CHAPTER I
INTRODUCTION
This part presents some aspects of research paper: 1) The purpose of the research, 2) The advantages of research, and 3) The use of experiential learning technique to write procedural texts.

A. Background of Study
Writing is one of the four language skills that should be placed at students’ priorities in their daily activities. It is also the most important skill for English students especially in academic context since students need to comprehend and deal with all writing aspects and difficulties. Pollar (2008:49) says, “Writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking”. According to Tarigan (2008:22), writing is very important for the students since it can facilitate the student to think critically and make them enjoyable to increase their perception, to solve the problem, and to arrange the experiments. Thus, writing has important role to practice both language and thinking skills.

In addition, written language is a highly complex form of communication. It is both skill and a means of self expression. Writing is not easy; moreover for new learners of English, it is important to note that writing is a process, not a product (Oshima & Hogue, 1999:314). They also say that there are four main stages in the writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They are the
important process of writing, but students still have problems in categories of writing, such as content – is the argument good or not?, organization of the work, grammar, spelling, and punctuation (Pollard, 2008). In short, some students are still difficulty using correct grammar in their writing as well as organizing their ideas.

Basically, teaching English in Junior High School First Grade is based on types of texts, such as narrative, descriptive, procedure, etc. It means that students should be familiar with these texts both oral and written modes.

One of the genres that must be acquired by students is procedural text. The text gives instruction for doing something (Anderson, 2003:50), further it says that procedural text is a text that gives some clues of how to do something through a series of actions (Wardiman, 2008:134). So, procedural text is used to tell the reader how to do or to make something.

Procedural text is a text that is often used in daily life. So, it is not difficult to study, but students sometimes feel bored with their teacher’s technique in teaching. It influences their understanding about the lesson, so the teacher needs a best technique to teach it. Experiential learning offers to prove, a wonderful motivation for students to write the procedural text by themselves. Eyring (1991) on Brown’s book stated, "Experiential Learning is giving students concrete experiences through which they discover language principles by trial and error, by processing feedback, by building hypotheses about language, and by revising these assumptions in order to become fluent". According to Brown (2000:238), in experiential learning
“The learner is directly 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 realities but never comes in contact with them as part of learning process. It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it”.

To develop students writing skill, an appropriate technique should be selected. By using the selected technique, the students can express their ideas smoothly, one of the techniques to develop student writing is experiential learning technique.

The technique is believed to have some positive points: (1) Raising the awareness of self-confidence, (2) Improving communication skills, planning and problem solving, (3) Enhancing their ability to deal with a bad situation, (4) Developing confidence among fellow group members, (5) Promoting the spirit of cooperation and the ability to compromise, (6) Developing the commitment and responsibility, (7) Developing the willingness to give and receive help, and (8) Developing dexterity, physical ability and coordination (Arjanto, 2012). So, this technique is potentially affective to teach procedural text since the students are active and engaged in do their learning task.

From the above phenomena, the research focuses on carrying out research under a title: **THE USE OF EXPERIENTIAL LEARNING TECHNIQUE TO DEVELOP STUDENTS’ ABILITY TO WRITE PROCEDURAL TEXTS.** *(As Experimental Study at First Grade of MTs AL-FAUZIYAH Bunisari Lebak Bandung Barat)*
B. The Research Questions

This research concentrates to solve the following three questions:

1. What is the students’ ability in writing procedural texts by using experiential learning technique?
2. What is the students’ ability in writing procedural texts using conventional way?
3. How significant is the difference between students’ ability in writing procedural texts taught by using experiential learning technique and using conventional way?

C. The Purpose of Research

Based on the questions formulated above, the purposes of the study are:

1. To find out the students’ ability in writing procedural texts taught using experiential learning technique.
2. To find out the students’ ability in writing procedural texts taught using Conventional Way.
3. To find out a significant difference between students’ ability in writing procedural texts taught using experiential learning technique and using conventional way.

D. Significance of Research

This research is expected to give some contributions to anyone who reads and relates to this research. This research significance is divided in two points as follows:
1. **Theoretical Significance**

   The result of this research is expected to be able to use as references for anyone who want to write procedural text using experiential learning.

2. **Practical Significance**

   It is expected that the research are able to:
   
   a. Give information to teachers that experiential learning technique can be used to help their students’ ability to write procedural texts.
   b. Solve the problem by giving the best solution in teaching writing procedural texts.
   c. Give some accurate information for designing materials in teaching writing procedural texts.
   d. Give valuable experience for the researcher to develop English knowledge, especially in writing procedural text using experiential learning.

E. **Rationale**

   Writing is a process of delivering ideas through a written text or translating what is on mind through written language (Nasution, 2009:113). The definition above can be spelled out as: writer (the deliver of a massage) write a written text (a message) and the written text are read by a reader (the receiver of message). Meyers (2005) supports, “Writing is a way to produce language you do naturally when you speak”. According to (Anonymous#1), “Writing is the act or art of forming letters and
characters on paper, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs.” From those definitions, it can be concluded that writing is speaking to others on paper or on a computer screen and writing also an action or a process discovering and organizing our ideas, putting them on a paper or computer screen.

Writing procedural text is a part of writing activities that should be mastered by students. The statement of Anderson (2003:50) says, “Procedural text is piece of text that gives us instructions for doing something”. According to Wardiman (2008:134), procedural text is a text that gives some clues of how to do something through a series of actions. Anderson (2003:138) explains about characteristic of procedural text as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristic</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language Function</td>
<td>Did you come here yesterday? I came here yesterday.</td>
</tr>
<tr>
<td></td>
<td>Asking and giving facts</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Genre of Text: Procedure</td>
<td>First, make sure the car is in neutral. Now, start the engine. Put your foot on the clutch. Press it down, but don’t put your other foot on the accelerator yet.</td>
</tr>
<tr>
<td></td>
<td>Social function: To describe how something is accomplished through a sequence of actions or steps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generic structure:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Materials (not required for all procedural texts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Steps (i.e., goal followed by a series of steps oriented to achieving the goal)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Grammar : Adverb</td>
<td>Elia is a very beautiful girl. We go to Jakarta by train. Putri will meet her parents</td>
</tr>
</tbody>
</table>
To develop students writing skill, teachers should improve their skill in choosing an appropriate teaching learning well. Then, they must have special technique so that the students can express their ideas smoothly. One of the techniques to develop students’ writing is experiential learning technique.

An experiential learning technique is one of techniques that are possible to facilitate students to create procedural texts. Students who are learning the English language can benefit from a variety of learning modalities. For example, the learner can have the opportunity to learn through experiential learning, increasing the student's learning experience.

Arend (2012:363) states that,

“Experiential learning is based upon three assumptions that you learn bet when you are personally involve in the learning experience, that knowledge has to discovered by yourself if it is to mean anything to you or make difference in your behavior, and that commitment to learning is highest when you are free to set your own learning goals, and actively pursue then within a given framework”.

Eyring (1991) on Brown's book mention, “Experiential Learning is giving students concrete experiences through which they discover language principles by trial and error, by processing feedback, by building hypotheses about language, and by revising these assumptions in order to become fluent”. According to Brown (2000:238), in experiential learning
“The learner is directly 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 realities but never comes in contact with them as part of learning process. It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it”.

Beaudin (1995) presents a process of experiential learning as a series of stages in the process of developing and implementing an experiential learning activity:

a. Planning—Getting Ready to Start
b. Involvement—Getting Started
c. Internalization—Learning by Doing
d. Reflection—Making Meaning
e. Generalization—Making Connections
f. Application—Transfer of Learning
g. Follow-up—Assessment & Planning

Based on the explanation above, this research is carried out two groups, and MTs AL-FAUZIYAH Bunisari Lebak Bandung Barat is as sample to be investigated. The first group is as an experiment group that is given treatment “the students are taught writing down a procedural text by experiential learning technique”. The second one is chosen as control group that is not given treatment “The students are not taught writing down by experiential learning technique”. The experiment group is as “X” and control group is as “Y” variable. To be clearer, the process of this experiment is as follows:
F. Hypotheses

Based on Sugiyono (2008: 96), hypothesis is tentative answer or assumption toward either research question or research problem identification. It means that answers given to hypothesis is just based on relevant theory. Furthermore, hypothesis is not based on empirical data yet through collecting data.

Moreover Arikunto (2002: 66) says, “A hypothesis is divided into two kinds. The first, it is work hypothesis (Ha) that shows relationship or
comparison between X and Y variables. The second, it is nol hypothesis (Ho) that shows there is not relationship or comparison between X and Y variables”.

According to explains above, this research hypothesis can be formulated as follows:

1. **H₀** (nol hypothesis) accepted, if ρ = 0. It means there is no significant influence of using experiential learning technique on writing procedural text.

2. **Hₐ** (alternative hypothesis) accepted, if ρ ≠ 0. It means there is significant influence of using experiential learning technique on writing procedural text.

G. **Research Procedure**

The procedure of this research is as follows:

1. **Determining Location**

   a. **Research Location**

      The location of this research is MTs AL-FAUZIYAH Bunisari Lebak Bandung Barat. This location is chosen because one of the schools is in strategy area that is on Jl. Bunisari Kulon 51/166, Gadobangkong, Ngamprah 40552, Bandung and according to my observation that the students have low competency in writing ability especially in writing procedural text.

   b. **Population and Sample**
The statement of Arikunto (2010:173) says, “A population is a set or collection of all elements processing one or more attributes of interest”. This research takes MTs AL-FAUZIYAH Bunisari Lebak Bandung Barat to be population of study. This research will limit population; the data are taken only from MTs AL-FAUZIYAH Bunisari Lebak Bandung Barat.

Arikunto’s explanation (2006:134), if the population is less than 100, it is better the use of all, so research is called population research. If the population is large, it can be taken between 10-15% or 20-25% or more based on the researcher ability concerning time, available, financial, etc.

It means that if the subject of study is less than 100, it will be better if we take all subjects as sample, but if subject is more than 100, it will be better to take only 10-15% or 20-25%.

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Control</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

2. Preparation

a. Determining Research Methodology
The good method of the research will be suitable with the purpose of research being investigation. Here, experimental method is used to collect data in such a way that reliability and validity of the research. The true experiment has pre-test and post-test, experimental and control groups, and random assignment of the subject. A special treatment is given to the experimental group for certain time but not for the control group.

b. Determining Experimental Design

The experimental will be divided into three steps, they are pre-test, treatment, and post-test are given in writing ability to write procedural text. It is expected for knowing the implementation of teaching English using experiential learning technique to develop students’ ability to write procedural text. Therefore, this method will give contribution to teach writing ability to write procedural texts in Junior High School.

3. Technique of Data Collection

The way to collect data is test. According to Jihad (2009:67), data is used to measure how the students master the subject/lesson which has been delivery especially in knowledge and skill aspect. It means that the test is needed to measure students’ ability.

Written test will be applied in two parts, pre-test and post-test. It is intended to measure the students’ ability in writing down a procedural text before and after teaching learning process. It is also an instrument tool.
Both experiment and control group will be given 60 minutes to answer essay questions type.

Pre-test is expected to know the students’ ability between variable before they are given the treatment. The implementation of pre-test is conducted in the class.

The implementation of post-test is in order to know the influence of Experiential learning technique on students’ ability to write procedural text after they have obtain an experiment.

4. Process Experimental Study

a. Pre-Test

It is intended to know the homogeneity of the students’ ability to write procedural texts between two variables before they are given the treatment. The implementation of pre-test is conducted in the class.

The pre-test that will be given is essay of procedural texts test.

b. Applying The Teaching Learning Process

Teaching learning process will be conducted in the classroom especially in experimental class using Experiential learning technique to teach students’ ability to write procedural texts, while in control class using conventional way to teach students’ ability to write procedural texts. It will be five meetings in each class in other to know the students’ difficulties, the problem during teaching learning process, and to know significance improvement of students’ ability to write procedural texts.
c. Post-Test

It is purposed to know influence of experiential learning technique on students’ ability to write procedural texts. The implementation of post-test is conducted in the class. The material of the test in post-test will be given to the students after they have obtained an experiment, and the post-test will be given is essay of procedural texts test.

<table>
<thead>
<tr>
<th>No</th>
<th>Collecting Data</th>
<th>Activity</th>
<th>Material</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st Meeting</td>
<td>Collecting data based SMP PGRI 408 Cileunyi</td>
<td>Observation</td>
<td>Headmaster, Teacher, Student, and All Staff</td>
</tr>
<tr>
<td>2</td>
<td>2nd Meeting</td>
<td>Pre-Test</td>
<td>Easy test</td>
<td>Student</td>
</tr>
<tr>
<td>3</td>
<td>3rd Meeting</td>
<td>The process of teaching</td>
<td>The text of procedural text</td>
<td>Student</td>
</tr>
<tr>
<td>4</td>
<td>4th Meeting</td>
<td>The process of teaching</td>
<td>Generic structure</td>
<td>Student</td>
</tr>
<tr>
<td>5</td>
<td>5th Meeting</td>
<td>The process of teaching</td>
<td>Language feature</td>
<td>Student</td>
</tr>
<tr>
<td>6</td>
<td>6th Meeting</td>
<td>Post-Test</td>
<td>Easy Test</td>
<td>student</td>
</tr>
</tbody>
</table>
H. Data Analysis

The research uses data analysis of test and variable X and Y separated using following step:

1. Determining normality

Making the distribution table of frequency, with procedure:

a. Looking for the range (R)

\[ R = (X_{\text{max}} - X_{\text{min}}) \]  
(Subana, 2000: 38)

NOTE:

\( X_{\text{max}} \) = the higher score
\( X_{\text{min}} \) = the lower score

b. Looking for the class interval (K)

\[ K = 1 + 3,3 \log n \]  
(Subana, 2000: 39)

NOTE:

\( n \) = frequency

3,3 = constant number

c. Looking for the length of class interval (P)
\[ P = \frac{R}{K} \]  
(Subana, 2000: 40)

NOTE:

R = range

K = class interval

d. Making distribution table of frequency

<table>
<thead>
<tr>
<th>Score</th>
<th>( f_i )</th>
<th>( X_i )</th>
<th>( f_iX_i )</th>
<th>( X_i - \bar{X} )</th>
<th>( (X_i - \bar{X})^2 )</th>
<th>( f_i (X_i - \bar{X})^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \sum )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Subana, 2000: 100)

e. Determining mean (\( \bar{X} \))

\[
X^2 = \sum \frac{f_i(X_i - \bar{X})^2}{n-1}
\]
(Subana, 2000: 87)

NOTE:

\( S = \) Standard Deviation

\( X_i = 1^{st} Score \)

Making distribution of observation and expectation frequency by using the table as follows:
Table 1.6
The Distribution of Observation and Expectation Frequency

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Class Limit (CL)</th>
<th>$Z_{count}$</th>
<th>$Z_{table}$</th>
<th>$O_i$</th>
<th>$E_i$</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
</table>

$\sum$ (Subana, 2010: 125)

f. Determining chi square count ($X^2$ Count)

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$ (Subana, 20000: 170)

NOTE:

$X_i = $ Observation frequency

$E_i = $ Expectation frequency

g. Determining degree of freedom (df)

$$df = F - 3$$

NOTE:

$K = $ Interval class

$3 = $ Constant nominal

h. Determining Chi square table

$X^2$ Table with significance 1 %

i. Determining normality distribution

- Data is normal if $X^2$ count table smaller than $X^2$ table
• Data is abnormal if $X^2$ count is higher than $X^2$ table

2. Testing homogeneities of two variants

a. Determining score $F$ ($F_{score}$)

$$F = \frac{s_1^2}{s_2^2}$$

(Subana, 2000:171)

b. Determining degree of freedom ($df$) of data

$$df_1 = n_1 - 1$$
$$df_2 = n_2 - 1$$

c. Determining table $F$ ($F_{table}$) with the significance level 5 %

$$F_{table} = F_{(\alpha), (df_1, df_2)}$$

d. Determining homogeneities of data

It is called homogeneous if $F_{table} > F_{count}$

3. Testing correlation analysis by using $t$-test formula.

a. Looking for grouping standard deviation ($dsg$)

$$Dsg = \sqrt{\frac{(n_1-1)V_2 + (n_2-1)V_1}{n_1 + n_2 - 2}}$$

NOTE:

$n_1 = \text{totally data of group one}$

$n_2 = \text{totally data of group two}$

$V_1 = \text{data variant of group one (sd1)}^2$

$V_2 = \text{data variant of group two (sd1)}^2$

b. Determining $t$ count ($t_{count}$)
\[ t = \frac{X_1 - X_2}{s_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

c. Determining degree of validity (db)

\[ db = n_1 + n_2 - 2 \]  
(Subana, 2000: 172)

d. Determining t table (t_{table})

\[ t_{table} = t_{(1-\alpha)(db)} \]  
(Subana, 2000: 172)

e. Testing hypothesis

**Ho accepted, if** \( t_{count} < t_{table} \)  
(Subana, 2000: 146)

**Ha accepted, if** \( t_{count} > t_{table} \)