

# Experiential Learning Model based on Creative Thinking in Learning to Write Narrative Texts

Fahrurrozi<sup>1</sup>, Ratna Sari Dewi<sup>2</sup>, Reza Rachmadtullah<sup>3</sup>

<sup>1</sup> Jakarta State University. Indonesia

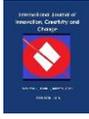
<sup>2</sup> Syarif Hidayatullah State Islamic University. Indonesia

<sup>3</sup> PGRI Adi Buana University Surabaya.Indonesia

Email: fahrurrozi@unj.ac.id, reza@unipasby.ac.id

Writing narrative text is a form of discourse that attempts to narrate an event so that it seems as if the reader sees or experiences himself. This study aims to decide whether there is an influence of the use of experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. This study uses an experimental study consisting of a one-group pretest-posttest research design. This type of research is a quasi-experimental study. The selection of this sample uses a random sampling technique, which is a sampling technique where all people in the population, either individually or together, are given the same opportunity to be selected as sample members. The results of this study prove that there is an influence and effective use of experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. So, this learning model can be recommended as an effective learning model for educators in teaching narrative text writing skills.

**Keywords:** *Experiential learning model, creative thinking, writing narrative text, primary school*



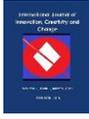
## INTRODUCTION

Within Indonesian Language Education learning activities, especially in elementary schools, writing narrative text is a concocting activity (Kurniaman, et. al. 2018). The result of narrative text activities is a form of writing that expresses the thoughts and feelings of writing or the author in a unified whole (Martin, et. al. 2018). To write something interesting, we need to manage the ability to think creatively. Narrative text can achieve this, but we must first define what is a narrative text (Cannella-Malone, et. al., 2015). Narrative text is a group of sentences containing some relevant information about an idea. A good narrative text is usually focussed on a one sentence topic (Pinto, et. al. 2016). When we have a clue to start writing, we can finish the narrative text successfully. A topic sentence will help us to choose relevant information.

Writing narrative text is a form of discourse that seeks to clearly describe to the reader an event that has occurred (Joyce, 2000). Writing narrative text is an essay that attempts to narrate an event so that it appears as if the reader sees or experiences the event himself (Sloan, et. al., 2015). However, in reality, the interest in writing in elementary school students in Indonesia is still not optimal, evident from the PISA research data from the Program for International Student Assessment initiated by the OECD (Organization for Economic Cooperation and Development), which states that the level of Indonesian literacy in 2015 is still at the top ten ranks, positioned in 62<sup>nd</sup> out of 72 countries with an average score of 395 [7]. The interest factor develops from the three aspects of literacy, reading and writing. Even though interest in reading has a relationship to writing — if a student is diligent in reading — then the student is also more capable and easily able to write. This is because writing skills have a very important role in life. Besides being able to support the success of one's life, it can also involve one in the current global competition. In the era of globalisation, all information is presented instantly with a variety of media, including print media. Through written works, one can actualise themselves and take part in the progress of the times (OECD, 2015).

Based on the description above it can be concluded that writing skills have a very important position in the world of education, especially in learning Indonesian Language and Literature. Therefore, efforts are needed to improve writing skills. Writing skills must be nurtured and mastered early on as one of the language skills. To improve writing skills, it is necessary to go through continuous training to develop writing well. Therefore, one must master the basic skills in writing, namely those related to word choice, sentence effectiveness, and reasoning (Little, et. al. 2018).

Writing activity is indeed not easy, because many people consider writing activities as a heavy burden. This assumption arises because writing activities require a lot of energy, time,



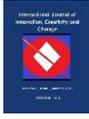
and earnest attention (Zulela, et. al. 2017). In all the curricula that have been implemented, the nature of Indonesian language learning activities is directed to improve students' ability to communicate with language and literature properly and correctly, and both orally and in writing (Wicaksana, et. al., 2019).

Writing is a language activity that plays an important role in the dynamics of human civilisation. By writing, people can communicate, express ideas both from within and outside themselves, and are able to enrich their experiences (Graham, et. al. 2019). Through writing activities, people can also benefit from their development. Writing skills are mechanistic skills. Writing skills may not be mastered only through theory alone but can be implemented through regular practice to produce well-structured writing (Giuliano, et. al., 2019). The clarity of writing organisation depends on the way of thinking, the proper arrangement, and the structure of good sentences. Writing skills are the last in the language learning process after listening, speaking and reading skills. Among the four language skills, writing skills are the most difficult to master. That is because writing skills require mastery of various elements of language and outside the language itself, which will be the contents of the essay (Rachmadtullah, 2019). Writing skills are usually associated with writing learning. Writing and composing exercises in teaching the Indonesian language can accustom students to applying linguistic knowledge, such as grammar, vocabulary, language style, spelling, and so on (Fallahi, et. al. 2006).

Writing skills possessed by a person are obtained by intensive practice. The ability to write is not a skill passed down from generation to generation but is the result of a process of learning and perseverance in practice (Wijekumar, 2019). To have writing skills, it is not enough to learn knowledge about the theory of writing or just to recite the definitions contained in the field of writing, but the process of practice is needed continuously (Rousseau & Bottge, 1983). Therefore, guidance on language abilities and skills should be undertaken programmatically and writing narrative text skills is needed.

Creative learning is a learning process that requires teachers as educators to be able to motivate and bring out the creativity of students during the learning process, using various methods and strategies, for example group work, problem solving and so on. Creative learning requires lecturers to be able to stimulate students to bring up creativity, both in the context of creative thinking and in the context of creatively doing something.

In addition to the need for creative learning, it also requires learning methods that support students so they can learn to write narrative texts. One of the leading methods is applying experiential learning, which is a holistic model of the learning process in which humans learn, grow and develop. The mention of the term experiential learning is done to emphasise that experience plays an important role in the learning process and distinguishes it from other



learning theories such as cognitive learning theory or behaviourism (Kolb, 1984). Experiential learning has different meanings but refers to one thought. According to the Association for Experiential Education (AEE), experiential learning is a philosophy and methodology where educators are directly involved in motivating students and reflection is focussed on increasing knowledge and developing skills. Experiential learning encourages students in their activities to think more, explore, ask questions, make decisions, and apply what they have learned.

Learning with experiential learning models began to be introduced in 1984 by David Kolb in his book entitled "Experiential Learning: experience as the source of learning and development". Experiential learning defines learning as "the process of how knowledge is created through changing forms of experience. Knowledge results from a combination of understanding and transforming experience" (Kolb 1984). The idea eventually had a very broad impact on the design and development of lifelong learning models. In its current development, there is a mushrooming of training and education institutions that use experiential learning as the main method of learning, even to the core curriculum.

Experiential learning is a learning process, a process of change that uses experience as a medium of learning. Experiential learning is achieved through reflection and a process of making meaning from direct experience. Experiential learning focusses on the learning process for each individual (Kolb, 1984). Experiential learning is a student-centred approach that starts with the rationale that people learn best from experience (Botelho, et. al. 2016). Further, for a learning experience to be truly effective, it must use the entire learning wheel, from setting goals, conducting observations and experiments, checking back, and planning actions (Reynolds, 2009). When this process has been passed, it allows students to learn new skills, new attitudes or even new ways of thinking.

Experiential learning is a form of intentional unintentional (unconscious awareness). For example, when students are confronted with a spider web game. The task of the group is to cross the net that fits into our body, but no one can touch the net. Assignments given will not be done individually, because they have been created to be completed together. In order to achieve a good collaboration, communication between group members will emerge. Then naturally comes the person who has the potential to become an initiator, leader, communicator, or other characters. The concept of experiential learning theory (ELT), which later became the basis of experiential learning models, was developed by David Kolb around the early 1980s (Dernova, 2015; Shuttenberg & Poppenhagen, 1980). This model emphasises a holistic learning model in the learning process. In experiential learning, experience has a central role in the learning process. It is this emphasis that distinguishes ELT from other learning theories. The term 'experiential' is here to distinguish between cognitive learning theories which tend to emphasise cognition more than the affective and behaviour learning



theories that eliminate the role of subjective experiences in the learning process (Kolb, 1984; Botelho, et. al. 2016).

The Experiential Learning Model is a model of a teaching and learning process that activates learners to build knowledge and skills through direct experience (Girvan, et. al. 2016; Moon, 2013). In this case, experiential learning uses experience as a catalyst to help learners develop their capacity and abilities in the learning process (Reynolds, 1979). Experiential learning can be defined as an action to achieve something based on experiences that continually experience changes in order to increase the effectiveness of the learning outcomes themselves (Brown, et. al. 2018).

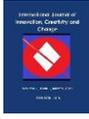
The experiential learning model gives students the opportunity to decide what experiences they focus on, what skills they want to develop, and how they conceptualise the experience they experience (Tomkins & Ulus, 2016). This is different from the traditional learning approach where students become passive listeners and only the teacher controls the learning process without involving students.

Based on the description above, we need a study that aims to identify how effective the experiential learning model is based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. Research has the theoretical benefit of being able to provide new knowledge to teachers with experiential learning models that can be used in Indonesian language learning activities in elementary schools.

## **METHOD**

This study used an experimental study using a one-group pretest-posttest research design. This type of research is a quasi-experimental research. This study does not use a comparison class but has used a preliminary test so the effectiveness or effect of the experiential learning model can be known with certainty. In this study, the research subjects were first given a pretest (pretest) to determine the extent of the students' initial abilities before being provided with learning opportunities to write narrative texts using the experiential learning model. After being given a preliminary test, the students are given treatment, namely learning to write a narrative text using the experiential learning model. After completing these learning activities, all students are given a final test (posttest) to determine the extent of the influence of the experiential learning model based on creative thinking in learning to write narrative texts for elementary school students in Indonesia.

### **Research subject**



The population in this study were South Tangerang elementary school students, while the samples in this study were 100 elementary school students in South Tangerang, South Indonesia. This sample selection uses a random sampling technique, which is a sampling technique where all individuals in the population, either individually or together, are given the same opportunity to be selected as sample members. The method of sampling is by drawing, which is to take a sample by giving an opportunity to each individual to become a member of the sample.

### **Research Analysis Procedures and Techniques**

The procedures for carrying out this research include the design of determining the research sample to be used, and providing treatment in the form of the application of the Experiential Learning Model based on creative thinking in learning to write narrative texts for primary school students in Indonesia. Next, the data collection technique used is a test. This test is used to see how far students can use the knowledge they have built to solve problems. The instrument used in this study was a matter of tests including pre-test and post-test. The data analysis technique used is the descriptive statistics and t-test.

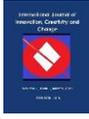
### **RESULTS**

Analysis in this study was to determine the effectiveness of using experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. The results of the study can be explained as follows (Table 1).

Based on the data obtained from the pre-test, it showed a minimum value of seven, a maximum value of 80, a mean value of 66.94, and a standard deviation of 7,816. Post-test descriptive data showed a minimum value of 65, a maximum value of 100, a mean value of 82.99, and a standard deviation of 6,821 (Table 2).

Based on the calculations in the table below, it shows the average before using the textbook read began at 66.94, and after a given treatment it increased to an average of 82.99. This means that there are descriptive differences in the average before and after the implementation of the experiential learning model based on creative thinking in learning to write narrative texts for elementary school students in Indonesia (Table 3).

In Table 4 are the obtained correlation coefficient score results of the read beginning before and after treatment by using a book to read the beginning of 0.155 with sig. numbers, or  $p\text{-value} = 0.000 \geq 0.05$  or insignificant.



In the table above was the obtained mean difference = -16 055, which means it gained score results after the narrative text writing and before using an experiential learning model based on creative thinking. Positive price means that after being treated using an experiential learning model based on creative thinking, the score of writing narrative text is higher than before being treated with an initial reading instrument. Furthermore, in this table is also the obtained mean error standard, which shows the standard error rate of the average difference. Further, the most important result of this table is the statistical value of  $t = -17,642$  with db 109 and a significant number. Or the p-value  $0,000 < 0.05$  or  $H_0$  is rejected. Thus, it can be concluded that there is a significant difference in results between before using experiential learning models based on creative thinking in learning to write narrative texts for elementary school students in Indonesia.

## DISCUSSION

Based on the research findings, it is suggested that there is an influence of the experiential learning model based on creative thinking in learning to write narrative texts for elementary school students in Indonesia. This is because in activities that use experiential learning models based on creative thinking, learning occurs as a process of how knowledge is created through changing forms of experience. Knowledge results from a combination of understanding and transforming experience (Kolb; 1984; Tomkins & Ulus, 2016). Experiential learning is a learning process, a process of change that uses experience as a medium of learning (Richards, 1997). Experiential learning is achieved through reflection and a process of making meaning from direct experience (Li & Armstrong, 2015). The successful use of experiential learning models based on creative thinking in learning to write narrative texts is seen from the success of students in making narrative text writings that are discourse that seeks to clearly describe to the reader an event that has occurred. In other words, writing narrative text tries to answer the question "what has happened". This essay form seeks to tell an event as if the reader can see and can experience the event. An important element in this narrative text is the act or action and the time series of events that took place.

The experiential learning model is a learning model that is expected to create a more meaningful learning process, where students experience what they are learning (Yeo & Marquardt, 2015). Through this model, students learn not only about mere material concepts, because students are directly involved in the learning process to be used as an experience. The results of experiential learning do not only emphasise cognitive aspects, but also, unlike behaviour theory, it explores the role of subjective experiences in the learning process. Knowledge created from this model is a combination of understanding and transforming experience (Alkan, 2016).

## CONCLUSION

Based on the findings of the research results and the discussion outlined above, this study can conclude that the use of experiential learning models based on creative thinking in learning to write narrative texts in primary school students in Indonesia gives a positive influence because this model is a learning activity that provides opportunities for students to apply the understanding of the material obtained to the narrative text writing skills, which require complex abilities. The abilities needed include the ability to think regularly and logically, the ability to express thoughts or ideas clearly by using effective language, and the ability to apply written rules well.

**Table 1. Descriptive Data**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-test	110	7	80	66.94	7.816
Post-test	110	65	100	82.99	6.821
Valid N (listwise)	110				

**Table 2. Pre-test and Post-test Test Results**

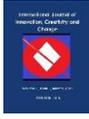
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Pair 1	Pre-test	66.94	110	7.816	.745
	Post-test	82.99	110	6.821	.650

**Table 3. Correlation**

		<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
Pair 1	Pre-test & Post-test	110	.155	.106

**Table 4. Paired Sample Correlations Results**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	- 16.055	9.545	.910	- 17.858	-14.251	- 17.64 2	109	.000

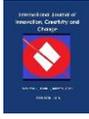


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