

The Effectiveness Of Examples-Non-Examples Method To Improve students' Writing Skill

Efektivitas Metode Contoh-Bukan Contoh Untuk Meningkatkan Keterampilan Menulis Siswa

Hidayat Hidayat (*)

Prodi Pendidikan Bahasa Inggris STKIP AL- AMIN, Desa Wirakanan, Kec. Kandanghaur, Kabupaten Indramayu, Jawa Barat 45254

Received : 14 Januari 2021
Revised : 25 Februari 2021
Accepted : 1 April 2021

Abstract

There are four language skills, they are: Listening, speaking, reading and writing. Listening and reading are known as the receptive skills; while speaking and writing are known as the productive skills. and one of the most important skill is writing, because when someone wants to write he/she must read and listen to what he/she wants to write. So, writing can be a stimulus to access the other skill. In the writing process people may use many kind of learning writing method. And in this paper the writer chooses the method of example-non-example method of writing.

In this example-non-example method the students convey the information written in the text by writing those information in paragraph, and that kind of way is called by example-non-example method. If the research reaches its goal, the writer will find one of two results. Firstly, the writer will find "Ho", it means that this method is not effective and secondly is "Ha" it's the good result where the method is effective to develop students' writing skill.

The writer chooses the experimental method where the design is "T1 X T2" means the writer will conduct pretest in the beginning and after that is by conducting treatment and in the last step is posttest. If the students get bigger result in the posttest, the research is "Ha". And the research itself is conducted at SMPN 3 Sindang located on Jl. Murahnara No.6 Indramayu. The research is conducted on 23rd of September 2019 to 08th of October 2019.

After gaining the result of "T1 X T2", the writer knew that the research with this method is really good. The students got higher score in the Posttest and the average of difference is "26". So the writer can summarize that this research with using example-non-example method is effective to increase students' writing skill. By this result, the writer can conclude that after calculating the data with the statistical analysis, the result of teaching by

method of example-non-example is effective to increase students' writing skill. So, the writer suggest to every teacher and student to try and use the example-non-example method in learning writing.

Abstract

Keywords *Example-Non-Example Method, Writing Skill*

(*) Corresponding Author roahidayat@gmail.com,+6289655770862.

How to Cite: Hidayat. (2021). The Effectiveness of Example-Non-Example Method to Improve Students' Writing Skill. *Genawuan: Jurnal Pendidikandan Keguruan*, 3 (1): 24-37

BACKGROUND OF THE STUDY

In the teaching and learning process of writing, the teachers have an important role. Harmer (2002) states that, "Although the teacher needs to deploy some or all of the usual roles when students are asked to write, the one that are especially important are as follows: Motivator, Resource, Feedback provider.

Activities for writing in general can be divided into four namely copying, guided writing, substituting, and free writing. Implementation of the four kinds of writing is certainly need to be adjusted by grade level and English language development to students. Besides that it also needs to consider choosing in the words, grammatical complexity, adjusted for the level of difficulty in learning English.

By this experience, writer needs a solution or a method to make students easy in learning descriptive text. The writer had ever tried several methods in his teaching. But the writer still did not know is it effective to make students easy in learning this kind of descriptive text.

Finally in this occasion the writer tries to apply a method in teaching. The purpose is to make students are easy in learning descriptive text. To make students are easy in constructing sentences and paragraphs.

The implementation of "examples-non-examples method" as instructional media has purposes to help the student to write their ideas easily and correctly. It also motivates the students to learn writing. The writer hopes that examples-non-examples method can be used as an alternative teaching media for students to learn English.

METHOD

This chapter will describe about the research method. the writer will use the experimental method. The research is used by the writer directly doing experiment at students of SMP Negeri 3 Sindang. In this research the writer

wants to know how far the effectiveness of example-non-example method to the students' writing skill.

According to Hatch and Farhady (1982:19), Pre-Experimental design is not really considered model experiments because they do not account for extraneous variable, which may have influenced the result. The internal validity of such a design is also questionable. However, they are easy useful ways of getting preliminary information of research question. (Also, they are good examples of what do you should not do when you carry out certain final research project). The three most commonly used pre-experimental designs are the one-shot case study, the one- group pretest posttest, and the intact group comparison design.

From some pre-experimental design, the writer has chosen one-group pre-test posttest design. This design is similar to the one-shot case study. The difference is that a pretest is given before instruction (or treatment) begins. So, there are two tests: T1 = the pretest and T2 = the posttest. X is used to symbolize the treatment in the following representation of the design:

T1 X T2

T1 : pre-test

T2 : post-test

X : treatment.

RESEARCH FINDINGS AND DISCUSSION

1. Treatment

The main thing in this research is how the writer brings students correctly in treatment. So, the writer really prepared a good method and teaching in this treatment. The first thing the writer do is preparing teaching plan (RPP) which is suitable with the sillabus of class VIII. So the writer chose the material of Facebook account by searching this from the internet.

The first day of meeting in the classroom, the writer introduced himself to the students and urged the writer's need in that class. So the students understood that the writer was conducting a research for his study.

This treatment was conducted after pretest. then, the writer little bit knew the achievement and the students' score of pretest so the writer can manage this treatment by noticing the students' knowledge.

First thing the writer did in this treatment is how to arrange the class. the students sat on their places. The teacher gives each student a paper task with Facebook Account of a celebrity.

In this method, The teacher ask the students to write the information from that account, beginning from a birthday, address, job, and a look. And after finishing this step the writer ask the students to collect the paper.

The students were looked happy, they enjoyed this activity. It could be seen from their faces expression that there was no burden to do this activity. The students were busy in writing and sometimes they also opened their dictionaries to consult some words meaning. No one was sleepy but they were enthusiastic and spirit in doing every step of activity. There was one case that a student came late

in this opportunity, so he did not know what the task is. The teacher explained the task once more and until the late student understand. The writer found that the class was alive with full of energy on searching the vocabularies in the dictionary. The students were enthusiastic in following the process. No one fell sleepy and no one make a quarrel.

Some difficulties that the students got while doing the activity in this treatment are:

1. The students cannot make a good sentence in the form of adjective + noun. Then they usually wrote “people good” instead of “good people”.
2. The students cannot search the words in the dictionary in fast way, then it took long time to search words.

The teacher, then, tough the students how to be fast in searching words in the dictionary, and also the teacher tough them in making sentence with form of adjective + noun.

2. The Pretest Scores

Data collection after getting the data, researcher used the achievement test in the process of collecting the data. The result of the test consist of pretest and posttest. In the pretest, researcher checks the result of experimental class. The pretest of data analysis can be used to investigate the result after treatment. In the posttest. And the writer had conduct the research at grade 8D of SMP N 3 Sindang on 23 Sept 2013 to 08 October 2013.

Let the writer tell about the lowest score of pretest, the lowest score is 34,2. And only one student who get that. And Most of students gets 66 in pretest and 88 in posttest. Let the writer explain each test:

This table 1 is the table of students’ pretest score:

Table 1
The Pretest Score

NO	SCORE	NO	SCORE
1	60	14	34
2	44	15	51
3	46	16	37
4	60	17	57
5	54	18	34
6	40	19	66
7	66	20	69
8	66	21	49
9	66	22	51
10	65	23	54
11	46	24	40
12	42	25	60
13	54		

To get the students’ mean score, the writer used the formula as follow:

$$\sum \frac{X}{N} = \sum \frac{X}{25} = \frac{1310}{25} = 52 \text{ (MEAN SCORE)}$$

Based on that calculation, the students' mean score is 52, it means their English score should be improved.

It means that the mean or the average score of whole score is 52. It was gained from calculating all of the score and divide that score into 25 member of the students. Or it is 1310 from (60 +44 +46+ 60+ 54+ 40+ 66 +6 6+ 66+ 65 +46+ 42+ 54+ 34+51+ 37+ 57+ 34+ 66+ 69+ 49+ 51+ 54+ 40+ 60). The sum of whole score is 1310. And from that result is divided into 25 number of students. Then, 1310 / 25 will be 52. And 52 is the mean of the pretest score.

3. The Posttest Scores

Table 2
The Posttest score

NO	SCORE	NO	SCORE
1	83	14	85
2	89	15	86
3	83	16	89
4	80	17	86
5	89	18	89
6	86	19	91
7	94	20	97
8	94	21	89
9	91	22	86
10	91	23	89
11	86	24	83
12	89	25	91
13	94		

To get the students' mean score of posttest, the writer used the formula as follow:

$$\sum \frac{X}{N} = \sum \frac{X}{25} = \frac{2207}{25} = 88 \text{ (MEAN SCORE)}$$

Based on that calculation, the students' mean score of posttest is 88, it means that there are some students' improvement score from pretest. and the improvement score is 36 (88-52)

As what the writer explained on the pretest score, in this posttest score also has the similar way of calculating. Here the mean score of posttest is 88. That 88 was gotten from calculating whole of the score divided in to 25 number of student. that is (83+ 89+ 83+ 80+ 89+ 86+94 +94+ 91+ 91+ 86+89+ 94+ 85+ 86+ 89+ 86+ 89+91+ 97+89+86+ 89+ 83+ 91) the sum of those calculating is 2207. And 2207 divided into 25 (number of student) it must be 88.and 88 is the mean score of posttest.

If we see the students' achievement from the pretest and the posttest, there is a significant improvement on their result. Let's check that in the pretest, the average score of student is 52 and in the posttest the students improve their

achievement by getting mean score of pretest is 88. And posttest minus pretest will make a difference of the students' improvement. That is $88-52 = 36$.

After knowing this information that the students have a good achievement, the writer must check the validity of that achievement, whether that achievement is a good achievement and that means the writer is success in this experiment or not. To know that the writer must conduct a t-test or table test. Or it is defined as a test of validity.

4. Techniques of Collecting Data

After finding the score of the students' pretest and posttest, the writer wants to compare the data of the pretest and the data of posttest, also the score of difference and the score of square difference.

The table below shows the numbers of student in the first row and the second row is the result of the pretest followed by the result of the posttest in the third row. Then the score of the difference in the fourth row and the last row is the score of square difference.

That table is really clear even for the beginner to read that formula of the results.

Table 3
The result of the students' English Pretest and Posttest

No	The Score of Pretest	The Score of Posttest	$D = (X-Y)$	$D^2 = (X-Y)^2$
1	60	83	-23	529
2	44	89	-45	2025
3	46	83	-37	1369
4	60	80	-20	400
5	54	89	-34	1156
6	40	86	-46	2116
7	66	94	-29	841
8	66	94	-29	841
9	66	91	-26	676
10	65	91	-26	676
11	46	86	-40	1600
12	42	89	-47	2209
13	54	94	-40	1600
14	34	85	-51	2601
15	51	86	-35	1225
16	37	89	-52	2704
17	57	86	-29	841
18	34	89	-54	2916
19	66	91	-26	676
20	69	97	-29	841
21	49	89	-40	1600
22	51	86	-34	1156

23	54	89	-34	1156
24	40	83	-43	1849
25	60	91	-31	961
N=25	$\sum X = 1310$	$\sum Y = 2207$	$\sum D = -897$	$\sum D^2 = 34564$

Notes:

N = Number of cases

X = The score of pretest

Y = The score of posttest

D = Difference

$\sum X$ = The total score of X

$\sum Y$ = The total score of Y

$\sum D$ = The total of difference

$\sum D^2$ = The total of quadrate difference

Based on the data in the table, writer calculated the result of $\sum D = -897$ and $\sum D^2 = 34564$.

To get a total score of the pretest ($\sum X$) the writer calculated all of the score of pretest. and the writer found that the total score of the pretest was 1310. Also in getting the total score of posttest, the writer again calculated the total score of posttest and he found that the total score of it was 2207.

What is total score of difference?. Total score of difference is the total pretest minus total score of posttest. It is aimed to know how far is the differentiation among pretest and posttest. If the result of score of difference is a negative score it can be aimed that the students got a good achievement in the posttest. But on the contrary if the score of difference is in a positive score, it means that the students got bad score in posttest. As it is seen on the table above that all of the students got negative score on score of difference. It meand all students improved their score in posttest. For the example when a student got 60 in pretest, and he/she got 83 on the posttest, that students got -23 on the score of difference and that students improve his/her scievement. Because, pretest minus posttest is negative or $60 - 83 = -23$.

The total of quadrate difference was gotten from the total score of the difference when the writer make it in quadrate. For the example student 1 got -23 in the score of difference, -23^2 equal 529. 529 is in the positive form because when a negative score multiple by a negative score the result is positive. And on that example -23 multiple -23 equal 529.

Next step of this t-test is finding the standard deviation with the formula:

$$\begin{aligned}
 SD_D &= \frac{\sum D^2}{N} - \frac{\sum D^2}{N} \\
 &= \frac{34564}{25} - \frac{-897^2}{25} \\
 &= 1382,56 - -35,89^2 \\
 &= 1382,56 - 1288 \\
 &= 94,47 \\
 &= \mathbf{9,72}
 \end{aligned}$$

Based on that computation, the standard deviation is 9,72. The standard deviation is used to find out the standard error from mean of difference.

What is standard deviation?. Standard deviation is the limit score of difference. And the limit score is 9,72. That score is gained from total of quadrate difference divided total of students numbers minus total score of difference quadrate divided total of students number. Or it is $(34564/25) - ((-897)^2)$. It was $1382,56 - (-35,89)^2$. It was $1382,56 - 1288$. And the result is 94,47. To make this score simple, so the score must be rooted. And the root of 94,47 equal 9,72. Where we can find the root? The root can be find by multiplying 9,72 X 9,72. Because the multiple of 9,72 X 9,72 is 94,47.

When the students pass over the limit of the score in the score of difference, it means that the students success and the teacher also success in this experimental research. So, that is the reason why we must find the score difference and the standard deviation.

The next step for the writer to know mean of difference. It is used by the formula:

$$\begin{aligned} MD &= \sum \frac{D}{N} \\ &= \sum \frac{-897}{25} \\ &= -35,89 \end{aligned}$$

From that calculation the MD is -35,89, this calculation used for finding out t-test

The calculation above is aimed to get the average of score of difference. It is gained by calculating total score of difference divided into 25 (total number of students). Total score of difference is $(-23 + -45 + -37 + -20 + -34 + -46 + -29 + -29 + -26 + -26 + -40 + -47 + -40 + -51 + -35 + -52 + -29 + -54 + -26 + -29 + -40 + -34 + -34 + -43 + -31) = -897$. And -897 divides 25 equal -35,89.

Meanwhile to get SE_{MD} (Standard Error of the Mean of Difference), the writer used the formula as follow

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{N-1} \\ &= \frac{9,72}{25-1} \\ &= \frac{9,72}{24} \\ &= \frac{9,72}{4,9} \\ &= 1,98 \end{aligned}$$

From that calculation, it could be seen that the standard error of the mean difference is 1,98. This SE_{MD} is used to find T-Test

It means that the uncorrect result of this research is only 1,98. Because there is nothing that human being do is 100% true in the result. Because the truth is being to the god and the correct things of every people is different.

So here is the calculation of standard error of the mean difference. It was gained from standard deviation score divide 25 minus 1. Or it is 9,72 divide 24 and the 24 is being rooted into 4,9 (because 4,9 multiple by 4,9 is 24). So the result of 9,72 divide 4,9 equal 1,98. This score of 1,98 is the standard error of the mean difference.

Furthermore, to get t_o (t observation) of the test, the writer uses formula:

$$\begin{aligned} t_o &= \frac{MD}{SE_{MD}} \\ &= \frac{-35,89}{1,98} \\ &= \mathbf{-18,13} \end{aligned}$$

Based on that computation, it indicates that the T-test is -18,13, it means there was a difference of degree as much as -18,13. Regardless the minus, it does not indicate negative score. The result of analyzing the data above shows that the coefficient is **18,13**.

Then, to find critic "t" result in t-table, then the writer must calculate degree of freedom with formula as follows:

$$\begin{aligned} df &= N-1 \\ &= 25 - 1 \\ &= \mathbf{24} \end{aligned}$$

$df = 24$ (see appendix 7 for "t" value at degree of significance of 5% and 1%)

Degree of significance	Degree of Freedom
5%	2,01
1%	2,68

5. Statistical Hypothesis

- If $t_o > t_t$: there is a significant difference and the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected
- If $t_o < t_t$: there is no significant deference and the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted.

The value of t_o has been found with amount 18,13. So, with formula (the result is $2,01 < 18,13 > 2,68$), it means that *t-observation* is higher than *t-table*.

According to the data, the score of t_o is higher than t_t which means that the alternative hypothesis is accepted and null hypothesis is rejected. There is a significance increases that improving students skill through Examples-non-Examples method.

6. Discussion

The writer wants to discuss that this research was an analysis of the writer toward students of SMP; where they are very fond of operating the social media especially facebook. To make that kind of activity be a good for students especially in learning English, so, the writer thinks that it must be good if she use it for a media in learning English. The writer wants the students understand English by their daily activity.so it would be good if the writer use facebook as example of written product for the students.

This research was based on the expert though in teaching, such as Montague (1987:30) stated that examples-and non-examples helps to develop learners'representation of knowledge.and importantly, the use of examples-and non-examples applies not only to word decoding, but also is useful in other phases

of learning. From this example-non-example process, the students will be understand in using words for the sentence and using sentences for a paragraph. The writer feels confident with it.

Some findings that the writer found from his observations are:

1. The students are happy in learning English because of the material is about facebook.
2. The teacher can make students delighted in learning the material.
3. The students are busy in learning the material, they open the dictionary frequently.
4. The students are asking about things they do not know to the teacher. It means that the students really enthusiasts in learning this material.

Finally the writer gets the data and the students' result are various. The writer analyze the data and calculate it. After calculating the data with the statistical analysis, the result of teaching by method of example-non-example is effective to increase students' writing skill. So, the writer suggest to every teacher and student to try and use the example-non-example method in learning writing.

Writing itself is defined as "how to use discourse into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product" (Brown. 2001:335). It means that writing is a way to convey people aims to others. And the writer's aim by this research is to convey the information written in the text to the other by writing those information in paragraph, and that kind of way is called by example-non-example method. If the research reaches its goal, the writer only have two result. Firstly is "Ho" means that this method is not effective and secondly is "Ha" it's the good result where this method is effective to develop students' writing skill.

The writer chooses the experimental method where the design is "T1 X T2" means the writer will conduct pretest in the beginning and after that is by conducting treatment and in the last step is posttest. If the students get bigger result in the posttest, the research is "Ha". And the research itself is conducted at SMPN 3 Sindang located on Jl. Murahnara No.6 Indramayu. The research is conducted on 23rd of September 2013 to 08th of October 2013.

After gaining the result of "T1 X T2", the writer knew that the reseach with this method is really good. The students got higher score in the Posttest and the average of difference is "26". So the writer can make a summarize that this research with using example-non-example method is effective to increase students' writing skill.

.This chapter present the result of my analysis. The first section describes the basic information of the pretest of the research and the second section describes the posttest and the result of differences between pretest and posttest and also the result of this research, whether this research is successful or even it is fail because of the students' achivement. If students' achievement in posttest better than pretest. the this research is success. Let's discuss this!

The research based on the Effectiveness of Examples-non-Examples method to Improve Students' Skill at Grade 8 of SMP N 3 Sindang is really in a *good result*. Actually, this research gets its goal. The Examples-non-Examples method process can be effective to improve students Skill. It can be seen on the

Table 4.1 where the students got really low in the pretest. but after the writer conducting the Examples-non-Examples method. It's proven that the students got really big/high score in the posttest. Let the writer proof this.

In the result of the pretest, the students got the average of result of the pretest is 52; while it's the small result for the students to pass the test. Because, generally the minimum criterion to pass the test is 6,5 up to 7,5. And in a favorite school claimed that their minimum criterion passing test is 7,6. It means when the student got less than 7,6 they fail in test. But in this research, even the student got low result in pretest, the student still got the positive side of it, that is their achievement in the posttest shows the big difference of standard deviation. They got 8,8 average result in posttest. And it means that the difference standard deviation is 9,72.

Also based on the data analysis, the data result of t_o (T-Test) which is to know whether students get the improvement scores from the pretest to posttest in improving students' skill by Examples-non-Examples method is 18,13; and this result of t_o is higher than the result of t -table, so the writer can summerize that this research has a significant difference and the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. Or it means that this research is really success.

To get the t_o (T-Test) above, the writer tried to get the mean of difference (MD) and Standard Error of mean difference (SE_{MD}).

First, to get mean of Difference, the writer tried to know the difference between pretest and posttest score and the number of students. The difference between the pretest and posttest is -897. Meanwhile, the number of students is 25. Therefore, the mean of difference (MD) is -35,89. It means that there is the difference between pretest and posttest and the result is 35,89. It means the student pass over the limit of 1,98 in the posttest. Because 35,89 is bigger than 1,98.

Second, to get Standard Error of Mean Difference, standard Error of Mean difference is the limit for the students that must be passed over it. If the difference between the pretest and the posstest is 1,98 it means that the student still fail in posttest. It means that the writer also fail in the experiment. And to get that standard error of mean diiference (1,89), the writer efforts to know standard deviation from the difference and the number of students subtracted with 1 (One). The standard Deviation is 9,72 and the number of students subtracted with 1 is 24. Therefore, the standard Error of Mean difference is 1,98. It means that the standard error shows to avoid the error in choosing sampling and the standard error 1,98 is used to find out the critic of " t " to determine wheter the hypothesis is rejected or accepted.

Furthermore, after calculating the the result of this chapter, the writer get the result of Mean of Difference is -35,89 and Standard Error of mean Difference is 1,98, then after MD and SE_{MD} has been known by the writer, so, the writer calculate t_o which is gained from MD divided by SE_{MD} and the result of t_o is 18,13, the t_o 18,13 will be compared by table " t_o " to know wheter teaching listning using Examples-non-Examples method accepted or rejected.

Based on that statistical hypothesis that if t_o (t-observation) is higher than t_{table} that it means there is a significance deference on using Examples-non-Examples method to improve students writing skill. Meanwhile, if t_o (t-observation) is lower than t_{table} , than, it means there is no significance deference on using Examples-non-Examples method to improve students writing skill. And it is rejected.

And the result is 18,13 and degree of freedom (df) is 24. Here we have to see t_{table} which df is 24, at df 24 the result of critical t_{table} for Degree of Significance of 5% is 2,01 and for Degree of Significance of 1% is 2,68. Based on that explanation, it shows that t_o is higher than t_{table} at both degree of significant (5% and 1%), or 18,13 is higher than 2,01 and 2,68. It shows that there is some significant increases in this research. It means that students after being taught skill by using Examples-non-Examples method get some improvement score from pretest and posttest.

Therefore, we can see that the teaching through Examples-non-Examples method is adequate success.

In the last part of this discussion the writer wants to repeat once more that the teaching through Examples-non-Examples method is adequate success.

CONCLUSION

After the writer conducted the research and analyzed the data of research, the writer concludes that examples-non-examples method is effective to develop students writing skill. The writer holds his observation to know the effectiveness of examples-non-examples method to Develop Students Writing Skill in teaching learning writing to the eight grade of SMP Negeri 3 Sindang. This research is aimed at the finding out that the application of examples-non-examples as media to develop students writing skill. The writer analyzed the data collection to know teaching writing through examples-non-examples method suitable to help students to increasing and developing writing. The analyzing toward the result of observation has proved the possibility of examples-non-examples to be implemented as teaching learning writing. As the result, examples-non-examples is effective to be implemented in teaching writing. Therefore, the writer concludes that if examples-non-examples suitable to develop the students writing skill.

In addition, the advantages of examples-non-examples in developing students' writing skill can be seen at the result of students achievement in learning writing through examples-non-examples method show that $t_{count} > t_{table}$ $16,29 > 2.021$.

Based on the result of the research in the previous chapter, the writer can conclude that:

- a. It is described that the students have more knowledge about examples-non-examples. The implementation of examples-non-examples method as instructional media has purposes to help the student to writing their ideas easily and correctly. It is also to motivate the students to learn writing.

Therefore they can make a examples-non-examples writing product better than before. It was supported by the significant result of the pre- test that is lower (42,89) than the post- test (68,15).

- b. The teachers seem to have more knowledge in teaching writing because by reading this final project, they will know the steps in writing and how to give score of the students' writing. Therefore they can use this method to increase the students' achievement in writing.
- c. By conducting this research, the writer has more knowledge in the field. The writer knew how to apply the writing lesson by using many types of texts better than before and the writer also has experience how to master the class based on the situation the writer faced in the class..

BIBLIOGRAPHY

- Brown, Douglas. H. (1994). *Teaching By Principles "An Interactive Approach To Language Pedagogy"*. United States of America: Prentice Hal, Inc.
- Brown, J.S., A. Collins, and P. Duguid. "Situated Cognition and the Culture of Learning," *Educational Researcher* , Vol. 18, No. 1, 1989, pp. 32-42.
- Brown, J.S. and P. Duguid, "Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation," *Organizational Science*, Vol. 2, No. 1, 1991, pp. 40-57
- Buehl, D. 2001. *Classroom Strategies for Interactive Learning*, 2nd ed. Newark, DE: International Reading Association
- Halliday, M.A.K. (1985) *An Introduction to Functional Grammar*. London: Edward Arnold.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Essex, UK: Longman
- Harmer, Jeremy. (2002). *The Practice Of English Language Teaching* . New York: Longman.
- Harmer, Jeremy. (2004). *How To Teach Writing*. Essex, UK: Longman.
- Hatch And Farhadi, (1982). *Research Design and Statistics for Applied Linguistics*. Los Angeles: University of California.
- Heaton, J.B (1995). *Writing English Language Test*. New York : Longman
- Kay, J., Lesser, R., & Coltheart, M. (1996). *Psycholinguistic assessments of language processing in aphasia (PALPA): An introduction*. *Aphasiology*, 10(2), 159-180.
- Meyers, Allan. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York : Longman
- Nunan, David. (1992). *Research Methods in Language Learning*, United States of America: Cambridge University Press.

<http://caitlinannesmith.wordpress.com/2011/08/03/using-examples-and-nonexamples-in-concept-attainment/>