



## The Effectiveness of Experiential Learning to Promote Speaking Skills of the Eleventh Grade Students in SMAN 2 Palangka Raya

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**Abstract.** This study is aimed to measure the effect of experiential learning method to the speaking skills of the eleventh grade students of SMAN 2 Palangka Raya. In this study, the researcher used quasi-experimental design, where the researcher used nonrandomized control group pre-test, post-test design with a kind of treatment. In this study the researcher was helped by the English teacher of SMAN 2 Palangka Raya as the second tester for pre-test and post-test. In this experiment, the researcher taught the students directly with the same material. Therefore, the use of experiential learning method was applied on experiment group only, and for the control group the researcher applied conventional method. Meanwhile, the control group was not given the treatment. To examine the hypothesis, the researcher used *t*-test formula. In addition, the researcher used SPSS V 25 program to compare the data. The result of *t* test using manual calculation showed that the calculated value of  $t_{observed}$  was greater than the value of  $t_{table}$  at 5% significance level or  $2.000 < 2.0312 < 2.660$  and lower at 1%. the value of  $T_{observed}$  was greater than the value of  $T_{table}$  at 5% but lower at 1% significance level or  $2.000 < 2.0312 < 2.660$ . The result of *t*-test using SPSS V 25 calculation found the calculated value ( $t_{observed}$ )  $T_{observed}$  was greater than  $T_{table}$  at 5% but lower at 1% significance level or  $2.000 < 2.059 < 2.660$ . This indicated that the alternative hypothesis stating that there is significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was accepted and  $H_0$  stating that there is no significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was rejected. It meant that Experiential learning give significant effect to the students' score.

**Keywords:** Effectiveness, Experiential Learning Method, Language Teaching Methods, Speaking Skill, Students.

### 1. INTRODUCTION

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out the conversation in the language (Nunan, 1995:39). Speaking can be aspects of both performance and competence. Brown (2000:33) Stated that Speaking in English is still difficult for most students in Indonesia. English is learned as a foreign language in Indonesia and Indonesian students rarely speak English in their daily lives. In English learning, students are seldom to practice their speaking because they are afraid of making mistakes. "students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions" (Harmer, 2007:45). Therefore, the students should learn how to speak English correctly and fluently because the function of speaking is conveying the ideas and thoughts. One of the ways to achieve the goal as reflected in learning speaking is with experiential learning.

Experiential learning in simple term is learning by Experience. It means students should be involved in real-life tasks and challenges. Learning with experience made students actively involved in the learning process and understand about the material deeply (Reynold and Vince, 2007:06).

Sixth and Feinstein (2008:40) stated that the success of experiential learning was the demonstrated understanding by the student of his or her role and active participation in the experiential learning process.

In this research, the effectiveness of experiential learning to promote speaking skills of the eleventh grade students in SMAN 2 Palangka Raya was conducted.

## 2. RESEARCH METHOD

In this study, the researcher used quasi-experimental design. Quasi-experimental design is similar to randomized experimental research in that involves manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group. There are many situations in educational research in which is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized. This design is compatible with the researcher's purpose which wants to evaluate the effectiveness of experiential learning method in teaching speaking. To observe the data about the students' achievement in speaking skill, the researcher obtain the data from the results of the students' score both in pre-test and post-test.

The researcher used nonrandomized control group pre-test, post-test design with Experiential learning treatment. There are two groups in this model, control group and experiment group. Both groups will be given pre-test to measure the score of students before treatment given (Y1 and Y2). The treatment will be given for experiment group (X). Posttest will be given for both groups to measure the students score after treatment is given (Y1 and Y2). The scheme of this model is:

**Table 1** The Scheme of Quasi Experimental Design Nonrandomized control group, pretest-posttest design

Subject	Pre-test	Treatment	Post-test
E	Y1	X	Y1
C	Y2	-	Y2

Where;

E : Experiment group

C : Control group

In this experiment, the researcher taught the students directly with the same material. Therefore, the use of experiential learning method is applied on experiment group only, and for the control group the researcher will apply non-experiential learning. Meanwhile, the control group is not given the treatment. The researcher implemented Experiential learning for the experiment group in four-hours of english speaking class. The researcher provided the teaching learning by experiential learning method for students to get involved in the class and real life task with some procedures. The control group worked with conventional method learning in speaking.

In this study, the researcher used quantitative approach. It was because the researcher measured the students' speaking ability by tests; try out test and posttest." a quantitative study, consistent with the quantitative paradigm, is an inquiry into a social or human problems based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether predictive generalizations of the theory hold true". (Cresswell: 1994)

The study was conducted at SMAN 2 Palangka Raya, Jl. K. S. Tubun No. 2 of Pahandut district of Palangka Raya. The researcher started the research in June, semester of the 2024/2025 academic year.

The population of this study is all of the eleventh grade students of social class program in SMAN 2 Palangka Raya. Numbers of population were about 102 students. It was classified into three classes.

**Table 2.**The Number of the Eleventh Grade Students of social class program in SMAN-2 Palangka Raya

No	Classes	Number of Students
1)	XI IPS-1	33
2)	XI IPS-2	34
3)	XI IPS-3	35
Total Number		102

The researcher used cluster sampling to take the sample. Cluster sampling refers to groups or chunk of elements that would heterogeneity among members within each group are chosen for study. A total of 69 students in the Eleventh Grade Students of social class program in SMAN 2 Palangka Raya were chosen to be the sample in this study. In addition, all of them had undergone basic speaking skill at tenth grade class.

**Table 3**  
The Number sample of the Eleventh Grade Students of social class program in SMAN-2 Palangka Raya

No	Classes	Number of Students
1)	XI IPS-2	34
2)	XI IPS-3	35
Total Number		69

In this study, XI IPS-2 class was an experiment group which was taught using experiential learning method and XI IPS-3 was the control group which was taught using non-experiential learning. Meanwhile, XI IPS-2 and XI IPS-3 have same ability in learning English. Therefore, the researcher doesn't have any difficulties to determine the experiment and the control group.

### **3. RESULTS AND DISCUSSION**

In this study, the researcher chose the significance level on 5%, it means the significance level of refusal of null Hypothesis on 5%. The researcher decided the significance level at 5% due to the Hypothesis type stated on non-directional (two-tailed test). It meant that the Hypothesis cannot direct the prediction of alternative Hypothesis.

To test the hypothesis of the study, the researcher used t-test statistical calculation. Firstly, the researcher calculated the Standard deviation and the error of  $X_1$  and  $X_2$ . It was found the Standard deviation and the Standard error of posttest of  $X_1$  and  $X_2$  at the previous data presentation.

Based on the result of hypothesis test calculation, it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at significance level or  $2.000 < 2.0312 < 2.660$ . It meant  $H_a$  was accepted and  $H_o$  was rejected.

It could be interpreted based on the result of calculation that  $H_a$  stating that there is significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was accepted and  $H_o$  stating that there is no significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was rejected. It meant that teaching speaking by experiential learning method improves the eleventh grade students' speaking skills in SMAN 2 Palangka Raya.

The researcher also applied SPSS V 25 program to calculate t test in testing hypothesis of the study. The result of t test using SPSS V 25 was used to support the manual calculation of the t test.

The interpretation of the result of t-test using SPSS V 25 Program, it was found the t observe was lower than the t table at 1% but greater than 5% significance level or  $2.000 < 2.059 < 2.660$ . it could be interpreted based on the result of calculation that  $H_a$  stating that there is significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was accepted and  $H_o$  stating that there is no significant effect of using experiential learning method toward students' speaking score at

eleventh grade students in SMAN 2 Palangka Raya was rejected. It meant that teaching speaking by experiential learning method improves the eleventh grade students' speaking score in SMAN 2 Palangka Raya.

#### 4. CONCLUSION

After obtaining the data analysis from the scores obtained of English test, it could answer the problem of the study which to measure the effect of experiential learning method to the speaking skills of the eleventh grade students of SMAN 2 Palangka Raya. Based on the result of data analysis, the students' obtained scores of English from the experimental group (taught using experiential learning) and the students' obtained scores from the control group (taught without using experiential learning) were significantly different.

Furthermore, the result of testing hypothesis could answer the problem of the study to test the hypothesis of the study. The researcher used t test calculation with manual calculation and SPSS V 25 Program. The result of t test using manual calculation showed that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at significance level or  $2.000 < 2.0312 < 2.660$ . It meant  $H_a$  was accepted and  $H_o$  was rejected. The result of t-test using SPSS V 25 showed that the  $t_{\text{observed}}$  was lower than the  $t_{\text{table}}$  at 1% but greater than 5% significance level or  $2.000 < 2.059 < 2.660$ .

This indicated that the alternative hypothesis stating that there is significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was accepted and  $H_o$  stating that there is no significant effect of using experiential learning method toward students' speaking score at eleventh grade students in SMAN 2 Palangka Raya was rejected.

It meant that the students were taught English by using experiential learning, the students' English scores are better than without using experiential learning. It can be proved by the difference between pretest and posttest. The interpretation above answer the problem of the study that experiential learning improves the speaking skills of the eleventh grade students of SMAN 2 Palangka Raya.

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