

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents and explains the result and discussion of research and this chapter continue with observation, interview, and documentation based on qualitative research. The data obtained from the research of The Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

A. Research Finding

In this section, the researcher explains the the result about the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan which can make students more interesting and giving motivate for the students in the class when teaching learning process.

There are three points that will explained by the researcher. The first the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan. The second the Advantages of the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan. The third the disadvantages of the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

1. How Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

To obtain the data related with use example non example strategy of writing procedure text at Ninth grade the first the researcher do observation in the teaching learning process to know how use example non example strategy of writing procedure text at Ninth grade in SMP Maarif 1 Pamekasan. The researcher conducted this research on 20 and 24 January 2020. The first meeting was on Monday 20 January and the second Meeting was on Friday, 24 January 2020 just done Interview with the English teacher and the student at ninth Grade.

In this case the researcher also explained about a teaching learning activity which contained three steps on the use example non example strategy of writing procedure text at Ninth grade in SMP Maarif 1 Pamekasan. They are Pre-teaching, whilst- teaching, and post-teaching.

a. The First Meeting Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

In the first meeting the researcher was conducted on Monday, 20 January 2020. It was started at 07.00 until 08.30. the researcher attended to the classroom to do observation but the researcher as a passive participant because the researcher just see teaching learning process and do not do any activity in the class room when the english teacher teach the material. In this case, the researcher observed how the english teacher use Example non Example Strategy of writing procedure text based on three steps in the

teaching learning process. Each step would like to be explained by researcher as a follow:

1. Pre – Teaching

It is the first section of teaching and learning process before the english teacher teach in the classroom. It is showed by :

a) The teacher came to the class of IX Grade and saying greeting,

example :

Teacher : “Assalamualaikum wr. Wb”

Students : “walaikum Salam wr. Wb”

Teacher : “Good Morning My students”

Students : “ Morning Sir”

Teacher : “ How are you today?”

Students :” Iam fine Sir, How about you ?”

Teacher : “ fine too, thank you!”

Student : “ you are welcome Sir.”

b) The teacher asked student to prayer together before start lesson.

c) The teacher checked the students attendance list of presence, one by one here there are 23 students.

d) The teacher review the material last week.

e) The teacher told to the students material at the time about procedure text.

2. Whilst- teaching

It is about main activity in the teaching learning process in the class room.

It is showed by:

- a) The teacher showing picture to the students
- b) The picture about food and drink
- c) The teacher showing two pictures namely: the first picture is Example (the title of the procedure text How to make fruits salad) and the second picture Non example (the title of the procedure text How to make
- d) The students saw the picture in the teacher hand
- e) Teacher explained to the students about example of first picture
- f) The teacher asked students to mention the generic structure from the picture like: Purpose, ingredients / materials and steps.
- g) Students mentions it
- h) The teacher asked students to open the book on the page of 54
- i) The teacher asked student to complemented picture non example
- j) The teacher made group consist 5-6 students
- k) The teacher asked students to count from one until five
- l) Then the students sit down with other students that have same number for example number one group with number one
- m) The teacher distributed the picture one group one picture
- n) The teacher asked students to write the result of discussion under the picture
- o) The teacher asked students to write name member of group in behind paper
- p) Teacher gave limited time to discuss with his group

- q) The teacher order students to presentation result discussion with their group
- r) One of member of group came forward to presentation
- s) the teacher helped the students that answer wrong

3. Post – Teaching

It is the last section in the teaching learning process. It is showed by:

- a) The English teacher gave conclusion about procedure text
- b) The English teacher got the student to learn next material in the house.
- c) The English teacher closed the teaching learning process by reciting “wassalamualaikum wr wb”.¹

Based on the first meeting that the researcher observed, it had been clear how the english teacher taught the students use example non example strategy of writing procedure text the english teacher explains the material patiently and clearly, so that students understood. It was showed, when the English teacher showing picture to the students and gave instruction to the students from picture, and students can complementary material/ ingredients and steps based on picture. Because if students did not know first about instruction they could confused in writing procedure text to complementary picture that the english teacher give to working with their groups, so the English teacher had to give the instruction first. After the students understood about what the English teacher instruct. The students started to complementary ingredients/ materian and steps from picture. In

¹ Based on direct observation on Monday, 20 January 2020 at 07.00-08.30

teaching learning process example non example strategy help the english teacher to teach and delivery material.

2. The Advantages of Using Example non Example Strategy of writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

- a. The advantages of Teacher use of example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.
 1. Help the teacher to teach and delivery material.
 2. Make student easily to understand. With example non example strategy that use picture students can imagination how to make something from picture like in procedure text the ingredients/ materials and steps.
 3. Help the teacher make students interesting to learn when the teaching learning process occur.
 4. Example non example strategy that use picture can make the teaching learning process will be more effective.

In this section, the researcher would like to explain the advantages and disadvantages of use example non example strategy of writing procedure text at ninth grade in SMP maarif 1 Pamekasan. It caan be taken from interview to the English Teacher and the students. In this case, the researcher conduct the research when the english teacher teach use Example non Example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan. The english teacher give an opinion about example non example strategy. It was.

” with used example non example strategy that use picture to delivery material, students understand more and easily to showing what is the pourpose, ingredients / material, and steps to make something. I take

picture that students often know. Like, picture how to make coffee, omlet, fried rice etc.”²

The Researcher would explained about the advantages of use example non example strategy of writing procedure text at ninth grade in SMP maarif 1 Pamekasan after had done interview with the English teacher as a follow:

“the advantages from use example non example strategy is can make students understand more with using picture to convey learning material. So that, students after see the picture can imagination what is the picture, And what to make, what are the ingredients, and what are the steps”³

Based on those statements above that example non example strategy help the English teacher to taught the material and make easy to convey learning material and to pull students to be active and gave motivate for students to study and make students more interesting and not feel bored when the the english teacher teach in the classroom.

b. The advantages of students use of example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

1. Make students understand more about material, because example non example strategy used picture. so that students can analyze the picture into written form.
2. Make students not feel bored when the teaching learning process occur.
3. Make students more interesting and fun in teaching learning process. Because students like learn use picture.

² Moh. Faqih, the english teacher at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 january 2020)

³ ibid

Example non Example strategy also had advantages for the students. The researcher asked to the students what are the advantages of use example non example strategy of writing procedure text for students?

Risky Qomariah stated;

“Example non example strategy use picture. So that, it make me easily to understand about material and make me fun and not feel bored”⁴

This statement it was supposed by other students, Sofiatul Mukarromah, she stated;

“advantages of example non example strategy is make teacher easily to deliver material because use picture and make me easily to understand”⁵

Based on those statements above of example non example strategy use picture to convey learning material that make students understand more about the picture. students can analyze the picture into written form and make students interesting to learn because this strategy used picture that make students easily to understand about material. It was supposed by teacher statement.

The researcher did interview with the English teacher about preparation before teach and what are the media that the teacher use to teach procedure text.,

“for the first I prepare RPP, Teaching materials and media. In teaching procedure text I used picture media or real coffee because is suitable with material and facilitate students to learn.”⁶

⁴ Riski Qomariah, the female students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 January 2020)

⁵ Sofiatul Mukarromah, the female students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 January 2020)

⁶ Moh. Faqih, the English teacher at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 January 2020)

These statements supposed by students statements that example non example strategy make students like to learn procedure text.

The researcher done interview with the students why the students like learn procedure text use example non example strategy.

“I like procedure text use example non example strategy because easy to lean and used picture”⁷

From the result of some interview above that picture help student to learn and understand the material and from picture student can easy to analyze and write the conclusion.

3. The Disadvantages of use Example non Example strategy of writing Procedure text at ninth grade in SMP Maarif 1 Pamekasan.

Example non example strategy not only have advantages but also disadvantages. In this section the researcher will explain about disadvantages of use example non example strategy had disadvantages in teaching learning process. Example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan had disadvantages for teacher and students. When the english teacher make group and asked students to sit down with their group some of students make class noisy and naughty students not spirit to do assignments with their group.

The researcher did interview with students about disadvantages of use example non example strategy.

Siti Nur Aisyatul Munawaroh stated:

“when the english teacher make group there is some student playing and there is student want to one group with they close friends”⁸

⁷ Riski Qomariah, the female students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 january 2020)

Based on those statements above the disadvantages of example non example strategy are when a group is formed not all members of group seriously work but there are some student playing and also there are not suitable for their group friends because they not close friends thus making the group not compact and lack cooperation. It was supposed by other students statements.

Maufiroh stated:

“when a group ids formed, only some members of group do the work and some of members of group sleep and joke”⁹

This statements it was supposed by other students about disadvantages of use example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

Andi Siswanto stated.:

“ in group there are naughty student and do not want to help work and help to write the answer and sometimes teacher give sme score. So that it is not fair for students who work and disadvantage for other member of groups”¹⁰

Another opinions from other student some of the student stated that it was the disadvantages of use example non example strategy are when in groups there are some students who are lazy and do not help group work on aaor write the answer and one of the students do not want to discuss material or picture with the group but they get same score as members who work and it is damage for the diligent member of group.

⁸Siti Aisyatul Munawaroh, the female students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 january 2020)

⁹Maufiroh, the female students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 january 2020)

¹⁰Andi Siswanto, the male students at ninth grade in SMP Maarif 1 Pamekasan, direct interview (Friday, 24 january 2020)

Based on statement above the researcher obtain the data with observation, interview, and documentation. The disadvantages of use example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan for the teacher and students. For the teacher the disadvantages of use example non example strategy when the english teacher make group some of students make noisy until distrub other students that focus to the teacher explanation and for the students only some of students doing assigment and other member of group playing and not help they group and students fell damage when the English teacher give same score to naughty students.

In every strategies it must be there the advantages and disadvantages in teaching learning process but it all depends on the teacher how to make class interesting and fun with the strategy that the teacher used.

B. Discussion

In this section the researcher would like to discuss about the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan. The second the Advantages of the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan. The third the disadvantages of the Use of Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan. It is presented based on the result of interview and classroom observation which have done by the researcher.

1) How the use Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

Based on the observation, interview and documentation connecting in teaching learning process on procedure text that use example non example strategy gave students motivate and make students easily to learn english subject especially in procedure text because example non example strategy make the students interesting and fun when teaching learning process occur.

Example non example strategy is one of group investigation approaches in cooperative learning that is designed to influence students interaction pattern and improve academic achievement. Example non example can make students active by the way the teacher attaches or show the picture that fit with the learning objective, then the students are told to analyze and discuss with group. The use of picture media is to arranged and disigned so students can analyze the picture into written form about what is in the picture. example non example strategy help the teacher to convey learning material and make students easily to learn because students can discuss with their group. The english teacher teach based on lesson plan and the teacher done suitable with lesson plan when teach in classroom exactly at ninth grade in SMP Maarif 1 Pamekasan. In teori example non exaample strategy the teacher pass through discuss group consist 2-3 students but at ninth grade in SMP Maarif 1 Pamekasaan the teacher make group consist 5-6 students because if many group members

can simplify the work of assignment and class activity effective when the english teacher teach in teaching learning process.

2) The Advantages of the use Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

In teaching learning process, strategies are needed by teacher to support the teaching learning process. The teacher must really be able to choose with the material to be taught. Example non example strategy used by the english teacher to teach procedure text at ninth grade in SMP Marif 1 Pamekasan has advantages for teacher and students.

The advantages of use example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

The advantages of Teacher use of example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

1. Help the teacher to teach and delivery material.
2. Make student easly to understand. With example non example strategy that use picture students can imagination how to make something from picture like in procedure text the ingredients/ materials and steps.
3. Help the teacher make students interesting to learn when the teaching learning process occur.
4. Example non example strategy that use picture can make the teaching learning process will be more effective.

The advantages of students use of example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

1. Make students understand more about material, because example non example strategy used picture. so that students can analyze the picture into written form.
2. Make students not feel bored when the teaching learning process occurs.
3. Make students more interesting and fun in teaching learning process. Because students like to learn using pictures.

The advantages of using example non example strategy are that it makes the teaching learning process easier and better than before using this strategy. Example non example strategy is suitable for teacher use to teach procedure text because example non example strategy used picture media to convey learning material like procedure text and this strategy helps the teacher to convey learning material and can make students understand about the material and make students more interesting to learn, and not make students feel bored when teaching learning process occurs and make class effective.

3) the disadvantages of the use Example non Example Strategy of Writing Procedure Text at Ninth Grade in SMP Maarif 1 Pamekasan.

In this section, the researcher would like to discuss about the disadvantages of using example non example strategy of writing procedure text at ninth grade in SMP Maarif 1 Pamekasan.

Writing is the most difficult skill for the students, and it is not something easy to do, and it does not only do in one step action, it is on going creative art. Students need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing. So, teacher must

choose strategy that can make students interesting to write exactly writing procedure text. Strategy is very important that use by the teacher. Example non example strategy help the students to understand and make students easily to write about the picture that the teacher give. But, not all of strategy has advantages also has disadvantages .

Here are disadvantages of use example non example strategy of writing procedure texts at ninth grade in SMP Maarif 1 Pamekasan.

- a. Make class noisy, because when the English teacher make group and asked students to sitdown with their group some of students make noisy and disturb other students.
- b. Lack of compactness, because when in group not all of members of group seriously work but some of students playing and not help to write the result of discussion and not discuss together.
- c. Make damage for diligent students, because sometimes teacher give same score without some of students not help the members of group.