

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter is to present and discuss the findings of the research about the implementation of experiential learning in English class of fifth grade at *School of Universe*. The chapter provides the analysis on the data gathered to answer the research questions, both major and sub questions. The findings are served in the form of thorough description about the data and information gathered to answer those questions.

#### **A. Data Description**

Data in the study are divided into three categories: 1) interview based data, consisting of the students' opinion and explanation about experiential learning implemented in English class from curriculum planner, English consultant, and classroom teacher. 2) Observation based data about the development process of scopes and sequences of English class in which the visual and documentation about teaching and learning process of implementing experiential learning in English. 3) Data analysis based data consisting of the syllabus of English as well as students' task in speaking activities.

The interview data was also used to find how syllabus of English was designed, the roles of the teacher and assessment system. These data were taken from English consultant, the curriculum planner and the classroom teacher. The interview data which was taken from students was also to find

their opinions of the English class. The second data is also used to see the real condition of learning process to find what roles of the teacher and students are in the classroom, how the teacher assesses students, and the learning activities. The data sources for the second data were the 5<sup>th</sup> grade class. The third data is taken from the teacher book's scopes and sequences used by the teacher as his guidance to teach. For the syllabus analysis, the syllabus of English subject was analyzed to get information about the objectives, and planned activities in English class.

## **B. Findings**

### **1. Findings of the design of the syllabus of English class at *School of Universe***

#### **a. The components of English Syllabus Used by Teacher**

Experiential learning considers as the learning model in English subject of fifth grade at *School of Universe*. Based on interview with the curriculum planner, the use of this learning model was intended to make students learn more. The curriculum planner wanted to provide students with many experiences in using English. She added the learning process was prepared to give students many opportunities to experience the language itself because the goal of learning is not to make genius students.

The syllabus was designed to give fun atmosphere and provide many activities that engage learners in the learning process. Unfortunately, the syllabus designed by the curriculum planner for English subject had not

already finished. After confirming classroom teacher, he also did not have the syllabus designed by the curriculum planner. However, he said that the curriculum planner and English consultant provided text book for English class. The textbook has scopes and sequences that can be used as the guidelines for the teacher.

The components of syllabus used in English subject of fifth grade at *School of Universe* are served on *Backpack 5 Scopes and sequences*. The scope and sequence is taken from Backpack 5 textbook used in the classroom. Teacher adopted this because he thought it was supporting to give meaningful and fun learning for students. However, the syllabus is added with the time guidelines, see *Backpack 5 Time Guidelines*.

#### **b. The type of English Syllabus**

As explained above, the syllabus of English subject of fifth grade at *School of Universe* has not already finished. The researcher did not get the school syllabus for English subject. However, the curriculum planner and English consultant recommended the teacher to use the scope and sequence of the Backpack 5 textbook to be the English syllabus for fifth grade and as the guidance for the teacher to conduct English subject.

This research question is intended to find what types of the syllabus implemented by teacher in English subject. The type of the syllabus can be found by analyzing the components of the syllabus. It supports to identify whether the syllabus is classified as the product or process oriented syllabus. In the previous discussion, the components of English syllabus

founded are the unit, the theme, the communication objectives, language objectives, and learning strategies.

## **2. The description of Teaching and Learning Activities conducted in English class**

Teaching and learning activities described in this part are limited to the teaching and learning in fifth grade class. For English subject, a week consists of two meetings. The duration of each meeting is 2x30 minutes. The teacher used Backpack textbook as the guidance for the learning. The classroom observation was conducted in nine meetings. They are at least six units or topics discussed in learning process. In general, teacher opened the classroom by saying *basmallah* and did briefing with the students about what they were going to learn. If the teacher felt the students were not in mood to learn or not ready to learn, he would make them in mood and ready with the learning first.

### **a. Teaching and Learning on First Meeting ( Monday, September 24, 2012)**

The class started at 1 p.m. Teacher was ready in the classroom while the students were playing in the yard. At 1 o'clock, the teacher called students to gather in the classroom. All students ran into the classroom. Uniquely, without commands, students placed their shoes on shoes' shelf. Students, then, sat down on the floor. The class was really unique and different with common classroom. There was no

door, no window, no chairs, no tables, and no air conditioners. However, the students seemed happy and comfortable with that condition. The amount of students was 18 students. Three of them were with special needs, so they needed shadow teachers to help them. After opening, the teacher reviewed previous lesson by asking them about utensils in *Master Chef* TV show. Each students mentioned kinds of utensils they knew. Then, the teacher showed a picture of Master Chef TV show, as his favourite TV show. Unfortunately, the pictures were very small and not clear to be showed to all students. On the picture, the teacher drew a logo of Master Chef, foods, and utensils. He showed it to the students. He explained about his favourite TV show by describing when it was showed (time and day), the channel, the characteristics (logo or pictures) of his favourite TV show, and the interesting part. The teacher gave another example, like soccer TV show. He warned to students that all students may not have same TV show. He noted that he did not limit students to write certain kind of TV show, but avoided to be same with friends. After giving explanation, he wrote down on the whiteboard the text of TV show description.

#### *Master Chef TV SHOW*

*My favourite TV show is Master Chef Indonesia. It's on RCTI channel at 17.00 every Saturday. I think it's very exciting especially when it shows delicious foods.*

He asked students whether or not they had understood about the differences of *p.m* and *a.m*. He then gave examples to differentiate *p.m* and *a.m*. After that, he asked students to write their favourite TV show. He restated that it was only to review previous lesson. The students took their notes and started to do it individually. During the writing, some students asked the teacher about the words they did not know in English. At 2.30 p.m., teacher asked students to stop writing. Without assessing and collecting students' writing, the teacher asked students to sit in circle. He, after that, explained a project. He asked students to make a handicraft on their own. He underlined that they must experience the process of making it. They must know the steps to make it, the materials used, the length of time, and anybody helped or not. He asked to students when they could collect it. It was decided two weeks after. During explanation, the students asked questions related to the project given to the teacher using Indonesian. Indonesian was also dominant in learning process used by teacher. In this meeting, the moral value given by the teacher was being brave to think creative. After everybody understood the project, the class was closed.

**b. Teaching and Learning on Second Meeting (Friday, September 28, 2012)**

Teacher already stayed in the class before at 10 a.m. Students were ready in the class and sitting on the floor. Many of them were still talking with each other. At 10 o'clock, teacher called them to make a

circle and started the class by saying *basmallah*. There were 16 students attending the class on this meeting. Teacher, then, gave the Backpack textbook to students and asked them to open unit 3 which the title was *Hands On!*. In previous meeting, he instructed students to make a handmade. In this meeting, he explained students about the meaning of handmade. He said, “ *Kita harus tahu dulu apa itu handmade*”. After that, students are asked to look at the pictures on the book. They were four pictures: a crocodile made from a lump of clay, a painting, a wooden bench and a cotton cloth. Teacher mentioned words in English and students tried to translate them. Teacher translated the words that students did not know. After that, he asked students to make a sentence from the word ‘bench’ by giving instruction:

*“who wanna try to make a sentence dari kata bench?”*

A student tried to make a sentence and write on the whiteboard.  
The sentence was:

*“ I’m sit in bench ”*

Teacher then asked other students:

*“Is it right?”*

Other students tried to correct it. Someone said the word *in* should be *on*. Another student said the word *sit* should be *sitting*. Teacher then asked other examples. However, then, he gave two examples:

*“My bench is big.”*

*“Your bench is long.”*

After that, students were asked to read a dialog on page 27 of the *Backpack* book. Students read together. After reading, teacher asked them to find unfamiliar words and might ask him to know the meaning. Two students asked the meaning of *sculpture* and *both*. Teacher then asked to the class that any of them knew the meaning. There were two students raising hands and answering the questions. Another student asked the meaning of *copper* and teacher who answered the meaning. He asked again that students could write the unfamiliar words on the notebook. They then read the dialog line to line, and translated every line. After that, teacher asked anyone who had brought the handmade project. Two students brought their handmade. First student then presented his handmade. It was a mini Hotel made by a cardboard box and covered by paper. He drew the paper like a sketch of a hotel room. He presented first in Indonesian, and then used English. He explained the materials, the ways to make, and the length time to make it. This student really had difficulties to explain in English. Teacher helped him to explain in English. In this time, his role was as a prompter to help the student to keep speaking English and get the words in English. After this student finished presenting, teacher gave opportunities to other students to ask questions to him. Their questions are such as “*how long you made it?*”, “*with whom you made it?*” etc. After the first speaker finished, teacher asked students to give applause. Next, another student who



had finished his handmade started to make his presentation. Same as first speaker, he presented in Indonesian, and then tried to use English in second time. Teacher also helped him because he did not know the words. Students appreciated by giving applause. Other students then asked questions to him. The questions were still same like previous speaker, such as “*what day you made it?*”, “*Why hasn’t roof?*”, “*Why did you make it?*”, and “*did you make it alone?*”. Teacher gave entrepreneurial motivation about this student’s handmade. This student made two office buildings. Teacher then said:

*“He liked to make office buildings and one day he would have a huge office building. When we want to lend it for our business, we can lend cheaper.”*

He gave feedback by saying to the second that the buildings he made should have the roofs, not on the language use. After both students presented, teacher reminded for the rest students to bring their handmade projects on the next meeting.

**c. Teaching and Learning on Third Meeting ( Monday, October 1, 2012)**

The class started at 1 p.m. The teacher opened the classroom by asking students say *basmallah*. Then, consciously, the students sat in a circle. Everybody seemed ready with their project. Every single person brought their handmade. They were masjid, car, etc. The teacher then explained the instruction. The students had to present how to make the handmade. Things should be presented were the materials, the process

of making it, the length time needed to finish and the person who accompanied them to make it. The teacher asked them to present in English. However, some students protested. Then, it was decided together the presentations could do in two languages, Indonesian and English. Students may present in Indonesian first, but then presented it again in English. All students succeeded to make presentation in both languages even though the vocabularies used by students were still limited and teacher helped them many times to find the appropriate words in English. Students seemed confident when they presented in Indonesia, but it was lost when they had to present in English. Their face expressions and talks were showing it. They were only two or three students who had good confidence when presenting both in Indonesian and English. After each student presented, others were given opportunities to ask any questions related to the project made. From observations, many students raised hands and asked questions to the presenter. The questions asked were like “*Why did you make it?*”, “*how long did you make it?*”, “*what the name of the ship?*”, “*did you make it alone?*”, “*what day did you make it?*”, “*who gives the inspiration?*”, etc. Some students asked questions with grammatically error, such as “how long u made it?”, but the teacher did not give feedbacks or correction. Oftentimes, the same questions were asked again by other students to the same presenter. Until the presentation was almost finished, there were still some students going to ask.

Based on observation, the presentation and the discussion were really alive. All students participated in the discussion. They were trying to use English when they asked the questions. Some presenters answered in Indonesian when they did not have ideas to share it in English. The role of the teacher was as prompter. Teacher helped students to find appropriate words to ask or answer the questions. He also could set good climate for students so they could wait and pay attention until the last student present his project. Until the last presentation, students' participation was good. Students did not only ask questions to their friends, they also helped the presenter when they found difficulties with English. For example, the presenter was confused to find the meaning of *gergaji* in English. Audia, the name of the students, helped her friend by saying "saw". Finally, after all students presented the projects, teacher closed the class. Before ending the class, he praised students' work and participation in the classroom. Then, he asked students to present it in front of other classes in *SOU*.

**d. Teaching and Learning on Fourth Meeting (Monday, October 8, 2012)**

Teacher has stayed in the class before the class started. Students were still playing and running around the yard. At 1 o'clock, teacher called all students to come in the classroom and stop playing. All students sat on the floor and made a circle. After seeing students ready, teacher opened the class and asked students say *basmallah* together.

Teacher then gave Backpack 5 textbooks to each student. He reminded that they might not write anything on it. He then asked students to open page 38. They were learning new topic, which was *I'll take it!*. He asked students to read aloud. He then offered who wanted to read first. Students then were raising hands. The text consisted of five paragraphs. Five students read the text first. Each student read one paragraph. It was done until all students got their turn to read the paragraph. When one of the students started reading, teacher reminded him to read the title of the text. However, the teacher pronounced wrongly the word "title". One of the students corrected it.

*T: Read the title (/ti:tl/) first.*

*S: title (/ta.tl/)*

*T: Oh, ya title (/ta.tl/). Sorry*

After all students read the text loudly, teacher asked who wanted to translate. There were five students chosen to translate the paragraph. One of them was the student with special needs. First paragraph was read and translated. After first student finished, the teacher translated it again. It was done until the last paragraph. Teacher was also corrected pronunciation errors made by the 3<sup>rd</sup> reader. For the 3<sup>rd</sup> paragraph, it should be the 3<sup>rd</sup> student who translated. However, before he finished translating, the teacher translated it. After all paragraphs are translated, teacher asked students to write the unfamiliar words they still did not know on the notebook. Then, he

asked students to open page 42. It was about comparison. Teacher read the examples served on it and explained them one by one.

*Outdoor markets are interesting.*  
*Outdoor markets are more interesting than supermarkets.*  
*Outdoor markets are the most interesting places to shop.*

After explaining the examples in the book, teacher made his own example.

*He is the most high body.*

Then one of the students corrected him. She said, “*tall, not high*”. Teacher then revised his sentence. After explaining about comparison, teacher asked them to do the task 7 (Complete the sentence. Use *more...than* or *the most...*) and wrote on their notebook.

**e. Teaching and Learning on Fifth Meeting ( Friday, October 12, 2012)**

The class started at 10 a.m. Teacher and students were ready to start the day in classroom. As usual, he started the class by asking students to say *basmallah*. He then said that he was going to review previous lesson by playing games. Previous lesson was about grammar. The students were divided into two groups. They stood in two lines. First line was group A, and second line was group B. The teacher gave instructions to all students in that position. The rule was the first person of the group would read the sentences given by the teacher. Then, they must whisper to next group member without

making any noise. It was done until the last member of the group. Then, the last member was responsible to write down on a paper. The group member who finished first and answered correctly was winning the game. The game was running until the eighth sentence/ phrase. The examples of the sentences/phrases are: 1) *a big bus*, 2) *Sky is blue*, 3) *Traditional toys in Hongkong*, 4) *Outdoor market is more interesting than indoor market*, 5) *Friday, I am in love*, 6) *I have a dream*, etc. During the game, the teamwork was trained. The teacher had to restart some time because some students did not follow the rules. They did not whisper to the next friend, but they ran into the last member. So, the game should be restarted. The role of the teacher was as an organizer. He was setting the rules and said that all students must follow the rules. Each student must get same right to get opportunities to listen the words from the previous friend to transfer it to next friend. The teacher was good to handle students to achieve the mission of this game. After the students warmed up, the teacher shared Backpack 5 book to all students. He asked students to open page 40 and 41. Before reading the text together, he asked students to read by themselves and write down unfamiliar words. The unit was still "I'll take it". The text was about "*every country in the world has outdoor markets, sometimes called street markets*". After the students read, the teacher guided students to translate the text. He offered to the students to translate it.

**f. Teaching and Learning on Sixth Meeting ( Friday, October 15, 2012)**

Students were still playing when teacher came. Teacher called and asked them to sit and make a circle. The students seemed not in good mood and still wanted to play around the yard. They seemed not yet ready to study. Even they were ready sitting in circle, their sight were running outside of the class. They were looking at the other grade students who were still playing around the yard. The teacher recognized it. He then opened the class with different style. All students were still sitting on the floor, teacher then tossed to each student. It was done by the teacher to catch students' attention. Next, he decided to start the class by playing games. Teacher asked whether or not students knew ABC song. They sang the ABC song together. However, the students did not like it. Some students suggested modern songs, like Linkin Park, etc. Then, teacher decided to sing *Balonku* but all vowels were pronounced /o/ , so it became "*Bolonko odo lomo, ropo ropo wornonyo*, so on" . It was quiet fun. Students were singing happily. The game was a vocabulary game. Teacher instructed students to give a word to the target which got the pen when the song was finished. The target student had to translate the word given by another student. At 13.32, the game was finished. Teacher then asked them to take their notebook. After playing game, they were then learning grammar. It was about past tense *was* and *were*. He asked students,

“what is the present tense of *was*?”. Before students answered, teacher answered his question. He asked again, “what is the present tense of *were*?” Students answered “*are*”. He then gave examples.

*I was at home.*

*We were in Hongkong.*

After explaining about the use of *was* and *were*, students were asked to do page 54, task 7 (Complete the sentence) and wrote down on their note.

**g. Teaching and Learning on Seventh Meeting ( Monday, October 22, 2012)**

The class started at 1 p.m. Students started the class by saying *basmallah*. The game was actually a part of lesson. The topic was about “this and that”. The teacher brought a bottle as the tool to demonstrate the game. He explained the rules of the game. The students seemed focus and paid attention to the teacher. Some students were also asking during explanation. When many students started asking questions about how to practice the game, the game decided to demonstrate directly. One of the students, named Dito, explained the rules of the game again and also started to play it. The goal of the game was to introduce the use of “this and that” to the students. First round of the game, students learned to use “this”. After finishing first round, the teacher gave explanation about the differences of “this” and “that”. He explained the use of “this” and “that” by giving example.



The examples given by the teacher were from real things, like classroom, whiteboard, floor, students, etc. After giving examples, he asked students to think of the differences. He asked a question “*what the difference?*” Three students confidently raised their hands and answered the questions. After that, teacher asked students to play game one more to see the difference of “this” and “that”. After warming up, the teacher divided students into two groups. Each group consisted of eight students. He asked one of the group members to take a pencil and a piece of paper. Suddenly, the class was being noisy. Teacher then said, “*may I continue?*” Students were still making noises. Teacher made them to be silent by standing silently without asking them “*students, be silent!*” However, the students were calm down and starting to be silent while the teacher was standing silently. After ensuring the class was ready, the teacher continued to explain the learning activity. However, the topic of the game with the lesson based on scope and sequence of backpack book were different. He was intended to learn about *Travel Trouble*. The game was only to make students ready for the learning. The instruction was each group had to write and describe the characteristics of bad and good travel. They had to analyze the indications that caused good and bad travels. Group A had to write about good travel and group B was about good travel. Students immediately discussed with their group. After 10 minutes, each group was ready with their points to be presented. Group A

presented their points first. Points they made about good travel were 1) *clean place*, 2) *good service*, 3) *good attitude*, 4) *comfort time/place*, 5) *nice people*, 6) *everything goes like the plan*, 7) *stay together*, 8) *having so much fun*, 9) *nice vehicle*. Group B then presented their points about bad travel, which are 1) *the car is out of fuel*, 2) *the fire is KABOOM*, 3) *the car is crush to the truck*, 4) *the driver is not coming*, 5) *the car is on fire*. Even the grammar was not quite right, it was really appreciated how they discussed and shared ideas in groups. Teacher did not give correction on the pronunciation and grammar errors.

**h. Teaching and Learning on Eight Meeting ( Monday, November 5, 2012)**

Class started at 1 p.m. Teacher asked students to sit in a circle. He brought an English-Indonesian dictionary. He immediately put it on the centre of the circle, in front of the students. Without any explanation, the teacher spun a marker. A student was chosen when the marker stopped spinning. Teacher then gave the dictionary to the student chosen and asked him to find the word *case*. The student started to find it. He randomly opened the dictionary page to page. Other students whispered him try to help. Teacher then told, "*Arul, Daffa, jangan bantu, jadi kalau Dito salah tidak menyalahkan orang lain*". The student was still trying to find the word. Teacher offered a help. The student was still searching the word with his own effort.

After 4 minutes, he finally got the word *case*. Teacher asked him to read the meaning. He was praising by saying “*Dito telah melakukannya dengan baik*”. Next, he explained how to use the dictionary by using the example *case*. He said that first students had to search the first letter C, the second letter A, the third letter S, and the last letter. He also told that the word had some meanings. He asked students about the functions of dictionary. He explained that it could be used to find the meanings of English words. He then continued span the marker to choose next student. The results:

<i>Dito: 2 minutes</i>	<i>Azza: 2 minutes 15 seconds</i>
<i>Tiki: 20 seconds</i>	<i>Fida: 2 minutes</i>
<i>Audia: 2 minutes 10 seconds</i>	<i>Ghallen: Give up</i>
<i>Ian: 1 minutes 10 seconds</i>	<i>Daffa: 40 seconds</i>
<i>Aqil: 2 minutes 10 seconds</i>	<i>Rafif: 1 minute 30 seconds</i>
<i>Arul: 1 minute</i>	<i>Ralfa: 2 minutes</i>
<i>Faruq: 2 minutes 10 seconds</i>	

After that, teacher asked students to give words to him. He then searched words given by the students. He explained again the benefits of the dictionary. He motivated students to use the dictionary more often by giving analogies. Before the class was closed, he asked students to bring dictionary on the next meeting.

**i. Teaching and Learning on Ninth Meeting ( Friday, November 9, 2012)**

The class started at 10 a.m. Students stopped playing and entering the classroom. Teacher asked them to sit in a circle, and then started the class by saying *basmallah*. They did talks about what they learned

on previous meeting. In previous meeting, students were asked to bring their dictionaries. They learned how to find the meaning of a word in dictionary. Teacher checked whether or not students bring the dictionaries. From fifteen students, they were only two students who brought the dictionary. Teacher asked them to open the Backpack book page 75. Teacher instructed them to read the dialog. Then, the teacher divided students into two groups. They sat in group, and were face-to-face with the friend from another group. It was like making two. First line was group 1, another was group 2. Those two lines were face-to-face. So, each student did dialog with a friend from another group. After 10 minutes, teacher asked them to find difficult words and started to translate the dialog. One by one, they started to ask the meaning of words. Teacher and students translated the dialog together. After translating the dialog, students are asked to read the dialog aloud. Students who did not read aloud, teacher gave a sign to read louder. After that, teacher asked them to stand up and read the dialog. Group 1 acted as Mitch, group 2 acted as Grace. Some students still got difficulties in pronouncing some words, such as machine, invention, strange, so on. Teacher gave feedback by suggesting them to read with gesture. They may use intonation and gesture when they read the dialog. After that, students read the dialog with their pairs.

### **3. Findings of Students' opinion of English class**

Fifteen students were interviewed to gain information about students' opinion related to the English class. This question was posed to obtain students' opinions and feelings about the learning experience in English subject. This question is beneficial to improve the learning experience. In experiential learning model, the students are the centre in learning activities and teacher is the facilitator to provide meaningful learning experience for them. This question may help teacher to evaluate the process of learning from students' views. Teacher can know students' feeling and opinions of the learning process. He also may know what students like and what activities that encourage them to learn. Therefore, their motivation of learning will be from their own, not from teachers or parents. In short, this question is considered important as recommendations for teachers and school to plan and implement meaningful learning in English class for students. In addition, this question may lead researcher to answer the main research question. The results of the interview with students in order to know students' opinion of English class are served in the following tables:

**Table 4.1 Analysis Table of Students' opinion  
about English subject is interesting or not**

No. Of interviewees	Students' opinion about English subject		
	Interesting	Boring	Both Interesting and Boring
Student 1	✓		
Student 2			✓
Student 3	✓		
Student 4	✓		
Student 5	✓		
Student 6	✓		
Student 7		✓	
Student 8	✓		
Student 9		✓	
Student 10	✓		
Student 11	✓		
Student 12			✓
Student 13			✓
Student 14	✓		
Student 15	✓		

Ten of 15 students considered English class as an interesting subject.

Two of them thought that English is as a boring subject caused of some reasons, and three of them considered English is both interesting and boring.

**Table 4.2 Analysis Table of  
Reasons Making English Class is considered interesting.**

No. Of interviewees	Reasons making English subject is considered interesting		
	R.A	R.B	R.C
Student 1	✓	✓	✓
Student 3	✓	✓	✓
Student 4		✓	
Student 5	✓	✓	
Student 6	✓	✓	✓
Student 8		✓	
Student 9		✓	
Student 13	✓	✓	
Student 14	✓	✓	
Student 15	✓	✓	

Nine of 15 students considering English as an interesting subject have some reasons of making English subject interesting. Reason A (R.A) is that English as an interesting subject because the teacher is fun. For this reason, 7 of 9 students considered English as an interesting subject because the teacher was fun when he taught English in classroom. Reason B (R.B) is that English is as an interesting subject because the learning activities are fun. Mostly, students considered English as an interesting class because they like games. Reason C (R.C) is that English is as an interesting subject because student's confidence to use English is good. 3 of 9 students were really confident to use English in classroom, so it makes them interested in English subject. From 3 reasons given by students, learning activities are the most dominant reason that makes English as an interesting subject. They are interested to learn English because learning activities, such as games, make them learn actively and happily. They did not feel English as a complicated subject when they learn it through playing games. Students who did not have good confidence to use English also felt English as an interesting subject.

**Table 4.3 Analysis Table of Reasons Making English Subject is considered boring.**

No. Of interviewees	Reasons making English subject is considered boring		
	R.A	R.B	R.C
Student 7		✓	✓
Student 9		✓	✓

Two of 15 students considering English as a boring subject have some reasons of making English as a boring subject. There are three reasons that were possible of making students bored of English. Reason A (R.A) is that

English is as a boring subject because the teacher makes them bored. No students gave this reason that made English boring. It means teacher was not the factor that made them bored. Reason B (R.B) is that English is as a boring subject because it is complicated and difficult. Both students considering English as a boring subject is because for them English is difficult and complicated. They said they often did not know the words to write and speak in English. Writing and presenting project were the most boring things for them. However, they liked the part when played games. Reason C (R.C) is that English is as a boring subject because students do not have good confidence to use English. Both students also considered it as a boring subject because they did have good confidence to use English. This factor had a great deal that made them bored. They did not have good confidence to speak English, and were afraid of making mistakes in using English. From 3 reasons, there were two dominant reasons of making students bored of English subject.

**Table 4.4 Analysis Table of Reasons Making English Subject is considered both boring and interesting.**

No. Of interviewees	Reasons					
	Interesting			Boring		
	R.A	R.B	R.C	R.A	R.B	R.C
Student 2		✓			✓	✓
Student 12		✓			✓	✓
Student 13	✓	✓			✓	✓

Three of 15 students considered English as a both boring and interesting subject. They considered English is interesting because of some reasons. Reason A (R.A) is that English as an interesting subject because the teacher is fun. One of 3



students considered English is interesting because the teacher is fun. Reason B (R.B) is that English is as an interesting subject because the learning activities are fun. Three of 15 considered English is interesting because the learning activities are fun. Mostly three of them like games. They did not like the part when they had to write on notebook. For example, when they had to write and do the grammar tasks. Reason C (R.C) is that English is as an interesting subject because student's confidence to use English is good. No students like English because they are confident to use English. The three of 15 students also considered English as a boring subject. Reason A (R.A) is that English is as a boring subject because the teacher makes them bored. No students thought English was boring because the teacher was not fun. Reason B (R.B) is that English is as a boring subject because it is complicated and difficult. All of the three students thought English was boring because it was difficult and complicated. Reason C (R.C) is that English is as a boring subject because students do not have good confidence to use English. All of the three students thought English was boring because they did not have good confidence to use English.

#### **4. Analyses on investigating whether English subject of fifth grade at *School of Universe* implemented experiential learning can be classified as experiential learning model**

According to the classroom teacher and curriculum planner, experiential learning is the learning model implemented at *School of Universe*. As already known, *School of Universe*, which is as *sekolah alam*, has different concepts with general school. It offers the concept of learning through experience. Then,

there is a question about whether or not the implementation of experiential learning at the school can be classified as experiential learning model. There are two stages in analyzing whether or not the experiential learning implemented at *School of Universe* can be classified as experiential learning model: 1) analyzing whether or not covers eight principles of experiential learning, and 2) analyzing whether or not follows learning process in four cycles (experiential learning cycles).

**a. Analysis on eight principles of experiential learning**

Eight principles of experiential learning model are used to investigate whether or not the implementation of experiential learning in English class of fifth grade at *School of Universe* can be classified as the experiential learning model.

- 1) View of Learning of experiential learning is transformation of knowledge

To analyze the experiential learning of view of learning, the classroom teacher was interviewed to gain information of his view of learning. From his view of learning, it can be known whether the implementation of experiential learning or traditional model that was conducted in the class. Teacher was asked about his view of learning. He then explained:

*“Learning. Sebuah proses. Belajar itu bukan learn aja, tapi ada proses belajar yang terus menerus. Continuitas. Jangan sampai hanya sekedar setelah membaca dan belajar , sudah selesai. Tapi anak-anak ditekankan untuk terus belajar. Ada prosesnya gitu. Jadi prosesnya dari anak-anak mengetahui,*

*memahami , mengerti, dan melaksanakan, itu yang menurut saya learning gitu. How to know, how to understand, and how to do.”*

He said that learning was a continuous process. He explained learning was a process of how to know, how to understand and how to do. He added that,

*“Jadi yang disampaikan tidak kognisi saja, karena kalau kognisi, hanya informasi untuk input otak aja. Tapi mereka mengalami betul. Mungkin teori sedikit, tapi dengan pengalaman itulah mereka berfikir lebih banyak. Tangannya bergerak, jiwanya juga bergerak. Karena emosi mempengaruhi emosi anak-anak. kalau misal anak-anak ga siap dengan tugas, biasanya mereka ga mau ngerjain tuh. Ga mau belajar. Maka kondisi jiwa itu harus siap juga. Akhirnya mereka kan mau belajar. Terakhir, otak mereka harus berfikir karena ketika mereka harus membuat, kalau otaknya tidak berputar, ga jadi-jadi kerjanya. Jadi, itu menurut saya pembelajaran yang menarik.”*

First dimension of experiential learning is that learning is as a transformation. It is not only an involvement of one-way information from teacher to the students or the textbook to the students. On the other words, the focus is not just on intellectual development, but also on physical, emotional, aesthetic, moral, and spiritual growth. After comparing the teacher's view with the experiential learning theory, the teacher's view of learning is relevant to the experiential learning view of learning. The teacher explained learning was as the process of activating students' body, soul, and mind to experience the information or knowledge.

In conclusion, his view of learning is relevant to experiential learning view. The teacher knows that learning is not as a transmission of knowledge. In addition, the school initiator emphasizes the aim of this school is on the process of learning, not product. He suggested the teachers to concern in developing students' personality and inner competence rather than improving their exam's scores. Those basic points can be the basis for the teacher to conduct meaningful and experiential learning activities. Therefore, the teacher will not conduct learning activities that are out of the aim.

2) Power Relation of experiential learning is teacher as a 'learner among learners'

Second, the power relation between teacher and students is investigated from observation. In experiential learning, teacher is not the one who has authority to control students. He is not the one who can give punishment or rewards to students. However, teacher is as a learner among learners. It means that teacher may be wrong and he can learn from students. A good teacher is the one who can take students' suggestion or correction when he makes mistakes.

The finding of the observation in English class of fifth grade shows that the teacher accepts correction from students. It was found two times. They are:

- a) The teacher pronounced wrongly the word "title". One of the students corrected it.

*T: Read the title (/ti:tl/) first.*  
*S: title (/ta .tl /)*  
*T: Oh, ya title (/ta .tl /). Sorry*

- b) The teacher made grammar error when he explained about comparisons. He gave an example of it incorrectly.

*He is the most high body.*

Then one of the students corrected him. She said, “*tall, not high*”. Teacher then revised his sentence.

When the students tried to correct his mistakes, he accepted the correction. It indicates that the teacher is willing to learn from students.

In addition, the teacher was interviewed to gain information about the power relation. The teacher said that he accepted corrections from students. Then he added that in his class, students were brave to correct him. He felt pleased when the students corrected him.

- 3) Teacher’s role of experiential learning is as a facilitator

The classroom observation was conducted to know the teacher’s roles in English class. The result is served in the following chart:

**Table 4.5 Teacher’s Role**

Teacher’s Role	Total
Controller	39
Facilitator	19

<b>Teacher's Role</b>	<b>Total</b>
Assessor	9
Prompter	15
Participant	7
Resource	8
Tutor	0
Observer	8

First role is the teacher as the controller. The quantity of teacher as the controller is 39 times. Second role is the teacher as the organizer. The quantity of teacher as the organizer is 19 times. Third role is assessor. The quantity is 9 times. Fourth role is the teacher as the prompter. The quantity is 15 times. The fifth role is the teacher as the participant. The quantity is 7 times. The sixth role is the teacher as the resource. The quantity is 8 times. The seventh role is the teacher as the tutor. The quantity is zero. The teacher did not act as the tutor. The eighth role is the teacher as the observer. The quantity is 8 times.

From the description of findings, the most frequent role of the teacher was as the controller. The teacher dominated to control the classroom. He told students things to do and control whole students in the learning process.

**Table 4.6 Classroom Observation Result of Grouping**

<b>Grouping</b>	<b>Total</b>
Whole Class	60
Group	12
Pair	2
Individual	34

In addition, from the classroom observation result, it is found that whole-class grouping is most dominant used by the teacher. He controlled the whole-class when conducting games, giving explanation, and sharing things. Individual or students on his or her own is the second dominant group technique found from the classroom observation. Through individual technique, teacher intended students to do grammar tasks, writing activities, reading activities, and present projects on his or her own.

In short, the above analysis shows that the role taken by the teacher during learning process is not supporting to conduct English using experiential learning model. The teacher is dominantly involved in learning process as the controller of whole-class group whereas the role of teacher based on experiential learning is only to facilitate or organize learning process by putting students into small group. In addition, from the findings of interview, the teacher knows that the teacher's role is to facilitate students to do activities. However, he misunderstands the meaning of facilitating. It is concluded from the finding of classroom observation that shows he controls the whole-class frequently in learning process.

4) Learner's role is active participation

Learner's role was observed during the classroom observation. The result is served in the following table:

**Table 4.7 Learner's Role**

<b>Learner's Role</b>	<b>Total</b>
Passive Reception	50
Active Participation	44

There were two roles that were observed, whether the students had an active participation or a passive reception. First role is students have the passive reception. The quantity of it is 50 times. Second role is students have the active participation. The quantity is 44 times.

5) View of curriculum of experiential learning is dynamic and including open parts and integration

The teacher was interviewed related to his view of curriculum. He was asked about how he implemented the provided syllabus. It was obtained to gain information about the teacher's view of how to use the syllabus to see whether his view of curriculum is appropriate with the experiential learning model or not. He also asked how many meetings were needed to finish a topic or unit. The findings are:

*IR: Berapa kali pertemuan untuk menyelesaikan satu topik dalam scope and sequence backpack?*

*IE: Yang direkomendasikan sih tiga bab yah. Diawal itu ada family circle, trus sampai travel trouble. Hanya saya cukup random juga, terlihat acak ya. Karena saya pikir,*



*pembahasan bahasa itu tidak seperti matematik yang sesuai urutannya. Kalau ini sama kayak science. Perminggu itu dua kali, kalau hari seninnya misalkan serius, hari jum'atnya harus fun. Saya tidak mikir satu bab ini berapa pertemuan. Lagi-lagi yah, administrasi saya lemah di situ. Karena memang ini sifatnya emergency yang memang biasanya dilakukan oleh orang yang spesial dalam bahasa Inggris. Ini diisi oleh orang yang bukan bahasa Inggris. Jadi random aja. Yang penting targetnya sampai akhir semester itu travel trouble. Dan itu pun tidak semua runut harus habis. Tapi hal-hal yang penting. Bahkan kadang-kadang bila terjadi sesuatu, pelajaran bahasa inggris buat refleksi. Kemaren misalnya bibi saya meninggal. Mereka diajak untuk merefleksikan dalam bahasa Inggris. Membicarakan tentang kematian. Saya bisa meninggalkan satu bab ketika itu lebih terasa untuk anak-anak untuk mengaplikasi, mendiskusikan. Hatinya kena, pikirannya kena. Kadang-kadang kalau ngoreksi materi dari sini yang sifatnya lebih kena, sulit untuk mendapatkannya lagi.*

From the classroom observation in nine meetings, the findings of the development of the syllabus in the classroom are served below:

**Table 4.8 Analysis Table of  
The development of Syllabus in the classroom**

Meeting	Unit/Topic	Learning Activities
1.	What's on TV?	teacher's explanation, writing
2.	Hands On!	lecturing, discussion, reading, translating, project presentation
3.	Hands On!	project presentation, discussion
4.	I'll take it!	reading aloud, translating, lecturing
5.	I'll take it!	games, translating
6.	Travel trouble	ice breaking, games, lecturing, doing grammar tasks
7.	Travel trouble	games, group discussion, group presentation
8.	Study skill (using dictionary)	simulation
9.	Put on your thinking cap!	reading aloud, translating, dialog in pairs

The table analysis above shows that four units are used by the teacher in sequence according to the syllabus sequence. The teacher followed the sequences of units in Backpack 5 book. He used the second unit in meeting 1, the third unit in meeting 2 and 3, the fourth unit in meeting 4 and 5, and the fifth unit in meeting 6 and 7. In meeting 8, the teacher did not base on the textbook syllabus. He taught students to use dictionary. It was as a part of study skills. In ninth meeting, the teacher skipped the sixth unit and jumped to seventh unit.

The learning activities conducted by the teacher also were dynamic. He did not only base on the textbook tasks to plan the learning activities. He integrated the textbook with his ideas and other references to plan the learning activities. Therefore, they were various learning activities conducted. The various learning activities made students feel interested in English class. However, from five of 9 meetings, the teacher used the textbook as the learning material. In short, the teacher's view of curriculum is relevant to the experiential learning model. It is because the teacher also makes use of his experiences from teaching training he joined to conduct various activities and combines them with the textbook.

6) Control of process in experiential learning is self-directed learning

The eighth dimension is the control process, whether it is teacher-structured or self-directed learning. The findings of the observation are served on the below table.

**Table 4.9 Analysis Table of the Control of Process**

<b>Control Process</b>	<b>Total</b>
Teacher-structured Learning	72
Self-directed Learning	36

From nine meetings of classroom observation, the findings are 72 times of teacher-structured learning and 36 times of self-directed learning.

The above analysis shows that the teacher-structured learning is more frequent than self-directed learning. In experiential learning, the control of process emphasizes on the learning, which is called self-directed learning. However, the teacher-structured learning emphasizes on the teacher. It is not relevant to the experiential learning model. The example of teacher-structured learning occurred in English class is the teacher often instructed students to read, translate, and work tasks and involved in.

7) Motivation is intrinsic motivation

The students were interviewed to gain information about their motivation to learn English. This may be beneficial for teacher to improve his teaching skills. Two points are discussed to analyze the most dominant motivation of students. In the following, there is a table analysis, which is an analysis table of students' motivation.

**Table 4.10 Analysis Table of  
Students' Motivation to Learn English**

No. Of interviewees	Students' Motivation to Learn English			
	A	B	C	D
Student 1	✓			
Student 2				✓
Student 3				✓
Student 4				✓
Student 5				✓
Student 6				✓
Student 7			✓	
Student 8			✓	
Student 9				✓
Student 10			✓	
Student 11				✓
Student 12				✓
Student 13				✓
Student 14				✓
Student 15		✓		

Students were asked their motivation to learn English. There are three kinds of students' motivation founded from the interview. First, the motivation A is students learn English because English is as a school subject. One student said he learned English because he had to learn as English was one of the school subjects. Second, the motivation B is students learn English because their parents ask them to do. One student said he learned English because his mother asked him to learn English. He did not know other motivations that made him learn English, except because her mother asked him. Motivation C is students learn English because they want to master English. Three students said their motivation to learn English was

because they wanted to master English. Motivation D is students wants to be able to speak with the people of the language and English is as an international language. Ten students said they could speak with the people using English when they went to other countries. They also said it was because English was as an international language. They wanted to be integrated with the international society.

From the analysis table, motivation A n B are classified as the extrinsic motivation. Motivation C and D are as the intrinsic motivation.

In conclusion, the above analysis shows that the most dominant reason is students learn English because they want to be able to speak with foreigners and be integrated to the society in which the language is used. It indicates that students' motivation is mainly intrinsic.

#### 8) Evaluation in experiential learning is process-oriented

The tenth dimension of experiential learning analyzes the evaluation techniques conducted in English class at *School of Universe*. The findings are served in the following table:

**Table 4.11 Analysis Table of Evaluation**

<b>Evaluation Techniques</b>	<b>Total</b>
Criterion-referenced	14
Norm-referenced	0

From nine meetings conducting observation, it was found 14 times the teacher give criterion-referencing evaluation to the students' performance. However, it was not found the teacher gave norm-referenced test to the students. The proof was no written mid-test. The teacher, based on the school curriculum, did not give written test for mid-term. However, the students were given a report of their achievements, which was called "narration".

The narration is not as the common achievement report. It does not use numbers to report students' achievement. It is the description of students' competences that have to be achieved. Then, the teacher gives checklists on the aspect that students have achieved. The ranges are independent, developing or needs improvement. It is relevant to what Nunan says that the criterion-referenced test is designed to give the test takers feedback, usually in the form of grade on specific course or lesson objectives. Next, the role of the teacher here is needed much effort in order to deliver useful, appropriate feedbacks to students.

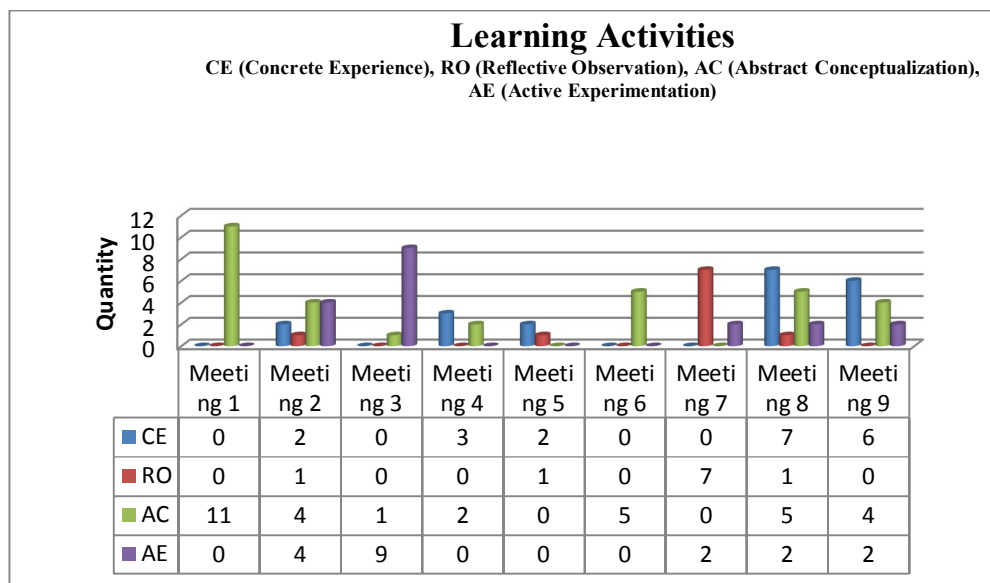
From interviewing, it was found that the teacher assessed them by observing their attitudes during learning process. However, he actually

did not have written data of the development of students' speaking competence. The reason founded from interviewing the teacher was because of his limitation. The teacher felt hard to handle all things alone because actually there should be two classroom teachers in one class. As a result, he did not have instrument to assess students in details. He only assessed students' performance in general. In addition, he only gave feedbacks on students' performance and assessed them subjectively.

In short, the above analysis shows that the evaluation technique conducted by the teacher is criterion-referenced test.

9) Analysis on Kolb's experiential learning cycles advanced by Kolb

There are four cycles in experiential learning advanced by Kolb. Observation was used to investigate whether or not the implementation of experiential learning in English class of fifth grade at *School of Universe* follow the four cycles of experiential learning. The findings are served in the below graphic:



**Figure 4.1 Learning Cycles in English class of fifth grade**

In the first meeting of observation, the teacher used unit 2 of *Backpack 5*, which was *what's on TV?* The cycle found is abstract conceptualization. In abstract conceptualization, the teacher lectured students how to make the description of favourite TV show. He also gave analogies. In the second meeting of observation, the teacher moved on unit 3 of *Backpack 5*, which was *Hands On!* Four learning cycles are found in this meeting. In the third meeting, the cycles found are abstract conceptualization and active experimentation. The learning activities are lecturing, presentation and discussion. In fourth meeting, the cycles found are concrete experience and abstract conceptualization. The learning activities are reading texts, lecturing about grammar and doing grammar tasks. In fifth meeting, the cycles found are concrete experience and reflective observation. The learning activities are



playing games and discussion. In sixth meeting, the cycles found are concrete experience and abstract conceptualization. The learning activities are ice breaking, games, lecturing, and doing grammar tasks. In seventh meeting, the cycles found are concrete experience and reflective observation. The learning activities are playing games, discussion, and group presentation. In eight meeting, the cycles found are concrete experience, reflective observation, abstract observation, and active experimentation. The learning activities are simulation, brainstorming, and lecturing. In the ninth meeting, the cycles found are concrete experience, abstract conceptualization, and active experimentation. The learning activities are reading, lecturing, and having dialog in pairs.

### **C. Discussion**

#### **1. Discussion of English Syllabus Used in English Class of Fifth Grade**

##### **a. Components of English Syllabus**

This syllabus consists of unit, theme, communication objectives, language objectives and learning strategies. According to *PP no.19 Tahun 2005 pasal 20 tentang Standar Nasional Pendidikan*, some points are not served in the scope and sequence such as time allocation, assessment, learning materials, and references. However, this Backpack 5 book provides time guidelines for the teacher. With the addition of time guidelines, the Backpack 5 book's syllabus used by the teacher considered

adequate complete as suggested by *PP no.19 Tahun 2005 pasal 20 tentang Standar Nasional Pendidikan*.

#### **b. Type of English syllabus**

The findings show that the components of syllabus are units, themes, communication objectives, language objectives, and learning strategies. First, unit in this syllabus consists of topic of English. The topics are such as *the family circle*, *What's on TV?*, *Hands on!*, *I'll take it*, *Travel Trouble*, etc. According to Nunan, it is as topic-based syllabus. Topic-based syllabus is classified as the characteristic of the process-oriented syllabus.

Second, theme still consists of topics that are learned by the learners, such as theme of Unit 1 (The family Circle) is families (relationships and events), see *table 4.1*. The topic-based syllabus is classified as the characteristic of the process-oriented syllabus. Based on Harmer, topic-based syllabus has the main topic and it is divided in sub items.

Third, the communication objectives indicate that it is the task-based syllabus. For examples: Unit 4 (I'll take it: shopping; outdoor markets; products; advertising) and the communication objectives are to compare and describe clothing, to express sufficiency and to talk about price and preferences. It is classified as characteristics of task-based syllabus that the type is process-oriented syllabus.

Fourth, learning objectives stated in the syllabus indicate that it is as the grammar-based syllabus because the objectives focus on the grammar. For example, the language objectives of The Family Circle are simple present tense, recycling of past tense, regular and irregular verbs, and recycling of comparisons with adjectives *-er/-est*. In short, it is classified as the characteristic of product-oriented syllabus.

Fifth, learning strategies show that in what processes the students learn. For example, the learning strategies of unit 3 (Hands On!) are to use prior knowledge, to make predictions, to compare and contrast, to categorize, to sequence information, to figure out the meaning from context. From it, it could make the syllabus classified as the process-oriented syllabus.

The result of the findings is that the syllabus cannot be justified as a single type syllabus. They are some types combined in this syllabus, which are topic-based syllabus, grammatical syllabus and task-based syllabus. The topic and task based syllabuses are included into the process-oriented syllabus, whereas the grammar is as the product-oriented syllabus. As there are some syllabuses are combined in the Backpack 5 syllabus, the syllabus is classified as the mixed or multi syllabus.

Based on Reilly and Tarey, a syllabus rarely consists of one single type. Almost all actual language teaching syllabi are the combinations of two or more types. However, every syllabus has one dominant type; in what type it is classified.

The English syllabus used by fifth grade teacher classroom is dominantly classified as the process-oriented syllabus since it has criteria of topic and task based syllabi. Even though it is more dominant to the process-oriented syllabus, it still provides grammar tasks for the students.

## **2. Students' opinion of English Class**

From the three analysis tables in the findings, they are three major students' opinion related the learning activities of English subject. In first table, 10 students said English as an interesting subject. Mostly, they think English is interesting because the teacher often uses games . They really like playing games during the learning. Games are a fun activity for them. In second table, two students say English is as a boring subject. The main reasons are because English is difficult and complicated and students don't have good confidence to use English in the classroom. Those two reasons can be as an evaluation for the teacher to change students' perception about English. To handle those problems, teacher can provide more group works. Slow learners' confidence may improve through group works. They have opportunities to share their ideas in groups. The example of interview transcription was served below.

*IR: Lebih suka kelompok atau individual?*

*IE: Suka kelompok, soalnya kalau ga tahu kan bisa ngerjain bareng-bareng. Kalo individu, kalau ga tahu kan, eeuuhhh...*

Different with the previous perception, three students answered English as a both interesting and boring subject. The most reason is English is interesting when they do not have to write on their notes. They

really do not like writing to do the tasks on note. They like to actively experience the learning activities, such as games, making project, group works, etc. No students said the learning activities were boring because of the teacher. Teacher for them was quite fun. The teacher only needs to improve students' confidence to use English and change their perception about English.

In conclusion, the findings show that they are three opinions stated by the students. The dominant finding is that English class is interesting. English class is considered as the interesting subject because the teacher uses games in learning process. Students feel fun and enjoyable when the learning process is involved them actively and conducted with fun activities. However, they are some students that feel English as a boring class. The reason is students feel English as a difficult and complicated subject. It is because their confidence to use English is still low. They feel afraid of making mistakes when they have to speak. In short, the dominant students have good opinion of English class. It is a good point for teachers to provide kinds of learning activities that are meaningful for them.

### **3. Discussion on investigating whether the implementation of experiential learning in English class of fifth grade at *School of Universe* can be classified as experiential learning**

#### **a. Discussion on eight principles of experiential learning**

Eight principles of experiential learning are used to investigate whether or not the implementation of experiential learning in English

class at *School of Universe* covers the eight principles. The eight 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.

From eight aspects, the implementation of experiential learning in English class meets five principles of experiential learning. First, teacher's view of learning is relevant to the first principle, which is learning is as a transformation process. Students involve body, mind and soul in learning process. The teacher said students did not only know how to learn, but also they needed to know how to understand and how to do. In short, it is considered that the teacher's view of learning is relevant to the experiential learning principle. Second, power relation of the teacher to the students is relevant to the second principle of experiential learning, which is the power relation is teacher as 'a learner among learners'. Teacher accepted corrections to his grammatical and pronunciation errors from students. It means he is willing to accept

corrections from students. It can be considered that the power relation is the teacher as the learner in classroom since he accepts corrections from students. Third, view of curriculum is relevant to the fifth principle of experiential learning, which is the view of curriculum is dynamic, looser organization of subject matter, including open part. The learning activities are dynamic because the teacher does not only use a certain type of learning activities. He follows the sequences of units in Backpack 5 textbook. The activities commonly used by the teacher are lecturing, games, ice breaking, translating, reading, individual or group presentation, discussion, dialogs in pair, simulation etc. They are quite various activities. He also integrated the syllabus of the Backpack with his creative ideas. Therefore, it can be considered that the view of curriculum is relevant to the principle. Fourth, the students' motivation is the seventh principle of experiential learning, which is students' motivation to learn English is mainly intrinsic. The students' motivation to learn English is mainly intrinsic (86%). The dominant reasons are English is as an international language and students want to be able to speak with the people in society in which the language is used. Therefore, this aspect can be considered to be relevant to the seventh principle of experiential learning. Fifth, the evaluation is the eighth principle of experiential learning, which is evaluation technique is process-oriented: reflection on process, self-assessment. The teacher assessed the students using criterion-referenced test. The teacher gives

feedbacks on students' performance. The norm-referenced test was not found during the observation. The students even did not get mid-term test. However, the teacher did not have the instrument for assessing students. After confirming, he assessed students subjectively. He then reported it in a students' report, called a narrative report. In the narrative report, the teacher did not number to give assessment. He gave checklists on the competences that students had achieved.

On the other hand, there are three aspects that are considered to be irrelevant to experiential learning principles. First, the teacher's role is irrelevant to the second principle of experiential learning. In fact, the teacher's role in English class of fifth grade is justified mainly as a controller (36%). He used to handle whole class (55%). In experiential learning, the role of teacher should be as an organizer or a facilitator in learning process and put students into small groups. According to Brown (2001), when the teacher is as the facilitator, students are given chances to discover language through using it pragmatically, rather than telling them about language. In short, the teacher should allow students to find their own pathways to success in learning language with the teacher's guidance and gentle stimulation. In addition, the teacher also needs to speak English more frequent during the learning process. It can stimulate learners use the language and indirectly be as listening sections for students. So, students also will use English dominantly without guilt feelings. Second, the learner's role is irrelevant to the fourth principle of

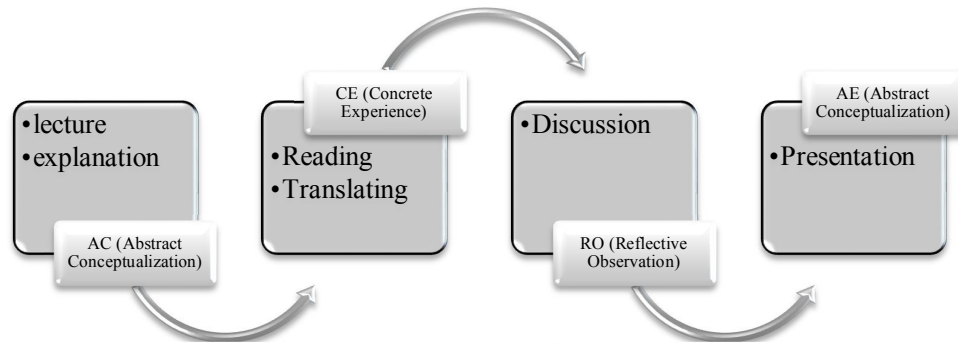


experiential learning, which is learner's role is mainly active participation, largely in cooperative small group. They participate actively (47%) in learning process, and students become passive reception (53%). Students often participate actively under teacher's control. They participate dominantly in whole group. In experiential learning, students participate actively in small groups. In addition, Indonesian is also dominantly used by the students and the teacher. Third, the control of the process is irrelevant to the sixth principle of experiential learning. The control of the process is dominantly teacher-structured learning (66%). The teacher controlled the whole class more often so the self-directed learning was not developed yet. One of an important notion in experiential leaning is self-directed learning. If the students have high self-directed learning, they will see themselves as increasingly competent and self-determined and to assume more and more responsibility for their own learning (Kohonen, 1992). To develop self-structured learning, the teacher needs to design learning experience that can promote it.

b. Discussion on Experiential learning Cycles advanced by Kolb

Experiential learning cycles are the learning that requires a continuous recycling of experience, reflection, conceptualization, and active experimentation. In the finding, there have been described what cycles and kinds of activities that occurred in the learning process. It was

found only one that follows the experiential learning cycles. The following are the discussion on each unit.

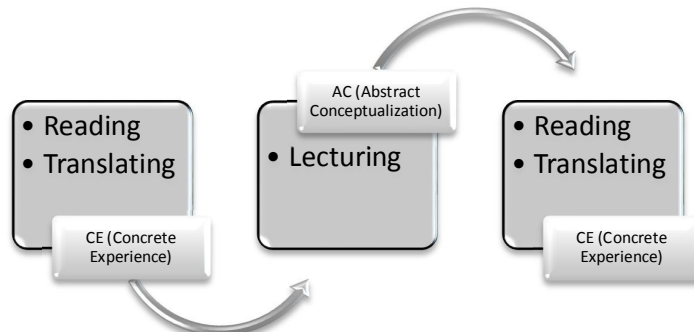


**Figure 4.2 Unit 3 Hands On! (Meeting 2-3)**

The above figure shows that there are four cycles conducted in the learning process, which are abstract conceptualization, concrete experience, reflective observation, and active experimentation. However, the cycles are not in a continuous cycle advanced by Kolb. The cycles should be started from giving concrete experience, reflecting from the observation, relating to the abstract conceptualization and ending with active experimentation.

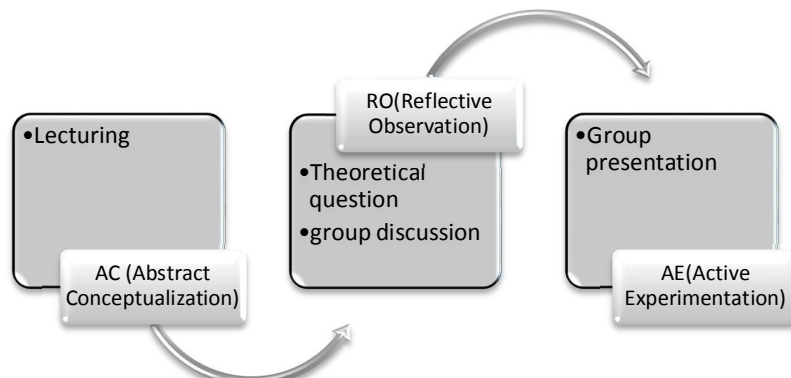
In addition, in meeting 2 and 3, the activities that support the students' speaking skill are reading, discussion and presenting the handmade project. The students made the handmade project by themselves helped by parents or servants. The process of making the project supported students' performance when they presented it even though they presented it in two languages (Indonesian-English). However, students got difficulties in presenting it in English. It was caused by the limitation of vocabularies. They did not prepare for

presenting. In that case, the role of the teacher was as the prompter that helped students to find the words in English.



**Figure 4.3 Unit 4 *I take it* (meeting 4-5)**

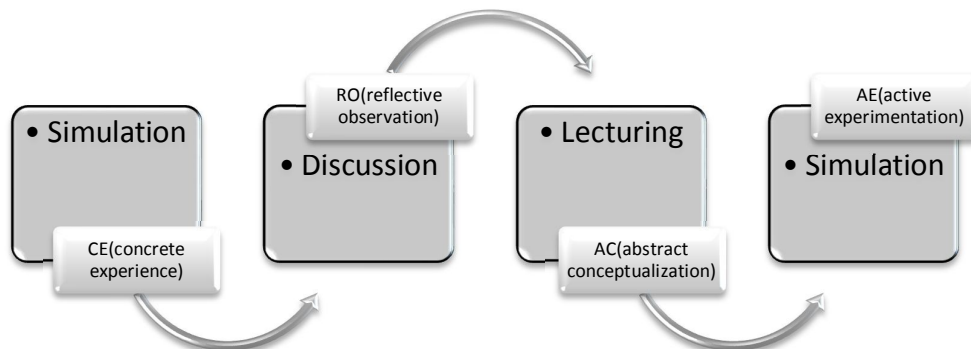
The above figure shows that there are only three cycles conducted in fourth and fifth meeting, which are concrete experience, abstract conceptualization, and concrete experience again. The reflective observation and active experimentation did not occur in learning.



**Figure 4.4 Unit 5 *Travel Trouble* (meeting 6-7)**

The above figure shows that the learning activities follow three cycles, which are abstract conceptualization, reflective observation and active experimentation. The game was only to gain students' attention before starting the lesson.

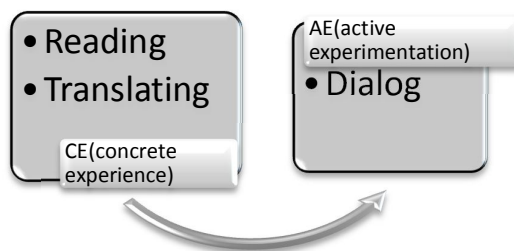
In addition, students got chances to speak through group discussion and presentation. However, there were just two representative students of a group that did presentation.



**Figure 4.5 Study Skill (Meeting 8)**

The above figure shows that there are four cycles conducted in eight meeting. The cycles are also relevant to the experiential learning cycles. The cycles are concrete experience, reflective observation, abstract conceptualization and active experimentation.

In this meeting, students got study skills to use a dictionary. Simulation was used to give concrete experience. After that, the students reflected to the concrete experience about what they got from simulation. Then, the teacher gave explanation about how to find words in dictionary. He also motivated students to use dictionary more often.



**Figure 4.6 Unit 7 Put on Your Thinking Cap (meeting 9)**

The above figure shows that the cycles are not complete in ninth meeting. The cycles conducted are only concrete experience and active experimentation without reflective observation and abstract conceptualization.

The learning activities conducted trained students' speaking skills. Students got many chances to pronounce and speak. First, students read the dialog loudly. Then they had a dialog in pairs. However, the students spoke based on the dialog script. They did not speak spontaneously.

In conclusion, the experiential learning cycles are not followed completely by the teacher in conducting the English class. It is found only one meeting that is in continuous recycling of experiential learning. The implementation of experiential learning in English class would be more optimal by following the experiential learning cycles completely because learning is in a continuous recycling of experience, reflection, conceptualization and active experimentation.