At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam
Vol. 15 No. 2 Desember 2023, 183 – 193
DOI: https://doi.org/10.47498/tadib.v15i2.1738

EXPERIMENTAL ANALYSIS OF USING EXAMPLE-NONEXAMPLE METHOD IN INCREASING STUDENTS' READING SKILLS

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa MIN 21 Aceh Barat melalui penerapan model examples non examples. Penelitian ini merupakan penelitian eksperimen semu (quasi experimental) dengan desain one group pre-test dan post-test design. Populasi dalam penelitian ini adalah kelas II MIN 21 Aceh Barat sebanyak 16 siswa, waktu pelaksanaan dimulai pada semester 1 tahun ajaran 2022/2023. Teknik pengumpulan data menggunakan lembar observasi kegiatan siswa, guru beserta tes pre-test dan post-test. Hasil analisis data sebelum diterapkan model Examples non Examples untuk meningkatkan kemampuan membaca pada pre-test diperoleh nilai rata-rata 79,68 dan setelah diterapkan model Examples non Examples diperoleh nilai rata-rata 92,81. Hasil penelitian uji hipotesis tes yang siswa kelas II maka didapatkan $t_{hitung} > t_{tabel}$ (24,75 > 1,75) yang artinya Ho ditolak dan Ha diterima. Hasil ini menunjukkan terdapat pengaruh penerapan model Examples non Examples untuk meningkatkan kemampuan membaca siswa MIN 21 Aceh Barat.

Kata kunci: Model Pembelajaran, Examples non Examples, Kemampuan Membaca

Abstract

This research aims to enhance the reading ability of students at MIN 21 Meulaboh by implementing the Examples and Non-Examples method. It is a quasi-experimental study with a one-group pre-test and post-test design. The population of this study consists of 16 students in the second grade of MIN 21 Meulaboh. Data collection techniques include observation sheets for student activities, teacher observations, and pre-test and post-test assessments. The data analysis results before applying the Examples and Non-Examples method showed that students' reading ability obtained an average score of 79.68. After applying the Examples and Non-Examples model, the average score increased to 92.81. The hypothesis testing results for the second-grade students showed a calculated t-value greater than the critical t-value (24.75 > 1.75), indicating the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha). These findings demonstrate the influence of implementing the Examples and Non-Examples model in improving students' reading ability at MIN 21 West Aceh.

Keywords: Learning Model, Examples and Non-Examples, Reading Ability

A. INTRODUCTION

The literacy skills of Indonesian students are very concerning. Kompas.id reported on October 2, 2023, that based on the National Assessment (AN) of 2022 in the Indonesian Education Report, many students have not yet reached literacy competence above the minimum standard at the elementary and junior high school levels. This is evidenced by only 61.53% of the total student population at the elementary level having reading competencies above the minimum, 59% at the junior high school level having reading competencies above the minimum, and 49.26% at the senior high school level achieving the minimum competency (Kompas.id). This is also supported by the Index of reading frequency among Indonesians conducted by the National Library in 2017, where the average reading frequency for Indonesians is 3-4 times a week, with an average daily reading time of only 30-59 minutes and an average of 5-9 books completed per year (Kompas Id, May 18, 2019). This reality is caused by various factors, including access to reading materials, reading culture, and teaching methods that are still not engaging enough.

In response to this situation, the Indonesia Smart Foundation, in collaboration with the Indonesian Teachers Association (IGI), held a training on combating illiteracy at State Elementary School 037 in Bandung in September 2023 for teachers and education students (Kompas Id, October 2, 2023). From this overview, it can be seen that reading skills in Indonesia are still low and require effort from various stakeholders. Using the Example-Nonexample method in teaching reading has received little attention from researchers. Existing studies can be categorized into three groups. First, studies that explored the Example-Nonexample method in teaching biological subjects found that this method increased students' learning exhaustiveness by about 80.4%, along with improved scores (Susanti, R., 2014; Purwanto, A., 2016). Second, studies focusing on the Example-Nonexample method in teaching Social Sciences, such as Geography and History, revealed positive impacts on teacher-student activities, teachers' class management skills, students' responses, students' critical thinking, and students' learning outcomes (Nariana, I.D., 2020; Prihatiningsih, 2015). The third group of studies examined the method's role in enhancing students' critical thinking, demonstrating a significant increase in critical thinking skills among fifth-grade elementary school students (Wahyuni, N.P., Widiastuti, N.L., & Santika, I., 2022). However, these studies have not adequately addressed the Example-Nonexample method's application in teaching reading skills, especially in elementary schools.

Many studies have investigated implementing the Example-Nonexample method in several subjects. Mustopa, G.M., & Ananthia, W. (2016) found that the Example-Nonexample method significantly improves students' reading comprehension when learning English. Furthermore, the Kitabah Method has been used in traditional Islamic learning several years ago and effectively increases students' interest in reading SH, H. (2023). A few studies examined the use of Example-Nonexample in teaching the reading of Indonesian texts; therefore, this study addresses the question: To what extent does the Example-Nonexample method influence students' reading ability? This question will be addressed in the following sections.

B. RESEARCH METHODS

This study was quasi-experimental research conducted at Madrasah Ibtidaiyah Negeri 21 (Elementary School) in Meulaboh. The sample consisted of all the students in grade two, totaling 16 students. A one-group pre-test and post-test design were applied in this study. It was conducted

within one learning theme; therefore, the treatment was preceded by a pre-test for each learning theme. After the lesson, a post-test was conducted, concluding with non-test questions asked orally.

Table 1. ***One group pre-test-post-test design***

Pre-Test	*Treatment*	*Post-Test*
T_1	X	T_2

T_1 : The initial test (Pre-Test) is conducted before the example-nonexample method is applied teaching and learning process.
X : The example-nonexample method applied
T_2 : The final test (Post-Test) is conducted after the method applied in teaching and learning process.

C. RESULTS AND DISCUSSION

This research was conducted on 16 Madrasah Ibtidaiyah Negari (Elementary School) 21 Meulaboh students. Before conducting the research, the researchers designed pre-test questions for students. The pre-test aimed to assess the student's abilities before applying the example-nonexample method. The pre-test results serve as a reference to determine whether applying the method can improve students' reading skills. In addition, coordination with the headmaster of the school and the teacher is essential for researchers to ensure that the research meets expectations. The pre-test involves providing students with a set of 15 multiple-choice questions. These questions are designed based on the learning model, incorporating examples and non-examples. The method includes presenting students with pictures and asking them to match them to the given statements. The examples of pictures used in this study are shown below:

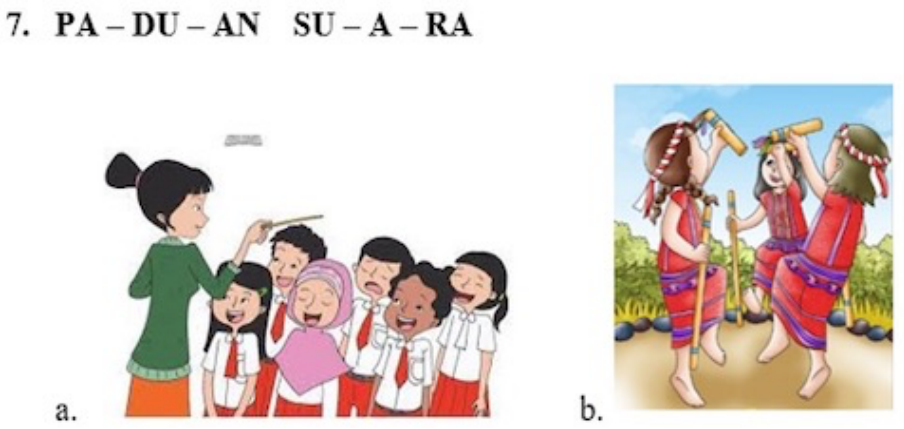

Figure 1. Sample question

The provided images are similar, but students are instructed to match them with specific images above them. First, two image options, star and moon images, are presented. Students should choose the star image. Through this exercise, students are expected to read the word 'star' and select the corresponding image from the choices. The second picture is accompanied by the statement 'the movement of the chicken flapping its wings.' This test is slightly more challenging than the previous one, requiring students to read and choose between two similar pictures. The 'a' is the correct option for students to select. In the last picture, students are tasked with choosing the correct image for the term' chorus' from two options. Despite both pictures featuring more than one person, there are discernible differences.

Nevertheless, the correct choice for depicting a chorus is 'a.' The provided sample questions above are representative of several questions asked during both the pre-test and post-test. The students' answers to these questions are reflected in the following pictures.

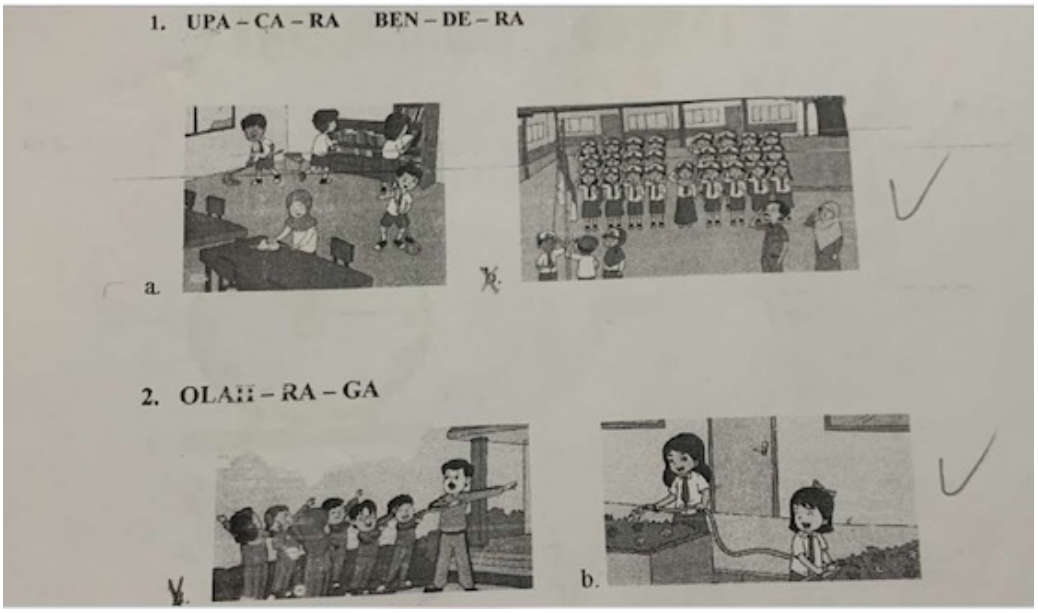

Figure 2. Student answers

Some of the pictures above depict students' responses to the tests. The samples captured represent instances where students answered correctly. For instance, students identified "Flag Ceremony" by choosing the appropriate pictures. Similarly, the students also answered the statement regarding "sports" correctly. These instances demonstrate that students can comprehend the statements and the accompanying images.

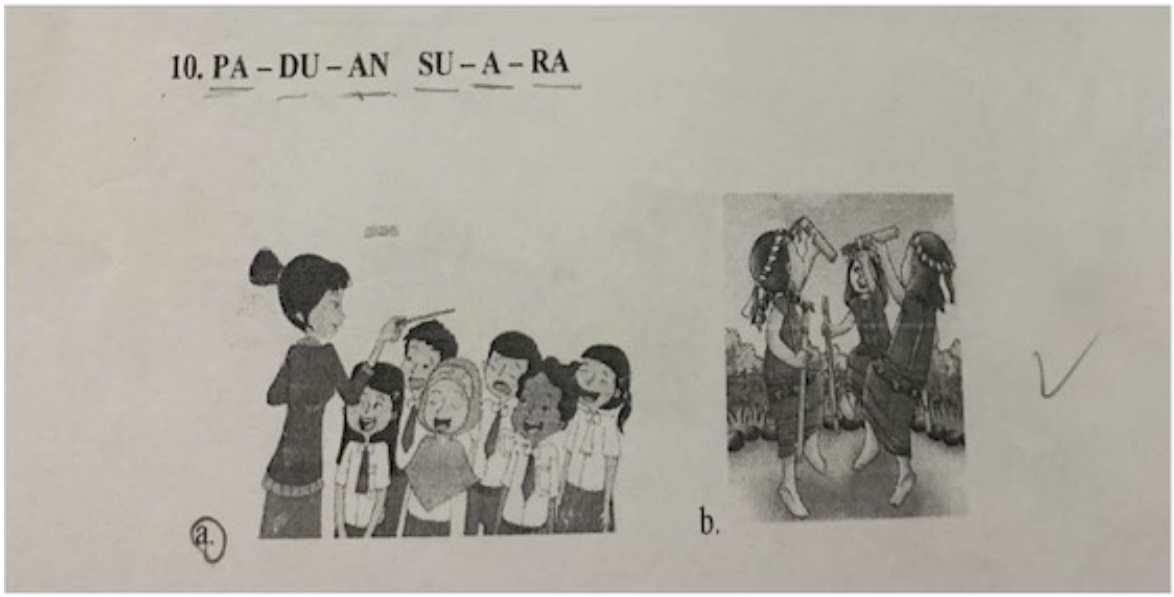

Figure 3. Results of student answers

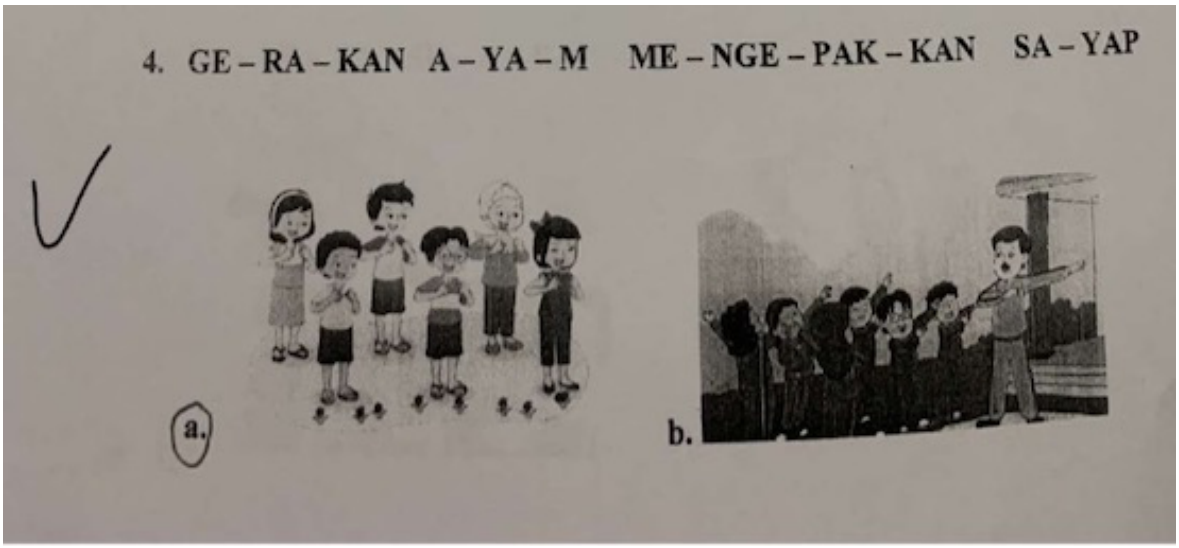

Figure 4. Results of student answers

The results of students' answers in Figures 3 and 4 illustrate their responses when selecting pictures corresponding to the given statements. Students have a better understanding of both the visual representations and the accompanying statements. For example, students correctly answered the statement "chorus" and the statement regarding the "movement of flapping wings" by choosing the appropriate pictures.

Here are responses from students who answered accurately, along with instances where some students misunderstood the statements and provided incorrect answers according to the pictures. This study aims to enhance the reading skills of second-grade students at MIN 21 Meulaboh. The study included a sample of 16 students, and data analysis techniques were applied for analysis. The following are the results of the study:

1. Pre-test results

A pre-test conducted to assess the initial reading abilities of second-grade students at MIN 21 West Aceh aimed to determine whether the students exhibited homogeneous reading skills. The initial pre-test scores of second-grade students in the learning program at MIN 21 West Aceh before receiving any treatment are detailed in Table 1.

Table 2. Student Grade List (pre-test)

No	Student Name	Pre-test
1.	An	95
2.	Am	95
3.	Nd	95
4.	Au	95
5.	Nl	95
6.	Fg	85
7.	St	85
8.	Ib	75
9.	Ry	75
10.	As	75
11.	Fd	75
12.	Mr	70
13.	Kl	65
14.	Ak	65
15.	Aj	65
16.	Dd	65

The list of student scores above shows that the highest pre-test score is 95, while the lowest score is 65. The frequency data of pre-test values can be observed in Table 2 as follows:

Table 3. Pre-test value frequency data

No	Interval Skor	Frekuensi	Frekuensi Relatif (%)
1	65 – 69	4	25%
2	70 – 74	1	6,25%
3	75 – 79	3	18,75%
4	80 – 84	1	6,25%

5	85 – 89	2	12,5%
6	90 – 94	5	31,25%
Jumlah		16	100%

2. Post-test Results

After being treated with the Examples Non-Examples model to improve reading skills in learning, post-tests were carried out for the final test. Post-test results can be seen in Table 3 below:

Table 4. Student Grade List (post-test)

No	Student Name	Post-test
1.	An	100
2.	Am	100
3.	Nd	100
4.	Au	100
5.	Nl	100
6.	Fg	100
7.	St	95
8.	Ib	95
9.	Ry	95
10.	As	95
11.	Fd	90
12.	Mr	90
13.	Kl	85
14.	Ak	85
15.	Aj	80
16.	Dd	75

The list of student scores above shows that the highest post-test score is 100, while the lowest score is 75. The frequency data of post-test values can be observed in Table 4 as follows:

Table 5. Post-test Value Frequency Data

No	Interval Skor	Frekuensi	Frekuensi Relatif (%)
1	75 – 79	1	6,25%
2	80 – 84	1	6,25%
3	85 – 89	2	12,5%
4	90 – 94	2	12,5%
5	95 – 99	4	25%
6	100	6	37,5%
	Sum	16	100%

Based on the pre-test and post-test score interval data, a bar chart can be created, as shown in Figure 1. The table shows an average Pre-test score of 79.68 and a Post-test score of 92.81.

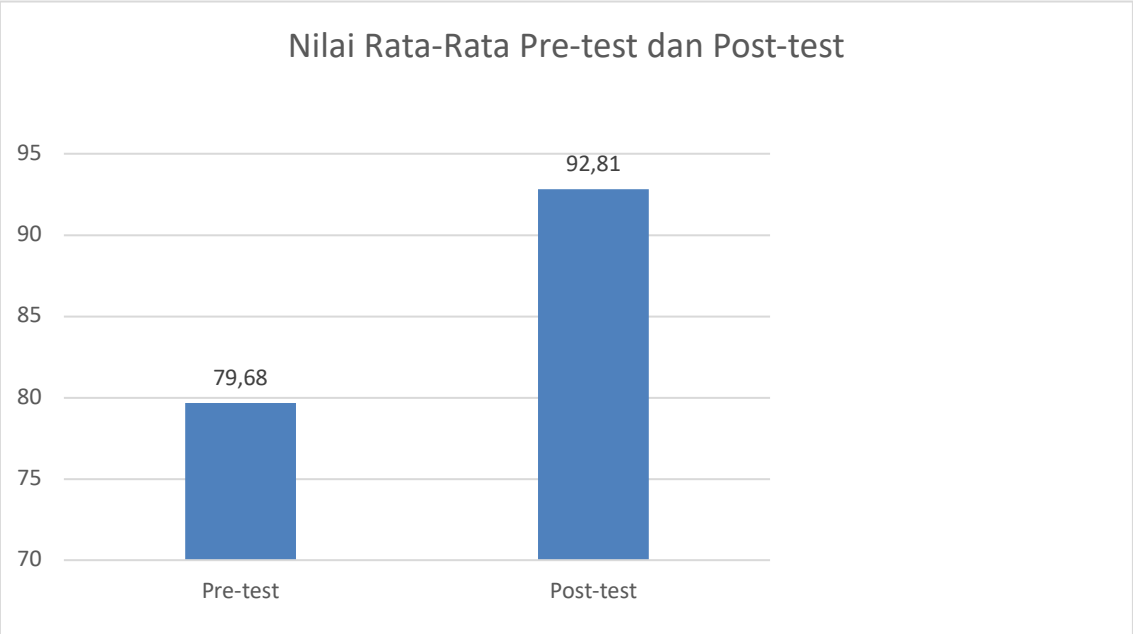

Figure 5. Pre-test and Post-test Average Score Chart

3. Hypothesis Testing

It has been stated that in this study, there is a hypothesis that must be tested for correctness; thus, it is necessary to test this hypothesis using the t-test analysis technique (t-test), used to determine the application of the Examples non Examples model to improve the reading ability of MIN 21 West Aceh students.

The analysis technique used to test the hypothesis in this study is a paired sample t-test with a significant data requirement if calculated $t_{calculate} > t_{table}$ with a significance level value of 5%. The data to be tested for correctness is the application of the Examples non Examples model to improve the reading ability of MIN 21 West Aceh students, namely:

Table 6. Summary of t-test results (hypothesis test)

Competence	t_{hitung}	t_{table}	Df	p	Information
Before and after treatment	20,75	1,75	15	0,000.	Pre-test and post-test are significant differences

One-sample t-test formula :(Lintuman & Wijaya, 2020)

$$t = \frac{\dot{x} - \mu}{\sigma x / \sqrt{n}}$$

X = sample average
μ = population average
σx = Standard deviation
n = Lots of data
degrees of freedom = dB for t-test = N – 1
Ho: μ ≤ (students' reading ability does not improve)
Ha: μ > (students' reading ability improved)
Significant level: 5% (0,05)
(Sugiono: 2012)

Statistical tests used:

$$t = \frac{\dot{x} - \mu}{\sigma x / \sqrt{n}} = \frac{79{,}68 - 1{,}6}{7{,}95 / \sqrt{16}}$$

$$= \frac{12{,}13}{0{,}49}$$

$$= 24{,}75$$

Based on the results of the t-test, it is observed that the calculated t-value, indicating an increase in students' reading ability, is 24.75 with a significance level of 0.000. This calculated t-value is then compared with the critical t-value from the t-table at a significance level of 0.05 and degrees of freedom (df) of 16 – 1 = 15. The obtained table t-value is 1.75. Since the calculated t-value (24.75) is greater than the table t-value (1.75) at a significance level of 5% (0.05), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that using the Examples and Non-Examples model significantly improves the reading ability of MIN 21 West Aceh students.

D. DISCUSSION

Choosing the suitable learning model will influence students' interest in learning in class. Success in learning, especially in developing students' abilities and interest in learning, also depends on the learning model used (Tanjung et al., 2023). The results of the data analysis indicate that the improvement in reading skills in the pre-test (before applying the Examples and Non-Examples model) yielded an average score of 79.68. Meanwhile, for the post-test results (after the application of the Examples and Non-Examples model), an average score of 92.81 was obtained from a maximum score of 100, with a sample size of 16 students. These findings suggest that the average scores after the implementation of the Examples and Non-Examples model are higher than before the model's application. This finding is in line with several studies. Sonia (2020) found that employing the Examples and Non-Examples model enhanced reading and writing skills in Arabic and that the improvement in the experimental group's scores from pre-test to post-test was greater than that of the control group. Another study by Satrin (2019) highlights that using the Examples

and Non-Examples model significantly enhances students' learning outcomes in reading compared to not using this instructional model. Additionally, Rahmiati Johansyah's research results, as presented in her journal, demonstrate that implementing the Examples and Non-Examples model enhances early reading skills and improves students' learning outcomes (Rahmiati, 2015). To Summarize, this finding supports previous studies that applying the Examples and Non-Examples instructional model effectively enhances students' reading abilities.

E. CONCLUSION

The improvement in reading ability of MIN 21 West Aceh students before the application of the Examples non Examples model obtained an average of 79.68, and after the improvement of reading ability of MIN 21 West Aceh students applied the Examples non Examples model obtained an average of 91.81. The acquisition of the value of applying the Examples non Examples model to improve the reading ability of MIN 21 West Aceh students can be seen from the calculation results with the t-test obtained scores (20.25 > 1.75) and significance level values of 5%. This proves Ho was rejected and Ha accepted.

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