



**THE EFFECT OF PERSONAL EXPERIENCE STRATEGY ON STUDENTS'
ACHIEVEMENT IN WRITING NARRATIVE TEXT**

*Submitted to Faculty of Tarbiyah and Teaching Training UINSU Medan as a
Partial Fulfilment of the Requirement for S-1 Program*

SKRIPSI

By:

JUWITA HAIRANI

34.16.2.071

**EDUCATIONAL ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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STRATEGY ON STUDENTS' ACHIEVEMENT
IN WRITING NARRATIVE TEXT**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

Juwita Hairani. 0304162071. The Effect of Personal Experience Strategy on Students' Achievement in Writing Narrative Text. Thesis. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera. Medan. 2020.

The main topic of this study is teaching narrative text. The aim of this study is to seek out writing narrative text's effect between the scholars taught by using personal experience strategy and therefore the students taught by using big group work strategy at tenth grade students' of SMA Negeri 1 Pangkalan Susu. The experimental class was using personal experience strategy and therefore the controlled class was using big group work strategy. The author used quantitative method and also the research design was experimental design. In conducting this research, the population was tenth grade and brought by sampling technique. The instrument in conducting the information during this study was essay test. There have been 500 scores gained of the pre-test to the post-test experimental class and there have been 211 scores gained of the pre-test to the post-test in controlled class. The finding showed that $t_{\text{observed}} = 6.738$ was on top of $t_{\text{table}} = 1.667$ at the amount of significance $\alpha = 0.05$ and therefore the degree of freedom (df) = 68. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, because t_{observed} was more than t_{table} ($t_0 > t_{\text{table}} = 6.738 > 1.667$). Lastly, personal experience strategy affected students' achievement in writing narrative text.

Keywords: Personal Experience Strategy, Students' Achievement, Writing Narrative Text.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is not a natural skill because one cannot obtain this ability automatically and simply. Writing skills are different from other skills like speaking and listening where two other skills will be obtained through natural processes. To realize writing skills, students must obtain adequate writing practice. These practices should stimulate students' skills in writing and expressing their thoughts in good reading. Without practice, it's impossible to put in writing well and effectively.

If students have already got writing skills, then this will be a really important medium in expressing and sharing ideas, thoughts, and knowledge to readers. This skill is usually the foremost effective thanks to communicate because by writing ideas, thoughts and knowledge will be explored, developed, and refined during a way that can't be compared to only “doing it in our heads”.

But really there are many students who don't have English writing skills even today, this will be seen from personal experience by the researcher herself where when conducting field practice programs I, II and III, researcher don't see any significant writing skills which will be conducted by students who were taught at the time, ranging from the primary meeting until the last meeting, it absolutely was already felt by the researchers that not all students were ready to master or have English writing skills.

The problem experienced by this researcher is felt especially for top school students. Although they need studied English for 3 years while studying in Gymnasium school, the mastery of mental capacity isn't yet achieved, it caused by many factors like learning materials, tools, teachers, including learning strategies and therefore the students themselves. Learning strategies that are generally employed by teachers today, especially in learning writing skills, seem to not be ready to achieve the training outcomes in accordance with the expected goals.

The writer found many students think that writing is that the most difficult skill. They have ideas in their minds but don't recognize the way to put their point of view in writing. Several problems that author found are: (1) students don't know what they need to jot down in their minds, (2) students have in writing is lacking knowledge where students often feel confused whether or not they want to jot down because there's no information about the subject, it will be concluded that they have plenty of reference material to assist them, (3) students don't have any experience within the topic in getting accurate material.

In addition, most of them only copy material from the web. Teachers aren't able to create interesting strategies in teaching and learning process so students cannot enjoy their learning. Explain to students that it is likely that they have already had many experiences that could provide fine material for writing, but that they just have not uncovered them.¹

¹ William E. Shafer, Alice Adams Ketchand, and Roselyn E. Morris, (2010), *The Effect of personal values on auditors' ethical decisions*, Accounting, Auditing, and Accountability Journal, p.4.

The problems are found by the researcher within the previous field practice programs III, it makes researcher often consider what material and what strategies are suitable to be accustomed improve their skills. Recognize that you won't be able to cover as much as material as you could if you lectured for the whole class period.² Overall, researcher thinks that personal experience of every student is a technique in increasing their enthusiasm for writing aspect, because they involved and faced the events in their personal experiences. That is why writing personal experience is one amongst the categories of writing on Narrative Text.

Morton A. Miller has an opinion about personal experience strategy, he said that:

“What is supposed by "personal experience" is what's within the mind of the author: his awareness of thoughts and ideas and involvement with events, people, places, and other things. Writing is one amongst making meaning from experience for ourselves and for others. for several readers, writing functions because the most available and most interesting way thanks to the results, invisible language may be a permanent record of satisfying thoughts and feelings.”³

Researchers assume that personal experience can make students more fascinated by learning to jot down, especially in discussions of narrative texts, because students know from their experiences, they'll be able to write compositions supported their sources and experiences to specific ideas like their own opinions on certain subjects that are provide proof. Because narrative has been and continues to

² D. W. Johnson, R. T. Johnson and K. A. Smith, (2014), *Journal on Excellence in College Teaching*, Cooperative learning: Improving university instruction by basing practice on validated theory, p.85.

³ Morton A. Miller, (2012), *Process of Reading*, New York: International Reading Association, p. 112.

be such a popular genre, there is a belief that it is a genre that students pick up and write naturally.⁴

James M McCrimmon also has an opinion about writing personal experience, he said that:

“Your own past is one in all your best sources of data. You've got collected memories about people, places and other things. These memories will often appear in your head after you least expect it. However, after you start writing you can't remember the impulse. Writing is one among the activities of creating meaning from experience for ourselves and for others. for several readers, writing functions because the most available and most engaging way thanks to the results, invisible language could be a permanent record of satisfying thought and feelings.”⁵

There are many text characteristics to inform about personal experience. But during this thesis, the researcher chooses the character of the writing narrative text. Narration is an experience written by people faced during one's life. Narratives tell things that are meaningful and important to others, will be real, or are supported imagination. This illustrates how a selected event can change an oversized a part of oneself and one's life, how people react to events that occur to it person. an honest narration isn't only a fun or yarn, but there's truth thereto, it will be a form of idea to be conveyed.

On the premise of the descriptions stated above, it is deemed necessary to conduct research on English writing skills by learning narrative texts through the personal experience strategy of those students, where the title of the thesis to be

⁴ D. S. Kharisma, (2009), *The use of comic as an aid in teaching narrative text*, A Sarjana Pendidikan Journal submitted to Semarang State University. p.3.

⁵ James M. McCrimmon, (2009), *Writing With A Purpose*, New Jersey: Houghton Mifflin Company, p.36.

administered by the researcher is *“The effect of personal experience strategy on students' achievement in writing narrative text.”*

B. Problems of the Study

Based on the background above, this study was conducted to answer the following research question:

1. How is the writing narrative text's result of the student that taught by using personal experience strategy in experimental class?
2. How is the writing narrative text's result of the student that taught by using big group strategy in control class?
3. Is there any significant effect in applying personal experiences strategy on the students' achievement in writing narrative text?

C. Objective of the Study

Based on three formulation of the problem study above, the objective of the study are:

1. To find out the writing narrative text's result of student that taught by using personal experience strategy in experimental class.
2. To find out the writing narrative text's result of the students that taught by using big group strategy in control class.
3. To find out the significant effect in applying personal experiences strategy on the students' achievement in writing narrative text.

D. Significance of the Study

The findings of this research are expected to be used theoretically and practically for:

1. Theoretically

This study will give additional contribution to the students and lecturers in writing skill of English Education.

2. Practically

- a. The study will add the literature for the reader to discover the ideas in writing skill.
- b. As a reference to other researchers who want to study writing to the learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This section elaborates the theories of the present study. This chapter presents and discusses about students' achievement, writing, writing process, genre of writing, strategy, personal experience strategy, previous study, and also concluding remark.

1. Students' Achievement

Achievement is the desire to challenge difficult work, where people who have high achievement will have control over their behavior and like difficult challenges, while members who have low achievements are easily satisfied with light or small challenges. Achievement is the desire to achieve something, achieve proficiency standards and expand efforts to become experts. Achievement is a stable learning process where satisfaction will be obtained by striving and meeting the highest level to become an expert in a particular field.⁶

On the other hand, there is other opinion that achievement is a learned motive where satisfaction will be obtained when working on a difficult task to achieve success. Achievement is the desire to master difficulty challenges, compete with others, meet high standards and have the desire to be proficient in certain fields.⁷

⁶ J. W. Santrock, (2016), *Educational Psychology, Fifth Edition*, New York: McGraw Hill, p.33.

⁷ Wayne Weiten, (2010), *Psychology Themes and Variations*, USA: Thomson Learning Inc., p.73.

Achievement is a learned motive aimed at achieving a standard of success and personal excellence in a particular field. Achievement can also be interpreted as a desire to complete a task with goals more effectively. Individuals who have high achievement tend to set quite difficult goals and make more risky decisions.⁸

Abul Hasan al-Mubârafuri also explained that everyone must study in accordance with his readiness and in accordance with his level after he studied the science that is obligatory for him in general. A pious person must also teach his students knowledge that they are ready to receive.

طلب الفقه حتم واجب على كل مسلم

The meaning of this hadith is: "*Demanding an understanding of science is a must and is obligatory for every Muslim*".⁹

Based on the description of some opinions of several experts above, it can be concluded that achievement is an impetus for achieving success with difficult challenges, having the right target, choosing to take risky decisions and considering the standard of expertise and skills to be achieved.

So, it can be concluded that students' achievement is a success or achievement obtained by students in school after going through challenges well based on the exercises given by their teachers so that they have the right target in receiving the results of learning that they have previously targeted.

⁸ Gregory Griffin & Rizky Moorhead, (2013), *Organizational Behavior, Managing People and Organization*, New York: Houghton Mifflin Company, p.89.

⁹ As-Suyuti and friends, (2010), *Syarah Sunan Ibni Majah*, Karatch: Qadimi kutub Khanah, p.317.

2. Writing

Based on four skills in learning English, writing is one of those skills that have to be mastered in learning English. Actually, writing is not easy to do, because the good writing was born from the good thought. Writing is already and will continue to be an important part in daily life of human. Writing is one of the most difficult skills because writing has a complex process to do. The result of writing is generally called text. Text is any form of writing material. It means that text is one thing which can be read by people. There are many kinds of written text. Those are descriptive, recount, narrative, news item, review, procedure, report, analytical, hortatory text and etcetera.

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however benefit from the structure and security of following the writing process in their writing. Writing is more than public communication; it's a way of thinking. Writing is used to express and explain ideas and feelings.¹⁰ That is suitable with Allah decrees in the Holy Qur'an:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning is:

¹⁰ Utami Dewi, (2011), *How To Write*, Medan: La-Tansa Press, p.9.

“Nun (is one of the miracles of the Qur’an, and no one except Allah who knows the meaning). For the sake of the pen and what they write” (Q.S. Al-Qalam: 1) ¹¹

Hadits also explained the purpose of writing. Our prophet Muhammad (peace be upon him) said that:

عن زيد بن ثابت أنّ النبي صلى الله عليه وسلم امره ان يتعلم كتاب اليهود حتى كتابة لناس صلى الله عليه وسلم
كتابه وقرأته كتابهم اذا كتبه اليه

“From Zaid bin Tsabit r.a that the prophet (peace be upon him) asks him to learn the Jewish writing, so as I wrote to the prophet (peace be upon him) his letters (to the Jewish) and read the Jewish’s letters, if they sent the letter to him”.

Based on the hadits above, the researcher concludes that writing has important role in human life. Our prophet Muhammad SAW even told us to learn foreign writing, so we can exchange our thought with foreign people though written text. Writing can express our thought and feeling. We not only study writing in our language, but also in other language.

3. Writing Process

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing and publishing. Prewriting is the planning and idea-gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the

¹¹ Umma Farida, (2015), *Kontribusi Pemikiran Muhammad Mustafa Al-A'zami Dalam Studi Hadis*, Cambridge: Pustaka Pelajar, p.68.

draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. Editing is the process of correcting mechanical errors. Publishing or sharing is accomplished in a wide variety of ways when the work is in final form. Student of all ages move back and forth among these stages while writing; the stages are not lockstep or sequential.

a. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). In prewriting's stage, there are three steps to do, those are:

- i. Choosing your topic and narrowing topic: the topic is not too general and not too specific so the writer needs to choose the proper topic and narrow the topic.
- ii. Considering your audience and purpose: to be sure your writing is effective, consider two key elements; your audience or the people you expect to read your writing; and your purpose, the reason you are writing. Following are some common purposes for writing, along with suggestions for achieving these specific goals: writing to inform, writing to persuade, and writing to entertain.
- iii. Gathering details: as a writer, spend time gathering details that you will use in your writing gives you the opportunity to make decision. Making outline is one of the strategies to gathering details. The different types of prewriting

technique that we will explore here are (1) freewriting: is a process of generating a lot of information by non-stop. It allows you to focus on a specific, but forces you to write so quickly that you are unable to edit any of your ideas. (2) brainstorming/listmaking: is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned. (3) clustering/mind mapping: is a strategy which allows you to generate ideas you might to explore the relationship between those ideas.

b. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, don't pay attention to such things as spelling at this stage. Now you will begin the process of creating your essay.

In a first draft, you are attempting to capture your essay's meaning and get it down on paper. In this way, you are attempting to draw out the essay's concept. Use your first draft to: formulate a working introduction and organize your ideas. A first draft is often the skeleton of the paper; it contains the overall structure, but may lack a clear theme, language, paragraphs development, and transition words and phrases.

c. Revising

Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization effective?

At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear. You can make decisions about revising your writing: (1) revising your sentences; revising overall structure, (2) revising your paragraph; evaluating coherence, and (3) revising your words choice.

d. Editing and Proofreading

These are the broad categories for proofreading:

- i. Check for such things as grammar, mechanics, and spelling.
- ii. Check the facts: if your writing includes details, be sure you have included the information correctly.
- iii. Confirm legibility: if you have written your final draft, make sure that each word is legible.

e. Publishing

The final step of writing process is publishing. This means different things depending on the piece you're working on.

- i. Bloggers need to upload, format and post their piece of completed work.
- ii. Students need to produce a final copy of their work in the correct format.
This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- iii. Journalists need to submit their piece (usually called “copy”) to an editor.
Again, there will be a certain format for this.
- iv. Fictions writers may be sending their story to a magazine or competition.
Check guidelines carefully, and make sure you follow them. If you’ve written a novel, look for an agent who represents your genre.¹²

4. Genre of Writing

Genre is a form of writing related to purpose.¹³ In other words, genre is kinds of text which each of them has a purpose. There are many models of genre in writing. There are some kinds of genres in writing. They are: narrative, recount, explanation, exposition, anecdote, advertisement/persuasion, review, and descriptive text. The genre of the text that writer used in this research is narrative text.¹⁴ These are following the explanation of narrative writing.

a. Narrative Text

Narrative text is a type of text which can amuse the reader or the listener and also has a moral value inside the story. A narrative text has a structural organization

¹² *Ibid.*, p.23.

¹³ William Temple, Bart. at al, (2011), *Letters Written*, London: Jonathan Swift, p.79.

¹⁴ Pardiyo, (2009), *Pasti Bisa Teaching Genre Based Writing*, Yogyakarta: CV Andi Offset, p.2.

that includes orientation, complication, and resolution. In addition, narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech.¹⁵

Narrative text is a text which relates a series of logical and chronologically related events that are caused or experienced by factors.¹⁶ Writing narrative text is also not easy for the student. Hence, the English teachers need to find an alternative way to help the students improving their study skill. A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc.) that describes a sequence of fictional or non-fictional events.¹⁷

Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative place acts in times and tells what happened according to natural time sequence. The genre of narrative is one of the most commonly read, though least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative is also a powerful medium for changing social opinion and attitudes.

¹⁵ Djatmika & Wulandari, (2013), *Writing narrative text*, Bandung: Pakar Raya, p.45.

¹⁶ Rebecca, (2010), *Narrative text in teaching English*, Wordpress, p.7.

¹⁷ *Ibid*, p.4

b. Purposes of Narrative Text

Narratives, like all writing types, have a purpose which may be to entertain or to teach. There are some purposes of narrative text.

- i. To entertain: An account of your first meeting with your father-in-law, when you mistook him for an annoying insurance salesman.
- ii. To express feeling: An account of what happened when your best friend betrayed you.
- iii. To relate experience: An account of what the time you got lost in the woods for two days.
- iv. To inform (to explain what happens when a person was arrested): An account of the time you got in trouble cheating.
- v. To persuade (to convince the reader that community service should be required in high school): An account of the community service you performed as high school senior.¹⁸

c. The Generic Structure of Narrative Text

The generic structure of narrative text involves the character with define personality/identifies, and creates images in reader's mind and enhances the story. It also focuses a text on a series of action. Generic structure of narrative text establishes the character, setting and time. The steps for constructing a narrative text are:¹⁹

¹⁸ *Ibid*, p.94.

¹⁹ S. Siahaan & S. Kisno, (2014), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.73.

1. Orientation

On this paragraph, the narrative tells the audience who is on the story, when it is happening, where it is happening, and what is going on.

2. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of characters. The complication is the trigger.

3. Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashback. The audience is given narrator's point of view.

4. Resolution

This part of the narrative where the complication is sorted out or the problem is solved.

5. Coda

The narrator includes a coda if there is to be moral or message to be learned from the story.

d. The Kinds of Narrative Text

There are two kinds of narrative text:

1. Fiction

Narrative can be said as fiction if the story is untrue and not happen in the real world. Fiction often find in novel and short story. Short story is divided into four kinds: Adventures, Fables, and Science-Fiction Stories.

2. Nonfiction

Narrative is called nonfiction if the story or event is true and actually occurred. It can be said that nonfiction usually talks about the writer's experience or another person which is talked in written. Nonfiction is often in biography, history and newspaper writing.²⁰

e. Language Feature

The language features of narrative text are:

- i. A narrative text usually uses past tense
- ii. The verbs used in narrative are behavioral processes and verbal processes.
Behavioral processes: do, make, sing, sit, and sleep. Verbal processes: say, remark, insist, ask.
- iii. The use of noun phrase that is a noun is followed by an adjective, for example; 40 cruel thieves, a beautiful princess and a kind person.²¹

5. Strategy

²⁰ *Opcit*, p.93.

²¹ Siahaan, S, et.al., (2012), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.74.

Strategy is a term that comes from the Greek “strategia”, meaning "generalship." In the military, strategy often refers to maneuvering troops into position before the enemy is actually engaged. In this sense, strategy refers to the deployment of troops. Once the enemy has been engaged, attention shifts to tactics. Here, the employment of troops is central. Substitute "resources" for troops and the transfer of the concept to the business world begins to take form.²²

Some of the definitions then in use to which he pointed include the following:

- i. Strategy is that which top management does that is of great importance to the organization.
- ii. Strategy refers to basic directional decisions, that is, to purposes and missions.
- iii. Strategy consists of the important actions necessary to realize these directions.
- iv. Strategy answers the question: What should the organization be doing?
- v. Strategy answers the question: What are the ends we seek and how should we achieve them?²³

Based on the explanation above and based on this present study, the focus about strategy that researcher used in this study is strategy in learning, especially in learning English. So, strategy in learning is learning activity which must be done by teachers and the students is to teach the target of learning effectively and efficiently. In most classrooms, learners are unaware of the strategies underlying the learning

²² Fred Nickols, (2016), *Strategy: Definitions and meanings*, Assistance at A Distance, p.1.

²³ George Stainer, (2016), *Strategic Planning*, Free Press, p.348.

tasks in which they are engaged. There are many kinds of strategy that can be applied in teaching and learning activity, such as:

- i. Big group strategy
- ii. Think pair share strategy
- iii. Round-robin brainstorming strategy and etc.

After mention three strategies in learning above, there are many strategies anymore that were already available or already used in learning especially in learning English. But, this study focused on Personal Experience Strategy.

6. Personal Experience Strategy

a. The definition of personal experience strategy

Based on American English, there are many definitions of experience. In uncountable noun, experience is knowledge or skill in a particular job or activity, which you have gained because you have done that job or activity for a long time. Still uncountable noun, experience is used to refer to the past events, knowledge, and feeling that make up someone's life or character. In countable noun, an experience is something that you do or that happens to you, especially something important that affects you. In verb, if you experience a feeling, you feel it or are affected by it.

Then, talk about "Personal". In Oxford Dictionary, the meaning of personal is: (1) your own; not of or belonging to anyone else. (2) Concerning a particular and his

or her private business, interests, or activities. (3) Aimed pointedly at the most intimate aspects of a person especially in critical or hostile manner.²⁴

Personal experiences are strategies of writing. Personal experience strategy is one of the best strategies and places to find ideas for writing in personal experiences. Things that happen to us or things that we have learned can often spark an idea. Discuss the importance of personal experience to one's writing. Explain to students that it is likely that they have already had many experiences that could provide fine material for writing, but that they just have not uncovered them. Tell them that good ideas for writing are often hidden and tucked away in ordinary events. We have to search for them to bring them out.²⁵

Personal experience can also be used as a valuable lesson in life. Not only in the lives of each of these humans, but also from the experiences of others that can benefit from it and become a lesson as the word of Allah SWT in Q.S. (Yusuf: 111) which reads:

بِ لَبَا أَلَى وَلَى لَأْ عِبْرَةٌ قَصَصِهِمْ فِي نَ كَا لَقَدْ ۞

The meaning of this verse is: *"Really, in their stories there are teachings for people who have intellect. (The Qur'an) is not a fabricated story, but it justifies the previous books, explains everything, and (as) guidance and mercy for those who believe."*

²⁴ Oxford Dictionary, (2011), *Learner's Pocket, Fourth Edition*, New York: University Press, p.327.

²⁵ *Ibid*, p.5.

As the Prophet Adam and Hawa were driven from heaven into the world due to following the persuasion of Satan so that it violates God's prohibition not to approach a tree in heaven. From that mistake, God also reminded people to learn from the experience of those two people.

After understood of the explanation above, it can be said that personal experience of a human being is the moment-to-moment experience and sensory awareness of internal and external events or a sum of experiences forming an empirical unity such as a period of life.

In learning, personal experiences can make students more interested in learning to write especially in the discussion of the text narrative text, because the students know from their experience and other experience is being the idea to write composition and there are another sources and information for discovering ideas, such as the people's opinions about particular subject giving evidence.

b. Advantages of personal experience strategy

There are following some advantages of Personal Experience Strategy:²⁶

- i. Personal experience strategy generates interactive language.
- ii. Personal experience strategy promotes learners' responsibility.
- iii. Personal experience strategy increases students' motivation to study more easily.

²⁶ Brown Douglas H., (2009), *Principles of Language Learning and Teaching*, New York: Longman, p.117

- iv. Personal experience strategy makes students more independent.

c. Disadvantages of personal experience strategy

There is only one disadvantage of personal experience strategy that is when teaching-learning on the processed, some teachers do not control one by one student in the classroom because most of students have a big desire to tell about their own experiences in the past situation.

d. Steps of personal experience strategy

There are some steps to do the strategy of Personal Experience in the learning process, those are:

- i. Teacher prepares clue or code word about memory.
- ii. Teacher explains to the students how to makes a good narrative text (the generic structure and language features of narrative).
- iii. Teacher gives an example of narrative story or personal experience to the students.
- iv. Teacher explains about narrative text.
- v. Students read some text of narrative.
- vi. Teacher and students find the generic structure of the text that has been given before.
- vii. Teacher gives clue about memory. For example: my mother, my school, beach, holiday, etc. because all students must have experiences about that, and then ask students to choose what topic that they want to make.

- viii. After the students finished their writing, the text is collected to the teacher to be valued. After value their writing, the text is returned to each student.
- ix. The final step is the students and the teacher will be discussed about students' writing include their problem solving and the moral lesson of their writing of their personal experience.

7. Big Group Strategy

Big group work strategy is considered as a solution for students' problems in generating and organizing ideas. Big group consist of about nine to ten students. By dividing students based on their friendship, it will make them comfortable to work and discuss one topic with their friends because they have already known and understand one another, so they can communicate easily to reach successful learning process.²⁷ Group work can be an effective strategy to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time.

a. Designing the Group Activity

1. Identify the instructional objectives

Determine what you want to achieve through the small group activity, both academically (e.g. knowledge of a topic). The activity should relate closely to the

²⁷ *Ibid.*, p.42.

course objectives and class content and must be designed to help students learn, not simply to occupy their time.

2. Make the task challenging

Consider giving a relatively easy task early in the term to arouse students' interest in group work and encourage their progress.

3. Assign group tasks that encourage involvement, interdependence, and a fair division

All group members should feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success.

4. Decide on group size

The size you choose will depend on the number of students, the size of classroom, the variety of voices needed within a group, and the task assigned.

5. Decide how you will divide students into groups

Division based on proximity or students' choice is quickest, especially for large and cramped classes, but this often means that students end up working together with friends or with the same people.

6. Allow sufficient time for group work

Recognize that you won't be able to cover as much material as you could if you lectured for the whole class period.

7. Try to predict students' answers

You won't be able to expect the unexpected, but by having some idea about what students will come up with, you will be better prepared to answer their questions and tie together the group work during the plenary session.

8. Design collaborative work in multiple forms

Some students might be better at contributing after they had time to digest material, while others at thinking on the spot.²⁸

B. Relevant Study

There are there previous studies that writer found and made it as writer's reference to do this research and those are the following previous studies:

1. The Use of Students' Personal Experiences Strategy to Increase Writing Narrative Texts.

This study is written down by Lili Suliswati, a student of English Department in STAIN Salatiga. In her study, she found that the Personal Experiences Strategy significantly affect the students' increase writing. The pre-test score was 66.83. After

²⁸ *Ibid*, p.84-85.

using Personal Experience Strategy, the post test was 75.50. The statistical hypothesis was done by using “t-test”. Based on the calculation, her study got tcount was $2.97 > t_{table}$ was 2.04, so the H_0 was rejected.

2. Correlation between the students’ Personal Experience Strategy and Their Narrative Paragraph Writing Ability among the Eleventh Graders of SMAN 2 Tumijajar.

This study is written down by Fenny Hermina, a student of English Department in Palembang University. In her research, Fenny did investigation to find out the correlation between the students’ Personal Experience Strategy and Their Writing Ability. She found there are about 0.6001 positive correlations between Personal Experience Strategy and writing ability.

3. The Effect of Experience Text Relationship (ETR) On Students’ Achievement in Reading Comprehension of Descriptive Text.

This study is written down by Maya Sari Sipahutar, a student from State University of Medan. The result of this study showed that tvalue is higher than ttable ($4.29 > 2.00$) at the level of significance 0.05 with the degree of freedom (df) 58. The result of this study show experience text relationship method has significant effect on students’ achievement reading comprehension of descriptive text. The population of this study was the grade eight (VIII) students of SMP Musda Medan with four parallel classes. It was concluded by using Experimental research design.

C. Hypothesis

A research hypothesis (H1) is the statement created by researchers when they speculated upon the outcome of a research of experiment. The hypothesis is generated via a number of means, but is usually the result of a process of inductive reasoning where observations lead to the formation of a theory. In fact, a hypothesis is never proved, and it is better practice to use the terms “supported” or “verified”. This means that the research showed that the evidence supported the hypothesis and further research is built upon that.

The null hypothesis (H_0) and alternative hypothesis (H_a) are as follow:

H_0 : There is no a different significant effect between applying personal experiences strategy and big group strategy on the students' achievement in writing narrative text.

H_a : There is a different significant effect between applying personal experiences strategy and big group strategy on the students' achievement in writing narrative text.

D. Conceptual Framework

Writing is a fluid process created by writers as they work. Writing is more than public communication; it's a way of thinking. Writing is used to express and explain ideas and feelings. The ways of teaching can significantly improve the students' achievement in learning process, especially writing Narrative Text.

Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative place acts in times and tells what happened according to natural time sequence. The genre of narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative is also a powerful medium for changing social opinion and attitudes of human (students).

The ability of every student in writing narrative text is not same. Some students feel writing narrative text is difficult for them because it is hard for them to express their ideas into a good writing. They also feel bored in the study because in teaching and learning narrative text, the teacher only explain material, gives an example, and asks students to do exercise in the text book. Actually it cannot improve students' ability in writing. To solve the problem of the students in writing narrative text, strategy or technique is needed to improve the quality of teaching and learning. And one of the strategies that can be applied is personal experience strategy.

Personal experiences are strategies of writing. Personal experience strategy is one of the best strategies and places to find ideas for writing in personal experiences. Things that happen to us or things that we have learned can often spark an idea. Discuss the importance of personal experience to one's writing. Explain to students that it is likely that they have already had many experiences that could provide fine material for writing, but that they just have not uncovered them. Tell them that good

ideas for writing are often hidden and tucked away in ordinary events. We have to search for them to bring them out.

Beside personal experience strategies, there are so many teachers that use big group strategy also. Big group strategy is common strategy that teachers use of teaching students in the class. Because of big group strategy is almost always used by teachers, so it shows that students' achievement in writing is nothing significant difference score between one year and another next year. In big group strategy, students learn by each their group. One group is consisted about nine to ten students. By dividing students based on number counted, but not only by number counted, it can be also by their friendship, it depends on agreement between teachers and students.

Overall, here researcher are going to look for is there the significant effect of students' achievement between taught by personal experience strategy and taught by big group strategy in writing narrative text.

CHAPTER III

METHODOLOGY

This chapter discusses about the methodology used in conducting this research. It presents the research design, population, sample and sampling, the research instrument, validity testing, normality and homogeneity testing, data collecting method, and the data analysis.

A. Research Design

1. Design

This present study was conducted in experimental design. The experimental design is aimed to know the cause-effect relation of something to the subject of research. In experimental design, the researcher was attempting to describe a relationship between an independent variable and a dependent variable. This becomes a reason why the term of experimental was used for this present study. The researcher builds a complex, holistic, picture, analysis words, reports detailed views of information, and conduct the study in a natural setting.²⁹

Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called experimental treatment or the independent variable, the observed and the measured variable is called the dependent variable. In addition, independent variable can be said as the treatment or the cause that will influence the dependent variable,

²⁹ S. Arikunto, (2010), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p.207.

while the dependent variable is the effect or the result of its independent variable. This means that in experimental research occurs the directly attempts in order to know the influence of the particular treatment (independent variable) to dependent variable. In this research, the independent variable was personal experience strategy and the dependent variable was students' achievement.³⁰

This present study was conducted by applying quantitative design. Quantitative data collected by using writing narrative used to assess the students' writing achievement during teaching learning process. The design utilized two different classes as the sample of the study. One of the classes was designed to be experimental group and the other to be control group. This present study was called as an experimental research because this research needs two groups of sample: experimental and control group. The design of this research can be seen as follow:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Personal Experience Strategy	√
Control	√	Big Group Strategy	√

B. Population and Sample

1. Population

Population is the group interest in this research, the group to which author

³⁰ D. Ary, L. C. Jacobs & C. Sorensen, (2010), *Introduction to Research in Education, Eighth Edition*, Canada: Cengage Learning, p.24.

can get the result of the study to the generalizable. Population is all data that concerns us in a scope and time that was specify. Then, population related data, not human. If every human is being to provide a data, the number or size of the population was equal to the number of humans. The population of this research was grade X at SMA Negeri 1 Pangkalan Susu in the even semester of the academy year 2020.

2. Sample

In selecting the sample, personal experience was used. If the population is too large the sample can be taken out between 10%-15% or 20%-25% or maybe more it depends on the researcher ability based on the time available, energy, expense, and finance.

Two classes to do this research are taken randomly as the sample to represent the entire population. The sample then is randomly taken by using lottery technique. It is done by writing each class on a slip paper. They are placed in two boxes (one for control group and one more for experimental group). So, there are two slip papers of one class, one for control group and one more for experimental group. Then the boxes are shaken and the researcher takes one slips in each box.

C. Data Collection

1. Research Instrument

The intention of using instrument in this study was to elicit. For collecting the data, a writing test was used as the instrument. The test was administrated to the students. They wrote personal experience writing.

a. Test

The writing composition test carried out for the purpose of this study was in the form of writing text. It was employed to both groups in the first meeting of construction (pre-test) and in the last meeting (post-test). Their writings were analyzed by using scoring sheet.

b. Personal experience

Personal experiences can make students more interested in learning to write especially in the discussion of the text narrative text, because the students know from their experience and other experience is being the idea to write composition and there are another sources and information for discovering ideas, such as the people's opinions about particular subject giving evidence. There are many kinds of personal experiences, and this research is about narrative text. A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, and etcetera.

2. Research Procedures

a. Preparing the Lesson Plan

The researcher must prepare two lessons plan to do this research, because there are two classes that would like to be experimented. The first one is group

control and another group is experimental group. The lesson plans are also designed for four treatments. The first and the last meeting were allocated to conduct the pre-test and post-test, while the rest of four meetings are allocated to implement the treatment using personal experiences. The lesson plans were designed based in the National Curriculum of English for ten grade students which consist of competence standard basic competence, indicator, instructional objective, and lesson materials. Furthermore, strategy, steps of the activity, source lesson, and the evaluation were also involved. The second lesson plan was designed for the control group.

b. Preparing the Material

The researcher will give the narrative story like legend, adventure, fable or the others that have been the kind of a narrative story for the control group and give the narrative story about their personal experience.

c. Pre-test

First writing performance test (pre-test) was conducted to individual as the first step of the research. This test was purposed to obtain the data of the students' basic writing skill and to make certain that students had the same capability and the same English proficiency before they are received the treatments. The test was in the written form which is required the students to write a narrative text.

d. Treatments

The thing which is being the treatment in this research is personal experience strategy. The treatments were designed for four meetings to the experimental group.

In contrast, the control group was treated using without personal experience strategy. Time allocation for each meeting consisted of two hours of instructions.

e. Post-test

Post-test was conducted to know the different score about students before the students is given the treatments and after the students is given the treatments. The post-test is given after the treatment has been complete to find out the difference in mean of both experimental and control group.

f. Scoring the Test

In scoring the test of writing, the cumulative scores will range from 0-100. The criteria of scoring the test include generic structure and linguistic features of narrative text.³¹ It can be seen as follow:

Table 3.2 Rubric

No	Criteria	Indicator	Score	Score Maximum
Generic Structure				
1. Orientation		• Introducing the topic	10	10
2. Complication		• Describing series of events	40	40
3. Resolution		• Telling the problem solving	10	10

³¹ *Ibid.*, p.36.

Linguistic Features			
4. Grammar	• Using simple past tense	5	20
	• Using adverb of time and place	5	
	• Using linking verb	5	
	• Using action verb	5	
5. Vocabulary	• Using English words in common	10	20
	• Good in translation	5	
	• Using appropriate words	5	
Total			100

g. The Validity and Reliability of the Test

The validity and reliability determine how well a test is. These two factors have to be fulfilled by a test before it is used to derive valid data in research. The establishment and procedure of each aspect discussed in the following parts:

1. The validity of the test

Writing is a construct as a construct it can only be measured by asking the sample to do as what the construct means, namely by having the sample to write. Validity is the extent to which an instrument is supposed to measure.

In line with the concept of validity and the nature of writing regarded as a construct, the most valid instrument to measure the sample's ability to write is administering the writing test. Therefore it will fulfill the requirement of the

construct validity. In other words, considering the nature of writing and the concept of validity, construct validity was applied.

2. Reliability of the test

Reliability refers to the consistency of the measurement. Reliability is the measurement of the degree to which a test gives consistency result when it is given on different occasion and different people. It means that a test is given to different people to measure the same thing. To obtain the reliability, the researcher uses inter-rater reliability that can be computed by using Pearson's Product Moment Formula:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Where:

r : The reliability of the test

N : The number of the students

Σx : The total score of rater 1

Σy : The total score of rater 2

The reliability of test can be categorized as follow:

0.0 – 0.20 : The reliability is very low

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is fair

0.61 – 0.80 : The reliability is high

0.81 – 1.00 : The reliability is very high

In order to determine whether the test is reliable or not, the researcher had given the same test to other class. Thus, to obtain reliability, the writer used inter-raters reliability that was computes by using Pearson's Product Moment Formula. The inter-rates reliability was given by different raters to find out the consistency of the test. The raters were the writer and the English teacher at the school and they scored the students' writing test, so there were two scores for each student.

h. The Technique for Analyzing Data

In order to find the different effect between Experimental and Control Group, the test formula was applied. The formula is stated as the following:

$$t_{\text{observed}} = \frac{Mx - My}{\sqrt{\left(\frac{dx^2}{Nx} + \frac{dy^2}{Ny}\right)}}$$

t_{observed} : The effect

Mx : The mean deviation of experimental group

My : The mean deviation of control group

Nx : The number of students in experimental group

Ny : The number of students in control group

dx^2 : The quadrate deviation of experimental group

dy^2 : The quadrate deviation of control group

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter discusses about the data analysis and findings used in conducting this research. This chapter presents the data, data analysis, testing hypothesis, discussion and research findings.

A. Data Description

This research was conducting start from Monday in 13th July till 3rd August on Monday also. This research was doing in SMA Negeri 1 Pangkalan Susu, Desa Payatampak, Kec. Pangkalan Susu, Kab. Langkat, Sumatera Utara. There are four meetings in this research. Four meetings for control group, and four meetings for experimental group. One meeting was doing for one week, so there were four weeks in doing this research.

This research was doing in common way a half and uncommon way for a half. It happened because of the pandemic existence in Indonesia, so teacher could not teach students of whole material directly, most of learning material must be given by daring. The students come to school only for getting the instruction to learn by daring. After the class has classified by the teacher and every student got their room by their class that had classified by the teacher. In next day, the students was asked again by the teacher to come to school for getting the learning book from the government.

Table 4.1 The Result of Pre-test and Post-test of Experimental Group

NO.	STUDENTS' NAME	EXPERIMENTAL GROUP		
		PRE-TEST	POST-TEST	S-GAIN
1	ADE WIWIT SYAKILA	67	81	14
2	ADITYA FEBRIAN	66	75	9
3	ANDINA PUTRI	61	75	14
4	AZ ZAHRA ZELIKA	55	70	15
5	BUNAYYA FATHIL IRSYAD	60	76	16
6	CINDY NABILA RAMADANI	64	72	8
7	DEWO SATRIO	61	76	15
8	FANNY AZZAHRA	59	75	16
9	IHSAN SATRIA SINAGA	60	70	10
10	JEVINA HELMINAWATI	67	75	8
11	M. ABDILLAH PUTRA	59	80	21
12	M. HARIS FADHILLAH	60	84	24
13	M. REEHAN FAUZI	69	79	10
14	MAYA ANDINI	55	88	33
15	MHD YUSUP	65	76	11
16	MUHAMMAD KHAIRUL FAUZI, S	65	83	18
17	MUHAMMAD RAMADI	59	76	17
18	MUHAMMAD RIZKY ZULKARNAIN	66	79	13
19	MUTIA KHAIRUNNISYAH	66	75	9
20	NAJWA PASYA	67	75	8
21	NAZWA AULIA FAHIRA	60	75	15
22	NAZWA AULIA NISA	65	71	6
23	NAZWA AULIA SYAHWALANI	59	72	13
24	NAZWA AURELIA	64	76	12

25	NAZWA YULISA NASUTION	55	85	30
26	NIA PERMATA SARI	65	86	21
27	OTTO DINDA ARHAYATI	64	73	9
28	PANJI SYAHPUTRA	64	75	11
29	RIKI AKBAR	60	69	9
30	RIZKY ADINDA	60	81	21
31	SISKA IRMAINI	64	70	6
32	SYAMIRA FADILA	64	83	19
33	TASYA MARISA	74	88	14
34	THALITA ZAFIROH	60	76	16
35	ZAKIA ANNISA	72	81	9
TOTAL SCORE		2201	2701	500
AVERAGE		62.885	77.171	
HIGHEST SCORE		74	88	
LOWEST SCORE		55	69	

Based on the data of experimental group in table 4.1 above, it could be seen that there are many students could not pass the standard criteria minimum of English Learning (KKM). The score of KKM in SMA Negeri 1 Pangkalan Susu is 65, but there were many students get score lower than 65. From this experimental group, there was a gained score that could be seen from the students. In the pre-test, the lowest score of the students is 55 while the highest score is 74. In the post-test, the lowest score of the students is 69 while the highest score is 88. The average of pre-test is 62.885 while the average of post-test is 77.171. The gained score from the pre-test to the post-test is 500.

Table 4.2 The Result of Pre-test and Post-test of Control Group

NO.	STUDENTS' NAME	CONTROL GROUP		
		PRE-TEST	POST-TEST	S-GAIN
1	ADAM MUHAMMAD	60	71	11
2	ADELIA KHAIRUNNISA, S	60	64	4
3	AERIN INDAH FEBRINA	64	65	1
4	ASMADI	58	59	1
5	AZURA SYAHARANI	59	65	6
6	DESI ARIANI SRG	70	73	3
7	DICKY AULIA NUGRAHA	59	60	1
8	DIKA OCU PRATAMA	55	68	13
9	HAIRIL	63	74	11
10	IBRA FANSHURI WIRAWAN	68	75	7
11	IRLAIKA FANI ALIFIA	60	65	5
12	M. FADHLY SYAHPUTRA, N	65	81	16
13	M. SANNY SYAHPUTRA	58	59	1
14	M. RANGGA FRANSISKA	63	77	14
15	MAULIDA NURDIANA	63	68	5
16	MAYA KHALIZA	65	76	11
17	MUHAMMAD TAQWA RAMADHAN	61	62	1
18	NUR AINI	63	65	2
19	NURHALIZA	55	60	5
20	RADITYA FRASTA	61	68	7
21	RIDA MAYA SARI	61	62	1
22	RIZKY AMELIA	61	63	2
23	RIZQI AMELIA PUTRI	63	73	10
24	SALSABILA IKHSAN	69	73	4

25	SASKIA AMEKA	60	74	14
26	SELFIA NINGSIH	60	61	1
27	SERLY WIBOWO	63	68	5
28	SITI FATIMAH	58	69	11
29	SITI NAZWA	69	78	9
30	SOFI ANDRIAN BR NASUTION	63	68	5
31	SYAFITRI RAMADHAN	59	68	9
32	TSABITAH NAJLA HARDIANTI	61	61	0
33	WAHYU APRIANSYAH	67	78	11
34	WARTINI INKA BELLA	61	65	4
35	ZAHARA ASKIA	64	64	0
TOTAL SCORE		2169	2380	211
AVERAGE		61.971	68	
HIGHEST SCORE		70	81	
LOWEST SCORE		55	59	

Based on the data of control group in table 4.2 above, it could be seen that there are many students could not pass the standard criteria minimum of English Learning (KKM). The score of KKM in SMA Negeri 1 Pangkalan Susu is 65, but there were many students get score lower than 65. From this control group, there was a gained score that could be seen from the students. In the pre-test, the lowest score of the students is 55 while the highest score is 70. In the post-test, the lowest score of the students is 59 while the highest score is 81. The average of pre-test is 61.971 while the average of post-test is 68. The gained score from the pre-test to the post-test is 211.

Table 4.3 The Differences Students' Scores of Experimental Group and Control Group

No	Group's Names	Total scores		Mean		The highest score	The lowest score
		Pre-test	Post-test	Pre-test	Post-test		
1	Experimental group	2201	2701	62.885	77.171	88	69
2	Control group	2169	2380	61.971	68	81	59

From the table 4.3 about the differences students' scores of experimental group and control group above, it can be seen that there is the different score that gained from the pre-test to the post-test in experimental group. Control group have scores 2169 for the pre-test and have scores 2380 for the post-test, so it showed that there are only 211 different scores that go up. Furthermore, experimental group have scores 2201 for the pre-test and 2701 for the post-test, so it showed that there are any 500 different scores that go up. It can be said that control group increased 211 scores while experimental group increased 500 score, so it can be concluded that students' score in experimental class was higher than controlled class.

The scores of the data above were calculated by using the score of writing test (see appendix 6). The analysis was aimed to get the significant differences of students' score between taught by using personal experience strategy and taught by big group work in writing narrative text. To make sure, look at the following data analysis below.

B. Data Analysis

The data analysis in this research was obtained by giving essay test to the students in order to know students' ability in writing narrative text. The data was calculated by using the scores of writing test in both of the experimental class and controlled class. This analysis was aimed to get the significant different score. The analysis of data was computed by applying test formula to prove the hypothesis in this study. See the following result of t-test formula below.

$$t_{\text{observed}} = \frac{Mx - My}{\sqrt{\left(\frac{dx^2}{Nx} + \frac{dy^2}{Ny}\right)}}$$

Where:

$$Mx = 77.17142857$$

$$My = 68$$

$$dx = 5.210203306$$

$$dx^2 = 27.14621849$$

$$dy = 6.140511571$$

$$dy^2 = 37.70588235$$

$$Nx = 35$$

$$Ny = 35$$

$$\begin{aligned}
 t_{\text{observed}} &= \frac{77.171 - 68}{\sqrt{\left(\frac{27.146}{35} + \frac{37.705}{35}\right)}} \\
 &= \frac{9.171}{\sqrt{(0.775) + (1.007)}} \\
 &= \frac{9.171}{\sqrt{1.852}} \\
 &= \frac{9.171}{0.233} \\
 &= 6.738
 \end{aligned}$$

Based on the calculation above, it can be seen that the discovery result of t_{observed} was **6.738**.

C. Testing Hypothesis

The hypothesis test was intended to examine the null hypothesis is rejected or accepted. The hypothesis test can be calculated by t_{observed} (t-value). The criteria of acceptance or rejection of hypothesis are:

H_0 : There is no a different significant effect between applying personal experiences strategy and big group strategy on the students' achievement in writing narrative text.

H_a : There is a different significant effect between applying personal experiences strategy and big group strategy on the students' achievement in writing narrative text.

In the hypothesis test, if the t-value is higher than t-table, it means that there was a significant difference between experimental and control group on the test the score of experimental is higher than the control group. From the calculation in data analysis with $\alpha = 5\%$ (0.05) level of significance and $df = 35+35-2=68$. The value of t-table is 1.667 (see appendix 9) and t-observed was 6.738.

Table 4.4 Hypothesis Test

Source	Group Data		T_{observed}	T_{table}	Criteria
	Experimental	Control			
\bar{x}	77.171	68	6.738	1.667	H_0 is rejected, H_a is accepted
n	35	35			
S^2	37.705	27.146			

Based on the explanation above, it can be seen that t-observed = 6.738 was higher than t-table = 1.667 at the level of significance $\alpha = 0.05$ and the degree of freedom (df) = 68. $Df = n_x + n_y - 2 = 30+30-2 = 68$, where n_x was the total numbers of experimental class (30) and n_y was the total numbers of control class (30). So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, because t-observed was higher than t-table ($t_0 > t_{\text{table}} = 6.738 > 1.667$).

D. Discussion

In making this research and to answer the research question, the researcher did four meetings start from given the pre-test till given the post-test. Four meetings were not only teach and learning face to face met the students in the school such as usual learning processed, there were online activity for finishing this research. Two meetings face to face directly to the students in the school of SMA Negeri 1 Pangkalan Susu, and two meetings more were done by online through Whatsapp.

In online class, the researcher gave more times to the students for finishing their assignment that researcher given after asked them to understand the learning material. In normal learning process, the researcher only has time 2x45 minutes in the class to teach and treat the students. Thus, in online class there is no significant limited time to the students for understanding the learning material, so there were two or three days for students to collect their task of the last meet by online class. Online class was done in Friday for experimental class and controlled class, because by daring, the school gave Friday for learning English. It was like a rule from the school.

In this research, first meeting was doing directly from the researcher to the students in the school. In this first meeting, research schedule was giving the pre-test to the students in control group and also in experimental group. After given the pre-test, the researcher continued to teach the students about narrative text by each strategy. Personal experience strategy for experimental group and big group strategy

for control group. After taught the students about narrative text by each strategy above, the researcher gave them task for collecting in next week.

Second and third meetings, this research was doing by daring. It means the researcher given the students softcopy about the material in second and third meetings (see appendix 1 and 2) to be understood, if they were confused about the material, the head of the class could ask to the researcher by Whatsapp calls till he could understand the material and then he explain to their friends in his class. Furthermore, the researcher was given the task in the last of meeting two and the task again in the last of meeting three.

The fourth meeting or the last meeting, the researcher was doing directly to the students in the school. The activity of the last meeting was collecting all the assignments of the students in meeting three then we reviewed the task together in 30 minutes. After that, the researcher given post-test to the students directly and collected at that day. There are 60 minutes to the students that was given to the researcher for finishing the post-test. So, whole time in last meeting is 90 minutes. It means 2x45 minutes learning hours.

In validity test, all the raters of the writing test between pre-test and post-test in experimental or control group were valid (see appendix 9 and 10). It could be said *valid* because all of t_{hitung} was higher than t_{table} ($t_{hitung} > t_{table}$). Thus, it can be said that all of the raters that researcher made was valid to be a test to measure the achievement of the students.

In reliability of the test, no one of the raters was not reliable to be a test, because after the researcher checked the reliability test of manual way or by Ms. Excel, all of the r_{11} were high, even the reliability of writing post-test in control group achieved the *very high* reliability criteria. Post-test in control group was 0.8530 (see appendix 12), so the reliability is high. The reliability pre-test in experimental was 0.7800, the reliability pre-test in experimental was 0.7258, and the reliability pre-test in experimental was 0.7112, so it the criteria of their reliability were *high*.

E. Research Finding

Based on the data analysis, the writer found that Personal Experience Strategy affected students' achievement in writing narrative text. Using personal experience strategy could give the significant effect in teaching writing. The students' score taught by personal experience strategy was higher than taught by big group strategy.

T test was proved the real effect of personal experience strategy towards students' achievement. The finding of t-test calculation showed that the value of t observed was 6.738 (see page 48) and the t table was 1.667 (see appendix 9), so the result showed $6.738 > 1.667$.

Finally, by elaborated the result of t observed calculation above, personal experience strategy was a good strategy to high the writing achievement of the students in tenth grade of Senior High School.

CHAPTER V

CONCLUSION AND SUGGESTION

This fifth chapter provided the conclusion of all the analysis in this research and the findings after elaborated the hypothesis of the data based on the problem of study in chapter one, in addition the writer gives the suggestion.

A. Conclusion

After calculated all the data in the discussion before, so three problems of the study could be answered by three points below:

1. Based on the data of experimental group in table 4.1 of chapter IV, it could be seen that there was a gained score that could be seen from the students. In the pre-test, the lowest score of the students is 55 while the highest score is 74. In the post-test, the lowest score of the students is 69 while the highest score is 88. The average of pre-test is 62.885 while the average of post-test is 77.171. The gained score from the pre-test to the post-test were 500, it can be seen that there is the different score that gained from the pre-test to the post-test in experimental group.
2. Based on the data of control group in table 4.2 in chapter IV, it could be seen that there are many students could not pass the standard criteria minimum of English Learning (KKM). The score of KKM in SMA Negeri 1 Pangkalan Susu is 65, but there were so many students get score lower than 65. In the pre-test, the lowest score of the students is 55 while the highest score is 70. In

the post-test, the lowest score of the students is 59 while the highest score is 81. The average of pre-test is 61.971 while the average of post-test is 68. The gained score from the pre-test to the post-test is 211.

3. From the table 4.3 (in chapter IV) about the differences students' scores of experimental group and control group, it showed that there were only 211 different scores that go up in control group and there were any 500 different scores that go up in experimental group. Thus, the score in experimental class was higher than controlled class. Based on the table 4.4 in chapter IV, $t_{\text{observed}} = 6.738$ was higher than $t_{\text{table}} = 1.667$ at the level of significance $\alpha = 0.05$ and the degree of freedom (df) = 68. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, because t_{observed} was higher than t_{table} ($t_0 > t_{\text{table}} = 6.738 > 1.667$). Finally, by elaborated the result of t observed calculation, the writer found that there was the significant effect between applying personal experiences strategy and big group strategy on the students' achievement in writing narrative text.

B. Suggestion

After finishing this research, the writer would like to give suggestion as follow:

1. English teachers: In this era, if the teachers only have manual strategy to teach students, there will be make students bored or hard to understand what teachers mean, so choose the right strategy to increase students' interest in teaching English. Thus, Personal Experience Strategy can be an alternative or a way in teaching English exactly to give good effect for their achievement.

2. School: School should provide a good tools and good infrastructure so the students contributed to make them have enthusiasm in learning English.
3. Future researcher: The researcher hopes that this study could give advantages for other researchers and could be contributed to investigate and develop the strategy with different way especially to increase students' achievement.

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APPENDIX I

THE LESSON PLAN

EXPERIMENTAL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1)**Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2)**Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3)**Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4)**Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc.(4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for experimental group, so the strategy that is used by the researcher is Personal Experience Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- Clue or code work
- White board, marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example: <ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	<ul style="list-style-type: none"> • Students answer the teacher's question.
2. Main activity	
<ul style="list-style-type: none"> • Teacher prepares clue or code word about memory or experiences. • The teacher gave brainstorming to the students (asked them to give their opinion about the topic). • Teacher gives an example of writing narrative story or personal experiences. • Teacher explains about narrative text, its language features. • Teacher explains about the generic structures of writing narrative text. • Teacher asks to the students to make summary of the generic structure of writing narrative text. 	<ul style="list-style-type: none"> • Students read the example given. • Students listen to the teacher's explanation about narrative text. • Students discuss about first even of problem, problem solving, and moral lesson from example of personal experience.

-
- Students summarize the lesson today.
-

3. Closing

- Teacher asks the students with the question: what we learn today?
 - Gives homework
 - Leave taking (I think that's all for today. Thank you and see you in the next meeting).
-

I. Evaluation

Write down the narrative text based on the experiences in your school below!

J. Assessment

- Technique: written text
- Instrument: rubric

Item Analysis	Score Criteria	
Content	30-27	Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of subjection substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and
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		cohesive.
17-14	Good to average:	somewhat choppy, loosely organized but main ideas stands out, limited support, logical but incomplete sequencing.
13-10	Fair to poor:	non-fluent, ideas confused or disconnected lack of logical sequencing and development.
09-07	Very poor:	does not communicate, no organization or not enough to evaluate, show of subjection substantive no pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
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21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun, preposition but meaning seldom obscured.
17-18	Fair to poor: major problems in simple/complex, constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun, preposition but meaning seldom obscured.
10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate not enough to evaluate.

The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuations, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuations, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuations, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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THE LESSON PLAN

EXPERIMENTAL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1) **Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2)**Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3)**Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4)**Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc.(4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for experimental group, so the strategy that is used by the researcher is Personal Experience Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- Clue or code work
- White board, marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example:	• Students answer the teacher's question.
<ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	
2. Main activity	
<ul style="list-style-type: none"> • Teacher review the narrative text, the generic structure and the grammatical features. • Teacher gives clue one by one to students and asked the students to make a narrative story "experience" individually. Because all of the students have experience about it. After the students finish their writing, the teacher asked three students read the text about personal experience. • Teacher asks to the students to present in front of the class. 	<ul style="list-style-type: none"> • Students listen to the explanation about Narrative Text. • Students read some clue about Narrative Text. • Students make a narrative story. • Students present in front of the class and other students give a comment or feedback.
3. Closing	
<ul style="list-style-type: none"> • Teacher asks the students with the question: what we learn today? • Teacher asks the students to report their learning by ask them about the related topic. 	

-
- Leave taking (I think that's all for today. Thank you and see you in the next meeting).
-

I. Evaluation

Write down the narrative text based on your personal experience about your family!

J. Assessment

- Technique: written text
- Instrument: rubric

Item Analysis		Score Criteria
Content	30-27	Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of subjection substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stands out, limited support, logical but

		incomplete sequencing.
13-10	Fair to poor:	non-fluent, ideas confused or disconnected lack of logical sequencing and development.
09-07	Very poor:	does not communicate, no organization or not enough to evaluate, show of subjection substantive no pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
	21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun,

		preposition but meaning seldom obscured.
17-18	Fair to poor:	major problems in simple/complex, constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun, preposition but meaning seldom obscured.
10-5	Very poor:	virtually no mastery of sentence construction rules, dominated by errors, does not communicate enough to evaluate.

The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuations, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuations, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuations, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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THE LESSON PLAN

EXPERIMENTAL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1) **Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2) **Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3) **Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4) **Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc. (4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for experimental group, so the strategy that is used by the researcher is Personal Experience Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- Clue or code work
- White board, marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example:	• Students answer the teacher's question.
<ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	
2. Main activity	
<ul style="list-style-type: none"> • Teacher review the narrative text, the generic structure and the grammatical features. • Teacher gives clue one by one to students and asked the students to make a narrative story "experience" individually. Because all of the students have experience about it. After the students finish their writing, the teacher asked three students read the text about personal experience. • Teacher asks to the students to present in front of the class. 	<ul style="list-style-type: none"> • Students listen to the explanation about Narrative Text. • Students read some clue about Narrative Text. • Students make a narrative story. • Students present in front of the class and other students give a comment or feedback.
3. Closing	
<ul style="list-style-type: none"> • Teacher asks the students with the question: what we learn today? • Teacher asks the students to report their learning by ask them about the related topic. 	

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- Leave taking (I think that's all for today. Thank you and see you in the next meeting).
-

I. Evaluation

Write down the narrative text based your personal experience about your sad story and happy story!

J. Assessment

- Technique: written text
- Instrument: rubric

Item Analysis		Score Criteria
Content	30-27	Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of subjection substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stands out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected

lack of logical sequencing and development.

09-07 Very poor: does not communicate, no organization or not enough to evaluate, show of subjection substantive no pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
	21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun, preposition but meaning seldom obscured.
	17-18	Fair to poor: major problems in simple/complex,

		constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun, preposition but meaning seldom obscured.
10-5		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate not enough to evaluate.

The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuations, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuations, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuations, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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APPENDIX II

THE LESSON PLAN

CONTROL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1) **Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2)**Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3)**Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4)**Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc.(4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for group control, so the strategy that is used by the researcher is Big Group Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- White board
- Marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example: <ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	<ul style="list-style-type: none"> • Students answer the teacher's question.
2. Main activity	
<ul style="list-style-type: none"> • Teacher asks the students to divide into big groups. • Teacher gives example of writing Narrative Text. • Teacher explains about Narrative Text. • Teacher explains the generic structure of writing narrative text. 	<ul style="list-style-type: none"> • Students make big group. One group consists of 9 until 10 students. • Students read the example that teacher given. • Students listen to explain about Narrative Story.
3. Closing	
<ul style="list-style-type: none"> • Teacher asks the students with the question: what we learn today? • Gives homework. • Leave taking (I think that's all for today. Thank you and see you in the next meeting). 	

I. Evaluation

Write down the narrative text based on your holiday story with your group!

J. Assessment

- a. Technique: written text
- b. Instrument: rubric

Item Analysis	Score Criteria	
Content	30-27	Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of subject-substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stands out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected lack of logical sequencing and development.
	09-07	Very poor: does not communicate, no organization or not

enough to evaluate, show of subjection substantive no pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
	21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun, preposition but meaning seldom obscured.
	17-18	Fair to poor: major problems in simple/complex, constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun,

		preposition but meaning seldom obscured.
10-5		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate enough to evaluate.

The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuation, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuation, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuation, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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THE LESSON PLAN

CONTROL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1) **Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2)**Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3)**Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4)**Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc.(4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for group control, so the strategy that is used by the researcher is Big Group Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- White board
- Marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example:	• Students answer the teacher's question.
<ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	
2. Main activity	
<ul style="list-style-type: none"> • Teacher asks the students to divide into big groups. • Teacher reviews the Narrative Text, the generic structure and grammatical features. • Teacher asks them to write the Narrative Text based on the context. • Teacher asks students to present their work in front of the class. 	<ul style="list-style-type: none"> • Students make big group. • Students listen to the explanation about Narrative Text. • In group, students write a Narrative story. • Students present in front of the class and other students gives comment or feedback.
3. Closing	
<ul style="list-style-type: none"> • Teacher asks the students with the question: what we learn today? • Teacher asks students to report their learned by asking about related topic. • Leave taking (I think that's all for today. Thank you and see you in the next meeting). 	

I. Evaluation

Write down the narrative text based on your family story with your group!

J. Assessment

- a. Technique: written text
- b. Instrument: rubric

Item Analysis	Score Criteria	
Content	30-27	Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of subjection substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stands out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected lack of logical sequencing and development.
	09-07	Very poor: does not communicate, no organization or not enough to evaluate, show of subjection substantive no

pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
	21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun, preposition but meaning seldom obscured.
	17-18	Fair to poor: major problems in simple/complex, constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun, preposition but meaning seldom obscured.

10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate not enough to evaluate.
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The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuations, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuations, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuations, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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THE LESSON PLAN

CONTROL GROUP

School : SMA Negeri 1 Pangkalan Susu

Subject : English

Class : X

Allocation Time : 2 x 40 minutes

Material : Narrative Text

A. Core Competence

1. Applying the pray in study before start to teach them based on their reliance.
2. Inspiring and applying behavior of honesty, discipline, responsibility, cooperation, peace, tolerance, care, politeness, responsiveness, and pro-activeness, and showing attitude as a part of solution of any problems in interacting effectively with social and natural environment and also in putting themselves as nation's reflections in world association.
3. Comprehending, applying, analyzing the factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity with insight of humanity, and civilization due to the cause of phenomena and events and also applying procedural knowledge in specific study area based on their talent and interest to solve problems.
4. Processing, reasoning, and providing in concrete and abstract domain due to the development of what they learn at school independently, acting effectively and creatively, and be able to use methods based on educational rules.

B. Basic Competence

Students are able to express the idea and the rhetoric step in essays using written language accurately, fluently, and acceptable in the daily life contexts in the form of narrative and review texts.

C. Indicators

- Students are able to mention the generic structure of narrative texts.
- Students are able to create narrative texts.

D. Material

1. Explanation about Narrative Text

- **Description:** Narrative text is deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- **Communicative Purpose:** To tell stories or past events and entertain the readers.
- **Text Organization:** (1) **Orientation:** The introduction of the story scene was set, the characters are introduced, the question “what, who, where, when are answered. (2)**Complication:** The conflict in the story was explored, includes the detail events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown. (3)**Resolution:** The problem was resolved in the final part of the story. The situation after problem after problem solving was shown. (4)**Coda:** The moral lesson captured from the story was stated, the end of the story.
- **Language Features:** (1) There are sequenced in the time, this was often signaled by connectives or conjunctions that are used, e.g. once upon a time, one day, one night, the next day, for many hours, at least, and, and then, after that, etc. (2) Use past tense, this was often signaled by the past tense verbs, e.g. though (think), went (go), prayed (pray), etc. (3) Action verb that describes what people do, e.g. took, woke, climbed, ram, chopped, etc.(4) Contain dialogues, and so narrative contain “saying” verbs that explain how people speak, e.g. said, replied, shouted, etc. (5) Adjectives which functions to show personal attitudes of the character, e.g. frightened, calm, happy, beautiful.

E. Strategy of Learning

Because this lesson plan is for group control, so the strategy that is used by the researcher is Big Group Strategy.

F. Source of Learning

- Teacher as a model
- Text book (Bahasa Inggris by Utami Widiati, Zuliati Rohmah Furaidah)

G. Media of Learning

- White board
- Marker, etc.

H. The Activities of Learning

Teacher	Students
1. Opening	
Ask the students the question example:	• Students answer the teacher's question.
<ul style="list-style-type: none"> • Have you ever made something? • What we need to make/do? • What is the process? 	
2. Main activity	
<ul style="list-style-type: none"> • Teacher asks the students to divide into big groups. • Teacher reviews the Narrative Text, the generic structure and grammatical features. • Teacher asks them to write the Narrative Text based on the context. • Teacher asks students to present their work in front of the class. 	<ul style="list-style-type: none"> • Students make big group. • Students listen to the explanation about Narrative Text. • In group, students write a Narrative story. • Students present in front of the class and other students gives comment or feedback.
3. Closing	
<ul style="list-style-type: none"> • Teacher asks the students with the question: what we learn today? • Teacher asks students to report their learned by asking about related topic. • Leave taking (I think that's all for today. Thank you and see you in the next meeting). 	

I. Evaluation

Write down the narrative text based on your sad story and happy story with your group!

J. Assessment

- a. Technique: written text
- b. Instrument: rubric

Item Analysis	Score Criteria
Content	30-27 Excellent to very good: knowledge-substantive, through development of thesis, relevant to assigned topic.
	26-22 Good to average: some knowledge of subject adequate range, limited development of the topic sentence, mostly relevant to the topic, but lacks detail.
	21-17 Fair to poor: limited knowledge of subject-little substance, inadequate development of the topic.
	16-13 Very poor: does not show knowledge of subjection substantive, no pertinent or not enough to evaluate.

The lowest score is 13 and the highest score is 30

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized logical sequencing and cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stands out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected lack of logical sequencing and development.
	09-07	Very poor: does not communicate, no organization or not

enough to evaluate, show of subjection substantive no pertinent or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Vocabulary	20-18	Excellent to very good: sophisticated range effective word/idiom form, choice and usage. Word from mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/idiom form, word choice, but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	09-07	Very poor: essential translation-little knowledge of English vocabulary, idiom/word form or not enough to evaluate.

The lowest score is 7 and the highest score is 20

Language use	25-22	Excellent to very good: effective complex construction, agreement, tense, number, word order/function, article, pronoun, preposition.
	21-18	Good to average: effective but simple construction, minor problem in complex, several errors of agreement, tense, number, word order function, articles, pronoun, preposition but meaning seldom obscured.
	17-18	Fair to poor: major problems in simple/complex, constructions, frequent errors of negation, agreement, tense, number, word, order/function, article, pronoun,

		preposition but meaning seldom obscured.
10-5		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate not enough to evaluate.

The lowest score is 5 and the higher score is 25

Mechanics	5	Excellent to very good: demonstrate the mastery of convention, few errors of spelling, punctuations, capitalizations and paragraphing.
	4	Good to average: occasional errors of spelling punctuations, capitalization and paragraphing.
	3	Fair to poor: frequent errors of spelling punctuations, capitalization and paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions-dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, and not enough to evaluate.

The lowest score is 2 and the highest score is 5

Total score:	Maximum score is 100 and minimum score is 34
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APPENDIX III

THE LIST OF STUDENTS

Class: X MIA (The Experimental Group)

No.	Students' Name	Male/Female
1	ADE WIWIT SYAKILA	F
2	ADITYA FEBRIAN	M
3	ANDINA PUTRI	F
4	AZ ZAHRA ZELIKA	F
5	BUNAYYA FATHIL IRSYAD	M
6	CINDY NABILA RAMADANI	F
7	DEWO SATRIO	M
8	FANNY AZZAHRA	F
9	IHSAN SATRIA SINAGA	M
10	JEVINA HELMINAWATI	F
11	M. ABDILLAH PUTRA	M
12	M. HARIS FADHILLAH	M
13	M. REEHAN FAUZI	M
14	MAYA ANDINI	F
15	MHD YUSUP	M
16	MUHAMMAD KHAIRUL FAUZI, S	M
17	MUHAMMAD RAMADI	M
18	MUHAMMAD RIZKY ZULKARNAIN	M
19	MUTIA KHAIRUNNISYAH	F
20	NAJWA PASYA	F
21	NAZWA AULIA FAHIRA	F

22	NAZWA AULIA NISA	F
23	NAZWA AULIA SYAHWALANI	F
24	NAZWA AURELIA	F
25	NAZWA YULISA NASUTION	F
26	NIA PERMATA SARI	F
27	OTTO DINDA ARHAYATI	F
28	PANJI SYAHPUTRA	M
29	RIKI AKBAR	M
30	RIZKY ADINDA	F
31	SISKA IRMAINI	F
32	SYAMIRA FADILA	F
33	TASYA MARISA	F
34	THALITA ZAFIROH	F
35	ZAKIA ANNISA	F

Class: X IIS (Control Group)

No.	Students' Name	Male/Female
1	ADAM MUHAMMAD	M
2	ADELIA KHAIRUNNISA, S	F
3	AERIN INDAH FEBRINA	F
4	ASMADI	M
5	AZURA SYAHARANI	F
6	DESI ARIANI SRG	F
7	DICKY AULIA NUGRAHA	M
8	DIKA OCU PRATAMA	M
9	HAIRIL	M
10	IBRA FANSHURI WIRAWAN	M

11	IRLAIKA FANI ALIFIA	F
12	M. FADHLY SYAHPUTRA, N	M
13	M. SANNY SYAHPUTRA	M
14	M. RANGGA FRANSISKA	M
15	MAULIDA NURDIANA	F
16	MAYA KHALIZA	F
17	MUHAMMAD TAQWA RAMADHAN	M
18	NUR AINI	F
19	NURHALIZA	F
20	RADITYA FRASTA	M
21	RIDA MAYA SARI	F
22	RIZKY AMELIA	F
23	RIZQI AMELIA PUTRI	F
24	SALSABILA IKHSAN	F
25	SASKIA AMEKA	F
26	SELFIA NINGSIH	F
27	SERLY WIBOWO	F
28	SITI FATIMAH	F
29	SITI NAZWA	F
30	SOFI ANDRIAN BR NASUTION	F
31	SYAFITRI RAMADHAN	F
32	TSABITAH NAJLA HARDIANTI	F
33	WAHYU APRIANSYAH	M
34	WARTINI INKA BELLA	F
35	ZAHARA ASKIA	F

APPENDIX IV

INTRUMENT OF WRITING TEST

EXPERIMENTAL CLASS

A. The Writing Pre-Test

- 1) Write your full name first.
- 2) Make a narrative text about your best or lucky experience ever.
- 3) Write down your narrative text consisting of orientation, complication, sequence of events, resolution and coda (message or moral). Work individually!
- 4) Time to finish the task is 60 minutes.

B. The Writing Post-Test

- 1) Write your full name first.
- 2) Make a narrative text about your first experience come to senior high school.
- 3) Write down your narrative text consisting of orientation, complication, sequence of events, resolution and coda (message or moral). Work individually!
- 4) Time to finish the task is 60 minutes.

APPENDIX V

INTRUMENT OF WRITING TEST

CONTROLLED CLASS

A. The Writing Pre-Test

- 1) Write your full name first.
- 2) Make a narrative text about Malin Kundang.
- 3) Write down your narrative text consisting of orientation, complication, sequence of events, resolution and coda (message or moral). Work individually!
- 4) Time to finish the task is 60 minutes.

B. The Writing Post-Test

- 1) Write your full name first.
- 2) Make a narrative text about Lake Toba.
- 3) Write down your narrative text consisting of orientation, complication, sequence of events, resolution and coda (message or moral). Work individually!
- 4) Time to finish the task is 60 minutes.

APPENDIX VI

SCORING OF WRITING TEST

EXPERIMENTAL GROUP

CLASS: X MIA

A. Students' Pre-test Score

No.	Students' Initial	C	O	V	LU	M	Total
1	AWS	18	18	15	10	6	67
2	AF	17	21	14	10	4	66
3	AP	17	17	14	8	5	61
4	AZZ	15	15	14	7	4	55
5	BFI	16	16	14	9	5	60
6	CNR	17	18	15	9	5	64
7	DS	16	18	15	8	4	61
8	FA	16	16	15	8	4	59
9	ISS	16	18	14	8	4	60
10	JH	18	19	14	10	6	67
11	MAP	15	17	15	8	4	59
12	MHF	16	16	14	9	5	60
13	MRF	19	19	15	10	6	69
14	MA	15	15	14	7	4	55
15	MY	17	16	15	11	6	65
16	MKF,S	18	18	14	10	5	65
17	MRF	16	16	14	9	4	59
18	MRZ	17	19	14	11	5	66
19	MK	17	18	15	10	6	66
20	NP	16	19	16	11	5	67
21	NAF	16	16	14	9	5	60
22	NAN	16	17	15	11	6	65
23	NAS	16	15	15	9	4	59
24	NA	20	16	14	10	4	64

25	NYN	15	15	14	7	4	55
26	NPS	18	14	18	9	6	65
27	ODA	19	17	15	9	4	64
28	PS	18	14	16	9	7	64
29	RAK	16	15	15	10	4	60
30	RAD	16	16	14	9	5	60
31	SI	18	16	15	10	5	64
32	SF	17	17	15	9	6	64
33	TM	21	18	18	10	7	74
34	TZ	17	14	15	10	4	60
35	ZA	18	19	18	11	6	72
	TOTAL	593	588	521	325	174	2201

B. Students' Post-test Score

No.	Students' Initial	C	O	V	LU	M	Total
1	AWS	20	23	17	13	8	81
2	AF	19	22	18	10	6	75
3	AP	21	19	17	11	7	75
4	AZZ	18	18	17	11	6	70
5	BFI	19	19	17	13	8	76
6	CNR	19	20	16	11	6	72
7	DS	20	20	20	9	7	76
8	FA	19	20	18	11	7	75
9	ISS	19	19	15	10	7	70
10	JH	20	20	17	11	7	75
11	MAP	21	22	17	12	8	80
12	MHF	22	22	20	12	8	84
13	MRF	21	21	17	12	8	79
14	MA	23	22	23	12	8	88
15	MY	22	17	17	13	7	76
16	MKF,S	23	23	17	12	8	83
17	MRF	20	19	18	12	7	76
18	MRZ	20	20	18	13	8	79

19	MK	20	19	17	12	7	75
20	NP	19	22	18	10	6	75
21	NAF	20	18	17	12	8	75
22	NAN	18	18	16	12	7	71
23	NAS	20	18	17	11	6	72
24	NA	20	19	18	12	7	76
25	NYN	23	20	21	13	8	85
26	NPS	23	19	23	13	8	86
27	ODA	21	18	17	11	6	73
28	PS	20	19	17	11	8	75
29	RAK	17	17	17	12	6	69
30	RAD	21	20	20	13	7	81
31	SI	18	17	17	11	7	70
32	SF	23	23	17	13	7	83
33	TM	23	23	22	12	8	88
34	TZ	19	21	17	12	7	76
35	ZA	20	21	20	13	7	81
	TOTAL	711	698	630	411	251	2701

APPENDIX VII**SCORING OF WRITING TEST****CONTROL GROUP****CLASS: X IIS****A. Students' Pre-test Score**

No.	Students' Initial	C	O	V	LU	M	Total
1	AM	16	16	14	9	5	60
2	AK,S	15	17	14	9	5	60
3	AIF	16	17	15	10	6	64
4	A	16	15	14	8	5	58
5	AS	15	16	14	8	6	59
6	DA,S	19	19	17	9	6	70
7	DAN	16	16	14	8	5	59
8	DOP	14	14	14	8	5	55
9	H	16	17	15	9	6	63
10	IFW	18	19	16	10	5	68
11	IFA	16	16	15	9	4	60
12	MFS,N	16	16	17	10	6	65
13	MSS	16	15	14	9	4	58
14	MRF	17	16	16	9	5	63
15	MN	17	16	16	9	5	63
16	MK	17	18	16	9	5	65
17	MTR	16	16	15	9	5	61
18	NA	18	17	14	9	5	63
19	N	14	14	14	8	5	55
20	RF	16	16	15	9	5	61
21	RMS	16	16	15	10	4	61
22	RA	16	17	14	9	5	61
23	RAP	17	17	15	9	5	63
24	SI	18	18	17	10	6	69

25	SA	17	16	15	8	4	60
26	SN	17	14	15	9	5	60
27	SW	16	17	15	10	5	63
28	SF	14	15	15	9	5	58
29	SNZ	18	18	16	10	7	69
30	SAB,N	16	16	16	9	6	63
31	SR	16	15	14	9	5	59
32	TNH	17	16	14	9	5	61
33	WA	19	17	16	10	5	67
34	WIB	16	16	16	9	4	61
35	ZA	19	16	14	10	5	64
	TOTAL	576	570	526	318	179	2169

B. Students' Post-test Score

No.	Students' Initial	C	O	V	LU	M	Total
1	AM	19	16	19	11	6	71
2	AK,S	17	17	15	10	5	64
3	AIF	17	17	15	10	6	65
4	A	16	16	14	8	5	59
5	AS	17	17	15	10	6	65
6	DA,S	18	17	19	12	7	73
7	DAN	21	21	19	12	5	60
8	DOP	21	15	15	11	6	68
9	H	19	19	19	11	6	74
10	IFW	20	21	16	12	6	75
11	IFA	19	18	15	9	4	65
12	MFS,N	21	21	20	12	7	81
13	MSS	16	15	15	9	4	59
14	MRF	21	21	17	12	6	77
15	MN	21	15	15	11	6	68
16	MK	21	19	19	11	6	76
17	MTR	17	17	14	9	5	62
18	NA	17	16	16	10	6	65

19	N	17	16	14	9	4	60
20	RF	20	16	15	11	6	68
21	RMS	20	16	15	11	6	62
22	RA	16	17	15	10	5	63
23	RAP	19	19	18	11	6	73
24	SI	19	19	17	11	7	73
25	SA	20	18	17	12	7	74
26	SN	16	16	15	9	5	61
27	SW	19	17	15	11	6	68
28	SF	18	17	17	10	7	69
29	SNZ	21	20	19	11	7	78
30	SAB,N	20	17	16	9	6	68
31	SR	20	16	17	9	6	68
32	TNH	17	16	14	9	5	61
33	WA	21	21	17	12	7	78
34	WIB	18	16	16	10	5	65
35	ZA	19	16	14	10	5	64
	TOTAL	658	611	568	365	202	2380

APPENDIX VIII

A. THE DIFFERENCE SCORES BETWEEN PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP

NO.	STUDENTS' NAME	EXPERIMENTAL			
		Pre-test (X ₁)	Post-test (X ₂)	X=X ₂ -X ₁	X ²
1	ADE WIWIT SYAKILA	67	81	14	196
2	ADITYA FEBRIAN	66	75	9	81
3	ANDINA PUTRI	61	75	14	196
4	AZ ZAHRA ZELIKA	55	70	15	225
5	BUNAYYA FATHIL IRSYAD	60	76	16	256
6	CINDY NABILA RAMADANI	64	72	8	64
7	DEWO SATRIO	61	76	15	225
8	FANNY AZZAHRA	59	75	16	256
9	IHSAN SATRIA SINAGA	60	70	10	100
10	JEVINA HELMINAWATI	67	75	8	64
11	M. ABDILLAH PUTRA	59	80	21	441
12	M. HARIS FADHILLAH	60	84	24	576
13	M. REEHAN FAUZI	69	79	10	100
14	MAYA ANDINI	55	88	33	1089
15	MHD YUSUP	65	76	11	121
16	MUHAMMAD KHAIRUL FAUZI, S	65	83	18	324
17	MUHAMMAD RAMADI	59	76	17	289
18	MUHAMMAD RIZKY ZULKARNAIN	66	79	13	169
19	MUTIA KHAIRUNNISYAH	66	75	9	81
20	NAJWA PASYA	67	75	8	64
21	NAZWA AULIA FAHIRA	60	75	15	225

22	NAZWA AULIA NISA	65	71	6	36
23	NAZWA AULIA SYAHWALANI	59	72	13	169
24	NAZWA AURELIA	64	76	12	144
25	NAZWA YULISA NASUTION	55	85	30	900
26	NIA PERMATA SARI	65	86	21	441
27	OTTO DINDA ARHAYATI	64	73	9	81
28	PANJI SYAHPUTRA	64	75	11	121
29	RIKI AKBAR	60	69	9	81
30	RIZKY ADINDA	60	81	21	441
31	SISKA IRMAINI	64	70	6	36
32	SYAMIRA FADILA	64	83	19	361
33	TASYA MARISA	74	88	14	196
34	THALITA ZAFIROH	60	76	16	256
35	ZAKIA ANNISA	72	81	9	81
TOTAL SCORE		2201	2701	500	
AVERAGE		62.885	77.171		
HIGHEST SCORE		74	88		
LOWEST SCORE		55	69		

B. THE DIFFERENCE SCORES BETWEEN PRE-TEST AND POST-TEST OF THE CONTROL GROUP

NO.	STUDENTS' NAME	CONTROL			
		Pre-test (X ₁)	Post-test (X ₂)	X=X ₂ -X ₁	X ²
1	ADAM MUHAMMAD	60	71	11	121
2	ADELIA KHAIRUNNISA, S	60	64	4	16
3	AERIN INDAH FEBRINA	64	65	1	1
4	ASMADI	58	59	1	1

5	AZURA SYAHARANI	59	65	6	36
6	DESI ARIANI SRG	70	73	3	9
7	DICKY AULIA NUGRAHA	59	60	1	1
8	DIKA OCU PRATAMA	55	68	13	169
9	HAIRIL	63	74	11	121
10	IBRA FANSHURI WIRAWAN	68	75	7	49
11	IRLAIKA FANI ALIFIA	60	65	5	25
12	M. FADHLY SYAHPUTRA, N	65	81	16	256
13	M. SANNY SYAHPUTRA	58	59	1	1
14	M. RANGGA FRANSISKA	63	77	14	196
15	MAULIDA NURDIANA	63	68	5	25
16	MAYA KHALIZA	65	76	11	121
17	MUHAMMAD TAQWA RAMADHAN	61	62	1	1
18	NUR AINI	63	65	2	4
19	NURHALIZA	55	60	5	25
20	RADITYA FRASTA	61	68	7	49
21	RIDA MAYA SARI	61	62	1	1
22	RIZKY AMELIA	61	63	2	4
23	RIZQI AMELIA PUTRI	63	73	10	100
24	SALSABILA IKHSAN	69	73	4	16
25	SASKIA AMEKA	60	74	14	196
26	SELFIA NINGSIH	60	61	1	1
27	SERLY WIBOWO	63	68	5	25
28	SITI FATIMAH	58	69	11	121
29	SITI NAZWA	69	78	9	81
30	SOFI ANDRIAN BR NASUTION	63	68	5	25
31	SYAFITRI RAMADHAN	59	68	9	81
32	TSABITAH NAJLA HARDIANTI	61	61	0	0
33	WAHYU APRIANSYAH	67	78	11	121
34	WARTINI INKA BELLA	61	65	4	16
35	ZAHARA ASKIA	64	64	0	0
TOTAL SCORE		2169	2380	211	
AVERAGE		61.971	68		
HIGHEST SCORE		70	81		
LOWEST SCORE		55	59		

APPENDIX IX

T TABLE OF DEGREE FREEDOM

Titik Persentase Distribusi t (df = 41 – 80)						
Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790

APPENDIX X

THE VALIDITY OF WRITING TEST

EXPERIMENTAL GROUP

A. The Validity of Pre-test Writing Experimental Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y	X1.Y	X1 ²	Y ²
1	AM	16	16	14	9	5	60	960	256	3600
2	AK,S	15	17	14	9	5	60	900	225	3600
3	AIF	16	17	15	10	6	64	1024	256	4096
4	A	16	15	14	8	5	58	928	256	3364
5	AS	15	16	14	8	6	59	885	225	3481
6	DA,S	19	19	17	9	6	70	1330	361	4900
7	DAN	16	16	14	8	5	59	944	256	3481
8	DOP	14	14	14	8	5	55	770	196	3025
9	H	16	17	15	9	6	63	1008	256	3969
10	IFW	18	19	16	10	5	68	1224	324	4624
11	IFA	16	16	15	9	4	60	960	256	3600
12	MFS,N	16	16	17	10	6	65	1040	256	4225
13	MSS	16	15	14	9	4	58	928	256	3364
14	MRF	17	16	16	9	5	63	1071	289	3969
15	MN	17	16	16	9	5	63	1071	289	3969
16	MK	17	18	16	9	5	65	1105	289	4225
17	MTR	16	16	15	9	5	61	976	256	3721
18	NA	18	17	14	9	5	63	1134	324	3969
19	N	14	14	14	8	5	55	770	196	3025
20	RF	16	16	15	9	5	61	976	256	3721
21	RMS	16	16	15	10	4	61	976	256	3721
22	RA	16	17	14	9	5	61	976	256	3721
23	RAP	17	17	15	9	5	63	1071	289	3969
24	SI	18	18	17	10	6	69	1242	324	4761
25	SA	17	16	15	8	4	60	1020	289	3600
26	SN	17	14	15	9	5	60	1020	289	3600

27	SW	16	17	15	10	5	63	1008	256	3969
28	SF	14	15	15	9	5	58	812	196	3364
29	SNZ	18	18	16	10	7	69	1242	324	4761
30	SAB,N	16	16	16	9	6	63	1008	256	3969
31	SR	16	15	14	9	5	59	944	256	3481
32	TNH	17	16	14	9	5	61	1037	289	3721
33	WA	19	17	16	10	5	67	1273	361	4489
34	WIB	16	16	16	9	4	61	976	256	3721
35	ZA	19	16	14	10	5	64	1216	361	4096

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 alpha 0,05
 dk 33
 t table 1,69236
t hitung > t table

valid

rxy (2) 0,8607
 t hitung 9,7101
 alpha 0,05
 dk 33
 t table 1,69236
t hitung > t table

valid

rxy (3) 0,7595
 t hitung 6,7081
 alpha 0,05
 dk 33
 t table 1,69236
t hitung > t table

valid

rxy (4) 0,7092
 t hitung 5,7792
 alpha 0,05
 dk 33
 t table 1,69236
t hitung > t table

valid

rxy (5) 0,5127
 t hitung 3,4304
 alpha 0,05
 dk 33
 t table 1,69236
t hitung > t table

valid

Based on the calculation of the result of the pre-test writing scores in experimental class above, it can be said that all of the t hitung is higher than t table, so it can be concluded that fifth assessment that researcher gave to the students were **valid**.

B. The Validity of Post-test Writing Experimental Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y	X1.Y	X1 ²	Y ²
1	AWS	20	23	17	13	8	81	1620	400	6561
2	AF	19	22	18	10	6	75	1425	361	5625
3	AP	21	19	17	11	7	75	1575	441	5625
4	AZZ	18	18	17	11	6	70	1260	324	4900
5	BFI	19	19	17	13	8	76	1444	361	5776
6	CNR	19	20	16	11	6	72	1368	361	5184
7	DS	20	20	20	9	7	76	1520	400	5776
8	FA	19	20	18	11	7	75	1425	361	5625
9	ISS	19	19	15	10	7	70	1330	361	4900
10	JH	20	20	17	11	7	75	1500	400	5625
11	MAP	21	22	17	12	8	80	1680	441	6400
12	MHF	22	22	20	12	8	84	1848	484	7056
13	MRF	21	21	17	12	8	79	1659	441	6241
14	MA	23	22	23	12	8	88	2024	529	7744
15	MY	22	17	17	13	7	76	1672	484	5776
16	MKF,S	23	23	17	12	8	83	1909	529	6889
17	MRF	20	19	18	12	7	76	1520	400	5776
18	MRZ	20	20	18	13	8	79	1580	400	6241
19	MK	20	19	17	12	7	75	1500	400	5625
20	NP	19	22	18	10	6	75	1425	361	5625
21	NAF	20	18	17	12	8	75	1500	400	5625
22	NAN	18	18	16	12	7	71	1278	324	5041
23	NAS	20	18	17	11	6	72	1440	400	5184
24	NA	20	19	18	12	7	76	1520	400	5776
25	NYN	23	20	21	13	8	85	1955	529	7225
26	NPS	23	19	23	13	8	86	1978	529	7396
27	ODA	21	18	17	11	6	73	1533	441	5329
28	PS	20	19	17	11	8	75	1500	400	5625
29	RAK	17	17	17	12	6	69	1173	289	4761
30	RAD	21	20	20	13	7	81	1701	441	6561
31	SI	18	17	17	11	7	70	1260	324	4900
32	SF	23	23	17	13	7	83	1909	529	6889
33	TM	23	23	22	12	8	88	2024	529	7744

34	TZ	19	21	17	12	7	76	1444	361	5776
35	ZA	20	21	20	13	7	81	1620	400	6561

rxy (1) 0,8605
 t hitung 9,7014
 alpha 0,05
 dk 33
 t table 1,66757

t hitung > t table
valid

rxy (2) 0,6889
 t hitung 5,4593
 alpha 0,05
 dk 33
 t table 1,66757

t hitung > t table
valid

rxy (3) 0,7683
 t hitung 6,8949
 alpha 0,05
 dk 33
 t table 1,66757

t hitung > t table
Valid

rxy (4) 0,5301
 t hitung 3,5912
 alpha 0,05
 dk 33
 t table 1,66757

t hitung > t table
valid

rxy (5) 0,67992
 t hitung 5,3266
 alpha 0,05
 dk 33
 t table 1,66757

t hitung > t table
valid

Based on the calculation of the result of the post-test writing scores in experimental class above, it can be said that all of the t hitung is higher than t table, so it can be concluded that fifth assessment that researcher gave to the students were **valid**.

APPENDIX XI

THE VALIDITY OF WRITING TEST

CONTROL GROUP

A. The Validity of Pre-test Writing Control Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y	X1.Y	X1 ²	Y ²
1	AM	19	16	19	11	6	71	1349	361	5041
2	AK,S	17	17	15	10	5	64	1088	289	4096
3	AIF	17	17	15	10	6	65	1105	289	4225
4	A	16	16	14	8	5	59	944	256	3481
5	AS	17	17	15	10	6	65	1105	289	4225
6	DA,S	18	17	19	12	7	73	1314	324	5329
7	DAN	21	21	19	12	5	60	1260	441	3600
8	DOP	21	15	15	11	6	68	1428	441	4624
9	H	19	19	19	11	6	74	1406	361	5476
10	IFW	20	21	16	12	6	75	1500	400	5625
11	IFA	19	18	15	9	4	65	1235	361	4225
12	MFS,N	21	21	20	12	7	81	1701	441	6561
13	MSS	16	15	15	9	4	59	944	256	3481
14	MRF	21	21	17	12	6	77	1617	441	5929
15	MN	21	15	15	11	6	68	1428	441	4624
16	MK	21	19	19	11	6	76	1596	441	5776
17	MTR	17	17	14	9	5	62	1054	289	3844
18	NA	17	16	16	10	6	65	1105	289	4225
19	N	17	16	14	9	4	60	1020	289	3600
20	RF	20	16	15	11	6	68	1360	400	4624
21	RMS	20	16	15	11	6	62	1240	400	3844
22	RA	16	17	15	10	5	63	1008	256	3969
23	RAP	19	19	18	11	6	73	1387	361	5329
24	SI	19	19	17	11	7	73	1387	361	5329
25	SA	20	18	17	12	7	74	1480	400	5476
26	SN	16	16	15	9	5	61	976	256	3721

27	SW	19	17	15	11	6	68	1292	361	4624
28	SF	18	17	17	10	7	69	1242	324	4761
29	SNZ	21	20	19	11	7	78	1638	441	6084
30	SAB,N	20	17	16	9	6	68	1360	400	4624
31	SR	20	16	17	9	6	68	1360	400	4624
32	TNH	17	16	14	9	5	61	1037	289	3721
33	WA	21	21	17	12	7	78	1638	441	6084
34	WIB	18	16	16	10	5	65	1170	324	4225
35	ZA	19	16	14	10	5	64	1216	361	4096

rxy (1) 0,8061
 t hitung 7,8255
 alpha 0,05
 dk 33
 t table 1,66757
t hitung > t table

valid

rxy (2) 0,8607
 t hitung 9,7101
 alpha 0,05
 dk 33
 t table 1,66757
t hitung > t table

valid

rxy (3) 0,7595
 t hitung 6,7081
 alpha 0,05
 dk 33
 t table 1,66757
t hitung > t table

valid

rxy (4) 0,7092
 t hitung 5,7792
 alpha 0,05
 dk 33
 t table 1,66757
t hitung > t table

valid

rxy (5) 0,5127
 t hitung 3,4304
 alpha 0,05
 dk 33
 t table 1,66757
t hitung > t table

valid

Based on the calculation of the result of the pre-test writing scores in the controlled class above, it can be said that all of the t hitung is higher than t table, so it can be concluded that fifth assessment that researcher gave to the students were **valid**.

B. The Validity of Post-test Writing Control Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y	X1.Y	X1 ²	Y ²
1	AM	19	16	19	11	6	71	1349	361	5041
2	AK,S	17	17	15	10	5	64	1088	289	4096
3	AIF	17	17	15	10	6	65	1105	289	4225
4	A	16	16	14	8	5	59	944	256	3481
5	AS	17	17	15	10	6	65	1105	289	4225
6	DA,S	18	17	19	12	7	73	1314	324	5329
7	DAN	21	21	19	12	5	60	1260	441	3600
8	DOP	21	15	15	11	6	68	1428	441	4624
9	H	19	19	19	11	6	74	1406	361	5476
10	IFW	20	21	16	12	6	75	1500	400	5625
11	IFA	19	18	15	9	4	65	1235	361	4225
12	MFS,N	21	21	20	12	7	81	1701	441	6561
13	MSS	16	15	15	9	4	59	944	256	3481
14	MRF	21	21	17	12	6	77	1617	441	5929
15	MN	21	15	15	11	6	68	1428	441	4624
16	MK	21	19	19	11	6	76	1596	441	5776
17	MTR	17	17	14	9	5	62	1054	289	3844
18	NA	17	16	16	10	6	65	1105	289	4225
19	N	17	16	14	9	4	60	1020	289	3600
20	RF	20	16	15	11	6	68	1360	400	4624
21	RMS	20	16	15	11	6	62	1240	400	3844
22	RA	16	17	15	10	5	63	1008	256	3969
23	RAP	19	19	18	11	6	73	1387	361	5329
24	SI	19	19	17	11	7	73	1387	361	5329
25	SA	20	18	17	12	7	74	1480	400	5476
26	SN	16	16	15	9	5	61	976	256	3721
27	SW	19	17	15	11	6	68	1292	361	4624
28	SF	18	17	17	10	7	69	1242	324	4761
29	SNZ	21	20	19	11	7	78	1638	441	6084
30	SAB,N	20	17	16	9	6	68	1360	400	4624
31	SR	20	16	17	9	6	68	1360	400	4624
32	TNH	17	16	14	9	5	61	1037	289	3721
33	WA	21	21	17	12	7	78	1638	441	6084

34	WIB	18	16	16	10	5	65	1170	324	4225
35	ZA	19	16	14	10	5	64	1216	361	4096

rxxy (1) 0,6750

t hitung 5,2556

alpha 0,05

dk 33

t table 1,66757

t hitung > t table

valid

rxxy (2) 0,6732

t hitung 5,2304

alpha 0,05

dk 33

t table 1,66757

t hitung > t table

valid

rxxy (3) 0,7264

t hitung 6,0719

alpha 0,05

dk 33

t table 1,66757

t hitung > t table

valid

rxxy (4) 0,7237

t hitung 6,0246

alpha 0,05

dk 33

t table 1,66757

t hitung > t table

valid

rxxy (5) 0,7807

t hitung 7,1765

alpha 0,05

dk 33

t table 1,66757

t hitung > t table

valid

Based on the calculation of the result of the post-test writing scores in the controlled class above, it can be said that all of the t hitung is higher than t table, so it can be concluded that fifth assessment that researcher gave to the students were **valid**.

APPENDIX XII

THE RELIABILITY OF WRITING TEST EXPERIMENTAL GROUP

A. The Reliability of Pre-test Writing Experimental Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y
1	AWS	20	23	17	13	8	81
2	AF	19	22	18	10	6	75
3	AP	21	19	17	11	7	75
4	AZZ	18	18	17	11	6	70
5	BFI	19	19	17	13	8	76
6	CNR	19	20	16	11	6	72
7	DS	20	20	20	9	7	76
8	FA	19	20	18	11	7	75
9	ISS	19	19	15	10	7	70
10	JH	20	20	17	11	7	75
11	MAP	21	22	17	12	8	80
12	MHF	22	22	20	12	8	84
13	MRF	21	21	17	12	8	79
14	MA	23	22	23	12	8	88
15	MY	22	17	17	13	7	76
16	MKF,S	23	23	17	12	8	83
17	MRF	20	19	18	12	7	76
18	MRZ	20	20	18	13	8	79
19	MK	20	19	17	12	7	75
20	NP	19	22	18	10	6	75
21	NAF	20	18	17	12	8	75
22	NAN	18	18	16	12	7	71
23	NAS	20	18	17	11	6	72
24	NA	20	19	18	12	7	76
25	NYN	23	20	21	13	8	85

26	NPS	23	19	23	13	8	86
27	ODA	21	18	17	11	6	73
28	PS	20	19	17	11	8	75
29	RAK	17	17	17	12	6	69
30	RAD	21	20	20	13	7	81
31	SI	18	17	17	11	7	70
32	SF	23	23	17	13	7	83
33	TM	23	23	22	12	8	88
34	TZ	19	21	17	12	7	76
35	ZA	20	21	20	13	7	81

Based on the table calculation above, the reliability (r_{11}) of the scores of pretest writing experimental as follow:

$$r_{11} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

$$= \mathbf{0,7800}$$

Criteria of reliability:

0.0 – 0.20 : The reliability is very low

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is fair

0.61 – 0.80 : The reliability is high

0.81 – 1.00 : The reliability is very high

After saw the result of reliability writing pre-test of experimental group and the criteria of reliability above, writer found that the score of reliability pre-test experimental was 0.7800, so the criteria reliability was high. Thus, the writing pre-test was **reliable**.

B. The Reliability of Post-test Writing Experimental Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y
1	AWS	20	23	17	13	8	81
2	AF	19	22	18	10	6	75
3	AP	21	19	17	11	7	75
4	AZZ	18	18	17	11	6	70
5	BFI	19	19	17	13	8	76
6	CNR	19	20	16	11	6	72
7	DS	20	20	20	9	7	76
8	FA	19	20	18	11	7	75
9	ISS	19	19	15	10	7	70
10	JH	20	20	17	11	7	75
11	MAP	21	22	17	12	8	80
12	MHF	22	22	20	12	8	84
13	MRF	21	21	17	12	8	79
14	MA	23	22	23	12	8	88
15	MY	22	17	17	13	7	76
16	MKF,S	23	23	17	12	8	83
17	MRF	20	19	18	12	7	76
18	MRZ	20	20	18	13	8	79
19	MK	20	19	17	12	7	75
20	NP	19	22	18	10	6	75
21	NAF	20	18	17	12	8	75
22	NAN	18	18	16	12	7	71
23	NAS	20	18	17	11	6	72
24	NA	20	19	18	12	7	76
25	NYN	23	20	21	13	8	85
26	NPS	23	19	23	13	8	86
27	ODA	21	18	17	11	6	73
28	PS	20	19	17	11	8	75
29	RAK	17	17	17	12	6	69
30	RAD	21	20	20	13	7	81
31	SI	18	17	17	11	7	70
32	SF	23	23	17	13	7	83
33	TM	23	23	22	12	8	88

34	TZ	19	21	17	12	7	76
35	ZA	20	21	20	13	7	81

Based on the table calculation above, the reliability (r_{11}) of the scores of pretest writing experimental as follow:

$$r_{11} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

$$= \mathbf{0.7258}$$

Criteria of reliability:

0.0 – 0.20 : The reliability is very low

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is fair

0.61 – 0.80 : The reliability is high

0.81 – 1.00 : The reliability is very high

After saw the result of reliability writing post-test of experimental group and the criteria of reliability above, writer found that the score of reliability post-test experimental was 0.7258, so the criteria reliability was high. Thus, the writing pre-test was **reliable**

APPENDIX XIII

THE RELIABILITY OF WRITING TEST
CONTROL GROUP

A. The Reliability of Pre-test Writing Control Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y
1	AM	16	16	14	9	5	60
2	AK,S	15	17	14	9	5	60
3	AIF	16	17	15	10	6	64
4	A	16	15	14	8	5	58
5	AS	15	16	14	8	6	59
6	DA,S	19	19	17	9	6	70
7	DAN	16	16	14	8	5	59
8	DOP	14	14	14	8	5	55
9	H	16	17	15	9	6	63
10	IFW	18	19	16	10	5	68
11	IFA	16	16	15	9	4	60
12	MFS,N	16	16	17	10	6	65
13	MSS	16	15	14	9	4	58
14	MRF	17	16	16	9	5	63
15	MN	17	16	16	9	5	63
16	MK	17	18	16	9	5	65
17	MTR	16	16	15	9	5	61
18	NA	18	17	14	9	5	63
19	N	14	14	14	8	5	55
20	RF	16	16	15	9	5	61
21	RMS	16	16	15	10	4	61
22	RA	16	17	14	9	5	61
23	RAP	17	17	15	9	5	63
24	SI	18	18	17	10	6	69
25	SA	17	16	15	8	4	60

26	SN	17	14	15	9	5	60
27	SW	16	17	15	10	5	63
28	SF	14	15	15	9	5	58
29	SNZ	18	18	16	10	7	69
30	SAB,N	16	16	16	9	6	63
31	SR	16	15	14	9	5	59
32	TNH	17	16	14	9	5	61
33	WA	19	17	16	10	5	67
34	WIB	16	16	16	9	4	61
35	ZA	19	16	14	10	5	64
S		1,291	1,226	0,985	0,658	0,676	3,658
S^2		1,667	1,504	0,970	0,434	0,457	13,382
Jumlah S^2		5,032					

Based on the table calculation above, the reliability (r_{11}) of the scores of pretest writing experimental as follow:

$$r_{11} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

$$= 0.7112$$

Criteria of reliability:

0.0 – 0.20 : The reliability is very low

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is fair

0.61 – 0.80 : The reliability is high

0.81 – 1.00 : The reliability is very high

After saw the result of reliability writing pre-test of control group and the criteria of reliability above, writer found that the score of reliability pre-test control was 0.7112, so the criteria reliability was high. Thus, the writing pre-test was **reliable**.

A. The Reliability of Post-test Writing Control Group

No.	Students' Initial	X1	X2	X3	X4	X5	Y
1	AM	19	16	19	11	6	71
2	AK,S	17	17	15	10	5	64
3	AIF	17	17	15	10	6	65
4	A	16	16	14	8	5	59
5	AS	17	17	15	10	6	65
6	DA,S	18	17	19	12	7	73
7	DAN	21	21	19	12	5	60
8	DOP	21	15	15	11	6	68
9	H	19	19	19	11	6	74
10	IFW	20	21	16	12	6	75
11	IFA	19	18	15	9	4	65
12	MFS,N	21	21	20	12	7	81
13	MSS	16	15	15	9	4	59
14	MRF	21	21	17	12	6	77
15	MN	21	15	15	11	6	68
16	MK	21	19	19	11	6	76
17	MTR	17	17	14	9	5	62
18	NA	17	16	16	10	6	65
19	N	17	16	14	9	4	60
20	RF	20	16	15	11	6	68
21	RMS	20	16	15	11	6	62
22	RA	16	17	15	10	5	63
23	RAP	19	19	18	11	6	73
24	SI	19	19	17	11	7	73
25	SA	20	18	17	12	7	74
26	SN	16	16	15	9	5	61
27	SW	19	17	15	11	6	68
28	SF	18	17	17	10	7	69
29	SNZ	21	20	19	11	7	78
30	SAB,N	20	17	16	9	6	68
31	SR	20	16	17	9	6	68
32	TNH	17	16	14	9	5	61
33	WA	21	21	17	12	7	78

34	WIB	18	16	16	10	5	65
35	ZA	19	16	14	10	5	64

Based on the table calculation above, the reliability (r_{11}) of the scores of post-test writing experimental as follow:

$$r_{11} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

$$= \mathbf{0,8530}$$

Criteria of reliability:

0.0 – 0.20 : The reliability is very low

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is fair

0.61 – 0.80 : The reliability is high

0.81 – 1.00 : The reliability is very high

After saw the result of reliability writing pre-test of control group and the criteria of reliability above, writer found that the score of reliability post-test control was 0.8530, so the criteria reliability very was high. Thus, the writing pre-test was **reliable**.

APPENDIX XIV



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7068/ITK/ITK.V.3/PP.00.9/06/2020

07 Juli 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMA Negeri 1 Pangkalan Susu

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Juwita Hairani
NIM : 0304162071
Tempat/Tanggal Lahir : Medan, 22 Juni 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : dusun VI tanjung pasir kecamatan pangkalan susu Kelurahan Beras Basah Kecamatan Pangkalan Susu

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Negeri 1 Pangkalan Susu, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Personal Experience Strategy on Students' Achievement In Writing Narrative Text

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 07 Juli 2020

a.n. DEKAN

Wakil Dekan Bidang Kemahasiswaan
dan Kerjasama



Digitally Signed

Dr. Mesiono, M.Pd

NIP. 197107272007011031

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX XV



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN STABAT
 Jln. PalangMerah - Stabat Kab. Langkat KP. 20811
 Email : cabdisstabat@gmail.com

Stabat, 09 Juli 2020

Nomor : 421.3/0824/CABDIS-STABAT/TU/VII/2020
 Sifat : Penting
 Lampiran : -
 Hal : Rekomendasi Izin Penelitian

Kepada Yth,
 Kepala Sekolah :
SMA 1 Negeri Pangkalan Susu

di -
 Tempat

Dengan hormat,

Berdasarkan Surat Kementerian Agama Republik Indonesia Universitas Islam Negeri Sumatera Utara Fakultas Ilmu Tarbiyah dan Keguruan nomor : B-8904/ITK/ITK.V3/PP.00.9/07/202 tanggal 29 Juli 2020, Perihal Permohonan Surat Rekomendasi Izin Penelitian.

Dengan ini kami sampaikan bahwa pada prinsipnya kami bersedia / berkenan dan dapat menyetujui permohonan saudara tersebut untuk Melakukan Penelitian di SMA yang dimaksud sepanjang tidak bertentangan dengan ketentuan yang berlaku, adapun identitas Mahasiswa yang kami terima untuk Praktek Lapangan sebagai berikut :

Nama : **Juwita Hairani**
 NIM : 0304162071
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **"The Effect of Personal Experience Strategy on Students' Achievement In Writing Narrative Text"**
 Tempat : SMA Negeri 1 Pangkalan Susu

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Hormat Saya
 Kepala Cabang Dinas Pendidikan Stabat
 Dinas Pendidikan Provinsi Sumatera Utara



ICHSANUL ARIFIN SIREGAR, S. STP
PENATA TK I
 NIP. 19790121 199711 1 001

APPENDIX XVI**THE PICTURES IN CONDUCTING THE RESEARCH**







APPENDIX XVII

THE STUDENTS' HIGHEST SCORE

B. Inggris Your experience first time come to school

Nama : Nalwa Aulia Nisa
Kelas : X MIA-1

My first experience of entering SMA Negeri Satu Pangkajene was great fun. I thought I wouldn't have any friends. It turned out I have friendly and in-house friends SMA Negeri 1 Pangkajene. I decided to major in science even though I am not very good at calculating but I am sure that if we study really we will definitely be smart and successful, and because of this pandemic situation we are forced to study at home online. It is not fun if we learn without meeting friends, and I always pray that this pandemic will end quickly so that we can run schools as usual. Sometimes we are also sent to school and take the necessary books for studying at home. We usually take text books at the library.

80

Nama : Andina pusti

My name is Andina pusti. I live in Cempaka. Having new friends in class is the most memorable experience for me. When I have new friends in class and they make my life happy. I was still hesitant when I met them, but over time we became close. I started sitting at the table with him and we studied together. We are very close. This is the most beautiful experience for me, which I will not forget for the rest of my life. I hope we meet again in the next school.

90

Sabtu
9 Agustus 2020.

Where your name: Otto Dinda Armanjati

* Experience

Yes, I am a new student at a high school (SMA) in the city of Bontok, Sulawesi, the reason I go to school here is because I think it's a disciplined school, a good school and quite a favorite. Yes, actually, I just joined my friends in choosing that school. Hehe, but the school is indeed quite amazing, how cool the performance in and also how terrible the school is. Terrible in terms of its extremely strict discipline. You must know that at the beginning of entering school, especially when we were in grade 1. Surely you will pass the most gripping and helpless period in my life...

The first day of my school we new students only wear modest clothes and most importantly are polite. Because of environmental conditions like this, so my experience is like this is normal. Because the new students are also mostly known so it is not difficult anymore to reproduce themselves. — That's all and thank you!

80

No. _____
Date _____

Nama : Mutia Khairunnisya

Narrative Text

My name is Mutia Khairunnisya. I go to school at SMAN 1 PANGKALAN SUSU. I go to SMAN 1 PANGKALAN SUSU. I went to school at SMAN 1 on July 13, 2020. The first day of school at SMAN 1 PANGKALAN SUSU. I first left with my friend at 07.15 WIB, starting with a motor bike until it arrived at 07.35. We immediately lined up in the field before entering class. I met a new friend. At the time 10.00 WIB we came home from school from school.

85

Bahasa Inggris

M. Harris Padhich

After finishing junior high school education, I looked for and enrolled in high school and was confused about where to continue. In the end I chose a school in a Public high school 1.

The first day I went to school, gathered in the field to listen to new students' remarks and listen to new students' remarks and listened to the teacher's directions. In the field I met my friends who were in the same junior high school with me and happened to go to the same high school.

The first time we entered the class we were absent first, after being absent at the meeting of the second X MIA two homeroom teacher named Ibu Lia Kurniati

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APPENDIX XVIII

THE STUDENTS LOWEST SCORE

My best experience ever

My name is Mayra Andini. I live in Lematene Desa Pampa Tampak. I have 3 brothers and I am the last child. My brother's name is Khairunnisa and my brother's name is Ihsan Anwar. During the day when I learned to ride my bicycle I even fell because I couldn't see where my path or view was and I also fell on my bicycle because the turn didn't turn on the handle and I was afraid from behind. That's all my story, thank you.

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My best experience ever

NAME MUHAMMAD RAMADI

My most beautiful experience is being able to gather with my family on the July 8th and can see the high basketball game (MUSKINGGLO) and I can get the number 11 in the 1st quarter in the game. I got the results of my hard work to focus on a hero and get the highest points in the 1st quarter and I got 10 points. On that day, but because now it's rare to play all those points have dropped to local and no longer in North Sumatra.

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My best experience ever

NAME ZALIN ANISA

My best experience ever

My name Zalin Anisa, I am the first of 2 siblings. I don't have much experience. But I have had very good memories. The incident has happened for a year, but I still remember about that incident. He always accompanies me when I'm out at that time. I felt very sad because my grandmother was sick, she was taken to a sick house.

55

Since school holidays I have been lazy to study because I didn't think about studying at home.

My name is Riki Akbar, I live in the flat. I have 2 siblings and I am the biggest child named Riki Akbar. I have a younger brother named Nurul Akim.

One day I played football with my friends, and that day I was very happy to gather with other friends and we won the game. From that day we can learn to play better than before.

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My best experience ever

NAME : Najwa Pasia

"Holiday with family"

My name is Najwa Pasia. I live in a Pangkalan Susu. I have a younger brother named M. Fardian Mural. Here I want to tell my experience. One day, my family and I went on vacation for the first time after New Normal. We went to a river called the Tangkahan river. We left for Tangkahan at 7 am. got there at 10 am.

55