



Experiential Learning Based on Local Culture in Teaching Writing Recount Text at Senior High School

Experiential Learning Berbasis Budaya Lokal dalam Pembelajaran Menulis Teks Recount di SMA

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ABSTRACT

The objectives of this research were to observe the teachers' implement of experiential learning based on local culture in teaching recount text at Senior High School, and to know the students' perception toward experiential learning based on local culture in learning writing recount text. The findings of the study revealed that both the English teachers used the experiential learning method in teaching writing recount texts because this method was considered appropriate in teaching writing specifically recount texts. Both the English teachers also consider that it is very important to integrate local culture in learning English because it is one of the efforts to be able to love one's own culture even though learning a foreign language. The findings also indicate that the most of students perceive that they are easily to write their own experience in recount text, they will be more motivated when teacher used interesting method in teaching. Moreover, most of them are agree that learning through own experience or someone experience will give a positive impact to their achievement, most of them are totally agree that they can easily get some ideas based on their experience, and most of the students are totally agree that they can be easier to remember something that they have experienced.

Keywords: *Experiential learning, writing recount text, local culture*

ABSTRAK

Tujuan penelitian ini adalah untuk mengamati penerapan experiential learning berbasis budaya lokal oleh guru dalam pembelajaran teks recount di SMA, dan untuk mengetahui persepsi siswa terhadap experiential learning berbasis budaya lokal dalam pembelajaran menulis teks recount. Hasil penelitian mengungkapkan bahwa kedua guru bahasa Inggris menggunakan metode experiential learning dalam mengajar menulis teks recount karena metode ini dianggap tepat dalam mengajar menulis khususnya teks recount. Kedua guru bahasa Inggris tersebut juga memandang bahwa sangat penting untuk mengintegrasikan budaya lokal dalam pembelajaran bahasa Inggris karena merupakan salah satu upaya untuk dapat mencintai budaya sendiri meskipun mempelajari bahasa asing. Hasil penelitian ini juga menunjukkan bahwa sebagian besar siswa merasa bahwa mereka mudah untuk menulis pengalaman mereka sendiri dalam teks recount, mereka akan lebih termotivasi ketika guru menggunakan metode yang menarik dalam mengajar. Selain itu, sebagian besar dari mereka setuju bahwa belajar melalui pengalaman sendiri atau pengalaman seseorang akan memberikan dampak positif terhadap prestasi mereka, sebagian besar dari mereka juga sangat setuju bahwa mereka dapat dengan mudah mendapatkan beberapa ide berdasarkan pengalaman mereka, dan sebagian besar siswa sangat setuju. agar mereka lebih mudah mengingat sesuatu yang pernah mereka alami.

Kata Kunci: *Experiential learning, menulis teks recount, budaya lokal*

1. INTRODUCTION

English lesson in the 2013 curricula is currently applied in Indonesia as compulsory subject A, where the number of hours of English language learning in the 2006 curriculum (KTSP) is four hours per week minus the number of hours of two hours per week. The number of lessons that are only 2 hours per week is considered less capable of covering many learning objectives in each Basic Competency (KD).

According to the Minister of Education and Culture Regulation No. 70 of 2013 concerning the Basic Framework Curriculum on the theoretical foundation, the 2013 curriculum embraces (1) teaching done by the teacher (taught curriculum) in the form of a process that is developed in the form of learning activities in schools, classes, and communities; and (2) direct learning experiences of students (learned curriculum) in accordance with the background, characteristics, and initial abilities of students. Individual learners' direct learning experiences of students become learning outcomes for themselves, while the learning outcomes of all students become the results of the curriculum.

There are four skills that should be mastered in learning English. One of them is writing skill. Writing is a way of people communication that represents language with signs and symbols. According to Cohen (1989), writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with others through written language.

Based on the researcher personal experience in teaching English and interviewing some English teachers at Senior High School at Gowa district, the researcher underlines one of the obstacles for the students in learning English as a foreign language is writing skill. It can be seen from the lack of students to transfer their ideas or mind into written form, and some elements of the writing skills test such as: punctuation, grammar, sentence structure, and organization. This is in accordance with the research conducted by Adelina (2017), based on the interview did by the researcher conducted in Senior High School 1 South Polongbangkeng, she found that there are some students have difficulties in writing. They cannot brainstorm and develop their ideas well in writing. They also afraid to make mistakes about grammar, vocabularies and language use.

In teaching writing at present, the teachers focus on their attention on grammar, the correctness of the sentences and spelling, the use of punctuation, and ignoring the writing processes. The writing processes here, including how the students transfer their ideas into written form, analyze the title, organize the materials, and solve the student's difficulties in writing.

The teachers have an important role in writing teaching learning process, because they must find the best teaching method to be used in teaching writing. The use of good and appropriate methods in teaching will assist the students in understanding the material and achieving the competencies. Anthony (1963) described method as an overall plan for systemic presentation of language based upon selected approach.

The ease of accessing various things from the internet makes students strongly depend on the internet in doing their assignments. According to Chalim and Anwas (2018) children and adolescents cannot be prevented from using the internet. In writing assignment, mostly students find out references from the internet and books, without selecting and sorting out whether the material they understand or not. They also do not have to make more efforts or look for more ways to know the answer to their homework. This certainly does not give the impression of learning towards the students.

Therefore, to provide reinforcement of student learning experiences, it is very necessary to help learners make sense of their experience as a source of learning. Experiential learning as one of the methodologies in learning in which the teacher direct students learn from their own experiences in order to develop knowledge, skills, and value. Experiential learning undoubtedly involves the 'whole person', through thoughts, feelings and physical activity. The recognition of this 'whole environment', both internally and externally, is important. Experiential learning can take on many appearances in life, such as recreational or leisure activities, exhilarating journeys or adventures, experimentation or play (Beard et al. 2006).

Kolb in Maharani (2014) states that experiential learning is "the process whereby knowledge is created through the transformation of experience". Furthermore, (Beard: 2006) states that foundation of much learning is the interaction between self and the external environment, in other words the experience.

There are some kinds of text at the senior high school level based on the basic competence of curricula 2013 namely narrative, recount, descriptive, report, explanation, procedure, discussion, review, spoof and news item. This research will be focused on recount text, especially personal recount. Recount text is a text which retells event or experiences in the past.

Sudartini (2012) states that the current English language teaching practice may lead the students to have better understanding on foreign culture rather than their own culture or even in the extreme way could lead them to make the foreign culture as their own culture and make them internalize the norms as well as foreign cultural values in their daily lives.

Based on the explanation above, the present study is intended to seek the use of experiential learning in teaching writing recount text based on the local culture at SMA Negeri 19 Gowa. This present study will emphasize Makassar local culture. This is interesting to be observed because, some resources in the learning English at Senior High School are adapted from national curriculum. It is feared that the students will not recognize their local culture.

2. LITERATURE REVIEW

Kolb (2014) states a common usage of the term “experiential learning” defines it as a particular form of learning from life experience; often contrasted it with lecture and classroom learning, in addition Kolb (2014) states that People do learn from their experience, and the results of that learning can be reliably assessed and certified for college credit. At the same time, programs of sponsored experiential learning are on the increase in higher education. Internships, field placements, work/study assignments, structured exercises and role plays, gaming simulations, and other forms of experience-based education are playing a larger role in the curricula of learning are on the increase in higher education. Internships, field placements, work/ study undergraduate and professional programs. For many so-called nontraditional students—minorities, the poor, and mature adults—experiential learning has become the method of choice for learning and personal development. Experience-based education has become widely accepted as a method of instruction in colleges and universities across the nation.

Emmit, et al. (2003) states that culture is a way of life, the context in which we exist, think, feel and relate to others. It acts as the fabric of shared meanings that exist between different people. Culture provides the substance of meaning and the process of making meaning. Culture may be described as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time. To learn other languages, we need to learn to appreciate the culture in which language exists.

Schunk and Meece (1992) mention that student perceptions are thoughts, beliefs, and feelings about persons, situations, and events. Furthermore, the are three list domains the importance of students’ perception in educational setting: teaching and instructional processes, learning, and motivation.

3. FINDINGS AND DISCUSSION

Teachers implement experiential learning based on local culture in teaching writing recount text

R: *Bagaimana pendapat ibu tentang penggunaan metode experiential learning dalam pengajaran recount text?* (What is your opinion about using the experiential learning method in teaching recount text?)

T1: *Penggunaan metode tersebut pada recount text itu dapat mempermudah anak-anak dalam menceritakan pengalaman dan dapat memperkaya kosakata dalam berbahasa Inggris serta otomatis pada anak-anak dan akan memberikan stimulus untuk mencari tahu kosakata yang belum diketahui.* (The use of this method in recount text can make it easier for children to tell their experiences and can automatically enrich English vocabulary in children and will provide a stimulus to find out unknown vocabulary.)

R: *Bagaimana pendapat Bapak tentang penggunaan metode experiential learning dalam pengajaran recount text?* (What is your opinion about using the experiential learning method in teaching recount text?)

T2: *Saya pikir dalam penerapan metode tersebut sangat bagus karena kita bisa menuliskan beberapa hal maksud recount text dalam pembelajaran tersebut.* (I think the application of this method is very good because we can write some things about the meaning of recount text in the lesson.)

The fourth question related to why the teachers believe to use this method in teaching writing recount text because the teacher expect that by using this method students will get stimulus to remember their experience, students also will be easier to write what they have experienced thus, all the vocabulary used in writing recount text will be common vocabulary and when they find difficult word they will find it by themselves.

R: Oke, pertanyaan selanjutnya Bu khusus dalam pembelajaran menulis teks recount, bagaimana mengimplementasikan metode experiential learning?(Okay, the next question ma'am, specifically in learning writing recount text, how to implement the experiential learning method?)

T1: Hal yang saya lakukan adalah saya meminta siswa untuk mengingat pengalaman nyata yang pernah mereka alami, kemudian membuat konsep kerangka tulisan, lalu menuangkan konsep tersebut dalam bentuk paragraph dan dikembangkan dalam bentuk teks. (I ask students to remember real experiences they have had, then I ask them to create a draft of writing, then put the concept into paragraphs and develop it into the text.)

R: Oke, pertanyaan selanjutnya Pak, khusus dalam pembelajaran menulis teks recount, bagaimana mengimplementasikan metode experiential learning? (Okay, the next question, Sir. Specifically in learning reading recount text, how to implement the experiential learning method?)

T2: Jadi saya mendesain metode tersebut secara bertahap. Pertama, saya meminta mereka mengingat pengalaman konkrit yang pernah mereka lihat atau alami, lalu mencoba menuangkan pengalaman mereka dalam bentuk tulisan sesuai dengan struktur teks recount yang telah saya ajarkan kepada mereka, saya kira seperti itu. (So I designed the method step by step. First, I asked them to remember the concrete experiences they had seen or experienced, then tried to express their experiences in written form according to the structure of the recount text that I had taught them, I think it was like that.)

R: Pertanyaan selanjutnya Bu menurut Ibu Apakah metode experiential learning itu tepat digunakan dalam pembelajaran recount text terutama dalam hal menulis? (The next question, ma'am, according to you, is the experiential learning method appropriate to use in recount text learning, especially in terms of writing?)

T: Iya, sangat tepat sekali karena menurut saya recount text itu sejalan dengan metode tersebut sebab berhubungan dengan pengalaman yang dituangkan dalam menulis dan itu menarik buat peserta didik dalam membuat sebuah cerita. (Yes, it is very appropriate because in my opinion recount text is in line with this method because it relates to the experience as outlined in writing and it is interesting for students in making a story.)

R: Pertanyaan selanjutnya Pak, menurut Bapak apakah metode experiential learning itu tepat digunakan dalam pembelajaran recount text terutama dalam hal menulis? (The next question, Sir according to you, is the experiential learning method appropriate to use in recount text learning, especially in terms of writing?)

T2: Kalau menurut saya itu sangat efektif karena saya lihat dari siswa juga lebih banyak juga yang sudah mengerti dibandingkan yang tidak mengerti. Jadi saya percaya itu sangat efektif. (In my opinion, it is very effective because I see that more students understand than those who do not understand. So I believe it is very effective.)

Based on teachers' interview related to teachers implement experiential learning the teachers believe to use this method in teaching writing recount text because the teacher expect that by using this method students will get stimulus to remember their experience, students also will be easier to write what they have experienced thus, all the vocabulary used in writing recount text will be common vocabulary and when they find difficult word they will find it by themselves. in other hand by this method students are out in the real situation thus they can make their own decision, accepting all the consequences based on their decision, teachers also believe that using this method students are expected to work both individual and team.

Table 1. Students are easily write their experience in recount text

Students' Opinion	Frequency	Percentage
Totally Agree	36	60%
Agree	12	20%
Undecided	6	10%
Disagree	5	8.33%
Strongly Disagree	1	1.66%
Total	60	100%

Based on the table 1. above about students are easily write their experience in recount text there are 36 students or 60% totally agree that they are easily write their experience in recount text, and 12 students or 20% agree, 6 students or 10% state undecided, than 5 students or 8.33% disagree while 1 student or 1.66% strongly disagree about students are easily write their experience in recount text.

Table 2. Learning by using experiential learning method to write recount text can influence students' achievement

Students' Opinion	Frequency	Percentage
Totally Agree	21	35%
Agree	28	46.66%
Undecided	4	6.66%
Disagree	2	3.33%
Strongly Disagree	5	8.33%
Total	60	100%

Based on the table 2. above about using experiential learning method to write recount text can influence students' achievement 21 students or 35% say totally agree that using experiential learning method to write recount text can influence students' achievement, 28 students or 46.66% say agree that using experiential learning method to write recount text can influence students' achievement, 4 students or 6.66% say undecided that using experiential learning method to write recount text can influence students' achievement, while 2 students or 3.33% say disagree that using experiential learning method to write recount text can influence students' achievement, and 5 students or 8.33% say strongly disagree about using experiential learning method to write recount text can influence students' achievement.

Table 3. Experiential Learning method based on local culture is one of ways to introduce local culture to the readers

Students' Opinion	Frequency	Percentage
Totally Agree	39	65%
Agree	10	16.66%
Undecided	5	8.33%
Disagree	4	6.66%
Strongly Disagree	2	3.33%
Total	60	100%

Based on the table 3. above about experiential learning method based on local culture is one of ways to introduce local culture to the readers, 39 students or 65% say totally agree about experiential learning method based on local culture is one of ways to introduce local culture to the readers, 10 students or 16.66% say agree that experiential learning method based on local culture is one of ways to introduce local culture to the readers, 5 students or 8.33% say undecided about experiential learning method based on local culture is one of ways to introduce local culture to the readers, while 4 students or 6.66% say disagree about experiential learning method based on local culture is one of ways to introduce local culture to the readers, and 2 students or 3.33% say strongly disagree about experiential learning method based on local culture is one of ways to introduce local culture to the readers.

Based on the questionnaire given to the student related to students' perception toward experiential learning based on local culture in learning writing recount text, the students' perception result from 15 questions, 10 question go agree and 5 questions get totally agree, and the students' result are thoughts, beliefs, and feelings about persons, situations, and events, another result may occur differently based on location and situation.

4. CONCLUSION

oth the English teachers also consider that it is very important to integrate local culture in learning English because it is one of the efforts to be able to love one's own culture even though learning a foreign language. The most of students perceive that they are easily to write their own experience in recount text, they will be more motivated when teacher used interesting method in teaching. Moreover, most of them are agree that learning

through own experience or someone experience will give a positive impact to their achievement, most of them are totally agree that they can easily get some ideas based on their experience, and most of the students are totally agree that they can be easier to remember something that they have experienced.

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