

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The education system in Indonesia often undergoes changes in the learning curriculum, which causes changes in teaching techniques. This change also occurs in the educational paradigm, namely the change from teacher-centered learning to student-centered learning. This is inversely proportional to the previous application, where teachers were more active in teaching than the students themselves (Muliarta, 2018). Thus, this makes student learning in the classroom very passive, because the teacher is considered the only source of knowledge available (Rozali et al., 2022). Even so, this teacher-centered application is still often found in the field. Meanwhile, according to Susanti & Wikarya (2020), learning in the current era requires the role of students in its application. As Nurhakim, 2023 said in his article, it is because students are the main subject in learning activities so they are required to be more active in learning activities. Therefore, student-centered learning approach is necessary to increase student activeness and involvement in classroom learning.

However, a teacher often still has difficulty in applying the student-centered method. This is because in the student-centered approach, the teacher must be able to carry out his role well, namely not only as a teacher, but also as a motivator, facilitator, and innovator (Antika, 2014). In addition, to develop this approach requires cooperation between both parties, namely teachers and students, because this approach focuses on the role of students and shifts the teacher-

centered learning model (Refanda & Dzarna, 2023). According to Hermanto & Arifin (2023), the obstacles and challenges in implementing student-centered learning are such as curriculum adjustments, teacher training, and the role of technology used in learning. Meanwhile, according to Kartika et al. (2023), the challenges faced by teachers in implementing this student-centered method are that teachers need to consider diverse classroom contexts and characteristics, and provide appropriate support and guidance so that each student can take an active role in the learning process. Other challenges include assessing and evaluating students' progress holistically, not only in terms of academics, but also in terms of social, emotional and character skills.

Meanwhile, in English language class, student-centered approach enables teachers to increase students' activeness and involvement during learning, especially in speaking classes (Mustikawati, et al., 2023). This is because English has become a language that is learned by almost everyone, therefore students need to master English, especially in speaking skills, where this skill is a basic skill that plays an important role in communication (Indrapurnama et al., 2022). Therefore, student-centered learning approach can make students more active in the classroom and that does not make them feel bored during learning, where they can participate directly through their experiences. According to Saputro (2018), in student-centered learning, students have the freedom to develop all their potential (creativity, taste, and spirit), explore the field or science of interest responsibly, build knowledge and then achieve competence through an active, interactive, collaborative, cooperative, contextual and independent learning process. By

applying this, students that actively participate in the teaching and learning process find it simpler to absorb the lesson since it may be an enjoyable, sociable, dynamic, and gratifying activity. Furthermore, the student-entered approach empowers educators and learners to collaborate, share accountability for student learning, and assess students' language usage (Uyun, 2022).

Quoted from Kemenristekdikti (2016), the student-centered learning approach can be realized through various models or strategies, such as Small Group Discussion, Simulation and Demonstration, Case Study, Discovery Learning (DL), Self-Directed Learning (SDL), Cooperative Learning (CL), Collaborative Learning (CbL), Contextual Instruction (CI), Project Based Learning (PjBL), and Problem Based Learning and Inquiry. Based on previous researches, in the student-centered learning, the models that are often used are Role Playing or simulation method and Small Group Discussion. According to Samad (2021), Role Playing or simulation method is a way of teaching by dramatizing forms of behavior in social relationships. This method is applied to provide students with a broad understanding of concepts through imitating certain roles that are set in certain situations. Meanwhile, Small Group Discussion, according to Susanto (2020), is a learning approach that focuses on individual learning in small groups where the group works together and shares learning experiences together. The purpose of applying this method is to maximize students' potential in the learning process, so that students can seek their own experiences and experience them directly. On the other hand, the small-group discussion method can also be used by teachers to increase student involvement in

speaking English (Crisianita & Mandasari, 2022). Therefore, to increase student activeness and involvement in learning English itself requires the right solution, one of which is this experiential learning.

The experiential learning process itself is a reflection process of direct or real experience. Where experiential learning according to Hoerudin (2023), is learning obtained through personal experiences experienced by students because they are actively involved directly in the process, both in the classroom and outside the classroom. In addition, Tanjung et al. (2022) also said that experiential learning also focuses more on individual or personal experiences in learning. In addition, the experiential learning method also provides concrete support for the relationship between theory and practice in the real world, and provides the best results because it involves participants in the learning process (Hariri & Yayuk, 2018). Thus, it can be said that this method will be meaningful if students participate in these activities (Ardiansyah, 2020).

Several studies have revealed that experiential learning method can improve students' learning outcomes in various fields. The application of experiential learning is considered effective and can improve students' abilities in learning English, especially in improving speaking skills (Iman et al., 2021). On the other hand, the results that the application of this method can improve student learning outcomes in terms of writing simple essays (Hoerudin, 2023). In addition, the application of experiential learning method can also make students more confident in expressing their opinions and improve their concept understanding (Hariri & Yayuk, 2018). Thus, it can be concluded that, the

application of experiential learning method can improve students' learning outcomes not only in speaking, but also in writing. In addition, it can also help students express their opinions and improve their comprehension skills.

On the other hand, Academy of Brain Castle is a course that provides English tutoring services for young learners based on experiential learning method. Their learning method focuses on students' activeness and involvement during class, hence their class is called the speaking class. In their learning methods, they use student-centered learning approaches such as collaborative and pair learning. In addition, the learning activities they apply are role-playing, games, practice activity, singing, and others, which can make them learn by direct experience. With these approaches, it is hoped that English learners, especially young learners, feel happy, interested, and not afraid to speak and learn English.

Thus, based on the above statement, the researcher is interested to explore “Experiential Learning to Promote Students’ Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course”.

1.2 Statement of the Problem

The researcher developed the research problem as follows, taking into account the background information mentioned above:

1. What do the instructor’s plan to apply experiential learning method in ABC course?
2. How is the implementation of experiential learning method in ABC course?

3. How is the evaluation of the implementation experiential learning method in ABC course?

1.3 Purpose of the Study

The following are the goals of this research, as stated in the study's statement above:

1. To explore what the instructor's plan to apply experiential learning method in ABC course.
2. To describe how the implementation of experiential learning method in ABC course.
3. To investigate how the evaluation of the implementation experiential learning method in ABC course.

1.4 Benefit of the Study

The following theoretical and practical advantages are anticipated from the researcher's research findings:

1. Theoretically
 - 1) It is anticipated that this research will contribute knowledge and understanding.
 - 2) It can provide an overview of information in research theory, according to the theme and title written, especially in the problem of “Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course”.

2. Practically

1) For Researchers

It is hoped that this study will contribute to the body of information and scientific discussion regarding the experiential learning method in English language learning, particularly speaking classes and their modifications.

2) For Institution

It is intended that this research will serve as a guide and factor to be taken into account when teaching and learning.

3) For Readers

It is intended that this study will give a general overview of the use of experiential learning methods in English language instruction, particularly speaking classes and their modifications.

1.5 Scope and Limitation of the Study

Based on the theme and title of the research taken, the author provide the scope and limitations of the research as follows:

1. Scope

- 1) This study examines how second-grade students' engagement and activity in the Academy of Brain Castle Course are affected by the employment of the experiential learning approach in English language instruction, particularly in speaking classes.
- 2) This research explores what way experiential learning can encourage student activeness and involvement during English learning.

2. Limitation

- 1) This study is limited to second grade students at the Academy of Brain Castle Course.
- 2) This study does not focus on one of the English language skills, but rather focuses on the experiential learning method used as a learning method approach in the ABC course.
- 3) This study relies on primary data taken from interviews and supported by observations.
- 4) This research is limited to how experiential learning can encourage students' activeness and involvement in learning English.

1.6 Definition of the Key Terms

Based on the research title that the researcher took, several definitions of the key terms can be taken as follows:

Speaking : Speaking is the verbal expression of thoughts, ideas, and feelings, serving as a communication medium for interaction with others, enabling individuals to express their thoughts and feelings effectively (Sari, 2022).

Experiential Learning : Experiential learning is a teaching method that encourages students to learn from experience, focusing on the harmonious relationship between learning, working, and other activities. It involves students in concrete activities to

enhance their understanding of knowledge, skills, values, and attitudes, promoting a teaching and learning process (Sagitarini et al., 2020).

Activeness : Activeness refers to the active involvement of students in the learning process. This definition includes how students directly participate in learning activities, interact with materials, classmates, and instructors, and contribute to discussions and problem solving (Nguyen et al., 2021).

Involvement : Involvement is defined as the active involvement of students in the learning process. It also refers to the willingness of students to engage in class discussions and interact with the teacher as well as classmates, which in turn enriches their learning experience and improves communication skills (Arini & Wahyudin, 2022).

Academy of Brain Castle Course : It is an English language tutoring institution founded by Muhammadiyah University of Ponorogo Students based on the development of experiential learning method and focus on direct communication skills.