

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is used as a means of communication and it plays an important role in people's life. As Hutchinson, T and Walters, A says that, " But English become accepted as an international language of technology and commerce creates where they were learning a language".<sup>1</sup> This statement express that learning English is the key to the international language at technology, commerce and knowledge. Moreover to face the globalization era, the ability to use English should be prepared.

In Indonesia English has been introduce in many level educations, it is started from kindergarten or play group, elementary school, junior high school until senior high school and universities. For the beginner students learning English may become something new, therefore it is predicted that they will have some difficulties and trouble to learn it.

From this reason they need stimulation and motivation to learn English. Motivation is some kind of internal drive that encourages

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<sup>1</sup> Tom Hutchinson and Walters Alan. *English for specific purpose. A Learning-Centered Approach*. (Cambridge : Cambrigde University Press, 1986), P.29

somebody to persue a course of action.<sup>2</sup> Richard. P Runyond said that, : “ Motivation plays an important part in everyday living, What we do and how we do it is largely determined by our wants, our need and our motivation. Motivation helps to explain the direction of our behavior situation.<sup>3</sup>

Writing is complex process in which the author explores various ideas and thought and makes these ideas and toughts into something concrete. In learning English, writing is an activity that is interconnected with other abilities, namely reading and grammar skills, even listening and speaking.<sup>4</sup> This is because writing skills have important meaning in improving the communicative competence of language learning.<sup>5</sup> The definition of writing has been put forward by various expert. Writing is conveying information or expansions of original ideas sequintally in a new language.<sup>6</sup> Also states that writing is a thought proses. Furthermore, he stated that writing can be planned and provided with an unlimited number of revisions before release. Divides writing in four types, they

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman Publishing,1983), p.3

<sup>3</sup> Richard P. Runyon, *Psychology of Adjustment*. (Illinois: The Dorsey Press: 1984). P.81

<sup>4</sup> Jodih Rusmadjih, *Skilled in English*, ( PT INDEKS 2010 ), 229

<sup>5</sup> Rachmawati, T,D, *The Effect of Using Communicative Cartoon Movies On The Teaching Of Writing Skill at The Second Grade Of SMPN 1 Arjosari, Pacitan, East Java In The Academic Year*, ( Yogyakarta : 2012 )

<sup>6</sup> Rivers, *Teaching Foreign Language Skills*, ( Chicago : The University Of Chicago Press 1981 ).

are narration, description, exposition, and recount.<sup>7</sup> Narrative is a form of conversation or writing aimed to conveying or telling a series of events or human experiences based on developments from into time. Exposition in writing that aims or give something about something. So common example of this exposition is mostly textbooks, instructions on how to run a machine, an explanation of the components of of a machine, medicines, reports, papers, theses, labels on food bottles, dictionaries, question and answer books, news or article in letters newspapers or magazines, official letters, books about cooking. Descriptions is writing that aims to provide details or details about the object so that it can affect the imagination of the reader or listener like seeing, hearing, feeling, or experiencing the object directly. Recount recount past event for the purpose of informing or entertaining. Writing is one of important skill to mastered by the students. Learning to write involves being able to communicate and convey idea meaningfully.<sup>8</sup>

Writing skill is a complex process that involves the ability to express ideas, thoughts, and feelings in written form.<sup>9</sup>

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<sup>7</sup> Fachrurrazy, *Taching English Language Skill and Components* ( Malang : Proyek OPF IKIP Malang 1990 )

<sup>8</sup> Judie Hynes and Debbie Zacarian, *Teaching English Language Learners: Across The Content Areas*, ( Alexandria, Virginia : ASDC, 2010 ). p. 91

<sup>9</sup> Harmer, J. *How to Teach Writing*, ( Hrlow : Pearson Education. 2004 )

Writing is a productive skill that requires the ability to generate and organize ideas, translate them into written language, and revise the written product.<sup>10</sup>

Experiential learning is the learning strategy that in the learning process resulting is through the way of transformation on experience. The learning experience refers to interaction between the students and everything that is between outside of learners or in the environment. The result can be obtained from his own learning experience is usually known as “knowledge from experience”<sup>11</sup>.

Experiential learning was created to provide a foundation, the intellectual for the practice of learning experience responding from John Dewey for experience theory of guiding educational innovation. This strategy is exursions used by students to complete certain learning experiences and are an integral part of the school curriculum. This learning strategy is a method by teaching that is carried out by inviting students to a certain place or object outside the school to learn or investigate something. Suggest that can used as a Teaching and learning method. The purpose of this strategy is students can improve their motivation to write the story by their own experience and can be

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<sup>10</sup> Nunan, D. *Practical English Language Teaching*. New York : McGraw-Hill

<sup>11</sup> Fitria Kurniasari, *Kelayakan Teoritis Lembar Kerja Siswa ( LKS ) Berbasis Experiential Learning Kelas X SMA*, Vol. 6 No. 3 September 2017

responsible. “ perhaps by this way they are able to solve the problem faced in learning. In addition this method will make students more comfortable and happy when learning takes place, and can train students to use time effectively.

The ability to write recount texts is an important aspect of English language learning. However, many students still struggle to write effective recount texts. The Experiential Learning Model has been proven effective in improving students’ skills in various aspects of learning.

Based on the reality some common problems faced by the students in high school in writing recount text are :

1. Difficulty in organizing ideas : students struggle to sequence events chronologically and logically.<sup>12</sup>
2. Limited vocabulary : students have limited vocabulary, which can make it difficult for them to express their ideas effectively.<sup>13</sup>
3. Errors in using tenses : Students struggle to use the correct tenses, such as past tense, in recount texts.<sup>14</sup>
4. Difficulty in expressing personal experiences ; Students struggle to express their personal experiences in writing and honestly.<sup>15</sup>

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<sup>12</sup> Harmer, J. *How to Teach Writing*, (Hrlow : Pearson Education. 2004 )

<sup>13</sup> Nation, I. S. P. *Learning Vocabulary in Another Language*, Cambridge University Press

<sup>14</sup> Larsen-Farmen, D., & Cameron, L. *Research Methods in applied linguistics*, Oxford: Oxford University Press.

The relationship between Experiential learning model and these difficulties. The experiential learning model can help overcome these difficulties by:

1. Organizing oideas : ELM allows students to experience and reflect on experiences, enable them to organize their ideas more effectively.
2. Improving vocabulary: ELM can help students acquire new vocabulary through direct experience and intwraction with their environmrnt.
3. Using Correct Tenses: ELM can help students use the correct tenses in authentic contexts. Such as in writing recount texts.
4. Expressing personal experiences: ELM enables students to express their personal experiences in writing and honestly through reflection and writing.

Thus the Experiential Learning Model can be an alternative to overcome the difficulties faced by students in writing recount texts.

Based on the problems faced by students in writing recount texts and the potential of Experiential Learning Model in overcoming these difficulties, several gaps can be identified:

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<sup>15</sup> Bereiter, C., & Scardamalia, M. *From Conversation to Composition: The Role of Instruction in a developmental program.* ( 1982 )

1. Gap between students' recount text writing ability and competency standards : Students still struggle to write recount text that meet competency standards, such as organizing ideas , using correct tenses, expressing personal experiences.
2. Gap between teaching methods are not effective in helping students overcome difficulties in writing recount texts.
3. Gap between ELM potential and implementation: ELM has great potential in helping students improve their recount text writing ability, but its implementation is still limited and not widely researched .

The research focused on recount text writing skill through this ELM. This research focuses on the ability to write recount texts, which is one of the important aspects of English language learning.

Experiential learning would give students motivation in learning, because the teacher uses new strategy to learn the material in learning process. When the students sleepy in the class or feel so lazy, this method try to invite students to get their spirit again.

According to the explanation above the researcher interest took the title **“IMPROVING STUDENTS’ SKILL IN WRITING RECOUNT TEXT THROUGH EXPERIENTIAL LEARNING MODEL “**.

## **B. The Statement of Problem**

Based on the background above, the writer decides the statement of problem as follows :

1. How is the implementation of Experiential Learning Model in teaching Recount text ?
2. How Students' skill in writing recount text through Experiential Learning Model ?

## **C. Limitation of The Research**

The writer limits this research only focus on the application of Experiential Learning Model while teaching writing. The text which is used in this research is Recount Text. And this research is specifically carried out at the first grade of MA DARUL MUTTAQIN Bojonegara academic year 2024-2025.

## **D. The Objective of Research**

1. To know how the implementation of experiential learning model in teaching Recount text.
2. To know how students' writing skill in recount text improve through experiential learning model.

## **E. The Importance of Research**

### 1. The Researcher

To enhanced the researcher's own knowledge and skill about teaching writing, get some advantages and experience from this research from doing a specific task, especially the task of investigating the problem in teaching Recount Text using Experiential Learning.

### 2. The English Teacher

By this research, the researcher really hopes that can help the teacher to increase the students' writing ability. It also 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.

### 3. The Students

Experiential Learning is students own experiences, the use of experiential learning was great way to improve students' writing skill, especially in writing recount text, and they could enjoy following the lesson without taking it too seriously. Moreover by having situation and they also can active in English class.

## **F. Previous Study**

In conducting this research, the researcher has read the following research as follow :

1. "Improving Students' Ability in Writing Recount Text through Experiential Learning Approach" (Sri Wahyuni, 2017)

This study aims to improve students' ability in writing recount text through Experiential Learning approach. The results show that Experiential Learning can improve students' ability in writing recount text more effectively. The study also shows that students are more motivated and engaged in the learning process. Improving students' writing skills through field trip method. in thesis of Kuningan University Indonesia.

2. "The Effectiveness of Experiential Learning Method in Teaching Recount Text to Junior High School Students" (Dewi Sartika, 2019)

This study aims to investigate the effectiveness of Experiential Learning method in teaching recount text to junior high school students. The results show that Experiential Learning is effective in improving students' ability in writing recount text. The study also shows that students have a better understanding of the structure and linguistic rules of recount text after applying Experiential Learning.

3. "The Implementation of Experiential Learning in Teaching Recount Text to Senior High School Students" (Nur Fitriani, 2020):

This study aims to investigate how Experiential Learning can help senior high school students understand the structure and linguistic rules of recount text. The results show that Experiential Learning can help students understand the structure and linguistic rules of recount text more effectively. The study also shows that students are more engaged in the learning process and more motivated to learn.

4. "The Implementation of Experiential Learning Method to Increase the Students' Achievement in Writing Recount Text at the Eighth Grade of SMPN 1 Punggur Central Lampung" (Ena Tiana)

This study aims to investigate whether the implementation of Experiential Learning method can improve students' ability in writing recount text. The study was conducted at SMPN 1 Punggur Central Lampung among eighth-grade students.

The results show that the implementation of Experiential Learning method can improve students' ability in writing recount text. Students become more motivated and engaged in the learning process, and their ability to write recount text increases significantly. The study also shows that Experiential Learning can help students understand the structure and linguistic rules of recount text better.

Students can develop their writing skills through direct experience and reflection. Therefore, this study concludes that the Experiential Learning method is effective in improving students' ability in writing recount text.

5. "Improving Students' Ability in Writing Recount Text through Classroom Action Research with Experiential Learning Method" (Sri Wulandari, 2018):

This study aims to improve students' ability in writing recount text through CAR with Experiential Learning method. The results show that CAR with Experiential Learning method can improve students' ability in writing recount text.

6. Classroom Action Research: Enhancing Students' Ability in Writing Recount Text through Experiential Learning Approach for Junior High School Students" (Dwi Nurhayati, 2020):

This study aims to enhance junior high school students' ability in writing recount text through CAR with Experiential Learning approach. The results show that CAR with Experiential Learning approach can improve students' ability in writing recount text and understanding its structure and linguistic rules.

## **G. Organization of Writing**

This paper is divided into five chapters, **Chapter I** is an Introduction, it Consists of background of the study, the statement of problems, limitation of the problems, objectives of research, the importance of the research, the previous studies and organization of writing.

**Chapter II** is a Theoretical Framework, it consists of the students learning writing, the definition of writing, the process of writing, the kinds of writing, the definition of recount text, generic structure of recount text, language feature of Recount Text, the kinds of recount text, the example of recount text, the definition of Experiential Learning, the steps of Experiential Learning strategy, the advantages and disadvantage of experiential learning strategy.

**Chapter III** is research methodology, it consists of the method of research, the sample, the instrument of the research, the technique of data collecting, the technique of data analysing.

**Chapter IV** it consists of description of the data, the reseach findings, the analysis of the data, and the interpretation of the data.

**Chapter V** it consists of Conclution and Suggestions.