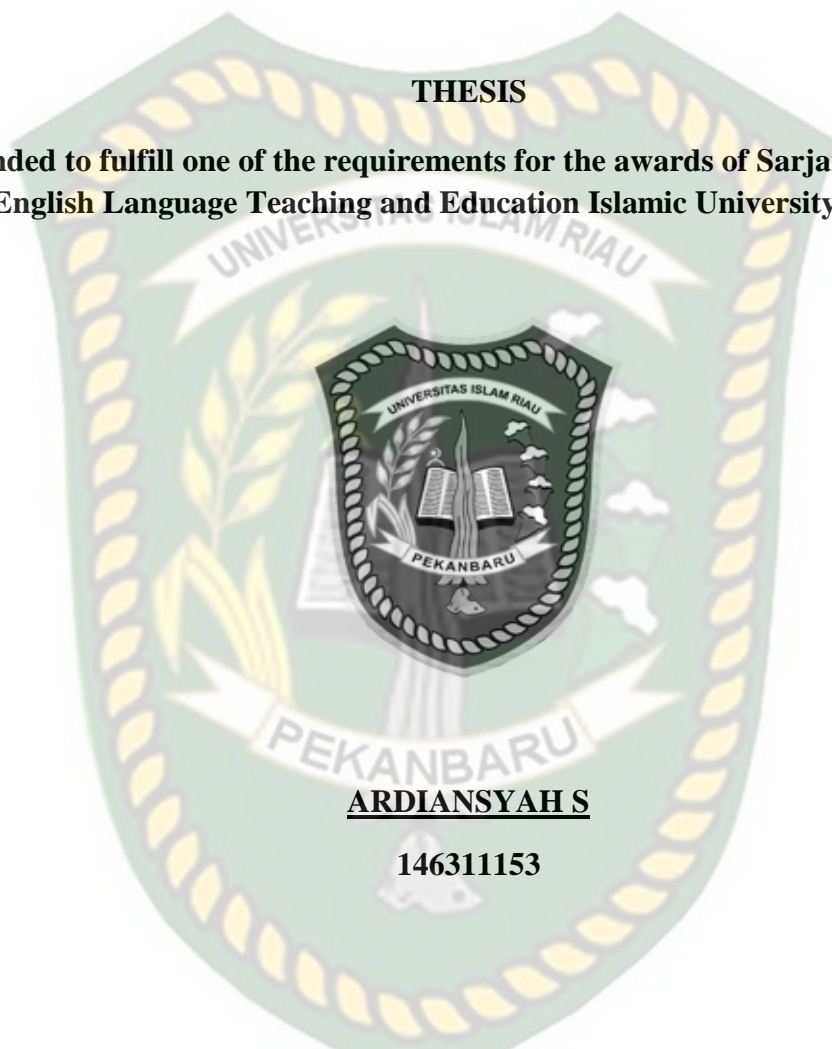


**THE EFFECT OF EXPERIENTIAL LEARNING TOWARD STUDENTS'  
SPEAKING SKILL OF THE SECOND YEAR AT SMPN 1 TUALANG**

**THESIS**

**Intended to fulfill one of the requirements for the awards of Sarjana Degree in  
English Language Teaching and Education Islamic University of Riau**



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**146311153**

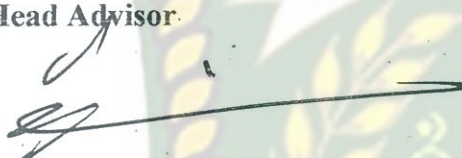
**ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
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THESIS APPROVAL

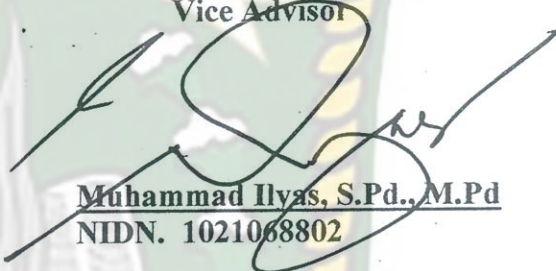
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I acknowledge that this thesis is the result of my own work, expert for summary and quotation (either directly or indirectly) that I took from many sources and mentioned their scientifically and I am responsible for data and facts which are contained in this thesis.

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Finally, the researcher realized that this thesis is still far from being perfect. Therefore, constructive critics and suggestion from the readers will be more appreciated. The researcher hopes that this thesis can be useful for the development of education.

Pekanbaru, 7<sup>th</sup> of Dec 2019

The researcher,

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## ABSTRACT

**Ardiansyah S, 2019: “The Effect of Experiential Learning Toward Students’ Speaking Skill of The Second Year at SMPN 1 Tualang”**

**Keywords: Experiential Learning, Speaking.**

*The aim of this research is to find out students’ speaking at SMPN 1 Tualang. The research involved 60 students from 2 classes, control class and experiment class in second year at SMPN 1 Tualang. The researcher discovered that the students’ speaking using Experiential Learning at SMPN 1 Tualang was improved.*

*The independent variable of this research was Experiential Learning and the dependent variable was speaking skill. The approach of this study was quantitative, there was one instrument used, that was speaking test. The data were analyzed using IBM SPSS 23 version.*

*The results showed that there was an increase between the pre-test (62), post-test (70.3) experiment class and pre-test (60), post-test (61.16) control class. The mean score of the students also showed that there was significant improvement at experiment class (16%) and control class (2%) after applying experiential learning. The significance value in the experimental treatment (pre and post) of 0 which is smaller than the critical limit of the study of 0.05 so that the decision is failed to reject  $H_0$  or there are significant differences between the pretest and post test groups.*

## ABSTRAK

**Ardiansyah S, 2019: “Pengaruh Pembelajaran Experiential Terhadap Keterampilan Berbicara Siswa Tahun Kedua di SMPN 1 Tualang”**

**Kata kunci: Experiential Learning, Berbicara.**

Tujuan dari penelitian ini adalah untuk mengetahui berbicara siswa di SMPN 1 Tualang. Penelitian ini melibatkan 60 siswa dari 2 kelas, kelas kontrol dan kelas eksperimen di tahun kedua di SMPN 1 Tualang. Peneliti menemukan bahwa siswa berbicara menggunakan Experiential Learning di SMPN 1 Tualang ditingkatkan.

Variabel bebas penelitian ini adalah Experiential Learning dan variabel terikatnya adalah keterampilan berbicara. Pendekatan penelitian ini adalah kuantitatif, ada satu instrumen yang digunakan, yaitu tes berbicara. Data dianalisis menggunakan versi IBM SPSS 23.

Hasil penelitian menunjukkan bahwa ada peningkatan antara kelas eksperimen pre-test (62), post-test (70,3) dan pre-test (60), post-test (61,16) kelas kontrol. Nilai rata-rata siswa juga menunjukkan bahwa ada peningkatan yang signifikan di kelas eksperimen (16%) dan kelas kontrol (2%) setelah menerapkan pembelajaran pengalaman. Nilai signifikansi dalam perlakuan eksperimental (pra dan pasca) dari 0 yang lebih kecil dari batas kritis penelitian 0,05 sehingga keputusan gagal untuk menolak  $H_0$  atau ada perbedaan yang signifikan antara kelompok pretest dan post test

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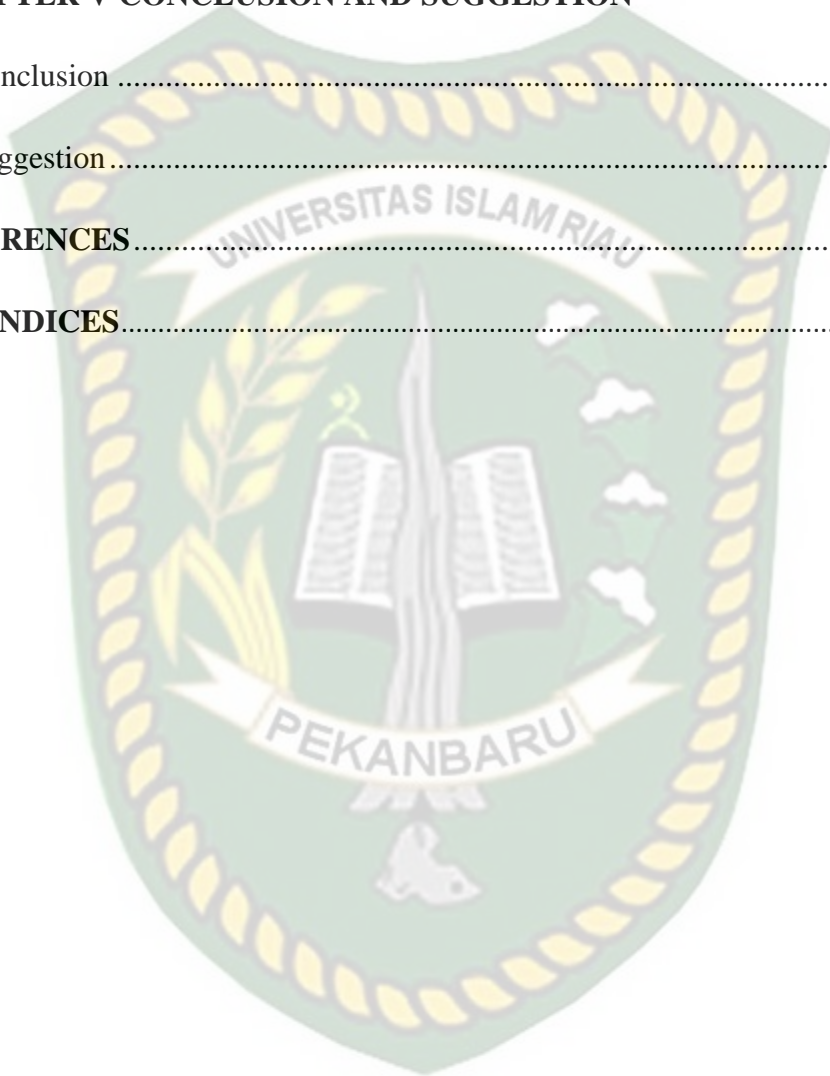
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Everyone has priority to express their thinking, emotion and feeling, then all of these need language because language has a central role in developing social, intellectual, and emotional to help people express. We can learn various languages everywhere, including natural situation where the people get the language from their environment and classroom situation where the class learning planned. The relating to this global era, English language has urgent position in the world because English as an International language which is all of people in these world have to comprehend and communicate whether orally or written. In Indonesia, English is one the compulsory subjects taught to the student for all levels; primary, junior high school and senior high school, as well college education. Therefore, the aim of teaching English is to provide the student with knowledge of that language. Moreover they expected to be mastered all about English language.

In learning English as a foreign language, there are 4 skills that have to be mastered, listening and reading as receptive skills, speaking and writing as productive skill. Thus speaking is the productive oral skill. Speaking is the skill that has existed since birth is one form of oral communication that is most often used between humans and humans, and humans and animals, not only as to communicate but also as a means of conveying information. Based on Brown,



1994; Burns & Joyce, 1997: Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information .

Teaching English in terms of specifics becomes a little more difficult than the other 3 skills, junior high school students are a little more difficult when they appear to speak differently than they write or listen, talk requires that they are able to use a lot of vocabulary to be able to speak well of course grammar , pronunciation also plays an important role. SMPN 1 Tualang have many students with different characteristics, many students cannot understand the lesson taught by the teacher because they do not like the lesson and some students just like the teacher not with the lesson delivered. This will affect to the results of learning so far that they find, especially this happens in some subjects such as English and mathematics, most importantly for the English language they do not know before studying it at school.

Therefore, there are many courses or additional lesson held by the teacher, to provide more understanding and teaching so that students are better able to accommodate all the teaching well, but this will also affect the student's own time division. Based on what has been described, here the importance of a strategy or the right method of learning to maximize the time of learning that exist in school as much as possible. The proverb says that experience is the best teacher. Because from experience we can learn. Why are not their experiences packed in interesting learning? To drive the motivation to learn, the best learning process occurs when the learner has experienced information before obtaining the teaching materials to be studied (Deporter, 2000:25). In other words, to cultivate a learner's interest we

must bring in general experience that can be applied in learning. Thus, they can show their ability in tangible results.

Experiential learning method is a method of teaching and learning process that enables learners to build knowledge and skills and values and attitudes through experience directly. Therefore, this method will be meaningful when the learner participates in the activity. After that, they are critical of the activity. Then, they gain an understanding and pour it in oral or written form according to the learning objectives. In this case, experiential learning uses experience as a catalyst to help learners develop their capacity and abilities in the learning process. In experiential learning, a challenging step for the instructor or teacher is to think or design the activities of the learning experience as to what should happen to the individual participants as well as the group. Learning activities must focus on student-centered learning. Thus what should we do, what they should do, what we have to say or say must be in detail we well. Similarly, the media and other learning aids that are required also must be completely available and ready use.

Atherton (2009)Experiential learning approach asserts the acquisition of skills and construction of knowledge by the learners is direct result of experience. The learner is said to have the ability to select and to participate in experience that will further their growth. Experiential learning can exist without a teacher and relates solely to the meaning making process of the individuals direct experience. According to Newsome, (Wardlow and Johnson, 2005) experiential learning approach elevates students' cognition levels, increases use of critical thinking

skills and therefore enhances students' ability to obtain, retain and retrieve knowledge hence increased achievement.

This method can at least change the habits of students who need to think and memorize, to recall something they have experienced, through this method students will be able to add their own insights from their own experiences. The researcher hopes that there will be a significant change from the student learning model that leads to the goal of achieving learning that is good, fun, easy to understand, and of course a separate plus for the teacher.

## **1.2 Setting of the problem**

The school as one element in the educational world is currently experiencing the attention of various parties, because education is needed by the community in the face of a very complex life, which the current education continuous to improve itself find the best way to achieve results that match the demand society. The reason why the researcher is very interested in carrying out a research on the topic above are based on several considerations.

The problem of the research are interesting and challenging to be investigated by the researcher. The topic is relevant to the researcher as one of the students of the english education department. As far as the researcher concerns, this title has never been researcher before. Based on the phenonema mentioned, the researcher considered that it is important to know the strategy that implemented by junior high school to apply english as daily language communication at junior high school 1 Tualang, because most of the student'

speaking ability fluently, where as the other school or institution so difficult to apply english as daily language communication toward their students.

### **1.3 Limitation of the problem**

This study limited on the experiential learning toward students' speaking skill of the second year at SMPN 1 Tualang. The indicators of this research are vocab, fluency, grammar, and procedure.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, these research question are formulated as follow: Is there any significance effect of experiential learning toward students' speaking skill of the second year at SMPN 1 Tualang?

### **1.5 Objective of the Research**

In relevant with the problems that have been stated previously, the objectives of study is find out whether or not there is significant effect of experiential learning method toward students' speaking skill of the second year SMPN 1 Tualang.

### **1.6 Significance of the Research**

The result of the research are expected to be useful for the teachers, students, and other researcher.

### **1.6.1 Teachers**

This research can offer an alternative to solve some of the problems they face in teaching speaking.

### **1.6.2 Students**

Improve students speaking skill from his own experiences so that real learning will be created.

### **1.6.3 Researcher and the reader**

This research can be a reference for other researchers to developing the research related experiential learning.

## **1.7 Definition of the key terms**

### **1.7.1 Effect**

Hornby (1995:36) studied that the effect is a change procedure by an action cause as define. In this study means, that effect can be created or occur when an action is able to change an existing procedure.

### **1.7.2 Experiential Learning**

The experiential learning is an educational orientation which aims at integrating theoretical and practical elements of learning for a whole person approach, emphasizing, the significance of experience for learning (Kolb 1984;Kohonen 2001)in this study means that, experiential provides a change in the way learning is used experience as a significant method. According to Abdurrahman (1999:37) *“Learning is influenced by intelligence and mastery of children through learning and teaching*

*Receive the child's ability by learning activities*". It means that learning arises from learning and teaching activities.

#### **1.7.4 Speaking skill**

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that Period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competence that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint construction of text stage (DepartmenPendidikan Nasional,2004). It means that, speaking skills is the beginning of the development of the listening and reading skill.

#### **1.7.5 SMPN 1 Tualang**

SMPN 1 Tualang is located in the Perawang Barat village of tualang sub-district, district of Siak Sri Indrapura, being one of the first national Junior High School in Tualang, until now it remains be a favorite at Perawang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

In this research, the researcher discusses some theories that are related with this research taken from several journals and other research that has existed is related to this research.

##### 2.1.1 Speaking Skill

Speaking is a language skill through which someone can express ideas or information to the others. Hornby(2003:1289) states that to speak means to reproduce word or to use word in ordinary voice, utter word by using conversation. In the same way, Swan says that speaking is uttering word in formal situation. Brown (2003:140) defines that speaking is oral interaction where the participants need to negative meaning contained in ideas, feeling and information, and manage in terms of who is two what, to whom an about what.

Furthermore, learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Collie and Slater (2005:8) express their idea about speaking,” Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.”

According to Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skill.

From the definition above, it can be concluded that speaking is a skill to share someone’s ideas, information, suggestion and feeling to another people in oral from by considering culture and social context occurred.



### 2.2.1 Definition Experiential Learning

Experiential Learning is built upon a foundation of interdisciplinary and constructivist learning. EL has its roots in the experiential works of Dewey, Lewin, and Piaget. Unlike cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories, which do not allow any role for consciousness and subjective experience in the learning process, experience plays a central role in EL's process

Experiential educational principles are based on the educational philosophy of John Dewey who "interprets education as the scientific method by means which man studies the world, acquires cumulative knowledge of meanings and values these outcomes, however, being data for critical study and intelligent living". (Dewey, 1938) The stages of learning as presented by Dewey are:

1. The underlying theoretical engines are the idea that people can learn effectively through direct, hands-on experience as long as these experiences are well-defined and facilitated.
2. Experiential learning works better to meet learning goals when the experience is packaged together with exercises including thinking, discussing, or creatively processing cognitions and emotions related to the raw experience.
3. Each experience influences future experiences.

It is believed that “if an experience arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future, continuity works in a very different way. Every experience is a moving force”. Dewey describes education as essentially being a social process noting “when education is based upon experience and educative experience is seen to be a social process, the situation changes radically. The teacher loses the position of external box or dictator but takes on that of leader of group activities”. (Dewey, 1938)

Jiusto and DiBiasio in the article *Experiential Learning Environments: Do They Prepare Our Students to be Self-Directed, Life-Long Learners?* investigated whether an experiential program in Global Studies would increase readiness for self-directed learning. Through various assessments it was reported that the students reported much greater progress in life-long learning-related skills than did the local or national groups with whom they were compared. The research demonstrated success with experiential learning in relation to self-directed learning and life-long learning. (Jiusto & DiBiasio, 2006).

Based on Kolb, 1984, Kolb & Kolb, 2005 :EL is intended to be a holistic adaptive process on learning that merges experience, perception, cognition, and behavior. Previous research has shown that learning styles are influenced by personality type, educational specialization, career choice, current role and tasks, and cultural influences.

Experiential learning is a learning process, a process of change that uses experience as a medium of learning. Experiential learning is learning done through reflection and also through a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual (David A. Kolb 1984).

Kolb (1984), building on earlier work by Dewey and Lewin, provides "a comprehensive theory which offers the foundation for an approach to education and learning as a lifelong process and which is soundly based in intellectual traditions of philosophy and cognitive and social psychology" (Zuber-

Skerritt 1992a, 98). Kolb's model can be used as a description of the learning process in general (Henry1989), but his emphasis on reflection places it firmly in the experience-based learning camp. The importance of reflection is emphasised by Boreham (1987, 89), who notes that "the term 'learning from experience' really means learning from reflection on experience". A similar point is made by Boud et al. (1985), who coined a slogan in the title of their book *Reflection: turning experience into learning*. Without reflection on experience students are in danger that they may keep making the same mistakes.

The core of Kolb's four-stage model is a simple description of the learning cycle which shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new

experiences. Kolb refers to these four stages as: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE). They follow each other in a cycle (Figure 1). The cycle may be entered at any point, but the stages should be followed in sequence. The learning cycle thus provides feedback, which is the basis for new action and evaluation of the consequences of that action. Learners should go through the cycle several times, so it may best be thought of as a spiral of cycles. In brief Kolb conceptualizes the process of action research as "a spiral of action and research consisting of four major moments: plan, act, observe and reflect " (Zuber-Skerritt 1992b, 11). Race (1993) has proposed a variant on Kolb's model also using more everyday language. He refers to the stages as: wanting, doing, feedback and digesting and has been used by one of the authors to explore the nature of the learning process with several groups of geography students and staff (Healey 1998).

### **2.2.2 Concept of Experiential Learning**

Experiential Learning is a teaching and learning process that activates learners to build knowledge and skills through their experience directly. In this case, experiential learning uses experience as a catalyst to help learners develop their capacity and abilities in the learning process.

Experiential learning can be defined as an action to achieve something based on experience that continuously undergoes change in order to increase the effectiveness

of the learning outcomes themselves. The purpose of this model is to influence students in three ways, namely: change the cognitive structure of students, change student attitudes and expand existing student skills.

Experiential learning quality includes personal involvement of students, initiative, evaluation by students themselves and the effects that make an impression on students. Therefore all three factors influence each other the effectiveness of the learning process.

Model Experiential Learning is a model of teaching and learning process that activates learners to build knowledge and skills through their experience directly. In this case, experiential learning uses experience as a catalyst to help learners develop their capacity and abilities in the learning process.

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Experiential learning quality includes personal involvement of students, initiative, evaluation by students themselves and the effects that make an impression on students. Therefore all three factors influence each other the effectiveness of the learning process.

### 2.2.3 Relevance Studies

The aspects related to Experiential learning are:

1. Knowledge (concepts, facts, information).
2. Activities (application in activities).
3. Reflection (analysis of the impact of activities on individual development).

In designing experiential learning training, there are 4 stages that must be followed, namely:

1. Experiencing, personal or group challenges.
2. Reviewing, exploring individuals to communicate learning from experiences gained.
3. Concluding, describes the conclusions and links between the past and present
4. Planning, applying the learning outcomes they experience.

### 2.2.4. Experiential Learning Procedures.

The EL learning provides opportunities for students to actively engage in learning activities. Furthermore, Hamalik stated that learning based on experience gives a set or series of learning situations in the form of involvement of the real experience designed by the teacher (Hamalik, 2001) This method directs students to get more experience through active and personal involvement, compared to those who only read a material or concept. Thus, learning based on experience is more

focused on student learning experiences that are open and students are able to guide themselves.

Based on the above opinion it can be understood that the application of experiential learning models can help students to build their own knowledge. Like other learning models, in applying the experiential learning model the teacher must improve the procedure so that the learning goes well. Hamalik (2001), reveals several things that must be considered in experiential learning models are as follows:

1. The teacher carefully formulates an open minded learning experience plan that has certain results.
2. The teacher must be able to provide stimulation and motivation.
3. Students can work individually or work in small groups / whole groups in learning based on experience.
4. Students are placed in real situations, meaning students are able to solve problems and not substitute sites. For example, in small groups, students make cars using pieces of wood instead of telling them how to make cars.
5. Students actively participate in the available experience, make their own decisions, and accept consequences based on the decision.
6. The whole class recounts what is in line with the subject matter to broaden the learning experience and students' understanding in carrying out the meeting which will later discuss the various experiences.

The results of the experiential learning process not only emphasize cognitive aspects, but also not like behavior which eliminates the role of subjective experience in the learning process. Because of that, experiential learning is able to create a learning experience that has a different way from its usual teaching. This is considered important because EL is able to attract students' interest in learning process.

The researcher also use a media to conduct their research, in this case researchers use media derived from students' daily lives can see, they often use it, and of course follow the modern era's development. So the research will use video as a media.

A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver. Definition of media focus on use of technologies plus concepts and contexts (Dewdney & Ride, 2006, Flew, 2004, Heinich, 1996). Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

Instructional Technology/media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. It greatly enhance the effectiveness of communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces



impact of: Save time, Increase interest, Hold attention, Clarify ideas, Reinforce concepts, Add tone, Prove a point, Aid memory (Mohan, T.etal, 2001)

Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. (Heinich, et al. 1996).

#### **2.2.5. Teaching Speaking Skill**

The goal of teaching speaking should improve students, communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances . Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

Speaking skill is important part of curriculum in language teaching. Without speaking the student cannot achieve the good proficiency in English. In teaching speaking it cannot be separated from grammar, vocabulary and pronunciation.

In addition, Burkart (1998) provides that communicative language teaching technique allowed the language teacher to create activities which involves feature of personalization it can make them very successful activities from the classroom. The feature of personalization can make students talk about themselves, their lives, their opinions, beliefs and experience.

From definition above, it can be concluded that in teaching speaking teachers should have the skill to guide students in order to increase students speaking skill.

#### **2.2.6. Component of Speaking Skill**

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skill as Hormaililis (2003 : 6), they are:

##### **a. Vocabulary**

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis2003 : 6).

##### **b. Grammar**

Warriner in Ramli (2003 : 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put

together meaningful and part of words of a language to communicate messages that are comprehensible.

### **c. Comprehension**

Comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old. Comprehension is a student's competence to comprehend all of the speaker says to them, Brown (2001 : 406-407).

### **d. Fluency**

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hornby (2003 : 17) states that the fluency is the quality or condition of being fluent. It is a skill to use the language spontaneously and confidently and without undue pauses and hesitation.

## **2.3. Teaching speaking Through Experiential Learning**

In this section, the procedure of teaching speaking skill by using experiential language teaching method as follows :

### **1. Preparation of Teaching**

Teacher has an important role in achieving the learning objectives. Before teaching and learning process begins, teacher have to prepare everything to teaching and learning be successful. According to Jeremy Harmer (1991) said that before making a plan, teachers need to know several things. The includes knowledge of how to teach including ideas for different activities and knowledge of useful strategy. Teachers should also be familiar with the rule of the institution they are working in. there are preparation of teaching:

1. The teacher should select the material. the material should be related to the topic and appropriate to the curriculum and students need.
2. The teacher prepared lesson plan. It helped the teacher to teach. it can direct the teacher in teaching process.
3. The teacher should prepare the media which is used in teaching learning process. the media should be interesting for the students.
4. The teacher should determine objectives aims to know how far students understand about the lesson and whether the aims of teaching can be related or not.
5. The teacher select a good method. It can make students fun and enjoy to study. The students feel comfortable and interested in studying in the class.
6. The teacher determines the time allocation. The time allocation in needed to know how long the teacher delivers the material to the students.
7. The teacher makes evaluation of students. Before evaluating, the teacher gives some question for the students to ask idea.

## 1. Application

There are three main stages of teaching speaking activities, namely pre-teaching, whilst teaching, and post teaching.

### a) Pre-teaching Activity

Pre-teaching activity is an activity of process before coming into new material or lesson. One kind of pre teaching activities is brainstorming. Brainstorming is intended to stimulate students to be active and interested in the topic given by teacher. The teacher encourages the students' experience or background knowledge before starting the lesson. The are some steps in pre-teaching activities:

1. Teacher greets the students Greeting is the activities done at the beginning of the teaching and learning process that is by doing interaction like this:

*Teacher: Good morning students, how are you?*

*Students: Morning Mr, I'm fine. And you?*

*Teacher I'm fine too. Thank you*

2. Teacher checks students' attendance.

3. Teacher gives students motivation.

4. Teacher reviews the previous lesson. It aim to know how far students understand about the lesson, and make them remember it.

### **b) Whilst-teaching Activity**

Whilst-teaching is the core of teaching learning process. In whilst teaching, the teacher build students' knowledge about the topic that they are going to study.

1. Teacher introduces the topic to the student.
2. Teacher gives the new topic and ask to the students to make a sentence about the topic
3. Teacher lets students to make their experience what happened in the past.
4. Teacher limits the time for the students to make it.
5. The teacher asks the students to present their experience in front of the class.
6. Teacher assesses students' skill during the students presentation. So, by using this method, the students can speak about the experience. It means that students speak in the classroom actively and they are involving in teaching learning process. So, there is effect in students' skill in speaking by using experiential language teaching method.

### **c) Post-teaching Activity**

Post-teaching activity is necessary as the follow up phase on what students have studied. There are some steps in past activities:

1. Teacher concludes the lesson

*Teacher: so, we know from all things which are described. We know the experience of that. What can be important point of it? If we want to know about something, we*

*should make decision. That is good or not, and what is important from it. We should be selective and think better.*

2. Teacher evaluates teaching learning. This activity aims to know how far the students comprehend about the lesson.
3. Teacher says leaving taking.

### **2.3 Past Studies**

There are some past studies related to this research:

1. A researcher Adri Sukarman.2015. The Effect of the Experiential Language Teaching Method toward Students' the Speaking Ability of the Seven Grade Students of State Junior High School 1 East of Kampar . His research shows the relevant which is by previous student of English Education Department of UN SUSKA RIAU. First, the research conducted by Musdalifah(2005:1) entitled the influence of using picture series in teaching speaking toward students' speaking achievement. Furthermore, in the research that will be conducted by the researcher. It has different. The researcher used experiential language teaching in increasing speaking ability of students at the seventh year of Junior High School 1 East of Kampar.
2. Second, the research conducted by Susi Karmila(2014:1) of English Education Departement of UIR entitled plus minus interesting strategy toward students' speaking ability. In her data analysis, it shows the students taught.

3. A researcher Silvia Maharani, Muhammad Kristiawan and AmalHayati 2014. Effect of Experiential Learning Toward Students' Writing Skill at Grade X High School 1 VII Koto Sungai Sariak, Padang Pariaman, West Sumatera. This research was based on the problems were faced by the students at grade X high school 1 VII Koto Sungai Sariak, they often face difficulties in writing recount texts. The aim of this research was to find out the effect of using experiential learning on students' writing skill of recount text. The design of this research is experiment. The population and sample of this research were the students of grade X social science of high school 1 VII Koto Sungai Sariak, Padang Pariaman Regency, West Sumatera, the academic year 2014/2015. This research was conducted in five meetings by using Experiential Learning in experiment class and grammar translation method in control class. The research started by observation to sample class to see the ability of students, before doing treatment.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Experimental research design in form of intact group design. It means that the researcher analyzes the data from the respondents of the research using statistical analysis in order to know the improvement achieved by the respondents in speaking after applied experiential language teaching method. The design of this research is an experimental quantitative research on two variables. They are independent and dependent, independent variable is "study by using experiential language teaching method" and dependent variable "student speaking skill".

For this study, the researcher used an experimental design because are allowed us not to have a control group. The model of the research design is illustrated as follows:

**Table 3.1**

**Design of Research**



#### Sub Research Design

Sample	Pre-test	Treatment	Post-test
--------	----------	-----------	-----------

VIII	Test 1	X	Test 2
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Notations

T1 :pre-test

T2 :post-test

X : teaching speaking through experiential language teaching method

### 3.2 Location and Time of the Research

The research was conducted at be started SMPN1 Tualang, located in Perawang Village, Tualang Sub-District, Siak District, Riau Province, and the time of the research was started from July 2019.

**Table 3.2**  
**Time of the Research**

Meeting	Class	Information
1	Experiment Class and Control Class ( July 13, 2019)	Pre-Test
2	Experiment Class and Control Class ( July 15, 2019)	Treatment
3	Experiment Class (July 18, 2019) and Control Class (July 19, 2019)	Treatment
4	Experiment Class and Control Class ( July 22, 2019)	Treatment
5	Experiment Class (July 25, 2019) and Control Class (July 26, 2019)	Treatment
6	Experiment Class and Control Class (27 July, 2019).	Post-Test

### 3.3 Population and Sample of the Research

The population of this research are the second grade in the academic year 2019/2020. The total numbers of the second grade of SMPN 1 Tualang are 272 students.

**Table 3.3**  
**The Total Population of the Eighth Grade Students**

No	Class	Number of students
1	VIII 1	30
2	VIII 2	30
3	VIII 3	30
4	VIII 4	30
5	VIII 5	30
6	VIII 6	30
7	VIII 7	30
8	VIII 8	30
9	VIII 9	32
Total		272

Sample that a part of population that can represent the problem values of the population, Gay (1987:103) states that a good sample was one that representative of population from which it was selected. Because the population was normal and homogeneous, so the sample of this research used elustersampting

Gay (1987:110) said that cluster sampling was a sampling technique by which the researcher randomly selected group of subject rather than individuals, the selectel group have similar characteristic. Because of this research an experimental controlthis needs one class, so the researcher got the class VIII at SMPN 1 Tualang as sample.

**Table 3.4**

**The Total Sample of Research**

No	Class	Male	Female	Total number of student
1	VIII 7	14	16	30
2	VIII 9	14	16	30
	Total	28	32	60

Total of the students do the test in this research is 2 class with 60 students.

**3.3.1 The Research Material**

The Material give to the experimental group and taught them for four meetings. the teacher give them pre-test and post-test to the experimental group. then, the class taught with experiential language teaching method. the material teach as follows:

**Table 3.5****Blueprint of material in each meeting**

No	The Material	Times
1	Pre-Test	40 Minutes
2	To get attention, check if we are understood.	80 Minutes
3	State that we can do something	80 Minutes
4	State that we will do something	80 Minutes
5	Innvite along with the response	80 Minutes
6	Post-Test	80 Minutes

**3.4 Instrument of the Research**

In this research, the researcher used speaking test to collect the data. The test apply for pre-test and post test. Most of the test items adopt from internet and textbook english in focus for eighth grade students at SMPN 1 TUALANG.

The instrument used in this research is speaking test. This instrument takes the form of an individual speaking test in the form of a monologue that applied to the pre and post test to see the significance of the speaking developments of the research subjects. The researcher give the same topic for eachgroup.

The researcher give a topik for each group and asked them to discuss it first. After that, the teacher asked them from each group do speaking test to express their ideas about the topic. for this intent, the researcher assesses the

students in speaking in the term of four components: grammar, vocabulary, comprehension.

#### **3.4.1 Variable X**

Variable x or independent variable in this research is experiential learning teaching method. Experiential learning is also built upon a foundation of interdisciplinary and constructivist learning. Experiential methodology doesn't treat each subject as being walled off in its own room, unconnected to any other subjects. Compartmentalized learning doesn't reflect the real world, while as the experiential classroom works to create an interdisciplinary learning experience that mimics real world learning (Wurdinger, 2005, p. 24).

#### **3.4.2 Variable Y**

According to Sugiyono (2015.h61) the dependent variable is a variable that is influenced or which becomes a result because of the independent variable. Variable y or dependent variable in this research is speaking skill.

### **3.5 Data Collection**

This research carry out in six meetings. It use to help the teacher to achieve the goals of teaching. These are the procedure of the research :

#### **1. Pre-test**

First meeting, Pre-test given by the teacher to the students before the treatment. The purpose is to know the students' speaking skill before the treatment

applied. Pre-test conducted on the first meeting only. The pre-test is speaking test. Teachers choose recount text as a material that related with method. Teacher explains recount text and the generic structure of recount text. After that teacher give the student's topic. The topic give by teacher and the students were asked to tell about their experience in front of the class by recount text organization.

## **2. Treatment**

In the treatment, the students were taught by using Experiential language teaching method. Teacher taught and explained the English lesson integratedly of one language skill and language components by using the procedure of experiential language teaching method with the procedure: pre activities, whilst activities and post activities as they were stated at Chapter II.

## **3. Post test**

Afer the treament has ben doing, the researcher gave post-test to the seadenmis The post-test is speaking test. (Teacher gave the students topic, and the student to perform in front of the class . Student explained the topic base on their Knowledge and experience by using recount text organization.

## **3.6 Data Analysis Technique**

In colleting the data, the researcher used pre-test and post-test. Pre-test givein the first meeting of the research. The researcher give the pre- test just on one meeting. The test conduct in pre-test, giving treatment and giving post-test. The test use to know the students speaking skill.

Pre-test administrate to the students before treatment implemented. The aim of this test to know about the students speaking skill of the eighth grade students at SMPN 1 TUALANG. After pre-test, the students give treatment. The treatment do intwice meetings The witer start doing treatment through experiential language teaching method. Post-test start after the treatment in order to know the sudents' speaking skill which applied by using experiential language teaching method.

After the treatment has ben doing, the researchgive post-test to the seadenmis The post-test is speaking test. (Teacher send the students topic, and the student to perform in front of the class by using experiential language teaching method). Post test administrated after the treatment in order to know the students speaking skill, which appllied bye using experiential language teaching method. The data of this research analyzed using IBM SPSS Statistics 23 for Windows and for give the score use :

**Table 3.6**

**Classification of the students' score**

No	Aspect of Scoring	1	2	3	4	5
1	Grammar					
2	Vocabulary					
3	Pronunciation					
4	Fluency					



Score	Classification
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Harris in Apprye, 2013:37)

After doing teaching speaking by using experiential learning, the data was analyzed by using following he formula:

1. To know the real score of the students, the writer uses the formula as follow:

$$Rs = \frac{TS}{20} \times 100$$

Where :

Rs : Real score for each students

TS: Total score of aspects of speaking

20: The highest score may students get

2. To know the percentage of the classification of the students' speaking skill, the writer presented the data by using the formula :

$$P = \frac{F}{R} \times 100$$

## CHAPTER IV

### RESEARCH AND FINDINGS

#### 4.1 Data Presentation

Experiential learning not only a method used to develop students speaking skills, but this method is also able to have an impact for the motivation students so that they can change their mindset and courage in facing problems, because experiential learning is not only used a method in the learning process in class, but also can come from things that have happened, according to the proverb of experience teach us many things and the best teacher is experience. Based on that, experiential learning becomes appropriate as a learning method. Then from the data taken by the author.

This chapter the researcher explains the data and results from the research data. Here the researcher explains how the effect of experiential learning towards students speaking is skill of the second year at SMPN 1 TUALANG. The samples 2 classes with 59 samples from 272 population in 9 classes. This data was taken during in six meetings, one meeting for pres test, four meetings treatment, and the last meeting for post test.the pre test and post test using speaking test to retrieve data. Pre test is done by means of each student progressing and introducing themselves to english and the post test, the control class and the experimental class forming groups and speaking or conducting dialogues in english.

#### 4.1.2 Presentation of Data in Experimental Class and Control Class

Assessment process pre test and post test, from the experimental class by 2 rater. Then the value is added up then divided by 2, so that the value of each student is obtained.

**Table 4.1**  
**Experiment and Control class score**

Students	Experiment Class		Students	Control Class	
	Pre-Test	Post-Test		Pre-Test	Post-Test
Student 1	65	75	Student 1	60	60
Student 2	55	60	Student 2	60	65
Student 3	60	65	Student 3	60	60
Student 4	60	65	Student 4	60	60
Student 5	65	80	Student 5	55	55
Student 6	60	70	Student 6	60	65
Student 7	65	75	Student 7	65	75
Student 8	65	75	Student 8	55	55
Student 9	65	75	Student 9	60	65
Student 10	60	65	Student 10	60	60
Student 11	60	65	Student 11	55	55
Student 12	60	60	Student 12	55	55
Student 13	50	55	Student 13	60	60

Student 14	60	60	Student 14	65	65
Student 15	60	60	Student 15	65	65
Student 16	65	75	Student 16	55	55
Student 17	60	65	Student 17	55	55
Student 18	65	80	Student 18	55	55
Student 19	65	75	Student 19	65	65
Student 20	60	60	Student 20	60	55
Student 21	60	75	Student 21	60	60
Student 22	65	85	Student 22	60	55
Student 23	60	60	Student 23	60	65
Student 24	60	65	Student 24	60	60
Student 25	65	75	Student 25	65	70
Student 26	65	70	Student 26	60	55
Student 27	65	95	Student 27	65	70
Student 28	65	80	Student 28	60	65
Student 29	65	75	Student 29	60	65
Student 30	65	70	Student 30	65	65
Total	1860	2110		1800	1835
Mean	62	70.3		60	61.2

Table 4.1 describes each score obtained by students during the pre- test and post-test of the experiment class and control class. There are changes from the scores of the students during the pre and post test.

**Table 4.2 Percentage of Improvement from Mean Score Students**

Classes	Pre-Test	Post-Test	Improvement
Experiment Class	62	70.3	16%
Control Class	60	61.1	2%

Table 4.2 shows the improvement of the students score from pre-test to post test of experiment class and control class. Improvement in the experiment class more higher than the control class.

#### 4.2 Data Interpretation

In this interpretation the data is focused on the results of research and analysis which related to the effect of experiential learning on students' speaking skills.

**Table 4.3 Output of SPSS “Data of Paired Sample”**

#### Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Eks_Pre - Eks_Post	-8.333	6.609	1.207	-10.801	-5.866	-6.906	29	.000
Pair 2	Kon_Pre - Kon_Post	-1.167	3.395	.620	-2.434	.101	-1.882	29	.070

Table 4.3 above, with a 95 percent confidence level it can be concluded that there are differences in the experimental classes before and after the test. This is indicated by a sig value less than alpha ( $0,000 < 0,05$ ). It is different for the control class that there is no difference in the control class before and after the

test. This is indicated by a large sig value of alpha ( $0.07 > 0.05$ ) So the t-test shows that experiential learning makes a difference to student learning outcomes and gives more influence to student learning in speaking.

**Table 4.4 Output of SPSS “Descriptive Statistics”**

<b>Descriptive Statistics</b>					
	N	Mean	Std. Deviation	Minimum	Maximum
Eks_pre	30	62.0000	3.61987	50.00	65.00
Kon_pre	30	60.0000	3.47404	55.00	65.00
Eks_pos	30	70.3333	8.99553	55.00	95.00
Kon_pos	30	61.1667	5.52164	55.00	75.00

Based on the table above shows the average value, standard deviation, minimum, and maximum of each group of data. From 30 respondents it is known that the post-experiment average is greater (70.33) than the pre-experiment (62) with more diverse data variations. While the post-control average (61,167) is greater than the pre-control (60) with more diverse variations of data. In other words, there is a significant difference effect of using experiential learning toward speaking skill students' between experimental class and control class.

### 4.3 Hypothesis Testing

The hypothesis testing is aim to reveling whether there is effect on speaking skills' students between the students who were taught through experiential learning and those who are taught without using it.

		N	Mean Rank	Sum of Ranks
Eks_pos - Eks_pre	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	25 <sup>b</sup>	13.00	325.00
	Ties	5 <sup>c</sup>		
	Total	30		
Kon_pos - Kon_pre	Negative Ranks	3 <sup>d</sup>	6.00	18.00
	Positive Ranks	9 <sup>e</sup>	6.67	60.00
	Ties	18 <sup>f</sup>		
	Total	30		

a. Eks\_pos < Eks\_pre

b. Eks\_pos > Eks\_pre

c. Eks\_pos = Eks\_pre

d. Kon\_pos < Kon\_pre

e. Kon\_pos > Kon\_pre

f. Kon\_pos = Kon\_pre

#### Test Statistics<sup>a</sup>

	Eks_pos - Eks_pre	Kon_pos - Kon_pre
Z	-4.432 <sup>b</sup>	-1.807 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.071

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the statistical test table it can be concluded that the significance value in the experimental treatment (pre and post) of 0 which is smaller than the critical limit of the study of 0.05 so that the decision is failed to reject H<sub>0</sub> or there are significant differences between the pretest and post test groups. The data shows the score between the experiment class and control class which concludes that

experiential learning has an effect on the learning process and the result of learning. Output from IBM SPSS 23 provide an explanation that there are significant effect between the two classes.



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## CHAPTER V

### CONCLUSION & SUGGESTION

#### 5.1 Conclusion

The conclusion during the course of this research did not always run smoothly but the effects or changes obtained clearly visible how the differences in skills of students in experiment class and control class. Experiential learning gives an effect, especially for improvement speaking skills of the students and able to show the application of experiential learning it self gives a positive thing from the learning process until the result of learning same as David A.Kold definition.

Practical conclusion seen the difference between the experiment class and control class, where the experiment class had improvement 16% and control class 2% as long 6 meeting, so there was 14% difference between the class that showed experiential learning had a significant effect and student more willing to express their opinion.

#### 5.2 Suggestion

Suggestions from the researcher, students skills not only refer to changes in value alone, but how these existing skills can develop or change so that new skills or better skills emerge from before, of course this is obtained from the results of all the hard work of all teachers, students, parents and school. So that in the future these students become people who have skills.

### 1. The Teacher

The teacher plays important role in implementation many method to teach their students. Whatever the method is the failure or the succes is determined by the teacher. The strategy of teaching learning is very important to gain the better output. And strategy or learning model is very important to get good learning outcomes. Hopefully the teacher will apply the interesting learning model in teaching and learning process.

### 2. The Students

From this research, the students must be better abe to utilize their experience into an insight to be able combinne with experiential learning, so as create learning process that fun and of course more varied.

### 3. Other Researcher

Experiential Learning has a very broad scope in the teaching and learning process, certainly not only in terms of speaking skills, other researcher can use or apply it in different skills, beacause experiential learning itself is able to be applied anywhere.