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Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School 1 Vii Koto Sungai Sariak, Padang Pariaman, West Sumatera

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ABSTRACT

This research was based on the problems were faced by the students at grade X high school 1 VII Koto Sungai Sariak, they often face difficulties in writing recount texts. The aim of this research was to find out the effect of using experiential learning on students' writing skill of recount text. The design of this research is experiment. The population and sample of this research were the students of grade X social science of high school 1 VII Koto Sungai Sariak, Padang Pariaman Regency, West Sumatera, the academic year 2014/2015. The samples of the research were taken by using random sampling technique. The total of sample were 60 students, the sample were grade X.3 social science as experimental class that consisted of 30 students and grade X.4 social science as control class that consisted of 30 students. This research was conducted in five meetings by using Experiential Learning in experiment class and grammar translation method in control class. The research started by observation to sample class to see the ability of students, before doing treatment. At the end of this research, the researcher gave posttest to know the result after doing treatment. The technique to analyze the data was t-test formula. It was used to determine whether there is or there is not a significant difference between the average score of the experimental and the control class. The average of posttest on experimental class was 73.20 which were higher than the average of posttest on the control class 66.97. Based on the calculation result of t-test, it was obtained $t_{calculated}$ (1.75) was higher than the t_{table} (1.67). Since the $t_{calculated}$ was higher than t_{table} , the hypothesis is accepted. It can be concluded that applying experiential learning gave significant effect in writing skill at high school 1 VII Koto Sungai Sariak, Padang Pariaman Regency, West Sumatera.

Keywords: Experiential Learning, Writing Skill, High School.

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INTRODUCTION

Writing is a thinking process, because writing is the process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization. In writing, there were some problems could be found, related to observation of the researcher at

high school, students still face some difficulties. Some of them seem un-interested so that they refuse to join the teaching learning process. They were not accustomed to write in English, less positive response on writing assignments. Next, they felt writing was very difficult. They couldn't relate ideas. They difficult to developing idea related with the topic. Next in written, there were many errors in mechanics like: punctuation, spelling and used capitalization. Other reason come from the teacher, the teacher did not have a good method that can create teaching learning process activity to be interested, motivated and encourage students to be active in writing activity. Consequently they got low score in writing test. Most of the students got the score under criteria minimum standard. The criteria minimum standard at high school 1 VII Koto Sungai Sariak was 75.

Along with development era, students at any levels have taken to have higher quality in educational field. Here, teacher-centered method can't be maintained any longer. Educators must think about another method to educate their students, a method which has to include students' participations in the learning process.

The teachers play an important role in writing teaching learning process, because they must find the best teaching method to be used in teaching writing. The teacher's role determines the success of the students in learning writing.

There are some ways that the teacher can use to make the students participate in during the lessons especially in writing activity. In order to keeps the interaction going like what is expected, the teachers should use an appropriate method such as *Experiential Learning*. By *Experiential Learning* the teacher can motivate the students to participate in the classroom.

Kolb (1984) stated that experiential learning is "the process whereby knowledge is created through the transformation of experience". Holzer and Andruet (2000:1) supported that experiential learning model define learning as "a process that is gotten through combination between grasping experience with transformation of experience". it describes that experiential learning emphasize to experience share in learning process, and help learner develop their ability and active in learning process.

In addition Smith (2003:15) stated that experiential learning is "a technique whereby students learn by doing and by reflecting on the experience". It means that the students can create direct experience and skill through practicing English and they can do something by themselves in the classroom without teachers' help. Similarly with Ng, Dyne and Ang (2006:5) they stated that the word experiential essentially means that "learning and development are achieved through personally determined experience and involvement, rather than on received teaching or training, typically in group". She also added that experiential learning "involves the students in working things through for themselves and developing their own understanding, but facilitating and coaching is necessary during the process". It means that, learning base on experience more central to students study experience that natured open and students is able to guide themselves so that that experience can be moved to written.

There were some steps in applying *Experiential Learning* in this research. Haynes (2007:6) described the steps that comprise experiential learning as noted: "1) experiencing/exploring, 2) sharing/reflecting, 3) processing/analyzing, 4) generalizing, 5) application".

This study theoretically according to the latest research in Germany by Behr (2012), she stated that content learned in a experiential context, through self-discovery and practical application is "retained for far longer, and can be accessed and transferred far more readily than content learned from traditional lecture styles and offer clear evidence of later content retention to a much higher degree than traditionally learned information". Next this study in accordance with findings of Vasikova (2013) in Brno that experiential learning "could be recommended to be used as a part of foreign language classes on lower secondary schools". Next, this study in accordance with result of recent studies in USA by Kolb and Passarelli (2011) they stated that experiential learning "assists educators in intervening masterfully in the learning process in study abroad experiences, thereby maximizing student learning".

This study is importance to be presented because in accordance with the latest research in Iran by Mollaei and Rahnama (2012) that experiential learning is “a powerful way to address individual growth and potential, which is commonly a much neglected approach to teaching and developing people of all ages”. This study in accordance with the research of Mughal and Zafar (2011) in Pakistan, they concluded that “by identifying the environmental and structural constraints which may affect the effectiveness of the experiential learning process”. Next, findings by Holtzman (2011) in Washington DC stated that experiential learning “impact the development of character, confidence, and independence, which occurs when students are able to learn about themselves by reflecting on their experiences in new and challenging situations”. He adds that experiential learning “indicates that students often gain an understanding of the benefits of this sort of learning only after reflecting upon their experiences”.

This study important to be presented because experiential learning can give new power in increase ability and students motivation that was written by Krbec and Currier (2010) in USA, they stated that experiential learning “students become more interested and engaged, retain the information better and for longer periods, and learn how to apply otherwise elusive theoretical constructs”. They added that experiential learning “develop students’ interpersonal and communication skills, lead to an understanding of course concepts, promote teamwork and team building, and improve critical-thinking and problem-solving skills”.

Cormany and Feinstein (2008) also supported this study with the result of his research in California stated that one of the greatest strengths of this experience was that “each participant had a specific role to serve with the need for him or her to develop specific tasks for that role by the end of the exercise”. Next, findings by Gooch (2011) stated that experiential learning “encourage the students to make a direct connection to the material presented, through facilitating a discussion on how they might benefit by applying the knowledge in their own situation”.

Next research was done by Celio (2011) in Chicago he stated that experiential learning “provides information on more than just the outcomes of service experiences, reflection, and level of engagement and interest”. He add that, experiential learning also “contributes to the current efforts to reconceptualize learning outcomes and processes by showing how students make sense of the new ideas, attitudes, people, and experiences that they are encountering through the service experience”.

This study was importance to be presented because experiences can give new power in increase skill and students motivation. Fox and McNaught (2009) in Hongkong stated that their analysis indicates that a range of experiences through experiential learning are “acquired, the extent of positive impacts depends on the quality of student participation”. Further this study also coincide with the research of Spaulding (2010) in America, he concluded that there are indirect classroom benefits such as “greater social interaction, engagement and interactivity after the experiential learning as well as long term benefits such as longer retention and better transfer for learners”.

This study also coincides with the research of Koponen and isotalu (2012) in Finland the use of experiential methods can “increased Students’ positive attitudes to learning communication skills significantly”. Next Marlow and McLain (2011) in Africa, they concluded that “participants in ongoing experiences already have a positive attitude toward sustained learning”.

Experiential Learning is one of the methods that applied in Indonesia. Especially, it is applied in education world. By the coming of new teaching learning methods, like Experiential Learning, it means that the government and society, care and responsible in quality of education. The researcher focused the research on does the experiential learning give significant effect on students’ writing skill at grade X High School 1 VII Koto Sungai Sariak?

Departing from this point, the researcher made a research in High School 1 VII Koto Sungai Sariak Padang Pariaman Regency, West Sumatera, especially in English class related to “*Effect of Experiential Learning toward Students’ Writing Skill at Grade X High School 1 VII Koto Sungai Sariak*”.

RESEARCH METHOD

This research was located on High School 1 VII Koto Sungai Sariak, West Sumatera, and the grade X social science. The method used in this research was experimental research because it was to see the effect of experiential learning on students’ writing skill of recount text. Just like Gay and Airasian (2009:240), experimental research is “the study to find cause-effect relationship”. This research took 3 weeks. The researcher applies one method, namely Experiential Learning; then the researcher want to know how effect of experiential learning on students’ writing.

The population of the research consisted of 152 students from 5 classes of grade X social science high school 1 VII Koto Sungai Sariak in 2014-2015 academic year and the sample was chosen by using random sampling because the population had homogeneity and normality. Finally, the researcher selected X.4 social science as experiment class and X.3 social science as control class which consist of 60 students.

Researcher applied experiential learning in experimental class for 5 meetings by teaching 3 kinds of recount text. In control class, the researcher applied a grammar translation method for five meetings with the same topic in experimental class. There were some phase’s procedures of this research: they were preparation, application, and the final phase. In the preparation test the researcher determine schedule of the research and prepare material that will be taught. Then in the application phase the researcher did teaching activities by using experiential learning. The steps in this phase were: pre-teaching activities, whilst teaching activities (observing, questioning, exploring/experimenting, associating and communicating.). Finally in the final phase the researcher gave post test to both classes.

The kind of the test was written test where the students were asked to write a text based on the topic that provided. To rated the students writing score, the researcher used Weigle (2002: 166) rating score where the score divided into five criteria’s which are organization, content, mechanics, grammar and vocabulary. Finally the researcher analyzed the data by using t-test formula which is suggested by Sudjana (2005:239).

RESULTS AND DISCUSSIONS

The finding revealed that teaching writing by Experiential Learning methods was significant effect on students writing skill in High School 1 VII Koto Sungai Sariak. It can be seen from the students mean score in experiment class was higher (73.20) than students mean score in control class (66.97). Then, based on the data analyzed by using t-test formula, the researcher found 1.75 for t-test, while t-table was 1.67. In conclusion the value of t-test was higher than t-table. It means that H1 was accepted H0 was rejected, and the result proved that there was significant effect experiential Learning on students writing skill.

The findings on the implementation of Experiential Learning in teaching writing of High School 1 VII Koto Sungai Sariak, in line with the study which are conducted by some researchers .First, the reasearch was conducted by Ehrman (1982), they concluded that the effects of experiential learning “as opposed to objective learning are hard to quantify, in a classroom setting, there are many additional inputs that may color and distort the net effect of experiential learning such as enthusiasm of the instructor”. Second, Clark and Ewing (2010), they stated that eexperiential learning theory “appears to have the greatest potential within an educational setting and ability to enhance the teacher education process”. Third, Weinberg and Albright (2011), they found that “indicate any students enter summer

programs with high motivation and subsequently experience increased motivation over the course of the program offer positive prospects for experiential learning advocates". Fourth, Avineri (2010), she stated this case study, inspired by theories of the experiential learning cycle, "proves that it may be possible and even very successful". Fifth, Kartveit (2013), she concluded that experiential learning "offers motivated students the opportunity to develop in their own way and has a great potential for the learning to be at several levels".

Sixth, Ord (2013), he concluded theory of experiential education "gives much needed support to many of the fundamental tenets of youth work, such as the importance of relationships, the role of conversation and why it is essential to 'start where they are at'. Seventh, Komalasari (2013) concluded that the experiential learning approach is "one effective way to make the EFL learners exposed with English".

Eighth, the research was done by Marlow and McLain (2011), they concluded that "participants in ongoing experiences already have a positive attitude toward sustained learning". Ninth, research was done by Canadian (2009), they concluded that Experiential learning had "a positive impact on graduation". Tenth, Estes (2004), she concluded that experiential education the learner is "actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning".

Eleventh, Azizi (2013), she concluded that by using experiential learning "students have been suffered improvement students learning outcomes". Twelfth Anggara (2012) he concluded that experiential learning model was "superior than conventional learning model in both self concept and concept understanding". Thirteenth, research was done by Kujalova (2005) she found that the experiential learning methods "enrich TEFL are the specific approach to motivation and the psychologically proven fact that the information which an individual learns through subjective experiences and personal involvement is more easily remembered".

The last, the findings were also supported by the study which was conducted by Knutson (2003), he stated that experiential learning "encourages personal input, initiative, and self direction in the learning process". Fifteenth, Annisa (2010) she concluded that teaching vocabulary by using experiential learning can improve classroom atmosphere and the students' vocabulary mastery

CONCLUSION AND RECOMENDATION

From the research finding, it can be concluded that there was a significant effect in the students' writing score of grade X High School 1 VII Koto Sungai Sariak in academic year of 2014/ 2015 between students who have been taught writing a recount text by using experiential learning and those who have been taught by using grammar translation method. It means that the implementation of Experiential Learning method in High School 1 VII Koto Sungai Sariak is effective.

There are some suggestions that must be delivered in using experiential learning in teaching learning process are: 1) the teacher should match the experience with the suitable material for High School students, so that the goal of the study can be achieved. 2) Before teaching and learning process, the teacher should prepare the technique or media well. It means that before using the experiential learning as a method in teaching writing, it is better if the teacher checks whether the text can be classified as recount text or not, whether the text is appropriate to their level or not. 3) Students encourage themselves to learn English especially writing a recount text. 4) the students should learn the elements of good writing especially grammar and its application in the writing process. 5) The students should practice their ability of writing from the simple to the complex.

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