AN ANALYSIS OF EXPERIENTIAL LEARNING PHASES

IN AN OUTDOOR ENGLISH CLASS

IN TEACHING SPEAKING ACTIVITIES

AT MA AL – ISHLAH LAMONGAN

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English

By:

Himma Jihadiah Arrosyidah
NIM. D05215009

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHERS TRAINING

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Himma Jihadiah Arrosyidah

NIM   : D05215009

Jurusan /Program Studi   : Pendidikan Bahasa / Pendidikan Bahasa
                               Inggris
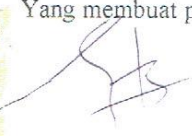
Fakultas   : Tarbiyah dan Keguruan

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Surabaya, 04 Juli 2019
Yang membuat pernyataan

Himma Jihadiah Arrosyidah
NIM. D05215009

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ADVISOR APPROVAL SHEET

This thesis by Himma Jihadiah Arrosyidah entitled "An Analysis of Experiential Learning Phases in an Outdoor English Class in Teaching Speaking Activities at MA Al – Ishlah Lamongan" has been approved by thesis advisors for further approval by the board examiners.

Surabaya, 04 July 2019
Advisor I,

Drs. Muhtarom, M. Ed., Gred, Dip, Tesol
NIP. 196512201992031005

Advisor II,

Rizka Safriyani, M. Pd
NIP. 198409142009122005

ii

iii

EXAMINER APPROVAL SHEET

This thesis by Himma Jihadiah Arrosyidah entitled "An Analysis of Experiential Learning Phases in an Outdoor English Class in Teaching Speaking Activities at MA Al – Ishlah Lamongan" has been examined 2019 and approved by the board examiners.

Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag., M.Pd.I
NIP. 196301231993031002

Examiner I,

Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Siti Asmiyah, M. TESOL
NIP. 197704142006042003

Examiner III,

Drs. Muhtarom, M. Ed., Gred, Dip, Tesol
NIP. 196512201992031005

Examiner IV,

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : HIMMA JIHADIAH ARROSYIDAH

NIM : D05215009

Fakultas/Jurusan : Tarbiyah dan Keguruan / Bahasa

E-mail address : Jihadiah88@gmail.com

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(HIMMA JIHADIAH A)
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ABSTRACT

Arrosyidah, Himma Jihadiah. (2019). *"An Analysis of Experiential Learning Phases in an Outdoor English Class in Teaching Speaking Activities at MA Al – Ishlah Lamongan"*. An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Drs. Muhtarom, M.Ed, Gred, Dip. TESOL and Rizka Safriyani, M.Pd.

Key word : *Experiential Learning, Outdoor English Class, Teaching Speaking*

English teachers used to design interesting activities and comfortable atmosphere to develop students' speaking skill because they tended to be bored and lazy. Experiential learning is one way to arrange an interesting activities through outdoor class to anticipate student boredom. This qualitative research collected the data through observation and interview with the English teacher to investigate the implementation of the experiential learning used by the teacher in arranging the class activities at MA Al – Ishlah Lamongan and the challenges were faced by the English teacher in designing the activities. The result of this research shows that the English teacher applies the four phases of the experiential learning in teaching speaking. The four phases are experiencing something, interpreting the experience, generalizing the experience, and applying the experience. Meanwhile, the main challenge faced by the teacher is the limitation of time. The result of this research is in line with the previous research and the theories. So, the experiential learning is an interesting teaching method that can be applied in English teaching-learning process because it gives positive impact on students as well as to reduce students' boredom in speaking class.

ABSTRAK

Arrosyidah, Himma Jihadiah. (2019). *"An Analysis of Experiential Learning Phases in an Outdoor English Class in Teaching Speaking Activities at MA Al – Ishlah Lamongan"*. An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol and Rizka Safriyani, M.Pd.

Kata Kunci : *Experiential Learning, Pembelajaran Bahasa Inggris Luar Kelas, Pembelajaran Berbicara*

Guru bahasa inggris biasanya mendesain kegiatan kelas yang menarik dan situasi kelas yang nyaman untuk mengembangkan kemampuan berbicara siswa karena mereka cenderung sering merasa bosan dan malas. *Experiential Learning* adalah salah satu cara untuk menyusun kegiatan kelas yang menarik melalui kelas *Outdoor* untuk mengantisipasi kebosanan siswa. Pengumpulan data penelitian kualitatif ini dilakukan melalui observasi dan wawancara guru bahasa inggris untuk meneliti implementasi dari *Experiential Learning* yang digunakan oleh guru untuk mendesain aktifitas kelas di MA Al – Ishlah Lamongan serta kendala – kendala yang dihadapi oleh guru saat mendesain aktifitas tersebut. H asil dari penelitian ini menunjukkan bahwa guru mengimplementasikan empat fase dari *Experiential Learning* saat mengajarkan *Speaking*. Empat fase tersebut di antaranya: *experiencing something, interpreting the experience, generalizing the experience,* dan *applying the experience*. Sementara itu, kendala yang paling utama dihadapi oleh guru adalah terkait dengan pembatasan waktu. Hasil dari penelitian ini sama dengan hasil penelitian sebelumnya serta teori yang digunakan. Maka, *Experiential Learning* adalah metode pembelajaran yang menarik yang dapat diimplementasikan di proses pembelajaran bahasa inggris karena bisa memberikan dapat positif terhadap siswa juga untuk mengurangi kebosanan yang dirasakan siswa saat kelas *Speaking*.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of study, research question, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

In the modern era, everything is required to make a change including teaching learning technique. A teacher plays an important role to design teaching scenario in the classroom. Teacher is expected not only to teach itself but also to arrange teaching-learning activity as interesting as possible to engage the students[1]. Primarily, teaching is not only transferring lesson from the book explained by the teacher to the students, but it is how teacher can make a good interaction with students and create a comfortable situation during the class.

Presently, teacher is required to be creative in designing an effective classroom[2]. Jim scrivener mentions that classroom environment is a part of classroom management[3]. It can be interpreted that the difference of classroom environment can affect teaching-learning process. Generally, English Language Teaching (ELT) process is conducted inside the class where the all designed activities are held in the classroom. The teacher and students only use

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[1]Jeremy Harmer, *The Practice of English Language Teaching,* 4th Edition, (England: Pearson, 2007), 102
[2]Kemendikbud, *Materi Pelatihan Implementasi Kurikulum 2013,*(Jakarta: Kemendikbud,2016)
[3]Jim Scrivener, *Classroom Management Techniques,* (Cambridge: Cambridge University Press, 2012)

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the tools available in the class by adding some of the necessary media for their needs. However, to create a new class situation teacher may use other techniques. The other technique is outdoor learning class where teacher and students conduct the class outside the classroom and nature as a teaching instrument[4]. It can take place at school yard, mosque and other places around the school environment. Besides, outdoor class can be a technique to raise new student motivation in learning because students can experience the new knowledge by themselves.

Other than that, the experiential learning also has relation with outdoor learning. Experiential learning involves observing the phenomenon and doing something meaningful with it through an active participation. It emphasizes learning in which the learner is directly in touch with the phenomenon being studied, rather than just watching, reading, thinking or hearing about it. According to Bound, experiential learning includes activities that engage both left and right brain processing[5], that contextualize language, that integrate skill, and that point toward authentic, real word purpose. It means that experiential learning is constructive learning in which the students constructing their own language.

Regarding the outdoor class in English Language Teaching (ELT) context, the activities used in the process of learning become the important thing to be discussed and observed. This experiential learning phases will

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[4]Creig C Kimbro,*Developing an Outdoor Classroom to Provide Education Naturally*, (The University of Tenesse, 2010)

[5]Bound, D, Cohen, R, and Walker D, *Using Experience for Learning,* (Bristol, PA: Open university Press, 1993)

describe about how English taught in an outdoor class. Students will feel easy to interact with the nature while learning English which make it different with an academic indoor class. However, some problems are faced by the teacher. Teaching outdoor class needs an innovative of activity in English language learning. Therefore, a study of teacher's teaching activities by using the experiential learning phases in outdoor class is needed.

Some researchers have explored about the experiential learning in EFL teaching such as, *"A Case study of Experiential Teaching Method in EFL Listening"*[6]. *"Enhancing Student's English Proficiency through Experiential Learning"*[7], *"The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Business Administration – TNU"*[8], *"Experiential Learning (EL): An Effective Teaching Method to Construct Students' Writing Skill Viewed from Self-Efficacy"*[9], *"The Effect of Implementing the Experiential Learning Model in Listening Comprehension for Eleventh Graders at SMAN 1 Telaga Biru"*[10], *"Effect of Experiential Learning Toward Students' Writing*

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[6]Dongmei Sheng, "A Case Study of Experiential Teaching Method in EFL Listening", *6th International Conference on Electronic, Mechanical, Information, and Management, 2016*

[7]Ike Anisa, "Enhancing Student's English Proficiency through Experiential Learning", *International Journal of Active Learning,* 3rd October 2016

[8]Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong, "The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Business Administration - TNU", *IOSR Journal of Research & Method in Education,* Vol. 7, Issue. 5, Ver. IV, September – October 2017, 83-87

[9]Ani Meitikasari, "Experiential Learning (EL): An Effective Teaching Method to Construct Students' Writing Skill Viewed from Self-Efficacy", *Presiding ICTTE FKIP UNS 2015,* Vol. 1, No.1, January 2016

[10]Ismail Tahir, "The Effect of Implementing the Experiential Learning Model in Listening Comprehension for the Eleventh Graders at SMAN 1 Telaga Biru", *Australian Academic Centre PTY.LTD,* Vol. 8, No. 5, 31 October 2017, 46

Skill at Grade X High School VII Koto Sungai Sariak, Padag Pariaman, West Sumatra"[11], and *"Perspective of Elementary School Teachers an Outdoor Education"[12]*. The result among those research shows that implementing the experiential learning can improve students' achievement, give a positive effect for the students and engage students in learning process. Those result make the researcher is interested in conducting deeper analysis on the experiential learning activities which used by the teacher in teaching speaking because the previous studies have not analyzed the phases that teachers use in designing learning activities. So, the researcher will do in depth analysis related to the phases of the experiential learning that usually used by the teacher in the learning process. Therefore, analyzing the whole class activities is necessary to get the information related to the experiential learning phases especially in teaching speaking.

Moreover, the researcher want to analyze the experiential learning activities used by the teacher through outdoor class in teaching speaking. It will analyze the whole activities during an outdoor class from the beginning until the end of the class. Additionally, the researcher also will explore the problems faced by teacher when designing the activities for experiential learning in an outdoor class, especially on teaching speaking English class at MA Al – Ishlah Lamongan.

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[11]Muhammad Kristiawan, "Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School VII Koto Sungai Sariak, Padag Pariaman, West Sumatra", *Journal of Applied Sciences Research,* Vol.1, No.4, 28 December 2014, 267-273

[12]Ozcan Palavan, Volcan Cicek, and Marve Atabay, "Perspective of Elementary School Teachers on Outdoor Education", *Universal Journal of Educational Research,* DOI: 10.13189/ujer, 2016, 1885-1893

MA Al – Ishlah is an Islamic private school. This school has unique characteristic in the teaching process. First, this school apply two techniques in the teaching-learning process such as, an academic indoor and outdoor class. Those two learning techniques are applied once a week alternately. It means that a week the teachers and students are having in outdoor and next week they will have an indoor class. Second, the school has a boarding school background which applied bilingual system (Arabic and English). Then, the students who attend at that school are required to stay in the boarding even their homes are near with. Those unique characteristics make the researcher is interested in analyzing the expeirntial learning phases in activities used by the teacher through an outdoor class. The analysis will be limited only on teaching speaking.

B. Research Question

Based on the background of study above, the researcher focuses on the following question to guide the research.

1. What are the phases of experiential learning used by the teacher through an outdoor class in teaching speaking at MA Al – Ishlah Lamongan?

2. What are the challenges faced by the teacher in designing the experiential learning activities for teaching speaking at MA Al – Ishlah Lamongan?

C. Objectives of the Study

In accordance with the statement of the problem, this research an objective that can be stated as follows:

1. to analyze the experiential learning phase used by the teacher through outdoor class activities in teaching speaking.

2. to explore the challenges faced by the teacher in designing class activities using the experiential learning through the outdoor class on teaching speaking.

D. Significance of the Study

In the end of writing this research, the researcher hopes the results of this research will provide practical benefits to the following parties.

1. For Teacher

The result of this research can be used as a reference for teacher when he/she wants to have the experiential learning in improving students' speaking ability. So, the teacher can consider the phases in experiential learning used in designing the activities for outdoor class.

2. For Further Researcher

This research provides an academic information for the next researcher who's interested in observing the similar topic with the different perspectives. It suggests for the further researcher to take a topic focusing on analyzing the activities used in outdoor to improve the other skills.

E. Scope and Limitation of the Study

In accordance with the background exposure above, the scope of this research is on analyzing the experiential learning phases used at MA Al – Ishlah Lamongan. The experiential learning phases include the whole activities during the class from the pre – activities until the post – activities of the lesson.

It will analyze the experiential learning phases used by the teacher in outdoor class. To get more information related to the experiential learning used. The researcher will also ask the teachers through interview to make sure and cross check the data.

In English learning, there are four skills to be mastered listening, speaking, reading and writing. However, the researcher limits the study to focus on one skill to be analyzed. In this research, the researcher focuses on teaching speaking because teaching speaking can be conducted easily both in indoor class and outdoor class. Furthermore, the researcher chooses the eleventh grade of IPS 1 to be observed.

F. Definition of Key Term

To avoid misunderstanding, the researcher defines the key term as follows:

1. Experiential Learning

Experiential learning is one of the teaching methods that guides the students to construct their own understanding about language by not only purposefully engaging with students in direct experience and focusing on the reflection in order to level up knowledge, develop and increase skills, and clarify experiences but also provides the suitable environment for language learning[13]. The experiential learning in this research refers to the teaching method used by the English teacher in

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[13]David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development,* 2nd Edition, (Pearson Education, Inc, 2015), 31

teaching speaking activities through the use of students' direct experience and reflection on it as the resource of learning.

2. **Outdoor Class**

Outdoor learning is an outdoor educational facility that can be developed into a natural study grounds for educators, students, and anyone interested in the natural environment[14]. The class is placed arround the school, but it is conducted outside the classroom. It can be conducted at school's yard, garden or hut. This research defines outdoor learning as facilitation in English teaching-learning process in the natural environment, primarily outside the class.

3. **Speaking**

Speaking is the way to express ideas, information, and feeling to others that involves producing words in English [15]. In this research speaking means oral language to express ideas used by the students in certain topic in English outdoor learning class.

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[14]Creig C Kimbro,*Developing an Outdoor Classroom to Provide Education Naturally*, (The University of Tenesse, 2010)

[15] Jo Mc Donough, Cristopher Shaw, and Hitomi Masuhara, *Materials and Method in ELT, A Teachers' Guide,* 3rd Edition, (John Wiley & Sons, Inc, 2013), 156

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher presents many theoretical framework of the research. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: the experiential learning, the outdoor class, teaching speaking, and previous study.

A. Theoretical Framework

1. The Experiential Learning

a. The Definition of Experiential Learning

The concept of Experiential Learning (EL) was initially developed by John Dewey, Carl Rogers and David A. Kolb that refers to "learning through experience" or "learning by doing" and learning through discovery and exploration[16]. It is based on constructivism perspective. It indicates that experiential learning is a method in teaching that can be implemented in teaching process. Kolb stated that experiential learning is the process of achieving knowledge through the transformation of experience[17]. It describes that the emphasizing of the experiential learning is to experience and share the experience in learning process, and help and guide students increase, develop, level up their ability and active in learning process.

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[16]David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development,* 2nd Edition, (Pearson Education, Inc, 2015),

[17]D. Kolb, *Experiential Learning:Experience as the Source of Learning and Development,* (Englewood Cliffs, NJ: Prentice Hall, 1984)

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In addition, Smith stated experiential leaning is a technique where students learn something while doing and reflecting on what they have experienced[18]. It means that the students can construct their own experience directly and their ability through practicing English and they can do something with the experiences they have gotten by themselves whether in the classroom or outside the classroom without teachers' help.

b. Integrating Experiential Learning in Teaching

As outlined by Loterro[19], that teacher should consider some primary points when integrating experiential learning in teaching.

a. Plan

Setting up the learning objectives and deciding students' need to complete the exercises of the experiential learning. It will ease the teacher in conducting the process of the experiential learning. In the end, the teacher achieves the learning as she expected.

b. Prepare

The materials, instruments of assessment, and everything related to the process of the experiential learning need to be provided by the teacher well prepared to avoid something

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[18]M.K, Smith, "Experiential Learning and Experiential Education", *Center for Research on Learning and Teaching*, University of Michigan
[19]Loterro,*Teaching for Experiential Learning,* (from Nothern Illinois University, Faculty Development and Instructional Design Center, 2011).

missing in the process of teaching-learning. The teacher should ensure all the tools before get ready for conducting the class.

c. Facilitate

Teacher should facilitate the students in the process of the experiential learning activity by helping them to construct knowledge as they have experienced and resolve the issue they have explored in the process of it.

d. Evaluate

Evaluation is used to evaluate and reflect the activity of the experiential learning in each phase. Moreover, to know how the experiential learning can affect the students whether it brings a good or bad impact and how to conduct it for certain purpose in the next teaching-learning.

c. The Phases of Experiential Learning Process

Kolb triggered there were four steps in applying the experiential learning[20]. It is described as follows.

a. Experiencing Something

Experiencing something refers to direct learning where students come in contact with the real materials of the lesson. The students directly meet with the real people and the surrounding environmental. So, students will experience new

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[20]Higgins, P and Nicol, R, *Outdoor Education: Authentic Learning in the context of Landscapes,* (Kisa: Sweden, Volume 2, 2002)

things with little help from their teacher. The teacher gives only guidance for the students and answers what is being asked by the students. The main key of the experiential learning is what the students learn from their own experiences rather than the quality and quantity of the experience.

b. Interpreting the Experience

After experiencing something, students will interpret their experience by explaining to the teacher and other friends in that class. In this phase, students become reflector of what they have experienced in real situation of learning. Students will share their experiences with their peers. Students will also get other peers to talk about their own experience. So, students can share one another about their experiences they have experienced. Through those way, students can compare between their own experience and their peers' experiences. In the end, they can interpret the experiences from some perspectives.

c. Generalizing the Experience

This phase relates to the transformation of knowledge in a conceptualized shape of the experienced ideas, integrating ideas into logical theories. Students will relate the experience with the examples in real life situation through finding trend issue or common validity in the experience, and identify "real life" principles that arise.

d. Applying the Experience

In the last phase, students apply the final experiences which they have concluded in a simple way. Then, it will be applied in form of action in real life situation. Also, students will discuss with their friends or even others how the new process they learned process can be applied to other situations.

d. The Challenges in Designing the Experiential Learning

Some challenges to consider before designing the experiential learning[21].

a. Limited class time

Providing enough time is an important thing to be considered by the teacher to engage students in all phases of the experiential learning phases and the existed activities in the classroom.

Since the experiential learning has four phases, the teacher needs to manage the time in each activity well. It aims to achieve the learning objectives as good as possible for each activity that has been arranged.

b. Limited access to resources

Extensive access to the certain resources is necessary for students and teacher such as access to photocopies, access to

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[21]Sarah Todd. "Experiential Education" *Educational Development Centre,* (https://carleton.ca/experientialeducation/?p=125, accessed on April 06, 2019).

computer and internet. To ease both teacher and students in implementing all the experiential activities which should be done.

Therefore, restricted access to resources will burden the teacher in the process of applying the all phases of the experiential learning, because the teacher needs to provide many resources which cannot be accessed by the students even provide the alternatives resources when the first resources does not run well during the class.

c. Constraints by the demands of the curriculum

The demand of the curriculum makes difficult for the teacher to determine which activity that suitable for her teaching-learning process. Due to the demands of the curriculum, teacher have to be careful in designing the experiential learning activities and determining the learning outcomes.

The experiential learning activities that is designed by the teacher will affect the final learning outcomes. When the teacher can be consistent in applying in each phase of the experiential learning, the teacher also will get good final outcomes.

d. Guidelines that are over restricting

In teaching-learning process, creating good atmosphere, making good interaction with the students, and having comfortable situation is one of the requirements needed. Through the good atmosphere in the class, the students will feel free to act and use

their past experience to resolve the issue and phenomenon experienced through the experiential learning.

More than that, the last phase of the experiential learning is applying the experience. So, the students should feel comfortable in using their opinion, self-judgement as what the students experienced in the field of the experiential learning.

e. Inadequate group work skills

Every student has different skill in terms of thinking, finishing the work, issuing opinions, and responding to problems. In this case, the teacher hold a big role in paying attention and observing the character of each student in order to know the skill of the students.

In teaching-learning process cannot be separated from group work. A group does not work well when the members of the group have the same level (the capabilities below the standard). So, the teacher needs to group the students with the different level of ability. Ideally, one group usually consist of students with above the standard ability, standard ability, and below the standard ability.

f. Not clear allocation on the credit/mark for the experiential activity

Involvement in applying the experiential learning may need a lot of time and struggle from both teacher and students.

Therefore, teacher should give appreciation on students' time and work specifically, and also measurable learning objectives. It is important for the teacher to determine a clear evaluation criteria and expectations which discussed to the students through scoring rubric.

g. Not enough opportunities for reflection

The crucial component of teaching-learning process is reflection. Teacher should provide the students an opportunity to reflect and evaluate on what they have done during the process of learning. Other than that, an opportunity for making links to prior knowledge and experiences, sharing point of views with people around them also need to be provided by the teacher.

h. Overwhelming commitment requirements for the teacher

Students may take up the teacher's personal time and space, because teacher needs to organize, monitor, and facilitate the students in experiential learning activities. For instance, teacher needs to meet with external stakeholders to invite guest speaker to visit and give new motivation and lesson in the class. Further, teacher have to consider the time for reviewing students' reflection for each week, or correcting assignments that may require others' help and spending a lot of time on reviewing and watching video projects and reading through online post which made by the students.

i. Ethics/privacy and anonymity issues

Teacher should determine the ethnic of students' involvement and certain requirement of involvement of other institution, because the activity of the experiential learning is on the nature. For example, in the case where students needs to do interviews, and appropriate guidelines form (approved by the certain Ethic committee of the school) that need to be signed by the participants and the interviewees. The anonymity of participants should be addressed appropriately.

2. Outdoor Class

a. The Definition of Outdoor Class

Outdoor class has relation with experiential learning. It is generally concerned with learning that depends on first-hand experiences which connect the learner with real people and real issues[22]. Further, Kimbro states that an outdoor classroom provides an opportunity for students to gain knowledge and obtain skills in a natural environment and teacher can allow students to learn by taking a hand on approach to almost any subject in an outdoor setting[23]. The statement means that the object of outdoor learning is a concrete teaching-learning, teacher can use a media from the nature. The media can be in form of visual, audio, and audio-visual

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[22]Ibid.
[23]Creig C Kimbro,*Developing an Outdoor Classroom to Provide Education Naturally*, (The University of Tenesse, 2010), 2

media. In addition, Danny describes that an outdoor class is a variety of subjective learning which focuses on students' experience which involves personal and social development programs for the students[24]. So, outdoor class needs the social aspect of the learning process. It can be the relation between one students and other students or the student and the environment. Finally, the researcher takes the concept of outdoor class for this research is as the classroom associated with environment.

Darst and Amstrong state in Tracey that the outdoor class benefits in personal benefit[25]. This statement means that outdoor class has positive impact on each student. The impact of outdoor education will be achieved by the students as long as the teacher and the students have an effective learning process and face the risk of taking place the outdoor class.

3. **Teaching Speaking**

   a. **The Activities in Teaching Speaking**

   There are many activities in designing speaking classroom as follows[26].

   a. Acting from a script

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[24]Danny Parkin,, "Is outdoor Education Environmental Education?",*Environmental Educational and Information* Vol. 17, No. 3, 1998, 275-286

[25]Tracey J. Dickson, Tonia Gray and Kathy Mann, *Australian Outdoor Adventure Activity Benefits Catalogue,* (University of Canberra: Canberra, 2008), 3

[26]Jeremy Hermer, *The Practice of English Language Teaching,* 3rd Edition, (Longman), 271-275

Teacher asks students to act out scenes in their course books, or students make the script by themselves. Teacher may not point out the students to be a certain role but creating kind of supporting atmosphere becomes a necessary part before doing this activity.

Teacher needs to give students time to practice their dialogues before they ask to perform the certain role based on the chosen dialog. Besides, teacher can go through the script as if he/she were a theater director, drawing attention to appropriate stress, intonation and speed.

b. Communication games

Communication games are designed to provoke students between students depend on an information gap. So that, one student has to talk to a partner in order to solve puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

These games aim to familiarize the students in speaking while practicing fluency in speaking in accordance with the existing rules from the teacher.

c. Discussion

Discussion is a class activity where everyone in the class has the right to express his opinion and respect the opinions of

others. However, discussion activity may fail because students are reluctant to give their opinion in front of the whole class, particularly if students cannot think anything to say or confident of the language, they might use to say it.

Therefore, teacher may facilitate the students to predict the content of a reading text or ask students to talk about their reactions to the text after reading it.

d. Prepared talks

It is a popular activity in teaching speaking where students prepare their own presentation based on the topic given or even the topic of their own choice.

Students have written the topic and prepared well before the class. So, they represent it from their note rather than a script.

e. Questionnaire

Questionnaire is useful for teaching speaking because by being pre-planned, students ensure that both questioner and respondent have something to say each other.

Students can design questionnaire on any topic that is appropriate. So, the teacher can act as a resource, helping them in designing the process. The result of questionnaire can be the basis of writing work or prepared talk.

f. Simulation and role play

Simulation and role play can make the students take an imaginative leap out of the confines of the classroom and provide a useful real-life language.

Taking the class outside while did simulation and role play is a good idea. The students will find many materials to be used in this activity (Experiential Learning). The view of outdoor class represents their real-life place.

b. The Role of Teacher

Other than that, teacher might become some roles in teaching speaking. As Jeremy harmer triggered[27], teacher can have three different roles such as:

a. As a prompter

Students sometimes get lost, cannot think of what they say next or lose the fluency teacher expect to them. Here is the role of teacher as a prompter. Teacher may help the teacher without disturbing the discussion situation.

b. As a participant

Teacher should be a good animator when asking students to produce language. Sometimes, teacher may want to participate the discussion or role play session by introducing new information for them, ensure continuing students' engagement and maintain the creative atmosphere in the class.

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[27]Ibid, 275-276

c. As a feedback provider

Teacher should consider carefully in giving feedback for the students' errors. Over-correction in the middle of activity may inhibit students and take communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding.

When students have completed an activity, it is a great deal to allow them asses what they have done. Then, teacher may involve in giving feedback to them.

B. Previous Study

There is some research that have related topics with this research were conducted by the researcher. Therefore, the researcher mentions the previous studies in order to give gap and differentiation among upcoming research.

The first research was conducted by Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong entitle *"The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Business Administration – TNU"*[28]. The design of the research was experimental design and the participants were 55 students selected from faculty of TUEBA in accounting major. The result of the study shows that

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[28]Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong, "The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Business Administration - TNU", *IOSR Journal of Research & Method in Education,* Vol. 7, Issue. 5, Ver. IV, September – October 2017, 83-87

students felt effective when taking part in experiential activities of English-speaking skill directly involved in the activity, they were interested in. However, students still make mistakes in the process of speaking skill.

The differences among this research are the design of the research and the subject of the research. This research focuses on observing the experiential learning activities used by the teacher in improving speaking skill. So, this research applies descriptive qualitative research. Besides, the subjects or participants in this research are teacher and students who conduct an outdoor learning class.

The second research was conducted by Ani Meitikasari entitle *"Experiential Learning (EL): An Effective Teaching Method to Construct Students' Writing Skill Viewed from Self-Efficacy"*[29]. The design of the research was experimental design and the skill being observed was writing skill. The result shows that experiential learning guides the students to achieve significantly a greater writing skill than those using direct instruction and the high self-efficacious students perform better writing than those having low self-efficacy.

The different among this research are the design and the skill being observed. This research will focus on observing students' speaking skill

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[29]Ani Meitikasari, "Experiential Learning (EL): An Effective Teaching Method to Construct Students' Writing Skill Viewed from Self-Efficacy", *Presiding ICTTE FKIP UNS* 2015, Vol. 1, No.1, January 2016

during the experiential learning activities. Therefore, the design uses in this research is qualitative design.

The third research was conducted by Ismail Tahir entitle *"The Effect of Implementing the Experiential Learning Model in Listening Comprehension for the Eleventh Graders at SMAN 1 Telaga Biru"*[30]. This study applied experimental design and focused on listening comprehension skill. The result shows that teaching listening in the eleventh graders of SMAN 1 Telaga Biru using experiential learning in focusing the class story using language experience was effective to teach students' listening comprehension. Therefore, it can be suggested that it was an alternative way to use of experiential learning activities.

The gaps among this research are the design and the skill being observed of the research. The research above focused on listening comprehension skill. However, in this research will focus on students' speaking skill.

The fourth research was conducted by Muhammad Kristiawan entitle *"Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School VII Koto Sungai Sariak, Padag Pariaman, West Sumatra"*[31]. The research applied an experimental design focusing on students' writing skill. The result shows that there was a

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[30] Ismail Tahir, "The Effect of Implementing the Experiential Learning Model in Listening Comprehension for the Eleventh Graders at SMAN 1 Telaga Biru", *Australian Academic Centre PTY.LTD,* Vol. 8, No. 5, 31 October 2017, 46

[31] Muhammad Kristiawan, "Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School VII Koto Sungai Sariak, Padag Pariaman, West Sumatra", *Journal of Applied Sciences Research,* Vol.1, No.4, 28 December 2014, 267-273

significant effect in the students' writing score of grade X High School using experiential learning activities than students who have been taught by using grammar translation method (GTM). It means that the students with the experiential learning have high score in their result of writing while the students with GTM have the score under the students who got the experiential learning in their activities of wiring.

The fifth research was conducted by Ozcan Palavan, Volcan Cicek, and Marve Atabay entitle "*Perspective of Elementary School Teachers on Outdoor Education*"[32]. The research applied qualitative analysis design focusing on teachers' perception in outdoor learning. The result shows that teacher knows little about the outdoor learning system, the efficiency and effectiveness of outdoor learning is quite low due to the lack of knowledge of outdoor concept, limited time, limited place to be visited (access), there is no certain curriculum for implementing the outdoor learning, and lack of facilities.

The sixth research was conducted by Dongmei Sheng entitle "*A Case Study of Experiential Teaching Method in EFL Listening*"[33]. The result shows that students in the experimental group had achieved better accomplishment in post-test that the pre-test. It proves that the experiential learning is suitable to be applied.

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[32]Ozcan Palavan, Volcan Cicek, and Marve Atabay, "Perspective of Elementary School Teachers on Outdoor Education", *Universal Journal of Educational Research,* DOI: 10.13189/ujer, 2016, 1885-1893

[33] Dongmei Sheng, "A Case Study of Experiential Teaching Method in EFL Listening", *6th International Conference on Electronic, Mechanical, Information, and Management,* 2016

The seventh research was conducted by Ike Anisa entitle *"Enhancing Student's English Proficiency through Experiential Learning"[34].* The result shows that experiential learning is a great way to present and practice English because experiential learning is an active learning which is highly motivating for the students. Then, it will be advantageous if the teacher uses the experiential learning method to facilitate students' English proficiency.

The result of those research above can be concluded that using experiential learning in teaching process can impact students' achievement and give positive effect to the learning objectives. Meanwhile, the gaps among the research above are the design and the skill had been observed. The research above focus on students' writing skill. It can be concluded that those six previous studies have a positive effect during implementing the experiential learning activities. Besides, this research is different from those previous studies above in form of the design of the research and the skill will be observed. This research will use descriptive qualitative research in observing the experiential learning activities used by the teacher in improving students' speaking skill in an outdoor class also the challenges faced by the teacher in designing the activities.

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[34] Ike Anisa, "Enhancing Student's English Proficiency through Experiential Learning", *International Journal of Active Learning*, 3rd October 2016

CHAPTER III

RESEARCH METHOD

The most important aspect in conducting a research that should be arranged is method. It becomes important because in this part the researcher describes and explains the technique in conducting the research. By using suitable methods, the research will get the valid result. This chapter explains the detail research method that was employed in this research. The major components include such as: research design, research setting and subject, data and source of data, data collection technique, research instrument and data analysis technique.

A. Approach and Research Design

The qualitative method used in this research. Based on Donald Ary, qualitative method focuses on analyzing and interpreting the data being observed[35]. Besides, Creswell also stated that qualitative research sets out in the form of narration and interpretation[36]. It is one of the characteristics in qualitative research. So, the data and findings described descriptively.

The researcher used this approach because observation and interview are the method to know the experiential phases used by the teacher in teaching speaking and also the challenges faced by the teacher in designing the class activities.

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[35]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education,* 8th Edition(Wadsworth, Cengage Learning, 2010)
[36]John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches,* 3rd Edition (SAGE Publication, 2009), 178-179

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B. Research Subject

The subject of this research were students who sat in 11th grade of IPS 1 because the teacher implemented the experiential learning phases through an outdoor learning in the teaching process. Besides, it was the teacher's strategy to avoid students' boredom and to engage students in learning English.

C. Research Setting

1. Place

This research was conducted at MA Al – Ishlah Islamic Boarding School. It is located in Sendangagung, Paciran, Lamongan, East Java (62264). The researcher focused on observing eleventh grade students of IPS 1 in the 2018/2019 academic year. Besides, the teacher who taught English at that class was interviewed.

2. Time

This research was conducted on 4th, 8th, and 13th May 2019. So, the researcher did observation and interview to the teacher on that date.

D. Data and Source of Data

1. Data

There are some data used in qualitative research, such as visual data (photography, film, and video), document data, internet, observation, and interview[37]. To answer the research questions, researcher used observation and interview.

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[37] Rowohlt Taschenbuch Verlag GmbH, Reinbek Bei Hamburg, *An Intoductionto Qualitative Research Fourth Edition Sage,* (Hants: Colour Press Ltd, 2009), 219

2. Source of Data

The source of data in the research were the teacher and the students of outdoor English class at MA Al – Ishlah. Lofland cited in Meleong sources of data in qualitative research are words, events and the additional data which can be documents or others[38]. It means that qualitative research is description of phenomena that is written in form of text. It can be word, sentence, or even picture. The data were description which described narratively.

The teachers and students had a big role to success this research. The information that had been gathered from both teachers and students. The observation checklist was used to get the data related to the experiential learning phases used through an outdoor class. This data answered the first research question of the research. Then, the other data were from the teacher. The teacher was interviewed to get data related to the challenges faced by the teacher in designing the speaking activities through an outdoor learning using experiential learning. It answered the second research question of the research.

E. Data Collection Technique

As John W Creswell[39] stated that data collection of qualitative research through examining documents, observing behavior, or interviewing

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[38]Lexy Meleong J, *Metodologi Penelitian Kualitatif – Edisi Revisi,* (Bandung: PT. Remaja Rosdakarya, 2002), 112
[39]John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches,* 3rd Edition (SAGE Publication, 2009), 178-179

participants. Therefore, to obtain the valid data, the researcher uses two kinds of data collection technique: observation and interview.

1. Observation

The researcher plunges in the field directly in order to know and observe the field of study. So, the researcher can record and take a note on what they have seen[40].

In this case, the researcher observed the whole process and activities of indoor and outdoor learning during English lesson. Besides that, she focused on the phases of experiential learning used by the teacher in the activities of speaking through an outdoor English class. The observation was conducted twice. It answered the first research question.

2. Interview

Creswell states interview conducted by face to face or by telephone interview with the participant of the study to elicit views and opinion from the participant[41]. It means that interview is the way to get an information based on the interviewee's point of view/opinion.

To accomplish the data, the researcher asked the information to the teacher who taught through outdoor class using the experiential learning activities on teaching speaking. In order to know the activities used by the teacher during teaching-learning process and the challenges faced by the teacher.

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[40]Ibid.
[41]Ibid.

This interview was recorded in order to ease the researcher in collecting the data and to cross check the necessary information during interview section. It answered the second research question.

F. Research Instrument

The research instruments of this study which applied by the researcher were observation checklist, interview guideline and field note in order to collect the valid data.

1. Observation Checklist

The researcher used the observation checklist as a guideline to do observation in the field of the research. It concerned what the experiential learning phases used by the teacher to enhance students' speaking ability through an outdoor class. The observation checklist was adopted from David A Kolb, Jeremy Harmer, and Creig C Kimbro[42] theories.

2. Interview Guideline

The researcher used the list of questions for which focused on teacher's challenges when designing the experiential learning for teaching speaking. The interview guideline was adopted from David A Kolb, Jeremy Harmer, and Creig C Kimbro theories. Other than that, the interview session was conducted using mix languages (English and Indonesia).

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[42] David A Kolb, Jeremy Harmer, and Creig C Kimbro...........................

3. Field Note

Field note, according to Bogdan and Biklen, is written record of what is heard, seen, experienced, and thought that aims to collect data and reflect the data in qualitative research[43]. This instrument was used to make the data valid and reliable because this field note is made, as soon as the researcher come from observation place, based on the real situation, what is heard, seen and experienced during the observation.

The content of the field note consist of two main segments. First, descriptive part consist of overview of background observations, people, actions, and activities. Second, reflective part consists of framework of thought, researcher's opinion, ideas, and concern[44]. This field note technique was taken to answer the first research question focused on the analysis of experiential learning phases used in teaching speaking through outdoor class.

Those instruments used by the researcher during gathering the data in the research field. The researcher gave the real data to make the valid research. Moreover, the observation checklist and the interview guideline have been validated by one of lecturer in English education department to measure the validity of each point of the observation checklist and the interview question.

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[43]Bogdan, Robert c, & Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods,* (Boston: Allyn and Bacon, Inc, 1982), 74
[44]Lexy J. Meleong, *Metodologi Penelitian Kualitatif – Ed. Revisi,* (Bandung: PT. remaja Rosdakarya), 211

G. Data Analysis Technique

According to Miles and Huberman, qualitative research has three steps of analyzing the data as follows[45].

1. Data Reduction

   Data reduction is the process of selecting, transcribing and translating the gathered data. In this session, the researcher selected the relevant data and discarded the irrelevant data.

2. Data Display

   Data presenting refers to the process of organizing and arranging the selected data. Then, the result of selected data described in narrative way because it is a qualitative research. So, in this step, the researcher reported the result of the selected data during observation and interview session.

3. Conclusion Drawing/Verification

   Data conclusion is the last step of qualitative research. In this step, the researcher drawn conclusion based on the findings and discussion of the findings. The conclusion should relate to the theories and the fact of finding in the field.

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[45]Matthew B Miles and A. Michael Huberman, *An Expand Sourcebook Qualitative Data Analysis,*(London. SAGE publication, 1994), 10-12

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the data findings and discussion of the research. This chapter is the main point of the research. This chapter divided into two sections. The first section presents the findings and the second section of this chapter presents the discussion.

A. Findings

Findings of this research are explained in two parts as the number of research questions: the analysis of Experiential Learning phase implemented in speaking activities through outdoor class and the challenges faced by the teacher in designing speaking activities using the experiential learning phases. To answer the first question, the researcher uses the identification of observation checklist which is adapted from David A Kolb, Jeremy Harmer, and Creig C Kimbro theories and field notes. For the second research question, the researcher uses the data from teacher's answer in interview session.

1. Experiential Learning phase Implemented in speaking activities through outdoor class

The result of this analysis was gotten from the observation which was held during two meetings in outdoor English class. The observation was held on Saturday 4th May 2019 at (10:00 – 11:30 a.m.) and Wednesday 8th May 2018 at (08:00 – 09:30 a.m.). The researcher used a checklist of the implementation of Experiential Learning phase in teaching speaking adapted from David A Kolb, Jeremy Harmer, and Creig C Kimbro theories

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(see appendix I). The following explanations are the result of research findings and the detailed observation.

a. **First Day Observation**

First day observation was held on Saturday, 4th May 2019. This meeting was started at 10:00 a.m. and ended at 11:30 a.m. There were 33 students consist of male students because the class is distinguished between male students and female students. All of the students attended the class. In the first day of observation, the teacher focused on teaching speaking and the topic of the lesson was about "Expressing anger, annoyance, and embarrassment". The activities included conversation and discussion. Besides that, the teacher applied the experiential learning phases.

In the opening of the class, the teacher greeted the students. The class begun after the break time at 10:00 a.m. So, the teacher invited the students to do "clap one, two, and three" to return their focus. After that, the teacher checked the students' attendance list by calling their names. The opening section took 20 minutes. To elicit the students, the teacher asked some question related to the topic of the lesson. The questions were "Have you ever been angry with someone?" "Have you ever been annoyed with someone?" or "Have you ever felt embarrassed? / Do you have an embarrassment experience?". From those question, the students raised their hands and answered it. Moreover, the teacher pointed out the students which

participate passively (busy with themselves). Substantially, the main

activities would be explained as follows:

Table 1.1 Detailed Activities in the Class

Time	Activities	
	Teacher	**Students**
10:00 – 10:20 a.m.	Opening the class, warming up, checking attendance	-
10:20 – 10:30 a.m.	Eliciting the students	Answering some questions
10:30 – 10:40 a.m.	Entering the main topic of the lesson, giving instructions of what the students should do	Listening to the teacher's instructions
10:40 – 10:55 a.m.	Monitoring the students	Going outside the class and looking for the objects/sources being interviewed (teachers in the offices)
10:55 – 11:05 a.m.	(Back to the classroom) Pointing out / choosing 3 students to retell what they have experienced in the field	Coming in front of their classmates and retelling (chosen students)
11:05 – 11: 15 a.m.	Asking students to do pair conversation/speaking in pair, observing the students while speaking	Speaking in pair
11:15 – 11:25 a.m.	Asking students to write what they have gotten from their pair	Writing the result
11:25 – 11:30 a.m.	Providing feedback and reflection	Listening to the teacher's feedback

The teacher applied all the four phases of experiential learning

phases during the process of teaching. Based on the detailed activities

in the table above, the teacher started the activities inside the

classroom. Then, continued with activities outside the classroom and ended with activities inside the classroom.

The experiential learning phases could be seen when the students come in contact (outside the classroom) to find out teachers in the office to be interviewed about their experiences based on the topic of the lesson. The teacher did not limit the sources to be interviewed. So, one teacher might be interviewed by three students with the different topics. After 15 minutes, the students had to enter the class. In the class, the teacher would call three of them randomly to retell what they have gotten since outdoor activities.

Moreover, the experiential learning phases could be explained in detail. The first phase of the experiential learning is experiencing something. The activity in the class was giving instructions and information related to what will the students do and learn based on the topic of that day. It is conducted inside the classroom. After that, the teacher invited them to go outside the class for having an outdoor English learning activities according to the teacher's instruction. In outdoor, the students have to come in contact with the real materials, objects, and sources of the lesson. The topic at that time were "Expressing Anger and Annoyance and Expression Embarrassment". Based on the topic, the students would ask/interview people around them or their classmates about experience they have experienced (anger, annoyance and embarrassment experience). Therefore, the

role of the teacher as a facilitator who facilitated the students because the teacher just gave them instructions on what the students would do in the next activities.

The second phase is interpreting something. The activity was asking the students to enter the class and retell about what they have gotten in outdoor activities. The teacher called three students randomly to come forward and retell what they have gotten in front of their teacher and classmates. In this session, the teacher placed herself as a facilitator who facilitates the students' needs and as a prompter who helps the students when they get difficult in producing or even pronouncing the words. When the students got difficult in producing the words, the teacher helped the students by giving some clues. It aimed to ease the students in the process of speaking activities.

The third phase is generalizing the experience. The activity was asking the students to make and have conversation in pair. The partner is determined by the teacher in order to avoid time consuming when the students choose their partner for doing conversation by themselves. Alongside, the topic of speaking is based on the experience in outdoor activities. The teacher gives time around 5 – 10 minutes to speak up each other with their chosen partners related what they have experienced in an outdoor activities. Furthermore, the role of the teacher was as a prompter and as a participant. The teacher got involve and walked around to look at the process of writing

conversation. Sometimes, she made conversation and asked the students related to what they wrote.

The last phase is applying the experience. The activity was asking the students to have a sit. Then, the teacher chosen around 5 – 8 students to retell experience they have gotten from their partners. In the end, the students took a conclusion/moral value from the partners' experiences based on the experiences they have gotten since in pair conversation. Besides, the students also concluded what they have experienced through writing skill with a minimum of half a sheet of book. In this session, the role of the teacher was as a feedback provider who provides the feedback for the students' errors. The teacher gave the feedback by modelling. For instance, the students made error in pronouncing the words. So, the teacher would write on the white board and pronounced it. Finally, the teacher let the students repeat the words after her.

In the end of the class, the teacher provided feedback and highlighted the main different of three expressions for the students. The feedback was in general. Then, continued with reinforcement (giving motivation for students) and closing the class.

In conclusion, the teacher used all the four phases of the experiential learning such as, experiencing something, interpreting something, generalizing the experience, and applying experience. Furthermore, the speaking activities used by the teacher were prepared

talk through in pair conversation. Then, the role of the teacher were as a facilitator, prompter, as a participant, and as a feedback provider.

b. **Second Day Observation**

In the second day observation, it was on Wednesday, 8th May 2018. The meeting started at 08:00 a.m. and ended at 09:30 a.m. There were 33 male students who attended the class. However, the materials taught was continuing from the previous meeting.

In the beginning of the class, the teacher just greeted the students and checked the attendance list by calling their names. While calling students' names, the teacher also used a little jokes or just asking question to the called students to create an atmosphere in the classroom. After that, the teacher divided the students into six groups. Each group consist of 5 – 6 students. The purpose of making group was to have group discussion.

Furthermore, the teacher gave them instructions that each group should write five expressions consist of expressing anger, annoyance, and embarrassment (the given time was around 15 minutes to finish). Subsequently, each group would come forward to write down the result of discussion. In this section, the function of the teacher was a facilitator who facilitate the learning process.

After finishing it, the teacher discussed all the written expression on the white board with students. The teacher classified the expressions based on three topic expression (anger, annoyance, and

embarrassment). In the end of the class, the teacher highlighted the differences between three those expressions and continued with giving feedback for the previous meeting. Indirectly, the students did reviewing the lesson from the previous meeting and related it with the next meeting because the two meetings have the similar topics with the different activities.

Moreover, the experiential learning phases could be seen when the teacher divided the students into six groups and asked the students to write five related expression based on the experience they have gotten since the previous meeting. The students work in group and each students should discuss and write the related expression based on the topic.

In the second meeting of the observation, the researcher only found one phase that used by the teacher. It was the second phase of the experiential learning "interpreting something". However, the teacher used the same topic of learning as the previous meeting. So, the teacher only changed the activities used in the classroom. Then, the role of the teacher was a prompter (the teacher comes observing the students during speaking and helps the students who get difficult in producing the words. The teacher comes approach them by giving some clues to help them producing the words/sentences), a participant (the teacher gets involve with the students. She listens what the students said. Sometimes she gives questions for the students and

sometimes she answer the student's question) and a feedback provider (the teacher gives feedback on students' error after finishing all the designed activities of that meeting. She gives feedback by giving the model to the students. So, the students know their mistakes and which one is the right one. For example, the students make mistake in pronouncing a word. In the end of the lesson, the teacher writes/lists all the mispronunciations on the white board and let the students repeat after her). Other than that, the activities in the class were communication games and group discussion.

To compare between the first and the second meeting of the observation can be concluded as follows:

Table 1.2TheComparison between 1ˢᵗ and 2ⁿᵈ Meeting

	1ˢᵗ Phase	2ⁿᵈ Phase	3ʳᵈ Phase	4ᵗʰ Phase
1ˢᵗ Meeting	√	√	√	√
2ⁿᵈ Meeting	-	√	-	-

2. Teacher's challenges in designing the activities using Experiential Learning for teaching speaking

The result of this analysis is gotten from the key source/informer, Mrs. Alviatur Rohmah (pseudo) as the English teacher of outdoor class. The interview was conducted on Monday, 13ᵗʰ May 2019 at (16:00 – 17:45) in front of the school office. The researcher uses semi structural

questions. So the questions are based on the researcher's view when doing observation and teacher's response.

Related to the challenges in designing the activities using the experiential learning for teaching speaking Mrs. Via (pseudo) said that "there were many factors that become the problems in designing the activities using experiential learning phases". These are the explanation of detailed challenges gotten from the interview session:

a. Limited class time

Teacher gets difficult to arrange the certain activities for having the EL because of the limited time. So, it is difficult to divide the time for each activities and also the anticipated activities when the lesson plan does not run well in the class.

b. Limited access to resources

The teacher gets difficult in internet access because the students are not allowed to bring phone in the school. So, the teacher should provide the related materials well before having the experiential learning activity.

c. Constraints by the demands of curriculum

The teacher gets difficult in arranging the experiential learning phases because of the demands of curriculum from the government which often changes anytime. Besides, there is no the certain curriculum for the experiential learning itself. Other than that, the teacher feels confused in designing and implementing the phases of

the EL. She usually omits the second phase and third phase of EL. So, the students only have to work on experiencing something and continue with applying the experience through writing the stories they have experienced in through outdoor.

d. **Guidelines that are over restricting**

The teacher said that it is very challenging. She usually does not follow the existing guidelines. So, she modifies the guidelines with what she wanted and expected from the students. So, the teacher makes her own guideline based on the objectives that she wants to achieve.

e. **Inadequate group work skills**

The teacher gets difficult in grouping the students because of the skill of each student. There are diligent students and lazy students. The lazy students usually just talk and busy with themselves. To anticipate this, the teacher usually groups them evenly where one group consist of diligent students and lazy students and each student will do the assignment which has been shared evenly. So, there will no students who did not participate in group works.

f. **Not clear allocation on the credit/mark for the experiential activity**

The teacher gets difficult to determine the time allocation for each activity due to the four phases to be fulfilled. Therefore, the teacher often lacks time at the end of the lesson. So, the teacher cannot

provide feedback in detailed. However, the teacher anticipates this challenge by giving the rest of feedback in the next meeting while reviewing the previous lesson.

g. **Not enough opportunities for reflection**

The teacher does not has enough time to do deep reflection and evaluation for the experiential learning she had. It because of the limited time. So that, the teacher usually only highlights the most important part to be evaluated and omits the other things which is not quite important to be evaluated. For example, the students made mistake in pronouncing the word. From this example, the teacher used to write the word on the white board and let the students repeat after her. So, how do I give them feedback in detail? I usually slip the other feedbacks at the next meeting of English lesson. Indirectly, we do review the lesson in the previous meeting. However, the teacher usually evaluates the other reflection and evaluation in the next meeting of English lesson. Indirectly, it will be the students' review session for the previous lesson. The students will get teacher's feedback while reviewing the previous English lesson.

h. **Overwhelming commitment requirements for the teacher**

The teacher admits that teacher's commitment is a big challenge to implement the experiential learning phases in the teaching process. Actually implementing this method for teaching speaking is an interesting way because students can directly practice

and experience their speaking ability without any limitation. However, the problem is about students' confident in producing the words. They often afraid of making mistakes when pronouncing the words. So, teacher's commitment is necessary to achieve what teacher expected from the students. The commitment is in form of commitment to motivate the students, commitment to create a new class atmosphere, and etc.

i. Ethic/privacy and anonymity issue

The teacher said that there is no problem with ethnic/privacy and anonymity issue because the teacher never give assignment to the students for having interview/observation which needs a legal permission for it. The teacher gives the students task based on their surrounding environment, objects, sources and etc.

B. Discussion

In this session, the researcher discuss about the findings and the relation with the theory and the previous studies according to the research questions of the analysis of experiential learning phases in an outdoor English class in teaching speaking at MA Al – Ishlah Lamongan. First research question, researcher uses theory from David A Kolb, Jeremy Harmer, and Creig C Kimbro[46] to analyze the experiential phases used by the teacher and for the second research question, the researcher uses theory from Sarah Todd about challenges in designing the experiential learning.

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[46] David A Kolb, Jeremy Harmer, and Creig C Kimbro……………

1. **The Implementation of the Experiential Learning in Teaching Speaking in an Outdoor Class.**

   As stated in background, that the Experiential Learning has relation with the outdoor learning. Based on the observation, the researcher finds about the result of the Experiential Learning implemented in teaching speaking through outdoor learning.

   a) **Experiencing Something**

   From the first and the second observation, the researcher finds that the teacher applies the first phase of the experiential learning in the *first observation*. The activity focuses on interviewing the teacher who sit in the school office about teachers' experience of anger, annoyance, and embarrassment expression/experience.

   However, the researcher does not find the teacher applies the first phase of experiential learning in the *second observation* because of the different activities which designed by the teacher.

   In experiencing something, students did interview the teachers in the office who have no schedule for teaching at that day. In this case, students had to go outside for experiencing something through interview. This activity is in line with Kolb's statement. He stated that students directly come in contact with the real materials of the lesson[47]. In this activity the students directly meet with the real people

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[47] Higgins, P and Nicol, R, *Outdoor Education: Authentic Learning in the Context of Landscape,* (Kisa: Sweden, Volume 2, 2002)

and the surrounding environmental. It indicates that experiencing something is important for students to build up their critical thinking and develop communication skill, because in real life situation students will deal directly with existing problems and learning does not always take from the textbooks.

b) **Interpreting the Experience**

From the first and the second observation, the researcher finds the teacher applies the first phase of the experiential learning in the *first observation*. The activity focuses on calling three students randomly to come in front of their classmates and retell what they got outside the class.

In the *second observation*, the researcher finds the teacher applies the second phase of the experiential learning. The activity focuses on group work discussion. So, the students share their experience one another. Then, the result is written in a paper. The activity in the *second observation* little bit different from the *first observation* because the teacher teach them with the same topic as the previous meeting. So, the difference is only the designed activities.

The transformation of the experiencing something through interview the teachers is in form of sharing the result. The students have to share what they have experienced in their interview. The result of interview transformed in form of oral report which is presented in front of the class. This activity is in line with Kolb's statement. He

stated that experiential learning is the process of interpreting the experience[48]. So, it can be concluded that interpreting the experience is important because it can develop students' ability in speaking.

c) **Generalizing the Experience**

From the first and the second observation, the researcher finds that the teacher applies the third phase of experiential learning in the *first observation.* The activity focuses on speaking in pair related to what they have experienced.

In the *second observation,* the researcher finds the teacher applies the third phase of the experiential learning. The activity focuses on group work and discussion.

In generalizing the experience, students had to share their experiences through conversation in pairs. The students can choose their peers by themselves. Through conversation in pair, students had to respond, give suggestion, or just give comment on what their pairs have been shared. This activity is not in line with Kolb's statement. He said that generalizing the experience is the transformation of knowledge in a conceptualized shape of the experienced ideas, integrating ideas into logical theories[49]. However, the students only give responses, suggestions, and comments without transforming the experiences into a specific theories, because generalizing the theories

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[48] David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development,* 2nd Edition, (Pearson Education, Inc, 2015)

[49] Higgins, P and Nicol, R, *Outdoor Education: Authentic Learning in the Context of Landscape,* (Kisa: Sweden, Volume 2, 2002)

is not for the level of students in senior high school students. Therefore, the teacher only asked them to give comments, suggestions, and responses in a simple way.

d) **Applying the Experience**

From the first and the second observation, the researcher finds that the teacher applies the last phase of the experiential learning in the *first observation*. The activity focuses on writing conclusion from their classmates' experiences during conversation in pairs.

In the *second observation,* the researcher does not find the teacher applies the last phase of the experiential learning. The activity focuses on teacher's feedback and reflection of the previous meeting as their reviewing session.

For the last phase of the experiential learning, students had to write the conclusion after doing conversation in pairs. They had to write what their pairs experiences and highlight the related expressions of the topic being learned. This activity is in line with Kolb's statement. He stated that the final experiences is concluded in a simple way[50]. It indicates that applying the experience is necessary because it can train students to conclude a problems they have explored and find solution for the problems. However, the students only take a conclusion from the problems they have experienced

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[50] Ibid.

through interview without giving solution to the person concerned during the interview.

The researcher identified the four phases of the experiential learning based on A Kolb theory. Furthermore, those four phases of the experiential learning are: experiencing something, interpreting something, generalizing the experience, and applying the experience[51].

The result shows that the teacher applies the four phases of the Experiential Learning through an outdoor class in teaching speaking. It begins with students are experiencing something outside the class without teacher's help. The teacher only gives some instructions for students' guidance. Then, ended by applying the experience which the teacher asks the students to do self- assignment through writing the conclusion of the problems they have experienced. As stated by Smith that experiential leaning is a technique whereby students learn by doing and by reflecting experience[52]. It means that the students can create direct experience and skill through practicing English and they can do something by themselves in the classroom without teachers' help. So, the teacher's role is as a feedback provider[53]. It means the teacher gives feedback in the end of the lesson by giving highlight on what actually being learned by the students.

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[51]Ibid.

[52]M.K, Smith, "Experiential Learning and Experiential Education", *Center for Research on Learning and Teaching*, University of Michigan

[53]Jeremy Hermer, *The Practice of English Language Teaching,* 3rd Edition, (Longman), 271-275

Besides that, the teacher also holds three roles such as, as a prompter (the teacher helps the students who get difficult to say the words/sentences as they wanted to say), teacher as a participant (the teacher participates in students' activities in the classroom primarily when the students are practicing speaking), and teacher as a feedback provider (the teacher gives feedback to the students related to what they have done during the class activities) based on the situation and the activities in the process of teaching and learning. This result matches with the theory that is triggered by Jeremy Harmer. Teacher can have three different roles in their teaching process, as a prompter, as a participant, and as a feedback provider[54].

Further, teaching speaking is not only teach how to produce words but also teacher need to provide an interesting activities to achieve what she expects from the students. According to Jeremy Harmer, there are six activities that can be used and applies in teaching speaking such as acting from a script, communication games, discussion, prepared talks, questionnaire, and simulation/role play[55]. From the result of interview, the teacher often applies three activities from the six activities which triggered by Jeremy. The activities are communication games, prepared talk, and discussions.

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[54]Ibid.
[55]Ibid

2. The Challenges Faced by the Teacher in Designing Speaking Activities Using the Experiential Learning Phases.

The result of the challenges faced by the teacher in designing speaking activities using the experiential learning phases through outdoor is gotten from the teacher through interview session.

Related to the challenges in implementing the experiential learning phases in speaking activities Miss. Via (pseudo) said that there were many difficulties in designing the class activities[56]. Those difficulties can be explained as follows:

a. The Limited Time

Teacher has limited time to arrange the certain activities using the experiential learning because there is no certain time allocation for each phase of the experiential phases in activities. Besides that, teacher also has limited opportunities for having reflection, evaluation, and giving feedback to the students.

Similar results were also obtained by Ozcan Palavan, Volcan Cicek, and Marve Atabay, since the experiential learning has relation with the outdoor learning[57]. The result shows that implementing the experiential learning requires a lot of time because there are several phases that should be fulfilled.

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[56]Interview, Monday, 13th May 2019 at (16:00 – 17:45)

[57]Ozcan Palavan, Volcan Cicek, and Marve Atabay, "Perspective of Elementary School Teachers on Outdoor Education", *Universal Journal of Educational Research,* DOI: 10.13189/ujer, 2016, 1885-1893

The result indicates that implementing the experiential learning in teaching-learning needs a lot of time to fulfill all the four phases. Therefore, teacher should determine the activities as good as possible to have a good output of teaching-learning.

b. **Limited Access**

Teacher needs to provide wide and good access for students because the background of the school is boarding school background. So, the students are not allowed to bring the phone. Therefore, teacher requires to provide the learning process based on the students' need.

This result similar with the research conducted by Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong that students feel lack of language and verbal resources to solve assigned tasks[58]. In that case, the teacher should create corporation atmosphere. So, students will not have to fear admit their mistakes and will accept the criticism.

It can be concluded that providing wide access to the resources is necessary for the experiential process, because not all schools allow students to access everything freely. So, it is teacher's obligation to fulfill students' needs.

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[58] Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong, " The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Bussiness Administration – TNU", *IOSR Journal of Research & Method in Education,* Vol. 7, Issue. 5, Ver. IV, September – October 2017, 83-87

c. **Constraints by Demands of Curriculum**

There is no certain curriculum to implement the experiential learning. Due to the changes and demands of curriculum in anytime and there is no certain curriculum that provide the implementation of the experiential learning. Therefore, the teacher has no the certain curriculum to guide the implementation of the experiential learning itself.

Similar result also conduted by Ozcan Palavan, Volcan Cicek, and Marve Atabay[59]. The result shows that curriculum keeps changing all the time. Books require many different activities. Our parents used to have books of many different publishers. When the units we teach and the parents think of, do not match, they complain about non-compliance and blame the teachers for not teaching certain topics included in the books of other publishers. Therefore, we prioritize curriculum and most of the time finish curriculum earlier than we are supposed to do so.

The result shows that curriculum can be a crucial thing. Therefore, the teacher must determine which curriculum will be implemented before planning the teaching scenario.

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[59] Ozcan Palavan, Volcan Cicek, and Marve Atabay, "Perspective of Elementary School Teachers on Outdoor Education", *Universal Journal of Educational Research,* DOI: 10.13189/ujer, 2016, 1885-1893

d. Guidelines that are Over Restricting

Due to the over restricting guidelines, the teacher modifies the guidelines by her own self based on the objectives she wanted to achieve. Similar results were also obtained by Ozcan Palavan, Volcan Cicek, and Marve Atabay[60]. It recommends that existing procedures and regulations may be reviewed with respect to the required permissions and security matters to facilitate outdoor education. Moreover, it will ease the teacher in using the procedures of the experiential learning.

It can be concluded that the teacher must be creative in modifying and setting the guidelines in their application of the experiential learning. So that, the teacher is not fixed by the guidelines that are over restricting.

e. In Adequate Group Work Skill

Teacher need to know the skill of each student. As stated by Sarah that teacher should provide appropriate guideline on the roles and expectations of group members and encourage them to monitor and reflect on the progress[61]. Whereas, the teacher said that there are two kinds of students such as diligent students and lazy students[62]. So, by giving the appropriate roles my help the students who are lazy in the class.

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[60]Ibid.
[61]Sarah Todd, "Experiential Education" *Educational Development Centre,* (https://carleton.ca/experientialeducation/?p=125, accessed on April 06, 2019).
[62]Interview, Monday, 13th May 2019 at (16:00 – 17:45).

f. Overwhelming Commitment Requirements for Teacher

The teacher is required to be commitment in teaching, monitoring, motivating the students, and also creating a comfortable atmosphere in the class. So, the students will not feel bored during teaching learning process. As stated by Jeremy Harmer that teacher is expected not only to teach itself but also to arrange teaching-learning activity as interesting as possible to engage the students[63]. It means that students will engage and interested in process of learning when the teacher provides with many interesting activities. As detailed in the research of Doung Thi Huong Lan et al that students felt effective when taking part in experiential activities of English – speaking skill directly involved in the activity and they were interested in[64].

According to Sarah Tood, there are nine challenges in designing and implementing the experiential learning in teaching such as: limited class time, limited access to resources, constraints by the demands of the curriculum, guidelines that are over restricting, inadequate group work skill, not clear allocation on the credit/mark for the experiential activity, not

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[63]Jeremy Harmer, *The Practice of English Language Teaching,* 4th Edition, (England: Pearson, 2007), 102

[64]Duong Thi Huong Lan, Phan Minh Huyen, and Le Thi Thu Huong, "The Effectiveness of the Experiential Learning Activities in Developing English Speaking Skill for Students at Thai Nguyen University of Economic and Business Administration - TNU", *IOSR Journal of Research & Method in Education,* Vol. 7, Issue. 5, Ver. IV, September – October 2017, 83-87

enough opportunities for reflection, overwhelming commitment requirement for the teacher, and ethics/privacy and anonymity issues[65].

However, the teacher faced eight challenges in designing and implementing the phase of the experiential learning because the teacher never asked students to have an interview with the certain institution which need a legal permission. So, the teacher did not need to provide it. Therefore, the challenge in ethnics/privacy and anonymity never been faced by the teacher.

The main challenge that faced by the teacher is the limited time. It is indicated when the teacher gets difficulty in determining the time for each activity of the experiential learning and the teacher also has limited time in providing reflection. Besides, the teacher also gets difficult in providing wide resources. It because of the rules that have been determined by the school.

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[65]Sarah Todd, "Experiential Education" *Educational Development Centre,* (https://carleton.ca/experientialeducation/?p=125, accessed on April 06, 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion of the research. It aims to conclude the whole result of the research and suggest for teacher and the next researchers.

A. Conclusion

Based on the research findings and discussion to answer the research questions that have been described above, the researcher concludes two points as follows:

1. The teacher implemented four phases of the experiential learning in the first meeting of observation such as, experiencing something, interpreting something, generalizing the experience, and applying the experience. However, the teacher implemented only one phase of the experiential learning in the second meeting of observation. It is the second phase, interpreting something.

2. The challenges faced by the teacher during implementing the experiential learning are the limited time and access, constraints by demands of curriculum, guidelines of the experiential learning that are over restricting, in adequate group work skill, and overwhelming commitment requirements for teacher. The main challenge in implementing the experiential learning through outdoor class is in managing the time.

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B. Suggestion

The topic about teaching speaking using the experiential learning through outdoor class becomes interesting strategy of English teaching for Indonesian students. After conducting the research in MA Al – Ishlah Lamongan, the researcher has some suggestions for the teacher and the next researchers who want to do deeper research about experiential learning through outdoor class.

1. For the teacher

Teaching English is not easy for a teacher because teacher is required to be creative in teaching. Therefore, the experiential learning is an interesting method to be implemented. However, implementing the experiential learning is time consuming. It means that the teacher should manage the time well and prepare all the activities well prepared. It suggests for the teacher to have a special program on teaching English by implementing the experiential learning with many activities which can be conducted once a month. It proposes to engage students' interest and enjoy in learning English.

2. For the next researcher

Related to the experiential learning, there are some important aspects that are very important to discuss in teaching English. After this research focusing on the analysis of the experiential learning phases through outdoor in teaching speaking, the researcher suggests for the next researcher can explore how the teacher applies the experiential

learning phases for another skills (writing, reading and listening), how the teacher manages the time during the experiential learning to minimize time consuming, or students' response toward the experiential learning. There are many interesting topics that can be developed in the next research.

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