

**EXPLORING ENGLISH LANGUAGE ENGAGEMENT
THROUGH EXPERIENTIAL LEARNING: A CASE STUDY
OF STUDENTS IN DESA LONTHOIR, BANDA NEIRA**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 AD / 1447 AH**

**EXPLORING ENGLISH LANGUAGE ENGAGEMENT
THROUGH EXPERIENTIAL LEARNING: A CASE STUDY
OF STUDENTS IN DESA LONTHOIR, BANDA NEIRA**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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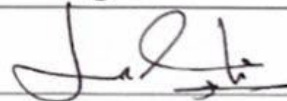
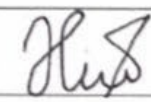
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ABSTRACT

Kesya Fitriah Azizah. 220101030151. Exploring English Language Engagement through Experiential Learning: A Case Study of Students in Desa Lonthoir, Banda Neira. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, M.Pd., 2025.

Keywords: Experiential Learning, Remote Area, Student Engagement

This study explored how experiential learning promoted students' engagement specifically behavioural, emotional, and cognitive engagement and the challenges they faced in learning English in a remote school setting at SMPN 94 Maluku Tengah. Data were gathered through online semi-structured interviews with five students from mixed-grade classes and classroom observations using a qualitative descriptive approach with a case study design. Singing, role-playing, and the "Dream Tree" project were among the experiential learning tasks used to explore how students engaged with English in relevant, contextualized settings. These findings showed that students' levels of engagement varied, with seventh and eighth graders showing higher enthusiasm, confidence, and willingness to contribute than ninth graders, who tended to be hesitant and self-conscious. Activities such as singing "Que Sera Sera" encouraged students to improve their pronunciation in a joyful and emotionally supportive vibe, while role-playing and Dream Tree creation motivated them to use fresh phrases with creativity and reflection. However, students also faced a number of challenges, such as lack of vocabulary, learning anxiety, difficulties interpreting English instructions, and limited access to relevant learning materials. Although these challenges, the experiential approach improved students' motivation, confidence, and language application by allowing them to relate what they learned in the classroom to real-world situations. Overall, the study finds that by encouraging meaningful language use and active involvement, experiential learning provides a flexible and successful method for improving English training in remote areas. The findings provide insights for teachers, volunteers, and educational stakeholders seeking to improve English learning experiences in under-resourced settings.

ABSTRAK

Kesya Fitriah Azizah. 220101030151. *Exploring English Language Engagement through Experiential Learning: A Case Study of Students in Desa Lonthoir, Banda Neira*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, M.Pd., 2025.

Kata kunci: Daerah Terpencil, *Experiential Learning*, Keterlibatan Siswa

Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran berbasis pengalaman (*experiential learning*) dapat meningkatkan keterlibatan siswa khususnya keterlibatan perilaku, emosional, dan kognitif serta tantangan yang mereka hadapi dalam belajar Bahasa Inggris di lingkungan sekolah terpencil, yaitu SMPN 94 Maluku Tengah. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain studi kasus dengan pengumpulan data melalui observasi kelas dan wawancara semi-terstruktur daring kepada lima siswa dari kelas campuran. Berbagai aktivitas *experiential learning* seperti bernyanyi, bermain peran, dan proyek “Dream Tree” diterapkan untuk melihat bagaimana siswa berinteraksi dengan Bahasa Inggris melalui pengalaman yang bermakna dan kontekstual. Temuan penelitian menunjukkan bahwa tingkat keterlibatan siswa berbeda-beda; siswa kelas tujuh dan delapan menunjukkan antusiasme, kepercayaan diri, dan partisipasi yang lebih tinggi dibandingkan siswa kelas sembilan yang cenderung lebih malu dan ragu-ragu. Aktivitas seperti menyanyikan lagu “Que Sera Sera” membantu siswa melatih pelafalan dalam suasana yang menyenangkan, sedangkan *role-playing* dan penulisan Dream Tree mendorong mereka menggunakan kosakata baru melalui kreativitas dan refleksi. Namun, siswa juga menghadapi tantangan seperti kesulitan memahami instruksi berbahasa Inggris, kecemasan belajar, keterbatasan kosakata, dan kurangnya akses terhadap media belajar pendukung. Meskipun demikian, pendekatan *experiential learning* memungkinkan siswa menghubungkan pembelajaran di kelas dengan pengalaman nyata sehingga meningkatkan motivasi, kepercayaan diri, dan penerapan bahasa. Secara keseluruhan, penelitian ini menyimpulkan bahwa *experiential learning* merupakan strategi yang efektif dan adaptif untuk meningkatkan pembelajaran Bahasa Inggris di daerah terpencil dengan mendorong partisipasi aktif serta penggunaan bahasa yang bermakna. Temuan ini memberikan wawasan bagi guru, relawan, dan pihak terkait dalam meningkatkan kualitas pembelajaran Bahasa Inggris di wilayah minim sumber daya.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا
وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

The writer expresses deep gratitude to Allah SWT for His mercy, strength, and guidance throughout the completion of this thesis. His guidance helped the writer face every difficulty along the way. Blessings and peace are also sent to the Prophet Muhammad SAW, whose example continues to inspire the writer in seeking knowledge and living a meaningful life. The writer would also like to express her sincere gratitude to:

1. Bapak Dr. H. Hamdan, M.Pd, as the Dean of Faculty of Tarbiyah and Teacher Training, along with all dedicated staff members for their support and service.
2. Ibu Afifah Linda Sari, M.Pd, the Head of the English Education Department and also the writer's thesis supervisor, for her continuous guidance, valuable advice, and unwavering support throughout the preparation of this thesis.
3. Ibu Hidayah Nor, M.Pd, the writer's academic advisor, for her guidance, assistance, and encouragement during the writer's academic journey.
4. All lecturers of the English Education Department who cannot be mentioned individually. Thank you for the knowledge, opportunities, and support that have shaped the writer's learning experience and contributed to bringing her to this point.

5. The writer's beloved parents, Hj. Nani Hizriani and H. Fitriansyah, and her one and only sister, Ana Azlia Azizah, for their endless love, constant encouragement, and unwavering prayers. Their support has been the writer's greatest strength throughout this journey and has guided her to reach this point.
6. Acil Nina, Nenek, and alm. Kai as well as the entire Pengambangan family, for their continuous prayers, motivation, and support.
7. The writer's closest friends, Maila Sophia, Aisha Saputri, Ristiana Amalia Hasanah, Tiara Nur Qolby, Syafa'ah Aulia, Tania Athalia Rizki, and also Najwa Mahmudah Siregar, who have accompanied her through this long and meaningful journey.
8. Fatia Aziza, Rachel Fauzal Karima, Lisa, Salmah Hayaty and all members of Cynergy, who have brought joy, warmth, and unforgettable memories throughout her university years.
9. Faiz Naufal Falah and all fellow volunteers of NusaXplore#4 Raja Ampat especially sobat Ekoparling, NusaXplore#2 Banda Neira, and GYA#9 Labuan Bajo, for the inspiring experiences and beautiful stories that have greatly motivated the writer during the completion of this thesis.
10. Everyone who has been part of this long journey. Your presence, support, and kindness have made this story meaningful.

11. Lastly, for myself, who has walked this long journey with courage and resilience. For every time you fell, yet chose to rise again. For every doubt you faced, yet kept moving forward. You are stronger than you ever thought, and you deserve to stand proudly at this moment.

The writer sincerely hopes that this thesis may be beneficial for readers and contribute to English education. As this work still has its limitations, suggestions for improvement are kindly welcomed.

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29 November 2025 A.D

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