

**THE USE OF PERSONAL EXPERIENCES IN WRITING  
NARRATIVE TEXT AT THE SECOND YEAR  
STUDENTS OF SMP NEGERI 10  
PAREPARE**



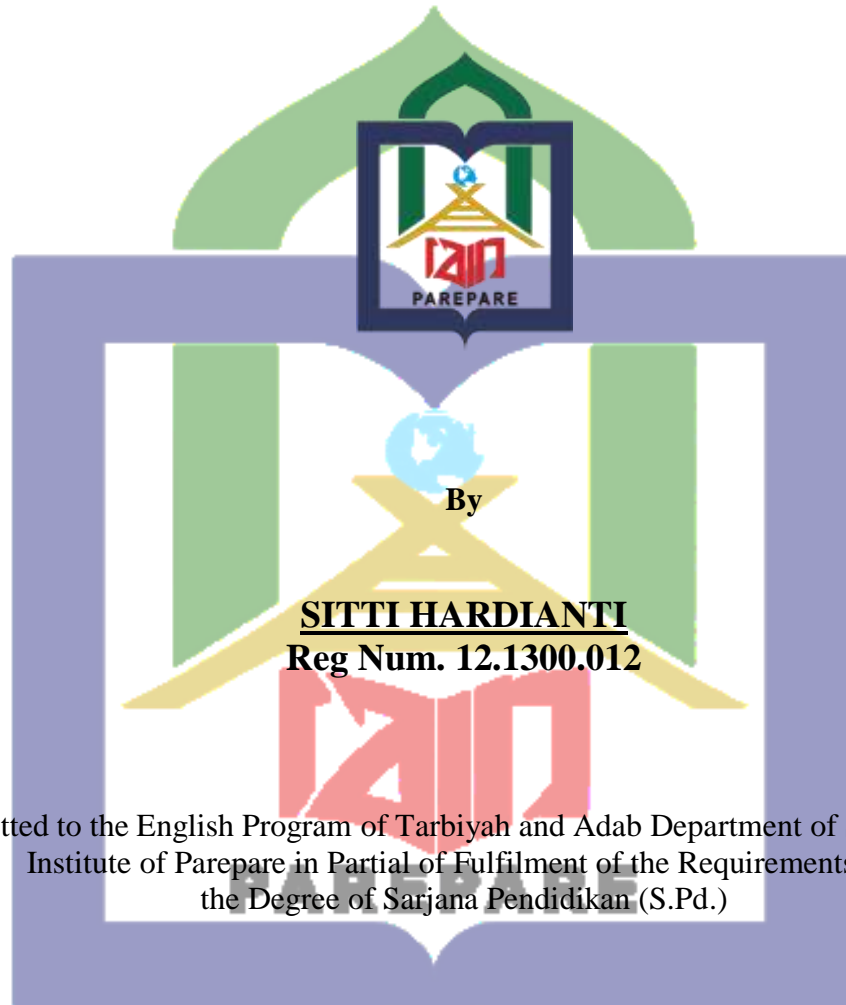
By

**SITTI HARDIANTI**  
**Reg Num. 12.1300.012**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

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**SITTI HARDIANTI**  
**Reg Num. 12.1300.012**

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for  
the Degree of Sarjana Pendidikan (S.Pd.)

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Program**

**Submitted by**

**SITTI HARDIANTI**

**Reg Num. 12.1300.012**

**to**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

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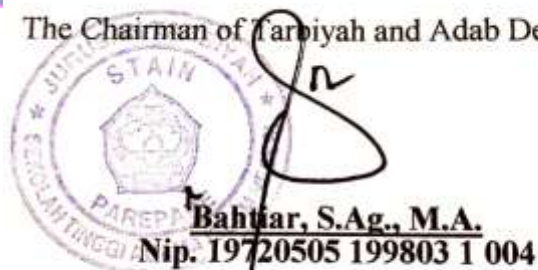
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**THE USE OF PERSONAL EXPERIENCES IN WRITING  
NARRATIVE TEXT AT THE SECOND YEAR  
STUDENTS OF SMP NEGERI 10  
PAREPARE**

Submitted by

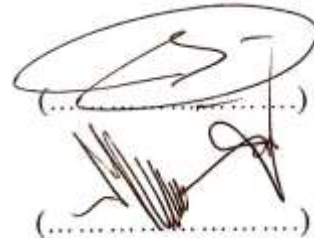
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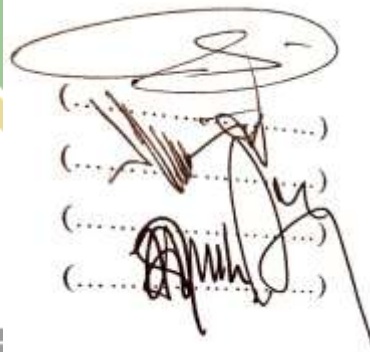
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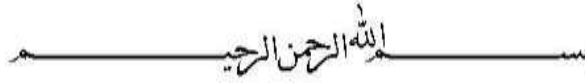


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## ACKNOWLEDGEMENT



*In the name of Allah, the most gracious and most merciful*

Assalamu'alaikum wr. wb.

Alhamdulillah Robbil Alamin, the writer would like to express her best regard to the God "Allah SWT." The creator of this universe, who has blessed her, given her a beautiful life, a good condition and a long life, so the writer able to finish this skripsi. Peace and blessing upon our prophet Muhammad SAW, his family, his companion and his followers.

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family whose name cannot be mentioned one by one but always exist in writer's heart.

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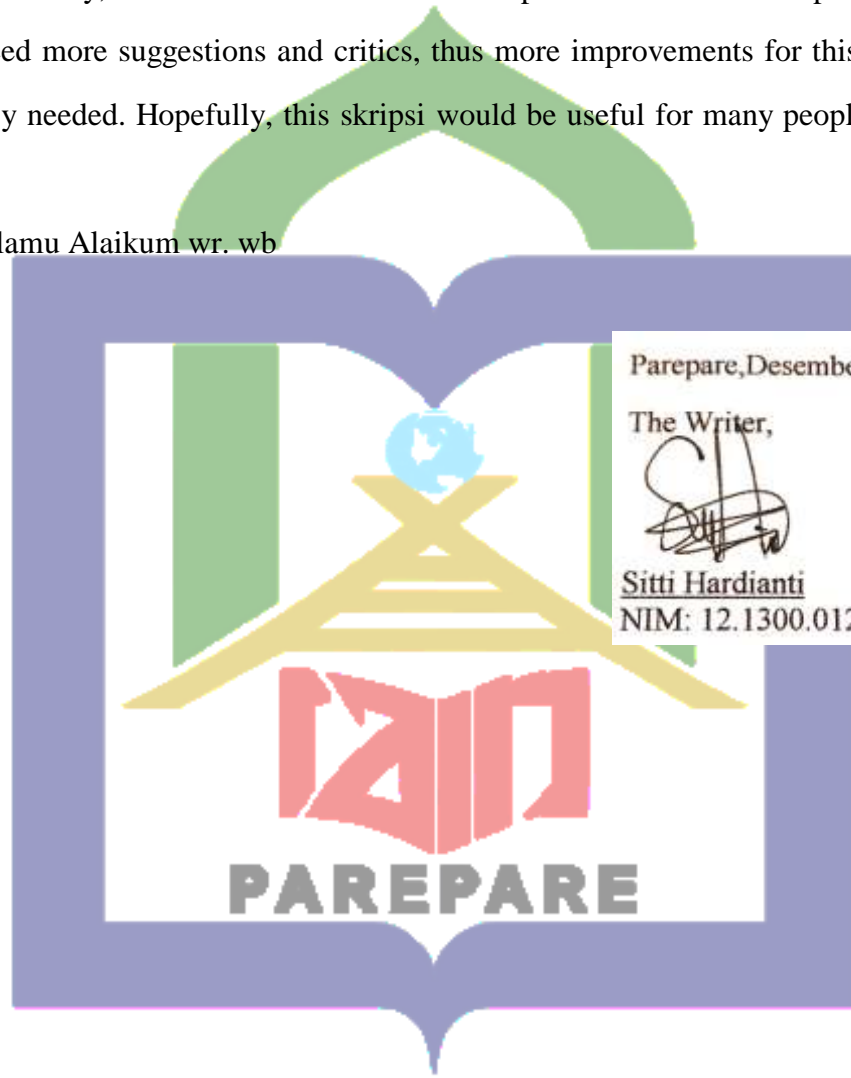
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giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes thanks to the all people and instances that provide the best four years moment in this Green campus.

Finally, the writer realized that this skripsi still have not been perfect yet and still need more suggestions and critics, thus more improvements for this skripsi are strongly needed. Hopefully, this skripsi would be useful for many people who need it.

Wassalamu Alaikum wr. wb



Parepare, Desember 18<sup>th</sup>, 2017

The Writer,

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NIM: 12.1300.012

## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, Desember 29<sup>th</sup> 2017

The Writer,



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## ABSTRACT

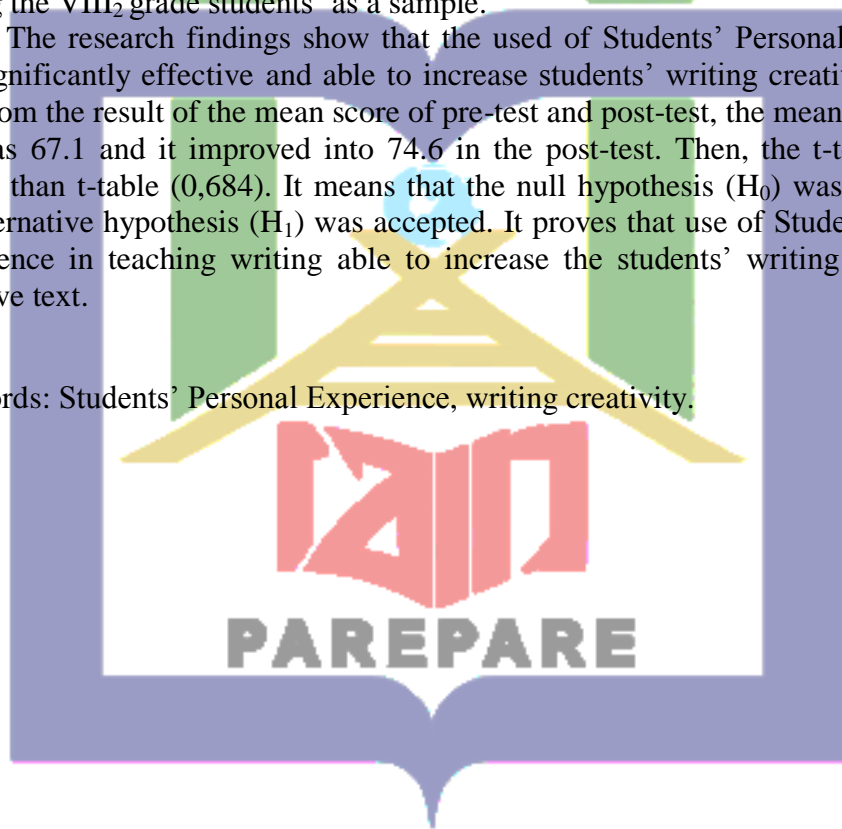
**Sitti Hardianti. 2017**, *The Use of Students' Personal Experiences to Increase Writing Creativity at the Second Year Students of SMPN 10 Parepare*”(Supervised by Anwar and Amzah).

The objective of the research was expected to find out whether Students' Personal Experience is able or not to increase students' writing creativity of the second year students of SMPN 10 Parepare. Then, the researcher used a pre-experimental design with one group pre-test-post-test design and the instrument which used was written test, include of pre-test and post-test.

The research carried out at SMPN 10 Parepare. The research was conducted from July 17<sup>th</sup> 2017 until August 19<sup>th</sup> 2017. The population of this research were the students of the second year of SMPN 10 Parepare that consist of two classes. The sample consisted of 27 students which used a purposive sampling technique with taking the VIII<sub>2</sub> grade students' as a sample.

The research findings show that the used of Students' Personal Experiences was significantly effective and able to increase students' writing creativity. It can be seen from the result of the mean score of pre-test and post-test, the mean score of pre-test was 67.1 and it improved into 74.6 in the post-test. Then, the t-test (6.1) was greater than t-table (0,684). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It proves that use of Students' Personal Experience in teaching writing able to increase the students' writing creativity in narrative text.

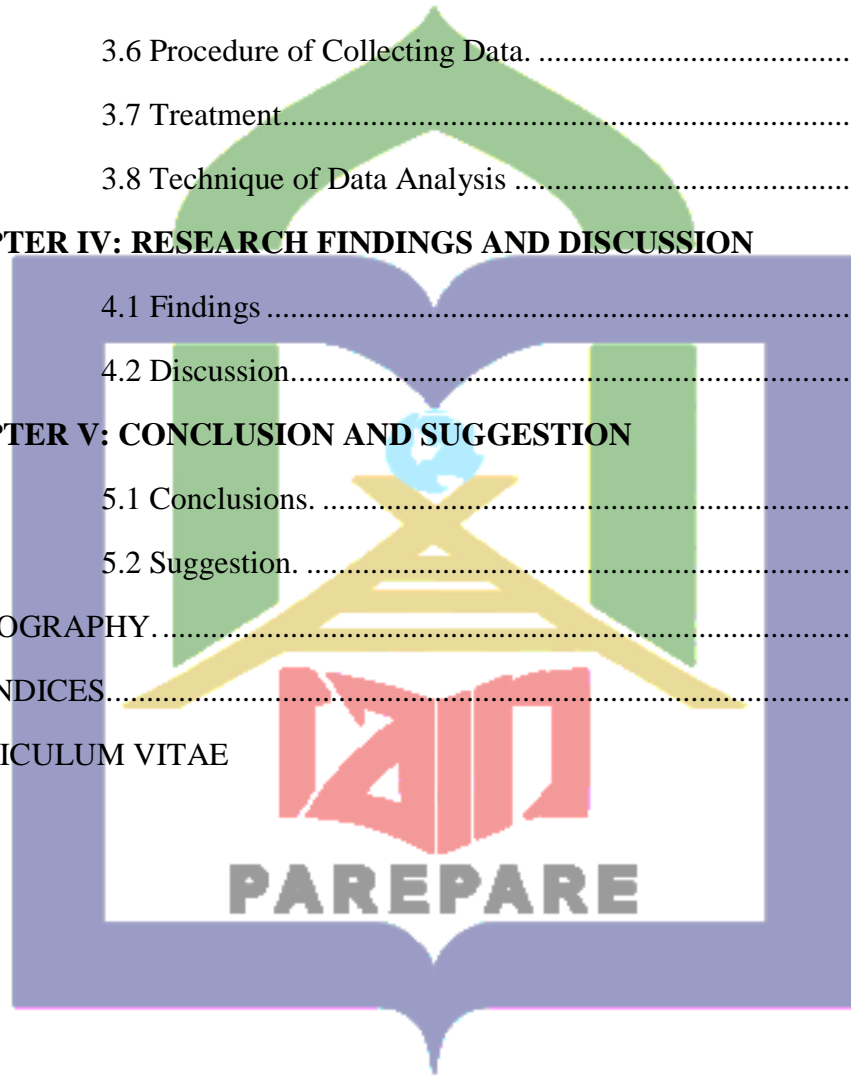
Keywords: Students' Personal Experience, writing creativity.



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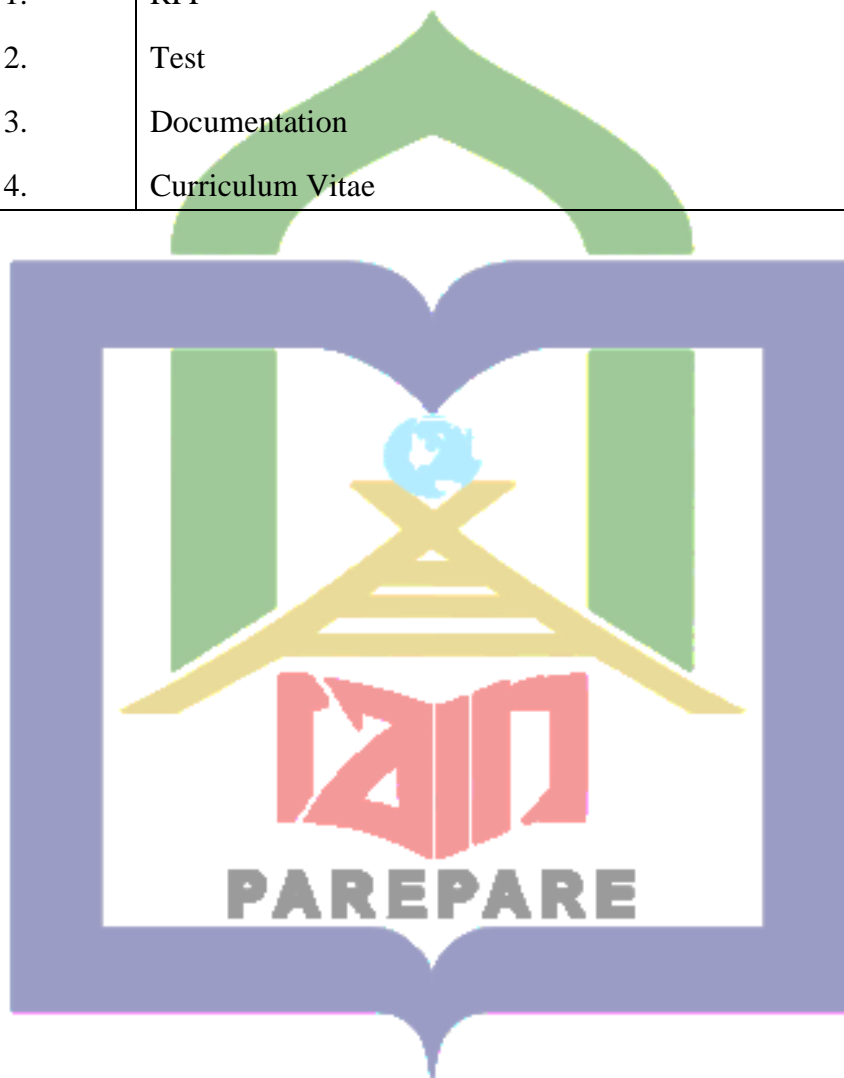
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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

Language is an essential aspect in human life, it is a means of communication that people use to ask for and give information. Communication is the key of the language and, without communication listening or reading can not be implemented.

Writing is one of the most difficult subjects. we know that the mastery of writing skill of the junior high school graduate is commonly not good. Although they have learned English for three years, but they still face some difficulties in writing, so when they continue their study to the higher level they cannot write well. Sabarti, states that students low with writing ability is caused by low level of their ability in elementary, junior high school. And in the other sentence she said that in facing writing assignment many students regard it as difficult subject. The assumption occurs because writing activity consumes abundant power, time and close attention.

Writing is not a natural skill because one cannot acquire this ability automatically and easily. This skill differs from other skills like speaking and listening in which the two other skills can be gained through natural process.

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.

Writing is really important for the students in the case that they should

Make a daily note from their teacher; make a research report, assignment from the teacher. It is also a means that demonstrate to the teacher that the students have

acquired the information. Good writing is necessary for success in college. If they do not master writing skill, they will find difficulties to share their teacher or their friends in a written form.

Writing is a chance to communicate the thought in the most affective way possible just to carry out the written. Sometimes teacher forgot that students have an ability in writing, but they do not aware. They just explain in the teaching material without practice to write something to improve students' ability.

The writer is interested in studying the writing creativity from personal experiences. The writer wants to do the research at the Second Year Students of SMPN 10 PAREPARE

### **1.2 Problem Statement**

Based on what the writer has been explained in the background of the study, the statements of the problems are arranged as follows:

- 1.2.1 How is the students' personal experiences able to increase writing narrative text at the Eight Grade Student of SMPN 10 PAREPARE?

### **1.3 The Objective of the Research**

Related to the statements of the problems, the writer takes objectives of the research are:

- 1.3.1 To find out the use of students' writing narrative text at the Second Year Students of SMPN 10 PAREPARE
- 1.3.2 To find out the personal experiences effective in writing narrative text at the Second Year Students of SMPN 10 PAREPARE

## 1.4 The Significance of Research

The significance of the research is divided into two parts. There are theoretically and practically:

### 1.4.1 Theoretical Significance

This research is expected to give the new information of the English teacher or the other people about English subject.

### 1.4.2 Practical Significance

This research is expected for:

#### 1.4.3 English Teacher

This research is expected to add information and give some contribution of teaching method in the classroom especially for writing. And the lecturers are expected to pay attention to the student's ability and their improving when they are teaching, so that they can interact with their students well.

#### 1.4.4 The Students

This research is expected to improve the student's achievement and to make them understand in writing process.

#### 1.4.5 The Researcher

This research is expected that the researcher will increase his knowledge especially about writing ability.

#### 1.4.6 The Next Researcher

This research is expected to be meaningful information and to give motivation for them to create another research about teaching writing effectively.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Previous Related Research Finding

There have been some researcher done related this research, some of them state below:

- 2.1.1 Irmawati in “Improving Students’ ability based on their own picture of the third year students of SMPN 1 Pamboang Majene” put forward the conclusion that the third years students of SMPN 1 Pamboang, Majene have good achievement in writing after being treated with own picture.<sup>1</sup>
- 2.2.2 Handayani in a research with the title “The Interest in Learning Written Composition By Using Magazine Picture of the second year students of MTsN Pangkajene” found that the use the magazine picture is effective to improve the students written composition by using magazine picture.<sup>2</sup> It proved by the result of pre-test (5,97) and post-test (7,40).
- 2.2.3 Muhajirah stated that by using visul material as a media is one of the writing techniques that have to be applied in improving writing descriptive paragraph for student<sup>3</sup>.

Based on the result of research above the researcher is able to make opinions that the using personal experience as media of learning can improve the student

<sup>1</sup> Irmawati,2009, *Improving Students’Ability Based on Their Own Picture of the Third Year Students of SMPN 1 Pamboang Majene*,(Unpublished Skripsi STAIN Parepare)

<sup>2</sup> Handayani, L,*The Interest in Learning Written Composition By Using Magazine Picture of the Students of MTsN Pangkajene*, (Unpublished Thesis STAIN Parepare, 2009), p. 38

<sup>3</sup>Muhajirah, *The Effectiveness of VisualMaterial In Improving Writing Descriptive Paragraph of the Second Year At SMPN 3Parepare*, (Unpublished Skripsi, Parepare: STAIN Parepare, 2013),

writing creativity in learning process and to make the students understand the lesson easily.

## **2.2 Some Pertinent Idea**

### **2.2.1 Concept of Personal Experience**

#### **2.2.1.1 Definition of Personal Experience**

It means private individual of a particular person experience.

2.2.1.1.1 Process of gaining knowledge or skill by doing and seeing things.

2.2.1.1.2 Event that affects one in some way.<sup>4</sup>

### **2.2.2 Concept of Writing**

#### **2.2.2.1 Definition of Writing**

2.2.2.1.1 Writing is the representation or language in a textual medium through the

#### **2.2.2.2 The Stage of Writing Process**

Good writing has sharpness, vividness, and clarity. It is also has substance body, or “muscle”. All these qualities come about manageable subject, focus upon it, and portray its concrete details-when the students look closely at something special. There are several ways of looking closely of writing process.

#### **2.2.2.3 Choosing a topic.**

A kind of composition which will write must avoid choosing a large topic that one's would have to write a book to do it.

#### **1. Choosing the subject**

Knowing the subject is the first principle of good writing. It is easy to make general statements. Someone has to know something about the subject which provides the supporting details. General statements are useful to introduce or sum up

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<sup>4</sup> Horby A.S. *Oxford Learner's Dictionary*, (New York 1987).P.65

a number of specific statements, the details, have to be there. To inform the reader about knowing the subject, it can be found in his own experience of others, and from another sources.<sup>5</sup>

## 2. Limit the subject

Once someone found a subject to write about, he must decide whether it is too big to handle in the time and space he has smaller ones. Each topic will, of course, suggest its own limitations. The important thing is to carry on the limiting process until someone has a subject to whom he can add his own special print of view or knowledge within the length of his paper. In general, the scope of the subject determines the length of the treatment, the bigger of subject, and the longer of writing. In practical terms according to Warriner, it means that his shorter composition will be successful only if someone deals with very limited subjects.

How do ones limit a subject? There are some possibilities

1. Deal with a limited time period
2. Deal with a limited place
3. Deal with a limited type
4. Deal with a limited use
1. Adopt the subject to the reader

Even if someone has a manageable topic, on terms of length, about which he is fully informed, he still needs to make another adjustment. Someone must adjust the topic and the content to the audience for which he worries. Just an important to know the subject, then, knows his audience, reading level, prior knowledge and attitudes.

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<sup>5</sup> Warnier, John.1982. *English Grammar and Composition (second course)*, New York: Harcourt Brace Jovanich. P. 33

This knowledge of his audience influence more focus in the topic and the content of his essay. This should affect also the way he begins, the number of examples he uses, and the words he selects.

#### 1. Determine the purpose

Assuming that someone has a workable topic and a good idea of his audience, there is still one more basic decision he must make about the special directions or focus of his paper. The effect one does wish to have on his audience.

After limiting the topic, one's must consider the purpose of his composition. Taking the particular attitude toward his subject will help someone defines that purpose.

A good writing then is not selected by accident. Someone should decide upon it only after he has settled three important matters.

1. The way in which subject will be limited
2. The audience for whom it is intended
3. The effect ones desire to produce

#### **2.2.2.4 Determining the audience, tone, and style**

The writer's opinion is by knowing the purpose of an essay, we can write essay easily for the exact audience with a tone and a style that are well suited.

##### 2.2.2.4.1 Identifying the audience

When ones is write, one's write for an audience, or reader. Address one's writing to anyone who may be interested in what one have to say. There will be times when ones have to write for a special audience, such as employer or a college admission committee. Keep that audience in mind as ones write. If ones write an

essay for onesr local historical society, for example, ones can expect the members to be interested in detail about onesr community, no details about a distant town.<sup>6</sup>

From the explanation above, the writer can conclude that the audience is very important for the successfulness of writing. It will be more useful if we write an essay for exact audience with the expected purpose of writing.

#### 1. Selecting the tone

Tone is inseparable from purpose and audience, it is the attitude that a writer conveys about a topic and an audience. Audience, purpose, and tone must work together. One may choose from a wide variety of tones; serious, ironic, affectionate, critical, nostalgic, light, humorous, and so on. In every case ones tone must be appropriate to ones topic. It is possible, however, to handle a serious topic lightly or humorously if the writing is skillful and tasteful.<sup>7</sup> Selecting the tone is very purposeful. We should select the tone that is suitable with the topic.

#### 2. Considering the style

Two people will express the same thought in different ways. That difference is a difference of style. Style in writing is the unique way in which each person puts his or her ideas into words. As ones write, one chooses particular words, and one puts words together in a particular order. Since it is the result of many choices, one can control ones style by making the choices purposefully. Style in writing is the unique way in which ideas are put into words which has the result of many choices purposeful.

#### 2.2.2.4.2 Writing an essay

Johnson T states that there are 10 easy steps to write an essay as follows:

<sup>6</sup> Brown, H. Douglas.. 2000. *Principles of Language Learning and Teaching*. San Francisco: San Francisco State University. P.17

<sup>7</sup> Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. ( San Francisco: San Francisco State University)P. 418



## 1. Research

Begin the essay writing process by researching your topic, making your self an expert.

## 2. Anaysis

Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading.

## 3. Brainstorming

Your essay will require insight of your own, genuine essay-writing brilliance.

## 4. Thesis

Pick your best idea and pin it down in a clear assertion that you can write your entire essay around.

## 5. Outline

Sketch out your essay before straightway writing it out.

## 6. Introduction

Now sit down and write the essay.

## 7. Paragraphs

Each individual paragraph should be focused on a single idea that supports your thesis.

## 8. Conclusion

Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or name call to action.

## 9. MLA style

Formt your essay according to the correct guidelines for citation.

## 10. Language

You are not done writing your essay until you've polished your language by correcting the grammar, making sentence flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits.<sup>8</sup>

1. He wants to speak. What is used here in general way to suggest a speaker make a definite decision to address someone. Speaking may be forced on him in some way, but we can still that he wants or intends to speak, otherwise he would keep silent.
2. He has communicated purpose. Speaker says something because they want something happen as a result of words that they say.
3. He selects from his store the speaker has an infinite capacity to create new sentences if he is a native speakers.<sup>9</sup>

### 2.2.3 Aspect of Writing

There are two aspects of writing is as follows:

#### 2.2.3.1 Audience and Purpose

When we write, we usually have someone in mind who will read what we wrote. On a personal level, we write notes and letters to friends, relatives, and lovers.

We also have a purpose, a reason to write. We want to thank a friend or colleague for doing a favour, wish a relative a happy birthday, or tell a lover how we feel.

---

<sup>8</sup> Johnson, T, 2004. *How to Write An Essay*, (online), (<http://www.aucegypt.edu/academic/writer/>, February 2016)

<sup>9</sup> Jeremi Harmer, *The Practical of English Language Teaching*, (London and New York: Longman, 1991) p. 41-42

### 2.2.3.2 A Recursive Process of Creating Meaning

When we write, especially something that is fairly complex, we do not ordinarily write a perfect letters or memo or essay or proposal in a single draft.<sup>10</sup>

#### 2.2.3.2.1 Content.

When we write, we must choose a good content. In writing we must use interesting content.

#### 2.2.3.2.2 Vocabulary Use.

When we write, we must a correct vocabulary. By using it, our written can interesting people to read our written.

### 2.2.3.3 The discourse level of writing

There are two discourse level of writing is as follow:

#### 2.2.3.3.1 Informal writing : friendly letters

Expect perhaps for personal diaries and notes, the most informal and natural form of writing is that of friendly letters.

#### 2.2.3.3.2 Formal writing

The cornerstone of good formal writing is the strong, well-organized paragraph.<sup>11</sup>

### 2.2.3.4 Structure

Structure refers to grammar which is appropriate with the situation. The former will use the functional language which is acceptable to the forms are used. The stucture of language when the students give the opinion sometime is not arranged grammatically.

<sup>10</sup> Gebhar, J.G, *Teaching English as a Foreign or Second Language*, (The University of Michigan Press, 1996) p. 221

<sup>11</sup> Lado, R, *Teaching English Across Culture*, (Mc.Graw-Hill.Printed in Singapore, 1988), p. 211

### 2.2.3.5 Writing Personal Experience Essay

#### 2.2.3.5.1 Kind of Personal Experience Essay

There are 4 kinds of personal experience essays and be explained as follows are:

##### 1. Persuasive Essay

By persuasive, we mean tending or having the power to persuade a persuasive argument. Through persuasive essays, ones have to persuade the reader into convincing that onesr point of view is correct by adopting logical reasoning to show that one idea is more legitimate than the other idea. Basically all essays are persuasive essays. Sometimes ones is assigned a controversial topic such as different law acts, political related issues, and nuclear issues for one's persuasive essays, but an essay on the meaning of an article or poetry is also a persuasive essay. The only difference being that through persuasive essays one's attempt or task is to persuade a reader to take some kind of action or adopt a certain point of view. At one and of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word and phrase or possibility of the sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

When planning a persuasive essay, follow these steps:

- a. Choose one's position. Which side of the issue or problem are ones going to write about, and what solution will ones offer? Know the purpose of one's essay
- b. Analyze onesr audience. Decide if one's audience agrees with ones, is neutral, or disagrees with onesr position.

- c. Research one's topic. A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond one's own knowledge and experience. One might need to go to the library or interview people who are experts on one's topic.
- d. Structure one's essay. Figure out what evidence one will include and in what order one will present the evidence. Remember to consider one's purpose, one's audience, and one's topic.

### 1. Expository Essays

Expository means, a statement, or rhetorical discourse intended to give information about or an explanation of difficult material. Expository essays present information in a way as to persuade, explain, inform, or get the reader acquainted with knowledge. Its purpose lies in putting forward other people's views with fairness and absoluteness. Expository Essay is subject-oriented and contains facts and information using little dialogue. It presents a subject in detail, and elucidates it by analyzing it, leading to discussion oriented writing to convey information or make the reader understand the difficult parts through explanation.

Expository essays also have a distinct format

- a. The thesis statement must be defined and narrow enough to be supported within the essay.
- b. Each supporting paragraph must have a distinct controlling topic and all other sentences must factually relate directly to it. The transition words or phrases are important as they help the reader follow along and reinforce the logic.

Finally, the conclusion paragraph should originally restate the thesis and the main supporting ideas. Finish with a statement that reinforces onesr position in a meaningful and memorable way.

## **2. Deductive Essays**

Deductive essays are an important factor in evaluating the knowledge level of students in many courses. Deductive reasoning is a familiar strategy we use in our everyday lives and is a potentially effective persuasive strategy.

Deductive reasoning is based on the concept that given as set of circumstances or clues (premises), one can draw a reasonable assumption as to the state of the situation. More simply, a person can solve a puzzle or identify a person if given enough information.

Deductive essay writing involves taking into account different factors individually then weighing them against the current knowledge about such things and then adding up them together to bring forward a conclusion.

## **3. Narrative Essays**

Life is full of surprises and difficulties. A twist of fate can make one's life miserable or blooming as the spring flower. Narrative essays are experiences written by ones that ones face during one's life. It tells a story, which is meaningful and important to ones, it can be real, or imagination based. It describes how a certain event can change a major part of onesrself and one's life, how ones have reacted to that event that happened to ones. A good narrative isn't just an enjoyable or amusing story, but has a point to make, an idea to pass on. The writer uses details that are significant and merges them to build up a story line that is easy for the reader to follow.

### Features

The story should have an introduction that clearly indicates what kind of narrative essay it is (an event or recurring activity, a personal experience, or an observation), and it should have a conclusion that makes a point.

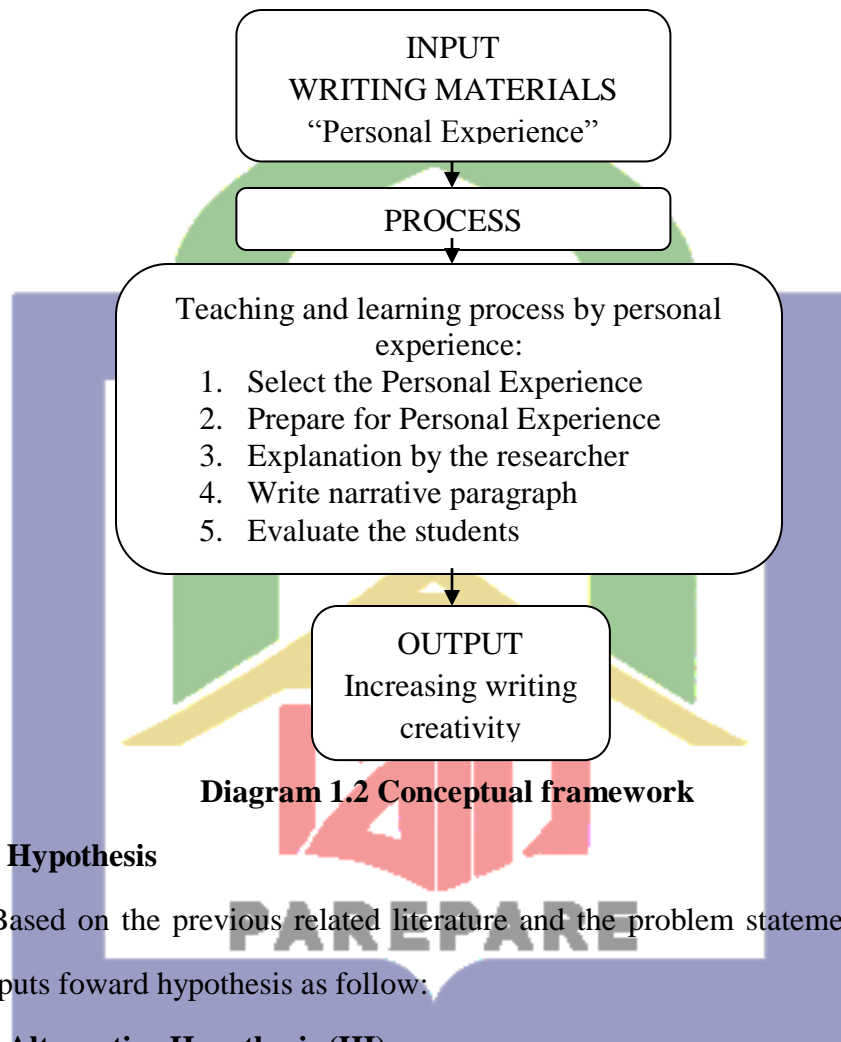
- a. The essay should include anecdotes. The author should describe the person, the scene, or the event in some detail. It's okay to include dialogue as long as ones know how to punctuate it correctly and as long as ones avoid using too much.
- b. The occasion or person described must be suggestive in that onesr description and thoughts lead the reader to reflect on the human experience.
- c. The point of view in narrative essays is usually first person. The use of "I" invites onesr readers into an intimate discussion.
- d. The writing in onesr essay should be lively and show some style. Try to describe ideas and events in new and different ways. Avoid using clichés. Again, get the basic story down, get it organized, and in onesr final editing process, work on word choice.

In this research the writer use narrative essay

1. Narrative essay is easy.
2. The limited student's vocabulary.
3. Use a simple language.

## 2.3 Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follow



**Diagram 1.2 Conceptual framework**

## 2.4 Hypothesis

Based on the previous related literature and the problem statement above, the writer puts forward hypothesis as follow:

### 2.4.3 Alternative Hypothesis (H1)

Problem solving is able to writing narrative text at second year students of SMPN 10 PAREPARE



## CHAPTER III

### METHODOLOGY OF RESEARCH

This chapter deals with the research design, location and duration, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

#### 3.1 Research Design

The aim of research is to increase writing creativity at the second years students of SMP Negeri 10 Parepare by using students' personal experience. This research design encompassed the method which was defined as the way to achieve the purpose of the research. The appropriate one to be used is pre-experimental design on one group pretest-posttest design. According to Sugiyono, experimental design is divided into four, namely; pre-experimental design, true experimental design, factorial experimental design and quasi experimental design<sup>12</sup>

Pre experimental design is the quantitative research design most closely associated with action or applied research. This research used one group pretest posttest design. In one group pretest posttest design are observed two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be result of the intervention or treatment the sample was given a test before and after the treatment. The formula as follow :

$$E: O1 \ X \ O2$$

Where :

E: Experimental Group

O1: Pre-Test

X: Treatment

O2: Post-Test

<sup>1</sup> Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p. 108

### 3.2 Variable and Operational Definition of Variable

#### 3.2.1 Variable

There are two variable involve in this research, namely independent variable and dependent variable.

3.2.1.1 Using personal experience is independent variable

3.2.1.1 Writing Creativity is dependent variable

#### 3.2.2 Operational Definition

3.2.2.1 Writing creativity is anything where the purpose is to express thoughts, feelings, and emotion rather than to simply convey information.

3.2.2.2 Using personal experience is one of technique that is applied in the classroom by the researcher. This item will help students to develop their creative thinking and imagination, and help enhance students' active vocabulary for describing people and events.

### 3.3 Population and Sample

#### 3.3.1 Population

The writer used random sampling in this research. The total of population of eight grade is more than 60 students

No	KELAS	LAKI-LAKI	PEREMPUAN	JUMLAH
1.	VIII.1	14	18	32
2.	VIII.2	12	16	28

### 3.3.2 Sample

The writers will use only 27 students of two classes which consist of male and female.

No	KELAS	LAKI-LAKI	PEREMPUAN	JUMLAH
1.	VIII.1 DAN VIII.2	12	15	27

## 3.4 Location and Duration

### 3.3.1 Location

The location of this research is in SMP Negeri 10 Parepare.

### 3.3.2 Duration

The research is divided in two action. The first action is pre-test include three meeting. The second action is post-test include one meeting. So that, there are four meeting for giving pre-test and post-test. So, the duration of the research is about a month.

## 3.5 Instrument of the Research

In this research, the researcher used instrument writing creativity which help for getting the empirical data and drawing the conclusion or the result of this research easily. The researcher applied test in this research.

## 3.6 Procedure of Collecting Data

### 3.6.1 Pre-test

Test is an examination of a person's knowledge and ability. The researcher used pre-test to find out the students' writing creativity.

### **3.7 Treatment**

The treatment organized fourth meeting in the classroom, each meeting run for 80 (2 x 40 minutes). The step in teaching by personal experience:

#### **3.7.1 Pre-Test**

##### **3.7.1.1 The first meeting**

On the first meeting, the researcher gave greeting for the students and then gave motivation before study. The researcher gave a little bit explanation about the topic, definition of writing, and the kinds of writing. The researcher also asked the student to write the things in the class.

##### **3.7.1.2 The second meeting**

In the second meeting the researcher reminded the students about the last material, then the researcher explained more about narrative text. After explaining, the researcher asked the students to write their daily activity at home.

##### **3.7.1.3 The third meeting**

In the third meeting the researcher reminded the students about the last material, the researcher gave explanation about the way to determine the main idea of the paragraph and asked the students to write their extracurricular activity.

#### **3.7.2 Post-test**

In the last meeting, the researcher give post-test to the students to know their writing creativity by using personal experience. Before that, the researcher give explanation about the topic.

### **3.8 Technique of Data Analysis**

The most valuable data required to answer the research under study was the collecting data from pre-test and post-test. Hyland (2003: 264) states the purpose of

data analysis to clarify our understanding of situation we have researched, exploring the data for patterns which make the situation meaningful, and perhaps provide a basis for action. In this present study, the data gathered are in the written form of writing descriptive paragraph at the second years students of SMPN 10 Parepare. Technique of data analysis can be seen in the following procedures:

3.8.1 Analyzing the students' individual score of pre-test and post-test. The students individual score has obtained from the total number of each items to be evaluated. Scoring and classifying the students' skill in the following criterias by J.B. Heaton that was modified as follow:<sup>13</sup>

**Table 3.1**

**Scoring and classifying the students' skill**

<b>Component</b>	<b>Score</b>	<b>Criteria</b>
<b>Content</b>	30-27	Excellent to Very Good: knowledge, substantive, etc.
	26-22	Good to Average: some knowledge of subject, Adequate range, etc.
	21-17	Fair-Poor: limited knowledge of subject, little substance, etc
	16-13	Very poor: does not shows knowledge of subject non substantive, etc
<b>Organization</b>	20-18	Excellent to Very Good: fluent expression, Ideas clearly stated, etc.

<sup>13</sup> J.B. Heaton, *Writing English Language Test* (New York: Longman inc, 1990). <https://www.google.co.id/ipinjhon.files.wordpress.com/04/writing-english-language-test-longmanf.doc>. Accessed on September 20<sup>st</sup> 2017, p. 146

	17-14	Good to Average: Somewhat choopy, loosely, organized but main idea stands out, etc
	13-10	Fair to Poor: non-fluent, ideas confused or disconnected
	9-7	Very Poor : does not communicative, np organization, etc
<b>Vocabulary</b>	20-18	Excellent to very Good: sophisticated range, effective words/idiom form, choice, usage, etc.
	17-14	Good to Averige: 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, choice, usage, etc
	9-7	Very Poor : essentially translation, little knowledge of English vocabulary.
<b>Language Use</b>	25-22	Excellent to Good : effective complex construction, etc
	21-18	Good to Average : effective but simple construction, etc.
	17-13	Fair to Poor : major problem in simple/complex construction,etc.
	10-5	Very Poor : virtually no mastery of

		sentences construction rules, etc.
<b>Mechanics</b>	5	Excellent to Very Good: demonstrates mastery of conversation, etc.
	4	Good to Average: occasional errors of spelling, punctuation, etc
	3	Fair to Poor : Frequent errors of spelling, punctuation, etc.
	2	Very Poor: no master conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

### 3.8.2 The data classifying the students score

Table 3.2 Classification the students' writing score.

No.	Score	Criteria
1.	86-100	Excellent
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor

3.8.3 Calculating mean score of the students test of pretest and posttest by using the follow formula:

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

where :

X : mean score

$\sum X$  : total score

N : number of students<sup>14</sup>

3.8.4 To know the standard deviation, the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{n}} \quad \text{where } SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SD = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N}}{N-1}}$$

Where:

SD : Standard deviation

SS : The sum of square

N : The number of students

$\sum X^2$  : The sum of all square<sup>15</sup>

$(\sum X)^2$  : the sum square of the sum of score<sup>4</sup>

3.8.5 To get the class percentage of the students' score the researcher used the formulated;<sup>16</sup>

<sup>14</sup> L.R. Gey, Geoffrey, E. Mills and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, the 8<sup>th</sup> Edition, (USA: Pearson Prentice Hall, 2006), p.320

<sup>15</sup> L.R. Gey, Geoffrey, E. Mills and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, the 8<sup>th</sup> Edition, (USA: Pearson Prentice Hall, 2006), p.320



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

Where :

P : Percentage

F : Frequency

N : Total number of sampel

### 3.6.6 Analyzing the students significant score pre-test and post-test.

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

Where :

T : Test of significance

D : The mean score of difference

$\sum D$  : The sun of total score difference

$\sum D^2$  : The square of the sum score difference

N : The total number of students<sup>17</sup>

<sup>16</sup> Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, s2006),p.43

<sup>17</sup> Gay L.R, *Educational Research: Competencies for Analysis and Application*, 2<sup>nd</sup> Edition p.331

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

The findings of this research deal with the classification of pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment of post-test to know the student's writing basic skill in narrative text before giving them the treatment of post-test, while post-test was given after treatment of pre-test to know the students' writing creativity and the result of the post-test of this research can answer the problem statements "How is students' writing narrative text at the Second Year Students of SMPN 10 PAREPARE?"

##### 4.1.1 The Use of Students' Personal Experiences In Writing Narrative Text At The Second Year Students of SMPN 10 Parepare

This part covers the result of data analysis about the students' writing narrative text at the second year students' of SMPN 10 Parepare :

##### 4.1.1.1 The students' score in pre-test

Table 4.1 the students' Score in Pre-Test Based on Aspects of writing

No	Students	Aspects					Total
		C	O	V	L	M	
1.	S1	16	20	15	15	4	70

2.	S2	13	7	7	5	3	35
3.	S3	13	12	14	3	3	45
4.	S4	16	19	10	10	5	60
5.	S5	18	20	18	10	4	70
6.	S6	19	20	20	15	5	79
7.	S7	17	18	20	16	5	76
8.	S8	20	20	18	9	3	70
9.	S9	19	20	20	15	4	78
10.	S10	17	20	20	15	3	75
11.	S11	23	18	13	11	3	68
12.	S12	25	14	16	10	5	70
13.	S13	24	15	16	11	4	70
14.	S14	20	15	18	10	2	65
15.	S15	20	15	10	11	4	60
16.	S16	22	15	11	12	5	65
17.	S17	20	17	20	14	4	75
18.	S18	16	18	11	11	4	60
19.	S19	18	19	20	13	5	75
20.	S20	17	20	19	12	2	70
21.	S21	20	17	19	11	3	70
22.	S22	20	18	11	10	1	60
23.	S23	20	18	11	9	2	60
24.	S24	19	18	20	14	4	75
25.	S25	20	20	19	10	1	70

26.	S26	23	20	20	10	2	75
27.	S27	18	20	15	9	3	65
<b>Total</b>							$\Sigma=1811$

*(Data' source the students' score in Pre-Test)*

Where:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

The pre-test had done before implementation of students' personal experience. It was conduct on Friday, November 10, 2017. The students assigned to write their daily activities in paper that has provided. The researcher found out the result of the students' pre-test based on the scoring rubric of writing narrative text which are format, punctuation and mechanics, content, organization, grammar and sentence structures which were analyzed and resulted in the information as shown at the table above.

After knowing the students' score in pre-test based on scoring rubric of writing, the following tables are students' score to find out the mean score.

Table 4.2 The Students' Score in Pre-Test based on the students' score classification table

No	Student	Pre-Test of The students (X1)			
		Max Score	Score (X1)	X1	Classification

1.	S1	100	70	4900	Fair
2.	S2	100	35	1225	Very Poor
3.	S3	100	45	2025	Poor
4.	S4	100	60	3600	Fair
5.	S5	100	70	4900	Fair
6.	S6	100	79	6241	Good
7.	S7	100	76	5776	Good
8.	S8	100	70	4900	Fair
9.	S9	100	78	6084	Good
10.	S10	100	75	5625	Good
11.	S11	100	68	4624	Fair
12.	S12	100	70	4900	Fair
13.	S13	100	70	4900	Fair
14.	S14	100	65	4225	Fair
15.	S15	100	60	3600	Fair
16.	S16	100	65	4225	Fair
17.	S17	100	75	5625	Good
18.	S18	100	60	3600	Fair
19.	S19	100	75	5625	Good
20.	S20	100	70	4900	Fair
21.	S21	100	70	4900	Fair
22.	S22	100	60	3600	Fair
23.	S23	100	60	3600	Fair
24.	S24	100	75	5625	Good

25.	S25	100	70	4900	Fair
26.	S26	100	75	5625	Good
27.	S27	100	65	4225	Fair
<b>Total</b>			$\Sigma X_1=1811$	$\Sigma X_1^2= 123975$	

(Data's source: the Students' Score in Pre-Test)

Based on the table above, showing the result of the students' writing score before giving treatment by using Personal Experience. one students in poor classification, one student in very poor classification, seventeen students in fair classification, eight students in good classification. Total score in pre-test was 1811. It could be that almost of the VIII<sub>1</sub> grade students' writing skill in narrative text were low. Because most of students gained very poor, fair and poor score.

The following table shows the percentage of the frequency in pre-test.

Table 4.3 The Rate Percentage of the frequency of the Pre-Test

No	Classification	Score	Frequency of Pre-test	Percentage of Pre-test
1.	Very Good	86-100	0	0
2.	Good	71-85	8	30%
3.	Fair	56-70	17	63%
4.	Poor	41-55	2	7%
5.	Very Poor	$\leq 40$	0	0%
<b>Total</b>			<b>27</b>	<b>100%</b>

(Data's source: the Rate Percentage of the frequency of the Pre-Test)

The table 4.3 showed the students' percentage of pre-test, it was most common in fair score namely seventeen students and it was the high percentage 63%. In very poor classification, there was one student with the percentage 5%. In poor

classification, there was one student with the percentage 5%. Only eight students in good classification with percentage 40%. It means that the students' writing creativity was still low. Especially, in writing narrative text.

The following was the process of evaluation to find out the mean score and the standard deviation based on the calculation of the students' score in pre-test of the table 4.2

Firstly, the researcher calculated the mean score of the test:

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{1811}{27}$$

$$X = 67,07$$

Thus, the mean ( $X_1$ ) of pre-test is **67,1**.

Based on the result of the pretest, the data showed that the mean score of pretest was 67,1. The lowest achievement gained score 30. From the analyzing. It could be seen that almost of the 27 students' writing skill were still low because most of students gained fair and poor score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{123975 - \frac{(1811)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{123975 - \frac{3279721}{27}}{26}}$$

$$SD = \sqrt{\frac{123975 - 121471.1}{26}}$$

$$SD = \sqrt{\frac{2503.8}{26}}$$

$$SD = \sqrt{96,3}$$

$$SD = 9.81$$

After determining the mean score ( $X_1$ ) of pre-test was 67.1 and standars deviation (SD) of the students' score in post-test 9.81

#### 4.1.1.2 The students' score in post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4 the students' Score in post-Test Based on Aspects of writing

No	Students	Aspects					Total
		C	O	V	L	M	
1.	S1	18	20	16	17	5	76
2.	S2	22	15	15	15	4	71
3.	S3	15	14	16	5	5	55
4.	S4	17	20	17	16	5	75
5.	S5	20	20	19	16	5	80
6.	S6	21	20	20	16	5	82



7.	S7	24	19	20	17	5	85
8.	S8	22	20	19	10	4	75
9.	S9	20	20	20	15	4	79
10.	S10	19	20	20	16	5	80
11.	S11	24	20	14	12	5	75
12.	S12	25	17	18	11	5	76
13.	S13	25	15	16	11	5	72
14.	S14	22	16	16	12	4	70
15.	S15	20	15	11	12	4	62
16.	S16	23	18	15	12	5	73
17.	S17	20	20	20	15	5	80
18.	S18	18	19	14	12	5	68
19.	S19	23	20	21	15	5	84
20.	S20	23	20	20	14	3	80
21.	S21	20	19	21	14	5	79
22.	S22	21	19	13	12	3	68
23.	S23	22	19	12	10	4	67
24.	S24	21	20	20	15	5	81
25.	S25	17	20	20	15	2	74
26.	S26	24	20	21	12	4	81
27.	S27	18	20	15	10	5	68
<b>Total</b>							<b><math>\Sigma=2016</math></b>

*(data' score the students' score in post-test)*

Where :

- C : Content  
 O : Organization  
 V : Vocabulary  
 L : Language Use  
 M : Mechanics

Post-test was conducted at the last meeting after the treatment had done. The result was shown on the table above, it was calculated based on the scoring rubric of writing which are content, organization, language use, mechanics, as well as vocabulary. The students assigned to write narrative text in a paper that had provided. And the improvement could be seen based on the post-test result.

After knowing the students' score in post-test based on scoring rubric of writing. The following table was the students' score to find out the mean score:

Table 4.5 students score in post-test based on the students score  
 Classification table

No	Student	Pre-Test of The students (X1)			Classification
		Max Score	Score (X <sub>2</sub> )	X <sub>2</sub> <sup>2</sup>	
1.	S1	100	76	5776	Good
2.	S2	100	71	5041	Good
3.	S3	100	55	3025	Poor
4.	S4	100	75	5625	Good
5.	S5	100	80	6400	Good
6.	S6	100	82	6724	Good
7.	S7	100	85	7225	Good

8.	S8	100	75	5625	Good
9.	S9	100	79	6241	Good
10.	S10	100	80	6400	Good
11.	S11	100	75	5625	Good
12.	S12	100	76	5776	Good
13.	S13	100	72	5184	Good
14.	S14	100	70	4900	Fair
15.	S15	100	62	3844	Fair
16.	S16	100	73	5329	Good
17.	S17	100	80	6400	Good
18.	S18	100	68	4624	Fair
19.	S19	100	84	7056	Good
20.	S20	100	80	6400	Good
21.	S21	100	79	6241	Good
22.	S22	100	68	4624	Fair
23.	S23	100	67	4489	Fair
24.	S24	100	81	6561	Good
25.	S25	100	74	5476	Good
26.	S26	100	81	6561	Good
27.	S27	100	68	4624	Fair
<b>Total</b>			$\sum X_1 = 2016$	$\sum X_1^2 = 151976$	

*(data' score: the students' score in post-test)*

The table above showed that there was increasing of students' score after giving treatment by using "Students' Personal Experience", one student in poor

classification, six students in fair classification, and twenty students in good classification. It means that the students writing creativity has improved by using “students’ personal experience” in writing narrative text significantly. The total in post-test is 2016. It proved that there were increasing of students’ score in post-test.

The following table shows the percentage of the Frequency in post-test.

Table 4.6 The Rate Percentage of the frequency of the post-test

No	Classification	Score	Frequency	Percentage
			Post-test	Post-test
1.	Very Good	86-100	0	0
2.	Good	71-85	20	74%
3.	Fair	56-70	6	22%
4.	Poor	41-55	1	4%
5.	Very Poor	≤40	0	0%
Total			27	100%

*(Data’s source: the rate Percentage of the Frequency of Post-Test)*

The table 4.5 was showed the students’ percentage of post-test which indicated that there was increasing percentage of students in writing because there were twenty students in good classification with **74%**. In fair classification namely six students with **22%**, but in this case, there was one poor and no students in very poor classification. It means that there was an improvement percentage after doing pre-test up to post-test.

In this research, the researcher analyzed the data of students’ score in post-test to know whether there is or there is no a significant of students’ achievement before

and after teaching process by using students' personal experience in writing creativity (narrative text).

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{2016}{27}$$

$$X = 74.6$$

Thus, the mean score ( $X_2$ ) of post-test is **74.6**

based on the result of the post-test, the data showed that the mean score of post-test was **74.6**. The lowest achievement gained score **55**. From that analyzing, it could be seen that almost of the 27 students' writing creativity was good because there was an increasing of students' score. Twenty students in good classification, six students in fair classification, one student in poor classification and no one student in very poor classification.

The second, to get the standard deviation of post-test, used formula:

$$SD = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{151796 - \frac{(2016)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{151796 - \frac{(4064256)}{27}}{26}}$$

$$SD = \sqrt{\frac{151796 - 150528}{26}}$$

$$SD = \sqrt{\frac{1268}{26}}$$

$$SD = \sqrt{48.77}$$

$$SD = 6.98$$

Thus, after SD of the post-test is 6.98

After determine the mean score ( $X_2$ ) of the post-test was 74.6 and standard deviation (SD) of the post-test was 6.98, it could be seen that the students' writing skill had an improvement in post-test.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test showing in the following table.

Table 4.7 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	67.1	9.81
Post-test	74.6	6.98

*(data' score: the mean score and standard deviation of the pre-test and post-test)*

The data in table 4.7 indicated that there was an increasing while doing pre-test up to post-test. In pre-test had score 67.1 and the post-test score increased become 74.6. the standard deviation of pre-test was 9.81 (SD) while the standard deviation of the post-test was 6.98 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing skill had increasing after doing the teaching and learning process.

#### 4.1.1.4 T-Test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.8 the worksheet of the calculation of the score on pre-test and post-test on the student' writing skill in narrative text

No.	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	D(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1.	70	76	4900	5776	6	36
2.	35	71	1225	5041	36	1296
3.	45	55	2025	3025	10	100
4.	60	75	3600	5625	15	225
5.	70	80	4900	6400	10	100
6.	79	82	6241	6724	3	9
7.	76	85	5776	7225	9	81
8.	70	75	4900	5625	5	25
9.	78	79	6084	6241	1	1
10.	75	80	5625	6400	5	25
11.	68	75	4624	5625	7	49
12.	70	76	4900	5776	6	36
13.	70	72	4900	5184	2	4
14.	65	70	4225	4900	5	25
15.	60	62	3600	3844	2	4

16.	65	73	4225	5329	8	64
17.	75	80	5625	6400	5	25
18.	60	68	3600	4624	8	64
19.	75	84	5625	7056	9	81
20.	70	80	4900	6400	10	100
21.	70	79	4900	6241	9	81
22.	60	68	3600	4624	8	64
23.	60	67	3600	4489	7	49
24.	75	81	5625	6561	6	36
25.	70	74	4900	5476	4	16
26.	75	81	5625	6561	6	36
27.	65	68	4225	4624	3	9
<b>Total</b>	<b>1811</b>	<b>2016</b>	<b>123975</b>	<b>151796</b>	<b>205</b>	<b>2641</b>

(Data' score: the worksheet of the Calculation of the score on pre-test and post-test on the students' writing skill in narrative text)

In the other to see the students' score, the following is t-test was statistically applied:

To find the out D used formula follow:

$$D = \frac{\sum D}{N} = \frac{205}{27} = 7.59$$

The calculation the t-test value

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

$$t = \frac{7.59}{\sqrt{\frac{2641 - \frac{(205)^2}{27}}{27(27-1)}}}$$



$$t = \frac{7.59}{\sqrt{\frac{2641 - \frac{42025}{27}}{27(26)}}$$

$$t = \frac{7.59}{\sqrt{\frac{2641 - 1556.48}{702}}}$$

$$t = \frac{7.59}{\sqrt{\frac{1084.52}{702}}}$$

$$t = \frac{7.59}{\sqrt{1.54}}$$

$$t = \frac{7.59}{1.24}$$

$$t = 6.1$$

Thus, the t-test value is 6.1 it was greater than t-table. It indicated that there was an increasing of students' writing skill after doing the treatment.

Table 4.9 The Test Of Significance

Variable	T-test	T-table value
Pre-test – post-test	6.1	0.684

(data' source: the table of significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test. So the researcher concluded that there was an increasing of the students' writing skill after doing the teaching and learning process.

#### 4.1.2 Hypothesis Testing

To find out degree of freedom (df) researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 27-1 \\ &= 26 \end{aligned}$$

For the level of significance (p) 0,25 and df = 26, and the value of the table is 0,684, while the value of t-test is 6.1. it means that the t-test value is greater than table. Thus, it can be concluded that the students in writing narrative text had an increasing after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

#### 4.2 Discussion

After seeing the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that in the pre-test no one student who got very good score, two (7%) students got poor score, seventeen (63%) students got fair score, eight (30%) students got good score, and no one students got very poor score. Whereas in the post-test, one (4%) student got poor score, six (22%) students got fair score, twenty (74%) students got good score, no one student who got very good and very poor score. From the result, the researcher concluded that the students' writing creativity increased from poor to fair, as well as good classification. And to increase writing students I give some test. For examples I tell them to write about the experiences.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (74,6) was greater than pre-test (67,1). Even, for the level significant (p) 0.25 and df = 26, and the value of table is

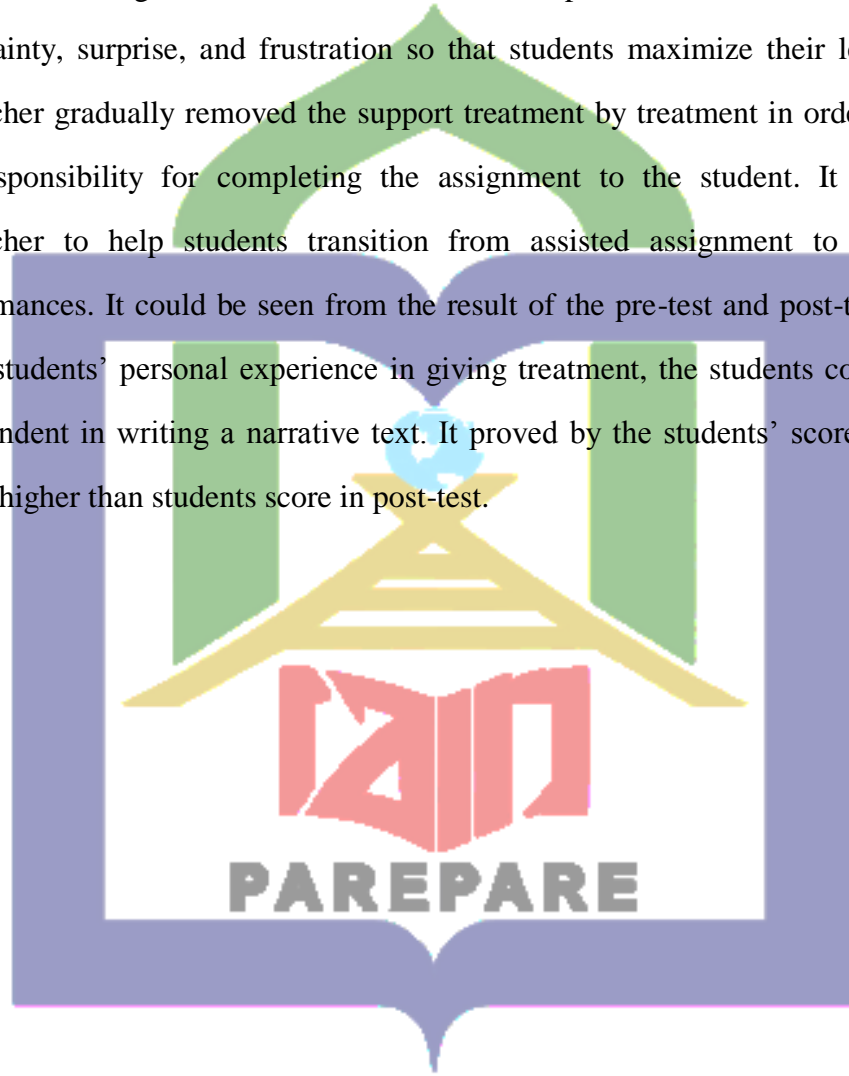
0,684, while the value of the t-test is 6,1. It means that, the t-test value is greater than t-table ( $6,1 \geq 0,684$ ). Thus, it can be concluded that the students' writing creativity in narrative text is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above, the researcher concluded that there is an increasing of students' writing narrative text by using students' personal experience at the second year students of SMPN 10 Parepare.

#### 4.2.2 The ways of Using Students' Personal Experience to increase Writing Creativity

Irmawati in her journal of English Teaching and Research about *Improving Students' Ability based on Their Own Picture of the third year students of SMPN 1 Pamboang Majene* put forward the conclusion that the third years students of SMPN 1 Pamboang Majene have good achievement in writing after being treated with own picture. Based on this statement, the researcher used *Students' Personal Experience* as a media in giving treatment in the class. Before giving treatment, the researcher give the pre-test to know the students initial in writing creativity. After doing the pre-test, the treatment was given. The treatment was give in four times. During the treatment, the researcher gave support and it was adapted with the students' performance at the second year students of SMPN 10 Parepare. After the treatment, the researcher gave the post-test to measure the increasing of the students' writing creativity after doing the teaching and learning process. The result of this research had been describe above. Based on the result, the researcher could concluded that *Students' Personal Experience* as media had a good impact and could increase students' writing creativity in Narrative Text.

The use of Students' Personal Experience as media changed the classroom in teaching and learning process. Personal Experience reduced students' confusion because the researcher provided clear directions and quality example as references. The researcher guided the students until the process was learned. It reduced uncertainty, surprise, and frustration so that students maximize their learning. The researcher gradually removed the support treatment by treatment in order to transfer the responsibility for completing the assignment to the student. It allowed the researcher to help students transition from assisted assignment to independent performances. It could be seen from the result of the pre-test and post-test that after using students' personal experience in giving treatment, the students could be more independent in writing a narrative text. It proved by the students' score in post-test which higher than students score in post-test.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the researcher findings and discussion in the previous chapter, the researcher put the conclusion and offer some suggestion based on the research that was done at SMPN 10 Parepare.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the result showed the positive impact in the students' writing creativity and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether the Use of Students' Personal experience was able or not to improve students' writing creativity in narrative text. Therefore, this study is using quantitative research. The results of data analysis; The mean score of pre-test (67,1) and standard deviation (9,81). The mean score of post-test (74,6) and the standard deviation (6,98). T-test result in which the value of t-test was 6,1 was greater than t-table was 0,684 at the level significance 0,25 and degree of freedom (df) was 26.

The result of the research showed that the used of Students' Personal Experience was able to increase the students' writing creativity that covers writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentence. The enhancement of the students' writing creativity is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 67,1 and it improved to 74,6 in the post-test. Then, the t-test (6,1) was greater than t-table (0,684). It means that the null hypothesis ( $H_0$ ) was rejected and the

alternative hypothesis ( $H_a$ ) was accepted. It proved that the Use of Students' personal experience in teaching writing able to improve the students' writing narrative text.

## **5.2 Suggestion**

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

### **5.2.1 For the English Teacher**

5.2.1.1 The English teachers should increase their creativity in teaching writing, for example by using media to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens.

5.2.1.2 The teacher can use Personal Experience for teaching writing and to create variety of teaching learning English process.

### **5.2.2 For the Students**

5.2.2.1 The students should be more active and not afraid of making mistakes during teaching learning process, especially in the writing class.

5.2.2.3 They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy writing class.

### **5.2.3 For Other Researchers**

The script can be a reference for the researcher to conduct the next research.

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## RENCANA PELAKSANAAN PEMBELAJARAN

## LESSON PLAN

Satuan Pendidikan : SMP Negeri 10 Parepare  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema : Writing Creativity (kreatifitas menulis)

- Macam-macam penulisan
- Pengertian writing (penulisan)
- Menulis benda-benda di kelas

Alokasi waktu : 2 x 40 menit

Kompetensi Dasar : - menuliskan benda di dalam kelas  
- Menuliskan kalimat

**I. INDICATOR**

Siswa mampu :

- Mengetahui macam-macam writing
- Menuliskan benda-benda di kelas
- Menuliskan kalimat

**II. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa mampu :

- Menuliskan macam-macam benda dalam bahasa inggris
- Mengetahui macam-macam writing
- Menuliskan kalimat yang menjadi main idea

**III. MATERI PEMBELAJARAN**

- Macam-macam penulisan
- Menulis benda-benda di kelas
- Ide pokok dalam kalimat

#### IV. METODE PEMBELAJARAN

- Four phase technique ( Introduction, Implementation/Process, Evaluation, assesment)

#### V. LANGKAH-LANGKAH PEMBELAJARAN

##### a. Kegiatan Pendahuluan (20 menit)

- Greeting (Memberi salam dan berdoa)
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang Topic yang akan dibahas

##### b. Kegiatan Inti (50 menit)

- Guru menjelaskan tentang definition of writing dengan bahasa yang mudah dipahami
- Guru meminta kepada siswa menuliskan benda-benda yang ada di dalam kelas
- Guru menjelaskan tentang macam-macam writing
- Guru meminta siswa menuliskan main idea yang dipikirkan

##### c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Memberikan informasi kepada siswa tentang materi pertemuan selanjutnya

## VI. ALAT/BAHAN SUMBER PEMEBELAJARAN

- Buku Panduan
- Dll

## VII. PEDOMAN PENILAIAN

- Untuk setiap tulisan yang baik diberikan score = 95

Parepare, 11 oktober 2017

Guru Mata Pelajaran,-

Mahasiswa peneliti,-

**ARDI, S.Pd**

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NIP: 19780525 201001 1 015

NIM.12.1300.012

Mengetahui,-

Kepala Sekolah SMP NEGERI 10 PAREPARE

**Drs. M. SOFYAN, M. Pd**

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RENCANA PELAKSANAAN PEMBELAJARAN  
LESSON PLAN

Satuan Pendidikan : SMP Negeri 10 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Tema : Pengalaman Pribadi

- Pengertian pengalaman pribadi

- Menulis dengan menggunakan pengalaman pribadi

Alokasi waktu : 2 x 40 menit

Kompetensi Dasar : - Menuliskan pengalaman pribadi

I. INDICATOR

Siswa mampu :

- Menjelaskan personal experience (pengalaman pribadi)
- Menuliskan personal experience (pengalaman pribadi)

II. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa mampu :

- Menuliskan pengalaman pribadi
- Mengembangkan writing creativity (kreatifitas menulis)

III. MATERI PEMBELAJARAN

- Personal experience

IV. METODE PEMBELAJARAN

- Four phase technique ( Introduction, Implementation/Process, Evaluation, assesment)

## V. LANGKAH-LANGKAH PEMBELAJARAN

### a. Kegiatan Pendahuluan (20 menit)

- Greeting (Memberi salam dan berdoa)
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang Topic yang akan dibahas

### b. Kegiatan Inti (50 menit)

- Guru menjelaskan tentang definition of personal experience
- Guru meminta kepada siswa menuliskan pengalaman pribadinya

### c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Memberikan informasi kepada siswa tentang materi pertemuan selanjutnya

## VI. ALAT/BAHAN SUMBER PEMEBELAJARAN

- Buku Panduan
- Dll

## VII. PEDOMAN PENILAIAN

- Untuk setiap tulisan yang baik diberikan score = 95

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RENCANA PELAKSANAAN PEMBELAJARAN  
LESSON PLAN

- Satuan Pendidikan : SMP Negeri 10 Parepare
- Mata Pelajaran : Bahasa Inggris
- Kelas : VIII
- Tema : Writing Activity (kreatifitas menulis)
- Menulis kegiatan ekstrakurikuler di sekolah
  - Memberikan pembahasan writing (penulisan)
- Alokasi waktu : 2 x 40 menit
- Kompetensi Dasar : - Menuliskan kegiatan ekstrakurikuler di sekolah  
- Menentukan topic
- I. INDICATOR
- Siswa mampu :
- Menuliskan kegiatan ekstrakurikuler di sekolah
  - Menentukan topik pembahasan
- II. TUJUAN PEMBELAJARAN
- Pada akhir pembelajaran siswa mampu :
- Mengembangkan writing creativity
  - Menuliskan kegiatan ekstrakurikuler di sekolah
  - Menuliskan kalimat yang menjadi main idea
- III. MATERI PEMBELAJARAN

- Materi penulisan/Pemilihan topic
- Menulis tentang kegiatan ekstrakurikuler di sekolah

#### IV. METODE PEMBELAJARAN

- Four phase technique ( Introduction, Implementation/Process, Evaluation, assesment)

#### V. LANGKAH-LANGKAH PEMBELAJARAN

##### a. Kegiatan Pendahuluan (20 menit)

- Greeting (Memberi salam dan berdoa)
- Mengabsen siswa

- Memberi motivasi kepada siswa
- Penjelasan tentang Topic yang akan dibahas

##### b. Kegiatan Inti (50 menit)

- Guru menjelaskan tentang kegiatan ekstrakurikuler
- Guru meminta kepada siswa menuliskan kegiatan-kegiatan ekstrakurikuler di sekolah
- Guru meminta siswa menentukan topic pembahasan

##### c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Memberikan informasi kepada siswa tentang materi pertemuan selanjutnya

#### VI. ALAT/BAHAN SUMBER PEMEBELAJARAN

- Buku Panduan
- Dll



## VII. PEDOMAN PENILAIAN

- Untuk setiap tulisan yang baik diberikan score = 95

Parepare, 11 oktober 2017

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**Drs. M. SOFYAN, M.Pd**

NIP: 19581231 198603 1234

## RENCANA PELAKSANAAN PEMBELAJARAN

## LESSON PLAN

Satuan Pendidikan : SMP Negeri 10 Parepare  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema : Writing Creativity (kreatifitas penulisan)

- Menulis menggunakan pengalaman pribadi

Alokasi waktu : 2 x 40 menit  
Kompetensi Dasar : - Menuliskan pengalaman pribadi

## I. INDICATOR

Siswa mampu :

- Memahami tentang writing
- Menuliskan pengalaman pribadi

## II. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa mampu :

- Memahami tentang writing creativity
- Mengembangkan writing creativity
- Menuliskan pengalaman pribadi siswa

## III. MATERI PEMBELAJARAN

- Pengalaman Pribadi
- Mengekspresikan pengalaman pribadi dalam penulisan

## IV. METODE PEMBELAJARAN

- Four phase technique ( Introduction, Implementation/Process, Evaluation, assesment)

## V. LANGKAH-LANGKAH PEMBELAJARAN

### a. Kegiatan Pendahuluan (20 menit)

- Greeting (Memberi salam dan berdoa)
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang Topic yang akan dibahas

### b. Kegiatan Inti (50 menit)

- Guru meminta kepada siswa menuliskan pengalaman pribadi masing-masing
- Guru meminta menjelaskankinds of writing yang digunakan

### c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Memberikan informasi kepada siswa tentang materi pertemuan selanjutnya

## VI. ALAT/BAHAN SUMBER PEMEBELAJARAN

- Buku Panduan
- DII

## VII. PEDOMAN PENILAIAN

- Untuk setiap tulisan yang baik diberikan score = 95

Parepare, 11 oktober 2017

Guru Mata Pelajaran,-

Mahasiswa peneliti,-

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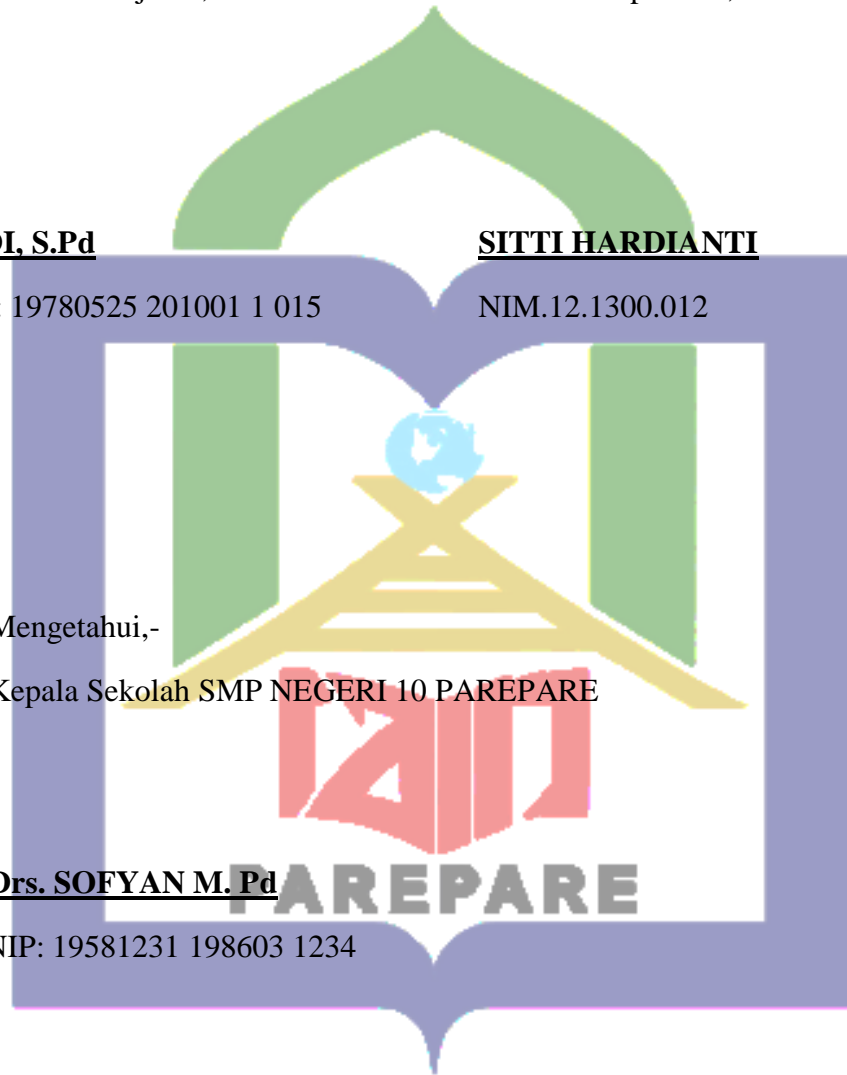
NIM.12.1300.012

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NIP: 19581231 198603 1234





# APPENDICES

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE**  
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 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B 2844 /Sti.08/PP.00.9/10/2017  
 Sasaran : -  
 Tujuan : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KOTA PAREPARE  
 Cq. Badan Perencanaan Pembangunan Daerah  
 di  
 KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

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

Nama	: SITTI HARDIANTI
Tempat/Tgl. Lahir	: SOPPENG, 30 Desember 1993
NIM	: 12.1300.012
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: JL. BUKIT INDAH, KEC. MARIORIWAWO, KAB. SOPPENG


Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

**"THE USE OF STUDENTS' PERSONAL EXPERIENCES TO INCREASE WRITING CREATIVITY AT THE SECOND YEAR STUDENTS OF SMPN 10 PAREPARE"**

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

Terima kasih,

09 Oktober 2017  
 A.n Ketua  
 Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

  
 Moh. Djunaidi





**PEMERINTAH KOTA PAREPARE**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111. Kode Pos 91122  
 Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

**PAREPARE**

Parepare, 9 Oktober 2017

Kepada

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare

Di

Parepare

Nomor : 050/3103/Bappeda  
 Lampiran : --  
 Perihal : Izin Penelitian

**DASAR :**

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 2044/Stb.08/PP.00.9/10/2017 tanggal 09 Oktober 2017 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : SITTI HARDIANTI  
 Tempat/Tgl. Lahir : Soppeng/30 Desember 1993  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswi  
 A l a m a t : Jl. Amal Bakti Soreang, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :  
 "THE USE OF STUDENTS' PERSONAL EXPERIENCES TO INCREASE WRITING CREATIVITY AT THE SECOND YEAR STUDENTS OF SMPN 10 PAREPARE"

Selama : Tmt. 09 Oktober s.d. 30 Nopember 2017  
 Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



**TEMBUSAN :** Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara SITTI HARDIANTI
5. Arsip.



PEMERINTAH KOTA PAREPARE  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 10

Alamat: Jalan Bau Massepe No. 474 ☎ (0421) 21331 Parepare  
e-mail: info.smpn10parepare.sch.id website: http://smpn10parepare.sch.id

**SURAT KETERANGAN**

Nomor : 422.4/050/SMP.10/II/2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 10 Parepare menerangkan bahwa :

Nama Mahasiswa	: SITTI HARDIANTI
NIM	: 12.1300.012
Jenis Kelamin	: Perempuan
Jurusan	: Tarbiyah dan Adab
Prodi	: Pendidikan Bahasa Inggris (FBI)
Fakultas	: Sekolah Tinggi Agama Islam Negeri (STAIN)

Telah mengadakan Penelitian di SMP Negeri 10 Parepare mulai tanggal 10 Oktober sampai 30 Nopember 2017. Sehubungan dengan Penyusunan Skripsi yang berjudul :

*"THE USE OF STUDENTS' PERSONAL EXPERIENCES TO ENGREASE WRITING CREATIVITY AT THE SECOND YEAR STUDENTS OF SMPN 10 PAREPARE"*

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Parepare, 21 Februari 2018  
Kepala Sekolah,  
  
Drs. M. SOFYAN, M. Pd  
NIP. 19581231 198603 1 234



### DOKUMENTASI



**PAREPARE**



## CURRICULUM VITAE



**SITTI HARDIANTI**, the writer was born on December 30<sup>th</sup>. 1992 in Walimpong, Soppeng South Sulawesi. She is the fifth child from six children in her family from the couple, Muri and Aswadu. She has two sisters are Awidah and Wildana, and She has three brothers are Rustam, Ahmad Muslim and Sopian.

She began her study in Elementary school at SDN 195 Barae and graduate on 2005. In same year, she continued her study to Mts DDI Walimpong and graduate on 2008. She decided to continue her study to SMAN 2 Watansoppeng and graduate on 2011. However, she continues her study at State Islamic Collage of Parepare on 2012. During she study at STAIN Parepare, the writer active in Himpunan Mahasiswa Jurusan (HMJ) 2013-2015 and active to in Pergerakan Mahasiswa Islam Indonesia (PMII) 2012-2018. On 2017 she completed her skripsi in the title “The Use of Students’ Personal Experiences to Increase Writing Creativity at The Second Year Students of SMPN 10 Parepare”.