

**SKRIPSI**

**USING STUDENTS' PERSONAL EXPERIENCES TO IMPROVE  
THE STUDENTS' WRITING ABILITY OF THE  
SECOND YEAR OF MAN BARANTI  
KABUPATEN SIDRAP**



**By**

**MULIANI**

**Reg.Num: 12.1300.143**

**PAREPARE**

**ENGLISH PROGRAM  
OF TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC COLLEGE (STAIN)  
PAREPARE**

**2016**

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Submitted to the English Program of Tarbiyah and Adab Department  
of State Islamic of Parepare in Partial Fullfilment  
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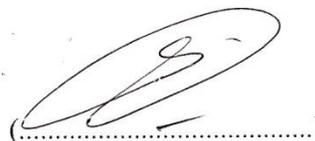
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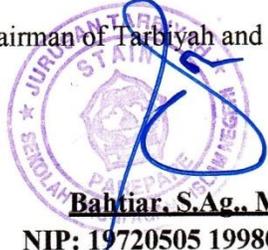
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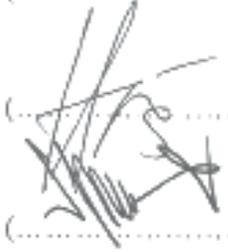
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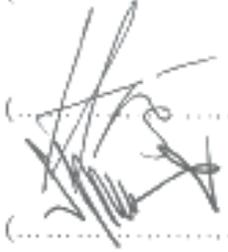
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Alhamdulillah rabbil aalamin, there is no beautiful sentence to say except praying and thanks into our God Allah SWT for His blessing, mercies, and enjoyment so that the researcher could finish this skripsi perfectly. May shalawat and salam always be given to our Prophet Muhammad SAW who has guided us from the stupidity to cleverness from Jahiliyah into the Islamiyah namely Islam religion, the trust religion in this world and hereafter.

The writer would like to say thanks to my parents because my parents always support and give a motivation the writer to finished her skripsi. Specially writers' thanks' given to Hamzah and Nani as her parent for their love and her parent always prayer for the writer. The writer also would like to thanks given to her sister who has given motivation and support to writer. Thanks for the spirit, support, and motivation of life until the writer finish her study.

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Parepare, 12<sup>th</sup> of May 2016

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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The Students' Writing Ability Of The Second Year Of  
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Stated that skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 12<sup>th</sup> of May 2016

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## ABSTRACT

**MULIANI**, 2016. *Using Students' Personal Experiences To Improve The Students' Writing Ability Of The Second Year Of MAN Baranti Kabupaten Sidrap* (Supervised by Anwar and Arqam).

The significance of this research are expected to find out whether or not the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap can be improved through the students' personal experiences.

This research is Pre-experimental that using a study group meanwhile collecting data of this research using pre-test and post-test design. There are two variables, namely independent variable is students' personal experiences and dependent variable is students' writing ability. The population of this research was the students at the second year student of MAN Baranti 2015/2016 which consist the number of students at the second year is 125 students. The writer will be doing research in class XI IPA<sub>2</sub> of MAN Baranti Sidrap. That student consists of 31 students in it. The instrument used in this research is writing text.

The result of the mean score of the students' pre-test was 59,45 and after giving treatment the mean score of the students' post-test was 71,61. The comparison between the mean scores in pre-test and post-test showed a difference and increased than before. The result of the t-test value showed that on the t-test value 15,5 was greater than t-table value 2,042 with degree of freedom (df) N-1 (31-1). It means the alternative hypothesis ( $H_1$ ) concluded that using students' personal experiences in teaching writing can improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap was accepted while the null hypothesis ( $H_0$ ) was rejected. Based on the result of data analysis, the writer concluded those using students' personal experiences in teaching writing is able to improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap.

Keywords: personal experience, writing ability.

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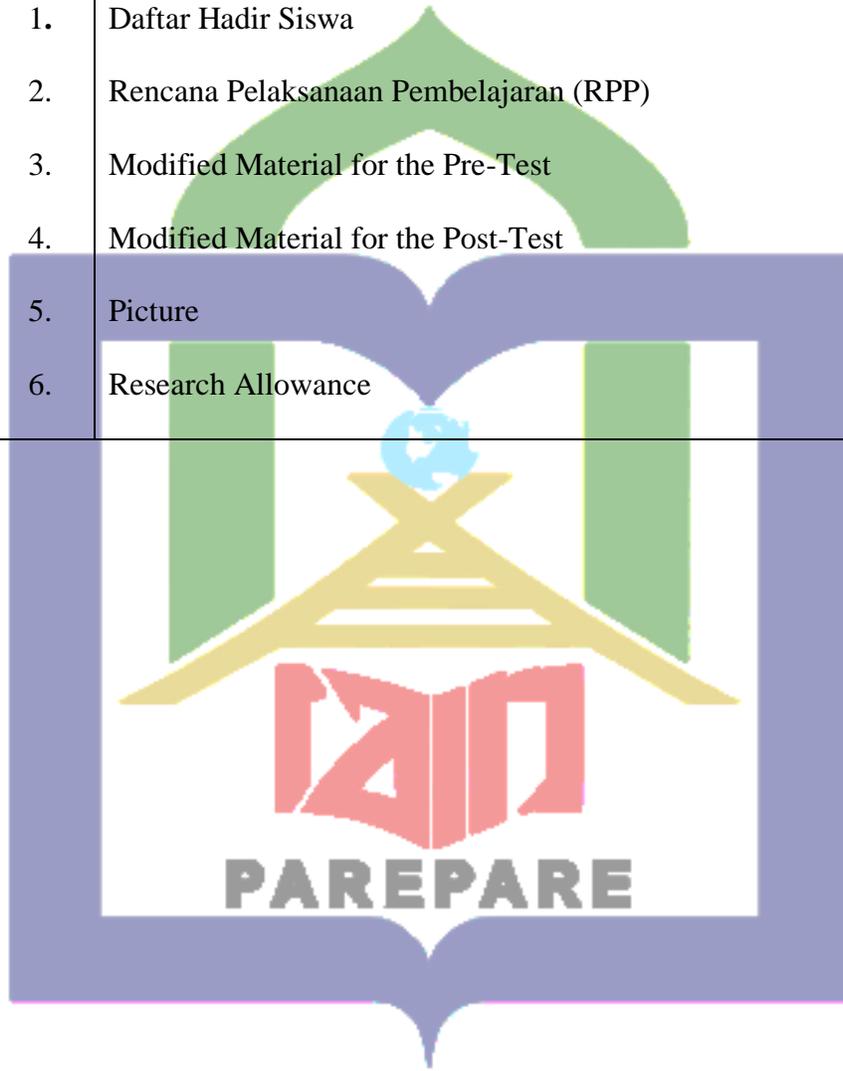
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is one of the main aspects used in communication. English as international language should be learnt by people who want to communicate English effectively.

English is one of the languages, that language primarily a means of communicating thoughts from the speaker or writer to the listener or reader. The major concern of the writer or speaker is to use language as the media to communicate to other people that there are some meaning or mind of the speaker or writer that want to convey to the listener or reader.<sup>1</sup> In English there are four skills that are known as language skills. Those skills are very important to support the language ability. The language skills are reading, writing, speaking, and listening.

Writing is one of the language skills that play an important role in human communication. It is used to communicate with other people in the society and also to express our feelings and opinion although the ideas or thoughts can also be produced through spoken form.

Writing is the ability to express ideas, feelings, and opinion in written form. Writing plays important rules in human communication, it means of written

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<sup>1</sup>Claude W. Faulker, *Writing Good Sentences, A Functional Approach to Sentence Structure, Grammar and Punctuation*, (New York: Charles Scribner's Son, 1950) Revised Ed. p.1.

communication. To write well, the writer must have good capabilities in writing and having many vocabularies, so they can choose the best words to explain their ideas.

The main objective is to make the writing become easy to learn for the students, writing is very important subject because in writing we must share idea from our brain, it is not easy to translate the concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that was meaningful. The students also must pay attention to the grammar, so it is normal if the students think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary, and grammar).<sup>2</sup>

To acquire writing ability the students should get sufficient writing practices. These practices are supposed to stimulate the student's skill in writing and expressing thoughts in a good passage. Without practice, it is impossible to write well and effectively.

There are many ways that can be applied in teaching writing, such as: personal letter game, the cartoon pictures method, mind map, students' personal experience, etc. In this case, the writer will choose using students' personal experience to improve the students' writing ability.

Learning material can influence the students' achievement in learning language, especially English. Learning material is controlling one's writing in

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<sup>2</sup>Hamer. <http://essay writing 2010. Blog spot.com. Teaching Speaking through Detective.html> online, (Accessed on Mei 12<sup>th</sup> 2016).

relation to one's purpose, the nature of the material and whether one comprehends. Learning material is important in teaching so that students will motivate to learn.

The researcher finds out many students in MAN Baranti still have difficulty in writing. According Ayu Astari (one of student in MAN Baranti) that she cannot write fluently because she does not know what she is going to write and she also find it difficult to get an idea. After that, many students also find it difficult to make sentences. Therefore, they do not have the motivation to write so that they make writing as an activity that is difficult and it was very boring for them. It can be some reasons that the application of the method influences the students' achievement of learning English, especially in writing ability.

To improve the students' writing ability, the English teacher must be creative to design learning in the classroom that will motivate the students to more diligent writing. Learning material that can be expected to help students improving their writing ability is using students' personal experiences.

The experience is an event that ever experienced in life. So, by using students' personal experiences would make students more easily get an idea because they already knew what they want to write so that they have the motivation to write.

## **1.2 Problem Statement**

Based on the background above, the writer would like to bring forward research question: "Is the use of students' personal experiences able to improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap?"

### 1.3 Objective of the Research

Relating to the problem statement, the objective of the research is to find out whether or not the students' writing ability of the second year of MAN Baranti Kabupaten able to improved through the students' personal experiences.

### 1.4 Significance of the Research

This research is formulated as an effort of finding some uses. The uses of this research are:

- 1.4.1 Theoretically, this research tries to find out whether the result of this research is relevant or not the previous theory. It can be used also as logical consideration for the next research. Furthermore, this research can be used as an alternative considered when choosing the students' personal experience in teaching English which focus on how to improve the students' writing ability.
- 1.4.2 Practically, the result of this research can be as information to the English teachers especially at MAN Baranti Sidrap that the students' personal experience is more effective in improving the students' writing ability.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

###### 2.1.1.1 Definition of Writing

Writing is one way to formulate and develop our opinions, idea, or mind on the paper. Many people cannot develop their idea by oral but they can express their ideas through writing.

Writing is progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write. Then after and how we have finished writing, we read over what we have written and make changes and corrections.<sup>3</sup> Meanwhile, Bell and Burnaby in David Nunan pointed out that writing is an extremely complex cognitive in which the researcher is required to demonstrate control of a number of variable's simultaneously.<sup>4</sup>

Richard states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph, and

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<sup>3</sup>Alice Oshima & Aan Hogue, *Introduction To Academic Writing*, Second Edition (New York: Longman Group, 1998), p.2.

<sup>4</sup>David Nunan, *Design Tasks For The Communicative Classroom*, (New York: Cambridge University Press, 1989), p.36.

paragraph to essay.<sup>5</sup> According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.<sup>6</sup>

Something writing comes easily, if we are in the right mood or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort. Writing, on the other hands is learned through a process of instructions.<sup>7</sup>

Based on the definition above, the researcher concluded that writing is one of the things that are important to express ideas, opinions or thoughts in writing. Writing is an activity undertaken by a person to produce a write. Therefore, many people who argue that writing is a difficult thing but writing can be done easily by doing exercises.

#### **2.1.1.2 Components of Writing**

Jacob argues that there are five components of writing. They are content, organization, vocabulary, language use and mechanics.

##### **2.1.1.2.1 Content**

There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are

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<sup>5</sup>Richard, J. *Approach and Method in Language Teaching*. (London: Cambridge University Press. Unpublished, 1997), p.98.

<sup>6</sup>Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays*.p.2.

<sup>7</sup>Byrne Donn. *Teaching Writing Skills*, (Longman Handbooks for Language Teachers, 1990), p.1 dan 5.

presented and formal signals given the reader to guide in understanding the topic fully.

#### 2.1.1.2.2 Organization

The process of organization material in writing involves coherence order of importance, general to specific, specific to general, chronological order and order pattern.

#### 2.1.1.2.3 Vocabulary

In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, and story, etc. we use special works, phrase, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

#### 2.1.1.2.4 Language Use

Language use in writing description and other forms of writing involves usage and point of grammar or structure.

#### 2.1.1.2.5 Mechanics

Mechanics of writing deals with capitalization, spelling and punctuation. It also deals with paragraphing, handwriting illegible and meaning conveyed.<sup>8</sup>

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<sup>8</sup>Jacob L Holly, at al. *Testing ESL Composition: A Practical Approach*, Rowley, Massachuett, (London: Newbury House Published, Inc, 1981), p.29.

### 2.1.1.3 Writing Process

There are three steps in writing process, they are: prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

#### 2.1.1.3.1 Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.<sup>9</sup>

##### 1. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or come into our minds.<sup>10</sup>

##### 2. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the centre of blank paper as a core circle, while the ideas are spread around. There are the steps of clustering process, namely; (1) Write our topic in the centre of a blank piece of paper and draw a circle around it, (2) Write any ideas that come into our mind about the topic in circles around the main circle, (3) Connect those ideas to the centre

<sup>9</sup>Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41.

<sup>10</sup>Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

word with a line, (4) Think about each of our new ideas, and then connect them, (5) Repeat this process until you run out of ideas.<sup>11</sup>

#### 2.1.1.3.2 Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use signal words to help the reader understand how the ideas in your paragraph are connected.<sup>12</sup>

#### 2.1.1.3.3 Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add

<sup>11</sup>Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

<sup>12</sup>Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.<sup>13</sup>

#### 2.1.1.4 Types of Writing Text

The types of writing are divided into six divisions' namely narrative, descriptive, procedure, recount, expository and argumentative.

##### 2.1.1.4.1 Narrative

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

According to Burks, "narration is the form of writing used to relate the story old acts or events. Narration places occurrences in time to tell what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation."<sup>14</sup>

##### 2.1.1.4.2 Descriptive

Descriptive writing is a writing to show lists the characteristics of something. Descriptive writing appeals to the five senses : sight, hearing, smell, taste, and touch.<sup>15</sup> Descriptive writing used to describe a particular person, place or thing like; parts, qualities, and characteristics.

<sup>13</sup>Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002),3rd, p.5.

<sup>14</sup>Burks, M Julis and Wishon, E George. *Let's Write English* (New York: Littion Educational Publishing International, 1980), p.378.

<sup>15</sup>Watkins, dkk. *Practical English Handbook*, Contains 2003 MLA Updates, p.20.

Descriptive writing usually also used to help write develop an aspect of their work, to create a particular mood, atmosphere so that the reader can create pictures of characters, places, object, etc.

#### 2.1.1.4.3 Procedure

The purpose is to gives instructions on how to make or do something. The text feature begins with a statement of goal (could be the title), lists materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

#### 2.1.1.4.4 Expository

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows, namely; (1) Process; Exposition may be used to explain a process that is to tell how something is made or done, (2) Definition; An explanation of what a word or a term means in another kind of exposition. The simplest form is a statement and this applies to dictionary definitions, (3) Analysis; It divides a subject into parts and examines those parts, (4) Criticism; It involves evaluation, which is analyzing and weighing strengths and weaknesses.

#### 2.1.1.4.5 Argumentative

Argumentative is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

In this research, the researcher chooses narrative text to guide the students in telling their personal experiences.

#### 2.1.1.5 Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences which contain relevant information about one main or central idea".<sup>16</sup>

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

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<sup>16</sup>Barli Bram, *Write Well Improving Writing Skills*, p. 13.

In writing a good paragraph, we should concern to two things. They are:

#### 2.1.1.5.1 Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

#### 2.1.1.5.2 Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.<sup>17</sup>

### 2.1.2 The Concept of Narrative

#### 2.1.2.1 Definition of Narrative

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However, the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as his show by himself what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs.<sup>18</sup>

<sup>17</sup>Barli Bram, *Write Well Improving Writing Skills*, p. 20-21

<sup>18</sup>Isdaryanto. *Definisi Narrative Text* htm <http://www.Isdaryanto.com/wp-content/uploads/2011/01/>.(Online. Accessed on 07 July 2015)

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interestingly. Stories can usually be divided into these parts: motivation, complication, rising action, climax, and outcome. The motivation is the set of circumstances that starts the action of the story. It often involves a strong wish or conflict that causes action. The complication is the obstacle, within or outside of the main character that comes between the character and what he or she wants. The rising action is the struggle with the complication or the obstacle that interferes with the character's desire. The climax is the turning point in the story, after which the final outcome becomes inevitable. Usually the action has reached its peak and suspense is at its highest point. The outcome quickly follows the climax. However, not all stories reveal the outcome. Some end at the climax, leaving the reader to figure out the ending.<sup>19</sup>

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<sup>19</sup>Burks, M Julis and Wishon, E George, 1980. *Let's Write English* (New York: Litteron Educational Publishing International), p 378.

### 2.1.2.2 Generic Structure of Narrative

#### 1. Orientation

This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

#### 2. Complication

This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

#### 3. Resolution

The crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

### 2.1.2.3 Types of Narrative Writing

There are three main types of narrative writings, they are: personal, imaginative and narrative essay.

2.1.2.3.1 Personal narrative writing, when a person writes about himself or about experiences. In this style of narrative writing, the has to narrate the experiences in such a way that it will capture the interest of the reader.

2.1.2.3.2 Imaginative narrative writing, when a narrative writes a fiction or creates a story which is known as an imaginative narrative writing. For an imaginative narrative, creativity is something that must be.

2.1.2.3.3 Narrative essay is always written from a defined point of view. The narrative essay should have a central theme and points to support and elaborate the theme. A narrative essay includes vivid verbs and modifiers and it is very precise in description of the characters.

In this research, the researcher used personal narrative in writing narrative paragraph.

#### 2.1.2.4 Rules of a Narrative

Joko Priyatna states that the grammatical features of narrative rules include: (1) use of particular nouns to refer or to describe the particular people, animals and things that the story is about, (2) use of adjectives to build noun groups to describe the people, animals or things in the story, (3) use of time connectives and conjunctions to sequence events through time, (4) use of adverbs and adverbial phrases to locate the particular events, (5) use of past tense action verbs to indicate the actions, (6) use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.<sup>20</sup>

#### 2.1.3 The Concept of Teaching Writing

Clearly it is possible to learn to speak a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have already seen, except for those of us who use writing in some professional capacity. Writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it.

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<sup>20</sup>Joko Priyatna, *Interlanguage: English for Senior High School Students X*, (Jakarta. Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.82

In the early stages of a course oriented towards oral proficiency, writing serves a variety of pedagogical purposes:

- 2.1.3.1 The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
- 2.1.3.2 Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
- 2.1.3.3 Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities that effectively integrate skills.
- 2.1.3.4 Writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class.
- 2.1.3.5 Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral test, in practice we are often obliged by circumstance, such as the amount of time people have at our

disposal and the number of students there are in the class to use some form of written test. In some course, a written test may even be appropriate: for example making note while listening.<sup>21</sup>

## 2.1.4 The Concept of Personal Experiences

### 2.1.4.1 Definition of Personal Experience

Personal is pertaining to or characteristic of particular person; not general or public; a purely personal matter, belonging or relating to constituting a person or persons as distinguished from things; characteristic of human beings or free agent.<sup>22</sup>

Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it.

According to Hornby that personal experiences is private individual of a particular person experience.

- a. Process of gaining knowledge or skill by doing and seeing things.
- b. Event that affects one in some way.<sup>23</sup>

Based on the definition above, the researcher on concluded that personal experience is the fact that ever experienced by a person in their life. Therefore, personal experience can be an effective source of knowledge because the moment has experienced by a person.

<sup>21</sup>Lado. R. Teaching English Across Cultures. (Singapore: McGraw-Hill. 1988)p. 82

<sup>22</sup>Webster's, *Definition of Personal*,(online). <http://www.merriam-webster.com/dictionary/personal> retrieved on 24<sup>th</sup> of December 2014 at 10.35 a.m

<sup>23</sup>Hornby,1987:625.*DefinitionofPersonalExperiences*,<http://paxdhemboxdhe.blogspot.com/2014/03/the-use-of-students-personal.html>.

### 2.1.4.2 Types of Personal Experience

There are many types of personal experience, they are:

#### 2.1.4.2.1 Funny Experience

Experience the most often told or communicated to others is a funny experience. Lots of funny events around us. Someone who is angry looking for his hat-hat when it was there in the head is a funny incident. This funny experience often makes people involved into laughter. Under normal conditions, laughter is the size of the cuteness. Likewise those who heard the story, they would laugh.

#### 2.1.4.2.2 Strange Experience

We also had an experience that might happen once in our lives. That experience can only be a strange experience. Said to be strange because the experience was unlikely to happen. Encounter with the supernatural beings can be regarded as a strange experience. We also experience will often wonder if do not believe. We are between reality and magic. We often do not believe in this kind of experience.

#### 2.1.4.2.3 Thrilling Experience

Another experience that is often experienced by all of us is a thrilling experience. At this time pounding heart, the harder, the heart rate, heart rate rose umpteen number of times. Experience on an airplane for the first time is often a thrilling experience.

#### 2.1.4.2.4 Heartwarming Experience

We may also experience a moving experience. The perpetrators often cry deal. Listening to sad stories we often engage in compassion. Seeing little kids who race against death by becoming street children make people be touched. Saw a blind man who limped find a bite of rice is a moving experience.

#### 2.1.4.2.5 Embarrassing Experience

There is also another embarrassing experience. The victim along with those close to him will bear the shame. For the victim or her family, this kind of experience will be taken throughout life. Although others have forgotten, for these victims of this kind of experience is never forgotten.

#### 2.1.4.2.6 Painful Experience

Experience the most impression in the hearts of the culprit was a painful experience. Performers will always be remembered and will be hard to forget. In fact, for people who are very sensitive, in every daily life will always remember the experience. Rejected boyfriend is a painful experience. Do not pass the exam is painful. Insulted others is very painful experience. In general, people do not like to tell the painful experience. For a minister who is not involved in state activities by the president or ostracized in the activities of the cabinet is both painful and embarrassing experience. For the poor, despised by the rich is a painful experience.<sup>24</sup>

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<sup>24</sup>Akhmad Fauzi. Types of personal Experience. (online). [http://bermututigaputri.guru-indonesia.net/artikel\\_detail-33574.html](http://bermututigaputri.guru-indonesia.net/artikel_detail-33574.html). accessed on 12<sup>th</sup> Mei 2016.

## 2.2 Some Previous Research Findings

Some researchers had observed and found related results referred to particularly in improving writing ability by using a lot of kinds of techniques.

Muhammad Arif stated that the writing ability English paragraphs by piece picture of the third year students of SMP 5 Pamboang more effective to be applied in teaching-learning process than ordinary teaching because they were helped by the interesting picture. The research calculation of the students' score indicated that the mean score of the students' pre-test for experimental class was (53.16) and control class was (53.1) which classification and the mean score of the students post-test for experimental class was (74.2) and the control class was (6.7) which was classification. The value of the t-test for post-test was greater than t-table ( $5.10 > 2.021$ ).<sup>25</sup>

Sutinah stated that using picture story can improve the writing ability of eight year students of SLTP Negeri 2 Baranti and it can make them to interest to learn writing subject. It is proved by mean score of the student achieved from post-test after learning writing by using picture story, the t-test value (17,71) is higher than t-Table value (2,048) for 0,05 level significance with degree of freedom  $N-1 = 28$ .<sup>26</sup>

Fausiah did a research about improving writing ability of the English students of STAIN Parepare through adjective clause mastery. She found that mastery

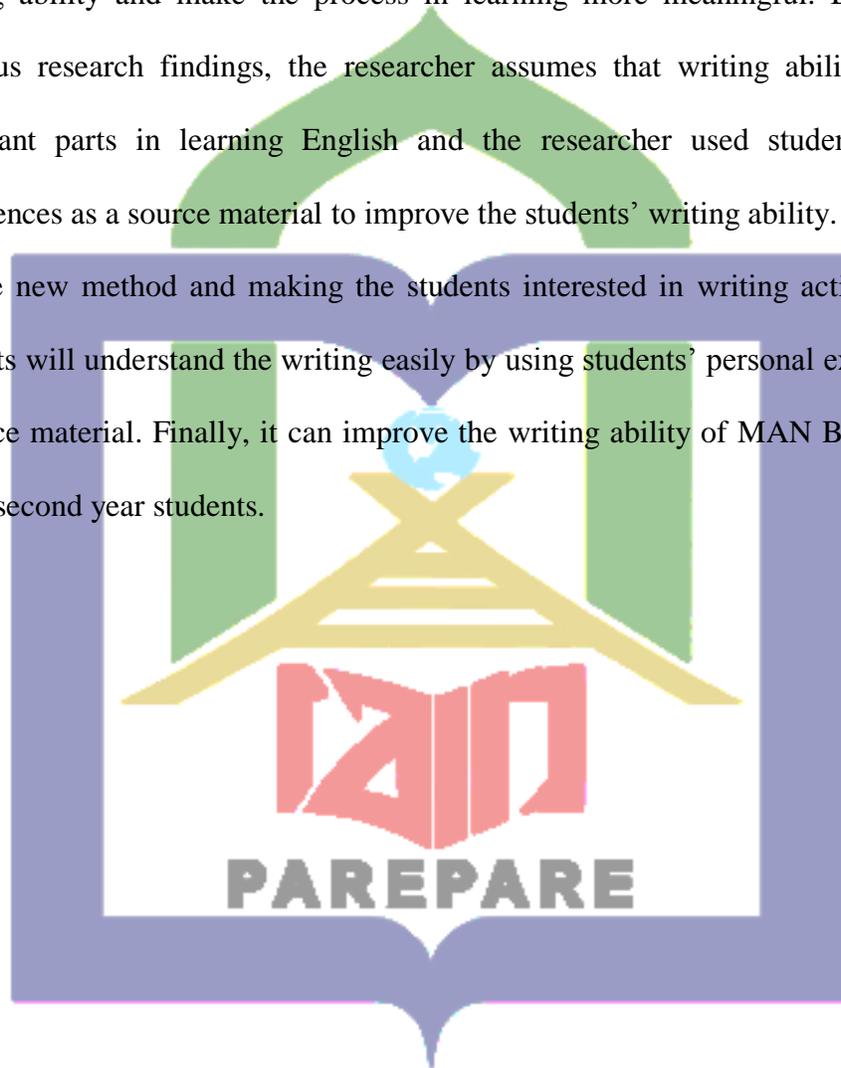
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<sup>25</sup>Muhammad Arif, "Using Picture to Improve the Ability to Writing to Write Paragraph of Third Year Student of SMP 5 Pamboang", (FBS STAIN, 2012), p.38.

<sup>26</sup>Sutinah, "Using Picture Story to Improve the Writing Ability of Eight Year Students of SMP Negeri 2 Baranti", (Unpublished STAIN Parepare, 2009), p.39.

adjective clause can improve the writing ability of the English students of STAIN Parepare. Result of t-test value (24,8) is the bigger than t-table value (1.6970).<sup>27</sup>

After findings some related research, there are many ways to improve the writing ability and make the process in learning more meaningful. Based on the previous research findings, the researcher assumes that writing ability is one of important parts in learning English and the researcher used students' personal experiences as a source material to improve the students' writing ability. It is one way to give new method and making the students interested in writing activity. So, the students will understand the writing easily by using students' personal experiences as a source material. Finally, it can improve the writing ability of MAN Baranti Sidrap of the second year students.

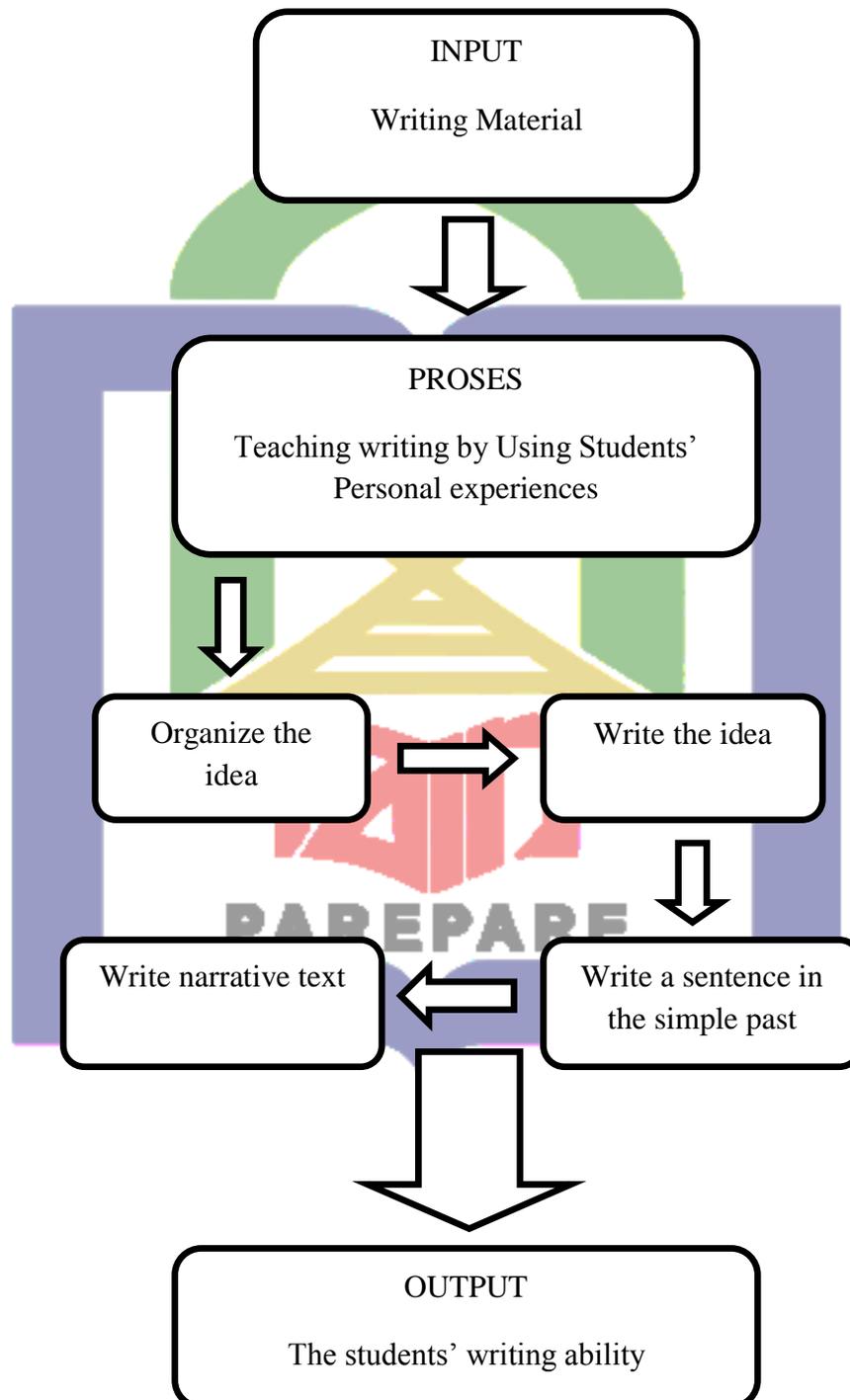


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<sup>27</sup>Fausiah, "Improving the Writing Ability of the English Students of STAIN Parepare through Adjective Clause Mastery", (Unpublished STAIN Parepare, 2007), p.5.

### 2.3 Conceptual Framework

Conceptual framework underlying this research will be given in the following diagram:



There are three main components of the diagram and will be discussed briefly below:

2.3.1 Input : It refers to writing material.

2.3.2 Process: It refers to teaching writing process by using students' personal experiences.

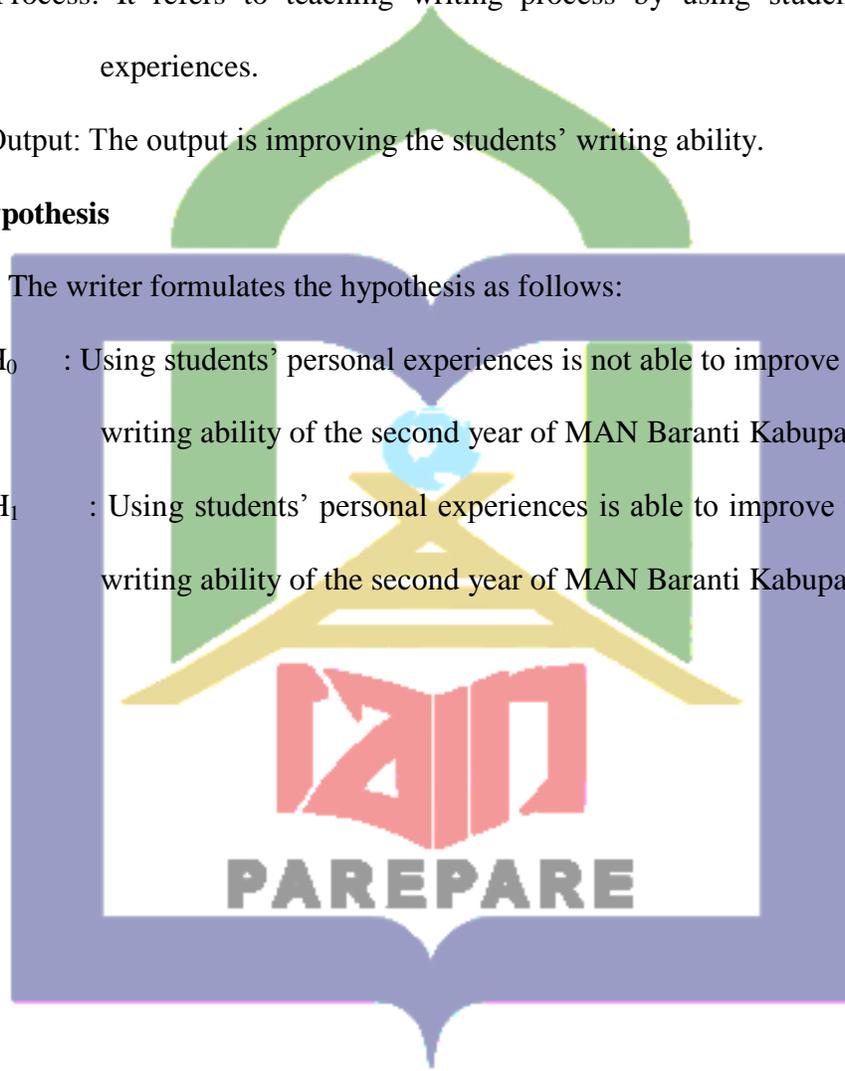
2.3.3 Output: The output is improving the students' writing ability.

#### 2.4 Hypothesis

The writer formulates the hypothesis as follows:

2.4.1  $H_0$  : Using students' personal experiences is not able to improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap.

2.4.2  $H_1$  : Using students' personal experiences is able to improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 The Research Design

The method of this research is applied pre-experimental design with one group pre-test and post-test design. A pre-test is administered before the treatment and post-test administer to measure the treatment effect. It aimed want to know whether or not using students' personal experience to improve the students' writing ability. This design presented as follow:

$$E = O_1 \quad X \quad O_2$$

Notation:

E = Experimental Class

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

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

X = the treatment<sup>28</sup>.

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<sup>1</sup>Gay, L. R.1981. *Education Research Competencies for Analysis and Application, Second Edition*. (Columbus, Ohio 1981) Charles, E. Merrill Publishing Co, P.228.

## **3.2 Variable and Operational Definition**

### **3.2.1 Variables**

In this research, there are two kinds of variables namely dependent variable and independent variable.

3.2.1.1 Independent variable is students' personal experiences.

3.2.1.2 Dependent variable is the writing ability of students in MAN Baranti Kabupaten Sidrap.

### **3.2.2 Operational definition of variables**

3.2.2.1 Writing is the knowledge of students in the second year of MAN Baranti Kabupaten Sidrap about writing ability when they express their thought and ideas in a paragraph.

3.2.2.2 Teaching writing by using students' personal experiences to improve writing ability and stimulating their motivation, ideas, and their activity of the second year of MAN Baranti Kabupaten Sidrap.

### **3.3 Location and Duration of the Research**

The location of this research is done at MAN Baranti. This school is located in Baranti, Sidrap Regency.

The duration of the research was five meetings, where one meeting for pre-test, three meetings for treatment, and one meeting for post-test.

### 3.4 Population and Sample

#### 3.4.1 Population

The population of this research is the second year of MAN Baranti Sidrap in academic year 2015/2016. The sums of population are 125 students that consist of the second year student of MAN Baranti.

The following is the table of the total number of the second year of MAN Baranti in academic year 2015/2016.

Table 1. The Population of Students of MAN Baranti Sidrap.

No	Classroom	Number of student		Total
		Male	Female	
1.	XI. IPA 1	13	17	30
2.	XI. IPA 2	16	15	31
3.	XI. IPA 3	10	11	21
4.	XI. IPS 1	8	13	21
5.	XI. IPS 2	9	13	22

*Source: MAN Baranti*

#### 3.4.2 Sample

The researcher uses sampling technique to determine one class from five classes, and the writer taking sample in class XI IPA<sub>2</sub> of MAN Baranti Sidrap. That student consists of 31 students in it.

### 3.5 Instrument of the Research

In collecting data, the researcher used a writing test which consists of pre-test and post-test. The pre-test was used to measure the students' prior knowledge of writing before giving treatment while the post-test was used to measure the students' writing ability after giving treatment through students' personal experiences.

### 3.6 Procedure of Collecting Data

The procedure of collecting data divided in three stages, namely:

#### 3.6.1 Pre-test

The pre-test was given to the students before treatment. The researcher gave writing test to the students to prior students' writing ability before given the treatment. After giving pre-test the next time the writer will give the students treatment.

#### 3.6.2 Treatment

After giving the pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment is that writer presented and introduced the materials to the class and explained what the students have to do. After that the writer give the students an activity through students' personal experiences.

#### 3.6.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the result of the treatment to measure the students' writing ability through students' personal experiences.

### 3.7 Technique of Data Analysis

To analysis the data from the result of the pre-test and post-test some formulas used in this research they are:

#### 3.7.1 Scoring and classifying the students' ability into the following criteria:

Tabel 2. The Criteria of Students Writing<sup>29</sup>

Competence Features	Criteria	Score
<b>Content</b>	1. Knowledge and development of topic relevant with the main topic.	30-27
	2. Limited development of topic and most relevant topic but lacks detail.	26-22
	3. Inadequate development of topic.	21-17
	4. Don't show knowledge and development of topic not relevant with the main topic.	16-13
<b>Organization</b>	1. Unity among sentences and paragraphs.	20-18
	2. Loosely organized but main ideas stand out	17-14
	3. Ideas confused or disconnected	13-10
	4. Not coherence each other	9-7

<sup>29</sup>J. B. Heaton, *Writing English Language Test*, New York: Longman, 1991. p. 146.

<b>Vocabulary</b>	1. Effective word, idiom choice and usage	20-18
	2. Occasional errors of word but clear	17-14
	3. Frequent errors of word and confusing	13-10
	4. Little knowledge of English vocabulary	9-7
<b>Language Use</b>	1. Effective complex construction	25-22
	2. Effective but simple construction	21-18
	3. Major problem in simple construction	17-11
	4. Virtually no mastery of sentence construction rules	10-5
<b>Mechanics</b>	1. Few errors of spelling, punctuations, and capitalizations.	5
	2. Occasional errors of spelling, punctuation, and capitalizations.	4
	3. Frequent errors of spelling, punctuations, and capitalizations.	3
	4. Dominated by errors of spelling, punctuations and capitalizations.	2
<b>Total Nilai</b>		<b>100</b>

### 3.7.2 Classifying the students' score into the following criteria<sup>30</sup>

Table 3. Classifying the Students Writing score

No	Classification	Score
1	Very Good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	41-55
5	Very Poor	≤ 39

### 3.7.3 Calculating the rate percentages of the students' score as follows:

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage

F = Frequency

N = the total number of the students

<sup>30</sup>Suharismi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Edisi Revisi), (Jakarta: PT. Bumi Aksara, 2005), p. 245.

3.7.4 To find out the mean score of the students' writing ability by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: X = mean score

$\sum X$  = the sum of all the scores

N = the number of students<sup>31</sup>

3.7.5 To calculate standard deviation used the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where: SD = Standard deviation

$\sum X^2$  = The sum of score

$(\sum X)^2$  = The square of the sum of the score

N = The total number of the subject<sup>32</sup>

3.7.6 The test of significance difference between the pre-test and post-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}$$

<sup>31</sup>Gay, L. R.1981. *Education Research Competencies for Analysis and Application*, P.282.

<sup>32</sup>Gay, L. R.1981. *Education Research Competencies for Analysis and Application*, P.298.

Where:  $t$  = test of significance

$D$  = the mean score of difference

$\sum D$  = the sum of total score difference

$\sum D^2$  = the square of the sum score difference

$N$  = the total number of students<sup>33</sup>



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<sup>33</sup>Gay, L. R.1981. *Education Research Competencies for Analysis and Application*, P.331.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the section deals with discussion. The finding of the research covers the description of the result data analysis that can be discussed in section below.

#### 4.1 Finding

In finding out the effect of students' personal experiences to teaching writing of the second year of MAN Baranti the researcher applied all procedure that had been shows in previous chapter. The researcher also showed the students result in pre-test and post-test. It is intended to determine the ability of the students in writing before and after giving treatment.

First meeting in the class, the researcher gave pre-test to the students. The researcher distributed instrument to the students as a pre-test and asked the students to write a narrative paragraph with the theme "The Fasting Month". Pre-test was given to students before treatment to known students' ability in writing narrative paragraph by using students' personal experiences. According to the scores of pre-test, the students' writing ability was still low. After that, the researcher gave the treatment on that occasion. The researcher explained the material about writing,

narrative and tenses that used in writing students' personal experiences. At the next meeting, the researcher gave an example of narrative text about personal experiences. The researcher distributed instrument to the students as a post-test and asked the students to write a narrative paragraph with the theme "Holiday". The researcher wanted to know whether students' writing ability by using students' personal experiences able increase after given the treatment.

#### 4.1.1 The Result of Pre-test

Table 4. The Table of Scoring the Students' Pre-test

No	C	O	V	L	M	Score	Classification
1	20	16	12	13	3	64	Fair
2	18	15	9	10	3	55	Poor
3	16	12	13	10	3	54	Poor
4	18	10	9	11	3	51	Poor
5	17	15	15	10	3	60	Fair
6	17	15	13	12	3	60	Fair
7	20	12	13	15	3	63	Fair
8	15	13	11	9	3	51	Poor
9	19	15	13	10	3	60	Fair
10	21	13	11	10	3	58	Fair
11	20	13	14	10	3	60	Fair
12	23	15	16	10	4	68	Good

13	19	15	9	10	3	56	Fair
14	17	13	9	13	3	55	Poor
15	15	14	10	10	3	52	Poor
16	21	16	13	15	3	68	Good
17	23	16	15	18	3	75	Good
18	19	12	13	10	3	57	Fair
19	15	12	10	10	3	50	Poor
20	21	12	12	13	3	61	Fair
21	22	15	14	12	3	66	Good
22	25	18	15	16	4	78	Good
23	20	13	11	9	3	56	Fair
24	14	15	9	10	3	52	Poor
25	17	15	12	8	3	55	Poor
26	20	16	15	10	4	65	Fair
27	14	12	10	11	3	50	Poor
28	22	14	14	12	4	66	Good
29	21	16	15	15	3	70	Good
30	15	13	10	10	3	51	Poor
31	18	14	12	10	3	56	Fair

Source : Scoring the Students' Pre-test in Class XI IPA<sub>2</sub> of MAN Baranti

## 1. The Rate Frequency and Percentage of Pre-test

Table 5. The Rate Frequency and Percentage of Pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	-	-
2	Good	66-79	7	22,58%
3	Fair	56-65	13	41,94%
4	Poor	40-55	11	35,48%
5	Very Poor	$\leq 39$	-	-
<b>Total</b>			31	100%

The table showed that there were 7 students (22,58%) got “Good” classification, 13 students (41,94%) got “Fair” classification and 11 students (35,48%) got “Poor” classification. None of the students got very good and very poor.

Based on the table above, it showed that the rate frequency and percentage of the students’ score of the students’ writing ability was still low and most of them got fair classification.

2. Mean score of pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1843}{31}$$

$$\bar{X} = 59,45$$

3. Standar deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{111203 - \frac{(1843)^2}{31}}{31-1}}$$

$$= \sqrt{\frac{111203 - \frac{3396649}{31}}{31-1}}$$

$$= \sqrt{\frac{111203 - 109569,32}{30}}$$

$$= \sqrt{\frac{1633,68}{30}}$$

$$= \sqrt{54,45} = 7,4$$

## 4.1.2 The Result of Post-test

Table 6. The Table of Scoring the Students' Post test

No	C	O	V	L	M	Score	Classification
1	22	14	14	12	4	70	Good
2	20	13	15	12	3	63	Fair
3	22	16	16	14	4	72	Good
4	21	16	15	13	4	69	Good
5	21	15	14	15	3	68	Good
6	21	16	15	15	4	71	Good
7	22	15	13	16	4	70	Good
8	20	14	13	15	3	65	Fair
9	21	14	18	14	4	71	Good
10	22	15	14	15	4	70	Good
11	21	15	13	15	4	68	Good
12	23	17	16	18	4	78	Good
13	21	15	13	15	3	67	Good
14	21	14	15	13	4	67	Good
15	21	15	15	15	4	70	Good
16	23	17	18	15	4	77	Good
17	27	19	17	21	4	88	Very Good

18	22	15	14	15	4	70	Good
19	19	13	15	13	3	63	Fair
20	22	15	15	15	4	71	Good
21	23	17	19	17	4	80	Very Good
22	28	19	17	22	4	90	Very Good
23	21	16	17	14	4	72	Good
24	21	14	15	15	4	69	Good
25	23	15	15	15	4	72	Good
26	21	15	16	14	4	70	Good
27	22	14	15	18	4	73	Good
28	22	15	15	15	4	71	Good
29	23	17	18	15	4	77	Good
30	20	14	16	13	3	66	Good
31	23	15	14	16	4	72	Good

Source : Scoring the Students' Post-test in Class XI IPA<sub>2</sub> of MAN Baranti

## 1. The Rate Frequency and Percentage of Post-test

Table 7. The Rate Frequency and Percentage of Post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	3	9,7%
2	Good	66-79	25	80,6%
3	Fair	56-65	3	9,7%
4	Poor	40-55	-	-
5	Very Poor	≤ 39	-	-
<b>Total</b>			31	100%

The table showed that there were 3 students (9,7%) got “Very Good” classification, 25 students (80,6%) got “Good” classification and 3 students (9,7%) got “Fair” classification. None of the students got Poor and Very Poor.

Based on the table above, it showed that the rate frequency and percentage of the students’ score of the students’ writing ability were higher than the frequency and percentage of pre-test.

## 2. Mean score of post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2220}{31}$$

$$\bar{X} = 71,61$$

## 3. Standar deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{160082 - \frac{(2220)^2}{31}}{31-1}}$$

$$= \sqrt{\frac{160082 - \frac{4928400}{31}}{31-1}}$$

$$= \sqrt{\frac{160082 - 158980,64}{30}}$$

$$= \sqrt{\frac{1101,36}{30}}$$

$$= \sqrt{36,7}$$

$$= 6,05$$

#### 4.1.3 Result of the Mean Score and Standard Deviation of Pre-test and Post-test

Mean score and standard deviation of pre-test and post-test was presented in the following table to find out the significant difference between pre-test and post-test score.

Table 8. The table of the mean score and standard deviation of the students' pre-test and post-test.

No	Test	Mean Score	Standard Deviation Score
1	Pre-test	59,45	7,4
2	Post-test	71,61	6,05

Based on the table above, before giving the students treatment in the pre-test the students got 59,45 it classified as fair classification. After giving treatment in the post-test the students got 71,61 it classified as good classification. It means that the post-test was higher than the result of pre-test. And also standard deviation, based on the table above the standard deviation in pre-test (7,4) was higher than standard deviation in post-test (6,05). It means that the quality of learning is getting better. If deviation score is low, the students' learning development would be increase.

## 4.1.4 The T-test Analysis

Table 9. The Work Sheet of the Calculation of the Score on Pre-test and Post-test on the Students' Writing Ability

No	$X_1$	$X_2$	$X_1^2$	$X_2^2$	$D = (X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	64	70	4096	4900	6	36
2	55	63	3025	3969	8	64
3	54	72	2916	5184	18	324
4	51	69	2601	4761	18	324
5	60	68	3600	4624	8	64
6	60	71	3600	5041	11	121
7	63	70	3969	4900	7	49
8	51	65	2601	4225	14	196
9	60	71	3600	5041	11	121
10	58	70	3364	4900	12	144
11	60	68	3600	4624	8	64
12	68	78	4624	6084	10	100
13	56	67	3136	4489	11	121
14	55	67	3025	4489	12	144
15	52	70	2704	4900	18	324
16	68	77	4624	5929	9	81

17	75	88	5625	7744	13	169
18	57	70	3249	4900	13	169
19	50	63	2500	3969	13	169
20	61	71	3721	5041	10	100
21	66	80	4356	6400	14	196
22	78	90	6084	8100	12	144
23	56	72	3136	5184	16	256
24	52	69	2704	4761	17	289
25	55	72	3025	5184	17	289
26	65	70	4225	4900	5	25
27	50	73	2500	5329	23	529
28	66	71	4356	5041	5	25
29	70	77	4900	5929	7	49
30	51	66	2601	4356	15	225
31	56	72	3136	5184	16	256
	<b>1843</b>	<b>2220</b>	<b>111203</b>	<b>160082</b>	<b>377</b>	<b>5167</b>

Source : XI IPA<sub>2</sub> of MAN Baranti

## 4.1.5 Calculating the value of test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}$$

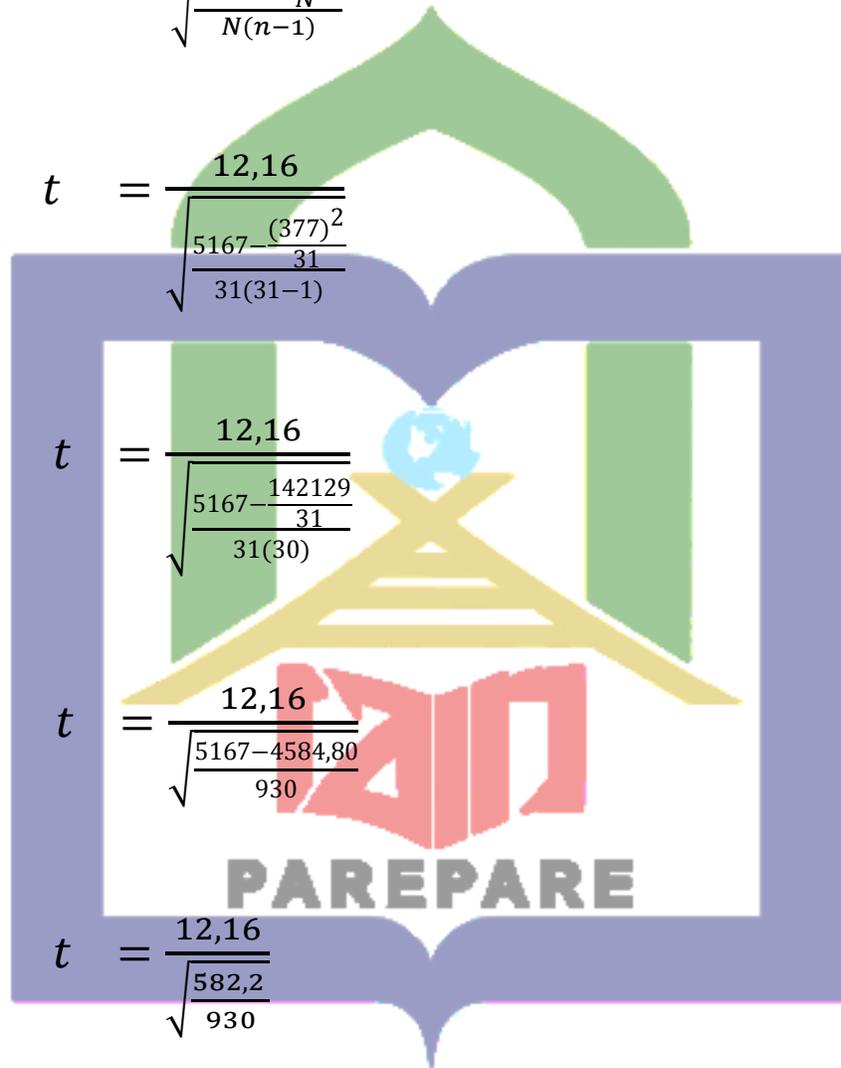
$$t = \frac{12,16}{\sqrt{\frac{5167 - \frac{(377)^2}{31}}{31(31-1)}}$$

$$t = \frac{12,16}{\sqrt{\frac{5167 - \frac{142129}{31}}{31(30)}}$$

$$t = \frac{12,16}{\sqrt{\frac{5167 - 4584,80}{930}}}$$

$$t = \frac{12,16}{\sqrt{\frac{582,2}{930}}}$$

$$t = \frac{12,16}{\sqrt{0,62}}$$



$$t = \frac{12,16}{0,78}$$

$$t = 15,5$$

Df = N-1 = 31-1= 30 (2,042), T-test (15,5) is greater than T-table (2,042)

#### 4.1.6 Test of significance

In order to know whether the hypothesis of this research was accepted or rejected, the researcher needed to test it based on the result of the data analysis. Before testing, the researcher stated the criteria of standard of acceptance or rejection that if  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  value, alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that using students' personal experiences was able to improve the students' writing ability.

After analyzing the data of the pre-test by using  $t_{\text{test}}$  formula, the result of the data analysis showed that  $t_{\text{test}}$  was 15,5 by using two tails with 0,05 level of significance with 30 degree of freedom Df = N-1 = 31-1= 30.

The result of that writer found  $t_{\text{test}}$  (15,5) was higher than  $t_{\text{table}}$  value (2,042). It means that the alternative hypothesis was accepted. In other words, teaching writing by using students' personal experiences was effective to improve the students' writing ability.

## 4.2 Discussion

In this part, the researcher discusses the result of data analysis in according to the objective of this research, it is teaching writing lesson by using students' personal experiences. It means that the discussion is intended to know the students' writing ability by using students' personal experiences of the second year of MAN Baranti.

The use of students' personal experiences to improve the students' writing ability of the second year of MAN Baranti, the researcher got result from the research that through students' personal experiences gave influence for the students in learning English. The students can be improving their writing ability because it is also helped by learning writing based on their experience.

Before giving treatment, students faced some problems in writing, it had happened because some factor, they were;

The first, students did not have an idea, so they did not know what they want to write. They assumed that writing is an activity that is very difficult because they should put the ideas to form a sentence or paragraph that is good and right. Lack of ideas in writing makes students often feel lazy in writing.

The second, students did not know to use grammar in writing because they were lack exercise. Most students only write the material without apply what they have been taught. Actually, the students knew the patterns of grammar in English,

namely; simple present tense, simple past tense, etc. but the students did not know when these structures are used.

The third, students had less vocabulary. Sometimes, they want to write something in English but they forgot of the name of it because they never memorize vocabularies. In addition, the students when used target language in writing did not know write a sentence or paragraph well.

After applying students' personal experiences in teaching writing gave improvement to the second year of MAN Baranti, namely;

1. The students already had the idea to write because it used students' personal experiences in learning writing.
2. The students wrote more fluency than before and more interest to learning English especially writing. That really different with the students' ability before giving treatment, some of them lack interesting in learning English.
3. They have been able to apply the use of grammar in writing than before giving treatment.

When the researcher gave treatment or material about writing, the students never felt bored because all of the students active in the classroom. The students were able to improve their writing because the students enjoy to study and the researcher gave interesting material. Before the researcher gave the material to students, the

researcher gave some vocabularies about material so that could help the students when write.

On the other side, applying students' personal experiences made the students interest in learning English because it was first time study English used students' personal experiences. Besides that, using students' personal experiences helped the students easy to write because they already have an idea.

Before giving treatment, the mean score of the students' pre-test was 59,45 and after giving treatment the mean score of the students' post-test was 71,61. The comparison between the mean scores in pre-test and post-test showed a difference and increased than before. According to the data analyzing above, it showed that the score in post-test was higher than the score in pre-test. It was proved that through students' personal experiences is able to improve the students' writing ability.

To know what is the hypothesis receipt between alternative hypothesis ( $H_1$ ) and null hypothesis ( $H_0$ ), the researcher used t-test to calculated and the result showed that on the t-test value 15,5 was greater than t-table value 2,042 with degree of freedom (df)  $N-1$  (31-1). It means the alternative hypothesis ( $H_1$ ) concluded that using students' personal experiences in teaching writing can improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the findings above, the researcher concluded those using students' personal experiences in teaching writing is able to improve the students' writing ability of the second year of MAN Baranti Kabupaten Sidrap.

It showed that the teacher can try students' personal experiences in teaching and learning process activity in the writing class to make the students more improve their writing ability.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusions and the second section deals with the suggestions.

#### 5.1 Conclusion

Based on the data have been analyzed by using t-test procedure, the researcher concluded that using students' personal experiences in learning writing was effective for the second year of MAN Baranti has the significant influence toward the writing ability of the students who were taught by this activity than who were not. It is proved by the result of t-test value which is greater than t-table. Besides that, the indicator of learning achievement in this research had been achieved. Therefore, the researcher concluded that the using students' personal experiences in writing of the second year of MAN Baranti Kabupaten Sidrap were effective to improve their writing ability.

#### 5.2 Suggestions

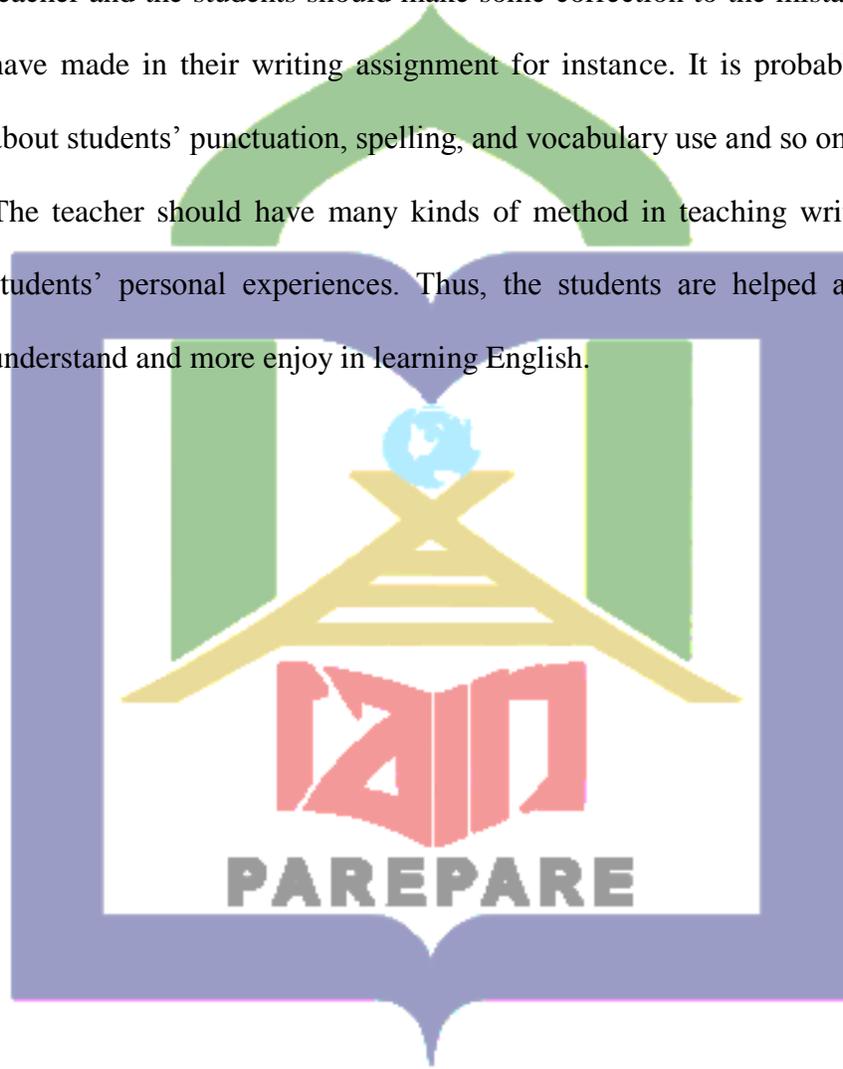
There some suggestions especially for students in order to improve their ability in writing.

5.2.1 Since the implementation of students' personal experiences has been proven to be successful in improving the students' writing ability. It is strongly suggested

that such teaching strategy be continually implemented in teaching writing to the class.

5.2.2 The English teacher of MAN Baranti in every last session of the meeting, teacher and the students should make some correction to the mistakes that they have made in their writing assignment for instance. It is probably correction about students' punctuation, spelling, and vocabulary use and so on.

5.2.3 The teacher should have many kinds of method in teaching writing like use students' personal experiences. Thus, the students are helped and easier to understand and more enjoy in learning English.



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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : MAN BARANTI  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit ( 1x pertemuan )  
**Pertemuan Ke** : I (pertama)

**A. Standar Kompetensi****Menulis (Writing)**

Mengungkapkan makna dalam teks tulis fungsional pendek dan paragraph sederhana berbentuk teks narrative untuk berinteraksi dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

### C. Indikator Pencapaian Kompetensi

Mampu menuliskan sebuah paragraph narrative melalui pengalaman pribadi dengan menggunakan bahasa inggris yang baik dan benar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa mampu memahami paragraph narrative
- Siswa dapat membuat paragraph narrative melalui pengalaman pribadi
- Siswa dapat mengidentifikasi dan mengelaborasi informasi untuk dijadikan teks narrative

### E. Materi Pokok

Teks tertulis berbentuk **Narrative**

### F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching Learning
- Metode : Cooperative Learning
- Teknik : Individual Work

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Kegiatan Awal

- ❖ Opening (salam dan membaca do'a)

- ❖ Guru memperkenalkan diri.
- ❖ Cross cek peserta didik dan pengenalan diri.
- ❖ Memberikan motivasi kepada siswa.
- ❖ Brain stroming pengetahuan awal peserta didik atau curah pendapat.

## 2. Kegiatan Inti

- ❖ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik.
- ❖ Peneliti menanyakan pengetahuan awal peserta didik terkait materi.
- ❖ Peneliti memberikan tugas kepada peserta didik untuk menulis pengalaman pribadinya dengan menggunakan narrative teks sesuai tema yang telah ditentukan untuk mengetahui pengetahuan siswa dalam menulis.

## 3. Kegiatan Akhir

- ❖ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.
- ❖ Menyampaikan materi yang akan di sampaikan selanjutnya.

## H. Sumber Belajar/Bahan/Alat

- Sumber : Buku teks yang relevan
- Alat : Kamus lengkap bahasa inggris
- Bahan Pembelajaran : “Hand out berupa gambar berseri”.

## I. Penilaian

Jenis : Tes tulis

Bentuk : Membuat teks narrative

### Pedoman Penilaian Writing

#### The Scoring Classification of Writing Assesment

Competence	Criteria	Score
<b>Features</b>		
<b>Content</b>	1. Knowledge and development of topic relevant with the main topic.	30-27
	2. Limited development of topic and most relevant topic but lacks detail.	26-22
	3. Inadequate development of topic.	21-17
	4. Don't show knowledge and development of topic not relevant with the main topic.	16-13
<b>Organization</b>	1. Unity among sentences and paragraphs	20-18
	2. Loosely organized but main ideas stand out	17-14
	3. Ideas confused or disconnected	13-10
	4. Not coherence each other	9-7

<b>Vocabulary</b>	1. Effective word, idiom choice and usage	20-18
	2. Occasional errors of word but clear	17-14
	3. Frequent errors of word and confusing	13-10
	4. Little knowledge of English vocabulary	9-7
<b>Language Use</b>	1. Effective complex construction	25-22
	2. Effective but simple construction	21-18
	3. Major problem in simple construction	17-11
	4. Virtually no mastery of sentence construction rules	10-5
<b>Mechanics</b>	1. Few errors of spelling, punctuations, and capitalizations	5
	2. Occasional errors of spelling, punctuation, and capitalizations	4
	3. Frequent errors of spelling, punctuations, and capitalizations	3
	4. Dominated by errors of spelling, punctuations and capitalizations	2
<b>Total Nilai</b>		<b>100</b>

**Material for the first meeting**

Look at the picture below and write a narrative text with the theme “The Fasting Month” by using 100-150 words



Write down your personal experience

A large, empty, rounded rectangular box with a black border, intended for writing a personal experience. A blue arrow points down from the text above into the top center of the box.

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

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**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit ( 1x pertemuan )  
**Pertemuan Ke** : II (dua)

**A. Standar Kompetensi****Menulis (Writing)**

Mengungkapkan makna dalam teks tulis fungsional pendek dan paragraph sederhana berbentuk teks narrative untuk berinteraksi dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

### C. Indikator Pencapaian Kompetensi

Mampu menuliskan sebuah paragraph narrative melalui pengalaman pribadi dengan menggunakan bahasa inggris yang baik dan benar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa mampu memahami paragraph narrative
- Siswa dapat membuat paragraph narrative melalui pengalaman pribadi
- Siswa dapat mengidentifikasi dan mengelaborasi informasi untuk dijadikan teks narrative

### E. Materi Pokok

Teks tertulis berbentuk **Narrative**

### F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching Learning
- Metode : Cooperative Learning
- Teknik : Individual Work

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Kegiatan Awal

- ❖ Opening (salam dan membaca do'a)
- ❖ Cross cek peserta didik dan pengenalan diri.

- ❖ Memberikan motivasi kepada siswa.

## 2. Kegiatan Inti

- ❖ Menjelaskan tentang pembelajaran yang berkaitan dengan writing kepada siswa seperti definisi writing, jenis-jenis writing, penilaian dalam writing, dsb.

## 3. Kegiatan Akhir

- ❖ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.
- ❖ Menyampaikan materi yang akan di sampaikan selanjutnya.

## H. Sumber Belajar/Bahan/Alat

- Sumber : Buku teks yang relevan
- Alat : Kamus lengkap bahasa inggris
- Bahan Pembelajaran : Materi mengenai writing

## II. Penilaian

Jenis : Tes tulis

Bentuk : Membuat teks narrative

## Pedoman Penilaian Writing

### The Scoring Classification of Writing Assesment

Competence Features	Criteria	Score
<b>Content</b>	1. Knowledge and development of topic relevant with the main topic.	30-27
	2. Limited development of topic and most relevant topic but lacks detail.	26-22
	3. Inadequate development of topic.	21-17
	4. Don't show knowledge and development of topic not relevant with the main topic.	16-13
<b>Organization</b>	1. Unity among sentences and paragraphs	20-18
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<b>Language Use</b>	1. Effective complex construction	25-22
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	<b>Total Nilai</b>	<b>100</b>

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : MAN BARANTI  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit ( 1x pertemuan )  
**Pertemuan Ke** : III (tiga)

**A. Standar Kompetensi****Menulis (Writing)**

Mengungkapkan makna dalam teks tulis fungsional pendek dan paragraph sederhana berbentuk teks narrative untuk berinteraksi dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

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### E. Materi Pokok

Teks tertulis berbentuk **Narrative**

### F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching Learning
- Metode : Cooperative Learning
- Teknik : Individual Work

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Kegiatan Awal

- ❖ Opening (salam dan membaca do'a)
- ❖ Mengecek kehadiran siswa

- ❖ Memberikan motivasi kepada siswa.
- ❖ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait

## 2. Kegiatan Inti

- ❖ Peneliti memberikan penjelasan mengenai teks narrative
- ❖ Peneliti memberikan penjelasan mengenai cara menuliskan pengalaman pribadi siswa dalam bentuk teks narrative.
- ❖ Peneliti memberikan contoh pengalaman pribadi yang dituliskan dalam bentuk narrative teks.

## 3. Kegiatan Akhir

- ❖ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.
- ❖ Menyampaikan materi yang akan di sampaikan selanjutnya.

## H. Sumber Belajar/Bahan/Alat

- Sumber : Buku teks yang relevan
- Alat : Kamus lengkap bahasa inggris
- Bahan Pembelajaran : “Hand out berupa gambar berseri”.

## III. Penilaian

Jenis : Tes tulis

Bentuk : Membuat teks narrative

## Pedoman Penilaian Writing

### The Scoring Classification of Writing Assesment

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	3. Frequent errors of spelling, punctuations, and capitalizations	3
	4. Dominated by errors of spelling, punctuations and capitalizations	2
	<b>Total Nilai</b>	<b>100</b>

## Material for the third meeting

### 1. Definition of Narrative

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However, the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as his show by himself what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs.

### 2. Generic Structure of Narrative

#### a. Orientation

This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

#### b. Complication

This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to

frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

### c. Resolution

The crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

### 3. Past Tense

Past tense digunakan untuk menyatakan peristiwa atau perbuatan yang terjadi di masa lampau.

#### ➤ Verbal Sentence

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) S + did + V1 + ?

(+) I saw many people in the book shop yesterday

(-) She didn't understand about it

(?) Did you speak English?

➤ Nominal Sentence

(+) S + was/were + adj/adv/noun + O

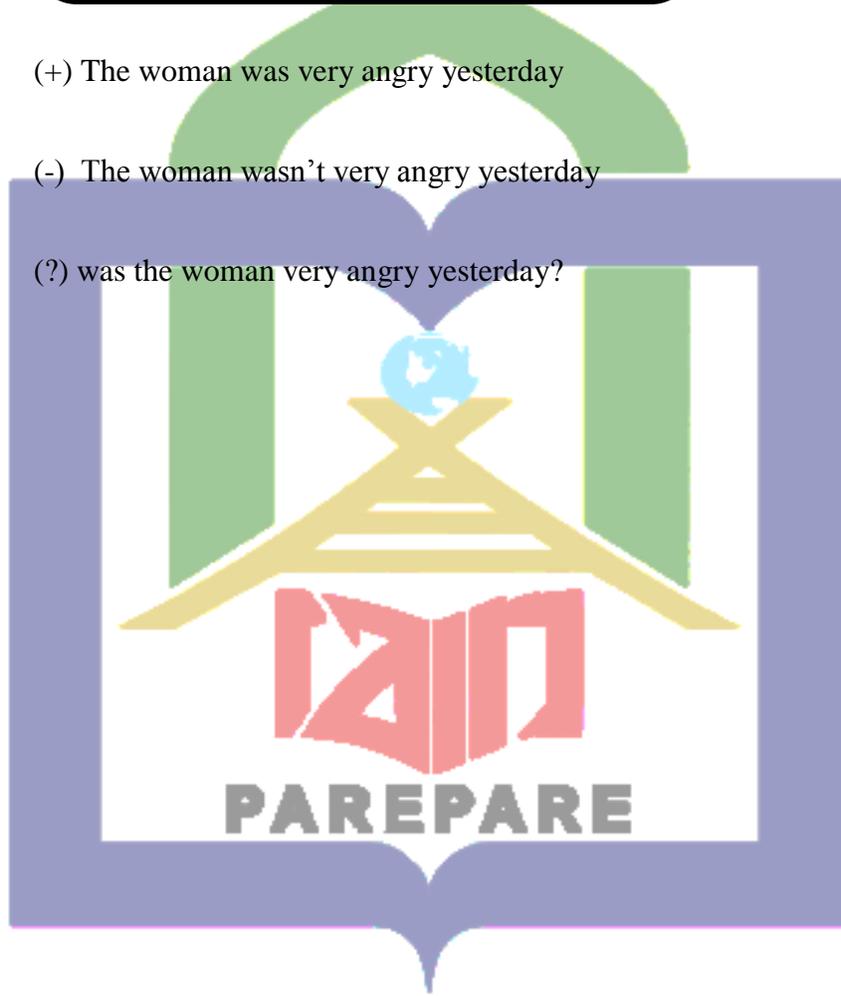
(-) S + was/were + not + adj/adv/noun + O

(?) was/were + S + adj/adv/noun + O

(+) The woman was very angry yesterday

(-) The woman wasn't very angry yesterday

(?) was the woman very angry yesterday?



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : MAN BARANTI  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit ( 1x pertemuan )  
**Pertemuan Ke** : IV (empat)

**A. Standar Kompetensi****Menulis (Writing)**

Mengungkapkan makna dalam teks tulis fungsional pendek dan paragraph sederhana berbentuk teks narrative untuk berinteraksi dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

### C. Indikator Pencapaian Kompetensi

Mampu menuliskan sebuah paragraph narrative melalui pengalaman pribadi dengan menggunakan bahasa inggris yang baik dan benar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa mampu memahami paragraph narrative
- Siswa dapat membuat paragraph narrative melalui pengalaman pribadi
- Siswa dapat mengidentifikasi dan mengelaborasi informasi untuk dijadikan teks narrative

### E. Materi Pokok

Teks tertulis berbentuk **Narrative**

### F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching Learning
- Metode : Cooperative Learning
- Teknik : Individual Work

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Kegiatan Awal

- ❖ Opening (salam dan membaca do'a)
- ❖ Mengecek kehadiran siswa

- ❖ Memberikan motivasi kepada siswa.
- ❖ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait

## 2. Kegiatan Inti

- ❖ Peneliti menjelaskan mengenai masalah-masalah yang di hadapi atau materi-materi yang belum dipahami peserta didik selama pertemuan I, II, dan III.

## 3. Kegiatan Akhir

- ❖ Menyimpulkan materi pembelajaran
- ❖ Menutup pembelajaran

## H. Sumber Belajar/Bahan/Alat

- Sumber : Buku teks yang relevan
- Alat : Kamus lengkap bahasa inggris

## IV. Penilaian

Jenis : Tes tulis

Bentuk : Membuat teks narrative

## Pedoman Penilaian Writing

### The Scoring Classification of Writing Assesment

Competence Features	Criteria	Score
<b>Content</b>	1. Knowledge and development of topic relevant with the main topic.	30-27
	2. Limited development of topic and most relevant topic but lacks detail.	26-22
	3. Inadequate development of topic.	21-17
	4. Don't show knowledge and development of topic not relevant with the main topic.	16-13
<b>Organization</b>	1. Unity among sentences and paragraphs	20-18
	2. Loosely organized but main ideas stand out	17-14
	3. Ideas confused or disconnected	13-10
	4. Not coherence each other	9-7
<b>Vocabulary</b>	1. Effective word, idiom choice and usage	20-18
	2. Occasional errors of word but clear	17-14
	3. Frequent errors of word and confusing	13-10

	4. Little knowledge of English vocabulary	9-7
<b>Language Use</b>	1. Effective complex construction	25-22
	2. Effective but simple construction	21-18
	3. Major problem in simple construction	17-11
	4. Virtually no mastery of sentence construction rules	10-5
<b>Mechanics</b>	1. Few errors of spelling, punctuations, and capitalizations	5
	2. Occasional errors of spelling, punctuation, and capitalizations	4
	3. Frequent errors of spelling, punctuations, and capitalizations	3
	4. Dominated by errors of spelling, punctuations and capitalizations	2
	<b>Total Nilai</b>	<b>100</b>

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : MAN BARANTI  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit ( 1x pertemuan )  
**Pertemuan Ke** : V (lima)

**A. Standar Kompetensi****Menulis (Writing)**

Mengungkapkan makna dalam teks tulis fungsional pendek dan paragraph sederhana berbentuk teks narrative untuk berinteraksi dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam teks sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

### C. Indikator Pencapaian Kompetensi

Mampu menuliskan sebuah paragraph narrative melalui pengalaman pribadi dengan menggunakan bahasa inggris yang baik dan benar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa mampu memahami paragraph narrative
- Siswa dapat membuat paragraph narrative melalui pengalaman pribadi
- Siswa dapat mengidentifikasi dan mengelaborasi informasi untuk dijadikan teks narrative

### E. Materi Pokok

Teks tertulis berbentuk **Narrative**

### F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching Learning
- Metode : Cooperative Learning
- Teknik : Individual Work

### G. Langkah-langkah Kegiatan Pembelajaran

#### 1. Kegiatan Awal

- ❖ Opening (salam dan membaca do'a)
- ❖ Mengecek kehadiran siswa

- ❖ Memberikan motivasi kepada siswa.
- ❖ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait

## 2. Kegiatan Inti

- ❖ Peneliti menyuruh siswa untuk menulis pengalaman pribadinya dalam bentuk teks narrative sesuai tema yang telah ditentukan
- ❖ Peneliti melihat perkembangan siswa setelah pemberian materi yang telah diajarkan

## 3. Kegiatan Akhir

- ❖ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.
- ❖ Menyimpulkan materi pembelajaran.
- ❖ Menutup pembelajaran.

## H. Sumber Belajar/Bahan/Alat

- Sumber : Buku teks yang relevan
- Alat : Kamus lengkap bahasa inggris
- Bahan Pembelajaran : “Hand out berupa gambar berseri”.

## V. Penilaian

Jenis : Tes tulis

Bentuk : Membuat teks narrative

## Pedoman Penilaian Writing

### The Scoring Classification of Writing Assesment

Competence Features	Criteria	Score
<b>Content</b>	1. Knowledge and development of topic relevant with the main topic.	30-27
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<b>Language Use</b>	1. Effective complex construction	25-22
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	3. Frequent errors of spelling, punctuations, and capitalizations	3
	4. Dominated by errors of spelling, punctuations and capitalizations	2
<b>Total Nilai</b>		<b>100</b>

**Post-test**

Look at the picture below and write a narrative text with the theme “Holiday”  
by using 100-150 words



Write down your personal experience



A large, empty, rounded rectangular box provided for writing the personal experience.

Pre - test

Material for the first meeting

Look at the picture below and write a narrative-text with the theme "The Fasting Month" by using 100-150 words



Write down your personal experience



One day in the fasting month, every night I and my friend go to mosque together for Tarawih prayer. we are go to mosque with walk and we are happy.

every day I am fasting, I think Thirsty and hungry, so I always sleep.

Day night, I am and my family break the fast. After that we go to mosque.

In the morning, I clean in the house.

After day I beat and take a rest.

One month ago, I go to mosque for west.

C = 20

O = 16

V = 16

W = 10

M = 4

Pre - test

Material for the first meeting

Look at the picture below and write a narrative text with the theme "The Fasting Month" by using 100-150 words



Write down your personal experience



one day. Fasting month. I'm break the fast. after that I'm prayar magrib. after that I'm study with brother. in the morning I'm accident with brother.

C : 17

O : 13

V : 8

Lv : 10

M : 3

Pre - test

Material for the first meeting

Look at the picture below and write a narrative-text with the theme "The Fasting Month" by using 100-150 words



Write down your personal experience



One day in the fasting month, every night I and my friend go to mosque together for Tarawih prayer. we are go to mosque with walk and we are happy.

every day I am fasting. I think Thirsty and hungry, so I always sleep.

Day night, I am and my family break the fast. After that we go to mosque.

In the morning, I cleaned in the house.

After day I beat and take a rest.

One month ago, I go to mosque for west.

C : 20  
 O : 16  
 V : 18  
 W : 10  
 M : 4

Post-test

Look at the picture below and write a narrative text with the theme "Holiday" by using 100-150 words



Write down your personal experience

I wanted to tell my holiday two years ago. I went to Makassar with my family to celebrate the new year. We arrived there at 21.00 o'clock. We stayed at my cousin's home. That was not too wide, but ~~was~~ <sup>was</sup> very comfortable.

But this month was rainy season. So we can't leave the house. From the morning until the night the rain was never stop. The water was very high, until our knee. Only the eggs and instant noodles. We only ate it everyday.

We thought to back, but we found the problem. Every road closed, the bridge broke. I ~~that~~ thought I in the unfortunately condition. We trapped at home until three days.

But tomorrow the sun arose and the water started down. Fortunately we can leave the house and spent our time at Mall. After that we back to our home.

C = 28

D = 19

V = 17

LU = 21

M = 4

## Post-test

Look at the picture below and write a narrative text with the theme "Holiday" by using 100-150 words

## HAPPY HOLIDAYS



Write down your personal experience

Hello, my name is Ayu Astari. Now, I will tell you about my holiday in Jempu's Beach. Jempu's beach is a beach at Kab. Puncung. I went there with my big family. The reason, because I got second rank in my class.

When we arrived in there, I went to play in the sea, but I can not swim. So I just sat in the seashore, and saw my cousin played in the sea. A few minutes later, it's the time to lunch. Me and my family ate the grillfish together. After that, my cousin want to played in the water again, and I just sat in the seashore again.

Which one of my cousin visited me to the water, I said "I can't swim" but he said "Don't worry, I will hold you, so you're not sunk". I was so happy, and then I went to played in the water with all of my cousin. This is my unforgettable moment.

C : 27

O : 19

V : 17

LU : 21

M : 4

Post-test

Look at the picture below and write a narrative text with the theme "Holiday" by using 100-150 words

HAPPY  
HOLIDAYS



Write down your personal experience

My nama is Nurkaini, I'm student in MATIBARAH  
 My fun experience at the time of the holiday, I and my friends visited waterboom sulih at Tiroang. In there many people enjoyed sulih. Because many people. We just enjoyed hot showers. Because we were not satisfied. I and my friend thought to Malino, Enrekang. We saw a very live village. When he got there we enjoyed a very fresh water. ~~there~~ there anyone doing freefall. A. and I are student swimming. Not forget my also photograph to catch the view. After that we were getting ready to go home. ~~we~~  
 This is my unforgettable experience.

C = 23

O = 16

V = 17

W = 17

M = 4

*Nurkaini*

*Nurkaini*







**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE**

Alamat : J.L. Amol Bhakti No. 08 Sorsang Kota Parepare ☎ (0421)21307 📠 (0421) 24404  
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : St.19/PP.00.9/ 0291 /2016  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth  
Kepala Daerah KAB. SIDENRENG RAPPANG  
Cg. Badan Kesatuan Bangsa dan Politik  
di  
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb,

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Nama : MULIANI  
Tempat/Tgl. Lahir : TANGKOLI, 20 Juni 1994  
NIM : 12.1300.143  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : VII (Tujuh)  
Alamat : TANGKOLI, KEC. BARANTI, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :

**'USING STUDENTS' PERSONAL EXPERIENCES AS A SOURCE OF MATERIAL TO IMPROVE THE STUDENTS' WRITING ABILITY OF THE SECOND YEAR OF MAN BARANTI KABUPATEN SIDRAP'**

Pelaksanaan penelitian ini direncanakan pada bulan **Pebruari** sampai selesai. Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 18 Pebruari 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

Drs. Muh. Djanaldi, M.Ag.  
 NIP. 195412311991031032


**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**KANTOR PELAYANAN TERPADU SATU PINTU**  
*Jl. Harapan Baru Blok 1 No. 5 Komplek SKPD Kabupaten Sidenreng Rappang*

---

**IZIN PENELITIAN**

**Nomor : 85/IP/KPTSP/2/2016**

DASAR :

1. Peraturan Bupati Sidenreng Rappang No. 24 Tahun 2012 Tentang Pen dele gasian Kewenangan Port lisan Kepada Kantor PTSP Kabupaten Sidenreng Rappang
2. Surat Permohonan : **MULIANI** Tanggal **19-02-2016**
3. Rekomendasi dari **BADAN KESATUAN BANGSA DAN LINNAS KAB. SIDRAP** Nomor **800136/KL/2016** Tanggal **19-02-2016**

**MENGIZINKAN**

KEPADA :

NAMA : **MULIANI**

ALAMAT : **TANGKOLI, KEC. BARANTI**

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **" USING STUDENTS' PERSONAL EXPERIENCES AS A SOURCE OF MATERIAL TO IMPROVE THE STUDENTS' WRITING ABILITY OF THE SECOND YEAR OF MAN BARANTI KABUPATEN SIDRAP "**

LOKASI PENELITIAN : **MAN BARANTI KABUPATEN SIDRAP**

JENIS PENELITIAN : **EXPERIMEN/ KUANTITATIF**

LAMA PENELITIAN : **23 Februari 2016 s.d 23 Maret 2016**

Izin Penelitian berlaku selama penelitian berlangsung

Ditandatangani di : Baru Lappa  
Pada Tanggal : 19-02-2016

**An. BUPATI SIDENRENG RAPPANG**  
**KEPALA KANTOR**

  
**A. ZULKARNAIN MANA, S.TP, M.Si**  
 Pembina Pembina Tingkat I  
 NIP. 19780917 199711 1 001

Biaya : Rp. 0,00

REVISI :

KALINAG I ENJIDIAN SIDRAP  
- KETUA STAIN PARO - MANE  
KALINAG I MANE  
1111 111111



**KEMENTERIAN AGAMA  
MADRASAH ALIYAH NEGERI BARANTI  
KABUPATEN SIDENRENG RAPPANG**

Jln. Pagar Piaran No. 1A Kel. Dugmesana Kec. Baranti Tlp. 0421-94330

**SURAT KETERANGAN PENELITIAN**

Nomor: Ma.21.16.01/TL.00/115 /2016

Berdasarkan Surat Depdik Nomor: St.19/PP.06.9/0291/2016, Tanggal, 18 Februari 2016. perihal :  
1730 Melaksanakan Penelitian. Maka yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah  
Negeri Baranti menerangkan bahwa:

Nama	: Mukari
NO. NIM	: 12.1300.143
Pengurus Tinggi	: Sekolah Tinggi Agama Islam Negeri Parepare
Jurusan/Prodi	: Tarbiyah /Pendidikan Bahasa Inggris
Semester	: VIII ( Delapan )
Alamat	: Tanggala, Kec. Baranti, Kab. Sidenreng Rappang

Benar telah melakukan Penelitian di Madrasah Aliyah Negeri Baranti, pada Tanggal, 23 Februari 2016  
s.d 28 Maret 2016, dalam rangka penyusunan Skripsi yang berjudul : **"Using Students' Personal  
Experiences as a Source of Material to Improve the Students' Writing Ability of the Second Year  
of Man Baranti Kabupaten Sidenreng Rappang "**

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan  
sebagaimana mestinya.

Baranti, 20 Maret 2016

Kepala Madrasah



AMIRUDDEN BEDDU, S.Pd.,MM.

NIP: 196504241994031003

## CURRICULUM VITAE



MULIANI, the writer was born on June 20<sup>th</sup>, 1994 in Sidrap (Tangkoli). The writer was the second child from one sister. Her father's name is Hamzah and her mother's name is Nani. Her educational background, the writer began her study on 2000 at SDN 6 Benteng and graduated on 2006.

The writer continued her study at MTs Negeri Baranti and graduated on 2009, and then the writer continued her study again at MAN Baranti and graduated on 2012. The following year, the writer registered at State Islamic College of Parepare (STAIN) and graduated on 2016. The writer completed her study with her skripsi in title **“Using Students’ Personal Experiences to Improve the Students’ Writing Ability of the Second Year of MAN Baranti Kabupaten Sidrap”**.