

Chapter Two

Literature Review

This chapter discusses the theories related to the study matter. The researcher demonstrates three main points of the study. First, speaking comprehension that comprises of the definition of speaking, speaking activity, characteristics of a successful speaking activity, and problems in speaking activity. Second, the definition of experiential learning, characteristics of experiential learning, advantages of using experiential learning, and problems of using experiential learning. Third, the explanation of the Tourist Hunting Program and its implementation.

Speaking

Among four English language proficiency (listening, speaking, reading, and writing), speaking seems to be the most important and difficult one to be mastered by students of EFL in particular. As Nazara (2011) stated that for several reasons, speaking has always been considered as the most essential skill to be mastered. In addition, Hinkel (2005) said that the most complex and difficult skill to be mastered is speaking. Speaking is a complex skill in communication because it involves a speaker and a listener. Speaking can also be defined as an English communication skill with the purpose that is to convey well the messages to the interlocutor or to express someones` opinions, intentions, idea, feelings and point of views. It involves producing, receiving, and processing information. As Florez (1999) stated that speaking is an interactive process of constructing meaning that

involves producing, receiving, and processing information. Furthermore, in terms of English proficiency, the measurement of EFL students' successful language acquisition can be seen mostly from their speaking skill or their ability to interact with other speakers of the target language. As Brown (2000) stated that the success of the language acquisition can be seen from the demonstration of an ability to accomplish pragmatic purpose of the use of the language itself through an interactive discourse with other speakers of the language. In addition, Nunan (1999) also said that a single most important aspect of learning the second or foreign language is speaking and the success of learning the second or foreign language is measured in terms of the ability to carry out the language conversation.

Moreover, in this globalization era, speaking skill becomes a crucial skill that should be mastered by the students of both ESL and EFL in order to help them communicate well both in formal and informal situations. According to Osborn (2008), if these learners were to achieve success such as when attending job interview, or fulfilling other job-related task which needs the use of the second language, the ability to communicate orally in English especially becomes a crucial thing. Besides, it is not only for the academic purpose, but also for professional purpose.

Speaking activity. Speaking activity is usually defined as learners' activity held in or outside the normal curriculum of educational institution, they give more regular courses of classroom instruction and are sometimes organized and conducted by their instructor. Moreover, according to Nunan (2004) speaking

activity is the activity designed to engage learners in authentic, practical, and functional use of language for speaking skill development purpose. Speaking activity helps the students in developing their English proficiency and it gives many chances for students to practice their ability. It can be a must for the EFL students to practice their English ability as often as possible. As proverb says “the more you practice, the more you will be expert”.

Characteristics of a Successful Speaking Activity. To know whether a speaking activity is successful or not, it can be seen from some characteristics. As Ur (1996) categorized some characteristics of a successful speaking activity, those characteristics are:

First, learners talk a lot. Commonly, in learning process, the activity starts with teacher talks or pauses the learners talk less than the teacher. Instead, in order to have an effective speaking activity, the teacher should give the learners as much as possible the period of time to talk more in the activity. This will encourage learners of EFL to think more of how they participate well in the activity and helps them in enriching more language linguistic acquisition. Second, participation is even. When the classroom discussion or the activity is running, sometime the activity is dominated by a minority of talkative participants. In this case, the learners should be given a turn to get a chance to speak, and contribute in the activity. Third, motivation is high. A good speaking activity starts from learners' high motivation. An interesting topic will help learners to speak eagerly because they have a lot thought to say about it. Moreover, learners will try to contribute well to achieve objectives of learning. Fourth, language is of an

acceptable level. The last measurement of a successful speaking activity can be seen from how the learners express themselves in utterances, whether the learners easily comprehend each other's words, how their language accuracy in the activity process.

Problems With Speaking Activity. Many students of EFL commonly face the same problems with this speaking skill especially as the most difficult skill to master. Zhang (2009) argued that for majority of the English learners' speaking remains as the most difficult skill to master, and they are still incompetent in communicating orally in English. In line with that, according to Ur (1999), there are four common problems of English speaking activities that are faced by most learners of EFL consisting of inhibition, nothing to say, low or uneven participation, and mother tongue use (p. 121).

Inhibition. The term of inhibition refers to the condition where the learners feel discomfort when they try to say something in the foreign language. In speaking activities practice, commonly learners are inhibited to try saying something in a foreign language especially English. It is because speaking skill is unlike with the three other English skill such as listening reading and writing. It requires some degree of real time exposure to their interlocutor or audience. Therefore, many learners are often too worried about making mistakes, fearful of criticism or losing face, or simply learners are shy that their speech might attract crowd's attention.

Nothing to say. In spite of the fact that learners of EFL have been learning English since they were in elementary school until they are in the junior high school, mostly the learners still get mixed up or confused of the precise word or even unwilling to convey their ideas, thought, or feeling eventhough they probably are not inhibited. They cannot think of anything to say and seems no motivation to express themselves beyond the guilty feeling that they should be speaking. Morozova (2013) mentioned that unwillingness to communicate to other is the reason of poor speaking of Russian students.

Low or uneven participation. The term of this problem indicates that there are some active/dominate students in the classroom activity when it is in the teaching and learning process. When a talkative participant dominates to speak, as the activity regulation to achieve a task, this means that other learners will have only very little time to speak in order to improve their speaking ability. This problem is actually caused by the tendency of some learners who have got used to express themselves confidently, while others speak very little because they have less confidence and even they choose not to speak at all. As Chamot explained in his article that if the students undergo the poorest condition of speaking, lack of practice, they tend to be reluctant to speak in the classroom activities (as cited by Madsa, 2012, p.1).

Mother-tongue use. In the middle of the activity, many learners neglect the rule of expressing themselves using foreign language. Some learners probably feel unnatural to speak to one other using a foreign language. They tend to and prefer

to use their mother tongue, they perhaps think it will become more exposed and easier to convey their thought.

Experiential Learning

In 1980, David Kolb has created a learning theory called as experiential learning. Experiential learning refers to a style of learning that tends to be oriented to the activity which is encouraging the students to interact with the environment, including the situations and people involved. According to Majid (2016), experiential learning is a learning strategy that is centred to the students and oriented to the activity. This learning strategy tends to emphasize on the learning process that can be more important for the students. Learning to learn is more important than learning a particular chunk of subject matter (Nunan, 2004). In the classroom, experiential learning is seen as transformation of knowledge within the learner rather than from the teacher to the learner. While the teacher acts as a facilitator and students get to manage their own learning, and with this awareness the students are given some autonomy. This will help students reach the goal of language learning as well as to reach a communicative competence that achieves a desirable goal through engaging in intercultural communication, with the balance between external factors (learning environment) and internal factors (language learner and his beliefs, concepts, preferences, etc.) in the language learning (Kohonen, 2000).

The experiential learning can be used both inside the class and outside the class. It is learning by doing and may take place during a short period of time,

such as during a workshop, or during regularly scheduled sessions of an activity. It promotes personal exploration of feelings and behaviors in an educational format. During experiential learning, the students try out strategies and procedures of an action theory, gets results and feedback, and then organize present information and experiences into an action theory. As Kolb (1984) said that experience as the source of learning and development.

The purpose of this learning strategy is more than just orienting the students to master the lesson by memorizing delivered facts or materials of learning. Nevertheless, the orientation of the leaning is to give experience for a long period. As Malik (2016) stated that learning style of the experiential learning tends to be oriented to give experience for a long period. Furthermore, the expected result of learning is more meaningful for the students.

Advantages of using experiential learning. This learning strategy (experiential leaning) facilitates many meaningful and fun learning process for students. Nevertheless, the primary purpose of using this strategy is to give many advantages knowledge for student and consistently well guided. The advantages and disadvantages of using the experiential learning is described in detail in Learning Strategy (Malik, 2016), those are:

Motivate students` participation. Teaching a foreign language for the EFL learners especially English needs a strategy of teaching that can encourage students to take their chance to participate in the activity. If the students do not be given a turn to contribute in the activity, they will not get used to practice. As the

result that, the students get difficulties in learning English speaking skill. Moreover, it will give bad impact toward their motivation to participate in every English activity. As Alharbi (2015) stated that the students who are only being a listener and a receiver of knowledge without getting the chance to speak in the activity, for example responding answer-question session tend to face difficulties in learning English speaking skill.

In this case, the experiential learning trains the learners to show their role in the activity and to get the learners used to take a turn or a chance to speak with their interlocutor as their contributions in the activity. As Ur (1996) argued that a successful language learning can be seen from students' participation to take their turn to speak in the activity. Therefore, implementing the experiential learning will let the learnerstry to contribute and participate well to achieve the objective of the task with fun and real learning atmosphere both for teachers and students.

Develop students` confidence and competence in their speaking ability.

Experiential learning method supports a practical and useful speaking activity that trains EFL learners to get used and to encourage learners to speak eagerly in the real situation. Experiential learning activity trains the learners to face and overcome their shyness in conveying their thoughts or ideas and in performing their English speaking ability. They will get used to take a part to contribute in the conversation or activity to solve or accomplish the task naturally. Moreover, the learners will not see their task or activity as a formal or as a controlled role play that probably makes some students shy to speak out.

In addition, implementing experiential learning will enable the learners to get a different dimension of learning style that can strongly boost learners motivation in learning foreign language. As many people have known well that motivation has an important role as a fundamental thing in learning process especially to encourage the learners to be more confident and to enjoy in participating in their learning process. As the result, when the learner feels more confident and enjoy to participate their learning process, then it can guarantee the successful learning. In this line, Andreas argued that one of the key points of a successful students` learning is motivation (as cited in Juhana, 2012). In addition, Gardner (2001) also explained that different language activity provides learners with additional opportunities to boost all the three components of motivation: to learn the language, achieve their learning goals and enjoy the language learning experience. From this perspective, when the learner get those three components of motivation the learners will have better confidence and for sure when they confidently participate in the activity and their competence of English speaking proficiency will be more getting developed.

Increase students` retention about what is learned. English speaking knowledge that students have learned in the classroom can easily be expressed by students through the implementation of experiential learning activity. It is kind of a brush up of what students have learned in the formal setting in the classroom especially. The experiential learning activity as one of the effective tool to be applied deeply and naturally by students of EFL in practicing what they have learned about speaking competence or ability with their teacher in the classroom.

Problems of using experiential learning. Although the experiential learning has many advantages for students, in implementing this experiential learning also has some problems for the student. Some problems that are commonly faced by the students in implementing the experiential learning as described by Malik (2016) in detail in *Strategy Pembelajaran* such as:

Expensive cost. Probably running this kind of experiential learning activity is quite different from the learning process generally. It is because the educational institution where the students study there have to spend cost to accommodate or facilitate the students as a supporting learning. Even, sometimes students also have to spend their own cost in case.

Need long time. It cannot be denied that in the implementation of experiential learning activity, it needs much time process to run it. It is because basically the main purpose of this experiential learning activity tends to be oriented to give much experience for a long period. The activity which is ran outside the classroom generally encourages learners to interact with the environment including the situation and the people involved. Thus, this learning style is more emphasizing on the learning process, not on the result commonly. However, the expected result of learning is the students get more meaningful learning for a long period.

The students` safety. The safety is one of a big challenges in implementing this experiential learning activity for students. To implement the experiential learning, students have to be divided into some groups and spread away to the target field that it depends on what kind of activity which needs to be

done. Therefore, it is strongly needed a big monitor by a teacher as a fasilitator to guide them in order to run the activity well and safely.

Characteristics of Experiential Learning. Based on the Kolb Learning Style Inventory book written by Kolb (2005), in implementing this experiential learning, the teacher must pay attention to the six propositions that are shared by these scholars. Those characteristic are:

First, learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education for the learners, the main focus should be in engaging the learners in a process that best enhances their learning. The process itself should be included feedback on the effectiveness of their learning efforts. Through this experiential learning, the outcomes represent only historical record, not the knowledge itself of the future. This emphasis of the process of learning differs the experiential learning from idealist approaches of traditional education and from the behavioral theories of learning. Second, all learning is relearning. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic, so the students can be examined, tested, and integrated with new, more refined ideas.

The third characteristic is that learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflicts, differences, and disagreement influence the learning process. In the process of learning, one is called upon to move back and forth between opposing modes of reflection and action and feeling and thinking. Fourth, learning is a holistic process of adaptation to the world. It is not just the result of cognition but involves

the integrated functioning of the total person thinking, feeling, perceiving, and behaving. Fifth, learning results from synergetic transactions between the person and the environment. In Piaget's terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience.

The last characteristic of experiential learning is that learning is the process of creating knowledge. ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner. This stands in contrast to the "transmission" model on which much current educational practice is based, where pre-existing fixed ideas are transmitted to the learner. Those six characteristics of experiential learning seem to have similarity in terms of the way MMY conducts an English program for their students which is called as Tourist Hunting Program.

Tourist Hunting Program

MMY school as a forming of cadres school has strong emphasis on the English language proficiencies. The school conducts an English activity which is called The Tourist Hunting Program. THP was firstly started by an English teacher named Mr. Muhammad Ali Akbar. It has been implemented since 2011 until now, nevertheless it was officially declared by the school in 2013. The program includes English activities where the students are prepared and guided to go to some tourist places to find and interact with English native speakers there. As Bygate (1987) stated that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges

in which many factors interact. This activity included communication, interaction, learning and practice of English proficiency.

This program is formulated both for student of junior high school (MTs.) and student of senior high school (MA) of MMY. This program has some rules that should be paid big attention by the students. Those rules, such as the students must use English as the main term to communicate with the native speaker of English. Besides, they must keep their behavior and politeness while they are trying to communicate with the native speakers of English in the conversation. Moreover, they must avoid some questions that relates to the private things of their interlocutor such as about their religion, job, financial, and etc. In term of time allocation, they must manage their time that given only about 2 to 3 hours to take in turn in the conversation with some the native speakers of English.

In addition, the purpose of this program is to help students to get used to speak English with the result they have good improvement toward their confidence when the speak English. It is corresponding with the charateristic of experiential learning that learing is conceived as a process. Moreover, this program as an outside English learning, have a purpose to encourages student`s motivation toward their participation to learn English by challenge them to interact and adapt with people and enviorement. It is in line with characteristic of experiential learning that learning results from synergetic transaction between the person and the enviorement. Robertson (2005) considers that in knowledge society, the aim of education is not only to educate professional for a certain field, but it has to help students be aware of cultural values, form human mutual

relationship, collaborate, be open, adapt to the new situation, creatively express their ideas, accept responsibility and challenge. Therefore, the purpose of this program also to train and to challenge the students to adapt and to solve the problem in a real situation. It is in line with characteristic of experiential learning that learning is a holistic process of adaptation to the world and requires the resolution of conflict.

This THP is adjusted with the function to improve students' English speaking skill which implements the experiential learning approach. Where this experiential learning also as the learning activity which functions to encourage the students to interact with the environment, including the situations and people involved. The THP is as one of the example of public communication. In the implementation of THP, the students are given a challenge to take in turn to communicate face to face with their interlocutor or native speakers of English. As Grice and Skinner (1995) said that public communication occurs when someone speaks face to face to their interlocutor.

Conceptual framework

THP is an English activity where the student are challenged to try to directly interact with English native speakers in a tourism place. THP is developed by an English teacher of MMY to confidently improve students' English speaking proficiency. Based on the researcher's analysis, this THP which is implemented by the students of junior high school of Muallimin is designed based on the principles of experiential learning approach.

There are some advantages in implementing THP as experiential learning for students of EFL especially. According to Malik (2016), experiential learning activity contributes many advantages for students. The research here explains some of them such as: first, motivate students` participation. Experiential learning activity gives difference dimension of English learning that can encourage students to directly speak in turn with an English native speaker actively. As Alharbi (2015) stated that the students who are only being listener and receiver of knowledge without getting the chance to speak in the activity, for example responding answer-question session tend to face difficulties in learning English speaking skill.

The second advantage of experiential learning is that experiential learning activity will develop students` confidence and competence toward their English speaking activity. Experiential learning activity trains the learners to face and overcome their shyness in conveying their thoughts or ideas and in performing their English speaking ability. They will get used to take a part to contribute in the conversation or activity to solve or accomplish the task naturally. The last is advantages that researcher analyzes that it increases students` retention about what is learned.

Beside, there are also some problems for the students in implemeting this experiential learning. Those problems for examples: first, inhibition. Most of students are too worried about making mistakes, fearful of criticism or losing face, or simply learners shythat their speech might attracts crowd`s attention. It is because learners are commonly inhibited of trying to say something in a foreign

language especially English. The second problem is learners have nothing to say. Many students cannot think of anything to say and seems no motivation to express themselves when they want to try to speak in public. The third, low or uneven participation. When talkative participant dominates to speak as the activity regulation to achieve a task, this means other learners will have only very little time to talk in order to improve their speaking ability. Fourth, mother-tongue use. Many of students tend, even prefer to use their mother tongue when they speak in foreign language. It is because they probably feel unnatural to speak to another using a foreign language. Therefore, they neglect the rule of expressing themselves using foreign language.

Moreover, besides some problems in the learners' linguistic side, there are also some problems in terms of the implementation of the program such as: first, expensive cost. Implementing this experiential learning as if forces the education institution that the students study there to spend more costs to accommodate or facilitate the students as a supporting learning necessity. Even, sometimes students also have to spend their own cost in case. Then, the second problems are in terms of their linguistic and the time allocation. It cannot be denied that the implementation of experiential learning activity needs much time process to run it. It is because basically the main purpose of this experiential learning activity tends to be oriented to give much experiences for a long period. As according to Majid (2016), it needs much allocated time for students to run the experiential learning in the field. The last, in terms of students' safety, the experiential learning seems like a challenge to do. To implement the experiential

learning, a teacher as a facilitator has to have a big attention in guiding their students in order to run the activity well and safely.

Figure 1.1 Conceptual Framework

