IMPROVING STUDENTS' ABILITY IN SPEAKING USING EXPERIENTIAL AND ACCELERATED LEARNING METHOD FOR SENIOR HIGH SCHOOL

SKRIPSI

Submitted in a Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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MEDAN

2023

LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

Susanti. NPM 1702050017. Improving Students' Ability In Speaking Using Experiential Learning And Accelerated Learning Method For Senior High School. Skripsi. English Education Department. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023.

The aim of this study was to find out 1) to describe the application of Experiential and Accelerated learning method to improve students' speaking skill at SMK Brigjen Katamso Sunggal in class X-2 TKJ. 2) to describe the improvement of students' speaking skill by applying Experiential and Accelerated learning method at SMK Brigjen Katamso Sunggal. Classroom action research was used in this research. The test was given to the students in the forms of conventional learning method test and experience and accelerated learning method test. Based on the result of this research, shown that there was improvement of the students' speaking achievement. It can be seen from the average score of pre-test was 64.13, post-test was 79.36. The results demonstrated that the students' scores increased as 80% students success in the test and having score 79.36 in average.

Keyword: *speaking, experiential learning method, classroom action research.*

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

ACKNOWLEDGMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah, the Most Merciful and Gracious. First, the researcher wishes to express gratitude to Allah SWT for His blessings, protection, direction, and everything else that has been granted to her throughout her life till the completion of this research. Second, sholawat and salam to the prophet Muhammad SAW, who has led humanity from darkness to brightness and from stupidity to intelligence.

This research entitled: Improving Students' Ability in Speaking Using Experiential and Accelerated Learning Method for Senior High School to fulfill one of the requirements to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. The researcher encountered numerous challenges and obstacles while producing this research, but this did not deter her from striving to create a better one, which is impossible to do without the assistance of others.

Thirdly, the researcher would like to thank her beloved parents, Suparjo and Yani for their affection prayer, caring, and loving her, and the best support both in moral and material before, before and after her study at FKIP UMSU, may Allah always bless her. Therefore, the researcher also would like to express her gratitude and appreciation to the:

1. Prof. Dr. Agussani, M.AP, as a Rector of the Universitas Muhammadiyah Sumatera Utara has been leading in campus and success to making UMSU A accredited.

2. Dra. Hj. Syamsuyurnita, M.Pd, as the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

3. Pirman Ginting, S.Pd, M.Hum, as the Head of the English Education Department and Rita Harisma, S.Pd, M.Hum, as the secretary of the English Education Department.

4. Dr. Tengku Winona Emelia, S.Pd., M.Hum as a supervisor who had given her useful knowledge, provided solutions, valuable ideas and critics, and guidance for completing her research from the beginning until the end.

5. Boy H Panggabean, S.Kom., M.Min as the head master and Sita Purnilawati, SS, S.Pd as English teacher of SMK Brigjend Katamso Sunggal.

6. All the lectures of the English Department in FKIP UMSU and all administrative staff of the English Department in FKIP UMSU who had given valuable knowledge as information and new experience in teaching English during her academic years at UMSU.

7. Her beloved brothers, Arif Ramadhani and Nur Kholik Saputra and all family members who have given support and prayed.

8. Her best friends, Ayu Ani Indrian Syafitri, Indah Rahmandari, Latifah Daulay, Megawati Nainggolan, Alda Hiromi, Tria Octaviana Sari, Poppy Hidayah, who always give the support for her study.

9. Everyone who cannot be mentioned in this study, thanks a lot for pray and support. May Allah bless us, Aamiin.

Those who read the study and interested in the topic will hopefully find the research finding useful. She sincerely hopes that this is not the final research but the start of a new generation of researchers. Finally, the researcher understood that this research was far from flawless, even though she had given everything. As a result, constructive criticism, comments, and recommendation are encouraged to enhance this study.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, 29 August 2023

The researcher,

Susanti

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CHAPTER I

INTRODUCTION

1.1 Background of Study

We could not deny that speaking was the most important one for asking information and for delivering information directly, naturally speaking is the directed system of communication. Speaking is considered difficulty to be mastered. The students who want to speak to others sometimes face some challenges. They cannot produce and share their ideas, arguments, or anything with anyone. Sometimes, they can understand what other say but they are not able to communicate it. It was because of lack of practice, low of motivation and less communicative competence. It should be the English teacher's responsibility to guide the students to speak English but it is not easy.

Leong and Ahmadi (2017:34) state that speaking not only just saying words trough mouth (utterance) but it means delivering message through the words. By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others.

Haryudin and Jamilah (2018: 61) state that speaking English is a foreign language that should do by many practices for master it. The learners should practice in the classroom activity and also in outside of the class because with lot of practice the learners will habit to use English language and their speaking would be fluently.

Most of Senior High School Students have the most difficulties in speaking. The English teacher mentioned that it is evidenced by the results of their English tests which are good and have reached the minimum learning mastery standard, yet their speaking tests are still low. Additionally, during the pre-observation the researcher carried out in that school, the students were asked about why they think English is difficult. It turns out that making mistakes in speaking English is their biggest fear. Even they felt afraid and shy to speak English in front of the class.

In brief, crucial to find an option, including an effective way of teaching speaking that assists students in improving their speaking skill, and one of them is to choose a method that is suitable, enjoyable, and newer than the method before, so the students would not sense boredom when learning English speaking. When the students feel enjoy and happy in the class, listening to the teacher teaching English would be not so hard and boring anymore, they would have high interest and getting easy to understand the learning. Problems found at SMK Brigjen Katamso Sunggal motivated the researcher in carrying out the study to improve speaking skills of the SMK Brigjen Katamso Sunggal. Some search the researcher found, Experiential and Accelerated learning method can enhance students' speaking skill effectively since it is a simple method which is easy to apply to the students. Besides, this method utilizes a concrete object that makes it more effortless for students to tell a story. Hence, the title of the study was Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School students.

1.2 Identification of the Problem

Based on the background of the study, the problem find in the students' speaking was that:

1. The teacher still applies the conventional method in the learning process and it is a teacher-centered learning. The Teacher communicates more than the students.

2. The students in the class still listen to the teacher mostly while learning.

3. The students have difficulty in speaking English ability using common words used in daily conversation.

1.3 Limitation of the Study

Due to the limitation of the problem, it is unlikely to discuss the whole factors involving students' speaking skill. Hence, in this study, the factors associated with the method employed in teaching speaking are limited. In brief, the researcher merely concentrated on implementing the experiential and accelerated leaning method to improve students' speaking skills in SMK Brigjen Katamso Sunggal.

1.4 Formulation of the Study

The problems of this study were formulated as follow:

1. How is the implementation of Experiential and Accelerated learning method to improve the students' speaking skill in SMK Brigjen Katamso Sunggal?

2. How is the improvement of the students' speaking skill by using Experiential and Accelerated learning method in SMK Brigjen Katamso Sunggal?

1.5 Objective of the Study

Based on the problems mentioned above, the objectives of the study of this study were:

1. To describe the application of Experiential and Accelerated learning method to improve students' speaking skill in SMK Brigjen Katamso Sunggal.

2. To describe the improvement of students' speaking skill by applying Experiential and Accelerated learning method in SMK Brigjen Katamso Sunggal.

1.6 Significance of the Study

The significances of this study were explained below.

1.6.1   Theoretical

a. School: this study can be beneficial to the school as an input so that the school can improve the learning process quality that can be applied in each class.

b. Teacher: the findings of this study can be utilized as an input for the students in enhancing their confidence, capability and learning speaking in English.

c. Students: The research findings can be useful for developing students' speaking skill.

d. Other researchers: for the readers, the research can be utilized as reference to read for those having the similar interest in the same field.

1.6.2   Practical

a. School: The results of this study are expectantly useful serving as an input in improving the education quality concerning the use of the teaching method.

b. Teacher: The findings of this research can be employed to find the proper method for teaching speaking.

c. Students: The results of this study expectantly foster interest in independent learning and give encouragement for students to be more enthusiastic in learning English speaking.

d. Other researchers: This study can be utilized as a source in selecting the method in teaching speaking.

CHAPTER II
LITERATURE OF REVIEW

2.1 Theoretical Framework

2.1.1 The Definition of Speaking

Learning speaking functioning as the tool or way to communicate with the other people verbally is a necessity. Besides, speaking is defined as a skill in which every person has dissimilar level in their speaking skill. Some definitions of speaking were conveyed by numerous experts.

Fulcher mentioned that speaking emerges as a verbal way of language utilized in communicating with others. Speaking is used by speakers so that communicating and conveying ideas to listeners can be accomplished. Speaking mostly encompasses listening or comprehending what other participant sense. Besides, linguistic knowledge gives a chance for greater independence of thought, including more extensive insights and experiences.

As pointed out by Mulgrave in Santoso (2016), there are three definitions of speaking. Firstly, speaking is a skill utilized to utter articulation sounds or words so that ideas can be conveyed. Secondly, speaking is Interpreted as a system in which people can hear and see it; it utilizes muscles and muscles tissue of the human body with a view to communicating the thoughts. Lastly, speaking emerges as a form of human behaviour utilizing physical, psychological, neurological, semantic and linguistic aspects extensively. Thus, it serves as a tremendously crucial means for social control.

2.1.2   Problem in Speaking

According to Andi et. al (2018) in their study about A Study of Students' Problems in Daily Engliah Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar), the problems in speaking can be seen from two aspects. There are psychological aspect and language aspect.

a. Psychological Problems

Psychological problem are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. According to Juhana (2012), there are some psychological factors that faced by the students when they speaking in the class:

a) Fear of Mistake

Many theorists suggest that fear mistakes becomes one of the main factors of students' doubt to speak in English in the classroom. Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or blame by the teacher. Thus, the student's low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current

problem in student's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom, Gebhard (2000). According to Baldwin (2010) in Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c) Anxiety

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana (2012). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991), anxiety about speaking a definite language can affect students' performance. It can influence the quality of oral language production and make individuals perform less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d) Lack of Confidence

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) says that student who lack of

confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e) Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Brown (2001) states that the problems in speaking are:

a) Clusters

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced Form

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial constructions

can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d) Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speaker of a language is in their hesitation phenomena.

e) Colloquial Language

Make sure your students are reasonably well acquainted with the words idiom and phrases of colloquial language and that they get practice in producing these forms.

f) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important thing messages.

h) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

2.1.3 The Principle of Teaching Speaking

Interesting activity for student can be got from teaching speaking. Sometimes it can be bored if the teacher does not use interesting strategy when she/he explains the material. Bailey (2005: 54-55) said that the teacher should know the principle of speaking if they teach foreign language. There are some principles of teaching foreign language: Give the student's opportunity to practice English fluency and give motivate that making mistake in speaking is natural. Provide occasion for the students to talk and making teacher's talk limit. Making kinds of speaking tasks which can involve student's understanding. Differentiate between foreign language and second language. In foreign language, it does not use target language in daily life.

There are two keys principle which should apply in speaking class. The first principle is making sure that the teaching process takes place in a planned way. It is significant to make a high level of motivation. This is the key of consideration in the deciding the preparedness of students to make conversation. Motivation is the mixture of attempt and desire to attain the goal of learning and positive attitudes in the direction of learning the language. Making the students feel desire and satisfied to get engage in the lesson, the teachers should do some following things: first, the teachers use their experience or instinct. Based on

teacher's qualification to decide interesting topic to attract student's attention and making inspiration. Beyond meaningful contexts cannot develop productive skills.

In addition, Green (1995) said that unreal contexts cannot aid the learners to get engage in real life behavior as academic setting and job. Second, teacher can make interest topics by talking topic and communicating enthusiasm. Teacher can ask to everyone who know the topic and tell others before starting the activities in the classroom. From this way, the students have opportunity to share their ideas and teacher can develop their knowledge to bring them into the topic. The teacher also can guide the students to guess what content will be discussed and get the student's curiosity to find the truth.

So, learners have some reasons to talk for themselves and attend to their class to join the lesson. Additionally, teacher can inquire some guiding questions before starting the activity and providing important information's to create stronger motivation (Harmer, 2002: 253). Third is motivating the student. Motivation raises in a lesson can make the condition more relaxed or by doing some activities for example doing the practice in small groups, playing guessing games before speaking in front of a lot of people, or trying speaking by guiding of the teacher's drill, mechanical exercises first, and repetition (Harmer, 1999). If the students feel afraid of making mistakes, teacher can encourage them to focus on content than form. Fourth, the teacher should give suitable level of difficulty, not very difficult or very easy for learners because it can make them feel bored. Fifth, teacher had better use meaningful learning and meaningful activities to make relevant with their real life so the students can be easy to talk about themselves.

The second principle is giving enough motivated to engage the students in the lesson. The teacher should give some possible chances to practice in target language which would help them to facilitate acquisition rather than linguistic analysis or grammatical explanation (Nunan, 1999). Because of outside classroom, learners must learn the ability to employ language to get something done in real life.

From those explanations above, it can be concluded that the principles of teaching speaking should differentiate between second language and foreign language because we have to know the different so it does not make misunderstanding. Next is give time the students to practice because if the teacher does not give time to practice, they cannot develop their accuracy and fluency in speaking English and try to explain that making mistake is natural and designing classroom activity which can attract student's attention and does make the student bored in learning process.

2.1.4   The Component of Speaking Skill

Speaking is not easy to express something orally. Moreover, learners need to engage various speaking components to have better speaking skill Brown (2001: 168).

a) Pronunciation

Pronunciation is way producing more obvious language when they speak means that learners can communicate successfully when their pronunciation and intonation are good although they have limited grammar and vocabulary. Pronunciation refers to customary Utterance or traditional of words. The way

to Produce utterance some word obviously when they are speaking is called pronunciation (Kline, 2001:69). Pronunciation does not quantity mastering isolated words or a list of sounds. Instead, it learns and practices specially English and make speakers easy to follow (Gilbert, 2008:1). Furthermore, pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact and body language (Fraser, 2001:6).

b) Grammar

Arranging good sentences in conversation both oral form and written is need grammar. Grammar can be described as principle or a set of rule which can be used to create well formed of grammatical utterances in that language (Purpura, 2004:6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (2002:1). According to (Harmer, 2001:12) the way of grammar language can change their words into their forms and it can be arranged into some sentences in that language. So it can be shown that arranging the correct meaning of some sentences rotten in the context. Besides, It can be used to keep away from mistake each communicator it is included the function of grammar. Furthermore, grammar is a regulation that is needed for learners to unite correct sentences into conversation both in oral and written forms. Nelson (2001:1) said that grammar is a lesson of how some words combine into the form of sentences. The fundamental structure and principles of the

language is refers to grammar including correct sentence construction, the proper forms of some words and clear of words (Batko, 2004:24).

c) Vocabulary

Vocabulary is necessary for successful the use of second language because without a general vocabulary, we would not able to apply the structure and function we have been learning for understandable communication. It can be shown that one of the key of success communicative is the power of words. Vocabulary is the most main thing in language specially in speaking and uses appropriate diction. Moreover, knowing many vocabularies it would be easier to state our ideas, thoughts and feeling both written or oral form, the vocabulary becomes familiar when we use in spoken language everyday (Turk, 2003:87). It means that in speaking or spoken language, vocabulary must be very familiar if it is used everyday in conversation in order to recognize the spoken discourse. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, how they are pronounced and how they are spelt .So, when we teaching vocabulary, the teachers not only explaining the meaning but also the spelling and pronunciation. Vocabulary is very necessary for the student which has to be mastered because vocabulary can help them when they communicating each other .Combining vocabulary to expression will create meaning which is can be understood by listener said kreidler (2004).If we want to communicate each other we have to have many vocabularies and make it become a sentence which can be said to the listener. If we poor vocabulary we would feel

difficult to communicate because we do not what we will say to our listener. One of the key of language learning is vocabulary, it is said by many researcher and there is a good relationship between vocabulary and others ability of student to create a meaning.

d) Fluency

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It would help students speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008:16). As proposed by Harris and Hodges (1995: 14) fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

e) Comprehension

Comprehension is a capacity to process and perceive stretches of discourse, formulating demonstrations meaning of sentences. Comprehension of second language is not easy to learn since it is not straight observable and must be understood from nonverbal and overt verbal responses, by the intuition of the researcher or teacher or by artificial instruments. Comprehension points to the fact that members fully know the nature of the research assignment, even when the process are complicated and involve risks

(Cohen et al., 2005:51). As a result, in speaking can be stated that the comprehension points to the speaker's understanding about what they are speaking to the listeners in turn to keep away from misunderstanding information additionally, it is purpose is to create the listeners easily to receive some information from the speakers. So from some explanations above, it can be stated that if we want to speak clearly we have to mastery the component of skill, if we less one of them so our spoken language would difficult to be understood by listener. By practicing every day we would be able to master all of the components of skill.

2.1.5   Assessing Speaking

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is a multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher to others can give different score of speaking. Such us in giving ranging score from 5 to 1 is very difficult to do because the line of dissimilarity between stages are quite not easy to identify. (Brown, 2004:140) stated that to solve that problem, teacher requires giving various scores for each answers, and every score stand for one of various features like grammar, fluency, comprehensibility, pronunciation, vocabulary use. There are two key methods for assessing oral speech. Those are analytical scoring and holistic. The analytical scoring is the final product by breaking down into criteria parts and every part is scored separately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance.

According to (Park, 2004 in Tuan, 2012:1) the process of this method engages the separation of a variety of features of a conversation. This process is used to know the weaknesses or strangeness and detailed feedback from students' performances. However, the use of holistic method employs numeric rating to give score of student's performance (Iwashita and Grove, 2003:26). The process of this method is seeing the achievement of learners in language learning. Each method has advantage and disadvantage. The advantage of holistic method is quick scoring, efficient for big group scoring, more realistic and provides an impression of student achievement. It does not offer detailed information, it is not easy for scorers to make a decision on one overall score and it does not diagnostic those are included the advantage of holistic method. In the other hand, the disadvantage of analytical scoring is need many times to score speaking performance, offering more essential diagnostic information of speaking ability of students.

Assessment has main role in teaching learning process. By assessing students, teachers can measure their student's understanding materials that have been given in their classroom. That is one of the significant aspects to test student's comprehension. According to Fulcher and Davidson (2007:196) assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching learning process, learners have to be more alive to practice what have done explained by the teacher in classroom. The function of assessment is as guide teacher to give score to the students and help students to recognize what

knowledge, activities and understanding which help their progress. It can be concluded that, assessment in speaking has main role in language teaching process. From those activities we can know which task or strategy which helps them can understand the material and can measure the ability of our students catch the material in the classroom.

2.2   Experiential Learning Method

2.2.1   Definition of Experiential Learning Method

Experiential Learning Theory (ELT) emphasizes the importance of experience and its role in the learning process (Kolb, 1984). Moreover, it uses experience to describe its vital difference from cognitive learning theory, which focuses on cognition and behavioral learning theory. These theories "ignore[s] the possible role of subjective experience in the learning process" (Cherry, 2019), while, as Kolb (1984) attests, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38).

ELT has served a central role in various studies that use the theory as a theoretical framework to investigate its effectiveness in the learning process. For example, Lai et al. (2007) used ELT as a framework to investigate the contribution of technology in experiential learning. They considered the possibility of using technology to provide and support experiential learning. Their results indicate that using technology while going through the four-stage process (explained below) helped students to improve their knowledge; emphasizing the importance of experience gives students a chance to act and reflect on their actions.

Further, Alkan investigated experiential learning's effects on student teachers' achievement in chemistry and their scientific process skills. As Alkan (2016) stated, the experiential learning stages/process can "enable students to be aware of their professional identities, question their actions and note the importance of their suspicions" (Alkan, 2016, p. 22). Alkan concluded that experiential learning can positively impact learners' academic achievement and learning outcomes because it promotes going through a process of experiencing, reflecting, thinking, and acting upon their own experiences.

In addition, Arnold and Paulus (2010) used ELT as a theoretical framework for their study with pre-service teachers. In their study, the future teachers learned how their future students might use technology in their classroom by experiencing and using technology themselves first. By doing so, they learned how their future students might use that technology. The ELT process also allowed them to reflect and think about any potential challenges that their students might face.

The model of ELT (see Figure 1) showed the process and sequence of experiential learning with its concepts, constructs, and proposition. These components are briefly explained below.
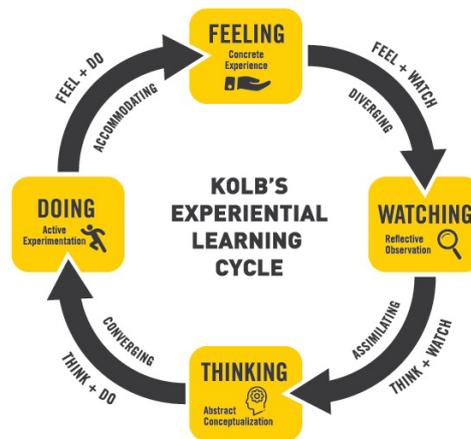
Figure 1. Model of Experiential Learning Theory

(Source: Kolb, D. A. (1984). Experiential Learning: Experience as the source of learning and development. Prentice-Hall)

2.2.2   Concepts and Construct

The theory's four main concepts are experiencing, reflecting, thinking, and acting upon an experience. These concepts address the stages of ELT, which starts with learners having a new experience. After having a "real" experience, learners can reflect on the experience and then move to the next stage, thinking of possible ways to accommodate the experience. After having the chance to reflect and think, learners can transfer their thoughts into actions that result in the construct of learning and / or create new experiences, leading them to go through the process again.

ELT proposes that any experience may be transformed into a reliable source of knowledge. To make an experience a more meaningful and reliable source of knowledge, learners should go through the four-stage process (i.e., experiencing, reflecting, thinking, and acting). By doing so, learners can learn more meaningfully.

The model of ELT could be used for both teaching and research purposes. In teaching contexts, the key to using ELT is for teachers to "take the students through the whole process in sequence" (McLeod, 2017). For example, before asking English language students to conduct interviews outside of the classroom, the teacher may direct students to develop questions and practice with their classmates to build experience. After practicing this experience, the learners, with the teacher's guidance, may reflect on their experience, thinking of what went well and what needed more work. After reflecting and thinking, the learners can move to the next stage. In this stage, they act based on their thoughts and reflections to conduct interviews outside of the classroom. By acting, learners develop new experiences that they may subject to another round of the process.

2.3 Accelerated Learning Method

2.3.1   The Definition of Accelerated Learning Method

Accelerated learning is a learning format that allows students to complete courses in a shorter period of time compared to a traditional semester. Accelerated learning is a multi-dimensional approach to learning where students can control the speed and method in which they are instructed. Accelerated learning requires collaboration to speed up the learning process and also involves students immersing themselves in the work itself to learn in context: for example, film students will better understand the fundamentals of the subject by creating their own films rather than writing a paper on some aspect of film.

Accelerated learning refers to a mode of learning popularized due to rising trends like shorter degree programs and the increased complexity and rapid

change students encounter in their work and personal lives. This type of learning challenges traditional academic structures, influencing everything from instructional content and the number of hours spent teaching to the need for faculty tenure, due to the fact that many accelerated programs rely on adjunct faculty applying more standardized curriculum.

2.3.2   The Implementation of Accelerated Learning

Adopt an acceleration strategy. Convene representatives of all key stakeholder groups to build, execute, and communicate the system or school acceleration plan. Review available data to identify greatest needs and goals. Establish priority standards and content for each course and grade level. Implement a continuous monitoring and improvement cycle to inform next actions.

Invest in essential resources for effective acceleration. Allocate federal and state-level recovery funding toward the acceleration strategy. Ensure that high-quality instructional materials, embedded assessments, and prerequisite skill guidance are available for all grade levels and courses. Develop flexible schedules that give grade-level and subject-matter teams substantive time each week to study the curriculum, practice selected lessons, plan for their students, and reflect on their progress. Deploy coaches and facilitators to support implementation of the acceleration strategy. Partner with organizations with demonstrated expertise with your curricula and acceleration.

Focus on the whole child. Effective acceleration is a student-centered strategy. Relationships and trust are central. Leverage the guidance within high-

quality instructional materials to increase relevancy and meaning for students. Adapt lessons to students' culture and communities. A commitment to equity means attending to the social-emotional as well as the academic needs of students.

Support educators as they implement acceleration. Review essential elements of curriculum-based professional learning and align professional learning plans to them. Use high-quality instructional materials to focus planning and prioritize learning. Give teachers opportunities to experience, observe, and practice those skills deemed most essential to acceleration.

Engage families and other stakeholders in the acceleration process. Recent studies affirm the critical role families play in students' instructional progress. Engage families and other community stakeholders in the acceleration strategy. Leverage guidance available through high-quality instructional materials to identify meaningful tasks for parents and caregivers. Learn ways to increase cultural relevance and meaning for students from their families and community.

2.4 Conceptual Framework

In improving students' speaking skill in English, it is necessary for students to practice speaking complemented with proper materials such as monologue texts (speeches, recount, short dialogue, etc.). One of the goals of English subject in senior high school is to build the communication competence in speaking and writing so that functional literacy level can be achieved.

By implementing an appropriate method for speaking, English would be effortlessly comprehended by the students and it will affect the improvement of

their speaking. Based on several observations at the SMK Brigjen Katamso Sunggal students, some problems were eventually found. The teaching activity demonstrated insufficient chances for students to experience learning, particularly in speaking. There was a chance limitation for the students in practicing their English verbally since the teacher was more active than the students, so the students cannot express their ideas in the class and rarely use English while learning it in the class. Besides, it triggers the low level for the students in their speaking skill. Based on problems encountered in SMK Brigjen Katamso Sunggal, the researcher applied Experiential and Accelerated Learning method to enhance students' speaking skill in English.

The students were instructed to express themselves by being designer and model and explaining their creation in making clothes. By implementing this method, the students could enhance their speaking skill and their self-assurance due to performing a presentation in front of their classmates in which this activity triggers their self-assurance in expressing their ideas to their classmates and to the teacher. In short, the researcher believed that Experiential and Accelerated Learning method could be implemented in English speaking since it can encourage students to be more active in speaking. It was also expected that this method will be beneficial for the teaching and learning process.

2.5 Relevant Study

There are several studies related to this present study that will be carried out. First, research conducted by Naulan Millatina, Sofyan A. Gani, Iskandar Abdul

Samad, (2020). In the research, the findings show experiential learning method gives a positive effect in increasing students' speaking skill. It can be seen that the post-test score of experimental class improved (from 69 to 89). Nevertheless, the result of the control class did not show a significant improvements (from 67 to 82). In short, the experimental class score is higher than the result of control class.

Learning speaking skill by using experiential learning method brings a good response from students. Based on the questionnaire result, 95.23% of the students (33.33% of students chose strongly agree and 61.90% agree) acknowledged that experiential learning method motivates them in learning speaking skill. They also agreed that experiential learning is an appropriate method to be applied in learning speaking skill.

The second research by Ardiansyah (2020) shows that experiential learning gives an effect, especially for improvement speaking skills of the students and able to show the application of experiential learning itself gives a positive thing from the learning process until the result of learning same as David A.Kold definition. Practical conlusion seen the difference between the experiment class and control class, where the experiment class had impovement 16% and control class NIR 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.

Based on the description above, it can be concluded that there are differences and similarities between previous studies and researchers. The difference is in the learning model, and different types of dialogue as learning media. The similarity

is that the two studies both conducted research at the high school level and the use of dialogue as a learning medium to improve students' speaking skill.

The third research by Ayunda Rahmah Sulaiman, H. Haryanto, Abdul Halim (2015) shows that, the implementation of accelerated learning program has been already in progress as it should, though it still needs to be improved, especially in providing different variations in each learning process.

Accelerated Learning Program in Madrasah Tsanawiyah Negeri Model Makassar has positive significances for the students in accelerated learning class. The effect that students get in Accelerated Learning Program are graduated faster than their friends whose age are same as their age, Accelerated Learning Program can motivated them to learn because of their friends progress in learning that have a good improvement, with Accelerated Learning Program, they are more diligent to study and they get more spirit, it may be caused by the facilities in their school and the process of teaching and learning in accelerated learning class make the students learned more faster and better, so they can be able to apply what they learned in class or in their working and become better or creative innovators.

Teaching English in Accelerated Learning Class does not really have a specific problems or obstacles faced by the teacher. The problem which is raised in teaching and learning process in Accelerated Learning Class are the situation in the classroom which is different with other regular class make the students of Accelerated Learning Class feel more than the others students, a lot of homework given by the teacher and the length of time in teaching and learning process make the students feel bored and tired.

Based on the problems faced by the teacher in teaching English at Accelerated Learning Class, force them to find out the solutions to overcome the problem. The solutions given by teachers are being a good partner for the students, it will make the students easy to share the problems and consulate the difficulty faced by students. The sitting arrangement, music and the comfort class can facilitate the student to be relax and feel comfortable in the classroom, so they can be enjoy and feel relax although they still have a length of time in learning in the classroom.

The fourth research by Beverly A. Questad for the degree of Doctor of Philosophy in Education presented on May 6 1992 showed that each individual case study contributed convergent evidence to address the problem statement's goal of showing the effects of teaching reading using Accelerated Learning methodology with ten learning disabled middle school students.

A question-and-answer format was used following the same series of questions and answers covered in each individual case study. Data analysis of the case study data involved examining, categorizing and tabulating the evidence. The following questions for cross-case analysis were studied to discriminate the effects of the AL approach.

Behavior under which instructional intervention did students exhibit the most positive student behavior attributes. Neither reading instructional methodology nor average reading gain appeared to show an impact pattern upon student study habits or personal growth attributes in the regular 217 curriculum.

An inference from studying all the data is that the behavior of the students throughout their schooling changed very little from their kindergarten and first grades reports. The only exceptions involved three retainers whose repeated year report cards listed more positive comments than any other year, and one student's religious experience. The students realized their greatest gains in reading under Accelerated Learning reading instruction. Table 86 depicts their averaged reading gains in relation to the kind of instruction in reading they received. The average expected gain is 1.0 in any academic year for a non-handicapped student.

The fifth research by Imarson Hulu (2022) showed that school should organize seminars that will accustom teachers on how to use experiential learning to develop English speaking skills and other methods in teaching their respective subjects. English teachers should assess and evaluate their present methods of teaching if these are still effective and integrate the experiential learningin their present style of teaching. They should take note of their differences and their assess their students' performance in their respective subject to determine if they are copying well and then try to motivate themselves and their students using modern approach to make teaching and learning English become more effective.

Other researchers should compare the English performance of students who are exposed and treated with experiential learning and other modern ways of teaching with those who received the t   al method of teaching. They should make future intensive and extensive studies should be made regarding the use of effective methods in teaching speaking English and other subjects as well and proposes a study on the same topic.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Classroom Action Research (CAR) would be applied in this research. As conveyed by Wallace, action research is associated with a classroom investigation carried out by a researcher or teacher sharply looking at their practice aiming at comprehending and enhancing their teaching and the education quality. Additionally, action research encompasses gathering and analysing data having relevance with the professional practice aspects. It emerges as a circle since there is a repetition for its process. For instance, the problem can be reframed, or the analysis can be rethought until gratifying results are attained. CAR is research aiming at enhancing the learning practice quality in the class. Moreover, CAR is a strategy utilized to resolve a problem by implementing real action and developing abilities in detecting and overcoming the problem.

CAR encompasses two cycles, and each cycle comprises four phases, namely planning, action, observation, and reflection. As conveyed by Arikunto, at least there are two cycles that have to be applied continually. It demonstrates that CAR comprises two cycles in which if the results are not gratifying, the cycle 2 can subsequently be carried out so that the determined criteria can be achieved. For the clarity of this explanation, the researcher would like to present an action research model conveyed by Kemmis and Mc. Taggart. Least, there are two cycles that have to be applied continually. It demonstrates that CAR comprises two

cycles in which if the results are not gratifying, the cycle 2 can subsequently be carried out so that the determined criteria can be achieved. For the clarity of this explanation, the researcher would like to present an action research model conveyed by Kemmis and Mc. Taggart.

Classroom Action Research (CAR) would be applied in this research. Design of the research would be described below.
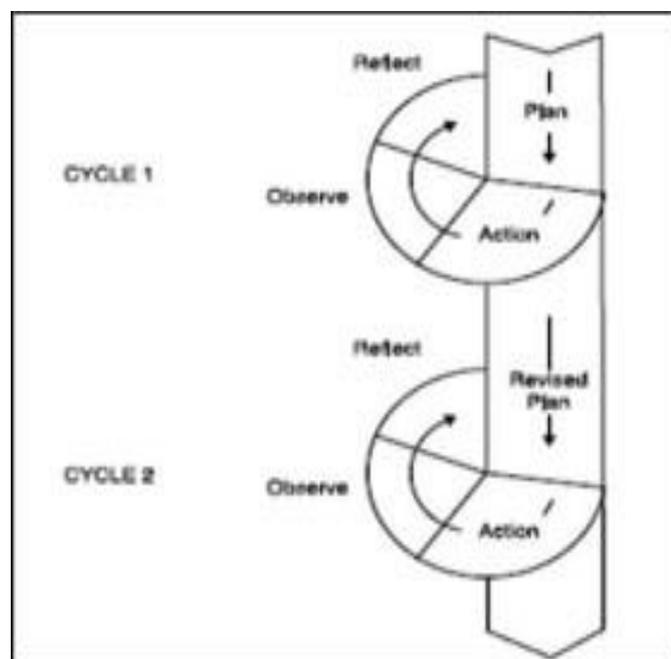
Figure 2. Classroom Action Research by Arikunto

The research was applied in two cycles with two meetings for each. There are four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

3.2 Research Setting and Participant

The CAR was implemented at SMK Brigjen Katamso Sunggal, located at Medan Sunggal, North Sumatera. The participants of this study comprised the

students of X-2 TKJ at SMK Brigjen Katamso Sunggal. The researcher, the students, and the English teacher were involved since this study employed CAR.

The researcher had collaboration with the English teacher in conducting this study to improve students' speaking skill. This study would be accomplished in the first semester of the academic year of 2023/2024 and adjusted to the school schedules, particularly the schedule of English Subject in SMK Brigjen Katamso Sunggal.

3.3 Procedures of Research

The procedures of this study were broken down into two cycles. Each cycle comprised four steps, namely planning, action, observation, and reflection.

1. Pre-test

Before conducting cycle 1, the researcher initially undertook a pre-test to examine the basic knowledge of the students concerning speaking skill, the problems they encountered in speaking, and their interest in English subject. The pre-test is undertaken to examine the students' speaking skill including the problems they faced in the class during the pre-test. They are also instructed to describe the objects around them.

2. Cycle I

 a. Planning

Planning is associated with a preparation for accomplishing something. In this context, planning referred to the preparation for conducting research in which

everything that had something to do with learning process is prepared by the researcher. The specific planning in cycle 1 is as follows:

1) determining proper materials and topics;

2) arranging the lesson plan;

3) making preparation the observation sheets for the teacher and the students;

4) preparing post-test.

b. Action

Action referred to the series of activities in carrying out the research. It was the implementation of the planning mentioned above. In this phase, the students will be taught on the ways they can apply in enhancing their speaking skill through the S&T method. The action of the cycle 1 is mentioned below:

1) performing a presentation on what the Experiential and Accelerated Learning method meant;

2) providing an explanation on the instruction of practicing to the students;

3) applying the Experiential and Accelerated Learning method;

4) instructing the students to speak up in front of the class by applying the Experiential and Accelerated Learning method;

5) evaluating and conveying general conclusion to the students.

c. Observation

In this step, the researcher would observe the students' participation in speaking. The researcher found out the problems in which she filled the observation sheets, found the students' problems, and answered the hindrances the students encountered when undertaking the activity.

d. Reflection

Reflection was applied by adjusting to the data analysis attained from the observation and evaluation activities. It was aimed at determining the improvement of the students' speaking skill and finding out the advantages and disadvantages of the implementation of the Experiential and Accelerated Learning method so that the hindrances that might occur in the cycle 2 could be precluded or resolved.

3. Cycle II

a. Planning

The planning activity in the cycle 2 was similar to the planning activity in cycle 1. It was grounded on the results of the reflection in cycle 1 and was undertaken to preclude the study from the hindrances that were encountered in the cycle 1 such as the hindrance on the students and the implementation of the learning process aiming at enhancing the students' speaking skill through the Experiential and Accelerated Learning method.

b. Action

In this phase, the lesson plans would be planned and developed from the cycle 1 was implemented in which they were designed to enhance students' speaking skill.

c. Observation

Observation in first cycle 1 was the same as the observation in the cycle 2 in which observation and evaluation were accomplished to examine the improvement of students' speaking skill.

d. Reflection

In the reflection of the cycle 2, the researcher was considered and analysed the results of the action implementation. If the results could not achieve CAR target yet, then the cycle 3 would be undertaken. However, if the students' speaking test was improving and get the expected results, the researcher could stop the research in the cycle 2.

3.4 Technique of Collection Data

1. Quantitative Data

a. Test

In gathering quantitative data, the researcher gave the test to the students to show and tell the object around them in individual and group. Each student would be given 5 minutes to speak up in front of the class. In scoring the data of speaking test, the researcher used the category evaluating the criteria utilized for the assessment of the students' speaking skill.

3.5 Technique of Analysis Data

Quantitative data was utilized in this study. Quantitative data was applied to analyse the students' scores. It was expected to attain gratifying results after implementing the Experiential and Accelerated Learning, and it was analysed to examine the improvement of students' speaking skill. The researcher found the mean of each post-test from each cycle.

The formula applied was:

$$X = \frac{\sum X}{N}$$

Where:

X   : The mean of the students score

∑X : The total score

N   : The member of the students.

In order to categorize the number of students mastering speaking skill in English, the researcher will apply the formula below:

$$P = \frac{R}{T}x\ 100\%$$

Where:

P : The percentage of students attaining the point 75.

R : The number of students attaining point up to 75 above.

T : The total of students doing the test.

After attaining the mean of students' score per action, the researcher identified whether or not there might have students' improvement scores on speaking skill from pre-test and post-test scores in cycle 1 and cycle 2. In analysing it, the researcher applied the formula:

$$P = \frac{Y}{Y1}x\ 100\%$$

where:

P : Percentage of students' improvement

Y : Pre-test result

Y1: Post-test I

$$P = \frac{Y}{Y2}\text{x } 100\%$$

where:

P : Percentage of students' improvement

Y : Pre-test result : Post-test

3.6 Trustworthiness

There were techniques attained from quantitative approaches for giving the validity checks on action research data, aiming at testing out the trustworthiness of the data, and encouraging ongoing reflections on them as part of data analysis process. One of them was triangulation aiming at gathering perceptions on the situations being investigated.

Additionally, Burns proposed four forms of triangulations, namely:

1) Time Triangulation

It demonstrates that the data were gathered over period of time and it aimed at examining the factors having an involvement in the altering the processes. The English teacher and the students will be interviewed by the researcher before, during, and after implementing the cycles so that this form can be fulfilled.

2) Space Triangulation

It demonstrated that the data was gathered across distinctive subgroups of people so that the limitations of studies undertaken within one group could be avoided.

3) Investigator Triangulation

It demonstrated that more than one observer partook in the same research settings. The English teacher and the collaborator was asked to assist the researcher during the action in the class so that this form could be fulfilled.

4) Theoretical Triangulation

It demonstrated that the data was analysed from more than one perception from some theoretical reviews. The theories was reviewed from books to attain this form.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 The Data

The data of this study was quantitative data. The quantitative data were attained from the tests (pre-test and post-test) with the main of the students' score in each test. This study was carried out in X-2 TKJ comprising 30 students and undertaken in two cycles. Each cycle encompassed 1 step of action research. The cycle 1 encompassed test for teaching using conventional method and the cycle 2 was undertaken in one meeting. The students were given a test every end of cycle, test for the class using conventional method and test for the class using experiential and accelerated learning method.

4.1.1 The Quantitative Data

The quantitative data were attained from the results of the speaking tests in every cycle. The test was given to the students in the forms of conventional class and experiential and accelerated class test. Two meetings were conducted during the research. The conventional class scores were displayed in Table 4.1.

Table 4.1 Conventional learning class

NO	INITIAL NAME	CONVENTIONAL CLASS	
		SCORE	SUCCESSFUL CRITERIA >75
1	C	64	Unsuccessful
2	J	48	Unsuccessful
3	R	68	Unsuccessful
4	A	76	Success
5	E	60	Unsuccessful
6	A	76	Success
7	R	60	Unsuccessful
8	A	64	Unsuccessful
9	N	52	Unsuccessful
10	J	64	Unsuccessful
11	F	68	Unsuccessful
12	A	76	Success
13	H	72	Unsuccessful
14	R	68	Unsuccessful
15	K	48	Unsuccessful
16	H	84	Success
17	A	60	Unsuccessful
18	G	80	Success
19	G	28	Unsuccessful
20	F	68	Unsuccessful
21	H	60	Unsuccessful
22	K	72	Unsuccessful
23	T	56	Unsuccessful
24	D	68	Unsuccessful
25	B	72	Unsuccessful
26	K	72	Unsuccessful
27	A	72	Unsuccessful
28	F	72	Unsuccessful
29	A	28	Unsuccessful
30	S	68	Unsuccessful

The results of the students' speaking skill test in conventional class

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1924}{30}$$

$$X = 64.13$$

Hence, the students' mean was:

$$X : 64.13$$

In brief, students' speaking skill in English was still very low. The mean comprised 64.13. To find out the number and percentage of students mastering speaking skill in English, the researcher applied the following formula:

$$P = \frac{Y}{Y1} \text{x } 100\%$$

$$P = \frac{5}{30} \text{x } 100\%$$

$$P = 0.16 \text{ x } 100\%$$

$$P = 16.6\%$$

So, the percentage of students who success in cycle 1 is 16.6% as 5 students in the class.

$$P = \frac{Y}{Y1} \text{x } 100\%$$

$$P = \frac{25}{30} \text{x } 100\%$$

$$P = 0.83 \text{ x } 100\%$$

$$P = 83\%$$

So, the percentage of students who unsuccessful in conventional learning is 83%

as 25 students in the class which this number is really high.

Table 4.2 Distribution of Students' Speaking skill in English Lesson for
Conventional Learning

P	Criteria	Number of Students	Percentage
P1	Success	5	16.6%
P2	Unsuccessful	25	83.3%

This table shows the result for the Experiential Accelerated Learning class and the

data from the students.

Table 4.3 Experiential and Accelerated Class

NO	INITIAL NAME	EXPERIENTIAL AND ACCELERATED LEARNING CLASS	
		SCORE	SUCCESSFUL CRITERIA >75
1	C	100	Success
2	J	100	Success
3	R	100	Success
4	A	81	Success
5	E	88	Success
6	A	81	Success
7	R	68	Unsuccessful
8	A	93	Success
9	N	100	Success
10	J	87	Success
11	F	87	Success
12	A	75	Success
13	H	75	Success
14	R	75	Success
15	K	56	Unsuccessful
16	H	56	Unsuccessful
17	A	75	Success
18	G	87	Success
19	G	56	Unsuccessful

20	F	68	Unsuccessful
21	H	75	Success
22	K	75	Success
23	T	100	Success
24	D	81	Success
25	B	75	Success
26	K	81	Success
27	A	81	Success
28	F	81	Success
29	A	37	Unsuccessful
30	S	87	Success

Table 4.3 denoted that the total score of students comprised 2.381 and there were 30 students taking the test.

$$X = \frac{\sum X}{N}$$

$$X = \frac{2381}{30}$$

$$X = 79.36$$

Hence, the students' mean was:

$$X : 79.36$$

In brief, students' speaking skill in English was still high. The mean comprised 79.36. To find out the number and percentage of students mastering speaking skill in English, the researcher applied the following formula:

$$P = \frac{Y}{Y1} x \ 100\%$$

$$P = \frac{24}{30} x \ 100\%$$

$$P = 0.8 \ x \ 100\%$$

$$P = \ 80\%$$

So, the percentage of students who success in Experiential Accelerated Learning

Class is 80% as 24 students in the class.

$$P = \ \frac{Y}{Y1}x \ 100\%$$

$$P = \ \frac{6}{30}x \ 100\%$$

$$P = 0.2 \ x \ 100\%$$

$$P = \ 20\%$$

So, the percentage of students who unsuccessful in conventional learning is 20%

as 6 students in the class which this number is low.

Table 4.4 Distribution of Students' Speaking skill in English Lesson for
Experiential & Accelerated Learning

P	Criteria	Number of Students	Percentage
P1	Success	24	80%
P2	Unsuccessful	6	20%

4.2 Data Analysis

4.2.1 Quantitative Data

The researcher gave the test in the end of each cycle. It denoted that the

means of students score went up from the performance from the conventional

class until experiential and accelerated class. The results of the students' scores in

each test were presented in Table 4.5.

Table 4.5 The Quantitative Data

NO	INITIAL NAME	CONVENTIONAL CLASS	EXPERIENTIAL AND ACCELERATED CLASS
1	C	64	100
2	J	48	100
3	R	68	100
4	A	76	81
5	E	60	88
6	A	76	81
7	R	60	68
8	A	64	93
9	N	52	100
10	J	64	87
11	F	68	87
12	A	76	75
13	H	72	75
14	R	68	75
15	K	48	56
16	H	84	56
17	A	60	75
18	G	80	87
19	G	28	56
20	F	68	68
21	H	60	75
22	K	72	75
23	T	56	100
24	D	68	81
25	B	72	75
26	K	72	81
27	A	72	81
28	F	72	81
29	A	28	37
30	S	68	87
	TOTAL	1924	2381
	EVERAGE	64.13	79.36

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

As shown in the data analysis in chapter IV, the researcher concluded the research as follows.

1. The implementation of the experiential and accelerated learning method can improve students' speaking skill at X-2 TKJ SMK Bridgjen Katamso Sunggal. It was found that the students gave responses and active in the class. In short, they were interested and felt enjoyable in applying this method. It was evidenced by their participation in the speaking class, discussions, performing and showing the objects to their classmates. Additionally, they felt brave when speaking English in the front of the class.

2. The experiential and accelerated learning method can be functioned as an optional method for the English teacher in teaching speaking since this method can enhance the X-2 TKJ SMK Bridgjen Katamso Sunggal. The result in using conventional method was 64.13 in average. The result in using experiential and accelerated learning was 79.36 in average. The results demonstrated that the students' scores increased as 80% students success in the test and having score 79.36 in average.

5.2 Suggestions

Based on the conclusions above, the researcher would like to give some suggestions as follows.

1. For the English Teacher It is necessary for the English teacher to choose and make creative and attractive activities in teaching English. Additionally, the teacher should be capable of generating more enjoyable atmosphere and enhancing students' speaking skill by implementing other speaking methods. In teaching English, the teacher can apply the Experiential and Accelerated learning method since this method can trigger students' enthusiasm to be more active in speaking and building their self-confidence to speak in front of the class. Nevertheless, the topic should be chosen by adjusting to the method since not all topics can be taught with the Experiential and Accelerated learning method since this method.

2. For the students even though the students' speaking skill at class X-2 TKJ SMK Bridgjen Katamso Sunggal improves, they still have to practice their speaking skill regularly so that their skill can get better and they can implement the Experiential and Accelerated learning method in their school or class environment. Besides, they can ask their teacher to apply other speaking methods to get a better comprehension in speaking.

3. For the other researcher this study was conducted at the class X-2 TKJ SMK Bridgjen Katamso Sunggal. The other researchers can conduct this research in other grades because this method is suitable for any major and grade. Hence, the research finding can be more various, and the other researcher can apply this method with the other topics to find out the proper topic for this method.

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APPENDIXES

RENCANA PELAKSANAA PEMBELAJARAN

Sekolah   : SMK Brigjend Katamso
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X / Ganjil
Materi Pokok   : Clothes
Alokasi Waktu   : 1 x 120 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks,dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan kosa kata (pakaian) serta menanggapinya, sesuai dengan konteks penggunaannya	• Mengidentifikasi kosa kata (pakaian) • Mengidentifikasi perbedaan kosa kata (pakaian) • Memahami unsur kebahasaan dari kosa kata (pakaian)
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkantindakan memberikan ungkapan kosa kata(pakaian) dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Menanggapi dan merespon pertanyaan guru mengenaikosa kata (pakaian) yang diajukan kepadanya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi kosa kata (pakaian).
- Mengidentifikasi perbedaan kosa kata (pakaian).

- Memahami unsur kebahasaan dari kosa kata (pakaian).
- Menanggapi dan merespon pertanyaan guru mengenai kosa kata (pakaian) yang diajukan kepadanya.

D. Materi Pembelajaran
  - Fungsi Sosial
    Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
  - Struktur teks
    - Memulai
    - Menanggapi (diharapkan/ diuar dugaan)

  - Unsur Kebahasaan
    - Ungkapan memberikan kosa kata (pakaian), dan menanggapinya
    - Ucapan, tekanan kata, intonasi, ejaan.

  - Topik
    Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan kosa kata (pakaian)yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
  1) Pendekatan : Saintifik
  2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
  3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran
  1. Media
  - ❖ Worksheet atau lembar kerja (siswa)
  - ❖ Lembar penilaian
  2. Alat/Bahan
  - ❖ Pulpen, spidol, papan tulis, gunting, kertas, majalah
  - ❖ Laptop & infocus

G. Sumber Belajar
  - ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, RevisiTahun 2016
  - ❖ Kamus Bahasa Inggris
  - ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1.	Pertemuan Ke-1 (1 x 120 Menit)

Kegiatan Pendahuluan

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.

● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Clothes

● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

● Mengajukan pertanyaan

Pemberian Acuan

● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung

● Pembagian kelompok belajar

● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti
Kegiatan Pembelajaran

- Guru memberikan pertanyaan terkait materi yang diajarkan :
- *What do you understand from the word "clothes" and "clothing"?*
- *Can you name a few types of clothes that are familiar to you?*

- Guru menuliskan contoh-contoh pakaian di papan tulis.
- Siswa belajar dalam kelompok dan bermain peran sebagai *"fashion desaigner"* dan membuat pakain dari bahan bekas seperti koran dan majalah kepada model yang di tunjuk.
- Guru mengambil foto setiap kelompok dan meminta siswa lain menilai dan memberikan voting siapa yang paling bagus.

Kegiatan Penutup

● Siswa membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi clothes

● Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran clothes

● Guru membantu siswa dalam pengucapan Bahasa Inggris dengan benar.

● Memberikan penghargaan untuk materi pelajaran clothes kepada kelompok yang memiliki kinerjadan kerjasama yang baik.

I. Penilaian

- Memperhatikan keaktifan dan cara siswa berinteraksi
- Memahami kosa kata "clothes"

Medan, 26 Juli 2023

Mengetahui ,
Kepala Sekolah SMK Brigjend Katamso Sunggal   Guru Mata
Pelajaran

Boy H Panggabean, S.Kom., M.Min   Sita Purnilawati, SS., S.Pd

APPENDIX II. DOCUMENTATION

Documentation 1 (Source: private document)

Documentation 2 (Source: private document)

Documentation 3 (Source: private document)

Documentation 4 (Source: private document)

Documentation 5 (Source: private document)

Documentation 6 (Source: private document)

Documentation 7 (Source: private document)

Documentation 8 (Source: private document)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : **Susanti**
NPM : 1702050017
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Improving Students' Ability and Confidence in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School Students	26/ Jan 2023 disetujui

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 26 Januari 2023
Hormat Pemohon,

Dr. Tengku Winona Emelia, S.Pd., M.Hum.

Susanti

Appendix III. Permohonan Persetujuan Judul

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – I

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: **Susanti**
NPM	: 1702050017
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 136 SKS

IPK= 3.59

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
	Improving Students' Ability and Confidence in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School Students	
	Improving Students' Speaking Skill Through Pictionary Game at Senior High School Students	
	An Analysis on the English Teacher Strategies in Teaching Vocabulary Through Semantic Mapping Method at the Primary School Students	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Januari 2023
Hormat Pemohon,

Susanti

Keterangan:

Dibuat rangkap 3   : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix IV. K-1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Susanti

NPM   : 1702050017

Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving Students' Ability and Confidence in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School Students

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. Tengku Winona Emelia, S.Pd., M.Hum.

26 Januari 2023

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan,   Januari 2023
Hormat Pemohon,

Susanti

Keterangan
Dibuat rangkap 3 : -   Untuk Dekan / Fakultas
                    -   Untuk Ketua / Sekretaris Prog. Studi
                    -   Untuk Mahasiswa yang Bersangkutan

Appendix V. K-2

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 533 /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
           Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Susanti
N P M   : 1702050017
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Ability and Confidence in Speaking Using
                   Experential Learning and Accelerated Learning Method for Senior
                   High School Students

Pembimbing   : Dr. Tengku Winona Emelia, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **28 Januari 2024**

Medan 6   Rajab   1444 H
       28 Januari   2023 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix VI. K-3

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Susanti
NPM	: 1702050017
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Improving Students' Ability And Confidence In Speaking Using Experiential Learning Accelerated Learning Method For Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
28 feb 2023	Table of contents	
	Chapter I	
	Identification of the problem	
	Chapter II	
	- Theory & definition	
3 maret 2023	Chapter III	
	. Research Methodology	
	. Research design	
7 maret 2023	. Refferences	
	Disetujui untuk diseminar	

Medan,   Maret 2023

Diketahui/Disetujui :
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Dr. Tengku Winona Emelia, S.Pd., M.Hum

Appendix VII. Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 12 Bulan April Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Susanti

N.P.M   : 1702050017

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School

No	Masukan dan Saran
Judul	✓
Bab I	Rivise the Background of the Study
Bab II	Conceptual Framework
Bab III	Research Design
Lainnya	Reference
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawaty, S.Pd., M.Pd.)

Dosen Pembimbing

(Dr. Tengku Winona Emelia, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris
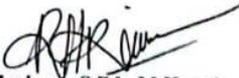
(Rita Harisma, S.Pd., M.Hum.)

Appendix VIII. Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT KETERANGAN

Ketua Progam Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menyampaikan bahwa :

Nama Mahasiswa   : Susanti
NPM   : 1702050017
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari   : Rabu
Tanggal   : 12 April 2023
Dengan Judul Proposal : Improving Students' Ability in Speaking Using Experiential and Accelerated Learning Method for Senior High School

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 07 Juni 2023

Wassalam
Ketua Program Studi
PendidikanBahasaInggris

Pirman Ginting, S.Pd., M.Hum.

Appendix IX. Surat Keterangan Seminar

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap	: Susanti
NPM	: 1702050017
Program Studi	: Pendidikan Bahasa Inggris
JudulSkripsi	: Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Dr. Tengku Winona Emelia, S.Pd., M.Hum

Appendix X. Pengesahan Proposal

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id   📘 umsumedan   📷 umsumedan   🐦 umsumedan   ▶ umsumedan

Nomor	: 2220/II.3/UMSU-02/F/2023	Medan, 18 Dzulqaidah	1444 H
Lamp	: ---	7 Juni	2023 M

H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
Yayasan Perguruan Nasional Brigjend Katamso
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **Susanti**
N P M   : 1702050017
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Method for Senior High School.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

**Pertinggal

Appendix XI. Surat Izin Riset

PERGURUAN NASIONAL BRIGJEND KATAMSO
PG – TK – SD – SMP – SMA – SMK
Jln. Sunggal No. 370   Telp. (061) 8451582
MEDAN 20128

No   : 039/S.K/SMK-BK/VII/2023
Lamp : -
Hal   : Permohonan Izin Penelitian/Riset

Kepada Yth :
Dekan Program Studi Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Di
        Tempat

Dengan hormat,
        Sehubungan dengan surat saudara perihal Permohonan izin melakukan Penelitian / Riset dari Tanggal 24 Juli sampai dengan 24 Agustus 2023, dengan ini kami sampaikan bahwa permohonan tersebut dapat kami setujui, dengan ketentuan :

1. Mahasiswa Universitas Muhammadiyah Sumatera Utara yaitu :

No	Nama Mahasiswa	Program Studi	NPM
1.	Susanti	Pendidikan Bahasa Inggris	1702050017

2. Selama melaksanakan Penelitian / Riset , Mahasiswa/i yang bersangkutan agar mematuhi ketentuan yang berlaku di SMK Swasta Brigjend Katamso.

    Demikian kami sampaikan, atas kerja sama yang baik diucapkan terima kasih.

Medan, 21 Juli 2023
Kepala Sekolah

H Panggabean,S.Kom,M.Min

Appendix XII. Surat Keterangan Balasan Riset

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan di bawah ini :

Nama Mahasiswa	: Susanti
NPM	: 1702050017
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 13 September 2023

Hormat saya,
Yang membuat pernyataan

(Susanti)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.

Appendix XIII. Surat Pernyataan Orisinilitas Riset

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruandan Ilmu Pendidikan
Jurusan/Prog.Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Susanti
NPM	: 1702050017
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Improving Students' Ability in Speaking Using Experiential Learning and Accelerated Learning Method for Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18 Agustus 2023	Table of content	
	Abstract	
	Acknowledgement	
10 Agustus 2023	Chapter I, II	
12 Agustus 2023	Chapter III	
12 Agustus 2023	Chapter IV	
14 Agustus 2023	Chapter V	
	Reference	

Medan,   Agustus 2023

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Dr. Tengku Winona Emelia, S.Pd.,M.Hum

Appendix XIV. Berita Acara Bimbingan Skripsi

SURAT KETERANGAN
Nomor : 1841/ KET/II.3-AU /UMSU-P/M/2023

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: Susanti
NPM	: 1702050017
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, *27 Muharram 1445 H.*
14 Agustus 2023 M.

Kepala Perpustakaan

Assoc. Prof. Muhammad Arifin, M.Pd.

Appendix XV. Surat Keterangan Bebas Pustaka

CURRICULUM VITAE

PERSONAL IDENTITY

Name : Susanti

Place/ Date of Birth : Desa Lama, 14 April 1999

Religion : Islam

Status : Single

Nationality : Indonesia

Address : Dusun IV Desa Lama Kec. Hamparan Perak

Phone Number : 082233610691

Email : susantisusan1404@gmail.com

PARENTS' DATA

Father : Suparjo

Mother : Yani

Address : Dusun IV Desa Lama Kec. Hamparan Perak

EDUCATION HISTORIES

2005 – 2011 : SD Negeri 101742 Hamparan Perak

2011 – 2014 : SMP Negeri 1 Hamparan Perak

2014 – 2017 : SMA Negeri 1 Hamparan Perak

2017 – 2023 : Universitas Muhammadiyah Sumatera Utara