



## The Impact Of Experiential Learning To Improve Student's Ability In Reading Recount Text

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### ABSTRACT

This study investigates the effectiveness of experiential learning in improving students' ability to read recount texts. Addressing the challenges faced by students with traditional teaching methods, the research implemented experiential learning strategies to enhance comprehension. Using a one-group pretest-posttest design with 26 male students from SMK 2 LPPM RI Majalaya, the study found significant improvements in reading scores, with averages increasing from 63.35 to 81.42. The frequency distribution also shifted positively post- intervention. Normality tests confirmed the validity of the parametric analyses. The findings indicate that experiential learning effectively enhances students' reading comprehension of recount texts, suggesting its potential for broader educational application. Future research should explore its long-term impact and applicability across diverse student groups

### INTRODUCTION

In the era of globalization, the importance of English language proficiency is increasingly emphasized. Ananda (2022) highlights the need to improve students' language skills, particularly vocabulary, to meet global standards. Sarwal (2019) further supports this by discussing English's role as an international language. Despite the acknowledged importance, many students, particularly at the middle and high school levels, struggle with English vocabulary and reading comprehension, impeding their academic progress. This issue is exacerbated by traditional teaching methods that fail to engage students effectively.

The primary cause of this problem appears to be the lack of innovative teaching methods that connect learning to real-life experiences. Experiential learning, which emphasizes active participation and practical application, has been suggested as a solution. According to Beard & Wilson (2013), cited in (Susanti & Sari, 2020), experiential learning methods can significantly enhance students' engagement and comprehension by providing opportunities to engage with real-life situations. Pradana & Fidian (2017) note that students often understand better when learning is connected to their everyday experiences, making experiential learning particularly effective for vocabulary acquisition and reading skills.

Previous studies have shown that experiential learning can improve various aspects of language learning. For instance, Susanti & Sari (2020) describe how experiential learning methods effectively improve reading skills by relating them to real-world experiences. However, the specific mechanisms through which experiential learning influences the ability to read recount texts have yet to be thoroughly examined. Existing research indicates the potential benefits of experiential learning, but there is a need for more evidence-based insights into its effectiveness, particularly in the context of reading comprehension.

Theoretical frameworks such as Kolb's Experiential Learning Theory (1984) support the idea that learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory suggests that students' learning styles play



a critical role in how they process and retain information. Understanding these styles can help teachers develop more effective learning strategies, making education more adaptive and beneficial. Reading plays a crucial role because it can develop thinking abilities. Through reading, individuals can absorb helpful knowledge from the texts they read (Hutagalung et al., 2021).

For other groups of educators, experiential learning is not just a method of education but the fact that people learn from their experiences. (Kolb, 2015, p. 60). Experts from various fields have researched experiential learning approaches, emphasizing the importance of hands-on experience. Their understanding of this method gives a sense of its effectiveness, the foundations of its theory, and how it can be applied in the real world, significantly improving student descriptive text writing. (Yulianti & Nisa, 2017, p. 447) Experiential learning is a methodology in which teachers deliberately involve students in practical experiences to enhance knowledge, develop skills, and clarify values. This method enables students to learn through practical experience rather than just theoretical understanding or verbal knowledge.

According to Simatupang & Lubis (2021), reading at the first-secondary school level follows government regulations in finishing material, with genre texts, including recount text, still emphasized in the reading material. Reading comprehension refers to an individual's ability to understand and extract information from text. This ability is influenced by various factors, including personal traits and specific skills, such as the ability to make inferences. (Putri et al., n.d.) Recognizing the message conveyed in the text is crucial in reading comprehension, as the primary purpose of reading is to grasp the ideas expressed in the written material.

A recount text is a text that relates past events or experiences to provide information or entertain the reader without any conflict between the characters that distinguishes it from the narrative text. This text repeats past events in sequence or tells others about something that has happened and compiles words to describe the activity, experiment, or actual past events (Simatupang & Lubis, 2021). Based on a study by (Elita & Radjab, 2013), which focused on understanding recount texts, this text is one of the genres learned at the second school level starting from eighth grade. A recount text is written to narrate past events or experiences, often related to actual experiences or various other experiences. At various stages, recount texts may include personal comments about incidents, and according to Roison et al. (2004:45), the organization of recount documents includes orientations followed by a series of events, as well as sometimes accompanied by evaluations or re-orientations at the end of the text.

Text recount is a type of text that re-describes events or experiences that have occurred in the past (Basri & Weda, 2022). Before starting the teaching process, teachers should ensure that the technique or media used is appropriate, including checking whether the text is a recount text and corresponds to the student's ability level. (Maharani et al., 2014). A recount text is a retransmission of activities, events, and experiences that have occurred in the past. Unlike narrative texts that include orientation, conflict, and problem-solving, recount texts present experiences or events directly and simply without drama or conflict elements. (Hutagalung et al., 2021).

The objective of this research is to investigate the impact of experiential learning on improving students' ability to read recount texts. This study aims to fill critical gaps in understanding how experiential learning influences reading comprehension and provide evidence-based insights to enhance English language teaching at SMK. Specifically, it seeks to determine whether there is a significant difference in reading comprehension between students who engage in experiential learning and those who follow traditional methods. By addressing these questions, the research will offer guidance to educators and institutions on integrating experiential learning into the curriculum, ultimately improving students' reading skills and motivation.

Previous research has highlighted the effectiveness of experiential learning in enhancing students' writing skills. Susanti & Sari (2020) conducted a study to evaluate the impact of experiential learning on the ability of 10th-grade students at SMK 1 Biau, Sulawesi, to write descriptive texts. The study involved 30 students divided into an experimental group, which applied experiential learning methods, and a control group, which used conventional methods. The findings revealed a significant improvement in the post-test scores of the experimental group, demonstrating the efficacy of experiential learning in improving writing skills. These results underscore the potential of experiential learning to enrich students' learning experiences and enhance their academic outcomes.

This research aims to build on these findings by examining the impact of experiential learning on students' reading comprehension of recount texts. The study will provide valuable insights into the effectiveness of experiential learning methods and offer practical recommendations for educators to enhance English language teaching in SMK

**METHODS**

on students' ability to read recount texts. A pre-experimental design with a one-group pretest- posttest was chosen to measure the changes in students' reading skills before and after the interventio Sugiyono (2012) cited at (Susanti & Sari, 2020, p. 885). This design allows for a comparison of students' performance, providing insights into the effectiveness of the experiential learning method (Ary et al., 2010).

Data collection involved administering pre-tests before the experiential learning intervention and post-tests afterward. These tests aimed to measure any improvement in students' reading abilities. The instruments used for these tests were validated for content validity by English teachers at SMK 2 LPPM RI Majalaya, ensuring they accurately reflected the skills and knowledge relevant to reading recount texts (Ary et al., 2010).

Data analysis comprised several steps. Descriptive statistics, such as mean and median, were used to summarize and describe the collected data. Frequency distributions helped organize the scores, while percentile ranks provided insights into the relative positions of the students' scores (Fraenkel & Wallen, 2009). A normality test using the Shapiro-Wilk method in SPSS determined whether the data were normally distributed. If the data were normally distributed, parametric tests were used; otherwise, non-parametric tests were employed. Hypothesis testing involved a paired t-test to compare the pre-test and post-test scores, assessing the significance of the experiential learning method's impact on students' reading skills (Fraenkel & Wallen, 2009).

The research was conducted at SMK 2 LPPM RI Majalaya, involving all male students in one XI class. This class was chosen due to the alignment of its curriculum with the research objectives, particularly the focus on recount texts, which are taught at this level (Fraenkel & Wallen, 2009). By selecting this sample, the study aimed to provide a detailed understanding of how experiential learning influences students' reading abilities in a specific educational context.

**FINDINGS AND DISCUSSION**

The findings of this study are based on the analysis of pre-test and post-test data collected from 26 male students in the XI Mechanical Engineering 4 class at SMK 2 LPPM RI Majalaya. The descriptive statistics of the pre-test and post-test scores are summarized in Table 1.

Table 1. Descriptive Statistics

	N	Minim um	Maxim um	Mean	Std. Deviation
Pre-test	26	51	75	63.35	6.794
Posttest	26	66	97	81.42	7.690
Valid (listwise)	N 26				

The pre-test scores ranged from 51 to 75, with an average score of 63.35 and a standard deviation of 6.794. After the experiential learning intervention, the post-test scores increased, ranging from 66 to 97, with an average score of 81.42 and a standard deviation of 7.690. This improvement indicates that the experiential learning strategy had a positive impact on students' reading comprehension abilities.

To further analyze the distribution of scores, frequency and percentage data for pre-test and post-test scores are presented in Table 2.

Table 2. Frequency and Percentage Data of Pre-test and Post-test

No.	Classification	Score	Pre-test	
			Frequency	Percent
1	Very Good	75-79	1	3,8%
2	Good	70-74	6	23,1%
3	Neutral	65-69	4	15,4%
4	Poor	60-64	7	26,9%
5	Very Poor	55-59	5	19,2%
6	Failed	50-54	3	11,5%
<b>Total</b>			<b>26</b>	<b>100%</b>

  

No.	Classification	Score	Post-test	
			Frequency	Percent
1	Very Good	93-99	1	3,8%
2	Good	86-92	9	34,6%
3	Neutral	79-85	6	23,1%
4	Poor	72-78	8	30,8%
5	Very Poor	65-71	2	7,7%
6	Failed	58-64	-	-
<b>Total</b>			<b>26</b>	<b>100%</b>

The data in Table 2 shows a noticeable shift in score distribution from the pre-test to the post-test. Before the intervention, a significant portion of students scored in the "Poor" and "Very Poor" categories. After the intervention, the number of students scoring in the "Good" category increased to 34.6%, and there were no students in the "Failed" category. This shift indicates the effectiveness of the experiential learning approach in improving students' reading comprehension skills.

The normality of the pre-test and post-test data was assessed using the Shapiro-Wilk test, and the results are presented in Table 3.

Table 3. Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
pretest	.965	26	.507
posttest	.982	26	.910

The Shapiro-Wilk test results indicate that both pre-test (Sig. = .507) and post-test (Sig. = .910) data are normally distributed, as their significance values are greater than 0.05. This normal distribution validates the use of parametric tests for further analysis.

The paired sample t-test was conducted to test the hypothesis that experiential learning significantly improves students' ability to read and understand recount texts. The results are summarized in Table 4.

Table 4. Hypothesis Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	sebelum diberikan perlakuan - setelah diberikan perlakuan	-18.07692	8.24099	1.61619	Lower -21.40553	Upper -14.74832	-11.185	25	<.001

The paired sample t-test results show a significant difference between the pre-test and post-test scores ( $t = -11.765$ , Sig. = .001). Since the p-value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, confirming that the experiential learning strategy significantly improves students' reading comprehension of recount texts.

The study's findings demonstrate the effectiveness of experiential learning in enhancing students' reading comprehension skills. The significant increase in post-test scores supports the hypothesis that practical, experience-based learning methods improve students' understanding of recount text structures. This aligns with Kolb's experiential learning theory, which emphasizes the importance of active involvement in the learning process (Kolb, 2015).

The improvement in frequency and percentage data further illustrates the positive impact of experiential learning. The shift in score distribution from lower categories ("Poor" and "Very Poor") to higher categories ("Good" and "Neutral") indicates that students benefited from the experiential learning approach, leading to better comprehension and retention of reading material. This finding is consistent with previous studies that highlight the benefits of experiential learning in various educational contexts (Yulianti & Nisa, 2017; Putri et al., n.d.).

Moreover, the normality test results confirm that the data is suitable for parametric analysis, ensuring the reliability and validity of the statistical tests conducted. The paired sample t-test results provide strong evidence for the significant impact of experiential learning on students' reading comprehension abilities, reinforcing the theoretical underpinnings of experiential learning (Ary et al., 2010).

In conclusion, the application of experiential learning strategies at SMK 2 LPPM RI Majalaya significantly improved students' ability to read and understand recount texts. These findings suggest that incorporating experiential learning into the curriculum can enhance students' engagement and comprehension, leading to better academic outcomes.

## CONCLUSION

This research investigated the impact of experiential learning on students' ability to read recount texts, revealing significant findings that highlight its effectiveness. The study demonstrated a notable improvement in students' reading comprehension skills following the implementation of experiential learning strategies. The average score increased from 63.35 in the pre-test to 81.42 in the post-test, reflecting a substantial enhancement in students' understanding of recount texts.

The data analysis showed a positive shift in performance categories. Before the intervention, many students scored in the "Poor" and "Very Poor" categories. However, after engaging in experiential learning, there was a marked increase in the number of students classified as "Good," with no students falling into the "Failed" category. This change indicates that experiential learning effectively raised students' reading comprehension levels.

The normality test confirmed that both the pre-test and post-test data were normally distributed, validating the use of parametric tests and ensuring the reliability of the statistical analysis. The paired sample t-test results further supported the hypothesis that experiential learning significantly improves students' ability to understand recount texts, with a p-value of

0.001 demonstrating a statistically significant impact.

The research objectives, aimed at evaluating the effectiveness of experiential learning in improving reading comprehension, were successfully met. The findings provide robust evidence of the benefits of experiential learning, offering practical insights for enhancing English language teaching.

However, the study did not address the long-term retention of reading skills acquired through experiential learning. Additionally, the research was conducted with a specific group of male students in one class, which may limit the generalizability of the results. Future research could explore the long-term effects of experiential learning, involve diverse student populations, and examine its impact on other language skills and text types.

Overall, the research underscores the effectiveness of experiential learning in improving students' reading comprehension, suggesting that integrating such methods into educational practices can enhance student engagement and academic outcomes

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