

The Effect of Using the Experiential Learning Model and Environmental Vocabulary Mastery on Poetry Writing Skills

Dedi Saputra¹, Vasmia S Damayanti², Yeti Mulyati³

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; dedisaputradhey@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; vismaia@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; yetimulyati@upi.edu

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ABSTRACT

This research aims to analyze students' abilities in writing poetry texts with vocabulary mastery in the environmental field influenced by the experiential learning model. This type of research uses quantitative methods and experimental design. Population 130 students. Sampling was done purposively by as many as 22 people using the sampling technique in class X MIPA I, the experimental class, and 22 people in class X MIPA 2, namely the control class. The results showed that the experimental class taught by the experiential learning model was better than the control class taught by conventional methods. This can be seen from the results of the t-test, meaning that there is a significant influence between the experiential learning model and students' ability to write poetry texts. Students' ability to write poetry texts and use experiential learning models with high environmental vocabulary mastery is better than those with conventional methods. The ability to write poetry texts of students with low environmental vocabulary mastery using the experiential learning model is better than that of students with low environmental vocabulary mastery using conventional methods. There is no interaction between the experiential learning model and environmental vocabulary mastery in influencing students' ability to write poetry texts.

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Corresponding Author:

Dedi Saputra

Universitas Pendidikan Indonesia, Bandung, Indonesia; dedisaputradhey@upi.edu

1. INTRODUCTION

Education is a crucial aspect of life that serves as a platform for developing language proficiency. Education can be acquired through either formal or informal means of learning. Learning successes serve as a tangible measure of education and knowledge in formal institutions like schools. The educational curriculum emphasises the acquisition and refinement of language proficiency through the mastery of four essential language skills: listening, speaking, reading, and writing (Apriyani, N., 2019). The four linguistic skills are essential and interconnected. The proficiency level attained in a particular skill will undeniably impact other language skills (Dewi, E., 2018). According to the 2013 curriculum for senior high school, students in class X will study many sorts of texts on the topic of the Indonesian language. These include observation reports, anecdotal texts, negotiation texts, and poetry texts. Poetry

text is the specific type of text that is instructed in the 2013 Curriculum. As to the 2013 curriculum, the study of poetry texts in class X takes place during the even semester.

The issue of writing proficiency has been extensively investigated by scholars in different nations, including Vietnam (Anh, D., T., 2019), Malaysia (Moses, R. & Mohamad, 2019), and Turkey (Ayranci, B. & Mete, 2017). These investigations have determined that, on the whole, students continue to have inadequate writing abilities. This phenomenon occurs due to various issues related to students, including insufficient command of vocabulary, lack of desire, limited interest in reading, utilisation of improper models or methodologies, and limited exposure to diverse media. Similarly, writing proficiency in Indonesia is comparatively deficient, characterised by apprehension towards initiating, structuring, and employing language (Subrata, I. et al., 2015). According to Putri, A. (2016) and Nuriyanti et al. (2019), various factors such as students, teachers, objectives, teaching materials, methods, media, and research on writing skills contribute to the problem of low writing skills.

Based on the results of the researcher's interview with the Indonesian language teacher for class X SMA Negeri 2 Ranah Pesisir, Pesisir Selatan district on February 10, 2022, namely Mrs. Fitri Pricilia, S.Pd. the following information is known: First, the KKM used in writing poetry texts was 75 and many students whose scores did not meet the minimum completeness criteria (KKM). Second, students practice less, so tests carried out by students get low scores, this is also due to students' lack of vocabulary mastery. Third, students do not understand poetry text learning material in terms of content, structure, and linguistic aspects. Fourth, teachers are less varied in the use of learning models and methods, so students tend to be sleepy and bored when learning takes place. Fifth, students are still lacking in mastery of vocabulary, use of spelling, and punctuation, which affects their skills in writing poetry texts.

In line with the background of the problem and the results of non-formal interviews with Indonesian language teachers for class X SMA Negeri 2 Ranah Pesisir, the authors identified three elements of learning problems in writing poetry text skills. First, students' understanding and knowledge of poetry texts are still experiencing difficulties. The difficulties encountered can be seen from the unclear results of writing poetry texts for students. Second, the lack of students' vocabulary repertoire makes it difficult for students to develop their writing when writing poetry texts. Third, there is a lack of ability in students to write poetry texts. This is due to the fact that students rarely practice writing poetry texts, so students have difficulty developing writing ideas. Fourth, the experiential learning model has never been used in learning poetry text-writing skills.

The writer identifies the problem boundaries in the research that are associated with the aforementioned problems, which pertain to students' proficiency in creating poetic texts. The authors specifically focus their research on the impact of experiential learning methods and vocabulary mastery in the environmental sector on the poetry text writing skills of class X students in Senior High School. This research was conducted to examine the impact of the experiential learning model and conventional methods on the poetry writing skills of class X students. The study aimed to describe and analyse how these two approaches influence the students' ability to write poetry. Additionally, the research aimed to provide a detailed description of the experiential learning model and conventional methods and their influence on the students' poetry writing skills. Senior High School pupils that possess advanced proficiency in environmental vocabulary in class X.

2. METHODS

This research falls under the category of quantitative research. This study is classified as quantitative research due to the utilisation of numerical data derived from measurements or assessments of poetry text authoring skills. This aligns with the viewpoint of Ahyar et al. (2020) that quantitative research necessitates the use of numerical data throughout the whole research process, including data collection, data interpretation, and presentation of findings. The research data were collected from the scores of the poetry text writing competence test administered to tenth-grade students at SMA Negeri 2 Pesisir. The statistical formulas were employed to analyse the outcomes of

the students' final test assessing their proficiency in negotiating text composition. The investigation was undertaken by partitioning the study group into two distinct groups. The initial group is the experimental group, which receives therapy utilising the experiential learning model. Conversely, the second group is the control group, where the learning process is conducted through the lecture approach.

The research employed a quasi-experimental method, which is so named because the experiments conducted did not fulfil one of the criteria necessary for a true experiment, namely the random assignment of research subjects. In experimental research, the selection of samples must be done randomly. The study did not employ randomization as the subjects were organised into natural classes, making it impossible to randomly assign them. Consequently, the two samples chosen needed to possess identical characteristics. The control group was ineffective in managing factors that influenced the development of poetry text-writing skills. This study employed a factorial design with a 2x2 configuration. The factorial design is the optimal approach for studying the impacts of several factors. This study examined the impact of employing experiential learning approaches and mastering language in the environmental domain on the proficiency of producing Shiva's poetry texts. The 2x2 factorial design necessitates the formation of four distinct groups. The primary objective of this design is to ascertain whether the impact of an experimental variable can be universally applied to all levels of a control variable. Presented below is a scheme for a factorial design with a 2x2 matrix.

Table 1. Research Design

No.	Mastery of vocabulary	environmental Learning methods	
		Model experiential learning	Method Conventional
1.	height (A ₁)	A ₁ B ₁	A ₂ B ₁
2.	Low (A ₂)	A ₁ B ₂	A ₂ B ₂

Source: (Ahyar et al., 2020).

description:

- A1B1 : The skills of writing poetry texts for students who have a high vocabulary mastery in the environmental field are taught using the experiential learning model.
- A2B1 : The skills of writing poetry texts for students who have high environmental vocabulary mastery are taught by conventional methods.
- A1B2 : The skills of writing poetry texts for students who have low environmental vocabulary mastery are taught using the experiential learning model.
- A2B2 : The skill of writing poetry texts of students who have low environmental vocabulary mastery is taught by conventional methods.

The population of this study was all class X students of SMA Negeri 2 Ranah Pesisir who were registered for the 2022/2023 academic year. The class X students were divided into five classes with a total of 130 people. The sample in this study comes from a homogeneous population so that it is representative or can represent the population. So, before selecting the sample, an average similarity test is carried out. A normality test and a variation homogeneity test were first carried out to determine the previous average similarity test. The sample in this study consisted of students of class X Mipa 1, the experimental class, and class X Mipa 2, the control class. Sampling was carried out using purposive sampling technique, namely sampling based on certain considerations and objectives, as well as based on certain characteristics or characteristics that were previously known. The researcher took a sample of class X because it was based on considerations, namely adjusting to the provisions contained in the SK and KD that writing poetry texts was included in Indonesian language lessons for class X.

This research was conducted at SMA N 2 Ranah Pesisir which is located on Jalan Lintas Sumatra, Ranah Pesisir District, Pesisir Selatan Regency. This research was conducted in the 2022/2023 academic year, even semester. The variables in this study consisted of three parts: First, the independent variables

(independent variables) are variables that cause changes in the dependent variable, namely the experiential learning model. Second, the dependent variable (dependent variable) is a variable that is influenced by the independent variable, namely the skill of writing poetry texts. Third, moderator variables are variables that strengthen the relationship between the independent and dependent variables. The moderator variable in this study was the level of environmental vocabulary mastery of the tenth grade students of SMA N 2 Ranah Pesisir. In general, the research procedure was divided into three stages, namely the preparation, implementation, and evaluation stages. Two instruments were used to collect data, namely objective sheets and performance tests. Questionnaire sheets were used to determine the level of students' learning motivation, while performance tests were used to measure the level of students' skills in writing poetry texts. Data collection techniques in this study used objective tests and performance tests. Objective tests are used to collect data on students' environmental vocabulary mastery. The performance test is used to collect data on students' skills in writing poetry texts.

3. FINDINGS AND DISCUSSION

3.1 Description of Vocabulary Data in the Field of Environment for Experiment Class and Control Class Students

The students' poetry writing skills as a whole in the experimental class and control class can be seen in the following table:

Table 2. Description of Vocabulary Mastery Data in the Field of Environment for Experimental Class Students

No.	Sample Code	Score	Mark	Description
1	15	38	95	
2	23	38	95	
3	21	37	92,5	Height
4	17	37	92,5	
5	01	37	92,5	
6	20	36	90	
7	16	36	90	
8	02	36	90	
9	19	35	87,5	
10	22	35	87,5	
11	18	34	85	
12	07	34	85	
13	24	33	82,5	
14	08	33	82,5	
15	04	33	82,5	
16	13	33	82,5	
17	05	32	80	
18	06	31	77,5	
19	12	30	75	
20	11	30	75	
21	03	29	72,5	Low
22	10	29	72,5	
23	09	28	70	
24	14	28	70	
Total		802	2005	
Average		33,42	83,54	

Based on data on the distribution of vocabulary mastery scores in the environmental field for the experimental class in table 7 above, 27% of the 24 respondents (Arikunto, 2008) namely 6 students, are at the top level, which means they have a high level of environmental vocabulary mastery with the

highest score of 38 and the lowest 36, and 6 students are at the bottom level, which means they have a low level of environmental vocabulary mastery with the highest score. 30 and the lowest 28.

Table 3. Distribution of Control Class Vocabulary Mastery Scores in the Environment Sector

No.	Sample code	Score	Mark	description
1	10	38	95	
2	01	37	92,5	
3	14	37	92,5	
4	17	37	92,5	heigh
5	09	36	90	
6	08	35	87,5	
7	18	35	87,5	
8	16	35	87,5	
9	15	35	87,5	
10	20	34	85	
11	07	34	85	
12	23	34	85	
13	11	33	82,5	
14	04	33	82,5	
15	12	32	80	
16	02	32	80	
17	19	32	80	
18	03	31	77,5	
19	13	30	75	
20	06	30	75	
21	05	30	75	
22	21	29	72,5	Low
23	24	28	70	
24	25	28	70	
25	22	28	70	
Total		823	2057,5	
Average		32,92	82,3	

Based on data on the distribution of vocabulary mastery scores in the environmental field for the experimental class in table 8 above, 27% of the 25 respondents Arikunto, 2008, h. 261, namely 7 students are at the top level, which means they have a high level of environmental vocabulary mastery with the highest score of 38 and the lowest 35, and 6 students are at the bottom level, which means they have a low level of environmental vocabulary mastery with the highest score. 30 and lowest 28.

Table 4. Data on Writing Skills Test Results for Poetry Texts Taught Using the Experiential Learning Model

No.	Score	Mark	Frequency	%
1	171	70,83	1	4,17
2	171,5	75,00	5	20,83
3	172	79,17	5	20,83
4	185	83,33	6	25
5	198	87,50	2	8,33
6	211	91,67	3	12,5
7	211,5	95,83	2	8,33

The value of the skill of writing poetry texts for class X MIPA 2 SMA Negeri 2 Ranah Pesisir, namely the class taught using the experiential learning model based on table 4 is as follows. First, students who scored 70.83 totaled 1 person. Second, students who scored 75.00 totaled 5 people. Third, there were 5 students who scored 79.17. Fourth, there were 6 students who scored 83.33. Fifth, there

were 2 students who scored 87.50. Sixth, there were 3 students who scored 91.67. Seventh, there were 2 students who scored 95.83.

Table 5. Data on Writing Skills Test Results for Poetry Texts Taught Using Conventional Methods

No.	Score	Mark	Frequency	%
1	145,40	66,67	2	8
2	171	70,83	4	16
3	159	75,00	6	24
4	172	79,17	5	20
5	185	83,33	2	8
6	198	87,50	4	16
7	198,50	91,67	2	8

The value of the skill of writing poetry texts for class X MIPA 1 SMA Negeri 2 Coastal Areas who were taught using conventional methods based on table 5, is as follows. First, there were 2 students who scored 66.67. Second, there were 4 students who scored 70.83. Third, students who scored 75.00 totaled 6 people. Fourth, there were 5 students who scored 79.17. Fifth, there were 2 students who scored 83.33. Sixth, there were 4 students who scored 87.50. Seventh, there were 2 students who scored 91.67.

3.2 Writing Skills of Students' Poetry Texts with Experiential Learning Models and Conventional Methods

Students in Class X Mipa 1 who were taught utilising the experiential learning methodology had a maximum score of 95.83, indicating extremely good qualifications, according to this research. One skill that these kids still lack is the capacity to decipher the language conventions found in poetry. In the third stage of the experiential learning approach, students are given 90 minutes to produce poetry texts after being guided through choosing a theme and working on projects. This allows them to develop this skill. In broad strokes, these students still lack proficiency in the following areas: To begin, there is a serious problem with students' ability to correctly identify the text's grammatical rules. Second, many students still make errors while attempting to write linguistic norms. Students may easily grasp the average structure, though, because they are already familiar with the process of composing poetry before they even think about writing prose. In his research, Lestari, F. et al. (2020) also showed that, despite being taught using different learning models, the average student still struggles to determine text structure and interpret diction in different types of texts. Students' improved writing abilities are a summary of what they can achieve by following the experiential learning model's procedures. So, if you follow this strategy to the letter, the results of your poetry texts will be perfect, and if you wing it, you'll still obtain half-hearted results. Teaching students to synthesise real-world experiences into poetic works is central to the experiential learning paradigm.

The capacity to comprehend texts is a skill that is often honed through the application of this learning model, which has found application in a wide range of academic disciplines (Rahiem, M., D., 2020). A traditional paradigm is used to teach Class X Mipa 2, which serves as a control group. The students achieved a maximum score of 91.67 and a minimum score of 66.67. The conventional approach yields significantly different results as compared to the experiential learning model when it comes to the capacity to produce poetic texts. The reason this can happen is that traditional teaching methods involve the teacher dominating class activities and the students' roles as mere objects to be absorbed as they listen to and complete lectures, homework, and other forms of subject matter delivery. The findings of student abilities are significantly affected by the learning model, which is also supported by Barida (2018). Compared to students taught using more traditional approaches, those whose poetry writing talents were honed through the use of an experiential learning model performed better in this

study. The two study groups were able to produce wildly varied poetry works because of the approaches used to their education. Traditional approaches to teaching poetry have limited success when compared to the experiential learning model.

3.3 Poetry Text Writing Skills with High Vocabulary Mastery in the Environmental Field using Experiential Learning Models and Conventional Methods

Students with a strong grasp of environmental field vocabulary who were taught through the experiential learning model outperformed their counterparts taught through more traditional means when it came to writing poetry writing assignments. Students in the control group did not do as well academically as those in the experimental group. Vocabulary proficiency is strongly related to how well kids do in the experiential learning paradigm, which places an emphasis on hands-on learning opportunities for pupils. While students' level of vocabulary mastery is the first requirement in writing, the amount of knowledge learned from experience also influences the pouring of this information into written form, since experience adds to intrinsic memory with a bigger percentage. Students' cognitive understanding and affective appreciation, which involve their feelings, values, and attitudes, are impacted by the results of experiential learning, which is defined as learning that involves students with total and powerful experience to instill in them the problem-solving process (Sholihah & Mahmudi, 2015).

Vocabulary as one of the Indonesian language learning materials in schools occupies a very important role as a basis for students to master Indonesian language subject matter and mastery of other subjects. In the learning process, Indonesian material is given according to the needs and pedagogical nature of the student's educational level. The quality and quantity of vocabulary or vocabulary that is owned can help students absorb various information conveyed by teachers or information from other learning sources (Pramesti, 2015). It can be understood from this opinion that vocabulary mastery can also help students absorb and understand material about poetry text writing skills so that students can understand material about poetry texts and have better skills in writing poetry texts.

3.4 Poetry Text Writing Skills with Low Environmental Vocabulary Using Experiential Learning Models and Conventional Methods

The result of testing the third hypothesis is that students' poetry writing skills with a low level of vocabulary mastery in the environmental field who are taught using the experiential learning model are better than students with low vocabulary mastery in the environmental field who are taught using conventional methods. The average value obtained by the experimental class is not much different from the average value of the control class. In learning using the experiential learning model students with a low level of vocabulary mastery in the environmental field can be assisted in writing poetry texts. This is because learning that is carried out using the experiential learning model can provoke students' activeness and interest in developing creativity so that it can encourage students' ability to write negotiating texts. Learning with conventional methods that place students as learning objects that act as passive recipients of information, learning that is carried out mostly individually, theoretically, and abstractly makes learning a little constrained, especially regarding students' creativity in receiving and processing the learning material received. This resulted in students with a low level of vocabulary mastery lacking interest in participating in learning that had previously been considered monotonous and boring, causing students to tend not to pay attention to the material being explained by the teacher.

3.5 Interaction Between Experiential Learning Models in Influencing Poetry Text Writing Skills

The results of testing the fourth hypothesis show that there is an interaction between the experiential learning model and vocabulary mastery in the environmental field in influencing the poetry text writing skills of class X SMAN 2 Ranah Pesisir. The existence of this interaction explains that the experiential learning model can only be used if students have a high level of environmental vocabulary mastery. Therefore, teachers must have the awareness to increase the level of vocabulary mastery in the environmental field of students. The level of vocabulary mastery possessed by students affects the continuity of the teaching and learning process. (Hasrar, Dalle, & Usman (2018) see from their findings that students who have little vocabulary mastery tend to be more noisy and ask lots of questions during the writing process but with questions that seem more original without clear meaning and weight. In contrast to students with vocabulary mastery Those who are broad will find it easier and faster to grasp learning and be able to write essays. Thus, it can be said that those with low vocabulary mastery take a long time to produce an essay and those with a lot of vocabulary mastery tend to require shorter time in the process of writing essays.

In addition, the success of learning also depends on the methods and media used in learning. This was stated by (Pradana & Fidian (2017) in their research that media and methods are very important in the language learning process. However, we cannot rule out the role of the teacher in the classroom. The teacher as a facilitator must be able to maximize media and learning methods to be applied in class. Choosing the right method and media will have an impact on the achievement of learning objectives, moreover, currently it is the students who are more active than the teacher (Student Centered Learning) so that in this case, learning vocabulary, students will be able to understand, remember, and master the vocabulary they have learned from a learning context. In this study the selection of experiential learning media in Indonesian language learning, especially regarding negotiating texts, shows an effect on student learning outcomes. This can be seen from the results of calculations where $F_{count} < F_{table}$.

4. CONCLUSION

Compared to students taught using more traditional methods, students taught using the experiential learning model demonstrated greater proficiency in poetry text writing, and students taught using the model who already possessed a high level of environmental vocabulary outperformed their peers in terms of negotiation text writing. There is an interaction between the experiential learning model and environmental vocabulary mastery in influencing students' writing poetry text skills, and students with low environmental vocabulary mastery taught using this model are not significantly different from students with low environmental vocabulary mastery taught using conventional methods.

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