

## The Use of Student Personal Experience (SPE) Method in Narrative Text to EFL Learners

BY

<sup>1</sup>Buhari, <sup>2</sup>Andi Sadapotto, <sup>3</sup>Muhammad Hanafi, <sup>4\*</sup>Usman M

<sup>1,2,3,4</sup> English Department, Teacher Training and Education Faculty of Universitas Muhammadiyah Sidenreng Rappang, Indonesia,



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### Corresponding author:

Usman M

### Abstract

The objective of this articles was to find out whether or not the use of students personal experience method improve writing ability of EFL Learners This research used pre-experimental method. The population of this research was three classes of the eight grade students EFL Learners in academic year 2020/2021with the total population were 61 students. The sample of this research was VIII.a (21 students). This sample was taken by simple random sampling technique. This research applied student personal experience (SPE) method. This research applied one kinds of instruments was writing test.

The researcher found that by using student personal experience (SPE) method in teaching writing, it could improve the writing ability of EFL Learners It was proved by P-Value was lower than  $\alpha$  (0,000<0,05). So, the researcher stated that  $H_0$  was rejected and  $H_1$  was accepted. Based on the data analysis, the researcher concluded that student personal experience (SPE) method was effective in improving students' writing ability EFL Learners.

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

## 1. INTRODUCTION

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

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

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

Writing is crucial mean of human communication. It is used to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self-expression. The students are expected to be able to

communicate. The ability to communicate is the ability to understand and produce discourse of which it can be realized in four language skills, namely listening, speaking, reading, and writing. Moreover, those four skills should be applied in real life. Hence, English subject needs to develop those skills. In order that the students are able to communicate and make discourse in English language in certain literacy level.

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

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

Many students think writing is very difficult to do or to learn because there are many elements that they are must mastery such us, vocabulary, grammar, organization, spelling, and punctuation. But the based problem for Indonesian student is English as foreign

language is very different from their native language. So , the difficulty is not only in generating and organizing ideas, but also in translating their ideas into a text.

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

Because of the difficulties of writing, the teacher should give more attention to teach writing skill to improve the student's skill in writing. At least, the learner can write simple or basic text. One of the way of improving the students’ attention in writing is using technique. One kind of useful technique in the teaching process is know want to learned method have fun enough to improve ability and interest to writing is Quantum Writing. Quantum Writing is a technique to improve yours’ writing skill,

Based on the issues above, then the researcher will conduct research by title "The Use of Student Personal Experience (SPE) Method in Narrative Text to Improve Students Writing Skill at eight graders students of EFL Learners in the school year 2020/2021". By using this kind of method, students will consider that it is easier to write or produce narrative text. this method will make the students easier in writing because they will tell their own personal experiences so that they will write a systematic narrative text. They will not be confused about how they will produce their own narrative text.

## 2. METHODS

### 2.1. Research Design

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

Figure 3.1: Research design

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

Where:

N: Sample

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

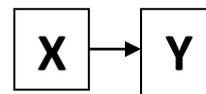
O<sub>2</sub>: Post-test

X: The treatment

### 2.2. Variable Design and Operational Definitions

#### 2.2.1. Research Variables

In this research, there were two kinds of variable namely, the dependent variable and the independent variable. The dependent variable was students’ writing ability improvement. The independent variable was the implementation of the Student Personal Experience (SPE) method. The paradigm design of the variables was revealed in figure 3.2 below:



Variable Design

Where:

X: The effectiveness of the Student Personal Experience (SPE) method

Y: The student’s writing ability

#### 2.2.2. Operational Definitions

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

- a. Student Personal Experience was a personal experience that has been experienced by every student when in this method they will be asked to write their experience in the form of narrative text.
- b. The writing skill was the students’ achievement to write Narrative text that consists of five components of writing namely content, organization, vocabulary, language use, and mechanics in narrative writing.

## 3. RESULT AND DISCUSSION

### 3.1. Result

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

#### 3.1.1. Students’ Writing Ability

- a. Scoring classification of students’ test.

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

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86 – 100	0	0	2	9,52
2	Good	71 – 85	0	0	13	61,91

3	Average	56 – 70	5	23,81	4	19,05
4	Poor	41 – 55	16	76,19	2	9,52
5	Very Poor	< 41	0	0	0	0
<b>Total</b>			21	100	21	100

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

a. The mean score and standard deviation of the student's test result

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

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

Class XI IPA 1	Mean Score	Standard deviation
PRE-TEST	49,33	6,75
POST-TEST	72,24	10,64

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

b. Probability Value

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

**Table 4.3 The t-test Value of Students' Test**

A	P-Value
0,05	0,000

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

### 3.1. Discussion

Based on data above, it showed that the applied of the Student Personal Experience (SPE) method could improve students' writing ability of EFL Learners

The description of the data collected through the test as explain in the previous section showed that the student's ability in writing improve significantly. It was supported by the mean score of the

student's test in class VIIIa (post-test). The mean score of the post-test was 72,24 was higher than pre-test score was 49,33. The data in the previous section showed that applying Student Personal Experience (SPE) method in teaching writing was more effective than did not use Student Personal Experience (SPE) method. It was supported by the difference mean score of pre-test and post-test.

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

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

Based on the students' result obtain and state in the findings above, the researcher use t-test in inferential statistics through SPSS version 21.0 program to test the hypothesis. In other words, there was an improvement on the student's writing ability after applying the Personal Experience (SPE) method for EFL Learners.

## 4. CONCLUSION

Student Personal Experience (SPE) method was effective in improving students speaking ability of eight grade students of EFL in the academic year 2020/2021. It was proved by p-value was lower than the  $\alpha$  (0,000<0,05). So, the researcher stated that  $H_0$  was rejected and  $H_1$  was accepted. It means that by using Student Personal Experience (SPE) method in teaching writing, it could improve the students writing ability of eighth-grade students EFL Learners.

So, the researcher concluded that Student Personal Experience (SPE) method was effective in improving students writing ability of eight grade students of EFL in the academic year 2020/2021.

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