CHAPTER II

LITERATURE REVIEW

This chapter provides bases for a study related to implementation of experiential learning at *School of Universe,* Parung, Bogor. This chapter is aiming at finding thorough understanding about the research. The theories and definitions posed in this chapter are to give supporting aspects related to the studies on the topic area.

A. Studies on Learning

There are many perceptions what is meant by learning. Talking about learning, it cannot be separated without talking about teaching too. Teaching and learning are intimately connected and it is difficult to come to terms with one without reference to the other. *Chamber English Dictionary* (Macdonal, 1981) cited in Surgue (1997) defines teaching as 'the act, practice or profession of giving instruction'. The role of the teacher is that one whose profession is, or whose talent is the ability to transfer knowledge, practical skill, or understanding (*Macdonald, 1981* cited in Surgue). The concept of teaching is how the ability of the teachers can create good students through transferring knowledge, skill and understanding to the students. On the other hand, Surgue (1997) suggests learning is active participation on the part of learners. In learning process, it is necessary to activate students' participation and engage them.

According to Kolb (1984:26), learning is an emergent process whose outcomes represent only historical background, not knowledge of the future. On the other hand, he added learning in terms of outcomes could become the definition of non-learning. As Jerome Bruner (1966:72) cited in Kolb (1984:27) states knowledge is a process, not a product.

B. The Nature of Experiential Learning

Experiential learning comes not to pose as third alternative methods to cognitive and behavioural learning theories (Kolb, 1984:20). It offers a different view of learning process from behavioural theories and traditional methods (rational idealist epistemology (Kolb, 1984:20). He added, two reasons to explain the term "experiential" in this perspective on learning are: 1) to tie it clearly to its origins in the work of Dewey, Lewin and Piaget, and 2) to emphasize the central role that experience plays in the learning process.

There are three models of experiential learning that was studied and found by previous researcher. Lewin runs the experiential learning by two steps. First, it emphasized here-and-now concrete experience to validate and test abstract concept. He assumed when humans shared experience, they would share fully, concretely, and abstractly. Next step is feedback process. The information feedback provides a continuous process of goal-directed action and to evaluate that action.

Dewey's concept of experiential learning is not much different from Lewinian. He only made the developmental process of learning more explicit.

It describes how learning transforms the impulses, feeling and desire of concrete experience.

For Piaget (1977, 81), man is an active organism that is has dynamic interaction with the environment. He sees the learning process of human happen since in the early age. At the older age, they use the background knowledge to directly go into concrete experience. Environment has a major role to shape his ideas and intentions. Learning occurs when there is the association between stimulus and response (Kolb, 1984:24).

Based on experiential learning theories, learning is a process, not a product. It means the main purpose of learning is not to pass exams, get good scores, or gain qualifications. 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).

1. **Principles of Experiential Learning**

Experiential learning is a model of learning that focus on growing a person from the inside. It makes experiential learning differ with the traditional teaching model. There are eight principles of experiential

learning proposed by Kohonen (1992) to see the implementation of experiential learning in teaching and learning language.

a. View of learning is transformational learning

The learning view of experiential model is transformational learning. Hrengko (2007) explains that transformational learning is an important teaching strategy to consider for bodily kinaesthetic learners. She adds this strategy usually involves an active element such as drama or role playing. The point is that students are able to engage and interact with the subject matter. However, transmission of knowledge is not experiential learning. Transmission means learning is a process of transferring knowledge and information from teacher to students (Hrengko: 2007).

b. Power relation is the teacher as 'learner among learners'

The power relation of teachers and students are equal. The teacher is as a learner among learners. It means the teacher also may learn from the teacher. He is not the one who knows everything. The students may give corrections when the teacher makes mistakes (Kohonen: 1992).

c. Teacher's role is as a facilitator

The teacher role is as a facilitator. The teacher allows students to find their own pathways to success in language learning with teacher's guidance and gentle prodding (Brown:

2001). A facilitator allows students to discover language through using it practically, rather than by telling them about the language.

d. Learner's role is active participation

Students are frequently as a passive recipient of information given by teacher. They are mainly got individual work. On the other hand, in experiential learning, they are participating actively in learning process. Students are engaged in learning process largely through small groups, not individual. However, students as passive reception is not experiential learning (Kohonen: 1992). Passive reception means students receive informations from the teacher and are controlled by the teacher in the learning activities. (Kohonen: 1992)

e. View of curriculum is dynamic, integrative, and process-oriented

Curriculum of experiential model is dynamic and looser organization of subject matter. It includes open parts and integration. The teacher does not only use certain type of learning activities but he uses various activities. It makes learning be dynamic. Therefore, the type of syllabus used by the teacher is a process-oriented syllabus.

f. Control of process is self-directed learning

Experiential model emphasizes on learner to control the process through self-directed learning. According to Kohonen (1992), self-directed learning means learners are encouraged to see themselves as increasingly competent and self-determined and to assume more and more responsibility for their own learning. However, the control process in conventional teaching is mainly teacher-structured learning. It means the teacher controls the whole students and mostly decides the learning activities that students have to be done (Kohonen: 1992).

g. Motivation of students is mainly intrinsic

Students of traditional model are mainly motivated by extrinsic factors such as getting good score, graduating or passing a test, getting a gift from teacher, or avoiding a penalty like a failing grade *(Koko, 2002)*. In experiential model, students' motivation to learn is from their own selves, called intrinsic motivation. They studies because they want to study. They feel sense of belonging to the English subject, and feel fun and interested in learning process.

h. Evaluation

Experiential learning evaluates learning and students focusing on the process, such as by reflecting in process, self assessment, and criterion referencing. Different with norm-

referenced test, criterion-referenced tests are designed to give the test takers feedback in the form of grade. In conventional model, the evaluation is based on the norm-referenced assessment. It is measured by scores.

2. Model of Experiential Learning

The conceptual basis of the process of experiential learning is commonly related to Kolb's Learning Cycle. Kolb (1984:42) develops a general theoretical model of experiential learning as follows:
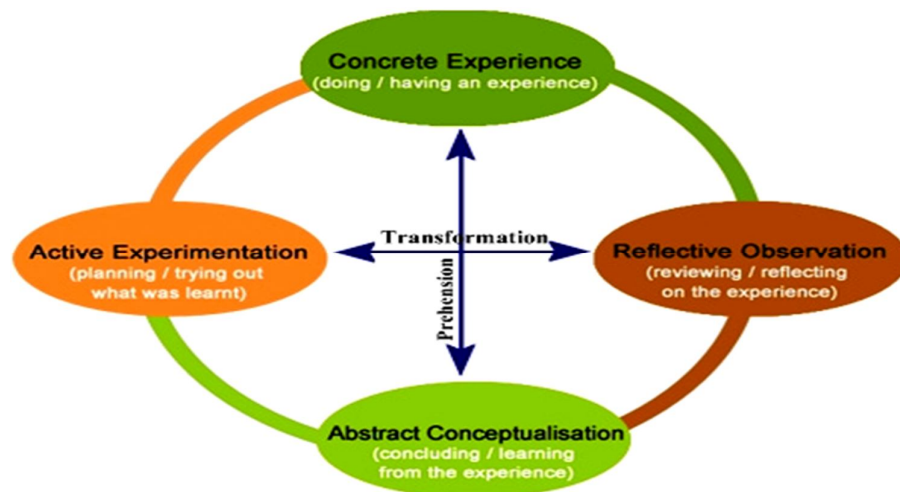

Figure 1.1 Model of Experiential Learning

According to this model, learning is essentially seen as a process of solving conflicts between two dialectically opposed dimensions, named the prehension and transformation dimensions (Kohonen, 1992:16).

a. The *prehension* dimension refers to the way in which the individual grasps experience. In this dimension, learners are in two modes of knowing from what Kolb calls grasping via 'apprehension' to via

'comprehend'. Apprehension means no need for learners to get rational inquiry or analytical confirmation for instant, intuitive knowledge. Another dimension, grasping via comprehension, emphasizes the role of conscious learning, whereby comprehension introduces order and predictability to get the unconscious sensations. This dimension is concerned with the ways of grasping the reality through various degree of conscious and unconscious learning.

b. The *transformation* dimension refers to the transformation of the experience by an orientation towards reflective observation as against action and active experimentation. A learner who has an active orientation is ready to take risks, focus on being success and show little concern for errors or failure. However, the one who concerns more to do reflective orientation may be willing to sacrifice successful performance in order to avoid errors, preferring to transform experiences through reflective observation.

The two dialectically opposed dimensions (*prehension and transformation* dimensions) will thus yield four orientations to learning (Kolb cited by Kohonen, (1992:17)):

a. *Concrete experience* (CE), with an involvement in personal experiences and an emphasis on feeling over thinking. This is where the learner actively experiences an activity such as a field work.

b. *Abstract conceptualization* (AC), with an emphasis on thinking, using logic and a systematic approach to problem solving. This is where the

learner attempts to conceptualize a theory or model of what is observed.

c. *Reflective observation* (RO) means taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced. Learners are being concerned with how things happen by attempting to see them from different perspectives and relying on one's own thoughts, feeling and judgment.

d. *Active experimentation* (AE). When the learner considers how they are going to put what the have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is to be handled.

3. **Language Learning Activities in Experiential Learning**

As what has been reviewed before, there are four cycles of experiential learning suggested by Kolb: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AO), and Active Experimentation (AE). Learning activities in classroom must reflect each cycle.

In concrete experience, the learners involve themselves in personal experiences and an emphasis on feeling and over thinking (Kohonen, 1992:17). The learning activities in this stage are such as fieldwork, trigger films, observations, games, interviews, etc. Next, in reflective observation, the learners concern with how things happen by attempting to see them

from different perspectives and relying on one's own thought, feelings and judgment (Kohonen, 1992:17). This stage plays an important role to provide a bridge between experience and theoretical conceptualization. In this stage, the learners give feedback to other participants, brainstorm, discuss, ask questions, etc. After doing reflective observation, the next step is abstract conceptualization. In this step, the learners attempt to conceptualize a theory of model of what is observed by getting lecture, analogies, etc. Therefore, the learners can get deeper understanding and interpretation. However, Kohonen stated that the theoretical concepts would not become part of the individual's frame of references until they had been experienced meaningfully on subjective emotional level. The final step is the learner considers how they are going to put what they have learnt into practice. Kohonen (1992:17) stated active experimentation emphasizes on practical application and getting things done, influencing people and changing situation, and taking risks in order to accomplish things. Learners may get a case study, do simulation, do real role play, get project and present it, make a drama, do storytelling, etc.

Table 1.1. Learning Activities of Experiential Learning

Concrete experience	Reflective observation	Abstract conceptualisation	Active experimentation
• Fieldwork • Trigger films • Observations	• Discussion • Brainstorming • Thought	• Lecture • Papers • Projects	• Fieldwork • Case study • Simulations

Concrete experience	Reflective observation	Abstract conceptualisation	Active experimentation
• Games • Interviews	questions • Rhetorical questions	• Analogies • Model building	• Real role play • Presenting project • Drama • Storytelling

C. Teaching Speaking

For communicative point of view to improve students' speaking skills, experiential learning implies encouraging authentic language use which involves the learners. The learner is brought in touch with the real-life language use. In spoken language use, interactions usually involve a small number of speakers, in which conversational roles and meaning constantly negotiated.

Most of Indonesian learners have few opportunities to speak English at their home or their daily life environment so the teacher has to provide them many opportunities to develop their speaking skill in classroom. They need to practice, practice and practice. Paul (2003) assumes that many teachers think that it is necessary to do a lot of drilling and mechanical pattern practice to give the students enough chances to speak, but this is not effective if they want to use English communicatively and spontaneously. In experiential learning, learners are the centre to grasp with the experience to use language.

There are some things suggested by Paul (2003) what the teachers need to concentrate to provide students develop their speaking skill to be communicative:

1. Introducing and practicing situation patterns in ways that feel meaningful and interesting to the students such as in games, storytelling, etc, in situation where the students are attracted to express themselves, through personalization.

2. Practicing new pattern in combination with the other patterns the learners have learned, so they can internalize them more easily.

3. Giving the learners more opportunities to guess how to use pattern flexibly in novel situation.

4. Giving the learners confidence to speak out in front of others by talking independently with other individual learners and the whole class.

5. Building the learners' inner strength to deal with confusing and real situations by presenting them with puzzles to overcome and solve, making sure they are finally successful.

6. Focusing on the question form of new patterns, so the learners can ask the things that they do not know.

There are also many techniques that can be used to develop speaking skills in classroom such as reading aloud, brainstorming, discussion, simulation, role play, communication games, drama, and presenting project.

1. **Reading aloud:** Students read the dialogs or texts aloud.

2. **Brainstorming**: Students suggest a lot of ideas for a future activity very quickly before considering some of them more carefully. They share ideas what come in mind orally.

3. **Discussion**: students give opinions of a topic in the classroom. They may ask questions or respond other questions.

4. **Simulation**: Student stimulate the real-life encounter as they are doing in the real world, examples: a tourist guide, a business meeting, etc. Simulation can be used to encourage general oral fluency.

5. **Role-play**: In role play, it is like simulation, but is added the element of giving the participants information about who they are, and what they think and feel.

6. **Communication games**: students get opportunities to speak and use English through games. For example, teacher gives a sentence. He whispers to first student. Then the first student whispers it to next student until the last student. The last student has to tell what the sentence he gets.

7. **Drama**: Students act out a script of a dialog or a drama that they have written.

8. **Presentation:** Students present their projects or work through presentation. Students may make notes of points they will present.

D. Syllabus Design

Syllabus design deals with the components of learning process, not only what will be taught and in what order. The designer also has to concern with the planning, the implementation, evaluation, management and administration

of education programmes (Harmer, 2001:295). Syllabus design is different with curriculum design (Nunan, 1988). Syllabus design concerns the selection of items to be learnt and the grading of those items in appropriate sequence (Harmer, 2001:295). According to *PP no.19 Tahun 2005 pasal 20 tentang Standar Nasional Pendidikan*, the components of syllabus are:

> *"Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pembelajaran, sumber belajar, dan penilaian hasil belajar."*

Nunan (1988:27) divides syllabus types based on two orientations, which are product-oriented syllabus and process-oriented syllabus. The distinction between product oriented and process oriented syllabuses on what things they focus on. Product oriented syllabus focus on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses emphasize the learning experience themselves.

Types of product oriented syllabus are the grammar syllabus, the lexical syllabus, and functional syllabus. The grammar syllabus is one in which syllabus input is selected and graded based on the grammatical notion of simplicity and complexity. Lexical syllabus is a syllabus organized on the basis of vocabulary and lexis. Last is functional syllabus. It is included categories of 'communication function' or 'language function', such as inviting, promising, and offering. It is also possible to use exponents for each function. For example, for *offering,* the designer may choose like "Would you like me to?", "Do you want some help?", so on.

In Process oriented syllabus, the types are task-based syllabus, situational syllabus, topic-based syllabus and content syllabus. The situational syllabus provides the possibility of selecting and sequencing difference real-life situations. The situation might be like *at the bank, at the supermarket, at the restaurant*, etc. The designer has to be able to define the situation, the likely participants, and communicative goals with some certainty, so the students will get attractive learning.

Next, topic-based syllabus offers to organise language through different topics, e.g the weather, sport, families, arts, etc. The main topic can be subdivided into items. For example, the weather may be subdivided into the way weather changes, weather forecasting, and weather and mood. Last but not least, task-based syllabus consists of series of tasks, and may later list some or all of the language to be used in those tasks. Jane Willis lists six types of tasks, which are listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks (Harmer, 2001:299).

E. The Roles of Teacher

The roles of the teacher in the classroom can affect whether learning is teacher-centred or learner-centred. In recent years, because of the influence from the humanistic and communicative theories, great emphasis has been placed on learner-centred. According to Harmer (2002: 56), the measure of good lesson is the student activity taking place, not the performance of the teacher.

Experiential learning model also emphasizes learners as the centre in learning process. They must be engaged in active participation. The role of the teacher is to facilitate them into meaningful and useful learning. Teacher is not as the most right person because teacher is as a 'learner among learners' in experiential learning model.

In addition, there are some roles that teacher can play in the course of teaching. As an educator, the point is the teacher has to know what roles that can give meaningful and useful learning for the learners in the real life rather than only transfer the knowledge and dominate the classroom.

1. The teacher as Controller

    According to Harmer, teachers as the controllers take the roll, tell the students things, organize drills, read aloud, and in various other ways exemplify the qualities of the teacher-fronted classroom.

2. The teacher as Facilitator

    The teacher allows students to find their own pathways to success in language learning with teacher's guidance and gentle prodding (Brown:2001). A facilitator allows students to discover language through using it practically, rather than by telling them about the language.

3. The teacher as Assessor

    Students may assess their own learning progress. However, the teachers also have the role to assess them by giving feedback and correction for learners (Harmer:2002).

4. The teacher as Prompter

   The learner may lose the thread of what is going on, or they lost of words. For instance, when the students get opportunities to speak, they sometimes get lost, cannot think what to say next, or in some other way lose the fluency. The teacher can leave them to struggle on their own (Harmer: 2002). However, the teacher may help them and the activity to progress by offering discrete suggestions without disturbing the discussion or forcing students out of role. In this role, teacher also can help and motivate the learners to keep speaking English rather than using their mother tongue.

5. The teacher as Participant

   Teacher may participate in discussions or role-plays. By that way, teacher can prompt covertly, maintain a creative atmosphere, and ensure continuing students engagement (Harmer: 2001). However, teacher needs to make sure and be careful if his participation does not dominate the learning. Teacher must remember that learner is as the centre in learning.

6. The teacher as Resource

   Students may ask questions and information in the middle of learning process. In this matter, what the teachers should be able to offer is guidance and resource to where learners can go look into for the information (Harmer: 2001). For instance, when the learners get problems to understand something, the teachers can help them to understand it.

7. The teacher as Observer

The teachers observe when the learners do their task, for example oral activities in pairs or small groups (Harmer: 2001). They may take notes of learners' progress during observation. This role may help teachers to give feedback to the learners.

F. The Profile of *School of Universe*

School of Universe is a kind of sekolah alam, located in Parung, Bogor. It was built in 2004 by Lendo Lovo as the initiator of the concept of *sekolah alam*. There are three levels in *School of Universe*, which are kindergarten, elementary and secondary levels. *School of Universe* is classified as a non-formal school. However, the elementary level is already accredited as a formal school.

The vision of *School of Universe* is to accompany students to be the leader in the world and to give blesses for all humankind. The missions of *School of Universe* (SOU) are: 1) make SOU to be a school that create generation who love learning, have critical thinking and are brave to innovate, 2) make use the nature as the learning medium, 3) give good service to parents and students, 4) be effective and efficient on the school management and fee, 5) improve *akhlakul kharimah* dan attitudes, 6) optimize Strategic Business Unit (SBU) school.

Students do not study in a common class. They study in *saung* with no windows, no door and no chairs. Students feel free to move and explore themselves.

The general curriculum of *SOU* in kindergarten, elementary and high school levels are divided in four developmental aspects, which are the development of *akhlak,* the logical development, the leadership development, and business mental development. To develop students' *akhlak*, the method used is from good model of the teacher. Then, the use of experiential learning model and learn with nature is used to develop students' logic. Next, the use of outbound training is to develop students' leadership. Last but not least, to develop students' entrepreneurial spirit, students have real experiences to work and learn from the business maestro.

School of Universe (SOU) divides the curriculum as the basic and *lifeskill* curriculum. Basic curriculum provides lessons for students based on the government syllabus. Then, *lifeskill* curriculum provides learning experiences to give business skills to students. *SOU* uses experiential learning as the learning model to support the curriculum integration.

G. Previously Related Research

The study of the implementation of experiential learning had been done by some researchers, for instance Irma R.S Munif (2009) which was doing action research in implementing experiential learning in Science lesson for elementary students. She found that by implementing experiential learning, students' got more knowledge and learnt more. It could be seen from the research finding that showed the enthusiasm and the final score of the students were raised.

Another research conducted by Kevin Engellant and Amy Ratto Parks also deals with implementing experiential learning in science lesson at Missoula of 2nd grade class. They stated, by using experiential learning, learners were actively engaged in learning process. The students' independence was developed in the learning process. The teacher's role was only facilitating the students to get concrete experiences until apply them as in real life. He explained one of the learning processes that students learned was about composting during the fall semester in order to make a project (a video about composting), and that video would be used to teach the other students throughout the school about composting.

In addition, another research about the implementation of experiential learning is Reri Savitri (2007). Her thesis is about implementing experiential learning to improve students' writing descriptive text competence of first grade at SMUN 1 Jombang. Her thesis used an action research. The result of her research shows that the students' competence to write descriptive texts is improved in content and language use aspects. The content of the students' writing is 75 % improved. In general, their competence is 33-47 % raised. She said experiential learning could improve students' competence in writing descriptive text.

H. Conceptual Framework

There are two underlying theories of experiential learning, which are used to analyze the implementation of experiential learning in English class at *School of Universe*.

First theory to investigate the implementation of experiential learning is analyzing the view of learning, power relation of teacher and students, teacher's role, learner's role, view of curriculum, control of process, motivation, and evaluation in English class of fifth grade at *School of Universe*. To analyze those aspects, the principles of experiential learning are used. There are eight principles of experiential learning to investigate whether or not experiential learning in English class at *School of Universe* can be classified as experiential learning model. The principles are: 1) View of learning of experiential learning is as transformation of knowledge. 2) Power relation is teacher as 'a learner among learners'. 3) Teacher's role is facilitating or organizing learning and putting students into small groups. 4) Learner's role is mainly active participation, largely in cooperative small group. 5) View of curriculum is dynamic, looser organization of subject matter, including open part and integration. 6) Control of process is self-directed learning. 7) Student's motivation to learn English is mainly intrinsic. 8) Evaluation technique is process-oriented: reflection on process, self-assessment, and criterion-referencing.

Second theory used to investigate the implementation of experiential learning in English class of fifth grade at *School of Universe* is the learning cycles of experiential learning advanced by Kolb. According to Kolb, learning requires a continuous recycling of experience, reflection, conceptualization and active experimentation. The learning aand teaching activities must follow the continuous learning cycle of experiential learning.

To answer the main problem, there are three sub problems that will be analyzed. First, the syllabus used by the teacher will be analyzed to know whether or not it is relevant to the experiential learning. It can support the implementation of experiential learning if it is relevant. To analyze the type of syllabus, the theory of Nunan (1988) of syllabus design will be used. According to Nunan, there are two types of syllabus, which are product-oriented syllabus and process-oriented syllabus. However, the syllabus type that supports the implementation of experiential learning is a process-oriented syllabus (Kohonen, 1984). Types of product-oriented syllabus are the grammar syllabus, the lexical syllabus, and the functional syllabus. In process-oriented syllabus, the types are task-based syllabus, situational syllabus, topic-based syllabus, and content-based syllabus.

Second, the learning and teaching activities conducted in English class will be described to see the learning process. It can be used to analyze whether or not the teacher follows experiential learning cycles. Third, the students' opinion of English class will be used to know their opinions towards English. Students are asked whether English is interesting or boring. Then, they are asked the reasons why the English is interesting or not. From those reasons, it can be known the students' reasons related to the implementation of experiential learning.