



## THE EFFECT OF EXAMPLES NON EXAMPLES MODEL ON THE STUDENTS' ACHIEVEMENT IN SPEAKING SKILL AT GRADE X OF SMA NEGERI 1 AIR BATU IN 2019/2020 SCHOOL YEAR

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### ABSTRAK

This study focuses on the students' performance in sharing their ideas with the partners by constructing meaning through the selected picture. To achieve the goal of this study, the writer used True Experimental Design with Experiment Class and Control Class Design. The population of this study was the students at grade X of SMA Negeri 1 Air Batu which consisted of four classes and every class consisted about 39- 40 students. The total number of population was 158 students. Two classes were taken as the sample, namely: the students at grade X-3 (40 students) as the Experiment Class was taught by Examples Non Examples Model and X-1 (40 students) as the Control Class was taught by Conventional Method. This study used Simple Random Sampling. The instrument of this study was test. The data was analyzed by using t- test formula. From this analysis, the writer found that using Examples Non Examples Model had a significant effect on the students' achievement in Speaking Skill. It can be proved by the result of the analysis, showed that  $t_{\text{observe}} (t_o) = 0.59$  was higher than  $t_{\text{table}} (t_t) = 0.22$ . In conclusion, the hypothesis proved that using Examples Non Examples Model had a significant effect on the students' achievement in Speaking Skill than using Conventional Method. It meant that the Alternative Hypothesis is accepted.

**Key Words:** *Speaking, Examples Non Examples Model and Conventional Method*

### I. INTRODUCTION

Based on the cases above, it was found that the students at grade X of SMA Negeri 1 Air Batu had the low achievement in speaking, because they did not pronounce the English words well, they did not have the vocabularies at least 200 words in speaking English, and they did not have the accuracy in grammatical in speaking English.

Then, most of teachers still applied the simple Learning Method or Model in teaching speaking. The teachers explained the learning materials and asked the students to practice the conversation, dialogue,

monologue or others. So, this learning process looked uninteresting and made the students bored. That's why, the writer applied an appropriate Learning Model in teaching speaking, namely: Examples Non Examples Model.

One of the types in Innovative Learning that can support to learn speaking through the pictures and concepts is Examples Non Examples Model. The objective of this Learning Model is to encourage the students in analyzing and constructing the meaning through the pictures. Then, this Learning Model focuses on the students' performance



in sharing their ideas with the partners by constructing a meaning through the selected picture. Here, the writer modified and enlarged the stages in using Examples Non Examples Model without losing the main stages that must be done in using Examples Non Examples Model, because the writer tended to make all students in a group practice in speaking English, so the writer chose a learning material about Expressions of Gratitude and Invitation in a Conversation. Firstly, the students formed a group that consisted of two or three students. In a group, they analyzed and constructed the meaning of the selected pictures by sharing their ideas, feelings and thought with their partners. Then, they made a conversation by using Expressions of Gratitude and Invitation based on the selected picture. After that, they practiced the conversation as a result of their discussion.

In this learning model, the teachers must prepare some pictures that are related to the learning objectives in the Curriculum. In learning speaking through the pictures, the students will be more interested to practice, because if the teachers give some interesting and familiar pictures to them, they will be easier to analyze and construct the meaning from the pictures, so they will be more energetic to express their ideas about the pictures by speaking English and it can create their self- confidences to communicate by using English.

Therefore, based on the facts above, the writer was motivated and interested to examine the students' achievement in speaking skill by

using Examples Non Examples Model at Grade X of SMA Negeri 1 Air Batu in 2019/2020 School Year.

## **II. RESEARCH DESIGN**

### **The Location and Time of the Research**

The location of this research was conducted in SMA Negeri 1 Air Batu in 2019/2020 School Year. Then, the time of this research was conducted on February 18- 31, 2020 in the second semester of 2019/2020 School Year.

### **Population and Sample**

The population of this research was the students at Grade X of SMA Negeri 1 Air Batu in 2019/2020 School Year that consisted of 4 classes, they are: grade X-1 (consisted of 40 students), grade X-2 (consisted of 39 students), grade X-3 (consisted of 40 students) and grade X-4 (consisted of 39 students). So, the total of the population was 158 students.

The sample of this research was the students at Grade X-1 (consisted of 40 students) and X-3 (consisted of 40 students). So, the total of the sample was 80 students. Then, this sample was taken by using Simple Random Sampling which the members of sample in the population was taken randomly without knowing the levels in the population.

### **Research Design**

This research was conducted by using True Experimental Design, namely to find out the students' achievement in speaking by using Examples Non Examples Model. There were two groups of students, namely experimental group and



control group. The experimental group was taught by using Examples Non Examples Model and the control group was taught by using Conventional Method. Then, both of groups was given pre-test and post-test.

## The Procedure of the Research

### 1. Pre-test

Pre-test was conducted to find out the students' achievement in speaking before using Examples Non Examples Model. The pre-test was given to the group as their tasks to be scored. The result of the pre-test was considered as the preliminary data.

### 2. Treatment

The experiment was conducted after the administration of pre-test. There were two experiments to be conducted in this research, namely the experimental group was taught by using Examples Non Examples Model and the control group was taught by using Conventional Method.

### 3. Post-test

The post-test was administrated to measure the students' competence after the treatment. Then, the data was taken from the test to be compared and analyzed. The test for the post-test was the same.

## III. THE RESULT OF RESEARCH AND DATA ANALYSIS

The writer gained the students' scores after applying the post-test to the experimental and control group. In the experimental group, the lowest score for pre-test was 36 and highest

score was 85, while the lowest score for the post-test was 56 and the highest score was 90. It can be concluded that the students in the experiment showed the improvement when they were taught by using Examples Non Examples Model. In fact, when the students were taught by using pictures, they had ability to make a conversation well. Therefore, the score of the students in the post-test was better than the pre-test.

In the control group, the lowest score for pre-test was 33 and highest score was 76, while the lowest score for the post-test was 55 and highest score was 80. It can be explained that the students in the control group can be categorized poor or there was no improvement after they were taught by using Conventional Method. They can not make the conversation well, eventhought they had been taught about some expressions of gratitude and invitation before. In the case, the score of the students in the pre-test can be lower in the post-test. Therefore, the score of the student in the post-test was not better than pre-test.

Based on the calculation of the test using t-test formula. It was found that  $t_{\text{observed}} = 0.59$ . Then, after seeing the distribution table as a basic on *degree of freedom (df)*, the calculating shows that the  $df$  is:

$$\begin{aligned}df &= N_x + N_y - 2 \\df &= 40 + 40 - 2 \\df &= 78\end{aligned}$$

So, the  $df$  is 78. Because in the table of T, there is no  $df$  such as 78, so it is taken 80. From table distribution is got price t-table is 0.220. The result of computing the data showed that T-obseved was



bigger than T-table. It can be seen as follows:

Value of T-observed is bigger than T-table (0.59) > (0.220)

So, the null hypothesis rejected and the alternative hypothesis was accepted. Result the hypothesis formulated that the students' speaking ability taught by using Examples Non Examples Model is higher than taught by using Conventional Method.

#### IV. CONCLUSION

Having analyzed and interpreted the data statistically, the conclusion could be conducted as following:

1. There is significant different of the students' achievement in speaking skill taught by using Examples Non Examples Model and Conventional Method.
2. The students' achievement in speaking skill by using Examples Non Examples Model is higher than by using Conventional Method. It can proved from the result of the test that given to the students.
3. For the data of the sample group of the students' achievement in speaking skill by using Examples Non Examples Model shows that the mean score is =75.72
4. For the data of the sample group of the students' achievement in speaking skill by using Conventional Method shows that the mean score is = 70.65
5. There is different between the mean of experimental group and the mean of control group. The

result of calculation of t-test shows that the value of t-observe (0.59) is bigger than the value of t-table (0.220). It means that the hypothesis which says that "Examples Non Examples Model more influence the students' achievement in speaking skill than Conventional Method" is accepted.

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