EXPERIENTIAL LEARNING MODEL IN ENHANCING PROSPECTIVE ENGLISH TEACHERS` TEACHING COMPETENCE

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Abstract: This study aimed to describe the effectiveness of Experiential Learning (EL) model in improving prospective EFL teachers' (PETs) teaching competence. The method of this study was Classroom Action Research (CAR) consisting of planning, observing, acting, and reflecting phases. There were two cycles needed in implementing EL to the twenty one EFL learners as the participants. The results revealed that each subcompetence in cycle I and cycle II was achieved in the following score: planning & preparation for learning (Mean in cycle I=2,8; Mean in cycle II=3,38), classroom management (Mean in cycle I=2,5; Mean in cycle II=2,95), delivery of instruction (Mean in cycle I=2,6; Mean in cycle II=2,90), and monitoring, assessment, and follow-up (Mean in cycle I=2,4; Mean in cycle II=2,95). It can be concluded that EL is effective in improving PETs' teaching competence.

Keywords – Experiential Learning, prospective EFL teachers, teaching competence

INTRODUCTION

English as a foreign language is considered to be a compulsory course in a college. English department students are to communicate well both in the classroom and outside the classroom as they begin learning English courses. So, what they need to do is introducing their potentials to the class. The ability to communicate in English, for English department students, can be realized through teaching practice. The ability to communicate are shown at the same time, so each EFL learner needs to be skilled in English skills such as listening, speaking, reading, and writing (Blake, 2016). The four skills in English can be divided into "oral and written" and "receiving or producing the message" (SIL International, 2009).

These skills have to be balanced for EFL learners because it enables them use English more properly.

EFL learners have to be ready when they are asked to teach other learners after they graduate. These learners are also called Prospective English Teachers (PETs) whose task is to teach English in the future. Fortunately, teaching skill has to be trained more intensively when they become the students because if not, their teaching skill consisting of English skills, readiness, and mastery on topics cannot be easily achieved. Therefore, it is a great idea that the prospective English teachers` English skills are developed before they finish their undergraduate program. The goal for this is to ensure that the PETs have better English skills when they begin their EFL teaching in a school.

One way to develop the skill is by undertaking teaching practice (TP). TP is an activity which enables PETs to perform their skills and abilities in planning, performing, and acting a lesson. What makes TP become more influential for PETs is that PETs face several opportunities to perform their language teaching theories that they learn before and teaching abilities they have (Kasanda, 1995). Practicing teaching English in the classroom can be connected to teaching in a real classroom (Marais & Meier, 2004). PETs have to adapt themselves in a real classroom atmosphere such as in a classroom teaching practice. It is because PETs need to learn how to plan, administer, perform, and give feedback toward English teaching (Perry, 2004). Language teaching practice allows teachers to develop their theoretical and practical understanding toward knowledge (Borg, 2006). Theories maynot be similar to the field of teaching and learning. To solve this, PETs need some real teaching practices which direct them to analyze the theories of teaching and learning and implement the theories into an expected teaching process.

The process of teaching English in the classroom is said to be different from teaching other courses. The reason is because English as the main lesson is the main language used in an EFL classroom (Brosh, 1996). Bell (2005) states that an effective language teaching must be "clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language." This reveals that EFL teaching and learning process is supposed to achieve all parts of English skills. It is not only conducted to learn structural forms, but also functional subskills. In line with that, Wichadee and Orawiwatnakul (2012) state that an EFL teaching practice is effective when an EFL teacher focus on some skills such as communicative skills. The importance of communicative skills for both teachers and learners aren't questionable as such skills have better impacts on the teachers' proper

performance in every EFL classes and the improvement on their teaching theories and skills.

To be an effective English language teacher, PETs need to be competent in teaching English. PETs are competent in teaching English when they are able to deliver theories and practices properly (Bhat, Chaudary, & Dash, 2007). The theories are textual knowledge written in a book or a journal, and the practices are the application of the theories. Drakulić (2013) states that a competent language teacher treats each learner properly and based on teaching goals. Each EFL learner is entitled to get knowledge as has been prepared by the EFL teacher. To do this, the EFL teachers have to promote the lesson plan by implementing every subpart of the plan during the teaching process. However, not all plans can be achieved as expected. The EFL teachers are always faced by teaching and learning problems which emerge during the lesson.

Several problems of teaching practice appeared during observation undertaken by the author towards students` teaching practice test. The students seemed to lack knowledge on good teaching practice, because they tended to focus on a topic to present rather than such rules. They felt worried about standing in front of the classroom to act as an English instructor. Readiness for teaching did not emerge inside their mind because they believed that teaching ability would appear after finishing final project. Difficulties in using English in front of the classroom were also considered to be more burdening for teaching practice.

To overcome such problems, an appropriate model of learning needs to be implemented. The students have to experience a real teaching practice which lead them to a qualified teaching competence. The model which provides the students real practices is experiential learning. Experiential learning (EL) is a learning model that relies upon students` experiences in the classroom. Kolb and Kolb (2005) state that experiential learning enables learners to have some opportunities and to practice their own experiences. Glisczinki (2005) defines experiential learning as a continuous cycle through experience (or a disorienting dilemma), critical reflection, dialogue, and renewed action.

In the same line, Kolb and Kolb (2005) state that "learning is best facilitated by a process that draws out the students` beliefs and ideas about ideas so that they can be examined, tested and integrated with new, more refined ideas." Prastyo (2017) states that learning should have spesific and clear purpose in order to give skill and learning for the students as learners. Smith (2001) states that EL is the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. The concept of EL is based on learning which is performed

through experience. Learners are faced with real steps that should be followed. The learners` ability is examined by giving a chance for them to practice a skill. It is believed that EL recalls learners previous knowledge or schemata which is helpful for their experience.

Learning through experience has been implemented in various levels of education. More interestingly, such model has become a theory of educational development. EL theory has steadily gained acceptance and popularity in education and serves as an invaluable resource for teaching and learning (Kolb & Kolb, 2006). The development of EL is due to its potential in providing opportunities to learners to manage their ideas through experience. The ability to understand that meta-cognition often takes the form as an internal dialogue with one's self can be helpful in EL instruction because it affirms the need for the learner to monitor his or her own learning throughout the EL process (National Research Council, 2000). This model helps learners to use their metacognitive abilities which are beneficial for producing ideas during learning.

EL model is simplified into learning cycle (Kolb and Kolb, 2005) consisting of four stages, namely:

1) The learner has a 'concrete experience'.
2) The learner makes observations and reflections based upon the experience.
3) The observation and reflections are assimilated into a new conceptual understanding and interpretation of the meaning of the experience.
4) This conceptual understanding is translated into 'actionable knowledge' that is applied and then used to guide new experiences.

The model begins from a concrete experience. What it means by that is learners are asked to perform their task in front of the classroom in which they act as an instructor. The learners perform stages of teaching based on the topic they choose. The other learners act as students of any kind of level. After presenting their topic through teaching practice, they observe what they have done. They also evaluate their performance by examining the presentation and the students` opinions towards the performance.

Having observing and reflecting the experience, they combine their experience with theories of teaching. These theories are supposed to build new knowledge and expected to enhance further knowledge or performance. Finally, the knowledge should be completed by presenting another topic in front of the classroom. In addition, the following figure has more on the Kolb learning cycle.
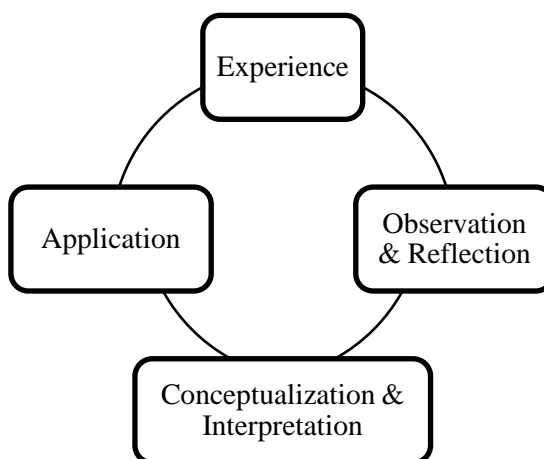
Figure 1. Kolb Learning Cycle

Based on the concept of utilizing EL in enhancing students` teaching competencies above, two research questions were enlisted, as follows:

1) To what extent can Experiential Learning (EL) improve prospective English teachers' teaching competence in the first cycle?
2) To what extent can Experiential Learning (EL) improve prospective English teachers' teaching competence in the second cycle?

Therefore, the author summed up the purpose of this paper. This paper aimed at describing the effectiveness of EL in improving prospective English teachers` teaching competence. It was seen from the improvement of prospective English teachers' teaching competence in the first and second cycles.

METHOD

Design of research

Classroom Action Research (CAR) was employed in undertaking this study. CAR begins with the question "How do I improve my work?" (McNiff, 2002) which implies that CAR relies heavily upon a teacher`s effort to improve what is considered to be lower in both quality and quantity in a classroom. This is in line with Mertler (2012b) who states that CAR is "a process that allows teachers to study their own classrooms in order to better understand them and to be able to improve their quality or effectiveness." CAR focuses on "creating momentum towards more insight into the problem, and greater learning and growth relative to the common issue being investigated" (Clauset, Lick, Murphy, 2008). Therefore, it is the teacher`s task to find out any problem in the classroom. The problem

include learners' lack of knowledge, learners' low score and understanding, and learners' lack of motivation or discipline.

To get a solution, the researcher utilized EL model which is considered to be more appropriate in enhancing prospective EFL teachers. Ferrance (2000) states "the application of a teaching model would result in a positive change to to the fact that teachers are involved in both the study and the application of the findings." This teaching model is needed because it enables the researcher to estimate the process of teaching and learning during the study.

CAR consists of four steps called ongoing, cyclical process of action research namely planning, acting, developing, and reflecting (Mertler, 2012b). This procedure *(see figure 2)* is a standard that should be followed by the researcher in accomplishing this study.
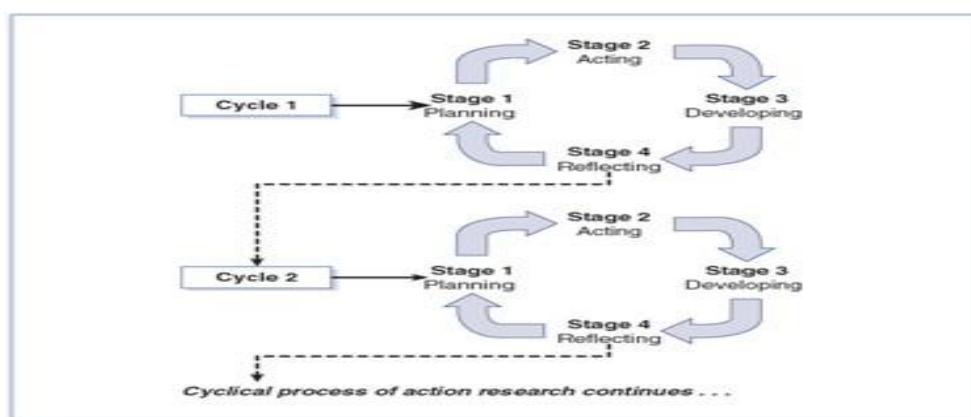

Figure 2. The cyclical process of CAR (Mertler, 2012b)

Participants

The participants of this study were 21 (twenty one) undergraduate students of English department at State Islamic Institute of Kerinci, Indonesia. The prospective EFL teachers were taking the course "Teaching English as a Foreign Language (TEFL)" in which the study was being conducted. In this case, the participants were asked to act as an English teacher who employed teaching steps during the practice.

Instruments

In this study, the data were collected by using several instruments. First, the researcher employed teaching evaluation to see the participants` abilities in teaching. The teaching evaluation (Marshall, 2011) consists of four indicators namely

  a. Planning and preparation for learning,
  b. Classroom management,

    c. Delivery of instruction,

    d. Monitoring, assessment, and follow-up.

Each indicator consists of rubric called teaching evaluation rubric designed by Marshall (2011) which was undertaken to measure the participants` teaching abilities. The rubrics use a four-level rating scale with the following labels: 4=Highly Effective, 3=Effective, 2=Improvement Necessary, 1=Does Not Meet Standards.

The participants were expected to prepare for each indicator that they followed during the teaching practice in front of the classroom. They were allowed to decide an English skill (listening, reading, writing, and speaking, grammar mastery, pronunciation mastery, and vocabulary mastery) to be the main topic of their teaching practice.

Second, the researcher used observation sheet to ensure that every participant followed the teaching steps informed to them before. The sheet consisted of complete teaching steps and was filled in during the study. Third, to get more detailed data the researcher employed a semi-structured interview towards randomly selected participants who informed the researcher their views, opinions, or ideas towards the model being employed. The reason to employ semi-structured interview was because it allows the interviewer to prepare for questions ahead and to dig detailed information based on the answers of those being interviewed (Laforest, 2009). In addition, the interview informed the factors influencing the improvement of participants` teaching abilities.

Data analysis

The data were analyzed both quantitatively and qualitatively. Quantitative data were analyzed by calculating Mean scores of the data. As to qualitative data, several steps were employed. Data managing, as the first step, enables the researcher to categorize collected data into specific group or category. The data categorized were gathered out of observation, fieldnotes, and interview. Having finished that, reading and memoing are the next step to follow. In this case, the researcher read all categorized data and took some related notes to interpret. Then, the true data were described based on what the researcher has categorized and read. Description is an important part as it describes raw data that normally do not have any detailed explanation. The last step was that the researcher interpreted the data by referring to the description and related theories Gay & Airasian (2000).

FINDINGS AND DISCUSSIONS

Findings

Improvement of prospective EFL teachers` teaching competencies in cycle I

Planning

Planning consists of preparation of time allotment, teaching materials and/or media, syllabus, and lesson plan. There were five meetings allocated for implementing the EL model. The meetings consisted of four meetings for implementing the model and one meeting for evaluating the effectiveness of the method or post-test. This cycle was carried out of around April 2016 when the new semester 2015/2016 began. The reason for conducting the study in that month was to enable the researcher to manage the TEFL course since he taught the course in that classroom. He has good opportunities to implement the teaching model to the course.

To implement the EL model, the researcher prepared for several steps. The first step was to prepare for detailed explanation of the model before the participants went into practice. This was planned to be done for one meeting only. The second step was to enlist selected materials for the teaching practice such as listening skill, reading skill, speaking skill, writing skill, grammar mastery, pronunciation mastery, and vocabulary mastery. The participants were allowed to select one out of those as their teaching material. The third was to prepare for probable media for teaching practice such as boardmarkers, in-focus, laptops, and pictures. The participants prepared for needed media themselves before they began teaching. The preparation was a need during first up to fifth meeting. To sum up, the following table has more.

Table 1. Materials description of cycle I

No	Meeting	Material	Description	Evaluation
1.	First meeting	Explanation on experiential learning model	Before the participants went into teaching practice, the lecturer explained Kolb`s experiential learning cycle and procedures of teaching that should be followed during the practice.	-
2.	Second meeting	Listening skill, Pronunciation	Three participants choosing listening skill and three others choosing pronunciation prepared for their teaching materials including lesson plan and teaching media.	▪ Planning and preparation for learning, ▪ Classroom management,
3.	Third meeting	Reading skill, Speaking skill	Three participants choosing reading skill and three others choosing speaking skill prepared	▪ Delivery of instruction,

			for their teaching materials including lesson plan and teaching media.	▪ Monitoring, assessment, and follow-up
4.	Fourth meeting	Grammar, Vocabulary	Three participants choosing grammar and three others choosing vocabulary prepared for their teaching materials including lesson plan and teaching media.	
5.	Fifth meeting	Writing skill	The last three participants choosing writing skill prepared for their teaching materials including lesson plan and teaching media.	

Listening skill and pronunciation come together because both materials might employ audio media such as a laptop or a recorder. Writing skill stood alone in the fifth meeting since it took much time to teach the skill. In addition, each participant was evaluated by employing a teaching competencies rubric including planning and preparation for learning, classroom management, delivery of instruction, and monitoring, assessment, and follow-up. The evaluation was undertaken during the teaching practice directly.

Action

The first meeting of the study began with explanation on experiential learning model consisting of four phases namely concrete experience, reflexive observation, abstract conceptualizing, and active experimenting. The participants` responses towards this explanation was better that they asked some questions such as about relationship between phases of experiential learning model and teaching steps and the importance of experiential learning model in teachin g English. However, the researcher needed to repeat the explanation since not all participant caught the ideas easily. In addition, the participants were asked to prepare for lesson plan, materials, and media of teaching.

The second meeting became the first day of real action and practice. The topics determined for this meeting were listening skill and pronunciation. Both topics were performed in the same meeting since they employed audio materials and media. Three participants chose listening skill; and three other chose pronunciation as the topic. When a participant acted as a teacher, the others became students. As for the teaching of listening skill, concrete experience was started by asking the students what they have done in their weekend. The teacher and students discussed habits in the weekend and made it as a small talk. The teaching began by asking the students to listen to a short conversation out of a video player. Then, the students discussed what they got from the audio and the teacher gave feedback. Another participant who taught pronunciation did the same steps as well.

After the concrete experience as a teacher was finished, the participants observed what they have done by reflecting every part of the teaching steps. In this case, they returned to the first step of their teaching practice by finding out whether they have prepared for the teaching well, begun the instruction based on the teaching steps, and ended the teaching process by discussing exercises and feedback. Some of the participants teaching listening and pronunciation met difficulties in teaching listening since the audio was taken from native speakers` resources. The pronunciation was also a problem when resources used were authentic. So, evaluation step became more difficult to do.

Further phase of the model is abstract conceptualising. The participants were expected to enlist all problems they faced during the teaching practice. The list of problems were analysed by using some related references such as journals and books. The purpose for conceptualising the findings was to give a solution for the difficulties faced during the concrete experience. The final phase of the model is active experimenting. This phase entailed abstract conceptualising which combine the problem and related references. The researcher asked the participants to determine the solutions and use them as new references or theories of teaching. They were hoped to use the new theories for further teaching practice.

The third, fourth, and fifth meetings of cycle I followed the phases of experiential learning model as they were applied in the second meeting. Each participant whose topic was selected did the teaching practice as concrete experience as a teacher. They, then, reflected their experience by enlisting all problems they faced and good teaching strategies they employed. The reflexive observation was conceptualised into related references which can be in form of journal or books. The last phase was experimenting the conceptualised abstract into a new theory and reference which can be used for further practice.

Observation

As the study continued, observation as a phase in cycle I was conducted in order to find out what has been achieved in the first cycle, what problems were faced during the study, and what have made it successful. More related findings were included in this observation phase. The following table has more.

Table 2. Results of observation in cycle I

No	Category	Results of observation
1.	Learners	a) The learners have good intention towards teaching practice; b) The learners find it hard to prepare for lesson plan, materials, and teaching media; c) Some learners do not teach based on their lesson plan;

		d) Some learners couldn`t get any topic that supports their interest; e) Some learners couldn`t undertake any appropriate evaluation and feedback; f) Most of the learners do not follow the steps of experiential learning model; and g) Some learners pretending as students do not respond well to a pretending teacher.
2.	Lecturer	a) The lecturer manages to explain experiential learning model clearly; b) The lecturer controls learners` performance during the teaching practice; c) The lecturer helps learners enlist their teaching problems and find possible solutions; and d) The lecturer allows learners as teachers choose their own topic of interest.
3.	Classroom atmosphere	a) The class becomes a bit noisy when a learner practices teaching; b) The class does not support appropriate teaching media; and c) The class is more challenging and interesting.

Reflection

To find out some possible solution for the problems observed in cycle I, reflection phases was undertaken. This phase was intended to enlist both the strengths and the weaknesses of experiential learning model.

Table 3. Reflection in cycle I

No	Category	Reflection
1.	Strengths	a) Experiential learning model motivates learners to practice teaching; b) Experiential learning model enables learners to reflect on previous experience; c) Experiential learning model triggers up learners` ideas related to teaching competencies; and d) Experiential learning model develops learners` awareness on the importance of teaching competencies.
2.	Weaknesses	a) Some learners could not understand the procedures of experiential learning model; b) Some learners do not come up with ideas during and after teaching practice; and c) Some learners do not pay attention to the others who act as teachers.

To evaluate the teaching practice, the researcher employed teacher evaluation rubsrics (Marshall, 2011) to all participants. The rubrics were used to evaluate planning

and preparation for learning, classroom management, delivery of instruction, monitoring, assessment and follow-up. Each rubric consists of categories and scores which enabled the researcher to measure how far the participants achieved the experiential learning model through teaching steps. The categories of each rubric are highly effective 4 point, effective or 3 point, improvement necessary or 2 point, and does not meet standards or 1 point. This means that the results of participants` teaching competencies were described both quantitatively and qualitatively.

Table 4. Scores of teaching competencies in cycle I

Competence	Mean	Std. Deviation
Planning & preparation for learning	2,8	0,35
Classroom management	2,5	0,67
Delivery of instruction	2,6	0,66
Monitoring, assessment, and follow-up	2,4	0,5

It can be clearly seen from the table 4 that the level of teaching competencies among the participants is low. There was no competence that goes higher than 3 point in term of mean scores. The mean of planning & preparation for learning was 2,8 and SD was 0,35; the mean of classroom management was 2,5 and SD was 0,67; the mean of delivery of instruction was 2,6 and SD was 0,66; and the mean of monitoring, assessment, and follow-up was 2,4 and SD was 0,5. Based on the rating of the rubrics, it can be concluded that the teaching competencies among the prospective EFL teachers are improvement necesssary which means that it needs further training and practice to improve the competencies. In other words, further cycle or cycle II is needed. To see the detail, the following chart has more.

Figure 3. Prospective teachers` teaching competencies in cycle I
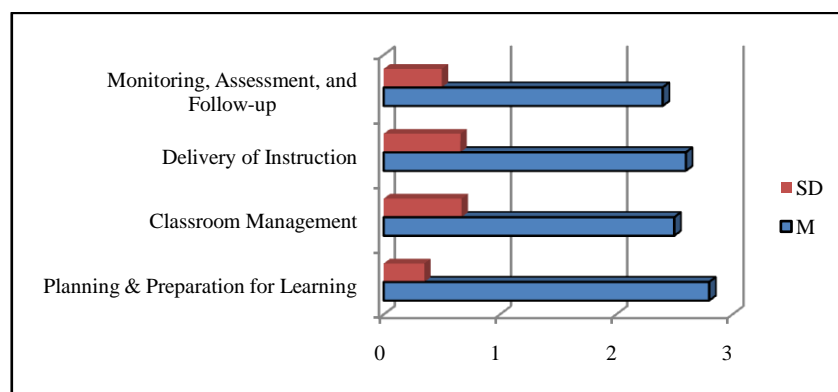
Improvement of prospective EFL teachers` teaching competencies in cycle II

Planning

Having finished undertaking cycle I, the researcher prepared for several plans which reflected the problems faced in cycle I. The planning phase in cycle II consisted of time allotment and materials. There were four meetings needed to accomplish cycle II and each meeting was utilized to perform teaching practice by determining topics of teaching practice. This cycle was conducted at the end of April 2016 as the it began at the beginning of that month.

The materials of cycle II consisted of skills like those in cycle I. The difference was that the first meeting of cycle II presented reading skill and vocabulary. The second meeting was conducted to present grammar and writing skill. Further meeting, the third day, was about pronunciation. The last meeting was undertaken to present listening and speaking skills. All topics of teaching practice were randomly selected in order to refresh each performance of the participants. The researcher also took some minutes to explain the procedures of teaching practice through EL model. The purpose was to ensure that every participant understood how to practice teaching. The participants were also asked to prepare for their lesson plans, materials, and media of teaching.

A different idea appeared in cycle II which entailed ideas in the previous cycle. Each participant was expected to apply the theories they constructed through active experiment phase in the previous cycle. The theory is paramount because it reflects concrete experience and improves various problems faced during teaching practice. Applying the theory helped the participants avoid similar mistakes and get away of probable problems which entailed.

Action

In the first meeting, six prospective EFL teachers commenced their teaching practice by explaining lesson plan to the fellow students so that the students became aware of the teaching steps. Brainstorming was used to recall their students` schemata or previous experiences and to blow up their mind about reading skill or vocabulary. As for reading skill, the prospective teachers handed on a selected text as teaching media. Interactive and communicative discussion towards the lesson relied upon better classroom management and instruction. The teaching ended up by some exercises and feedback. As for vocabulary, the prospective teachers used some pictures that resembled real life or authentic materials. Their students discussed lists of words in the picture by using their own ideas.

Grammar and writing skill were presented in the second meeting and were combined since grammar is more important in producing better writing. The practice of teaching grammar and writing skill in cycle II was different that the prospective teachers utilized pictures, charts, and graphs to help their students follow sequence of story in writing. Grammar was taught through contexts or contextual grammar which highlights more on how it is used in real life situation.

The third and fourth meetings also show some improvement in preparation, delivery, evaluation, and feedback. Pronunciation was taught by using simple, clear recording and handout which were much helpful for their students. The prospective teachers offered several authentic videos which reflected both British and American pronunciation. Listening and speaking skills, presented in the fourth meeting, were more communicative compared with the previous cycle. Their students were indulged in every activity of the teaching.

Having finished the teaching practice as concrete experience, each prospective teacher who were also the participants of the study reflected on what they have performed and how they did it. It was followed by abstract conceptualising which enabled the prospective teachers to combine the findings of their teaching experience with references from journals or books. They, then, constructed new theories of teaching competencies based on the abstract concepts they combined earlier. This last phase is called active experimenting through which the prospective teachers produced new theories of teaching competencies.

Observation

Based on the observation phase in cycle II, it showed that much improvement on teaching practice by the prospective EFL teachers was made. As to the prospective English teachers, the improvement was seen when they became more enthusiastic to follow every procedure of experiential learning model. Most of them prepared for lesson plans, materials, and teaching media as expected. They were able to use a variety of teaching techniques during the teaching practice. Evaluation step of teaching seemed more successful than it was before. However, the problem appeared during cycle II was that the participants who acted as students did not give good response to the participants acting as teachers.

As to the classroom atmosphere, the noise faded out that the participants attended every teaching practice. The participants were more disciplined than they were during the previous cycle. The lecturer kept controlling the classroom atmosphere and managing

procedures of teaching practice. The participants and the lecturer interacted more communicatively during this cycle. Unfortunately, some participants did not accomplish the teaching practice as expected. They presumably did not understand all procedures of the experiential learning model though it was clearly explained in the beginning of each meeting of each cycle.

Reflection

The reflection in cycle II reflected several problems found during observation phase. To overcome the problem, there were several efforts that the research undertook. The noisy atmosphere was improved by asking the participant acting as students to prepare for questions, opinion, or suggestions towards the teaching practice. They were to interact with the teachers communicatively. They were informed that each participant got a turn to practice teaching, so each of them needed to respect one another. The importance of teaching competencies for prospective English teachers was paramount because the competencies help the prospective teachers undertake their teaching and achieve teaching objectives.

During the teaching practice for four meetings in cycle II, the participants were evaluated by using Teaching Competencies rubrics consisting of planning and preparation for learning, classroom management, delivery of instruction, monitoring, assessment, and follow-up. The results show that there is improvement of prospective English teachers` teaching competencies through experiential learning model. The improvement can be seen from both qualitative and quantitative analysis. Qualitatively, the improvement is concerned with higher motivation, discipline, attention towards teaching procedures, appropriate teaching teachniques, evaluation, and feedback, and communicative interaction. Quantitative result shows that the mean for planning and preparation for learning is 3,38 (SD=49); the mean of classroom management is 2,95 (SD=0,66); the delivery of instruction is 2,90 (0,62); and, the mean of monitoring, assessment, and follow-up is 2,95 (SD=0,74).

Table 5. Scores of teaching competencies in cycle II

Competence	Mean	Std. Deviation
Planning & preparation for learning	3,38	0,49
Classroom management	2,95	0,66
Delivery of instruction	2,90	0,62
Monitoring, assessment, and follow-up	2,95	0,74

The result can also be clearly seen from the following chart. The chart indicates that the score of planning and preparation for learning is the highest of all competencies. Fortunately, the scores of all teaching competencies are higher compared to those in the previous cycle. The following chart has more.

Figure 4. Prospective teachers` teaching competencies in cycle II
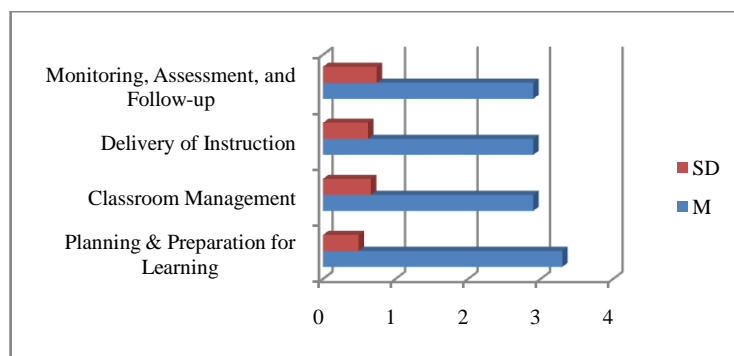
Discussions

This present study revealed that teaching experiences were much helpful in learning both concepts and practices of EFL teaching process. The importance of experiential learning (EL) in improving prospective EFL teachers' (PETs) teaching competence can be clearly seen from the teaching practices undertaken by the PETs in EFL classroom. The process of teaching English through EL was successfully undertaken in cycle I and II. It shows that EL was needed by PETs to adjust themselves with EFL classroom atmosphere. An ordinary teaching experience is paramount because it helps PETs adjust themselves with real classroom atmospheres and construct their own teaching concept (Tomlinson & Kilner, 1992). The concept of EL does not only promote learning as a theoretical knowledge, but also as a practical activities which require PETs to interact with both theories and practices. Hansen (2000) states that EL helps extend future teaching abilities. It is because learning by doing or acting can increase learners' skills in teaching. In line with that, experience and learning are two inseparated parts that result in competent teaching practice. Experience in learning is built up by planning what should be done or by letting whatever happens around experience (Dange, 2014). Teaching experiences teach PETs how to manage the learners, how to face some problems during the lesson, and how to be engaged in communicative interaction between the teachers and the learners.

Teaching practice is the real example of learning through experience. Teaching experience leads prospective EFL teachers to plan the lesson, administer the materials, deliver the lesson, evaluate the results, and give feedback (Marlow & McLain, 2011). Kolb

and Kolb (2005) states that a better way of learning is through an experience which enables learners to do an action, observe the classroom, utilize the materials, and focus on what has been done in teaching. Marshall's (2011) teaching elements reveal that practising EFL teachers need to learn how to conduct teaching process. Teaching experiences should not be focused on the output of the experiences, but the goal is on the process of the teaching (UC Davis, 2011). Therefore, it is clearly stated that EL helps developing EFL teaching competence.

CONCLUSIONS AND SUGGESTION

To conclude, prospective EFL teachers can improve their teaching abilities and skills by experiencing real teaching practice in the EFL classroom. Experiential learning (EL) is a teaching model that promotes practical experiences to EFL learners and allows the learners to act as an EFL teacher. EL helps PETs to improve their teaching competence. It is pointed out that EL has a four-stage cycle as the teaching procedure and that EL allows EFL learners to experience a teaching process by experiencing, observing, reflecting, conceptualizing, interpreting, and implementing. To begin, the EFL learners as PETs perform some teaching steps including pre-teaching (i.e motivating, brainstorming), whilst-teaching (i.e reading a text, listening to an audio file etc.), and post-teaching (reviewing, giving feedback). Having conducted the teaching steps, the PETs observe what they have implemented, the problems they faced and reflect how they implement each teaching step. The next step is to construct their own experience into a concept or an idea. In doing this, the PETs should refer to some related literature which allow them to strengthen their ideas and enable them to expand the concepts. This can also be followed by interpreting the concepts constructed by analyzing each noticeable idea generated from the teaching experience. The last step is to set some preparation for further experience. The concepts constructed need to be models and they should be integrated with the lesson plan.

The experience of implementing EL has potential connectedness with PETs' teaching competence which consists of planning and preparation for learning, classroom management, delivery of instruction, and monitoring, assessement, and follow-up. First, EL enable the PETs to learn how to set a good plan and appropriate preparation before teaching is conducted. The preparation is conceptualized into a lesson plan. The more the PETs experience how to plan a teaching process, the better the teaching will be. Second, classroom management can be experienced when the PETs begins entering the classroom. EL helps the PETs to control over the learners, ask them to join the lesson, and ensure that the objectives are achieved. It isn't an easy task for every PET to manage the classroom

appropriately. The classroom atmosphere is sometimes different from what the PETs have planned and prepared. The PETs' creativity to find another way of controlling over the learners will much useful for their teaching success. Fortunately, the PETs will find it beneficial to learn how they can manage the classroom by implementing EL as their learning model. Third, EL allows the PETs to experience how to start a lesson, how to interact with the learners, how to evaluate the lesson, and what they should do to complete the objectives of the lesson. All of these subcompetence have to be challenged by the PETs whenever they begin teaching English. Fourth, EL is an effective model to learn how to monitor learning achievement, how to assess the learners' learning goals, and how to give them some follow-up for future implications. The success of teaching depends on how far the PETs can keep monitoring their learners ranging from the first meeting until to the last meeting. Assessment needs to be conducted in order to ensure that the learners get fair scores for their work or tasks. A follow-up helps both PETs and the EFL learners to prepare and plan for their future teaching more appropriately.

In this study, the results showed that the improvement in EFL teaching competence was influenced by the implementation of EL. Two cycles were undertaken in implementing EL in improving PETs' teaching competence. Much improvement was made in term of English skills (listening, speaking, reading, and writing). Based on the teaching competence of the PETs, it was found that each subcompetence in cycle I and cycle II was achieved in the following score: planning & preparation for learning (Mean in cycle I=2,8; Mean in cycle II=3,38), classroom management (Mean in cycle I=2,5; Mean in cycle II=2,95), delivery of instruction (Mean in cycle I=2,6; Mean in cycle II=2,90), and monitoring, assessment, and follow-up (Mean in cycle I=2,4; Mean in cycle II=2,95). Based on the results of the study, it can be stated that EL can better improve PETs' teaching competence. In other words, EL is effective for PETs in learning how to teach English in a real classroom.

Some suggestions need to be addressed in order to promote the results of this study. First, it is suggested that EFL teachers implement experiential learning as their teaching model in the EFL classroom. Second, prospective EFL teachers are suggested to learn the concept of experiential learning model and implement it in their teaching practice. EL can be a good teachin model for them before they begin teaching in schools. Third, university teachers are suggested to promote experiential learning model to learners who will undertake microteaching activities in final semesters.

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