

Whole Language as A Language Learning Approach

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Abstract

Researchers provided intensive guidance to grade VII teachers on the application of the whole language approach in learning to improve the writing skills of grade VII students who were still low. Therefore, this researcher can be said to be collaborative classroom action research. The subjects of this study were all Grade 7 Senior High School students and teachers. The data collected was in the form of data concerning the implementation of experiential writing skills learning in grade VII students. Data collection techniques used were observation, interviews, and tests. Test the validity of the data in this study by triangulating data sources, triangulating methods, and reviewing informants. The collected data were analyzed using comparative descriptive and critical analysis techniques. The application of the whole language in experiential writing learning was done by applying the whole language component which includes reading, journal writing, silent reading, group reading, guided reading, guided writing, free reading, and free writing. The conclusions of the research are as follows, first, the application of the whole language approach can improve the quality of the learning process for students' writing experiences.

Keywords: Learning, language, writing, whole language

1. Introduction

The ultimate goal of language learning in schools is that students can communicate effectively and efficiently following applicable ethics both orally and in writing, respect and are proud to use Indonesian as the language of unity and the state language, understand Indonesian and be able to use it appropriately and creatively to improve intellectual abilities (Depdiknas, 2004:7).

In the language skills, the aspect of writing is focused so that students can express various thoughts, ideas, opinions, and feelings in composing essays, writing personal letters, summarizing reading books, making posters, and writing notes in diaries. Whereas in literary skills, the competency standards for the aspect of writing are combined with other aspects of skills, namely students appreciate the variety of children's literature through listening to and responding to short stories, writing simple prose, acting out children's dramas without text, and writing free poetry (Depdiknas, 2006:16).

Creative writing activities for junior high school students still need more effort in their development. Because students tend not to be able to express ideas and thoughts in writing. This weakness is reinforced by the factor of educators who are accustomed to emphasizing theory rather than practice. Getting students used to express ideas in writing is the right first step as a process of cultivating a culture of creative writing. To turn on the will and get students used to practice writing skills, a formula is needed in constructing it.

The mistakes made by students, both in the content of monotonous essays or the inability to give punctuation marks in sentences are important problems that need attention and immediate improvement so that students can write using correct punctuation and can issue ideas in form of writing.

The factor of the lack of success in junior high school education, among others, is that there are still many Indonesian language teachers who still use a communicative approach so that the method used in learning is monotonous, namely using the lecture method and assignments. As a result of choosing the approach used by the teacher has not changed, the results of language learning have not been able to increase optimally. Teachers need to

make changes in choosing a learning approach. The mistakes made by students, both in the content of monotonous essays or the inability to give punctuation marks in sentences are important problems that need attention and immediate improvement so that students can write using correct punctuation and can issue ideas form of writing. Students' writing skills can be done properly by learning.

The problems described above, it is necessary to look for solutions to problems, namely by implementing new strategies in learning that involve students actively. Not just lectures that have been carried out in learning. One of them is that the teacher can apply an approach in learning, in one of these approaches the teacher can apply the whole language approach in the teaching and learning process.

The whole language approach in learning Indonesian as a skill, including the integration of form and meaning, emphasis on practical language skills, and productive interactions between teachers and students. The whole language approach is a language competency approach that is interconnected when learning takes place so that learning can achieve the goals set in the teaching and learning process in schools optimally

2. Theoretical Framework

2.1 The Essence of Writing Ability

Affandi (in Sumiyo, 2000:2) stated that writing is organizing ideas into logical sequences. Lado (in Tarigan, 1998: 21) argued that "Writing is describing graphic symbols depicting a language understood by a person so that others can read the graphic symbols. Meanwhile, the dictionary defines writing as the act of doing thoughts or feelings (Poerwodarminta, 1998:634).

Writing is the whole series of a person's activities to express ideas and convey them through written language to others so that they are easy to understand. That good writing is writing that can be understood by others (Nurudin 2007: 4). According to Harefa (2003: 3), writing is "the ability to understand oneself and put it out in writing, or organize ideas into logical sequences in writing".

In writing, one must master visual symbols or symbols and rules of writing. The fluency of writing communication depends on the symbol being visualized. An essay (writing) is a form of visual symbol communication system. For communication through written symbols to be as expected, the writer should put his ideas into the appropriate, orderly, and complete language (Burhan Nurgiantoro, 2005:296)

According to The Liang Gie (1992:17), writing is the equivalent of composing words. Composing is a whole series of activities for a person to express ideas and convey them through written language to the reader to be understood. So, writing can also be interpreted as a way of communicating between humans using written language. The writing is arranged into a coherent and systematic arrangement of words and sentences so that the information conveyed can be understood by those who read it. A writer who wants to convey ideas or ideas must be able to organize the words he uses into sentences. This is not easy, because not all readers can understand the meaning of someone's written language. So, communication with written language requires skills to express ideas in written language that is precise, orderly, and clear.

In line with the opinion above, Tarigan (1993:3) also argued that writing is a language skill that is used to communicate indirectly, not face to face with other people. This understanding confirms that writing is an indirect communication activity. Writing is used as an intermediary medium for communication activities. Although language users do not meet face to face, communication activities can still take place.

Kurniawan (2012:1-2) stated that writing is an integrated language skill, which is intended to produce something called writing. At least, three components are integrated into writing skills, namely: (1) mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, pragmatics, and so on; (2) mastery of the contents of the essay according to the topic to be written, and (3) mastery of the types of writing, namely how to arrange the contents of the writing using written language to form the desired composition, such as essays, articles, short stories, papers, etc.

2.2. Types of Writing

To prepare students to be able to write, Nunan (1991:84) stated the need to identify the purpose of writing whether to provide entertainment, provide information, or to persuade. When a writer writes a piece of writing, the first thing that can be done is compiling a writing outline. This framework is designed so that the resulting writing can reveal information, aims, and objectives that are systematic and not going anywhere. A written outline is a summary of a piece of writing, through a written framework, can be seen that the ideas, objectives, form, and point of view of the author.

The purpose of writing and the function of the language will color the content of the disclosure in a written form. In terms of written form, Suparno and Yunus (2002:1-10); Nuraini et al., (2019) stated that in general, an article or essay contains two things, namely the content and the way of disclosure or presentation. Related to where the two influence each other. The substance of writing and its purpose will determine the way of expression, that is, whether it is formal or informal and the various forms of discourse used whether it is narrative, expository, argumentative, or persuasive.

Semi (1990:32) states that there are four types of writing based on its form, namely: 1) narrative, 2) exposition, 3) description, and 4) argumentation. In line with this opinion Keraf (1994: 120-25) also divides the forms of writing into four, namely narrative, exposition, description, and, argumentation, the forms of writing will be explained as follows:

- 1) Narrative is the writing of series of events arranged in such a way as to cause an understanding that reflects the author's interpretation.
- 2) Exposition is referred to a discussion writing in the form of exposure, which discusses or explains a subject that can expand the reader. It contains description, compare, connect, interpret, and conclude.
- 3) Description is writing that describes an object following the actual situation so that the reader can hear, feel, smell imaginatively what the writer/author sees, hears, feels, smells about the object in question.
- 4) Argumentation is often interpreted as a quarrel between two people over the acceptance and prominence of several things, in other words, argumentation is the presentation of evidence to support or argue for a certain opinion.

Based on the above opinions, it can be concluded that the first thing that needs to be done before writing is to compile a written framework, writing contains two things, namely the content and the way of disclosure or presentation. The type of writing seen from its form can be classified into four types, namely: narrative, description, exposition, and argumentation.

2.3 Experience Writing

Experience means something that has already been experienced (*Depdikbud*, 2003: 22). Writing personal experiences is a way of expressing an experience in written form. Personal experiences can be written in narrative form. Writing personal experiences in the form of stories from a series of events experienced in writing personal experiences in narrative form. The narrative is telling stories. A story is a chronological sequence of events or events, either fact or fiction or fiction. Like narrative essays, writing personal experiences is writing a series of events chronologically based on events that were experienced. The structure of the narrative composition, namely (1) action, (2) story setting, (3) characters involved in the story, (4) storyline, and (5) story point of view (Keraf, 2000:145).

Keraf (2001:136), argues that the notion of the narrative includes two basic elements, namely: actions that occur in a series of times. Emphasis on the element of time is carried out to distinguish the meaning of narrative from the description of the cause of an event or process that can be presented using the description method. Besides, the time element also distinguishes between narrative and description by describing the situation of the object. The description describes an object statically, while the narrative tells of a dynamic object in a series of time.

In the language skills, the aspect of writing is focused so that students can express various thoughts, ideas, opinions, and feelings in composing essays, writing personal letters, summarizing reading books, making posters, and writing notes in diaries. Whereas in literary skills, the competency standards for the aspect of writing are combined with other aspects of skills, namely students appreciate the variety of children's literature through listening to and responding to short stories, writing simple prose, acting out children's dramas without text, and writing free poetry (*Depdiknas*, 2006:16).

The indicators on basic competence in compiling simple prose in writing experiences are mentioning some interesting experiences (fun, unpleasant, touching), choosing one, and detailing the aspects to be described in one experience, compiling a story framework, and developing a framework. The story of experience becomes a complete and coherent story.

Based on the description in this study, it can be concluded that the essence of the ability to write experiences is an activity to write down everything that someone has seen, experienced, and felt that is poured or expressed into a story in written language in a coherent, clear, good and correct way so that the reader understand what the author wants to convey. Writing experiences is a type of narrative writing.

2.4 The Whole Language Approach

In general, the word approach means approach. In the world of teaching, it is more accurately defined as a way of beginning something. So if translated is "how to start something". More broadly, the approach is an assumption or principle of the nature of language teaching and the language learning process.

An integrated approach to language learning is based on a holistic language view (whole language) which treats language as something round and whole. In essence, the whole language is a philosophy of view or belief about the nature of learning and how children learn optimally (Akhadiah. 1991:4).

Weaver (1992) states that the whole language is a philosophy of view or belief about the nature of learning and how children can learn optimally. The whole language is not a perse approach, but in society people often use the phrase whole language approach. The phrase is intended as a teaching and learning environment that includes activities that reflect the whole language view. The integrated foundation system in language learning states that language learning will be easier if the language is presented in a holistic, relevant, meaningful, and functional manner if the language is presented in the context of speech and students choose to use it.

The whole language contains the conception that language is a plural symptom that has wholeness. Therefore, as learning material, language cannot be treated as an artificially segmented symptom, but rather as a symptom of its use in various communication events. As an insight that exists in the context of language teaching, the application of the principle of the whole language has implications for the attitude of language as learning material, a form of learning, assessment, and assessment. In a broad sense, the application of these principles has implications for program planning, implementation, and evaluation.

In this sense, the whole language can be seen as an approach to the process of teaching and learning languages. As an approach, the whole language is based on several assumptions from psycholinguistics, sociolinguistics, child developmental psychology, language learning theory, and pedagogy. From the whole language approach and its assumptions then developing integrated language teaching concepts according to the curriculum, cross-curriculum language, presentation of language learning material in thematic units.

Goodman (in Puji Santoso 2008: 2.3) stated that the Whole language is a language learning approach that presents the language as a whole, not in isolation. Whole Language experts argue that language is a whole that cannot be separated, therefore learning language skills is presented in a meaningful way and real (authentic) situations (Rigg in Puji Santoso 2008: 2.3). Learning about the use of punctuation marks such as commas and so on is taught in connection with learning to write (Cornett, 1990:78).

The integrated approach suggests that teaching Indonesian is based on Whole Language insights, namely language learning insights which essentially suggest that Indonesian language learning activities be carried out in an integrated manner between reading, listening, writing, and speaking. With this concept, in the long term, the target of mastery of discourse skills can be achieved (Brown, 1997: 25).

Confirmed by the opinion of Redmond Mary Lynn (1994:428) who stated that: The Whole Language Approach provides a learning environment in which the student participates in meaningful language experiences. Through the process of constructing language for communication purposes, the student develops the ability to listen, speak, read, and write naturally.

Based on the description above, it can be illustrated that the whole language approach requires a learning environment in which students participate in compiling language to communicate for specific purposes and purposes. In this approach, students develop listening, speaking, reading, and writing skills in natural ways.

2.5 The Whole Language Components

Teuku Alamsyah (2007: 14-17) explained that there are eight components of the whole language: (1) reading aloud, (2) journal writing, (3) sustained silent reading, (4) shared reading, (5) guided writing, (6) guided reading, (7) independent reading, and (8) independent writing.

3. Method

The research site was carried out at SMP 7 Purwokerto as the research site. This research was in the form of Classroom Action Research (CAR). According to Suwandi (2008:16), CAR is reflective research. The research activity departs from the real problems faced by the teacher in the teaching and learning process, then reflects on the alternative solutions to the problem and is followed up with real actions that are planned and measured. Kemmis (in Wiriaatmadja, 2006:12) then stated that CAR is a form of a reflective inquiry carried out in partnership regarding certain social situations (including education) to increase rationality and justice.

This continuous cycle is described as a dynamic process. Kasbolah (2001:9) mentions four aspects of classroom action research: namely, planning, acting, observing, and reflecting. These four aspects run dynamically, which are moments in a spiral that are related to planning, action, observation, and reflection. The validity of the data used in this study included: triangulation of data sources, triangulation of methods, and informant reviews. In the triangulation of data sources, various sources, such as teachers, students, and principals were used to extract the necessary data. Method triangulation is done by collecting data from the document method to the interview and observation method, then proceed to the document method. Informant reviews are used to determine the validity of the interview results.

The analysis technique used to analyze the data that has been collected is the comparative descriptive technique (comparative descriptive statistics) and the critical analysis technique (Suwandi, 2008: 70). The comparative descriptive statistical technique was used for quantitative data, namely by comparing the results between cycles. Comparing the results before the study with the results at the end of each cycle, namely comparing the mean scores of students' reading ability in the conditions before the action, after cycle I, after cycle II, and so on. Critical analysis techniques are concerned with qualitative data. Critical analysis techniques include activities to reveal the weaknesses and strengths of student and teacher performance in the teaching and learning process based on normative criteria derived from theoretical studies and existing provisions. The results of the analysis are used as the basis for planning an action for the next stage following the existing cycle. Data analysis was carried out simultaneously and/or after data collection.

4. Discussion

4.1 Implementation of the Whole Language Approach in the Teaching and Learning Process

A whole language approach is an approach in which all aspects of language skills in the learning process are related to one another. In this learning process, students are dominant for independent learning. Students are placed as subjects, not objects. The role of the teacher in learning with a whole language approach is only a facilitator. The teacher is in charge of guiding and directing problem-solving.

Based on the implementation of the whole language approach in the process of teaching and learning activities implemented at SMPN 07 Purwokerto, there are advantages and disadvantages found during the teaching and learning process, including.

a. The advantages of the Whole Language in the Teaching and Learning Process

The whole language approach is applied in learning at SMPN 07 Purwokerto where language skills and language components such as grammar and vocabulary are presented in a meaningful way and real or authentic situations. For example: when learning to write the teacher while guiding in choosing the right vocabulary.

In implementing the whole language approach in class VII SMPN 07 Purwokerto, students are encouraged to develop themselves in the learning process. This can be seen when students are free to choose the theme or topic they will write about. With the whole language approach, students can compare their initial abilities.

The teacher can create a learning atmosphere that is not monotonous; the teacher no longer needs to stand in front of the class delivering material. In this whole language class, the teacher is only a facilitator; by the way, the teacher goes around the class observing and recording student activities, and providing guidance and motivation to students.

b. Weaknesses of the Whole Language in the Teaching and Learning Process

In the learning process with the whole language approach at SMPN 07 Purwokerto, it can improve the results and the process of writing experiences, but on the other hand, some deficiencies are still encountered, for example, students who look busy, talk to themselves, tell their friends and lie down not paying attention to the teacher's explanation. This is due to the density of the material applied in the whole language class so that students must concentrate well.

Adjusting the teaching and learning process at SMPN 07 Purwokerto with the application of the whole language took a long time. This is because teachers and students are not used to implementing the whole language approach in the teaching and learning process

Based on the problems formulated in the introduction and exposure to the research results, the following describes a discussion of the results of the research which includes the quality of learning and the ability to write experiences of class VII students of SMPN 07 Purwokerto.

4.2 Improving the Quality of Learning to Write Experience with the Application of the Whole Language Approach

Based on the results of action observations, it can be stated that there is an increase in the quality of learning (both process and outcome) of the ability to write experiences through the Whole Language approach from cycle I to cycle III. This can be seen in the following table:

Table 1: Percentage of students who are active in learning

No	Student Activity	Percentage		
		Cycle I	Cycle II	Cycle III
1.	Active during appreciation	48.27%	65.51%	86.20%
2.	Take the initiative to find answers to questions from the teacher	24.13%	41.37%	44.82%
3.	Cooperation (solve the problem)	31.03%	62.06	79.31%
4.	Able to write experiences	17.24%	51.72%	79.31%

The table above shows that during the implementation of the cycle I, it is known that in terms of the activeness of the children's appreciation, it is still low, namely around 14 (48.27%) active students during the giving of appreciation, students who take the initiative to find answers to the teacher's questions during teaching and learning activities (KBM) took place as many as 7 (24.13%) children, students who were enthusiastic to work together to complete the assignments given by the teacher were 9 (31.03%) children, while in the ability to write experiences of students who had reached a minimum learning completeness of 7.00 got (17.24%) children.

But after reflection between teachers and researchers was carried out and the improvement in cycle II was finally able to increase significantly, namely 19 (65.51%) students who were active during the giving of appreciation, students who took the initiative to find answers to teacher questions during teaching and learning activities (KBM) (51.72%) of students.

After reflecting on the second cycle, it turns out that there are still drawbacks so that there is a need for action in the third cycle, it turns out that the results have been satisfactory, there is a significant increase, namely students who are active during the giving of appreciation are 25 (86.20%) students, students who take the initiative to find answers to the teacher's questions during the activity Teaching and Learning (KBM) takes place as many 13 (48.82%) students, students who were enthusiastic to work together to complete the assignments given by the

teacher were 23 (79.31%) students and were able to write experiences with the whole language approach as many as 23 (79.31%) students.

Before conducting cycle I, researchers conducted a preliminary survey to determine conditions in the field. Based on the results of this survey, the researcher found that the quality of the process and the learning outcomes of the experiential writing skills of the VII grade students of SMPN 07 Purwokerto were still low and the teacher still used the lecture method in learning. Then the researcher collaborated with the research teacher, trying to solve this problem by implementing the Whole Language in experiential writing learning.

The researcher and the teacher formulate a plan to carry out cycle I. The first cycle is an initial action to improve learning experience writing by applying a whole language approach with the media of photos and pictures of tourism places in Central Java by writing a little story in it is intended to provoke memory. students. Based on this cycle I, it can be described that the results of learning to write experiences with a whole language approach, it turns out that there are still some deficiencies or weaknesses in its implementation.

Cycle II is a cycle that is carried out to overcome the shortcomings or weaknesses that occur during the learning process, the ability to write experiences with the whole language approach in cycle II still uses learning media in the form of photos but the photos used in cycle II are the results of recent travel and camping activities. implemented by students and given a list of questions below, in this cycle students' motivation to write increases because they are happy with the media used by the teacher is very interesting (their photos). Based on the implementation of cycle II, it can be seen that the process and results are improved when compared to cycle I. However, in cycle II there are still a few shortcomings or weaknesses. To overcome this, the teacher and researcher then prepared an action for cycle III.

Cycle III is carried out to overcome weaknesses and shortcomings that occur during the learning process of writing experiences in cycle II. Besides, cycle III is the last in this research action. In this cycle, teachers and researchers try to minimize all the weaknesses that occur during experiential writing learning. Cycle III is carried out by using the whole language approach with the media of reading books from the library so that students do not feel bored with the media used by the teacher, in terms of teachers this is also useful, namely that teachers vary in using the media used. In the third cycle, it is proven to improve the writing skills of the fifth-grade students of SMPN 07 Purwokerto.

Based on these actions, the teacher succeeded in implementing learning that was able to attract students 'interest, which resulted in improving the process and results of the students' experience of writing skills. Also, this researcher is useful for improving teacher performance in implementing effective and attractive learning to radiate positive energy from students in the classroom. The success of implementing the whole language approach to improve experiential writing skills can be seen from the achievement of the following indicators.

4.3 Students Look Enthusiastic in Taking Writing Lessons

Before this research action was conducted, students seemed less enthusiastic about learning to write. This is because students are not interested in the teaching methods used by the teacher. The teaching method commonly used by teachers in teaching writing lessons is by lecturing and having students do writing assignments. The weakness of this conventional approach is the emergence of boredom and reluctance in students so that students are not interested in participating in experiential writing learning, and the low interest of students in taking writing lessons. This can be seen from the classroom atmosphere during the ongoing learning and writing experience activities, students are not very active in responding to stimuli from the teacher, some do not pay full attention to the learning process, and some students do not pay attention to the lesson, are silent and do not respond. as well as talking to friends.

After taking action, namely applying the whole language approach by explaining the eight components contained in it, students are interested in taking writing lessons. Students seem to pay attention to the explanation from the teacher, and many ask questions that students do not understand in learning. Also, students began to be willing to actively take part in the ongoing learning process, such as answering questions posed by teachers to students.

On the researcher's observation, the activeness of students in cycle I was indicated to reach 14 students (48.27%), then increased again from cycle II 19 students (65.51%), and cycle III as many as 25 students (86.20%).

4.4 Students Experience Improvement in Learning Experience Writing

Before the action was done, students had difficulty following experiential writing lessons. Students also feel lazy to start their activities in learning to write, especially when it is still difficult to develop their ideas in writing coherently. Most students are still confused to write coherent writing. Students still write in jumping and circling grooves.

After taking action, the ability to write experience increases. This can be seen from the results of his work. Students can write experiences. The students' writing becomes more organized. The sentence and paragraph structure is quite good. This cannot be separated from the role of the teacher who always reminds students to pay attention to the use of language in their sentences.

The success rate of this study is quite significant. The scores the students received from each cycle increased satisfactorily. Assessments conducted by researchers and teachers include language, written content, and writing systematics. The following are the scores obtained by students during this study. In the implementation of the cycle I, the highest score for the writing experience was 73 which was achieved by one student. The lowest student score was 61 achieved by one student, while the class average was 55.96. Compared with the value of the cycle I writing experience in cycle II, the class average score increased by 4.21 points from 65.96 to 70.17 the highest score of 76 was achieved by a student and the lowest 66 was achieved by 1 child, likewise in cycle III there was an increase of 4.89 points from an average of 70.17 increasing to 75.06, the highest score was 78 which was achieved by four students. The lowest score for students was 68, which was obtained by two students. The following is a table of writing experience skills.

Table 1. Grade VII Student Experience Writing Ability Score of SMPN 07 Purwokerto

Action	Lowest Score	Highest Score	Average Score
Pre-test	45	65	55.96
Cycle I	61	73	65.55
Cycle II	66	76	70.17
(Post-test) Cycle III	78	68	75.06

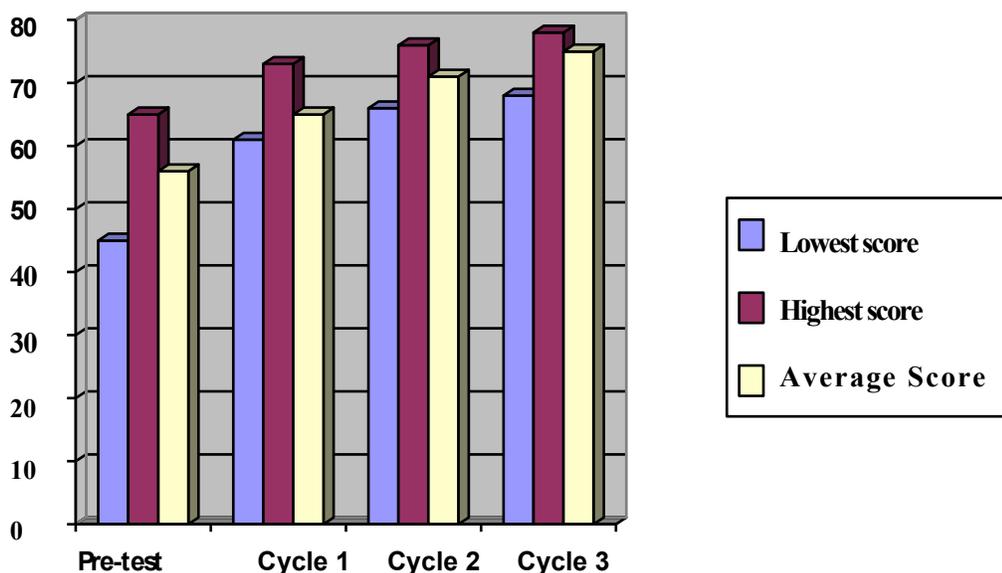


Figure 1. Assessment of the Ability to Write Experiences of Grade VII Students of SMPN 07 Purwokerto

4.5 The Teacher Successfully Generates Student Interest by Applying the Whole Language Approach

Students' interest in learning to write experiences can be said to have increased. This can be seen from the attitudes of students when participating in teaching and learning activities. Students look enthusiastic and enthusiastic. With the application of the whole language approach with the learning media used by the teacher also in applying the

eight existing components to make students active. For example, many students raise their hands to answer questions from the teacher if they find things that students do not understand.

Students also feel happy to take experience writing lessons with learning media used in the whole language approach. Students feel that their learning activities are becoming more enjoyable and varied. Students feel free to choose topics of writing experiences according to their abilities without having to pressure from the teacher. Students also feel very entertained because of the new atmosphere in learning

4.6 The constraints faced by teachers in implementing the whole language approach

When implementing the whole language approach in research several obstacles hinder the learning process:

- a. Teachers and students who are not accustomed to implementing the whole language approach in the learning process, in cycle I seem stiff so that the learning situation is not conducive. This obstacle was analyzed by researchers and made improvements in cycle II and cycle III so that it was successfully resolved.
- b. In implementing the whole language approach, it turns out that there are still some students who are busy by themselves, students are even engrossed in telling stories about their respective experiences.
- c. The lack of support for the facilities and infrastructure becomes an obstacle to the implementation of the learning process.

4.7 Teachers' Efforts to Overcome Obstacles in Improving Experiential Writing Skills through the Whole Language Approach

- a. The teacher has tried to understand how to apply the whole language approach in learning, especially learning to write experiences. It can be seen that during the implementation of learning from cycle I to cycle III there are still many obstacles faced by teachers in implementing the whole language approach in the teaching and learning process. But after the implementation of the research, the teacher began to be active and wanted to learn an understanding of the whole language approach.
- b. In improving the ability to write experiences, the teacher always applies the whole language component simultaneously in writing experiences.
- c. From the series of results of the research discussion above, after this research action was carried out the teacher stated that applying the whole language approach as in this study was an effort to arouse student interest.

5. Conclusion

The results of this study conclude that there is an increase in the quality of learning (both process and outcome) in the ability to write experiences with the following description: 1. The implementation of the whole language approach can improve the quality of the experiential writing learning process. Increasing the quality of the learning process, among others, by increasing: The number of students who are active in apperception activities and learning activities; The number of students who can take the initiative in completing the assignment given by the teacher; The number of students who are able to work together and compact in groups. Teacher skills in managing the class. 2. Implementing the whole language approach can improve the ability to write experiences. This is indicated by the average score of students who have increased in each cycle, the results of the students' experience of writing skills from an average of 55.96 to 75.06.

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