

ABSTRACT

**EFFECTIVENESS OF APPLYING COOPERATIVE LEARNING
MODEL WITH THE EXAMPLE NON-EXAMPLE TYPE
IN LEARNING WRITING WITH THE FOCUS ON
THE USE OF STANDARD INDONESIAN
(Quasi experiments to students of the Eleventh Grade
of SMAN 13 Bandar Lampung in 2012/2013)**

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It should be realized that the ability to speak Indonesian properly has to get the attention of educators and Indonesian users. If we observe the students' learning process at school everyday, the proper use of Indonesian is getting lower and lower. This phenomenon occurs as a result of the failure in learning to write with a focus on the use of standard Indonesian which also lead to the application of the model.

This study aimed to describe 1) the ability of students in writing with a focus on the use of standard Indonesian, before and after being treated in the class taught using Example non-Example types of the Cooperative Model and those which are taught with Expository Learning Model, 2) the difference of writing skills with a focus on the use of standard Indonesian, before and after being treated in the class taught using Example non-Example types of the Cooperative Model and those which are taught with Expository Learning Model, 3) the effectiveness of the *Example non-Example types of the Cooperative Model* in learning to write with a focus on the use of standard Indonesian, and 4) the responses of teachers and students to the Example non-Example types of the Cooperative Model.

This study used a quasi-experimental design. The sample were XI-Science-2 as the experimental class and XI-science-3 as the control class. The technique of data collection was done by using pre-test and post-test. The data analysis technique used was a t-test technique.

Based on the results of the study, there is significant increase of the percentage of the pretest and posttest results. It is proved by the increase of average percentage of the students' ability in the experimental group from 65.97(on the pre-test) into 80.92 (on the post-test) resulting an increase of 14.94, or 22.65%; while the increase of the average percentage of the students' ability in the control group is from 66.47 (on the pretest) into 71.78 (on the posttest), resulting an increase of 5:31 or 7.98%. It means that there is significant difference of the students' ability

between the experimental group and the control group. Thus, Cooperative learning model with *Example non-Example* type is effective to improve to improve the outcomes of learning writing with a focus on the use of standard Indonesian, while the expository learning model is less effective to improve the outcomes of learning writing with a focus on the use of standard Indonesian.

Keywords: Effectiveness of *Example non-Example* Model, Learning Writing, Students of the eleventh grade, standard Indonesian