SKRIPSI

**IMPROVING THE STUDENTS' WRITING ABILITY IN
RECOUNT TEXT THROUGH EXAMPLE NON
EXAMPLE METHOD AT SMPN SATAP 5
BARAKA KAB. ENREKANG**

By

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**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Submitted by
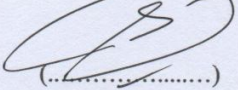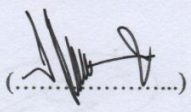
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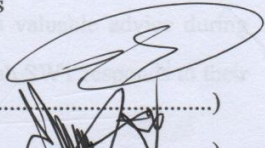Dr. Ahmad Sultra Rustan, M. Si.
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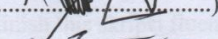
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Parepare, November, 13th 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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through example non example method at SMPN Satap

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Dayanti.*Improving the Students' Writing Ability in Recount Text Through Example Non Example Method at SMPN Satap 5 Baraka .(Supervised by Anwar and Amzah).*

This research is conducted to find out whether example non example method can improve the students' writing ability in recount text at the eight-grade students' of SMPN Satap 5 Baraka. The subject of the research is class VIII.B junior high school (SMPNSatap 5 Baraka), which consist of 27 students.

The design in this research was pre-experimental. The researcher used one research instrument. There is test. In the test phase, the researcher gave two kinds of test : pre-test and post-test. Pre-test was given before doing treatment, while the post-test was given after doing treatment.

The result in this research indicated that there was improvement of the students' writing ability in recount text, it indicated by the students' mean score of post-test (55) was greater than pre-test (39). Even, for the level significant (p) 5% and df = 26, and the value of the table is 1.706, while the value of t-test is 11.92. it means that, the t-test value is greater than t-table is 1.706 ($11.92 \geq 1.706$). Thus, it can be concluded that the students' writing ability in recount text is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it proved that example non example method can improve the students' writing ability in recount text. It could be concluded that teaching with the example non example method gave the positive influence toward the students' writing achievement in recount text.

Keywords : writing ability, recount text, example non example method.

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CHAPTER I

INTRODUCTION

1.1 Background

Language is a something that important in people life which is used to express people's idea and feeling to interact with the other people. In this world, there are some people able to use some languages. Because it is very important to know another language. In this world the language is very much and varied.

Even the number of languages in the world is estimated to be around 6000-7000 languages. Although the number of languages is very much there is an international unity language that is most often used by foreign speakers in the world that is English language. Jack C. R and Theodore S. Rodgers in their book, they said that '' English is the world's most widely studied foreign language, five hundred years ago. It was latin, for it was the dominant language of education, commerce, religion, and government in the western world".[1]It means that , English language becomes a very dominant language compared with other language. This is because the English language is the language most learned by people around the world.

English at global and local levels, the domains of use have also expanded tremendously for English such that it is language for communication among people from different language backgrounds in a growing variety of political, economic, cultural, educational, intellectual, and social areas.[2]It means that, English language not only used at the global level but also at the local level., most people from

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[1]Jack C Richards and Theodore S. Rodger, *Approaches and Methods in Language Teaching: A Description andAnalysis,*p. 1.

[2]Lubna Alsagoff, et.al., *Principles* and *Practices for Teaching English as an International Language*, (New York: Routledge, 2012), p. 123.

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different language backgrounds use the English language to communicate with each other for political, economic, cultural, educational etc.

In English there are four basic to develop English skill: listening, speaking, reading, and writing. Those skills are related to each other . Speaking and writing are productive skills. Listening and reading are receptive skills. In this case, the research is going to focus on writing skill. Writing is a process of creating, organizing, writing, and polishing.[3]. It means that, writing is the process of creating ideas or ideas that we want to write. After that we organize ideas or ideas into a paragraph that we will later write on paper. Once written then check back our writing and fix if anything is wrong.Writing is considered as the last skill will be learnt after the previous there, it is based on the assumption that language mastery starts from oral to written skill. Students practice to produce their language actively in speaking before they are going to learn their language into a piece of writing. Therefore, writing is the complicated one. In addition, writing is a very important competence.

Writing recount text is one of the genres in writing text. It is taught by the teacher to get students to know how to retell events or experiences in the past. Additionally, recount text is also used to report events that actually occur. But many students still have difficulty in writing recount text sentences because most of them do not know how to express their ideas in writing even though what they will write is a simple sentence. In addition, the factors that influence why students cannot write recount text sentences because the teacher when teaching does not use methods,

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[3]Alice Oshima and Ann Hogue, *Writing Academic English, The Longman Academic Writing Series, level 4, fourth edition,* (New York and London: Longman,1991),p.15.

techniques and learning models are appropriate and interesting so that students feel bored when the learning process is underway.

Teaching writing recount text is considered one of most challenging teaching practice. As a means of improving the writing skills of the English sentence language teachers are deemed necessary to use methods, approaches, ways, or techniques that can be used in teaching writing an English sentence. One method of learning that is considered quite interesting is the example non example method where this method using the image or image illustration.

Learning by using this method will be very effective to explain a concept especially in writing recount text, with the media illustration images, students are expected to formulate a concept.

Students are expected to improve their ability in writing especially in writing recount text. But in reality students in SMPN Satap 5 Baraka still weak in writing recount text because influenced by several factors:

1.1.1 Students do not know how to put their ideas and ideas into writing

1.1.2 Teachers when teaching writing especially recount text do not use methods and instructional techniques in accordance with the material taught, so that students feel bored and do not pay attention to the material being taught by the teacher

1.1.3 Teachers are very monotonous in teaching and do not involve liveliness of students in the learning process.Based on the factors above so to produce students who do not have the expertise in writing recount text. From these cases encourage researchers to get the solution of the problem. In the hope that students can improve their ability to write recount text and become master in writing.

The research chose to carry the research out at SMPN Satap 5 Baraka , because there was a little weakness when the teachers teaching writing because the teacher explained the material monotonously, hence it made the students feel bored and nothing ideas to write something. The teacher should give students some methods in order to make them enjoyable, easy, and memorable, about the material especially in writing skill. In this case, the researcher recommended the method in learning writing recount text by using example non-example method. The researcher out entitled "Improving the Students' Writing Achievement in Recount Text Through Example Non-Example Method".

1.2 Problem Statement

Based on the problem that has been stated above, the researcher formulated a research question as follows:" Is example non-example method able to improvethe students writingability in recount text?

1.3 Objective of the Research

Objective of the study is to find out whether or no example non-example method able to improve the students writing ability in recount text.

1.4 Significance of the Research

1.4.1 Theoretically

1.4.1.1 This research is expected to give added value in writing recount text.

1.4.1.2 This research will be expected to contribute in the form of development in writing to produce learners who have expertise in writing recount text.

1.4.1.3 As a scientific work, this research is expected to be used in the development of science and theory about writing recount text as a guide for research

activities and scientific studies. So that can be found new theories more relevant.

1.4.2   Practically

1.4.2.1   For students

Example non-example method will improve and to help students in learning English especially in writing recount text

1.4.2.2   For teacher

To provide the information of the students' writing ability in recount text and to encourage English teacher to look for the students' difficulties in writing recount text

1.4.2.3   For researcher

To get new knowledge and experience in teaching writing text using example non-example method.
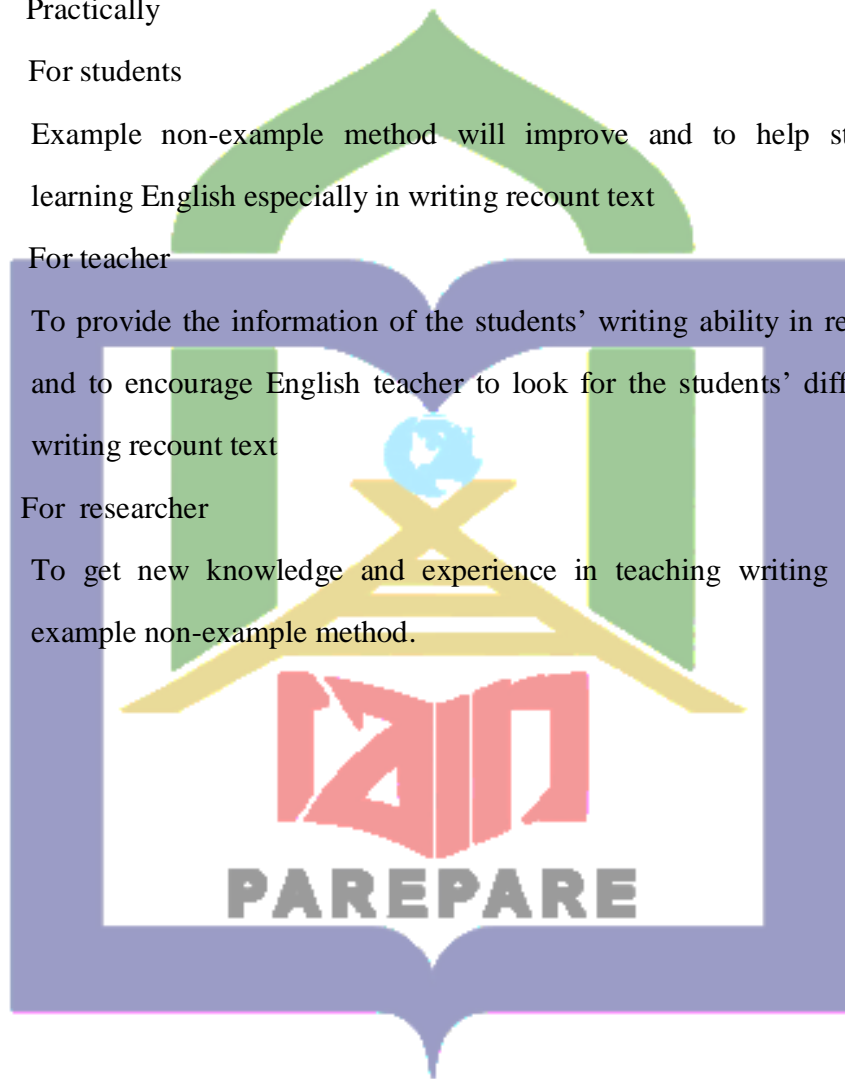
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Writing

Generally, Writing is something that people needed to share what they have in their mind, to express their idea, opinions, knowledge, experiences, and willingness. And also, one of important thing that be able to help students to improve their skill in writing and the key to be success. Writing not only leads the students to be more competitive when they want to be success and have a good position for job but also helps them to think critically.

Writing is a skill that can be revised by other people when the writing is done on a piece of paper. If there are still some mistakes in the writing, they can revise the mistakes to make their writing be better. In general, students could also correct their mistakes in writing, such as grammar, spelling, and organization. Writing is one of the most difficult language skill. In constructing a good writing, we need a complex process and procedure in order to make the readers understand about the information.

Writing is a process of encoding (putting your message into words) carried out with a reader in mind. [4] Richard stated that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. [5]It means that, writing we certainly find difficulties like when we organize ideas and translate the

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[4]Jo McDonough and Christopher Shaw, *Material and Methods in ELT*,(Edition History: Blackwell Publishing, 1993), p.189.

[5]Jack C Richard, Willy A.Renadya (ed) , *Methodology in Language Teaching: An Anthology of Current Practice,* (New York- Camridge University Press,2002), p.303.

idea into an interesting text because when the idea we write is not interesting then the reader will also be lazy to read what we write. in addition the most difficult and complex conventions occur in academic writing where students have to learnt how to describe, explain, compare, contrast, illustrate, defend, criticize and argue.[6]

Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel and perceive. [7]It means that, when we write we pour out all the thoughts and content of our hearts and also everything that we feel into writing. writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired. [8]writing is clearly a system of human intercommunication by means of conventional visible mark.[9] It means that writing is the way to communicate to each other for expressing their thinking and feeling when they cannot express it in oral direction. Based on definition above, the researcher concluded that writing is an activity to express ideas, feeling, and opinions between the writer and the reader through books or article, etc.

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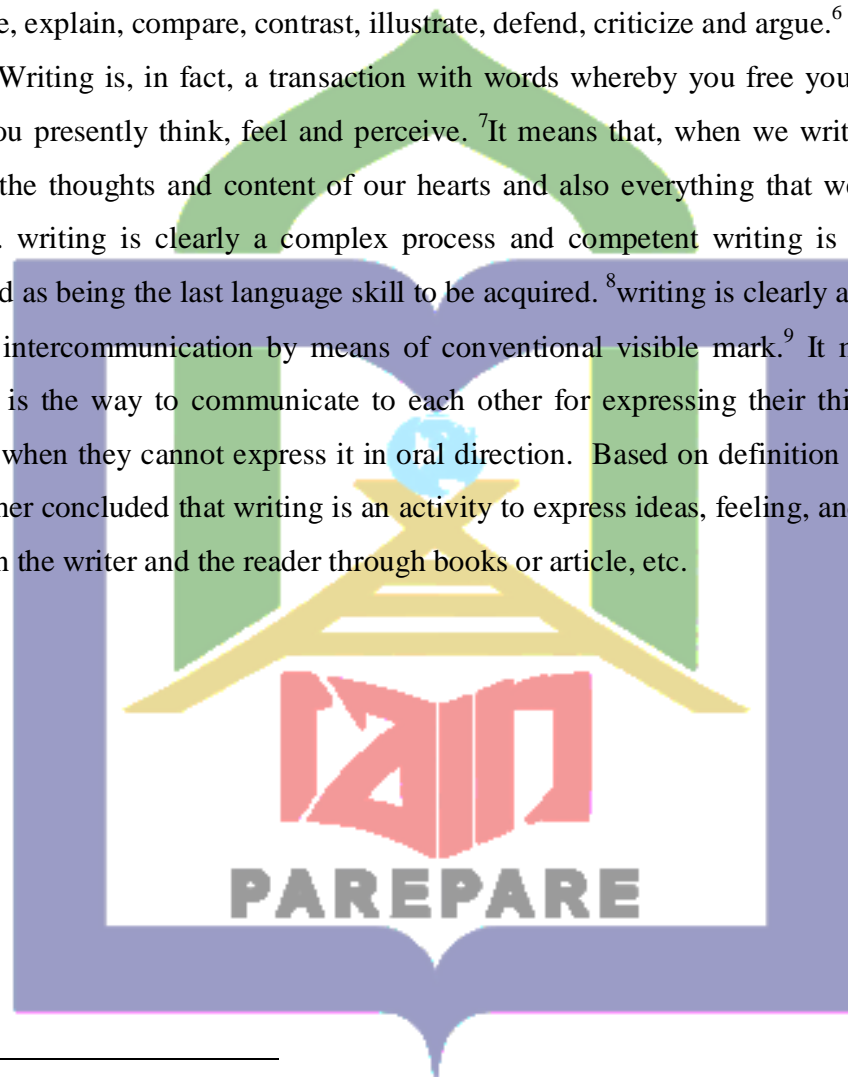
[6]H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Edition*, (USA: Longman,2001), p. 342.

[7]H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Edition*, p.337.

[8]David Nunan, *Language Teaching Methodology : A Textbook For Teacher*, (Luton: Prentice Hall Internatoinal,1991), p. 91.

[9]I.J.Gelb, *A Study of Writing Revised Edition* (Chicago: The University of Chicago Press, 1963), p. 12.

2.1.2 Components of writing

The good writing skills can be analyzed to group and variable varied skills. The components of writingdivides into five main areas. They are grammar, mechanics, vocabulary, content and organization.[10]

2.1.2.1 Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and article.Grammar is a description of the rules that govern how a language's sentence are formed[11].

2.1.2.2 Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation and spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows:

2.1.2.2.1 Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. the words which are capitalized at beginning of: the name of people, organization, first and last word of title.

2.1.2.2.2 Punctuation, punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.

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[10] George Wishonand Burks, *Lets Write English*. (New York: Litton Education Publishing. inc, 1980), p.128-129.

[11] Scott Thornbury, *How to TeachGrammer* , (England: Pearson Education Limited, 1999), p. 1.

2.1.2.2.3 Spelling, using of spelling has three rules: they are suffixes addition, plural formation and the change of certain words.

2.1.2.3 Vocabulary,

In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, story, etc. the special things are needed that using special works, phrase, sentence and paragraph that can be related in each other. In addition the students' need to learn what words mean and how they are used.[12]The dictionary is very considerable in writing, because vocabulary is one of component of writing to express ideas.[13]

2.1.2.4 Content

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing the content should be well, unfilled and complements which become the characteristic of good writing as follow

2.1.2.4.1 organization

The organization of the writing is concerned with the ways the writer arranges. Arrange and organizes the ideas or message in the writing. The purpose of the organize material involves coherence order of important, general to specific, chronological order and special order of pattern when writing, the learner should arrange their writing chronologically.

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[12] Jeremy Harmer, *The Practice of English LanguageTeaching* ,(New York: Longman Group, 1991), p. 23.

[13]Hasmawati, "Improving Students' Writing skill in Descriptive Text ThroughQuantum Learning Method: A pre-experiment Research" at The 10 Grade Students of SMAN 4 Pinrang. (UnpublishedSkripsi : STAIN Parepare,2016), p. 8.

2.1.3 **The Writing Proses.**

Proses writing as a classroom activity incorporates four basic writing, they are planning, drafting, revising, editing and final version.

2.1.3.1 Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. In the prewriting step, you gather ideas to write about. Taking notes is one way to gather ideas. Students take notes all the time. [14]

2.1.3.2 Drafting

After make a planning, the first attempt at writing is drafting. When drafting, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy of the draft. Because, one dimension of good writing is the writers' ability to visualize the audience. The most important thing in drafting is to get words into a paper. In this process there is no the time to worry about the spelling, grammar, punctuation, or the best wording[15]. When the students want to write, they should think their feeling or idea that have been planned as a guide to writing.

2.1.3.3 Revising

Revising means making changes. The writer works with the draft to add details that bring clarity and voice and that involve the reader.[16] When the students

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[14]Ann Hogue, *First Steps in Academic Writing*,(New York: Wesley Company, 1996), p.6.

[15] Kristine brown and Susan Hood, *Writing Matters Writing Skill and Strategies for Students of English* (Cambridge: Cambridge University Press, 1989), p. 14.

[16]Roger Caswell and Brenda Mahler, *Strategies for Teaching Writing*.(Alexandria, Virginia: ASCD,2004),p.6.

have made a draft, they can think about the revision of the content and organization of their ideas. But, this process is not easy for students to do. Because, some students have a limited understanding about what is revision exactly. Sometimes the students lack of the patience and frustrating revision process. The reader or editor who give a comment and suggestion would helped the writer to revising their writing. So, the way to avoid that is revising the draft, called editing.

2.1.3.4 Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as questions, example and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stage

2.1.3.5 Final Version

If writers have revising their draft then they make a change they considered to be necessary, they produce the final version. This may look considerable different from both the original plan and the first draft, because this things have changed in the editing process, but the writer is ready to send the written text to its intended audience. [17]

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[17] Jeremy Harmer, *How to Teach Writing*(England: Pearson Education Limited, 2001), p.4.

2.1.4   Recount text

2.1.4.1 Definition of recount text

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. [18]Recount text is one of the types of English text that retells past events or experiences. (past tense).a recount text is considered as a genre which tells a past experience, un unforgettable day, a journey to a place and other topic which are in one scope of past experience area. This text type is taught in the first semester of 8th grade students in junior high school. Recount text is a piece of text that retell past events, usually in the order in which they occurred to. It is purpose to provide the audience with a description of what occurred and when it occurred. Sometimes students want to tell others about something happened in their lives or maybe the experience from someone they knew. Speaking or writing about past events is called a recount. Recount text is more than just arranging a sequence of events in order. There are other writing considerations which must be counted such us the function of the text, the structure of the text, and the language features of the text. Since the activities and events happened in the past, it means that students need to learn about past tenses. To join the sentence, students also need to learnt about conjunctions to make the time coherence. Recount text is a text which tells" what happened ". The purpose of this text is to document a series of events and evaluate their significance in some ways. This text is focused on a sequence of events that relates to occasions and also expressions of attitudes and feelings from the character.

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[18]ArtonoWardimen, et al., *English In Focus: for Grade VIII Junior High School*(Jakarta : PusatPerbukuanDepartemenPendidikan Nasional,2008), p.61.

2.1.4.2 The Purpose of Recount Text

The purpose of recount text is to list and describe past experience by retelling events in order in which they happened(chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). This recount text is subdivided into several sorts based on the purpose of the text itself. The general purpose of writing a text recount is to provide information about an event. However, the specific purpose is divided into 3 types of recount text.

Recount the text with the purpose of retelling the author's experience personally referred to as personal recount text.Furthermore, the second type is a recount text that is amplified to explain events that occur factually, such as scientific events in science or accidents such as police reports, referred to as factual recount text.Finally there is also a recount text with imaginative purpose,ie write the event imaginative recount text.

2.1.4.3   The generic structure of recount text

2.1.4.3.1   Orientation tells who was involved ,what happened, where the events took place, and when it happened.

2.1.4.3.2   Events (event 1 and event 2) tell what happened, and in what sequence.

2.1.4.3.3   Reorientation consists of optional-closure of events/ending.

2.1.4.4   Language features of recount text

2.1.4.4.1   Use nouns and pronouns to identify people, animals, or things involved.

2.1.4.4.2   Use action verbs to refer to events.

2.1.4.4.3   Use of past tenses to locate events in relations to writer's time.

2.1.4.4.4   Use of conjunctions and time connectives to sequence the events.

2.1.4.4.5   Use of adverbs and adverbial phrases to indicate place and time.

2.1.4.4.6   Use of adjectives to describe nouns.

2.1.4.5 Example of recount text

The following is the example of recount text.

A Piece of Pink Coupon

<u>Orientation</u>

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rang. It was my friend fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

<u>Events</u>

Finally we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !!the expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Funny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

<u>Reorientation</u>

We were in hurried to the address of the four agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Sengigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the " gift" happily. We also bought some presents for our family and friends.

2.1.5 **Example Non Example Method**

2.1.5.1 Definition of Example Non Example Method

Example non example method according to the explanation obtained from some reference sources is said as the sample method obtained from the image relevant to the basic competence. The example non example method in the sense of language means the example (and) is not an example. If translated according to the way it works it means a learning model that uses the method of viewing images and concluding or explaining what concepts students get from the image. Example non example method is a teaching model which presenting the materials to students by showing the relevant pictures and students have chance to analyze the pictures individually or in group and discuss about the picture. This method can be used in designing writing class especially in writing procedure text. By providing pictures in writing text, it make students easier to understand the rhetorical structure of procedure text and help the students to learn effectively.

The example non example method is a method that uses pictures as a media to encourage students to write. In addition, the use of picture in example non example method encourages teachers to modify and explain the material that will be taught in accordance with basic competence. It is suggested that if students are learning English in fascinating and motivating circumstance it will help them to enjoy in learning English especially writing.

2.1.5.2 The Steps of Example Non Example Method[19]

2.1.5.2.1 The teacher prepares the drawings according to the learning objectives

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[19]Nurhid, Aziz Safa, *45 Model PembelajaranSpektakuler: BukuPeganganTeknisPembelajaran di Sekolah* ,(Jogjakarta : Ar-Ruzz Media, 2016), p. 89.

2.1.5.2.2   The teacher put a picture on the blackboard or slides through the slide projector or overhead projector.

2.1.5.2.3   The teacher gives instructions and gives the students a chance to pay attention.

2.1.5.2.4   Students are asked to analyze images.

2.1.5.2.5   The teacher divide students into several group. The group consist of 2-3 students, the results of the discussion from the analysis of the images are recorded on the paper.

2.1.5.2.6   Each group is given the opportunity to read out the results of the discussion.

2.1.5.2.7   Starting from the comments / results of student discussions, teachers begin to explain the material according to the goals to be achieved.

2.1.5.3   The advantages of example non example.

2.1.5.3.1   Students have an active role in the learning process by teachers.

2.1.5.3.2   Train students' imagining skills.

2.1.5.3.3   Develop students' analytical and critical skills.

2.1.5.3.4   Cheap, easy, and simple to do students.

2.1.5.3.5   The teaching and learning process will be more interesting because the students will become more attentive by seeing the picture.

2.1.5.3.6   Students will be able to understand the material easier because the teacher shows the pictures related to the topic discussed.

2.1.5.3.7   It can increase students' thinking to understand better because they are given an opportunity to discuss in analyzing the picture.

2.1.5.3.8 Students will learn how to work together in a group, to make a good cooperation each other.

2.1.5.3.9 Teaching and learning process will be more attractive since the students are able to analyze the pictures provided by the teacher

2.1.5.4 The disadvantages of example non example method.

2.1.5.4.1 Requires the preparation of the methodology and the systematic reasoning ability of a teacher to be able to sort and choose which images are appropriate and appropriate to the basic competencies of the curriculum. Including, milking and appropriately represent the object of learning to be delivered to the student.

2.1.5.4.2 Overly relying on students' imagination abilities.

2.1.5.4.3 Not many elements of motoric learning.

2.1.5.4.4 It is difficult to find good picture.

2.1.5.4.5 The time which is available is sometimes less effective because often in discussions using a relatively long time.

2.2 Some Previous Research Findings

There have been some researches done related to this research. Some of them are quoted below:

EkanurulIsmiati(2015) concluded in SMPN NEGERI 4 Pinrang about improving writing ability through think pair share. She concluded that the use of think-fair-share as a strategy able to develop the students' writing ability. It can be said that the result of analysis of the data by using descriptive statistic shows that there was significant different between the achievement of the students before and after implementation think-fair-share strategy, their achievement improve. This

statement can be proved from their mean score in cycle II (70,7) higher than their mean score in cycle I (56,3). The conclusion was supported by students' writing ability especially in eight year students of SMP Negeri 4 Pinrang. [20]

NurhijrahwatiMarinding(2016) conducted in SMAN 5 Pinrang about the effectiveness of picture authentic material in teaching writing descriptive text for the second grade students. She concluded that the use of picture authentic material effective use in teaching writing descriptive text for the second grade students of SMAN 5 pinrang is able to improve the writing skill. Whereas, the result of T-test in post test is 4.098> 2000 from distribution of T-table from 60 students toward 2 classes in SMAN 5 Pinrang. It shows that the T-test value is higher than t-table value. By looking over this result with the testing hypothesis, it indicated that null hypothesis (H_o) is rejected and alternative hypothesis(H_1) is accepted. It brightly shows that the use of picture authentic material in teaching writing descriptive text for the second grade students of SMAN5 pinrang is effective to improve the writing skill. [21]

Rosdiana(2012) conducted in SMP Negeri 1 BarantiSidrap about Improving the Students' Writing Ability Through Writing Advertisement. She concluded that using advertisement in teaching and learning writing is helpful for the students to improve their English writing ability and that's only not advertisement to improving the ability of the second year students of SMP Negeri 1 BarantiSidrapin learning writing lesson. It was proved by seeing the significant difference between pre-test and

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[20]EkaNurulIsmiati, Improving Writing Ability of the Eight Year Students of SMP Negeri 4 Pinrang Through Think Pair Share (Unpublished Skripsi : IAIN Parepare,2015) p. 50.

[21]NurhijrahwatiMarinding, The Effectiveness of Picture Authentic Material in Teaching Writing Descriptive Text For the second grade students of SMAN 5 Pinrang (Unpublished Skripsi : STAIN Parepare,2016) p. (Unpublishedskripsi : IAIN Parepare,2016), p. 48.

post-test. The mean score obtained by the students' pre-test was 5.33 and the mean score of the students' post-test was 8.58. [22]

DewiFirdayani (2015) conducted in SMPN 12 Parepare about increasing vocabulary By Using Example and Non Example at the Second Grade. She concluded Using example and non example able to increase the student's vocabulary. It was proved by the t-test Value (13,662) which was higher than the t-table valve (2.831). it means that the result of data analysis was significant different and it showed that there was difference between the students' score of pre-test was (60) and post test was (80,22). Using example and non example made the second grade students of SMPN 12 of Parepare were interested to learn vocabulary. [23]

Based on the previous research finding above that shown of four researchers have been doing the research. By the research can be seen that have a good method or strategy in the class can help students to be master in writing. Therelationship on the previous finding abovewith my research is both a researching about writing.

The differences on the previous research finding above with my research is previous research finding above examines about writing in general while my research more specific examines about writing in recount text.

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[22]Rosdiana, Improving the Students' Writing Ability Through Writing Adverstement at the Second Grade Students of SMP Negeri I BarantiSidrap (Unpublished Skripsi : IAIN Parepare,2012), p. 47.

[23]Dewifirdayani, Increasing Vocabulary by Using Example and Non Example at the Second Grade of SMPN 12 of Parepare (Unpublished Skripsi : IAIN Parepare,2016), p. 46.

2.3   Conceptual Framework

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ INPUT           │      │ PROSES          │      │ OUTPUT          │
│                 │      │                 │      │                 │
│ Prior students' │ ───► │ Learning and    │ ───► │ Improvement     │
│ in writing      │      │ teaching writing│      │ students'       │
│ recount text    │      │ recount text    │      │ writing recount │
│                 │      │ through example │      │ text            │
│                 │      │ non example     │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
```
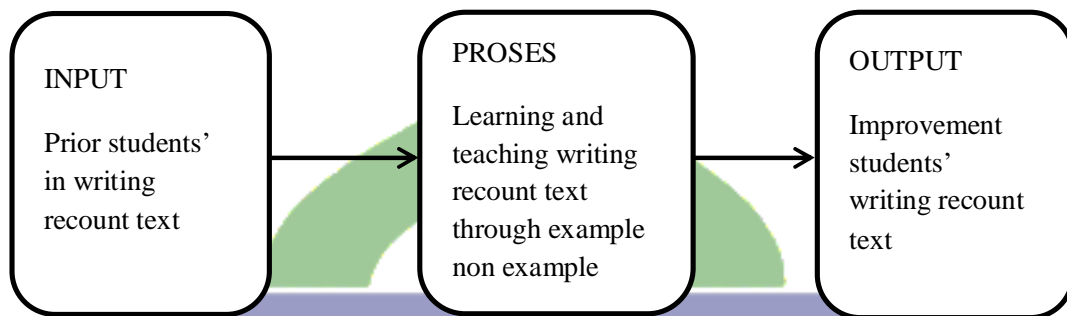
1. Input refers to the material that is applied.

2. Process refers to the teaching and learning writing recount text by using example non example method.

3. Output refers to the improvement of students in writing recount text.

2.4 Hypothesis

The hypothesis of the research is formulated as follows:

2.4.1 H_o (Null hypothesis): There is no improvement the students' writing ability in recount text through example non example method at the second grade of SMPN Satap 5 Baraka.

2.4.2 H_1 (Alternative hypothesis): There is improvement the students' writing ability in recount text through example non example method at the second grade of SMPN Satap5 Baraka.

2.5   Variable and Operational Definition

2.5.1   There are two variables in this research, namely dependent and independent variable. Independent variable is example non example method while, defendant variable is the students' writing ability in recount text.

2.5.2   Operational Definition of variable

2.5.2.1 The example non example is one of the method, which is design to improve the students' writing ability. With this method, the students don't feel lazy and boring because students will be enjoy and relax in it.

2.5.2.2 The students' writing ability in recount text are the result and the successfulness as well as progress of the students' writing recount text at the second grade of SMPN Satap5 Baraka.

CHAPTER III

RESEARCH METHOD

In this chapter, it will be described methodological activities to examine the teaching writing recount text through example non example method. This chapter concerns with the research design, setting of the research, subject of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The researcher used quantitative research because the researcher wants to know example non example method in improve students' in writing ability. The design of this research is pre-experiment study. In this study involved one class of the eight grade (VIII) in SMPN 5 Baraka. The test gave to the students in VIII were pre-test and post-test. Pre-test gave before implementation of example non example method. Post-test was given after implementation of Example non example method. The formulate of this research:

O1	**X**	**O2**

Where: O1 : Pretest

X : Treatment

O2 : posttest

3.2 Location and Duration of the Research

The location of the research took place in SMPN Satap5 Baraka by focusing to the eight-grade students on academic 2018 / 2019. The researcher used the quantitative research that had several times to collect and analyze data. The researcher used more than one month for collecting the data.

3.3   Population and Sample.

3.3.1 Population

The objective of the research is the eight-grade students of SMPNSatap5 Baraka in academic year 2018/2019 which consist of two classes namely, VIII.A and VIII.B, so the totally of population are 53 students.

Table 3.1 Students data of SMPN Satap5 Baraka in academic year 2018/2019.

NO.	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VIII.A	16	10	26
2.	VIII.B	14	13	27
	TOTAL	30	23	53

Source: the Data of SMPN Satap5 Baraka, 2018

3.3.2   Sample

In this research took the sample from the second grade students of SMPN Satap 5 Baraka. There are two classes but the researcher used purposive sampling technique, so the researcher chose VIII.B become a sample. This class consist of 27 students. I chose class VIII.B as sample considering that class VIII.B was more active in the learning process than class VIII.A.

3.4 Instrument of the Research

The collect of the data, the researcher used writing test as the instrument. The test was applied in pre-test and post-test. The pre-test was intended to know the students' prior of writing in recount test before giving the treatment by using example non example method. While the post-test was intended to know the improvement of students' writing in recount test.

3.5 Procedure of Collecting Data

The procedure of collecting data in this research explained as follow:

3.5.1 Pre-test

The researcher gave a pre-test to the students before giving a treatment. It wasconsisted of write essay, the researcher just give students writing task without applying this method, the researcher gave the students a topic and asked the students to write an essay and be done about 30 minutes by the students. To identify the students' basic writing in writing recount text.

3.5.2 Treatment

After the pre-test had been given, the researcher gave the treatment to the students in four meetings which 2 x 40 minutes each meeting.

3.5.2.1   The First Meeting

3.5.2.1.1   The researcher gave greeting to the students.

3.5.2.1.2   The researcher asked one of the students to lead a prayer

3.5.2.1.3   The researcher informed the material for the day.

3.5.2.1.4   The researcherprepared the drawing according to the learning objectives.

3.5.2.1.5   The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

3.5.2.1.6   The researcher gave instruction and gave the students a chance to pay attention.

3.5.2.1.7   The researcher asked the students to analyze images.

3.5.2.1.8   The researcher divided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

3.5.2.1.9   The researcher gave opportunity to each group to read out the result of the discussion.

3.5.2.1.10 Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

3.5.2.1.11 The researcher asked students whether they understood the material.

3.5.2.1.12 The researcher asked students to review the material in their house

3.5.2.1.13 The researcher closed the class by greeting students.

3.5.2.2   The Second Meeting

3.5.2.2.1   The researcher gave greeting to the students.

3.5.2.2.2   The researcher asked one of the students to lead a prayer

3.5.2.2.3   The researcher informed the material for the day.

3.5.2.2.4   The researcher gave students some questions related to their knowledge about recount text.

3.5.2.2.5   The researcher prepared the drawing according to the learning objectives.

3.5.2.2.6   The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

3.5.2.2.7   The researcher gave instruction and gave the students a chance to pay attention.

3.5.2.2.8   The researcher asked the students to analyze images.

3.5.2.2.9   The researcher divided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

3.5.2.2.10   The researcher gave opportunity to each group to read out the result of the discussion.

3.5.2.2.11   Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

3.5.2.2.12   The researcher asked students whether they understood the material.

3.5.2.2.13   The researcher asked students to review the material in their house

3.5.2.2.14   The researcher closed the class by greeting students.

3.5.2.3   The Third Meeting

3.5.2.3.1   The researcher gave greeting to the students.

3.5.2.3.2   The researcher asked one of the students to lead a prayer

3.5.2.3.3   The researcher informed the material for the day.

3.5.2.3.4   The researcher prepared the drawing according to the learning objectives.

3.5.2.3.5   The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

3.5.2.3.6   The researcher gave instruction and gave the students a chance to pay attention.

3.5.2.3.7   The researcher asked the students to analyze images.

3.5.2.3.8   The researcher divided students into several group. The group consisted of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

3.5.2.3.9   The researcher gave opportunity to each group to read out the result of the discussion.

3.5.2.3.10 Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

3.5.2.3.11 The researcher asked students whether they understood the material

3.5.2.3.12 The researcher asked students to review the material in their house

3.5.2.3.13 The researcher closed the class by greeting students.

3.5.2.4   The Fourth Meeting

3.5.2.4.1   The researcher gave greeting to the students.

3.5.2.4.2   The researcher asked one of the students to lead a prayer

3.5.2.4.3   The researcher informed the material for the day.

3.5.2.4.4   The researcher prepared the drawing according to the learning objectives.

3.5.2.4.5   The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

3.5.2.4.6   The researcher gave instruction and gave the students a chance to pay attention.

3.5.2.4.7   The researcher asked the students to analyze images.

3.5.2.4.8   The researcher divided students into several group. The group consisted of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

3.5.2.4.9   The researcher gave opportunity to each group to read out the result of the discussion.

3.5.2.4.10   Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

3.5.2.4.11   The researcher asked students whether they understood the material

3.5.2.4.12   The researcher asked students to review the material in their house

3.5.2.4.13   The researcher closed the class by greeting students.

3.5.3   Post-test

After giving a treatment, the researcher gave a post-test to the students as the last test to know improving the students' writing ability in recount text through example non example method of the second year class VIII.B in SMPNSatap 5 Baraka KabupatenEnrekang.

3.6   Technique of data Analysis

There are four components presented in the analytic scoring rubric for writing, for example: content, organization, language use, and mechanics. The researcher uses analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing.

3.6.1   Analytic scoring rubric of the students' recount text.

Table 3.2 The analytical Scoring Rubric.

No.	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (generic structure)	2
		• Does not communicate, no organized.	1
3.	Language use	• Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		• Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		• frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		• dominated by errors	1
4.	Mechanics	• few errors of spelling, punctuation, capitalization, and paragraphing.	4

		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		• Dominated by errors	1

$$\text{Score} = \frac{\text{Number of correct answer}}{Total\ number\ of\ item\ on\ text} \text{x}100$$

3.6.2 Classifying the students' score in to following criteria.

Table 3.3 Classification score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	30-39	Very poor[24]

3.6.3 Computing the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \text{x}100\%$$

Notation:

P = Percentage

[24]SuharsimiArikunto, *Dasar-dasarEvaluasiPendidikan*,(Jakarta: BinaAksara, 1984), p. 236.

F   = Frequency

N   = Total number of the samples

3.6.4   To find out the mean score of the students writing ability by using the following formula:

$$X = \frac{\sum X}{N}$$

Where: X   = Mean Score

$\sum X$ = The sum of all the scores

N   = The number of students

3.6.5   To calculate standard deviation used the following formula

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X^2)}{N}}}{(N-1)}$$

Where: SD   = Standar Deviation

$\sum X^2$ = The sum of score

$(\sum X^2)$ = The square of the sum of the score

N   = The total number of the subject

3.6.6   The test of significant difference between the Pre-test and Post-test

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where: t   = test of significant

D   =   the mean score of difference

ΣD =   the sum of total score difference

N = the total number of student

3.6.7   The criteria of testing hypothesis

The statistical hypothesis in this research is a follow;

$\mu = \mu_2$

$\mu > \mu_2$

to test hypothesis the researcher used two tails with 0,05 level of significance.

For independent sample, the formula of freedom (df) is N-1

3.6.7.1 if t-table > t-test, H_0 is accepted and H_1 is rejected, it means that using Example non example method cannot improve the students' writing ability.

3.6.7.2 If t-table $\leq$ t-test, H_1 is accepted and H_0 is rejected , it means that using Example non example method can improve the students' writing ability.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter presents the findings of the research and its discussion. The findings of the research cover the description of the research and result of the data analysis about the students' writing ability in pre-test and post-test finding and the discussion about the findings.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter , the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' writing ability , while post-test was given after treatment through example non example method and the result of the post-test of this research can answer the question of this research that aims to find out through example non example method can be able to improving the students' writing ability in recount text of junior high school Satap 5Baraka.

4.1.1 The students' writing ability in recount text through example non   example method of junior high school Satap 5 Baraka,.

This parts presents the result of data analysis about the writing ability in recount text through example non example method.

4.1.1.1 The students score in pre-test done before implementation of example non example method. It was conducted on Wednesday, October 17th, 2018. The students assigned to write recount text. The researcher found out the result of the students' pre-test based on the scoring rubric of writing recount text which are content,

organization, language use and mechanic before giving treatment through example non example method which were analyzed and resulted in the information as shown in the following table.

Table 4.1 the students score in pre-test based on scoring rubric of writing recount text.

No	Students	Aspect				Total
		Content	Organization	Language use	Mechanics	
1.	Student 1	1	1	1	2	5
2.	Student 2	2	2	2	2	8
3.	Student 3	2	1	2	1	6
4.	Student 4	2	2	1	2	7
5.	Student 5	2	1	1	2	6
6.	Student 6	2	2	1	2	7
7.	Student 7	2	2	2	1	7
8.	Student 8	2	1	1	1	5
9.	Student 9	2	1	1	2	6
10.	Student 10	1	1	2	1	5
11.	Student 11	1	1	2	2	6
12.	Student 12	2	1	2	2	7
13.	Student 13	2	2	2	1	7
14.	Student 14	2	1	1	2	6
15.	Student 15	2	2	2	2	8

16.	Student16	2	2	1	1	6
17.	Student 17	1	2	1	1	5
18.	Student 18	1	1	2	1	5
19.	Student 19	2	2	2	1	7
20.	Student 20	2	1	1	1	5
21.	Student 21	1	2	1	2	6
22.	Student 22	2	2	1	2	7
23.	Student 23	1	2	1	2	6
24.	Student 24	2	2	2	2	8
25.	Student 25	1	2	2	2	7
26.	Student 26	2	1	2	1	6
27.	Student 27	1	1	1	1	5

Source : The result of pre-test score

After knowing the students' score in pre-test based on scoring rubric of writing recount text, the following table are students' score to find out the mean score.

Table 4.2 the Students' Score in Pre-test.

No	Students	Pre-test of the students (X_1)			
		Max score	Score (X)	X^2	Classification
1.	Student 1	16	31	961	Very poor
2.	Student 2	16	50	2500	Poor
3.	Student 3	16	38	1444	Very poor
4.	Student 4	16	44	1936	Poor
5.	Student 5	16	38	1444	Very poor
6.	Student 6	16	44	1936	Poor
7.	Student 7	16	44	1936	poor
8.	Student 8	16	31	961	Very poor
9.	Student 9	16	38	1444	Very poor
10.	Student 10	16	31	961	Very poor
11.	Student 11	16	38	1444	Very poor
12.	Student 12	16	44	1936	Poor
13.	Student 13	16	44	1936	Poor
14.	Student 14	16	38	1444	Very poor
15.	Student 15	16	50	2500	Poor
16.	Student16	16	38	1444	Very poor
17.	Student 17	16	31	961	Very poor
18.	Student 18	16	31	961	Very poor

19.	Student 19	16	44	1936	Poor
20.	Student 20	16	31	961	Very poor
21.	Student 21	16	38	1444	Very poor
22.	Student 22	16	44	1936	Poor
23.	Student 23	16	38	1444	Very poor
24.	Student 24	16	50	2500	Poor
25.	Student 25	16	44	1936	Poor
26.	Student 26	16	38	1444	Very poor
27.	Student 27	16	25	625	Very poor
			$\Sigma X_1 = 1055$	$\Sigma X_1^2 = 42375$	

Source: the result of pre-test classification

Based on the table above, the result of students' writing score before applying example non example method. Total score in pre-test was 1055. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2

Firstly, the researcher calculated the mean score of the pre-test.

$$X = \frac{\sum X}{N}$$

$$X = \frac{1055}{27}$$

$$= 39$$

So, the mean score (X_1) of pre-test is 39

Secondly, the researcher calculated the standard deviation of the pre-test

$$SD= \frac{\sqrt{\Sigma X1^2-\frac{(\Sigma X)^2}{N}}}{(N-1)}$$

$$SD= \frac{\sqrt{42375\ -\frac{(1055)^2}{27}}}{(27-1)}$$

$$SD= \frac{\sqrt{42375\ -\frac{1113025}{27}}}{26}$$

$$SD= \frac{\sqrt{42375-41223}}{26}$$

$$SD= \frac{\sqrt{11512}}{26}$$

$$SD= \sqrt{44}$$

$$SD = 6.6$$

So, the result of the standard deviation of pre-test is 6.6

4.1.1.2 The Students' Score in Post-test.

Meanwhile, the students' score in post-test is presented in the following table

Table 4.3 the students score in post-test based on scoring rubric of writing recount text.

No	Students	Aspect				Total
		Content	Organization	Language use	Mechanics	
1.	Student 1	3	3	1	2	9
2.	Student 2	3	2	2	2	9
3.	Student 3	3	3	2	2	10
4.	Student 4	2	2	2	2	8
5.	Student 5	2	2	2	2	8
6.	Student 6	3	3	2	2	10
7.	Student 7	2	2	1	1	6
8.	Student 8	3	2	2	3	10
9.	Student 9	2	2	2	2	8
10.	Student 10	2	3	2	3	10
11.	Student 11	2	2	2	2	8
12.	Student 12	2	2	3	2	9
13.	Student 13	2	3	2	3	10
14.	Student 14	2	2	2	2	8

15.	Student 15	2	2	3	3	10
16.	Student16	3	2	2	2	9
17.	Student 17	2	2	2	2	8
18.	Student 18	2	2	3	2	9
19.	Student 19	2	3	3	3	11
20.	Student 20	2	2	3	1	8
21.	Student 21	3	3	2	1	9
22.	Student 22	3	2	3	1	8
23.	Student 23	3	2	1	2	8
24.	Student 24	3	3	2	2	10
25.	Student 25	3	3	2	3	11
26.	Student 26	3	2	2	1	8
27.	Student 27	2	2	1	1	6

Source: the result of post-test score

Table 4.3 is students score in post-test based on scoring rubric of writing recount text. The following table are students' score to find out the mean score and the standard deviation.

Table 4.4 the Students' Score in Post-test.

No	Students	Post -test of the students (X_1)			
		Max score	Score (X)	X^2	Classification
1.	Student 1	16	56	3136	Fair
2.	Student 2	16	56	3136	Fair
3.	Student 3	16	63	3969	Fair
4.	Student 4	16	50	2500	Poor
5.	Student 5	16	50	2500	Poor
6.	Student 6	16	63	3969	Fair
7.	Student 7	16	38	1444	Very poor
8.	Student 8	16	63	3969	Fair
9.	Student 9	16	50	2500	Poor
10.	Student 10	16	63	3969	Fair
11.	Student 11	16	50	2500	Poor
12.	Student 12	16	56	3136	Fair
13.	Student 13	16	63	3969	Fair
14.	Student 14	16	50	2500	Poor
15.	Student 15	16	63	3969	Fair
16.	Student16	16	56	3136	Fair
17.	Student 17	16	50	2500	Poor
18.	Student 18	16	56	3136	Fair

19.	Student 19	16	69	4761	Good
20.	Student 20	16	50	2500	Poor
21.	Student 21	16	56	3136	Fair
22.	Student 22	16	50	2500	Poor
23.	Student 23	16	50	2500	Poor
24.	Student 24	16	63	3969	Fair
25.	Student 25	16	69	4761	Good
26.	Student 26	16	50	2500	Poor
27.	Student 27	16	38	1444	Very poor
			$\Sigma X_1 = 1491$	$\Sigma X_1^2 = 84009$	

Source: the result of post-test classification

The table above shows that there was an improvement of students' score after did the treatment. There were two students gained good score, thirteen students gained fair score,ten students gained poor score and two students gained very poor score. The total score in post-test are1491 It proved that there were increasing of the students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' aability before and after learning process in applying example non example method.

The first, to get the mean score of the post-test, used formula;

$$X = \frac{\sum X}{N}$$

$$X = \frac{1491}{27}$$

= 55

So, the mean score (X_1) of post-test is 55

Secondly, the researcher calculated the standard deviation of the post-test, used formula:

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X^2)}{N}}}{(N-1)}$$

$$SD = \frac{\sqrt{84009 - \frac{(1491)^2}{27}}}{(27-1)}$$

$$SD = \frac{\sqrt{84009 - \frac{2223081}{27}}}{26}$$

$$SD = \frac{\sqrt{84009 - 82336}}{26}$$

$$SD = \frac{\sqrt{1673}}{26}$$

$$SD = \sqrt{64}$$

$$SD = 8$$

So, the SD of the post-test are8

4.1.1.3 The result of post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 the Mean Score and Standard Deviation of the Pre-test and Post-test.

Test	Mean score	Standard deviation (SD)
Pre-test	39	6.6
Post- test	55	8

Source: the mean score and standard deviation of pre-test and post-test

Based on the table 4.5 above it can be explained that the mean score in pre-test had score 39 with standard deviation was 6.6. The result shows students' ability before being giving treatment. After being giving treatment the mean score in post-test had score 55 with standard deviation was 8. it means that the result show the ability of students' after being giving treatment that was using example non example method in learning. It was seen that the students' ability in pre-test was lower than the students' ability in post-test. It meant that the students' writing ability had improvement after doing the learning process that used example non example method.

4.1.1.4 The rate percentage of the frequency of pre-test and post-test

Table 4.6 The Rate Percentage of the Frequency of the Pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very good	80-100	-	-	-	-
2.	Good	66-79	-	2	-	7.4 %
3.	Fair	56-65	-	13	-	48.1%
4.	Poor	40-55	11	10	40.7 %	37%
5.	Very Poor	30-39	16	2	59.2 %	7.4%
	Total		27	27	100 %	100 %

Source: the result of pre-test and post-test

The table 4.6 shows the students' percentage of pre-test was most common in very poor score namely sixteen students and it was the high percentage 59.2 %. There were eleven students gained poor score and the percentage 40.7 %. There is no students gained fair, good and very good score. It means that the students' writing ability was still low. Especially in writing recount text. Whereas the percentage of post-test indicated that there was increasing percentage of the students in writing because there were two students gained good scores with the percentage 7.4 %.There were thirteen students gained fair score and the percentage 48.1%. There were ten student gained poor score and the percentage 37 %. There were two students gained very poor score and the percentage 7.4 %. It meant that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 Example non example method is able to improve the students' writing ability in recount text at junior high school Satap 5 Baraka.

This part discusses the result of data analysis about example non Example method able to improve the students' writing abilityin recount text at the Eight grade students' of SMPN Satap 5 Baraka.

4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in recount text.

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1.	31	56	961	3136	25	625
2.	50	56	2500	3136	6	36
3.	38	63	1444	3969	25	625
4.	44	50	1936	2500	11	121
5.	38	50	1444	2500	12	144
6.	44	63	1936	3969	19	361
7.	44	38	1936	1444	6	36
8.	31	63	961	3969	32	1024
9.	38	50	1444	2500	12	144
10.	31	63	961	3969	32	1024
11.	38	50	1444	2500	12	144
12.	44	56	1936	3136	12	144
13.	44	63	1936	3969	19	361
14.	38	50	1444	2500	12	144
15.	50	63	2500	3969	13	169
16.	38	56	1444	3136	18	324
17.	31	50	961	2500	19	361

18.	31	56	961	3136	25	625
19.	44	69	1936	4761	25	625
20.	31	50	961	2500	19	361
21.	38	56	1444	3136	18	324
22.	44	50	1936	2500	6	36
23.	38	50	1444	2500	12	144
24.	50	63	2500	3969	13	169
25.	44	69	1936	4761	25	625
26.	38	50	1444	2500	12	144
27.	25	38	625	1444	13	169
Total	1055	1491	42375	84009	453	9009

Source: the analysis data

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{453}{27}$$

$$= 16.7$$

The calculation the t-test value.

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D^2)}{N}}{N(N-1)}}}$$

$$t = \frac{16.7}{\sqrt{\frac{9009 - \frac{(453)(453)}{27}}{27(27-1)}}}$$

$$t = \frac{16.7}{\sqrt{\frac{9009 - \frac{205209}{27}}{27(26)}}}$$

$$t = \frac{16.7}{\sqrt{\frac{9009 - 7600.3}{702}}}$$

$$t = \frac{16.7}{\sqrt{\frac{1408.7}{702}}}$$

$$t = \frac{16.7}{\sqrt{2}}$$

$$= \frac{16.7}{1.4}$$

$$= 11.92$$

Thus, the t-test value is 11.92

Table 4.8 The Test of significance

Variable	T-test	T-table value
Pre-test- post-test	11.92	1.706

Source: the result of t-test of the students pre-test and post-test

The data above shows that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df= N-1

    = 27-1

    = 26

For the level, significant (p) and df= 26, and the value of the table is 1.706, while the value of t-test is 11.92. It means that the t-test value is greater than t-table (11.92 $\geq$1.706). Thus, it can be concluded that the students' writing ability in recount text is significant better after getting treatment. So, the null hypothesis (H$_0$) is refused and the alternative hypothesis (H$_1$) is accepted. It has been found that there is an improvement of example non example method in students writing ability in recount text

4.2 Discussion

4.2.1 The improvement of students' writing ability in recount text.

By looking at the test finding, from the data provided in classification table in pre-test based on the aspect of writing, clearly to see that there were sixteen(59.2%) students got very poor score, eleven (40.7 %) students got poor score and there is no students got fair, good and very good score . From the data above shows that the students' ability in writing recount text still low. One of the difficulties that students often experience when writing recount text is they don't know how to organize their ideas into the text. This is supported by Richard' stated that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable

text.[25]But the difficulties experienced by students can be overcome by applying the appropriate method in writing learning, one of them is example non example method. This method can improve the students writing ability in recount text. This is evidenced from data provided in classification table of post-test based on the aspect of writing, there were two (7.4%) students got good score, thirteen (48.1%) students got fair score, ten (37%) students got poor score and two(3.7%) student got very poor score. From the result,the researcher concluded the students' writing ability improve from very poor up to fair classification through example non example method.

There were some example that example non example method is able to improve the students writingabilityin recount text where by looking at the components of writing like George Wishon and Burks said that The components of writing divides into five main areas. They are grammar, mechanics, vocabulary, content and organization.[26]

Example ; (1) Student 6 which name Elsa Triani in pre-test, she got 7 point and the increased become 9 point at the post-test. According to her exercise in pre-test, her content wasinadequate development of topic. Her language usedominated by errors especially in tenses, sometimes she use simple past and sometimes she use simple present in write recount text while we know that in write recount text we most use simple past tenses. but in post-test her organization mostly complete and her language use especially for the use of tenses it is better than in the pre-test. . (2) student 1, Agus in pre-test she got 5 point whereas his post-test got 9

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[25]Jack C Richard, Willy A.Renadya (ed) , *Methodology in Language Teaching: An Anthology of Current Practice,* p.303.

[26] George Wishonand Burks, *Lets Write English*, p.128-129.

point . by looking at the organization he got 2 point in pre-test and 3 point in post-test, he had been improvement because his punctuation, capitalization, and paragraphing Still errors in pre-test but in post-test his punctuation, capitalization, and paragraphing still frequent errors. (3) students 5 , Elsa, this student also had improvement, it can be seen from his point in pre-test was 6 point and in post-test increased become 8 point. By looking at the language use she got 1 point in pre-test and 2 point in post test., he had been improvement because her language use dominated by errorsin pre-test but in post-test her language use frequent errors especially in tenses (4) students 13 namely julfianataurisanti, in pre-test she got 7 point whereas in post-test she got 8 point.

Inadequate development but in post-test his topic is relevant . Overall, from the statement above, it can be seen that there was an improvement of students writing, ability especially in writing recount text after the researcher applying example non example method to the students. This finding support Nurhid and Aziz Safa, assumption that The example non example method is a method that uses pictures as a media to encourage students to write. By providing pictures in writing text, it make students easier to understand the rhetorical structure of procedure text and help the students to learn effectively.[27]

As conclusion, the mean score of post-test (55) was greater than the mean score in pre-test (39). Even, for the level significant (P) 5% and df= 26, and the value of table is 1.706, while the value of t-test is 11.92. it means that, the t-test value is greater than t-table (11.92 ≥1.706). Thus, it can be concluded that the students'

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[27]Nurhid, Aziz Safa, *45 Model PembelajaranSpektakuler* , p. 101.

writing abilityin recount text is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

Based on the findings above, the researcher concluded that there is an improvement the students' writing ability in recount text through Example non example method at SMPN Satap 5 Baraka.

4.2.2 The ways of example non example method in improving the students' writing abilityin recount text.

To find out how the example non example method is able to improve the students' writing ability in recount text, the researcher got some pieces of information from the students' activities in learning process. There were five meetings for doing this research. Two meeting for doing the test and three meeting for doing the treatment to prove that is example non example method can improve the students writing abilityin recount text. Asthe first meeting the researcher just give students a topic about holiday and asked the students to write an essay and be done about 30 minutes by the students. To identify the students' basic writing in recount text. The second meeting, the researcher started to convey what material that would be learnt by the students and explain the concept of example non example method. She began class presentation. The researcher taught about recount text like definition, the generic structure, language features and example of recount text through example non example method. The third meeting, the researcher prepared the drawing according to the learning objectives about fajar daily activity. Then the researcher put a picture on the blackboard or slides through the slide projector or overhead projector. After that the researcher gave instruction and gave the students a chance to pay attention. Next the researcher asked the students to analyze image. Then, The researcher divided

students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper. Afterwards, Theresearcher gave opportunity to each group to read out the result of the discussion. Finally, Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved. In the last meeting, the researcher the researcher gave a post-test. The students wrote a recount text by the topic that had been provided by the researcher.

During the implementation of example non example method, generally the atmosphere of the class in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the teacher explanation when they followed the writing lesson, they enjoy doing exercise. Then, most of them were enthusiastic to tell their experience in the past like holiday and daily activity based on the topic given by the researcher.

From the first meeting until the last meeting, the students can retell their events or experience in the past. According to the result of the researcher's evaluation, it could be assumed that the implementing of example non example method to improve students' writing ability with planning of the writer that had been discussed previously. In this case, every action was planning as good as possible. So that, the writing activities could be accomplished well.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussion in the previous chapter, the researcher draw the conclusion and offer some suggestion based on the research that was done at SMPN Satap 5 Baraka.

5.1 Conclusions

Based on the results of data analysis, could be seen from the increase of students' mean score in pre-test and post-test. Then, the t-test was greater than t-table. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis(H_1) was accepted. In short, the result of this research is the implementation of Example non example method at eight grade students of SMPN Satap 5 Baraka can be concluded that example non example method can improve the students' writing ability in recount text.

5.2 Suggestion

Based on the conclusion, it can be carried out the researcher concludes that example non example method could improve the students' writing ability in recount text. Regarding to the subject of the research, the researcher suggests that the teacher should be used various methods in the classroom because it can motivate their students and they will not get boring easily especially implement The example non example method as an alternative method In teaching writing. For students, they can easily apply and practice example non example method by following the ways. It will help them to solve their problem in learning process. To the school principle, this research will be a feedback for them to improve and develop qualities of the students. They can ask English teacher to the elaborate some methods or writing techniques to

make various learning in the classroom in order to make a good learning process. If the students' learning process is better the quality of the students will be higher too.

To the next researcher, the researcher hopes this researcher will be a source for those who want to raise the similar case. From this research, they can obtain some basic information about example non example method, writing, and recount text. They can also get brief description how the example non example method is applied in the classroom. Therefore, it will be a guidance for them to describe and explain some procedures of the research part by part. And the last is for the researcher, the researcher got many experience in doing the research and helping the English teacher to solve the students' problems in learning especially, in learning writing by proposing a method, example non example method.
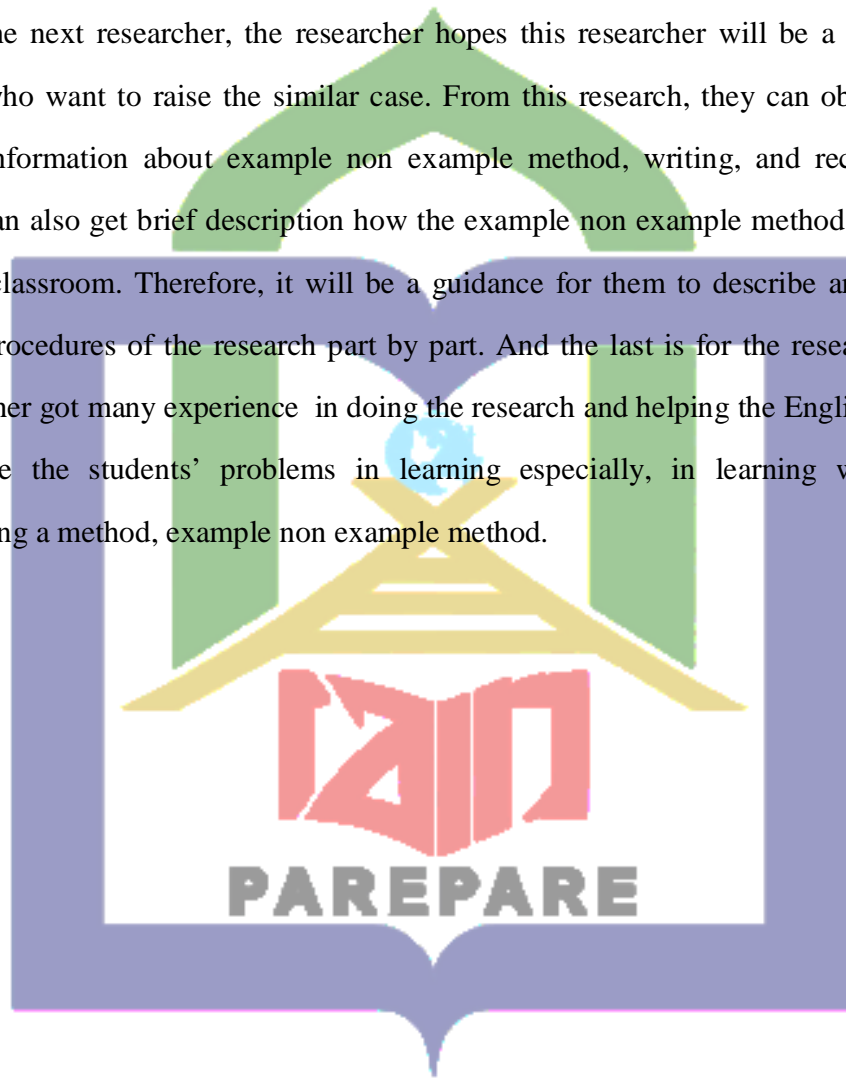
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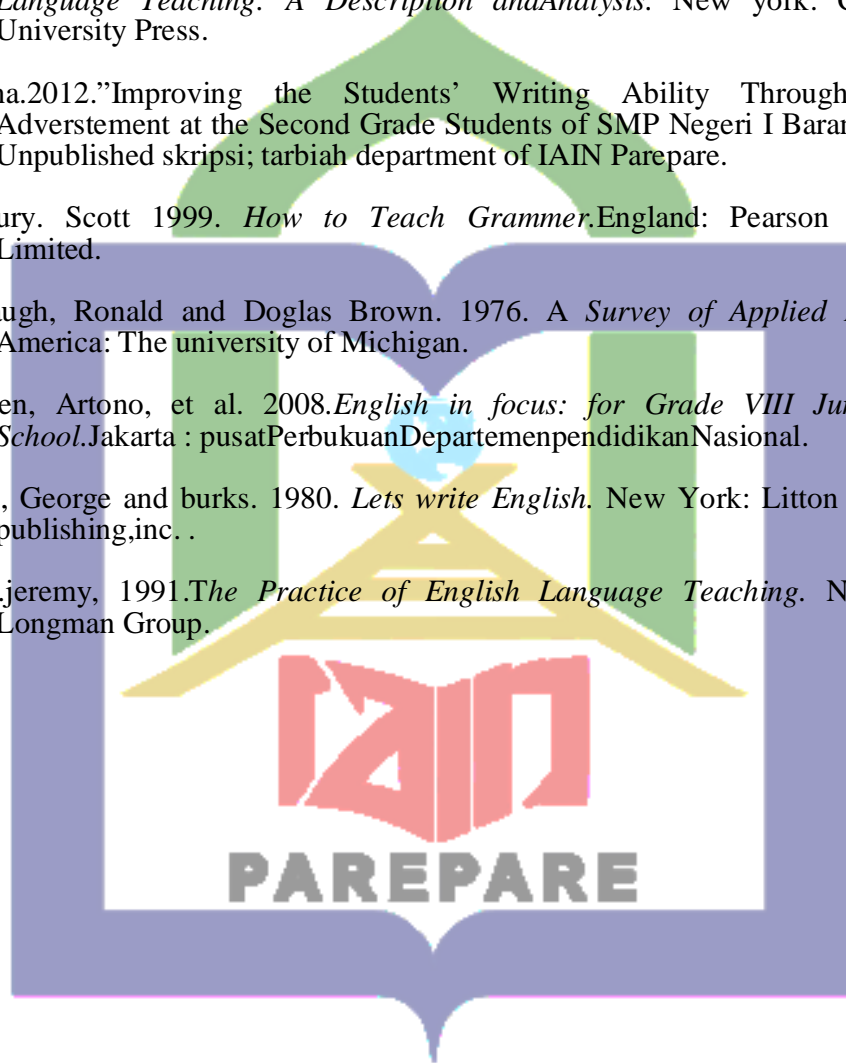
Appendices 1. Instrument of the Pre-test

Pre-test instrument

<div align="center">Writing Test</div>

Name : ………....

Class : ………....

A. Write a letter about your holiday in the past at least seventy words and using your own word.

B. Describe who was involved ,what happened, where the events took place, and when it happened of the story.

C. Create the story conflict.

D. Identify the generic structure of your story.

Pre-test

Nama : Agus

Class : VIII B

holiday in the lasaran

A. Last sunday i and friends go to lasaran for holiday after we arrive there we swim together and much people so swim. After we swim we eat in the cafetaria. after eat we back to the village

Language use : - errors in tenses. we must use simple past to tell the events or experience in the past, no use present tenses.

mechanics : errors in the cappitalization : for example in the word "last sunday" must use capital letter because it is the First word.

organization : no organized

$$C = 1$$
$$O = 1$$
$$L = 1$$
$$M = 2$$
$$\overline{}\ 5$$

$$\frac{5}{16} \times 100\% = \boxed{31}$$
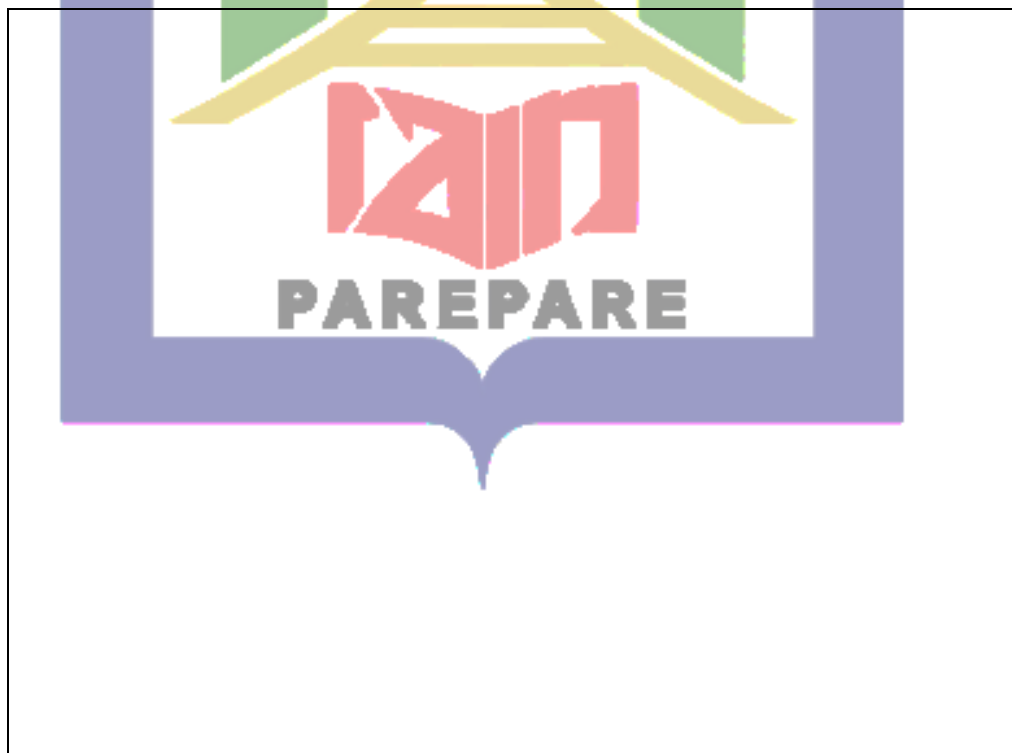
Appendices 2. Instrument of the Post-test

Post-test instrument

Writing Test

Name : …….…....

Class : ……..….

A. Write a letter about your daily activity ''in the past at least seventy words and using your own word.

B. Describe who was involved ,what happened, where the events took place, and when it happened of the story.

C. Create the story conflict.

D. Identify the generic structure of your story.

Nama : Agw
kelas : VIII D
mapel : big
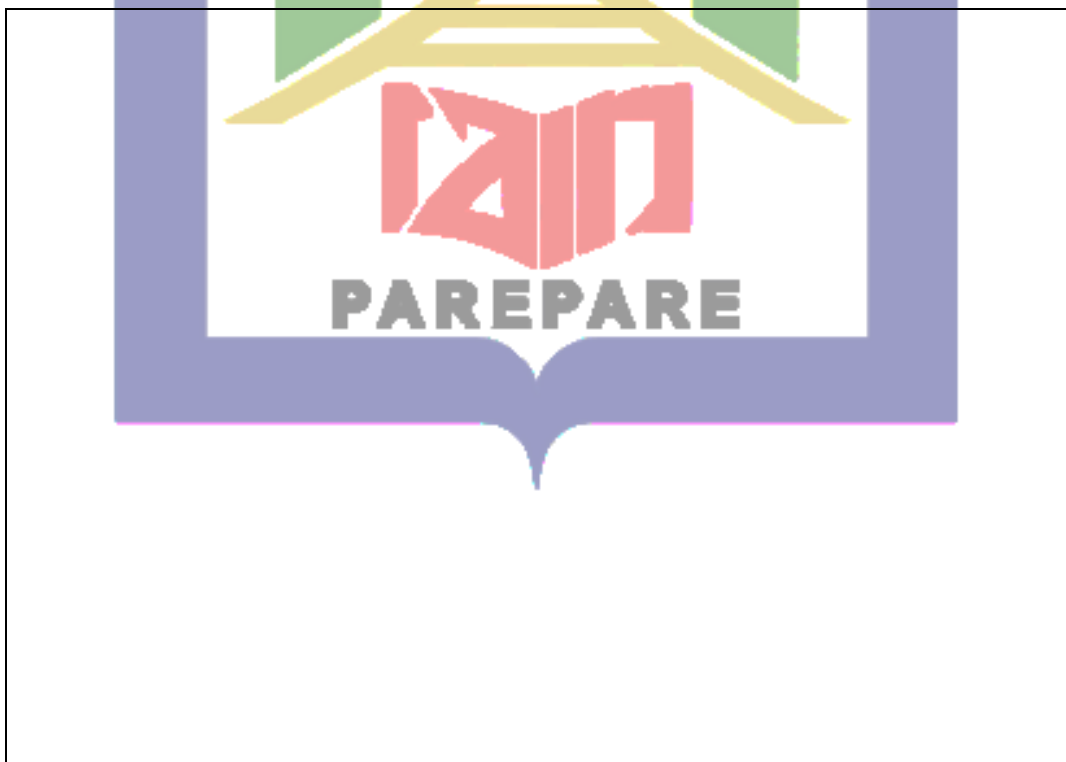
(last morning yesterday) I woke up start at 05.30 o'clock. after woke up
start I straight made bedroom. washed my face after. ~~washed my face~~
(washed face)
I prepared breakfast in the (kichen). after prepared breakfast, i and saipul
went took a bath in the river. after took a bath (i teeth brush) brush my teeth
arrived in the house (then) i wore (clothes school) then (went breakfast) ast. →then →school clothes →I went breafe
after (breakfas) I took (bag) and wore shoes, I with myfriends left to school →breakfast →my bag
arrived in the school we straight studied. after studied (go) to cafeteria for we went
bought food. after (in) cafeteria (vinally) (they) into studied (back) →back to studied. →some →in the →Finally →we

Language use: errors in tenses like word "after woke up"
        and "after prepared", "went breakfast", there is
        no subjek here. while in the english language
        must consist of S, V, O.
    - errors in pronoun like word "I teeth brush"
        must "I brush my teeth".
    - errors in prepositions. in the word "after to cafetaria"
        must "after in the cafetaria"
Mechanic : errors in spelling like: thon→then, kichen→kitchen,
        breakfas→breakfast, vinally→Finally.

Content : mostly relevant to topic
organization: not well organized.

L = 1 $\frac{9}{16} \times 100\%$ = (56)
M = 2
C = 3
O = 3
   ___
    9

Appendices 3: Nilai pre-tes and post-test siswa

No.	Nama	Pre-test	Post-test
1.	Agus	31	56
2.	Arman	50	56
3.	Dahrul	38	63
4.	Elpi	44	50
5.	Elsa	38	50
6.	Elsa triani	44	63
7.	Elsy	44	38
8.	Eva rina	31	63
9.	Fahika	38	50
10.	Haikal	31	63
11.	Ian karua	38	50
12.	Indra L	44	56
13.	Julpianataurisanti	44	63
14.	Jumran	38	50
15.	Karisa	50	63
16.	Muh.Akbaradrian	38	56
17.	Muh.Anwar	31	50
18.	Nurfadilah	31	56
19.	Ridwan	44	69
20.	Simak	31	50
21.	Suhasti	38	56
22.	Susilo	44	50
23.	Tiara	38	50
24.	Wiwik	50	63
25.	Yuli	44	69
26.	Yusuf	38	50
27.	Zulkifli	25	38

Appendices 4: Lesson Plan

LESSON PLAN 1

School   : SMPN Satap 5 Baraka

Subject   : English

Skill   : Writing

Time Allocation : 2 X 40 minutes

A. Standard Competence

      To express meaning in short functional written text and simple essay in the form of descriptive, recount and exposition to interact in daily life and in academic context

B. Basic Competence

      To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.

C. Indicator

- Students are able to recognize a recount text.

- Students are able to know the social function of a recount text.

- Students are able to identify the generic structure and language features of a recount text

- Students are able to use language features in a recount text properly.(simple past tense and adverb of time)

- Students are able to use picture series as media to make a recount text

D. Learning objective

At the end of the lesson, the students are able to:

- Recognize a recount text

- Know the social function of a recount text

- Identify the generic structure of a recount text.

- Students are able to use picture series as a media to make a recount text.

E. learning Material

- Definition of recount text

A recount text is a text that telling the reader about one story, action or activity.Recount text is one of the types of English text that retells past events or experiences. (past tense).

- The generic structure of recount text

- Orientation tells who was involved ,what happened, where the events took place, and when it happened.

- Events (event 1 and event 2) tell what happened, and in what sequence.

- Reorientation consists of optional-closure of events/ending.

- Language feature of recount text

- Use nouns and pronouns to identify people, animals, or things involved

- Use action verbs to refer to events

- Use of past tenses to locate evens in relation to writer's time.

- Use of conjunction and time connectives to sequence the events.

- Use of adverbs and adverbial phrases to indicate place and time

- Use of adjectives to describe nouns.

F. learning methods : example non example method

G. Learning activity

❖ Opening activities

- The researcher gave greeting to the students

- The researcher asked one of the students to lead a prayer

- The researcher informed the material for the day.

❖ Main activity

- The researchergave students some questions related to their knowledge about recount text.

- The researcher prepared the drawing according to the learning objectives.

- The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

- The researcher gave instruction and gave the students a chance to pay attention.

- The researcher asked the students to analyze images.

- The researcherdivided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

- The researcher gave opportunity to each group to read out the result of the discussion.

- Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

❖ Closing activities

- The researcher asked students whether they understood the material

- The researcher asked students to review the material in their house

- The teacher closed the class by greeting students.

H. media of learning : picture, laptop, LCD

I. Learning Resources : internet and book " English in Focus "

J. Assessment

No.	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (generic structure)	2
		• Does not communicate, no organized.	1
3.	Language use	• Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		• Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		• frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		• dominated by errors	1
4.	Mechanics	• few errors of spelling, punctuation, capitalization, and paragraphing.	4
		• Occasional errors of spelling, punctuation,	3

		capitalization, and paragraphing.	
		• frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		• Dominated by errors	1

k. Assessment guidelines

$$Score = \frac{Number\ of\ correct\ answer}{Total\ number\ of\ item\ on\ text} \times 100$$

LESSON PLAN 2

School : SMPN Satap5 Baraka

Subject : English

Skill : Writing

Time Allocation : 2 X 40 minutes

C. Standard Competence

To express meaning in short functional written text and simple essay in the form of descriptive, recount and exposition to interact in daily life and in academic context

D. Basic Competence

To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.

C. Indicator

- Students are able to recognize a recount text.

- Students are able to know the social function of a recount text.

- Students are able to identify the generic structure and language features of a recount text

- Students are able to use language features in a recount text properly.(simple past tense and adverb of time)

- Students are able to use picture series as media to make a recount text

D. Learning objective

At the end of the lesson, the students are able to:

- Recognize a recount text

- Know the social function of a recount text

- Identify the generic structure of a recount text.

- Students are able to use picture series as a media to make a recount text.

E. learning Material

- **Definition of recount text**

A recount text is a text that telling the reader about one story, action or activity.Recount text is one of the types of English text that retells past events or experiences. (past tense).

- **The generic structure of recount text**

- Orientation tells who was involved ,what happened, where the events took place, and when it happened.

- Events (event 1 and event 2) tell what happened, and in what sequence.

- Reorientation consists of optional-closure of events/ending.

- **Language feature of recount text**

- Use nouns and pronouns to identify people, animals, or things involved

- Use action verbs to refer to events

- Use of past tenses to locate evens in relation to writer's time.

- Use of conjunction and time connectives to sequence the events.

- Use of adverbs and adverbial phrases to indicate place and time

- Use of adjectives to describe nouns.

- **Simple Past Tense**

   Simple past tense is used to say an activity happened in the past time.

a. Verbal sentence

   (+) S + V2 + O

   (-) S + did+ not + V1 + O

b. Non verbal sentence

   (+) S + was/were + complement(noun, adverb,adjectiveetc)

   (-) S + was/were + not + complement(noun, adverb,adjectiveetc)

c. Adverb of time

   - Yesterday..…..   - last holiday ……..   - last year…..

   - Two days ago….   - last weekend …….   - one day ….

   - A week ago…….   - last night ………   - in the past…..

   - At that time……   - last night……..   - all day yesterday…..

d. Connector / conjunction which can use in recount text

   - Afterwards (setelahitu)   - in the end (akhirnya)

   - Finally (akhirnya)   - next (selanjutnya)

   - First of all (pertama-tama)   - then (kemudian), etc…

e. Example of recount text.

Dinda and her Family Trip to the Zoo

Orientation

Yesterday dinda and her family went to the zoo to see the elephant and other animal.

Event

When they got to the zoo, they went to the shop to buy some food to give to the animals.After getting the food they back to the zoo to fed some animals in the zoo.

Before lunch they went for a ride on the elephant .they felt so happy to ride that .after that they go to the park to fed some birds. In the afternoon we saw the animals being fed.

Re-orientation

In the afternoon, dinda and her family back to home. They felt tired but they also felt happy because it was the first time to went the zoo.

Dinda and her family trip to a zoo	
 1. Where dinda and her family trip yesterday?	 2. What did dinda and her family see in the zoo?
 What did dinda and her family do here?	 What did they do after that?

What did they do then?

What did he do in the park?

Where did they go after from zoo?

What did they feel after arrive in their home?

F. learning methods : example non example method

G. Learning activity

❖ Opening activities

- The researchergave greeting to the students

- The researcher asked one of the students to lead a prayer

- The researcher informed the material for the day.

❖ Main activity

- The researcher gave students some questions related to their knowledge about recount text.

- The researcher prepared the drawing according to the learning objectives.

- The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

- The researcher gave instruction and gave the students a chance to pay attention.

- The researcher asked the students to analyze images.

- The researcher divided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

- The researcher gave opportunity to each group to read out the result of the discussion.

- Starting from the comments/ results of the students' discussion, the researcher began to explain the material according to the goals to be achieved.

❖ Closing activities

- The researcher asked students whether they understood the material

- The researcher asked students to review the material in their house

- The teacher closed the class by greeting students.

H. media of learning : picture, laptop, LCD

I. Learning Resources : internet and book " English in Focus "

J. Assessment

No.	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (	2

		generic structure)	
		• Does not communicate, no organized.	1
3.	Language use	• Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		• Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		• frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		• dominated by errors	1
4.	Mechanics	• few errors of spelling, punctuation, capitalization, and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		• Dominated by errors	1

k. Assessment guidelines

$$Score = \frac{Number\ of\ correct\ answer}{Total\ number\ of\ item\ on\ text} \times 100$$

LESSON PLAN 3

School   : SMPN Satap 5 Baraka

Subject   : English

Skill   : Writing

Time Allocation : 2 X 40 minutes

A. Standard Competence

To express meaning in short functional written text and simple essay in the form of descriptive, recount and exposition to interact in daily life and in academic context

B. Basic Competence

To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.

C.   Indicators

- Students are able to gather ideas by using series pictures

- Students are able to find the words they need to state their ideas

- Students are able to make an outline of a recount text from ideas derived from picture series

- Students are able to make a recount text from their outline.

D. Learning Material

Example of recount text :

Make a recount text according to the picture below!

1	2	3
4	5	6
7	8	9

E. **learning methods** : example non example method

F. **Learning Activity**

❖ Opening activities

- The researcher gavegreetingto the students

- The researcher asked one of the students to lead a prayer

- The researcher informed the material for the day.

❖ Main activity

- The researcher prepared the drawing according to the learning objectives.

- The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

- The researcher gave instruction and gave the students a chance to pay attention.

- The researcher asked the students to analyze images.

- The researcher divided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

- The researcher gave opportunity to each group to read out the result of the discussion.

- Starting from the comments/ results of the students discussion, the researcher began to explain the material according to the goals to be achieved.

❖ Closing activities

- The researcher reviewed the material briefly

- The researcher asked students whether they understood the material

- The researcher asked students to review the material in their house

- The teacher closed the class by greeting students.

G. media of learning : picture, laptop, LCD

H. Learning Resources : internet and book " English in Focus "

I. Assessment

No.	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (generic structure)	2
		• Does not communicate, no organized.	1
3.	Language use	• Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		• Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		• frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2
		• dominated by errors	1
4.	Mechanics	• few errors of spelling, punctuation, capitalization, and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• frequent errors of spelling, punctuation, capitalization,	2

		and paragraphing.	
		• Dominated by errors	1

k. Assessment guidelines

$$\text{Score} = \frac{\text{Number of correct answer}}{Total\ number\ of\ item\ on\ text} \times 100$$

LESSON PLAN 4

School   : SMPN Satap5 Baraka

Subject   : English

Skill   : Writing

Time Allocation : 2 X 40 minutes

A. Standard Competence

    To express meaning in short functional written text and simple essay in the form of descriptive, recount and exposition to interact in daily life and in academic context

B. Basic Competence

    To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context.

C. Indicators

- Students are able to gather ideas by using series pictures

- Students are able to find the words they need to state their ideas

- Students are able to make an outline of a recount text from ideas derived from picture series

- Students are able to make a recount text from their outline.

D. Learning Material

Example of recount text :

<u>Fajar activity yesterday.</u>

fajar*woke up* at 5 am. And he immediately to smooth his bed. After that fajar starting to help his mother in the kitchen.Then in 5.30 am he *went* immediately to take a bath next he *used* the uniform. After he *used* uniform, he eating breakfast directly. After breakfast he *used* the shoes and immediately *went* to the school. After he until In the school he *met* with his friends. he*put* his bag in the desk. Then he and his friends *went* straight into the classroom for the lesson. After the bell *rang*, he and his friends take a rest and bought some food and drink in the cafeteria. Then he *went* back to the last studying. And finally he back to his home.

1	2	3
4	5	6

| 7 | 8 | 9 |

E. learning methods : example non example method

F. Learning Activity

❖ Opening activities

• The researcher gave greetingto the students

• The researcher asked one of the students to lead a prayer

❖ Main activity

• The researcher prepared the drawing according to the learning objectives.

• The researcher put a picture on the blackboard or slides through the slide projector or overhead projector.

• The researcher gave instruction and gave the students a chance to pay attention.

• The researcher asked the students to analyze images.

• The researcher divided students into several group. The group consists of 2- 3 students, the result of the discussion from the analysis of the images are recorded on the paper.

• The researcher gave opportunity to each group to read out the result of the discussion.

• Starting from the comments/ results of the students' discussion, the researcher began to explain the material according to the goals to be achieved.

❖ Closing activities

- The researcher asked students whether they understood the material

- The researcher asked students to review the material in their house

- The teacher closed the class by greeting students.

G. media of learning : picture, laptop, LCD

H. Learning Resources : internet and book " English in Focus "

I. Assessment

No.	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure) , cohesive	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (generic structure)	2
		• Does not communicate, no organized.	1
3.	Language use	• Few errors of agreement, tenses, number, word order, article, pronouns of prepositions	4
		• Several errors of agreement, tenses, number, word order, article, pronouns of prepositions	3
		• frequent errors of agreement, tenses, number, word order, article, pronouns of prepositions	2

		• dominated by errors	1
4.	Mechanics	• few errors of spelling, punctuation, capitalization, and paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
		• Dominated by errors	1

k. Assessment guidelines

$$\text{Score} = \frac{\text{Number of correct answer}}{Total\ number\ of\ item\ on\ text} \times 100$$

Appendices 5: Distribution of T-table

TABLE D *t* distribution critical values

df	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.405	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z^*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%

Confidence level C

Appendices 6: Documentation

PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMPN SATAP 5 BARAKA
Alamat : Rante Lemo, Desa Latimojong, Kec. Buntu Batu, Kab. Enrekang

---

SURAT KETERANGAN
Nomor: 021/ 11/ SMPN STP. 5 BRK/2018

Yang bertanda tangan di bawah ini kepala SMPN Satap 5 Baraka menerangkan bahwa:

Nama	:	Dayanti
Tempat Tanggal Lahir	:	Pasui, 15 November 1996
Jenis kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi IAIN Parepare
Fakultas	:	Tarbiah
Program Studi	:	Strata Satu (S1)
Alamat	:	Buntu Dea Desa Latimojong Kec. Buntu Batu

Benar nama di atas telah melaksanakan penelitian di SMPN Satap 5 Baraka dalam rangka menyelesaikan studi, penyusunan skripsi dengan Judul :

"improving the students writing achievement in recount text through example non example method at SMPN SATAP 5 Baraka"

Dilaksanakan mulai tanggal 15 Oktober 2018 s/d 15 November 2018 Demikian Surat Keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Rante Lemo, 29 Oktober 2018
Kepala

Muh. Ardy Taupan, S. Ag., M. Pd.
Nip.19710921 199903 1 012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2545 /In.39/PP.00.9/10/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. ENREKANG
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. ENREKANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama	: DAYANTI
Tempat/Tgl. Lahir	: PASUI, 15 Nopember 1996
NIM	: 14.1300.032
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: PASUI BARAKA NO. 2, KEC. BUNTU BATU KAB. ENREKANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. ENREKANG** dalam rangka penyusunan skripsi yang berjudul :

" IMPROVING THE STUDENTS' WRITING ACHIEVEMENT IN RECOUNT TEXT THROUGH EXAMPLE NON EXAMPLE METHOD AT SMPN SATAP 5 BARAKA "

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

12 Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Nur Djunaidi

PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 15 Oktober 2018

Kepada

Nomor   : 556/DPMPTSP/IP/X/2018
Lampiran : -
Perihal   : Izin Penelitan

Yth. Kepala SMPN SATAP 5 Baraka
Di-
    Kec. Baraka

Berdasarkan Surat Dari Ketua Institut Agama Islam Negeri (IAIN) Pare Pare, Nomor: B 2545/In.39/PP.00.9/10/2018, tanggal 12 Oktober 2018, menerangkan bahwa mahasiswi tersebut di bawah ini:

Nama   : **Dayanti**
Tempat Tanggal Lahir   : Pasui, 15 November 1996
Instansi/Pekerjaan   : Mahasiswi
Alamat   : Buntu Dea Desa Latimojong Kec. Buntu Batu

Bermaksud akan mengadakan Penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi judul: *"Improving The Students Writing Achievement In Recount Text Through Example Non Example Method At SMPN SATAP 5 Baraka"*.

Dilaksanakan mulai, Tanggal 15 Oktober 2018 s/d 15 November 2018

Pada prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas foto copy Skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian.

a.n. BUPATI ENREKANG
Kepala DPM PTSP Kab. Enrekang

Harwan Sawati, SE
Pangkat : **Pembina Utama Muda**
Nip   : 19670329 198612 1 001

Tembusan Yth :
    01. Bupati Enrekang (Sebagai Laporan).
    02. Asisten Administrasi Umum Setda Kab. Enrekang.
    04. Kepala DISDIKBUD Kab. Enrekang.
    05. Camat Baraka.
    06. Institut Agama Islam Negeri (IAIN) Pare Pare .
    07. Yang Bersangkutan (**Dayanti**).
    08. Pertinggal.

CIRCILUM VITAE

Dayanti, was born on November, 15, 1996 in PasuiEnrekang. She is the third child in her family. Her father name is Mujutahid and her mother name is Minati. She has two sister and she don't has brother. She began her elementary school at SDN 77 rantelemo and graduated on 2008, she continued her study in SMPN Satap 5 Baraka and graduated on 2011 then she continued in SMA 1 Pasui and graduated on 2014. In 2014 she continued her study in IAIN Parepare. She was majoring in English Program Tarbiyah Faculty. Now she was finished her skripsi with title **" Improving the Students' Writing Ability in Recount Text through Example non Example method at SMPN Satap 5 Baraka"**