



Implementing Experiential Learning on Students Reading Comprehension

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Abstract

The goal of this study is to expand on the use of experiential learning in students' reading comprehension. The method used in this study is called a "pre experiment." Pre-test, treatment, and post-test are all included in it. The purpose of the initial pretest was to learn more about the audience before they read. Treatment is the implementation of the experiential learning theory in the learning to learn program, which is done roughly three times. The purpose of the final posttest is to understand how students learn after being instructed using the experiential learning theory. Matriculants in the second semester of the STKIP Kie Raha Ternate English language program for the academic year 2020–2021 make up the majority of this study. Population: 172 students. The research was applied purposive sampling technique. It is meant that the researchers choose one class which consists of 30 students. The result can be reported that the students' achievement in reading in pretest was classified as poor ($X_1 = 5,3$) and the students' achievement in reading posttest was classified as good score were ($X_2 = 7.83$). For the level of significance ($P = 0,05$ and degree of freedom ($df = N - 1$ (29), then the value of t-table ($25.3 > 2.045$). It means that, there was significant difference between the pretest and posttest score of the students' reading comprehension by Experiential learning theory. In other words, the Null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. From the analysis above, the researchers concluded that there was significance different between the score that got by students in pretest and posttest in learning reading comprehension by Experiential learning theory.

Keywords: Experiential; Learning; Reading; Comprehension;

Introduction

English as the international language has the important position in our life because it has been obligated to learn at social stratification. English must be recognizing by the community's citizen in the world, because with using it everyone from everywhere could to know about the global era developing. special in faced the global free trade development, everyone that come from of all corner citizen world must be able to speaking English well. So, when and where they are to recognizing with the other and have capability to communicate with the other and could to understanding another culture.

Because English is used as an international language, nearly every school in every country must adopt it as their primary language of instruction in accordance with their curriculum. As a result, English has achieved international status. This will become a crucial lesson that needs to be learned. Even though some countries teach English as a second language that is similar to our own, English is still used as an official language in many other countries, so if we are going to work together with them, we must always use English as the language of the high position people. The using of English could to developing the native of vocabulary in the country. Since English was spoken internationally, many people and students are interested in studied English. Up to now, many students who want to continue their studies at the university, Instituted or those who want to abroad need to study English deeply. On the other words, English is very important for the students who want to develop their knowledge.

The researcher prefers to use Experiential Learning Theory to solve the students' difficulties in reading comprehension because most of students in English Education department STKIP Kie Raha Ternate stay at the low level with the mean score only at 55. Besides, students are difficult to answer the questions given on the reading passages, the students lack of vocabulary, and the students seldom to read English book. Therefore, the practice of using Experiential Learning Theory is suitable for all level of students' comprehension. Students are able to increase their understanding, and also to change their reading habit. The goal of the group discussion is understanding what is read provides the foundation for learning regardless of the content.

Because English is used as an international language, nearly every school in every country must adopt it as their primary language of instruction in accordance with their curriculum. As a result, English has achieved international status. This will become a crucial lesson that needs to be learned. Despite the fact that English is taught in some countries as a second language that is identical to our own, if we are to engage in work, English will become a valuable tool in a number of government

departments. Experiential Learning Theory is the most well-known and frequently mentioned educational theory. The important role that this plays in the modernization of Bulgarian education can be seen in the 1984 publication of *Professional Education*. Since then, Kolb has developed his skills as a teacher and student, particularly among those who are students' foreigners. According to Kolb (1984), "Learning is a process, in which knowledge is created through transformation of experience." The theory lays out the steps for creating and maintaining academic programs, and it provides specific information about how schools or entire academic programs can be changed to have better student-teacher interaction. According to the theory of experiential learning, learning occurs in two phases that are connected to doing, getting things done, thinking about them, reflecting them, and applying what they learned. The key characteristic of the theory is the idea that different phases are connected to particular learning styles. The way that people learn about themselves varies from person to person. This important precondition enables the student to recognize the possibility of an alternative course of study and to become more adaptable in different learning environments. As a basis for developing effective study and teaching strategies, the teacher must also emphasize the student's own learning style. If there are differences between gay students and gay teachers, learning may be beneficial.

According to Kolb and Fry (1975), learning rules can start on the last of eight points, and they must be accurately described as spirals with a long arc. However, it is recommended that the learning process always be continued by someone performing the relevant task and then observing the result of that task in the current circumstances. After that, the next step is to understand this effect in the context of the given example so that, in the event that a similar tactic is used in a similar situation, it will be possible to prevent the consequences of that tactic. The third sentence in this paragraph is about understanding the general principle where the relevant example is located. Generalization may lead to action at various points in order to gain insight outside of the current context and advocate for the universal principle. Understanding fundamental principles does not imply that one has the capacity to express those principles in symbolic media, i.e., the capacity to translate

them into words. Only the ability to observe the relationship between the effects and actions at various key moments is indicated by this.

Someone who has learned in this manner may have a variety of practical guidelines or generalizations about what needs to be done in similar situations. If there is a misunderstanding between two people in a group, they will be able to say it, but they won't be able to explain it in terms of psychological or sociological terminology with. When the fundamental principle is understood, the third phase, according to David Kolb, is when the principle is applied using action in a brand-new situation with generalization. This phrase (or one that is false) is sometimes used to represent a mathematical generator in representations of applied mathematics. According to conventional wisdom, if instruction has already begun, the aforementioned process may be seen as a spiral. Action in question occurs in various types of circumstances, and students today are able to counteract the effects that might result from it. Two key points can be seen: using a specific "here-and-now" perspective to make judgments and using the "feedback" technique to blend theory and practice (Kolb 1984: 21-22).

Traditional methods also cause employees to lack the motivation to become active, study for their intended goals, and make inferences about whether those goals will be met. However, experiential learning can help students increase their motivation, access what they already know, decide what they want to learn and whether it will likely be in class, and decide what they need to do after reading. To help the students in semester II of STKIP Kie Raha Ternate English Education Department improve their reading comprehension, research must be done on the use of experiential learning in language learning. The researchers formulate the research questions follow: does the use Experiential learning improve the students' reading comprehension? The findings will inform institutions and teachers of what to watch out for when considering integrating reading into the curriculum so as to make language learning both inside and outside the classroom more effective.

Method

The research methodology used in this study is called pre-experimental. Pre-test, treatment, and post-test are all included in it. The purpose of the initial pretest was to learn more about the audience before they read. Treatment is the implementation of the experiential learning theory in the learning to learn program, which is done roughly three times. The purpose of the final posttest is to understand how students learn after being instructed using the experiential learning theory. Matriculants in the second semester of the STKIP Kie Raha Ternate English language program for the academic year 2020–2021 make up the majority of this study. Population: 172 students. This study employed the technique of purposive sampling. According to tradition, the student has one class with a total of 30 students. The primary reason why the students left this class was because their students were heterogeneous

within the achievements. This evaluation tool is a pre- and post-test reading comprehension test. Pre-tests are given to students to help them understand their initial understanding of how to understand written material, while post-tests are given to students to help them understand how to understand written material after using experiential learning theory. The pre-test and post-test are identical, but the angles are different. Test at the beginning uses all of the double piles. As a result, there are only six questions in the total question of the test. The posttest is divided into two categories: multiple choices and true or false shapes. There are two questions about the dual pin and three questions about whether the pin should be a wrong or a right. The procedure for data collection in this essay is as follows: 1. The researcher presents the students with the test. 2. The researcher explains how to use the test in question to the students. 3. The students worked on the aforementioned topic for 60 minutes.

The author pulls the test and describes it. After receiving a pre-test, participants in the treatment underwent experiential learning theory. Each of the three meetings lasts for 90 minutes. There are several language options for the procedure: The researcher reviews a student's financial records, suggests reading activities, and provides encouragement to the student. The researcher explains the role method. Students have her own reading bag. Based on the contents of the book, the teacher creates them into a group. Students discuss the aforementioned topic. The researcher gives the students a limited amount of time to read the text (Recount text). The researcher as a facilitator, observer, and listener when discussing with students. After the discussion was over, the researcher asked verbally what they got. Students conclude the results of their discussion. Researchers make conclusions from student discussions. Researchers give praise to students for what they have done. Ask students to prepare for the next meeting. After doing the treatment, the last procedure of data collection is the post test. The post test was given at the last meeting after being given treatment. This aims to determine whether experiential learning can improve students' reading comprehension or not. The posttest procedure is the same as the pretest. In analyzing the data, the researcher took the following steps:

1. The score of students pretest and post test

$$\text{Score} = \frac{\text{students correct answer}}{\text{Total number of items}} \times 10$$

2. Student Answer Score:

A score of 9.6–10 is classified as is very good.

A score of 8.6 to 9.5 is very good.

7.6 to 8.5 in a good range.

The ratio of 6.6 to 7.5 is classified as for the range.

4,6,5, or classified as bad.

A score of 0–3.5 is classified as is significantly off.

(Gay, 2006: 331)

Results

Based on earlier data collection observations, the researcher provided tests that were used as pretests and posttests. Pretests are given before assignments are given, and posttests are given after assignments are given. Their ideologies are the same.

1. *The students' pretest (X₁) and posttest (X₂)*

The first time a student arrived at their school to take a pre-test, the student stated that the student was as if refusing attendance. This is demonstrated by their expressions, faces, gestures, and responses. The English lecturer let the researcher introduce themselves and host their presence in their class then the English lecturer let the researcher leave the researcher in the class. The researchers checked the students' attendance lists. The class was very chaos. To solve this situation, the researchers gave short motivation about how important English mastery in this global era of competition. In addition, both the researchers continued that by mastery English language, the people will get the good job easily. Researchers also explained about the next activity. When the researchers were speaking, they spoke one to other. The researchers heard their whispering. It looked like they did not know what the researcher said. Recognizing their ability in understanding English speaking, the researcher translated His speaking into Indonesian language. The students were silent. When they were silent, the researcher divided the pre-test question. In response to a pre-test question, he provides clear explanations about the instructions. A majority of them are serious about conducting pre-tests, but others aren't. The student already knew that the pre-test was supposed to last 90 minutes, but that it couldn't because it required 102 minutes or three hours of instruction. The researcher lost more time in checking the students attendance list and giving the motivation to them. It was the real situation in pre-test. The students' score in pre-test were showed in the next result.

The following table indicates that there was a pre-test reading requirement for the participants in the test. There aren't any women who have a score that is extremely favorable, there aren't any women who have a score that is moderately

favorable, there aren't any women who have a score that is moderately favorable, there aren't any women who have a score that is very bad, and there are only two women who have a score that is quite favorable. The total number of correct answers for the pretest was 153, while the correct answers for the test as a whole were 5.3. A table in the lamp post informs readers that the jury believed that participants read a large-print student.

After the treatment, the student took a posttest in which they were asked to respond to a question about their reading comprehension before and after the treatment. The table posttest demonstrates the students' reading comprehension. There were no students who received excellent scores, two who received very good scores, 17 who received good scores, 11 who received fairly good scores, no students who received poor scores, and no students who received very poor scores. The students' combined reading comprehension scores on the posttest were 234.9, with a mean score of 7.83. most pupils are performing at a good level. The researcher came to the conclusion that there were significant differences between students based on the above explanation.

Before giving students any work intended to measure their capacity for reading previous student work, pretests are given to them. After receiving a request for 15 topics and a similar number of pretests, a posttest is given to determine whether the audience can understand the subject matter being covered by the participant. However, the researcher discovered that there are a lot of participants who are struggling with the subject matter. answer a question honestly. After finishing the pretest, the student provided three consecutive days of work. The researcher provides information on the theory of experiential learning and provides a few texts by utilizing the literary recount form for the benefit of the listener.

2. The description of students score of pre-test (X_1) and posttest (X_2), gain or difference with the matched pairs (D), and the square of the gain (D^2).

The present study's data were collected using a pretest and posttest. After receiving treatment, a pre-test is given to determine the subject's understanding of the material while they are reading, and a post-test is given to determine the subject's performance while reading. Preliminary and final test results are

compared in order to determine whether significant differences exist or not among those who read students. In pretest the researcher provided a test with 10 question in multiple choice from a test. The next meeting the researcher attempted to increase the students' reading comprehension by using Experiential Learning Theory by David Kolb. The students were asked to the deliver their reading comprehension and they were guided in 90 minutes. In pretest most students found many difficulties in interpreting translating ideas related to understanding the question and the text itself. They found some words that were knew to them. Consequently, they could not think much and the felt difficult to start reading. They did know where to start. And probably for the questions, they started from easiest one. After having treatment, the students' difficulties could be minimized. It was known after the researcher had conducted the post test. The following are the tables of the result both in pretest and posttest.

3. The students' score of pre test

a. The scores' classification of students' pre-test

The students' pre-test scores were classified according to a number of criteria. Pre-test criteria and frequency ranges for women are described in the following section. Students' pretest scores: 2 students that showed moderately well, 11 students that showed moderately, 11 students that showed poor scores, and 6 students that showed very poor scores (see the table in the appendix). The students' pre-test scores were classified according to a number of criteria. Percentage criteria, the frequency of students' pre-test scores 2 students got quite good (6.57%), there are 11 students got enough (37.56%), there are 11 students got less (37.56%), and there are 6 students who got very less (37.56%). (18.31 percent). At the pretest, the students' scores went long and burky. Criteria for perceptual accuracy and frequency of the pretest students are listed in the following table.

Table 1. The classification of students' score in pre test

No	Name	Value	Classification
1.	AM	4	very poor
2.	L	6	Fairly
3.	MI	5	Poor
4.	DA	6	Poor
5	S	5	Poor
6	JM	5	Poor
7	I	6	Fairly
8	SM	6	Fairly
9	BA	5	Poor
10	YD	6	Fairly

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11	MH	6	Fairly
12	LM	6	Fairly
13	BA	4	very poor
14	KA	7	fairly good
15	MSS	6	Fairly
16	MK	6	Fairly
17	HAE	5	Poor
18	AMJ	5	Poor
19	LM	6	fairly
20	BS	4	very poor
21	MKD	5	Poor
22	DAB	7	fairly good
23	Muh.Asri	4	very poor
24	SF	5	Poor
25	PS	4	very poor
26	MC	5	Poor
27	DA	4	very poor
28.	MA	5	Poor
29.	MS	6	Fairly
30.	YWA	5	Poor

Table 2. Classification, Frequency and rate Percentage of the Students' pre-test

NO	Classification	Score	Frequency	Percentage
1.	Excellent	9,5– 10	-	0 %
2.	Very good	8,5 – 9,4	-	%
3.	Good	7,5 – 8,4	-	%
4.	Fairly good	6,5 – 7,4	2	6.57%
5.	Fairly	5,5–6,4	11	37.56%
6.	Poor	4,5 – 5,4	11	37.56 %
7.	Very poor	0,0 – 4,4	6	18.31 %
	Total		30	100%

The above Table 2 indicates that the percentage of students during the pretest. There are 2 women who are receiving close to adequate benefits (6.57%), 11 women who are receiving enough (37.56%), 11 women who are receiving less (37.56%), and 6 women who are receiving significantly less (7.56%). (18.31). At the pretest, the students' scores went long and barky.

b. The mean score of the students' pretest

Table 3. The mean score of the pre test

Test	Mean score
Pre test	5.3

The table above showed that the mean score of students' pretest before having treatments by using the Experiential Learning Theory was 5.3.

4. The score of students' post-test

a. The scores' classification of students' post-test

The students' post-test scores were classified according to a number of criteria. Percentage criteria, frequency of post-test student results are discussed here. 11 students got pretty good scores, 17 students got good marks, and 2 students got very good scores in the post-test student scores. The student's posttest score means that

it is classified as good. After being classified according to a number of criteria, the number of test takers is as follows: 2 test takers received results that were extremely favorable (18%), 17 test takers received favorable results (47%) and 11 test takers received favorable results (fairly favorable) (35 percent). The student's posttest score means that it is classified as good.

Table 4. The classification of students' score in post test

No	Name	Value	Classification
1.	AM	7.3	Fairly good
2.	L	8	Good
3.	MI	7.3	Fairly good
4.	DA	8	Good
5	S	7.3	Fairly good
6	JM	8	Good
7	I	8	Good
8	SM	8	Good
9	BA	7.3	Fairly good
10	YD	8	Good
11	MH	8	Good
12	LM	8	Good
13	BA	7.3	Fairly good
14	KA	9.3	Very good
15	MSS	8	Good
16	MK	8	Good
17	HAE	7.3	Fairly good
18	AMJ	8	Good
19	LM	8	Good
20	BS	7.3	Fairly good
21	MKD	8	Good
22	DAB	9.3	Very good
23	Muh.Asri	7.3	Fairly good

24	SF	7.3	Fairly good
25	PS	8	Good
26	MC	7.3	Fairly good
27	DA	7.3	Farly good
28.	MA	8	Good
29.	MS	8	Good
30.	YWA	8	Good

b. The mean score of the students' post-test

The mean score of the students' post-test (x_2) was 7.83

Table 5. Mean score students post test

Test	Mean score
Post test	7.83

The table above showed that the students' mean score in posttest after having treatment by using Experiential Learning Theory was 7.83.

Table 5. Classification, Frequency and rate Percentage of the Students' posttest

No	Classification	Score	Frequency	Percentage
1.	Excellent	9,5 - 10		
2.	Very good	8,5- 9,4	2	18%
3.	Good	7,5- 8,4	17	47%
4.	Fairly good	6,5- 7,4	11	35%
5.	Fair	5,5-6,4		
6.	Poor	4,5- 5,4		
7.	Very poor	0,0 - 4,4		
	Total		30	100 %

The students' post-test scores were classified according to a number of criteria. Percentage criteria, frequency of post-test student results are discussed here. 11 students got pretty good scores, 17 students got good marks, and 2 students got very good scores in the post-test student scores. The student's posttest score means that it is classified as good. After being classified according to a number of criteria, the number of test takers is as follows: 2 test takers received results that were extremely favorable (18%), 17 test takers received favorable results (47%) and 11 test takers received favorable results (fairly favorable) (35 percent). The student's posttest score means that it is classified as good. There are zero percent of women who have a bad or a particularly bad number. There are also zero percent of women who have a bad number. The above table reveals that the majority of women speak in two tones. There are levels that are excellent with 13 frequencies and levels

that are good with 10 frequencies. The researcher concluded that, there was a significant difference when using the commit and toss strategy, where the students' reading comprehension scores on the post-test were higher in the students' reading on the pre-test.

5. Related to the data in the previous table the followings are some tables show the situation score of students pre-test and post-test in reading.

Table 6. The situation score of students' Pre-test and post-test result

Situation of score	Number of students	Percentage (%)
Increase	27	90 %
Unchanged	3	10 %
Decrease	-	-
Total	30	100

Student pre-test and post-test situational scores are shown in the above table. There are 30 women who are more highly paid, but there are only 27 who are increasing in value, three who are unchanged, and none at all. According to research, 90% of employees experience performance problems after Experiential Learning Theory is applied to them, 10% do not experience performance problems, and 0% of employees receive higher pay before Experiential Learning Theory is applied. Based on the collected data, the researchers infer that there are significant differences between the pre-test and post-test score situation. After utilizing the experiential learning theory, a significant portion of the population increased by 90%.

6. Comparison between pre-test and post-test

Table 7. The Comparison score between pre-test and post-test

No.	Classification	Pre-test	Post-test
1	Excellent	0 %	0%
2	Vey good	0 %	18 %

3	Good	0%	47 %
4	Fairly good	6.57 %	35%
5	Fair	37.56 %	0%
6	Poor	37.56 %	0 %
7	Very poor	18.31 %	0 %
	Total	100%	100%

Table 7 above lists the classification of the students, as well as their scores on the syllabus, frequency, and pre-test. No students scored a perfect 100 on the syllabus; no students scored a perfect 100 on the syllabus; no students scored a perfect 100 on the syllabus score; no students scored a perfect 100 on the pre-test; no students scored a perfect 100 on the pre-test; and no students scored 11 women (37.56%) had a score that was too high, while 6 women (18.31%) had a score that was too low. The above table shows that the majority of women bikers in pairs. There are levels running at 9 and 10 levels frequency right now, one after the other. The researcher asserts that before utilizing experiential learning in the learning process, the student's performance in understanding reading was quite poor. However, according to the classification of the students, their scores, and their performance on the post-test, only two students (18%) received a score that was "seriously good," 17 students (47%) received a score that was "very good," and 11 students (35%) received a score that was "not good at all." There are zero percent of women who have a bad or a particularly bad number. There are also zero percent of women who have a bad number. The above table reveals that the majority of women speak in two tones. There are levels that are excellent with 13 frequencies and levels that are good with 10 frequencies.

According to the explanation in the preceding paragraph, the majority of the participants were at a level that was both low and high before the experimenters applied the Experiential Learning Theory to them during the pre-test, and afterward, they were at a level that was both high and appropriate. Experiential learning theory was proven to be effective in improving student comprehension during the second semester of the STKIP Kie Raha Ternate English Education Department course.

7. The mean score of gain

The mean score gain of students' in pretest and posttest were presented below:

Table 8. The mean score gain of students' pretest and posttest

Test	Mean score
Pre test (x_1)	5.3
Post test (x_2)	7.83
Gain (D)	2.53

The table above showed that the students' mean score of pretest was 5.3 and posttest was 7.83. The mean score gain of student was 2.53.

8. T - Test Value

Using TES to demonstrate the significance between the results of the pretest and the results of the posttest. This test is used to understand the differences in students' significance in students' reading comprehension when given treatment using Experiential Learning Theory. After receiving instructions to carry out the disassembly as shown in the following table, Comprehension t-test reads the students.

Table 9. T -test and t-table

Variable	t-test	t-table
$X_2 - x_1$	25.3	2.045

Table 4.5 above indicates that the t-test is smaller than the t-table score for students who are reading students, where the t-test score is 25.3 and the t-table is 2.045. It can be inferred that there are differences between the results of the pre- and post-tests for students.

9. Hypothesis Testing

To find out degree of freedom (df), the researcher uses the following formula:

$$df = N - 1 \text{ where } (N = 30)$$

$$df = 30 - 1$$

$$df = 29$$

T-table value ($25.3 > 2.045$) for significance level (P) = 0.05 and degrees of freedom (df) = $N - 1$ (29). According to the theory of experiential learning, there is a difference between the results of the pretest and the follow-up test on understanding of the subject matter. Reject the Null hypothesis (H_0) and the alternate hypothesis (H_1) are indicated by other words. From the analysis presented above, the authors concluded that there are differences between student scores on the pretest and posttest in courses that cover experiential learning theory. In other words, the theory of experiential learning has the potential to improve student comprehension.

Discussion

The description of the data adopted by the reading comprehension test in the last section shows that students' reading comprehension improved. This was caused by the frequency and responsiveness of the pretest and posttest samples. After presenting the material using the theory of experiential learning in the classroom, the student learned more than they would have before being given the assignment. In the pretest, there were two women (6.57%) who were quite good, eleven students (37.56%) who were quite good, eleven students (37.56%) who were classified as poor, and six students (18.31%) who were classified as very poor. During the first to fourth attempts, the contestants took the students to a few groups and distributed some writings about reading closely focused on the recount texts. Every group receives text that is comprised of 15 questions. Every student in the group must read the text, after which they are required to ask questions. They must then give the questions to the group's leader so that he or she can answer them. This ensures that every student in the group has their own personal question answer. At the end of each lesson using the experiential learning theory, the student is able to comprehend the text recount, analyze the text, and then write the text down. The findings in this article support the notion that after receiving instruction in the theory of experiential learning, second semester students majoring in English education STKIP Kie Raha Ternate's memorization rate increased.

Because it is the single most interesting theory for inspiring and energizing students to understand the text of a book, it can also be used as a problem-solving tool in classes on reading comprehension. What percentage of the time does this occur? A variety of materials encounter words in various contexts and develop strategies to generalize meaning from encountering words in similar references and laws, respectively. And during the process, they were possibly very tense. Similarly,

on the posttest, there were 2 respondents (18%) who rated the test as very good, 17 respondents (47%) who rated it as good, and 11 respondents (35%) who rated it as poor. The students' initial knowledge is 5.32, which is categorized as a sufficient score then the student's score on the posttest (after being given treatment) is a good score of 8.0, before the treatment used in learning to read comprehension. As a result, the effectiveness of the Experiential Learning Theory in the instructions of intellectual content. The amount of time spent studying by students is also measured in terms of the T-table (>2,048). The criteria that are used to determine whether or not to accept a hypothesis state that a hypothesis will be rejected if the t-test value is larger than the t-table value and the alternative hypothesis is accepted automatically. The ratio between the pretest and posttest is, therefore, significantly different. The results of the average and t-test analyzes clearly show that there are some significant differences between the results of the pretest and posttest. In other words, experiential learning theory is used in effective classroom instruction to increase student understanding of subject matter.

Conclusion

The single most important factor in learning any language is reading. When studying structure and engaging in sound, students must continuously learn new words, but the majority of them are not enthusiastic or motivated in the same way. Without any reading practice, they are unable to surpass other people's levels of proficiency in learning the language. The researcher uses the experiential learning theory as the single most effective method for teaching reading that is helpful for students in a wide range of situations. After conducting research and analyzing the data from the previous study, the investigator created the following conclusions: Experiential Learning Theory (ELT) is a very significant and important teaching method for increasing reading understanding. Experiential learning theory (ELT) can spur active study habits in students. The researcher concludes that, using Experiential Learning can increase the students' reading comprehension of the Eleventh grade students' English department STKIP Kie Raha Ternate, before being taught using experiential Learning Theory (ELT) the students' achievement in reading in pretest was classified as poor ($X_1 = 5,3$) there was none of the students' (0%) got excellent

score, there was none of the students' (0%) got very good score, there was none the students' (0%) got good score, there were 2 students' (6.57 %) got fairly good score, there were 11 students' (37.56%) got fairly score, there were 11 students' (37.56%) got poor score, and there were 6 students' (18.31%) got very poor score. It shows the most students' stated in balance between fairly and poor level with 21 frequencies. The students' achievement in reading in posttest was classified as good score were ($X_2 = 7.83$ There are 2 students (18%) got very good marks, there are 17 students (47%) got good marks, there are 11 students (35%) got pretty good marks, no students (0%) got enough marks, not according to the table above, the majority of the students are situated in the safe zone with 17 frequency. According to the data from the study, " The researcher suggests English teachers to use a variety of methods, strategies, and teaching procedures to combat monotony in the classroom. Teachers must give more lessons to students. In this lesson on experiential learning, teachers are encouraged to use the theory of experiential learning to teach English and other subjects in a way that is both engaging and effective. During the active learning process and in the final stages, the English language teacher needs to encourage and provide motivation to the students more frequently. Join the entire English-speaking community to improve your comprehension of their written work.

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