



THE EFFECT OF EXAMPLES NON EXAMPLES METHOD ON STUDENTS' VOCABULARY MASTERY AN EXPERIMENTAL STUDY AT SMPN 5 MATARAM IN ACADEMIC YEAR 2022/2023

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Abstract: The purpose of this research is to find out whether the use of examples non examples method is effective to improve students' vocabulary mastery at the eighth grade students of SMPN 5 Mataram. This research was designed as an experimental using quantitative approach with one group pre-test post-test. The population in this research was the eighth grade students of SMPN 5 Mataram with the total number of population was 217 students. The sample of this research was students of VIIIA class consist of 33. The instrument of collecting the data was pre-test and post-test. The pre-test was given to the students' before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test were analyzed by using by using SPSS with paired sample t-test. The result of research findings shows that the students' mean score of the pre-test were 56.52 and become 79.70 in post-test. The result of hypothesis testing of this research was sig (2-tailed) was 0.000, because of $\text{sig} < \alpha$ ($0.000 < 0.05$) it can be concluded that H1 was accepted and H0 was rejected. It means that there was significant effect of examples non examples method on students' vocabulary mastery.

Keywords: Examples non Examples method, Vocabulary

INTRODUCTION

Learning language cannot be separated from learning vocabulary. Vocabulary is one of the four important components of language skills for English communication. A lack of vocabulary makes it difficult to express their options, ideas and feelings to other people. Vocabulary is best learned when someone feels that a certain word is needed (to Allen (1983). Thornbury (2002) also stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" From this statement it is clear that vocabulary is the basic knowledge or starting point which should be known or learned by students before learning other element of the language because no one can speak English if they have limited in vocabulary.

Learning vocabulary is not easy, there are many difficulties in teaching vocabulary especially for the students who have low level of speaking. When learning vocabulary students have a lot difficulties in pronouncing the words, spelling words, write words, how to use grammatical correctly and how to choose the meaning of words that fit the context. Many teachers are lack

creativity in teaching English, teachers usually just explain the material without any method, so it is because the students bored.

There are many strategies or method to improve students' vocabulary skills. One of the methods that might help to improve the student's vocabulary is to use examples non examples method. Example non Example learning model is learning that uses picture as a media for delivering subject matter. As (Lail, 2019) states Teacher should use media because it is very useful for students to describe an object clearly. The use of pictures as a media is designed so that students can analyze the image and then describe it briefly through the images provided. Example non Example learning model is also a cooperative learning model. The teacher provides opportunities for students to pay attention or analyze pictures (Huda, 2013: 234). Thus, this study is to know whether the examples non examples method is effective to improve students vocabulary mastery at the 8th grade students of SMPN 5 Mataram.

RESEARCH METHOD

This study was designed as an experimental study using quantitative approach with One-Group Pretest-Posttest design. The population of this study is 217 students from all the eight-grade students of SMPN 5 Mataram. The sample of this study is 33 students in VII A Class. The researcher used purposive sampling, According to Palys (2008), purposive sampling signifies that one sees sampling as a series of strategic choices about whom, where, and how one does one's research. The instrument of this research used in collecting data is pre-test and post-test, The pre-test was given to the students in the first meeting, while post-test was given the same test with pre-test after treatment to finding out the student's improvement in knowing vocabulary. For the vocabulary test the researcher used the questions which were taken from internet sources. The tests are a multiple choice and fill in gap test. The test consist of 20 items, 10 item for multiple choice test and 10 items for fill in the gap test. After collecting the data the researcher calculated it using SPSS 26 version.

FINDINGS AND DISCUSSION

Findings

Table 1. The mean score of pre-test and post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	56.52	33	10.192	1.774
	posttest	79.70	33	7.494	1.304

From the table above, the data show the value of 33 students in class VIII A. The mean value of the pre-test was 56.52 where the lowest score was 25 and the highest score was 70. While the mean score of the post test was 79.70, the lowest score was 65 and the highest score was 95. So it can be concluded that there is a significant difference between the pre-test and post-test scores in the experimental class.

Table 2. the result of Normality test of one group pretest-posttest

			Unstandardized Residual
N			33
Normal Parameters ^{a,b}			
		Mean	.0000000
		Std. Deviation	7.64957647
Most	Extreme	Absolute	.145
Differences		Positive	.109
		Negative	-.145
Test Statistic			.145
Asymp. Sig. (2-tailed)			.076 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the calculation of SPSS 26 above, the test results show that the data of one group pretest posttest is normality distributed. The pre-test post-test significant value of Kolmogorov-Smirnov is $0.076 \geq 0.05$, If the data is higher at significance = 0.05 then the data is normal. So, it can be concluded that the data is normally distributed because the significance value of the classes is above 0.05.

Hypothesis testing

After conducting normality test, the researcher calculated the hypothesis test to find out whether there was a significant difference between the results of the pre-test and post-test after being given treatment. The researcher uses SPSS version 26 to analyze the data.

Hypotheses are as follows:

H1 is accepted if $\text{sig} < \alpha = 0.05$

H0 is accepted if $\text{sig} > \alpha = 0.05$

Table 4.3 the result of t-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	-23.182	7.687	1.338	-25.908	-20.456	-17.324	32	.000

Based on the Table 4.3, it can be seen that the sig (2-tailed) of pretest and posttest is 0.00. This sig (2-tailed) is ($0.00 < 0.05$). So It can be concluded that (alternative hypothesis) H1 is accepted and (The null hypothesis) H0 is rejected. So, it could be assumed that there is a significant difference on the students' score before and after being taught of examples non examples method in learning vocabulary.

Discussion

In the teaching and learning process, the learning method can affect student learning outcomes. Actually, there are many learning method that can be applied in the classroom. Teachers must be able to choose the right learning method that can make students understand the material being taught. The learning method that can be used is the Example Non Example learning method.

The Example Non Example learning method is a cooperative learning method. After conducted this learning method in the classroom, students can easily convey their ideas or some information in their daily environment. The statistical data shows that there was an improvement on the students who being taught by examples non examples method. The result of the data was taken from 33 students in a class of pre-test and post-test It was shown by the mean scores of the students in pre-test that is (56.52) before doing treatments by using examples non examples method. Then the mean of post-test enrich in to (79.70). The score of pre-test shows that the students were lack in vocabulary mastery but the score of post-test showed a change.

Using SPSS 26 the sig (2-tailed) was 0.00 at the level of $\text{sig} < \alpha 0.05$. Based on this result the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This can be concluded that there is a significant different between the score got in pre-test and post-test. The significant indicator defines that the use of examples non examples method in improving vocabularies is effective.

The researcher assumes that the application of examples non examples method was really helpful to improve students' vocabulary mastery because there was significant effect of the students after the treatment was conducted. It was provided by the result data analysis after being compared of the score of the pre-test and post-test. This is also supported by the some of the theorist views around the example non example method. According to Buehl (1996), the

advantages of the examples non examples method is students engage in a discovery process, which encourages them to develop the concept of progressively through the experience of examples non examples method. It can be concluded that the students got good achievement in mastering vocabulary after taught by examples non examples method. The student's vocabulary improved significantly, so teaching vocabulary by using examples non examples method was effective to improve students mastery on vocabulary. This finding is similar to the research which had been done by Riyyatul afifah (2018) which is find out the significant effect of examples non examples method on the students speaking achievement which is proven by the result of the t-test is higher than t-table ($4.18 > 1.70$), Masdar (2011) also find out the significant effect after being taught by examples non examples method which is proven by the score of the students in cycle 1 and 2 where cycle 2 (77.34) was higher than cycle 1(63.44), Ade Yulia pratiwi marpaung (2018) who also found that the use of examples non examples method could improve the students vocabulary.

Based on the finding above and the theories as well as the studies support them, it can be concluded that examples non examples method was effective to improve the students' vocabulary mastery at the second year students of SMPN 5 Mataram.

CONCLUSION AND SUGGESTION

Conclusion

From the researcher result it was found that the applying of example non example method gave positive effect to the students vocabulary mastery. It was proved by the result of the mean of students' score of the post-test (79.70) was higher than the mean of the students' score in pre-test (56.52). Based on the sig (2-tailed) of pre-test and post-test is 0.00. This sig (2-tailed) is ($0.00 < 0.05$). It means that there was a significant effect of example non example method on students' vocabulary mastery. Thus the examples non examples method can be used by teachers as a technique for students in learning English in school to improve their vocabularies. Examples non examples method can make the learner be active in learning English. In other words, teaching vocabulary by examples non examples method was successfully done and brought good improvement to the students' achievement.

Suggestion

It suggested that the teacher should apply examples non examples method in teaching vocabulary so that the students can be more active, and enjoy during teaching learning process. For the students it is recommended that they should get the lesson in an enjoyable environment. The use examples non examples method can be fun and interesting to them and to other researcher the writer hopes to the next researcher, to make another research related to this study. She hopes the next research would complete the previous research.

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