



The Learning of Narrative Writing Skills through Experiential Learning Model in Elementary School Students

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Abstract: This research was motivated by the low skills of writing narrative text in the fifth-grade elementary school students. Students have difficulty getting ideas in putting them into narrative text. The experiential learning model was chosen because it can make the students easier to find ideas in writing a narrative text. The purpose of this study was to describe the learning process by using the experiential learning model to improve students' narrative writing skills. This research is a qualitative study and using descriptive methods. The instrument data used was a written test of writing narrative text. Participants in this study were 31 students of V-B class at SDN Bedahan 01 Cibinong, Bogor. The results showed that the learning process using an experiential learning model consisting of concrete experience steps, reflective observation, abstract conceptualization, and active experimentation can improve students' narrative writing skills. The pre-test average score written by the student's narrative was 53 while the post-test average score of the students was 80. This research concluded that the learning process through the experiential learning model can improve the narrative writing skills of fifth-grade elementary school students.

Keywords: Writing skills, narrative, experiential learning, elementary school students

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INTRODUCTION

There are four language skills, namely listening, speaking, reading, and writing skills. Among the four skills are interrelated, for example, there is a relationship between writing and reading, a relationship between writing and speaking. (Tarigan, 2008). Writing skills are skills of delivering messages (communicating) using written language. Therefore, in learning Indonesian through writing skills students can express ideas, ideas, and feelings in the form of coherent writing using correct spelling. Writing is a language skill that is used to communicate indirectly. Writing is an active and productive activity and requires an orderly way of thinking expressed in written language. A person's skills to express ideas, thoughts, ideas, knowledge, knowledge, and experiences as a productive skill. Writing is influenced by other productive skills, such as speaking and receptive skills, namely reading and listening aspects as well as understanding vocabulary, diction, the effectiveness of sentences, use of spelling, and punctuation. Understanding various types of essays and understanding various types of paragraphs and their development.

However, writing skills are supposed to be one of the most difficult language skills for students to master. This assumption is strengthened based on the results of a three-year survey by PISA in 2014 circulated by the OECD that the writing skills of Indonesian students are still in a low position, which is ranked 62 out of 72 (Jayanti et al., 2018). The low writing skills of students are closely related to the weakening of the writing tradition in Indonesia along with the rapid development of technology (Budiani, 2018). In line with the research conducted by PISA, the results of the researcher's observations on the writing skills of students at one of the elementary schools in Cibinong, Bogor also show a similar thing. The average score of the test results in writing narrative essays was only 53. 8 students scored below 50, 8 students scored below 60, 8 students were below 70, and the rest were above 70. The smallest score was 25 while the highest score was achieved by students was 80. Furthermore, the results of interviews with the homeroom teacher explained that students had more difficulty in making narrative essays compared to other types of essays. Students still find it difficult to imagine what they will write, and students



have not been able to make narrative essays coherently. The results of the students' writing still have a lot of repetition of words and have not varied.

Writing is a person's activity in organizing knowledge and experience, linguistic, productive, and expressive (Istiqomah & Karim (2018). According to Tarigan (2013, p. 22) writing is depicting or depicting symbols. a graphic depicting a language that is understood by a person, so that other people can read the graphic symbols if they understand the language and graphic description Writing is a process that produces discourse, especially essays that involve ideas, arrangements, and adjustments based on a framework that is in the form so that communication occurs indirectly (Amalia, et al. 2017) Writing is a process of creativity pouring an idea into writing by looking for, finding, new sources to make it clear and interesting (Yunus, et al., 2014, p. 6). One of the writing materials that can be developed in grade V elementary school is writing narrative essays. A narrative is a composition that talks about events based on fictitious or non-fictional. The narrative can be in the form of personal experiences, information, imaginary stories, or biographies that are arranged chronologically (Stephen & Muriel, 2013). Writing narrative essays aims to improve students 'skills in delivering ideas, ideas, and vocabulary development so that students' writing skills are increasingly honed (Williams & Larkin, 2013). Therefore, learning to write needs serious attention so that students are confident in expressing ideas. The existence of the Covid-19 pandemic in Indonesia has restricted all activities, including school activities. In recent months, as a result of the spread of the Covid-19 outbreak around the world, including Indonesia, there has been a change in the learning system, so that the learning process is no longer carried out directly. Officially, the government of the Republic of Indonesia through the Minister of Education and Culture of the Republic of Indonesia issued Circular No. 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of Corona Virus Disease (Covid-19) which stipulates

that since March 24, 2020, officially the learning process at all levels of education (Hesti & Purwanta, 2020). Even though face-to-face learning has been temporarily suspended, educators are still optimizing online or online distance learning. This online learning has been carried out for about seven months. Various obstacles also arise as a result of this distance learning. Even so, the teachers are looking for all means so that the quality of learning remains good. A good school environment will help students shape the potential of students either individually, or the school community itself. Therefore, schools must continue to create a pleasant learning atmosphere even though it is during the Covid pandemic (Combe, 2020). One of them is the use of a learning model that is suitable to be applied to the online learning process.

Previous relevant research that provided an overview to researchers about narrative writing skills included 1) Research conducted by Sugiharti and Wulandari entitled Improving Narrative Writing Skills for Class Va Students Using Image Series Media in Indonesian Language Subjects at Ad-Damawiyah SDIT Cibitung in 2017 obtained the average score of students in cycle 1 of 67.7 with classical learning completeness reaching 53.8%. In cycle II, the average value increased to 77.4 with classical learning completeness reaching 76.9. In cycle III, the average score increased to 86.3 with classical learning completeness of 92.3%. 2) Research conducted by Sari et al in 2019 entitled Improving Narrative Writing Skills Through Video Media Utilization in Class V Students of Malaka Jaya Elementary School 07 Morning obtained results Students who are not yet skilled or not enthusiastic/interested in writing narration by 49 %, then the percentage of results in the first cycle (second meeting) is 40% and at the end of the second cycle, (third meeting) students who are not interested in write only 11%. Overall, at the end of the second cycle, all aspects and criteria for narrative writing experienced a significant increase. 3) Research conducted by Agusti et al. In 2019, entitled Improving Writing Ability of Narrative Notes Using Constructivism Approaches Class V Students



SDN 03 Batang Anai, Batang Anai District, obtained the results of narrative writing skills increasing from 56% to 75%. From the three studies above, it can be concluded that the use of media such as pictures, videos, and a constructivist approach can improve narrative writing skills.

Based on previous research, the researcher wants to try to find other solutions that are different from the research above. Based on literature searches and discussions with relatives, the author finally chose to use a learning model. In the learning process, a medium alone cannot assist students in obtaining learning with maximum results. The learning process should require a learning model or strategy. After getting to know various kinds of online learning media platforms, what is no less important is how to deliver/deliver material or content effectively. The online platforms that can be used are WhatsApp, Google Classroom, Zoom Meeting, Google Meeting, and so on. However, these are only media or tools to facilitate learning, not to determine the success of learning. While the quality of learning is still determined by how the teacher buys learning materials for students.

Students as individuals have diverse characteristics and learning styles so that teachers need to facilitate each student according to their learning styles (Rahman, 2020). One way is to use learning models that are attractive to students. In this article, the author tries to examine the implementation of the experiential learning model for use in students' thinking skills in writing narrative essays.

Experiential Learning Theory (ELT) is a theory developed by Kolb and underlies the experiential learning model. Experiential learning models provide several options to anticipate fundamental differences and see the learning process based on empirical epistemology (Kolb & Kolb, 2009a). Kolb & Kolb (2009b) states that "experiential learning is a process obtained through combining and integrating between constructing experiences and transforming experiences". The activity of constructing experiences can occur because these

students experience the event themselves through the senses or indirectly, namely in the form of symbolism (Silberman, 2014). According to Kolb, D (2014) there are four steps of implementing the experiential learning model, namely 1) Concrete experience, students start the learning process with concrete experiences experienced by students, 2) Observation and reflection, students reflect on these concrete experiences individually, 3) Formation of abstract concept and generalization, students understand and make a conclusion from the results of reflection into a theory about what they have observed, and 4) Testing implementation, students apply the learning results they have experienced by applying the concepts they have mastered. Through the experiential learning model, students' writing skills are expected to improve.

METHOD

This study uses qualitative research, which is research used to investigate, find, describe, and explain the quality or features of social influences that cannot be explained, measured, or described through a quantitative approach (Saryono, 2010). This study uses a descriptive method where the researcher tries to describe the application of the Experiential Learning model in learning narrative text writing skills to elementary school students. The subjects of this study were 31 V-B students of SDN Bedahan 01 Cibinong, Bogor. This research was conducted in September 2020. The research was conducted in September 2020. The research instrument used to observe students' narrative text writing skills was the student's narrative essay writing test sheet. The data collected in this study were in the form of quantitative data in the form of students' writing scores and then analyzed and described from each indicator.

RESULTS AND DISCUSSION

The Result of Narrative Writing Skills

Based on table 1, the researcher concluded that the narrative essay writing skills of grade V elementary school students at the pre-test were not optimal, so action was needed. The action that will be taken is by



applying the experiential learning model. The implementation of the experiential learning model is expected to improve students' narrative essay writing skills. After implementing the pre-action, at the next

meeting the researcher researched the implementation of the experiential learning model as an effort to improve the narrative essay writing skills of elementary school students.

Table 1. Narrative Writing Skills Scores

Indicators	Pre-Test	Post Test
Idea	71	92
Sentences	63	91
Suitability of content	53	87
Diction	46	77
Grammar	47	73
Average Score	53	80

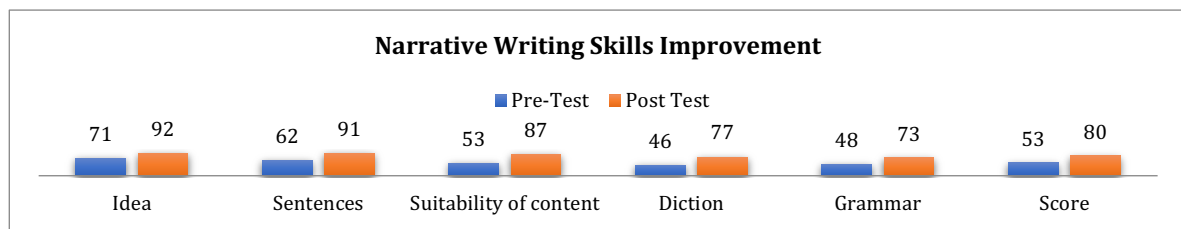


Figure 1. Narrative Writing Skills Improvement

The Learning Process through Experiential Learning

The learning steps by applying the experiential learning model consist of four main steps.

The first step is concrete experience or real experience. To make it easier for students to express ideas in their writing, at this step the teacher creates a pleasant learning experience and involves students in their activities. Various activities in learning are developed by the teacher at this step. To help students remember and concrete their experiences, the teacher shows a video to stimulate students. besides that, the teacher also shows some pictures that can remind students of the experience. in this study, the theme determined by the teacher was caring for pets. So, the teacher shows a video about how to care for pets. The teacher also showed several pictures of caring for pets such as cats, birds, fish, chickens, and others. This activity is expected to help students remember the experiences they have had before. This is by the opinion of Majid (2013) that activities depart from formal and informal experiences that have been

experienced before or have never been experienced in realistic situations.

The second step is reflection observation or observation reflection. At this step, the teacher reflects on student experiences by providing opportunities for students to retell their experiences. The teacher provides an understanding to students that every activity or event that is practiced or carried out is an experience. At this step, students then begin to reflect on their experiences by writing down what animals they keep, how to care for them, and what important events or events have happened while raising animals. Then students tell their friends. However, because it is currently in the covid-19 pandemic, students can tell it to their parents, siblings, siblings, or other families at home. Through this activity, students can connect the knowledge they already have with new knowledge. This is by the opinion of Ginting (2013) that reflection activities can help students make connections between activities that have been carried out with new experiences.

The third step is the abstract conceptualization. At this step, the teacher presents a narrative text with the same



theme as the student's assignment. At this step, the teacher asks students to identify ideas or events and sentence structures that exist in the text. This aims to make it easier for students to write their essays later. After that, from several events or experiences that students have experienced, students write three sentences in one paragraph by paying attention to the choice of words or diction. Furthermore, the teacher provides information about aspects that need to be considered by students in the essay. In this process, students begin to conceptualize a theory or model from the experiences gained and integrate it with previous experiences (Manolis, Burns, & Chinta, 2013).

The fourth step is active experimentation. In this step, students apply their experiences to new situations, namely in writing them down in a text. At this step, the students rewrite the sentences that they have previously made into a complete paragraph. Then the three paragraphs are combined into a complete narrative text. Students also determine the appropriate title for their essay. Besides, students must also pay attention to spelling and punctuation in writing narrative text. After finishing writing the narrative text, students are asked to make edits or double-check their work. In this step, a meaningful process occurs because the experiences that students have previously obtained are applied in new situations (Kolb, 2014, p.154).

The experiential learning model provides opportunities for students to carry out learning activities actively and effectively. The experiential learning model provides a series of learning conditions and situations in the form of direct and real experiential involvement designed by the teacher (Humphrey, 2014). The experiential learning model directs students to get more and more effective experiences through direct and personal involvement. The experiential learning model is in line with Dewey's view regarding the meaning of learning. According to Dewey, learning is a process of doing, reacting, discovering, and experiencing. Students get learning outcomes based on the activities that have been carried out (Bower, 2014). Besides,

Dewey also explained that true education takes place through educational experiences. The experiences that students have experienced have an important role in forming cognitive knowledge in students' minds.

The Result of Students Narrative Writing Skills

The results of the students 'pre-test and post-test narrative essay writing skills scores were then compared to see the improvement in students' narrative essay writing skills from before being given treatment to applying the experiential learning model. After being calculated and compared, the researcher concludes that the students' narrative essay writing skills have improved. This can be seen from each indicator value used as well as the overall average value. It should be noted that the indicators of writing essays used are writing down ideas or ideas, the number of sentences, the suitability of story content, diction or choice of words, and spelling. The following is the description of the improvement in narrative essay writing skills for each indicator. The indicators used in assessing the results of students' narrative text in this study included main ideas or ideas, number of sentences, the suitability of the content, choice of words or diction, and spelling. The pre-test score is the value of the student's narrative text writing skills before learning with the experiential learning model, while the post-test is the student's post-test score after being given learning with the experiential learning model.

The results on the indicators of writing down the main idea or idea obtained an average pre-test score of 71 and an average post-test of 92. Previously, the average student was only able to write one to two ideas or ideas. After applying the experiential learning model, the average student can write down at least three ideas or ideas. This is because students use their own real experiences to look for ideas in their writing. On the number of sentence indicators, students must write at least three sentences in one paragraph. The score of writing the number of sentences in the pre-test was 63 and, in the post-test, it increased to 91. In the number of sentences



in the pre-test, students were only able to write four to five sentences out of the nine sentences that should have been made. Meanwhile, the students' post-test scores were able to make an average of eight sentences. Previously, students did not understand how to develop developer sentences from an idea, but after being given treatment students were able to develop more developer sentences from the ideas or ideas that were made. Furthermore, on the content suitability indicator, the average pre-test score of students was 53, while in the post-test it increased to 87. At the first meeting or pre-test, students had not used their own experiences in writing narrative text so that many texts were not by the theme specified. Some even don't fit the theme. After applying the experiential learning model, the suitability of the story content with the specified theme is better than before. The story is also more coherent than before.

The average pre-test score of students on the indicator of word choice or diction was 46, while the post-test score is increased to 73. The choice of words or diction at the first meeting or pre-test was still very minimal. There is still a lot of repetition of words and conjunctions that are not quite right. Some students abbreviated words in their narrative text. After being given action or treatment the students' choice of words or diction was better. There are more variations in the words. No words have been abbreviated. The conjunction is also correct. The average value of spelling Spelling at the first meeting still found many errors such as capital letters, punctuation commas, and periods. After being given treatment at the second meeting the students' spelling was better. Students have used capital letters in the first word at the beginning of the sentence. Students have used a period at the end of the sentence. Students have also used commas correctly. This is also because the students made the final edits of the narrative text. The results showed that the experiential learning model could improve the narrative essay writing skills of elementary school students. Students' writing skills improve in each indicator which consists of ideas or ideals, number of sentences, the suitability of

content, diction or choice of words, and spelling. Researchers familiarize students with writing a minimum of three sentences in one paragraph. Then it is copied again into a complete narrative essay. At the first meeting or pre-test, students' writing still looked confused because they had difficulty writing about their experiences. At the next meeting, students began to be enthusiastic about writing about their experiences. The results of the students' writing have formed an essay compared to previous meetings and are more varied. This increase shows that experience is an important component in writing.

CONCLUSION

Writing skills are one of the language skills that every student needs to have. Writing skills in grade V elementary school students can be trained by making narrative essays. This study aims to describe the learning process of narrative essay writing skills through the experiential learning model. Through the experiential learning model, students' real experiences consisting of several events will be reflected and become ideas from the students' writing itself. The step for the model consists of four steps, namely Concrete the Experience (gaining experience or recalling experiences that you have), Reflection observation (reflecting on experiences), Abstract conceptualization (making an essay framework), and Active experimentation (writing a narrative essay). These steps make it easier for students to develop it into a complete composition. Through writing, students can practice their writing skills to be better, express ideas and ideas and develop them into several paragraphs, and also train students to write using correct and correct spelling and diction. The results showed that the experiential learning model was able to improve students' narrative text writing skills. For further research, the researcher suggests that students' creative thinking abilities should also be investigated. In writing narrative essays, especially fictional texts, students' creative thinking skills are needed because writing requires high imagination. However, further research is needed to prove it.



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