implemented at SMA Negeri Pakusari, to the eleventh graders of Science program in academic year 2018/2019.

## II. LITERARY REVIEW

In a country that learning English as a foreign language such as Indonesia, writing is not taken seriously. Teachers only focus on learners' writing product, not how learners can generate their ideas, can arrange the good sentence into paragraphs, etc. Learners are only asked to write in order to pass an examination or to get an average score of writing, as stated by Raimes (1991, p. 415), "writing for display" but not "writing for learning". Language skills comprise four aspects, reading, listening, speaking and writing. Each of the skills requires ability of the learners to do it. The word 'ability' refers to the power of one that can show his/her capability to do something based on the appropriate principles. It means that someone is said capable to write if he/she is able to write properly and accurately, based on the rules and principles of good writing.

The researcher has the intention to make the learners write freely about their personal experiences in order to gain learners' attention to be more excited about what they do in the class. Instead of writing some types of text mentioned above, the researcher prefers learners' to write a personal letter. Personal letter is a casual letter that is sent to a friend or person which has informal style and personal content (Swick, 2009, p. 151).

The researcher provides pictures in writing personal letter to help learners understand the rhetorical structure of personal letter and write personal letter orderly.

The procedure of the example non-example strategy based on Huda (2013, p. 235) is beyond these steps:

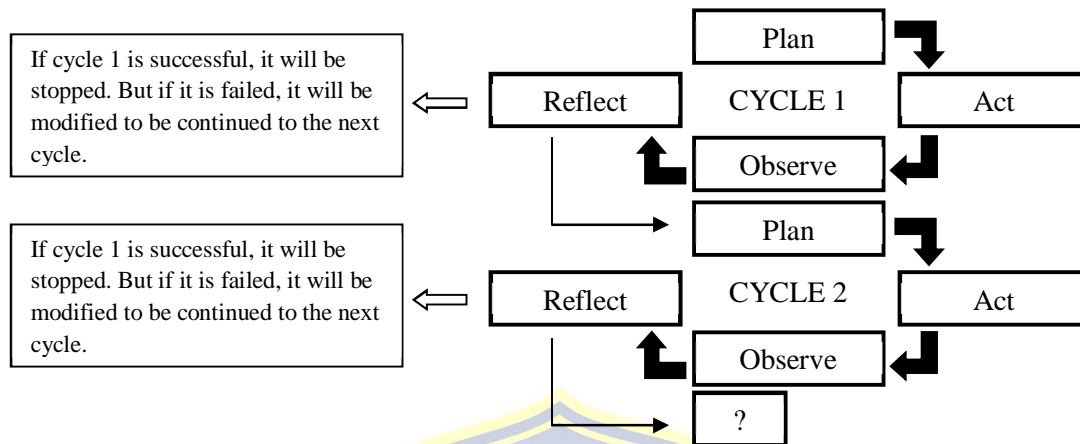
1. Teacher prepares pictures that are relevant to the learning purpose
2. Teacher sticks the pictures on the board or shows them in projector
3. Teacher divides the class into some groups consisting 2-3 learners (in this case, the researcher decides to get the activities done individually)
4. Teacher gives clues and chances to each group to analyze the pictures
5. Learners take notes of the group discussion result from the picture analysis
6. Teacher gives chances to each group to deliver the discussion result
7. Based on the comments or learners' discussion result, teacher explains suitable materials
8. Closing (conclusion)

The action hypothesis of this research is that the use of example no-example strategy can improve the eleventh grade learners writing ability in writing personal letter at SMAN Pakusari in the 2018/2019 academic year by stimulating learners' in generating their ideas into ordered written form of a concept.

## III. RESEARCH METHOD

The kind of the research that the researcher uses is classroom action research or may be known as CAR. Classroom action research is a process to improve education by incorporating change

and involves educators working together to improve their practice (Ary, 2010, p. 514). This kind of research lets the researcher analyze what and how to improve through evaluation, as stated by McNiff and Whitehead (2006, p. 7); action research is a form of enquiry that enables practitioner everywhere to investigate and evaluate their work.



(Adapted from Kemmis and McTaggart in Arikunto, 2010, p. 137)

### 3.1 Planning

The first thing to do is selecting the suitable writing material including the most appropriate writing text that matches the ability of eleventh grade learners. In this case, it is considered that personal letter is one writing text that matches XI MIPA 1 learners' ability. Personal letter tend to come in a form of a free writing in the 'content' part but there still are generic structures which should be followed by the learners.

Second, the researcher plans the data collecting techniques with the collaborator which is the party of SMAN Pakusari, the English teacher who owns the researcher's research class.

Third, preparing two lesson plans based on the syllabus that is valid in SMAN Pakusari for the first and second meetings.

The last, preparing the media that is going to be shown to the learners based on the strategy the researcher uses. Since the researcher uses example non-example strategy as an act within the research, the media that should be prepared is example pictures.

### 3.2 Acting

The implementation of this research occurs during class hours. Actions that has been planned by the researcher is using example non-example strategy. In this phase, the cycle of the actions is arranged into two meetings.

### 3.3 Observing

Observing phase is where the researcher synthesizes and analyzes the data. The data is collected by holding a writing test and taking notes to be put on the field notes by the collaborator or the English teacher.



### 3.4 Reflecting

The researcher will use the result of the reflection phase as a guideline to consider putting improvement of modification into the next cycle. If the result reaches the expected score based on researcher's consideration towards learners' ability which is 83 in individual score, then the cycle is stopped. The collected data that the researcher gets through a writing test will be analyzed.

To collect data from the students' writing test scores were analyzed quantitatively to find the mean score. According to Ali (1993, p. 181), the formula as follows:

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

$\bar{X}$  : The mean score the students' writing score test results

$\sum X$  : The total score of students' writing test

n : The total of Students

### 3.6 Criteria of Success

The criteria of success are used to determine a target of the learners' achievement. The researcher determines learners' achievement by considering their ability, which ends in the result of:

1. The result of writing test in the cycle is considered successful if there are  $\geq 75\%$  of the total learners fulfill the writing standard score.
2. The learners can be said as having improving abilities if they reach at least 83 in writing test. Then, the action is successful if there are  $\geq 75\%$  of the total learners who reach 83 or above.

### 3.7 Research Instrument

Research instrument is needed to be the completion for the researcher in collecting the data. It is the tool to earn as many information as he/she can for the expected result.

#### 3.7.1 Writing Test

According to Arikunto (2013, p. 193), test is a set of question, exercise or other instruments which are used to measure skill, knowledge by the individual person or group. Here, the researcher uses writing test as one of the instruments needed for data collecting. The form of the writing test used here is essay test, which requires learners to be able to write a personal letter and will be evaluated later. The essay test is standardized as it is Cambridge English's IELTS General Training Writing Task 1 – teacher's notes.

#### 3.7.2 Field Notes

The researcher and observer used field notes to record activities during the teaching and learning of writing narrative paragraph through Sequenced Picture in the classroom including the student's attitude, teacher creativity in presenting the material, and the failure of technique.

The Field note described as follows:

a. The Students

Field note is expected to record all kinds of activities done by the learners during the teaching learning process. Here will require observer to write any of learners' feedbacks or responses, attractions, attentions, etc.

b. The Teacher

It is aimed to make notes about the teacher, whether he/she can manage the class very well or otherwise.

c. The Strategy

At this part, the notes are meant to discover how improving the strategy is. The observer can record any of strategy's advantages or disadvantages. This is expected to be taken because the researcher will need the notes to be analyzed and reflected later in the research. The procedure of the strategy is going to be discussed further.

d. The Class

This is meant to record the class activity. This has the objective to find out more about how effective the strategy is for the class situation.

#### **IV. RESULT OF THE RESEARCH & DISCUSSIONS**

The result of cycle 1's implementation consisted of the writing test that was used to measure learners' writing ability achievements after being taught using example non-example strategy and the field note was used to analyse learners' participation during the class.

With the help of the collaborator as an observer during the strategy implementation, the researcher can get a mini report regarding learners' class participation, every learners' circling information in a group was being monitored by the observer. In the field note, the observer wrote that the learners were still trying to figure out the teaching learning objectives. Meaning that learners' participation were grey; attracted, but short attention spanned. The researcher was explaining the whole assignment instead of giving one instruction because the learners were busy discussing. The monotonous theme given to discuss makes learners doubtful in expressing what they truly thought because they want to sound similar to each other in the presentation session.

Writing test was held after the strategy implementation to recognize the learners' ability after given a treatment.

In cycle 2, some revision and modification were made. The result of the research instrument is presented here. There was a significant improvement found here in cycle 2. The activities that were done in this cycle focused on developing the process, more into improving learners' creativity in group working.

In the field note, the observer wrote that the learners' participation was significantly improved. Learners were able to catch the new theme that the researcher gave. Various interesting

themes were given to each different group. This modification made the learners responsible towards the assignment given. Many subtopics and vocabularies were used during the presentation session.

Writing test was held after the strategy implementation to recognize the learners' ability after given a treatment.

Meyers (2005, p. 2) once stated that writing is a way to produce language, which you do naturally when you speak. He, also, stated that writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising. By Meyers' statement, it was wise that this research expected learners to be more capable to write their ideas out without considering too much principles and start the writing process as soon as possible. Generating ideas from certain given theme was easier than making a customized theme and generate it into something that was exactly expected in mind. Cycle 1 ensured the researcher that learners' writing products were too broad and were written as good as they wanted it to be instead of naturally written based on their own ideas. Cycle 2 gave learners the chance to be more expressive with their certain experiences that related to the theme given because it was already considered that the themes are things that they have experienced about. The writing products they made were felt more personal and simpler than before. This stimulated learners to generate their ideas freely but still managed to be limited to things that are not related.

To sum up, the modified and improved activities in the cycle 2 were better versions of activities in cycle 1. There were activities that did not work the way it was expected, as the procedure has written about. The things that were possibly flawed are the main reason cycle 2 to succeed.

Table 1. Writing Test Result of Cycle 1

<b>The Data Result</b>	<b>Cycle 1</b>
The average score of reading comprehension test	83
The number of students who get score $\leq$ 83	9
The number of students who get score $\geq$ 83	18
Mean Score	80.5
Percentage Result of Cycle 1	66.6%

Table 2. Writing Test Result of Cycle 2

<b>The Data Result</b>	<b>Cycle 2</b>
The average score of reading comprehension test	83
The number of students who get score $\leq$ 83	4
The number of students who get score $\geq$ 83	23
Mean Score	84.0
Percentage of the Result	85.2%

## V. CONCLUSION

Writing is considered as a hardwork for some of the learners in SMAN Pakusari. The obligation of doing writing activity only for examination score fulfillment is the main reason that makes learners think writing is not necessarily needed for other important purposes. The other reasons are the lack of specific vocabularies and practices.

Regarding the main and other reasons, this research has the objective of improving learners' writing ability through accustomizing them to generate their original ideas into concept and writing products using Example Non-example strategy. In preliminary study, the learners' average score was 76. In cycle 1, the learners' average score was 80.5, and it was only 66.6% of the class who could pass the target. In cycle 2, the learners got 84.0 as average score, and the learners who passed target were 23 people, it means that 85.2% of the class had passed the target.

From the result, it could be concluded that the use of Example Non-example strategy could improve learners' writing ability by attracting and stimulating learners through colorful activity pictures (and riddles) and analyzing them in order to make a concept and generate it into a specific writing product.

## REFERENCES

- Ali, M. (1993). *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Berlin, J. A. (1988). *Rhetoric and Ideology in the Writing Class*. Chicago: Council of Teachers of English (NCTE).
- Bodomo, A. B. (2002). *Quality Education Fund Project*. Hongkong: University of Hongkong.
- Buehl, D. (1996). *Classroom Strategies for Interactive Learning*. Delaware: International Literacy Association.
- Byrne, D. (1988). *Teaching Writing Skills*. Burnt Mill: Longman Group.
- Donald Ary, L. C. Jacobs, Asghar Razavieh, C. K. Sorensen. (2010). *Introduction to Research in Education*. Boston: Cengage Learning.
- Gavin Fairbairn & Christopher Winch. (1996). *Reading, Writing, and Reasoning: A Guide for Students*. Milton Keynes: Open University Press.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education Ltd.
- Harmer, J. (2007). *The Practice of English Language Teaching, Second Edition*. Cambridge, UK: Longman Press.
- Huda, M. (2014). *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatis*. Yogyakarta: Pustaka Pelajar.
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Longman (Pearson PLC).
- Jack C. Richards & Theodore S. Rodgers. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. New York: Cambridge University Press.



- Jane McNiff & Jack Whitehead. (2006). *All You Need to Know about Action Research*. New York: SAGE.
- Kagan, S. (1992). *The Structural Approach to Cooperative Learning in Cooperative Learning: A Response to Linguistics and Cultural Diversity (Edited by Daniel)*. London: Longman Inc.
- Meyers, A. (2005). *Writing with Confidence: Writing Effective Sentences and Paragraphs*. London: Longman Group.
- Raines, A. (1991). *Out of the Woods: Emerging Traditions in the Teaching of Writing*. Alexandria: Teachers of English to Speakers of Other Languages, Inc. (TESOL Quarterly).
- Reep, D. C. (2009). *Technical Writing: Principles, Strategies and Readings*. New York: Pearson Longman (Pearson PLC).
- Slavin, R. E. (1991). Synthesis of Research on Cooperative Learning. *Education Leadership*, 48, 71-182.
- Swick, E. (2009). *Practice Makes Perfect: English Sentence Builder*. New York: The McGraw-Hill Companies, Inc.
- William Grabe & Robert B. Kaplan. (1996). *Theory and Practice of Writing: An Applied Linguistic Perspective*. London: Pearson Longman (Pearson PLC).

