

**EXPERIENTIAL LEARNING TO PROMOTE STUDENTS' ACTIVENESS
AND INVOLVEMENT AT THE SECOND GRADE ELEMENTARY
SCHOOL DURING SPEAKING CLASS
IN ACADEMY OF BRAIN CASTLE COURSE**

THESIS

Intended to fulfill one of the requirements for the awards of Bachelor Degree in
English Language Teaching and Education Department



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2025

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2025

ABSTRACT

Widyasari, Pingky. (2025). *Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course*. Advisors: (1) Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum. (2) Dr. Bambang Harmanto, S.Pd., M.Pd.

Key words: Experiential Learning, Speaking Class, Student Activeness and Involvement.

Indonesia's education system is shifting from teacher-centered to student-centered, utilizing experiential learning methods to increase student involvement and improve English speaking skills, thereby transforming the teaching approach. The purpose of this study is to explore how experiential learning method can encourage students' activeness and involvement during English learning in speaking class at Academy of Brain Castle Course. As well as describing how the instructor in planning, implementing, and evaluating the application of experiential learning methods in the ABC course speaking class.

The researcher used qualitative research method by taking research subjects in the form of 4 instructors at ABC course as respondents and the main data source of the research. The data collection technique was through observation, interview, and documentation. While data analysis was through data collection, data reduction, data display, and conclusion drawing.

The result of this study shows that experiential learning method can encourage students' activeness and involvement during English learning in speaking class. Students agreed that the experiential learning method applied by instructors at Academy of Brain Castle is fun and easy to follow. The activities applied to build students' experience such as role-play, games, singing, and hands-on practice, where the activities combine in individual, pairs, and collaboration approaches.

In conclusion, the application of experiential learning method in English language learning in speaking class can increase students to actively participate during the learning process and improve their confidence and speaking ability. It proves that the application of experiential learning is suitable to be used in ABC course to engage students' activeness and involvement during English learning process in speaking class. The successful method can be recommended for instructor, institution, and next researcher to develop experiential learning strategies and methods in English language learning.

THESIS STATEMENT

I, the undersigned:

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Except in cases where the text has been properly cited, I hereby declare that this is my original work and that, to the best of my knowledge and belief, it contains no material that has previously been published or written by someone else or that has been significantly accepted for the award of any other degree or diploma from the university or other higher education institution.

Ponorogo, January 20th 2025


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AGREEMENT PAGE

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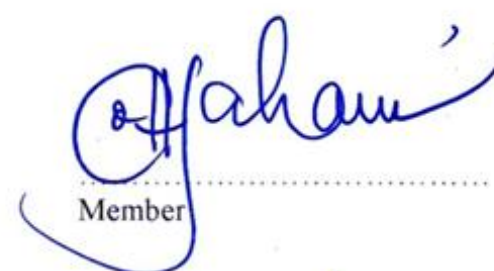
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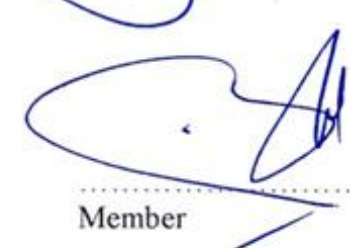
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I pray that Allah would bless them all. Since the author still believes that this thesis is far from ideal, any criticism and recommendations will be helpful for both this paper's progress and the researcher's future research.

Ponorogo, January 20th 2025

Researcher

DEDICATION

This thesis dedicate to:

1. My parents who are the biggest support and always support me no metter what.
2. My extended family who always pray for my success.
3. Shinta and Elfira who always provide support, motivation, and friends to share complaints to complete this research.
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7. My classmate always accompanied me during college to encourage each other to finish their respective thesis as soon as possible.
8. To all the people who have helped me, I cannot mention them one by one.

MOTTO

“The act of wanting to persue something maybe even more precious than actually becoming that, so I feel like just being in the process itself it’s a prize and so you shouldn’t think of it as a hard way and even if you do get stress out, you should think of it as happy stress. Just enjoy while persuing it, cause it’s that precious.”

-NCT Mark Lee-



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The education system in Indonesia often undergoes changes in the learning curriculum, which causes changes in teaching techniques. This change also occurs in the educational paradigm, namely the change from teacher-centered learning to student-centered learning. This is inversely proportional to the previous application, where teachers were more active in teaching than the students themselves (Muliarta, 2018). Thus, this makes student learning in the classroom very passive, because the teacher is considered the only source of knowledge available (Rozali et al., 2022). Even so, this teacher-centered application is still often found in the field. Meanwhile, according to Susanti & Wikarya (2020), learning in the current era requires the role of students in its application. As Nurhakim, 2023 said in his article, it is because students are the main subject in learning activities so they are required to be more active in learning activities. Therefore, student-centered learning approach is necessary to increase student activeness and involvement in classroom learning.

However, a teacher often still has difficulty in applying the student-centered method. This is because in the student-centered approach, the teacher must be able to carry out his role well, namely not only as a teacher, but also as a motivator, facilitator, and innovator (Antika, 2014). In addition, to develop this approach requires cooperation between both parties, namely teachers and students, because this approach focuses on the role of students and shifts the teacher-

centered learning model (Refanda & Dzarna, 2023). According to Hermanto & Arifin (2023), the obstacles and challenges in implementing student-centered learning are such as curriculum adjustments, teacher training, and the role of technology used in learning. Meanwhile, according to Kartika et al. (2023), the challenges faced by teachers in implementing this student-centered method are that teachers need to consider diverse classroom contexts and characteristics, and provide appropriate support and guidance so that each student can take an active role in the learning process. Other challenges include assessing and evaluating students' progress holistically, not only in terms of academics, but also in terms of social, emotional and character skills.

Meanwhile, in English language class, student-centered approach enables teachers to increase students' activeness and involvement during learning, especially in speaking classes (Mustikawati, et al., 2023). This is because English has become a language that is learned by almost everyone, therefore students need to master English, especially in speaking skills, where this skill is a basic skill that plays an important role in communication (Indrapurnama et al., 2022). Therefore, student-centered learning approach can make students more active in the classroom and that does not make them feel bored during learning, where they can participate directly through their experiences. According to Saputro (2018), in student-centered learning, students have the freedom to develop all their potential (creativity, taste, and spirit), explore the field or science of interest responsibly, build knowledge and then achieve competence through an active, interactive, collaborative, cooperative, contextual and independent learning process. By

applying this, students that actively participate in the teaching and learning process find it simpler to absorb the lesson since it may be an enjoyable, sociable, dynamic, and gratifying activity. Furthermore, the student-entered approach empowers educators and learners to collaborate, share accountability for student learning, and assess students' language usage (Uyun, 2022).

Quoted from Kemenristekdikti (2016), the student-centered learning approach can be realized through various models or strategies, such as Small Group Discussion, Simulation and Demonstration, Case Study, Discovery Learning (DL), Self-Directed Learning (SDL), Cooperative Learning (CL), Collaborative Learning (CbL), Contextual Instruction (CI), Project Based Learning (PjBL), and Problem Based Learning and Inquiry. Based on previous researches, in the student-centered learning, the models that are often used are Role Playing or simulation method and Small Group Discussion. According to Samad (2021), Role Playing or simulation method is a way of teaching by dramatizing forms of behavior in social relationships. This method is applied to provide students with a broad understanding of concepts through imitating certain roles that are set in certain situations. Meanwhile, Small Group Discussion, according to Susanto (2020), is a learning approach that focuses on individual learning in small groups where the group works together and shares learning experiences together. The purpose of applying this method is to maximize students' potential in the learning process, so that students can seek their own experiences and experience them directly. On the other hand, the small-group discussion method can also be used by teachers to increase student involvement in

speaking English (Crisianita & Mandasari, 2022). Therefore, to increase student activeness and involvement in learning English itself requires the right solution, one of which is this experiential learning.

The experiential learning process itself is a reflection process of direct or real experience. Where experiential learning according to Hoerudin (2023), is learning obtained through personal experiences experienced by students because they are actively involved directly in the process, both in the classroom and outside the classroom. In addition, Tanjung et al. (2022) also said that experiential learning also focuses more on individual or personal experiences in learning. In addition, the experiential learning method also provides concrete support for the relationship between theory and practice in the real world, and provides the best results because it involves participants in the learning process (Hariri & Yayuk, 2018). Thus, it can be said that this method will be meaningful if students participate in these activities (Ardiansyah, 2020).

Several studies have revealed that experiential learning method can improve students' learning outcomes in various fields. The application of experiential learning is considered effective and can improve students' abilities in learning English, especially in improving speaking skills (Iman et al., 2021). On the other hand, the results that the application of this method can improve student learning outcomes in terms of writing simple essays (Hoerudin, 2023). In addition, the application of experiential learning method can also make students more confident in expressing their opinions and improve their concept understanding (Hariri & Yayuk, 2018). Thus, it can be concluded that, the

application of experiential learning method can improve students' learning outcomes not only in speaking, but also in writing. In addition, it can also help students express their opinions and improve their comprehension skills.

On the other hand, Academy of Brain Castle is a course that provides English tutoring services for young learners based on experiential learning method. Their learning method focuses on students' activeness and involvement during class, hence their class is called the speaking class. In their learning methods, they use student-centered learning approaches such as collaborative and pair learning. In addition, the learning activities they apply are role-playing, games, practice activity, singing, and others, which can make them learn by direct experience. With these approaches, it is hoped that English learners, especially young learners, feel happy, interested, and not afraid to speak and learn English.

Thus, based on the above statement, the researcher is interested to explore “Experiential Learning to Promote Students’ Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course”.

1.2 Statement of the Problem

The researcher developed the research problem as follows, taking into account the background information mentioned above:

1. What do the instructor’s plan to apply experiential learning method in ABC course?
2. How is the implementation of experiential learning method in ABC course?

3. How is the evaluation of the implementation experiential learning method in ABC course?

1.3 Purpose of the Study

The following are the goals of this research, as stated in the study's statement above:

1. To explore what the instructor's plan to apply experiential learning method in ABC course.
2. To describe how the implementation of experiential learning method in ABC course.
3. To investigate how the evaluation of the implementation experiential learning method in ABC course.

1.4 Benefit of the Study

The following theoretical and practical advantages are anticipated from the researcher's research findings:

1. Theoretically
 - 1) It is anticipated that this research will contribute knowledge and understanding.
 - 2) It can provide an overview of information in research theory, according to the theme and title written, especially in the problem of “Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course”.

2. Practically

1) For Researchers

It is hoped that this study will contribute to the body of information and scientific discussion regarding the experiential learning method in English language learning, particularly speaking classes and their modifications.

2) For Institution

It is intended that this research will serve as a guide and factor to be taken into account when teaching and learning.

3) For Readers

It is intended that this study will give a general overview of the use of experiential learning methods in English language instruction, particularly speaking classes and their modifications.

1.5 Scope and Limitation of the Study

Based on the theme and title of the research taken, the author provide the scope and limitations of the research as follows:

1. Scope

- 1) This study examines how second-grade students' engagement and activity in the Academy of Brain Castle Course are affected by the employment of the experiential learning approach in English language instruction, particularly in speaking classes.
- 2) This research explores what way experiential learning can encourage student activeness and involvement during English learning.

2. Limitation

- 1) This study is limited to second grade students at the Academy of Brain Castle Course.
- 2) This study does not focus on one of the English language skills, but rather focuses on the experiential learning method used as a learning method approach in the ABC course.
- 3) This study relies on primary data taken from interviews and supported by observations.
- 4) This research is limited to how experiential learning can encourage students' activeness and involvement in learning English.

1.6 Definition of the Key Terms

Based on the research title that the researcher took, several definitions of the key terms can be taken as follows:

Speaking : Speaking is the verbal expression of thoughts, ideas, and feelings, serving as a communication medium for interaction with others, enabling individuals to express their thoughts and feelings effectively (Sari, 2022).

Experiential Learning : Experiential learning is a teaching method that encourages students to learn from experience, focusing on the harmonious relationship between learning, working, and other activities. It involves students in concrete activities to

enhance their understanding of knowledge, skills, values, and attitudes, promoting a teaching and learning process (Sagitarini et al., 2020).

Activeness : Activeness refers to the active involvement of students in the learning process. This definition includes how students directly participate in learning activities, interact with materials, classmates, and instructors, and contribute to discussions and problem solving (Nguyen et al., 2021).

Involvement : Involvement is defined as the active involvement of students in the learning process. It also refers to the willingness of students to engage in class discussions and interact with the teacher as well as classmates, which in turn enriches their learning experience and improves communication skills (Arini & Wahyudin, 2022).

Academy of Brain Castle Course : It is an English language tutoring institution founded by Muhammadiyah University of Ponorogo Students based on the development of experiential learning method and focus on direct communication skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Language Learning

2.1.1 Definition of Learning

Learning in general is often associated as a process of interaction between a person and their environment to meet life needs and cause changes in behavior. In addition, learning is also defined as a process of activity that starts from not knowing to knowing, from not understanding to understanding. According to Ariani et al. (2022:2) in his book entitled *Belajar dan Pembelajaran* states that "Learning is a relatively permanent change in behavior caused by the interaction between stimulus and response. It is also a process and activity to gain knowledge, improve skills, improve behavior, attitudes, and strengthen personality".

Learning is a complex action and behavior experienced by students as a result of experiences and efforts made by a person in interaction with their environment to change their behavior (Sari et al., 2020).

In addition, in terms of the concept of learning, several psychologists also provide different definitions of learning. According to Ernest R. Hilgard (1984) the process of deliberate action that results in change is called learning. This change is relatively permanent and will not return to its original state. Meanwhile, according to Gagne (1977) learning is a change in behavior that occurs due to experience or practice. This change is different from before the person is in the learning situation and after doing the same action. Likewise,

according to Moh. Surya (1981) learning is a person's effort to change his overall behavior as a result of his own experience and his interaction with the environment. The same thing is also said by Slameto (2003) where a person's struggle to change his overall behavior as a result of his experience in interaction with his environment is called learning.

Therefore, based on the various definitions of learning given above, it can be said that learning is a process of changing a person's personality that is impacted by their interactions with their surroundings (Harmanto et al., 2023). This allows the person to change their behavior overall by improving the quality and quantity of their knowledge, skills, habits, understanding, thinking power, and other abilities.

2.1.2 Characteristics of Learning

According to Setiawati (2018), the characteristics of learning can be described as follows:

1. There are new abilities or changes in behavior that are knowledge (cognitive), skills (psychomotor), as well as values and attitudes (affective).
2. These changes are not momentary, but persistent or can be stored.
3. These changes do not just happen, but must go through effort. Where the change occurs due to interaction with the environment.
4. Changes are not solely due to physical growth or maturity, nor are they due to fatigue, illness or the influence of drugs.

There are several driving factors that cause humans to have the desire to learn as follows:

1. Curiosity drive.
2. The desire to master science and technology as required by the times and the environment.
3. To quote Abraham Maslow, all human activity is based on the need to satisfy biological needs for self-actualization.
4. As a refinement of what he already knows.
5. To socialize and adapt to their environment.
6. As an increase in intellectuality and development of self-potential.
7. To achieve desired goals.
8. To fill leisure time.

According to Gagne in (Setiawati, 2018), there are three main characteristics in learning, namely: process, behavior, and experience, as explained as follows:

1. Learning is a process of thinking and feeling, or emotional and mental. Learning occurs when a person's thoughts and feelings are active. The activity of thoughts and feelings cannot be observed by others; however, its manifestations can be observed by the teacher, namely student activities as a result of the activity of students' thoughts and feelings.
2. Behavior change Learning outcomes occur when someone learns to change or improve their behavior. This can include an increase in knowledge, skills, or mastery of attitudes.
3. Experiential Learning is learning that occurs in the interaction between a person and their environment, both physical and social.

Meanwhile, according to Faizah (2017), the characteristics of learning can be described as follows:

1. Behavior changes as a result of learning.
2. Behavior changes tend to be long-lasting.
3. During the learning process, behavioral changes do not always need to be evident right away; they can still be potential.
4. Experience or practice leads to behavioral changes.
5. Reinforcement might come from practice or experience.

It can be inferred from a variety of viewpoints regarding the aforementioned learning characteristics that there are a number of them: First, learning is an intentional process that a person engages in; second, learning results in behavioral changes that encompass all facets (cognitive, affective, and psychomotor); and third, these changes are comparatively permanent and stem from training and interactions with the environment.

2.1.3 English as Foreign Language Learning

Developed countries have adopted English as a first or second language, making it an international language. English is the official language of at least 61 nations spread over six continents. For instance, South Africa, the Bahamas, Dominica, the Philippines, India, Ireland, Canada, Saint Lucia, New Zealand, Singapore, Australia, England, and the United States are among the nations where English is the primary language. Meanwhile, Brunei Darussalam, Israel, Malaysia, Sri Lanka, and other nations are instances of nations where English is spoken as a second language (Saragih et al., 2023).

Furthermore, a number of nations continue to study English as a foreign language in addition to English as a first and second language, particularly in emerging nations (Harmanto, 2020). Among the nations that study English as a foreign language is Indonesia. Out of 111 countries, Indonesia is ranked 81st for not speaking English fluently (CNN Indonesia, 2022). This is driven by a number of factors, including 1) a lack of confidence, whereby some students may typically comprehend English grammar but struggle with speaking the language. The primary cause is that most Indonesians still lack a sufficient vocabulary, and students in particular frequently feel awkward striking up a discussion in English out of fear of making a mistake (Mahendra et al., 2024). Their lack of excitement for reading and, thirdly, their lack of experience are the causes of this. The majority of people believe that their vocabulary is small and that they lack confidence when speaking English. They get disinterested in learning English as a result of this (Khairunas, 2022).

Because English is taught in Indonesian schools from elementary school through college, it is seen as having a highly important place in the country's curriculum. However, rather than becoming a communication tool, English is still regarded as a foreign language and as an area of study like other topics (Lestari et al., 2024). The term "English as a Foreign Language" (EFL) refers to the fact that English is neither a second language nor English as a Second Language (ESL) in Indonesia. Thus, in Indonesia, English is not yet regarded as the primary language. (Aini & Nohantiya, 2020).

2.1.4 The Purpose of English Learning

Student participation in learning activities greatly affects the success indicators in the learning process. In general, student participation in English learning activities can include various forms of activities such as speaking, listening, reading, writing and body movements, where in learning activities there is dynamic interaction between teachers and students, or between students and other students (Harmanto, 2019). Thus, a learning can be said to achieve its goals if all students actively participate without exception (Wihartanti, 2022).

Meanwhile, according to Widyasari (2016) the purpose of learning English is so that students can communicate fluently in English orally and non-verbally. Where the basic competencies of English include listening, reading, writing, and speaking skills.

1. In order to pay attention, comprehend, interpret, recall, and react to needs and information that are communicated vocally or nonverbally, listeners should be actively and consciously generate meaning from contextual information and prior knowledge (Galerin et al., 2021).
2. Reading skills, is a process carried out by readers to obtain messages to be conveyed by the author through words or written materials and can understand the meaning contained therein, so that readers can understand, tell, interpret the meaning of written symbols involving vision, eye movements, inner speech, and memory (Harianto, 2020).
3. Writing skills, is a type of skill to express ideas, opinions, and feelings to others through written language, where in expressing these ideas must be

supported by appropriate language as well as vocabulary, grammatical and correct spelling usage (Gusmayanti, 2023).

4. Speaking skills, is an ability possessed by someone to convey ideas, ideas, thoughts, and feelings directly orally and use clear and effective language to be able to communicate (Khusna et al., 2023).

From this explanation, it can be concluded that basically English learning has the aim of developing students' four basic abilities, namely in listening, reading, writing and speaking skills. In addition, the main purpose of learning English is to improve students' speaking skills so that they can communicate fluently in English orally and non-verbally.

2.1.5 Principles of EFL Learning

In learning English as a foreign language, of course, it also has several principles that must be considered so that the learning applied becomes more effective, interesting, and in accordance with the needs and character of students. According to Slivnaya et al. (2023), there are several principles in EFL Learning that can be identified as follows:

1. Task-Based Learning. This principle emphasizes learning through concrete tasks that are relevant to everyday life, such as updating and repeating previous vocabulary, learning the semantic components of SELF, and creating shared word lists.
2. Contextualizing Learning Materials. This principle focuses on using words with SELF semantic components to enhance understanding in a contextualized manner.

3. Flexibility and Adaptability. This principle aims to give students autonomy in selecting content that suits their interests and preferences, as well as adapting learning materials to individual needs and ability levels.
4. Repetition and Visualization. This principle intends to use repetition and visualization as effective learning strategies in strengthening information retention.
5. Error Awareness. This principle encourages awareness of mistakes by providing constructive feedback and opportunities to correct mistakes independently.
6. Student-Centered Learning. This principle is used to align learning with students' interests and learning styles so that they can be engaged and motivated in learning.

In addition, based on Rima et al. (2024), mentioned that the principles in EFL leaning can also be realized in several approaches as follows:

1. Communicative Language Teaching (CLT) approach. This principle focuses on the importance of authentic and contextualized communication in language learning. Teachers should pay attention to several aspects such as audience, authenticity, social context of use, skill integration, focus on meaning and word production. CLT can also encourage students to interact in the target language actively and meaningfully.
2. Contextual Teaching and Learning (CTL) Approach. This principle emphasizes the importance of learning that is contextual and relevant to students' real lives. Diana's approach involves modeling, reflection,

constructivism, inquiry, and real assessment. CTL allows students to engage in meaningful and applicable learning.

3. Scientific Approach. In this approach students are invited to observe, ask questions, try to associate, and communicate and think critically. This approach can also encourage students to develop critical thinking skills through exploration, experimentation, and reflection in the context of learning English as a foreign language.

By understanding and applying these principles, teachers can create lessons that support students' skill development in the context of learning English as a foreign language. In addition, these principles can also provide direction in designing effective and relevant teaching strategies for students in understanding and using English.

2.1.6 Strategy in EFL Learning

To achieve English learning goals, especially in the context of learning English as a foreign language, an appropriate and interesting strategy is needed so that learning can run effectively and efficiently (Harmanto & Rahmawati, 2022). Basically, the strategy is an approach or method used to facilitate the student learning process (Indasari & Amaliati, 2023). In addition, the learning strategy itself is an individual approach to a particular task or object (Wulansari & Uyun, 2023). With a strategy, learning will be more directed and learning objectives can be achieved (Amelia, 2023).

Based on Mustikawati et al., 2023, English as a foreign language learning strategies can be divided into two major parts, as follows:

1. *Direct strategies*

Direct strategies are divided into three parts as follows:

1) Memory

Students employ this tactic by drawing on their prior knowledge and educational experiences. This approach uses a lot of memory and memory-intensive learning methods.

2) Cognitive

All student behaviors in the teaching and learning process that are connected to the use of students' cognitive abilities are considered cognitive strategies, and they can be implemented in a variety of activities. Correcting one's own errors, making gestures, practicing speaking, writing in a notebook, reading from the chalkboard, and gazing at instructional media are the six cognitive behaviors that are said to be representative of this technique.

3) Compensation

Students who already possess a high level of proficiency employ this tactic. It is typically employed to get around certain linguistic restrictions.

2. *Indirect strategies*

Meanwhile, indirect strategies are divided into three more parts as follows:

1) Meta-cognitive

All learning behaviors associated with learning strategies or methods for handling and managing teaching and learning resources are considered metacognitive strategies.

2) Effective

All learning behaviors pertaining to students' attitudes and feelings when navigating the learning process are considered affective strategies. This method is further separated into two categories: negative affective and positive affective. Students who exhibit positive affective behavior are able to embrace and value the teaching and learning process. Students that exhibit negative emotional conduct, on the other hand, reject and undervalue the teaching and learning process.

3) Social

Any behavior pertaining to students working together with their classmates to accomplish learning objectives is considered a social strategy. This tactic is used in a variety of activities, such as discussing learning with classmates, assisting friends in line with teaching and learning activities, requesting friends for assistance, praising friends, and upsetting friends.

2.2 English Speaking Skills

2.2.1 Definition of Speaking

In learning a language, speaking ability is one of the most important aspects that must be mastered by a learner. This is because speaking is a very important part of learning English and is a tool to communicate with others. Speaking is a way to express meaning, ideas, opinions and statements with language using oral directly, where this action will produce more than one pronunciation (Puspita Dewi, 2023).

In addition, speaking is also defined as an activity used to express thoughts and feelings orally, where this activity includes productive skills that can be observed directly and empirically (Bawanti & Arifani, 2021).

The same thing was also expressed by Indrapurnama et al. (2022), where speaking is an ability that someone has to express their feelings orally or directly in a certain meaningful context.

Meanwhile, according to Hakim (2019), speaking is an ability to express intentions that will later be recognized and processed by the interlocutor with the aim of recognizing these intentions. Therefore, speaking has an important role in communication because by speaking one can convey an intention from the speaker to the listener.

From some of these definitions, it can be concluded that speaking is one of the language or communication skills in which a person can express directly his ideas, thoughts, and feelings to others so that the listener can also capture the information conveyed clearly.

2.2.2 Types of Speaking

According to Afriani (2021), there are several types of speaking that can be used to improve students' speaking skills as follows:

1. Imitation

Students should pay attention to certain sounds and intonations, then imitate them correctly. They should also practice intonation contours or find certain vowel sounds precisely.

2. Responsive

This is a short reply to the teacher. Learners should be active in class, answer the teacher's questions, and participate in discussions. They can also initiate questions or comments.

3. Intensive

Speaking performances can be done alone or with two persons at work, with the goal of practicing certain phonological or grammatical aspects of language.

4. Transactional Dialogue

This is not only used to communicate or exchange information, but also used to elaborate ideas or achieve a goal. Learners must be involved in the discussion.

5. Interpersonal Dialogue

Plain language, colloquialisms, slang, ellipsis, sarcasm, and hidden "agendas" cause this to be perceived as the maintenance of social relationships rather than the dissemination of facts and information.

6. Extensive

This concerns intermediate and advanced students who are required to provide brief speeches, summaries, or in-depth oral reports.

2.2.3 Components of English Speaking

According to Hamid et al., 2023 in his book entitled "Skill of Speaking" English speaking skills can be improved and developed through five components consisting of:

1. Pronunciation

For Indonesians, pronouncing words or sentences in English is not difficult; they can learn quickly and easily. To improve our skills, we should focus on one dialect or accent, as pronouncing two different accents will be confusing.

2. Intonation

When someone is angry or happy, their intonation is different. The same is true when someone is leading a speech. English speaking ability relies heavily on intonation. Mastery of intonation makes conversations sound natural and not stiff. Learning different types of sounds or tones is a way to practice this skill.

3. Sentence stress

One component that helps improve English intonation skills is sentence stress. With this skill, you can find the main verbs in English. Sometimes, speakers seem to say sentences in a hurry, but this only causes sentence contraction. To practice this skill, listen to audiobooks or English songs regularly and repeat the lyrics, such as "how was that cup of tea you had ordered before?"

4. Grammar

Practicing English grammar can improve our speaking ability, improve our speaking skills, and increase our confidence when creating sentences in English. In addition to practicing grammar questions, you can improve your grammar skills by using English as a Second Language (ESL) forums to practice your grammar with other students or even with native speakers.

5. Vocabulary

The last step is to collect as much vocabulary as possible. This can be achieved by reading lots of English books and using the help of a dictionary to support the learning process. These are some of the things to look out for to get better at speaking English.

Based on the above opinion, it can be concluded that the components of English speaking include five things namely pronunciation, intonation, sentence stress, grammar, and vocabulary.

2.2.4 Characteristics of Successful Speaking

According to Mufidah (2017), successful speaking is characterized by the following characteristics:

1. Learners talk a lot: they actually take up as much of the time allotted to the activity as possible. Although, it may appear apparent, instructor discussion and pauses frequently take up the majority of the time.
2. Equal participation: Everyone has an opportunity to speak, and contributions are divided evenly; a small percentage of talkative students do not dominate class discussions.
3. High motivation: students are keen to contribute because they want to help achieve a task's goal or because they are interested in the topic and have something fresh to offer.
4. The language used by the students is of an adequate level: they communicate in remarks that are pertinent, mutually intelligible, and accurately expressed.

2.3 Experiential Learning Method

2.3.1 Definition of Experiential Learning

"How to Design and Teach a Hybrid Course" by Jay Caulfield (2023) defines experiential learning as the process of generating and converting experiences into information, skills, attitudes, values, emotions, beliefs, and sentiments. People become themselves during this process (Jarvis et al., 1999: 46).

Experiential learning is a method used by teachers and students to achieve educational goals by framing experiences, activating experiences, and thinking about experiences. In a learning method known as experiential learning, students use experience as a medium for learning. In this method, information does not only come from books or teachers (Hajjah et al., 2022). According to Sato & Haan (2016), there are four activities in the syntax of the experiential learning method: experience, abstract conceptualization, reflective observation, and active experimentation.

On the other hand, the experiential learning method is also defined as a learning method that provides opportunities for students to carry out active learning activities, because experience has an important role in the student learning process (Purba et al., 2024).

In addition, the experiential learning method based on Kolb's theory, suggests that experiential learning is a process where knowledge is constructed through the transformation of experience (Amaliah & Marut, 2022).

Thus, it can be concluded that experiential learning is a learning method that refers to a process of discovering and experiencing directly from previous experiences during learning.

2.3.2 Experiential Learning Stages

According to Maulana (2017), adopted from David Kolb there are four stages in experiential learning method, as follows:

1. Concrete experience stage

At this stage, students do not know what actually happened. They can only feel the event, and they cannot understand or explain how and why it happened. This is what happens in the early stages of the learning process.

2. Active and reflective observation stage

At this stage, education should provide opportunities for all students to make active observations of the events they experience. This starts with searching for answers and thinking about events that happen in the surrounding fourteenth world. By making questions about how and why it happened, students reflect.

3. Conceptualization stage

Learners are given the freedom to make observations and then given the freedom to conceptualize the results of their observations. This means that students strive to create concepts, theories, laws or rules about the subject they are concerned with.

4. Active experimentation stage

At this stage, the assumption is made that the results of the learning process must be used in the real world. One must be able to apply concepts, theories, or rules to real-life situations. This stage should give students the opportunity to practice and test these ideas in the field.

2.3.3 Characteristics of Experiential Learning

Maulana (2017), adopted from Kolb (1984) provide an explanation of the definition of experiential learning through the experiential learning proportion theory which includes the following:

1. Learning should be seen more as a process than as an outcome.
2. All learning should be repeated.
3. Learning requires resolving conflicts between dialectically conflicting approaches to world adaptation.
4. Learning is a comprehensive process of world adaptability.
5. Synergistic interactions between people and their surroundings lead to learning.
6. The process of generating knowledge is called learning.

2.4 Previous Studies

In several previous studies, the application of experiential learning is considered effective and can improve students' abilities in learning English, especially in improving speaking skills. This is based on one of the articles written by Iman et al. (2021), in their research entitled "The Effectiveness of Experience-Based Role-Playing Learning to Improve English Speaking Skills of Elementary

School Students”, where the results of their research using quasi-experimental-control methods show that the use of experiential role-playing game learning methods contributes greatly to improving students' English speaking skills, and is considered more effective when compared to the drill learning method.

In addition, based on Hoerudin (2023), in his research entitled “Increasing Skills and Student Learning Result in Indonesia Language by Using Experiential Learning Methods in Writing Simple Writings in Class IV Elementary School” also shows the results that the application of this method can improve student learning outcomes in terms of writing simple essays. Where the author uses a class action method carried out in two cycles, consisting of two meetings which include planning, implementation, observation and reflection. After being analyzed, this study showed that the percentage of student completeness in cycle I reached 80%, cycle II 85%. This proves that the application of experiential learning methods can improve student learning outcomes in writing simple essays in class IV.

Hariri & Yayuk (2018), in their research entitled "Application of Experiential Learning Models to Increase the Understanding of Light Materials and Its Nature of Students Class V Elementary School" conducted on class V students totaling 19 people consisting of 10 female students and 9 male students using qualitative and quantitative data analysis techniques obtained from observations, interviews, field notes, documentation, and tests also show that the application of experiential learning models can increase student understanding in science learning. This was evidenced by an increase in the class average score

from 72.2 to 73.4 in cycle I and 79.6 in cycle II. Of the 19 fifth grade students, only 9 students met the minimum competency achievement standard of 47.4% (less). It changed from 11 students or 57.8% (satisfactory) in cycle I to 15 students or 78.9% (good) in cycle II.

Based on some of the previous studies above, the researcher found differences between the research conducted by the researcher and the research conducted by the author. The difference lies in the focus of the research, the subject of the research, and the method used. In the first study, the author focused on the application of the role-playing method in improving the English speaking skills of fifth grade elementary school students using the quasi experiment-control method. In the second study, the author focuses on the application of experiential learning method to improve the learning outcomes of fourth grade students in writing Indonesian essays using classroom action method. Then, in the third study, the author focuses on the application of experiential learning models to improve the understanding of grade V students in science learning by using qualitative and quantitative data analysis techniques. While the researcher focuses on the implementation of experiential learning methods to promote the activeness and involvement of second grade elementary school students during speaking class by using qualitative case study methods. Thus, it can be seen that there is a research gap between previous research and research conducted by this researcher. Therefore, the researcher is interested in researching "Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School during Speaking Class in Academy of Brain Castle Course".

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, researchers used a qualitative research method. The method used by researcher based on Pahleviannur et al. (2022), because it has a theory that is in accordance with the research objectives and easy to use. In addition, using this theory also aims to find out how the application of experiential learning methods can encourage student activeness and involvement during speaking class in ABC course. This problem is analyzed through natural data obtained from direct observation in the field using several research instruments, interviews, and documentations which will later be described descriptively using words in depth.

3.2 Research Procedure

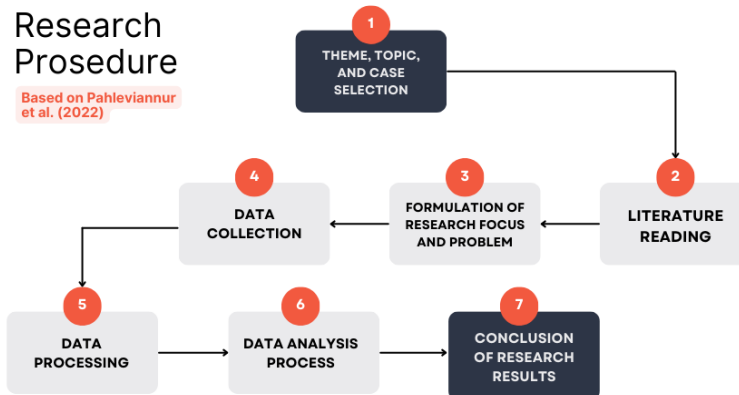


Figure 1. Research Procedure Diagram

In a qualitative research with a case study approach, there must be clear research steps. There are research steps that must be taken, which are explained as follows:

1. Theme, topic and case selection. In this first stage, the researcher chooses a case according to the theme of the title to be studied. The case taken is about the application of the experiential learning method to speaking class students in Academy of Brain Castle Course.
2. Literature Reading. After the case is obtained, the researcher conducts a literature review by collecting as much reading material as possible in the form of journals, books, articles and results from previous research on the case to be studied.
3. Formulation of Research Focus and Problems. This step is very important because in conducting research, a researcher needs to formulate a problem so that the research can be focused on one point that is the center of attention.
4. Data Collection. In collecting qualitative research data with a case study approach, the techniques used are observation, interviews, and documentation analysis. Where a researcher is a key instrument, or which means that himself can measure the accuracy and accuracy of the data and when the data collection must end. In addition, the researcher also determines for himself who is the right informant to interview, when and where it should be done.
5. Data Processing. After the data is considered perfect, the researcher processes the data by checking the correctness of the data, compiling the data, classifying the data, and correcting unclear interview answers, in order to facilitate the analysis stage.
6. Procedure for Data Analysis. Once all the information gathered from observation, images, diaries, interview transcripts, and other sources is

deemed complete, the researchers proceed to analyze the data. In order to arrive at a conclusion regarding the formulation of the problem addressed, the researcher will organize, sort, group, assign codes or signs, and categorize the data into parts depending on certain groupings.

7. Conclusion of Research Results. This stage is final stage where the researcher synthesizes everything that has been stated previously.

3.3 Research Subject

For this study, the researcher used four instructors from the "Academy of Brain Castle" speaking course at SDMT Ponorogo as research subjects. These instructors were chosen directly by the researcher using purposive sampling, which selects subjects based on specific traits thought to be closely related to a previously identified population. To put it another way, the sample is tailored to the standards in line with the goals of the study. The researcher chose this particular research topic because they believed the respondent might be the primary source of information about the issue being studied. As a result, the researcher chose the research topic.

3.4 Data Collection Technique

In a research process, data collection is very important. That is because data is the main instrument used to assist researchers in solving the problem under study. There are several techniques used by researchers in collecting data, as follows:

1. Observation

In this study, the researcher directly observed how the implementation of experiential learning to encourage the activeness and involvement of second grade elementary school students during speaking class at the Academy of Brain Castle Course which was conducted by photographing the situation during the class from the observed object as well as filling out research instruments in the form of several observation sheets.

2. Interview

In this study, researchers conducted semi-structured interviews with 4 instructors who were the subjects of this study directly using the open-ended question method which was recorded using a voice recorder, then the results of the interviews were compiled manually by listening carefully to the recordings to ensure accuracy. This interview was conducted on the date 3 – 4 January 2025 in Ponorogo.

3. Documentation

In this study, the documentation technique was used to collect data related to the research from the archives of the research instruments used and observation data, such as interview transcripts, photographs taken via cellphone, and other supporting data during observations in the ABC course speaking class.

3.5 Research Instrument

In qualitative research, the researcher acts as an instrument, where the role of the researcher is very important as a participant observer and human as a

research instrument (Pahleviannur et al., 2022: 105). There are several instruments used by researchers in this research process, as follows:

1. Observation

Observation is an activity carried out by researchers using the five senses directly in the field. In this study, the researcher conducted unstructured observations, where the researcher personally developed his observational power in observing an object. The instrument used by researchers in this technique is in the form of observation sheets while observing the ABC course speaking class.

2. Interview

An interview is a dialogue activity conducted between a researcher and a research subject or respondent to obtain the desired information. In this study, researchers conducted interviews using instruments namely, interview guides, questions list, and voice recorder.

3. Documentation

Documentation is one way of collecting qualitative data by looking at or analyzing documents made by the subject or by other people about the subject. In this documentation data collection technique, the researcher uses an instrument in the form of a hand phone to take photos during the speaking class observation activities at ABC course.

3.6 Data Analysis

In analyzing the data, the researcher used the descriptive analysis method on The Implementation of Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School during Speaking Class

in ABC course, where the data analysis process was carried out through several stages as follows:

1. Data collection

At this stage, researchers collect data that has been obtained from the results of a series of observation, interview and documentation activities. In its implementation, the results of interviews conducted with the subjects used as research samples will be matched with the data obtained during observation and documentation, so that the resulting data is not in doubt and in accordance with the facts in the field.

2. Data reduction

The first step in data analysis is data reduction, which aims to make the collected data easier for researchers to grasp. Reducing data entails summarizing, picking out the most crucial information and concentrating on it, searching for trends and themes, and eliminating irrelevant information. Researchers utilize this step to narrow down the data gathered via observations, interviews, and documentation to better address the issue under study.

3. Data display

After data reduction, the data is presented in descriptive form based on the research aspects. The purpose of this data presentation is to make it easier to draw conclusions that are in accordance with the problem formulation in this study. Therefore, the presentation of this data starts from the process of implementing the experiential learning method, to the impact of its application on students' activeness and involvement during speaking class.

4. Conclusion drawing

In qualitative research, drawing conclusions is expected to be a new discovery that has never existed before. In drawing this conclusion, the researcher will do it gradually starting from drawing temporary conclusions, then verifying the data by studying the data that has been collected again, after that from verifying this data the researcher can only draw conclusions at the end of this study by presenting it in the form of a description.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The findings are explained in the fourth chapter, which also provides an answer to the problem statement in the first chapter: how experiential learning can encourage students' activeness and involvement during speaking class at ABC Course. The findings from the observations and interviews are the source of the data collected. In seeking this data, the researcher conducted interviews with 4 respondents who are teachers in ABC course. The interviews were conducted over 2 days. The first interview was conducted on January 3, 2025 and the second interview was conducted on January 4, 2025 in Ponorogo. The interviews were conducted in Indonesian to make it easier for respondents and researcher to explain and analyze the results of the interviews. Meanwhile, observation was carried out by collecting supporting data and observing the subject's behavior in the ABC course class during learning process. The results of this study are explained in accordance with the writing structure that refers to the statement of the problem in first chapter.

4.1.1 The Instructor's Plan to Apply Experiential Learning Method in ABC Course

In applying the experiential learning method, instructors do planning in the form of initial planning and general planning. In the initial planning, there were four ways that the instructor did. First, the instructor determines or makes learning

objectives. Second, the instructor determines the materials and activities that will be applied in learning. Third, the instructor prepares the media and tools that will be used during learning. Fourth, the instructor develops a lesson plan that will be applied for several meetings. In determining this learning objective, the instructor conducts a discussion together with other instructors to make lesson plans and learning objectives. This statement was obtained from the interview results where all four respondents said the same thing about the initial planning carried out. The following interviews data contains the initial planning carried out by the instructor.

“For initial planning, we hold discussions with other instructors to determine the learning objectives to be implemented, we also make lesson plans for each meeting, determine the material and activities to be carried out, prepare learning media to be used according to the activities carried out.” (1st Respondent)

“There is a kind of discussion first with other instructors such as determining what learning objectives will be carried out, determining what activities or activities are in accordance with the material on that day, and also we prepare tools or media that will be used for learning. After doing all that we make a kind of lesson plan as a reference in applying learning methods.” (2nd Respondent)

“At the beginning we have a kind of lesson plan preparation for each meeting, then we determine the material to be used and the learning objectives, for the activities we usually adjust to the material on that day, then we discuss with other mentors what media will be used according to the learning material.” (3rd Respondent)

“The initial planning we do is by preparing lesson plans for each meeting. In each lesson plan there is material and learning objectives. Then for the activities and media used we can adjust to the relevant learning material.” (4th Respondent)

This is supported by the results of observation made by researcher related to data example of lesson plans prepared for one meeting. In the lesson plan there

are learning topics, learning sub-topics, grade levels, time allocations, media used, learning objectives, teachers, and learning procedures. Evidence of this lesson plan is included in the Appendix 7.

In addition to the initial planning, the instructor also planning to create a classroom environment that supports the implementation of experiential learning method. In this planning the strategy that instructors used focus on creating an active, collaborative, interactive and fun atmosphere for students. The following data from the interviews explain the instructor's plan in creating a classroom environment that supports experiential learning method.

“By designing activities that we can invite students to practice directly whether it's by role-playing a two-person conversation, then creating a cheerful classroom also so that they want to speak, try to speak English, or we can also use games in the learning process, so it can be interactive in a fun way.” (1st Respondent)

“Before we start learning, we first organize the class conditions from how they sit, their sitting position where the sitting position that is often used is a circular sitting position then the teacher is in the middle to provide material or learning. In this way, students can focus on the teacher.” (2nd Respondent)

“There are several things that I do, usually I will give a little material as a starting material for learning in class, then divide them into groups. Then, I will give each group a different task for them to discuss together. Each student will get a different role in doing the task, which the final results will be combined into a solution. Finally, each group will present the results of their discussion in front of the class.” (4th Respondent)

From the above data, researcher found several points that can be explained as follows:

1. Designing Hands-on Practical Activities

All respondents emphasized the importance of designing activities that allow students to be directly involved in the learning process, especially in

speaking skills. The example of activities mentioned include role-play conversations between students, as well as games that can make learning more interactive and fun (based on the data of 1st respondent). This allows students to apply English in a real context.

2. Supportive Classroom Layout Arrangement

Based on the data of 2nd respondent mentioned the importance of seating arrangements that support communication and interaction between students. The seating position often used is circular, with the instructor in the middle, so that students can focus more on learning and interact more easily with each other. This arrangement creates a more collaborative classroom atmosphere and facilitates the implementation of group activities.

3. Collaborative Learning and Student Roles

Based on the data of 4th respondent mentioned, instructor also plan collaboration-based learning by dividing students into groups. Each group is given a different task, and each student in the group has a specific role. In this way, students can learn to work together and communicate in English, as well as present the results of their discussion in front of the class. This allows students to more actively communicate and co-operate with the surrounding environment.

Overall, planning to create a classroom environment that supports experiential learning focuses on activities that actively engage students, classroom settings that support interaction, and an emphasis on collaboration and the involvement of each student in the learning process.

In addition to planning a supportive classroom environment, the instructor also determines the strategies used to build students' confidence and active participation. The instructor takes several approaches that focus on providing positive support, motivation, and reinforcement. The following are some points that researcher found based on the interview results:

1. Giving Positive Feedback

1st respondent and 3rd respondent expressed the same opinion, by giving positive feedback to students.

“By giving feedback to students and motivating them to want to speak English without fear. So, for example if they are wrong we don't blame them but rather tell them ‘oh this is the right way to speak’ like that, and for students who are shy we focus more on that student, we approach them.” (1st Respondent)

“Well, so that students are willing and confident by accompanying each student and also giving positive feedback to students, and when students make mistakes, they don't immediately tend to blame students, but like directing, not immediately saying it's wrong.” (3rd Respondent)

Based on the above data, instructors in the ABC course agreed that giving positive feedback is very important. When students make mistakes, instructors prefer to give constructive direction rather than blame. This aims to help students learn from their mistakes without feeling afraid or embarrassed.

2. Taking an Individual or Personal Approach

For students who are more shy or reserved, the instructor approach them individually. This way, students feel more cared for and valued, which in turn can boost their confidence. This approach also includes providing direct motivation and giving appreciation after students have successfully performed certain activities. This is based on the 2nd respondent data.

“There are some students who may not be active or quiet, maybe what we can do is to approach these students individually. So we motivate them.” (2nd Respondent)

3. Use of Fun Activities

2nd respondents also mentioned the importance of using fun activities, such as games or ice breaking, to stimulate students' active participation. Such activities help to create a more relaxed and enjoyable learning atmosphere, which can reduce students' anxiety or fear of participating.

“And maybe other fun activities such as ice breaking or other fun games can also stimulate children's activeness.” (2nd Respondent)

4. Giving Appreciation and Praise

Appreciation to students is given by the instructor to boost their confidence. As stated by the 2nd and 4th respondents as follows.

“Then after they do an activity, they are appreciated. With that appreciation they will feel more confident.” (2nd Respondent)

“I will ensure that students' mistakes are seen as part of the learning process, not something to be feared. I will give specific praise such as, Good job! Your pronunciation was very clear!” (4th Respondent)

The use of specific and appropriate praise, helps students feel appreciated and motivated to continue participating. Praise is given not only for the results, but also for the effort they have put in. Here, mistakes are seen as part of the learning process, not something to be feared. That way, students feel more comfortable to actively speak up and try different things in learning.

On the other hand, the instructor also selects and adjusts the experiential learning activity criteria. The following is the data from the interviews with four

respondents on how instructors select and adjust the criteria for experiential learning activities.

“The first is doing class observation of how their characters are, the activities must be in accordance with the ABC learning objectives, then the level of difficulty must also be adjusted to their level, and made as similar as possible to real life, but with a simple context because they are still at an age that can be considered young learners”. (1st Respondent)

“For the first, we must know the characteristics of the students we teach. In this case we are teaching second grade elementary school where children at that age like to play and they are difficult to focus, so fun activities are needed. Besides being fun, the activity must also be easy for them to follow.” (2nd Respondent)

“I make observations first to find out how capable the students are. And see how far they master vocabulary, grammar and pronunciation in English. This experiential learning method is also adjusted to their grade level so that the students can follow the application of the learning method that we provide.” (3rd Respondent)

“I will observe the students first and then choose experiential learning activities that suit them. Usually I will choose simple activities such as pair learning, problem-based learning, and role-play by adjusting the material covered.” (4th Respondent)

Based on the data, it is known that the four instructors first observed the students' characteristics and abilities before implementing the activities for experiential learning method. This includes looking at how students interact, their interests, and their comfort level in speaking English. The instructor also customized the activities to the age and attention level of the students. Because the students they teach are second grade elementary school students. So, the activities chosen should be fun and easy to follow. The activities chosen by instructor revealed simple vocabulary-based activities. For the example, games or paired conversations. As stated by 4th responden.

“I start with simple vocabulary-based activities such as guessing games, show and tell, or paired conversations on everyday topics. Usually, I will choose simple activities such as pair learning, problem-based learning, and role-play according to the material covered.” (4th Respondent)

Overall, in choosing experiential learning activities, the instructors prioritized observing the students' characteristics and their language abilities, and selecting activities that are interesting, fun and appropriate to the students' ability level and age. This approach allows students to be actively involved in the learning process and learn in a way that suits their needs.

4.1.2 The Implementation of Experiential Learning Method in ABC Course

To answer the second statement of the problem in the first chapter, the authors found several forms of experiential learning method applied in ABC courses. The following is the results of participant interviews that contain the research topics to be discussed.

1. Forms of Experiential Learning Activities Applied in Speaking Class at ABC course

The following are the respondents' answers regarding how experiential learning activities are implemented in speaking class at ABC course:

“We usually give interactive games, it can be a game of charades like word relay, then role-play by dialogue with their friends in front of the class, just simple role-play.” (1st Respondent)

“There are three types, first there are games, then there is role-playing, and practical activities. Well, these three activities can be done in groups, individually or in pairs as well.” (2nd Respondent)

“Actually, there are several forms that we have applied to students such as role-play, picture description, singing, then students are also taught like how to make or practice making something, then there are also guessing games.” (3rd Respondent)

“The forms of activities I usually use are collaborative learning, pair learning, Role-play.” (4th Respondent)

Based on the interview data above, it can be concluded that the forms of experiential learning activities that are often applied by instructors include, games such as guessing games and word relay, role-playing, in pairs or individually by playing simple roles, practical activities such as the practice of making something and picture description, collaborative learning by learning in groups or pair learning, and singing such as activities that involve songs for learning.

2. Implementation of Learning Activities

To find out how the implementation of experiential learning activities applied by instructors in ABC course, the researcher conducted a series of observations by collecting supporting data and observing activities in the ABC course speaking class. In the first observation that the researcher conducted on February 24, 2024, the researcher observed that there were two instructors in the class who collaborated to teach. The material applied by the instructor at the meeting was about ‘Spelling Word’. The instructor prepared media in the form of flascards showing pictures of objects and their letters. In the class, the researcher observed the activity approach that the instructor used for the material, namely repetation, singing, and games. Firstly, the instructor gave examples to the students on how to pronounce the letters in English correctly, after which the students were asked to imitate together and repeatedly. After that, the instructor combines learning with a games approach. Students form a circular formation and then they are asked to sing while relaying a pen to their friends. If the song is

stopped, the last student holding the pen must go up and practice spelling the corresponding word on the flascard.

Furthermore, the second observation was conducted on July 16, 2024. The researcher observed that there were two instructors in the classroom. The material applied at the meeting was about 'Introduction'. The activity approach used by the instructors was role-playing with dialogue in pairs. Before applying the role-play, the instructors gave ice breaking first to the students to ignite the enthusiasm of the students before starting the learning, after that the instructors wrote an example of conversational dialogue about the introduction material first on the whiteboard. After writing the example dialogue, the instructors asked each student to pair up and practice the dialogue about introduction alternately in front of the class.

The third observation was conducted on July 23, 2024. The material applied at the meeting was about 'Fruits'. The activity approach used was project based learning by colouring and describing pictures of fruits. In implementing the activity, the instructor first explained what the students should do. Firstly, the instructor distributed sheets to students containing a picture of a fruit. Students are asked to choose the picture according to the fruit they like. After that, students are asked to first colour the fruit picture according to the colour of the fruit they know. After finishing, the instructor gives a description that contains a hollow sentence about the characteristics of the fruit. The students were then asked to complete the missing sentence with a word according to the characteristics of the

fruit they drew. After that, each student was asked to practice speaking according to the description of the fruits they made.

The fourth observation was conducted on July 24, 2024. The researcher found out that the material applied was still a continuation of the 'Fruits' material. The activity approach carried out by the instructor was the experience of making fruit salad. Before starting the activity of making fruit salad, the instructor first prepared the tools and materials used to make fruit salad in front of the class. After that, the instructor introduces the names of the tools and ingredients that will be used to make fruit salad using English. Next, students take turns practising making fruit salad in front of the class by saying the sentences of the stages of making fruit salad in English that have previously been prepared and attached to the order of the ingredients that must be taken. After all students practice they together enjoy the fruit salad they have made.

Based on the data from the observations and interviews above, it can be seen that each instructor have different way to implementating of experiential learning activities carried out in the speaking class at the ABC course. However, the researcher can conclude that the form of implementation of experiential learning activities is through a practical and contextual approach, where each activity applied is an activity that refers to direct practical activities customized to the context of the learning material at each meeting.

4.1.3 The Evaluation of the Implementation Experiential Learning Method in ABC Course

In accordance with the initial objectives of the research, the researcher wants to know how experiential learning method can encourage student involvement and activeness during the English learning process in the ABC course speaking class. In this sub-chapter, the researcher discusses how the evaluation and reflection conducted by the instructor to measure the effectiveness of the application of experiential learning method to the students' activeness and involvement during the learning process in speaking class.

In evaluating the implementation of experiential learning method in the ABC course speaking class, the instructor conduct direct class observations by seeing how the students' involvement and activeness during the learning process. It can be seen based on how the feedback given by the students, whether method applied is appropriate and effective or not. This is based on interview data obtained from 1st and 2nd respondents.

“For evaluation, usually we are more into class observations, how is the feedback from the students and observing the class when the learning process takes place, whether it is effective or not.” (1st Responden)

“For us, as instructor to know whether the method is effective or not, of course what we do is to make direct observations of the students. We see whether they are confident, fluent in speaking, whether they have actively participated or not.” (2nd Responden)

On the other hand, there were different forms of evaluation conducted by the instructors, as the 3rd and 4th respondents said as follows.

“At the end of each lesson we also look at the feedback or response from the students themselves, such as seeing whether or not the students are

happy with the style of learning methods that we apply or vice versa by making a questionnaire to the students.” (3rd Responden)

“Yes, so I usually look at their feedback for the lessons that I have done in class. In addition, I give a simple quiz to students and give students the opportunity to discuss the material I convey to evaluate how they respond.” (4th Responden)

Based on this data, it is known that in addition to seeing feedback from students, instructors also conduct sampling such as holding quizzes and questionnaires for students to evaluate how they feel about the learning methods that have been applied.

In addition, teachers also create an assessment system for students by taking formative and skills grades during class to measure the extent of their abilities and the extent to which they are engaged and active in class. This is based on data from the four respondents who said about the assessment system.

“In addition, there was also a kind of assessment made for students, but it’s just flexible, it depends on whether the teacher wants to take the assessment or not.” (1st Respondent)

“In addition, there are also assessments that are taken to find out how the students' abilities are.” (2nd Respondent)

“In addition, we from ABC also hold an assessment system for students but only flexibly.” (3rd Respondent)

“Besides that, there are also assessments for students.” (4th Respondent)

From the data, it can be seen that there is also an assessment system for students to evaluate their skill, but the assessment is only flexible, depending on the instructor. The form and indicators of this assessment can be seen based on the student assessment rubric attached in the appendic 7. There are two kinds of assessments taken by the instructor, namely formative assessments that include

process and attitude assesment, and skills assessments taken from students' speaking skills.

4.2 Discussion

First, based on the research finding taken by interviews data, the plan for implementing the experiential learning method at ABC Course includes two main stages, namely initial planning and general planning aimed at creating a supportive learning environment.

1. Initial Planning

In the initial planning stage, instructors develop learning objectives, determine materials and activities, prepare media and learning aids, and develop lesson plans. This process involves joint discussions with other instructors to ensure that the learning objectives are aligned with students' needs and course methods. This step demonstrates collaboration between instructors in designing learning that is structured and in line with student characteristics. This is in line with Kolb's (1984) theory which emphasizes the importance of systematic planning in experiential learning to ensure an effective learning process (Maulana, 2017).

2. Creating a Supportive Learning Environment

Instructors design a learning environment that is interactive, collaborative and fun. This is done through circular seating arrangements, which allow students to focus and interact more easily. In addition, the use of activities such as role-play, group-based learning and games are key strategies to increase student engagement. These strategies are in line with the concept of contextual learning

which emphasizes students' direct involvement in the learning process (Rima et al., 2024).

3. Approaches to Increase Student Confidence and Participation

Instructors use individualized approaches for shy students, provide positive feedback, and give appreciation for students' efforts. This approach shows that instructors pay attention to students' emotional needs to create a supportive learning atmosphere. This step is in line with Setiawati (2018) which highlights the importance of social support in building students' confidence.

4. Selection and Adjustment of Learning Activities

In selecting activities, the instructor makes observations to understand the characteristics and abilities of the students. The selected activities such as charades, role-play, and group discussion are designed according to the age and ability level of the students. This emphasizes the importance of personalization in learning, which allows students to learn optimally through activities that are relevant to their needs. This is line with Slivnaya et al. (2023), related to the principles in EFL learning which in learning English as a foreign language must be based on the application of learning that is more effective, interesting, and in accordance with the needs and character of students.

Second, the application of experiential learning method in ABC Course speaking class involves various forms of contextual learning activities that emphasize students' direct involvement. This is in line with the principle of experiential learning which states that students learn effectively through direct

experiences that are relevant to real life (*Concrete Experience Stage*) (Maulana, 2017).

1. Forms of Experiential Learning Activities in Speaking Class

From the interviews with the instructors, we found various forms of experiential learning activities applied in the ABC Course speaking class, including: Games such as guessing and word relay; Role-playing both individually and in pairs; Practical activities such as the practice of making salad fruits, drawing, or describing a picture; Collaboration in the form of group or pair learning; Singing by using songs as a learning media.

The instructor creates an interactive and fun learning atmosphere through activities, allowing students to actively participate in the process, aligning with Maulana's (2017) opinion and David Kolb's theory that experiential learning should provide direct field practice.

2. Implementation of Experiential Learning Activities

The observation results show that the implementation of experiential learning method is done by integrating learning materials into practical and contextual activities. Activities such as role-playing, for example, allow students to practice speaking in situations close to real life. Students are paired or grouped to perform a simple dialog, such as self-introduction. Such activities are in accordance with the principles of experiential learning that emphasizes hands-on practice as a means of learning, where learning occurs due to direct interaction between a person and their environment (Gagne in Setyawati, 2018). In addition, activities such as the practice of making fruit salad demonstrate a contextual

approach, where learning is not only theoretical but also relevant to everyday life (Rima et al., 2024).

On the other hand, in the practical activity of making fruit salad, students are invited to recognize the names of ingredients in English before practicing the steps of making it. The instructor provides direct guidance during the activity, including guiding students in using appropriate English expressions. This practice reflects the experiential learning cycle which includes four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (David Kolb in Maulana, 2017). For example, students start by directly knowing the process of making fruit salad and coloring pictures (concrete experience), then reflecting on the activity through dialogue and description (reflective observation). Furthermore, they understand the concepts relevant to the applied learning material (abstract conceptualization) before applying it to the next activity (active experimentation).

From the observations and interviews, it can be concluded that the implementation of experiential learning method at ABC Course focuses on practical and contextual approach. Each activity is designed to be relevant to the learning material, allowing students to practice speaking skills in situations close to real life. This supports the theory that learning will be more effective if students can directly practice what they learn in a meaningful context (Slivnaya et al., 2023).

Third, the evaluation of the implementation experiential learning method in ABC Course speaking class. Based on the results of the study, the evaluation of

the implementation of experiential learning method in ABC Course speaking class is conducted through direct observation, student feedback, as well as the use of assessments and other evaluation instruments. This finding supports the theory that experiential learning method require a student-centered evaluation approach to measure their engagement and activeness (Purba et al., 2024).

In conducting learning evaluation, instructors use direct observation during the learning process to evaluate students' engagement and activeness. As stated by the first and second respondents, they monitor whether students show confidence, fluency in speaking, and liveliness during the class. This is in line with the experiential learning method that emphasizes students' direct involvement in learning activities to improve their understanding and skills (*Active Experimentation Stage*). This observation provides a real picture of the effectiveness of the method applied and students' response to the learning activities.

In addition to direct observation, instructors also obtain evaluation from student feedback. The third and fourth respondents stated that they collect feedback by asking students questions at the end of the lesson, creating questionnaires, or asking students to discuss the material learned. This feedback is important to understand students' perceptions of the applied learning method, whether it is enjoyable and suits their needs.

Questionnaires and discussions show that student participation-based evaluation helps instructors adjust learning approaches to make them more

effective. In addition, students' involvement in providing feedback shows that they feel valued in the learning process, which can increase their motivation.

On the other hand, instructors also use an assessment system to evaluate students' speaking skills and attitudes during the learning process. Based on the interview results, the assessment system used is flexible, with a focus on formative assessment which includes process and attitude aspects, as well as speaking skills assessment. The formative assessment aims to provide an overview of students' development during the learning process, while the speaking skills assessment aims to measure students' ability to apply English practically. This is in line with the characteristics of learning that emphasize the process of changing habits, namely skills (psychomotor) and attitudes (affective) (Setiawati, 2018).

The research data shows that reflection on the learning method is done by looking at the extent to which the initial learning objectives were achieved, namely increasing students' engagement and activeness in speaking English. By combining observation results, student feedback, and skills assessment, the instructor can assess the effectiveness of the experiential learning method applied.

Thus, the experiential learning method applied by ABC Course, which is evaluated through observation, feedback, and skill assessment, can effectively increase students' engagement and activeness in speaking English. This is supported by the results of the researcher's observation of students' behavior during learning using the student participation checklist which shows that overall students actively participate in each lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The following conclusions can be drawn from the results a qualitative study using observation, interview, and documentation techniques reveals that experiential learning method are effective in promoting activeness and involvement among second grade students during speaking class at the Academy of Brain Castle Course.

1. The Instructor's Plan to Apply Experiential Learning Method in ABC Course

The experiential learning method in ABC Course is expected to enhance students' English skills through careful planning, creating a supportive environment, applying motivational strategies, and customizing activities according to their needs.

2. The Implementation of Experiential Learning Method in ABC Course

The ABC Course employs experiential learning method, including role-play, interactive games, and hands-on practice, to enhance students' speaking skills. These activities follow Kolb's learning cycle, using real props and pictures to provide concrete understanding. The instructor's role as facilitator and motivator fosters an inclusive learning environment. Students demonstrate active engagement, increased self-confidence, and practical English usage, indicating success in experiential learning.

3. The Evaluation of the Implementation Experiential Learning Method in ABC Course

The ABC Course uses an experiential learning method to enhance students' speaking skill through some indicators. It uses direct observation and formative assessments. However, improvements in learning media and classroom management are needed for better student engagement and contextualization.

5.2 Suggestion

Researchers identified a number of issues from the research's findings that would require further improvement. Therefore, researchers offer recommendations to a number of stakeholders, including the instructor, institution, and next researcher.

1. To the Instructor

Instructors should be able to improve the experiential learning method that can increase students' engagement and activity levels while learning English and provide more engaging educational materials.

2. To the Institution

To make the learning process more successful and efficient, institutions should be able to utilize experiential learning method and advance learning methodologies.

3. To the Next Researcher

It is anticipated that the study's findings will be consulted when further research on experiential learning method is conducted.

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Appendic 1. Observation List Teacher in the Speaking Class ABC Course

LEMBAR OBSERVASI

INDIKATOR PELAKU DALAM PROSES PEMBELAJARAN YANG MENGACU PADA MODEL EXPERIENTIAL LEARNING

Nama Pengajar :
 Hari/Tgl :
 Kelas :
 Materi/Topik :

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati kegiatan pembelajaran di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Indikator Pelaku	Ya	Tidak
1.	Pengajar membuka pembelajaran		
	a. Berdo'a dan memberi salam		
	b. Absensi		
	c. Menyampaikan tujuan pembelajaran		
	d. Memberikan motivasi		
	e. Memberikan informasi tentang metode pembelajaran yang akan dilaksanakan		
	f. Memberikan pertanyaan pemantik		
2.	Pengajar menjelaskan materi		
	a. Menguasai materi		
	b. Kejelasan bahasa		
	c. Bicara lancar		
	d. Pemberian contoh		
	e. Pemberian tekanan materi		
3.	Pengajar memberi variasi pembelajaran		
	a. Variasi gaya mengajar		
	1) Suara		
	2) Kontak pandang		
	3) Gerakan badan, mimik, posisi		
	b. Variasi media dan bahan		
	1) Visual		
	2) Audio		
	3) Audio visual		
	c. Variasi pola interaksi		
	1) Klasikal		

	2) Kelompok		
	3) Perorangan		
4.	Pengajar menguasai metode yang digunakan		
5.	Pengajar memberi penguatan		
	a. Verbal (good job, nice, good, excellent, great, etc.)		
	b. Non-verbal (mimic, gesture, sentuhan, symbol/benda)		
6.	Pengajar memberikan pertanyaan terkait materi/topik		
	a. Bertanya dasar		
	b. Bertanya lanjutan		
7.	Kemampuan mengelola kelas		
	a. Mengondisikan kelas		
	b. Menciptakan suasana belajar yang kondusif		
	c. Menemukan dan mengatasi tingkah laku siswa yang bermasalah		
8.	Pendekatan individual		
	a. Pengajar mengenal siswa secara individual		
9.	Kepahaman siswa pada materi		
	a. Dapat melaksanakan tugas seperti yang disampaikan oleh pengajar		
10.	Membimbing diskusi kecil		
	a. Pendekatan dan pendampingan disetiap kelompok		
	b. Perlakuan adil pada setiap kelompok		
11.	Kondisi setiap kelompok		
	a. Berinteraksi antar anggota kelompok		
	b. Mampu berdiskusi		
	c. Semua anggota kelompok berperan		
	d. Kekompakan anggota kelompok		
12.	Keaktifan dan keterlibatan siswa dalam proses pembelajaran		
	a. Siswa aktif dalam merespon pembelajaran		
	b. Siswa terlibat dalam proses pembelajaran		
	c. Siswa aktif dan terlibat dalam kelompok		
	d. Siswa aktif bertanya		
	e. Siswa aktif menjawab pertanyaan		
	f. Siswa antusias pada metode pembelajaran		
13.	Kemampuan pengajar menutup pembelajaran		
	a. Menyimpulkan materi		
	b. Evaluasi siswa		
14.	Kesesuaian dengan lesson plan		
	a. Sesuai dengan tujuan tahap		

Appendic 2. Obsevation Checklist Data Teacher in the Speaking Class

LEMBAR OBSERVASI INDIKATOR PELAKU DALAM PROSES PEMBELAJARAN YANG MENGACU PADA MODEL EXPERIENTIAL LEARNING

Nama Pengajar : *Eka Nur Fitriani Nisa L. Surediasari*
 Hari/Tgl : *Sabtu, 24 - 02 - 2014*
 Kelas : *B*
 Materi/Topik : *Spelling word*

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati kegiatan pembelajaran di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Indikator Pelaku	Ya	Tidak
1.	Pengajar membuka pembelajaran	✓	
	a. Berdo'a dan memberi salam	✓	
	b. Absensi	✓	
	c. Menyampaikan tujuan pembelajaran	✓	
	d. Memberikan motivasi	✓	
	e. Memberikan informasi tentang metode pembelajaran yang akan dilaksanakan	✓	
	f. Memberikan pertanyaan pemantik	✓	
2.	Pengajar menjelaskan materi		
	a. Menguasai materi	✓	
	b. Kejelasan bahasa	✓	
	c. Bicara lancar	✓	
	d. Pemberian contoh	✓	
	e. Pemberian tekanan materi	✓	
3.	Pengajar memberi variasi pembelajaran		
	a. Variasi gaya mengajar		
	1) Suara	✓	
	2) Kontak pandang	✓	
	3) Gerakan badan, mimik, posisi	✓	
	b. Variasi media dan bahan		
	1) Visual	✓	
	2) Audio		
	3) Audio visual		
	c. Variasi pola interaksi		
	1) Klasikal	✓	
	2) Kelompok	✓	
	3) Perorangan		

LEMBAR OBSERVASI INDIKATOR PELAKU DALAM PROSES PEMBELAJARAN YANG MENGACU PADA MODEL EXPERIENTIAL LEARNING

Nama Pengajar : *Rachana Aisyah & Diah Ayu Rizky W*
 Hari/Tgl : *Senin, 10 - 07 - 2014*
 Kelas : *A*
 Materi/Topik : *Introduction*

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati kegiatan pembelajaran di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Indikator Pelaku	Ya	Tidak
1.	Pengajar membuka pembelajaran	✓	
	a. Berdo'a dan memberi salam	✓	
	b. Absensi	✓	
	c. Menyampaikan tujuan pembelajaran	✓	
	d. Memberikan motivasi	✓	
	e. Memberikan informasi tentang metode pembelajaran yang akan dilaksanakan	✓	
	f. Memberikan pertanyaan pemantik		
2.	Pengajar menjelaskan materi		
	a. Menguasai materi	✓	
	b. Kejelasan bahasa	✓	
	c. Bicara lancar	✓	
	d. Pemberian contoh	✓	
	e. Pemberian tekanan materi		
3.	Pengajar memberi variasi pembelajaran		
	a. Variasi gaya mengajar		
	1) Suara	✓	
	2) Kontak pandang	✓	
	3) Gerakan badan, mimik, posisi	✓	
	b. Variasi media dan bahan		
	1) Visual	✓	
	2) Audio		
	3) Audio visual		
	c. Variasi pola interaksi		
	1) Klasikal	✓	
	2) Kelompok	✓	
	3) Perorangan	✓	

4.	Pengajar menguasai metode yang digunakan	✓	
5.	Pengajar memberi penguatan	✓	
	a. Verbal (good job, nice, good, excellent, great, etc.)	✓	
	b. Non-verbal (mimic, gesture, sentuhan, symbol/benda)	✓	
6.	Pengajar memberikan pertanyaan terkait materi/topik	✓	
	a. Bertanya dasar	✓	
	b. Bertanya lanjutan	✓	
7.	Kemampuan mengelola kelas	✓	
	a. Mengondisikan kelas	✓	
	b. Menciptakan suasana belajar yang kondusif	✓	
	c. Menemukan dan mengatasi tingkah laku siswa yang bermasalah	✓	
8.	Pendekatan individual	✓	
	a. Pengajar mengenal siswa secara individual	✓	
9.	Kepahaman siswa pada materi	✓	
	a. Dapat melaksanakan tugas seperti yang disampaikan oleh pengajar	✓	
10.	Membingkai diskusi kecil	✓	
	a. Pendekatan dan pendampingan disetiap kelompok	✓	
	b. Perlakuan adil pada setiap kelompok	✓	
11.	Kondisi setiap kelompok	✓	
	a. Berinteraksi antar anggota kelompok	✓	
	b. Mampu berdiskusi	✓	
	c. Semua anggota kelompok berperan	✓	
	d. Kekompakan anggota kelompok	✓	
12.	Keaktifan dan keterlibatan siswa dalam proses pembelajaran	✓	
	a. Siswa aktif dalam merespon pembelajaran	✓	
	b. Siswa terlibat dalam proses pembelajaran	✓	
	c. Siswa aktif dan terlibat dalam kelompok	✓	
	d. Siswa aktif bertanya	✓	
	e. Siswa aktif menjawab pertanyaan	✓	
	f. Siswa antusias pada metode pembelajaran	✓	
13.	Kemampuan pengajar menutup pembelajaran	✓	
	a. Menyimpulkan materi	✓	
	b. Evaluasi siswa	✓	
14.	Kesesuaian dengan lesson plan	✓	
	a. Sesuai dengan tujuan tahap	✓	

4.	Pengajar menguasai metode yang digunakan	✓	
5.	Pengajar memberi penguatan	✓	
	a. Verbal (good job, nice, good, excellent, great, etc.)	✓	
	b. Non-verbal (mimic, gesture, sentuhan, symbol/benda)	✓	
6.	Pengajar memberikan pertanyaan terkait materi/topik	✓	
	a. Bertanya dasar	✓	
	b. Bertanya lanjutan	✓	
7.	Kemampuan mengelola kelas	✓	
	a. Mengondisikan kelas	✓	
	b. Menciptakan suasana belajar yang kondusif	✓	
	c. Menemukan dan mengatasi tingkah laku siswa yang bermasalah	✓	
8.	Pendekatan individual	✓	
	a. Pengajar mengenal siswa secara individual	✓	
9.	Kepahaman siswa pada materi	✓	
	a. Dapat melaksanakan tugas seperti yang disampaikan oleh pengajar	✓	
10.	Membingkai diskusi kecil	✓	
	a. Pendekatan dan pendampingan disetiap kelompok	✓	
	b. Perlakuan adil pada setiap kelompok	✓	
11.	Kondisi setiap kelompok	✓	
	a. Berinteraksi antar anggota kelompok	✓	
	b. Mampu berdiskusi	✓	
	c. Semua anggota kelompok berperan	✓	
	d. Kekompakan anggota kelompok	✓	
12.	Keaktifan dan keterlibatan siswa dalam proses pembelajaran	✓	
	a. Siswa aktif dalam merespon pembelajaran	✓	
	b. Siswa terlibat dalam proses pembelajaran	✓	
	c. Siswa aktif dan terlibat dalam kelompok	✓	
	d. Siswa aktif bertanya	✓	
	e. Siswa aktif menjawab pertanyaan	✓	
	f. Siswa antusias pada metode pembelajaran	✓	
13.	Kemampuan pengajar menutup pembelajaran	✓	
	a. Menyimpulkan materi	✓	
	b. Evaluasi siswa	✓	
14.	Kesesuaian dengan lesson plan	✓	
	a. Sesuai dengan tujuan tahap	✓	

LEMBAR OBSERVASI
INDIKATOR PELAKU DALAM PROSES PEMBELAJARAN YANG MENGACU PADA
MODEL EXPERIENTIAL LEARNING

Nama Pengajar : Rizki Auliya Azhari
 Hari/Tgl : Selasa, 23-07-2024
 Kelas : A
 Materi/Topik : Fruit

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati kegiatan pembelajaran di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Indikator Pelaku	Ya	Tidak
1.	Pengajar membuka pembelajaran		
	a. Berdo'a dan memberi salam	✓	
	b. Absensi	✓	
	c. Menyampaikan tujuan pembelajaran	✓	
	d. Memberikan motivasi	✓	
	e. Memberikan informasi tentang metode pembelajaran yang akan dilaksanakan	✓	
	f. Memberikan pertanyaan pemantik	✓	
2.	Pengajar menjelaskan materi		
	a. Menguasai materi	✓	
	b. Kejelasan bahasa	✓	
	c. Bicara lancar	✓	
	d. Pemberian contoh	✓	
	e. Pemberian tekanan materi		✓
3.	Pengajar memberi variasi pembelajaran		
	a. Variasi gaya mengajar		
	1) Suara	✓	
	2) Kontak pandang	✓	
	3) Gerakan badan, mimik, posisi	✓	
	b. Variasi media dan bahan		
	1) Visual	✓	
	2) Audio		
	3) Audio visual		
	c. Variasi pola interaksi		
	1) Klasikal	✓	
	2) Kelompok	✓	
	3) Perorangan	✓	

LEMBAR OBSERVASI
INDIKATOR PELAKU DALAM PROSES PEMBELAJARAN YANG MENGACU PADA
MODEL EXPERIENTIAL LEARNING

Nama Pengajar : Rizki Auliya Azhari
 Hari/Tgl : Rabu, 24-07-2024
 Kelas : A
 Materi/Topik : Fruit

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati kegiatan pembelajaran di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Indikator Pelaku	Ya	Tidak
1.	Pengajar membuka pembelajaran		
	a. Berdo'a dan memberi salam	✓	
	b. Absensi	✓	
	c. Menyampaikan tujuan pembelajaran	✓	
	d. Memberikan motivasi	✓	
	e. Memberikan informasi tentang metode pembelajaran yang akan dilaksanakan	✓	
	f. Memberikan pertanyaan pemantik	✓	
2.	Pengajar menjelaskan materi		
	a. Menguasai materi	✓	
	b. Kejelasan bahasa	✓	
	c. Bicara lancar	✓	
	d. Pemberian contoh	✓	
	e. Pemberian tekanan materi	✓	
3.	Pengajar memberi variasi pembelajaran		
	a. Variasi gaya mengajar		
	1) Suara	✓	
	2) Kontak pandang	✓	
	3) Gerakan badan, mimik, posisi	✓	
	b. Variasi media dan bahan		
	1) Visual	✓	
	2) Audio		
	3) Audio visual		
	c. Variasi pola interaksi		
	1) Klasikal	✓	
	2) Kelompok	✓	
	3) Perorangan	✓	

4.	Pengajar menguasai metode yang digunakan	✓	
5.	Pengajar memberi penguatan		
	a. Verbal (good job, nice, good, excellent, great, etc.)	✓	
	b. Non-verbal (mimic, gesture, sentuhan, symbol/benda)	✓	
6.	Pengajar memberikan pertanyaan terkait materi/topik		
	a. Bertanya dasar	✓	
	b. Bertanya lanjutan	✓	
7.	Kemampuan mengelola kelas		
	a. Mengondisikan kelas	✓	
	b. Menciptakan suasana belajar yang kondusif	✓	
	c. Menemukan dan mengatasi tingkah laku siswa yang bermasalah	✓	
8.	Pendekatan individual		
	a. Pengajar mengenal siswa secara individual	✓	
9.	Kepahaman siswa pada materi		
	a. Dapat melaksanakan tugas seperti yang disampaikan oleh pengajar	✓	
10.	Membimbing diskusi kecil		
	a. Pendekatan dan pendampingan disetiap kelompok	✓	
	b. Perlakuan adil pada setiap kelompok	✓	
11.	Kondisi setiap kelompok		
	a. Berinteraksi antar anggota kelompok	✓	
	b. Mampu berdiskusi	✓	
	c. Semua anggota kelompok berperan	✓	
	d. Kekompakan anggota kelompok	✓	
12.	Keaktifan dan keterlibatan siswa dalam proses pembelajaran		
	a. Siswa aktif dalam merespon pembelajaran	✓	
	b. Siswa terlibat dalam proses pembelajaran	✓	
	c. Siswa aktif dan terlibat dalam kelompok	✓	
	d. Siswa aktif bertanya	✓	
	e. Siswa aktif menjawab pertanyaan	✓	
	f. Siswa antusias pada metode pembelajaran	✓	
13.	Kemampuan pengajar menutup pembelajaran		
	a. Menyimpulkan materi	✓	
	b. Evaluasi siswa	✓	
14.	Kesesuaian dengan lesson plan		
	a. Sesuai dengan tujuan tahap	✓	

4.	Pengajar menguasai metode yang digunakan	✓	
5.	Pengajar memberi penguatan		
	a. Verbal (good job, nice, good, excellent, great, etc.)	✓	
	b. Non-verbal (mimic, gesture, sentuhan, symbol/benda)	✓	
6.	Pengajar memberikan pertanyaan terkait materi/topik		
	a. Bertanya dasar	✓	
	b. Bertanya lanjutan	✓	
7.	Kemampuan mengelola kelas		
	a. Mengondisikan kelas	✓	
	b. Menciptakan suasana belajar yang kondusif	✓	
	c. Menemukan dan mengatasi tingkah laku siswa yang bermasalah	✓	
8.	Pendekatan individual		
	a. Pengajar mengenal siswa secara individual	✓	
9.	Kepahaman siswa pada materi		
	a. Dapat melaksanakan tugas seperti yang disampaikan oleh pengajar	✓	
10.	Membimbing diskusi kecil		
	a. Pendekatan dan pendampingan disetiap kelompok	✓	
	b. Perlakuan adil pada setiap kelompok	✓	
11.	Kondisi setiap kelompok		
	a. Berinteraksi antar anggota kelompok	✓	
	b. Mampu berdiskusi	✓	
	c. Semua anggota kelompok berperan	✓	
	d. Kekompakan anggota kelompok	✓	
12.	Keaktifan dan keterlibatan siswa dalam proses pembelajaran		
	a. Siswa aktif dalam merespon pembelajaran	✓	
	b. Siswa terlibat dalam proses pembelajaran	✓	
	c. Siswa aktif dan terlibat dalam kelompok	✓	
	d. Siswa aktif bertanya	✓	
	e. Siswa aktif menjawab pertanyaan	✓	
	f. Siswa antusias pada metode pembelajaran	✓	
13.	Kemampuan pengajar menutup pembelajaran		
	a. Menyimpulkan materi	✓	
	b. Evaluasi siswa	✓	
14.	Kesesuaian dengan lesson plan		
	a. Sesuai dengan tujuan tahap	✓	

Appendic 3. Student Participation Checklist

STUDENT PARTICIPATION CHECKLIST

Nama Pengajar :

Hari/Tgl :

Kelas :

Materi/Topik :

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati keaktifan siswa di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Nama Siswa/i	Aktif dlm menyampaikan ide/pendapat		Aktif bertanya dan menjawab pertanyaan		Terlibat dalam komunikasi individu maupun kelompok	
		Ya	Tidak	Ya	Tidak	Ya	Tidak

Appendic 4. Student Participation Checklist Data

STUDENT PARTICIPATION CHECKLIST

Nama Pengajar : Nisa & Suediari
 Hari/Tgl : Sabtu, 24-02-2024
 Kelas : B
 Materi/Topik : Spelling word

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati keaktifan siswa di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Nama Siswa/i	Aktif dlm menyampaikan ide/pendapat		Aktif bertanya dan menjawab pertanyaan		Terlibat dalam komunikasi individu maupun kelompok	
		Ya	Tidak	Ya	Tidak	Ya	Tidak
1.	Kea	✓		✓		✓	
2.	Nadia	✓		✓		✓	
3.	Raja	✓		✓		✓	
4.	Kean		✓		✓	✓	
5.	Azzam		✓	✓		✓	
6.	Husna	✓		✓		✓	
7.	Faiha	✓		✓		✓	
8.	Ulfa	✓		✓		✓	
9.	Farid	✓		✓		✓	
10.	Adeeva	✓		✓		✓	
11.	Salsa	✓		✓		✓	
12.	Quinnza	✓		✓		✓	
13.	Salima	✓		✓		✓	
14.	Bilqis	✓		✓		✓	
15.	Adeli	✓		✓		✓	
16.	Inara	✓		✓		✓	
17.	Haira		✓	✓		✓	
18.	Myesha	✓		✓		✓	
19.	Fahira	✓		✓		✓	
20.	Anin	✓		✓		✓	
21.	Adit	✓		✓		✓	

STUDENT PARTICIPATION CHECKLIST

Nama Pengajar : Rahma Rini & Dyah Ayu
 Hari/Tgl : Selasa, 16-07-2024
 Kelas : A
 Materi/Topik : Introduction

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati keaktifan siswa di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Nama Siswa/i	Aktif dlm menyampaikan ide/pendapat		Aktif bertanya dan menjawab pertanyaan		Terlibat dalam komunikasi individu maupun kelompok	
		Ya	Tidak	Ya	Tidak	Ya	Tidak
1.	Arfan	✓		✓		✓	
2.	Atha	✓		✓		✓	
3.	Habib	✓		✓		✓	
4.	Nadia	✓		✓		✓	
5.	Nuel	✓		✓		✓	
6.	Almeera	✓		✓		✓	
7.	Nayla	✓		✓		✓	
8.	Altha	✓		✓		✓	
9.	Sachi	✓		✓		✓	
10.	Yazid	✓		✓		✓	
11.	Almaira	✓		✓		✓	
12.	Ubay	✓		✓		✓	
13.	Gathan	✓		✓		✓	
14.	Yumna	✓		✓		✓	
15.	Avira	✓		✓		✓	
16.	Zafran	✓		✓		✓	
17.	Alan	✓		✓		✓	
18.	Arzan	✓		✓		✓	
19.	Raka	✓		✓		✓	
20.	Cheryl	✓		✓		✓	

STUDENT PARTICIPATION CHECKLIST

Nama Pengajar : Rizki Auliyah
 Hari/Tgl : Selasa, 23-07-2024
 Kelas : A
 Materi/Topik : Fruits

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati keaktifan siswa di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Nama Siswa/i	Aktif dlm menyampaikan ide/pendapat		Aktif bertanya dan menjawab pertanyaan		Terlibat dalam komunikasi individu maupun kelompok	
		Ya	Tidak	Ya	Tidak	Ya	Tidak
1.	Arfan	✓		✓		✓	
2.	Atha	✓		✓		✓	
3.	Habib	✓		✓		✓	
4.	Nadia	✓		✓		✓	
5.	Nuel		✓	✓		✓	
6.	Almeera	✓		✓		✓	
7.	Nayla	✓		✓		✓	
8.	Altha	✓			✓	✓	
9.	Sachi	✓		✓		✓	
10.	Yazid	✓		✓		✓	
11.	Almaira		✓	✓		✓	
12.	Ubay		✓	✓		✓	
13.	Gathan		✓		✓	✓	
14.	Yumna	✓		✓		✓	
15.	Avira	✓		✓		✓	
16.	Zafran	✓		✓		✓	
17.	Alan		✓	✓		✓	
18.	Arzan	✓		✓		✓	
19.	Raka	✓		✓		✓	
20.	Cheryl	✓		✓		✓	

STUDENT PARTICIPATION CHECKLIST

Nama Pengajar : Rizki Auliyah
 Hari/Tgl : Rabu, 24-07-2024
 Kelas : A
 Materi/Topik : Fruits

Petunjuk:

- Lembar observasi ini digunakan untuk mengamati keaktifan siswa di kelas selama kegiatan berlangsung.
- Pengamat memberi tanda *checklist* (✓) pada kolom yang sesuai.

No.	Nama Siswa/i	Aktif dlm menyampaikan ide/pendapat		Aktif bertanya dan menjawab pertanyaan		Terlibat dalam komunikasi individu maupun kelompok	
		Ya	Tidak	Ya	Tidak	Ya	Tidak
1.	Arfan	✓		✓		✓	
2.	Atha	✓		✓		✓	
3.	Habib	✓		✓		✓	
4.	Nadia	✓		✓		✓	
5.	Nuel		✓	✓		✓	
6.	Almeera	✓		✓		✓	
7.	Nayla	✓		✓		✓	
8.	Altha		✓	✓		✓	
9.	Sachi	✓		✓		✓	
10.	Yazid	✓		✓		✓	
11.	Almaira	✓		✓		✓	
12.	Ubay		✓		✓	✓	
13.	Gathan		✓		✓	✓	
14.	Yumna	✓		✓		✓	
15.	Avira	✓		✓		✓	
16.	Zafran	✓		✓		✓	
17.	Alan	✓		✓		✓	
18.	Arzan	✓		✓		✓	
19.	Raka	✓		✓		✓	
20.	Cheryl	✓		✓		✓	

Appendic 5. Interview Guide

INTERVIEW GUIDE

Pedoman wawancara bagi pengajar:

I. Perencanaan Umum & Pemahaman Konsep

1. Apa yang anda ketahui tentang metode experiential learning?
2. Menurut anda, bagaimana metode ini dapat relavan dengan pembelajaran Bahasa Inggris khususnya dalam kelas berbicara di ABC course?
3. Bagaimana perencanaan awal yang anda lakukan sebelum menerapkan metode ini?
4. Bagaimana perencanaan anda untuk menciptakan lingkungan kelas yang mendukung penerapan metode ini dalam pembelajaran bahasa Inggris di kelas anda?
5. Dapatkah anda menjelaskan strategi yang anda gunakan untuk membangun rasa percaya diri dan partisipatif aktif siswa selama pembelajaran?
6. Bagaimana anda memilih aktivitas experiential learning yang sesuai dengan tingkat kemampuan dan kebutuhan siswa dalam kelas anda?
7. Apakah ada kriteria tertentu dalam pemilihan aktivitas tersebut?

II. Implementasi & Aktivitas

8. Apa saja bentuk aktivitas experiential learning yang anda terapkan dalam kelas anda?
9. Bisakah anda menjelaskan secara detail satu atau dua aktivitas experiential learning yang telah anda aplikasikan di kelas anda?
10. Menurut anda, bagaimana aktivitas tersebut dapat membantu meningkatkan keaktifan dan keterlibatan siswa dalam kelas berbicara?
11. Bagaimana anda memastikan bahwa semua siswa terlibat secara aktif dalam aktivitas experiential learning yang anda aplikasikan?
12. Lalu, bagaimana cara anda menangani jika ada siswa yang mungkin kurang aktif dan kurang percaya diri untuk berpartisipasi?

III. Evaluasi & Refleksi

13. Apa upaya anda untuk melakukan evaluasi terhadap penerapan metode experiential learning di kelas anda?
14. Bagaimana anda melakukan refleksi terhadap metode tersebut tersebut untuk meningkatkan pembelajaran dimasa mendatang?

Appendic 6. Interview Result

Transkrip Wawancara 1

Identitas Responden

Nama : Diah Ayu Rizqi Wulandari
 Jenis Kelamin : Perempuan
 Jabatan : Pengajar 1 - ABC Course

Hasil Wawancara

Peneliti : Selamat Pagi.
 Responden : Iya selamat pagi
 Peneliti : Sebelumnya mohon maaf, bisa minta waktunya sebentar untuk wawancara?
 Responden : Iya bisa.
 Peneliti : Baik terima kasih, jadi nanti ada beberapa pertanyaan yang akan saya ajukan kepada anda sesuai dengan pedoman wawancara yang sudah saya susun tersebut, mohon dijawab dengan sejujur-jujurnya ya.
 Responden : Iya siap.
 Peneliti : Jadi untuk pertanyaan pertama nih, apa yang anda ketahui tentang metode experiential learning?
 Responden : Metode experiential learning itu lebih ke pembelajaran yang ada praktik langsungnya. Jadi tidak hanya teori aja tapi juga ada praktek langsungnya, begitu.
 Peneliti : Baik. Lalu, menurut anda bagaimana sih metode tersebut dapat relavan dengan pembelajaran bahasa inggris khususnya di dalam kelas berbicara di ABC course ini?
 Responden : Metode ini relavan karena bikin siswanya itu praktik langsung. Praktik berbicara langsung dengan situasi nyata entah itu praktik ngobrol sama temannya di depan kelas, kelompok berdua-berdua, nah itu bisa membangun kepercayaan diri mereka buat ngomong bahasa inggris seperti itu.
 Peneliti : Baik, lalu bagaimana perencanaan awal yang anda lakukan sebelum menerapkan metode ini?
 Responden : Iya, mungkin untuk perencanaan awal yang kita lakukan sebelum menerapkan metode experiential learning itu seperti melakukan diskusi dengan pengajar yang lain dulu kaya untuk

menentukan tujuan pembelajaran yang mau diterapkan itu apa, kita juga membuat lesson plan untuk setiap pertemuannya, terus kita juga menentukan materi dan aktivitasnya yang mau dilakukan pada hari itu seperti apa, lalu menyiapkan media pembelajaran yang mau digunakan buat aktivitas atau sesuai aktivitas yang dilakukan seperti itu.

Peneliti : Baik. Lalu, menurut anda bagaimana perencanaan anda untuk menciptakan lingkungan kelas yang mendukung penerapan metode ini dalam pembelajaran Bahasa Inggris di kelas anda?

Responden : Mungkin dengan merancang aktivitas yang kita bisa mengajak siswa buat praktik langsung entah itu dengan role-play percakapan dua orang dua orang, terus menciptakan ruang kelas yang cheerful juga biar mereka mau berbicara, mencoba berbicara Bahasa Inggris, atau mungkin kita juga bisa menggunakan game, alat bantu game dalam proses pembelajaran, jadi bisa interaktifnya bisa secara fun, begitu.

Peneliti : Oke. Lalu, bisakah anda menjelaskan strategi yang anda gunakan itu untuk membangun rasa percaya diri dan partisipasi aktif siswa selama pembelajaran?

Responden : Mungkin dengan memberikan feedback ke siswanya dan ngasih motivasi mereka buat mau berbicara dengan Bahasa Inggris tanpa rasa takut. Jadi misalkan kalau mereka salah kita nggak menyalahkan tapi lebih ke ngasih tahu oh gini lo cara ngomongnya yang benar kaya gitu, dan mungkin untuk siswa yang lebih pemalu kita lebih fokus ke siswanya itu, dideketin gitu.

Peneliti : Oke. Lalu, bagaimana anda dalam memilih aktivitas experiential learning yang sesuai dengan tingkat kemampuan mereka dan kebutuhan siswa dalam kelas anda?

Responden : Yang pertama mungkin kita harus ini dulu ya, observasi kelas bagaimana karakter mereka kita sesuaikan sama apa sih yang mereka suka karena kalau mereka udah suka pasti mereka belajarnya jadi enjoy dan karena mereka masih kecil jadi kita harus menyesuaikan mood mereka juga, jadi ya itu menciptakan aktivitas yang bikin mereka tertarik.

Peneliti : Baik. Jadi, apakah ada kriteria tertentu dalam pemilihan aktivitas tersebut?

Responden : Mungkin aktivitasnya harus sesuai sama tujuan pembelajaran ABC, terus tingkat kesulitannya juga harus disesuaikan sama tingkatannya mereka, dan dibuat serelavan mungkin sama

- kehidupan nyata, tapi dengan konteks yang simple karena mereka masih diumur yang bisa dibilang young learner.
- Peneliti : Baik. Lalu pertanyaan selanjutnya, apa saja bentuk aktivitas experiential learning yang anda terapkan dalam kelas anda?
- Responden : Itu kita biasa ngasih game interaktif, bisa gamenya berupa tebak kata seperti word estafet, terus habis itu role-play ngobrol sama temennya di depan kelas, ngobrol entah itu menanyakan nomer atau apa, role-play simple aja, trus kita membagi per kelompok, nah di situ mereka juga ngobrol satu per satu jadi ya mereka praktik secara langsung.
- Peneliti : Baik. Jadi untuk selanjutnya mungkin bisakah anda menjelaskan secara detail satu atau dua aktivitas experiential learning tersebut yang mungkin telah anda aplikasikan di kelas anda?
- Responden : Waktu itu ada satu experiential learning yang menurut aku menarik yaitu tentang colour. Jadi kita ada materi colour, di situ kita experiential learningnya dengan mencampur warna jadi mereka ada pengalaman buat oh merah dicampur sama hijau itu jadinya apa, dan itu menggunakan Bahasa Inggris. Misal merah itu red, jadi mereka ngucapin merah is red, hijau itu green, terus jadinya warnanya apa begitu.
- Peneliti : Oke, baik. Lalu menurut anda bagaimana aktivitas tersebut dapat membantu meningkatkan keaktifan dan keterlibatan siswa dalam kelas berbicara?
- Responden : Karena kita aktivitas praktisnya sederhana, jadi mereka tidak merasa tertekan dan di sini ada role-play juga yang percakapan singkat di depan kelas, dan mereka nggak sendiri, jadi itu sedikit demi sedikit membangun kepercayaan diri mereka, dan dari kepercayaan diri itu mereka bisa ngomong dikit-dikit menggunakan Bahasa Inggris.
- Peneliti : Lalu, bagaimana anda memastikan bahwa semua siswa terlibat secara aktif dalam aktivitas experiential learning yang anda aplikasikan?
- Responden : Ada dua yang biasa saya lakukan yang pertama itu membagi kelompok, jadi dibagi beberapa kelompok dan disitu kita ngajarnya per kelompok-kelompok jadi bisa bergilir satu-satu, atau kalau nggak gitu kita praktiknya satu-satu one by one dan lebih focus ke anak yang mungkin terlihat lebih pemalu jadi kita dekektin kita ngobrol biar anaknya juga ikut aktif, nggak cuma itu-itu aja yang ngomong begitu.

- Peneliti : Baik. Lalu bagaimana cara anda menangani jika ada siswa yang kurang aktif dan kurang percaya diri untuk berpartisipasi?
- Responden : Mungkin dengan melakukan pengamatan dulu kira-kira pemalunya yang seperti apa kita lakukan pendekatan kita berikan motivasi dan karena dia pemalu mungkin dia nggak mau buat berdiri di depan kelas kita pratiknya yaudah one by one, face to face sama anaknya begitu.
- Peneliti : Baik, lalu apa upaya anda untuk melakukan evaluasi terhadap penerapan metode experiential learning di kelas anda?
- Responden : Untuk evaluasi itu biasanya kita lebih ke observasi kelas gimana feedback dari siswanya dan yah mengamati kelas ketika proses belajar berlangsung itu, apakah itu efektif atau nggak kan biasanya terlihat. Selain itu kemaren sebenarnya juga ada semacam penilaian yang dibuat untuk siswa, tapi ya itu fleksibel aja sih, ya tergantung pengajarnya mau ngambil penilaian atau enggak.
- Peneliti : Oh baik, kalau boleh tau bagaimana sistem penilaian yang digunakan?
- Responden : Penilaiannya itu secara fleksibel jadi nggak formal pake ujian gitu. Jadi misal saya mau melakukan penilaian ya selama pembelajaran itu saja. Jadi melihat bagaimana siswa itu berinteraksi, proses belajarnya bagaimana gitu. Enggak melalui ujian jadi lebih secara langsung ketika pembelajaran di kelas berlangsung.
- Peneliti : Baik, lalu apa saja indikator keberhasilan yang digunakan?
- Responden : Indikator yang saya gunakan itu lebih ke keaktifan siswa di kelas, entah itu siswanya aktif menjawab, aktif bertanya, terus ada juga ketika mereka praktik berbicara itu kita lihat fluency nya, bagaimana mereka mengucapkan, intonasinya, kejelasannya, dan juga mungkin gaya bicara mereka sperti itu dan lalin-lain.
- Peneliti : Oke, jadi untuk pertanyaan terakhir, bagaimana anda melakukan refleksi terhadap metode tersebut tersebut untuk meningkatkan pembelajaran dimasa mendatang?
- Responden : Lebih ke... dengan menyesuaikan aktivitas, kalau aktivitasnya belum sesuai kita modifikasi gimana biar relevan sama siswanya, menambah variasi lebih dikreatifkan gimana biar siswanya bisa lebih aktif dan menyusun evaluasi dengan teman-teman yang lain.
- Peneliti : Baik, saya kira itu saja pertanyaan yang ingin saya ajukan. Atas

Responden : waktunya saya ucapkan terima kasih.
: Iya, sama-sama.



Transkrip Wawancara 2

Identitas Responden

Nama : Riris Indriani
 Jenis Kelamin : Perempuan
 Jabatan : Pengajar 2 - ABC Course

Hasil Wawancara

Peneliti : Selamat pagi.
 Responden : Iya, selamat pagi.
 Peneliti : Baik, sebelumnya saya minta izin waktunya untuk melakukan wawancara sekiranya bisa ya.
 Responden : Iya bisa.
 Peneliti : Baik, jadi di sini nanti saya akan mengajukan beberapa pertanyaan kepada anda sesuai dengan pedoman wawancara yang sudah saya susun tersebut, mohon dijawab sesuai dengan pendapat anda ya.
 Responden : Baik.
 Peneliti : Baik, saya mulai dari pertanyaan pertama, jadi dari segi pemahaman anda, apa yang anda ketahui tentang metode experiential learning?
 Responden : Oke, metode experiential learning itu adalah metode pembelajaran yang berbasis pengalaman. Jadi disini siswa itu tidak hanya diberi pelajaran secara teori tetapi mereka melakukan aktivitas atau suatu kegiatan yang dimana disitu mereka bisa belajar secara langsung melalui pengalaman yang mereka dapatkan.
 Peneliti : Baik. Lalu menurut anda bagaimana metode ini dapat relevan dengan metode pembelajaran Bahasa Inggris khususnya dalam kelas berbicara di ABC course ini?
 Responden : Jadi menurut saya metode experiential learning ini termasuk relevan dengan kegiatan speaking siswa di ABC course karena dengan adanya kegiatan praktis ini akan otomatis menuntut siswa untuk dapat berpartisipasi aktif dengan melakukan komunikasi dengan temannya ataupun juga dengan gurunya.
 Peneliti : Baik, lalu bagaimana perencanaan awal yang anda lakukan sebelum menerapkan metode ini?
 Responden : Untuk perencanaan awal ya, oke mungkin sebelum saya

menerapkan biasanya ada semacam diskusi dulu dengan pengajar-pengajar lainnya semisal kaya menentukan apa tujuan pembelajaran yang akan dilakukan, lalu menentukan kegiatan atau aktivitas apa yang sesuai dengan materi pada hari itu, dan juga kita menyiapkan alat atau media yang akan digunakan untuk pembelajaran.

Peneliti : Baik. Selanjutnya bagaimanakah perencanaan anda untuk menciptakan lingkungan kelas yang sekiranya mendukung penerapan metode ini dalam pembelajaran Bahasa inggris khususnya di kelas anda?

Responden : Oke, untuk perencanaan kelas mungkin sebelumnya, sebelum kita memulai pembelajaran, kita terlebih dahulu mengatur kondisi kelas dari bagaimana tempat duduk mereka, posisi duduk mereka dimana posisi duduk yang sering digunakan yaitu posisi duduk melingkar kemudian gurunya berada di tengah untuk memberikan materi atau pembelajaran. Nah dengah ditanya sedemikian tersebut, siswa dapat terfokus untuk kepada pengajarnya. Selain mengatur kelas, sebelum melakukan kegiatan experiential learning kita juga menyiapkan peralatan atau media yang digunakan untuk melakukan aktivitas tersebut.

Peneliti : Baik. Lalu selanjutnya dapatkah anda menjelaskan strategi yang anda gunakan untuk membangun rasa percaya diri dan partisipasi aktif siswa selama pembelajaran di kelas anda?

Responden : Untuk membangun patisipasi aktif siswa ya, mungkin kan ada ya beberapa siswa yang mungkin tidak bisa aktif atau orangnya yang pendiam gitu, mungkin yang bisa kita lakukan adalah dengan melakukan pendekatan secara individual kepada siswa tersebut. Jadi kita memotivasi mereka. Kemudian setelah mereka melakukan suatu aktivitas, mereka diapresiasi. Sehingga dengan apresiasi tersebut mereka akan merasa lebih percaya diri. Dan mungkin kegiatan lain yang menyenangkan seperti ice breaking atau game-game yang menyenangkan lainnya juga dapat menstimulasi keaktifan anak-anak.

Peneliti : Baik. Selanjutnya bagaimana anda memilih aktivitas experiential learning yang sesuai dengan tingkat kemampuan mereka dan kebutuhan mereka selama pembelajaran di kelas anda?

Responden : Untuk dapat memilih aktivitas yang sesuai ya?

Peneliti : Iya.

- Responden : Mungkin sebelumnya kita harus mengetahui dahulu bagaimana karakteristik siswa yang kita ajar. Nah, disini dalam hal ini kita mengajar kelas satu dan kelas dua yang dimana anak diusia tersebut mereka suka bermain, mereka susah untuk fokus, aka diperlukan aktivitas yang menyenangkan. Selain menyenangkan aktivitas tersebut juga harus mudah untuk bisa diikuti oleh mereka.
- Peneliti : Baik. Untuk pertanyaan selanjutnya, mungkin apakah ada kriteria tertentu dalam pemilihan aktivitas tersebut?
- Responden : Oke, kriteria dari aktivitas tersebut ya seperti yang saya jelaskan tadi aktivitas tersebut itu harus menuntut keterlibatan siswa untuk bisa aktif di kelas dan untuk bisa berbicara atau berkomunikasi dengan lingkungan sekitar mereka. Jadi selain menyenangkan dan mudah diikuti aktivitas tersebut bisa menstimulasi mereka untuk berbicara dan aktif di kelas.
- Peneliti : Baik. Selanjutnya apa saja bentuk aktivitas experiential learning yang anda terapkan di kelas anda?
- Responden : Ada tiga jenis yang pertama ada games, kemudian ada role-playing, dan ada aktivitas praktik. Nah, ketiga aktivitas tersebut dapat dilakukan dengan berkelompok, individu maupun, berpasangan juga.
- Peneliti : Mungkin bisa dijelaskan sedikit secara detail satu atau dua aktivitas experiential learning yang telah anda aplikasikan di kelas anda?
- Responden : Oke, salah satunya mungkin aktivitas membuat salad buah. Disitu sebelumnya kita mempersiapkan peralatan apa saja yang kita butuhkan seperti buah-buahannya, terus ada cup untuk buah tersebut, terus ada mayonnaise, dan sebagainya. Nah, kemudian hal pertama yang kita lakukan adalah mengenalkan alat dan bahan yang kita gunakan. Jadi siswa diminta untuk menyebutkan apa Bahasa inggris dari nanas misalnya, dari semangka misalnya, seperti itu. Nah, setelah mereka mengetahui semua alat dan bahan yang mereka gunakan disitu, mereka diminta untuk bisa praktik secara langsung membuat salad buah. Nah, saat praktik pun mereka juga diajari untuk mengucapkan frasa-frasa atau kalimat-kalimat yang digunakan seperti menaruh buah di dalam cupnya, kemudian menambahkan salad dalam Bahasa inggris tentunya. Nah, hal tersebut tentu akan memancing siswa untuk aktif dalam berbicara dan mereka juga otomatis akan senang karena mereka

secara langsung bisa mempraktekkan bagaimana membuat salad dan mereka juga bisa untuk mengonsumsi salad yang sudah mereka buat sendiri.

Peneliti : Baik. Lalu menurut anda bagaimana aktivitas tersebut dapat membantu meningkatkan keaktifan dan keterlibatan siswa dalam kelas berbicara anda?

Responden : Tentu saja itu dapat membantu. Karena hal tersebut sudah saya jelaskan sebelumnya. Jadi kegiatan membuat salad buah ini dilakukan secara bergantian. Jadi mereka satu persatu praktek ke depan untuk membuat salad buah sehingga tidak ada satupun yang tidak praktek, jadi semuanya merasakan bagaimana praktek membuat salad buah. Nah disitu seperti yang saya katakan tadi mereka juga dituntut untuk menggunakan kalimat-kalimat untuk membuat salad buah tersebut, seperti menyiapkan cupnya, menaruh buah-buahannya, menggunakan Bahasa Inggris. Mereka diwajibkan untuk berbicara sambil praktek. Dan kalau misalkan ada siswa yang mungkin kesulitan dalam berbicara menggunakan Bahasa Inggris tersebut, tentu dari pembimbing atau gurunya juga membimbing mereka supaya perlahan-lahan mereka juga bisa untuk mengucapkan dengan lancar. Maka dari itu otomatis mereka akan terpancing untuk terlibat dan aktif dalam berbicara.

Peneliti : Baik. Selanjutnya bagaimana anda memastikan bahwa semua siswa itu terlibat secara aktif dalam aktivitas experiential learning tersebut?

Responden : Oke, agar mereka aktif tentu ya tadi kita satu per satu mewajibkan mereka praktek, jadi semuanya ikut nggak ada yang tidak praktek. Kemudian juga kita membimbingnya memberikan arahan kepada mereka bagaimana step-step apa saja dalam membuat salad buah itu, kita bimbing perlahan-lahan sampai mereka bisa dan kita juga meminta mereka untuk bisa lebih berani dalam berbicara menggunakan Bahasa Inggris salah satunya dengan mengucapkannya lebih keras sehingga mereka lebih percaya diri. Dengan begitu dipastikan bahwa setiap siswa ikut terlibat secara aktif dalam aktivitas tersebut.

Peneliti : Lalu bagaimana cara anda untuk menangani jika misalnya ada siswa yang kurang aktif dan kurang percaya diri untuk berpartisipasi?

Responden : Ya tentu dalam satu kelas pasti ada ya, mereka yang kurang aktif seperti itu. Nah, hal pertama yang kita lakukan adalah

pendekatan secara pribadi kepada mereka. Jadi kita harus tahu bagaimana karakteristik anak tersebut, terus kita motivasi mereka dan yang paling penting adalah megapresiasi mereka setelah mereka berhasil melakukan suatu aktivitas tertentu.

Peneliti : Baik, selanjutnya apa upaya anda untuk melakukan evaluasi terhadap penerapan metode experiential learning di kelas anda?

Responden : Untuk kita sebagai guru agar bisa tahu apakah metode itu efektif atau tidak, tentunya yang kita lakukan adalah dengan melakukan pengamatan secara langsung pada siswa. Kita lihat apakah mereka itu sudah percaya diri, sudah lancar dalam berbicara, apakah mereka sudah berpartisipasi aktif atau belum. Jadi, evaluasinya itu menggunakan pengamatan secara langsung. Selain itu juga ada penilaian yang diambil untuk mengetahui bagaimana kemampuan siswa.

Peneliti : Baik, kalau begitu bisakah anda jelaskan sistem penilaian tersebut?

Responden : Oke jadi penilaian yang dilakukan di ABC course itu adalah berupa penilaian formatif, dimana penilaian ini fleksibel jadi tidak ada ulangan harian atau ulangan akhir begitu tidak ada, tapi penilaiannya dilakukan pada saat pembelajaran berlangsung.

Peneliti : Baik kalau boleh tahu apa saja indikator keberhasilan yang digunakan untuk penilaian tersebut?

Responden : Oke, jadi ada dua jenis penilaian disini. Ada penilaian afektif dan penilaian psikomotorik. Nah, indikator keberhasilan dari penilaian afektif ini ada enam kalau tidak salah, nah indikator keberhasilannya itu dengan keaktifan mereka seperti keaktifan dalam bertanya, menyampaikan pendapat dan sebagainya. Kemudian indikator terkait penilaian psikomotorik itu ada terkait fluency atau pronunciation, intonasi, kejelasan, dan gaya berbicara siswa. Itu yang kita nilai.

Peneliti : Lalu untuk pertanyaan terakhir, bagaimana anda melakukan refleksi terhadap metode tersebut tersebut untuk meningkatkan pembelajaran dimasa mendatang?

Responden : Oke, setelah kita evaluasi atau mengamati bagaimana keadaan siswa kita ya, setelah kita menerapkan metode tersebut tentunya kita harus bisa melakukan evaluasi kepada diri kita sendiri sebagai guru apakah yang kurang dari kita, apa metode kita kurang bagus, apa strategi kita kurang sesuai dengan mereka, jadi diperlukan juga penyesuaian strategi pembelajaran yang

- tepat untuk mereka itu seperti apa.
- Peneliti : Baik mungkin itu saja pertanyaan yang ingin saya tanyakan.
Saya ucapkan terima kasih untuk waktunya.
- Responden : Iya sama-sama.



Transkrip Wawancara 3

Identitas Responden

Nama : Rizki Auliya Azhari
 Jenis Kelamin : Perempuan
 Jabatan : Pengajar 3 - ABC Course

Hasil Wawancara

Peneliti : Selamat pagi.
 Responden : Pagi.
 Peneliti : Baik, disini saya ingin meminta waktunya sebentar untuk wawancara sekiranya bisa?
 Responden : Bisa.
 Peneliti : Baik, jadi disini nanti saya akan mengajukan beberapa pertanyaan sesuai pedoman wawancara yang sudah saya buat dan terkait dengan penelitian saya dimohon untuk menjawab sejujur-jujurnya ya.
 Responden : Baik.
 Peneliti : Oke saya mulai dari pertanyaan pertama, bisakah anda menjelaskan menurut pendapat anda, apa yang anda ketahui tentang metode experiential learning?
 Responden : Iya jadi metode experiential learning itu menurut saya proses kegiatan pembelajaran yang mana melibatkan siswa dengan sesuai pengalaman yang relevan dengan topic pembelajaran yang dikaitkan dengan aktivitas di sekitar mereka dan digunakan langsung praktek dalam kelas.
 Peneliti : Baik, selanjutnya menurut anda bagaimana metode ini dapat relavan dengan pembelajaran Bahasa Inggris khususnya dalam kelas berbicara di ABC course?
 Responden : Metode experiential learning akan sangat relevan dan efektif jika diterapkan dalam pembelajaran Bahasa Inggris terutama dalam keterampilan berbicara yang merupakan tujuan dari kursus ini yang mana guru dapat melihat langsung kemampuan siswa dalam speaking, seperti itu.
 Peneliti : Baik, lalu bagaimana perencanaan awal yang anda lakukan sebelum menerapkan metode ini?
 Responden : Di awal kita ada semacam penyusunan lesson plan untuk setiap pertemuan begitu, lalu di situ kita menentukan materi yang akan

digunakan dan tujuan pembelajarannya, terus untuk aktivitasnya kita biasanya menyesuaikan saja dengan materi pada hari itu, lalu kita mendiskusikan dengan mentor yang lain terkait apa media yang akan digunakan sesuai dengan materi pembelajarannya, seperti itu.

Peneliti : Oke, selanjutnya bagaimana perencanaan anda untuk menciptakan lingkungan kelas yang mendukung penerapan metode ini dalam pembelajaran Bahasa Inggris di kelas anda?

Responden : Untuk menciptakan lingkungan kelas yang mendukung kami melakukan penerapan metode experiential learning dalam pembelajaran Bahasa Inggris dengan merancang perencanaan pembelajaran yang mana siswa dapat terlibat langsung dalam proses pembelajaran terutama dalam speaking ya, seperti dengan memperhatikan gaya dan pengalaman belajar yang aktif dan juga kolaboratif.

Peneliti : Baik, selanjutnya mungkin anda bisa menjelaskan strategi yang anda gunakan untuk membangun rasa percaya diri mereka serta partisipasi aktif siswa selama pembelajaran di kelas anda?

Responden : Baik agar siswa mau dan percaya diri itu dengan cara mendampingi setiap siswa tersebut dan juga memberikan feedback yang positif pada siswa, dan ketika siswa keliru seperti itu tidak langsung cenderung menyalahkan siswa, namun seperti mengarahkan, tidak langsung menyebutkan itu salah seperti itu. Jadi lebih kepada pemberian apresiasi kepada mereka. Karena untuk membangun kepercayaan diri siswa itu yang utama.

Peneliti : Baik, selanjutnya bagaimana anda dalam memilih aktivitas experiential learning yang sesuai dengan tingkat kemampuan dan kebutuhan siswa dalam kelas anda?

Responden : Karena ini metode experiential learning tentunya saya memilih metode yang sesuai dengan kemampuan dan kegiatan yang terjadi di sekitar siswa tersebut. Untuk melihat kemampuan speaking siswa saya melakukan observasi terlebih dahulu untuk mengetahui seberapa kemampuan siswa, terus bagaimana nyamannya mereka dalam berbicara dengan Bahasa Inggris, apakah mereka cenderung lebih suka berbicara dalam kelompok atau lebih mandiri percaya diri di depan kelas, seperti itu. Serta melihat bagaimana sejauh mana mereka menguasai kosakata, tata bahasa dan pelafalan dalam Bahasa Inggris.

Peneliti : Baik. Lalu, selanjutnya mungkin apakah ada kriteria tertentu

- dalam pemilihan aktivitas tersebut?
- Responden : Tentunya penyesuaian metode experiential learning ini juga disesuaikan dengan tingkat level kelas mereka agar para siswa dapat mengikuti penerapan dari metode pembelajaran yang kami berikan.
- Peneliti : Baik, lalu selanjutnya mungkin bisakah anda memberi tahu apa saja bentuk aktivitas experiential learning yang anda terapkan dalam kelas anda?
- Responden : Sebenarnya ada beberapa bentuk yang telah kami terapkan kepada para siswa seperti role-play atau bermain peran, terus ada picture description, bernyanyi atau singing, terus juga siswa diajarkan seperti how to make atau praktik membuat sesuatu, lalu juga ada tebak-tebakkan atau guessing game, seperti itu.
- Peneliti : Oke, mungkin bisa anda jelaskan sedikit secara lebih detail mungkin satu atau dua aktivitas experiential learning yang telah anda aplikasikan tersebut di kelas anda?
- Responden : Ya mungkin pada saat menerapkan role-play itu contohnya siswa diminta untuk berperan dalam situasi sehari-hari seperti berbicara introduction, greeting, dan juga saling bertanya tentang family. Jadi kayak membuat dialog antara dua siswa seperti itu. Missal siswa A bertanya kayak menyapa hello! Terus pengenalan “my name is Almeera, lalu dia bertanya kepada siswa B siapa namanya “hello my name is Cheryl”, terus dis sini ada greeting “nice to meet you” seperti itu. Lalu siswa bisa bertanya tentang dimana tempat tinggalnya, dan keluarganya.
- Peneliti : Baik, selain role-play mungkin ada yang lain yang bisa dijelaskan?
- Responden : Saya pernah menerapkan metode seperti mendeskripsikan sebuah benda atau gambar. Disini saya lebih pada aktivitas sehari-hari yaitu bagaimana menyukai sesuatu misalnya buah lalu disitu saya menggunakan picture description siswa diminta untuk mewarnai stelah itu mendeskripsikan buah-buahan yang mereka sukai tersebut. Misalnya siswa tersebut menyukai semangka contoh kalimatnya seperti, “this is watermelon. It is my favorite fruit. The color is green. The shape is round the skin is soft. The inside is red. The taste is sweet” seperti itu.
- Peneliti : Baik, mungkin ada yang lain atau sudah cukup?
- Responden : Ada lagi, kita juga mengajarkan seperti langkah-langkah membuat sesautu tadi, how to make. Nah, disini siswa diajarkan

untuk berlatih membuat salad buah dengan praktik secara langsung dan disini juga dapat melatih speaking siswa dengan cara siswa berbicara mengenai step by step membuat salad buah tersebut. Misal contohnya itu seperti “hello friends I want to show you about to make fruit salad. So let’s go. First prepare a cup, second put watermelon into the cup, third add the melon, fourth add the dragon fruit, fifth add the pineapple, sixth add salad dressing, and finally add the cheese topping on top. The fruit salad is ready to be enjoy”. Lalu ada beberapa kegiatan lagi yang mungkin bisa menarik siswa. Mungkin dari beberapa siswa kan ada yang suka bernyanyi seperti itu, jadi kita menggunakan metode tersebut dalam pembelajaran tersebut jadi untuk meningkatkan skill berbicaranya kita bisa melakukan bernyanyi dalam Bahasa Inggris secara bersama-sama, seperti itu. Terus juga terkadang ada metode seperti bermain game untuk meningkatkan keaktifan agar siswa itu tidak bosan terus bisa seru-seruan seperti itu. Guru membuat permainan tebak-tebakan, guessing games dengan membuat kelompok kecil dan memberikan sebuah topic tentang hewan. Lalu skemanya seperti guru mendeskripsikan karakteristik hewan tersebut tanpa menyebutkan hewan apa, lalu disini siswa diminta untuk menebak hewan apa itu sesuai dengan pengalaman apa yang mereka ketahui, itu saja sih.

- Peneliti : Baik sudah cukup ya?
- Responden : Iya sudah.
- Peneliti : Baik untuk selanjutnya bagaimana aktivitas tersebut dapat membantu meningkatkan keaktifan dan keterlibatan siswa dalam kelas berbicara anda?
- Responden : Metode experiential learning ini cukup efektif untuk membuat antara keterlibatan dan keaktifan siswa dalam pembelajaran, karena menciptakan pengalaman pembelajaran yang dikaitkan dengan aktivitas sehari-hari bagaimana siswa itu dapat belajar juga melakukan aktivitas dalam keseharian mereka.
- Peneliti : Oke, selanjutnya bagaimana cara anda untuk memastikan bahwa semua siswa itu terlibat secara aktif dalam aktivitas experiential learning yang anda aplikasikan?
- Responden : Tentunya harus melibatkan seluruh siswa itu dengan meminta kepada siswa secara bergiliran untuk melakukan aktivitas tersebut, terus agar lebih efektif dan terkondisikan kami biasanya membuat beberapa kelompok kecil dan juga

berpasangan. Karena banyaknya siswa dalam kelas tersebut kami membentuk kelompok belajar menjadi tiga sampai empat kelompok yang mana setiap kelompok itu didampingi oleh satu mentor. Kebetulan kami kan memiliki beberapa mentor mbak dalam ABC course ini.

Peneliti : Lalu bagaimana cara anda untuk menangani jika misalnya ada siswa yang mungkin kurang aktif dan kurang percaya diri untuk berpartisipasi di kelas anda?

Responden : Mungkin kebanyakan dari siswa tersebut mungkin ada yang malu terus takut melakukan sebuah kesalahan mungkin, misalnya salah dalam pengucapan atau mengucapkan kosakata seperti itu, saya akan menggunakan berbagai pendekatan untuk membantu mereka merasa lebih nyaman dan percaya diri. Seperti mendekati dengan setiap siswa. Agar siswa tertarik dan ikut berpartisipasi, dengan memulai aktivitas berbicara yang sederhana dan memulainya dengan kegiatan ice breaking, games, dan juga berbicara tentang topic yang relevan dengan mereka, misalnya tentang keluarga, atau hobi, atau sesuatu yang mereka sukai.

Peneliti : Baik, lalu apa upaya anda untuk melakukan evaluasi terhadap penerapan metode experiential learning di kelas anda?

Responden : Disetiap akhir pembelajaran kita juga melihat bagaimana feedback atau respon dari siswanya itu sendiri seperti melihat apakah siswa itu senang atau tidak dengan gaya metode pembelajaran yang kita terapkan atau pun sebaliknya dengan membuat kuisioner ke siswa. Selain itu kami dari ABC juga mengadakan sistem penilaian kepada siswa tapi secara fleksibel saja.

Peneliti : Oke, mungkin bisa dijelaskan bagaimana sistem penilaian yang anda gunakan untuk menilai kemampuan siswa?

Responden : Jadi metode penilaian yang kami terapkan dalam ABC course ini bukan merupakan sebuah penilaian yang bersifat tes diakhir seperti itu. Jadi kami menggunakan metode penilaian lebih pada asesmen formatif mbak, dimana kita lebih pada mengetahui proses belajar mereka, terus kita menilai bagaimana interaksi siswa, terus melihat keaktifan siswa tersebut.

Peneliti : Oke, lalu apa saja indikator yang anda gunakan untuk penilaian tersebut?

Responden : Indikator keberhasilan itu kita melihat dari penilaian dari segi afektif bagaimana siswa aktif dalam bertanya, bagaimana siswa

aktif dalam menjawab sebuah pertanyaan, lalu bagaimana dia respon mau menyampaikan sebuah pendapat, lalu semangat dalam mengikuti pembelajaran, misalnya para siswa itu langsung gitu lo mbak, kalau mau masuk ke kelas itu kan ada beberapa siswa yang mungkin nggak mau ikut masuk ke kelas seperti itu. Terus bagaimana kita melihat atara siswa yang satu dengan yang lainnya, cara mereka berkomunikasi seperti itu. Terus juga, kita juga melihat dari segi psikomotorik siswa dalam kemampuan speakingnya dari bagaimana kelancaran dalam berbicara, terus juga dari pengucapan atau pronunciation, dan juga apa ya... kejelasan dari pengucapannya, intonasi, dan juga gaya bicara atau performance skill nya.

Peneliti : Oke, untuk pertanyaan terakhir, jadi bagaimana anda melakukan refleksi terhadap metode tersebut tersebut untuk meningkatkan pembelajaran dimasa mendatang?

Responden : Tentunya kan setiap pembelajarn itu kita ada feedback dan juga evaluasi, maka kami terus meningkatkan gaya belajar kami yang sesuai dengan mereka dan kebetulan kan setiap pertemuan atau beberapa kali itu ada sebuah evaluasi sama mentor-mentor dari ABC course seperti itu. Jadi kita dapat berkoordinasi, juga dapat kaya membuat sebuah apa ya mbak... kaya bagaimana membuat metode pengajaran bersama gitu lo yang berkaitan dengan experiential learning yang bisa diterapkan kepada siswa untuk pembelajaran selanjutnya begitu.

Peneliti : Baik mungkin itu saja pertanyaan yang ingin saya ajukan, dan terima kasih atas waktunya.

Responden : Iya sama-sama.

Transkrip Wawancara 4

Identitas Responden

Nama : Rahma Fitratun Nisa
 Jenis Kelamin : Perempuan
 Jabatan : Pengajar 4 - ABC Course

Hasil Wawancara

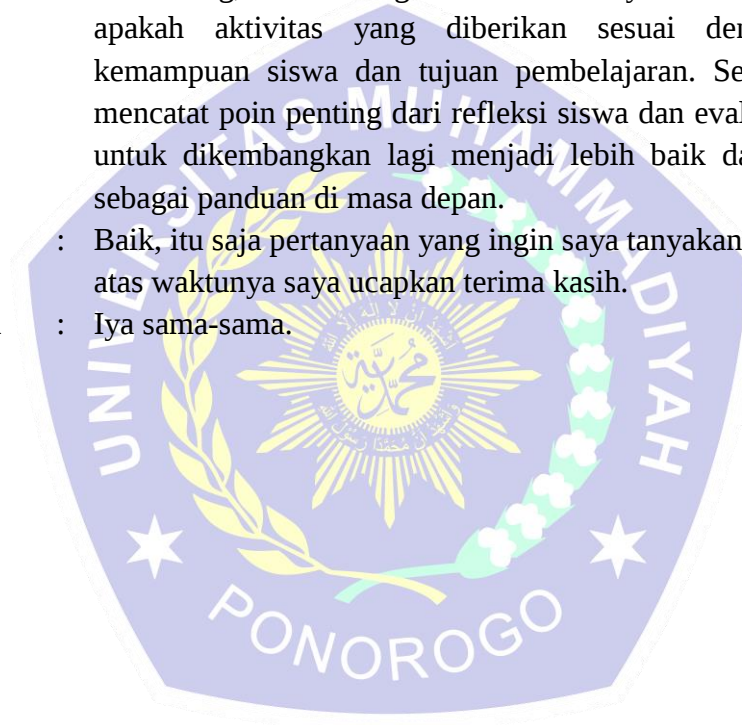
Peneliti : Selamat pagi.
 Responden : Iya selamat pagi.
 Peneliti : Sebelumnya saya ingin meminta waktunya untuk melakukan wawancara dengan anda bisa ya?
 Responden : Iya bisa.
 Peneliti : Baik, jadi nanti ada beberapa pertanyaan yang akan saya ajukan sesuai pedoman wawancara yang sudah saya buat sebelumnya, mohon anda jawab sesuai dengan pendapat anda ya.
 Responden : Baik.
 Peneliti : Jadi untuk pertanyaan pertama, bisakah anda menjelaskan apa yang anda ketahui tentang metode experiential learning?
 Responden : Menurut saya metode pembelajaran experiential merupakan metode yang menekankan pada pengalaman langsung, keterlibatan, dan refleksi. Siswa belajar melalui tindakan, penerapan, dan refleksi dari materi yang diberikan oleh guru. Dalam metode ini siswa terlibat secara aktif dalam pembelajaran.
 Peneliti : Baik untuk pertanyaan kedua, menurut anda bagaimana metode ini dapat relevan dengan pembelajaran Bahasa Inggris khususnya dalam kelas berbicara di ABC course?
 Responden : Iya, jadi metode experiential learning ini sangat relevan dalam pembelajaran bahasa Inggris di ABC course, terutama dalam kelas berbicara. Karena dalam kelas berbicara, siswa dapat belajar dengan berbicara langsung, berinteraksi dalam percakapan. Siswa juga menggunakan pengalaman nyata, seperti diskusi kelompok, role-play, atau pair learning, yang memungkinkan siswa untuk merasa lebih terlibat dan termotivasi untuk berbicara.
 Peneliti : Baik, lalu bagaimana perencanaan awal yang anda lakukan sebelum menerapkan metode ini?

- Responden : Perencanaan awal yang kita lakukan dengan menyusun lesson plan atau rencana pembelajaran untuk setiap pertemuan. Di setiap lesson plan itu ada materi dan tujuan pembelajarannya. Lalu untuk kegiatan dan media yang digunakan kita bisa menyesuaikan dengan materi pembelajaran yang relevan.
- Peneliti : Lalu, bagaimana perencanaan anda untuk menciptakan lingkungan kelas yang mendukung penerapan metode ini dalam pembelajaran di kelas anda?
- Responden : Ada beberapa hal yang saya lakukan, biasanya saya akan memberikan sedikit materi sebagai bahan awal pembelajaran di kelas, lalu saya akan membagi mereka menjadi beberapa kelompok. Kemudian setiap kelompok akan saya beri tugas yang berbeda untuk mereka diskusikan bersama. Setiap siswa akan mendapatkan peran yang berbeda dalam mengerjakan tugas, yang hasil akhirnya nanti akan digabungkan menjadi sebuah penyelesaian. Terakhir, setiap kelompok akan mempresentasikan hasil diskusi mereka di depan kelas.
- Peneliti : Baik, selanjutnya dapatkah anda menjelaskan strategi yang anda gunakan untuk membangun rasa percaya diri dan partisipasi aktif siswa selama pembelajaran?
- Responden : Strategi yang biasa saya gunakan yakni dengan memulai dari aktivitas sederhana seperti membaca teks bersama, setelah itu saya menyuruh mereka untuk membaca satu kalimat untuk setiap siswa. Saya akan memberikan frasa atau kalimat contoh yang relevan dengan topik yang akan dibahas, sehingga siswa memiliki panduan untuk berbicara. Saya akan memastikan bahwa kesalahan siswa dianggap sebagai bagian dari proses belajar, bukan sesuatu yang harus ditakuti. Saya akan memberikan pujian yang spesifik seperti, Good job! Your pronunciation was very clear!.
- Peneliti : Lalu, bagaimana cara anda memilih aktivitas experiential learning yang sesuai dengan tingkat kemampuan dan kebutuhan siswa dalam kelas anda?
- Responden : Saya akan mengamati siswa terlebih dahulu, setelah itu baru memilih aktivitas experiential learning yang sesuai dengan mereka. Kemudian saya awali dengan aktivitas berbasis kosa kata sederhana seperti guessing games, show and tell, atau percakapan berpasangan tentang topik sehari-hari untuk melihat kemampuan mereka dalam menjawab pertanyaan dengan Bahasa Inggris.

- Peneliti : Selanjutnya, apakah ada kriteria tertentu dalam pemilihan aktivitas tersebut di kelas anda?
- Responden : Iya seperti yang saya jelaskan sebelumnya, ada kriteria tertentu untuk memilih aktivitas tersebut yakni saya akan mengamati terlebih dahulu bagaimana siswanya dan model seperti apa yang cocok dengan siswa di ABC course. Biasanya saya akan memilih aktivitas sederhana seperti pair learning, problem-based learning, dan role-play dengan menyesuaikan materi yang dibahas.
- Peneliti : Baik, lalu apa saja bentuk aktivitas experiential learning yang anda terapkan dalam kelas anda?
- Responden : Bentuk aktivitas yang biasa saya gunakan yaitu collaborative learning, pair learning, role-play.
- Peneliti : Bisakah anda menjelaskan secara detail satu atau dua aktivitas experiential learning yang telah anda aplikasikan di kelas anda?
- Responden : Ya jadi dalam aktivitas role-play, biasanya saya akan membagi siswa menjadi berpasangan terlebih dahulu, kemudian saya akan memberi sebuah dialog sederhana sesuai dengan materi hari itu dan meminta mereka untuk berlatih terlebih dahulu, setelah itu setiap pasangan diminta untuk maju kedepan praktik berdialog. Lalu untuk pair learning, biasanya saya akan membagi kelompok berpasangan lagi, kemudian saya beri tugas yang berbeda untuk setiap kelompok sesuai materi. Setelah itu saya akan meminta mereka untuk mendiskusikan tugas tersebut bersama kelompoknya, jika sudah lalu dipresentasikan di depan kelas.
- Peneliti : Lalu, menurut anda bagaimana aktivitas tersebut dapat membantu meningkatkan keaktifan dan keterlibatan siswa dalam kelas berbicara?
- Responden : Aktivitas seperti role-play, diskusi, atau pair learning memungkinkan siswa berbicara dalam konteks nyata yang relevan dengan kehidupan mereka. Dengan berlatih menggunakan kosa kata dalam Bahasa Inggris maka siswa akan lebih terlatih, sehingga mereka lebih termotivasi untuk berbicara dan menyampaikan pendapatnya. Dengan begitu, dengan adanya interaksi antar siswa akan meningkatkan keterlibatan siswa serta keaktifannya.
- Peneliti : Baik, selanjutnya bagaimana anda memastikan bahwa semua siswa terlibat secara aktif dalam aktivitas experiential learning yang anda aplikasikan?

- Responden : Ya jadi dengan menciptakan suasana kelas yang nyaman, dimana siswa merasa senang untuk berpartisipasi. Saya akan melakukan pendekatan kepada mereka dengan menekankan bahwa kesalahan adalah bagian dari proses belajar sehingga siswa lebih percaya diri dan aktif untuk mencoba berbicara. Selain itu saya akan mengombinasikan aktivitas individu, berpasangan, dan kelompok untuk memastikan setiap siswa memiliki kesempatan berpartisipasi.
- Peneliti : Lalu, bagaimana cara anda menangani jika ada siswa yang mungkin kurang aktif dan kurang percaya diri untuk berpartisipasi?
- Responden : Saya akan berbicara secara pribadi dengan siswa yang pendiam, memberikan motivasi, dan menanyakan apa yang bisa membantu mereka merasa lebih nyaman. Kemudian saya akan berikan peran yang sesuai dengan kenyamanan siswa. Tidak memaksa siswa untuk langsung tampil di depan umum, tetapi secara bertahap meningkatkan tantangan seiring dengan peningkatan rasa percaya diri mereka. Dengan tidak lupa selalu memberikan reward kepada siswa yang sudah berani untuk berbicara di depan kelas.
- Peneliti : Baik. Lalu, apa upaya anda untuk melakukan evaluasi terhadap penerapan metode experiential learning di kelas anda?
- Responden : Ya jadi saya biasanya melihat feedback dari mereka untuk pelajaran yang sudah saya lakukan di kelas. Selain itu saya memberikan quiz sederhana kepada siswa dan memberikan kesempatan kepada siswa untuk berdiskusi tentang materi yang saya sampaikan untuk mengevaluasi bagaimana respon mereka. Selain itu ada juga penilaian untuk siswa.
- Peneliti : Baik, bisakah anda menjelaskan bagaimana sistem penilaian siswa tersebut?
- Responden : Ada dua sistem penilaian yang digunakan di ABC course ini yaitu secara formatif dan keterampilan. Untuk nilai ketampilan biasanya diambil dari keterampilan mereka dalam berbicara menggunakan Bahasa Inggris. Namun penilaian yang biasa saya lakukan yakni penilaian formatif saja yang didasarkan pada keaktifan siswa di dalam kelas selama proses pembelajaran dan kegiatan untuk penilaian yang biasa saya gunakan seperti melakukan Quiz untuk melihat keaktifan siswa dalam menjawab pertanyaan.
- Peneliti : Baik, lalu apa saja indikator keberhasilan yang anda gunakan?

- Responden : Untuk indikator penilaian formatif saya menilai siswa yang aktif bertanya, aktif menjawab pertanyaan, aktif menyampaikan pendapat, serta siswa yang aktif berinteraksi dengan temannya dan antusias untuk mengikuti pembelajaran. Jika indikator penilaian keterampilan ada lima kalau nggak salah, seperti kelancaran, pengucapan dan lain-lain.
- Peneliti : Baik, untuk pertanyaan terakhir, bagaimana anda melakukan refleksi terhadap metode tersebut untuk meningkatkan pembelajaran dimasa mendatang?
- Responden : Saya akan mempelajari refleksi siswa untuk memahami pola tertentu, seperti aktivitas yang mereka anggap menarik, menantang, atau kurang efektif. Lalu saya akan mengevaluasi apakah aktivitas yang diberikan sesuai dengan tingkat kemampuan siswa dan tujuan pembelajaran. Selain itu saya mencatat poin penting dari refleksi siswa dan evaluasi aktivitas untuk dikembangkan lagi menjadi lebih baik dan digunakan sebagai panduan di masa depan.
- Peneliti : Baik, itu saja pertanyaan yang ingin saya tanyakan kepada anda, atas waktunya saya ucapkan terima kasih.
- Responden : Iya sama-sama.



Appendic 7. ABC Course Lesson Plan and Assesment

Lesson Plan 1

Topic: Spelling Time

Learner Class/Level: 1/1A

Time: 90 minutes

Materials: Flashcards

Learning Outcome(s)

1. Students will be able to spell word by word
2. Students will be able to remember vocabulary

Assessment: match the pictures, guess the picture, and spelling name

Teachers: Mrs. Nisa & Mrs. Swedia

School: Academy of Brain Castle

Stage	Timing	Procedure		Interaction	Stage Aim
		Teacher Activity	Learner Activity		
Stage 1: Warm-up	10 minutes	Greeting Ice breaking	1. Pay attention to the activity 2. Students introduce their selves	# Whole class	To get attention from the Ss.
Stage 2: Lead-in	5 minutes	Sing along the alphabets	Sing a song together	# Whole class	To encourage the students to attend the topic.
Stage 3: Presentation	45 minutes	1. The teacher introduces objects according to the alphabet 2. The teacher teaches spelling of	Pay attention to the teacher and repeat after that	# Wc Individual	To pronounce and tell the meaning of vocabulary

		objects that have been introduced			
Stage 4: Practice	30 minutes	1. Matching picture with the word 2. Mention things around them according to the alphabets	1. Match the picture with the word correctly 2. Mention things around them	# Wc Individual	-Giving instructions. -Checks understanding.

* T=Teacher, Ss=Students, WC=Whole class, I=Individual, Gs=groups, Ps=Pairs, □= stirrer, □= settler

Lesson Plan 2

Topic: Introduction

Learner Class/Level: 1/1A

Time: 90 minutes

Materials: Dialog

Learning Outcome(s)

1. To teach students how to “introduce myself”
2. Students can introduce themselves
3. Students can do conversation with their friends

Assessment: Do conversation in pairs

Teachers: Mrs. Kiki & Mrs. Rahma

School: Academy of Brain Castle

Stage	Timing	Procedure		Interaction	Stage Aim
		Teacher Activity	Learner Activity		
Stage 1: Warm-up	10 minutes	1. Get students' attention 2. Teacher and students do warm up with song or games	1. Pay attention to the activity 2. Students sing or play games	# Whole class	To get attention from the Ss.

Stage 2: Lead-in	5 minutes	Explain how to introduce my self	Listen to the teacher and repeat	# Whole class	To encourage the students to attend the topic.
Stage 3: Presentation	45 minutes	1. The teacher give the example of introduce 2. The teacher teaches how to say introduced 3. The teacher give the dialog/conversat ion	Pay attention to the teacher and repeat	# Wc Individual	To pronounce and tell the example of introductio n
Stage 4: Practice	30 minutes	1. Make a group of two students 2. The teacher ask students to practice conversation	Do conversatio n in the front of class with their partner	# Pairs	-Can introduce themselves . -Be able to speak directly.

* T=Teacher, Ss=Students, WC=Whole class, I=Individual, Gs=groups, Ps=Pairs, □=stirrer, □=settler

Lesson Plan 3

Topic: My Favorite Fruits (1st meeting)

Learner Class/Level: 1/1A

Time: 90 Minutes

Materials: Worksheet, Picture, Crayon

Learning Outcome(s)

1. To teach and introduce student about fruits
2. Students can pronounce the name of the fruits correctly
3. Students can mention the color of the fruits
4. Students can match the pictures of the fruits correctly

Assessment: Coloring and Describing

Teachers: Mrs. Liya & Mrs. Riris

School: Academy of Brain Castle

Stage	Timing	Procedure		Interaction	Stage Aim
		Teacher Activity	Learner Activity		
Stage 1: Warm-up	5 minutes	1. Get students' attention 2. Teacher and students do warm up with song or games	1. Pay attention to the activity 2. Students sing or play games	# Whole class	To get attention from the Ss.
Stage 2: Lead-in	10 minutes	1. Talk about Fruits vocabulary 2. You can say: A: What is this?	1. Listen to the teacher and repeat the vocabulary 2. Answer the question from the teacher	# Whole class	To encourage the students to attend the topic.
Stage 3: Presentation	35 minutes	1. Deliver the vocabulary about fruits in the book. 2. Present the sentences relating to the pictures. A: What fruit is this? B: What the color of this fruit? 3. Deliver the assessment about coloring the pictures.	1. Look, listen carefully, and repeat. 2. Answer the questions from the teacher 3. Listen carefully and match the picture with the color.	# Whole class Individual	To pronounce and tell the meaning of vocabulary
Stage 4: Practice	25 minutes	1. Coloring the picture based on their knowledge about real fruits 2. Describing the characteristics of fruits.	Describe about the picture as the color and characteristics	# Whole class Individual	Strengthen student's understanding of vocabulary
Stage 5: Production	15 minutes	Review the lesson	Review the lesson	# Whole	-Check students'

				class	understand ing.
--	--	--	--	-------	--------------------

* T=Teacher, Ss=Students, WC=Whole class, I=Individual, Gs=groups, Ps=Pairs, □=stirrer, □=settler

Lesson Plan 4

Topic: My Favorite Fruits (2nd meeting)

Learner Class/Level: 1/1A **Time:** 90 Minutes

Materials: Fruits, cup, salad dressing

Learning Outcome(s)

1. To teach and introduce student about fruits
2. Students can pronounce the name of the fruits correctly
3. Students can mention the color of the fruits
4. Students can practice making a salad fruits

Assessment: Practice make fruits salad

Teachers: Mrs. Liya & Mrs. Riris

School: Academy of Brain Castle

Stage	Timing	Procedure		Interaction	Stage Aim
		Teacher Activity	Learner Activity		
Stage 1: Warm-up	5 minutes	1. Get students' attention 2. Teacher and students do warm up with song or games	1. Pay attention to the activity 2. Students sing or play games	# Whole class	To get attention from the Ss.
Stage 2: Lead-in	10 minutes	1. Ask students to review the vocabulary learned in the previous meeting 2. You can say: A: Do you still remember what fruit is this?	1. Listen to the teacher and remembering vocabulary learned in the previous meeting 2. Answer	# Whole class	To encourage the students to attend the topic.

			the question from the teacher		
Stage 3: Practice	60 minutes	The teacher gives or provides some fruits and tools to make a fruits salad 2. The teacher gives instruction how to make a fruits salad 3. Teacher asks students to speaking practice how to make a fruits salad	“Hello friends! I want to show you about how to make fruit salad. So, let’s go! 1. First, prepare a cup 2. Second, put the.... Fruits salad is ready to be enjoyed!”	# Whole class Individual	-Giving instructions. -Checks understanding. -Speaking practice
Stage 4: Production	15 minutes	Review the lesson	Review the lesson	# Whole class	-Check students’ understanding.

* T=Teacher, Ss=Students, WC=Whole class, I=Individual, Gs=groups, Ps=Pairs, □=stirrer, □=settler

1. Attitude assessment rubric

No.	Name	Assessed aspects				Total score	Score	Criteria
		Discipline	Activeness	Engagement	Responsibility			

Scoring guideline description:

Affective: maximum score is 4 and minimum score is 1 with the criteria as follow:

- 1 = Poor
2 = Okay
3 = Good
4 = Very good

$$\text{Grading Scale: Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

Criteria	Description	Score
C	Poor	25 – 54
B	Okay	55 – 69
B+	Good	70 – 84
A	Very good	85 – 100

2. Process assessment rubric

No.	Name	Assessed aspects				Total score	Score	Criteria
		Attraction	Attention	Participation	Curiosity			

Scoring guideline description:

Affective: maximum score is 4 and minimum score is 1 with the criteria as follow:

- 1 = Poor
2 = Okay
3 = Good
4 = Very good

$$\text{Grading Scale: Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

Criteria	Description	Score
C	Poor	25 – 54
B	Okay	55 – 69
B+	Good	70 – 84
A	Very good	85 – 100

3. Speaking skill assessment rubric

No.	Name	Assessed aspects					Total score	Score	Criteria
		Fluency (kelancaran)	Pronunciation (pengucapan)	Intonation (intonasi)	Clarity (kejelasan)	Perform. Skill (gaya bicara)			

Scoring guideline description:

Psychomotor: maximum score is 4 and minimum score is 1 with the criteria as follow:

- 1 = Poor
2 = Okay
3 = Good
4 = Very good

$$\text{Grading Scale: Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

Criteria	Description	Score
C	Poor	25 – 54
B	Okay	55 – 69
B+	Good	70 – 84
A	Very good	85 – 100

Appendic 8. Students Score

1. A Class

ACADEMY OF BRAIN CASTLE COURSE

TAHUN AJARAN 2023/2024

KELAS: A

No.	Nama	L/P	Formatif		Keterampilan	Ket.
			Proses	Sikap		
1.	M Arfan Abrisam T	L	A	B+	95	
2.	Gianedra Putra Agastha	L	B	B	80	
3.	Muhammad Ridwan Yusuf Habibi	L	B	B+	85	
4.	Nadia Azzahra Adhendra Pramesti	P	B	B	70	
5.	Fakhrul Zafif Nuel Ekanawa	L	B	B	75	
6.	Almccra Nesya Larcina	P	A	A	100	
7.	Nayla Claretta Bellvani Sedayu	P	B	B+	100	
8.	Althafunnisa Raqila Kusuma	P	B	B	85	
9.	Aruna Sachi Kayana	P	B+	B+	90	
10.	Abudzar Yazid Albusthomi	L	B	B+	80	
11.	Almaira Atifa Nurdini	P	B	B	70	
12.	Ubaydillah Abrizam Jaya	L	B	B+	75	
13.	Gathan Firdaus Putra Arsenio	L	B	B	65	
14.	Yumna Putri Salsabila	P	B	B+	90	
15.	Avira Humaira Putri Najwa	P	B	B	70	
16.	Muhammad Zafran Khoirul H	L	B	B	90	
17.	Abrisam Reynand Alansyah	L	B	B	70	
18.	Ramadhan Arzanka Putra A	L	B	B	90	
19.	Muzaki Raka Alfaruq	L	B	B+	90	
20.	Syahqueena Cheryl Anabella	P	A	A	95	

Ponorogo, 27-7-2024

Mengetahui,
Ketua Bimbel ABC


(Putri Cholissatun M.)

2. B Class

ACADEMY OF BRAIN CASTLE COURSE

TAHUN AJARAN 2023/2024

KELAS: B

No.	Nama	L/P	Formatif		Keterampilan	Ket.
			Proses	Sikap		
1.	Masae Keamayza	L	B	B	75	
2.	Nadia Shofa Marwa	P	B	B+	80	
3.	Raja Saka Dewantara	L	B	A	90	
4.	Kecane Althavio M	L	A	A	75	
5.	Azzam Ayyasi Ahmad	L	B+	A	90	
6.	Jaza Anil Husna	P	B	A	80	
7.	Faiha Haruna N	P	B+	B	70	
8.	Ulfa Hanina Azzahra	P	A	A	90	
9.	Farid Abdillah Pratama	L	B	B+	85	
10.	Lubna Nirwasita Adeevaputri	P	B+	A	90	
11.	Salsabila Zhasy Choirunnizwa	P	A	A	95	
12.	Adeeva Quinnza Keshwar Widodo	P	B	B+	75	
13.	Salima Sahla Saida	P	A	A	100	
14.	Bilqis Aninditya Ganes	P	B	A	70	
15.	Adeli Gibran Abimanyu	L	B+	B	75	
16.	Inara Ratifa Athaleta Ahza	P	A	A	80	
17.	Haira Salsamaida	P	A	B+	90	
18.	Myesha Firstine Rasyidina R	P	A	A	95	
19.	Inara Alesha Fahira	P	B+	A	80	
20.	Queensa Anindyta Harianto	P	B+	A	70	
21.	Aditya Rayyanka Abiyyu	L	A	A	100	

Ponorogo, 27-7-2024

Mengetahui,
Ketua Bimbel ABC

 (Putri Cholissatun M.)

Appendic 9. Student Questionnaire

I. Student Questionnaire Sheet

LEMBAR KUISIONER SISWA
PENDAPAT SISWA TERHADAP PEMBELAJARAN DI ABC COURSE

NAMA :
TANGGAL :

Instruksi:

Berikut ini adalah daftar pertanyaan mengenai proses pembelajaran di ABC course. Jawablah pertanyaan berikut sesuai pendapat kamu. Kamu hanya perlu menjawab dengan memberi tanda silang sesuai ekspresi yang ada di lembar ini yang menggambarkan perasaan kamu.

Keterangan:

 : Tidak setuju
 : Kurang setuju
 : Setuju
 : Sangat setuju

No.	Pertanyaan	Jawaban			
1.	Apakah kamu senang dengan pengajar di ABC course?				
2.	Apakah pengajarnya menyenangkan?				
3.	Apakah kamu senang belajar Bahasa Inggris di ABC course?				
4.	Apakah kamu senang dengan pembelajarannya?				
5.	Apakah pembelajarannya menarik?				
6.	Apakah menurutmu pembelajarannya mudah diikuti?				
7.	Apakah media pembelajarannya menarik?				
8.	Apakah pembelajarannya membuat saya bingung?				
9.	Apakah pembelajarannya membosankan?				
10.	Apakah pembelajarannya sulit dimengerti?				

2. Questionnaire Result

Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Arfan	SS	SS	SS	SS	S	S	S	TS	TS	KS
Atha	S	S	S	S	S	S	S	TS	KS	KS
Habib	SS	SS	SS	S	S	S	S	KS	KS	KS
Nadia	SS	SS	S	S	S	S	S	KS	KS	KS
Nuel	S	S	S	S	S	KS	S	KS	KS	KS
Almeera	SS	SS	SS	SS	SS	SS	SS	KS	KS	KS
Nayla	SS	SS	SS	SS	SS	SS	SS	KS	KS	KS
Altha	SS	SS	SS	SS	SS	SS	SS	KS	KS	KS
Sachi	SS	SS	SS	SS	SS	SS	SS	KS	KS	KS
Yazid	SS	SS	SS	S	S	S	S	KS	KS	KS
Almaira	S	S	S	SS	S	KS	S	KS	TS	KS
Ubay	S	S	S	S	S	S	S	KS	KS	KS
Gathan	S	KS	S	KS	S	KS	S	KS	S	KS
Yumna	SS	SS	SS	SS	SS	SS	SS	TS	TS	TS
Avira	S	S	S	S	S	S	S	KS	KS	KS
Zafran	SS	SS	S	S	S	S	S	KS	KS	KS
Alan	S	S	S	S	KS	S	S	KS	KS	KS
Arzan	S	S	S	S	KS	S	S	KS	KS	KS
Raka	S	S	S	S	S	KS	KS	KS	KS	KS
Cheryl	SS	SS	SS	SS	SS	SS	SS	KS	KS	TS

Keterangan:

Tidak Setuju (TS) = 8

Kurang Setuju (KS) = 60

Setuju (S) = 75

Sangat Setuju (SS) = 57

**Hasil dari kuesioner ini menunjukkan bahwa rata-rata siswa memberikan pendapat setuju untuk pertanyaan 1 sampai 7, dan kurang setuju untuk pertanyaan 8 sampai 10. Dengan demikian dapat disimpulkan bahwa penerapan metode experiential learning berhasil diterapkan pada mata kuliah ABC, meskipun ada beberapa aspek yang perlu diperbaiki oleh instruktur dan pengelola.*

Appendic 10. Research Permit Letter



UNIVERSITAS MUHAMMADIYAH PONOROGO FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telepon (0352) 481124, Faksimile (0352) 461796, email: akademik@umpo.ac.id website : www.umpo.ac.id
Akreditasi Institusi B oleh BAN-PT
(SK Nomor 77/SK/BAN-PT/Ak-PPJ/PT/IV/2020)

Nomor : 2/IV.3/PN/2025
Hal : Ijin Penelitian

3 Rajab 1446 H
3 Januari 2025 M

Yth. Pimpinan Lembaga Academy of Brain Castle Course
di-

Tempat

Assalamu'alaikum wr. wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Ponorogo,
menerangkan :

Nama : Pingky Widyasari
NIM : 21332048
Angkatan : 2021
Jurusan : Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi yang berjudul :

"Experiential Learning to Promote Students' Activeness and Involvement at The Second Grade Elementary School During Speaking Class in Academy of Brain Castle Course"

Yang bersangkutan memerlukan data – data yang berhubungan dengan judul tersebut, untuk itu kami mohon kesediaannya memberikan ijin kepada yang bersangkutan untuk melakukan penelitian di Lembaga Academy of Brain Castle Course.

Demikian surat ijin ini disampaikan, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

Wassalamu'alaikum wr. wb.



Dr. Ardhana Januar Mahardhani, M.KP
NIK. 19870123 201709 12

Appendic 11. Official Report of Thesis Guidance Notes



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
 Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
 Website : www.umpo.ac.id

Form 1

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

1. Nama : Pinky Widyasari
2. NIM : 21332048
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School in Academy of Brain Castle Course.

TAHUN/SMT : _____ PEMBIMBING : _____

Tanggal	Materi	Catatan	Paraf Pembimbing
20-3-2024	Title	acc	
31-10-2024	Chapter I	Revisi	
6-11-2024	Chapter I	Acc	
11-11-2024	Chapter II	Revisi	
18-11-2024	Chapter II	acc	
5-12-2024	Chapter III	Revisi	
8-12-2024	Chapter III	acc	
19-12-2024	Instrument interview	acc	
27-12-2024	Chapter IV	Revisi	
30-12-2024	Chapter IV	acc	
13-1-2025	Chapter V	Revisi	
18-1-2025	Chapter V	acc	
24-1-2025	All Chapter evaluation	acc	

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 24 Januari 2025
Pembimbing

 Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum.



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
 Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
 Website : www.umpo.ac.id

Form 2

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

1. Nama : Pingky Widayanti
2. NIM : 21332048
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade ~~Student~~ Elementary School in Academy of Braine Castle Courre

TAHUN/SMT :

PEMBIMBING :

Tanggal	Materi	Catatan	Paraf Pembimbing
4-12-2024	Title	Revisi	f.
6-12-2024	Title	acc	f
9-12-2024	Chapter I	Revisi	f
13-12-2024	Chapter I	acc	f
16-12-2024	Chapter II	Revisi	f
20-12-2024	Chapter II	acc	f
23-12-2024	Chapter III	Revisi	f
27-12-2024	Chapter III & Instrument	acc	f
13-1-2025	Chapter IV	Revisi	f
17-1-2025	Chapter IV	acc	f
20-1-2025	Chapter V	Revisi	f
24-1-2025	Chapter V & all chapter evaluation	acc	f

Catatan :
 Form 1 pembimbing 1
 Form 2 pembimbing 2

Ponorogo, 24 Januari 2025
 Pembimbing

Dr. Bambang Hartanto, S.Pd., M.Pd.

Appendic 12. Plagiarism Report



UNIVERSITAS MUHAMMADIYAH PONOROGO
LEMBAGA LAYANAN PERPUSTAKAAN
Jalan Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp. (0352) 481124, Fax (0352) 461796, e-mail : lib@umpo.ac.id
website : www.library.umpo.ac.id
TERAKREDITASI A
(SK Nomor 000137/ LAP.PT/ III.2020)
NPP. 3502102D2014337

SURAT KETERANGAN HASIL *SIMILARITY CHECK* KARYA ILMIAH MAHASISWA UNIVERSITAS MUHAMMADIYAH PONOROGO

Dengan ini kami nyatakan bahwa karya ilmiah ilmiah dengan rincian sebagai berikut :

Nama : PINGKY WIDYASARI
NIM : 21332048
Judul : Experiential Learning to Promote Students' Activeness and Involvement at the Second Grade Elementary School During Speaking Class in Academy of Brain Castle Course
Fakultas / Prodi : PENDIDIKAN BAHASA INGGRIS

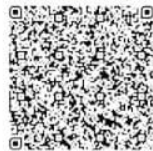
Dosen pembimbing :

1. Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum.
2. Dr. Bambang Harmanto, S.Pd., M.Pd.

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Appendic 13. Documentations

Interview 1. January 3, 2025



Interview with 2nd respondent



Interview with 3rd respondent

Interview 2. January 4, 2025



Interview with 1st respondent



Interview with 4th respondent

Observation 1. February 24, 2024
Material “Spelling Word”



For more documentation:

<https://drive.google.com/drive/folders/1Q2GaeZG2v9h2fOB-YWSGwYatX9ir9V5D>

Observation 2. July 16, 2024
Material “Introduction”



For more documentation:

<https://drive.google.com/drive/folders/1J-Z1I9XeyTzIj25unU9m3aXQ5HdrXFtF>

Observation 3. July 23, 2024
Material “Fruits”



For more documentation:

https://drive.google.com/drive/folders/1W-oUkt73zpWNQHRPvL3KO_CA6-pbkU8T

Observation 4. July 24, 2024
Material “Making fruits salad”



For more documentation:

<https://drive.google.com/drive/folders/1b6yLZ50mZKQbHfYqXRFRacxSDiwVvOYW>