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Improving Narrative Writing Skills Through Experiential Learning in Pre-Service Teacher Practicum: Classroom-Based Studies in The PPG Program

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Abstract

The Teacher Professional Education Program (PPG) in Indonesia still has problems in developing narrative writing skills in the practicum stage. This classroom action research is therefore aimed at discovering the effect of systematic application of Kolb's Experiential Learning Cycle system (CE, RO, AC, and AE) in the practicum experience in PPG on the improvement of narrative writing skills of high school students. In this article, we collected data from 36 students of Grade XI of SMAN 2 Mataram and a pre-service teacher of PPG through a narrative writing task, observation, and a reflective journal. In total, six dimensions were analysed: narrative structure, outline development, cohesion, vocabulary, word count accuracy and writing mechanics. Results showed definite improvements with average scores going from 83 to 89, and general improvement in consistency throughout the class. The greatest improvements were in coherence, writing mechanics, and outline development. The findings indicate that Kolb's cycle enhances students' writing outcomes as well as the professional development of pre-service teachers in practice at their teacher schools by incorporating writing cycle activities and applications into their teaching.

Keywords: experiential learning, narrative writing, high school students, improvement, classroom-based studies.

A. INTRODUCTION

In the realm of teacher training, enhancing narrative writing skills in high school students by pre-service teachers during practicum is an important aspect of teacher training. Goh (2019) suggested that narrative pedagogy can better equip pre-service teachers with the preparation needed for today's lessons. As a part of this point, the first part of this instructional phase serves a vital function of bridge between theory and practice, providing tomorrow's teachers with the required skills for effective teaching (Smith & Lev-Ari, 2005; Allsopp et al., 2006; Depaepe & König, 2018). Although we acknowledge the critical role of narrative writing, many of the pedagogical gaps remain in the existing literature. This study should be

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carried out with a systematic incorporation of experiential learning approaches geared towards promoting such skills in these areas, specifically based on Kolb's Experiential Learning Theory (Torres-Cepeda & Holguín, 2019) as the relevant theory(s) for this examination.

Kolb's Experiential Learning Theory suggests that learning is a cyclic process of experience, reflection, thought and action. The theory emphasises the role of experience as important in the learning continuum (Remein et al., 2020). This theoretical basis is particularly pertinent to pre-tenured teacher education, as it encourages a mix of practical experience and reflective activities, which is important for the acquisition of narrative writing skills. Recent findings from studies suggest that experiential learning improves cognitive and emotional involvement and strengthens important pedagogical skills, such as narrative writing (Ender, 2019; Pratiwi & Rofi'i, 2023). For instance, pre-service teachers report higher levels of trust in employing narrative elements in their teaching when they participate in dynamic and interactive experiences, such as community-based activities and collaborative projects (Georgiou et al., 2020; Abruzzo & Jacobs, 2022).

In contrast, existing literature demonstrates limitations in well-structured programs that create opportunities for narrative writing through experiential learning in the practicum phase among pre-tenured teachers. Narrative-based educational programs, for instance, emphasize cultural competence and empathy (Remein et al., 2022) but often neglect the explicit teaching of writing skills critical to the crafting of effective narratives. Moreover, various studies have found a gap between theory and practice in pre-tenured teacher education, blocking their ability to implement their theories in real-life teaching (Torres-Cepeda & Holguín, 2019; Abdullah et al., 2018; Olowoyeye & Charles, 2022). This gap highlights the need for a targeted approach that interweaves experiential learning opportunities with the development of narrative writing skills.

There is growing recognition that narrative writing is a significant pedagogical practice. It is essential not just for subject delivery but also for the development of personal and professional identity among pre-service teachers. (Marav, 2022). Preservice teachers can create their identities, critically reflect on their teaching practices and socio-emotional experiences, and improve their teaching through narrative writing (Abruzzo & Jacobs, 2022). Therefore, it has become important to investigate how experiential learning frameworks can be systematically integrated for the improvement of narrative writing skills in pre-tenured teacher education.

Convincingly, practical learning can increase narrative writing skills in pre-service teachers during their practicum, highlighting important gaps in educational frameworks. By incorporating Kolb's theories, a firm framework is provided for the development of creative instructional tactics that place an emphasis on reflection, experience, and action. These strategies have the potential to encourage deeper involvement and the acquisition of skills through narrative. There is growing recognition that narrative writing is a significant pedagogical practice. It is essential not just for subject delivery but also for the development of personal and professional identity among pre-service teachers. e writing. How can Kolb's Experiential Learning cycle be systematically implemented in the PPG practicum to improve high school students' narrative writing skills while simultaneously

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supporting pre-service teachers' professional growth?

Literature Review and Theoretical Framework

In exploring how experiential learning frameworks can be systematically applied in preservice teacher practicum to improve narrative writing skills, one should turn to Kolb's Experiential Learning Theory, articulated in 1984. This theory posits that learning is a cyclical process, rooted in the transformation of experience into valuable knowledge. Kolb describes this model into four interrelated stages:

First, there is Concrete Experience (CE), where learners engage actively in hands-on experiences that serve as a basis for reflection. This stage is crucial, as it emphasizes the importance of real-world involvement in tasks that resonate deeply with the realities of students' lives. Reflecting on this experience brings us to the second stage, Reflective Observation (RO). Here, learners critically analyze their experiences, seeking to identify patterns and insights that enhance their understanding. It is through this process of reflection that the importance of the experience gained becomes clear.

The third stage, Abstract Conceptualization (AC), involves the formation of concepts, theories, or principles derived from the reflections made. At this point, students begin to formulate strategies for effective narrative construction based on their reflections and insights. Finally, the fourth stage, Active Experimentation (AE), encourages learners to apply the insights they gain in practice, testing the validity of their newly formed concepts in real-world contexts, such as through narrative writing in their classrooms.

This cyclical learning process underscores the dynamic interplay between experience and reflection, as well as between theoretical knowledge and practical application. Particularly in the realm of language learning and narrative writing, this model allows students to build meaning through a blend of life activities and reflective practice, ultimately culminating in the application of knowledge gained in writing tasks (Kolb, 1984; Loughran, 2002).

Within this framework, narrative writing emerges as a fundamental pedagogical strategy that goes beyond mere linguistic tasks. It encapsulates the process of transforming a life experience or imagination into a structured text. Thus, the alignment of experiential learning principles with narrative pedagogy has a very important meaning. Authentic experiences drawn from students' lives provide a solid foundation for developing narrative ideas. Concrete experiences facilitate the generation of student story concepts. Reflective Observation allows them to learn the meaning of these stories. Abstract Conceptualization helps in theorizing narrative structures effectively, and Active Experimentation makes it possible to apply this narrative technique in written works (Bruner, 1996; Yang & Wu, 2022).

Extensive research shows that when instructional approaches combine personal and contextual experiences, there is a corresponding improvement in student engagement and the quality of the resulting narrative (Mohammadi & Shirvani, 2021). Thus, combining experiential learning with narrative writing pedagogy shows significant potential to improve students' writing competence. Research on experiential learning in Indonesian PPG practicum has focused predominantly on general teaching competence and professional attitude, leaving a gap in studies that examine how the Kolb cycle can be operationalized to develop specific language skills, particularly narrative

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writing, in real classroom settings. This study works on this part applying the four cycles of Kolb (Kurniadi, 2025; Lambrechts, W., et al., 2021).

In the context of the PPG program in Indonesia, the systematic integration of experiential learning is very relevant in preparing pre-service teachers. The PPG program aims to bridge pedagogical theory and practice. The practicum component offers a valuable setting for implementing the Kolb learning cycle, providing preservice educators with the opportunity to improve their narrative writing skills while also cultivating their professional identity as reflective practitioners (Lasky, 2005).

To operationalize the Kolb learning stages during this practicum, the following methods will be used:

First, the Concrete Experience (CE) will be facilitated through hands-on storytelling sessions, workshops, and collaborative writing opportunities that are firmly rooted in the personal experiences of pre-service teachers and their students. Furthermore, Reflective Observation (RO) will involve encouraging pre-service teachers to maintain reflective journals, allowing them to reflect on their classroom experiences, the narratives generated, and the effectiveness of their teaching methods (Pokhrel & Kshettri, 2024).

Moving to the Abstract Conceptualization (AC) stage, workshops focusing on narrative structures and frameworks will be conducted, allowing preservice teachers to derive theories from their peers' reflections and feedback, thereby enhancing their pedagogical strategies (Nguyen et al., 2020). Finally, during the Active Experiment (AE) stage, narrative writing tasks will be implemented in a real-life classroom setting, providing preservice teachers with the opportunity to practice and refine their concepts and strategies, while receiving repeated feedback (Tinkler et al., 2018).

By embedding the experiential learning stages of Kolb in PPG practicums, preservice teachers will be equipped to design and implement lessons that are not only theoretically grounded but also responsive to their diverse student populations. This integrated approach promises to increase the pedagogical effectiveness of pre-service teachers while improving their narrative writing skills.

Given the theoretical alignment between Kolb's Experiential Learning cycle and narrative writing pedagogy established in the preceding discussion, this study is driven by a central concern: how the systematic implementation of Kolb's four stages within the PPG practicum can serve as an effective pathway to improving high school students' narrative writing skills while simultaneously supporting pre-service teachers' professional growth. At the heart of this inquiry lies a first implicit question concerning student outcomes: the extent to which each stage of the Kolb cycle contributes to measurable improvements across the key dimensions of narrative writing, namely structure, cohesion, outline development, vocabulary, and writing mechanics. Equally important is a second implicit question concerning teacher development: the ways in which the deliberate integration of this experiential framework into practicum teaching shapes pre-service teachers' reflective practice, pedagogical decision-making, and growing competence as writing instructors. Together, these two lines of inquiry position this study not merely as an investigation of writing improvement, but as an exploration of how experiential learning, when systematically enacted in a real classroom practicum, can serve as a bridge between pedagogical theory and teaching practice — benefiting both the students who write and the teachers who guide them.

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B. RESEARCH METHODS

The study adopts a class-based qualitative design, which is explicitly framed in Kolb's Experiential Learning Theory (1984). The participants were 36 students of grade XI SAINS 1 SMAN 2 Mataram, along with one preservice teacher from the PPG program who conducted practicum in this class. Data was collected through student narrative writing, class observations, lesson plans, and reflective journals managed by pre-service teachers.

To operationalize the Kolb experiential learning cycle, the intervention is designed to systematically integrate four learning stages into classroom practice:

1. Concrete Experience (CE): Preservice students and teachers engage in storytelling, role-playing, and collaborative discussions that are rooted in personal and local experiences. This activity provides authentic material to generate ideas in narrative writing (Kolb, 1984; Bruner, 1996).
2. Reflective Observation (RO): After this experience, structured reflection is encouraged. Students share insights about their storytelling sessions and keep brief reflective notes, while pre-service teachers document observations and challenges in a reflective journal. This stage aims to help learners identify patterns and meanings in their experiences (Kolb, 1984; Loughran, 2002; Pokhrel & Kshettri, 2024).
3. Abstract Conceptualization (AC): Pre-service teachers guide students in connecting reflection to narrative writing concepts, such as story structure, character development, and coherence. The workshop emphasizes acquiring writing strategies from the experience and feedback of colleagues, thus strengthening conceptual understanding (Nguyen et al., 2020).
4. Active Experiment (AE): Students apply their insights by composing, revising, and editing peer narrative text. Pre-service teachers apply repetitive class writing tasks, allowing students to test and refine narrative strategies in real-life classroom contexts (Tinkler et al., 2018; Yang & Wu, 2022).

Data Analysis:

Student texts are analyzed for content improvement, organization, vocabulary, grammar, and mechanics. Classroom observation notes and reflective journals are thematically coded to capture students' narrative writing developments and pre-service teachers' professional growth.

By embedding the four stages of the Kolb cycle—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—in the practicum, this methodology ensures that students and preservice teachers are engaged in the process of experiential experience, reflection, theory, and practice. This integration positions experiential learning as a pedagogical tool to enhance narrative writing and a professional framework for teacher development (Kolb, 1984; Lasky, 2005; Mohammadi & Shirvani, 2021).

To assess the impact of narrative text on the organization, content, grammar, vocabulary, and mechanics of 27 Grade XI students, an analysis was conducted using a pre-test/post-test structure with a 1–4 scoring rubric. Most students faced challenges in the pre-test, including incomplete text structure, underdeveloped arguments, limited vocabulary, and grammatical errors. Organization was the area with the highest comparative achievement, while Content and Vocabulary showed the most weaknesses.

After the teaching intervention, the post-test revealed significant improvements across all five aspects. The most notable progress was in Organization and Content. Grammar and Mechanics also improved, they plateaued at a score of 3, indicating that these aspects may require more consistent instructional support. Importantly, the post-test showed

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that no student received scores of 1 or 2 in any area, signifying that the intervention elevated all students to at least a basic level of competence in narrative writing.

C. FINDINGS AND DISCUSSION

Findings

An analysis of students' narrative writing from Writing 1 (before the intervention) to Writing 2 (after the intervention, following the CE, RO, and AC stages) revealed important progress in all aspects assessed.

Table 1 presents a comparison of the quality of students' narrative writing in Writing 1 and Writing 2. The results showed that Writing 1 was characterized by a wide variety of qualities, with some students performing well but many still struggling, especially in the development of outlines, cohesion, and writing mechanisms. However, in Writing 2, performance became more consistent across the class, with most students achieving higher scores in all six aspects.

Table 1. *Comparison of the Quality of Student Narrative Writing (Writing 1 vs. Writing 2)*

Aspects	Writing 1	Writing 2
Narrative Structure	Present but inconsistent; some reorientation/resolution missing (mostly 3–4)	Most are complete and consistent; minor reorientation problems (3–4)
Outline Development	Varies (1–4); Some underdeveloped stories	Stable (3–4); Clear and well-developed outline
Kohesi & Coherence	Weak transitions; inconsistent flow (2–4)	Improved transitions; smoother flow (3–4)
vocabulary Narrative	Medium (3–4); limited variety, repetition	Consistent (3–4); contextually appropriate use
Word Count Accuracy	Highly variable (1–4); Some are too short	Improved (3–4); The most met target length
Writing Mechanics	Frequent errors (1–4); cluttered punctuation/uppercase	Fewer errors (3–4); Neater and clearer text
Total Score	Range 58–96, average ~83; Uneven performance	Range 63–100, average ~89; More consistent performance

Table 1 compares the quality of students' narrative writing between Writing 1 and Writing 2 across six aspects of the assessment. The results show that Writing 1 is characterized by considerable variation in quality, with some students producing strong narratives while others show significant weaknesses, especially in the development of outlines, cohesion, and mechanisms. In contrast, Writing 2 shows greater consistency, with most students achieving higher scores in almost all aspects. The narrative structure becomes more complete, the outline is clearer and more developed, and cohesion increases, making the text easier to read. Vocabulary usage remained stable but more contextually appropriate, while grammar, punctuation, and word count accuracy showed significant improvements. Overall, the average score increased from 83 in Writing 1 to 89 in Writing 2, with a narrower range of scores, suggesting that experiential learning helps students achieve more balanced and uniform narrative writing competencies

Graphical Representation of Results

The radar chart (Figure 1) illustrates the contrast between Writing 1 (red) and Writing 2 (blue). The red hexagon is uneven and drawn inward, showing inconsistency and weaker skill in some areas, while the blue

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hexagon expands outwards with a more balanced shape, reflecting overall improvement and stability in all six aspects.

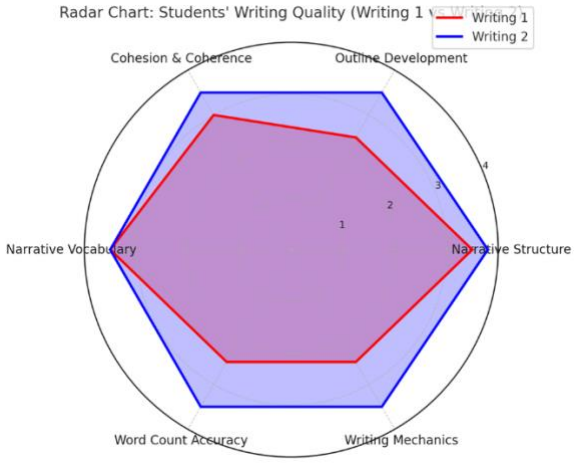


Figure 1. Radar Chart: Student Writing Quality (Writing 1 vs. Writing 2

The radar chart illustrates that the most significant growth occurred in the areas of outlines, cohesion, and writing mechanisms. In contrast, vocabulary and narrative structure appear to have a simpler advantage, indicating that students possessed foundational competencies in these areas before the intervention. The transformation from an uneven red hexagon to a more symmetrical blue hexagon exemplifies how experiential learning aids students in refining fragmented skills into more cohesive narrative competencies.

Hexagonal Overall Shape

The more we analyse the transition from Writing 1 to Writing 2, the more it becomes evident that visual aids can be extremely helpful in understanding the development of students' narrative writing abilities. A good way to visualise this progress is with hexagons.

Looking at the red hexagon for Writing 1, we see a lot of variation and some major weaknesses. As you can see, there is room for improvement in areas such as outlining, mechanics, and word count. In contrast, the blue hexagon for Writing 2 is wider and more balanced, showing that students have improved in all six key aspects of narrative writing that we measured.

The red hexagon has some inward points that are visible, pointing to where students are struggling. Its irregular shape indicates many students are not yet comfortable with the essential elements of storytelling, and their writing feels a little disjointed. Often students submit outlines that are vague and underdeveloped and as a result the narratives are vague and without momentum. Some plots are so sketchy that they barely qualify as complete narratives; they tend to be loose and underdeveloped. This sometimes results in sub-standard academic writing, reflected in lower marks. Furthermore, problems with grammar, spelling, and punctuation can have a major impact on the readability and professionalism of their writing. The red hexagon visually emphasises the impact that these challenges have on a global drop in performance. We also see a range of word counts in submissions with many students struggling to meet the guidelines we've set. This fluctuation shows that the child either is not involved in writing tasks or has difficulty following the writing process.

The red hexagon is a learning phase, i.e., progress is unstable and mastery is not achieved. It's a visual cue that shows students where they are in their writing journey and points out areas for growth. In contrast, the blue hexagon representing Writing 2 features an expanded and symmetrical shape. This visual representation signifies a significant improvement in consistency and balance of performance across the six aspects of narrative writing. Students show clear progress in their ability to create a comprehensive outline that provides a solid foundation for their narrative. The clarity and

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structure that are clearly visible in the form of a blue hexagon indicate that the narrative produced in this phase is coherent and well-organized.

Grammar, spelling, and punctuation problems have decreased, demonstrating the improvement in writing mechanics. This development shows improved attention to detail and efficiency in using the acquired grammatical rules, which enhances the presentation's overall polish. Since most students are able to achieve or surpass the word limit, Writing 2's consistent word count indicates a more complete involvement with the writing activity. These shifts demonstrate how students broaden their thoughts with greater articulation and grow more at ease with story composition.

The more balanced and expanded shape of the blue hexagon serves to illustrate the progress made by students in all dimensions. The improved symmetry reflects the newfound confidence in narrative writing, which suggests better pedagogical practices that integrate experiential learning strategies. Through this comparative hexagonal representation of Writing 1 and Writing 2, it is evident that the structured application of the experiential learning framework positively affects students' narrative writing skills. The shift from the inward-leading red hexagon to the broader, symmetrical blue hexagon serves as a powerful visual metaphor for the transformational journey students take in their narrative writing abilities.

Key Areas of Expansion in Narrative Writing Skills

The analysis of student development from Writing 1 to Writing 2 features different areas of expansion that underscore the positive influence of the experiential learning framework, specifically Kolb's experiential learning cycle. These key areas—outline development, cohesion and coherence, and writing mechanics—show significant progress, which can be attributed to the stages of learning that students go through.

Examining the outline's growth, the first assessment—shown by the red line—showed a notable deterioration, indicating that many students had trouble successfully organizing their narrative in Writing 1. But as Writing 2 progresses, the blue line exhibits a remarkable outward growth. This change indicates that after participating in the Reflective Observation and Abstract Conceptualization stages, students become more adept at structuring and outlining their thoughts. Learners can significantly improve their storytelling skills by realizing the value of a well-structured outline as a scaffolding for their narrative through reflecting activities and conceptual workshops.

Further cohesion and coherence analysis describes significant growth. The outward shifts seen in the corresponding lines indicate that students develop a better understanding of logical flows and the need for smoother transitions between narrative elements. This improvement in narrative quality is directly related to reflective activities and conceptual workshops that focus on identifying and addressing gaps in story structure. As students engage in these reflective observations, they hone their ability to critically analyze their writing, resulting in a narrative that is not only more cohesive but also more engaging to the reader.

One of the most striking improvements was observed in the field of writing mechanics, characterized by the sharpest expansion in the blue line. In Writing 1, grammar, punctuation, and spelling errors are frequent among students, which reduces the overall quality of their narrative. However, with Write 2, this problem is significantly reduced, resulting in cleaner and more

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accurate text. This transformation reflects the impact of the Active Experiment stage, where students engage in a process of iterative drafting, peer editing, and benefit from constructive feedback provided by teachers. Consistent practice in revising their work allows students to effectively apply the grammar rules learned to them, leading to remarkable refinements in their writing mechanisms.

These key areas of expansion—outline development, cohesion and coherence, and writing mechanisms—demonstrate how the structured application of Kolb's experiential learning cycle significantly improves students' narrative writing abilities. As students move through the stages of Reflective Observation, Abstract Conceptualization, and Active Experimentation, their skills develop substantially, paving the way for more sophisticated narrative expression and ensuring that they emerge as more competent writers.

Stable Areas in Narrative Writing Skills

As the development of narrative writing is under evaluation, it is important to highlight stable areas that demonstrate consistency and refinement of students' skills. Two prominent aspects emerge: narrative vocabulary and narrative structure.

Analysis of narrative vocabulary reveals only a simple change between the two Writings. In Writing 1, students demonstrate competence in utilizing a fairly appropriate vocabulary, indicating that they have developed an appropriate lexical range for their writing task. This initial proficiency forms a strong foundation on which to build further improvements. However, the results from Writing 2 reflect a real stability in this area, showing that while students may not drastically change their vocabulary choices, they effectively retain and refine their skills a bit. This stability demonstrates a sustained engagement with language that allows them to include vocabulary wisely and contextually in their narratives. As a result, students show a level of confidence in their word choices, which contributes positively to the overall quality of their writing while minimizing redundancy and improving clarity.

Similarly, the evaluation of narrative structures shows a degree of expansion, although less dramatic than in other areas. While students achieve greater consistency in the use of story elements, such as orientation, complications, and resolution, gradual changes show that they already have a basic understanding of these components going into Writing 1. The improvements observed in Writing 2 reflect a deeper understanding and application of narrative frameworks, resulting in a more coherent and organized presentation of their stories. Increased consistency also indicates students' deliberate efforts to reinforce their basic knowledge of narrative elements. So, while there is room for growth—the developments recorded are less about radical transformation and more centered on strengthening existing competencies.

The area of narrative vocabulary and stable narrative structure highlight the student's ongoing ability in narrative writing. Their moderate vocabulary skills remain intact and a little subtle, demonstrating the consistent application of proper word choice. Simultaneously, the gradual expansion of the narrative structure shows a condensation of their understanding of important story elements, strengthening their basic skills in storytelling. This stable area serves as an important indicator of a student's ability and readiness for further exploration and improvement in their narrative writing journey.

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Interpretive Meaning of Hexagonal Representation

The juxtaposition of the two hexagons strikingly illustrates the transformative effects of Kolb's experiential learning cycle on students' narrative writing skills. The red hexagon, characterized by unevenness and inward-pointing features, signifies the fragmented ability of students in Writing 1. In contrast, the blue hexagon appears as a more even shape and reaches outward, representing the progress made by students in Writing 2. This transformation serves as a testament to the effectiveness of the Kolb cycle, which includes four distinct but interrelated stages: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE).

In the Concrete Experience phase, students engage in authentic experiences—such as storytelling circles and peer collaboration—that provide a rich foundation for their narrative writing. Subsequent Reflective Observation encourages students to critically analyze their experiences, allowing them to identify gaps and weaknesses in their writing. During the Abstract Conceptualization stage, students synthesize their reflections with theoretical knowledge, allowing them to build a clearer understanding of narrative elements and structures. Finally, through Active Experimentation, repeated exercises and repetitive feedback help students refine their skills and apply the concepts learned, resulting in measurable improvements in their writing.

Pedagogically, the transformations shown in the radar chart not only visualize a significant upward trend in student performance but also effectively map the balance across various writing skills. As students progress from their initial submission in Writing 1, characterized by inconsistencies and fragmented abilities, they move towards more holistic competencies in narrative writing with Writing 2. This holistic development implies that students don't just thrive in silos; Instead, as they fill in the "gaps" represented by the red hexagon, they cultivate a well-rounded ability that integrates various aspects of narrative construction.

The coherent shape of the blue hexagon encapsulates this journey to competency improvement, underlining the efficacy of structured pedagogical approaches that incorporate experiential learning. Thus, the hexagon serves as a powerful illustration of growth and development, reinforcing the relevance of Kolb's framework in educational settings. It can be interpreted as follows

- The contrast between the two hexagons shows the effects of Kolb's cycle of experience: authentic experience (CE), structured reflection (RO), theoretical grounding (AC), and repeated application (AE) work together to fill in the "gaps" of the red shape, turning it into a blue hexagon that is more evenly distributed and reaching outward.
- Pedagogically, the radar chart not only visualizes improvement but also maps the balance of skills: students move from fragmented abilities (Write 1) to more holistic competencies in narrative writing (Write 2).

In summary, the red hexagon reveals inconsistency and uneven mastery of skills, while the blue hexagon shows balanced, stable, and overall stronger performance—clear evidence of the success of experiential learning

The bar chart (Figure 2) further shows this difference with a clear comparison of average scores.

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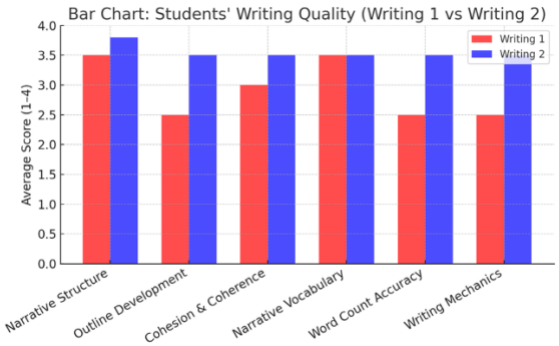


Figure 2. Bar Chart: Students' Writing Quality (Writing 1 vs. Writing 2)

The bar chart provides a direct comparison of the average score for each aspect. This shows visible gains in the development of outlines, cohesion, mechanics, and word count accuracy, where most students move from inconsistent performance levels to more stable performance levels. The vocabulary and narrative structure are slightly improved but consistent, suggesting that this area is already relatively stronger in Writing 1. The side-by-side bars affirm that experiential learning creates upward progress in all dimensions, with the most obvious progress in areas that require reflection, conceptualization, and active experimentation, such as structuring narratives and refining writing mechanisms. The bar chart proves that the mechanism of writing, outline development, and cohesion sees the most substantial gains, while vocabulary and structure improve slightly but consistently. It confirms that experiential learning not only improves weaker skills but also consolidates existing strengths, resulting in overall improvement.

Discussion

Improving the Student's Writing

The observed improvements in narrative writing across multiple dimensions serve as strong evidence of the effectiveness of Kolb's experiential learning cycle in encouraging not only skill acquisition but also overall student competence. This argument is supported by several key areas of improvement.

Initially, in Writing 1, students generate a narrative that incorporates essential components such as orientation, complications, resolution, and reorientation; However, their execution often reveals significant inconsistencies. Many narratives lack a well-developed reorientation or resolution, leading to an incomplete storytelling experience. With Writing 2, after involvement in Concrete Experiences, such as storytelling circles and reflective activities, the majority of students can present a complete narrative structure, albeit with slight weaknesses in the aspect of reorientation. This transformation highlights the critical role of experiential learning assignments, which provide the authentic content necessary for students to fully engage with their narratives. Additionally, the Reflective Observation stage empowers students to critically assess their storyline, which ultimately enhances their ability to conceptualize a strong narrative framework through the Abstract Conceptualization stage.

The initial variation in students' outlines during Write 1 reflects a lack of consistency, with some narratives scoring very low due to poorly developed ideas. However, in Writing 2, there was a significant stabilization of scores ranging between 3 and 4, proving that most students can now outline their ideas with much clearer progress. The axis towards improving the structural integrity of narrative can be directly attributed to the abilities developed during the stages of Reflective Observation and Abstract Conceptualization. Through reflective discussion, students don't just respond to clues; They effectively turn

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insights into strategic approaches to craft richer, more sophisticated narratives.

Evidence of cohesion and coherence further supports the argument for the impact of experiential learning. Initially, the writings show inconsistencies in the transitions, with faint connections leading to confusion (scores between 2 and 4). After targeted interventions, most students achieved a score of 3 to 4 in Writing 2, characterized by smoother transitions and a more coherent narrative flow. This improvement supports the statement that Reflective Observation fosters an acute awareness of structural gaps in their stories, while Abstract Conceptualization offers an important conceptual tool for logical sequencing. Ultimately, the Active Experiment stage allows students to diligently implement new transition strategies during their text revisions.

While the vocabulary shows only modest growth from Writing 1 to Writing 2, this stability signifies critical areas where students retain and slightly refine their lexical abilities. During Writing 1, students demonstrate moderate vocabulary skills, with an average score of between 3 and 4, although accompanied by some limitations of variation and examples of repetition. In Writing 2, vocabulary usage remained consistent, yet students showed a marked improvement in the contextual appropriateness of their word choices. Concrete Experiences, such as role-playing and storytelling activities, broaden their exposure to new vocabulary, while Active Experimentation allows them to effectively apply these terms in their narrative composition.

In terms of word count accuracy, Writing 1 shows considerable variability, with some students submitting texts that are significantly shorter than necessary. With Writing 2, this difference is greatly reduced, as most students now meet or exceed the established word length criteria, with scores ranging from 3 to 4. This shift reveals the importance of the Active Experiment stage, where iterative drafting encourages students to refine their writing and ensure adherence to practical standards.

Early grading in Writing 1 is characterized by frequent errors in grammar, punctuation, and capitalization, resulting in a score between 1 and 4. However, with Write 2, students show a noticeable improvement, as evidenced by the increased scores to 3 and 4. This improvement is directly related to the Active Experimentation phase, where continuous practice, peer editing, and comprehensive teacher feedback allow students to apply grammar rules and improve their writing presentations.

Perhaps the most noticeable improvement was the overall increase in total score, which rose from an average of 83 in Write 1 to an average of 89 in Write 2. The narrower range of scores further illustrates more consistent performance across the student body, suggesting that the integration of Kolb's experiential learning cycle provides a structured pathway for stronger and weaker writers to steadily improve. As such, the evidence strongly supports the argument that engaging students in a well-rounded experiential learning framework not only encourages the growth of narrative writing skills but also contributes to a more comprehensive and balanced competence in writing overall.

Findings related to the Kolb cycle

In examining the effectiveness of experiential learning in the context of narrative writing, this study has shed light on some key findings that are closely aligned with the Kolb Experiential Learning Cycle. Each stage of the cycle—Concrete

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Experience, Reflective Observation, Abstract Conceptualization, and Active Experiment—has played a crucial role in shaping the narrative writing abilities of pre-service teachers and their students.

First, the Concrete Experience (CE) stage reveals that direct and authentic material significantly enhances the narrative writing process. Preservice teachers engage their students in real-world storytelling exercises, allowing them to draw from personal experiences and cultural contexts. This direct involvement not only sparks creativity but also serves as a rich source of inspiration for narrative ideas, underscoring the importance of grounding learning in an authentic context (Kolb, 1984).

Transitioning to Reflective Observation (RO), it becomes clear that this stage is very important for students and teachers. Applied reflective practices—such as journal writing and peer feedback sessions—allow participants to critically assess the development of their narratives. Through reflection, students identify strengths and gaps in their writing, which provides valuable insights for their continuous improvement. Similarly, preservice teachers gain a deeper understanding of effective narrative strategies, allowing them to tailor instruction to meet the diverse needs of their learners (Bruner, 1996).

The development to Abstract Conceptualization (AC) facilitated the emergence of theory-based strategies that were important for narrative writing. During this stage, students learn about story structure, coherence, and vocabulary usage—theoretical elements that are essential for crafting a compelling narrative. By synthesizing their reflections with theoretical knowledge, learners begin to conceptualize an effective narrative framework that enhances their writing skills and comprehension (Dewey, 1938).

Finally, in the Active Experiment (AE) phase, repetitive writing practices proved transformative. Students apply the concepts they have learned through the previous stages repeatedly, resulting in measurable improvements in their written narratives. Not only did participants show improved mechanisms, such as grammar and punctuation, but they also showed growth in the complexity of word choice and overall narrative quality. This cyclical experimentation process reinforces the usefulness of experiential learning, as participants feel confident to take risks and innovate in their writing (Yang & Wu, 2022).

These collective findings underscore the profound impact of experiential learning on narrative writing performance. The integration of Kolb's learning cycle not only facilitates a significant improvement in students' narrative abilities but also enhances the pedagogical competence of pre-service teachers, equipping them with the necessary tools to create an engaging and effective learning environment (Mohammadi & Shirvani, 2021). Thus, this study confirms that experiential learning practices play an important role in encouraging student engagement and teacher effectiveness in the realm of narrative writing.

D. CONCLUSION

This study reveals how incorporating Kolb's four stages—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experiment—into practicum instruction can significantly enhance students' narrative writing abilities. According to the data acquired, experiential learning promotes critical reflection and active application in addition to making it easier to understand important narrative elements, which results in a more organized and coherent writing process. Students go from inconsistent and fragmented writing

skills to more holistic capabilities that demonstrate coherence, clarity, and inventiveness in their narratives, as demonstrated by the comparative analysis of the writing sample.

These results emphasize how crucial it is to establish an authentic learning environment. Students can interact meaningfully with their writing through exercises like storytelling circles and reflective debates, which improves their vocabulary and general narrative structure. This consistency in writing across assigned writing tasks demonstrates how an experiential learning framework gives students the resources and encouragement they need to express their creativity while following accepted narrative norms.

In conclusion, using learning cycles derived from Kolb's experiential theory in educational settings enhances the development of more skilled and reflective writers while also improving writing competency. This study underscores the imperative for educators to incorporate experiential learning methodologies into their instructional tactics to foster an environment conducive to students' effective narrative development and a profound understanding of the writing process. Consequently, it is imperative for pre-service teachers to integrate genuine and reflective activities into writing instruction, for teacher education programs to advocate experiential lesson design, and for schools to provide a supportive environment that facilitates the application of theory in practice. Experiential learning thus advantages prospective students and educators by serving as a connection between theoretical knowledge and practical classroom implementation.

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