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EXAMPLES NON-EXAMPLES TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILLS AT SMK ISLAM KUNJANG

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A B S T R A C T S

SMK Islam Kunjang is one of vocational high schools in Kunjang district. SMK Islam Kunjang is a relatively developing school in any things; such as the system of administration, relation, or teaching methodology or technique, because it runs for about 14 years old. SMK Islam Kunjang is located suburbs. Absolutely, most students were less in spirit to study more over English. The teacher has been trying to determine the technique in teaching especially teaching writing. The students' writing was poor. One of the problems was the technique used. Examples Non-Examples technique is one of the cooperative learning strategies that employ images and videos connected to fundamental skills and encourages students to be more creative and engaged in developing their own ideas about the subject that they are observing. In this study, eleventh-grade students at SMK Islam Kunjang in the academic year 2022–2023 were asked to write descriptive texts with examples and without examples to see if this improved their writing abilities. Action research in the classroom is the methodology (CAR). The tools were an observational study, a questionnaire, and a test. This study focused on TKJ 1's eleventh grade, which had 45 pupils. The results showed that the average student in cycle one was 70.80%, whereas the average student in cycle two was 81.66. According to the means of cycles one and two, there was a considerable improvement from 77.78 to 81.66 and 70.80% to 89.68% of students passing the indicator of success, respectively. Additionally, pupils showed higher interest in learning how to write descriptive texts. Therefore, it is advised that students use the examples-not-examples strategy to improve their writing, particularly in descriptive texts.

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INTRODUCTION

A vital talent is writing. Today, more than 85% of the world's population can write (Graham, 2019). Writing is a crucial ability for learning English, and it's also one of the language talents that has significantly impacted human employment. Language can be represented visually through writing. The sounds of speech are represented by sets of symbols in writing systems, which may also include symbols for punctuation and numbers (Pratiwi, 2016). Writing as a process and product has a group of qualities that uniquely correspond to several potent learning strategies, which is why writing helps learning in a unique way (Emig, 1997). Brainstorming, planning, outlining, organizing, drafting, and revising are just a few of the cognitive and metacognitive tasks involved in the difficult

process of writing (Alisha et al., 2019). Writing is a useful skill, a kind of literacy, a communication activity, and occasionally a way to evaluate students. The most difficult form of expression is writing. It is the last skill to master in the learning process. Writing is a type of communication that can be used to make and keep in touch with others, send information, convey ideas and feelings, get people's attention, and persuade them (Peter & Singaravelu, 2021). Writing a scholarly English review is a way for them to show off their writing skills. A summary is a condensed list of a text's main ideas. The pupils would almost certainly be given the assignment of summarizing a certain letter at some point during their lectures, with the main goal of summarizing. They sometimes, or frequently, incorporate summaries into more complex pieces of writing alongside quotes, paraphrases, and their own ideas. They undoubtedly summarize for a variety of reasons, both outside of and throughout their time in school (Dewi & Saputra, 2021). As a result, it may be concluded that writing ability can facilitate learning English. People can use writing to argue for or against a position and to provide information to others.

Writing is the most challenging topic to study, according to observations made during teaching and learning activities at SMK Islam Kunjang during the academic year 2022–2023. Students had trouble writing because (1) they were unsure of where to begin, (2) they lacked the relevant vocabulary and made lots of mistakes in sentence structure, (3) they lacked the motivation to participate in writing activities, (4) the teacher made a mistake in selecting the material and teaching strategy, and (5) there was no media support, which caused students to lose interest in the writing class. It is backed by (Asiah et al., 2020), who claimed that most students had a limited vocabulary and had trouble choosing the correct words to describe an object when they were completing a task. As a result, these elements have an impact on student writing quality, and also Sa'adah (2020) said that To create good writing, there are several aspects for the writer to pay close attention to. Those are 1) Content, 2) Organization, 3) Vocabulary, 4) Language, and 5) Mechanic.

One effective approach to resolving these issues was a teaching strategy that might enhance pupils' writing abilities. The use of example-free writing exercises can help pupils' writing abilities. The example non-example technique is a teaching strategy that disseminates information by using images as media. Students are asked to think critically and analyze utilizing the offered example when adopting this approach (Amrianto & Lufri, 2019). Examples-without-Examples is one of the cooperative learning strategies that make use of images and videos pertaining to fundamental competency. It is intended that the pupils' writing will advance. The teacher prepares the pictures in accordance with the topic and learning objectives that have been outlined; (2) the teacher posts the picture on the board or presents it through an LCD projector or OHP; (3) the teacher gives students guidelines, time, and opportunities to observe, analyze, and study the existing pictures; and (4) through a group discussion of two or three students, the discussion is conducted (Sukarman et al., 2019).

The findings of this study demonstrated that the examples-without-examples technique enhances the writing abilities of SMK Islam Kunjang students in the eleventh grade.

RESEARCH METHOD

In order for the data to be reliable and simple to evaluate, the researcher's role as the primary instrument and contributor to the study's success and sustainability is crucial. Students in TKJ 1 in the eleventh grade at SMK Islam Kunjang were the focus of this investigation.

Classroom Action Research was the research methodology employed in this study (CAR). CAR is a reflective examination done by action actors with the goal of improving the consistency of their reasoning (Wonorahardjo et al., 2022). Two rounds of this classroom action research (CAR) were carried out. Each cycle had four sessions, with the four processes

of planning, carrying out, observing, and reflecting. Through the process of action research, educators carefully and methodically assess their own practice while utilizing research methods. Participants create a research question, gather information over the course of the year, assess what they have discovered, and then present their results in writing. Participants commonly utilize observations, interviews, surveys, and journals to gather information to answer their questions (Khasinah, 2013).

Subject

This study focused on the forty-five (45) students in TKJ 1 in the eleventh grade at SMK Islam Kunjang during the academic year 2022–2023. There were 16 male pupils and 29 female students.

Instruments

Both observation and testing were utilized as the research's instruments. In the social sciences, observation is also one of the most crucial and challenging research techniques. It could serve as the project's primary methodology or one of several qualitative methodologies that supplement it (Ciesielska et al., 2018). In this study, field notes were used for observation, and tests were the other tool. Writing a descriptive text test was the test that was employed in the study. Gap filling, form completion, correcting mistakes, letter writing, and essay writing are all typical writing test assignments (Kitao & Kitao, 1996).

Data Analysis

This study was conducted in two cycles. Cycles 1 and 2 were the first and second, respectively.

1. The initial cycle

In terms of planning, the researcher created a lesson plan, analyzed the curriculum to identify core competencies and basic competencies, prepared a model for the technique of examples without examples, prepared materials, prepared media, and set up instruments like an observation checklist, a test, a questionnaire, and field notes.

There were three activities during implementation: a pre-activity, a primary activity, and a post-activity. It did, however, describe the primary purpose of each meeting. There were steps of observing, inquiring, and exploring in the initial meeting. The kids looked at the photographs that the teacher had provided during the observation. The pupils examined the traits of the thing, person, and animal according to the grouping in the asking under the teacher's direction. The kids fully understood the explanation of descriptive text during their exploration. There was exploration at the second meeting. The students learned about and were given an explanation of the examples-without-examples technique for writing descriptive text; they also learned a variety of vocabulary words related to the traits of objects, people, and animals in accordance with the categorization used in the descriptive text displayed on OHP; and they were given an example of descriptive text. Those were exploratory activities. There was exploration, association, and communication during the third encounter. When the kids are investigating, the teacher uses the Example Non-Example strategy to provide a descriptive text example, and she also shows them the photos so they can see it. In the associating activity, the teacher split the class into pairs of desk mates, and the students discussed or described one of the pictures they won in the lottery with their group. The teacher then gave them a series of guided questions, and the students wrote the answers on a piece of paper. The task took about 30 minutes to complete. The teacher created a summary of the papers from the students and examined the objectives of the content that was given before drawing a conclusion based on the students' level of basic competency. Each group was required to present the results of the discussion in front of the class at

random. The fourth meeting included investigation and assessment. By using photographs that were taped to the whiteboard throughout the exploration, the teacher helped the students learn vocabulary regarding traits of things, people, and animals in descriptive texts. Every student is required to write one sentence beneath each image, and the teacher will then administer the test. The teacher assigned the students a task to complete for the evaluation, which they had to complete in 40 minutes. The pupils then turned in a written assignment. The collaborator watched every condition and circumstance that occurred in the classroom as well as the kids' behavior.

After some reflection, the score of the students was found to be still low. Only 70.80% of pupils met the score. Some pupils Some kids didn't take listening to the teacher seriously. Several pupils were Some students were still unsure on how to look at and evaluate the pictures the teacher had displayed. The classroom was full of students. Some students were still unsure on how to learn some words based on the teacher's illustrations. Some students were still unsure on how to characterize the teacher's provided visuals. The second cycle was advocated in this reflection as a way to increase student engagement and performance in the writing-learning process.

2. The following cycle

The stages from the first cycle were repeated by the researcher. The first involved planning, the second involved carrying it out, the third involved watching, and the fourth involved reflecting.

The researcher explained the new technique used and gave the examples more clearly, creating an interesting atmosphere in teaching writing of descriptive text by using examples non examples, giving the students the chance to ask some questions about the subject they did not understand. On the planning, the researcher gave the examples to observe and analyze the pictures shown by using examples non examples technique, explaining in understanding the grammatical features more clearly, and giving the students the chance to ask some questions.

Regarding implementation, this second cycle's major activity, in particular, used the same activities as the first meeting. But some changes were made. At the conclusion of the activity, reflection and follow-up were added. It was helpful to make sure that the pupils understood the topic. The observer took note of every circumstance and situation that occurred in the classroom as well as the pupils' behavior.

Using examples rather than non-examples to teach writing descriptive language was effective in the second cycle, it can be reflected. The writing technique was helpful. The students' performance also increased. Students classified success in 89.68% of cases. It had an 81.66 average. Additionally, students seemed more motivated and active.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study was divided into two cycles. The analysis's findings indicated that pupils' writing abilities may be enhanced. It became clear after each cycle was put into action.

1. The initial cycle

The planning process came first. As a teacher, the researcher intended to analyze the curriculum, create a lesson plan, create a model using the approach of examples without examples, prepare materials and media, and set up the instruments, such as an observation checklist, test, questionnaire, and field notes.

Implementation was the following phase. In four meetings, this implementation was completed. However, the process of instructing students on how to write descriptive language did not go smoothly. It was demonstrated by the teacher-student interaction during the teaching-learning process. The strategy used was as follows: 1) The students were given an

explanation of the descriptive text and how to use the "examples without examples" technique in writing; 2) The students were given a variety of vocabulary terms related to the traits used in the example of descriptive text on OHP; 3) The teacher displayed some pictures, and the students noticed it; 4) Using guided questions, the teacher paired up the kids with their desk mates and had them discuss and describe one of the photographs they had won in the lottery with their group. After spending about 30 minutes writing the task, each group was required to read the discussion's outcome in front of the class at random. Finally, each group turned in their paper to the teacher, who summarized the material taught and came to a conclusion based on students' level of fundamental competence.

The third phase involved watching. The collaborator in this case observed and evaluated the teaching and learning process. The outcome demonstrated that student engagement has remained low. The reason was that the teaching and learning process was not yet at its best. Because the teaching and learning activity was subpar, it had an impact on the students' writing accomplishments. The outcome demonstrated that the students' writing abilities from the first cycle were still lacking. The students' performance was still subpar. The students' skill class percentage remained at 70.80% at that time. The greatest and lowest scores were 86 and 68 respectively. It meant that while 30 students had met the minimal mastery criterion, 15 had not. In conclusion, student proficiency was still below the success indicator.

Reflection is the final phase. The researcher assessed what was done in the first cycle and came to the conclusion that this cycle was unsuccessful for the following reasons: 1) the teacher's voice was not loud enough so the students could hear the explanation clearly, 2) some students were not serious to pay attention to the teacher, 3) some students were still confused to observe and analyze the pictures shown by the teacher, 4) some students were crowded in the class, and 5) some of the students were still confused. To address them, the researcher held the second cycle with a few special interventions, including: 1) the teacher should pay attention to all students and speak louder; 2) the teacher should create an engaging environment for teaching writing and give more attention to the students who were not serious about paying attention to the teacher; 3) the teacher gives examples to observe and analyze the pictures shown clearly; and 4) the teacher asked the students questions.

2. The following cycle,

The planning process came first. The researcher and the teacher prepared a specific approach to address the issue at hand. The treatments included: 1) providing examples for how to clearly observe and analyze the pictures displayed and paying closer attention to the students who weren't serious about learning; 2) explaining in understanding the grammatical features more clearly and giving the students the chance to ask some questions about the subject they didn't understand; 3) explaining the new technique the teacher used; 4) providing examples of descriptive text more clearly; and 5) encouraging the students to ask questions about the material they didn't understand.

The second cycle saw some additions and modifications to the examples-only methodology. The therapies made the teaching and learning activities operate well. It was because the planning that had been done and the teaching and learning processes were appropriate. As a result, the pupils' writing abilities and level of activity were higher than in the first cycle.

The third phase involved watching. Here, the collaborator watched while the teacher and students engaged in the teaching and learning process. The outcome demonstrated that the second cycle has the potential to significantly alter the students' educational activities. The kids' enthusiasm for creating descriptive language served as proof. Because the activities were carried out effectively during the teaching and learning process, it had an impact on the students' ability to write descriptive texts. The findings indicated that the students' writing

abilities had improved. The students' performance was still subpar. The students' skill class percentage remained at 89.68% at that time. The greatest and lowest scores were 86 and 69 respectively. In other words, 9 pupils failed the score of writing, whereas 36 students got the score. In conclusion, pupils' abilities could result in success indication.

Reflection was the final action. The students' achievement was better, it was determined after collecting all the data. The second cycle's improvement could be seen in the students' actions, who were more engaged and motivated during the teaching and learning process. The pupils' first cycle writing score was 77.78, while their second cycle writing score was 81.66. This progress was directly related to the teacher's efforts to maintain and improve the class's learning environment. When the students struggled with the teaching and learning process, she closely supervised and guided them.

Discussion

According to the findings, this method may help pupils' writing abilities. The implementation did not function well, as was evident from the first cycle. The children still lacked motivation and were sluggish in their activity completion. In addition, they paid no attention. This finding supports the use of images and videos in examples-not-examples techniques to demonstrate fundamental competency. The intention was for the pupils to create their concepts for the descriptive text. However, it failed because the teaching and learning processes were not yet at their best. Additionally, it affected their skill, which was still lacking. The average result was 65,17. The pupils' percentage in the skill class was still 8,6% at that time. 37 pupils failed the test, meaning that only 8 students passed the test. In conclusion, student proficiency was still below the success indicator.

However, compared to the first cycle, the second cycle was superior. It was a result of the first cycle's review being more thorough and motivating in nature. Students completed the work with enthusiasm and enjoyment thanks to the second cycle's activity.

In addition, the students' abilities had improved. from an ideal score of 78, the mean score improved to 81.66. The greatest and lowest scores were 86 and 69 respectively. The percentage of pupils that met the minimum requirement was 89.68%. The minimal mastering criterion was passed by 36 students, who were categorized as successful, while the minimal mastery criterion was not met by 9 students, who were classified as unsuccessful. The outcome shows that the examples-without-examples method may enhance pupils' writing abilities more than before. It is supported by Gundary & Aprizon (2019). He stated that The use of Example non-example strategy improves students' writing on descriptive text

There are four factors that change the improvement in students' writing skills in the descriptive text. 1) paying attention to all students; 2) creating an engaging environment for teaching writing; 3) giving examples to observe and analyze the pictures shown clearly; and 4) asking the students questions.

CONCLUSION

Based on the findings of the classroom action research, it can be said that the field notes and observation checklist demonstrated that the classroom environment during the teaching and learning process contributed to a stimulating and enjoyable learning environment. While the results of the first questionnaire, which was given as part of the preliminary study, indicated that students' interest in learning English was still low, the results of the second questionnaire, which was given at the conclusion of the second cycle, indicated that most students were interested in learning to write using the examples-without-examples technique because it could help them sharpen and develop their ideas and creativity in writing.

Then, there is a noticeable improvement between before and after the SMK Islam Kunjang 11th grade students were taught using the examples-without-examples method. It

was clear from the evaluation of the students' writing that there had been a significant improvement between the first and second cycles. It was shown that in the first cycle, the mean was 78.00, with 30 students or 70.80% of the class getting good scores and 15 students or 20.20% failing to do so. On the second cycle, there were 36 students successful, or 89.68% of them, and 9 students who did not, or 10.32% of them; the mean was 81.66.

Additionally, it can be employed as one of the most efficient methods for enhancing writing abilities. It is advised that the teacher use more creative methods while instructing English writing so that the learning process is more engaging. It may also be one of the methods that make it simple to compose an English text. Then, when writing in English, the students should be more imaginative and energetic. Through the use of this strategy, it is intended that their writing would improve. The outcome can also provide information and references to the subsequent researcher, enabling them to conduct a better and more thorough investigation.

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