

IMPROVING STUDENTS' ABILITY IN USING PAST CONTINUOUS TENSE BY USING LIFE EXPERIENCE NARRATIVES

B. Lumoindong¹, A.H.F. Sanger²

¹²Faculty of Education, Universitas Klabat, Sulawesi Utara, Indonesia
e-mail: boylumoindong@unklab.ac., alansanger@unklabac.id

The main objective of this study was to improve students' ability, in using past continuous tense formula by writing down their life experiences, and also to figure out if the project could be successful in managing the issues faced by the students when dealing with the past continuous tense sentence construction. The theories that were implemented in this research covered the theory about the past continuous tense and theory about the life experience narratives. The method that was implemented in this research was the CAR or Classroom Action Research, while the TaVery Low Based Learning was the approach applied in the teaching process. The results of this research showed that after writing down their personal life experiences for several times the students can significantly improve their level of writing ability in the past continuous tense forms, which can be clearly seen in the increasingly growing higher of their scores of writing tests that should use the past continuous tense.

Keywords: Life Experience Narratives; Past Continuous Tense; Writing Ability

1. INTRODUCTION

Language is not only a medium to for expressing ideas but also for expressing identity and social relationships (Fishman, 1971). Language is considered to be one of elements of culture and significantly influence the thinking pattern of people in the community where they live in. Language is formed by various numbers of component that are permanent in nature and can be patterned and observed in a real form. According to Chomky (2000), language is the inherent ability of native speakers to understand and form grammatical sentences. Language is a set of sentences (finite or infinite), each of which is built from a finite set of elements. Since language is the communicative facility for people to get to know between one another it is exceedingly interesting to study and learn about language. Learning is a process built to develop students' creative thinking (Widodo & Kadarwati, 2013). Branch of linguistics that focuses on language study is applied linguistics. Writing is an activity of arranging letters into words and words into sentences to communicate to others, so that the listeners or readers can understand and provide feedback, and mutual understanding could be achieved. Writing is an attempt to describe thoughts, ideas, and feelings in the form of words, sentences and other symbolic tools. Writing is not only to express ideas and thoughts, but is also a subject to other factors such as word editing, media and setting. Writing personal activities are exceedingly important and exciting, especially for children who are currently attending school and college, as it can indirectly be used to communicate individual's feelings. According to Harsana et al., (2018), writing does not only involve the use of grammar, words, diction, and punctuation, but it is a process that can establish, improve, and develop the ability to think dynamically and expressively, and is also one of the basic elements for every human being, which is the basic capital for success in life. People who have good ability at writing need to continually practice it many times again and again.

Here in Indonesia, we study English as both a second and a foreign language. English is one of the most important subjects learned by the students started from grade four in Public Primary Schools. Of the four language skills (i.e. listening, speaking, reading, and writing), writing skills has probably been the most challenging element for students to learn and master for the purpose of expressing their ideas thoughtfully. This language competence requires the mastery of the language in an active way, which includes the ability to use the vocabulary, sentence patterns, spelling, punctuations and other grammatical aspects of the

language. No wonder that writing ability has been considered as the most productive ability that has to be well-mastered by students to be able to become fluent in English. In many countries, which includes Indonesia, having good ability in both verbal (e.g. public speaking) and writing ability, (e.g. in writing letters, essays, papers, articles, journals, project reports, thesis, etc.), would be highly appreciated and scored well when one is going to apply for any specific job or position. Fareed & Ashraf, (2016) states that writing ability plays a vital role in producing language for global trading, negotiation, mediation, and diplomacy.

The role played by eminent writing ability for students in academic writing leads to the urgency state for them to learn and even master the whole entity of a text in order to prepare and compose the complete structure of the text correctly. A well-composed text requires correct grammar in every single part of the text itself. We can obviously observe the meaning and effectiveness of the way we and others use the language as we are aware of how it is being used and operates. In preparing and structuring a good grammar for an English text, having clear understanding of tenses formula would be an exceedingly vital element. According to Crystal, (2004), grammar is the ability to express oneself and its structural foundations. Someone may be correct and good when dealing with words game by mentioning a verb or adding a connecting word, but if the tenses used are incorrect then the whole text will still be in a wrong way, and the readers will be misled when trying to figure out the point of the text.

The students in the General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat have been regularly studying the English subject for two times a week, and they spent one single meeting to study English by using material from the textbook, which has something to do with the written text ability improvement, and the other one has been specifically designed for studying and practicing conversation, assuming that English conversation practices will do everything in improving students' English ability. Based on these preliminary findings, it is assumed that they do need to learn, study, and spend more time in practicing writing ability, specifically in composing the past continuous tense sentences because the students at this school level are still continually dealing with so many mistakes in producing recount texts. Having good understanding in the writing ability, especially in past continuous tense sentences, would also be a crucial basis for having good ability in making good conversation and other aspects of English in the stages of a learning process.

The aforementioned statements drive to the conclusion that a teacher is required to find a proper method for students to improve their English writing ability, especially in the past continuous tense sentences. The teacher does need a method where they can easily access the learning media, easy learning material, and very much attractive for the students, so that they do not easily get bored during the stages of the learning process. Students' personal life experiences are then determined as the theme of the texts which they are about to produce in the learning process because it is much easier to write their personal life experiences than other stories because they are the main characters in the story, and most importantly because they have experienced the lives by themselves. Stories about personal life experiences, in addition, can more easily attract students' attention comparing to other topics because they will be dealing with the issues of their personal lives.

The problem to be examined and analyzed in this research is how the implementation of the personal life experiences writing assignment improves the students' in past continuous tense sentences at General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat, and the objective to be achieved in this research is to describe the implementation of the personal life experience writing assignment to improve students' writing ability in past continuous tense sentences at General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat after the implementation of personal life experiences writing.

In terms of benefits, advantages, and outcomes it is highly expected that this research can supply real input and contribution to the theories that are related to the improvement of students' writing ability, especially in past continuous tense sentences with personal life experiences writing assignments. It can also provide beneficial information for students, teachers, researchers about what should be done to improve writing ability, especially in past

continuous tense, and what could be the real positive effect of giving the writing assignment to the students and resulted, categorized, and classified as a successful method.

The theoretical basis applied in the research is one that is proposed by Brainy, (2003) who states that writing ability is an important part of communication. Christos & Papoutsy, (1998) also state that writing can be defined as the creation of original texts using individual and linguistic resources, instead of copying other people's texts, by using prepared lists of words to create sentences or stories by filling the blanks. Conclusion that can be drawn based on the aforementioned definition is that writing ability is the ability to produce text in the form of written messages that can be understood and can be used as a communication tool.

According to Hariyanto & Suryawinata, (2003) tense is a change in the form of a verb in a sentence which is caused by a change in time or time information. In regard with the Past Continuous Tense, Collins, (1990) defines it as grammatical form used for an action that someone was doing or an event that was happening at any particular time. It is made with "was" or "were" and the *-ing* form of a verb. It is a tense which is used to indicate the actions or conditions that were happening at some point in time in the past but have now finished. In other words, past continuous tense is used to describe or indicate actions that began in the past and were continuing when another event occurred. It is important to note here that there may be two actions going on at the same time in the past, and one was interrupted by the happening of the other. Thus, both actions have occurred in the past. It is also known as the past progressive tense.

An assignment is one of the academic tasks that provides an opportunity for students to learn, analyze, practice, demonstrate, and prove their latest level of achievement in the learning processes and targets. This activity will become the real evidence for the evaluator, trainer, lecturer, or teacher about what the students have gained so far. The obvious results could only be seen by using the sensorial perception analysis (analyzing the results). This can be done by paying specific attention at the final result or product as its output (for example: research design, research report, etc.) or another sort of result, such as a process (for example: analysis process, research process, etc) or individual skill competences and performances (for example: professional ability).

There are many advantages to gain from an assignment task as one of the assessment methods to score someone's achievement. Assessment plays an important role in language teaching and learning Liying, (2017). According to Khan, (2018), assessment is the process of gathering and discussing information from a variety of sources in order to know and understand the knowledge gained by the students from their educational experience and to deepen and improve further learning. Assessment can be summative, determining students' progress and levels of achievement, or formative, defining the effectiveness of teaching and learning process (Davis, 2018). For instance, assignments might be implemented to evaluate the level of cognitive abilities and the mastery of any specific skill, abilities, knowledge, etc. Assignment could reflect the rate of the upcoming professional practice. It may also be implemented to estimate someone's absorption of understanding, coherence, skill, knowledge, attitudes and competences. There are some crucial points to consider when defining, designing or implementing assignment as a summative test, which are as passed or failed. Some issues are needed to consider when trying to assess the end results. For example: how to accurately making assessment in a truly objective, reliable, and consistent manner, what could be the defining criteria, how to measure all the different elements of the assignments, how to determine the grades based on the scores, and how to avoid, check, and define plagiarism, etc.

When dealing with assignments, and when trying to gain a high-performance result, we need to pay a serious attention at:

- a. **validity**: just testing what we really want to test; the assignment and the way we assess the results are aligned with the learning goals.
- b. **reliability**: making a right, correct, equal, fair, and objective distinction between passed and failed, and provide a fair and just grade. Our scoring system is carried out in an unchangeable and consistent way, and the judgments or the grades are

meaningful.

- c. transparency: explain so clearly from the very first stage of the process to the students about what will they learn, what should they do (what to deliver, perform, show, display, practice), how will they be assessed, and what to expect from the beginning until the end of the process.

Giving assignments to the students in written form with detail lesson objectives and will be justified, assessed, and scored for its end results is one that is termed as writing assignment. One theme, among others, which can be used for a writing assignment task is the personal life experiences. Personal life experiences is a particular event, situation, and condition or combination of various activities in the past that are experienced and remembered by someone. In the form of recount text, writing personal life experiences, is a text that talks about events that have started, happened, and totally ended in the past. One of the parts of narrative writing is writing about personal life experiences. The role of the first person will be played by the author in this assignment. Narrative text is a text that connects a series of events that are interrelated both logically and chronologically which are caused or experienced by factors which include plot or steps of the story, theme of the story, characters or actors, and events which are the things that happened in someone's life Rebecca et al., (2003) Furthermore, she stated that this is the key to understand the narratives and how they interrelated. Narrative writing can be practiced in the classroom by using the "TaVery Low-Based Language Learning" approach.

One of the competencies that teachers have to master is pedagogical competence which refers to the ability to plan, initiate, lead and develop education and teaching, as well as to provide research-based teaching on the basis of research in the relevant subject (Hidayatullah & Qomariyah, 2022). Pedagogy is the study of how knowledge and skill that are imparted in an educational context, and it is considered as the interactions that take place during learning. (Nunan. 2005) states that "a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the attention is to convey meaning rather than to manipulate form". He explained that a pedagogical task is a classroom work that involves students in understanding, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and where the aim is to convey meaning rather than manipulate form.

2. RESEARCH METHOD

Research design can be well thought-out as a conceptual blueprint within which research is conducted (Jannah et al., 2022). There are three important steps to be carried out when conducting this research, they are preparation step, data collection step, and data analysis step. This research used the methodology proposed by Kemmis & Taggart, (1988) namely the Class Action Research model, which defines that a Class Action Research is a form of collective self-reflection activity carried out by participants in particular social situations to improve the reasoning and fairness of the practice and the situation in which the practice is carried out.

Preparation Step

A preliminary study was carried out in this step, which was in the General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat to seek for the real actual state of students. Some crucially important data have been successfully retrieved in this step, and the data are as follows: the number of students in this class are 37 students, comprising 21 male students, and 16 female students. Of these students, 24 lived in the campus dorms and 13 others lived outside the campus. In this class, the schedule for the English subject were twice a week, which were on Monday and Wednesday at 13:00 to 14:30. Another interesting fact found in this class was that many students were still facing difficulties when composing English written text, especially one in past continuous tense, because in average their English skill in composing the written text in past continuous form area was unexpectedly

bad.

Data Collection Step

At this step, the operation of the research is done by implementing the model proposed by Kemmis & Taggart, (1988), which is the classroom action research. Based on the required procedure, this research should be managed in cycles. Each of which will consists of four stages, namely:

1. **Planning stage:** the type of technique that was used in this research was carefully planned. Since the approach is very detail, which is by including the determining assignments and teaching materials for students, explaining assignments and materials, preparing some real examples, and giving assignments, the task-based language learning technique became the choice to be implemented. Pedagogical task, according to Nunan (2004) is a class work that involves students in understanding, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning; and where the aim is to convey meaning rather than manipulate form. In general, this approach is implemented in this research because it is considered to operate in line with the research goals and aims, which are to improve students' writing skill that are performed in the teaching and learning process by involving students in coping, discerning, composing and interacting in a specific target language, which is English. One of the examples of its uses is by giving assignments to the students by filling the-blank assignments using the past continuous tense sentences formula. At this stage, a learning plan is also created. This learning plan design was developed by considering the learning objectives and teaching techniques. The next work was to determine the Success Criteria to find out whether a cycle is successful or not, and the criteria that students need to have an increase in their writing test scores. Then determine the research instrument that will be used, namely a test with filled-in questions for both the first (pre-test) and the last (post-test) meetings. The questions on the pre-test and post-test contain filled-in questions related to the past continuous tense vocabulary. The selection of each existing vocabulary is chosen based on vocabulary that is often used in daily life to make it easier for students to understand each question. Examples of vocabulary used include "take", which means "to take", "do", which means "to do", "work", which means "to work", "make", which means "to make", and many other vocabularies. Each question was created by the researcher himself, based on the considerations mentioned previously. The lesson material is about the past continuous tense sentences, narrative texts, the meaning of personal life experiences which will be explained orally by the researcher who acted as a teacher, and examples of texts about personal life experiences are explained by providing the text in front of the students and explaining the parts in the text. The text is provided by the researcher as a teacher. Lesson material is adjusted to the class syllabus.
2. **Action stage**
The teaching and learning process, in the action stage, is carried out along with students in accordance to the pre-determined plan in the previous stage.
3. **Observation stage**
Collecting all data that are related to teaching and learning activities during the implementation of actions in order to solve problems.
4. **Reflection stages**
Things to be managed in this stage were analyzing, interpreting, and explaining all the data that were successfully retrieved in this stage. It is aimed at identifying whether all processes that have been conducted were successful in dealing with the issue and problem. The next activity is by comparing the data with the success criteria just to make sure whether the existing data matched with the defined criteria. All this data were gained from test results of the scores. Since the results found in this stage showed that the implemented actions had been successful, as one shown by the

change in students' assignment scores from pre-test to post-test, the next cycles were no longer required.

Data Analysis Step

In this final step, the collected data were analyzed in accordance with the scores that have been successfully achieved by students both in the pre-test and post-test activities. In data analysis, the calculations are done by taking into consideration the success criteria as mentioned in the earlier section, which was the increasingly higher achievement in the scores achieved by students on the post test. The results of the test can also be classified to see the average score of students, e.g, the gradual score achieved by students in the pre and post-test. The classification scores are defined based on the test results by considering the following details: the score range from 0 – 45 is classified as very poor, the score range from 46 – 55 is classified as poor, the score range from 56 – 65 is classified as fair, the score range from 66 – 75 is classified as quite good, the score range from 76 – 85 is classified as good, the score range from 86 – 95 is classified as very good, and a score range of 96 – 100 is classified as excellent.

3. FINDINGS AND DISCUSSION

In this step, the analysis was done to improve the students' writing skill in past continuous tense sentences by using the method of writing personal life experiences at General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat. The analysis was done by calculating the students' test results from both the pre-test and post-test, which are displayed in one section in order to compare with the score results from the other tests. The research object was the General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat. The number of students in this class were 37 students, consisting of 13 male and 24 female. The total number of students who joined the test were 35 students, which consist of 11 male and 24 female. The 2 male students who did not join the test had been dropped out of the class before the research was carried out.

Pre-Test

The number of students who participated in this test were 35 students, which consists of 11 male and 24 female. All students will be assigned to work out and finish a list of 20 questions where each 1 correct answer will be scored 5 point. If a student can completely finish all the 20 questions correctly then he will be scored 100 points. The results of the students' performance can be seen in this figure.

Table 1. Pre-Test Results on students' ability to use past continuous tense

No.	Name of Students	Correct Answer x 5 Point
1.	Student – 1	8 x 5 = 40
2.	Student – 2	6 x 5 = 30
3.	Student – 3	3 x 5 = 15
4.	Student – 4	15 x 5 = 75
5.	Student – 5	5 x 5 = 25
6.	Student – 6	8 x 5 = 40
7.	Student – 7	4 x 5 = 20
8.	Student – 8	10 x 5 = 50
9.	Student – 9	5 x 5 = 25
10.	Student – 10	5 x 5 = 25
11.	Student – 11	3 x 5 = 15
12.	Student – 12	9 x 5 = 45
13.	Student – 13	7 x 5 = 35
14.	Student – 14	5 x 5 = 25
15.	Student – 15	4 x 5 = 20
16.	Student – 16	3 x 5 = 15
17.	Student – 17	2 x 5 = 10

No.	Name of Students	Correct Answer x 5 Point
18.	Student – 18	2 x 5 = 10
19.	Student – 19	5 x 5 = 25
20.	Student – 20	16 x 5 = 80
21.	Student – 21	4 x 5 = 20
22.	Student – 22	2 x 5 = 10
23.	Student – 23	2 x 5 = 10
24.	Student – 24	2 x 5 = 25
25.	Student – 25	12 x 5 = 60
26.	Student – 26	5 x 5 = 25
27.	Student – 27	5 x 5 = 25
28.	Student – 28	15 x 5 = 75
29.	Student – 29	4 x 5 = 20
30.	Student – 30	2 x 5 = 10
31.	Student – 31	2 x 5 = 10
32.	Student – 32	2 x 5 = 10
33.	Student – 33	3 x 5 = 15
34.	Student – 34	2 x 5 = 10
35.	Student – 35	1 x 5 = 5
Score Average		28.5

Note: The average score is the total score achieved by all students divided by 35

Post Test

The number of students joining this test 35 students, which consists of 11 male and 24 female. Just as in the Pre-test, all students will be assigned to work out and finish a list of 20 questions where each 1 correct answer will be scored 5 point. If a student can completely finish all the 20 questions correctly then he will be scored 100 point, and the results of the students' performance can be seen in this figure.

Table 2. *Post Test on the use past continuous tense*

No.	Name of Student	Correct Answer x 5 Point
1.	Student – 1	16 x 5 = 80
2.	Student – 2	17 x 5 = 85
3.	Student – 3	13 x 5 = 65
4.	Student – 4	17 x 5 = 85
5.	Student – 5	13 x 5 = 65
6.	Student – 6	12 x 5 = 60
7.	Student – 7	6 x 5 = 30
8.	Student – 8	19 x 5 = 95
9.	Student – 9	15 x 5 = 75
10.	Student – 10	17 x 5 = 85
11.	Student – 11	18 x 5 = 90
12.	Student – 12	12 x 5 = 60
13.	Student – 13	17 x 5 = 85
14.	Student – 14	18 x 5 = 90
15.	Student – 15	16 x 5 = 80
16.	Student – 16	12 x 5 = 60
17.	Student – 17	18 x 5 = 90
18.	Student – 18	18 x 5 = 90
19.	Student – 19	16 x 5 = 80
20.	Student – 20	17 x 5 = 85
21.	Student – 21	12 x 5 = 60
22.	Student – 22	11 x 5 = 55
23.	Student – 23	13 x 5 = 65
24.	Student – 24	13 x 5 = 65

No.	Name of Student	Correct Answer x 5 Point
25.	Student – 25	10 x 5 = 50
26.	Student – 26	15 x 5 = 75
27.	Student – 27	18 x 5 = 90
28.	Student – 28	19 x 5 = 95
29.	Student – 29	13 x 5 = 65
30.	Student – 30	12 x 5 = 60
31.	Student – 31	14 x 5 = 70
32.	Student – 32	11 x 5 = 55
33.	Student – 33	11 x 5 = 55
34.	Student – 34	16 x 5 = 80
35.	Student – 35	12 x 5 = 60
Score Average		71.6

Note: The average score is the total score achieved by all students divided by 35

Comparison between Pre-Test and Post-Test

The data gained in both the pre-test and post-test tables showed that there is significant change between the scores achieved in pre-test and post-test. However, there is also another contradicting result where students did not gain positive achievement but the negative one in the post test. The table of comparison for these two tests can be seen as follows:

Table 3. Comparative values between *Pre-Test* and *Post-Test*

No.	Name of Student	<i>Pre-Test</i>		<i>Post-Test</i>	
		Score	Classification	Score	Classification
1.	Student – 1	40	very low	80	good
2.	Student – 2	30	very low	85	good
3.	Student – 3	15	very low	65	fair
4.	Student – 4	75	fair	85	good
5.	Student – 5	25	very low	65	fair
6.	Student – 6	40	very low	60	moderate
7.	Student – 7	20	very low	30	very low
8.	Student – 8	50	low	95	very good
9.	Student – 9	25	very low	75	good
10.	Student - 10	25	very low	85	good
11.	Student - 11	15	very low	90	very good
12.	Student - 12	45	very low	60	moderate
13.	Student - 13	35	very low	85	good
14.	Student - 14	25	very low	90	very good
15.	Student - 15	20	very low	80	good
16.	Student - 16	15	very low	60	moderate
17.	Student - 17	10	very low	90	very good
18.	Student - 18	10	very low	90	very good
19.	Student - 19	25	very low	80	good
20.	Student - 20	80	good	85	good
21.	Student - 21	20	very low	60	moderate
22.	Student - 22	10	very low	55	moderate
23.	Student - 23	10	very low	65	fair
24.	Student - 24	25	very low	65	fair
25.	Student - 25	60	moderate	50	low
26.	Student - 26	25	very low	75	good
27.	Student - 27	25	very low	90	very good
28.	Student - 28	70	fair	90	very good
29.	Student - 29	20	very low	65	fair
30.	Student - 30	10	very low	60	moderate

No.	Name of Student	<i>Pre-Test</i>		<i>Post-Test</i>	
		Score	Classification	Score	Classification
21.	Student - 31	10	very low	70	fair
22.	Student - 32	10	very low	55	moderate
33.	Student - 33	15	very low	55	moderate
34.	Student - 34	10	very low	80	good
35.	Student - 35	5	very low	60	moderate

Note:

1. Students highlighted in blue are ones with the highest achievement between pre-test and post-test.
2. Students highlighted in orange is one with the lowest achievement.
3. Student highlighted in red is one with the downgraded achievement.

In terms of frequency, the results of achievement in pre-test and post-test are quite different where most students experienced positive changes of scores, even though some of them only experienced split changes, and 1 even experienced downgrading.

Table 4. Frequency of Score

Classification	<i>Pre Test</i>	<i>Post Test</i>
very low	30	1
low	1	1
moderate	1	9
fair	2	6
good	1	11
very good	0	7
excellent	0	0

The data collected from the students' scores on both the pre-test and post-test showed that their scores have significantly altered, where 28 students who took the post-test have gained an essential increase in the number of correct answers as can be seen in the change of their total scores, and only 1 student that suffered downgrading in his achievement. The change in scores covered all changes from the classification of very poor to moderate, moderate to fair, and good to very good.

Another comparative data has also been presented in regard with the average scores on both the post-test and pre-test, as follows:

Table 5. Comparative data between pre-test and post-test scores

No.	Name of Students	<i>Pre-Test</i>		<i>Post-Test</i>	
		Score	Classification	Score	Classification
1.	S1	40	very low	80	good
2.	S2	30	very low	85	good
3.	S3	15	very low	65	fair
4.	S4	75	fair	85	good
5.	S5	25	very low	65	fair
6.	S6	40	very low	60	moderate
7.	S7	20	very low	30	very low
8.	S8	50	low	95	very good
9.	S9	25	very low	75	good
10.	S110	25	very low	85	good
11.	S11	15	very low	90	very good
12.	S12	45	very low	60	moderate
13.	S13	35	very low	85	good
14.	S14	25	very low	90	very good
15.	S15	20	very low	80	good

16.	S16	15	very low	60	moderate
17.	S17	10	very low	90	very good
18.	S18	10	very low	90	very good
19.	S19	25	very low	80	good
20.	S20	80	good	85	good
21.	S21	20	very low	60	moderate
22.	S22	10	very low	55	moderate
23.	S23	10	very low	65	fair
24.	S24	25	very low	65	fair
25.	S25	60	moderate	50	low
26.	S26	25	very low	75	good
27.	S27	25	very low	90	very good
28.	S28	70	fair	90	very good
29.	S29	20	very low	65	fair
30.	S30	10	very low	60	moderate
21.	S31	10	very low	70	fair
22.	S32	10	very low	55	moderate
33.	S33	15	very low	55	moderate
34.	S34	10	very low	80	good
35.	S35	5	very low	60	moderate
Score Average				27	72

The data above demonstrate the improvement in students' ability in using the past continuous tense sentence construction as the results of using life experience narratives during the teaching and learning process. The improved scores do not only reveal the improved knowledge about the grammatical aspect of the target language but also significantly affect the ability of the students to write life experience narratives. This research did not plan to examine the extent to which the use of life experience narratives that student frequently write affect the quality of their writing but only on the ability to use the grammatical aspect. This therefore can be suggested as a potential further research.

4. CONCLUSION AND SUGGESTIONS

The conclusions drawn from this research were that the assignment of writing personal life experiences to improve students' writing skills in past continuous tense sentences in General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat was carried out by implementing the procedures in accordance with the classroom action research, including four steps of implementation, namely planning step, action step, observation step, and reflection step by involving researcher as teachers. The research objects were the students in the General English Pre-Intermediate 1 Parallel D Class in Universitas Klabat. The research results showed that the assignment of writing personal life experiences in the past continuous tense sentences could improve the writing skills of students, particularly for the past continuous tense sentences that can be viewed from the increase of score tests collected from the students' pre-test and post-test. The implementation of writing assignment of past continuous tense for students was considered successful in improving students' writing skills, even though the end results in the post test were not significantly high, in term of score average, but it is still quite effective.

It is highly recommended that other researchers may, in the future, conduct another similar research in this area in order to find and create some new and more ideal methods to improve, correct, and develop the English writing skills of students, particularly within the field of past continuous tense. The range, location, age, gender, and locality of students must also be put into consideration, so that the end results of the research can be considered valid and reliable.

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