

**THE IMPLEMENTATION OF EXPERIENTIAL
LEARNING IN ENGLISH CLASS OF FIFTH GRADE
AT *SCHOOL OF UNIVERSE (SOU)***

A Case Study



*Building
Future
Leaders*

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ABSTRACT

Ayu Warningtia Putri. 2013. The Implementation of Experiential Learning in English Class of Fifth Grade at School of Universe (SOU): A Case Study

This study aimed to investigate how experiential learning was implemented in English class of fifth grade at *School of Universe (SOU)*. This study is a case study research in which the data were gathered through observation, interviews, and document analysis. The subject of this study was the fifth grade class, consisted of fifteen students. One English consultant, one curriculum planner, and one classroom teacher as the English teacher were also interviewed. The result shows that the implementation of experiential learning cannot be classified yet as the experiential learning model suggested by Kolb. From eight principles of experiential learning, the learning process did not meet three principles of experiential learning. Next, the learning activities conducted by the teacher also did not follow the experiential learning cycles suggested by Kolb. There were only one unit found which followed the continuous cycles of experiential learning. Then, ten of 15 students (66 %) said that English was interesting because the teacher conducted the English class through games. However, instead of involving students in the concrete experience, the games were only used by the teacher to get students' attention.

The Keywords: Experiential learning in English class, English syllabus, students' opinion, and learning activities.

ABSTRAK

Ayu Warningtia Putri. 2013. Penerapan Model Pembelajaran *Experiential Learning* dalam kelas bahasa Inggris tingkat 5 SD di School of Universe (SOU) : Studi Kasus

Penelitian ini bertujuan untuk menyelidiki penerapan model pembelajaran *experiential learning* dalam pelajaran bahasa Inggris kelas 5 di *School of Universe* (SOU). Penelitian ini adalah penelitian studi kasus dimana data diperoleh melalui beberapa pengamatan, wawancara dan analisis berkas. Subjek penelitian ini adalah satu kelas tingkat 5 yang berisi lima belas siswa. Selain itu, satu orang konsultan bahasa Inggris, satu orang perencana kurikulum, dan satu guru kelas tingkat 5 juga telah diwawancarai. Hasil penelitian ini menunjukkan bahwa penerapan *experiential learning* dalam pelajaran bahasa Inggris di sekolah alam *School of Universe* belum sesuai dengan model pembelajaran *experiential learning* yang dikembangkan Kolb. Dari delapan prinsip *experiential learning*, tiga diantaranya tidak sesuai. Selanjutnya, aktivitas pembelajaran yang dilakukan oleh guru tidak mengikuti alur model pembelajaran *experiential learning* yang dikembangkan oleh Kolb. Hanya satu bahasan yang mengikuti alur tersebut. Kemudian, sepuluh dari lima belas siswa menyatakan bahwa pelajaran bahasa Inggris menyenangkan, karena guru sering menggunakan permainan dalam proses pembelajaran. Namun, permainan tersebut tidak sesuai dengan tujuan pembelajaran pada silabus. Permainan tersebut hanya digunakan sebagai alat untuk mengambil perhatian siswa di awal pembelajaran.

Kata Kunci: Model pembelajaran *experiential learning* pada kelas bahasa Inggris,silabus bahasa Inggris, pendapat siswa, dan kegiatan pembelajaran.

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AWP

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CHAPTER I

INTRODUCTION

This chapter presents the background of a study which is related to the implementation of experiential learning in English class at *School of Universe (SOU)*. The presentation also involves the research questions, the purpose of the study, the scope and limitations, and the significance of the study.

A. Background of the Study

Experiential learning is a recent model applied in teaching and learning in Indonesia. Some schools have been applied this, for instance *Sekolah Alam Tangerang*, *Sekolah Alam Bintaro*, and *School of Universe*. The concept of *Sekolah Alam* was made by educational practitioners that felt the traditional learning method couldn't meet students' needs. Agreeing with it, (Kohonen, 1992) states the traditional method is focused on external needs, typically to pass exams, get good scores, or gain qualifications instead of creating meaningful learning for the students. Jessica Orogbu (2007) states that traditional method only transfers knowledge from the teacher to the students. In experiential learning, students are asked to apply the concepts they have learned in physical, concrete ways.

The aim of this model is integrating theoretical and practical elements of learning for a whole-person approach. Students should experience what they learn by involving the whole self (body, thoughts, feelings, and actions), not only mind. Instead of telling how language works, experiential learning gives

the students opportunities to use English as in concrete experiences (Kolb, 1984:36).

A phenomenon related to the issue of experiential learning occurred at *School of Universe*. This school claimed that one of the learning and teaching methods they implement is experiential learning. The researcher conducted this study in order to investigate the implementation of experiential learning in English class at *School of Universe*.

The implementation of experiential learning in this school is intended to give meaningful learning to students. Students will not just learn, but they experience the process of learning language. They could get many chances to use English without feeling guilty. The teacher is also intended to create learner-centred. Thus, this school wants English to be a part of students' daily language.

In Indonesia, *Sekolah Alam* is classified as a non-formal school. It means the students must join *Paket A/B/C* to be equivalent with formal schools. On the other hand, based on the curriculum planner, elementary level in *School of Universe* is already accredited as a formal school. This school is also known as the pioneer of *Sekolah Alam* which was built by Lendo Lovo as the first conceptor of *Sekolah Alam* in Indonesia (Curriculum planner).

Relevance to the background, the researcher intended to examine whether or not the implementation of experiential learning in English class at *School of Universe* is relevant to the experiential learning theory. It can be

justified by analyzing the school instrument, observation and interviewing students and teachers that support the implementation of experiential learning in English class at *School of Universe*. Thus, as the mission of the school, to produce competitive and qualified leaders, it is supported with correct understanding and appropriate concept, in this case is the concept of experiential learning.

B. Research Questions

Based on the issue explained in the background, there is a research question, which needs to be answered in this study:

1. Main Problem:

How is the experiential learning implemented in English class of fifth grade at *School of Universe*?

2. Sub problems:

- a. Is the syllabus relevant to the experiential learning principle?
- b. What are the teaching and learning activities conducted in English class?
- c. What are the students' opinions of the English class?

C. Purpose of the Study

In line with the research questions, which were divided into two categories, the purposes of the study were also divided into two categories, that are main and sub-purposes.

1. Main purpose :

To investigate whether or not the implementation of experiential learning in English class of Fifth Grade at *School of Universe* can be classified as experiential learning model.

2. Sub-purposes :

- a. To analyze whether or not the syllabus is relevant to the experiential learning principle
- b. To describe the learning activities conducted in English class at *School of Universe*
- c. To obtain the students' opinions about the English class

D. Scope of the Study

The scope of the study is the teaching and learning activities of Experiential Learning at *School of Universe* in Parung, Bogor. The study is focused on investigating the implementation of Experiential Learning in English subject to the 5th grade of elementary level. The investigation is also limited to the syllabus and teaching and learning documents for the 5th grade of elementary level.

E. Significance of the Study

Practically, the result of this study may be beneficial as a reference for the prospective English teachers who want to implement the experiential learning in developing speaking skills of the elementary students and who have implemented this learning model. Theoretically, this study is aimed to verify the theory of experiential learning as a model of integrating skills

implemented at *School of Universe*. This study is also considered significant to enrich the study on the implementation of experiential learning. Furthermore, it may be useful for those who want to conduct related studies.