

**THE EFFECTIVENESS OF USING EXPERIENTIAL LEARNING
MODEL (ELM) IN TEACHING WRITING RECOUNT TEXT**

*(A Pre Experimental Research at The Eight Grade of
MTs.Muhammadiyah Lempangan, Gowa)*



A Thesis

*Submitted to the Faculty of Teacher Training and Education of
Makassar Muhammadiyah University in Partial Fulfillment of the
Requirement for Degree of Education in English Department*

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2017**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

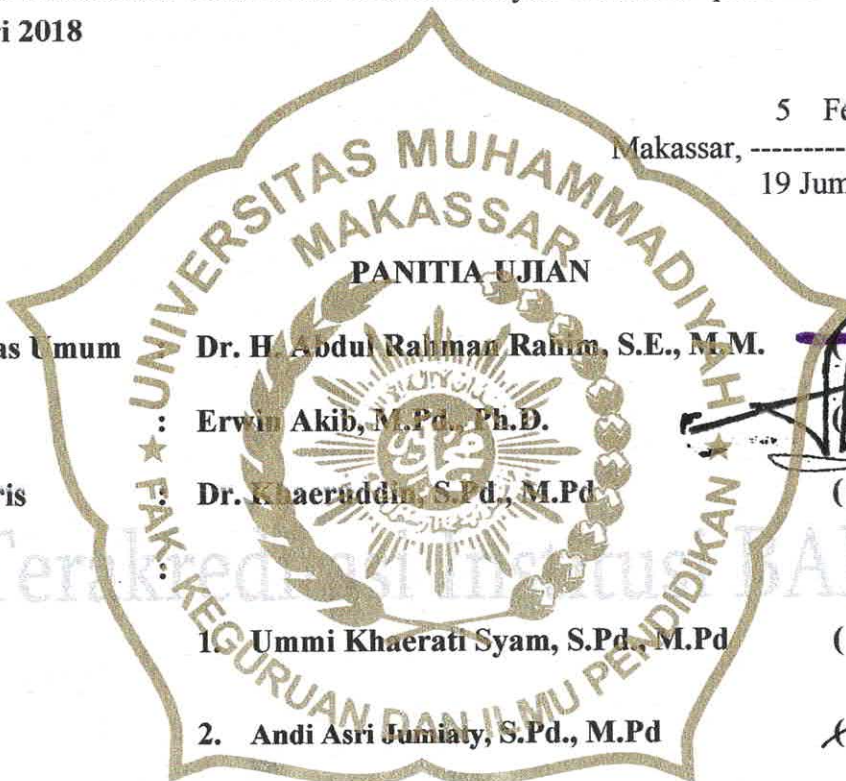
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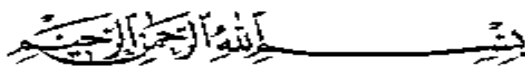
MOTTO

“A change does not guarantee to be better
But to be better, we should change
Even a change needs a sacrifice
Be sure, no sacrifice is useful”

“Fail to plan,
Means
Planning a failure”

I dedicate this thesis especially to my parents
and all people who always pray for me

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May Allah Subanahu Wata'ala always be with us and give us power and guidance to keep ours believe till the end of our life. *Amen*

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ZESI RUSMA

ABSTRACT

ZESI RUSMA. 2017. *The Effectiveness of Using Experiential Learning Model (ELM) in Teaching Writing Recount Text (A Pre Experimental Research at the Eight Grade of MTs. Muhammadiyah Lempangan, Gowa.* English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar., Under supervisors Ummi Khaerati Syam and Muh. Arief Muhsin.

This research aimed to find out the improvement of students' writing skill by the implementation of Experiential Learning Model at the eight grade students of MTs. Muhammadiyah Lempangan that focused on content, organization and language use.

The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the eight grade students with the total number of subject were 23 students. The instruments of data collection for this research were pre-test and post-test.

The research findings indicated that the eight grade students of MTs. Muhammadiyah Lempangan were very low in writing skill. But after treatment, their writing skill were significantly improved. It was proven by the result of the mean score obtained by the students through pre-test was 48.69 which was classified as poor category and the mean score of the students in post-test was 68 which was classified as fair category. While the value of t-test was greater than the value of t-table ($10.46 > 2.074$). It was indicated that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. It could be concluded that the application of Experiential Learning Model is effective to improve the students' writing skill.

Keyword : *Experiential Learning, Teaching, Writing, Recount Text, High School*

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CHAPTER I

INTRUDUCTION

A. Background

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. Addopted from Mappiasse and Ahmad (2014), English has become the most spoken languages in the world of today. That is why the ability in using English is very important for everyone. As stated by Lauder (2008), English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many aspects in our life, such as in education, business, politic, etc. Therefore, both developed and developing country should realize that English is a language that is important to be learnt and mastered.

In this case, Indonesia as a developing country realizes that English is an important language which should be taught. Since its independence in 1945, Indonesian education system has put English as a subject in education curriculum (Lie,2007). In order that, Indonesian people understand English well. This will make them access anything easier. Realizing that science and technology are mostly using English, this will be helpful for Indonesian people to develop their human resources as a developing country. Therefore, English become the first language that should be taught in all education level in Indonesia.

As a real case, Indonesian students sometimes find some difficulties in learning English. It is not the easy thing that the students should master four language skill, they are: listening, writing, reading and writing. Those are divided into perceptive skills and productive skills as Harmer (1991) viewed that “Writing and writing involve language production and are therefore often referred as *productive skills*. Listening and reading, on the other hand, involve receiving messages and are therefore referred to as *receptive skills*.” As an active skill, productive skills consider complex than the receptive skills. That makes writing as a complex skill always be the most avoided subject by the students. Huy (2015) also agreed that Writing is a complex metacognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to coordinate multiple processes. So, as a difficult subject, it needs specialized skills that include the ability to express the researcher’s opinion clearly. These abilities might be the ability of students’ on how to obtain the idea which will be written on, how to express them in a sequence of sentences, how to organize them coherently and how to review and revise until the writing is built.

Based on the researcher’s experiences during in observation called Practical Teaching at the eight grade students, the researcher often found problems are faced by many students in learning writing recount text. The first problem is that the students are less motivation in writing, the other problem is that they are difficult to generate their ideas based on their imaginations only when they are writing their recount text. That makes the students prefer to copy the materials from the internet. Besides that, the students lack of knowledge of vocabularies and grammar pattern. As some of students were not interested in writing recount text and they did not pay

attention to learn it. This situation might happen because the teaching method/technique/media are not interesting. In teaching English, these problems will be faced by the teacher. Even though, teachers have their own priority to manage their classroom, teachers have primary responsibility for how they teach; they may assume very different roles within their own classroom. So, teachers should be able to make their classroom more comfortable and interesting.

Regarding to this problems which are usually found in learning of writing recount text, the researcher intends to use Experiential Learning Model. Kolb (2014) argues “Learning as a human adaptation process. It is a process whereby knowledge is created through the transformation of experience”. So, by involving the students directly and giving them a real experience will help the students to be more active in learning. The student will be actively engaged in investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. So, having experienced is better than only imagine what they will write.

Besides the reason as mentioned above, other consideration why the Experiential Learning Model should be applied is that the English teacher never applied this model for teaching writing recount text. The students are only asked to imagine what is going to be written. In addition, the use of Experiential Learning Model is believed to be able to motivate students’ participation in writing class.

Therefore, the research will focus on investigating **“The Effectiveness of Using Experiential Learning Model in Teaching Writing Recount Text”**

B. Problem Statement

Based on the background, the researcher formulates a research question as follows: “is the use of Experiential Learning Model effective to increase students’ writing recount text?”

C. Research Objective

Relating to the research question, the objective of the research is: to find out the extent of Experiential Learning Model can improve students’ writing recount text.

D. Scope of the Research

This research focused on the students’ improvement in writing skill by applying Experiential Learning Model in teaching writing. The improvement of the students’ writing which focuses on the students’ writing content, organization and language use.

E. Significant of the Research

The significant of this research are:

1. Teacher

By this research, the researcher really hopes that can help the teacher to increase the students’ writing ability. It also expected to give good contribution for all teachers in teaching writing class and also it will be expected to give a new insight in increasing writing ability through experiential learning model.

2. Students

The researcher hopes that the students will be more interested and enjoy in learning English. They also can be more active in English class.

3. The Researcher

This study is expected to become a starting point to develop the teaching model in the future in order to create a better teaching learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

The researcher has found some previous researches which are related to this research. Their researches are as the following:

Anisa (2010) *Improving Students' Vocabulary Mastery Using Experiential Learning : A Classroom Action Research on the Sixth Grade Students of SDN Banaran 01 Sukoharjo.* It showed that teaching vocabulary using experiential learning can improve the students' mastery.

Castellanos (2016) *Teaching Pronunciation through Experiential Learning and Pronunciation Technique* found that teaching pronunciation using experiential learning can give meaningful improvements in students' pronunciation. Highlighting the role of Experiential Learning Strategy during the implementation of the sessions, it was found that students were able to manage the pronunciation of the minimal pairs /i:/ VS /I/, /æ/ VS /ʌ/ and /θ/ VS /ð/. This strategy provided students the opportunity to realize by themselves different aspects of pronunciation learning process: they realized English sounds were not the same than mother tongue, it allowed them to understand the importance of pronunciation in spoken English communications, and the opportunity to learn by themselves which allowed them to live experiences and have meaningful learning.

Meitikasari (2016) *Experiential Learning (EI): An Effective Teaching Method to Construct Students' Writing Skill Viewed from Self-Efficacy* whom investigated the

effect of experiential learning in teaching writing from the perspective of students' self-efficacy found that Experiential Learning may become the alternative teaching method to teach writing than the conventional method conducted by the teacher. It can also develop teaching skill in order to overcome the students' learning problems and achieve the language learning goal.

Moore, at. al (2010) *The Effects of Experiential Learning with an Emphasis on Reflective Writing on Deep-Level Processing of Leadership Students*. The research was aimed to examine the undergraduate students' perceptions of learning in a leadership course that emphasized experiential learning methods. It was found that experiential learning methods and reflective writing assignments were effective and increased the students' internalization of the leadership concept.

Aprilia (2015) *Penerapan Pembelajaran Experiential Learning untuk Meningkatkan Kualitas Pembelajaran IPA Kelas V Sekolah Dasar*. The research was conducted to see the improvement of students learning and teacher skill in learning science. As the result, the researcher found that there is a significant improvement on students' science learning from 60.7% to 80%. Besides that, the teacher skill also improved in every cycle from 77.7% to 88.8 %.

Maharani, at. al (2014) *Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School 1 Vii Koto Sungai Sariak, Padang Pariaman, West Sumatera*. The research was based on the problem were faced by the students that often face a difficulties in writing recount text. After applying the Experiential Learning Model, it was found that there was a significant effect in the students' writing score.

Based on some researches above, the researcher concludes that Experiential Learning is compatible to teach writing Recount text. It can be seen from the previous researches that experiential learning helps the learner in learning by relating their experience with their study or having the real experience before beginning the lesson. That learning process really helps the learners to understand what material they are going to study. Here, the researcher will use experiential learning model to teach Recount text. In this case, we already know that making a Recount text will be better if the students have already experienced something. By having an experience, it will give an impact to the students' writing Recount text, especially to the content and organization of the text. Besides that, teaching the grammar pattern is always boring for the students. So the researcher uses experiential learning, in this case, the students will practice more and more their sentences into their statement about their past experience.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definitions of writing

Deane, et. al (2008) stated that writing is a particular kind of verbal skill where text is manufactured to meet a discourse demand. People write in order to achieve communicative goals in social context.

Graham and Perin (2007) proposed writing as a tool of communication which removed in both distance and time. Writing also provides a powerful medium for persuading others.

Heaton (in Prastama, 2013) said that writing refers to the students' ability to organize ideas and to express them in their own words is an essential skill for real-life communication. To make a correct and meaningful writing, students need to know and understand the grammatical rules such as structure, grammar and punctuation.

Based on the statement by some source above, the research can conclude that Writing is one of process to express idea and knowledge on paper. Writing is not just to write single words in a sentence, but also it is aimed as a tool of communication.

By written activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through the way that is impossible through others means.

b. Types of writing

George and Julia in Khairiyawati (2016) classify types of writing into four forms. They are:

1. Narration

Narration is the form of writing used to relate the story of acts or event. Narrations places occurrences in time and tell what happened according to natural time sequence. Types of narration included short stories, novels and new stories, as well as a argue part of our social interchange in the form of letters and confrontations.

2. Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place even of units of time—days, times of days, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality.

3. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, informative and instructional material. Kinds of exposition are:

a. Process

Exposition may be used to explain a process, that is, to tell how something is made or done. To explain a process well, the essential steps must be stated clearly in logical sequence—first thing first, second things second, and so on, going from the simplest to the most complex.

b. Definition

An explanation of what a word or a term means is another kind of exposition. The simplest form is a statement of, first, the general class to which the word belongs and, second, its distinguishing features. This applies to dictionary definitions. Here is an example:

Local color: custom and other features characteristic of certain region or time, introduced into a novel, play, etc to supply realism.

c. Analysis

The form of exposition which divides a subject into parts and examines those parts and examines those parts is called analysis.

d. Criticism

Criticism involves evaluation that is, analyzing and weighting strengths and weakness. It is applied to plan, actions, decision, people, writing, and performances. The book review is a familiar form of criticism

4. Argumentation

Argumentation is used persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or preposition.

c. Writing Process

Vahapassi (in Fachrurrazy: 2014) proposes several steps of writing process. Those are:

1. Finding a topic, in which the students may brainstorm to determine the topic to write
2. Outlining, in which the students are guided to make an outline of the topic to be written. This can be done for whole class, if all the students have to write the same topic; or, it can be done individually, for individual topic

3. Drafting, in which the students write the first draft of their writing. In this step students should be reminded to begin with a topic sentence for every paragraph

4. Revising and editing. The draft written by the students can be corrected by the teacher.

5. Writing final product and publishing. In writing the final product, the students are reminded to use appropriate format (title, paragraphing, mechanics)

d. Writing Activities

Vahapassi (in Fachrurazzy, 2014) offers the stages of writing can begin from copying, reproduction or modification, combination or transformation, guided writing, and free writing. Writing activities can be any of the following:

1. Copying, quoting, transforming, imitating a model of sentence or paragraph
2. Retelling, note-taking, making resume, making summary, making outline, re-paraphrasing
3. Writing report news, instruction, announcement, telegram, or short message service (sms)
4. Writing Recount text
5. Narrative writing
6. Descriptive writing

7. Expository writing: (extended) definition, academic essay, commentary, book review
8. Argumentative writing: editorial, critical essay/article
9. Writing for entertainment: song, poetry, story, anecdote

e. The Components of writing

The good writing skill can be analyzed into group and varied skills. Jacob, et.al in Khairiyawati (2016) divides components writing into five main areas. They are content, organization, vocabulary, language use, and mechanics.

1. Content

The content of writing is about the ability to think creatively and developed thoughts, including all irrelevant information. It should be clear to the readers. So, they can understand what the message convey and gain information from it. Also the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

2. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concerns in ways of writer to arrange and organize the ideas or message in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial patterns.

3. Vocabulary

Vocabulary is an essential part of compose writing. The writers need vocabulary mastery well to express or write their idea. The effectiveness using of words vocabulary o compose. In writing must be relevant with the topic to let the readers perceive and feel it. Some who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

4. Language use

Language use in writing description and the other forms of writing involve correct usages and point of grammar. Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tense such as using of verbs, nouns, adjective, also conjunction and articles. It is very important to the writer to clarify the correct usage of point grammar because reader will be difficult to understand it. It has a great influence so, we have to retreaded and the review what we have written.

5. Mechanics

It is related to the ability to use correctly words to the written language such as using capitalization, punctuation and spelling. It is very important to lead the readers to mechanic in writing will make readers assay to the group to conveying idea or message of writing. The explanations as follow: a) capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalize correctly, ambiguous

and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. b.) punctuation, punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it related to each other. c) Spelling, using of spelling three certain words.

f. Aims of Writing

People write in order to achieve the goals of their writing. Here, Vahapassi (in Fachrurazzy, 2014) classifies the aims of writing into:

1. Writing to convey emotion or feeling, e.g. writing a diary
2. Writing to learn, e.g. writing in book margin
3. Writing to inform, e.g. writing an announcement
4. Writing to convince or persuade, e.g. writing an application letter
5. Writing in order to entertain, e.g. writing short story for publication

2. Recount Text

a. Definition of Recount Text

According to Knapp (2005), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

b. Generic Structures of Recount Text

Cynthia and Boardman (2008) stated that the steps for constructing of written recount text are:

1. The First paragraph that give background information about who, what, where and when. It is called on orientation.
2. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
3. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
4. A re orientation which “rounds off “the sequences of events or retell about what happened in the end.

Doddy et. al (2008) also offered the structure of Recount texts generally consists of three parts, namely:

1. Orientation: provides the setting and introduces participants.
2. Events: tell what happened, in what sequence.
3. Re-orientation: optional closure of events.

The example of a Recount text can be as followed:

Orientation

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off

Events

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money

Re-orientation

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Thus from the explanation above, it can be concluded that there are three points of generic structure of Recount text which is crucial and it can be stated without ones. Because they are in one unity to achieve the social function.

c. Language Features of Recount Text

Cynthia and Boardman (2008) the language features usually found in a recount:

1. Use of nouns and pronouns to identify people, animals or things involved.
2. Use of past action verbs to refer the events.
3. Use of past tense to located events in relation to speaker`s or researcher`s time.
4. Use conjunctions and time connectives to sequence the event.

5. Use of adverb and adverbial phrases to indicate place and time.

6. Use of adjectives to describe nouns.

3. Experiential Learning Model

a. Definition of Experiential Learning

Beard and Wilson (2006) argued Learning from experience is one of the most fundamental and natural means of learning available to everyone.

Kolb (2014) defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience."

Kolb and Kolb (2008) then defines Experiential learning as a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands. Those four modes are Concrete Experience (CE), Abstract Conceptualization (AC), Reflective Observation (RO) and Active Experimentation (AE).

Beard and Wilson (2006) define experiential learning as the sense making process of active engagement between the inner world of the person and the outer world of environment.

Keeton and Tate (in Fiddler and Marienau, 2008) also state that in experiential learning the learner is direct in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realiteis but never comes in contact with them as part of the learning process.

According to Brown (2000) experiential learning includes activities that engage both left – and right – brain processing, that contextualize language, that integrate skills, and that point toward authentic, real word purpose. It means that experiential learning is constructivist learning, where students are active learners that constructing their own knowledge. Learning may involve one or more instructional strategies: experiments, field observations, field trips, games, role plays, simulations, and surveys.

Based on the statements above, it can be conclude that Experiential Learning is a model of learning where the person can get knowledge from their real experience. The process of learning will directly engage someone's experience. The things that will be studied will be strengthen by the experience of they already have.

b. The Principle in Experiential Learning

Experiential Learning Model consists of four stages, those are: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb, 2008).

Here, Kolb (in Mobbs) figures the general theoretical model of experience into four stages of orientation to learning: Concrete experience, reflective observation, abstract conceptualization, and active experimentation.

- 1) Kolb's cycle starts with a concrete experience. In other words it begins with doing something in which the individual, team or organization are assigned a task. Key to learning therefore is active involvement. In Kolb's model one cannot learn by simply watching or reading about it,

to learn effectively the individual, team or organization must actually do.

- 2) The second stage in the cycle is that of reflective observation. This means taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced. At this stage lots of questions are asked and communication channels are opened to others members of the team. Vocabulary is very important and is needed to verbalize and discuss with others.
- 3) Abstract Conceptualization is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them. At this stage the learner makes comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.
- 4) The final stage of the learning cycle is when the learner considers how they are going to put what the have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is to be handled. For learning to be useful most people need to place it in a context that is relevant to them. If one

cannot see how the learning is useful to one's life then it is likely to be forgotten very quickly.

According to the model above, experiential learning is seen as four basic stages. Thus, simple everyday experience is not sufficient for learning. It must be observed and analyzed consciously. It can be argued, that theoretical concepts will not become part of the individual's frame of reference until they have been experienced meaningfully on a subjective emotional level. Reflection plays an important role in this process by providing a bridge between experience and theoretical conceptualization. The process of learning is seen as the recycling of experience at deeper levels of understanding and interpretation. This view entails the idea of lifelong learning.

In conclusion, experiential learning will give a significant contribution to the success of teaching and learning process. It has a great power in motivating and stimulating the students. The teacher, therefore, is encouraged to use experiential learning in teaching the students, especially to young learners to teach writing

C. Conceptual Framework

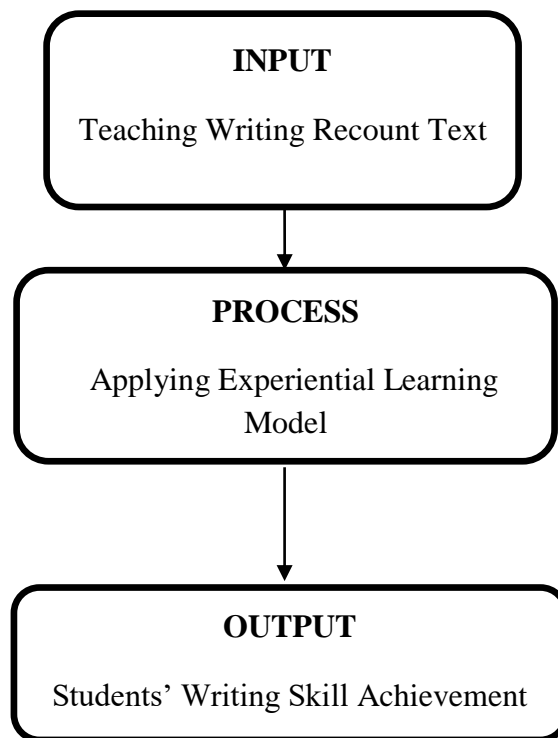


Figure 2.1: Conceptual Framework

1. Input refers to the writing material namely Recount text
2. Process refers to the strategy is used in teaching writing Recount text namely Experiential Learning Model (ELM)
3. Output refers to the students' achievement on Recount text

In this conceptual framework, the students face many problem in learning English, especially in writing. Based on the problem, the researcher will apply Experiential Learning model to overcome the problem. Experiential Learning model could be the solution for solving this problems. This model is expected to improve the students' motivation in writing class. Experiential Learning can help the students to generate the idea based on their experience.

D. Hypothesis

The hypotheses of this research are null hypothesis and alternative hypothesis

1. Null hypothesis (H_0), there is no significant difference between the students' writing skill after applying Experiential Learning Model.
2. Alternative hypothesis (H_1), there is any significant difference between the students' writing skill after applying Experiential Learning Model.

CHAPTER III
RESEARCH METHOD

In this part, the researcher presents the research design, research variable, population and sample, research instrument, technique of data collection, and technique of data analysis.

A. Research Design

This research used pre experimental design with one group pre-test and post-test design.

The design was represented as follows:

Table 3.1: Research Design

Pre-test	Treatment	Post-test
O1	X	O2

(Emzir, 2015)

Explanation:

O₁ : Pre-test (Before treatment)

X : Treatment

O₂ : Post-test (After treatment)

a. Pre-test

The students' were given pre-test before doing the treatment to find out the students' skill in writing recount text. The researcher gave some questions about writing recount text in pre-test. By seeing the result of the students' written test, the researcher analyzed it to see the prior ability of the students' writing.

b. Treatment

In the treatment the researcher applied the four stages of experiential learning model. The stages used in teaching recount text were:

1. Concrete Experience

At the first stage of the learning process, the teacher recalled the students' memories which were related to the material that would be delivered. In this case, the teacher asked the students to remember their past experience before teaching them about the text organization. It was aimed to build the students' concrete experience which would be related to the topic of the recount text.

2. Reflective Observation

On reflective observation, the students were asked to discuss and communicate to the other members of group for what they had been studied and experienced. This stage was aimed to make the students learn from their experience. They could describe or communicate with their group.

3. Abstract Conceptualization

In this stage, the students made the concept of their writing. They made the concept based on what they were discussing with their group members. The students made the concept by following the text organization which were already been studied. They made the concept of their recount text before putting it into the written form.

4. Active Experimentation

At the last stage, the students put their concepts into the written form. This stage brought the students into the way they applied their experience in making recount text. In this stage, the students made a recount text based on the topic of their experience by following the language features of recount text.

c. post test

The posttest was given after the treatment had been given to the students. This post test was done for 90 minutes with giving test. This session was given to know whether the students' writing skill increased after getting treatment from the research that was using ELM.

B. Research Variable

The independent variable of this research was the use of Experiential Learning Model in teaching writing recount text and the improvement of the students' writing recount text as the dependent variable.

C. Population and Sample

1. Population

The population of this research was the eight grade students in MTs. Muhammadiyah Lempangan in 2016/2017 academic year that consisted of two classes. Each class consisted of 23 and 35 students. So, the total population was 58 students.

Table 3.2: Number of Population

Class	Number of the students
VIII.A	23
VIII.B	35
Total	58

2. Sample

The researcher used purposive sampling technique to choose the sample of this research. So, the researcher chose the second year students at MTs. Muhammadiyah Lempangan, namely class VIII.A that consisted of 23 students. So the total of the sample was 23 students.

D. Research Instrument

The instrument used in collecting data was writing test. the first test was a pre test which the students were asked to write a recount text about holiday. The pre test was aimed to check the students' writing skill before learning through experiential learning model. The last test was post test test. The test was given with the same topic. The post- test was given to the students in order to check their writing achievement after giving treatment through experiential learning model (ELM).

E. Technique of Data Collection

In collecting data, there were some steps applied by the researcher as follows:

a. Pre- test

Before carrying out the teaching, the pre-test was given to the students. It was used to find out the initial condition of students before treatment. The researcher gave an assignment to write a recount text. The students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; content, organization, vocabulary, language use, and mechanism.

b. Post- test

The researcher gave the post test to the experimental class after being taught using experiential learning model. The researcher gave the post test in order to know the improvement of students' ability in writing recount text.

F. Technique of Data Analysis

Data of students' writing test focused on the 3 English writing ability scoring classification. Namely, the Content, Organization, and Language Use.

Heaton (1988) formulated the criteria of score analysis as follow:

Table 3.3: Content Scoring Classification

Content	Classification	Criteria
30 – 27	Excellence to very good	Knowledgeable substantive etc
26-22	Good to average	Some knowledge of subject-adequate range etc
21-17	Fair to poor	Limited knowledge of subject–little substance etc
16-13	Very poor	Does not show knowledge of subject-non substantive etc

Table 3.4: Organization Scoring Classification

Content	Classification	Criteria
20- 18	Excellent to very good	Fluent expression-ideas clearly stated-succinct-well organized-logical sequence-cohesive
17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out-limited support, logical but incomplete sequencing.
13-10	Fair to poor	Non fluent-ideas confused or disconnected-lacks logical sequencing and development.
9- 7	very poor	Does not communicate-no organization or not enough to evaluate

Table 3.5: Language Use

Content	Classification	Criteria
25 – 22	Excellent to very good	Effective complex constructions – etc
21 – 19	Good to average	Effective but simple constructions – etc
17 -11	Fair to poor	Major problems in simple/complex construction - etc.
10-5	Very Poor	Virtually no mastery of sentence construction rules-etc

In giving scoring of the writing test, the writer processed the result of the students' test. The writer gave the score for each element of writing as follows:

- a. Content : The lowest score is 13 and the highest score is 30
- b. Organization : The lowest score is 7 and the highest score is 20
- c. Language Use : The lowest score is 5 and the highest score is 25

The student score in the three components were tabulated and analyzed the following formula was used to find out their classification.

Table 3.6: Score Classification

No.	Level	Classification
1.	96-100	Excellent
2.	86-95	Very Good
3.	76-85	Good
4.	66-75	Fairly Good
5.	56-65	Fair
6.	36-55	Poor
7.	0-35	Very Poor

Depdikbud in Nurjannah (2016)

1. Finding the improvement's percentage of students' writing achievement after using Experiential Learning Model

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where :

P : The improvement percentage

X₁ : The mean score of pre test

X₂ : The mean score of post test

(Gay, 1981)

2. Computing the frequency and the rate percentage of the students' score:

$$p = \frac{f_q}{n} \times 100$$

Notation:

P	= percentage
F _q	= number of correct answer
N	= the number answer

(Gay, 1981)

3. Calculating the means score by using the following formula:

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

Where:

\bar{X}	= Mean score
$\sum x$	= Sum of score in the group
N	= Number of sample

(Gay, 1981)

4. Finding out the means of the different score by using the formula:

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

Notation:

\bar{D}	= The mean of the different score
$\sum D$	= the same of all score
N	= The total number of student

(Gay, 2006)

Finding the significant different between pre-test and post test by concussing the value of test. The formula as following

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

t = Test of significant differences

\bar{D} = Deviation

$\sum D$ = The sum of D square

$\sum D^2$ = The some of $\sum D$

N = Number of student

(Gay, 1981)

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Findings

The findings of this research deal with the students' score, there were several sections that would be explored. They were the students' score classification, pretest results and post test results, the mean scores, the improvement, the t-test value, and hypothesis testing. These findings describe as follows:

1. Students Writing Ability in Content Classification

The students score in content classification can be seen clearly based on the following table:

Table 4.1

Rate Percentage and Frequency in Content Classification

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	96-100	Excellent	-	0	-	0
2	86-95	Very Good	-	0	5	21.73
3	76-85	Good	1	4.3	7	30.43
4	66-75	Fair	10	43.4	8	34.78
5	56-65	Fairly Poor	3	13	3	13.04
6	36-55	Poor	9	39.1	-	0
7	0-35	Very Poor	-	0	-	0
Total			23	100	23	100

The data in table 4.1 above shows the rate percentage and frequency of the students' pre test and post test score in writing paragraph in content classification. There were variant score of the students' pre test on the table. In pre-test the table showed that from 23 students none of them (0%) classified into 'Excellent' category or got score 96-100 and 'Very Good' category or got score 86-95, 1 student (4.3%) classified into 'Good' category or got score 76-85, 10 students (43.4%) were classified into 'Fair' category or got score 66-75, 3 students (13%) were classified into 'Fairly Poor' category or got score 56-65, 9 students (39.1%) classified into 'Poor' category or got score 36-65 and none of the students (0%) classified into 'Very Poor' category or got score 0-35.

The data in table 4.1 also shows the rate percentage and frequency in post test of the students score in content classification. There were variant score of the students' posttest on the table. In posttest the table showed that from 23 students there were none of the students (0%) classified into 'Excellent' category or got score 96-100, 5 students (21.73%) were classified into 'Very Good' category or got score 86-95, 7 students (30.43%) were classified into 'Good' category or got score 76-85, 8 students (34.78%) were classified into 'Fair' category or got score 66-75, 3 students (13.04%) were classified into 'Fairly Poor' category or got score and none of the students (0 %) classified into 'very poor' category or got score 0-35. The rate percentage and frequency in table 4.1 showed that the students can developed their ideas in writing paragraph based on the content score. To see clearly the

students' score percentage in pre-test and post-test of the students' writing ability in content classification can be presented as the following chart:

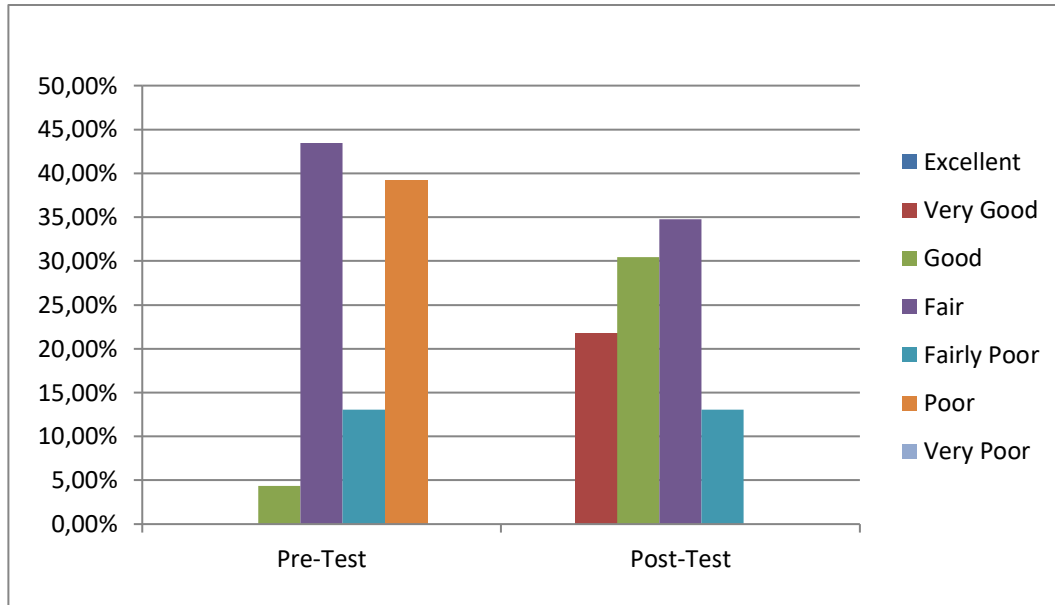


Figure 4.1: The Percentage of the Students' Content Score

The figure 4.1 show the percentage of the students' content score, and there was a significant different of percentage between pre test and post test. The figure show that the percentage of the students score in content that classified into 'Fair' and 'Poor' score was going down in post test, whereas the percentage of the students that classified into 'Good' and 'Very Good' score was increased in post test.

2. Students Writing Ability in Organization Classification

The students score in organization classification can be seen clearly based on the following table:

Table 4.2

Rate Percentage and Frequency in Organization Classification

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	9.6-100	Excellent	-	0	-	0
2	8.6-95	Very Good	-	0	5	21.73
3	7.6-85	Good	-	0	6	26.08
4	6.6-75	Fair	1	4.34	8	34.78
5	5.6-65	Fairly Poor	6	26.08	4	17.39
6	3.6-55	Poor	6	26.08	-	0
7	0-3.5	Very Poor	10	43.47	-	0
Total			23	100	23	100

The data in table 4.2 above shows the rate percentage and frequency of the students' pre test and post test score in writing paragraph in content classification. There were variant score of the students' pre test on the table. In pre-test the table showed that from 23 students none of them (0%) classified into 'Excellent', 'Very Good' and 'Good' category or got score 96-100, 86-95 and 76-85, 1 student (4.34%) classified into 'Fair' category or got score 66-75, 6 students (26.08%) were classified into 'Fairly Poor' category or got score 56-65, 6 students (26.08) were classified into 'Poor' category or got score 36-55 and 10 students (43.47%) were classified into 'Very Poor' category or got score 0-35.

The data in table 4.2 also shows the rate percentage and frequency in post test of the students score in content classification. There were variant score of the students on the table. In posttest the table showed that from 23 students there still none of the students (0%) classified into 'Excellent' category or got score 96-100, 5 student (21.73%) classified into 'Very Good' category or got score 86-95, 6 student (26.08%) classified into 'Good' category or got score 76-85, 8 students (34.78%) were classified into 'Fair' category or got score 66-75, 4 student (17.39%) were classified into 'Fairly Poor' category or got score 56-65 and none of them (0%) classified into 'Poor' and 'Very Poor' or got score 36-55 and 0-35.

The rate percentage and frequency on table 4.2 showed that the students can develop their ideas in writing paragraph based on the students' score in organization classification. To see clearly the students' score percentage in pre-test and post-test of the students' writing ability in content classification can be presented as the following chart:

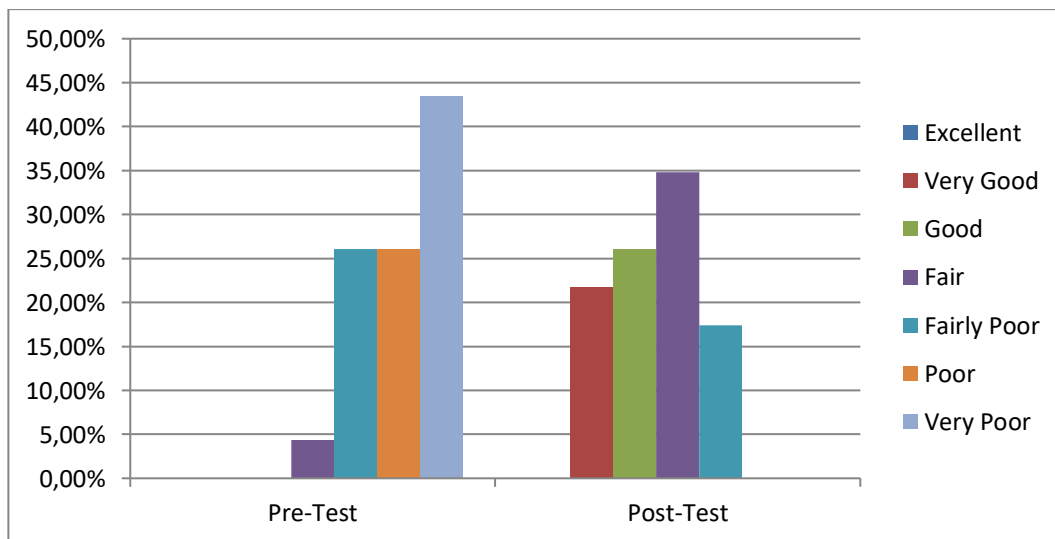


Figure 4.2: The Percentage of the Students' Organization Score

The figure 4.2 above show the percentage of the students' organization score, and there was different of percentage between pre test and post test. We could see the percentage of the students' score that classified into 'Poor' and 'Very Poor' category was none in post test whereas in pre test there were 26.08% and 43.47%, while the the percentage of 'Fairly Poor' category was decreased in post test, and the other difference could be in students' score that classified into 'Good' and 'Very Good' was increased in post test whereas in pre test was none.

3. Students Writing Ability in Language Use Classification

The students score in language use classification can be seen clearly based on the following table:

Table 4.3

Rate Percentage and Frequency in Language Use Classification

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	9.6-100	Excellent	-	0	-	0
2	8.6-95	Very Good	-	0	1	4.34
3	7.6-85	Good	-	0	8	34.78
4	6.6-75	Fair	1	4.34	4	17.39
5	5.6-65	Fairly Poor	-	0	8	34.78
6	3.6-55	Poor	11	47.82	2	8.69
7	0-3.5	Very Poor	11	47.82	-	0
Total			23	100	23	100

The data in table 4.3 above shows the rate percentage and frequency of the students' pre test and post test score in writing paragraph in language use classification. There were variant score of the students' pre test on the table. In pre-test the table showed that from 23 students none of them (0%) classified into 'Excellent', 'Very Good' and 'Good' category or got score 96-100, 86-95 and 76-85, 1 student (4.34%) classified into 'Fair' category or got score 66-75, none of the students (0%) were also classified into 'Fairly Poor' category or got score 56-65, 11 students (47.82%) classified into 'Poor' category or got score 36-55 and 11 students (47.82%) were classified into 'Very Poor' category or got score 0-35.

The data in table 4.3 also shows the rate percentage and frequency in post test of the students score in language use classification. There were variant score of the students on the table. In posttest the table showed that from 23 students there still none of the students (0%) classified into 'Excellent' category or got score 96-100, 1 student (4.34%) classified into 'Very Good' category or got score 86-95, 8 students (34.78%) classified into 'Good' category or got score 76-85, 4 students (17.39%) were classified into 'Fair' category or got score 66-75, 8 students (34.78%) classified into 'Fairly Poor' category or got score 56-65, 2 students (8.69) classified into 'Poor' category or got score 36-55 and none of them (0%) classified into 'Very Poor' or got score 0-35.

The rate percentage and frequency on table 4.3 showed that the students can develop their ideas in writing paragraph based on the students' score in language use classification. To see clearly the students' score percentage in pre-test and post-test

of the students' writing ability in language use classification can be presented as the following chart:

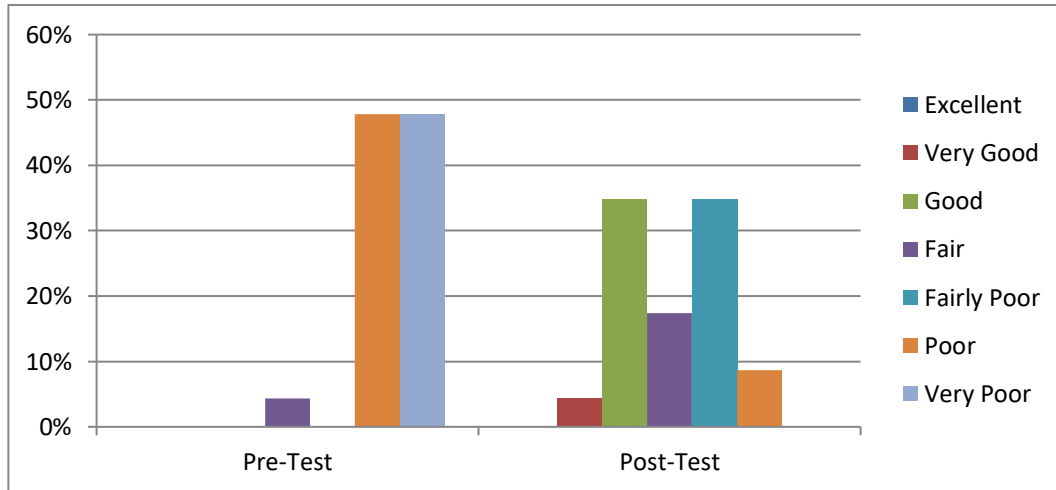


Figure 4.3: The Percentage of the Students' Language Use Score

The figure 4.3 above show the percentage of the students' language use score, and there were different of percentages between pre test and post test. We could see the percentage of the students' score that classified into 'Very Poor' category was none in post test whereas in pre test there were 47.82%, but we also could see that the students' score that classified into 'Poor' category was decrease in post test from 47.82% to 8.69% and the students' score that classified into 'Good' and 'Very Good' was increased in post test whereas in pre test was none.

4. Students Writing Ability in Final Score

After calculating the students' writing ability in content, organization and language use, the researcher presents final score of the students in writing skill especially in develop ideas in writing recount text by implementing Experiential

Lerning Model at the eight grade students of MTs. Muhammadiyah Lempangan. It can be seen clearly in the following table.

Table 4.4

Rate Percentage and Frequency of Students Writing skill (Final Score)

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	9.6-100	Excellent	-	0	-	0
2	8.6-95	Very Good	-	0	1	4.34
3	7.6-85	Good	-	0	8	34.78
4	6.6-75	Fair	1	4.34	10	43.47
5	5.6-65	Fairly Poor	6	26.08	3	13.04
6	3.6-55	Poor	12	52.17	1	4.34
7	0-3.5	Very Poor	4	17.39	-	0
Total			23	100	23	100

The table 4.4 above shows the rate percentage and frequency of final score of the students' writing skill in pre test and post test. The table show in pre test there were 4 (17.39%) students classified into 'Very Poor' criteria, 12 (52.17%) students classified into 'Poor' criteria, 6 (26.08%) students classified into 'Fairly Poor' criteria, one of them (4.34%) classified into 'Fair' criteria and none of them (0%) classified into Good, Very Good, and Excellent criteria.

In Post test there were none (0%) students classified into Very Poor criteria, one of the students (4.34%) classified into 'Poor' criteria, 3 (13.04%) students classified into 'Fairly Poor' criteria, 10 (43.47%) students classified into 'Fair' criteria, 8 (34.78%) students classified into 'Good' criteria, 1 (4.34%) students classified into 'Very Good' criteria, and none (0%) of them classified into Excellent criteria.

The rate percentage and frequency on table 4.4 showed that the students can develop their ideas in writing recount text. To see clearly the students' score percentage in pre-test and post-test of the students' writing ability in final score can be presented as the following chart:

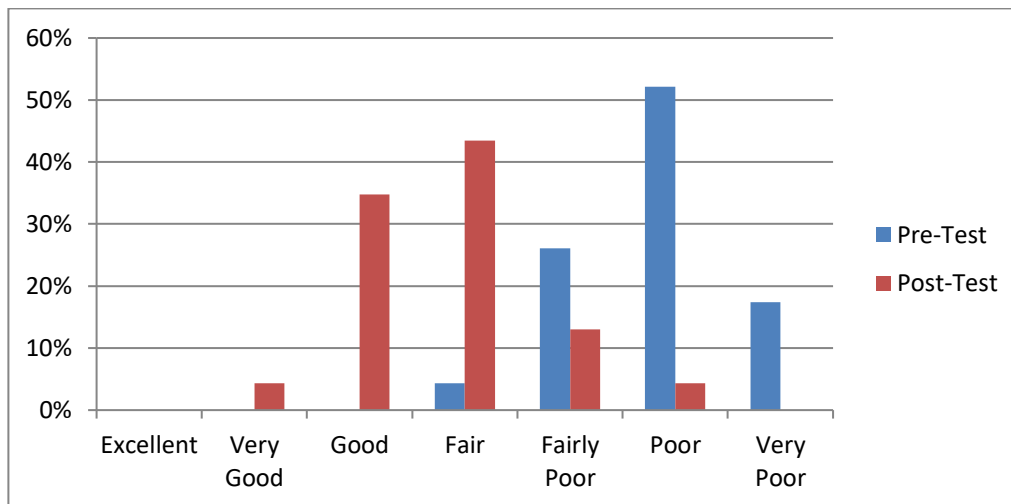


Figure 4.4: The Percentage of the Students' Writing Ability

5. Mean Score and Improvement

After calculated the result of the students' pre test and post test, the researcher presents the mean score and the improvement of students' writing. The result showed that the students' writing was increased.

Table 4.5

The Mean Score and the Improvement of Students' Writing

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Content	61.15	76.66	25.36 %
2	Organization	47.82	77.60	62.29 %
3	Language Use	34.43	68	97.48%
Final score		48.69	74.02	52 %

Table 4.5 above shows the statistical summary of the students' mean score and the students' writing improvement of content, organization, language use and writing final score. In the content variable the mean score of pre test was 50.23 and in the post test was 62.97 with improvement 25.36%. In organization variable the mean score of the students' pre test was 39.28 and post test was 63.75 with the improvement 62.29%. In language use variable the mean score of pre test was 28.28 and in the post test was 55.85 with the improvement 97.48%. And after calculating the content, organization and language use score of the students, the researcher got the students writing score. The mean score of the students' writing of pre test was 40 and post test was 60.80 with the improvement 52%. It means that the mean score of

the students' writing of post test was higher than the mean score of pre test. Thus, it can be concluded that the implementation of the experiential learning model was effective to develop the students' idea in writing paragraph of recount text.

To see clearly the improvement of mean score of the students' writing ability can be presented as the following chart:

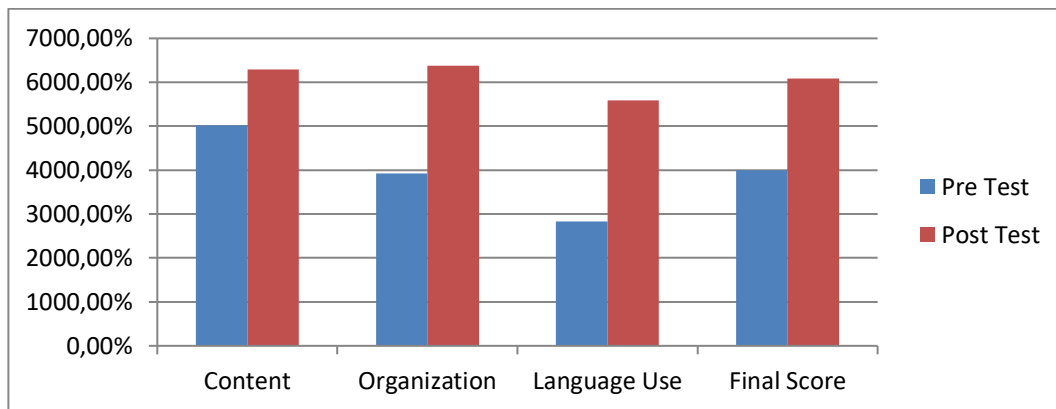


Figure 4.5: The Improvement Percentage of the Students' Writing Ability

6. Test of Significance

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (23 students) then the value of t-table is 2.074. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.6

The Result of t-test Calculation

Components	t-test value	t-table value
Writing	10.46	2.074

The table 4.6 above shows that t-test value for writing ability was higher than t-table $10.46 > 2.045$. It means that there was significant difference of students' ability to develop ideas in writing paragraph in the class before and after using experiential learning model in the eight grade students of MTs. Muhammadiyah Lempangan.

7. Hypothesis

The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H₀) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H₁) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = n-1$$

$$df = 23-1$$

$$df = 22$$

For the level of significance (p) = 0.05 and $df = 22$, the value of the t-table = 2.045

The result t-test value of the writing $10.46 > 2.045$.

From the result of the calculating, the total t-test value of the research was 10.46 with the degree of freedom (df) is 22 and the level significant 0.05, so the value of t-table was 2.074. It show that t-test value is higher than t-table ($10.46 > 2.074$).

The criterion of the test is used to refuse H₀. If the t-test is higher or same with the t-table (t-test $>$ or $=$ t-table), it means H₁ is accepted and if t-test value is lower than t-table (t-test $<$ t-table) H₀ is rejected. The calculating shows that t-test value

higher than t-table. It means that the students' achievement to develop idea in writing simple paragraph was better after taught by using experiential learning model, so H_1 is accepted.

B. Discussion

The research findings indicates that the students' writing achievement by using Experiential learning model shows the improvement of the students' writing ability in terms of content, organization and language use. From the improvement showed the process in pretest and posttest. The result of the students' writing in pretest was low, especially in content, organization and language use. It shows that the students could not express their ideas to write. Besides that, almost all students were not able to arrange the words into a correct sentences. Based on the problem, the researcher gave the treatment by using Experiential learning model, so that the students could use their experience in past even to make a recount text. In each meeting, the students were also asked to make a sentences based on their activity at home by following grammar rule. It was aimed to increase the students understanding of using simple past tense.

At the beginning, their writing was very bad. Almost all of them were confused and spent much time to think about the topic to be written. They were only able to make a point of their writing but difficult to develop this idea. Besides that, they also did not know how to write them into a good sentences.

During the use of Experiential Learning Model in the treatment, the students can improve their writing content. The data of students' pre-test showed that the

students mean score in pre test was very low because they could not generate their idea. After the treatment, the result of students' score in post-test was greater than pre-test. The students' achievement was improved in writing by the use of Experiential Learning Model. The students were easier to arrange the content of their writing based on their past experience. According to Beard and Wilson (2006) Learning from experience is one of the most fundamental and natural means of learning available to everyone.

Besides, the students writing organization was also improved. The result of the data showed that the score of organization was improved. The mean score post-test of students' writing skill in organization was higher than pre-test. The other improvement was the students' language use. At the beginning, students' language use in writing was very bad. Almost all students did not know to arrange the words into a sentence. It can be seen from the data showed that the students' language use were classified into Very Poor category. In each treatment, the students were asked to use simple past form in describing their activity at home. This activity made the students understand how to use simple past form before putting it into paragraph. The students became more active in the learning process. It is supported by Brown (2000) who stated that experiential learning focuses on the learning process. After giving a treatment, the result of the data shows that the score of language use was improved. It showed that using Experiential Learning the students writing ability in language use was significantly improved.

Based on the findings, using Experiential Learning Model in the class, the data were collected through the test as explained in the previous findings section showed that the students' writing ability was significantly improved. The mean score in the pre-test was improved in the post-test. The finding revealed that teaching writing by Experiential Learning model gave significant effect on students writing skill in MTs. Muhammadiyah Lempangan. It can be seen from the students mean score in post test class was higher than students mean score in pre test. Then, based on the data analyzed by using t-test formula, the researcher found that the number of t-test was higher than t-table. It means that there was significant difference of students' ability to develop their writing recount text in the class before and after using experiential learning model.

The findings on the implementation of Experiential Learning in teaching writing of the eight grade in MTs. Muhammadiyah Lempangan, in line with the study which were conducted by some researchers . First, Anisa (2010) that the use of experiential learning in teaching vocabulary can give a big contribution. The students' vocabular mastery was significantly improved. The other reserch was Castellanos (2016) that teaching pronunciation through experiential learning gave meaningful improvements in students' pronunciation. Experiential Learning allowed the students to have opportunity to learn by themself which allowed them to live experiences and have a meaningful learning. Besides, Aprilia (2015) also showed that teaching the elementary school students using experiential learning model gave a significant improvement to the students science learning. Using Experiential Learning Model can be effective to make the students more active in class.

Connencting to the other research about writing, Meitikasari (2016) showed that experiential learning was the alternative teaching method to teach writing than the conventional method. It also could develop teaching skill in order to overcome the students' learning problems and achieve the language learning goals. Moore, at. al (2010) that experiential learning methods were effetive and increased the sudents' internalization of writing in the leadership concepts. In other side, this research also has line with Maharani (2014). She was using experiential learning to solve the students'problem in writing recount text. And the result of her findings was that experiential learning gave significant effect to the students writing score. Thus, Experiential Learning Model is compatible to be used in teaching writing because of this model lead the students to an understanding of learning concept and improving students' critical thinking. Besides, learning by experience can give new power in increase skill and motivation.

After comparing the result of this research and previews research findings, the researcher concludes that the use of experiential learning model was effective to be applied. The result of the research also showed that the students' writing mean score in the pre-test was improved in the post-test. It was indicated that the use of Experiential Learning Model gave contribution in improving the students' writing skill.

Based on the result, it shows that t-test value was higher than t-table. It can be conclude that Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that there is significant improvement in improving the students' writing skill by the

application of Experiential Learning Model at the eight grade students of MTs.
Muhammadiyah Lempangan.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the findings and discussions of the data analysis.

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher takes conclusion as follows:

1. The implementation of Experiential Learning Model in teaching writing skill is effective to improve the students' writing content at the eight grade students of MTs. Muhammadiyah Lempangan. It is proven by the students' mean score of content in post-test is greater than their mean score of content in pre-test ($76.66 > 61.15$) and the improvement of the students' writing content is 25.36%.
2. The implementation of Experiential Learning Model in teaching writing skill is effective to improve the students' writing organization at the eight grade students of MTs. Muhammadiyah Lempangan. It is proven by the students' mean score of organization in post-test is greater than their mean score of organization in pre-test ($77.60 > 47.82$) and the improvement of the students' writing organization is 62.29%.
3. The implementation of Experiential Learning Model in teaching writing skill is effective to improve the students' writing grammar (language use) at the eight grade students of MTs. Muhammadiyah Lempangan. It is proven by the students' mean score of language use in post-test is greater than their mean

score of language use in pre-test ($68 > 34.43$) and the improvement of the students' language use is 97.48%.

4. The implementation of Experiential Learning Model in teaching writing skill is effective to increase the students' writing recount text at the eight grade students of MTs. Muhammadiyah Lempangan. It is proven by the students' mean score in post-test is greater than their mean score in pre-test ($74.02 > 48.69$) and the improvement of the students' writing is 52%.
5. Based on the hypothesis testing, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. It is proven by the t-test value of students' writing skill (10.46) which is greater than the t-table value (2.074). In other words, the application of Experiential Learning Model in teaching writing skill is effective in increasing the students' ability in writing skill.
6. The weakness of this research is that Experiential Learning Model is not easy to be implemented for junior high school students. It needs time and patience including good approach to lead the students in the learning process.

B. Suggestions

Relating to the motivation of the students', the writer puts forward some suggestion as follows:

1. The English teacher should apply Experiential Learning Model in teaching english subject specially in writing as one way in teaching writing which can help students to develop and explore their ideas from one topic.
2. Motivating the students in learning, the teacher should give more attention to their profession as a teacher in this case the teacher should give more attention to the students' interest and understanding the students' need. So, the students can be motivated in learning.
3. The teacher should be more creative and innovative to choose strategy in teaching English especially in developing ideas in writing paragraph, so that the students will be more interested and motivated to study English.
4. Generally, teacher should create various activities to make students easy in teaching English, so learning process will be running well, (Interesting, active, lively, and not boring).
5. This research about the using of Experiential Learning Model in teaching writing recount text. It is hope that the result of this research can be used as additional reference for further research in different content that will give contribution to teaching English for students.

APPENDICES

APPENDIX A

The Instrument of Pre-Test

Name	:
Class	:
Students' Number	:

WORKSHEET

TEST OF WRITING RECOUNT TEXT (Pre-Test)

Kind of text : Recount Text

Time Allotment : 60 minutes

Instruction:

1. Make a short recount text based on our past story!
2. If you need, you can open your dictionary

Title :

Orientation :

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.....
.....

Events :

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.....

Re-orientation :

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.....
.....

The Instrument of Post-Test

Name	:
Class	:
Students' Number	:

WORKSHEET
TEST OF WRITING RECOUNT TEXT (Post-Test)

Kind of text : Recount Text

Time Allotment : 60 minutes

Instruction:

1. Make a short recount text based on your holiday experience!
2. If you need, you can open your dictionary

Title :

Orientation :

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Events :

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.....

Re-orientation :

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.....
.....

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Muhammadiyah Lempangan
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Alokasi Waktu : 12 x 45 menit
Topik Pembelajaran : Recount Text

KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.14. Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa menunjukkan sikap mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Siswa menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Siswa menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Siswa menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
5. Siswa terampil memahami teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai

- konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)
6. Siswa terampil menyatakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)
 7. Siswa terampil menanyakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa untuk Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan)

MATERI PEMBELAJARAN

Recount text is a text that retells a story about past events or experiences in the order they happened. Its purpose is to inform/retell past event to the audience.

Social Function	Generic Structure
to retell events for the purpose of informing	Orientation: provides the setting and introduces participants.

or entertaining	<p>Events: tell what happened, in what sequence.</p> <p>Re-orientation: optional closure of events.</p>
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Paragraph	Generic Structure
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1)	Orientation: provides the setting and introduces participants.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)	Events: tell what happened, in what sequence.
Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)	Re-orientation: optional closure of events.

Language Features
<ol style="list-style-type: none"> 1. Use of nouns and pronouns to identify people, animals or things involved. 2. Use of past action verbs to refer the events. 3. Use of past tense to located events in relation to speaker`s or researcher`s time. 4. Use conjunctions and time connectives to sequence the event. 5. Use of adverb and adverbial phrases to indicate place and time. 6. Use of adjectives to describe nouns.

1. Simple Past Tense

The 'simple past tense' is used to tell actions or situations in the past.

a. Verbal Sentence.

S + V2 + O (positive sentence)

S + did + not + V1 + O (negative sentence)

Did + S + V1 + O (interrogative sentence)

Example:

- Donita went to Jakarta yesterday.
- Iman walked alone last night.

b. Nominal Sentence.

S + to be (was/were) + adj/adv/N (positive sentence)

S + was/ were + not + adj/adv/N (negative sentence)

Was/ were + S + adj/adv/N (interrogative sentence)

Example:

- Rani was here last month.
- Bani was not in Jakarta yesterday.

2. Past Action Verb

- a. Go – Went
- b. Visit – Visited
- c. Stay – Stayed
- d. Be – Was/Were
- e. Make – Made
- f. Jump – Jumped

Last week, I and my friends (go) _____ to Tidung Island. I (stay) _____ there for two weeks. We rent an inn. In the first day, my friend (dive) _____ in the diving spot. The sea (be) _____ very blue. We (feed) _____ the fish when we were diving there. It (be) _____ really interesting, and it (Be) _____ really fun. After that, we (ride) _____ doughnut boat, and we (jump) _____ from “Jembatan Cinta”. When the dark came out, we went back to the inn. We (make) _____ barbeque dinner.

My first day in Tidung Island was really amazing. It was really fun there. I hope the next day will be more interesting.

Simple Past Tense

- What did you go yesterday?
- What did you do there?
- What was your special moment yesterday?
- Were you happy?

Menulis recount teks

Simple Past Tense

- What did you go yesterday?
- What did you do there?
- What was your special moment yesterday?
- Were you happy?

Menulis recount teks

- Membuat list kegiatan pada saat liburan dalam bentuk past tense
What did you do on your holiday?
- Memceritakan pengalaman liburan pada gambar

LENGGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	PERTEMUAN KE
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat	2 menit	

	<p>langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa</p> <p>2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”.</p> <p>3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.</p> <p>4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari</p> <p>5. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri</p>	<p>2 menit</p> <p>3 menit</p> <p>2 menit</p> <p>1 menit</p>	
<p>Kegiatan Inti (60 menit)</p>	<ul style="list-style-type: none"> ➤ Guru menampilkan beberapa contoh teks recount beserta gambar yang berkaitan dengan teks sebagai tahap <i>observing</i> ➤ Siswa diminta untuk mengingat kembali pengalaman seperti cerita yang telah ditampilkan ➤ Siswa diminta mengurutkan urutan peristiwa atau pengalaman yang telah mereka alami seperti pada teks contoh ➤ Guru menunjuk beberapa siswa untuk menyebutkan 		<p>Pertemuan 1</p>

	<ul style="list-style-type: none"> ➤ Siswa satu per satu diminta menyebutkan past action verb ➤ Siswa kembali dibagi atas kelompok untuk melengkapi teks rumpang yang dibagikan ➤ Siswa diminta menyelesaikan tugas dengan benar ➤ Guru menanyakan kegiatan siswa pada hari kemarin menggunakan past tense ➤ Siswa ditunjuk untuk menjawab ➤ Guru mengajak siswa untuk menyusun kegiatan siswa pada hari sebelumnya dalam bentuk kalimat past tense ➤ Siswa diinstruksikan menyusun kalimat tersebut membentuk paragraf ➤ Siswa menyusun teks berdasarkan struktur recount teks 		<p style="text-align: center;">Pertemuan 4</p>
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	<p>tenses yang salah</p> <ul style="list-style-type: none"> ➤ Setelah selesai, siswa membacakan hasil tulisannya ➤ Guru meminta siswa untuk mengeluarkan foto yang telah diminta untuk dibawa pada pertemuan sebelumnya ➤ Siswa menyusun list kegiatan pada gambar tersebut menggunakan past tense ➤ Siswa menyusun recount teks berdasarkan tema foto yang mereka bawa 		
<p>Kegiatan Akhir (10 menit)</p>	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari 2. Guru memberikan pekerjaan rumah kepada siswa 3. Guru menginformasikan materi selanjutnya 	5 menit	

PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik Penilaian

Penilaian Sikap:

1. Penilaian diri dan penilaian teman sejawat.

2. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

Penilaian Keterampilan:

1. Praktik,
2. Produk (proyek)
3. Portofolio

Penilaian Pengetahuan (classroom exercises and homework)

1. Lisan/tulisan
2. Penugasan

2. Instrumen Penilaian

Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kreteria :

- 4 : sangat baik 2 : cukup
 3 : baik 1 : kurang

Instrumen Penilaian Keterampilan

No	Keterampilan yang diamati dan dinilai	Skor				Keterangan
		4	3	2	1	
1.	Aspek proses					
	• Mengamati media dan lagu					
	• Mengajukan pertanyaan					
2.	Aspek Konkret					
	• Membuat					
	• Merangkai					
	• Mempresentasikan					

Kriteria:

4 : Terlibat aktif dari awal sampai akhir pembelajaran

3 : Terlibat aktif hanya pada bagian-bagian tertentu

2 : Terlibat namun pasif

1 : Tidak terlibat bahkan mengganggu PBM

Instrumen Penilaian Writing

I. Content

Content	Classification	Criteria
30 – 27	Excellence to very good	Knowledgeable substantive etc
26-22	Good to average	Some knowledge of subject-adequate range etc
21-17	Fair to poor	Limited knowledge of subject–little substance etc
16-13	Very poor	Does not show knowledge of subject-non substantive etc

II. Organization

Content	Classification	Criteria
20- 18	Excellent to very good	Fluent expression-ideas clearly stated-succinct-well organized-logical sequence-cohesive
17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out-limited support, logical but incomplete sequencing.
13-10	Fair to poor	Non fluent-ideas confused or disconnected-lacks logical sequencing and development.
9- 7	very poor	Does not communicate-no organization or not enough to evaluate

III. Vocabulary

Content	Classification	Criteria
20 - 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
17 - 14	Good to average	Adequate range – occasional errors of words/idiom form, choice, usage but meaning not obscured.
13 -10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
9 – 7	very poor	Essentially translation – little knowledge of English vocabulary

IV. Language use

Content	Classification	Criteria
25 - 22	Excellent to very good	Effective complex constructions - etc
21 - 19	Good to average	Effective but simple constructions - etc
17 -11	Fair to poor	Major problems in simple/complex construction - etc.
10 – 5	very poor	Virtually no mastery of sentence construction rules – etc.

V. Mechanics

Content	Classification	Criteria
5	Excellent to very good	Demonstrates mastery of conventions-etc.
4	Good to average	Occasional errors of spelling, punctuation-etc
3	Fair to poor	Frequent errors of spelling punctuation, capitalization-etc
2	very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing - etc

Format Penilaian

No	Classification	Score
1	Excellent	86-100
2	Very good	68-85
3	Fair to poor	48-67
4	Very poor	32-47

MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

Media : PowerPoint, Gambar

Bahan : Video pembelajaran yang terkait dengan materi

Sumber Belajar : Buku Paket Bahasa Inggris

Mengetahui,

Guru Mata Pelajaran

Mahasiswa,

Sahdana, S.Pd

Zesi Rusma

APPENDIX C

Data Analysis of Students' Final Score

Code of Students	Pre-Test (X ₁)	Post-Test (X ₂)	Gain (X ₂ -X ₁)	D ²
S-1	53.33	77.33	24.00	576.00
S-2	46.67	84.00	37.33	1393.78
S-3	38.67	72.00	33.33	1111.11
S-4	57.33	89.33	32.00	1024.00
S-5	37.33	66.67	29.33	860.44
S-6	41.33	70.67	29.33	860.44
S-7	54.67	74.67	20.00	400.00
S-8	57.33	74.67	17.33	300.44
S-9	57.33	74.67	17.33	300.44
S-10	34.67	77.33	42.67	1820.44
S-11	45.33	81.33	36.00	1296.00
S-12	34.67	74.67	40.00	1600.00
S-13	49.33	85.33	36.00	1296.00
S-14	33.33	50.67	17.33	300.44
S-15	54.67	74.67	20.00	400.00
S-16	60.00	82.67	22.67	513.78
S-17	52.00	68.00	16.00	256.00
S-18	49.33	73.33	24.00	576.00
S-19	34.67	65.33	30.67	940.44
S-20	58.67	62.67	4.00	16.00
S-21	70.67	78.67	8.00	64.00
S-22	57.33	64.00	6.67	44.44
S-23	41.33	80.00	38.67	1495.11
N=23	∑ X ₁ = 1120.00	∑ X ₂ = 1702.67	∑ D= 582.67	∑ D ² =17445.33

Calculating the t-test value

$$\begin{aligned} \bar{D} &= \frac{\sum D}{N} \\ &= \frac{582.67}{23} \\ &= 25.33 \end{aligned}$$

$$\sum D^2 = 17445$$

$$\sum D = 582.67$$

$$N = 23$$

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{25.33}{\sqrt{\frac{17745 - \frac{(582.67)^2}{23}}{23(23-1)}}} \\
&= \frac{25.33}{\sqrt{\frac{17745 - \frac{339504}{23}}{506}}} \\
&= \frac{25.33}{\sqrt{\frac{17745 - 14761}{506}}} \\
&= \frac{25.33}{\sqrt{5897}} \\
&= \frac{25.33}{2.42} \\
&= 10.46
\end{aligned}$$

The Percentage of The Students Score in Content Classification

1. Pretest

a. Poor

$$F = 9. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{23} \times 100\% = 39.1\%$$

b. Fairly Poor

$$F = 3. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{23} \times 100\% = 13\%$$

c. Fair

$$F = 10. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{23} \times 100\% = 43.4\%$$

d. Good

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.3\%$$

2. Post Test

a. Fairly poor

$$F = 3. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{23} \times 100\% = 13.04\%$$

b. Fair

$$F = 8. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{23} \times 100\% = 34.78\%$$

c. Good

$$F = 7. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{23} \times 100\% = 30.43\%$$

d. Very Good

$$F = 5. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{23} \times 100\% = 21.73\%$$

The Percentage of The Students Score in Organization Classification

1. Pretest

a. Very Poor

$$F = 10. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{23} \times 100\% = 43.47\%$$

b. Poor

$$F = 6. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{23} \times 100\% = 26.08\%$$

c. Fairly Poor

$$F = 6. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{23} \times 100\% = 26.08\%$$

d. Fair

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

2. Post Test

a. Fairly Poor

$$F = 4. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{23} \times 100\% = 17.39\%$$

b. Fair

$$F = 8. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{23} \times 100\% = 34.78\%$$

c. Good

$$F = 6. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{23} \times 100\% = 26.08\%$$

d. Very Good

$$F = 5. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{23} \times 100\% = 21.73\%$$

The Percentage of The Students Score in Language Use Classification

1. Pretest

a. Very Poor

$$F = 11. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{23} \times 100\% = 47.82\%$$

b. Poor

$$F = 11. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{23} \times 100\% = 47.82\%$$

c. Fair

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

2. Post Test

a. Poor

$$F = 2. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{23} \times 100\% = 8.69\%$$

b. Fairly Poor

$$F = 8. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{23} \times 100\% = 34.78\%$$

c. Fair

$$F = 4. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{23} \times 100\% = 17.39\%$$

d. Good

$$F = 8. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{23} \times 100\% = 34.78\%$$

e. Very Good

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

The Percentage of The Students Writing Final Score

1. Pretest

a. Very Poor

$$F = 4. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{23} \times 100\% = 17.39\%$$

b. Poor

$$F = 12. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{23} \times 100\% = 52.17\%$$

c. Fairly Poor

$$F = 6. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{23} \times 100\% = 26.08\%$$

d. Fair

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

2. Post Test

a. Poor

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

b. Fairly Poor

$$F = 3. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{23} \times 100\% = 13.04\%$$

c. Fair

$$F = 10. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{23} \times 100\% = 43.47\%$$

d. Good

$$F = 8. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{23} \times 100\% = 34.78\%$$

e. Very Good

$$F = 1. N = 23$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{23} \times 100\% = 4.34\%$$

Calculating the Mean Score of and the Improvement of Students' Writing

Code of Students	Pre Test				Post Test			
	Content	Organization	Language use	Final Score	Content	Organization	Language use	Final Score
S-1	21	9	10	53.33	25	15	18	77.33
S-2	17	7	11	46.67	26	17	20	84.00
S-3	14	7	8	38.67	22	14	18	72.00
S-4	21	10	12	57.33	28	18	21	89.33
S-5	14	7	7	37.33	21	15	14	66.67
S-6	15	7	9	41.33	21	13	19	70.67
S-7	22	10	9	54.67	22	14	20	74.67
S-8	22	13	8	57.33	24	17	15	74.67
S-9	22	13	8	57.33	23	18	15	74.67
S-10	14	7	5	34.67	22	17	19	77.33
S-11	16	10	8	45.33	26	18	17	81.33
S-12	14	7	5	34.67	24	17	15	74.67
S-13	17	10	10	49.33	26	17	21	85.33
S-14	13	7	5	33.33	17	10	11	50.67
S-15	25	7	9	54.67	25	17	14	74.67
S-16	22	13	10	60.00	24	18	20	82.67
S-17	21	13	5	52.00	22	14	15	68.00
S-18	17	9	11	49.33	22	14	19	73.33
S-19	14	7	5	34.67	25	14	10	65.33
S-20	22	13	9	58.67	17	13	17	62.67
S-21	22	14	17	70.67	22	15	22	78.67
S-22	21	13	9	57.33	19	13	16	64.00
S-23	16	7	8	41.33	26	19	15	80.00
Total	1406.67	1100	792	1120	1763.33	1785	1564	1702.67

1. Content classification

a. Mean score of Pre Test

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

$$\bar{X} = \frac{1406.67}{23} = 61.15$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1763.3}{23} = 76.66$$

c. Improvement percentage

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{76.66 - 61.15}{61.15} \times 100\% \\ &= 25.36\% \end{aligned}$$

2. Organization classification

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1100}{23} = 47.82$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1785}{23} = 77.60$$

c. Improvement percentage

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{77.60 - 47.82}{47.82} \times 100\% \\ &= 62.29\% \end{aligned}$$

3. Language use classification

a. Mean score of Pre Test

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{792}{23} = 34.43 \end{aligned}$$

b. Mean score of Post Test

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{1564}{23} = 68 \end{aligned}$$

c. Improvement percentage

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{68 - 34.43}{34.43} \times 100\% \\ &= 97.48\% \end{aligned}$$

4. Writing final score

a. Mean score of Pre Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1120}{23} = 48.69$$

b. Mean score of Post Test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1702.67}{23} = 74.02$$

c. Improvement percentage

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{74.02 - 48.69}{48.69} \times 100\%$$

$$= 52\%$$

APPENDIX D

Critical Value of t-table

Level of Significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.595
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.704
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.880
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.058	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.701	3.551
50	1.671	2.000	2.660	3.460
60	1.658	1.980	2.617	3.373

APPENDIX E

The Students' Classification of the Pre Test and Post Test in Content Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Final Score		Row Score	Final Score	
1	S-1	21	70,00	Fair	25	83,33	Good
2	S-2	17	56,67	Fairly Poor	26	86,67	Very Good
3	S-3	14	46,67	Poor	22	73,33	Fair
4	S-4	21	70,00	Fair	28	93,33	Very Good
5	S-5	14	46,67	Poor	21	70,00	Fair
6	S-6	15	50,00	Poor	21	70,00	Fair
7	S-7	22	73,33	Fair	22	73,33	Fair
8	S-8	22	73,33	Fair	24	80,00	Good
9	S-9	22	73,33	Fair	23	76,67	Good
10	S-10	14	46,67	Poor	22	73,33	Fair
11	S-11	16	53,33	Poor	26	86,67	Very Good
12	S-12	14	46,67	Poor	24	80,00	Good
13	S-13	17	56,67	Fairly Poor	26	86,67	Very Good
14	S-14	13	43,33	Poor	17	56,67	Fairly Poor
15	S-15	25	83,33	Good	25	83,33	Good
16	S-16	22	73,33	Fair	24	80,00	Good
17	S-17	21	70,00	Fair	22	73,33	Fair
18	S-18	17	56,67	Fairly Poor	22	73,33	Fair
19	S-19	14	46,67	Poor	25	83,33	Good
20	S-20	22	73,33	Fair	17	56,67	Fairly Poor
21	S-21	22	73,33	Fair	22	73,33	Fair
22	S-22	21	70,00	Fair	19	63,33	Fairly Poor
23	S-23	16	53,33	Poor	26	86,67	Very Good

The Students' Classification of the Pre Test and Post Test in Organization Category

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Final Score		Row Score	Final Score	
1	S-1	9	45	Poor	15	75	Fair
2	S-2	7	35	Very Poor	17	85	Good
3	S-3	7	35	Very Poor	14	70	Fair
4	S-4	10	50	Poor	18	90	Very Good
5	S-5	7	35	Very Poor	15	75	Fair
6	S-6	7	35	Very Poor	13	65	Fairly Poor
7	S-7	10	50	Poor	14	70	Fair
8	S-8	13	65	Fairly Poor	17	85	Good
9	S-9	13	65	Fairly Poor	18	90	Very Good
10	S-10	7	35	Very Poor	17	85	Good
11	S-11	10	50	Poor	18	90	Very Good
12	S-12	7	35	Very Poor	17	85	Good
13	S-13	10	50	Poor	17	85	Good
14	S-14	7	35	Very Poor	10	50	Fairly Poor
15	S-15	7	35	Very Poor	17	85	Good
16	S-16	13	65	Fairly Poor	18	90	Very Good
17	S-17	13	65	Fairly Poor	14	70	Fair
18	S-18	9	45	Poor	14	70	Fair
19	S-19	7	35	Very Poor	14	70	Fair
20	S-20	13	65	Fairly Poor	13	65	Fairly Poor
21	S-21	14	70	Fair	15	75	Fair
22	S-22	13	65	Fairly Poor	13	65	Fairly Poor
23	S-23	7	35	Very Poor	19	95	Very Good

**The Students' Classification of the Pre Test and Post Test in
Language Use Category**

No	Code of Students	Pre Test		Classification	Post Test		Classification
		Row Score	Final Score		Row Score	Final Score	
1	S-1	10	40	Poor	18	72	Fair
2	S-2	11	44	Poor	20	80	Good
3	S-3	8	32	Very Poor	18	72	Fair
4	S-4	12	48	Poor	21	84	Good
5	S-5	7	28	Very Poor	14	56	Fairly Poor
6	S-6	9	36	Poor	19	76	Good
7	S-7	9	36	Poor	20	80	Good
8	S-8	8	32	Very Poor	15	60	Fairly Poor
9	S-9	8	32	Very Poor	15	60	Fairly Poor
10	S-10	5	20	Very Poor	19	76	Good
11	S-11	8	32	Very Poor	17	68	Fair
12	S-12	5	20	Very Poor	15	60	Fairly Poor
13	S-13	10	40	Poor	21	84	Good
14	S-14	5	20	Very Poor	11	44	Poor
15	S-15	9	36	Poor	14	56	Fairly Poor
16	S-16	10	40	Poor	20	80	Good
17	S-17	5	20	Very Poor	15	60	Fairly Poor
18	S-18	11	44	Poor	19	76	Good
19	S-19	5	20	Very Poor	10	40	Poor
20	S-20	9	36	Poor	17	68	Fair
21	S-21	17	68	Fair	22	88	Very Good
22	S-22	9	36	Poor	16	64	Fairly Poor
23	S-23	8	32	Very Poor	15	60	Fairly Poor

APPENDIX G





CURRICULUM VITAE



Zesi Rusma is the first daughter of marriage Rustan and Mas Illang. She was born on October 3rd, 1994 in Parepare. She has a brother. She graduated her school in 2007 at SDN 14 Parepare.

In the same year she continued her study at SMPN 2 Parepare and graduated in 2010. Then, she registered in SMA Negeri 3 Sengkang and graduated in 2013. In same year, She was accepted in English Education Departement, Muhammadiyah University of Makassar.

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