

Improving Students' Ability in Speaking Using Experiential and Accelerated Learning Method

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui gambaran penerapan metode pembelajaran eksperiensial dan akselerasi untuk meningkatkan keterampilan berbicara siswa dalam mata pelajaran Bahasa Inggris SMK Brigjen Katamso Sunggal, serta mengetahui seberapa jauh peningkatan kemampuan berbicara siswa dalam bentuk penelitian tindakan kelas yang dilakukan dalam dua siklus. Tes berbicara diterapkan untuk mengetahui seberapa jauh peningkatan kemampuan siswa dalam setiap siklusnya. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berbicara siswa yang terlihat dari rata-rata nilai pre-test sebesar 64,13 dan post-test sebesar 79,36. Hasilnya menunjukkan bahwa nilai siswa meningkat seiring dengan keberhasilan siswa dalam ujian meningkat dari 16,7 % menjadi 80%. Hal ini membuktikan bahwa metode pembelajaran Experiential dan Accelerated Learning dapat meningkatkan kemampuan berbicara siswa.

Keyword: Berbicara; Metode Pembelajaran Ekperiensial; Akselerasi; Penelitian Tindakan Kelas

ABSTRACT

The aim of this research is to find out an overview of the application of experiential and accelerated learning methods to improve students' speaking skills in the English subject at Brigjen Katamso Sunggal Vocational School, as well as to find out how far students' speaking skills have improved in the form of classroom action research carried out in two cycles. The speaking test is applied to find out how far students' abilities have improved in each cycle. The research results showed that there was an increase in students' speaking abilities as seen from the average pre-test score of 64.13 and post-test of 79.36. The results show that student scores increase as student success in the exam increases from 16.7% to 80%. This proves that Experiential and Accelerated Learning methods can improve students' speaking skills.

Keyword: Speaking; Experiential Learning Method; Acceleration; Classroom Action Research

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1. INTRODUCTION

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

Leong & Ahmadi, (2017) state that speaking not only just saying words trough mouth (utterance) but it means delivering message through the words. By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others. Haryudin & Jamilah, (2018) state that speaking a foreign language that should do by many practices for master

it. The learners should practice in the classroom activity and also in outside of the class because with lot of practice the learners will habit to use foreign language and their speaking would be fluently. Most of non-native students faced difficulties in speaking English. The English teacher mentioned that it is evidenced by the results of their English tests which are good and have reached the minimum learning mastery standard, yet their speaking tests are still low. Additionally, during the pre-observation the researcher carried out in that school, the students were asked about why they think English is difficult. It turns out that making mistakes in speaking English is their biggest fear. Even they felt afraid and shy to speak English in front of the class.

Experiential Learning Theory (ELT) emphasizes the importance of experience and its role in the learning process (Jonathan & Laik, 2021). Moreover, it uses experience to describe its vital difference from cognitive learning theory, which focuses on cognition and behavioral learning theory (Brinkley-Etz Korn & Cherry, 2022). It notes that these theories "ignore[s] the possible role of subjective experience in the learning process," despite Ilyas et al., (2020) stating that "learning is the process whereby knowledge is created through the transformation of experience)." ELT has played a major part in a number of research that examine its efficacy in the learning process using the theory as a theoretical framework. For example, Lai et al., (2022) used ELT as a framework to investigate the contribution of technology in experiential learning. They considered the possibility of using technology to provide and support experiential learning. Their results indicate that using technology while going through the four-stage process (explained below) helped students to improve their knowledge; emphasizing the importance of experience gives students a chance to act and reflect on their actions.

Further Alkan, (2016) investigated experiential learning's effects on student teachers' achievement in chemistry and their scientific process skills. It was stated, the experiential learning stages/process can "enable students to be aware of their professional identities, question their actions and note the importance of their suspicions". He concluded that experiential learning can positively impact learners' academic achievement and learning outcomes because it promotes going through a process of experiencing, reflecting, thinking, and acting upon their own experiences. In addition, Yüksel & Basaran, (2019) used ELT as a theoretical framework for their study with pre-service teachers. In their study, the future teachers learned how their future students might use technology in their classroom by experiencing and using technology themselves first. By doing so, they learned how their future students might use that technology. The ELT process also allowed them to reflect and think about any potential challenges that their students might face.

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



Figure 1. Model of Experiential Learning Theory

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

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

through the four-stage process (i.e., experiencing, reflecting, thinking, and acting). By doing so, learners can learn more meaningfully.

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

In hand, accelerated learning is a learning format that allows students to complete courses in a shorter period of time compared to a traditional semester. Accelerated learning is a multi-dimensional approach to learning where students can control the speed and method in which they are instructed. Accelerated learning requires collaboration to speed up the learning process and also involves students immersing themselves in the work itself to learn in context: for example, film students will better understand the fundamentals of the subject by creating their own films rather than writing a paper on some aspect of film. Accelerated learning refers to a mode of learning popularized due to rising trends like shorter degree programs and the increased complexity and rapid change students encounter in their work and personal lives (Hoffman et al., 2013). This type of learning challenges traditional academic structures, influencing everything from instructional content and the number of hours spent teaching to the need for faculty tenure, due to the fact that many accelerated programs rely on adjunct faculty applying more standardized curriculum.

Adopt an acceleration strategy, convince representatives of all key stakeholder groups to build, execute, and communicate the system or school acceleration plan. Review available data to identify greatest needs and goals. Establish priority standards and content for each course and grade level. Implement a continuous monitoring and improvement cycle to inform next actions. Invest in essential resources for effective acceleration. Allocate federal and state-level recovery funding toward the acceleration strategy. Ensure that high-quality instructional materials, embedded assessments, and prerequisite skill guidance are available for all grade levels and courses. Develop flexible schedules that give grade-level and subject-matter teams substantive time each week to study the curriculum, practice selected lessons, plan for their students, and reflect on their progress. Deploy coaches and facilitators to support implementation of the acceleration strategy. Partner with organizations with demonstrated expertise with your curricula and acceleration.

Effective acceleration is a student-centered strategy that focus on the whole child.. Relationships and trust are central. Leverage the guidance within high-quality instructional materials to increase relevancy and meaning for students. Adapt lessons to students’ culture and communities. A commitment to equity means attending to the social-emotional as well as the academic needs of students. Support educators as they implement acceleration. Review essential elements of curriculum-based professional learning and align professional learning plans to them. Use high-quality instructional materials to focus planning and prioritize learning. Give teachers opportunities to experience, observe, and practice those skills deemed most essential to acceleration. Engage families and other stakeholders in the acceleration process. Recent studies affirm the critical role families play in students’ instructional progress. Engage families and other community stakeholders in the acceleration strategy. Leverage guidance available through high-quality instructional materials to identify meaningful tasks for parents and caregivers. Learn ways to increase cultural relevance and meaning for students from their families and community (Sleeter, 2019).

In improving students’ speaking skill in English, it is necessary for students to practice speaking complemented with proper materials such as monologue texts (speeches, recount, short dialogue, etc.). One of the goals of English subject in senior high school is to build the communication competence in speaking and writing so that functional literacy level can be achieved (Tumansery & Munden, 2020). By implementing an appropriate method for speaking, English would be effortlessly comprehended by the students and it will affect the improvement of their speaking. Based on several observations at the SMK Brigjen Katamso Sunggal students, some problems were eventually found. The teaching activity demonstrated insufficient chances for students to experience learning, particularly in speaking. There was a chance limitation for the students in practicing their English verbally since the teacher was more active than the students, so the students cannot express their ideas in the class and rarely use English while learning it in the class. Besides, it triggers the low level for the students in their speaking skill. Based on problems encountered in SMK Brigjen Katamso Sunggal, the researcher applied Experiential and Accelerated Learning method to enhance students’ speaking skill in English.

The students were instructed to express themselves by being designer and model and explaining their creation in making clothes. By implementing this method, the students could enhance their speaking skill and

their self-assurance due to performing a presentation in front of their classmates in which this activity triggers their self-assurance in expressing their ideas to their classmates and to the teacher. In short, the researcher believed that Experiential and Accelerated Learning method could be implemented in English speaking since it can encourage students to be more active in speaking. It was also expected that this method will be beneficial for the teaching and learning process.

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

2. RESEARCH METHOD

A. Research Design

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

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

Design of the research described as below.

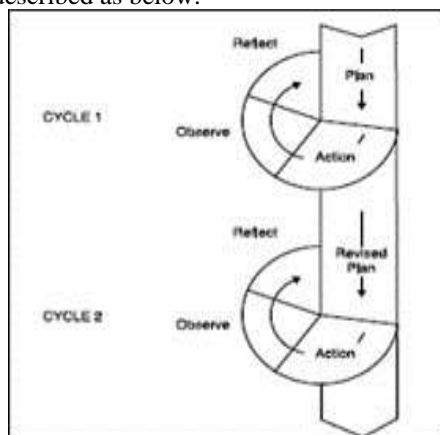


Figure 2. Classroom Action Research by Arikunto

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

B. Research Setting and Participant

The CAR was put into practice at Medan Sunggal, North Sumatera's SMK Brigjen Katamso Sunggal. The pupils at SMK Brigjen Katamso Sunggal's X-2 TKJ were the study's participants. Because CAR was used in this study, participation from the researcher, students, and English teacher was required. By working together with the English teacher to carry out this study, students' speaking abilities will be enhanced. This study would

be completed in the first semester of 2023–2024 and tailored to the academic calendars of the participating schools, specifically SMK Brigjen Katamso Sunggal's English Subject schedule.

C. Procedures of Research

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

1) Pre-test

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

2) Cycle I

a. Planning

Planning is associated with a preparation for accomplishing something. In this context, planning referred to the preparation for conducting research in which everything that had something to do with learning process is prepared by the researcher. The specific planning in cycle 1 is as follows.

- i. Determining proper materials and topics;
- ii. Arranging the lesson plan;
- iii. Making preparation the observation sheets for the teacher and the students;
- iv. Preparing post-test.

b. Action

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

- i. Performing a presentation on what the Experiential and Accelerated Learning method meant;
- ii. Providing an explanation on the instruction of practicing to the students;
- iii. Applying the Experiential and Accelerated Learning method;
- iv. Instructing the students to speak up in front of the class by applying the Experiential and Accelerated Learning method;
- v. Evaluating and conveying general conclusion to the students.

c. Observation

In this steps, the students' participation in speaking were observed. The problems faced figured out from the observation sheets. Thus explained the students' problems, and answered the hindrances the students encountered when undertaking the activity.

d. Reflection

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

3) Cycle II

The steps in cycle 2 were done such as cycle 1 with some revision due to reflection and evaluation done. They were

a. Planning

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

b. Action

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

c. Observation

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

d. Reflection

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

D. *Technique of Collection Data*

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

E. *Technique of Analysis Data*

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

The formula applied was:

$$X = \frac{\sum X}{N} \quad (1)$$

Where:

X : The mean of the students score

$\sum X$: The total score

N : The member of the students.

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

$$P = \frac{R}{T} \times 100\% \quad (2)$$

Where:

P : The percentage of students attaining the point 75.

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

T : The total of students doing the test.

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

$$P = \frac{Y}{Y_1} \times 100\% \quad (3)$$

Where:

P : Percentage of students' improvement

Y : Pre-test result

Y1 : Post-test I

$$P = \frac{Y}{Y_2} \times 100\% \quad (4)$$

Where:

P : Percentage of students' improvement

Y : Pre-test result: Post-test

F. *Trustworthiness*

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

Additionally, Burns proposed four forms of triangulations, namely:

1) Time Triangulation

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

2) Space Triangulation

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

3) Investigator Triangulation

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

4) Theoretical Triangulation

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

3. RESULTS AND DISCUSSION

This study's data were quantitative in nature. The pre- and post-test results provided the quantitative data, with the students' test scores serving as the primary source of information. This study, which was conducted in two cycles, involved 30 students in X-2 TKJ. Every cycle included one action research step. Cycle 1 consisted of a test for instruction using traditional methods, and Cycle 2 was completed in a single meeting. Every cycle ended with a speaking test for the students.

The score of test in first cycle were distributed in the table below.

Table 1. Students' Ability in Cycle I

No	Initial Name	Cycle I	
		Score	Successful Criteria > 75
1	C	64	Unsuccessful
2	J	48	Unsuccessful
3	R	68	Unsuccessful
4	A	76	Success
5	E	60	Unsuccessful
6	A	76	Success
7	R	60	Unsuccessful
8	A	64	Unsuccessful
9	N	52	Unsuccessful
10	J	64	Unsuccessful
11	F	68	Unsuccessful
12	A	76	Success
13	H	72	Unsuccessful
14	R	68	Unsuccessful
15	K	48	Unsuccessful
16	H	84	Success
17	A	60	Unsuccessful
18	G	80	Success
19	G	28	Unsuccessful
20	F	68	Unsuccessful
21	H	60	Unsuccessful
22	K	72	Unsuccessful
23	T	56	Unsuccessful
24	D	68	Unsuccessful
25	B	72	Unsuccessful
26	K	72	Unsuccessful
27	A	72	Unsuccessful
28	F	72	Unsuccessful
29	A	28	Unsuccessful
30	S	68	Unsuccessful

The results of the students' speaking skill test in cycle I

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

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

$$X = 64.13$$

Hence, the students' mean was:

$$X: 64.13$$

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

$$P = \frac{Y}{Y_1} \times 100\%$$

$$P = \frac{5}{30} \times 100\%$$

$$P = 0.16 \times 100\%$$

$$P = 16.6\%$$

There was only 16,6 % students who success in cycle 1. The unscessfull students were 83% based on the calculation below.

$$P = \frac{Y}{Y_1} \times 100\%$$

$$P = \frac{25}{30} \times 100\%$$

$$P = 0.83 \times 100\%$$

$$P = 83\%$$

This shown that the number of students who were note able is really high. The comparison were figure out in the table followed.

Table 2. The Students' Speaking Ability in Cycle I

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

After doing reflection and evaluation, in the second cycle, the result of the speaking test shown that there are the students improvement based on the the students score. Here are the data.

Table 3. The Students' Speaking Score in Cycle II

NO	INITIAL NAME	Cycle II	
		SCORE	SUCCESSFUL CRITERIA >75
1	C	100	Success
2	J	100	Success
3	R	100	Success
4	A	81	Success
5	E	88	Success
6	A	81	Success
7	R	68	Unsuccessful
8	A	93	Success
9	N	100	Success
10	J	87	Success
11	F	87	Success
12	A	75	Success
13	H	75	Success
14	R	75	Success
15	K	56	Unsuccessful
16	H	56	Unsuccessful
17	A	75	Success
18	G	87	Success
19	G	56	Unsuccessful
20	F	68	Unsuccessful
21	H	75	Success
22	K	75	Success
23	T	100	Success
24	D	81	Success
25	B	75	Success
26	K	81	Success
27	A	81	Success
28	F	81	Success
29	A	37	Unsuccessful
30	S	87	Success

Table 3 denoted that the total score of students comprised 2.381 and there were 30 students taking the test.

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

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

$$X = 79.36$$

Hence, the students' mean was:

$$X: 79.36$$

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

$$P = \frac{Y}{Y_1} \times 100\%$$

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

$$P = 0.8 \times 100\%$$

$$P = 80\%$$

So, the percentage of students who success is 80% a or 24 students in the class.

$$P = \frac{Y}{Y_1} \times 100\%$$

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

$$P = 0.2 \times 100\%$$

$$P = 20\%$$

The percentage of students who unsuccessful in conventional learning is 20% or 6 students in the class which this number is low.

Table 4. The Students' Speaking Ability in Cycle II

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

The researcher gave the test in the end of each cycle. It denoted that the means of students score went up from the performance from the conventional class until experiential and accelerated class. The results of the students' scores in each test were presented in Table 5.

Table 5. The Comparison of the Students Speaking Score

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

4. CONCLUSION

Experiential and accelerated learning methods can help students enhance their speaking skills at X-2 TKJ SMK Bridgjen Katamso Sunggal. It was discovered that students participated actively in class and provided answers. To put it briefly, they found this approach interesting and engaging. Their engagement in the speaking class, conversations, performances, and showcasing things to their peers proved it. They also felt courageous when they spoke in front of the class in English. Since the experiential and rapid learning methods can improve the X-2 TKJ SMK Bridgjen Katamso Sunggal, they can be used as an optional technique by English teachers to teach speaking. The average result when utilizing the traditional method was 64.13. The outcome of applying first-hand The average outcome of employing accelerated learning and experiential learning was 79.36. The findings showed that, on average, the students' scores climbed to 79.36, representing 80% of their exam success.

By using additional speaking techniques, the teacher should also be able to improve the learning environment and the student's speaking abilities. The experiential and accelerated learning methods can be used by English teachers to encourage students to talk more actively and to develop the confidence they need to speak in front of the class. Still, the subject should be selected while taking the methodology into consideration, as not all subjects e average result for using experiential and accelerated learning was 79.36. However, as not all topics can be taught using the experiential and accelerated learning technique, the topic should be chosen with the method in mind. Furthermore, even as the students in class X-2 TKJ SMK Bridgjen Katamso Sunggal get better at speaking, they still need to practice speaking often in order to continue improving and to be able to use the experiential and accelerated learning methods in the classroom or school setting. Additionally, in order to improve their speaking comprehension, students can request that their teacher use alternative speaking techniques. Additionally, in order to improve their speaking comprehension, kids can request that their teacher use alternative speaking techniques. Since this strategy works for any major and grade, other researchers can utilize it to do research in other grades with other topics to determine which topic is most suited for it.

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