THE EFFECT OF USING EXPERIENTIAL LEARNING METHOD ON THE SPEAKING SKILLS OF CLASS XI STUDENTS OF SMK PP NEGERI KUTACANE ACEH TENGGARA ACADEMIC YEAR 2022/2023

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ABSTRAK

Speaking skills are the most important part of learning a foreign or second language. In addition, the success of language learning is measured by the demonstrated ability to converse in the target language. Skills speaking is an interactive process of constructing meaning which includes generating, receive, process and use both verbal and non-verbal components. The weaknesses of the students of SMK PP Negeri Kutacane in learning English so far, especially in speaking English skills are very weak and of course this weakness is caused by something complex, without ignoring various factors, the author feels the need to conduct research with the title above so that it can be known whether students' interest in learning increase or not when using the experiential method. The population sampled was class XI SMK PP Negeri Kutacane. In this study, the researchers used an Experiential Learning method to determine the significant effect of the application of the experiential learning method on students' speaking skills, stating that quantitative research uses numbers, starting from data collection, interpretation of data, and the appearance of data results. Based on the calculation above, the research found that t stat > t critical, or 13,74 > 1,69 so that H0 is rejected and H1 is accepted. Therefore, there is an effect of using the experiential learning method on the speaking skills of class XI students of the SMK PP Negeri Kutacane Aceh Tenggara academic year 2022/2023. The conclusions obtained from the results of this study are as follows: there is an effect of using the experiential learning method on the speaking skills of class XI students of SMK PP Negeri Kutacane Aceh Tenggara academic year 2022/2023.

Keyword: *Speaking Skills, Experiential Learning Method*

Background of Study

According to Sari (2018: 49) that: "Speaking skills are a very important aspect of language learning in other or foreign languages. In addition, success of language learning is measured by demonstrated ability in conversation in the target language. Speaking skills can be interpreted as an interactive process of building meaning which includes generation,

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receive, process and use both verbal and non-verbal components. On the side another, as an oral ability speaking skills are related to the meaning and the use of active language to express meaning so that others can understand it. Thus, speaking skills emphasize the use of language interactively to interpret what is being said. In addition, speaking skills as well pay attention to the formation of meaning which includes both verbal and non-verbal symbols through interaction process".

In the curriculum at vocational high schools, in English lessons one of the competencies that students must achieve is that students must be able to speak English. Ability to communicate is one claim consistent ability continue to exist from time to time. So it's only natural that in the power-up process competitiveness of SMK graduates, ability communicate internationally (English) be one top priority for development. It is undeniable that English language skills in school vocational education has a strategic role in produce skilled Indonesian people and expertise in the appropriate fields with industrial needs.

Based on the author's previous observations at SMK PP Negeri Kutacane when doing a small research from STKIP Usman Safri Kutacane, that there were problems in students' speaking abilities, especially in class XI, where many students were not good is speaking, even though they had learned English lessons from junior high school to vocational school. Learning process SMK PP Negeri Kutacane only focuses on the lecture model so that teaching speaking in class is not effective, to get a solution to this problem, the teacher can determine a suitable technique to make the teaching and learning process communicative, interesting and better. Of course there are many solutions to overcome this problem. One of the right solutions is to use the experiential learning method.

Based on previous research, Hulaikah (2020) titled "The Effect of Experiential Learning and Adversity Quotient on Students' Problem-Solving Ability". Based on this research, the authors conclude that learning with the Experiential model can increase students' interest in learning.

Based on the background above, it encourages researchers to conduct research that focuses on the problem of "**The Effect of Using Experiential Learning Method on The Speaking Skills Class XI Students of SMK PP Negeri Kutacane Aceh Tenggara Academic Year 2022/2023**".

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something complex, without ignoring various factors, the author feels the need to conduct research with the title above so that it can be known whether students' interest in learning increase or not when using the experiential method. The population taken was class XI SMK PP Negeri Kutacane.

Experiential Learning

According to Hayati (2020:70) that: "Experiential learning or experimental learning was born from Kolb's theory. Learning experimental involves an active and purposeful process that is contextualized in direct or simulated 'real world' activities in which students have opportunity to build and organize personal learning and opportunities their own professional".

In general, learning is divided into two, namely centered learning on the teacher (teacher centered) and student-centered learning (student centered). Student-centered learning, giving space to students to learn according to their relevance, personal ability, and learning style. Master only acts as a facilitator and motivator who must be able to arouse interest students to a teaching material and provide a variety of approaches to learning so that these different students obtain appropriate learning methods for him.

Experiential Learning Theory (ELT), which then forms the basis of the Experiential Learning model developed by David Kolb (1984) in the early 1980s-an. This model emphasizes a holistic learning model for process study. Experiencing Experiential Learning plays a central role in learning. This emphasis is what distinguishes (ELT) from learning theories other. The term "Experiential Learning" is here to distinguish between learning theories cognitive tends to emphasize cognition more than affective and learning theory behavior that eliminates the role of subjective experience in the learning process.

English Speaking Skills

Romeltea (2022:2) states that: "Speaking skills are skills that allow us to communicate effectively. This skill gives us the ability to convey information orally or verbally and in a way that can be understood by other people or listeners". That mean, anyone can have speaking skills. It can be learned. Broadcasters and presenters, as well as MCs, are skilled at speaking in front of the camera, in broadcast studios, and in public because they learn and practice their speaking skills. So, everyone can be skilled at speaking like broadcasters, presenters, and so on. The key is study and practice. This speaking skill is a hard skill that can be learned through lectures, courses, training or self-practice. Nabila (2021:3) states that: There are several ways

to support English language skills that are practical and easy to do at any time, including: a. Increase Listening, b. Read English Books and Articles, c. Practice Speaking in English, d. Learning Through Podcasts, e. Using Support Applications, f. Take an English Course.

Teaching Speaking with the Experiential Learning Method

This section is the procedure for teaching speaking skills using experience language teaching methods as follows:

1. **Preparation**

According to Jeremy Harmer in Ardiansyah (2020:21) says that: In planning, the teacher needs to know several things. This includes knowledge of how to teach, ideas for different activities, and useful strategies. Teachers must also understand the rules of the institutions in which they work. The following is preparation for teaching:

1. Selecting material, the selected material must be related to the topic and in accordance with the curriculum and student needs.

2. Prepare lesson plans, to assist teachers in teaching.

3. Prepare the media used in learning.

4. Determine objectives, which are useful for knowing the extent to which students understand the lesson.

5. Choose a good method, so that learning is not monotonous which can make students bored with learning.

6. Determining the allocation of time, useful for knowing how long the teacher conveys material to students.

7. Conduct an evaluation, useful to find out the extent to which students have achieved the learning that has been given.

2. **Application**

In learning to speak, there are three main stages, namely pre-teaching activity, whilst teaching activity, and post teaching activity.

Research Design

One way to achieve a research goal is called the research method. The research method used in this study is a quantitative method where the results of data acquisition are in the form of values or numbers that have a range from 1 to 100. These numbers will be processed using statistical methods so as to get a conclusion. The quantitative method is a research method that uses many numbers. Starting from the data collection process for interpretation. The research method is an in-depth and careful study of all facts. Quoted from Untung Nugroho's book

Physical Education Quantitative Research Methodology (2018), quantitative research is a type of research that is systematic, planned, and structured. Many say that the quantitative method is traditional. Because quantitative methods have been used long enough to become a tradition in research.

Data Presentation

In this section, the researcher explains the data and results of the research. Researchers have explained how experiential learning influences the speaking skills of class XI students at SMK PP Negeri Kutacane Aceh Tenggara. Data were retrieved for six meetings: one meeting for pre-test, four meetings for treatment, and the last meeting for the post-test. Pre- and post-tests using speaking tests to collect data. The pre test is carried out by each student advancing and introducing themselves use English. then the post test, carried out at the end of the lesson. Researchers have carried out the stages of collecting data from research samples systematically with established rules or methods, the research data obtained are as follows:

Research Data of Pretest and Postest

No	Name of Student	Pretest Value	x_1	x_1^2	Postest Value	x_2	x_2^2
1	AG	55	-0,16	0,02	60	-7,66	58,62
2	AD	60	4,84	23,46	85	17,34	300,81
3	AR	55	-0,16	0,02	70	2,34	5,49
4	DL	65	9,84	96,90	85	17,34	300,81
5	FW	65	9,84	96,90	80	12,34	152,37
6	FA	50	-5,16	26,59	60	-7,66	58,62
7	GN	55	-0,16	0,02	60	-7,66	58,62
8	GS	50	-5,16	26,59	60	-7,66	58,62
9	HN	50	-5,16	26,59	55	-12,66	160,18
10	HL	50	-5,16	26,59	55	-12,66	160,18
11	IM	60	4,84	23,46	70	2,34	5,49
12	JI	50	-5,16	26,59	55	-12,66	160,18
13	JL	65	9,84	96,90	85	17,34	300,81
14	KN	50	-5,16	26,59	60	-7,66	58,62
15	LW	60	4,84	23,46	75	7,34	53,93
16	MA	55	-0,16	0,02	75	7,34	53,93
17	MZ	50	-5,16	26,59	60	-7,66	58,62
18	RW	55	-0,16	0,02	70	2,34	5,49
19	RS	50	-5,16	26,59	60	-7,66	58,62
20	RD	50	-5,16	26,59	60	-7,66	58,62
21	RT	55	-0,16	0,02	70	2,34	5,49
22	RA	55	-0,16	0,02	75	7,34	53,93

23	RD	60	4,84	23,46	75	7,34	53,93
24	SM	65	9,84	96,90	80	12,34	152,37
25	SD	60	4,84	23,46	80	12,34	152,37
26	SA	50	-5,16	26,59	60	-7,66	58,62
27	SN	55	-0,16	0,02	60	-7,66	58,62
28	SZ	50	-5,16	26,59	60	-7,66	58,62
29	SY	50	-5,16	26,59	60	-7,66	58,62
30	TF	50	-5,16	26,59	60	-7,66	58,62
31	TS	55	-0,16	0,02	70	2,34	5,49
32	US	60	4,84	23,46	75	7,34	53,93
Amount (Σ)		1765	0,00	874,22	2165	0,00	2899,22

Data Analysis

Determine the Average

For Pre-test:

$$\bar{x} = \frac{\Sigma xi}{n}$$

$$\bar{x} = \frac{1765}{32}$$

$$\bar{x} = 55,16$$

For Post-test:

$$\bar{x} = \frac{\Sigma xi}{n}$$

$$\bar{x} = \frac{2165}{32}$$

$$\bar{x} = 67,66$$

Determine the Modus

For Pretest:

Value of Pretest	Frekuensi
50	13
55	9
60	6
65	4

The mode can be interpreted as the data that appears most often, in this study the mode in the pretest data set is 50 because the value 50 appears the most in the data, namely 13 times.

For Postest:

Value of Postest	Frekuensi

55	3
60	13
70	5
75	5
80	3
85	3

The modes on the postest value are 60 because they have the highest frequency of 13.

Determine the Median

To determine the median For Pre-test and postest of the data above, the following steps are used:

$$Me = X\left(\frac{n+1}{2}\right)$$

$$Me = X\left(\frac{32+1}{2}\right)$$

$$Me = X\left(\frac{33}{2}\right)$$

$$Me = X_{16,5}$$

That means, the median of the data is found in the 16.5th data after the data is sorted from the smallest data to the largest data, so the median for pre-test is 55 and the median for post-test is 65.

Determine the Standard Deviation

The standard deviation value is a value used to determine the distribution of data in a sample and see how close the data is to the mean value. The standard deviation is the square root value of a variance which is used to assess the average or expected. The standard deviation or standard deviation of the data that has been compiled in the frequency table. The standard deviation value is a value used to determine the distribution of data in a sample and see how close the data is to the mean value.

For data of pre-test:

$$S^2 = \sum \frac{x_i^2}{n-1}$$

$$S^2 = \frac{874,22}{32-1}$$

$$S^2 = \frac{874,22}{31}$$

$$S^2 = 28,20$$

$$S = \sqrt{28,20}$$

$S = 5{,}31$

For data of post-test:

$$S^2 = \sum \frac{x_2^2}{n-1}$$

$$S^2 = \frac{2899{,}22}{32-1}$$

$$S^2 = \frac{2899{,}22}{31}$$

$$S^2 = 93{,}52$$

$$S = \sqrt{93{,}52}$$

$$S = 9{,}67$$

Determine the Standard Error

For data of pre-test:

$$SE_m = \frac{SD}{\sqrt{n-1}}$$

$$SE_m = \frac{5{,}31}{\sqrt{32-1}}$$

$$SE_m = \frac{5{,}31}{\sqrt{31}}$$

$$SE_m = \frac{5{,}31}{5{,}57}$$

$$SE_m = 0{,}95$$

For data of post-test:

$$SE_m = \frac{SD}{\sqrt{n-1}}$$

$$SE_m = \frac{9{,}67}{\sqrt{32-1}}$$

$$SE_m = \frac{9{,}67}{\sqrt{31}}$$

$$SE_m = \frac{9{,}67}{5{,}57}$$

$$SE_m = 1{,}74$$

Hypothesis Test

To determine the value of the hypothesis test, the following table can be used as a calculation aid:

Tabulation of t Count

No	Name of Student	Pretest Value	Postest Value	D	D^2	d	d^2
1	AG	55	60	5	25	-7,5	56,25
2	AD	60	85	25	625	12,5	156,25
3	AR	55	70	15	225	2,5	6,25
4	DL	65	85	20	400	7,5	56,25
5	FW	65	80	15	225	2,5	6,25
6	FA	50	60	10	100	-2,5	6,25
7	GN	55	60	5	25	-7,5	56,25
8	GS	50	60	10	100	-2,5	6,25
9	HN	50	55	5	25	-7,5	56,25
10	HL	50	55	5	25	-7,5	56,25
11	IM	60	70	10	100	-2,5	6,25
12	JI	50	55	5	25	-7,5	56,25
13	JL	65	85	20	400	7,5	56,25
14	KN	50	60	10	100	-2,5	6,25
15	LW	60	75	15	225	2,5	6,25
16	MA	55	75	20	400	7,5	56,25
17	MZ	50	60	10	100	-2,5	6,25
18	RW	55	70	15	225	2,5	6,25
19	RS	50	60	10	100	-2,5	6,25
20	RD	50	60	10	100	-2,5	6,25
21	RT	55	70	15	225	2,5	6,25
22	RA	55	75	20	400	7,5	56,25
23	RD	60	75	15	225	2,5	6,25
24	SM	65	80	15	225	2,5	6,25
25	SD	60	80	20	400	7,5	56,25
26	SA	50	60	10	100	-2,5	6,25
27	SN	55	60	5	25	-7,5	56,25
28	SZ	50	60	10	100	-2,5	6,25
29	SY	50	60	10	100	-2,5	6,25
30	TF	50	60	10	100	-2,5	6,25
31	TS	55	70	15	225	2,5	6,25
32	US	60	75	15	225	2,5	6,25
Amount ($\sum$)		1765	2165	400	5900	0	900

Based on the calculation table above it is obtained that N = 32, $\sum D = 400$, $\sum D^2 = 5900$, $\sum d = 0$ dan $\sum d^2 = 900$. So, that the value obtained is then calculated as the mean, the sum of the squared deviations, the standard error and the t count, namely:

Determine Value $\bar{D}$

$$\bar{D} = \frac{\sum D}{n}$$

$$\bar{D} = \frac{400}{32}$$

$$\bar{D} = 12,5$$

Determine Value Standard Deviasion

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

$$SD_D = \sqrt{\frac{5900}{32} - \frac{(400)^2}{32}}$$

$$SD_D = \sqrt{184,375 - 156,25}$$

$$SD_D = \sqrt{28,125}$$

$$SD_D = 5,3$$

Determine Value standard error

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{5,3}{\sqrt{32-1}}$$

$$SE_{MD} = \frac{5,3}{\sqrt{31}}$$

$$SE_{MD} = \frac{5,3}{5,57}$$

$$SE_{MD} = 0,95$$

Determine Value t Count

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum d^2}{n(n-1)}}}$$

$$t = \frac{12,5}{\sqrt{\frac{900}{32(32-1)}}}$$

$$t = \frac{12,5}{\sqrt{\frac{900}{992}}}$$

$$t = \frac{12,5}{\sqrt{0,9}}$$

$$t = \frac{12,5}{0,91}$$

$$t = 13,74$$

Based on the calculation of the t value above, it is found that the t test value is 13,74. The next step is, the t calculated value will be conditioned by the t table value at a significant level of 5% or 0.05 with db = N -1 = 32-1 = 31 , so that the value of t table is 1,69. So thus t count > t table or 13,74 > 1,69 then the hypothesis is accepted. From the results of testing the hypothesis above, it can be concluded that There is an effect of using the experiential learning method on the speaking skills of class XI students of SMK PP Negeri Kutacane Aceh Tenggara academic year 2022/2023.

Analysis of Research Results

The mean is a statistical indicator that can be used to measure the average of a data. In this study, the average count on the pre-test was 55,16 and the average score on the post-test was 67,66. From these two values we can see that the average value increased after the treatment. The mode value obtained in this study in the pre-test was 50. After the treatment, the mode value increased to 60. This indicates that the highest score obtained by students after treatment is 60, where the mode value before treatment is 50, indicating a significant effect of treatment on students' abilities.

The median value obtained from this study was 55 for the pre-test and 60 for the post-test. From this value we can see that there was an increase in the median value after treatment. The Median function measures the center of the data, which is the middle location of a group of numbers in a statistical distribution. The standard deviation is used to see how close the distribution of the data is from the average or mean. One of the functions of the standard deviation formula is to provide an overview of the distribution of data to the average. In this study, the standard deviation for the pre-test was 5,31 and for the post-test was 9,67. That mean, there is a change in the standard deviation after treatment.

A small Standard Error value means that the spread of the mean/sample average is also small, so the estimate of the population parameter will be more precise. If the Standard Error value is large, it means that the spread of the sample mean/average is also large, so the estimate of the population parameter will be inaccurate. In this study, the standard error value for the pre-test was 0,95 and for the post-test was 1,74. Based on the analysis table, it is found that t stat > t critical, or 13,74 > 1,69 so that H_0 is rejected and H_1 is accepted. Therefore, there is an effect of using the experiential learning method on the speaking skills of class XI students of SMK PP Negeri Kutacane Aceh Tenggara academic year 2022/2023 **acceptable**.

Conclusion

The conclusions obtained from the results of this study are: There is an effect of using the experiential learning method on the speaking skills of class XI students of SMK PP Negeri Kutacane Aceh Tenggara academic year 2022/2023.

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