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Experiential Learning Model and Learning Motivation on Descriptive Text Writing Skills

Yulfita[1], Afnita[2]*

[1,2] Indonesian Language and Literature Education, Padang State University, Padang, Indonesia

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ABSTRAK

Penelitian ini diawali dengan berbagai kesulitan siswa dalam menjaga kohesi dan koherensi ketika menulis teks deskripsi. Selain itu, penggunaan kosakata yang tepat juga menjadi masalah yang signifikan. Siswa seringkali menggunakan kata-kata yang tidak sesuai dengan konteks atau kurang variatif, sehingga tulisan mereka menjadi monoton dan kurang menarik. Kesulitan-kesulitan ini menunjukkan bahwa terdapat kebutuhan yang mendesak untuk meningkatkan keterampilan menulis teks deskripsi siswa melalui pendekatan pembelajaran yang lebih efektif dan inovatif. Penelitian ini tergolong ke dalam jenis penelitian eksperimen dengan menerapkan desain faktorial. Data diambil dari 32 siswa kelas eksperimen dan 32 siswa kelas kontrol dengan instrumen tes keterampilan menulis teks deskripsi dan kuesioner motivasi belajar. Hasil analisis dan pembahasan dalam penelitian ini menegaskan bahwa model Experiential Learning efektif meningkatkan keterampilan menulis teks deskripsi baik pada siswa dengan motivasi belajar tinggi maupun rendah, sehingga antara model Experiential Learning dengan motivasi belajar tidak saling berinteraksi secara signifikan. Temuan ini mendukung hipotesis bahwa pengalaman langsung dan refleksi kritis yang ditawarkan oleh model Experiential Learning dapat memperkaya proses pembelajaran dan meningkatkan keterampilan menulis teks deskripsi. Dengan demikian, dapat disimpulkan bahwa model Experiential Learning secara signifikan lebih efektif dibandingkan metode konvensional dalam meningkatkan keterampilan menulis teks deskripsi, terlepas dari tingkat motivasi belajar siswa yang tinggi maupun rendah. Implikasi penelitian ini menunjukkan bahwa penggunaan model pembelajaran berbasis pengalaman dan peningkatan motivasi belajar dapat secara signifikan meningkatkan keterampilan menulis siswa.

ABSTRACT

This research began with various students' difficulties in maintaining cohesion and coherence when writing descriptive text. In addition, the use of appropriate vocabulary is also a significant problem. Students often use words that are not appropriate to the context or lack variety, so that their writing becomes monotonous and less interesting. These difficulties indicate that there is an urgent need to improve students' descriptive text writing skills through more effective and innovative learning approaches. This research is classified as an experimental type of research using a factorial design. Data was taken from 32 experimental class students and 32 control class students using descriptive text writing skills test instruments and learning motivation questionnaires. The results of the analysis and discussion in this research confirm that the Experiential Learning model is effective in improving descriptive text writing skills for both students with high and low learning motivation, so that the Experiential Learning model and learning motivation do not interact significantly with each other. These findings support the hypothesis that direct experience and critical reflection offered by the Experiential Learning model can enrich the learning process and improve descriptive text writing skills. Thus, it can be concluded that the Experiential Learning model is significantly more effective than conventional methods in improving descriptive text writing skills, regardless of whether students' levels of learning motivation are high or low. The implications of this research indicate that the use of experience-based learning models and increasing learning motivation can significantly improve students' writing skills.

*Corresponding author.
E-mail addresses: afniita@fbs.unp.ac.id (Afnita)

1. INTRODUCTION

The Experiential Learning Model is a learning approach that emphasizes direct experience as the main source of learning (Morris, 2020; Susiloningsih et al., 2023). This learning model invites students to be actively involved in relevant and reflective activities, then improve their understanding and skills (Adnan et al., 2023; Fatmanisa et al., 2020; Nuriyanti et al., 2019; Zafirah et al., 2020). On the other hand, learning motivation plays an important role in determining how effectively students can assimilate and apply new knowledge (Sánchez-Barroso et al., 2020; Wardani et al., 2020). In this study, researchers will explore how the Experiential Learning model and students' level of learning motivation influence descriptive text writing skills. The Experiential Learning model consists of four stages: concrete experience, observational reflection, abstract conceptualization, and active experimentation, all of which can help improve writing skills through direct experience and reflection (Nuriyanti et al., 2019; Rukhsana et al., 2019).

Writing skills are one of the basic abilities that are very productive in education (Astrini et al., 2020; Efrianto et al., 2019; Rahayu & Afnita, 2023; Sukanaya, 2020). Of the four language skills, writing skills are one of the important language skills for students to master (Afnita, 2022; Zahara & Afnita, 2020). Teaching writing skills has become a complicated task for educators in various countries (Efrianto et al., 2019; Sukandi & Merina, 2017). This skill allows students to express ideas, feelings and information in writing clearly and coherently. Writing success can be seen from students' ability to express ideas clearly and understand the rules of writing. In the context of Indonesian language learning, one type of writing taught in secondary schools is descriptive text. Descriptive text aims to provide a detailed description of an object, place or event so that readers can imagine and feel what the author is describing (Afnita et al., 2020; Harianja et al., 2019; Harlena et al., 2019; Purnamasari et al., 2020; Yoandita, 2019). The skill of writing descriptive text requires the ability to observe in detail and convey the results of these observations in an interesting and easy to understand way.

However, based on initial observations at SMP Negeri 9 Padang, it was found that students' descriptive text writing skills were still relatively low. This can be seen from the results of learning descriptive text writing skills which show that many students are not able to compose descriptive text well. In particular, they often have difficulty maintaining cohesion and coherence in writing. In addition, the use of appropriate vocabulary is also a significant problem. Students often use words that are not appropriate to the context or lack variety, so that their writing becomes monotonous and less interesting. These difficulties indicate the need to improve students' descriptive text writing skills through more effective and innovative learning approaches. These observations became an important basis for this research to examine more deeply the influence of the Experiential Learning model and student learning motivation on descriptive text writing skills. The Experiential Learning model developed by David Kolb focuses on learning through direct experience and has been applied in scientific practice and international curricula. (Bahu, 2020; Lehane, 2020). In this model, students are actively involved in learning activities that involve real experience, reflection, conceptualization, and application.

Several previous studies have shown that the Experiential Learning model can improve students' writing skills (Asad et al., 2021; Asyari et al., 2021; Lubis et al., 2018). Students taught using the Experiential Learning model have better writing skills compared to students taught using conventional methods (Ahwi et al., 2020; Gunadi et al., 2019). The Experiential Learning model allows students to learn through direct experience, which makes them more engaged and understand the material more deeply in his research revealed that the Experiential Learning model also helps students develop critical and analytical skills which are very important in writing descriptive texts (Asyari et al., 2021; N-Swamy & Simha, 2020). Students taught using the Experiential Learning model show a significant increase in creativity and the ability to organize their ideas effectively (Andrade & Westover, 2022; Gunadi et al., 2019). The Experiential Learning model provides students with the opportunity to reflect on their experiences, which ultimately improves the quality of their writing. Likewise research found that the Experiential Learning model can improve students' understanding of concepts and application skills in different contexts (Vurnianti et al., 2023; Yulianti & Nisa, 2020).

Apart from effective learning models, the level of student motivation is one of the factors that can determine student learning outcomes (Howard et al., 2021; Jasid & Afnita, 2023; Urhahne & Wijnia, 2023). Learning motivation plays an important role in encouraging students to try harder, focus and commit to the learning process (Howard et al., 2020; Lo et al., 2023). Students who have high learning motivation tend to be more enthusiastic and active in participating in learning activities, making it easier to understand the material and achieve optimal learning outcomes. On the other hand, students with low learning motivation often show a passive attitude, lack enthusiasm, and tend to have difficulty understanding the material being taught. In implementing the Experiential Learning model, learning motivation is also an important factor (Fortunela et al., 2022; Kong, 2023). This model emphasizes students' active involvement in direct learning

experiences, which can increase their intrinsic motivation. Through relevant and fun activities, students can feel more interested and motivated to learn. In addition, hands-on experience also helps students understand concepts better, which ultimately can increase their motivation to continue learning and developing.

This research examines the influence of the Experiential Learning model on students' descriptive text writing skills, as well as the role of learning motivation as a moderator variable. Learning motivation is seen as a factor that can strengthen or weaken the influence of learning models on learning outcomes. In other words, students' learning motivation can influence the extent to which the Experiential Learning model is effective in improving descriptive text writing skills.

Based on the literature review, this research was designed with several objectives, namely to test the effect of the Experiential Learning model on descriptive text writing skills for both students with high and low learning motivation, and to test the interaction between the Experiential Learning model and learning motivation. on the descriptive text writing skills of students at SMP Negeri 9 Padang. This research not only provides theoretical but also practical contributions. Theoretically, this research will add to the literature regarding the influence of the Experiential Learning model and learning motivation on writing skills. Practically, the results of this research can be used by teachers to design and implement learning strategies that are more effective in improving students' writing skills. Finally, it is also hoped that this research can provide recommendations for curriculum development and education policy in Indonesia, especially in terms of implementing innovative and student-centered learning models. By improving students' writing skills, it is hoped that the quality of education in Indonesia can continue to improve, so that students are better prepared to face future challenges.

2. METHODS

This research is a type of experimental research with a 2x2 factorial design. This design was chosen to test the influence of the Experiential Learning model and learning motivation on students' descriptive text writing skills. 2x2 factorial designs efficiently compare multiple independent variables in experimental research, providing valuable insights for analyzing complex scenarios (Freeman & Le Rossignol, 2020; Haerling & Prion, 2020). This provides a more comprehensive understanding of how the two variables influence each other. The design of this research is presented in Figure 1.

	A1	A2
B1	A1B1	A2B1
B2	A1B2	A2B2

Figure 1. Factorial Design

Information:
A1 : Experiential Learning Model
A2 : Conventional Model
B1 : High Learning Motivation
B2 : Low Learning Motivation
A1B1 : Treatment of Experiential Learning Model with High Learning Motivation
A1B2 : Treatment of Experiential Learning Model with Low Learning Motivation
A2B1 : Conventional Model Treatment with High Learning Motivation
A2B2 : Conventional Model Treatment with Low Learning Motivation

The population in this study were all class VII students at SMP Negeri 9 Padang, totaling 224 students. From this population, a sample of 64 students was selected using a purposive sampling technique to ensure the representativeness of the sample. The sample consisted of 2 classes, namely 32 students representing the experimental group who were given the Experiential Learning model treatment and 32 other students representing the control group who were given the Conventional model treatment.

The instruments used in this research consisted of performance tests to measure descriptive text writing skills and questionnaires to measure student learning motivation. The learning motivation questionnaire is prepared based on indicators of learning motivation, namely perseverance, resilience in facing difficulties, interest and sharp attention in learning, independence, not getting bored quickly, maintaining opinions, being confident in something, and being able to solve problems. Meanwhile, the descriptive text writing performance test is designed to assess students' ability to compose coherent, clear and interesting text according to the structure and language of the descriptive text. Before the instrument

was used to measure students' skills, the researcher had first consulted with Indonesian language teachers and language experts so that the instruments used in this research could measure students' abilities accurately and precisely. The performance test instrument grid in this study is presented in Table 1.

Table 1. Performance Test Instrument Grid

No	Indicator	Sub-Indicators	
1	Description Text Structure	a.	Identification
		b.	Part Description
		c.	Closing/Conclusion/Recommendations
2	Description Text Language	a.	Using special words
		b.	Use detailed sentences
		c.	Using synonyms
		d.	Busy in the house
		e.	Using language as if it can be seen, heard and felt
		f.	Using prepositions
		g.	Use compound words
		h.	Using spelling

Data analysis in this research involves several procedures, namely the normality test which is carried out to determine whether the data is normally distributed or not. After that, a homogeneity test was carried out to ensure that the variance between groups was the same. Next, the t test was used to compare the averages between two different sample groups, in this case the group that used the Experiential Learning model and the group that used the conventional method. Finally, a 2-way ANOVA analysis was carried out to test the interaction of two independent variables, namely learning model and learning motivation on students' descriptive text writing skills. All of these steps aim to obtain accurate and reliable results in measuring the influence of the Experiential Learning model and learning motivation on students' writing skills.

3. RESULT AND DISCUSSION

Results

Data Description

This research was conducted at SMP Negeri 9 Padang, with the aim of measuring the influence of the Experiential Learning model and learning motivation on students' descriptive text writing skills. This research involved two classes, namely the experimental class and the control class, each consisting of 32 students. The experimental class was treated using the Experiential Learning model, while the control class used conventional learning methods. The data obtained from the two groups was analyzed to see the differences in descriptive text writing skills between students taught using the Experiential Learning model and students taught using conventional methods. A description of the research data is presented in Table 2.

Table 2. Description of Data Value of Descriptive Text Writing Skills

NO	Class	Max	Minimal	$\underline{X}$	N	Std. Dev
1	Test	89.58	46.88	77.03	32	11.61
2	Control	84.90	51.56	68.95	32	9.69
3	Experiment with High Learning Motivation	89.58	71.85	83.21	9	7.11
4	Experiment with Low Learning Motivation	88.02	71.88	79.34	9	5.06
5	Control with High Learning Motivation	84.90	51.56	74.48	9	10.77
6	Control with Low Learning Motivation	76.04	53.13	69.39	9	7.33

Based on research data conducted at SMP Negeri 9 Padang, it can be seen that the Experiential Learning model has a positive impact on students' descriptive text writing skills. In the experimental class that used the Experiential Learning model, the average score of students' descriptive writing skills was 77.03, higher than the control class that used conventional methods with an average score of 68.95. Analysis based on learning motivation shows that students with high learning motivation in the experimental class have an average score of 83.21, higher than students with high learning motivation in the control class who have an average score of 74.48. Meanwhile, students with low learning motivation in the experimental class

also showed better results with an average score of 79.34 compared to students with low learning motivation in the control class who obtained an average score of 69.39. This shows that the Experiential Learning model is more effective in improving students' descriptive text writing skills, both for students with high and low learning motivation.

The normality test in this study was carried out to ensure that the data obtained from the two sample groups, namely the experimental and control classes, were normally distributed. This test is important to find out whether the data meets the basic assumptions required for further statistical analysis such as the t test and 2-way ANOVA. The results of the normality test analysis in this study are presented in Table 3.

Table 3. Data Normality Test

NO	Class			A	L_0	L_T	Is
1	Test	N	32	0.05	0.140	0.157	Normal
		$\underline{X}$	77.03				
		$\sum\underline{X}$	2465.1				
		S.Dev	11.61				
2	Control	N	32	0.05	0.140	0.157	Normal
		$\underline{X}$	68.95				
		$\sum\underline{X}$	2206.3				
		S.Dev	9.69				
3	Experiment with High Learning Motivation	N	9	0.05	0.185	0.271	Normal
		$\underline{X}$	83.21				
		$\sum\underline{X}$	748.9				
		S.Dev	7.11				
4	Experiment with Low Learning Motivation	N	9	0.05	0.187	0.271	Normal
		$\underline{X}$	79.34				
		$\sum\underline{X}$	714.1				
		S.Dev	5.06				
5	Control with High Learning Motivation	N	9	0.05	0.167	0.271	Normal
		$\underline{X}$	74.48				
		$\sum\underline{X}$	670.3				
		S.Dev	10.77				
6	Control with Low Learning Motivation	N	9	0.05	0.245	0.271	Normal
		$\underline{X}$	69.39				
		$\sum\underline{X}$	624.5				
		S.Dev	7.33				

The normality test results showed that the data in the two sample groups, namely the experimental and control classes, were normally distributed. Experimental class data with N = 32 shows L_0 The value of 0.140 is smaller than Lt of 0.157 so the data is categorized as normal. The same thing also happens to control class data with N = 32, where L_0 the value of 0.140 is smaller than Lt of 0.157. In addition, subgroup data based on the level of learning motivation also shows consistent results. In the experimental class with high learning motivation N = 9, then L_0 the value of 0.185 is smaller than Lt of 0.271. Meanwhile, in the experimental class with low learning motivation N = 9, the L0 value was 0.187, which was smaller than Lt, which was 0.271. Likewise in the control class with high (N=9) and low (N=9) learning motivation, where L_0 The respective values of 0.167 and 0.245 are also smaller than Lt of 0.271. Based on the results of the normality test analysis, it can be concluded that the data for all groups is normally distributed, fulfilling the basic assumptions of statistical analysis of the t test and 2-way ANOVA.

The homogeneity test in this study was carried out to ensure that the variance of the two sample groups, namely the experimental class and the control class, was homogeneous or uniform. This test is important to carry out because one of the assumptions of the t test and 2-way ANOVA is that the variance between groups must be homogeneous or uniform. The results of the homogeneity test analysis in this study are presented in Table 4.

Table 4. Data Homogeneity Test

NO	Class	N	F_H	F_T	Is
1	Experiment and Control	64	0,697	1.822	Homogeneous
2	Experiment and Control with High Learning Motivation	18	2.297	3.438	Homogeneous
3	Experiments and Controls with Low Learning Motivation	18	2.097	3.438	Homogeneous

Based on the results of the homogeneity test analysis, the Fh value for the experimental and control classes was 0.697 with an Ft of 1.822, indicating that the variance of the two groups was homogeneous. Apart from that, in the group with high learning motivation the Fh value was 2.297 with Ft of 3.438, and in the group with low learning motivation the Fh value was 2.097 with Ft of 3.438. These two results also show that the variance between groups is homogeneous. Thus, the assumption of homogeneity of variance is met so that analysis can be continued using the t test and 2-way ANOVA to test the research hypothesis. Hypothesis testing in this research was carried out to test the differences in descriptive text writing skills between students taught using the Experiential Learning model and students taught using conventional methods. The results of hypothesis testing in this study are presented in Table 5.

Table 5. Test the "Effect" Hypothesis

NO	Hypothesis	T_{count}	T_{table}
1	The Influence of the Experiential Learning Model on Descriptive Text Writing Skills	3.026	1.669
2	The Influence of the Experiential Learning Model on the Descriptive Text Writing Skills of Students with High Learning Motivation	2.030	1.745
3	The Influence of the Experiential Learning Model on the Descriptive Text Writing Skills of Students with Low Learning Motivation	3.350	1.745

The results of hypothesis testing in this study show that there is a significant difference in descriptive text writing skills between students taught using the Experiential Learning model and students taught using the conventional model. The results of statistical analysis show that t_{count} The influence value of the Experiential Learning model on descriptive text writing skills is 3.026, which is greater than the t $value_{table}$ the value is 1.669. This shows that the Experiential Learning model has a significant influence on improving students' descriptive text writing skills. In addition, further analysis shows that for students with high learning motivation, the t $value_{count}$ the value of 2.030 is greater than t_{table} value 1.745. Likewise, for students whose learning motivation is low, then t_{count} the value is 3.350 greater than t_{table} value 1.745. These results confirm that the Experiential Learning model is effective in improving descriptive text writing skills for both students with high and low learning motivation. Thus, it can be concluded that the Experiential Learning model is significantly more effective than conventional methods in improving students' descriptive text writing skills, regardless of the high or low level of students' learning motivation. Furthermore, the results of the hypothesis test analysis of the interaction between the Experiential Learning model and learning motivation are presented in Table 6.

Table 6. Test the "Interaction" Hypothesis

Hypothesis	F_{count}	F_{table}
Interaction of Experiential Learning Model with Learning Motivation	0.05	4.15

Based on data analysis, the calculated F value was 0.05, while F_{table} the value is 4.15. Fcount value that is smaller than F_{table} shows that the interaction between the Experiential Learning model and learning motivation is not statistically significant. This means that although the Experiential Learning model as a whole is effective in improving descriptive text writing skills, the effect is not significantly different between students with high and low learning motivation.

Discussion

The results of this research show that the Experiential Learning model has a significant influence on improving students' descriptive text writing skills. Statistical analysis shows that the tcount value of the influence of the Experiential Learning model on descriptive text writing skills is 3.026 greater than $t_{count_{table}}$ the value is 1.669. This shows that the Experiential Learning model has a significant influence on improving students' descriptive text writing skills. Apart from that, further analysis shows that for students with high learning motivation the tcount value is 2.030 which is greater than the $t_{count._{table}}$ value 1,745. Likewise, for students whose learning motivation is low, the tcount value is 3.350, which is greater than the $t_{count_{table}}$ value 1,745. These findings support the hypothesis that the direct experience and critical reflection offered by Experiential Learning can enrich the learning process and improve learning outcomes. Research conducted previously stated that the Experiential Learning model could be used as a reference as an effective learning model choice in improving students' skills. Several other studies also reveal that the Experiential Learning model is not only effective in improving writing skills, but also in other aspects such as understanding concepts, critical thinking skills, and student learning motivation (Everett & Bischoff, 2020; Hendrisman, 2019; Kingkaew et al., 2023; Srinivasan et al., 2023).

This research also reveals that the effectiveness of the Experiential Learning model is not limited to students with a certain level of learning motivation. Both students with high and low learning motivation showed significant improvements in descriptive text writing skills. This shows that the Experiential Learning model can be widely adapted, without having to consider the level of student learning motivation as a limiting factor. The Experiential Learning model provides space for students to explore and discover understanding independently, which can accommodate various levels of learning motivation (Shoulders, 2019; Thote & S, 2023). The flexibility of this model allows the application of varied methods, which can be adapted to student needs and characteristics, so that it is effective for all levels of learning motivation. The main advantage of Experiential Learning is its ability to make the learning process more interesting and relevant for students, which can ultimately increase engagement and learning outcomes, regardless of differences in students' initial motivation (Bahu, 2020; Meitikasari, 2023; Moore et al., 2022).

From a theoretical perspective, the results of this research support the experiential learning theory put forward by previous research providing empirical evidence that direct experience, reflection, conceptualization and active experimentation are key components that can improve students' writing skills. Apart from that, this research also adds evidence that the Experiential Learning model is effective in various conditions of student learning motivation (Astrini et al., 2020; Relles, 2024). This research makes a significant contribution to existing knowledge by showing that the Experiential Learning model can be applied effectively in the context of teaching writing descriptive texts. This broadens the application of this model which was previously more widely used in science and technical skills learning.

Previous research explains that the Experiential Learning model not only helps students understand lesson material, but also develops critical thinking and problem solving skills. This is because the Experiential Learning model encourages students to be actively involved in the learning process through four stages of the learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The effectiveness of applying this model shows that the Experiential Learning model is more universal and can be applied in various learning situations. In educational practice, teachers can use the Experiential Learning model to improve students' writing skills (Asyari et al., 2021; Rahayu & Afnita, 2023). Teachers can design activities that allow students to experience hands-on learning, such as writing projects that involve field observations or practical experiences. The use of reflection in this process is also important to help students understand and internalize their experiences.

The results of the interaction hypothesis test in this study show that the interaction between the Experiential Learning model and learning motivation is not statistically significant. This is proven by F_{count} value 0.05 which is smaller than F_{table} value 4.15. This means that although the use of the Experiential Learning model is overall effective in improving descriptive text writing skills, this improvement is not significantly different between students with high and low learning motivation. In other words, the influence of the Experiential Learning model does not depend on the level of student learning motivation. These findings indicate that the Experiential Learning model can be effectively applied to students with different levels of learning motivation (Sánchez-Barroso et al., 2020; Yoandita, 2019). Both students with high and low learning motivation can experience equally significant improvements in descriptive text writing skills when using this learning model. This shows the flexibility and effectiveness of the Experiential Learning model in improving students' writing skills in general without having to pay attention to their initial level of motivation.

The results of this research also provide the implication that learning motivation factors do not strengthen the influence of the Experiential Learning model on descriptive text writing skills. Even though learning motivation is an important aspect in the learning process, in the context of this research, the role

of learning motivation is not strong enough to modulate the effectiveness of the Experiential Learning model. This provides insight that there may be other factors that have more influence on the interaction between learning models and learning outcomes that need to be investigated further. Factors such as the learning environment, social support, and varied teaching methods can play an important role in influencing student learning outcomes. Apart from that, the results of this research also provide practical implications for teachers and educational practitioners. Considering that the Experiential Learning model can be applied effectively regardless of the level of student learning motivation, teachers can be more confident in using this method in classes that are heterogeneous in terms of learning motivation. This can reduce the burden on teachers in adjusting teaching methods for each student individually, because the Experiential Learning model has been proven to be generally effective (Harlena et al., 2019; Srinivasan et al., 2023). Overall, this research shows that the Experiential Learning model is effective in improving students' descriptive text writing skills, whatever their level of learning motivation. These findings support experiential learning theory and provide an important contribution to the educational literature. Thus, the application of this model in teaching practice can provide significant benefits for improving the quality of education.

4. CONCLUSION

This research concludes that the Experiential Learning model is significantly more effective than conventional methods in improving students' descriptive text writing skills, regardless of the student's level of learning motivation. By understanding that this model is effective for all students, teachers can focus more on implementing learning methods that support direct and reflective experiences. The application of the Experiential Learning model allows students to be more actively involved in the learning process, increasing their understanding through real experience and reflection. The implication of these findings is the importance of developing a curriculum that integrates the Experiential Learning method as the main approach in teaching writing skills. In addition, teachers need to be given adequate training to implement this learning model effectively in the classroom. Suggestions for further research are to explore other factors such as the learning environment, social support, and variations in teaching methods that might interact with the Experiential Learning model to further maximize student learning outcomes.

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