

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Talking about learning and using second language, a good speaking skill is really needed along the communication process. This skill lets people giving feedback for something that has been heard, expressing their feel, telling about something and having an interaction to each other. Besides that, the way how we speak will be the first concern when someone assesing us for the first time, moreover it is shows educational level, family backgroud and also the charater of the speaker.

According to Richards, J. C. (2008), "The teaching of speaking." Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described.

According to Hadfields (2003 : 3), "a speaking lesson is a kind of bridge for learners between the classroom and the world outside." In the other hand, although speaking English is very important to be mastered, there are still many students who can not say anything when they are asked to say something in English and unfortunately their sentences are really difficult to understand. Most of them said that speaking English is very hard because they are difficult to remember some words, expressions and pronunciations in English. They will easier to forget the expression given just in several minutes after the class end.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and

because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.

If this problem is not solved fast as possible, it will be hard to make the students able to speak English fluently. And this case was found in SMP Katolik Palla based on an interview to the English teacher. SMP Katolik is in southwest Sumba, East Nusa Tenggara province and in this area, there are still many problems or obstacles in the learning process and also student deficiencies or weaknesses at school. This is also what researchers found at this school with many students' weakness in speaking English.

In learning speaking, practice is a must. In order to make the students understand and remember well about the material which is given in the speaking class, the speaking practice must be close to the reality. Teacher also must make sure that all students have an experience about the topic. According to the adage "Experience is the best teacher", through experiencing the material before learn it formally will make them easier to catch, remember and re-apply the material given, moreover, it also will be more interesting for them. Beard and Wilson (2013 : 20) state that, each experience is influenced by the unique past of the learners. So, when the students are being given the material they will has a real own imagination about the theory and not face the class with the empty mind and knowledge.

The way how teachers make all of the students have their own experience when they are in the speaking class is bringing the experience to the class and compares it to the situation and condition in the class itself. Teachers have to give the students space of time before giving the theory and let them doing what they will learn first without giving the theory, but still lead by the teachers. Then students will do a reflection about what they have done and make the conclusion of it. After that teachers will give the theory and at last students will re-practice what were they have experienced and learnt. This way is called Experiential Learning Method. This method is a suitable way to increase the students' ability in speaking because they already have an experience before they are given the

theory.

Experiential Learning Method is part of humanistic learning which is usually used for scientific learning. Therefore, using this method to improve students speaking English ability will be an innovative way and interesting process for the students, since they will face an unusual process of learning. In the usual process they are often given the theory first, then they practice it. In the other hand, Experiential Learning Method gives a different process. Students have to do the topic first, they can do a role play, drama, dialogue, or make their own learning instrument first. Then they will reflect what they have done by remembering, watching or listening. They make a conclusion of the activity lead by the teacher and at last re-practice or simulating all of the material that already learnt by their own creativity.

This experiential learning method technique can help students learn to train and develop the quality of their speaking. With this technique, student teachers and researchers can also assess student quality accurately. Through this technique, students can also learn to compose or create procedure text from what they have learned directly with this technique. When applying this technique, researchers also saw extraordinary enthusiasm and enthusiasm from the students. Using the experiential learning methodology method is also one way for teachers to encourage students who are lazy about learning to become enthusiastic because they are curious about direct experiential learning.

By doing this method, the teachers are expected to be able to overcome students' difficulties in speaking English and giving a touch of experience. Teachers at this school also asked researchers to carry out this research well and have the courage to share lots of creative ideas about how to practice speaking or improve students' speaking quality in learning English. Therefore, the researcher is highly motivated in conducting the present study to find out the extent of improvement of the students' speaking skill of the eighth-grade students of SMP Katolik Palla.

1.2 Research Problem

Based on the background of the study, the reason why this research conducted because of the low speaking ability of the eighth grade students of SMP Katolik Palla, therefore, the researcher formulates the research question of the present study as follows: can speaking skill of the eighth grade students of SMP Katolik Palla in academic year 2020/2021 be improved through Experiential Learning Method?

1.3 Objective of the Study

The objective of the study is certainly intended to answer and solve the research question. Generally the purpose of this study is to give a contribution in education field especially in improving English Speaking Skill which is really important to be mastered by the students. Moreover, in line with the research question stated above, the undertaking of the present investigation intends to improve speaking skill through Experiential Learning Method of the eighth grade students of SMP Katolik Palla in academic year 2020/2021.

1.4 Limitation of the Study

To limit the material of the study, the researcher takes out the daily social interaction as the main topic which includes the material of the eighth-grade students in Junior High School in the second term which is: starting, extending and ending a conversation by telephone. The study is also limited on improving speaking through Experiential Learning Method to the eight-grade students in 8A class of SMP Katolik Palla in academic year 2020/2021. When the researcher conducted research at SMP Katolik Palla, the English teacher at this school had told the researcher in advance about what lessons had been learned previously and how the students were developing. After knowing all that, the researcher ensured that the technique that would be used would help students well and exactly as what the researcher had prepared before conducting this research.

1.5 Significance of the Study

Theoretically, the results of the present researcher are really expected to contribute and strengthen the existing similar research result with more empirical

evidence in investigating the effectiveness of Experiential Learning Method in improving speaking skill of the eighth-grade students of SMP Katolik Palla. The good contribution from students at SMP Katolik Palla when the researcher was conducting research was very helpful and led the researcher to discover good results by applying the experiential learning method technique.

Practically, the results of the present study are intended as valuable information to the English teachers of SMP Katolik Palla. By knowing the Experiential Learning Method in improving speaking skill of the eighth grade students, the teachers are expected to be able to apply this method in the classrooms. Researchers also hope that English teachers at SMP Katolik Palla will pay more attention to the application of techniques that suit students' needs given the poor quality of education, such as internet access, developments in modern education like what already exists in other cities in Indonesia. Teachers must have lots of creative ideas to build students' enthusiasm when studying, especially since English is a language that is still very foreign to students or even people in remote areas.

1.6 Definition of Key Terms

A thesis should have the definition of key terms which are precisely and concisely defined, quite possibly using relevant references. This allows a reader to know exactly what research is referring to and intending to investigate. Consequently to avoid a misunderstanding and confusion of the key terms which are used in the present study, the researcher needs to operationally define the following terms:

1. Improving Speaking Skill

Improving Speaking Skill is an activity which is done by the researcher to increase the students' ability in having an interaction, conveying idea and information in spoken role using English. Speaking skill is one of the four skills in learning language beside listening, reading and writing. This is the first priority skill that must be mastered in learning a second language.

According to Richards, “Mastering speaking skill in the second language means someone can speak fluently in purposeful communication, meaningful and suitable with the situation.”(2008:19). Therefore, if all categories mentioned are fixing, we can say that someone has good speaking skill.

2. Experiential Learning Method

Experiential Learning Method is a humanistic method that emphasizes to the experiences development in learning. This method helps the learners make a deep sense when they are learning and practicing a new knowledge or behavior. Kolb states that, “all learning is re-learning, so learning is a process where by knowledge is created through the transformation of experience (2008 : 6)

They are many types of Experiential Learning Method, however this study used the Kolb’s Experiential Learning model that has its own cycle which is consist of four steps; concrete experience, reflective observations, abstract conceptualisation, and active experimentation.

In the learning process through the application of the Experiential Learning Method technique, the researcher saw and felt the extraordinary enthusiasm of the students in the class by preparing tools and materials, starting to make photo frames, compiling procedure texts and presenting them in front of the class. Previously, the teacher had told researchers about the weaknesses of students at SMP Katolik Palla in speaking, especially not having the courage to speak in front as leaders. However, when researchers conducted research using the Experiential Learning Method technique, researchers really felt the changes that occurred with enthusiasm and good cooperation from students through this technique.

According to researchers, in the application of this experiential learning method, researchers use text procedure because this experiential learning method is learning by doing or a learning model

that is expected to create a more meaningful learning process, where students experience what they are learning. Students will learn actively with the experience taking place during teaching and learning activities in class. For example, making flowers from paper, all students will pay attention and be actively involved starting from material preparation, preparation of tools and materials and the process of making the flower. Then students will write all the experiences from the beginning in their notebooks and draw a conclusion from the activity, then tell it to the class, what is the most meaningful experience that students get from the activity and share how they will apply it in the future.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoritical Review

A study must be based on the appropriate theories that will be a fundament and lead the reseacher to run the reseach. The theoritical review is realy needed as a basic idea that will built this study, that is the reason why the reseacher add some theories that will support this study. The theoretal review was taken from some experts' idea which are related to this study, such as:

2.1.1 Speaking Skill

Thornbury (2005: 1) states that speaking is so much a part from daily life that people take it for granted. Speaking is the most important thing that must be done by everyone to establish relationships between family, friends or the surrounding community and by talking that person can also give and receive information from others. The average person produces thousands words a day, although some people like auctioneers and politicians may produce even more than that. People can define speaking as the way to carry out feeling through words, conversation with others. It means that they always use it in their life because without speaking they will never know what everybody means.

According to Luoma (2004:20) tells that speaking is a typical spoken interaction that two or more people talk to each other about things that they think mutually interesting and relevant in the situation. Along with that point of view, speaking is a conversation between two or more people not only the spoken produce of a certain person. The aim of that is speaking can be a tool to pass the information, amuse each other, share the ideas or knowledge while people speak about the attractive topic according to the condition they do. Moreover, in speaking the participant can be both as a speaker and a listener; they speak and at the same time they listen to the response that the other person gives.

Speaking skill has very broad meaning based on the process of its verbal usage. According to Harmer (2001: 124), there are three main reasons for teaching speaking. Firstly, speaking activities provide rehearsal opportunities, chances to

practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know to provide feedback for both teacher and students. The last is students have opportunities to activate the various elements of language they have stored in their brains, the more automatic they use of these elements become. As a result, students are gradually autonomous language users. It means they will be able to use words and phrases fluently.

Richards (2008:19) states that speaking tends to be getting something done, exploring ideas, or simply being together. It means that in speaking activity students are able to get something done, exploring ideas, working out some aspects in the world or simply being together when they are doing something. It is very important for the students to achieve the knowledge for their study and gain their soft skills as to do an interaction with the fellow students or other people through speaking. When the students are able to speak English fluently, they will find it easier in improving their knowledge by getting more information and easily understanding the meaning. Students are also needed to comprehend the topic and use a correct grammar while doing a communication to make a good conversation.

Speaking is a language productive which has the main focus on the output produced. Nation and Newton (2009:5) state that many spoken activities will include a mixture of meaning-focused input and meaning-focused output. In case, one person's output can be another person's input. It means that speaking is the skill that produces orally to give a speech or spontaneous reply and at the same time also listening to the answer from the other people. It becomes two-way communications that need a good comprehension about the topic that are discussed, the fluency to speak their ideas, and grammar so it cannot be misunderstood with the other point.

According to Wallace (2004: 11) Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. In this case they must understand more about the conditions or circumstances when the person makes a speech or is talking to them. By understanding about the situation of the

speaker or speaker the message delivered will be clearer. Then they must realize that each speaker has a different side both intonation and even in terms of delivery, it could be that the body language used will be more different. The benefit of getting a speaker is that they can distinguish between which speakers are good and which ones are less appropriate for them.

Speaking is also a tool to convey ideas or opinions verbally. Every person in conveying something with a specific purpose must have their own way or style in conveying ideas or ideas so that the spouse speaks know what he means. According to Richard. J. C (2008: 21) An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. By speaking using style or body language is the most commonly used thing to ensure the other person understands or understood conveyed. Speaking style is a special characteristic possessed by someone in conveying something. Speaking style can affect the listener because if the speaker is not clear then the listener also will not understand what the speaker means.

Moreover, Burns and Claire (2003:5) argues that in real life, many learners think that people who get success in speaking surely get success in learning English because they think the first aim of learning English is successful in speaking skill. This statement absolutely corrects, when students are able to speak English would be easier for them to communicate with foreigners who come to Indonesia or other people in other countries. Therefore, English as students' foreign language surely be improve if they talk a lot with the foreigners who have English as their native speaker, because they know much about English and getting information through them is a good idea. Thus, it will make the students learn faster in learning English and gain their knowledge for other countries.

Based on the statement above, the writer concludes that speaking was the ability to express something in daily life by easy good communication that can be understood by each other when they want to express their idea. According to Brown (2004: 140) says while speaking is productive skill that can be directly and empirically observed, those observations are in variably coloured by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the

reliability and validity of an oral production test. Speaking skills are productive abilities so that they can benefit everyone because speaking can also benefit from listening, writing and reading because what they hear can be written and read so speaking is one of the skills called productive skills because it is used by several skills other.

2.1.2 Experiential Learning Method

According to Oxford Dictionary, “*Experience* is the knowledge and skill that you have gained through doing something for a period of time and *experiential* is the technical based on or involving experience.” (2000 : 439)

Keeton and Tate in Wilson have given their definition to experiential learning method that, “Learning in which the learner is directly in touch with the realities being studied. It is contrast with learning in which the learner only read about, hear about, talks about and writes about but never contact with them as part of learning process.” (2013 : 4)

According to Kolb, “Experiential learning method is a learning where experince as the source of learning and development has been quite extraordinary and far-reaching.” (2013 : 17)

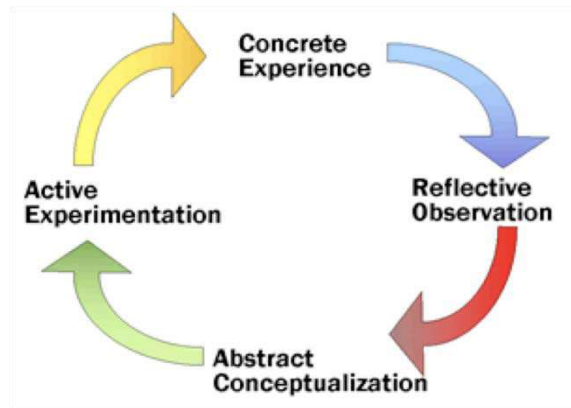
John Dewey (1938), has stated that this experiential learning method is “slippery” learning concept because of the students have to learn from their experiences which are good or not, right or not, then they make a concept from these and at last the re-doing it based on their experiences and concept.

2.1.2.1 History

The idea of experiential learning theory has been researched for thirty five years by David A. Kolb. Kolb stated that, “This theory is purposed for the 20th century scholars who gave experience a central role in their theoris of human learning and development” (2005 : 3). Before Kolb there are some experts who has done some research for this method, they are; John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jun, Paulo Freire and Carl Roger. This method of learning was applied to help individual identify to learn from their experience.

2.1.2.2 Learning Cycle

David A. Kolb in 1984 has made a cycle of Experiential Learning and its famous as Kolb's Experiential Learning.



1. Concrete Experience

Students have their own experience that based on the topic that will be given.

2. Reflective/ Observation

Students do a reflection to the what they have done before.

3. Abstract Conceptualization

Students make their own concept lead by the teacher based on the reflection before.

4. Active Experimentation

Students are re-doing what they have done in the last steps and improve it by their creativities.

2.1.2.3 Aspects of Experiential Learning Method

- Learning activities

Learning based on experience not just mean using physically active, but here the degree of learning activity in this method may real or percieved as real ; the extend how the reality is manipulated by the teacher or facilitator will be the key consideration to the design and teaching-learning plan because the perception of reality will gives many kind of experiences in student's mind.

- The sense

Sensory intelligence is an important aspect of experiential learning because it will be the bridge of our inner and outer world experience. This sense directly connect our feeling brain with our thinking brain. So, “The more sense we use in activity the more memorable learning experience will come because it increases the neural connection in our brain and therefore it will be more accessible.”(Wilson, 2013:9)

- Emotion

All experience has its own self emotional response. According to Kahneman (2011) “In any learning experience emotions can act as a gatekeeper, the emotions are fast-wired to the brain as part of our fast system mode of thinking.” So, including emotion intelligence in learning is very important in Experiential Method.

- Intelligence

Human has primary three types of intelligence; IQ (intelligence Quotien), EQ (Emotional Quotien, and SQ (Spiritual Quotien), those all may work with balance to get the success of learning process. As a fact, an activity which is can include all of those intelligences is really needed.

2.1.2.4 Application of Making Concrete Experience in Experiential Learning Method

- Team Work and Colaboration

Team work and Grouping activity make sure that the idea of accepting and building on offers become so valuable because of the interaction (Silberman, 2007: 167)

- Game

Game is good way in giving an experience to the learners. Game not just fun but also easily transfer the meaning or the material.

- Presentation

This activity will sharpen leadership skill, public speaking, improving students' skill in speaking, confidence, and how to arrange a performance.

- Role Play

This activity purposed to make students assume a role or situation or scenario. Here the sense and emotion will play and give a touch experience to the students.

- Simulation

Silberman states that, "simulation is a methodology for understanding the interrelationships among components of a system or process." (2007 : 168). Here the students will practice all of the material and play like they are in the real situation.

2.2 Empirical Review

Some researchers have done some studies about the using of Experiential Learning Method in educational field, they are ;

Dwi candra dewi from mahasaraswati university denpasar faculty of education english study program in 2016, in the title "Improving speaking skill through experiential learning method of the eight grade students of SMP Dwijendra Denpasar in academy year 2016/2017" Experiential Learning Methods from David Kolb and/2017 John Dewey in his thesis. The results of his study indicate that experiential learning can be used well in teaching English as a foreign language. In addition, this researcher believes that his research supports his view that experiential learning can be used in teaching English

The second Thesis is from Fitan Dewi Yovita Agnes from School of Teacher Training and Education, Muhammadiyah Surakarta University in 2008 has written her study entitle "Improving Students' Vocabulary Mastery through Experiential Learning; in Action Research at the Sixth Year of SD Negeri Triyagan 2 Sukoharjo in Academic Year 2007 – 2008". In her result of study Agnes stated that, "The Experiential learning method is an effective attractive way for teaching English specially in Vocabulary to the sixth grade students of SDN Triyagan 2

Sukoharjo and I suggested the English teacher to use this method at their school.”
(2008 : 84)

The other source is from education journals, one of the journal is from Silke Koerner, Director of Teaching & Learning, Outdoor Education Group, Victoria, which the title was “Experiential Learning in the Classroom” in 2009. This journal mostly talk about the differences of using traditional method of teaching and eksperiential teaching. Koener in the result find that Experiential Learning is an excellent tool when the focus of the lesson/unit is fairly broad and for learning complex subjects of intellectual and an affective nature for creating deep understanding of fundamental principles that need to be applied later on.

