Constructivist approach of teaching english

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Abstract: a theory that learning is an active process and that people gain knowledge and understanding through the combination of experiences and ideas: The student actively builds knowledge and skill in a learning process called constructivism.

Keywords: constructivism, skill, actively builds knowledge, exploration, proposition, explanation, solution.

The constructivist method is composed of at least five stages: inviting ideas, exploration, proposition, explanation and solution, and taking action. The constructivist classroom also focuses on daily activities when it comes to student work. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects.

Constructivist approach teaching methods are based on constructivist learning theory. Scholars such as Ernst von Glasersfeld trace the origin of this approach to the philosophies of Immanuel Kant, George Berkeley, and Jean Piaget.There are those who also cite the contribution of John Dewey such as his works on action research, which allows the construction of complex understanding of teaching and learning.

Dewey and Piaget researched childhood development and education; both were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge exploration of thinking and reflection associated with the role of educators. Contrary to this, Piaget argued that we learn by expanding our knowledge by experiences which are generated through play from infancy to adulthood which are necessary for learning. Both theories are now encompassed by the

broader movement of progressive education. Constructivist learning theory states that all knowledge is constructed from a base of prior knowledge. As such, children are not to be treated as a blank slate, and make sense of classroom material in the context of his or her current knowledge.

The development of constructivist models of teaching are specifically attributed to the works of Maria Montessori, which were further developed by more recent by theorists such as David A. Kolb ,and Ronald Fry, among others.These theorists have proposed sensory and activity-based learning methods. It was Kolb and Fry who were able to develop a methodology for experiential learning that involves concrete experience, observation and reflection, forming abstract concepts, and testing in new situations,

While proponents of constructivism argue that constructivist students perform better than their peers when tested on higher-order reasoning, the critics of constructivism argue that this teaching technique forces students to "reinvent the wheel". Supporters counter that "Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions."[3] Proponents argue that students—especially elementary school-aged children—are naturally curious about the world, and giving them the tools to explore it in a guided manner will serve to give them a stronger understanding of it.[3]

Mayer (2004)developed a literature review spanning fifty years and concluded "The research in this brief review shows that the formula constructivism = hands-on activity is a formula for educational disaster." His argument is that active learning is often suggested by those subscribing to this philosophy. In developing this instruction these educators produce materials that require learning to be behaviorally active and not be "cognitively active".That is, although they are engaged in activity, they may not be learning. Mayer recommends using guided discovery, a mix of direct instruction and hands-on activity, rather than pure discovery: "In many ways, guided discovery appears to offer the best method for promoting constructivist learning."

Kirchner et al. (2006) agree with the basic premise of constructivism, that learners construct knowledge, but are concerned

with the instructional design recommendations of this theoretical framework. "The constructivist description of learning is accurate, but the instructional consequences suggested by constructivists do not necessarily follow.".Specifically, they say instructors often design unguided instruction that relies on the learner to "discover or construct essential information for themselves" Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.For this reason they state that it "is easy to agree with Mayer's recommendation that we "move educational reform efforts from the fuzzy and nonproductive world of ideology—which sometimes hides under the various banners of constructivism—to the sharp and productive world of theory-based research on how people learn" . Finally Kirschner, Sweller, to conclude fifty years of empirical results do not support unguided instruction. In the perspective of constructivism theory, students are motivated and directed to learn the main idea through discovery learning. For example, learning about vocabulary by playing word strips; learning about additions and subtractions through manipulative use; or learning about the effects, impacts, and relationships of subjects with objects through experiments with different sizes and shapes of objects are motivated students in learning.The above statement shows that students' own ideas about how things work play a big part in constructivism because they will try to explain what they encounter and fix it if they find mistakes. This constructivist strategy emphasizes conceptual understanding rather than rote learning. With this kind of activity, we come to the conclusion that Piaget, in his constructivism theory, encourages learners to be active, have schemes, assimilate and

ultimately accommodate everything they learn. Meanwhile, Vigotsky advises students to study together in one group and practice their knowledge. This means that, teachers should teach students to find the main idea of what they are learning and then get the details "top-down".Piaget and Vogotsky's theory is supported by Bruner's cognitive theory which says that learning is an active process in which learners build new ideas or concepts based on their current and past knowledge. He also added that learners can choose and change information, construct hypotheses, and make decisions, depending on their knowledge and experience (cognitive) so as to gain new knowledge and information.

Korpershoek et. al (2014: 11) states that in a teaching, teachers must apply four main aspects: (1) develop caring: Here students must get a refresher of learning so that students will be willing to accept lessons to be learned. (2) organize and implement instruction: in this phase, the teacher must arrange the material to be studied systematically so that it can be understood best by learner. (3) encourage students' engagement in academic tasks: In this phase, the teacher must be able to sort the most effective methods for presenting the material. (4) promote the development of students' social skills and self-regulation: In this phase, the teacher must be able to organize knowledge well so as to produce simplifications, new propositions, and improve information.Case study is the approach used in this study to ensure the validity of the research result. The data for the study are always collected with the aim of tracing the history of learning theory and its relation to the social, philosophical, and physical factors of today's learning in addition to the forces involved in its environment. Thus, researchers who conduct research using case study methods try to understand the complexities of the factors that operate within the social unit, philosophy, and educational physics as a whole that is integrated. Kothari (2004) illustrates the importance of case studies in understanding complex behavior and situations in detail. In the context of social research, he calls this data a social microscope.

Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in

designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

As the father of constructivism theory, Piaget constructed a major principle in his constructivism theory. The main principle in Piaget's theory is that knowledge must be built by students as the active creator of that knowledge. This means that students must be active in all their learning activities; they should be able to pick up and dig new information and process it according to their needs. They are not expected to be passive. Such learning activities gradually become popular in the school system in Indonesia.

In connection to Piaget's constructivism, Jerome Bruner in 1915 developed constructivism with an interactions approach to language development that explored themes such as acquisition of communicative ideas and the development of their language expressions, the interactive context of language use in childhood, and the role of parents input and behavior of scaffolding in the acquisition of linguistic forms. The constructivism idea developed by Bruner illustrates that constructivism involves interpersonal, inter-subjective, collaborative processes to create a shared meaning. The explanation of this process became the focus of Bruner's next work. Then David Ausubel (1918-2008) also considered one of the subsumption of the theory in which he introduced the double loop learning popularized by Chris Argyris in 1923 (Aljohani, 2017: 98). This double loop learning controls system and manage individuals in leaning. Every student should control and manage their learning process to the principles they need. This is the result of the collaborative learning process to achieve the rational thinking.

Another contribution is to Vygotsky theory. An important contribution to Vygotsky's theory is the emphasis on the nature of socio-cultural learning. Vygotsky's core theory is to emphasize the interaction between internal and external

aspects of learning and its emphasis on the social environment of learning. According to Vygotsky's theory, human cognitive function comes from the social interaction of each individual in a cultural context. Vygotsky also believes that learning occurs when students work on uncharted tasks but those tasks are within reach of their abilities or they are in their zone of proximal development. Zone of proximal development is a real-life inter-development area defined as the ability to solve problems independently and the level of potential development defined as problem-solving abilities under the guidance of more capable adults or peers.

Knowledge and understanding are constructed when one is socially engaged in dialogue and active in experiments and experiences. The formation of meaning is interpersonal dialogue. In this case learners not only need access to physical experience but also interaction with the experience possessed by other individuals. Cooperative learning (cooperative learning) is emerging when students work together to achieve the desired learning objectives by students. Classroom management according to cooperative learning aims to help students to develop intentions and tips to work together and interact with other students. There are three important things to consider in classroom management: grouping, co-operative learning and class arrangement.

In relation to the development of constructivism above, many theories arise: David Kolb Learning Styles: here, Kolb explains that different people naturally prefer a certain single different learning style; John Flavell Meta-cognition , in this theory, Flavell used the term meta memory in regard to an individual's ability to manage and monitor the input, storage, search and retrieval of the contents of his own memory. Roger Schank's contextual dependency Script Theories , addresses the structure of knowledge with particular interest on language understanding and higher thinking skills.

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