

Chutima Vongpralub et al. 2015. The Study of Process and Learning Achievement Outcomes of Experiential Learning and Task-Based Learning Model in Supplementary English Writing Course for Grade 8 students of Khon Kaen Demonstration School (Modindang)

### ABSTRACT

The research aimed to 1) study the process of experiential learning and task-based learning model in Supplementary English writing course for grade 8 students and 2) study students' writing achievement using experiential learning and task-based learning model. The passing criterion was 65 percent. The sample was a total of 68 students in class 2/1-2/2 who were studying in semester 1 of academic year 2015 of the Demonstration School of Khon Kaen University (Modindaeng). Research instruments were 1) 20 lesson plans in Supplementary English course which covered 25 periods. They were used as the learning management tool. 2) Writing skill evaluation form was used as the data collecting tool in order to study students' writing skill. The research was a pre-experimental design. Data was collected from writing skill evaluation form and analyzed by mean ( $\bar{x}$ ), standard deviation (S.D.), and the percentage.

There were 5 steps of experiential learning and task-based learning as follow: 1) Presentation step, 2) Study/analyze step, 3) Practice step, 4) Summarize/present the task step and 5) Improve the learning step. The researchers found that students' average score were 22.75, 26.99 and 21.63 or 65 percent, 89.96 percent and 21.63 percent respectively. The standard deviation (S.D.) was 8.29, 9.50 and 6.90. In unit 1 and 2 the students were not able to reach the setting criterion while unit 3, the students were able to achieve the criterion. The number of students who passed the criterion in unit 3 was 45 students or 66.17 percent.