Model Of Writing Materials Based On Experiental Language Learning Approach For Second Grade Students Of University Of Borneo Tarakan

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Abstract: An experiential language lesson can be conducted in multiple ways, and a number of different activities can be included under the umbrella of ELT. For example, realia, show-and-tell, games, and videos are examples of teacher-fronted ELT activities. The main purpose of this research is to produce a set of instructional writing learning materials based on the experiential language learning approach. There were 2 classes involve in this research as respondents (N=48) and a writing instructor (N=1). The students as respondents asked to fill the questionnaires and the writing instructor asked to answer the questions in interview session. Based on the data finding suggest that 1) there were 66% students need the writing materials based on the experiential language learning to generate their writing performance in composing writing, 2) the students need that writing activities or tasks should be designed based the students' experience (47,62%), 3) 44,64 % of the students still faced writing problems in composing paragraph, it indicates that grammar materials also must be involved in developing writing learning materials, 4) sharing with other and discussion is the writing strategy should be implemented by instructor to ask the students in writing learning process, 5) 34,15% of the students expect that source of writing learning materials should be taken from social media, 6) the writing instructor expects that developing writing materials based on the experiential language learning approach endorses students' ability to write good English sentences or paragraph; sentence-building in narrative, descriptive, and expository paragraph, mechanical aspects of writing, identifying paragraph elements, grammar review, exercises on mechanical aspects and paragraph elements. Based on the data finding, it can be revealed that developing writing learning materials based on the experiential language learning will give a beneficial thing to improve their writing performance and endorse their writing achievements.

Keywords: Experiential Language Learning, Learning writing materials

INTRODUCTION

Learning is an open-ended investigation process that guide the learners within a social context. It is often mediated by conceptual and cultural tools which aid the exploration process. It happens in a collaborative, interactive, and supportive environment. Learning all the language skills and the language components must be understood well by the lecturers and students as the process of increasing the students' knowledge and students' achievement on how the students are able to producing the potential a good composing an article, etc. Educational psychologists have studied the learning process. They concluded that learning is is equated to a change in behavior. So, all the language teachers must understand well that learning indicators that they wrote in every learning materials

There are many writing researches have been done by the researchers, the main studies aim was to figure out how the students can be endorsed to more proficiency in writing skill (Oshima, 2007; Brown, 1999, Taylor,2009; Tomlinson, 1998). Not only writing researches on genres was done by the researchers, but also writing strategies on improving the students' strategies in composing paragraphs, essay etc. (Andrew, 2011; Steven, 2003). One of the writing research result that can be implemented by instructor in the classroom is writing English in the context of the experimental learning approach. This language learning approach will generate the students' performance on composing writing tasks since it needs to be understood well then practicing directly. Even though this learning and teaching writing approach focuses on writing skill, but it also cannot be separated from other language skill activities, such as reading, listening, speaking activities. By implementing this approach, it will promote the students' activities in composing writing.

To facilitate the students' writing performance, the instructor should find the writing materials that invite them to explore what they want to write or how the writing materials can invite them to dig the idea to write. Without any good materials. It is so difficult to generate students' writing performance because writing materials have the significant role in generating the idea in composing the interesting writing. Composing writing in English language is a cognitive and creative process. Marheani (2004) states that writing is a process of interaction between the writer's scheme consists of linguistic and non-linguistic information, and the writing consists of symbols as a form of utterance that has a potential meaning. Composing writing for improving the students' performance must be viewed as the best teaching strategies by the instructors. Writing could not be seen from the result only, because a good writing result needs some steps to make it is easy to be written and enjoy to be read.

The purpose of this article is to develop model of writing materials based on experiential language learning approach for second grade students of University of Borneo Tarakan. Students in the first semester, in English Department of Faculty of teacher training and education, will have some courses must be programed before starting the new semester. All the courses must be accomplished well, if they fail in some courses, they will not be allowed to "buy" the course for the next semester, in the other word, those the courses are prerequisite course. For example, writing 1. It must be accomplished well with minimum grade "C" if the students want to program the writing 2, etc. the course of writing 1 was designed.

Learning is a process to a change in behavior. It does not mean students who have bad behavior then entering the classroom and the teacher will change the bad behavior to become a good behavior. A good teacher will design some learning indicators for her/his course. From those learning indicators, for example, students are able to identify, describe, explain and write, the teacher will change the students' behaviors. All the learning indicators must be measured and also sequenced well from the simple learning indicator to sophisticated indicator. If the students are able to gain all learning indicators, it indicates that learning process has a significant role to change the students 'behavior and it can be revealed that the teacher is professional teacher.

Experiential learning involves observing the phenomenon and doing something meaningful with it through an active participation. It emphasizes learning in which the learner is directly in touch with the phenomenon being studied, rather than just watching it or reading, hearing or thinking about it (Kolb 1984; Kohonen 2001). Experiential learning consists of the following four components (Woolfe 1992, 1), 1) the student is aware of the processes

which are taking place, and which are enabling learning to occur, 2) the student is involved in a reflective experience which enables him/ her to relate current learning to past, present and future, even if these relationships are felt rather than thought, 3) the experience and content are personally significant: what is being learned and how it is being learned have a special importance for the person, 4) there is an involvement of the whole self: body, thoughts, feelings and actions, not just of the mind; in other words, the student is engaged as a whole person. David Kolb (1984, 42) advances a general theoretical model of experiential learning 1) Concrete Experience, 2) Reflective Observation, 3) Abstract Conceptualization and the last one is Active Experimentation. All these models of experiential language learning will be described in developing writing materials later.

RESEARCH METHOD

According to Borg and Gall (1983) the purpose of educational research and development is to produce a finished product that can be used effectively in the educational programs. The purpose of this research is to produce a model of writing material based on experiential language learning approach for second grade students of University of Borneo Tarakan. The appropriate research design for this research is Research and Development (R&D). The sequences of the research follow Richard's model in course development. This model includes developing a course rationale, describing entry and exit levels, choosing a course content, sequencing course content, planning the course structure, and preparing the scope and sequence plan. These processes do not necessarily occur in a linear order. Some may take place simultaneously and many aspects of a course are subject to ongoing revision each time the course is taught (Richard: 2001:145)

This educational product will be followed by experts' validation to see whether the elements of the product have been covered and that the writing materials are ready to be used by the English lecturer for first grade students, but in this manuscript, the author just describe the result from questionnaire and lecturer's interview.

Figure1 The Procedures of developing writing materials
(adapted from Richard, 2001)
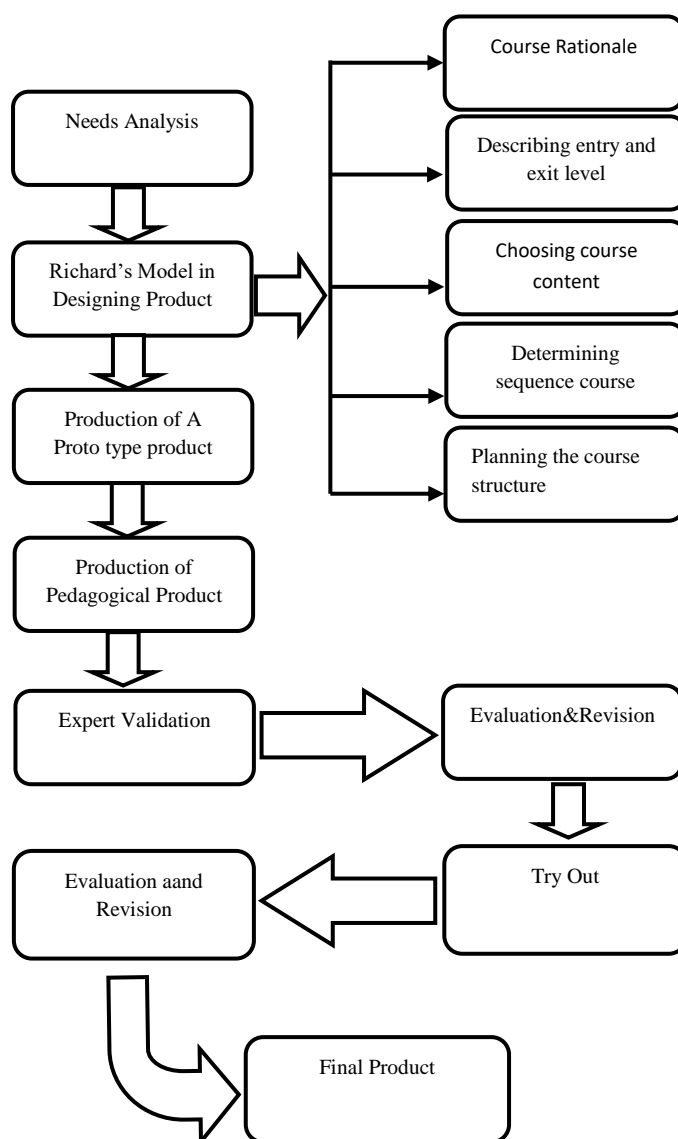
Procedures of Development

Concerning the main objective of this research that is developing model of writing materials based on the learning experience approach as guideline for the instructional activities of writing course 1. In this stage of developing writing materials on needs analysis and Richard's model

(2001: 145) to proposes a model of developing writing materials based on the learning experience approach discussed below.

Needs Analysis

In general terms, needs analysis refers to the activities involved in gathering information as the basis for developing writing materials that meet the learning needs of a particular group of students. So, the first and most important step in developmental research is the need analysis. Need analysis was applied in this research is in the purpose to find out responds of the learners in terms of the objectives of studying writing course etc. discussed below.

The procedure of data analysis

The data was collected from questionnaire are in the form of students' opinion about their needs and expectations toward the teaching writing course. Then they were classified based on each item and changed into percentage. The highest percentage of the item showed the respondent's preference. Finally, the table of percentage and frequency for each item in the questionnaires were utilized as the consideration to develop writing course for first grade of English education department.

Meanwhile, the data from interview was in the form of information, opinion, and suggestion. Those were coded based on each item, then classified, and finally, changed into percentage. The highest number of percentage of the data that showed respondents' preference was reported descriptively.

Richard' Model on Course Development

The Richard's Model as the model of writing course development in this research was not adopted completely. There were five of the six stages of that model has been implemented, they are; course rationale, describing entry and exit level, choosing course content, sequence course content, and planning the course structure.

THE FINDING AND DISCUSSION

Concerning the first question of the questionnaires deals with the students' expectation on writing course. The following table. 1 Students' expectation on writing course presents the result.

Table 1. Students' expectation on writing course

No.	Description	F	R	Percentage
1.	Improving writing competence about life experience	4		8,33 %
2.	Improving writing competence on composing article	7		14,58 %
3.	Improving genre (text type) writing competence	33		66,00 %
4.	Improving writing competence on contextual issues	3		6, 00 %
5.	Improving writing competence on update issues	3		6, 00 %
Total		**50**	**48**	100 %

The second question of the questionnaires deals with the learning writing activity that the students want to do in the learning and teaching process. The figures presented in the table.2 Learning Writing Activity.

Table 2. Learning Writing Activitiy

No.	Description	F	R	Percentage	Ket
1.	Composing by themselves based on the task given	20		47,62 %	
2.	Composing by working together with friend	5		11,90 %	
3.	Composing by class group discussion	7		16,67 %	
4.	Share the writing result (peer assessment)	10		23,81 %	
Total		42	48	100 %	

The second question was intended to find out what the students want to do in learning writing activity. There were 48 respondents who are asked to fill it. Based on the data above the learning writing activity that students want to do in the

writing class based on the topic given by the lecturer, it indicates that the students want to write based on the idea they have or the other word, it can be revealed that free writing activity is a good activity for them because free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It will make them understand and know well what the unimportant sentences must be eliminated later after they have done and revised and the writing result from the students can be shared to their classmates or doing peer assessment (23.81%).

Table 3. Problem faced by students in Writing course

No.	Description	F	R	Percentage	Ket
1.	Writing a short sentence	4		7,14 %	
2.	Writing a paragraph	25		44,64 %	
3.	Organizing the ideas	14		25,00 %	
4.	Writing or arranging the content of the paragraph	13		23,21 %	
	Total	56	48	100 %	

Concerning the students' interest in learning writing, the table shows that most of the respondents are interested in writing a paragraph (44.64%). The other activity that the students are interested is writing a short sentence (7.14%). While, the percentage of writing or arranging the content of paragraph is 23.21%. From the result above, it can be revealed that actually all writing problems are very prominent for lecturer to be understood well then finding the best way to overcome it in increasing students' writing ability. It is understandable if they face all the problems above because these problems help the lecturer how to find the best method to reduce the students' writing problems.

Concerning the next question about the teaching writing strategies. Table 4.4 indicates the respondents' choice on the teaching strategies in learning writing.

Table 4. Teaching writing strategies

No	Description	F	R	Percentage	Ket
1	Case and Problem-based studies	9		14,52 %	
2	Guide Writing	8		12,90 %	
3	Simulation	1		1,61 %	
4	Based on the experience	39		62,90 %	
5	Project	5		8,06 %	
	Total	62	48	100 %	

Based on the data above, it can be revealed that the writing strategies that can invite the students' interest in doing writing is composing writing based on the experience (62.90%). It indicates that the students are able to generate their idea in composing writing based on what experiences they have. The previous knowledge can guide them in exploring the idea. Meanwhile, case and problem-based study is also the important way used by the lecturer in generating the students' interest in composing their writing. Guide writing (12.90 %) is also one strategy must be considered by lecturer in generating the students' performance in composing writing because not all students are able to write well without any previous explanations from the lecturer in designing their writing framework, drafting, revising and final writing result.

Table 5. Method in writing activity

No.	Description	F	R	Percentage
1	Let students to write with their own language	23		41.82 %
2	Write based on the lecturer's instruction	6		10.91 %
3	Write based on the textbook	4		7.27 %
4	Write based on the experience	8		14.55 %
5	Let students to write with free theme	14		25.45 %
	Total	55	48	100 %

From the date above. It can be described that let students to write with their own language (41.82%), it

recommends that the lecturer can provide a simple material in asking the students to write because It is essential to write more simply than in their first language. They can also review by asking their classmate to assess it and give a feedback or right correction. Meanwhile, asking the students to write based on the textbook (7.27%). Much of the advice in standard textbooks about writing in English is not helpful, because it tells you what to do, but not how to do it.

Table 6. Writing materials based on the students' experiences

No.	description	F	R	Percentage
1	Strongly agree	30		62,50 %
2	Agree	18		37,50 %
3	Disagree			
4	Strongly Disagree			
	Total	48	48	100 %

A good writing material is not only what the lecturer's judge whether it a good or not, but the writing materials should consider what the students' interest to the writing materials. Most of the students are strongly agree if the writing materials should be considered or taken from the student's experience. The writing topics must be based on the students' need and experience, it helps the students are able to explore and generating their writing' performance.

Concerning the students' problem faced in organizing their ideas and dealing with the grammar in constructing sentences. Table 7. indicates the respondents' choice on the problems in learning writing.

Table 7. Problems in Writing skills

Problems	F	R	Percentage
Limited vocabulary	30		23.07%
Dealing with grammar	48		36.92%
Organizing ideas	32		24.61%
Lack of content knowledge	20		15.38%
	130	48	100%

The ability to write effectively is considered to be the highest level of the four skills in English that is the most difficult to get it. Therefore, it is quite reasonable that many students, even lecture have low priority at this skill due to same reasons. However, it is found out that most respondent faced problem in dealing with the grammar (36.92%). The other option is organizing ideas. It can be stated that the percentage (24.61%) of the problem is in organizing those paragraphs into an effective and meaningful piece of writing. It is not surprising that only 15.38 % of the respondents got the problem dealing with lack of the content knowledge since they actually have background knowledge about the management content that have studied from the other courses but they have difficulties how to write it into a effective and a good sentence or paragraph.

Table 8. Students' strategy in writing course

No.	Description	F	R	Percentage
1	Students write what they have observed	11		26,19
2	Students write what they have done	13		30,95
3	Students write based the current issues on the media	16		38,10
4	Students write what the lecturers command	2		4,76
	Total	42	48	100 %

Based on the data above, it showed that students like to write what they have observed (26.19%), it is spirit of experiential language learning approach. In teaching and learning process at the classroom, a good lecturer should ask all students to observe one thing that is interesting for them, then they can design a framework, composing a writing as their task from the lecturer. Meanwhile, the students also want to compose a writing based on what they have done and students (30.95%), the last one isto write based the current issues on the media (38.10%). It also can be revealed that social media can be another learning and teaching sources can help the students and the teacher in finding the best learning materials.

The next question of the questionnaires deals with teaching and learning model in writing course. The figures presented in the table 9 Teaching and learning model in writing.

Table 9. Teaching and learning model in writing

No.	description	F	R	Percentage	Ket
1	Personal journal, diaries	30		15,08 %	
2	Portfolio	2		1,01 %	
3	Reflective personal essay and thought questions	6		3,02 %	
4	Role plays	7		3,52 %	
5	Drama activities	25		12,56 %	
6	Games and simulation	24		12,06 %	
7	Personal stories	22		11,06 %	
8	Case studies	3		1,51 %	
9	Visualizations and imaginative activities	14		7,04 %	
10	Models, analogies and theory construction	5		2,51 %	
11	Empathy-taking activities	4		2,01 %	
12	Story-telling	16		8,04 %	
13	Sharing with others	21		10,05 %	
14	Discussions	20		10,05 %	
	Total	199	48	100 %	

From the data above, it can be drawn a conclusion that actually all teaching models in teaching writing are important as long as long the teacher is able to generate the students to involve in doing writing task, because the main purpose of the implementation of experiential language is the students learn better if they use language as opposed to being passive receptors of artificial language. By implementing many writing model for students, they will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects.

The next question of the questionnaires deals with writing media in writing course. The figures presented in the table 4.2 Writing Media in writing

Table 10. Writing Media in writing

No.	Media	F	R	Percentage
1	blog	9		10,98 %
2	Facebook	4		4,88 %
3	YouTube	8		9,76 %
4	Website	16		19,51%
5	Social media	28		34,15 %
6	Relia media	2		2,44 %
7	Real object	15		18, 29 %
	Total	82	48	100 %

Concerning writing media in writing, the students want social media can be employed by the lecturer in teaching writing process. Most of the students want social media should be designed as the important media in lecturer's lecturing (34.15%) and using website (19.51%). While, the other media also can be considered by the lecturer in teaching writing, or at least she/he can prepare it for teaching writing before entering the class discussion.

From the result above, it can be stated that social media is most important media that must be considered to involve in developing writing materials for teaching writing because it based on the students' interest in the order to gain the instructional objective well.

The additional data taken from the lecturer's opinion related to study, the writing instructor expects that developing writing materials based on the experiential language learning approach endorses students' ability to write good English sentences or paragraph; sentence-building in narrative, descriptive, and expository paragraph, mechanical aspects of writing, identifying paragraph elements, grammar review, exercises on mechanical aspects and paragraph elements

Model of writing materials based on the experiential language learning approach

Experiential language teaching approach is learned best if students are involved in concrete, hands-on ex presences with the writing subject. By developing this writing material based on the experiential language learning approach, the students will learn better if they use the language as opposed to being passive receptors of artificial language. It is also thought that

students will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects. The lecturers should have a strategy to have students be involved in doing. An experiential language lesson can be conducted in multiple ways, and a number of different activities can be included under the umbrella of ELT. For example, realia, show-and-tell, games, and videos.

Based on the data finding and discussion above, the following table is the theme and topic list that has formulated as the model of writing materials based on experiential language learning approach for second grade students of University of Borneo Tarakan.

Table 11. Model of Writing materials based on the experiential language learning

UNIT 1		
Week		1
Theme	:	Introduction to the Writing Course 2
Topic	:	- Course Introduction - Course Contract - Course Description - Course Outline

UNIT 2		
Week	:	2
Theme	:	Going to Work
Topic	:	- Beginning and ending a sentence - Common paragraph features - Identifying the topic of a paragraph - Recognizing and writing complete sentences

UNIT 3		
Week	:	3
Theme		Presents for Someone - Identifying topic and main ideas - Identifying strong and weak topic sentences - Writing topic sentences - Combining sentence using *and* and *but*

UNIT 4		
Week	:	4
Theme	:	An exceptional Person
Topic	:	- Developing paragraph with details - Using lists to brainstorm and Learning to edit list - Combining sentence and writing about place

UNIT 5		
Week	:	5
Theme	:	An exceptional Person
Topic	:	- Using word maps to brainstorm - Using adjectives in sentences - Writing about people

UNIT 6		
Week	:	6
Theme	:	Shopping
Topic	:	- Descriptive vocabulary - Using freewriting to brainstorm - Review of paragraph contents - Developing peer feedback skills

UNIT 7		
Week	:	7
Theme		Explanations and Excuses - Paragraph explaining cause and effect/ result - Combining sentences with so and because - Practicing word maps and freewriting - Writing about explanation and excuses

UNIT 8		
Week	:	8
Theme	:	Problems
Topic	:	- Expressing personal feeling - Using *would like to, want to,* and *have to* - Writing about problems and difficulties

UNIT 9		
Week	:	9
Theme	:	Strange Stories
Topic	:	- Using time expression: *after, before* and *when* - Identifying the main parts of a narrative - Writing an interesting and unusual experiences

UNIT 10		
Week	:	10
Theme	:	Differences
Topic	:	- Using double list to brainstorm - Organizing a comparison paragraph

	-	Comparing different situations/ events
	-	Writing about life changes

UNIT 11		
Week	:	11
Theme		Difficult Decisions
	-	Writing about cause and effect relationship
	-	Using pair interviews to brainstorm
	-	Beginning paragraph with a question
	-	Writing about a difficult decision

UNIT 12		
Week	:	12
Theme	:	Fate or Choice
Topic	:	- Review of transition expression
	-	Writing about hope and plans
	-	Writing about future

UNIT 13		
Week	:	13
Theme	:	Writing Genre Model
Topic	:	- Review of all previous themes
	-	Text Type and generic structure of each text

CONCLUSION

By having writing material through developing writing instructional based on experiential language learning, students can learn to read and write by using their own level because experiential learning involves observing the phenomenon and doing something meaningful with it through an active participation. It emphasizes learning in which the learner is directly in touch with the phenomenon being studied, rather than just watching it or reading, hearing or thinking about it. In addition, experiential language teaching approach is learned best if students are involved in concrete, hands-on experiences with the writing subject. By developing this writing material based on the experiential language learning approach, the students will learn better if they use the language as opposed to being passive receptors of artificial language. It is also thought that students will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects.

Model of writing material base on experiential language learning can be conducted in multiple ways, and a number of different activities can be included under the umbrella of ELT. For example, realia, show-and-tell, games, and videos.

Suggestion from the lecturer's opinion related to study, the writing instructor expects that developing writing materials based on the experiential language learning approach endorses students' ability to write good English sentences or paragraph; sentence-building in narrative, descriptive, and expository paragraph, mechanical aspects of writing, identifying paragraph elements, grammar review, exercises on mechanical aspects and paragraph elements

The model of writing materials based on experiential language learning approach for second grade students of University of Borneo Tarakan is expected to give a significant contribution for students' a achievement on improving writing competence

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