THE EFFECT OF EXAMPLE AND NON EXAMPLE METHOD ON THE STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By

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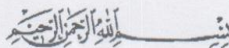
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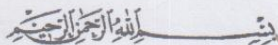
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/3 - 18	Abstract	
	Acknowledgement	
10/3 - 18	Chapter I	
	- Write the background simpler	
	- Revise the structure of sentences	
	in the background	
15/3 - 18	Chapter II	
	Conceptual Framework	
17/3 - 18	Chapter III	
	Population & Sample	
20/3 - 18	Chapter IV	
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23/3 - 18	1. Conclusion	
	Reference	

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LIST OF APPENDICES

ABSTRACT

Marpaung, Ade Yulia Pratiwi 1202050078. "The Effect of Example and Non Example Method on the Students' Speaking Achievement". Skripsi. English Education Program. Faculty of Teachers' Training and Education.University of Muhammadiyah Sumatera Utara.Medan. 2017.

The research deals with the effect of example and non example method on the students' speaking achievement. It applied descriptive quantitative research. This research used experimental research namely One Group pre-test post-test. The objective of this research was to find out the significant effect of example and non example method on the students' speaking achievement. The population of this researchSMK Negeri 9 Medan in academic year 2016-2017. The total number of population was 122 students. The sample was taken only one class. It used the random sampling, so only the X-1 as a sample whowas consisted 30 students. The instrument of collecting data was oral test. After the data have been collected they were analyzed by using t-test formula. The result of analysis showed that 4.18 as $T_{observe}$>1.70 as T_{table} where t-observed was higher than t-table (t_{table} = with the level of significant α = 0.05, the value of t-$_{table}$1.68and the degree of freedom (df=39). The result showed that hypothesis was accepted. It meant that there was a significant effect of Example and non example method on the students' speaking achievement.

Keyword: *Experimental Research, Speaking, example and non example method.*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

AssalamualaikumWr. Wb

In the name of Allah, the most Gracious and most Merciful. Firstly, the researcher would like to thank Allah SWT who has given her chances to finish her study. Secondly, blessing and peace to our prophet Muhammad SAW who has brought human beings from the dark era to light era.

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During this study, the researcher realized that she had to learn more, and since there were many difficulties in analysing the data, without the help of many people, she could not finish it. Therefore, she would like to express thanks to many people. At the moment, a very special debt of gratitude is directed to her beloved parents, Alm Rusnan Marpaung and Farida Ariyani for their full support, care and prayers that have been given to her. Then, she would like to express her sincere thanks for her academic guidance and moral support during completion her study.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Speaking is one of four language skills, which is basic function of language as communication instrument. According to Fulcher (2003:23) "speaking is a process of communication between speaker and a listener". People put the ideas into world, talking about perceptions or feelings that they want other people to understand them. The listener tries to reconstruct the perception that they are meant to be understood.

Language is system of sound symbol used by humans to communicate.. English in Indonesia is taught as a foreign language in all school levels (from elementary school up the university).

In English curriculum, students' speaking ability is very hoped in teaching and learning process especially in teaching English because English is compulsory subject must be known for all of students to develop through four skills, listening, speaking, reading and writing. A language learner will not be able to convey or interpret messages spoken or written with the other people without mastering communicative aspect, such as: grammatical, discourse, sociolinguistics, pragmatics, and etc. in other word, successful speaker/reader is able to convey, interpret, negotiate meaning.

The aspects of communicative competence have some categories. Brown (1994: 66) divides communicative competence into grammatical, discourse,

sociolinguistics, pragmatics, and strategies. The components of communicative competence itself can be acquired by the four skills namely listening, speaking, reading, and writing. But in this case, the researcher emphasized those four skills on speaking ability, but it is not enough to provide students with opportunities to speak in English. The teacher needs to help students to speak, help them when participating in class discussion or in conversation, because the students need time to plan and organize their message while they are speaking.

Many Indonesian students in all level find a lot of difficulties in mastering the four language skills. In this study, the researcher focused on observing students' problem in speaking ability, because speaking seem to be the most difficult and also many students say that it is not used in daily communication but also many students interest spontaneously and enthusiasm to learn it. That is why, caused by the English teacher is not yet be able in using approach method.

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students is not interest in learning English. Therefore, the English teachers were suggested in order to be able mastering of method, such as, Nababan (1991: 4) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.

To encounter the situation a language teacher needs to acquire a set of skills beside of developing his/her attitudes towards peers, and also language teacher must understand some theoretical knowledge about how human learns.

In the language classroom, for instance, there were various techniques, as well as method, strategies, and approaches and also time allotment 'bargained' by the educator or the source of information (especially English teacher) to the students to be more familiar to the target language as the objective of learning Ryan and Cooper in Brown (1993). This all intended to modify the students in order to be able to community by using the target language effectively.

From the outline above, we can conclude that the teaching technique enable the English teacher can teach the students to communicate in target language as the objective learning. In the sense, the writer often hear beyond the drilling technique, grammar translation method, audio lingual method, and elect approach which were demand the students to focus of learning and also the teacher suggested in present the materials must suitable by what learner needed.

Learning to speak English is difficult for the students because the students are not accustomed to use English in English class. The students have many problems to speak English. The main is students lazy to speak. When they ask something to the teacher, they use their first language (native language) rather than using English. The students' difficulties in speaking are caused by the lack of related vocabularies, low ability in constructing sentences and utterances and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake

This situation was getting worse because teacher's fault in deciding the material and also teaching method which make students feel bored and lost interest in speaking class. Moreover, teacher doesnot explore students' potential

of the students to speak because the teachers provide many chances for students to speak the class is teacher-centered, teacher who talk a lot and dominate the class. This type of teaching technique makes the students lazy to speak. They also could not perform maximally in the speaking test where according to KTSP curriculum the Standard Minimum Achievement (KKM) score is 75 point for English course, many student get the low score and must do remedial phases to pass the test. They need motivation by applying teaching method which is able to make them enthusiastic and confident in expressing their mind in the target language when speaking English.

Teacher should be used the method the students can motivation and improve in learning English. The method using example and non example method. Example and Non example is a tactic that can be used to teach the definition of the concept. This tactic aims to prepare students quickly by using the 2 things which consists of example and non-example of a definition of existing concepts, and asks students to classify them in accordance with existing concepts. Example provide a picture of something that is an example of a material that is being discussed, while the non-example gives an overview of something that is not an example of a material that is being discussed.

Example and Nonexample deemed necessary because the definition of the concept that is known primarily only in terms of definition rather than from its physical properties by focused attention of the students, to take the example and non-example is expected to be able to encourage students toward a deeper understanding of the material.

According to Buehl (1996) the advantages of the method of example and non example among others. Students depart from a definition that is used to further expand understanding of the concept with a more profound and more complex. Students engage in a process of discovery (discovery), which encourages them to build a progressive concept through example and experience of non-example. Students were given something that is opposite to explore the characteristics of a concept. By considering the non-example is possible there are some parts which is a character of the concept which has been described in the example.

Tennyson and Pork (1980 p. 59) in 1994 Slavin suggested that if the teacher will present an example of a concept then there are three things that should be addressed. Sort examples of the easy to difficult. Select examples - examples that different from each other compare and contrast examples - examples and not an example.

Setting up the experience with examples and non-examples will help students to construct meaning that richer and more profound than an important concept. Joyce and Weil (1986) in Buehl (1996) has provided the conceptual framework related action strategies, which use the inquiry model to introduce a new concept by the method of Example and Nonexample.

Framework concepts include generalize pair of examples and non-examples that explain some of the most of the characters or attributes of the new concept. Serve up in a time and ask students to think about what differences there are in the two lists. During the students to think about each of the examples and

non-examples are, ask them what made the two lists different. Prepare additional examples and non examples, the concepts are more specific to encourage students to check the hypothesis that has been made so as to grasp new concepts. Asking students to work in pairs to generalize the concept of non-examples and their examples. After that, ask each pair to inform the class to discuss it in the classical style so that each student can give feedback.

Teaching by using example and non example method technique is expected to make the students enjoy, understand more the point of the material given and the students can get more score based on KTSP curriculum for speaking achievement. And also it will improve students' speaking skill as well as.

B. The Identification of Problem

In learning speaking skill, the students often find some problems. The problems frequently found are:

1. Most teachers usually teach the students based on the book available only in their school, so that they become too dependent on those books.

2. Their native language causes them to get difficulty in using the foreign language.

3. The teachers usually do not connect the subject matter with the students' daily lives.

4. Students do not have more opportunity to practice English and use it communicatively inside and outside the language classroom. 5. They are also too shy and afraid to take part in the conversation

C. The Scope and Limitation

The scope of the study was focused on the students' achievement in speaking.

and the limitation is the students' achievement in speaking especially in describing something or someone.

D. The Formulation of the Problems:

The problems of this study are formulated as the following:

1. Is there any significant effect ofusing example and non example method on the students' achievement in speaking?

E. The Objectives of the Study

The objectives of the study as follows:

1. This study is aimed to find on the effect of using example and non example methodon the students' achievement in speaking

F. The Significance of the Study

The findings of this research was divided into two categories:

1. Theoretically, this research was expected to support the existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly to the students' achievement in speaking skill by using example and non example method.

2. Practically, the study was considered to be practical in its nature that is to provide the educational feedback

   a. Students

      To help the students more understand the material given by the teacher. This finding also hoped can increase student's motivation and confidence, creating new habit and new atmosphere which will increase their achievement too.

   b. Teacher

      To help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning English especially teaching Speaking skill.

   c. For the school,

      To increase the school's score that will make it to be the most favorite school among others.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

In conducting a research theories are needed to clarify some terms, which are used. The clarification of the term will avoid misinterpretation and confusion in understanding the problems. The term may function to give a limited concept, which is specifically mean in particular, context. In this case, it provides some term, which are important to make clear from the start in order to prevent possible misunderstanding between the researcher and the reader about this convey. In the following part, theoretical elaboration on terms use will be presented.

1. Speaking

According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney 2007:6).speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

In addition, speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and listening, students learn concepts, develop

vocabulary, and perceive the structure of the English language which is essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Hayriye: 2006:1).

Additionally, speaking is a vehicle to link individuals to society. Exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas they clarify their thinking. They can figure out what they believe and where they stand on issues (Hayriye, 2006:1).

According to Hybel (2001:45), "speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message".

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

2. The Component of Speaking Skills

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby,2007:4). Speaking is also one of the language arts that is most frequently used bypeople all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate 1997:3). Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, she cannot speak English well.

c. Vocabulary

Students' cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, based on this explanation, the researcher concluded without master vocabulary sufficiently English learners was not be able to speak English or write English properly.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are

produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of timesearching for the language items needed to express the message (Brown ,2003:5).

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little pauses like "ums" and "ers".

3. Criteria of Evaluating speaking

These criteria, pronunciation, vocabulary, accuracy, communication, interaction and fluency are all markers of a student's overall speaking abilities.

Students may excel in one and struggle in another, and not necessarily the ones you might think. Help your student understand these qualities of effective speakers. Let your students know that you will be listening for these qualities when you evaluate their progress and encourage them to improve their English in these areas. Also, listen to them both when they talk to you and when they talk with other students. They should be able to speak well with one another. After all, most of the English they will use in the future will be with other nonnative

speakers. Finally, remember that a true evaluation will take into consideration more than just the oral interview on the final exam. Listen to your students throughout the semester. Note how they improve in these areas. Encourage them as speakers and learners, and you are sure to reap the benefits, too.

a. Create a Rubric

Most teachers will be familiar with the concept of *grading with a rubric*, a table with different criteria and a grading scale. If you have never created a rubric before, it's really quite easy. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "*Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations.*" The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student, determine at which level he or she is performing. Take the average level among the criteria and you have an objective grade with suggestions for areas in which your student can improve.

b. Pronunciation

Pronunciation is a basic quality of language learning. Though most second language learners will never have the pronunciation of a native speaker, poor pronunciation can obscure communication and prevent an ESL student from

making his meaning known. When evaluating the pronunciation of your students, listen for *clearly articulated words*, *appropriate pronunciations of unusual spellings*, and *assimilation and contractions in suitable places*. Also listen for intonation. Are students using the correct inflection for the types of sentences they are saying? Do they know that the inflection of a question is different from that of a statement? Listen for these pronunciation skills and determine into which level your student falls.

c. Vocabulary

After noting your students' pronunciation levels, move to vocabulary. *Vocabulary comprehension* and *vocabulary production* are always two separate banks of words in the mind of a speaker, native as well as second language. **You should encourage your students to have a large production vocabulary and an even larger recognition vocabulary**. For this reason it is helpful to evaluate your students on the level of vocabulary they are able to produce. Are they using the specific vocabulary you have instructed them in this semester? Are they using vocabulary appropriate to the contexts in which they are speaking? Listen for the level of vocabulary your students are able to produce without prompting and then decide how well they are performing in this area.

d. Accuracy

Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As your students speak, listen for the grammatical structures and tools you have taught them. Are they able to use

multiple tenses? Do they have agreement? Is word order correct in the sentence? All these and more are important grammatical issues, and an effective speaker will successfully include them in his or her language.

e. Communication

A student may struggle with grammar and pronunciation, but how creative is she when communicating with the language she knows? Assessing communication in your students means looking at their creative use of the language they do know to make their points understood. A student with a low level of vocabulary and grammar may have excellent communication skills if she is able to make you understand her, whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills. Don't let a lack of language skill keep your students from expressing themselves. The more creative they can be with language and the more unique ways they can express themselves, the better their overall communication skills will be.

f. Interaction

Being able to say what you mean with a foreign language is one thing, being able to interact with others is another. Ask your students questions**.** Observe how they speak to one another. Are they able to understand and answer questions? Can they answer you when you ask them questions? Do they give appropriate responses in a conversation? All these are elements of interaction and are necessary for clear and effective communication in English. A student with effective interaction skills will be able to answer questions and follow along with

a conversation happening around him. Great oratory skills will not get anyone very far if he or she cannot listen to other people and respond appropriately. **Encourage your students to listen as they speak and have appropriate responses to others in the conversation**.

g. Fluency

Fluency may be the easiest quality to judge in your students' speaking. How comfortable are they when they speak? How easily do the words come out? Are there great pauses and gaps in the student's speaking? If there are then your student is struggling with fluency. Fluency does not improve at the same rate as other language skills. You can have excellent grammar and still fail to be fluent. You want your students to be at ease when they speak to you or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.

4. Example and Non Example Strategy

Example non Example or also common in call example and non-example is a method of learning that uses images as a medium of learning.

Method Example and non Example is a method that uses the media images in the delivery of learning materials that aims to encourage students to learn to think critically by solving the problems contained in the sample images presented.

The use of these image media is structured and designed so that the child can analyze the image into a brief description of what is in the picture. The use of

Example Non Example method is more emphasis on the context of student analysis. The more dominant common is used in high classes, but can also be used in the lower classes by emphasizing the psycholigis aspects and low-grade student development levels such as written and spoken language skills,mild analytical skills, and ability to interact with other students.

Example and Non Example method using images can be through OHP, Projector, or the simplest is the poster. The image we use must be clear and visible from a distance, so that the child in the back can also see clearly.

Methods Example non Example is also a method that teaches students to learn to understand and analyze a concept. Concepts are generally studied in two ways. Most of the concepts we learn outside the school through observation and also learned through the definition of the concept itself. Example and Nonexample is a tactic that can be used to teach definition definitions.

The strategy applied from this method aims to prepare students quickly by using two things consisting of example and non-example of an existing definition of concepts, and asking students to classify both in accordance with existing concepts.Example gives an overview of something to be an example of a material being discussed, whereas non-example gives an idea of something that is not an example of a material being discussed.

The Example non Example method is important because a concept definition is a concept known primarily only in terms of its definition rather than its physical properties. By focusing students' attention to example and non-

example, it is expected to encourage students to gain a deeper understanding of the material

5. Concept of Example and Non Example

The concept is generally studied in two ways. At least many of the concepts we learn outside of school through observation and also studied through the definition of the concept itself. Example and Nonexample is a tactic that can be used to teach the definition of the concept. This tactic aims to prepare students quickly by using the 2 things which consists of example and non-example of a definition of existing concepts, and asks students to classify them in accordance with existing concepts. Example provide a picture of something that is an example of a material that is being discussed, while the non-example gives an overview of something that is not an example of a material that is being discussed. Example and Nonexample deemed necessary because the definition of the concept is a concept that is known primarily only in terms of definition rather than from its physical properties. By focusing students' attention to the example and non-example is expected to be able to encourage students toward a deeper understanding of the material.

According to Buehl (1996) the advantages of the method of example and nonexample among others:1. Students depart from a definition that is used to further expand understanding of the concept with a more profound and more complex2. Students engage in a process of discovery (discovery), which encourages them to build a progressive concept through example and experience

of non-example3. Students were given something that is opposite to explore the characteristics of a concept by considering the non-example is possible there are some parts which is a character of the concept which has been described in the example.

Tennyson and Pork (1980 p. 59) in 1994 Slavin suggested that if the teacher will present an example of a concept then there are three things that should be addressed:1. Sort examples of the easy to difficult.2. Select examples - examples that differ from each other.3. Compare and contrast examples - examples and not an example.

Setting up the experience with examples and non-examples will help students to construct meaning that richer and more profound than an important concept. Buehl (1996) has provided the conceptual framework related action strategies, which use the inquiry model to introduce a new concept by the method of Example and Nonexample.Framework concepts include:

1. Generalize pair of examples and non-examples that explain some of the most of the characters or attributes of the new concept. Serve up in a time and ask students to think about what differences there are in the two lists. During the students to think about each of the examples and non-examples are, ask them what made the two lists differ.

2. Prepare additional examples and non examples, the concepts are more specific to encourage students to check the hypothesis that has been made so as to grasp new concepts.

3. Asking students to work in pairs to generalize the concept of non-examples and their examples. After that, ask each pair to inform the class to discuss it in the classical style so that each student can give feedback.

4. As part of the cover, is to ask students to describe the concepts that have been obtained by using characters that have been obtained from the examples and non-examples.

6. The steps of Example and Non Example

The steps of example and non example method can be described as follow:

1) The Procedure of Examples non Examples Method According to Istarani (2012:9), the procedures of examples non examples method are:Teacher provides some pictures based on the teaching objectives.Teacher puts the pictures on a board or serving them with OHP. Teacher gives instructions and opportunity for students to observe/to analyze the pictures. The group consisting of 2-3 students will report the result of the discussion in a piece of paper after analyzing the pictures. Each group has on opportunity to read the result of the discussion. From the comments/the result of students' discussion, the teacher will explain the material related to the objective teaching.Make a conclusion.

7. Advantages and Disadvantages of Example and Non Example Method

a. The Advantages:

This learning method has many advantages as follows. These are some advantages of examples non examples method stated by Istarani (2012:10) The teaching and learning process will be more interesting because the students will become more attentive by seeing the pictures. Students will be able to understand the material easier because the teacher shows the pictures related to the topic discussed. It can increase students' thinking to understand better because they are given an opportunity to discuss in analyzing the pictures. Students will learn how to work together in a group, to make a good cooperation each others. Teaching and learning process will be more attractive since the students are able to analyze the pictures provided by the teacher.

B. The Disadvantages

These are two disadvantages of examples non examples method stated by Istarani (2012:11). It is difficult to find good pictures and the time which is available is sometimes less effective because often in discussions using a relatively long time.

7. Teaching Speaking by Using Example and Non Example

The procedures by using example and non example method in speaking as follows: Pre-activity: This phase is purpose to prepare the teaching materials.The steps in this phase are as follows Teacher prepare the material lessons,Teacher give questions to the students about the material. During activity Teacher explains the competencies to be achieved or material 10-15 minutes,Teacher provides

some pictures based on the teaching objectives,Teacher puts the pictures on a board or serving them with OHP. Teacher gives instructions and opportunity for students to observe/to analyze the pictures. The group consisting of 2-3 students will report the result of the discussion in a piece of paper after analyzing the pictures.Each group has on opportunity to read the result of the discussion.From the comments/the result of students' discussion, the teacher will explain the material related to the objective teaching.Make a conclusion.Post Activity In this activity, the researcher gives the score to the students.

8. Previous Relevant Studies

Fauzi Rizki Ananda 2010 The tittle *"The effect of applying examples and non examples method on studens' achievement in writing prosedure text"*.

This study is aimed to find out whether Examples Non Examples method significantly effects the students' achievement. This study was an experimental design. The population of the study was grade IX of SMP Pemda Lubuk Pakam. The classes were divided in two groups, namely Experimental and Control group. Experimental group was the class taught by applying Examples Non Examples method, while Control group was taught by Lecture method. In this study, writing test was used as the instrument of collecting the data. Both experimental and control group were asked to write procedure text in pre-test and post-test. The data obtained were analyzed statistically by t-test formula. The result got t-observed is higher than t-table (3.808 > 2.000) at the level significance 0.05 with the degree of freedom (df) 62. It means that the alternative hypothesis (Ha) is accepted and

Examples non Examples method significantly effects students' achievement in writing procedure text.

Sofyan A. Gani. 2009 *"The Examples, Non-Examples Techniquefor Teaching Speaking in English"*The objective of this study is to find out whether there is a significant difference in speaking performance between students who are taught using the Examples Non-Examples Technique (ENET) and those who are taught using the Grammar Translation Method (GTM). To achieve the goal of this study, the experimental design method was used with an experimental class and a control class. The sample of study was a class of 45 students as the experimental class and another class of 45 students as the control class. The instruments used for the study were tests. The data was analyzed through statistical formula including finding the frequency distribution, range (R), class of data (K), class of interval (I), mean, standard deviation, and Z-score. The results showed that the Z-score pre-test of experimental and the control classes was 1.3 (Z countZ table) which indicated that there was a significant difference between the experimental class and the control class in post-treatment. In conclusion, ENET can be applied as an alternative technique in teaching speaking. The research hypothesis (Ha) is also proven that the use of ENET provides a positive contribution for the development of students' speaking performance.

9. Conceptual Framework

In speaking the speaker express their idea, opinion. In this process, one finds something interesting in what speaker said. The process is not easy. In class,

the student must give their full attention to get some information to connect the material. Example and non example can be applied to have better in way teaching speaking. It can motivate the students to speak English well and can express their idea when they communication.

By applying example and non example method is expected that the students can be easily to speak, express their idea by analyze the picture with their friends. So, the students will be enjoyed this method and the students will be better in learning comprehension.

10. Hypothesis

The Hypothesis of this study can be formulated:

Ha   :   There is a significant effect of applying example and non example on students' achievement in speaking.

CHAPTER III

RESEARCH METHOD

A. Location

This research was conducted at SMK NEGERI 9 MEDAN on Jl. Patriot Medan, during the academic year 2016/2017. The reason for choosing this school because the problem of this research has been observed during the researcher's teaching experience (PPL) in the tenth grade of SMK NEGERI 9 MEDAN in academic year 2016/2017 and found that the students' achievement in speaking skill especially on descriptive paragraph were still low .

B. Population and sample

1. Population

The population on SMK Negeri 9 Medan is in the following table.

Table 3.1

The Population of The research

Class	Population
X	90
XI	120
XII	120
Total	330

In this study, the purpose of the researcher choose X-1SMK Negeri 9 Medan in academic year 2017/2018 students because the reseacher found that they had limited on speaking .

2. Sample

In this research, the researcher used random sampling. The sample of research was taken from the students of the tenth grade of SMK NEGERI 9 MEDAN in academic year 2017/2018 and was taken from X-1 as the sample. It means that the total number of sample was 30 students. The purpose the researcher choose this class because they have lowest mastery in speaking.

Table 3.2
Sample in SMK NEGERI 9 MEDAN

NO	CLASS	SAMPLE
1	X-1	30
TOTAL		30

C. Research Design

This research applied an experimental method namely One group pre-test post-test (Sugiyono, 2013:74). The experimental research was used to carry out this research. It deals with quantitative design. It has only experimental group. The experimental group was taught by applying example and non example method. The groups was given pre-test before doing the treatment. After the treatment, groups was given post-test. The design was applied in order to investigate the effect of applying example and non example method on the students' achievement in speaking.

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O_1	X	O_2

Note:

O_1 = Pre-test

X = Treatment,teaching speaking example and non example method.

O_2 = Post-test

The procedures in administering the test could be shownbelow :

a. Pre-test

Before the teaching persentation (treatment), a pre-test was administrated to the experimental group. The function of the pre-test to know the mean score of experimental group.

b. Treatment

Treatment was given to experimental group by applying example and non example method in which the students discussed the picture given i n small group

c. Post-test

In teaching presentation (treatment), the post-test was given. The items of the post-test are exactly the same of the ones in the pre-test, it was intended to discover the means score of the experimental group The post-test was given to experimental group after treatment. It was to find out the differences of mean score.

D. Instrument of Research

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research was carried out, the instrument for the data collection was prepared. Related to the research problems, the writer used speaking test as an instrument. In this case, the researcher gave the students speaking test in using example and non example method. In order to avoid misunderstanding in readers mind, the writer informed the kind of test that used in this research was speaking test as an instrument. In this case, the retelling pictures. The aimed of this method to measure the skill, knowledge, ability, etc. the picture used to stimulate the subject to build their opinion. The pest reinforcement of comprehension test using picture in which (1) the picture comprehension test spread out to the subject to analyze the picture about 10 minute; (2) after the subjects have finished to analyze the picture, the writer asked the subjects to retell about the picture comprehension test. The researcher used orally test in this study. The form of the oral test employed is verbal essay. Based on the topics were taught in oral test or speaking.

E. Technique for Collecting Data

In collecting the data, some steps was applied as follows :
Giving pre-test to experimental group, Giving treatment Experimental group (class X-1): applying example and non example method.Giving post-test to experimental group. The researcher records the oral test.

F. Technique of Analyzing Data

After collecting data from the test, the data was calculated by using post test. The following procedure was implemented to analyze the data Identifying the students` answer,Analyzing the students` answer based on the five components to evaluate speaking ability namely vocabulary, comprehension, pronunciation, fluency and grammar. Listing their scores in scores table, for the experimental groups scores as X and scores as Y variable.The calculating correlation of product moment between x and y was calculated as follows :

Coeficient r

$$r_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n (\sum x^2) - (\sum xi)^2\}\{n (\sum yi^2) - (\sum yi)^2\}}}$$

1. Examining the stastical hypothesis. It was calculated t-test by using formula:

$$t_{observed} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = t-test

n = total sample

1 = number Constant

r = correlation of product moment

2. Testing linear regression

$$Y = a + bx$$

$$\alpha = \frac{(\Sigma y)(\Sigma x^2) - (\Sigma x)(\Sigma xy)}{n (\Sigma x^2) - (\Sigma x)^2}$$

$$b = \frac{n \sum(xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

Where:

      $\hat{y}$ = the prediction score

      a = constanta or if $x = 0$

      b = regresi coefficient

      x = variable independent score

3. Determining the percentage of the eefect of X variable toward Y variable.

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis was usedto describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$H_a : T_{observe} > T_{table}$

$H_o : T_{observe} < T_{table}$

Where :

H_a : there was a significant effect of applying example and non example method on the students'achievement in speaking. (the hypothesis is accepted).

H_o :   there was not significant effect of applying example and non example method on the students'achievement in speaking. (the hypothesis is rejected).

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

The data of the research were gained from the students' score in every test which were administered by the research. These are totally thirty students who where taken as the sample. They were only one group, namely experimental group, it called *One Group Pretest-Posttest Design.* The data collection used five indicators that refer to the role of speaking, that were :

Voc : Vocabulary

Comp : Comprehension

Pro : Pronunciation

Flu : Fluency

Gra : Grammar

And the following tables were the calculating and result of the data of the students' score of the pre-test and post-test of the experimental group.

Table 4.1
The Scores of Pre-test of Experimental Group

No	Students' Initial	Indicators					Pre-test
		Voc	Comp	Pro	Flu	Gra	
1	AF	15	13	12	11	13	64
2	EEM	15	10	15	8	13	61
3	PO	15	14	11	10	13	63
4	RSJ	15	13	15	8	13	64
5	KMS	15	15	13	12	13	68
6	YS	15	15	10	10	13	63
7	SIA	15	15	10	12	13	65
8	PIS	14	10	13	14	13	64
9	SA	14	15	12	13	13	67

10	SRS	14	12	9	12	13	60
11	AMH	14	13	10	13	13	60
12	A	14	13	14	10	13	64
13	SR	14	15	13	14	13	69
14	NAP	14	15	10	10	13	62
15	SH	14	15	13	15	13	70
16	AH	14	14	10	12	13	63
17	SF	14	12	12	11	13	62
18	PS	14	15	10	12	13	64
19	DN	14	12	13	11	13	63
20	RNH	15	14	12	12	15	68
21	LWN	15	15	15	12	15	72
22	AS	15	13	13	12	15	68
23	MI	15	12	13	12	15	67
24	FSH	15	16	14	15	15	75
25	MAS	15	15	14	12	15	71
26	YN	14	14	12	13	15	68
27	MA	14	13	15	13	15	70
28	PM	14	12	10	10	15	61
29	B	14	13	12	10	15	64
30	R	14	14	14	13	15	70
Total							1970

Based on the table above we could see that, the highest score of pre-test in experimental group was 75. Lowest score of pre-test in experimental group was 60. Mean score of pre-test in experimental group was 65.66.

Table 4.2
The Scores of Post-test of Experimental Group

No	Students' Initial	Indicators					Post-test
		Voc	Comp	Pro	Flu	Gra	
1	AF	18	15	15	13	16	77
2	EEM	18	15	17	12	16	78
3	PO	18	15	14	15	16	78
4	RSJ	18	15	17	12	16	78
5	KMS	18	17	16	15	16	82
6	YS	18	16	13	15	16	78
7	SIA	18	16	12	15	16	77
8	PIS	16	15	16	15	17	79
9	SA	16	16	14	15	17	78
10	SRS	16	15	13	16	17	77

11	AMH	16	16	14	15	17	78
12	A	16	15	15	13	17	76
13	SR	16	16	15	15	17	79
14	NAP	17	16	14	15	15	77
15	SH	17	17	15	18	15	82
16	AH	17	18	15	15	15	80
17	SF	17	15	15	15	15	77
18	PS	17	17	12	14	15	75
19	DN	17	15	14	14	14	74
20	RNH	19	17	15	15	14	80
21	LWN	19	17	18	15	14	80
22	AS	19	15	15	14	14	77
23	MI	19	15	15	13	14	76
24	FSH	19	19	17	17	14	86
25	MAS	19	17	15	13	14	78
26	YN	17	15	15	15	15	77
27	MA	17	15	16	15	15	78
28	PM	17	15	12	11	15	70
29	B	17	16	15	13	15	76
30	R	17	18	15	15	15	80
Total							2338

Based on the table above we could see that the highest score of post-test in experimental group was 86. Lowest score of post-test in experimental group was 66. Average score of post-test in experimental group was 77.93.

Table 4.3
The Differences Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-test (x)	Post-test (y)
1	AF	64	77
2	EEM	61	78
3	PO	63	78
4	RSJ	64	78
5	KMS	68	82
6	YS	63	78
7	SIA	65	77
8	PIS	64	79
9	SA	67	78
10	SRS	60	77

11	AMH	60	78
12	A	64	76
13	SR	69	79
14	NAP	62	77
15	SH	70	82
16	AH	63	80
17	SF	62	77
18	PS	64	75
19	DN	63	74
20	RNH	68	80
21	LWN	72	80
22	AS	68	77
23	MI	67	76
24	FSH	75	86
25	MAS	71	78
26	YN	68	77
27	MA	70	78
28	PM	61	70
29	B	64	76
30	R	70	80
Total		1970	2338

B. Data Analysis

The Effect of example and non example method on students' speaking achievement.

1. Finding the correlation

Based on the table 4.3 the following tables were the differences between pre-test and post-test in experimental group.

Table 4.4
The Calculating Table

No	Students' Initial	X	Y	x^2	y^2	Xy
1	AF	64	77	4096	5929	4928
2	EEM	61	78	3721	6084	4758
3	PO	63	78	3969	6084	4914
4	RSJ	64	78	4096	6084	4992
5	KMS	68	82	4624	6724	5576
6	YS	63	78	3969	6084	4914

7	SIA	65	77	4225	5929	5005
8	PIS	64	79	4096	6241	5056
9	SA	67	78	4489	6084	5226
10	SRS	60	77	3600	5929	4620
11	AMH	60	78	3600	6084	4680
12	A	64	76	4096	5776	4864
13	SR	69	79	4761	6241	5451
14	NAP	62	77	3844	5929	4774
15	SH	70	82	4900	6724	5740
16	AH	63	80	3969	6400	5040
17	SF	62	77	3844	5929	4774
18	PS	64	75	4096	5625	4800
19	DN	63	74	3969	5476	4662
20	RNH	68	80	4624	6400	5440
21	LWN	72	80	5184	6400	5760
22	AS	68	77	4624	5929	5236
23	MI	67	76	4489	5776	5092
24	FSH	75	86	5625	7396	6450
25	MAS	71	78	5041	6084	5538
26	YN	68	77	4624	5929	5236
27	MA	70	78	4900	6084	5460
28	PM	61	70	3721	4900	4270
29	B	64	76	4096	5776	4864
30	R	70	80	4900	6400	5600
	Total	1970	2338	129791	182430	153720

Where: x = 1970

y = 2338

x^2 = 129791

y^2 = 182430

xy = 153720

From the table 4.4 above, after calculating the data in the table, it was explained that the formula for pre-test and post-test in experimental group was implemented to find out $t_{critical}$ value both tests as the basic to the hypothesis of the research, the calculating correlation of product moment between x and y was

calculated and based on the data at the table above, finding the correlation between pre-test and post-test by using this formula:

a. Coeficient r

$$r_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n (\sum x^2) - (\sum xi)^2\}\{n (\sum yi^2) - (\sum yi)^2\}}}$$

$$r_{xy} = \frac{30 (153720) - (1970)(2338)}{\sqrt{\{30 (129791) - (1970)^2\}\{30 (182430) - (2338)^2\}}}$$

$$r_{xy} = \frac{(4611600) - (4605860)}{\sqrt{\{(3893730) - (3880900)\}\{(5472900) - (5466244)\}}}$$

$$r_{xy} = \frac{5740}{\sqrt{(12830)(6656)}}$$

$$r_{xy} = \frac{5740}{\sqrt{85396480}}$$

$$r_{xy} = \frac{5740}{9241.02}$$

$$r_{xy} = 0.62$$

Based on the result above the correlation coefficient were 0.62.

2. Determining T-test

After testing the correlation continued with determining T-test,

H_o : $T_{observe} < T_{table}$:   there was no significant effect of example and non example method on the students' achievement in speaking. (the hypothesis was rejected)

H_a : $T_{observe} > T_{table}$:   there was a significant effect of example and non example method on the students' achievement in speaking. (the hypothesis was accepted).

df = 30-2 = 28, α = 5% = 0.05. In other way, H_a was rejected.

It was calculated t-test by using formula:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.62\sqrt{30-2}}{\sqrt{1-(0.62)^2}}$$

$$= \frac{0.62\sqrt{28}}{\sqrt{1-(0.3844)}}$$

$$= \frac{(0.62)(5.2915)}{\sqrt{0.6156}}$$

$$= \frac{3.2807}{0.7846}$$

$$= 4.18$$

$$t_{table} = t(1-\tfrac{1}{2}\alpha)^{df}$$

$$= t(1-\tfrac{1}{2}0.05)^{28}$$

$$= t\ 0.975\ (39)$$

$$= 1.70$$

The conclusion, because $T_{observe} > T_{table}$ or $4.18 > 1.70$, so H$_o$ was rejected. It meant H$_a$ was accepted, "There was a siqnificant effect of example and non example method on the Students' Achievement in Speaking".

3. Testing Linear Regression

$$y = a + bx$$

In finding y find the value of a and b with the following the formula:

$$\alpha = \frac{(\Sigma y)(\Sigma x^2) - (\Sigma x)(\Sigma xy)}{n(\Sigma x^2) - (\Sigma x)^2}$$

$$\alpha = \frac{(2338)(129791) - (1970)(153720)}{30(129791) - (1970)^2}$$

$$\alpha = \frac{303451358 - 302828400}{3893730 - 3880900}$$

$$\alpha = \frac{622958}{12830}$$

$$\alpha = 48.55$$

$$b = \frac{n\ \Sigma(xy) - (\Sigma x)\ (\Sigma y)}{n\ (\Sigma x^2) - (\Sigma x)^2}$$

$$b = \frac{30\ (153720) - (1970)\ (2338)}{30\ (129791) - (1970)^2}$$

$$b = \frac{4611600 - 4605860}{3893730 - 3880900}$$

$$b = \frac{5740}{12830}$$

$$b = 0.45$$

$$Y = a + bx$$

After finding the value of a and b, input the value and the finding as at the following:

$$Y = 48.55 + 0.45x$$

4. Calculating Determination

Determining the percentage of the effect of X variable toward Y variable.

$$D = (r_{xy})^2 \text{x } 100\%$$

$$= (0.62)^2 \text{ x } 100\%$$

$$= 0.38 \text{ x } 100\%$$

$$= 38\%$$

It meant : the effect of X toward Y variable or the effect of example and non example method on the Students' Achievement in Speaking in 38% and 62% was influenced by another factors.

C. Testing Hypothesis

H_a : There was a significant effect of example and non example method on the students' speaking achievement.

Because $T_{observe} > T_{table}$ or 4.18 > 1.70, so it meant H_a was accepted, "There was a siqnificant effect of example and non example method on the students' speaking achievement", and the percentage of effect of X variable toward Y variable or the effect of example and non example method on the students' speaking achievement in 38% and 62% was influenced by another factors.

D. Findings

The conclusion described in the findings as the answer of the formulation of the problem in this research. It could be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 65.66 in pre test and 77.93 in post-test of experimental class, the mean of pre-test increases after applying example and non example method from 65.66 to 77.93. It is found that the implementation of example and non example method has positive effect on the Students' Achievement in Speaking, which is proven by the result of the test $T_{observe} > T_{table}$ or 4.18 > 1.70, and the result of pre test before applying

example and non example method was 1970, and the result of post-test was 2338, it meant that the score of the students were better than before applying example and non example method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion, there were some conclusion that can be described as follow, from the researcher's result, it was found that the applying of example and non example method gave positive effect to the students' achievement in speaking, which was proven from the result of the test. Based on calculating of the t-tes, where $T_{observe}>T_{table}$ from significant: α = 0.05, 4.18 >1.70. It means that there was a significant effect of example and non example method on the students speaking avhievement. After analyzing the data, it was known that the students after the treatment who were taught by example and non example method got better achievement than those who were in pre-test.

B. Suggestion

In relation to the conclusions, suggestion are staged as follow:

1. The writers could increase the knowledge about example and non example method and getting better understanding in speaking.

2. the readers should research deeper about example and non example method because it could increase the students achievement in speaaking.

3. Teacher is suggested to apply the example and non example method to the students because this method can help them in getting better understanding in speaking.

4. The suggestion is also given to the students of that school in applying example and non example method make them become more independent, creative, active, and easier in learning speaking.

5. The suggestion is also given to the headmasters of that school in applying example and non example method because this technique can help them in getting creative teachers and active students in speaking.

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SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ade Yulia Pratiwi Marpaung
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Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Example and Non Example Method on the Students' Speaking Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2017
Hormat saya
Yang membuat pernyataan,

Ade Yulia Pratiwi Marpaung

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris
a.n.

Pirman Ginting, S.Pd, M.Hum