The Effectiveness of Scrapbook Media in Improving Writing Personal Experience Texts in Sundanese

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Abstract: *This study focuses on the issue of students' insufficient understanding and skills in writing personal experience texts, which often leads to confusion in expressing their experiences in writing. The aim of this research is to evaluate students' skills in writing personal experience texts and to assess the effectiveness of scrapbook media as a tool for improving these skills. The method employed in this study is a quasi-experimental design with pre-test and post-test, applied to students in class VII-A at SMP Ibnu Sina. Data was collected through pre-tests and post-tests, as well as student feedback on the scrapbook media using Google Forms. Data analysis was conducted using SPSS software, including normality tests and hypothesis testing to assess changes in writing skills. The results indicate a significant difference in writing skills before and after the use of scrapbook media. Significant changes were detected in all assessed aspects, including (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics (spelling and diction). Student responses to the use of scrapbook media also showed positive results. Based on these findings, it can be concluded that scrapbook media is an effective tool for enhancing skills in writing personal experience texts in Sundanese. The implications of this study suggest the need for more engaging and visual approaches, such as scrapbook media, in teaching writing skills to improve students' understanding and ability in composing personal experience texts.*

Keywords: *Sundanese language, Scrapbook media, write, personal experience text*

Abstrak: Penelitian ini berfokus pada permasalahan kurangnya pemahaman dan keterampilan siswa dalam menulis teks pengalaman pribadi, yang sering kali menimbulkan kebingungan dalam menuangkan pengalamannya dalam bentuk tulisan. Tujuan dari penelitian ini adalah untuk mengevaluasi keterampilan siswa dalam menulis teks pengalaman pribadi dan menilai efektivitas media scrapbook sebagai alat untuk meningkatkan keterampilan tersebut. Metode yang digunakan dalam penelitian ini adalah quasi eksperimen dengan desain pre-test dan post-test, yang diterapkan pada siswa kelas VII-A di SMP Ibnu Sina. Pengumpulan data dilakukan melalui pre-test dan post-test, serta umpan balik siswa terhadap media scrapbook menggunakan Google Forms. Analisis data dilakukan dengan menggunakan perangkat lunak SPSS, meliputi uji normalitas dan uji hipotesis untuk menilai perubahan keterampilan menulis. Hasil penelitian menunjukkan adanya perbedaan keterampilan menulis yang signifikan sebelum dan sesudah penggunaan media scrapbook. Perubahan signifikan terdeteksi pada semua aspek yang dinilai, meliputi (1) isi, (2) organisasi, (3) kosa kata, (4) tata bahasa, dan (5) mekanika (ejaan dan diksi). Respon siswa terhadap penggunaan media scrapbook juga menunjukkan hasil yang positif. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa media scrapbook merupakan media yang efektif untuk meningkatkan keterampilan menulis teks pengalaman pribadi dalam bahasa Sunda. Implikasi dari penelitian ini adalah perlunya pendekatan yang lebih menarik dan visual, seperti media scrapbook, dalam mengajarkan keterampilan menulis untuk meningkatkan pemahaman dan kemampuan siswa dalam menyusun teks pengalaman pribadi.

Kata Kunci: bahasa Sunda; media Scrapbook; menulis; teks pengalaman pribadi

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INTRODUCTION

In everyday life, of course every individual in his life has unforgettable experiences. The experiences experienced can be sad, happy or strange experiences. experiencing events or experiences, whether unique, pleasant or strange experiences. More broadly, according to Tarigan (2008), personal experience is an event that has been experienced by oneself in the past. Personal experiences are usually expressed in written form which gives one thing that could be something pleasant, sad, or other things in the personal life of the author or writer. Writing personal experiences is part of narrating experiences through writing that contains an event or event that has been experienced, carried out, lived through, enjoyed according to how the author feels. (Loi, 2022). Writing personal experiences is an activity of expressing thoughts and feelings about personal experiences that have been experienced in written form. Writing personal experiences is done with the aim that the writer can remember all the memorable things that have been experienced so that they are not forgotten just like that (Rosadi & Saragih, 2022)

Writing about personal experiences is part of the narrative. According to Wibowo, et al. (2020) stated that a narrative essay is an essay that describes certain events. In writing a narrative essay, the writer must build elements of action so that readers can feel the events they feel. Narratives can contain facts or can also contain fiction or fabrications by the author. Writing about personal experiences is also one of the lessons in Sundanese writing skills that must be achieved by class VII students. Based on the Regional Level Curriculum with Local Content for Sundanese Language and Literature Subjects, the 2017 revision of the 2013 Curriculum published by the West Java Education Service, it is stated that learning to write personal experiences is one of the materials contained in class VII at the SMP/MTS level with Basic Competencies, namely composing and communicating texts. narrative about personal experiences by paying attention to linguistic structures and aspects. (Department of Education, 2017).

The basic competencies above are things that must be achieved by class VII students in the curriculum regarding writing personal experience material, namely so that students can compose personal experience texts well and can communicate narrative texts about personal experiences by paying attention to text structure and linguistic aspects.

There have been studies that measure personal experience writing skills in Sundanese and Indonesian. The problems raised tend to be the same, namely students are confused in organizing their writing. Research conducted by Suhanda, et.al. (2024) is more basic in terms of student problems, namely students do not have more interest when there is learning about writing skills. This happens because the teacher does not provide more interesting actions for students. Furthermore, research conducted by Bawono, et.al. (2022) states that students' ability to determine intrinsic elements and mechanical aspects in an experience story is relatively low. Students' ability to determine intrinsic elements in a story. Students' ability to determine the theme, characters, and setting can be said to be good, while in terms of determining the title, plot, time setting, there are still many problems such as confusion in determining the title, the sequence of using the plot that is not clear, and the sequence of time that is not explained in the writing.

Added by Aqsa, et al. (2018) that the ability to write correctly can direct students' cognitive level in a direction that is more creative and easy for others to read. Students often feel confused when expressing their creativity through writing. From the two studies above, it appears that the learning model can improve the ability to write personal experience texts. But it has not been able to solve the problems faced by class VII-A. Because based on interviews conducted with Sundanese teachers at

Ibnu Sina Middle School, the problems faced with writing personal experience texts were that students were still confused when expressing ideas or writing the first word, the content was not yet structured and they were lacking in choosing appropriate diction. This is due to a lack of suitability between the methods or media used and students' learning needs. The learning process will attract more students' attention if the teacher can use learning methods or media that suit the characteristics of the learning material. Based on this, the Scrapbook learning media can be used as a solution to solve the problems faced in this research.

Before discussing scrapbooks, you must first define learning media. According to Fadli, et al. (2018, p. 11) that learning media is a set of tools or events that can help to produce and create conditions that can accept the transmission of knowledge and attitudes through learning. The use of media will have an influence that can help to achieve learning objectives. In line with what Oktaviani, et al. (2022) related to learning media used to achieve learning goals that can direct students to think creatively. Meanwhile, creative thinking is one of the basic skills in Society 5.0. As technology advances, learning media is also directed at more advanced technology. In accordance with research conducted by Herliani, et.al (2024) that all learning must be directed at digital media. However, digital media should be a development of conventional media. In this study, scrapbook media is still in the process of development from conventional to digital.

According to Alfiah, Putra, & Subali (2018), a scrapbook is a number of memories, photos, texts, stories, narratives, writings, etc. which are arranged into one album or hand-book. The advantages of Scrapbook learning media are: (1) it can attract attention in terms of color, image and design; (2) has a realistic nature; (3) materials that are easy to obtain and can be adapted to the material to be studied. (Sari, et al., 2020).

Apart from that, Scrapbook learning media also has a unique and creative form, so it can attract anyone who uses it. The scrapbook developed in this research includes the concept of pictures and stories. If this media is used in learning to write personal experience texts for class VII, students are expected to be able to express the content of the story based on the pictures that have been prepared, then decorate them based on each student's creativity.

Research relevant to this study is that developed by Widiastuti (2023). Based on the results of the study, it was proven that Scrapbook media was effective in improving elementary school students' narrative writing skills. This is evident from the results of observations which show that students find it easier to compose narrative essays. They are more focused, thus reducing the confusion experienced. In addition, students were reported to be more enthusiastic in participating in learning using Scrapbook media. Apart from that, there is other research conducted by Purwatiningsih, et. al. (2020) entitled The Effectiveness of Using Scrapbook Media on Thematic Learning Outcomes of Elementary School Students. This research explains that the results of research using Scrapbook learning media on student learning outcomes are more effective than learning using conventional methods.

Based on the two previous studies mentioned above, this learning media is aimed at teaching writing skills. Similarly, this research will implement it in writing personal experiences. However, there is a difference concerning the material taught to students, which is related to regional culture, specifically Sundanese. In learning to write personal experiences, students will use the Sundanese language, which is their mother tongue practiced in daily life. The use of the Sundanese language will make the learning process more comprehensive because students can freely express their stories (in written form) using their everyday language. Sundanese, which is typically used orally, needs to be organized into structured writing. The use of Sundanese in students' writings will also reflect the cultural background integrated into their daily lives.

The scrapbook media will assist students in aligning the images they have collected with their writings in the Sundanese language. This aligns with research conducted by Kuswari (2021), which states that to reveal the ability in Sundanese writing skills, images can serve as effective conversational stimuli. Visual stimuli in the form of images are highly suitable for assessing the writing skills of elementary school students.

Therefore, based on the explanation above, research regarding the application of Scrapbook media to learning to write personal experience texts needs to be carried out

RESEARCH METHODS

In the research, a quasi-experimental method was used to test the Scrapbook learning media to increase the ability to write personal experience texts. This experiment used a one group pretest-posttest research design. The steps are to give a pretest before the treatment or treatment is carried out, so that the results are more accurate, because in the end you will compare before and after the treatment or action is given. (Sugiyono, 2013). The scheme of this research method is as follows.

Table 1. Research design

O_1	X	O_2

(Sugiyono, 2013)

Information:

O_1 : *Pre-test the ability to write personal experience texts before using Scrapbook media*
O_2 : *Post-test of the ability to write personal experience texts after using Scrapbook media*
X   : *Treatment*

The data collection techniques used in this research are test and questionnaire techniques. According to Sugiyono (20132) explains that a questionnaire is a technique for collecting data by giving written questions to respondents to collect answers. Meanwhile, according to Johnson and Nelson (in Winarno, 2013) explain that tests are a way to measure and assess physical effort abilities and capabilities. The test technique was used to collect data on the ability to write texts on personal experiences of class VII-A Ibnu Sina Middle School students before the pre-test and after the post-test using Scrapbook learning media. Meanwhile, questionnaire techniques were used to collect data regarding student satisfaction with the Scrapbook learning media in writing personal experience texts

RESULTS AND DISCUSSION

This research discusses: (1) The ability to write texts on students' personal experiences before using Scrapbook learning media; (2) the ability to write personal experience texts after using Scrapbook learning media; (3) aspects that increase in the ability to write personal experience texts before and after using Scrapbook learning media; (4) the difference between the ability to write personal experience texts before and after using Scrapbook learning media; and (5) student responses to Scrapbook learning media in writing personal experience texts.

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Ability to Write Text Personal Experiences Before Using Scrapbook Learning Media

To assess the difference in students' ability to write personal experience texts before and after using Scrapbook learning media, a test was conducted. The assessment criteria were based on Harfield and Nurgiyantoro's theory (in Kuswari, 2010), which includes the following aspects: (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics (spelling and diction). The assessment results were then determined using the Kriteria Ketuntasan Minimal (KKM) criteria as follows: students with a score of ≤ 75 were considered unable to write personal experience texts, while those with a score of ≥ 75 were considered capable.

Based on the test results, the ability to write personal experience texts for class VII-A students at Ibnu Sina Middle School before using the Scrapbook learning media was evaluated across all aspects. The pre-test results showed that 30 students had an average score of 57.06, which is below the KKM threshold of 75. Therefore, it can be concluded that before the use of Scrapbook learning media, the writing ability of class VII-A students at Ibnu Sina Middle School was categorized as insufficient. For a clearer view, see Figure 1 below.
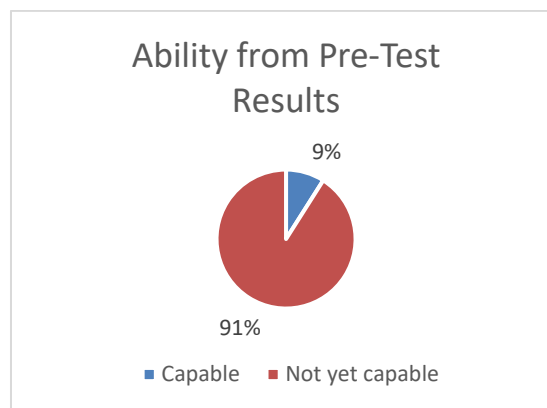

Figure 1. Percentage of Students' Ability to Write Personal Experience Texts Before Using Media

Steps for Making Scrapbook Media in Writing Personal Experience Texts

Before implementing scrapbook media with students, the media itself must first be created. According to Sari (2017), the steps for creating scrapbook media include determining the theme and material based on the learning objectives, designing each page with engaging pictures, and cutting the paper to the appropriate size for both the cover and contents. Decorative paper is then cut according to the required decoration, and accessories related to the learning material are added to both the cover and pages. Afterward, the decorative pieces are attached to each page, and the scrapbook is further enhanced with creative touches. In this research, the operational steps for creating the scrapbook media involve preparing the necessary tools and materials, such as cardboard, scissors, paper punches, rings, and photos or drawings. The cardboard is then cut to the desired size, typically three to five sheets per scrapbook. Each sheet is punched on the left side and bound together using a ring. The photos or images, aligned with the theme, are placed on the prepared pages, followed by notes that describe the personal experience text based on the events depicted in the photos. Finally, students are encouraged to decorate the scrapbook according to their creativity, ensuring that the final product is visually engaging and reflective of their personal experiences.

Learning Steps Using Scrapbook Media

Before the teacher measures the final ability related to writing personal experience texts, the teacher provides treatment using scrapbook media. The teacher provides the usual opening to learning, such as praying together, checking attendance, conducting apperception, providing motivation, and conveying learning objectives.

In the core activity, the process related to applying scrapbook media to writing personal experience texts is as follows. In the core activity of applying scrapbook media to writing personal experience texts, the teacher begins by explaining the general material related to writing personal experience texts. To engage students, the teacher provides a stimulus by showing examples of personal experience texts created using conventional media. Then, a comparison is made by presenting a personal experience text created with scrapbook media, prompting students to analyze and identify the differences between the two types of media. After this, the teacher encourages students to reflect on a personal experience they have had and asks them to prepare 3 to 5 photos or drawings that represent that experience. During the next meeting, students will be guided to create their own scrapbook following the outlined steps. They will paste the photos or images they have chosen onto paper that has been adapted into a scrapbook, and then write about their experiences based on the selected images. Students are also encouraged to decorate their scrapbooks, with the teacher providing visual stimuli on the screen to inspire creative decoration ideas. Students are welcome to ask questions to gain further understanding of how to use scrapbook media effectively. Finally, once students have finished creating their scrapbooks and writing their personal experience texts, they are given the opportunity to exchange information and share their work with their classmates.

Ability to Write Text Personal Experiences After Using Scrapbook Learning Media

In all the results after using the Scrapbook learning media, 30 students had an average score of 80.15 above the KKM of 75. Therefore, it can be concluded that the abilities of class VII-A students at Ibnu Sina Middle School after using the Scrapbook learning media were included in the capable category. To make it clearer, see Figure 2 below.
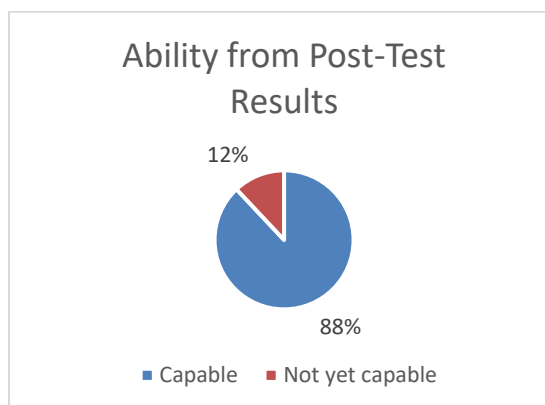

Figure 2. Post Test Results

Aspects that Improve the Ability to Write Personal Experience Texts

There was an increase in the ability to write personal experience texts before and after using Scrapbook learning media. The average before using Scrapbook learning media was 57.06, while after

using Scrapbook learning media it increased to 80.15. This shows an increase in students' ability to write personal experience texts using Scrapbook learning media.

The increase in students' ability to write personal experience texts can be seen from the improvement in every aspect. (1) the average content aspect before using Scrapbook learning media was 1.94 while after using Scrapbook learning media it was 3.71; (2) the average organizational aspect of the essay before using Scrapbook learning media was 2.66 while after using Scrapbook learning media it was 3.47; (3) the average vocabulary aspect before using Scrapbook learning media was 2.53 while after using Scrapbook learning media it was 3.09; (4) the average grammatical aspect before using Scrapbook learning media was 2.41 while after using Scrapbook learning media it was 3.00; (5) the average mechanical aspect before using Scrapbook learning media was 1.97 while after using Scrapbook learning media it was 2.76.

Differences in Text Writing Ability Personal Experience Using Scrapbook learning media

The way to obtain differences in the ability to write personal experience text before and after using Scrapbook learning media is done by testing the nature of the data in the form of a normal analysis test and hypothesis testing using a paired samples test. Data were analyzed using SPSS PASW version 25. Normality test used the Kolmogorov Smirnov test. The results of the normality test and hypothesis test are as below.

Table 3. Pre-test and Post-test Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4,94729265
Most Extreme Differences	Absolute	,205
	Positive	,110
	Negative	-,205
Kolmogorov-Smirnov Z		1,193
Asymp. Sig. (2-tailed)		,116

Because (n) or the number of students is 30, the normality test results of the data above have a significance of 0.116 > 0.05. It can be concluded that the distribution of the data tested has a normal distribution.

Then a hypothesis test is carried out. The paired sample t test is part of parametric statistics, to determine whether the data tested in the paired sample t test is normal or not, and to determine whether there is a difference between the test carried out before being given treatment (pre-test) and the test after being given treatment (post-test). test). Therefore, the result is as below.

Table 4. Paired Test Results

					Paired Differences				
Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-23.088	8.618	1.478	-26.095	-20.081	-15.622	33	.000

The paired samples test results indicate that the significance (2-tailed) value is 0.000, which is less than the alpha level of 0.05. This finding demonstrates a statistically significant effect. Consequently, it can be inferred that the implementation of Scrapbook learning media has significantly enhanced the ability of class VII-A students at Ibnu Sina Middle School to write personal experience texts for the 2022/2023 academic year. The research analysis reveals a marked improvement in students' writing skills before and after the use of Scrapbook media. Initially, the students' proficiency in writing personal experience texts was deemed insufficient. Specifically, before the introduction of Scrapbook media, the average score for writing personal experience texts was 57.06, reflecting a level of inadequacy among the 34 students evaluated. Following the integration of Scrapbook media, the average score increased to 80.15, indicating a substantial improvement in competency. This enhancement is attributed to the comprehensive assessment of five critical aspects of writing: content, organization, vocabulary, grammar, and mechanics. The positive change in scores across these dimensions confirms the effectiveness of Scrapbook media in advancing students' writing skills in personal experience texts.

Student Responses After Learning to Write Personal Experiences in Sundanese Using Scrapbook Media

After obtaining data on students' abilities in writing personal experience texts before and after using Scrapbook learning media, aspects that improved, data analysis and hypothesis testing, this research will describe students' responses to the application of Scrapbook learning media in writing personal experience texts. The data obtained was through a questionnaire instrument which included five related to Scrapbook learning media which was distributed to students using Google Form. The purpose of this questionnaire is to add to existing data, as well as to obtain student responses to this Scrapbook learning media.

The questionnaire distributed to students includes five statements/aspects, namely: (1) level of difficulty; (2) enthusiasm for learning; (3) satisfaction; (4) suitability; and (5) benefits. In terms of difficulty level, the majority of students (82%) stated that using scrapbook media made it easier for them to write personal experience texts. Although students had to first create the scrapbook that would serve as the basis for writing their personal experiences, they were enthusiastic about arranging images and enhancing the appearance to be translated into writing about personal experiences. This aligns with what Dewi & Yuliana (2018, p. 24) stated, that scrapbook media has a positive impact on students' responses during the learning process. Regarding the aspect of learning enthusiasm, it was not as high as the first aspect (62%). This aspect does not fully correlate with the first one. Initially, students

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thought that creating a scrapbook would make writing personal experiences more difficult. Enthusiasm at the beginning of the learning process did not increase significantly. However, as the use of scrapbook media progressed, students began to enjoy the learning process more.

In terms of students' satisfaction with learning using scrapbook media, 85% of students admitted they were satisfied with this learning method. Students acknowledged this satisfaction because it increased their creativity in writing by arranging images first. Students could recall the moments or situations that occurred in the experiences they had lived. This is consistent with the research conducted by Muktadir, et al. (2020, p. 154), which found that scrapbooks can enhance students' creativity. Regarding the aspect of suitability to students' needs, 60% of students stated that scrapbook media met their needs. Many considered writing skills to be very difficult to develop. By using this media, students were assisted in completing their writing and improving their writing skills. In terms of benefits, 90% of students stated that scrapbook media was beneficial for the process of writing personal experiences. Many students even said they would use this media as a means to channel their individual hobbies. Students' writing habits would be further enhanced by beautifying their writing with images.

From these five statements, it can be concluded that students' responses to Scrapbook learning media can be called very good, because more people chose the "strongly agree" option in each statement.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results and discussion, the analysis of class VII-A students' ability to write personal experience texts using Scrapbook learning media at Ibnu Sina Middle School for the 2022/2023 academic year shows significant improvements. The assessment was based on Harfield and Nurgiyantoro's (in Kuswari, 2010) criteria, which include aspects such as: (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics (spelling and diction). Before using the Scrapbook learning media, the students' average score was 57.06, with 31 out of 34 students categorized as incapable and only 3 considered capable. However, after implementing Scrapbook media, the average score increased to 80.15, with 30 students classified as capable and only 4 remaining in the incapable category. This indicates a clear improvement in students' writing ability. The statistical analysis using the mean difference test showed a significant result, with a Sig value (2-tailed) of 0.000 < 0.05, confirming that the hypothesis was accepted. The results of the students' responses to the Scrapbook media, based on the questionnaire, were also very positive, indicating that the students found the media effective and engaging. In conclusion, the use of Scrapbook learning media significantly improved the ability of class VII-A students at Ibnu Sina Middle School to write personal experience texts, making it an effective tool for enhancing writing skills.

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