The Effectiveness of The Example Non Example Model toward Short Story Writing Ability of Class IX Students of State Junior Hihg School in Pakkat District, North Sumatera

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ABSTRAK

This research aims to discover the efectiveness of the example non example model toward short story writing ability of class IX students of State Junior High Schools (is called: SMP) 8 Pakkat district. The population in this study were all of class IX students of State Junior High School 8 of Pakkat consisting of 2 classes numbered 64 persons. From this population a sample of 64 persons was determined and the experimental design was used the Two Group Posttest-only.

According the analysis of data that was found the results of the students' posttest control before using the example non example model showed an average student score of 55, while the students' posttest experimental results after using the example non example model showed an average student score of 65. The results of the hypothesis test with the t obtained by the value of t-count = 6.578 while the value of t-table at a significant level $\alpha = 0.05$ is 1.999. Therefore, obtained t-count> t-table (6.578> 1.999), then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the results of research could be concluded that using the Model Example Non Example can improve student learning outcomes in writing short stories effectively.

Keywords: Example Non Example Model, Short Story Writing

Introduction

The learning of Indonesian language is divided into four aspects of language skills that are reading, writing, listening and speaking. These four aspects cannot be separated from one another. Of these four aspects, writing is one of the skills that has greatest benefit for life. Therefore, the objectives be achieved in learning writing skills cannot be separated from the objectives of teaching Indonesian language in general. Writing is a language skill that is used to communicate indirectly and not face to face with other people. Writing is a productive and expressive activity. In writing, it must utilize word structure and vocabulary. This writing skill will not come automatically, but must go through a lot of practice and practice and regularly.

One of the activities of writing is short story writing. Short Story Writing is rewriting a story that really has a plot, figure and a strong imagination. Writing of short stories means having imagination or high imagination so that people who read that short story has a feel interested and challenged to find out the contents of the short stories written. So that learning to write short stories are more creative and innovative, it can use the Example non example learning model. This model is a way of working that is broad in nature so that children concentrate more on writing short stories in accordance with the picture shown. Based on this background, researchers are interested in researching by taking the title "The Effectiveness of Example non example model" toward short story writing ability of Class IX Students of State Junior High School 8 in Pakkat.

Problem Statements

The problem statements of this research can be stated as follows:
1. How is the students' ability of class IX of State Junior High School 8 of Pakkat to write short stories using the lecture method?
2. How is the students' ability of class IX of State Junior High School 8 of Pakkat to write short stories using the Example non example model?
3. How is the effectiveness of using the Example non example model in learning to write short stories of class IX students of State Junior High School 8 of Pakkat?

Review of Literatures

Marwoto (1987: 19) explains that "writing is expressing ideas or construct in the form of essays widely". Writing requires extensive schemata so that the writer is able to express ideas, constructs and opinions easily and smoothly. Schemata are knowledge and experience possessed. So the wider a person's schemata to be easier it is to write. Short story is a literary work that is able to be written by anyone whether from personal experience or not. Harris (2008: 4) was suggested that the writing short stories will productive land and has bright future prospects. The types of short stories can be distinguished three parts in writing short stories that are style of short story in Indonesia, only consists of one page or even half a folio page. The longer short stories consisting of 4 to 15 folio pages and long short story usually consists of 20 to 30 folio pages.

According to Eko (2015: 132) The technical writing of short stories is based on the step-by-step writing as follows: (1) Selecting material, it means not just choosing, but choosing as well as writing it. (2) Making the Title is to give an idea of what will be told and closely related to the elements that build the story. Thus, the title refers to the theme, setting, character, conflict, end of story. The title can be made before or after the short story is written and even when writing a short story. (3) Write opinions based on the material we choose. (4) Imagining, at this stage the element of imagination or fantasy is a very important element, because imagination is processed in such a way and written back to the reader. (5) Developing delusion that is developing imagination based on rough shapes. The simplest way is to write the imagination about whatever comes to pass related

to the rough form of the short story. (6) Reread, The last step in writing a short story is to re-read the short story that we have written.

Aris, Shoimin (2014: 73) Non-example examples are learning that teaches students about problems around them through the analysis of examples in the form of pictures, photographs and problem-filled ones. The Students are directed to identify problems, find alternative solutions to problems, and determine the most effective ways of solving problems, and to follow up (Komalasari, 2010: 61). Example non-example model may not be familiar in many circles. This model uses picture media as learning media (Imas & Berlin, 2015: 31). This model aims to encourage students to learn to think critically by solving the problems contained in the sample drawings prepared in advance.

Materials and Methodolgy

This research is a combination of descriptive research using experimental method approach two *Two Group Posttest-Only* design. The population of this research was 64 students in Junior High School (SMP) 8 of Pakkat, and the sample of this research was took same as polulation that was divided two class sample are class of IX-A was 31 persons and class of IX-B was 33 persons.

Both of classes were given different treatments that are class I is as an experimental class was treated using the Example Non Example model, while class II is as a control class was treated using a conventional model. Data analysis was performed by comparing the results of the Posttest experimental group and the control group.

Tabel 1. **Experiment Design of Two Group Posttest-Only**

Class	Treatments	Post-Test
Experimental Class	Example Non Example Model (X1)	O_1
Control Class	Conventional (X2)	O_2

To find out the categories of influence using Example non example learning model on improving short story writing ability was used the standard score as follows:
1.   Score of 85-100 is very good
2.   Score of 70-84 is good
3.   Score of 55-69 is fairly good
4.   Score of 40-54 is less
5.   Score of 0-39 is very less

The research data analysis techniques were based on standard descriptive research methods starting with the determination of average, standard deviation, normality test, homogeneity test and hypothesis test that was supported by standard statistical tests.

Research Findings and Discussions

The result of basic descriptive analysis of this research can be presented as follows:

a. Distribution of control variable frequenty (X) of the ability to write short stories of students is described in the frequency distribution table as follows:

Tabel 2. Distribution of Control Class Frequenty (n = 33)

No	Range	Absolut F.	Relative F.	Category
1	50-54	15	45,45	Very less
2	55-59	10	30,30	Very less
3	60-64	4	12,12	Less
4	65-69	2	6,06	Less
5	70-74	1	3,03	Fairly good
6	75-79	1	3,03	Fairly good
	Total	**33**	**100**	

The frequency distribution diagram of the control class scores above showed that students with value of 50-54 that are categorized as very less numbered 15 persons, value of 55-59 categorized as less numberd 10 persons, value of 60-64 categorized as fairly good numbered 4 persons, value of 65- 69 categorized as less numbered 2 person, 70-74 categorized as fairly good numbered 1 person, 75-79 categorized fairly good numbered 1 person. The highest student score was 75 and the lowest was 50 and average control score was 55 with standard deviation of 6.27.

b. Distribution of experimental variable frequenty (Y) of the ability to write short stories of students is described in the frequency distribution table as follows:

Tabel 3. Distribution of Experiment Class Frequenty (n = 31)

No	Range	Absolut F	Relatif F.	Category
1	60-64	23	74,19	Less
2	65-69	0	0,00	Less
3	70-74	5	16,13	Fairly good
4	75-79	0	0,00	Fairly good
5	80-84	2	6,45	Good
6	85-89	1	3,23	Very good
	Total	**31**	**100**	

The frequency distribution diagram of the experiment class scores above showed that students with value of 60-64 that are categorized as very less numbered 23 persons, value of 65-69 categorized as less numberd 0 person, value of 70-74 categorized as fairly good numbered 5 persons, value of 75-79 categorized as fairly good numbered 0 person, value of 80-84 categorized as good numbered 2 persons, 85-89 categorized very good numbered 1 person. The highest student score was 85 and the lowest was 60 and average control score was 65 with standard deviation of 6.44.

The results of combined variances calculation and test of research hypothesis that were analyzed based on the average score of the control class $(\bar{X}_1)$ = 55; standard deviation of control class tS^2X_1 = 39.31; The average score of the experimental class $(\bar{X}_2)$ = 65; standard deviation of experimental class tS^2X_2 = 41.47, there were obtained the value of t_{table} on significant level α = 0.05 and degree of freedom (df) = (n1 + n2) - 2 = (33 + 31 - 2) = 62 was obtained the significance level of 5% = 1.999. Therefore, with the result of t_{count} > t_{table} (6.578> 1.999) explained that the null hopothesis (H$_o$) was rejected and the alternative hypothesis (H$_a$) was accepted.

Conclutions

Based on the research findings toward the value on the control class was obtained the average value of students in writing short stories before using the example non example model was 55, standard deviation of 6.27, the highest value of students was 75 and the lowest value of students was 50, and the results of research findings toward the experimental class value of students was obtained the average value of students in writing short stories after using the example non example model was 65, standard deviation of 6.44. The highest value of students was 85 and the lowest value of students was 60.

Furthermore, the analysis of data using t-test obtained t_{count} = 6.578, when compared with t_{table} price at significance level of 0.05 was 1.999 indicated t_{count} > t_{table} (6.578 > 1.999) could be concluded that the Example Non Example model is effective to increase short story writing ability of class IX students in State Junior High School 8 of Pakkat District.

Recommendations

Based on the research findings, key recommedantions are as follows:
1. To improve students' abilities in learning to write short stories that are expected the teachers of Indonesian language use the Example Non Example model to teach Indonesian learning material.
2. The government and educational institutions prepare the ability of teachers to apply the Example Non Example learning model through training as an alternative in improving students' learning abilities in writing good short stories.

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