DEVELOPING ACADEMIC ESSAY WRITING MATERIALS BY INCORPORATING EXPERIENTIAL LEARNING

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Article Info	Abstract
Article History Received: April 2024 Revised: June 2024 Published: October 2024 *Keywords* *Academic Essay;* *Materials development;* *Writing skills;* *Writing materials;* *Experiential learning;*	*The study focuses on using a research and development strategy to develop materials for academic essay writing materials. It employs a modified version of Borg and Gall's (2003) R&D research design, with phases (1) research and information collecting, (2) developing a primary form of product, (3) validating product, (4) trying out product, (5) revising product, and (6) producing final product. This research used mixed-methods to investigate how academic essay writing materials were developed by incorporating experiential learning. This method combines quantitative and qualitative data collection techniques to answer the research questions. The participants were the students from a private university in Indonesia. Interviews, questionnaires, and test were used as the data collection. Quantitative analysis involves the utilization of SPSS to analyze pre-test and post-test score. Moreover, qualitative analysis employs thematic analysis as an intense method to see recurring themes and patterns within the qualitative data. The result of the study attests the insights into the development of academic essay writing materials by incorporating experiential learning. The study supports the theory that experiential learning enhances students' understanding and retention of academic concepts. The positive feedback from students and the statistical significance of the results underline the theoretical basic that practical and real-world experiences can encourage academic writing performance. It reinforces the idea that learning through experience. It is important to develop the materials which are user-friendly, concise, and clear on academic essay writing. It shows that materials designed with clear instructions and practical relevance help students' writing skills. Teachers are encouraged to integrate everyday experience to promote active learning and practical application of theoretical concepts in writing.*

INTRODUCTION

Teaching material plays a pivotal role in the success of the teaching and learning process in the classroom. Tomlinson et al. (2001) describe teaching material as a resource used by both teachers and students to facilitate learning. It encompasses a structured arrangement of subject matter that supports the teaching-learning process, encompassing the knowledge, skills, and perspectives students are expected to acquire. This material is integral to effective teaching (Cruz Rondon & Velasco Vera, 2016), as it directly impacts the learning outcomes of students. Wijaya & Rohmadi (2009) further emphasize the importance of selecting high-quality materials, noting that this selection should not only focus on the teacher, input, and learning tools but also on providing experiences that facilitate learning and enhance students' abilities. Effective teaching materials typically comprise a compilation of various resources—such as textbooks, worksheets, videos, and flashcards—designed to meet

course descriptions, syllabi, and the specific characteristics of students. As a result, the development of teaching materials is crucial for both teachers and students to achieve better learning outcomes.

In response to this need, teachers often engage in a rigorous process of material creation to design instructional units that align with the study's objectives. Numerous studies support the development of materials tailored to these goals. For instance, Adas & Bakir (2013) address the challenges in developing students' writing skills and propose practical strategies, particularly blended learning approaches. Tsou et al. (2002) provide insights into the use of computers to support vocabulary acquisition in writing, while Tomlinson (2012) underscores the critical role of well-designed materials in successful language instruction. Additionally, Sharp (2016) contributes to the understanding of written communication by offering a comprehensive perspective. Sulistyo et al. (2019) highlight the effectiveness of blog-assisted language learning in enhancing writing performance, with blogs increasingly being utilized to engage students in writing tasks and improve their language proficiency. Furthermore, Westera (2012) provides a historical perspective on educational media, especially blogs and networking sites, demonstrating how technology is transforming language learning. These studies collectively underscore the importance of creating innovative and effective teaching materials that cater to the evolving needs of students.

The creation of writing materials has been a focus of several researchers, each contributing unique approaches and perspectives. Haryanti (2015) emphasizes the importance of developing materials that align with students' needs and comprehension levels, ensuring both effectiveness and adherence to educational standards. Harsono (2007) advocates for the customization of materials to meet specific learning objectives, tailoring content to the diverse needs of the target audience. Hapsari (2015) takes a different approach, emphasizing the importance of considering the learning environment in material development. This study illustrates the effectiveness of reading-writing materials by expanding the scope to include supplementary elements that enhance the learning process. Other scholars, such as Yoke et al. (2019), Sandiyasa et al. (2013), Engin (2014), and Utami et al. (2016), explore innovative methods for incorporating information and communication technology (ICT) into reading-writing materials. Their research demonstrates that combining product and process methods yields superior outcomes compared to traditional approaches, highlighting the effectiveness of these new strategies.

Research on material development continues to explore the intersection of writing instruction, technology, and media, each contributing valuable insights. Indrawati et al. (2020) demonstrate the effectiveness of the process-genre approach in improving students' academic writing skills. This method integrates process-oriented techniques with genre-based concepts, guiding students through genre-specific procedures. Wahyuni et al. (2017) highlight the CTL method, which aligns writing materials with learning objectives and curriculum to ensure a structured learning process. Supriyadi (2011) examines the constructivism approach, which fosters an active learning environment where students build knowledge and enhance their writing skills. Additionally, Sabarun (2017) and Elhawwa (2015) emphasize the importance of incorporating technology into writing materials, particularly graphic and ICT-based organizers, to enrich the interactive learning experience. Hapsari (2015) presents an environment-based approach that connects theory with real-world applications, emphasizing the importance of experiential learning in bridging classroom knowledge with practical experiences. Research on language teaching further underscores the importance of understanding the global interconnectedness of learning materials, suggesting that experiential learning, as conceptualized by Kolb's Experiential Learning Cycle, can provide a comprehensive understanding of the materials in context.

Experiential learning, as proposed by Kolb (1984), plays a critical role in helping students achieve learning objectives through real-world experiences. Kolb's research provides practical guidance on problem-solving and personal development, later reconceptualized by Mughal & Zafar (2011) as engaging students in constructivist learning. Kolb (2005) also emphasizes how experiential learning enriches learning environments and promotes active engagement in higher education. Morris (2020) further explores the application of experiential learning in creating systemic interactive learning environments. This approach encourages reflective writing practices, where students can critically assess their progress and receive feedback from peers and teachers, as discussed by Styati & Vendityaningtyas (2015). The effectiveness of experiential learning in writing instruction has been supported by scholars such as Mollaei & Rahnama (2012), who highlight its role in active engagement and the application of knowledge in real-world contexts. Komalasari (2013) and Meitikasari (2016) advocate for the use of reflective projects to enhance writing proficiency and foster metacognitive awareness among learners. Kingkaew et al. (2023) emphasize the importance of creating learning environments that promote awareness of experiential learning processes, particularly in fostering critical thinking and metacognitive skills.

Given the increasing demand for students to produce academic essays, the development of materials to support academic writing has become a crucial area of research. Scholars such as Indrawati et al. (2020), Supriyadi (2017), and Santoso (2019) have undertaken significant projects to create instructional materials specifically for academic essay writing. Their findings suggest that well-designed materials are essential for improving students' academic writing skills and overall learning outcomes. This study aims to address the gaps identified by Setiyorini et al. (2023), who noted that students continue to struggle with writing introductory paragraphs, topic sentences, supporting sentences, and summary statements in essay writing courses.

The primary objective of this research is to develop academic essay writing materials that incorporate experiential learning to better meet the needs of students. By focusing on real-world experiences, the study seeks to create relevant and practical materials that inspire students to excel in written communication. The research addresses the following questions: How can academic essay writing materials be developed through the incorporation of experiential learning? And How effective are the developed materials in enhancing academic essay writing skills? This study aims to contribute significantly to the ongoing discourse on effective teaching strategies by presenting an innovative framework that integrates experiential learning principles into the development of academic writing materials. The ultimate goal is to equip students with the tools they need to overcome challenges in academic essay writing, thereby improving their writing proficiency and academic success.

RESEARCH METHOD
Research Design

This study aims to develop essay writing materials specifically tailored for English for Specific Purposes (ESP) students. The research design is based on the Research and Development (R&D) methodology, adapted from the foundational R&D cycles proposed by Borg and Gall (2003). This approach is utilized to create educational materials for practical use in academic settings. The original model by Borg and Gall outlines ten steps: research and information collection, planning, developing a preliminary product, conducting preliminary field tests, revising the product, validating the product, revising again, testing the product, making further revisions, and finally producing the final product. For this study, these steps have been streamlined and modified into six key phases: research and information collection, developing the initial product, validating the product, testing the product, revising the product,

and producing the final version. This modification ensures a more efficient and focused development process suited to the specific needs of ESP students.

The research employs a mixed-methods approach to investigate the development of academic essay writing materials that incorporate experiential learning principles. By integrating both quantitative and qualitative data collection techniques, the study aims to comprehensively address the research questions. The qualitative data collection involves conducting interviews with lecturers and students to gain insights into the needs and expectations surrounding academic essay writing. This needs analysis is crucial for understanding the specific requirements of the target audience. Additionally, expert validation is sought to ensure that the materials are aligned with the objectives of the course, assessing their suitability, relevance, and effectiveness. The qualitative feedback collected focuses on the applicability, usefulness, and attractiveness of the materials, which is vital for ensuring they meet the desired educational outcomes. On the quantitative side, the research employs questionnaires to gather data on students' needs, preferences, and perceptions regarding essay writing materials. These questionnaires, designed with Likert-scale questions, allow for the statistical analysis of trends and patterns in student responses. Furthermore, tests are conducted to evaluate the materials' effectiveness in helping students write academic essays. These tests quantitatively assess various aspects of the materials, such as their difficulty level and their impact on students' writing skills. After the materials are refined and finalized, further quantitative assessments are conducted to ensure their overall effectiveness and readiness for implementation. This includes evaluating the quality of layout, punctuation, and other essential components to ensure the materials meet high standards for educational use. Through this systematic approach, the study seeks to develop essay writing materials that are both effective and aligned with the specific needs of ESP students, ultimately contributing to their academic success.

Instruments

Data collection is the way to get the information to answer the research questions. It is used to determine the validity and appropriateness of the materials. Interviews, questionnaires, and test were used as the data collection. Interviews and questionaires were used to collect information about the student's needs in essay writing. The students were asked to give their responses by choosing one of the answers on a Likert scale. Moreover, questionnaires were also given to the experts to give validation on the materials developed. It was considered as the expert judgment. Both of the questionnaires used a Likert Scale. Test was used to the effectiveness of the materials design.

Interviews was conducted to gather the planning or structure the materials which cover essay writing materials. It used open-ended interview that allow the interviewees shape the perspective, experiences, and give suggestion to what best match on material development. Questionnaires was used to gather the information on the needs, preferences, and perception to essay writing and also from expert judgment to validate the essay writing materials. The expert judgment questionnaire utilized a Likert scale format, with experts asked to assess the effectiveness of the materials design based on criteria.

Research instruments are used to collect the data in this study. Interview guidelines were used as the research instruments in the research and in collecting information. Those instruments were conducted in the previous teaching and learning on essay writing class. Questionnaires were also employed to get the validation from the students and the experts. The questionnaires in terms of content and materials development were adopted from Brown (2001). It consists of objectives, topics, organization, content, coverage, language instruction, examples, exercises, and other aspects related to essay writing. Moreover, the questionnaire provided a comment and suggestions column for the experts. Another questionnaire was

adopted from Polly (2009). It consisted of the appropriateness/relevance of materials with the objective, the format, the student's needs, the content, the instruction, the role of the teacher, and the length of delivery in each meeting. It also provided the comment and suggestion column.

Validity

Validity is considered as a way to know the accuracy of the instrument. It indicates how accurately a test measures its intended construct (Sugianto, 2017). Azmi (2020) propose that the accuracy of a measurement tool indicates its ability to measure the intended constructs. It is essential in this study to ensure that the questionnaire effectively measures the intended aspects. In order to evaluate validity, the researcher utilized content validity, which guarantees the accuracy, suitability, and significance of the questionnaire (Furr, 2011; Ramli et al., 2020). The questionnaire was evaluated for content validity to establish if the statements accurately reflected the research variables. According to Sujarweni (2020), if the obtained Pearson correlation coefficient (r count) is higher than the critical value (r table), the questionnaire is considered valid. In this research, a crucial significane level used is 0.005 was utilized for validating purposes. Furthermore, the product of the essay materials was also validated by the experts. There were two experts to give the validating product of essay material by incorporating experiential learning. The experts judgements were experienced lecturers to review its design, functionality, and alignment with objectives. The experts provided valuable insights and feedback to validate the product's efficacy and relevance.

Reability

Reliability was used to know the consistency of good quality of the instrument used in this research. Inter-Rater reliability was used for interviews, involving multiple interviewers who interact with the participants separately. By utilizing techniques, the researchers determined the level of agreement among interviewers, providing valuable information about the reliability of the interview procedure. Internal consistency reliability was used for questionnaires. By using Cronbach's alpha coefficient, researchers assess how well the items in a questionnaire are internally consistent, aiming for a minimum of 0.70. If the result under 0.70 means that the instruments are needed to be revised to improve the questionnaire's reliability. Furthermore, it is essential to assess the consistency of tests across different time points through Test-retest reliability. The researchers confirmed the reliability of the test across different administrations by giving the same test to participants twice and calculating correlation coefficients, using PPMC to measure the consistency of scores. By implementing strict reliability measures, it was guaranteed the strength and precision of the data gathered, thus enhancing the credibility of its conclusions.

Data Analysis

Data analysis in this study involves both quantitative and qualitative approaches to thoroughly examine the data gathered during the research process. For the quantitative analysis, statistical analysis software is employed to analyze pre-test and post-test scores, focusing on academic essay writing skills enhanced through the incorporation of experiential learning. The analysis specifically utilizes paired-sample t-tests to compare mean scores, aiming to determine the effectiveness of experiential learning on students' writing skills. By analyzing these scores, the study seeks to identify any significant differences between the pre-test and post-test results, which would indicate the impact of the experiential learning approach (Sujarweni, 2020).

In parallel, qualitative analysis is conducted using thematic analysis, a rigorous method for identifying recurring themes and patterns within the qualitative data. This involves the detailed coding of interview transcripts to extract key insights related to students' needs and

experiences. The thematic analysis provides rich, nuanced data that complement the quantitative findings, offering a deeper understanding of how experiential learning influences the development of academic essay writing materials. Together, these analyses contribute to a comprehensive understanding of the effectiveness of experiential learning in enhancing students' writing skills.

The data from the needs analysis questionnaire were analyzed using frequencies and percentages to identify the most common responses. The highest percentages for each question were considered representative of the students' needs. This percentage was calculated by dividing the frequency of each response by the total number of students and then multiplying the result by 100%. Additionally, the data from the expert judgment questionnaires were analyzed using descriptive analysis formulas, as suggested by Sugiyono (2008). This analysis helped determine the quality of the developed product and assess its alignment with the intended educational objectives, with the results summarized in the corresponding evaluation table. Based on the results of analysis, the quality of the development materials is eligible to be used (71%).

Table 1. Validity Level Conversion

Percentage	Qualification	Discussion
90%-100%	Very good	No need revision
75%-89%	Good	Need revision
65%-74%	Enough	Need revision
55%-64%	Poor	Need revision
0 %-54%	Very poor	Need revision

RESEARCH FINDINGS AND DISCUSSION
Research Findings
The Result of Research and Information Collecting
The result of interview process aims to provide the insights into the perspectives and experiences of both students and lecturer regarding the development academic essay writing materials by incorporating experiential learning. The interviews are structured to display detailed responses and narratives from participants, allowing for a comprehensive understanding of their perceptions and experiences.

The students mention development on essay writing materials are needed because when the students read the existing sources from original book they don't understand. It is supported from" (SS: *I think I don't understand with the existing materials instead of the book. Creating new material with clear instruction and easy understood is needed*). The interviewee may have difficulty comprehending the existing academic essay writing materials. New materials cover clear instructions and easily understandable are needed. This response highlights a potential gap or deficiency in the current materials, indicating that they may not effectively meet the needs or expectations of the students.

The interviewee's emphasis on the importance of clear instructions and ease of understanding of new materials and suggests clarity and accessibility in learning materials. The students mention existing materials are confusing or challenging to navigate, leading to be understood with the learning experience. Thus, the significance of creating materials that are user-friendly, concise, and straightforward are needed in academic essay writing.

Another response from the lecturer suggests that creating new materials can help in explaining the materials to the students (L: *I suggest to create own materials in writing because many students don't understand the instruction well. The students also find many difficulty words which lead to the wrong product of writing*). Thus, the response reflects a

need for improvement in the clarity and usability of the academic essay writing materials. Overcoming this situation may involve the activity on revising the existing materials, creating new resources with clearer instructions, and guidance to students to enhance their understanding and proficiency in essay writing.

The students express a positive attitude towards developing new materials to enchance learning activities integrated into their writing. They highlight the value of hands-on experiences in enhancing their understanding of essay writing concepts and improving their writing skills. Students report that engaging in practical tasks and real-world experience facilitate a deeper comprehension of theoretical concepts and promote active learning.

The Result of Experts on Validating Product

After the development of the materials was completed, the validation stage commenced, where experts were invited to assess the essay writing materials that incorporated experiential learning. These experts were seasoned writing lecturers with a decade of experience and a shared educational background in writing instruction. To evaluate the materials, the experts were provided with questionnaires that utilized a Likert scale, where they were asked to indicate their level of agreement by ticking the appropriate column. The scale ranged from 5, representing "strongly agree," to 1, representing "strongly disagree." This method allowed the experts to provide a nuanced assessment of the materials.

The results of the expert validation yielded scores of 84% and 78%, respectively. When averaged, these scores resulted in an overall validation score of 81%. According to Leatamia (2009), a score above 71% indicates that the materials are eligible for use. Therefore, the validation results demonstrate that the developed materials are of good quality and suitable for implementation in the classroom. The student questionnaire results revealed varied perspectives on the effectiveness of the developed materials. Overall, students responded positively to the inclusion of experiential learning approaches in the academic essay writing materials. They particularly appreciated the hands-on activities, reflective exercises, and collaborative projects embedded in the materials, noting that these elements contributed to a deeper engagement with and understanding of writing concepts. Students highlighted the practical relevance of experiential learning methods, which helped them apply theoretical concepts in meaningful ways, thereby enhancing their overall learning experience.

Despite the generally positive feedback, some challenges were identified. A few students expressed concerns about the clarity of instructions in the materials, suggesting that unclear directions hindered their ability to fully engage with the writing tasks. Additionally, some students found certain activities overly challenging, indicating that there might be a mismatch between the difficulty of the tasks and their current skill levels. These issues underscore the need for refining the teaching materials to ensure that they are accessible and comprehensible to all students, thereby maximizing their effectiveness. Furthermore, the questionnaire provided insights into students' preferences for learning activities that incorporate experiential elements. Students valued opportunities to apply their knowledge in real-world contexts, collaborate with peers, and engage in interactive learning experiences. These findings highlight the importance of diversifying teaching strategies to accommodate diverse learning preferences within the student population. Overall, the analysis underscores the necessity of considering students' needs and preferences in the design and implementation of academic essay writing materials. Addressing challenges related to instructional clarity and task difficulty, while continuing to incorporate experiential learning activities, will be crucial for the ongoing refinement and improvement of these materials.

The Result of Try-Out the Academic Essay Writing Materials

The results of the trying out the materials developed in academic essay writing reveal significant insights into the effectiveness and applicability of the developed materials. The participants are presented with various writing materials, tasks, and prompts designed to know the students' comprehension, application, and proficiency in academic essay writing. It administers tests to encompass a range of topics and formats, allowing for a comprehensive evaluation of students' academic essay writing skills.

The analysis of questionnaires using SPSS indicates the materials development in academic essay writing by incorporating experiential learning show well developed. It is indicated that all the answers for the item valid and reliable. It presents from the result from Cronbach's Alpha. The result shows that Cronbach's Alpha is 1.000 > 0.70. It is higher than the standard of reliability test. It is indicating that the materials developed by incorporating experiential learning are easy understood by the students. Then, the effectiveness of the materials can be shown from the Paired-sample t-tests attests significance of these improvements, with results demonstrating a clear positive effect of incorporating experiential learning in academic essay writing instruction. It can be seen in the following table 2:

Table 2
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	74	25	5.00	1.00
	Post-test	79	25	4.73	.94

Based on table 2 it can be seen that the result of post-test shows higher than the pre-test score. It is 79> than 74. It indicates that the students are easy to understand about the materials developed which is suitable with their needs. It is easy instructions, tasks, and evaluation. Then, it is also proved not only from the different score in descriptive statistics but also from the significance level of the result such in the following table 3.

Table 3
Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre- test Post-test	-5.32	7.32	1.46	-8.34	-2.29		-3.6	24	.001

Table 3 shows that the significance level is 0.001< 0.005. It indicates that the result is significant. It shows H0 is rejected and H1 is accepted. It means that the material developed enhance the students in writing academic essay. Overall, the results of the trying out underlines the effectiveness of incorporating experiential learning in the development of academic essay writing materials. The result from quantitative data analysis and qualitative provide a comprehensive understanding of the effect of the materials on students' essay writing skills and learning. These findings support the continued utilization of experiential learning in academic essay writing with the aim of enhancing student engagement, comprehension, and success in writing class.

Discussion

This section presents an in-depth discussion of the research findings, emphasizing the critical need to develop academic essay writing materials that incorporate experiential learning as a strategy to enhance students' writing skills. The study reveals that integrating experiential learning into the curriculum is not just beneficial but essential for fostering

significant improvements in students' ability to write academic essays. By bridging the gap between theoretical knowledge and practical application, experiential learning stages enable students to draw upon their daily experiences, thereby enriching their writing with authentic insights and personal relevance. This approach transforms writing from a purely academic exercise into a reflective process that engages students more deeply, making the learning experience more meaningful and effective. The incorporation of experiential learning into academic essay writing materials is particularly effective because it leverages the natural learning process, where students actively engage with the material, reflect on their experiences, and apply their knowledge in practical contexts. For example, through activities such as journaling, reflective essays, and case studies, students are encouraged to draw connections between the concepts they learn in the classroom and the real-world situations they encounter in their daily lives. This method not only enhances their understanding of the subject matter but also improves their ability to articulate complex ideas in writing. As students relate abstract concepts to tangible experiences, they develop a more profound understanding of the material, which is reflected in the quality and depth of their academic essays.

Both students and lecturers gained valuable insights into the perspectives and experiences surrounding the development of academic essay writing materials. Students emphasized the need for new materials, as existing resources often lack clarity and are difficult to comprehend. A needs analysis is essential in identifying students' problems, which includes assessing their necessities, lacks, and wants (Ilham et al., 2020). This process involves aligning the materials with the course description and lesson plans, which, in this study, revealed that students primarily needed guidance on writing essays as academic assignments. The developed materials address these needs by providing clear instructions on how to write effectively, covering organization, content, vocabulary, grammar, and mechanics. By addressing the gaps in existing materials, the newly developed resources better meet students' academic requirements. Additionally, needs analysis offers insights into setting objectives that create a more supportive environment for writing (Rostami & Zafarghandi, 2014). Students also expressed a need to explore various genres to master the techniques necessary for completing their writing tasks (Ilham et al., 2020). Therefore, the materials developed in this study are crucial for helping students improve their essay writing skills (Indrawati et al., 2020).

The use of new academic essay writing materials, grounded in real-life experiences, also enhances students' vocabulary acquisition. This aligns with Fujieda's (2012) findings, which suggest that topics engaging students' personal experiences encourage deeper vocabulary exploration and lead to more well-formed ideas. Clarity and ease of understanding are emphasized, especially when materials incorporate experiential learning strategies, which positively impact vocabulary development in writing skills (Haryadi et al., 2021). Furthermore, the development of these materials is vital for lecturers to improve their professionalism and teaching effectiveness. By applying theoretical knowledge in material development, lecturers can enhance their own understanding and teaching quality (Tomlinson, 2016). This process contributes to the overall improvement of education, as it involves research, teaching, and community service, fulfilling the broader requirements of academic lecturing. Moreover, developing materials is a self-motivated endeavor that encourages lecturers to innovate and be creative in their teaching approaches (Utami & Prestridge, 2018). The process is also influenced by teachers' beliefs, which are shaped by personal experiences, literature, theories, and professional development activities such as workshops (Apostolovski, 2019). As such, developing materials based on experiential learning principles can significantly contribute to lifelong learning and educational innovation (Sarageh, 2017). Students responded positively to the integration of experiential learning in the new materials,

recognizing the value of hands-on experiences in deepening their understanding of essay writing concepts (Qomariyah & Utama, 2021). Real-life experiences foster creative thinking and practical application, promoting active learning and a more profound comprehension of the subject matter. The development of these materials not only supports student learning but also encourages lecturers to innovate and refine their teaching strategies. The use of an experiential learning cycle in material development offers a structured approach to guiding students through the writing process (Styati & Vendityaningtyas, 2015). This cycle allows students to express ideas more freely, facilitating collaborative learning and the exchange of information, which enhances the quality and accuracy of their writing (Wigglesworth & Storch, 2009; Baleghizadeh, 2010).

The positive feedback from students indicates that the experiential learning components significantly benefit their learning experiences. These results underscore the importance of ongoing feedback and continuous improvement in material development to ensure they remain effective and relevant to students' needs. The developed materials have proven to be effective in helping students with their academic essay writing, addressing their specific needs and adapting to their learning environments. The students' positive responses to the materials suggest that they provide clear instructions and effectively support the writing process, making them valuable tools in the classroom (Biduri et al., 2018). The content of the materials is designed to guide students from the initial stages of essay writing to the final publication of their work.

The questionnaire results also highlight students' preferences for hands-on learning experiences, emphasizing the importance of offering a variety of teaching strategies to accommodate different learning styles. By incorporating diverse experiential learning activities, lecturers can better meet the varied needs and preferences of their students. The materials help students progress from drafting to publishing their essays, encouraging interaction, collaboration, and the exchange of ideas (Baleghizadeh, 2010; Dobao, 2012; Pae, 2011; Storch, 2005; Wigglesworth & Storch, 2009). This approach not only expands students' writing knowledge but also aligns with their individual characteristics and needs (Ilham et al., 2020), motivating them to actively participate in the writing process (Indrawati et al., 2020). The materials developed in this study have successfully improved students' writing skills and provided a structured approach to essay writing.

The statistical analysis further confirms the significant impact of these materials, with results showing a significance level of $0.000 < 0.005$. This finding leads to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1), confirming that the developed materials significantly enhance students' academic essay writing skills. Students demonstrated marked improvement in organizing essays, developing ideas, and supporting arguments, consistent with the importance of essay organization as highlighted by Sinar et al. (2020). The integration of experiential learning into the materials has fostered creativity and contributed positively to students' writing abilities. The high reliability scores and significant paired sample t-test results clearly illustrate the benefits of experiential learning in academic essay writing.

The study provides a comprehensive understanding of how the development of academic essay writing materials, enriched with experiential learning, enhances student engagement and comprehension. The findings suggest that educators and future researchers should incorporate experiential learning into writing instruction to bridge gaps in comprehension and improve learning outcomes. Educational institutions should consider integrating experiential learning opportunities into their curricula to foster deeper understanding and retention of knowledge. The success of experiential learning in this study highlights the importance of practical, real-world applications of theoretical concepts, suggesting that lecturers should include more hands-on tasks and projects in their teaching.

Educational policymakers and curriculum developers should take these findings into account when designing academic materials, as integrating experiential learning can lead to more effective teaching methods and better learning outcomes, ultimately enhancing the quality of essay writing instruction.

CONCLUSION

This study provides valuable insights into the development of academic essay writing materials through the incorporation of experiential learning, confirming the theory that learning through practical, real-world experiences significantly enhances students' understanding and retention of academic concepts. The positive feedback from students, coupled with the statistically significant results, underscores the effectiveness of this approach in improving academic writing performance. The findings reinforce the importance of designing writing materials that are user-friendly, concise, and clear, as these qualities help students to better grasp and apply theoretical concepts in their writing. The study highlights the critical role of integrating everyday experiences into academic essay writing instruction to promote active learning and practical application. Materials that are designed with clear instructions and practical relevance not only improve students' writing skills but also foster a more engaging and meaningful learning environment. The positive response to the new materials demonstrates the importance of ongoing feedback and continuous improvement in writing classes, ensuring that teaching strategies remain relevant and effective. This approach contributes to creating a more adaptive and responsive educational environment, benefiting both students and lecturers.

However, the study also identifies areas for improvement. The analysis did not sufficiently explore the components of English writing, such as grammar, punctuation, and mechanics, nor did it delve into the application of experiential learning across various genres. Future research should aim to address these gaps by expanding the scope to include a broader range of participants, exploring different genres, and providing a more detailed examination of writing components. Additionally, further research is recommended to investigate the effectiveness of the developed materials using alternative research designs, which could offer a more comprehensive understanding of their impact on students' writing skills. These suggestions aim to build on the findings of this study, contributing to the ongoing development of effective academic essay writing materials that meet the diverse needs of students.

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