

Application of Experiential Learning Method to Improve Students' Ability to Find the Structure and Language Rules of Experimental Report Texts

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ABSTRACT

The ability to identify linguistic structures and rules in experimental report texts is an important competency in Indonesian language classes. However, diagnostic assessment results in class IX-4 at SMP Negeri 6 Gorontalo indicate that the majority of students still have difficulty identifying these two aspects. Of the total 28 students, only 2 managed to obtain scores above the Minimum Passing Criteria (KKM). This difficulty is thought to be caused by the use of monotonous teaching methods that are not relevant to the context. This study aims to improve students' competence in identifying the structure and linguistic rules of experimental report texts through the application of experiential learning methods. This study is designed as a Classroom Action Research (CAR) consisting of two cycles, with stages of planning, action, observation, and reflection. To collect data, tests and observations of teacher and student activities were used. In cycle I, only 21.4% of students achieved mastery with an average class score of 66.4. After improvements were made in teaching in cycle II, all students (100%) achieved mastery, with the average score increasing to 86.5. This improvement indicates that the application of experiential learning methods can enhance students' proficiency in language structure and rules. Based on these results, it is concluded that experiential learning methods can be effectively applied in Indonesian language lessons, particularly in scientific factual texts. These findings can serve as a basis for developing contextual and enjoyable learning models aligned with the principles of the Merdeka Curriculum.

INTRODUCTION

Language is the primary means of communication between humans and plays an important role in every aspect of life, both personally and academically. Good language skills enable students to convey ideas, communicate information, and hone critical and scientific thinking skills. One of the basic skills in mastering language is the ability to find information related to linguistic structure and rules in texts, including experimental report texts.

Experiment report texts are factual texts that contain descriptions of the results of structured experiments or observations. These texts are not only relevant in science lessons but also play an important role in Indonesian language lessons because they can train students to organize information based on the scientific process. According to Mulyati (2019), experimental report texts are texts that present the results of observations or experiments in a systematic and objective manner. Understanding the structure and linguistic rules in these texts is very important so that students can organize and convey information effectively.

However, the reality in schools indicates a gap between curriculum expectations and classroom implementation. From initial observations and diagnostic assessments in class IX-4 at SMP Negeri 6 Gorontalo, it was found that most students still had difficulty identifying the structure and linguistic rules in experimental report texts. Only 2 out of 28 students achieved a score above 80 in the initial assessment, while the rest were below the Minimum Competency Criteria (KKM). Not only that, low learning interest also became a factor that influenced student learning outcomes.

This problem cannot be separated from the approach and learning methods applied by the previous teacher, which tended to be monotonous and lacking in innovation. The teacher still relied on lecture and passive note-taking methods, and applied a problem-based learning model continuously without considering the diversity of methods appropriate to student characteristics. However, the Merdeka Curriculum emphasizes the importance of using quality, contextual, and student-centered learning approaches (Astuti, 2022). Monotonous learning makes the learning process uninteresting, thereby hindering active participation and the achievement of student competencies.

To address this issue, innovative and contextual learning methods need to be implemented so that students can be more active and fully engaged in the learning process. One approach that is considered effective is experiential learning, which is learning based on direct experience. Kolb (2015) states that experiential learning is a learning process through concrete experiences that includes the stages of experience, reflection, concept, and application. This approach has been proven to increase student engagement, critical thinking skills, and conceptual understanding (Darmuki, et al., 2023).

Recent studies support the effectiveness of experiential learning methods. For example, a study by Aisyah and Nursalim (2021) found that experiential learning can improve learning outcomes and sharpen students' analytical thinking skills. By applying this method in learning how to write experiment report texts, students not only read or memorize language structures and rules

but also directly experience the process of composing texts based on real experimental activities.

Based on the background description above, this study aims to analyze the application of experiential learning methods in improving students' ability to identify language structures and rules in experiment report texts. The innovative value of this study lies in the application of experiential learning methods in Indonesian language learning, which has so far been more widely applied in practical or science subjects. This study is expected to contribute to the application of an active, enjoyable Indonesian language learning model that is in line with the principles of the Merdeka Curriculum.

METHODOLOGY

This study was designed as classroom action research (CAR) with the aim of improving students' competence in identifying the structure and linguistic rules of experimental report texts through the application of experiential learning methods. The subjects of this study were 28 students in class IX-4 at SMP N. 6 Gorontalo, consisting of 14 males and 14 females. To collect data, two instruments were used: a learning achievement test and observation. The test was used to collect data on students' learning outcomes in identifying the structure and linguistic rules of experimental report texts. Meanwhile, observation was used to collect data on teacher and student activities during teaching and learning activities.

This research was conducted in two cycles, each cycle following the PTK stages according to Kemmis et al. (2014), namely planning (plan), action (act), observation (observe), and reflection (reflect). In the planning stage, teaching modules, learning media, student worksheets, learning outcome tests, observation sheets, and interview sheets were prepared. In the action stage, the teacher taught the material using the experiential learning method, incorporating all the previously prepared materials. During the learning process, observations were conducted to observe all teacher and student activities. In the reflection stage, an analysis of student learning outcomes was conducted, and the observation results were interpreted. At this stage, interviews are also conducted with teachers and students to delve deeper into all action outcomes. After these four stages are completed, learning is conducted in the second cycle with the same four stages, focusing on improving the first cycle.

Student learning outcomes are analyzed quantitatively to determine the percentage of achievement based on the Minimum Competency Criteria (MCC). Observation results are analyzed qualitatively by interpreting and describing each finding during the learning process in relation to student learning outcomes.

RESEARCH RESULT

Cycle I

The results of the Cycle I data analysis show that of the total number of students (28) involved in learning, 6 students or 21.4% have completed the course with a score of ≥ 75 , with an average score of 84.3. On the other hand, the majority of students, namely 22 students or 78.6%, have not completed the course with a

score of <75, with an average score of 59.5. Overall, the class average score in Cycle I was only 66.4. This finding indicates that most students still require guidance and reinforcement in understanding the structure and linguistic rules of experimental report texts through the application of experiential learning methods.

Table 1. Percentage of Learning Completion with Average Scores in Cycle I

Category	Number of Students	Percentage	Average Value
Completed (≥ 75)	6	21,4%	84,3
Not completed (<75)	22	78,6%	59,5
Total	28	100%	66,4

The implementation of learning reflection in the first cycle involves evaluation from the perspectives of teachers and students, with input from partner teachers as a basis for improvement in the next cycle. Teacher reflection emphasizes the importance of ensuring that basic steps, such as praying, are carried out properly, providing support to absent students to enhance a sense of solidarity, asking students for answers in turn to obtain a more accurate evaluation, and using the Pancasila Student Profile (P3) assessment sheet during group guidance to make direct assessment easier. On the other hand, student reflections, obtained through partner teacher observations, highlight the need for better classroom management, such as limiting classroom entry and exit permissions, improving time management efficiency, and ensuring each group member has a role in tasks to optimize learning time. All these notes will serve as important guidelines in efforts to enhance the quality of the learning process in the upcoming cycle.

Cycle II

Analysis of cycle II data indicates a significant improvement compared to cycle I. All 28 students (100%) successfully completed the course with a minimum score of 75, with a class average score of 86.5. No students were classified as failing. Overall, the class average score in the second cycle was also recorded at 86.5. This achievement indicates that the effective implementation of experiential learning methods can enhance students' competencies in identifying the structure and linguistic rules of experimental report texts.

Table 2. Percentage of Learning Completion with Average Scores in Cycle II

Category	Number of Students	Percentage	Average Value
Completed (≥ 75)	28	100%	86,5
Not completed (<75)	0	0%	-
Total	28	100%	86,5

The implementation of reflection on teacher activities in the learning process of cycle II saw several changes. These changes occurred through the reflection process in the previous cycle. Learning activities such as reading prayers, leading students in finding information on language structure and rules, and evaluating student learning outcomes were carried out in accordance with the stages described. Changes to the learning environment were also made by the teacher, shifting from classroom-based learning to outdoor learning. However, it is important to note the management of students' time during outdoor learning activities. In addition to the teacher's perspective, the reflection process was also conducted from the students' perspective. The implementation of Cycle II showed an improvement compared to the previous cycle. Students were able to participate in the learning process enthusiastically with improved learning abilities, particularly in finding information related to the structure and linguistic rules of the experimental report text using the experiential learning method. However, when conducting outdoor learning activities, students need to be fully supervised during learning activities. This is intended to optimize the learning process and anticipate any unwanted incidents during the learning process.

DISCUSSION

The learning outcomes in Cycle I and Cycle II showed significant differences in students' ability to identify the structure and linguistic rules of experimental report texts through the application of the experiential learning method. In Cycle I, out of a total of 28 students, only 6 or 21.4% achieved learning mastery with an average class score of 84.3, while 22 students or 78.6% did not achieve mastery with an average score of 59.5. The overall average class score in Cycle I was 66.4. After improvements were made to the learning process in Cycle II, 100% of students achieved learning mastery with an average score of 86.5. No students were classified as not having achieved mastery. This improvement confirms that the application of the experiential learning method not only encourages active student engagement in the learning process but also significantly enhances the achievement of optimal learning outcomes.

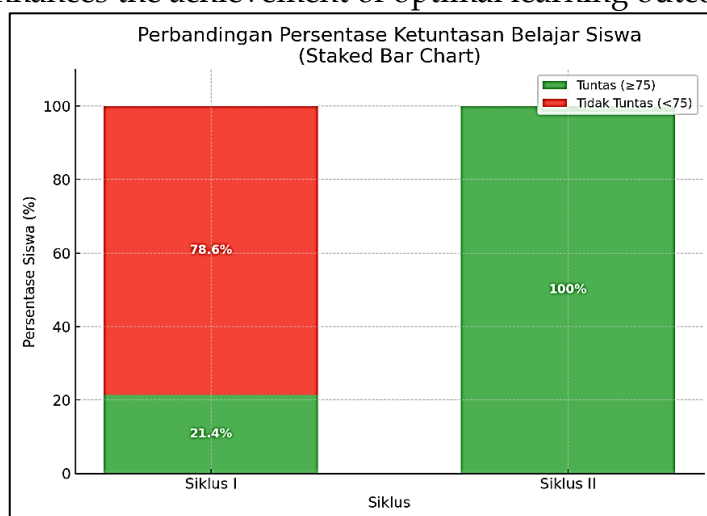


Figure 1. Comparison of Learning Completion Rates for Cycle I and Cycle II

This shows that the application of experiential learning methods can improve students' ability to find linguistic structures and rules in experimental report texts. In cycle I, only 32% of students fully understood the linguistic rules, while in cycle II, this increased significantly to 100%. This finding aligns with the research results of Prasetyo & Wulandari (2020), which revealed that experiential learning facilitates conceptual understanding through direct experience, enabling students to more easily internalize complex material such as linguistic rules. Additionally, the change in the learning environment from the classroom to an open hall in the second cycle also contributed to the improvement in results, as stated by Suryadi (2019) that variations in the learning environment can enhance student engagement and motivation.

The improvement in text structure understanding from 71% in cycle I to 82% in cycle II also supports the findings of Fitriani et al. (2021), who demonstrated that an experience-based approach is effective for teaching hierarchical text components such as structure. This is due to the method's ability to allow students to identify text elements gradually through practical activities, rather than merely memorizing them. However, reflections from the first cycle revealed challenges such as time management and classroom management that were not yet optimal, which were also found in Rahmawati's (2018) research when implementing active learning. Therefore, improvements in the second cycle by tightening supervision and dividing group roles proved successful in overcoming these issues.

Another interesting finding from this study is the high level of difficulty students faced in the linguistic rules aspect in cycle I, which aligns with a previous study by Handayani & Nugraha (2022) stating that linguistic rules are abstract and require scaffolding. In the second cycle, the experiential learning approach with experiment-based assignments and group discussions successfully addressed this difficulty, supported by Kolb's (2015) theory that active reflection after concrete experiences is key to understanding abstract concepts. Additionally, the participation of all students in the group (without the "less understanding" category in the second cycle) reinforces Kurniawan's (2020) findings on the importance of collaboration in experience-based learning.

The reflections of partner teachers were an important factor in improving the learning process, particularly in terms of classroom management and material depth. These results are in line with Febriana's (2019) research, which emphasizes that feedback from external observers (such as partner teachers) can identify gaps that are not visible to researchers. For example, notes on the importance of directly assessing the Pancasila Student Profile were proven to improve student discipline in the second cycle. This finding also reinforces Susanto's (2021) argument that integrating attitude aspects into experience-based learning can promote academic achievement and character development simultaneously.

Overall, this study reinforces empirical evidence that experiential learning is effective for learning complex procedural texts, as tested in a similar context by Wijayanti (2023). However, its success is highly dependent on activity design,

learning environment, and systematic reflection—factors that are also highlighted in the meta-analysis by Putra et al. (2022). Moving forward, the implementation of this method needs to consider the balance between the flexibility of the learning environment and supervision, particularly to ensure that all students are actively engaged without compromising the depth of the material.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that the application of the experiential learning method has proven to be effective in improving the competence of grade IX-4 students at SMP Negeri 6 Gorontalo in identifying the structure and linguistic rules in experimental report texts. The improvement was highly significant, particularly in terms of linguistic rules, where students' understanding increased from 32% in Cycle I to 100% in Cycle II. This aligns with the initial research objective of addressing the gap between curriculum expectations and classroom implementation, where previously many students struggled to identify linguistic structures and rules, and low learning motivation due to monotonous teaching methods. This success was supported by changes in the learning environment to an open hall, improved classroom management, and role distribution within groups, which contributed to increased student engagement and motivation.

The prospects for developing the findings of this research indicate that experiential learning methods have great potential to be integrated into Indonesian language learning, especially for complex material requiring conceptual understanding, such as linguistic rules. In the future, further research could focus on balancing the flexibility of the learning environment with student supervision, as well as further exploring the integration of attitude aspects (Pancasila Student Profile) in experiential learning to promote academic achievement and character development simultaneously. Thus, this method can continue to contribute to the development of an active, enjoyable Indonesian language learning model that aligns with the principles of the Merdeka Curriculum.

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