

**UNDERGRADUATE THESIS**  
**THE IMPLEMENTATION OF EXPERIENTIAL LEARNING**  
**METHOD TO INCREASE THE STUDENTS' ACHIEVEMENT**  
**IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE**  
**OF SMP N 1 PUNGGUR CENTRAL LAMPUNG**

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**STATE ISLAMIC COLLEGE**  
**(STAIN) JURAI SIWO METRO**  
**1435 H / 2014 M**

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TO INCREASE THE STUDENTS' ACHIEVEMENT  
IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE  
OF SMP N 1 PUNGGUR CENTRAL LAMPUNG**

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for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Study Program

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(STAIN) JURAI SIWO METRO  
1435 H / 2014 M**

## **ABSTRACT**

### **THE IMPLEMENTATION OF EXPERIENTIAL LEARNING TO INCREASE THE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 1 PUNGGUR CENTRAL LAMPUNG**

**By: Ena Tiana**

The primary goal of this research is to know whether the implementation of experiential learning as a method can increase the students' achievement in writing recount text. The object of this research is twenty nine students of the eighth grade 5 of SMP N 1 Punggur Central Lampung in the academic year 2013/2014.

This research was Classroom Action Research that was conducted in two cycles. Each cycle was done in three meetings to achieve the indicator of success. Every cycle consists of four steps namely planning, acting, observing, and reflecting. For getting the data, the researcher used test, observation, documentation and field note. While, to analyze the quantitative data the researcher used the pattern  $\bar{x} = \frac{\sum x}{N}$  and the qualitative data was taken from the observation result.

The finding of the research showed that there was increasing students' achievement in writing recount text. It was proved by the students' score in the post-test was better than the pre-test. The average score of pre-test was 59,9, then the average score of post test 1 was 67,6 and the average score of post-test 2 was 73,7. Therefore, there was progress from 59,9 to 67,6 to 73,3. From pre-test to the post-test cycle 1, there was increasing about 7,7 points and from the post-test cycle 1 to the cycle 2, there was increasing about 5,7 points. Based on the minimum passing grade criteria (KKM), the result in pre-test cycle 1 indicated that the indicator of success (75% student get score 71 or more) have not been achieved because there were 13 students (45%) got score under 71. Then in cycle 2, 22 students (76%) could get score more than 71. It meant that the indicator of success has been achieved. It was obvious that by using experiential learning method, the students' achievement in writing recount text could increase.

## ABSTRAK

### **PENERAPAN PEMBELAJARAN PENGALAMAN UNTUK MENINGKATKAN PRESTASI SISWA DALAM MENULIS TEKS RECOUNT PADA KELAS VIII SMP N 1 PUNGGUR LAMPUNG TENGAH**

Oleh : Ena Tiana

Tujuan utama penelitian ini adalah untuk mengetahui apakah penerapan metode pembelajaran pengalaman dapat meningkatkan prestasi siswa dalam menulis teks *recount*. Objek dalam penelitian ini adalah 29 siswa, kelas 8A SMP N 1 Punggur, Lampung Tengah tahun pelajaran 2013/2014.

Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus dilaksanakan dalam tiga kali pertemuan untuk mencapai indikator ketuntasan. Dalam setiap siklus terdiri dari empat langkah yang disebut perencanaan, pelaksanaan, pengamatan dan refleksi. Untuk mendapatkan data, peneliti menggunakan tes, observasi, dokumentasi dan catatan. Sedangkan untuk menganalisis data kuantitatif, peneliti menggunakan rumus  $\bar{x} = \frac{\sum x}{N}$  dan data kualitatif diambil dari hasil observasi.

Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan prestasi siswa dalam menulis teks *recount*. Hal itu ditunjukkan oleh nilai siswa pada tes akhir lebih baik daripada tes awal. Nilai rata-rata pada tes awal adalah 59,9, kemudian pada tes akhir 1 adalah 67,7, dan pada tes akhir 2 adalah 73,3. Sehingga terdapat peningkatan dari nilai 59,9, 76,6 menjadi 73,3. Dari hasil nilai tes awal dan tes akhir di siklus 1 terdapat peningkatan 7,7 poin dan dari tes akhir 1 dan tes akhir 2 di siklus 2 terdapat peningkatan 5,7 poin. Berdasarkan Kriteria Ketuntasan Minimal (KKM), hasil tes awal di siklus 1 menunjukkan bahwa indikator ketuntasan (75% siswa mendapat nilai 71 atau lebih) belum tercapai karena 13 (45%) siswa mendapat nilai dibawah 71. Kemudian di siklus 2, 22 (76%) siswa dapat memperoleh nilai diatas 71. Hal ini menunjukkan bahwa indikator ketuntasan telah tercapai. Hal ini jelas bahwa dengan menggunakan metode pembelajaran pengalaman, prestasi siswa dalam menulis teks *recount* dapat meningkat.

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 23<sup>rd</sup> 2014

The writer

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## MOTTO

....إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

*“...Allah will not change the condition of people.  
Unless there is a change of what is in themselves...”*  
(Q.S. ar-rad : 18)

*“Zeal without knowledge is a run away horse”*  
(Antone)

"I highly dedicate this undergraduate thesis  
to my beloved family, my faithful friends,  
and all people whom I love"

## **ACKNOWLEDGEMENT**

Glory be to Allah SWT, the most gracious merciful, who always gives everything which is good for the human's life. Because of His Mercy, the researcher can accomplish this undergraduate thesis. May peace will not stop to be upon our prophet, Muhammad SAW, who has guide us from the darkness to the lightness.

In the second place, the researcher would like to thank her parents for financial and spiritual support. Then, my deepest thanks go to Ahmad Subhan Roza, M.Pd and Dr.H.Zainal Abidin, M.Ag for being patient during this undergraduate thesis writing process.

Last but not least, the unlimited gratitude also goes to the researcher's classmates and all people in STAIN Jurai Siwo Metro who involved in making this undergraduate thesis. The researcher hopes that this undergraduate thesis will become good source for other.

Metro, June 17<sup>th</sup> 2014  
The researcher,

**ENA TIANA**  
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## **ABBREVIATION**

STAIN	: Stain Jurai Siwo Metro/State Islamic College
PBI	: Pendidikan Bahasa Inggris/English Language Study Program
SMP	: Sekolah Menengah Pertama/Junior High School
ELM	: Metode Pembelajaran Pengalaman/Experiential Learning Method
SLA	: Pemerolehan Bahasa Kedua/Second Language Acquisition
AEE	: Persatuan untuk Pendidikan Pengalaman/Association for Experiential Education
TEFL	: Pengajaran Bahasa Inggris Sebagai Bahasa Asing/Teaching English as Foreign Language
CAR	: Penelitian Tindakan Kelas/Classroom Action Research

## **GLOSSARY**

- Achievement** : Student's capability as the result from learning and that can be seen from the learner's performance.
- Experiential Learning** : A method that human's experiences as the basis in learning process.
- Exposure** : One of the processes in Experiential Learning Method when the topic is introduced.
- Genre** : A kind of text which has a social purpose.
- Internalization** : One of the processes in Experiential Learning Method when the students are debriefing exercise by the teacher.
- Method** : A way of doing something.
- Participation** : One of the processes in Experiential Learning Method when the students become personally involved to participate in an activity in the classroom.
- Recount text** : A piece of writing that tells past event and usually in order in which they happened.
- Text** : A social exchange of meaning.
- Transfer** : One of the processes in Experiential Learning Method when the teacher connects the classroom learning with the real world outside the classroom or with the students' life context.

**Writing** : A skill to express the ideas, feeling, and thoughts which are arranged in the words, sentences, and paragraphs using eyes, brain and hand.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the context of English language teaching as a foreign language taught in Indonesia, teaching English for teenager in Junior High School is particular essential. One of the reasons is English as a lingua franca in the world. In other words, English is a common language used for communication between two people or more whose languages are different. Considering with the importance of English as lingua franca, the Indonesian government included English as a compulsory subject in Junior High School curriculum which include four basic skills, there are speaking, listening, reading, and writing. Therefore, the students are expected to master English both in their communication and academic achievement.

As one of aspects in four basic skills, writing becomes an important skill in English that should be learned by students at Junior High School. Writing is a skill to transfer the ideas, experiences and feelings into a written form. By mastering the writing skill the students will be able to express their ideas, opinion, feeling and thoughts in order to produce a text. In addition, writing helps the students to think critically. Moreover, in Junior High School the students are expected able to write many kinds of text, such as descriptive, recount, narrative and so on.



However, teaching English for students to have good writing achievement is difficult enough and it needs some effective effort and patience. The reason is because to write English sentences the students not only need to master vocabularies, but also grammar and the mechanic how to write well. If the students able to cope those aspects, certainly they will achieve good English achievement in writing.

A writing achievement can not be separated from learning activity, because learning is the process, and writing achievement is the result from writing learning process. In other word, learning process is a key to achieve the successful writing achievement. As the important part to achieve good writing achievement, there are many factors in learning process can influence the students' writing learning result such as the students' condition and motivation, teachers, learning model, learning source, facility, method and strategy.

The researcher conducted the pre-survey on November 19, 2013 in Junior High School 1 Punggur at class of VIII 5. In fact, there were many students had less achievement especially in writing. They assumed that writing was very difficult, and this assumption caused them to have lack interest and motivation for doing the English writing assignments. Furthermore, the students had problems in building English sentences, combining their ideas into written form and most of them were passive during teaching and learning process. The table below is the data from pre survey:

**Table 1. Students' Writing Learning Result**

No	Score	Category	Frequency	Percentage
1	$\geq 71$	Pass	10	34%
2	$< 71$	Fail	19	66%
Total			29	100%

Source: *Writing score at the VIII 5 graders of SMP 1 Punggur*

The English minimum passing grade criteria in Junior High School 1 Punggur is 71. From the data above, it shows that 66% students do not pass the minimum passing grade criteria yet, and 34% students get score upper 71 and can pass the minimum passing grade criteria. Whereas, the completeness of the students' writing learning result that is expected by the school is more than 75%. Therefore, from the data it can be known that the students' writing learning result needs to be increased.

In line with the problems stated above, providing new learning method for teaching writing become essential to do. It can bring new atmosphere for the students. A new learning method can create an English class is more interesting. In order, the materials that are given by the teacher can be accepted effectively.

Referring to the benefit of implementation a new learning method in English class, the researcher implements an experiential learning in teaching writing especially in writing recount text. Recount is kinds of types text that retell someone's past event or experience which the purpose is informing or entertaining the readers. By using experiential learning method in teaching

writing recount text, the students will enjoy and interest to tell their story in the form of recount text because experiential learning is a method of teaching that involves the students' past experience in learning process. As Enns says that many learners learn better when the learning is tied to life experience.<sup>1</sup> Therefore, the researcher is interested to use experiential learning as a method in teaching writing especially in writing recount text at the eighth grade of Junior High School 1 Punggur.

## **B. Problem Identification**

The researcher identifies the problems as follows:

1. The students assume that writing is very difficult.
2. Most of students have less motivation and achievement in writing.
3. The students have problems in combining their ideas and building English sentences.
4. Many students are passive during teaching and learning process.

---

<sup>1</sup> Bart P. Beaudin, *Experiential Learning: Theoretical Underpinnings*, (Colorado State University: Fort Collins CO, 1995), p. 12.

### **C. Problem Formulation**

The researcher formulates the problems as follow:

Can the implementation of experiential learning method increase the students' achievement in writing recount text at the eighth grade of Junior High School 1 Punggur Central Lampung?

### **D. Research Objective**

Referring to the problem formulation above, the researcher makes the research objectives as to know whether the implementation of experiential learning method can increase the students' achievement in writing recount text at the eighth grade of Junior High School 1 Punggur Central Lampung.

### **E. Research Benefit**

The benefits of the study are:

1. For the students

The result of this research is expected able to increase the students' achievement in writing recount text.

2. For the English teacher

To give information for English teacher that experiential learning can be applied in teaching writing and it can be an effective learning method to solve the problems in writing recount text.

3. For the researcher

To apply the knowledge that she got in her study and to get new experience and knowledge for the future of her life.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Writing

###### a. Definition of Writing

Writing is a skill to express the ideas, feeling, and thoughts arranged in the words, sentences, and paragraphs using eyes, brain and hand.<sup>2</sup> Halliday assumes that writing is an ability of putting thought or ideas on the paper which aim at the reader. To make the readers understand, the writer should give the coherent, consistent and precise writing.<sup>3</sup> Moreover, according to Sanggam writing is a means to communicate with reader or a group of reader. It is a process to transfer the information by implementing some language rules. The rules are content, form, vocabulary, grammar and mechanic.<sup>4</sup> Therefore, the writer should put the idea effectively to make final product in the written text. In addition, Brown explains that writing is focused on process of generating and organizing ideas by using the

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<sup>2</sup> Sanggam Sianggaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 11.

<sup>3</sup> Hoessein Valid Dastjerdi et al, “*Quality of Iranian EFL Learners’ Argumentative Essays: Cohesive Device in Focus*”, *Vol 2*, (May, 2011), p.65.

<sup>4</sup> Sanggam Sianggaan, *Loc.cit*

appropriate grammar and syntactical pattern and forming the ideas into final product of writing.<sup>5</sup>

In conclusion, writing is an ability to express the idea, information and thought into written form and it focus in grammar, coherent, consistent ideas to make the written result is easy to be understood by the readers.

### **b. Component of Writing**

Heaton suggest the component of writing as follows: (1) the language use, the ability to write correct appropriate sentence, (2) mechanical skill, the ability uses correctly the conventions particularly the written language, such as punctuation and spelling, (3) treatment of content, the ability to think creatively and develop thought, (4) stylistic skill, the ability to control the sentence, paragraph, and uses language effectively, and (5) judgment skill, the ability to write in appropriate manner.<sup>6</sup> In addition, Madsen divides components of writing into four component, those are mechanics, vocabulary, grammar and organization.<sup>7</sup>

From the quotations above, it can be inferred that there are some components in writing that need to be used by the writer or author to

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<sup>5</sup> Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco University: Longman, 2001),p. 348.

<sup>6</sup> Heaton Human, *Security Report /The Cuses of Peace and the Shrinking Cost of War*, (New York: Oxford University Press. 1990), p.135.

<sup>7</sup> Harold Madsen, *Technique in Teaching*, (Hongkong: Oxford University Press. 1983).

produce good written form. By using all components above, the writing result will be easier to be understood by the readers.

### c. Scoring Technique of Writing

The researcher gave writing test to the students to analyze their scores on content, organization, vocabulary, grammar, and mechanic. In giving scores to the students, the researcher followed the scale scoring categories of oral proficiency test developed Jacobs as follows:<sup>8</sup>

**Table 2. Scoring Guidance**

#### a. Content

1	27 - 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic.
2	22 – 16	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail.
3	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic.
4	13 – 16	Very poor: does not show knowledge, not pertinent to topic.

#### b. Organization

1	18 - 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure.
2	15 - 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences.
3	10 - 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear.
4	7 – 9	Very poor: does not communicate, no organization,

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<sup>8</sup> Arthur Hughes, *Testing for Language Teacher, Second Edition*, (United Kingdom: Cambridge University Press, 2005) p. 104



		not enough to evaluate.
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c. Vocabulary

1	18 - 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
2	14 - 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured.
3	10 - 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured.
4	7 - 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate.

d. Grammar

1	22 - 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
2	18 - 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured.
3	11 - 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured.
4	5 - 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate.

e. Mechanic

1	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
2	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

3	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
4	1	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate.

From the theoretical above, the researcher decides to take the students' score based on the each component of the scoring criteria.

#### **d. Writing Achievement**

Writing achievement is the result of the students learning and teaching writing activities. According to Robert, achievement is a student's capability as the result from learning and it can be seen from the learner's performance.<sup>9</sup> Furthermore, Elliot defines that learning achievement materializes because of a change for some time that is not caused by the growth but because of the learning situation.<sup>10</sup> Moreover, according to Suryabrata, score is the final formulation from the teachers about the progress or students' achievement in certain period.<sup>11</sup>

In addition, a success of the students' achievement in learning English can be determined by many factors. Woolfolk explains that there are intern and extern factors that influence the students' achievement. Intern factor

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<sup>9</sup> Eva Latipah, "Strategi *Self Regulated Learning* dan Prestasi Belajar: Kajian Meta Analisis", *Jurnal Psikologi Vol 37*, (Juni 2010), p. 115.

<sup>10</sup> *Ibid.*,

<sup>11</sup> Azhar, "Definisi, Pengertian dan Faktor-Faktor Yang Mempengaruhi Prestasi Belajar", in <http://azharm2k.wordpress.com>. 9 Mei 2012

includes psychological and physiological. Psychological involves the intelligence, attitude, interest, talent, and motivation. While, physiological covers the condition of the students' bodies. Whereas, the external factor envelops the learning environment, parents' care, style or approach that used by the students in learning, learning facilities, and teacher's professionalism.<sup>12</sup> Simplicio proposes that the teachers should be willing to apply the different methods, strategies, and approaches to instruction.<sup>13</sup>

It can be concluded that writing achievement is an output from students learning and teaching writing activities in the form of changes in knowledge and skill. These changes can be seen from the students' writing score and performance. The students' writing achievement can be influenced by the student themselves and all aspects in teaching and learning especially on the teachers' specific way of instruction. Thus, the teachers have to use of creative teaching material, effective teaching method and technique, and available resource.

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<sup>12</sup> Eva Latipah, *loc.cit.*

<sup>13</sup> Bidja Raj Subedy, "Factors Influencing High School Student Achievement in Nepal", *International Education Journal Vol 4*, (2013), p. 99.

## 2. The Concept of Recount Text

### a. Definition

According to Gerot and Wignel, recount text retells a past event for the purpose of informing as well as entertaining the readers.<sup>14</sup> Moreover, Anderson and Anderson state that a recount text is a piece of writing that tells past event, usually in order in which they happened.<sup>15</sup>

Furthermore, Supriyanto argues that recount text is defined as a text that retells events or experiences in the past. It does not have any complication among participants and the way how that complication is slowing down or solved by the participant as in the narrative. It actually presents the past experiences in order of time and places like what happened on certain time and where it happens. It is described in details in the form of series of event. In addition, the purpose of this text is either informing or entertaining the reader.<sup>16</sup>

In conclusion, recount text is kind of text that tells someone' past events or experiences which aims to entertain the reader. In recount text, there is no complication among the participant in recount text.

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<sup>14</sup> Vany Mulianda Fitri and Muhd. Al-Hafidz, "Using Shared Writing Strategy in A Teaching Recount Text to Junior High School Students", *Juornal of English Language Teaching Vol 1*, (Maret 2<sup>nd</sup> 2013), p. 224.

<sup>15</sup> M. Anderson and K.Anderson, *Text Types in English 1*, (Victoria: MacMillan Education Australia, 2003), p. 48.

<sup>16</sup> Joko Supriyanto, "The Effect Of Mind Mapping Strategy On The Students' Writing Ability", *Journal of Education Vol 1*, (2013), p.185

## **b. Characteristics**

In producing this text, the following structure is used as the characteristic of the text.

1. Orientation : it gives the readers background information of the story and as the beginning paragraph, orientation should answer the questions who, what, where, when and how.
2. Events : it tells a sequence of events in chronological order and describes what happened.
3. Reorientation: it consists of a type of conclusion with a summary or comment and evaluation about the topic of story.<sup>17</sup>

Furthermore, the text has their characteristic which is called as language features. In this case, the language features of recounts are:

1. Introducing personal participant: I, my, group, etc.
2. Using chronological connection: then, first, etc.
3. Using linking verb: was, were, saw, heard, etc.
4. Using action verb: look, go, change, etc and using simple past tense.<sup>18</sup>

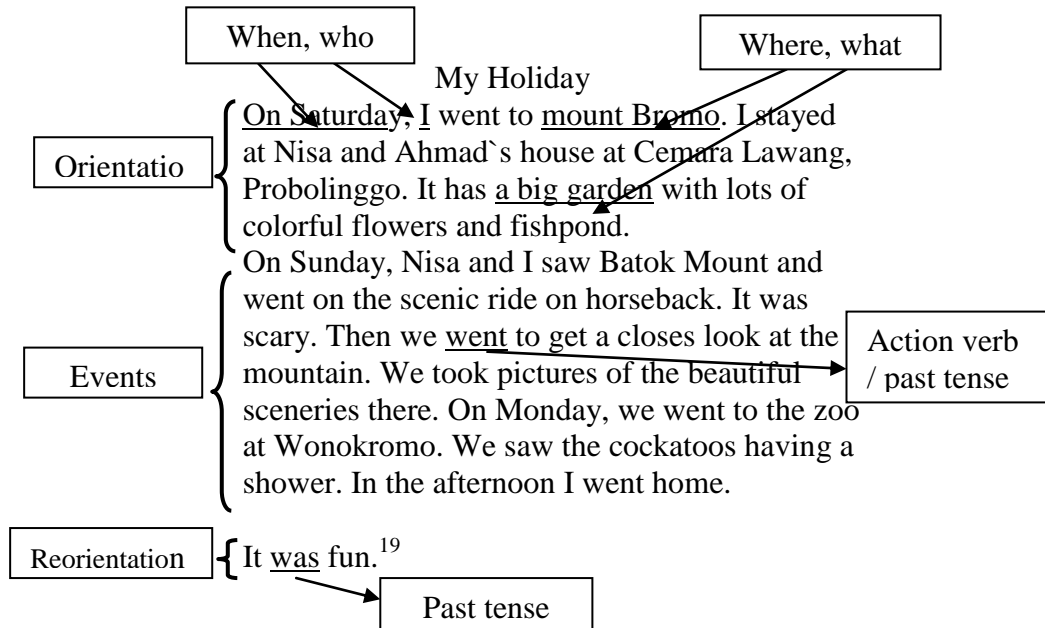
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<sup>17</sup> Mukarto et al, *English on Sky 2 for junior High School Students Year VIII*, (Jakarta: Erlangga, 2004), p. 135.

<sup>18</sup> Joko Suprianto, *Loc.cit.*,

Furthermore, bellow is an example and schematic structure of recount

text:



Based on the quotations above, it can be concluded that recount text consists of orientation, series of event and reorientation. The series of events in the center of the recount text and it tells the reader the sequences of events that happen at the past tense. Recount text also has characteristics to make the text is different from another texts both in its generic structure and language feature.

<sup>19</sup> Mukarto et al, *Op.cit*, p.136

### 3. The Concept of Experiential Learning Method

#### a. Definition

In education, it has been recognized that an essential relationship exists between experience and learning. Experience is the best teacher is very famous expression to respect for the role of experience in learning. Cantor states that experiential learning as both the process of learning and the method of teaching.<sup>20</sup> According to Bart, experiential learning is an effort to make the use of human experience as the aspect of learning process.<sup>21</sup> Moreover, Kros and Watson argue that experiential learning is the process which new knowledge is built through the transformation of experience.<sup>22</sup>

Furthermore, in the field of second language acquisition (SLA) the experiential learning encourages the learners to develop the target language skills through the experience of working together on a specific task.<sup>23</sup> In addition, based on Association for Experiential Education (AEE), experiential learning is a methodology where the teacher is directly involve to motivate the students and review or reflection is focused to increase

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<sup>20</sup> Yer Kong and Jay Rasmussen, *Experiential Education: A way of Knowing What You Know*, (Bethel University), p. 2.

<sup>21</sup> Bart P. Beaudin, *Experiential Learning: Theoretical Underpinnings*, (Colorado State University: Fort Collins CO, 1995), p. 19.

<sup>22</sup> Glenna G. Bower, "Utilizing Kolb's Experiential Learning Theory to Implement a Golf Scramble", *International Journal of Sport Management, Recreation & Tourism Vol 12*, (2013), p. 32.

<sup>23</sup> Sonja Knutson, "Experiential Learning in Second-Language Classrooms", *TESL Journal/ Revue TESL Du Canada Vol 20*, (Spring, 2003), p. 53.

knowledge and develop skill. Experiential learning method may use in teaching language skills, especially writing and speaking.<sup>24</sup>

In line with the above quotation, it can be concluded that experiential learning is a method to teach speaking or writing skill which the students' experience as the basis to produce a new knowledge by involving the students in activities, allow them to reflect those activities to develop their knowledge and skill.

#### **a. Principles**

Nunan mentions some principles in experiential learning are encourage the learners to participate actively in small collaborative groups, emphasize the process rather than product, learning how to learn, social and communication skills, encourage the self-directed learning and promote intrinsic rather than extrinsic motivation.<sup>25</sup>

Furthermore, the following is the list of experiential learning principles as noted by Thompson:

1. Learner is central.
2. Facilitation should be light and subtle.
3. Find or create experiential learning opportunities.
4. Build confidence before addressing attitudes and behavior.
5. Ensure activities allow adequate and meaningful reviews.
6. Carefully reviews of activities are crucial.
7. Accentuate the positives.
8. Use stimulating questions in reviews

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<sup>24</sup> Mel Silberman, *The Handbook of Experiential Learning*, (San Francisco:WILEY, 2007), p. 8.

<sup>25</sup> David Nunan, *Task-Based Language Teaching*, (New York: Cambridge University Press, 2004), p. 14



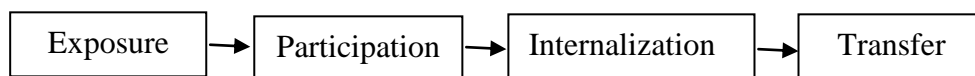
9. It's about them not you.<sup>26</sup>

In conclusion, the main principle of experiential learning is the students are the central of learning. It engages the students to be active learners by transferring their experience in learning process. Experiential learning emphasizes for the students' intrinsic motivation that will be extremely influential for their achievement in writing recount text.

#### **b. Process**

Haynes defines that experiential learning method entails the number of steps that offer the student a collaborative and reflective learning experience which helps them to fully learn a new knowledge and new skills.<sup>27</sup> Experiential learning in ESL classroom builds on the principle that language learning is facilitated when the students are cooperatively involved in working on task, and when the learning includes these phase bellow:

**Picture 1. Phase of Experiential Learning Method.<sup>28</sup>**



In teaching by using experiential learning method, the activities begin with accessing the students' specific past experiences, and then building on

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<sup>26</sup> Fatemeh Mollaei and Hamidreza Rahmana, *op.cit*, p. 275.

<sup>27</sup> Faculty Development and Instructional Design Center" in [facdev@niu.edu](mailto:facdev@niu.edu), [www.niu.edu/facdev](http://www.niu.edu/facdev). 8 October 2012

<sup>28</sup> Sonja Knutson, *op.cit*, p. 56

these experiences to construct a framework for learning. In the *exposure phase* a topic is introduced, and the students are given the opportunity to reflect on their own experiences and to relate the learning topic; in the *participation phase* the students become personally involved to participate in an activity in the classroom; in the *internalization phase* a debriefing exercise is started by the teacher, and the students have the opportunity to reflect on their participation in the activity; and finally, in the *transfer phase*, the teacher connects the classroom learning with the real world outside the classroom or with the students' life context.<sup>29</sup>

In conclusion, the process of experiential learning method involves four steps which should do by the teacher and students. Those four steps are exposure, participation, internalization and transfer.

### **c. Advantages**

Taylor and Walford explain that there are many advantages and few disadvantages of experiential learning. Firstly, the advantage from experiential learning is motivation. Increased the students' motivation is the result from heightened interest in the teaching and learning. This quality shows that the students like to learn from experiences. Secondly, the students confront with an experiential learning situation that usually has little prior experience to support them in a new context. Learning through the

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<sup>29</sup> Sonja Knutson, *op.cit*, p. 54.

classroom experience has become a great communication skill for the open-minded. It shows the students a new learning way. The third advantage is the removal of student-teacher separation. Now, the teacher's function has become more to motivate, stimulate, and inspire rather than direct judge and order.<sup>30</sup> In another side, when teaching by using experiential learning method, there are the difficulties with the assessment and less of training in how to meet course experientially.<sup>31</sup>

In conclusion, the advantages are the increased student's motivation, the previous experience that could support them in a new learning context, and reduction of the separation between teachers and students, but this method has the difficulty to find the material experientially.

#### **4. Teaching Writing Recount Text by Using Experiential Learning**

Teaching writing recount text by using the experiential learning method can make the students more interested and motivated, because in learning process the teacher always relates their own experience when explain the material. Moreover, recount text is text which retells someone's experiences. Therefore, by using this method the students will be easier to write their own

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<sup>30</sup> Walter J. Wheatley, "How Real Should Experiential Pedagogy be? A Viewpoint from Our Students", *Developments in Business Simulation & Experiential Exercises Vol 22*, (1995), p. 227.

<sup>31</sup> Sonja Knutson, *op.cit*, p. 53.

experiences in the form of recount text collaboratively. According to Knutson, the process as follows:<sup>32</sup>

### 1. Exposure

In this step, the teacher recalls the students' past experience in their life or prior knowledge in learning process before. The teacher directs the class through the use question to encourage reflection on past experience. From their own past experience, the teacher relates it with the recount text that its function is to retell someone's past event and it will become the prewriting activity to make the students are easier to write a recount text.

### 2. Participation

The participation phase of experiential learning is the actual activity or experience. In this phase, the students do the task of writing recount text collaboratively. They can compose the text together and share their ideas with their friends in group. When the students do the task, the teacher's role is to guide and help them if they face some difficulties, then after finishing the task, they should revise their result of writing.

### 3. Internalization

In this phase, a debriefing exercise is initiated by the teacher. During the debriefing phase, the students are questioned about their task of recount

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<sup>32</sup> Sonja Knutson, *op.cit*, p. 55

text and how they feel about the activity. Although the teacher sets the questions, there are no answers are provided, and the teacher responds in a nonjudgmental way to all students' contributions.

#### 4. Transfer

The importance of the final phase of experiential learning method is the students able to link the classroom learning with the real world outside the classroom by asking why learning writing and group work is important for the students' real life.

### **B. Action Hypothesis**

Based on the frame of the theories and assumption above, the researcher formulates the hypothesis is by implementing experiential learning, the students' achievement in writing recount text will be increased at the eighth of SMP N 1 Punggur Central Lampung.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter is devoted to the discussion as follows: location setting and subject of the study, object of the study, action plan, the data collecting method and the data analysis method.

#### **A. Location Setting and Subject of The Study**

##### **1. Location Setting**

The research will be done in Junior High School 1 Punggur in the academic year 2014/2015. It is located at Jl.Pendidikan No.2, Desa Tanggulangin, Kecamatan Punggur and Central Lampung.

##### **2. Subject of The Study**

Subject of the study is the students of class VIII.5 of State Junior High School 1 Punggur. The total of student is 29 students that consist of 15 males, and 14 females. The researcher chooses this class because most of the students in this class have low score in writing achievement.

#### **B. Object of The Study**

The object of the study in this research is the students' writing at the eighth grade of Junior High School 1 Punggur. To increase the students' writing achievement, the researcher uses experiential learning method in teaching writing

and takes the materials from English syllabus. Based on the syllabus, the researcher will teach them about recount text.

## **C. Action Plan**

### **1. Classroom Action Research**

Yogesh Kumar explains that action research is a method to increase and modify the working system of classroom in a school.<sup>33</sup> Moreover, Suharsimi describes that classroom action research is inquiry about learning activity in a class by an action.<sup>34</sup> In other word, classroom action research is a form of investigation that enables the investigators to investigate and evaluate their work in a class. Meanwhile, Burns states that action research is the implementation of various fact to solve the problem in the social situation and to increase the action quality by involving collaboration and cooperation of the researchers and practitioners.<sup>35</sup> It can be concluded that classroom action research is a form of inquiry in a class by an action to solve the problem and to improve the classroom system which involving the researcher and collaborator.

The classroom action research requires the teacher and collaborator in teaching and learning who works together to overcome the problems.

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<sup>33</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 261.

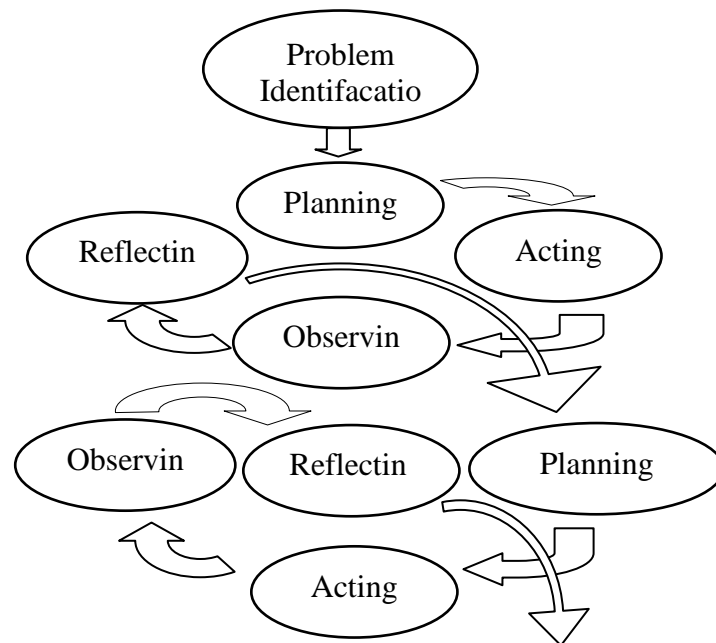
<sup>34</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p.3.

<sup>35</sup> Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2011), p. 25.

Suharsimi states that collaborator research is a research which is done together or in pair.<sup>36</sup> In this research, the researcher is the teacher. To help and success this research, the researcher will ask Yulia Fitri Sampurna, S.Pd as the English teacher in SMP N 1 Punggur becomes the collaborator.

In addition, Hopkins states that action research is done by the spiral form which is started from the problems, and then organizes planning, do acting, observing and reflecting.<sup>37</sup> It is normal for a project to go through two or more cycles in an interactive process. Hopkins' spiral model could be seen bellow:

**Picture 1. The cycle of classroom action research by Hopkins<sup>38</sup>**



<sup>36</sup> Suharsimi Arikunto, *op.cit.*, p.22.

<sup>37</sup> Wina Sanjaya, *op.cit.*, p. 53

<sup>38</sup> *Ibid*, p. 54



The design of classroom action research above shows the system of spiral that after identifying the problem, the activity is begun from planning, acting, observing, reflecting and continue to plan again and so on that will be the basis process or overcoming the problem.

## **2. The Steps of Research**

The researcher will conduct this research base on the pre-test and post-test design. The researcher takes one class in the eighth graders of Junior High School 1 Punggur that are given the pre-test before they are given the treatment. Moreover, they are also given the post-test after getting the treatment.

In this classroom action research, the researcher will hold the research into two cycles and each cycle consist of three meetings. If the first cycle is failed, it will be repaired in the second cycle. There are two cycles in action procedure and in each cycle contain the steps as follow:

### **1. Cycle I**

#### **b. Planning**

Planning is the first activity. The researcher explains about what, why, where, who and how the action will be done.<sup>39</sup> By making planning, the researcher can focus and control the materials and

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<sup>39</sup> Suharsimi Arikunto, *op.cit*, p. 17

teaching-learning process. Here are the steps that will be done by researcher in planning:

1. Prepare the materials, learning source, lesson plan, and learning media.
2. Decide the learning approach and technique.
3. Design the steps in doing the action.
4. Prepare the list of students' name.
5. Prepare the classroom observation sheets.
6. Prepare the questions for pre-test and post-test.

c. Acting

Acting is the second step of activity. It is the realization from the planning that the researcher has made.<sup>40</sup> In this activity, the researcher will do the process of teaching and learning and should try to obey the rule from the lesson plan in planning. But, before the treatment will be done, the researcher will give the pre-test for the students to know their achievement in writing recount text. After the students finish in doing the pre-test, the researcher will continue to do the steps in the action:

1. The teacher will apply the lesson plan.
2. The teacher will divide the students into several groups.
3. The teacher will apply the experiential learning method in teaching and learning process.

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<sup>40</sup> *Ibid*, p. 18

4. The researcher will give the post test in the last meeting of the first cycle.

d. Observing

Observing is an activity which is done by the observer to collect the information about the researcher's action and the influence from the action for the students.<sup>41</sup> In this activity, the observer will observe the teaching and learning process by using the observation sheet.

e. Reflecting

Reflecting is the discussion activity with the observer to evaluate and to analyze the process of activity, especially to find the weaknesses then becomes the reflection for the next steps.<sup>42</sup> In this step, the researcher will discuss and analyze the observation and the result of test during teaching and learning. The researcher will decide the next cycle base on the weakness from the first cycle.

2. Cycle II

These are the activities that will be done by the researcher in the second cycle:

a. Planning

1. Study of the reflection result in the first action.
2. Discuss about the action that will be done on the cycle 2.

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<sup>41</sup> Wina Sanjaya, *op.cit.*, p. 57

<sup>42</sup> *Ibid*, p. 57

3. Arrange the lesson plan.
4. Prepare the materials and learning media.
5. Make the questions for the second post test.

b. Acting

1. Do the treatment base on the lesson plan in planning activity.
2. Give the second post test.

c. Observing

The collaborator will observe and collect the data when teaching and learning process is doing.

d. Reflecting

In this step, the researcher will analyze the action result and compare pre-test score and the post test score. The researcher will decide the second cycle is enough or need to continue for the next cycle. If in the second cycle more than 75% students are success, it is not continued to the third cycle.

### **3. Indicator of Research**

Indicator is used to measure the result the research. The research is called success if the students can achieve the indicator. It will be gotten based on the students' score of post-test. If 75% of the students get score at least 71 in the post-test and get the average score more than 71, it can be said that by implementing experiential learning as a method in English teaching and

learning success in increasing the students' achievement in writing recount text.

#### **D. Data Collecting Method**

The researcher will collect the data by using data collection method as follows:

##### **1. Observation**

Observation is the systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.<sup>43</sup> In this research, the researcher will use the observation sheet to observe the students' activities. This observation sheet contains the items about cases and the students' behavior in learning class.

##### **2. Test**

Test is the data collecting instrument to measure the students' capability in cognitive aspect or the level of material mastery in learning.<sup>44</sup> The materials in pre-test and post-test will be different but have same difficulties.

###### **a. Pre-test**

The researcher will give the pre-test is in the first meeting before doing the treatments. This test is to find out the students' ability before doing the action research.

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<sup>43</sup> Zina O'Leary, *The Essential Guide to Doing Research*, (London, SAGE Publications, 2004), p. 170.

<sup>44</sup> Wina Sanjaya, *op.cit*, p. 99

b. Post-test

The post-test will be given in the last meeting after the researcher gives the treatments. Giving the post-test is to know the treatments give the contribution for the students or not. The improving students' achievement can be seen if the average score in post-test is higher than pre-test.

### **3. Documentation**

Documentation is the written information such as books, magazine, document, diary, etc. Creswell explains that documents can be public documents or private documents.<sup>45</sup> In this research, the researcher asks the data from the school such as the school condition, number of the students and the teachers.

### **4. Field Note**

Field note is an instrument to make a note about all cases that related to the teacher's action. It is useful to know the development of action and students in learning process.

## **E. Data Analysis Method**

The data analysis in this research uses both the qualitative and quantitative data. The observation is conducted by the collaborator when teaching and learning process to get the qualitative data and it will be

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<sup>45</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and mixed methods approaches* ( New Delhi:Sage Publication, 2003), p. 181

analyzed by using an observation sheet when experiential learning is applied in a class.

The quantitative data will be conducted by taking the average score of the pre-test and post-test from cycle 1 and cycle 2. The formula to get the average score is formulated as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:  $\bar{X}$  = average  
 $\Sigma$  = sum of  
 $X$  = raw score  
 $N$  = number of students<sup>46</sup>

The researcher will compare between pre-test and post-test to know the result of this research. According to the English minimum passing grade criteria (KKM), the completeness of learning result is 75% students in the class get 71 or more. Therefore, if 75% of the students in that class get at least 71 in the post test, it means that the experiential learning method can give positive effect on the students' achievement in writing recount text.

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<sup>46</sup> Donald Ari, *et.al*, *Introduction to Research Education*, (Australia: Wadsworth Cengage Learning, 2012), p. 108

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. General Description of Research Location

##### 1. Brief History of The School

SMP N 1 Punggur is located in Tanggul Angin, Punggur Central Lampung. It was established in 1984. SMP N 1 Punggur had been led by the following principals:

- a. Nendyo Sutanto (1984-1996)
- b. Drs. Zujari Saibi (1996-1998)
- c. Drs. Susanto (1998-1999)
- d. Drs. Teguh Wiyono (1999-2009)
- e. Drs. Usa Heriyanto (2009-2011)
- f. Hi. Purnomo, S.Pd (2011 till now)

##### 2. School Condition

SMP N 1 Punggur was built on the area  $\pm 18.230 \text{ m}^2$ . The condition of physical building of this school can be explained as follows:

##### a. Building condition

The building condition of SMP N 1 Punggur consists of 24 classrooms, one library, science laboratory, language laboratory and computer laboratory.



b. The Condition of Students

The students of SMP N 1 Punggur are the students who can pass the selection process of the new student acceptance. Base on the data on 2013/2014, the quantities of students in SMP N 1 Punggur are 720 students. The description can be seen in the table below:

**Tabel 3**  
**The Quantity of Students in SMP N 1 Punggur**  
**Academic Year 2013/2014**

No	Class	Students	Room
1	VII	247	8
2	VIII	237	8
3	IX	236	8
<b>Total</b>		<b>720</b>	<b>24</b>

*Source: The data of quantity of students in SMP N 1 Punggur academic year 2013/2014.*

**B. Result of the Research**

This research used classroom action research and it was conducted about two cycles. The first cycle was done about two meetings. It was on May 14<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 2014, and every meeting took 2 x 40 minutes. Then, the second cycle was done on May 28<sup>th</sup>, Juny 3<sup>rd</sup> and 4<sup>th</sup> 2014. As it was mentioned before each cycle comprised planning, acting, observing, and reflecting. In relation to the problems in the class, the researcher used experiential learning as a problem solution. In cycle, the researcher taught recount text by implementing experiential learning.

Before implementing experiential learning method, the researcher did the pre-test. It was conducted on May 14<sup>th</sup> and it was taken 1 x 40 minutes. The researcher told the students that the researcher would conduct the research in their class in order to know their ability in writing recount text. The kind of the test was essay. The students were asked to make short recount text based on the generic structure and correct present form and the result could be seen in the table below:

**Table 4. Distribution of Students' Score at Pre-Test**

No	Interval	Frequency	Percentage	Note
1	91 – 100	-	-	-
2	81 – 90	-	-	-
3	71 – 80	10	34.50 %	Pass
4	61 – 70	5	17.25 %	Failed
5	51 – 60	5	17.25 %	Failed
6	41 – 50	9	31 %	Failed
<b>Total</b>		<b>29</b>	<b>100 %</b>	

In line with the above result of pre-test, it could be seen that 19 students (65.50%) did not success. The successful students were fewer than unsuccessful students. From the pre-test, the researcher got the average of 59.96. Therefore, the result was unsatisfactory. It was the reason why the researcher implemented the experiential learning method to increase the students' achievement in writing recount text.

## **1. Action and the Learning Product at Cycle 1**

### **a. Planning**

In the planning stage, the researcher and collaborator prepared the pre-test and post-test questions and made two lesson plans for the first cycle. The material was writing recount about “*My Holiday and Camping*”. Then, the researcher prepared teacher’ observation sheet in order to see the teacher performance and. Meanwhile, in order to see the students’ participation during the learning process, the researcher made students’ observation sheet.

### **b. Acting**

#### **1) The First Meeting**

The first meeting of this cycle was conducted on Wednesday, May 14<sup>th</sup> 2014 at 07.55 – 09.15am and it was followed by 29 students. The meeting was begun by praying, greeting, checking the students’ attendance list and asking the students’ condition. As the researcher explained before, she would implement experiential learning to increase the students’ achievement in writing recount text. Therefore, the researcher applied every step in experiential learning.

The first step was exposure. In this step, the researcher as the teacher did the debriefing about the students’ experiences in their holiday by asking “what did you do on your holiday?, did you have some experiences in your holiday? and could you tell about your

experiences?. From those questions, each student had various answer. Then, the teacher gave the information that we would learn about recount writing recount text which retell someone's past experience or past event. After that, the teacher gave the example of recount text explained the definition and its generic structure. Moreover, the teacher gave the explanation about simple past tense that used in recount text.

The next step was participation. In this step, the teacher asked the students to make short recount text about their holiday in pair. They could compose the text together and share their ideas in small group. Before it, they were asked to make draft by remembering their experiences and events in their holiday. It purposed to make them easier to compose a short recount text.

The third step was internalization. Did the debriefing was the characteristic of this step. The teacher asked the students about the task and how they felt about the activity. Some students answered that they still had the difficulty to compose recount text, but they felt enjoy when did the task about recount text in pair because they could share the ideas.

The last step was transfer. In this step, the teacher connected the skill that had just studied with their real life by asking them the importance of writing in their life. Two students said that writing was important because we could put our ideas in written form. Other

students answered that writing was very crucial to get good job and etc. In this step, the teacher did not limit whatever the students' answer. Moreover, the teacher gave the direction that writing was extremely essential to be studied.

The teaching and learning process in the first meeting was good enough, but there were facts that some students did not give attention along the teaching and learning process. Some students also felt confused when did the task to make short recount text although they did it in pair and what they wrote was their own experiences. It was caused by their less vocabulary and present mastery.

## 2) The Second Meeting

The second meeting was done on May 20<sup>th</sup> 2014 at 07.15 – 08.15am. The teacher started the lesson by praying, greeting, checking the students' attendance list and asking the students' condition. On the beginning, the teacher asked the students' activity or experience on Sunday. All students answered with various answers and from their answers, the researcher asked the students "what kind of text that aims to tell someone' experience?" most of students said "recount text".

Then, the teacher reminded the students that to make recount text, it should consist of orientation, events and re-orientation. The teacher asked for the student "What do you know about orientation, events and re-orientation in recount text?". Many students answered

the question, but some students did not answer it. The teacher responded “You are amazing class!”. Next, the teacher also reminded the students about the formula in present past tense and asked them to make English sentence that related with their experience in the past by using simple past tense.

Next, the teacher divided the students into many group and each group consisted two students. At the time, the teacher gave the example of recount text with the title was “Activity in Sunday”. The teacher asked the students to identify verb that show simple past tense. Most of student could identify it correctly. After that, the teacher asked the student to tell their activity in Sunday in the form of short recount text in pair. After finishing their task, the teachers and students discussed it together.

In this stage, the students were more actively following the teaching and learning process because they have known about the recount text, but there were some trouble faced by the students in composing recount text like the were confuse to use the vocabulary.

### 3) The Third Meeting

The third meeting was conducted on Wednesday, May 21<sup>st</sup> 2014 at 07.15 – 08.35 AM. This meeting was used to do post test 1. The researcher started the meeting by praying, greeting, checking the students’ attendance list and asking the students’ condition. Before

doing the test, the teacher reviewed the material shortly. Kinds of the test were essay. The students were asked to make short recount text about “Went to The Beach”. The result of the students’ test in post test 1 was better than test in pre-test before.

**Table 5**

**Distribution of Students’ Score in Post-Test 1**

No	Interval	Frequency	Percentage	Note
1	91 – 100			-
2	81 – 90	2	7 %	Pass
3	71 – 80	14	48 %	Pass
4	61 – 70	7	24 %	Failed
5	51 – 60	4	14 %	Failed
6	41 – 50	2	7 %	Failed
<b>Total</b>		<b>29</b>	<b>100 %</b>	

After looking at the table, it could be seen that in the post test 1 the students who pass the test could increase from 10 students (35.50%) in pre-test became 16 students (55%).

c. Observing

The observing was done by the collaborator during learning process. There were three meeting on the first cycle, two meetings for the treatment and one meeting for the post-test. When the researcher did the treatment, the collaborator observed the students’ activity. From the result of the

observation, whole percentage of the students' activities in the first and second meeting could increase and the average was 64,48%.

d. Reflecting

Generally, there was increasing on the students' achievement in writing recount text by implementing experiential learning in this cycle. It can be seen from the increasing of the students' score from pre-test and post test 1. Although the students' score have been increased, but it did not achieve the indicator success yet.

Moreover, based on the field note and observation sheet, there were some problems in learning writing recount text. They were some students were passive when the teacher gave the questions and most of them had the difficulty to write sentences by using simple past tense.

**2. Action and the Learning Product at Cycle 2**

The action in the first cycle was not success to achieve the indicator of success, and the cycle must be continued to the second cycle. Cycle 2 was used to repair the weakness in the cycle 1. It consisted of three meetings. The steps of the cycle 2 as follows:

a. Planning

The process at cycle 2 was focused on the problem on cycle 1. Then, the researcher and collaborator planned to give the material for the students in writing recount text. In the first meeting in cycle two the researcher more



focus to improve the students' ability in writing sentences in the form of present past tense because many students did the mistakes when they wrote sentence of past tense in recount text. While, in the second meeting it was focused on writing recount text again. Then, the researcher and collaborator prepared the lesson plan, material, observation sheet, and questions for post-test 2.

b. Acting

1) The First Meeting

The first meeting in this cycle was conducted on Wednesday, May 28<sup>th</sup> 2014 at 07.15 – 08.35am that followed by 29 students. The teacher began the learning process by praying, greeting, checking the students' attendance list and asking the students' condition. For the beginning, the teacher reminded the students about recount text. Then, the teacher asked about what the students did last night. Many students answered with the various answers. From the students' stories, the teacher concluded that to tell past events it used simple past tense.

Next, the students were reminded the formula of simple past tense and gave them some examples from what they have told before. To make the students more understand, the teacher gave some exercise to do in pair. They were asked to mention their experience in the last Ramadan in Indonesian. After that, they have to translate in English by

using simple past tense in pair. By involving their own experience, they were more interested to do it.

In this stage, the students looked getting more enthusiasm in following the learning process. It can be looked from their activeness in the class. A good condition of the environment of the class was very helpful for teaching and learning process.

## 2) The Second Meeting

The second meeting was done on Tuesday, June 3<sup>rd</sup> 2014 at 07.55 – 09.15 a.m. The meeting was begun by praying, greeting, checking the students' attendance list and asking the students' condition. As usual, the step of learning writing process by using experiential learning was exposure, participation, internalization and transfer.

The teacher did the debriefing about the students' events before they went to school at that morning by asking "what did you do before going to school?, and could you tell about your experiences?. Most of them responded what the teachers asked. Before asking the students to make recount text in pair, the teacher reminded about simple past tense and gave them some examples first.

The next step the teacher asked the students to make short recount text about the activity before going to school base on their

own experience. They could compose the text together and share their ideas in small group.

The third step was internalization. Did the debriefing was the characteristic of this step. The teacher asked the students about the task and how they felt about the activity. Furthermore, the teacher discussed about the problems in writing also and gave them the explanation that writing was extremely essential in our life.

### 3) The Third Meeting

The third meeting was done on Wednesday, June 4<sup>th</sup> 2014 at 07.15 – 08.35 a.m. This meeting was used to do the post-test 2 in cycle 2. The students were asked to make short recount text about Idul Fitri Day and they have to do it individually.

**Table 6. Distribution of Students' Score in Post-Test 2**

No	Interval	Frequency	Percentage	Note
1	91 – 100	-	-	-
2	81 – 90	3	10 %	Pass
3	71 – 80	19	66 %	Pass
4	61 – 70	6	21 %	Failed
5	51 – 60	1	3 %	Failed
6	41 – 50	-	-	
<b>Total</b>		<b>29</b>	<b>100 %</b>	

In this cycle, almost all of the students could do the post-test well. It could be seen from the result of the post-test 2 that 22 students

(76%) could achieve the minimum passing grade criteria (KKM). It meant that the indicator of success was achieved.

c. Observing

The observation was done by the collaborator that was presented about two meetings in cycle two. In this cycle, the students more enthusiastic in following the instructional and doing the task from the teacher. From the observation sheet result, it showed that the average of whole percentage of students' activities was 78,08 %. It was higher than the first cycle. It can be concluded that the implementation of implementing experiential learning could increase the students' participation in learning process.

d. Reflecting

From the result of learning process in cycle 2, the researcher analyzed that generally by implementing experiential learning method in teaching writing recount text, the students' writing score could increase. Most of the students enjoyed when they were studying by using experiential learning. It made them more interested in writing because it involved the students' experience and what they wrote was their own experience.

Meanwhile, the teacher's performance in cycle 2 was better than the cycle 1. It could be seen that the teacher had been already able to deliver the material chronologically and able to make the students shared

their experiences orally then connected their experience in learning process then wrote it in the form of recount text.

### C. Interpretation

#### 1. The Result of Pre-Test

**Table 7. Students' Score in Pre-test**

No	Name	Score	No	Name	Score
1	AP	60	16	HTT	72
2	AT	72	17	IW	68
3	AM	67	18	IF	50
4	AN	74	19	MIR	52
5	AS	59	20	NWM	80
6	BS	50	21	PM	71
7	BHL	57	22	PR	71
8	DAP	41	23	RMD	50
9	DH	71	24	RA	43
10	DW	72	25	SAG	45
11	DRS	72	26	SH	41
12	DAS	51	27	WS	44
13	ENP	62	28	WZE	62
14	FNAN	70	29	YRWM	41
15	FDR	71			
<b>Total</b>					<b>1739</b>
<b>Average</b>					<b>59.96</b>
<b>The high Score</b>					<b>80</b>
<b>The lowest Score</b>					<b>41</b>
<b>The number students who get 71 or more</b>					<b>10</b>

From the table above, it can be seen that there were only 10 students who can achieve passing grade criteria. The successful students were those who met the passing grade criteria at SMP N 1 Punggur at least 71. Based on

the table above, the successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the average of 59.96. Therefore, the result was unsatisfactory. It was the reason why the researcher implemented experiential learning to increase the students' achievement in writing recount text.

## 2. Learning Result at Cycle 1

### a. The Result of Students' Activities at Cycle I

**Table 8. The Result of Students' Activities at Cycle I**

No	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1	Response to the teacher's question	41,37%	62,06%	51,75%
2	Give the attention to the teacher's explanation	75,86%	82,75%	79,30%
3	Make a note	55,17%	62,06%	58,61%
4	Do the exercises from the teacher	68,96%	72,41%	70,68%
5	Participate actively in group	55,17%	68,96%	62,06%
<b>Total</b>				<b>322,4%</b>
<b>Average</b>				<b>64,48%</b>

From the table above, it showed that in every meeting the students' activities were more increase. In the first meeting, the activity in responding the teacher's question was 41,37 % and in the second meeting

increased to be 62,06 %, giving the attention to the teacher's explanation was 75,86 % to be 82,75 %, make a note was from 55,17% became 62,06%, doing the exercises from the teacher increased form 68,96% to be 72,41 and participate actively in group was from 55,17 % to be 68,96%.

**b. The Students' Score Post-at test 1**

**Table 9.**  
**The Students' Score in Post-Test 1**

No	Name	Score	No	Name	Score
1	AP	71	16	HTT	75
2	AT	84	17	IW	75
3	AM	75	18	IF	67
4	AN	79	19	MIR	63
5	AS	65	20	NWM	86
6	BS	63	21	PM	71
7	BHL	61	22	PR	73
8	DAP	53	23	RMD	61
9	DH	73	24	RA	51
10	DW	75	25	SAG	62
11	DRS	75	26	SH	50
12	DAS	72	27	WS	50
13	ENP	71	28	WZE	60
14	FNAN	73	29	YRWM	52
15	FDR	76			
<b>Total</b>					<b>1962</b>
<b>Average</b>					<b>67.65</b>
<b>The high Score</b>					<b>86</b>
<b>The lowest Score</b>					<b>50</b>
<b>The number students who get 71 or more</b>					<b>16</b>

In this research, the post test had done by the students individually. It was aimed to know the students' ability in writing recount text after getting the treatment. From the result of post-test 1, it could be known that there was increasing score from the students' score in pre-test. The average score in pre-test was 59,96 became 67,65 in post test. Then, in pre-test there were 10 students who could pass the passing grade criteria. Meanwhile, in post test there were 16 students could pass the passing grade criteria.

### 3. Learning Result at Cycle 2

#### a. The Result of Students' Activities at Cycle 2

**Table 10. The Result of Students' Activities at Cycle 2**

No	Indicator	Meeting		Mean of the Students' Activities
		1	2	
1	Response to the teacher's question	72,41%	75,86%	74,13%
2	Giving attention to the teacher's explanation	86,20%	89,65%	87,92%
3	Make a note	72,41%	79,31%	72,86%
4	Do the exercises from the teacher	75,31%	79,86%	77,58%
5	Participating actively in group	75,86%	79,31%	77,58%
<b>Total</b>				<b>390,04%</b>
<b>Average</b>				<b>78,08%</b>

After looking the table above, in the first meeting the activity in responding the teacher's questions was 72,41 % and in the second meeting



increased to be 75,86 %. Give the attention to the teacher's explanation 86,20 % to be 89,65 %, make a note was from 72,41% became 79,31%, do the exercises from the teacher increased form 75,31% to be 79,86% and participate actively in group was from 75,86% to be 79,31%. It could be known the in every meeting there were increasing of the students' activities.

**b. The Students' Score at Post-test 2**

**Table 11. The Students' Score in Post-Test 2**

No	Name	Score	No	Name	Score
1	AP	73	16	HTT	80
2	AT	85	17	IW	77
3	AM	78	18	IF	72
4	AN	84	19	MIR	72
5	AS	72	20	NWM	88
6	BS	71	21	PM	74
7	BHL	68	22	PR	79
8	DAP	66	23	RMD	63
9	DH	75	24	RA	67
10	DW	75	25	SAG	72
11	DRS	77	26	SH	63
12	DAS	75	27	WS	61
13	ENP	75	28	WZE	71
14	FNAN	76	29	YRWM	60
15	FDR	78			
<b>Total</b>					<b>2127</b>
<b>Average</b>					<b>73.34</b>
<b>The high Score</b>					<b>88</b>
<b>The lowest Score</b>					<b>60</b>
<b>The number of students who get 71 or more</b>					<b>22</b>

From the result of post test 2, it showed that there was increasing of the students' learning result. It could be seen from the average 67,65 became 73,34. There were 22 students (76%) could pass the minimum passing grade criteria (KKM). It meant that in the cycle 2, the indicator of cusses have achieved.

**c. Learning Result at Cycle 1 and 2**

**a. Increasing the Students' Activities**

**Table 12. The Result of Students' Activities at Cycle 1 and 2**

No	Indicator	Cycle		Increasing Percentage	Mean of the Students' Activities
		1	2		
1	Response to the teacher's question	51,75%	74,13%	22,38%	62.94%
2	Giving attention to the teacher's explanation	79,30%	87,92%	22,38%	83.61%
3	Make a note	58,61%	72,86%	8.62%	65.73%
4	Do the exercises from the teacher	70,68%	77,58%	6.9%	74.13%
5	Participating actively in group	62,06%	77,58%	15.52%	68.82%
<b>Total</b>		<b>332.4%</b>	<b>390.7%</b>	<b>75.8%</b>	<b>356.23%</b>
<b>Average</b>		<b>64.48%</b>	<b>78.01%</b>	<b>15.16%</b>	<b>71.24%</b>

From the data above, it could be inferred that there were increasing percentage of the students' activities from cycle 1 and cycle 2. Response to the teacher's question increased 22,38 %, give the attention to the teacher's explanation increased 22,38%, 8,62% in making a note, 6,9% in

doing the exercises from the teacher, and 15,25 in participating actively in group.

**b. Increasing of Students' Scores at Pre-test and Post-test 1**

**Table 13**

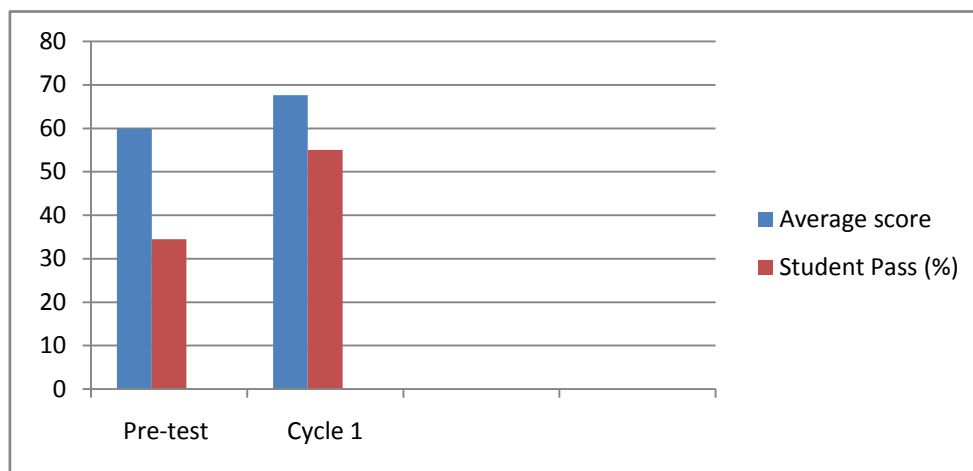
**The Increasing of Students' Scores at Pre-test and Post-test 1**

No	Name	Pre Test	Post Test	Increasing Score	Increasing Percentage	Note
1	AP	60	71	11	18.33 %	Increase
2	AT	72	84	12	16.67 %	Increase
3	AM	67	75	8	11.94 %	Increase
4	AN	74	79	5	6.76 %	Increase
5	AS	59	65	6	10.17 %	Increase
6	BS	50	63	13	26.00 %	Increase
7	BHL	57	61	4	7.02 %	Increase
8	DAP	41	53	12	29.27 %	Increase
9	DH	71	73	2	2.82 %	Increase
10	DW	72	75	3	4.17 %	Increase
11	DRS	72	75	3	4.17 %	Increase
12	DAS	51	72	21	41.18 %	Increase
13	ENP	62	71	9	14.52 %	Increase
14	FNAN	70	73	3	4.29 %	Increase
15	FDR	71	76	5	7.04 %	Increase
16	HTT	72	75	3	4.17 %	Increase
17	IW	68	75	7	10.29 %	Increase
18	IF	50	67	17	34.00 %	Increase
19	MIR	52	63	11	21.15 %	Increase
20	NWM	80	86	6	7.50 %	Increase
21	PM	71	71	0	0.00 %	Constant
22	PR	71	73	2	2.82 %	Increase
23	RMD	50	61	11	22.00 %	Increase
24	RA	43	51	8	18.60 %	Increase
25	SAG	45	62	17	37.78 %	Increase

26	SH	41	50	9	21.95 %	Increase
27	WS	44	50	6	13.64 %	Increase
28	WZE	62	60	-2	-3.23 %	Decrease
29	YRWM	41	52	11	26.83 %	Increase
<b>Total</b>		<b>1739</b>	<b>1962</b>	<b>223</b>	<b>165 %</b>	
<b>Average</b>		<b>59.9</b>	<b>67.6</b>	<b>7.6</b>	<b>5.6 %</b>	
<b>Student success</b>		<b>10</b>	<b>16</b>	<b>6</b>	<b>21 %</b>	

Based on the table above, it could be seen that 16 students in post-test 1 were success and it was higher than the result of pre-test. The average score in pre-test was 59,9 and in post-test 1 was 67,6. From the result of pre-test and post-test, there was increasing about 7,7 points, but the indicator of success did not achieve yet because the students who could achieve the minimum passing grade criteria in this cycle was 16 students (55%). The fact showed that the result was unsatisfactory. The result could be seen in the graph bellow:

**Graph 1. The Increasing of Students' Scores at Pre-test and Post-test 1**



c. **Increasing of Students' Scores at Post-test 1 and Post-test 2**

**Table 14**

**The Increasing of Students' Scores at Post-test 1 and Post-test 2**

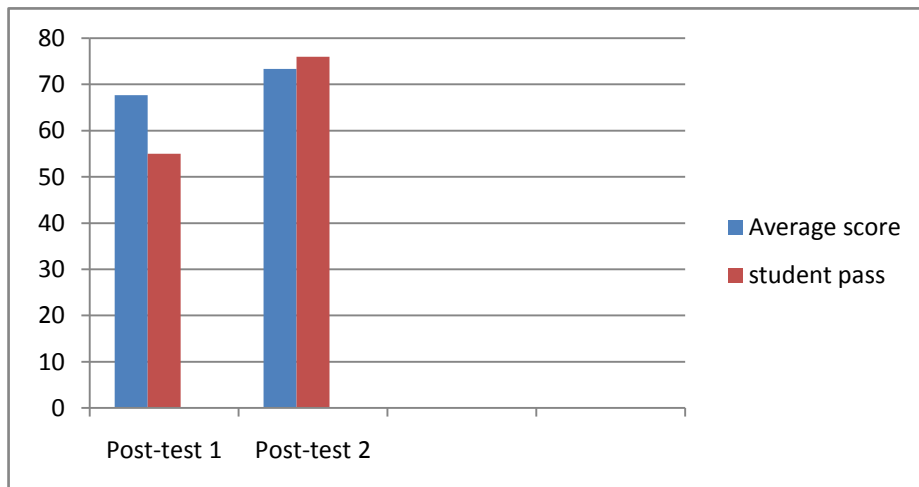
No	Name	Post Test 1	Post Test 2	Increasing Score	Increasing Percentage	Note
1	AP	71	73	2	2.82 %	Increase
2	AT	84	85	1	1.19 %	Increase
3	AM	75	78	3	4.00 %	Increase
4	AN	79	84	5	6.33 %	Increase
5	AS	65	72	7	10.77 %	Increase
6	BS	63	71	8	12.70 %	Increase
7	BHL	61	68	7	11.48 %	Increase
8	DAP	53	66	13	24.53 %	Increase
9	DH	73	75	2	2.74 %	Increase
10	DW	75	75	0	0.00 %	Constant
11	DRS	75	77	2	2.67 %	Increase
12	DAS	72	75	3	4.17 %	Increase
13	ENP	71	75	4	5.63 %	Increase
14	FNAN	73	76	3	4.11 %	Increase
15	FDR	76	78	2	2.63 %	Increase
16	HTT	75	80	5	6.67 %	Increase
17	IW	75	77	2	2.67 %	Increase
18	IF	67	72	5	7.46 %	Increase
19	MIR	63	72	9	14.29 %	Increase
20	NWM	86	88	2	2.33 %	Increase
21	PM	71	74	3	4.23 %	Increase
22	PR	73	79	6	8.22 %	Increase
23	RMD	61	63	2	3.28 %	Increase
24	RA	51	67	16	31.37 %	Increase
25	SAG	62	72	10	16.13 %	Increase
26	SH	50	63	13	26.00 %	Increase
27	WS	50	61	11	22.00 %	Increase
28	WZE	60	71	11	18.33 %	Increase

29	YRWM	52	60	8	15.38 %	Increase
<b>Total</b>		<b>1962</b>	<b>2127</b>	<b>165</b>	<b>274.11 %</b>	
<b>Average</b>		<b>67.6</b>	<b>73.3</b>	<b>5.6</b>	<b>9.4 %</b>	
<b>Students success</b>		<b>16</b>	<b>22</b>	<b>6</b>	<b>21 %</b>	

rom the

From the data above, it could be known that 22 students in post-test 2 were success. It was higher than the result of post-test 1. Furthermore, the average of post-test 2 was higher than post-test 1. The average in post-test 1 was 67,6 and in post-test 2 was 73,3. From the result of post-test 1 and post-test 2, there was increasing score for about 5,7 points and the indicator of success has been achieved because 22 (76%) students could achieve the minimum passing grade criteria (KKM). The result could be seen in the graph bellow:

**Graph 2. The Increasing of Students' Scores at Post-test 1 and Post-test 2**



d. **Increasing of Students' Scores at Pre-test, Post-test 1 and Post-test 2**

**Table 15**

**The Increasing of Students' Scores at Pre-test, Post-test 1 and Post-test 2**

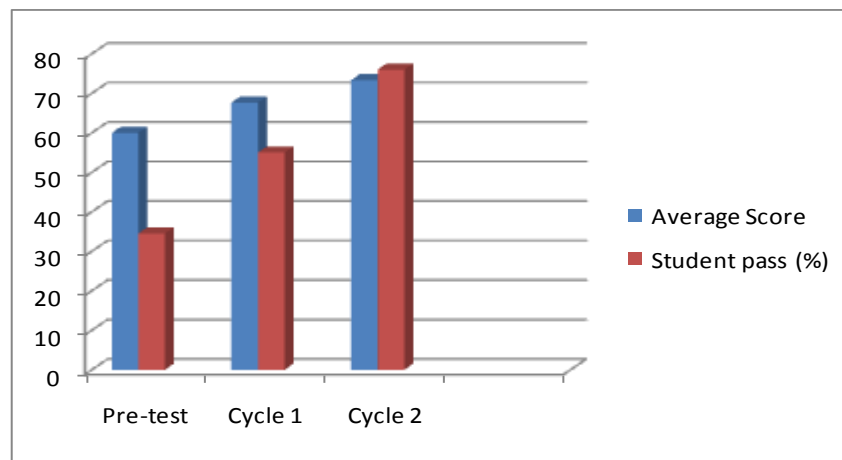
<b>No</b>	<b>Name</b>	<b>Pre Test</b>	<b>Post Test 1</b>	<b>Post Test 2</b>	<b>Note</b>
1	AP	60	71	73	Increase
2	AT	72	84	85	Increase
3	AM	67	75	78	Increase
4	AN	74	79	84	Increase
5	AS	59	65	72	Increase
6	BS	50	63	71	Increase
7	BHL	57	61	68	Increase
8	DAP	41	53	66	Increase
9	DH	71	73	75	Increase
10	DW	72	75	75	Increase
11	DRS	72	75	77	Increase
12	DAS	51	72	75	Increase
13	ENP	62	71	75	Increase
14	FNAN	70	73	76	Increase
15	FDR	71	76	78	Increase
16	HTT	72	75	80	Increase
17	IW	68	75	77	Increase
18	IF	50	67	72	Increase
19	MIR	52	63	72	Increase
20	NWM	80	86	88	Increase
21	PM	71	71	74	Increase
22	PR	71	73	79	Increase
23	RMD	50	61	63	Increase
24	RA	43	51	67	Increase
25	SAG	45	62	72	Increase
26	SH	41	50	63	Increase
27	WS	44	50	61	Increase
28	WZE	62	60	71	Increase
29	YRWM	41	52	60	Increase

<b>Total</b>	<b>1739</b>	<b>1962</b>	<b>2127</b>	
<b>Average</b>	<b>59.96</b>	<b>67.65</b>	<b>73.34</b>	
<b>The Highest Score</b>	<b>80</b>	<b>86</b>	<b>88</b>	
<b>The Lowest Score</b>	<b>41</b>	<b>50</b>	<b>60</b>	

From the data, it could be known that there were increasing score of writing recount text from the pre-test, post test 1 and post test 2. It could seen from their average score 59,96 in pre-test became 67,65 in post test cycle1 and 73,34 in post test cycle 2. Moreover, the increasing score in each cycle could be seen in the graph bellow:

**Graph 3.**

**The Increasing of Students' Scores at Pre-test, Post-test 1 and Post-test 2**



Based on the result of pre test, post test 1, and post test 2, the researcher concluded that there was an increasing score of students' writing recount text. In pre-test there were 10 students (35,50%) who could pass the minimum passing grade criteria (KKM). After implementing the experiential learning



method in cycle 1, the students who pass the minimum passing grade criteria became 16 students (55%). It could be known that there were 21 % increasing percentage of the students who could pass the minimum passing grade criteria. Next, in cycle 2 there were 22 students (76%) who could get the score 71 or more and it increased about 21%. It meant that the by using experiential learning, the indicator of success (75% students get score at least 71) was success to be achieved. Therefore, the researcher concluded that the implementation of experiential learning method could increase the students' achievement in writing recount text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, some conclusions are drawn based on the findings and discussions in the previous chapter and it is followed by some suggestions.

#### **A. Conclusion**

Based on the result and discussions of the study, the researcher concludes that experiential learning can increase the students' achievement in writing recount text. It can create the situation in learning class more alive because the learning process is correlated to the students' experience. It makes them easier to understand and to combine the ideas when they write recount text. It is supported by the increasing of the students' learning result from 16 students (55%) at cycle 1, 22 students (76%) at cycle 2 whose score 71 or more. It means that the result of the second cycle has already achieved the indicator of success that is 75% of the students get score 71 or more. Moreover, experiential learning can improve the students' participation. It is approved by the result of the students' observation sheet that increase from 60,68 % at the first cycle and 79,31% at the second cycle. It is caused by what they are learning and writing about is their own experiences.

## **B. Suggestion**

Referring to the data in the previous chapter and the conclusions, some suggestion are recommended. They are:

1. Considering the advantages of experiential learning, it is suggested that the English teacher of the class apply experiential learning as an alternative way in teaching writing recount text. It is supported by the result finding that experiential learning not only helps the teacher increase the students' achievement in writing recount text, but also the students' participation. Experiential learning helps the students more active during teaching learning process. It also helps teacher related materials being taught to the students' real word.
2. The teacher should reinforce the students about correct grammar especially present past tense. She should reinforce them to do more frequently practice in using present past tense, especially in writing recount text.
3. The teacher is expected to motivate the students in order to be exited in learning English since many students assume that English subject is very difficult to learn especially in writing. Many students said that they did not like learning English because it was difficult to be understood. Therefore, teacher should always motivate them in order to be more enthusiasm in learning English.

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## **Curriculum Vitae**



Ena Tiana was born in Pujobasuki Central Lampung on August 14. Ethnically speaking, she comes from Javanese family descent. She is the first daughter of Sukardi and Heni Wahyuni.

She took her elementary school at SDN 1 Pujobasuki, and then took her junior high school at SMPN 1 Trimurjo for three years. Having graduated from junior high school she continued her study on senior high school level at SMA PGRI 1 Punggur and was finished in 2010. After she graduated for senior high school, she decided to have lecture in English major at STAIN Jurai Siwo Metro.