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Improving Speaking Skill for Technical Students at IUH Through Experiential Activities

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Abstract---Nowadays, English is one of the most important languages in Vietnam, so students at all levels in Vietnam have been studying English as a compulsory subject with special attention to speaking skills to communicate and work in the integration world. However, speaking skill is still strongly not successful with students, especially technical students at universities. Therefore, this small-scale research aims to investigate the difficulties which technical students at IUH usually faced when practicing the skill, and the efficiency of experiential activities in improving learners' speaking skills. This research used quasi-experimental method. The sample of the research is 120 technical students in 4 English classes in the second semester of the school year. After distributing a questionnaire to 120 technical students at IUH, the findings indicated that speaking skill is essentially evaluated by most of the students, although they still have some difficulties when practicing. It was also evident that students were interested in experiential activities which were applied to improve students' skills, such as watching films and telling opinions, role play, communicate in group work, and so on. These activities not only enhance students' positive motivation in studying English and speaking skills but also improve their communicative skills.

Keywords---communicative skills, experiential activities, expressing opinion, speaking skill, technical students.

Introduction

Nowadays, English is one of the most important languages for most nations all over the world to exchange global information and knowledge together. Therefore,

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English plays an important role in the current world context. Many countries in the world especially Vietnam and developing countries are always trying to acknowledge the English language the most. To reach this goal, education is the most vital field to help Vietnamese citizens use English as the most popular foreign language as well as explore, learn almost everything in the world, especially spread Vietnam worldwide. That is the reason why students at all levels in Vietnam have been studying English as a compulsory subject. Especially, all colleges and universities, students are required to learn English during their studies and have to get the English certificate as an outcome base before graduating. When studying languages, students have to practice all skills such as listening, speaking, reading, and writing, and studying English is not an exception (Yusof et al., 2020). One of the final targets of language learners is communication ability, so speaking skill is the most important skill for learners, because of the usefulness to express our mind and idea (Hamer, 2001). We all know that speaking skill is not only the first but also the most important skill to conquer a language. By improving speaking skills, the other skills are easier to develop; for example, when we can speak any language fluently, we can listen and understand what people say better and it means that we have enough vocabulary to get and transfer information with others. It is obvious that, speaking skill is the cradle for the success of conquering foreign languages (Mokhtar et al., 2011; Christen et al., 2008).

In the IUH curriculum, English subject plays an essential role in teaching and learning, so IUH students have to learn English during the time at the university, and in order to graduate, engineering students also have to get an international degree, for instance, IELTS or TOEIC certificate, as an outcome condition. Although they are aware of the importance of English, learning English for a long time from secondary school to university, they cannot use English well in studying, real-life, and looking for a good job in the future. The fact that they learn the language by the passive methods, instead of focusing on speaking skills, they try to study grammar and vocabulary to pass the grammar exam. Besides that, Vietnamese students also lack the environment to practice English and they do not have good opportunities to familiarize themselves with speaking skills, so it is also difficult for students to practice and improve their speaking skills. Lastly, teachers' methodologies in teaching and classroom activities also affect deeply students' motivation in practicing the skill. For these reasons, we are trying to conduct the research to examine the factors that affect IUH technical students' speaking ability and then recommend some useful experiential learning activities to develop students' speaking skills (Brackenreg, 2004; Lam et al., 2018).

Literature review

Experiential learning theory

Many teachers have discovered that the interests of students in this present generation have really changed. Also, many education systems have made numerous changes making the curriculum developers implement new techniques and methodologies in creating the program. This could be attributed to the shift from lecturer-centered to learner-centered approach. This technique has led to the development of a powerful reading environment as it facilitates knowledge

construction and discovery. Experiential learning theory mostly concentrates on the importance of experience in the human learning process (de Guzman & Choi, 2013; Young & Norgard, 2006).

The theory of experiential learning proposed by David Kolb was an inheritance and development from the theory of learning that was related to the experience of famous Psychologists and Educators, such as John Dewey (1859-1952), Kurt Lewin (1890-1947), Jean Piaget (1896-1980) and many other scientific researchers. These useful research works were vital foundation for David Kolb to build up his four stages experiential learning theory which was applied at developed countries in the world. Up to now, the theory has become modern educational philosophy with most of the countries to improve their education quality and develop students' competence and performance to meet job requirements and social demand in the modern life. According to the Kolb's theory "learning is a process in which knowledge is created through transformation learners' experience" (Kolb, 1984). During the process, learners take part in their active studying steps and activities, so that "knowledge is created by combinations of grasping and transforming the experience".

Generally, experiential learning encompasses any learning process that focuses on the application of student's knowledge to real-world situations and whereby the teacher acts as a facilitator and director of the learning process. Experiential learning can occur in classrooms or laboratories with the inclusion of activities like art projects and experiments (Wurdinger & Carlson, 2010). Experiential learning incorporates phenomenon observation and acting purposively with it through active participation. It focuses on a learning process where the student directly gets involved with the substance being studied rather than just hearing or writing their teachers' words. Although many researchers have come up with different definitions of experiential learning, there is no specific agreed definition. Generally, it is assumed that experiential learning is based on the notion that students should be given a key role in the learning process and that self-discovery is the best learning process (Lysiuchenko et al., 2021; Markova et al., 2021).

Experiential learning is a process of learning on doing. That is, an individual is given the first priority in the learning process. According to Ambrose (2010), "The learner is exposed to the real situation that is being studied". This is different from the learning process where the student only reads about or talks about the reality but at no point do they meet with the reality in the process of learning. In his research, Kolb concluded six special key points of experiential learning:

- The best learning should focus on the process, not the result.
- Learning is a continuous process based on experience.
- Learning requires a solution of conflicts between theoretical model with real life.
- Learning is a comprehensive process of adapting knowledge and experience to real life.
- Learning is the connection between learners and social environment.
- Learning is a process of creating knowledge which is the result of the transformation between social knowledge and personal knowledge (Kolb, 1984).

In line with the works of [Boud et al. \(1993\)](#), experiential learning encompasses all activities that involve not only the left brain but also the right brain. This depicts that experiential learning is more of constructive learning in which the learners actively participate in constructing their own language and not only observing the teacher's demonstrative behavior. Since experiential learning makes students understand what they are learning, this makes them have a higher retention capacity of the content. It is evident from most research conducted that experiential learning highly motivates students. In this paper, the researcher supports the application of such learning techniques which may incorporate: Picture description, Discussions, Brainstorming, Experiments, Making presentation, storytelling, Games, etc. The common model that illustrates experiential learning ([Kolb, 1984](#)). In collaboration with Roger Fry, they came up with the experiential learning model that consisted of four elements ([Krismayani et al., 2020](#); [Aryani et al., 2016](#)).

Why applying experiential learning in language teaching and learning?

According to [Schank & Fano \(1995\)](#), experiential learning enables students to acquire skills by doing. According to him, one of the greatest benefits of experiential learning is that it motivates the students. It is evident from his works that students like to learn through engaging in real-world situations and at the same time get entertained while learning and participating in learning activities inside class. Learning through classroom experiences plays a significant role in improving the communication skills of learners ([Ariffin, 2021](#)). Language learning is also a process in which students should not just listen to their teachers' words, they need to practice using the language depending on their lexical resource, grammar, and their social knowledge about the topics. The best way to motivate students take part in useful activities to improve their communication skill is organizing variety of experiential activities instead of sitting quietly and listening to their teachers. Students will have chance to make decisions in studying and check the consequences. Their evaluation of the results will determine their future actions ([Tanwete & Kombinda, 2020](#); [Widana et al., 2020](#)).

Most of the learning institutions are faced with a major problem where learners are not capable of transferring and applying the knowledge acquired in class to the real-world environment. Based on this fact, [Hamer \(2001\)](#), recommends the application of experiential techniques as a way of encouraging learners to apply the acquired skills in the outside classroom environment. [Harmin \(1994\)](#), agreed with this idea. According to him, this goal could be achieved through the development of a classroom that promotes self-respect, self-management, and consciousness. For that reason, some useful activities as real simulation situations were applied in teaching, which was a constructive approach for students at IUH to practice and improve their speaking skill while studying English subject ([Lee et al., 2021](#); [James, 1996](#)).

Kolb's experiential learning cycle

In line with [Kolb \(1984\)](#), Experiential learning theory gives a model for the learning process and student development. It is known as "Experiential Learning" to depict the essence of experience in the process of learning. According to him,

learning is a process where knowledge is converted through experience. In his theory, he described a cylindrical model of learning comprising of four stages. In his learning cycle, he described how experience is translated through reflection into ideas that guide experimentation that is active and facilitates the selection of new experiences.

Kolb's four stages of learning

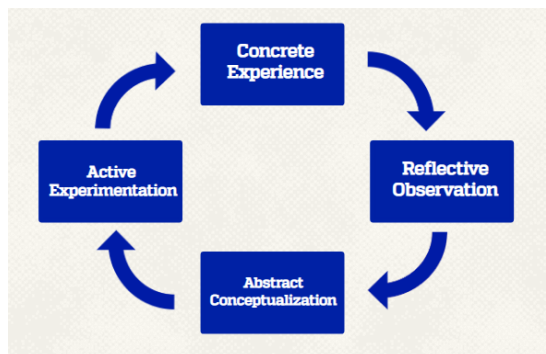


Figure 1. Kolb's Four Stages of Learning (Kolb, 1984)

Concrete experience

Concrete experience is the first stage in Kolb's learning process cycle. This can either be re-occurred experience that happened earlier or a completely new experience. In this stage, each learner engages in a task or an activity. Kolb alleged that involvement is very significant in any learning process. For purposes of obtaining a new skill, it is a must for learners to engage actively in a task and not just read or watch it in action (Tavil, 2010; Yee et al., 2015).

Reflective observation

Reflection of the task by the learner after engagement in the concrete experience is the next step. In this stage, learners gain an opportunity to ask questions and discuss the experience with colleagues. During this stage, communication is significant as it enables learners to discover any inconsistencies between experience and their understanding. Events that occurred can be reviewed by good vocabulary.

Abstract conceptualization

Making sense of the event is also crucial in the learning cycle. Learners attempt to make conclusions of the experience through a reflection of their previous skills and knowledge, using familiar ideas or discussing potential theories with colleagues. Through concept classification and conclusion formation with regard to the events that occurred, the learner makes a step from reflective observation to abstract conceptualization. This encompasses experience interpretation and comparing their present understanding with the interpretation.

Active experimentation

In this stage, testing is the area of focus. Learners re-participate in tasks with the aim of using their conclusions to new experiences. They are capable of making predictions, do task analysis, and make future plans for acquired knowledge. Through the allowance of learners to put their knowledge into practice and exhibiting its importance in their lives, it leads to future retention of the information.

Instructor's and student's roles in experiential learning

Implementation of experiential learning for the first time can be challenging. With regard to this, different teachers have their own views concerning. Some teachers claim that the application of experiential learning makes the teaching process to be complicated and others say that it denies them control over the class proceedings. However, experiential learning has proved to be beneficial to education because it engages conversations with learners about their experience and acquisition of new skills (Kolb & Yeganeh, 2012). According to Warren (1998), the role of teachers in an experiential classroom is dissimilar from that in the traditional classroom. The teachers act as a leader and guider in the experiential classroom. For the sake of empowering learners to acquire skills by themselves, the instructor must become an essential participant of the group. However, at a point where the learners have gained self-responsibility, teachers are less likely involved in the guiding process. After students are given the required skills, the teacher steps back and acts as a supporter or resource person.

Similarly, the works of Wurdinger & Carlson (2010), revealed that in experiential learning, the role of the instructor is to guide rather than direct students based on their learning interests. According to their works, instructors are supposed to accept a less-centric role and allow the students to dominate the learning process through experience. This can be achieved through the identification of experience that is relevant to the students by the instructor.

Some examples of experiential learning activities inside class

Experiential learning occurs in several varieties and encompasses a wide range of strategies that can be applied by instructors. Below are examples of how teachers can apply experiential learning in language teaching not only to motivate students in learning but also to get better their communication skill.

- Specific role plays
One regular activity is asking learners to participate in an imaginary role and play it, for example, being a doctor, a visitor to a new city, a manager, a customer in a restaurant or a coffee shop. In this manner, student emulates and perform tasks that are similar to what individuals who hold this position does (Gentry, 1990). Role play activities are obviously new approach in teaching speaking, because students will improve their ability of applying language knowledge in meaningful contexts and also help them more confident in studying. It seems that the activity was beloved by most of students during the research because they have chance to practice with

their classmates using handy daily structures for real situations which happen every day in their life. The role play teaching method is carried out according to the following process.

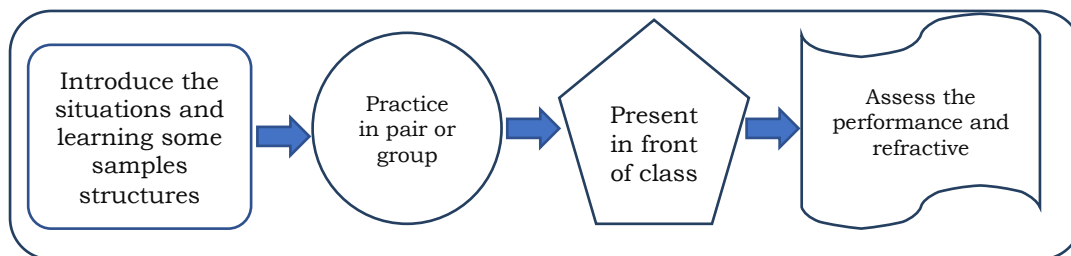


Figure 2. The process of role-play teaching in language teaching

- **Project work / Group work presentation**
This involves assigning of tasks to students in groups. This enhances the student to develop a norm of self-dependence and become more responsible learners. The activity was not only an active teaching but also a collaborative learning activity for students during investigating, researching, and solving the learning problems. Instead of teaching students what to do, the teacher helped them how to do in their group to practice speaking skill and develop many core skills, such as: collaborative skill, time management, critical thinking skill, problem solving, and group work skill. Based on learning out come and the content of the course, in the last semester, the researcher designed the task with related topics for students to prepare in their group, and then present in front of their class for example: environment, part time job, introduce a famous city or country etc. After every group presentation, the teacher and their classmates gave out advice for each member. The group work or project work teaching method is carried out according to the following process.

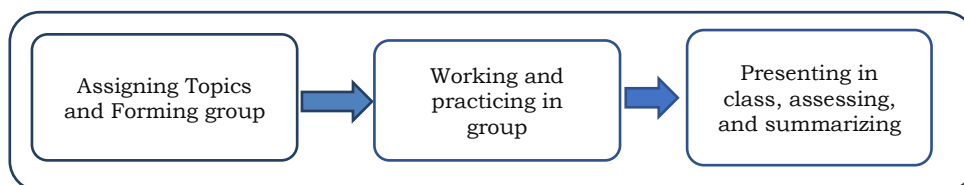


Figure 3. The process of organizing cooperative teaching (Tran, 2019)

- **Community-based research**
In this Experiential activity, teachers and students collaborate with the members of the society and local organizations and conduct research that satisfies the needs of members of the community. This enables the students to gain immediate experience during the process of research (Moore, 2010).
- **Story telling**
In this activity, the teacher gave popular topics, students worked in pair or in group to tell a story which they read. The story was limited to a certain period of time. However, students seemed to be difficult and not eager to join the activity because of many reasons, for example: lacking of vocabulary and confidence.

- Answering riddles / playing games
The experiential activity may be organized before learning to lead to new lesson or review old lessons, or after learning to consolidate what students are studying. One of the most difficulties is how to conduct the game and what content should be combined. Most students are eager to play games or compete in answering riddles. Although the game was small and simple, it activated the learning mind, stimulated alive learning, and effectively used language.

Criticism of experiential learning

Although experiential learning has a lot of benefits. Some scholars have strongly condemned the technique. For instance, [Abu-Assab \(2015\)](#) criticized Experiential Learning as a method of instruction for money and time. According to him, for the sake of creating a meaningful and differentiated lesson, instructors require time to create different elements. Additionally, experiential learning is a time-consuming process in the classroom. If the instructor wants to teach a complicated process, he must set aside enough time for the task. Failure to good planning could result in teachers being left behind in lessons. In addition, money can act as a barrier in this method because it will cost money for learners to be exposed to constant hands-on learning. Similarly, [Kayes \(2002\)](#) claims that experiential learning is condemned because it doesn't provide a clear description of the role of non-reflective experience in the process of learning. The theory is only good at explaining how learning occurs in individuals and not in larger social groups.

Related studies

[Williams \(1990\)](#) researched the consequences of the Kolb model of Experiential learning on the acquisition of knowledge and attitudes towards learning. The results of his study depicted that the model had a great impact on knowledge acquisition and it improved learner's attitudes towards learning. This shows that Experiential learning when applied appropriately can have positive results on student achievement. Similarly, [Groves et al. \(2013\)](#), conducted a study to examine whether the Experiential learning approach enables learners to obtain higher levels of skills that are necessary for successful reading. The findings depicted that the model had significant impacts. Also, the findings revealed that the approach enabled the learners to gain self-reliance skills that boosted their communication skills. [Stern et al. \(2014\)](#), looked at the effectiveness of the three elements of experiential teaching activities on learners. Kolb Experiential Learning model was applied as reference material. The author made use of classroom assessment to measure the results of the activities. The results indicated that lessons exhibited a significant impact on learners' knowledge gain.

Methodology

Research design

The research design employed in this paper was a combination of quantitative and qualitative research with the data collecting from the questionnaire for

students. The questionnaire for technical students consists of questions, which are used to get information about students' points of view about speaking, their speaking level, and the difficulties they face during the studying process.

Population

Creswell & Poth (2016), posits that a target population is made up of individuals or participants drawn from a general population with particular features of interest and significance to a study. They expound that when compared to the general population, the target population is more sophisticated in terms of having no attribute that invalidates a research assumption, setting, or objective. The study targeted technical students at IUH. The sample size involved 120 second - and third - year students at IUH.

Procedure and data analysis:

The data collection for this research was supported by 120 second - and third - year students at IUH. All of them majored in Electronic Engineering and Machinery Engineering, but English is just a compulsory subject at university. After all responses from students were collected, the researchers started to analyze the data by counting the options selected by students, then the statistics were converted into percentages. Moreover, a part of the data analysis was made by using descriptive statics which encompassed mean and standard deviation.

Findings and Discussions

This section displays findings which were gathered from the study.

Learners' views on the oral exam of English

Table 1
Descriptive analysis of attitude of students towards the English speaking

No	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Being nervous while speaking english due to fear of making mistakes in grammer or vocabulary.	120	1	5	2,91	1,17
2	Use of native language (Vietnamese) when given tasks to work in groups.	120	1	5	4,11	1,07
3	Inadequate information on the taks assigned.	120	1	5	3,55	1,24
4	Inaqequate grammar and vocabulary to handle the assigned tasks.	120	1	5	4,44	0,82
	Total	120	1	5	15,01	4,3

Based on the survey in Table 1, it was evident that the problems of technical students at IUH could be classified into four main categories:

- Learners felt uncomfortable while speaking in English because they were nervous to make mistakes in vocabulary or grammar in the process of speaking.
- When given tasks to work in groups, most of the time the learners used their native language to discuss. Most of the time they use Vietnamese to discuss with each other or give further descriptions of ideas which is hard to do so in English.
- Most of the time the learners felt that there was inadequate data on the topics they were to discuss even in their native language.
- Learners felt that limited language and verbal resources to give a solution of assigned tasks. In that situation, instructors should develop a friendly environment of cooperation so that learners don't get nervous in admitting their mistakes and take criticisms positively.

The mean scores in the above table ranged from ($M = 4.44$ to $M = 2.91$) respectively.

Students' opinions on the causes resulting to their mistakes in the process of English speaking

Table 2
Descriptive Analysis of Student's view of the causes of the error when talking in English

No	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Being afraid of the speaker/lecturer	120	1	5	4,12	1,08
2	Voice, phonetic, lectures' intonation and students	120	1	5	3,05	1,49
3	Lack of background knowledge, limited vocabulary	120	1	5	4,45	0,83
4	Speed of speaking is fast, slow, or pronounced incorrectly	120	1	5	3,02	1,31
5	Strange topics, or not yet learned	120	1	5	2,97	1,38
6	The level of concentration is not good	120	1	5	2,12	0,93
	Total	120	1	5	19,73	7,02

Table 2 above displays results for a descriptive analysis for Student's view of the causes of the mistake in the process of English speaking. Based on the data displayed in Table 2 above, there were numerous causes of errors including objective and subjective causes that hindered them to speak English effectively. Most of the learners reported that inadequate background knowledge and limited

vocabulary were the key reasons that lead to the struggle in expressing ideas. Different pronunciations and the usual speaking speed of foreign speakers and people of Vietnam also resulted in problems for learners to listen to questions and answer them. Also, unfamiliar topics to learners, inadequate vocabulary, and knowledge, greatly affected the required content in presentation, even though it was submitted to learners before their English oral test.

In line with the interview responses, most of the learners revealed that inadequate vocabulary and phonetics, natural intonation led to many problems for learners in the process of presentation of topics. A portion of the learners depicted that they faced difficulties in both sentence construction and in vocabularies that were needed for topics. Also, it was evident that learners borrowed the ex-student materials and tried to memorize them in one to two days to exam also they were unable to understand the content of the topics they were to present. More particularly, a large percentage of the learners stated that subjective reasons like inadequate background knowledge, inadequate vocabulary, and limited communication skills greatly affected the accuracy of answers. Similarly, objective factors including phonetics, voice, lecturer's intonation, and issues related to students themselves were considered as the elements that contributed to mistakes made by learners while doing English speaking exam. The mean scores in the above table ranged from (M = 4.45 to M = 2.12) respectively.

Effective activities found by the learners when partaking experiential learning in experimental group

Data from the survey was gathered and analyzed to determine the errors and the difficulties that the learners encountered in the process of learning and during their English oral test. Because English speaking skills that were more present in the syllabus included group work, role-plays, the researcher decided to do an experiment to determine the effectiveness and efficiency of English teaching activities. The table below displays some of the inside class activities that the students found effective while practicing experiential learning.

Table 3
Descriptive Analysis of the average rate of activities that learners feel effective when partaking experiential activities to improve speaking skill

No	Activities	N	Minimum	Maximum	Mean	Std. Deviation
1	Learners give their opinions on the topic assigned by the instructor/ answering questions	60	1	5	2,72	1,04
2	Making conversations using everyday situations	60	1	5	4,33	2,84
3	Picture/ beautiful places/ cities/ countries description	60	1	5	3,07	1,16
4	Group presentations on a topic	60	1	5	4,33	2,84

5	Role-play	60	1	5	4,48	0,86
6	Storytelling	60	1	5	3,02	1,49
7	Chained storytelling	60	1	5	3,02	1,31
8	Present or speaking individually	60	1	5	2,57	1,38
9	Debates	60	1	5	3,05	1,49
10	Answering riddles / playing games	60	1	5	4,12	1,08
11	Oral diary; oral weekly report	60	1	5	2,91	1,17

The findings on typical activities the learners felt effective when participating in experiential activities were directly linked to the activities they loved. Specifically, a large percentage of the learners loved role play activity most. Most of the learners (M= 4.48) selected working in groups to act different role to practice English and regarded them as the most effective. Also, during making presentation, most of the learners reported that this activity was very effective in their participation in English speaking (M=4.33). A large percentage of learners also revealed that making conversation as real situations in their life (M= 4.33) and answering riddles or playing games (M= 4.12) were crucial and useful in the process of learning English. Other activities that were not interested by the learners included storytelling, answering teachers' questions, and speaking individually. The explanations for the problems are lacking of vocabulary, grammar and general knowledge about the topics to express their ideas.

Students' speaking improvement after the semester depending on pre-test and post-test

The research also used quasi-experimental research. There were 120 technical students who were students in 4 English classes in the second semester of 2020-2021 school year became the sample of the research. They were separated into two experimental classes (Group 1) and two control classes (Group 2). They are consisted of 27 females and 93 males. The instrument of this research were free interview and experimental activities as presented in table 3. In pre-test, an English teacher was invited to interview the students to know their ability before applying activities in English class. The free interview was about the personal information and educational background. It consisted of 20 items.

After conducting pre-test, it is continued with teaching the students using active activities in classes for experimental class. In control class, the researcher also taught them with conventional method with the same material with experimental class. In post-test, the researcher observed and interviewed students to know the student's improvement in speaking. After analyzing the data using speaking rubric score, the students score classified in the following table:

Table 4
Students speaking Score Classification (from the rubric of English class)

No	Classification	Score
1	Excellent	8,5 -10

2	Very Good	7,5 -8
3	Good	5,5 -7
4	Fairly good	4,5 -5
5	Bad	3 - 4
6	Very Bad	0 - 2,5

After giving the post test, the researcher calculated the mean score, standard deviation, and the t-test score using manual formula for both experimental and control group. The result can be seen in the following table:

Table 5
Pre-test and post-test analyze

		Pre-test		Post-test	
		score Group	score Group	score Group	score Group
		1	1	2	2
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean		5,3317	7	5,7817	6,6583
Std. Error of					
Mean		0,10829	0,08814	0,09426	0,0819
Median		5,5	7	6	6,5
Mode		5.00	7	6	7
Std.					
Deviation		0,83878	0,68272	0,7301	0,63441
Variance		0,704	0,466	0,533	0,402
Range		3	3,5	3	3,5
Minimum		4	5,5	4	5
Maximum		7	8,5	7	8
Sum		319,9	420	346,9	399,5

In pre-test, the mean score of students in experimental group (Group 1) was 5,3317 with SD was 0,83878 and in control group (Group 2) was 5,7817 with SD was 0,7301. The numbers showed that two group was not very different. There is an improvement in post-test. The mean score of experimental class was 7 with SD 0,68272 and control class was 6,6583 with SD 0,63441. Therefore, we can say that students' speaking ability in experimental group improve after applying some experiential activities during the semester. In proving the hypothesis, the researcher also analyzed the data with t-test analyzing. The result of t-test in pre-test and post-test can be seen in the following table:

Table 6
The T-test of Pretest and Post-test

	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pre-test score Group 1	60	5,3317	0,83878	0,10829	
Pre-test score Group 2	60	5,7817	0,7301	0,09426	0.287
Post-test score Group 1	60	7	0,68272	0,08814	0.000

Post-test score Group 2	60	6,6583	0,63441	0,0819
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According to testing criteria hypothesis, if the P-Value is higher than α (0.05), there is no significant difference score between two groups and if the P-Value is smaller than α (0.05), there is a significant difference score between two groups. In the table 6, we can conclude that in pre-test there is no significance different score between experimental and control group because the P-value (0.287) is higher than α (0.05) and in post-test there is a significance different score between experimental and control group because the P-value (0.000) is smaller than α (0.05). In other word, the use of experiential activities in teaching English for technical students at the university can improve their speaking ability.

Conclusion

The main aim of this study was to identify the errors that technical students at IUH usually encountered when learning to speak English and causes of the mistakes. Based on the findings of the study, the errors were a result of both subjective and objective causes. It was evident that key subjective causes that resulted in difficulties in English oral tests included inadequate background knowledge and poor listening and speaking English skills. Also, the study highlighted the strategies that the learners could put in place in practicing English speaking. The researcher suggested that some of the solutions that could be applied included an increase in vocabularies and learners should learn to identify pronunciation and built vocabulary. These suggestions help learners to improve their speaking skills and enhances their listening comprehension skills.

Recommendations

The study recommended that School administrators should come up with seminars that will teach instructors how to apply experiential learning to enhance English speaking skills and other methodologies in teaching English subjects. English instructors are also supposed to look at their current methods of teaching and if they are not effective, they need to incorporate experiential learning in their teaching.

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