



## INTEGRATING PERSONAL EXPERIENCE (PE) METHOD IN NARRATIVE TEXT: WRITING APPROACH

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### **Abstract**

*The objective of this articles was to find out whether or not the use of students personal experience method improve writing ability of the eight grade students at SMP Negeri 3 Baranti. This research used pre-experimental method. The population of this research was three classes of the eight grade students at SMP Negeri 3 Baranti in academic year 2017/2018 with the total population were 61 students. The sample of this research was VIII. a (21 students). This sample was taken by simple random sampling technique. This research applied student personal experience (SPE) method. This research applied one kinds of instruments was writing test. The researcher found that by using student personal experience (SPE) method in teaching writing, it could improve the writing ability of the eight grade students at SMP Negeri 3 Baranti. It was proved by P-Value was lower than  $\alpha$  ( $0,000 < 0,05$ ). So, the researcher stated that  $H_0$  was rejected and  $H_1$  was accepted. Based on the data analysis, the researcher concluded that student personal experience (SPE) method was effective in improving students' writing ability at SMP Negeri 3 Baranti.*

**Keywords:** Writing skills, narrative text, tense, students personal experience and vocabulary

### **Abstrak**

*Artikel ini bertujuan untuk mengetahui apakah penggunaan metode pengalaman pribadi siswa dapat meningkatkan kemampuan menulis siswa kelas VIII SMP Negeri 3 Baranti. Penelitian ini menggunakan metode pra-eksperimental. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 3 Baranti tahun pelajaran 2017/2018 sebanyak tiga kelas dengan jumlah populasi 61 siswa. Sampel penelitian ini adalah VIII. a (21 siswa). Sampel ini diambil dengan teknik simple random sampling. Penelitian ini menggunakan metode Student Personal Experience (SPE). Penelitian ini menggunakan salah satu jenis instrumen yaitu tes menulis. Peneliti menemukan bahwa dengan menggunakan metode Student Personal Experience (SPE) dalam pembelajaran menulis dapat meningkatkan kemampuan menulis siswa kelas VIII SMP Negeri 3 Baranti. Hal ini dibuktikan dengan P-Value lebih kecil dari ( $0,000 < 0,05$ ). Jadi peneliti menyatakan bahwa  $H_0$  ditolak dan  $H_1$  diterima. Berdasarkan analisis data, peneliti menyimpulkan bahwa metode Student Personal Experience (SPE) efektif dalam meningkatkan kemampuan menulis siswa di SMP Negeri 3 Baranti.*

**Kata Kunci:** Keterampilan menulis, teks naratif, tenses, pengalaman pribadi siswa dan kosa kata

## INTRODUCTION

Writing is one of the language skills that play an important role in human communication. The most important of writing is coming to be more and more recognized. It is the written mark that links with the outside world is formed.

There is no doubt that English writing is important as the other three-language skills. The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial to most people.

Harmer (1989: 16) stated that listening and reading skills are regarded as receptive skill while Speaking and writing skills are considered to be productive skills. From those basic skills, writing skill seems to be the most difficult skill. Many researchers have found that writing skill is still complicated for students. The problem that faced by the students are correlated with grammar and vocabulary.

Writing is crucial mean of human communication. It is used to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self expression. The students are expected to be able to communicate. The ability to communicate is the ability to understand and produce discourse of which it can be realized in four language skills, namely listening, speaking, reading, and writing. Moreover those four skills should be applied in real life. Hence, English subject needs to develop those skills. In order that, the students are able to communicate and make discourse in English language in certain literacy level.

Kagan (1994:211) said that an interview was defined as a cooperative learning technique which able and motivated members of the class to acquire certain concept or information deeply from the public as respondents. It was an adaptable process in the classroom. The aimed of this technique was to gather students in a

conversation for analysis purpose and new information before do writing.

Robert Lado (1988:205) said that “writing skill is neither acquired totally out of awareness nor learned totally consciously; it develops through conscious insight and rule formulation along with experience.”

Many students think writing is very difficult to do or to learn because there are many elements that they are must mastery such us, vocabulary, grammar, organization, spelling and punctuation. But the based problem for Indonesian student is English as foreign language is very different from their native language. So , the difficulty is not only in generating and organizing ideas, but also in translating their ideas into a text.

Among the four language skill taught in schools, writing is the most difficult skill to learn. It needs specialized skill that includes the ability to express the writer’s opinions or thought clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what s/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well built. (Ratnasari, 2004). The skill is even more complex due to its “distancing” characteristic (Samuel, 1989, P.1). That is the writer is required to be able to balance between that can be assumed to be audience’s private background knowledge of communicative intent of text and the audience ability to make inferences, which depends on both knowledge of language and knowledge of the real world. The complicated process that a learner should go through must be learned.

Because of the difficulties of writing, teacher should give more attention to teach writing skill to improve the students’ skill in writing. At least, the learner can write simple or basic text. One of the way of improving the students’ attention in writing is using technique. One kind of useful

(Sam Hermansyah, Andi Sadapotto, Muhammad Hanafi, Nadirah, Restia Wati Angreni)

technique in teaching process is know want to learned method have fun enough to improve ability an interest to writing is Quantum Writing. Quantum Writing is a technique to improve yours' writing skill,

Based on the issues above, then the researcher will conduct research by title "The Use of Student Personal Experience (SPE) Method in Narrative Text to Improve Students Writing Skill at eight graders students of SMP Negeri 3 Baranti in the school year 2017/2018". By using this kind of method, students will consider that it is easier to write or produce narrative text. this method will make the students easier in writing because they will tell their own personal experiences so that they will write a systematic narrative text. They will not be confused about how they will produce their own narrative text.

## METHODS

### Research Design

The design of this research used pre-experimental with one group pre test, treatment and post test design to know the students ability in writing (Gay et al., 2006: 257).

Figure 3.1: Research design

Group	Pre-test	Treatme nt	Post-test
N	O <sub>1</sub>	X	O <sub>2</sub>

Where:

N : Sample

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

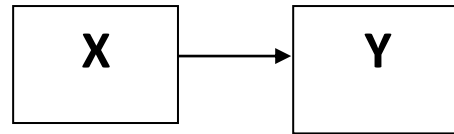
X : The treatment

### Variable Design and Operational Definitions

#### 2.2.1. Research Variables

In this research, there were two kinds variable namely, the dependent variable and the independent variable. The dependent variable was students' writing

ability improvement. The independent variable was the implementation of the Student Personal Experience (SPE) method. The paradigm design of the variables was revealed in figure 3.2 below:



Variable Design

Where:

X : The effectiveness of Student Personal Experience (SPE) metode

Y : The student's writing ability

### Operational Definitions

To make clear the variables in this research, the researcher describes the operational definition as follows:

a. Student Personal Experience was a personal experience that has been experienced by every student when in this method they will be asked to write their experience in the form of narrative text.

b. The writing skill was the students' achievement to write Narrative text that consists of five components of writing namely content, organization, vocabulary, language use, and mechanics in narrative writing.

### Population and Sample

#### Population

The population in this research was the eight graders students of SMP Negeri 3 Baranti in the academic year 2017/2018. It consists of 3 classes and the classes are classified based on the students' registration number when they registered to enter the school. Class VIII.A consists of 21 students, class VIII.B consists of 20 students, class VIII.C consists of 20 students, and. So the total number of population class VII was 61 students.

Table 3.1 : Population of the Research

No	Cla ss	Population
1	VIIIA	21

2	VIIIB	20
3.	VIIIC	20
Total		61

Source : Document of SMP

Negeri 3 Baranti

### Sample

Based on the population above, to get valid data, the researcher use cluster sampling technique that one class of the eight graders students of SMP Negeri 3 Baranti. The researcher selects VIII.A consist of 21 students. So the number of sample that has been used by the researcher were 21 students.

### Instrument of the Research

To collect the data, the researcher gave writing test as the instrument. The test applied for pre test and post test. The pretest aimed at finding out the prior writing ability of the students while post test aims at finding out the students' writing ability after treatment was given. This activity was also intended to find out whether or not the students writing ability kep holding of the materials after the treatment.

### Procedure of Collecting Data

The procedure of collecting data in this research involved the following:

#### Writing Test

##### a. Pre-test

Pre-test is given in conduct treatment at the first meeting by the following procedure:

1) The researcher introduced himself first and explain what the students activity and distribute the writing test to the students, to know the students' skill in writing before treatment.

2) The researcher gave score to the students' result test.

##### b. Post-test

1) After giving the treatment, the students were given writing test. The test are same with the pre-test and the topics were same.

2) The researcher gave score to the students' result test.

### Treatment

After gave a pre test, the researcher give the treatment to the students. The treatment through Student Personal Experience (SPE) method.

To collect the data, the researcher has bee used the test as an instrument. Before gave the test, the researcher gave the treatment. In this case the researcher gave the students one of describe of thing as a treatment in teaching writing. By doing treatment, the researcher want to know the students' writing skill after teaching through Student Personal Experience (SPE) method.

The procedure when the researcher collect the data in this study by giving treatment and the test to the students as follows:

a. In the first meeting, the researcher introduces the writing narrative text include: definition, linguistic features, generic structure, step and what thing could be enclosed in our writing. And then, instructed the students to wrote writing a narrative text through Student Personal Experience (SPE) method with theme “ My Unforgettable Moment”.

b. In the second meeting, the researcher invites the other theme ‘My School’. And then asked the students to compose writing narrative based on the instruction which has been given.

c. In the third meeting, the researcher give the theme “My Holiday” and ask the students again to try to wrote a narrative text through the Student Personal Experience (SPE) method based on the instruction that were given.

d. In the fourth meeting, the researcher gave the theme about ‘My Old Friend’. The students have to compose the Student Personal Experience (SPE) method and give them examples.

# INTEGRATING PERSONAL EXPERIENCE (PE) METHOD IN NARRATIVE TEXT: WRITING APPROACH

(Sam Hermansyah, Andi Sadapotto, Muhammad Hanafi, Nadirah, Restia Wati Angreni)

The researcher used audiobook in teaching writing every meeting or each material with time allocation is 90 minutes (2 x 45 minutes). The steps in teaching writing by using Student Personal Experience (SPE) method:

- a. The researcher gave greeting for the students and pray.
- b. The researcher check the name list of students in class.
- c. The researcher gave a motivation to each student before teaching the material.
- d. The researcher introduced Student Personal Experience (SPE) method in teaching writing to use difference simple instruction for each meeting.
- e. The researcher gave the simple instruction to the students to wrote a text.
- f. The researcher gave example about the material.
- g. The researcher gave chance taught student to ask for unclearly material.
- h. The researcher instruction the students to wrote a text based on the theme.
- i. Scoring the result of the students.

## Technique of Data Analysis

The data are collected in line with instrument and analyze quantitatively by using the procedures as follows :

### Writing Test

- a. Scoring the result of the students

In analysis the data collects through writing skill, the researcher used the following techniques.

In this researcher, the data were collected after giving instruments of collecting data the respondents ( students ). The data were analysis through quantitative analysis. To get the score, the researcher uses scoring scale which includes the content, organization, vocabulary, language use, and mechanics on the students' pieces of writing. The data was analyzes by employing the following procedures. Scoring the result of the students

Table 3.2 Assessing the components of writing through scoring rubric.

Content	
30 – 27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc.
26 – 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21 – 17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16 – 13	VERY POOR: does not show knowledge of subject – non-substantive – etc.
Organization	
20 – 18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17 – 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13 – 10	FAIR TO POOR: non-fluent – ideas confused or disconnected – etc.
9 – 7	VERY POOR: does not communicate – no organization – etc.
Vocabulary	
20 – 18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.
17 – 14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 – 10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.
9 – 7	VERY POOR: essentially translation – little knowledge of English vocabulary.
Language Use	
25 – 22	EXCELLENT TO VERY GOOD: effective complex constructions – etc.
21 – 19	

17 – 11	GOOD TO AVERAGE: effective but simple construction – etc.
10 – 5	FAIR TO POOR: major problems in simple/complex constructions – etc.
	VERY POOR: virtually no mastery of sentence construction rules – etc.

**Mechanics**

5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.
2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Calculating the students' score  
Students' score

$$n = \frac{\text{Score maximum}}{\text{Score maximum}} \times 100$$

Where :

n = final students' score

(Source: Depdiknas)

b. Classifying the score of the students

The data were classified into five classifications by referring the scoring system as follows:

Table 3.3 Scoring classification of writing

No.	Classification	Score
1.	Very good	86 -100
2.	Good	71 – 85

3.	Average	56 –70
4.	Poor	41 – 55
5.	Very poor	0 – 40

(Depdiknas, 2006:38)

Below were the classification, score, and criteria of the components (content, organization, vocabulary, language use, and mechanics).

c. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pretest and posttest by using inferential analysis in SPSS 21.0 program for windows evaluation version.

d. To test the hypothesis, the researcher will obtain t-test at level of significance  $\alpha = 0.05$  or non independent sample and compared it with the result of the P-Value of the data.

The criteria of testing hypothesis are:

a) If p-value  $> 0,05$ ,  $H_0$  is accepted,  $H_1$  is rejected. It means that there was no significance difference after and before the students got treatment by using Student Personal Experience (SPE) Method.

b) If p-value  $\leq 0,05$ ,  $H_0$  is rejected,  $H_1$  is accepted. It means that there was a significance difference after and before the students got treatment by using Student Personal Experience (SPE) Method.

## RESULTS AND DISSCUSSION

### Results

This section deals with the presentation of students' achievement in writing consisted into five parts Heaton, Organization, Vocabulary, Language Use and Mechanics (Heaton:1989).

### Students' Writing Ability

a. Scoring classication of students' test.

Before and after giving test, the researcher analyzed the students' eriting score (pre-test and post-test).

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86	–	0	2	
		100		0	9,52	
2	Good	71	–	0	13	
		85		0	61,91	
3	Average	56	–	5	4	
		70		23,81	19,05	
4	Poor	41	–	16	2	
		55		76,19	9,52	
5	Very Poor	<	0		0	
		41		0	0	
<b>Total</b>			21		21	
			100		100	

Table 4.1 shows that the students' score in (pre-test) most of them are in poor category, 16 (76,19 %) students are classified into poor, 5 (23,81 %) students are classified into average. There are not any students classified into very good and very poor. While test result of (post-test) most of them are in good category, 2 (9,52 %) students is classified into very good, 13 (61,91 %) students are classified into good, 4 (19,05%) students are classified into average, 2 (9,52%) students are classified into poor and there are not student classified into very poor category. It means that the students ability in writing had been improve because most of the students score is increase. It shows that the students writing ability was higher after learning by student personal experience method.

b. The mean score and standart deviation of the students' test result

In this part, the discussion deals with the argument of the difference of VIIIa in pre-test and psot-test was significantly different. The findings of test were presented in the following table.

Table 4.2 The Mean Score and Standart Deviation of The Students' Test.

Class	Mean Score	Standart deviation
<b>XI IPA 1</b>		
PRE-TEST	49,33	6,75
POST-TEST	72,24	10,64

Based on the tbale above that the mean score of class VIIIa pre-test and post-test is different. The mean score of pre-test 49,33 was categorized as poor category and post-test 72,24 was categorized as good category. The mean score of post-test was higher than pre-test ( $72,24 > 49,33$ ). The standard deviation of pre-test is 6,75 and standart deviation of post-test is 10,64. It meant there was a significant different between students' pre-test and post-test. To prove it, the researcher applied one sample t-test analysis using SPSS version 21.0 for windows Evaluation Version shown in table below.

c. Probablity Value

In order to know whether or not the mean difference between pre-test and post-test was statically significant at the level of significant 5% (0,00). The result of calculation was shown as follow :

Table 4.3 The t-test Value of Students' Test

P-Value	
A	
0,05	0,000

Based on the statistic test in asymptotic significant (paired-sample) column, in relation to the finding of test, the P-Value was lower than  $\alpha$  ( $0,000 < 0,05$ ). This meant that  $H_0$  was rejected and  $H_1$  was accepted. It meant that teaching writing through Student Personal Experience (SPE)

method has good the effect to the students' writing ability.

## DISCUSSION

Based on data above, it showed that the applied of Student Personal Experience (SPE) method could improve students' writing ability of SMP N 3 Baranti.

The description of the data collected through the test as explain in the previous section showed that the students ability in writing improve significantly. It was supported by the mean score of the students' test in class VIIa (post-test). The mean score of post-test was 72,24 was higher than pre-test score was 49,33. The data in previous section showed that applying Student Personal Experience (SPE) method in teaching writing was more effective than did not use Student Personal Experience (SPE) method. It was supported by the difference mean score of pre-test and post-test.

In the other side, based on the result of data analysis in table 4.3 in test of probably value, the researcher found that the p-value was lower than  $\alpha$  ( $0,000 < 0,05$ ). This meant that  $H_0$  was rejected and  $H_1$  was accepted. It showed that teaching writing through Personal Experience (SPE) method had good effect to the students' writing ability.

Regarding to the explanation above, the researcher also found that the highest score in each component was comprehensibility and accuracy and the lowest score was word choice.

Based on the students' result obtain and state in findings above, the researcher use t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. In other words, there was an improvement on the students' writing ability after applying Personal Experience (SPE) method at SMP Negeri 3 Baranti.

## CONCLUSION

Student Personal Experience (SPE) method was effective in improving students' speaking ability of eight grade students of SMP Negeri 3 Baranti in academic year 2017/2018. It was proved by p-value was lower than the  $\alpha$  ( $0,000 < 0,05$ ). So, the researcher stated that  $H_0$  was rejected and  $H_1$  was accepted. It means that by using Student Personal Experience (SPE) method in teaching writing, it could improve the students' writing ability of the eight grade students at SMP Negeri 3 Baranti.

So, the researcher concluded that Student Personal Experience (SPE) method was effective in improving students' writing ability of eight grade students of SMP Negeri 3 Baranti in academic year 2017/2018.

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(Sam Hermansyah, Andi Sadapotto, Muhammad Hanafi, Nadirah, Restia Wati Angreni)

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