

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

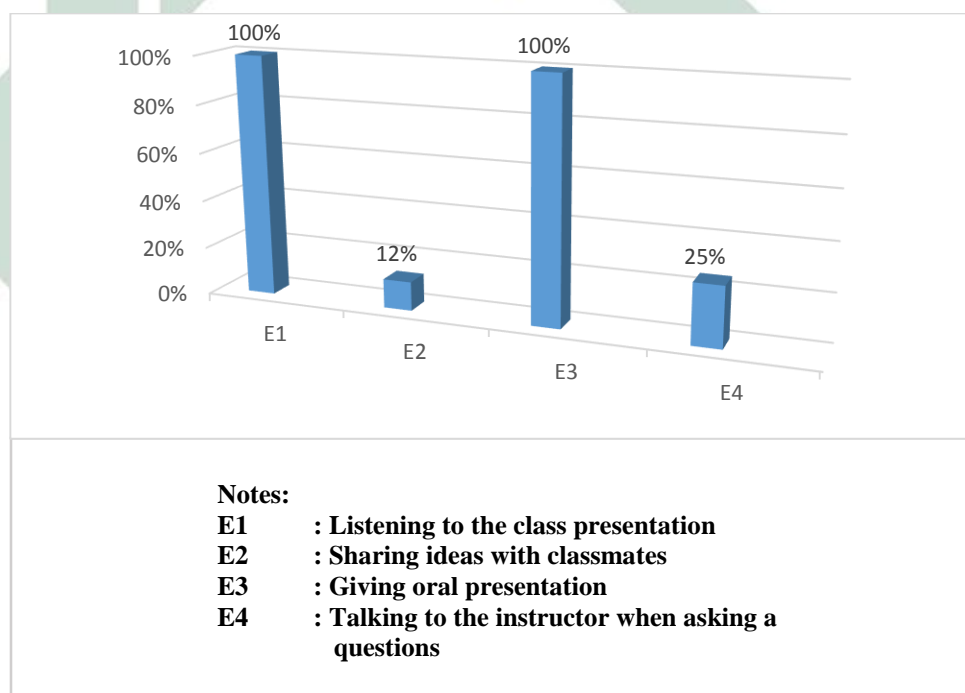
This chapter focuses on the data findings and discussion of the research. This will be the main point of the research as the chapter becomes the result of all research process.

#### **A. Research Findings**

The researcher has conducted the research from 28<sup>th</sup> August to 30<sup>th</sup> October and obtained the data from the technique mentioned in chapter III. They are an interview, observation, and documentation. To gain the aims of this research, the researcher has analyzed the data were collected methodically. In this step, the data was interpreted in order to obtain the significant result of the research. Then, the researcher reported the data based on particular research questions: 1) what kind of exposure do the members get at SHTC, 2) How are the systems at SHTC to provide exposure to English, and 3) What are the members' learning experiences at SHTC. Showing the result of this study, those findings are categorized based on the research question of the study.

## 1. Exposure to English the Members Get at SHTC

In this study, the research only focuses on formal exposure which is related to all English that the members' get at SHTC. Based on observation, the researcher tabulated the data of exposure to English which were obtained from observation checklist and field note (*see appendix 1 and 2*) which were related to the time consuming in exposing with English language. At the following, the researcher presents the data by using percentage to make the readers easier in interpreting the chart below.



**Chart 4.1** Formal Exposure to English

However as seen in chart 4.1 there are 4 categories of activities which were 100% occurred at SHTC. The categories of the activities give the opportunity to the member to expose with English. Those formal exposures include listening to the class presentation, sharing ideas with

classmates, giving an oral presentation and talking to the instructor. Listening to the class presentation was 100% occurred in meeting. It means that in 2 hour, they fully listen to the class presentation.

Besides, sharing ideas with classmates occurred 12 % in meeting. It can be said that in a meeting they share idea with classmates for 10 minutes. Then, giving oral presentation was 100% occurred in a meeting. Means that in regular meeting 2 hours in meeting the members giving an oral presentation. At the following talking with the instructor was occurred 25 % in a meeting. It can be said that in 30 minutes the members get the chance to talk with the instructor.

**a Formal**

***1) Listening to class presentations using English as the medium of communication***

There are some exposures to English which includes on listening to the class presentations which the members got at the time of meeting. They are listening to all English activities, such as the activities that the members has when they listen to the speech from the speakers, listen the member who speaks at the table topic section, listen to the speech at educational session, and listen the member who become president of the meeting who has a responsibility to lead and handle the meeting from the beginning till the end of the meeting , listen to the toastmaster of the meeting who has a function as the master of ceremony to read the agenda and introduce all speakers of the meeting, and listen to the

evaluators who evaluate the speakers and provide the feedback and suggestions for the speakers. Listening to the evaluators includes the general evaluator, each evaluator of the speakers, grammarian, timer, em-ah counter (*see aappendix 1 and 2*). Those formal exposure to English through listening to the class presentation were classified in detail in table below.

No.	Situation	Details
1.	The learner listen to people who become the president of the meeting and Toastmaster of the meeting	1) President calls meeting to order 2) President introduce the Toastmaster of the meeting 3) Toastmaster introduce general evaluator, ah counter, grammarian and timer 4) Toastmaster introduces evaluators and speakers 5) Toastmaster introduces table topic master 6) Toastmaster introduces the general evaluator 7) Toastmaster presents awards
2.	The learners listen to the prepared speech from 2 speakers	-
3.	The learners listen to the opinion at table topic session	-
4.		The evaluations were coming from

	The learners listen to the evaluations	1) General Evaluator
		2) Timer
		3) Ah Counter
		4) Grammarian
5.	The learners listen to the material at educational session	-

**Table 4.1** Categories of Listening to the Class Presentation

To make detail findings of each activities based on the table above, those activities are described in each categories as follow, and the learners listen to people who become the president of meeting and Toastmaster of the meeting:

The following are the result of the data taken on the field which are the activities that includes the learner listen to people who become the president of meeting and Toastmaster of the meeting by using English. It's described by the table below.

No.	Situation	Details
1.	The learner listen to people who become the president of the meeting and Toastmaster of the meeting.	1) President calls meeting to order
		2) President introduce the Toastmaster of the meeting
		3) Toastmaster introduce general evaluator, ah counter, grammarian and timer

		4) Toastmaster introduces evaluators and speakers
		5) Toastmaster introduces table topic master
		6) Toastmaster introduces the general evaluator
		7) Toastmaster presents awards

**Table 4.2** Listening to the Toastmaster of the Meeting and President of the Meeting

From table above, it shows that the members listen to the president calls meeting to order, president introduce the toastmaster of the meeting, toastmaster introduce general evaluators (grammarians, ah counter, timer), toastmaster introduce evaluators and speakers, toastmaster introduce table topic master and present awards ( *see appendix 1 and 2*). Then, As the result of the data on the field, the researcher found that the members listen to the 2 up to 3 speakers who deliver project of speeches in a meeting (*see appendix 1 and 2*). They also listen to the speakers at table topic session who deliver their opinion which is concerned with the theme in each regular meeting (*see appendix 1 and 2*). And then, the members are exposed with English through listening to evaluators who presents their evaluations for each speakers or even the whole meeting, and educational speakers who give the material which are “*How to Organize Your Speech*” and “*How to be Table topic Master*”. The educational speakers also convey a

leadership material about “*How to Be a Good Evaluator*” (see appendix 1 and 2)

## 2) *Sharing ideas with classmates*

Sharing ideas with classmates as seen in the observation promotes more chance for members to learn English more because can become another way for member to learn English more intensively.

No.	Situation	Detail
1	Discussing about the projects	Giving evaluation to the speaker who present speech about the topic content of speech and evaluating the grammar
2	Discussing about the club performance	General evaluator give the evaluation about the club regular meeting performance to have a better meeting for the following regular meeting

**Table 4.3** Sharing Ideas with Classmates

### a) **Discussing about the projects**

Discussing about the projects was occurred at the time of meeting when the evaluator give a feedback to the speaker when present a speech such as giving structure correction no the speech, about the topic content of the speech, evaluating the grammar (see appendix 2)

### b) **Discussing about the club performance**

From the interview result it was found that the general evaluator give an evaluation about the whole performance in meeting. And the suggestion for the better performance on the next meeting (*see appendix 2*)

### 3) Giving oral presentations

Based on the observation on SHTC, the researcher found that the members deliver oral presentations in the term of speech, giving opinion at table topic session, becoming an evaluator and becoming toastmaster of the meeting (presenter/ moderator) (*see appendix 1 and 2*).

No.	Situation	Description
1	Speech	There are 2 up to 3 speakers in a meeting to deliver project of speech
2	Speaking at table topic session	There are 4 upto10 speakers who take a chance in table topic session
3	Becoming Tom (Toastmaster) of the meeting	Toastmaster of the meeting is like Master of ceremony who read the agenda and introduce particular positions
4	Becoming evaluator	The evaluator consist of evaluator of each speech projects, the grammarian, the timer, ah counter and the general evaluator
5	Giving oral presentation for education section.	Presented by the advance speaker

**Table 4.4** Giving Oral Presentation



### a) Speech

Based on the data obtained from the field, at the time of meeting at SHTC, the members of SHTC are obligated to present speech. Based on the observation and the secondary data from the *Competent Communicator* module. Because the speech in Toastmaster is the project to reach the goals of joining Toastmaster itself. All the members of Toastmaster Club get the module of “Competent Communication”. The module for becoming Competent Communicator (CC), Advanced Communicator Bronze (ACB), Advanced Communicator Silver (ACS), Advanced Communicator Gold (ACG) and Distinguished Toastmaster (DTM). For being those all positions there should be an effort in finishing all projects. The projects are delivering speech. In delivering speech the members have to always follow the rules and the objectives in modules in order to deliver a successful speech. Because in presenting the speech there will be an evaluator to evaluate based on evaluation guide on module. Here the example of the speech made by Baby in delivering the fifth project at SHTC. (See Appendix 5). The next is the evaluator sheets in delivering speech. And the rules for the project 5.

At the time of speech, Baby shows that she is so confident to deliver her speech, she use her body language to engage the audience attention and make them understand what she talk about.

The evaluator of speaker 1 write the evaluation on the evaluation guide, then demonstrates the evaluation in front of other members .At the beginning, the evaluator ask the members by “*what do you think about her speech?*”, “*what can you take from her speech*”. Then, the evaluator said that she deliver a great speech, since it is her 5<sup>th</sup> project which means that she has delivered 5 times speech. The evaluator adds, she select a very interesting topic. she demonstrates her speech by a natural gestures, purposeful body movement, friendly facial expression and establish visual bonds by the eye contact she have a clear speech organization and only give suggestion “*your speech is awesome, but you have to make the more and more awesome speech for the next projects*” (see appendix 2)

#### **a) Speaking at Table Topic Session**

The following activities is speak in table topic session. The table topic session is the session when the members at SHTC are provided the sudden topic and the sudden question about the topic given. The theme are given the day before meeting. And the question are given at the time of meeting in table topic session. on that schedule demonstrates the theme of the meeting which is *National Awakening Day*.in table topic session, the members are asked to come forward to give an idea from the question related to the theme of the meeting. Here the details :

Date : October 12<sup>rd</sup> 2015 Time: 14.00-16.00  
 Theme : Heroes Day  
 WoD : Heroes

The Toastmaster Sunardi as the Toastmaster of the meeting provides some questions for 10 members to come forward. Here the sudden questions given:

Question 1: *What makes a hero, a hero?*

Question 2: *who are your heroes when you are a child?"*

#### **b) Becoming TOM (Toastmaster of the meeting)**

The next activity is becoming a TOM (Toastmaster of the meeting) or moderator/MC. In SHTC becoming the moderator/MC called the President of the meeting and Toastmaster of the meeting.

The President of the Meeting duties are.

- Step 1: President calls meeting to order
- Step 2: President introduces the Toastmaster of the meeting
- Step 3: President makes closing remarks

Whether the Toastmaster of the meetings duties are:

- Step 1: Toastmaster introduces general evaluator, ah counter and ballot counter, grammarian and timer.
- Step 2: Toastmaster introduces evaluators and speakers
- Step 3: Toastmaster introduces table topic master
- Step 4: Tastmaster introduces the general evaluator
- Step 5: Toastmaster presents awards

#### **c) Becoming Evaluator**

The following exposure to English in speaking is becoming General evaluators. the evaluator can be the evaluator for the project of speech and the evaluator in general meeting, such as the

grammarian, the timer, the ah-counter and double words counter. The grammarian duty is correcting every single mistakes in grammar and also pronunciation mistakes. The timer duty is accounting the time that the members at the time of delivering speech and speak at table topic session. The ah counter duty is correcting the speakers how many times they produce ah in their speaking. And for double word counter, the duty of the double word counter is count how many times the speakers say the same words. After finishing in evaluating, the evaluators then come forward and speak in front of other members for about 2-4 minutes. Here the example of the evaluation at the time of the meeting includes the speech from the speakers of speech, the opinion in table topic session, the evaluation from the evaluator of speech project and moderator/MC speaking.

#### **Grammarian :**

- Correction 1 : Explain you *should be **Explain to you***
- Correction 2 : There is two answers *should be **there are two answers***
- Correction 3 : Please welcome to *should be **please welcome***
- Correction 4 : I can easily difference *should be **I can easily differentiate***
- Correction 5 : What did you know *should be **what have you known***
- Correction 6 : If you ask forgiveness *should be **if you ask for forgiveness***
- Correction 7 : Its depend on *should be **it depends on***

**Timer :****There are 2 speakers of speech**

Correction 1: Speaker 1 TM Baby: “One of a Kindt” : 5 minutes  
 Correction 2: Speaker 2 TM Iqdam : “Dream” : 5 minutes

**There are 10 members’ performances in Table Topic Session**

Speaker 1 : TM Tirta 3,07 minutes  
 Speaker 2 TM Heru 2 minutes  
 Speaker 3 TM Sunardi 1,40 minutes  
 Speaker 4 TM Rudy 4 minutes  
 Speaker 5 TM Haris 3 minutes  
 Speaker 6 TM Rina 2,60 minutes  
 Speaker 7 TM Aris 1,20 minutes  
 Speaker 8 TM Ani 1 minutes  
 Speaker 9 TM Tanti 2,80 minutes  
 Speaker 10TM Joko 2,70 minutes

**Ah Counter and WoD Counter:****There are 2 speakers of speech**

Speaker 1 TM Baby : “One of a Kind”: 10 ah,2 em  
 Speaker 2 TM Iqdam : “Dream” : 8 ah, 1 em

**Members performances in Table Topic Session**

Speaker 1 TM Gusti 3,07 minutes : 7 ah,3 em  
 Speaker 2 TM Heru 2 minutes : 6 ah, 2 em  
 Speaker 3 TM Sunardi 1,40 minutes : 8 ah,4 em  
 Speaker 4 TM Rudy 4 minutes :10 ah,1em  
 Speaker 5 TM Haris 3 minutes: 2 ah, 2 em  
 Speaker 6 TM Rina 2,60 minutes : 3 ah,3 em  
 Speaker 7 TM Aris 1,20 minutes : 3 ah, 4 em  
 Speaker 8 TM Ani 1 minutes :15 ah,10 em  
 Speaker 9 TM Tanti 2,80 minutes : 9 ah,9 em  
 Speaker 10TM Joko 2,70 minutes : 2 ah,8 em

#### **4) Talking to instructors/professors when asking questions**

Based on the result of observation, the researcher found that the members talking to the instructor at the time of asking the questions in educational question (*see appendix 2*). The researcher found that the members asked about the material delivered by the educational speaker which they still don't understand and ask a question that they want to know more such as "*How to make the audience interested in our speech?*", "*How to choose an appropriate topic to the audience?*", "*What if we forgot the content of our speech during delivering our speech?*" (*see appendix 2*).

In short, based on the observation that the researcher conducted it was found that 100% formal exposure occurred at SHTC. The members get the formal exposure through listening to the class presentation 2 hours in a meeting, sharing ideas with classmates 10 minutes in a meeting, giving oral presentation 2 hours in a meeting and talking to the instructor for about 30 minutes in a meeting. For listening to the class presentation they are listening to the Toastmaster of the meeting, listening to the speakers, listening to the evaluator and listening to the educational speaker. For sharing idea with classmates they are giving evaluation to the speakers and evaluation for the whole performance. Then, for giving oral presentation they are delivering speech projects, delivering opinion at table topic session, giving evaluations and presenting education speech. From those result the

researcher found from the all exposure, the members often get listening to the class presentation. Besides, the researcher also conducted interview to the respondents most of them stated that they get more exposure through listening to the class presentation. They add that from the all exposure, they get knowledge about how to be a good speaker, vocabularies, grammar, learn by seeing other members' performance and learn by practicing.

#### **b Other Exposures**

Based on the interview towards the respondents revealed that other exposure that they obtained through reading the manual book. They said that they read it mostly at home, or even at the time of meeting before deliver their performance and when they still found the difficulties relate to the material about how to be a competent communicator and how to be a competent leader.

### **2. The System at SHTC to provide exposure to English**

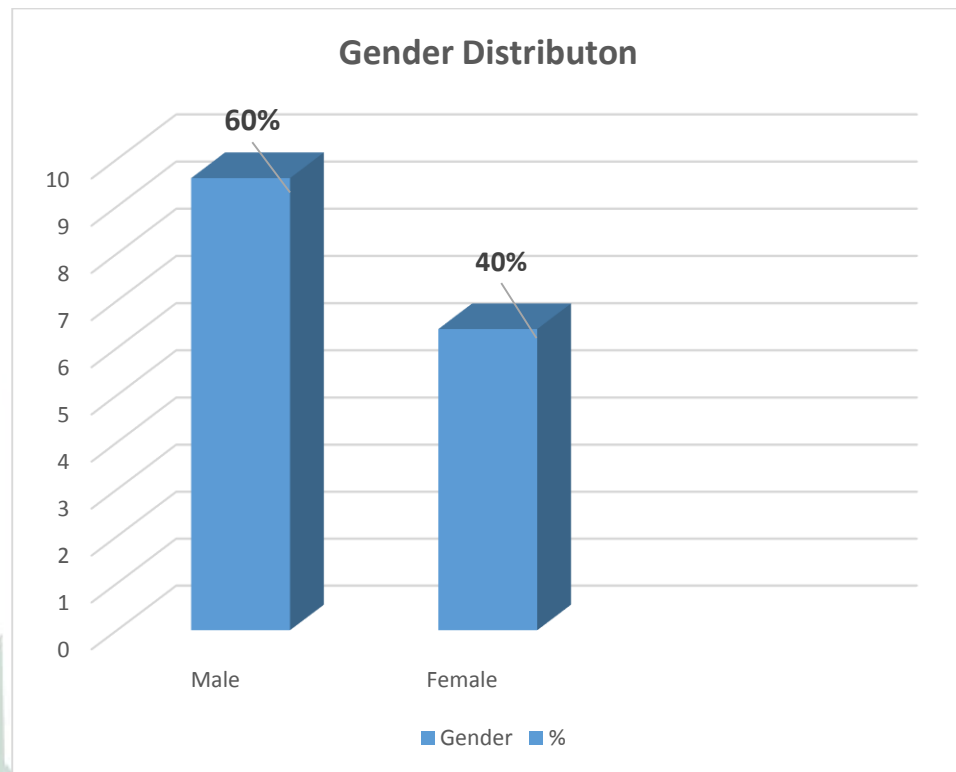
In this study, the researcher determines to investigate the system at SHTC to provide exposure to English through observation and interview to give more understanding how the system are running. The system which were investigated are learners, learning goal and procedures to achieve the goal. On the learners point, the researcher aim to investigate the background information of the learners in order to know the information about the members' age, sex, the members' long term in joining SHTC and to gain information about the members' English level. At the following, on the

learning goal point, the researcher has a purpose to investigate the goal of SHTC and the personal goal of each members at SHTC. The last requirements of the system is the procedure to achieve the goal at SHTC. Based on the result of interview, SHTC applied experiential learning. Hence, the researcher explains the type of experiential learning at SHTC, the role of the instructor and the how learning design utilized at SHTC. Then, the result of the data were investigated below.

**a Learner**

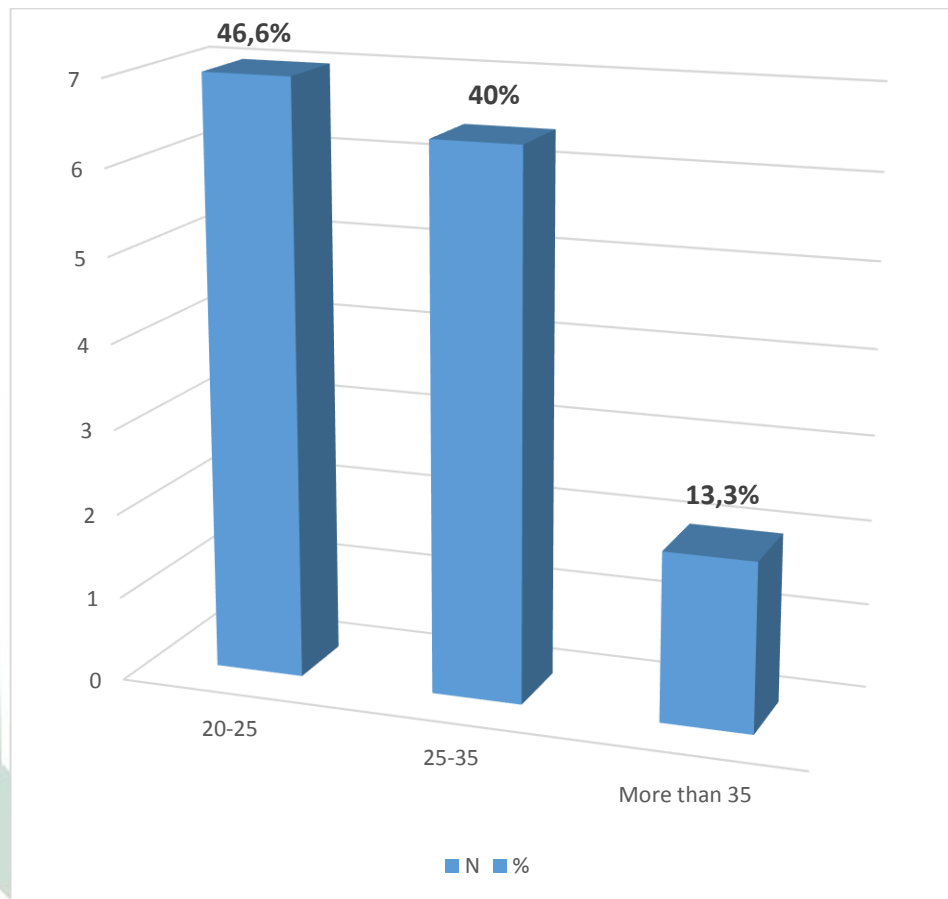
Based on the observation and interview that the researcher conducted at SHTC, there are 15 members who are the real members of SHTC. Since, the strategies area of the regular meeting of SHTC where it is located at “Rumah Bahasa” on Pemuda street Surabaya, there are many people are interested on joining. But, most of them are young people who often follow particular events held at Rumah Bahasa. The result of interview was displayed in this following form of percentage chart to show the gender distribution, age distribution, how long they join SHTC and how they consider their level of English.





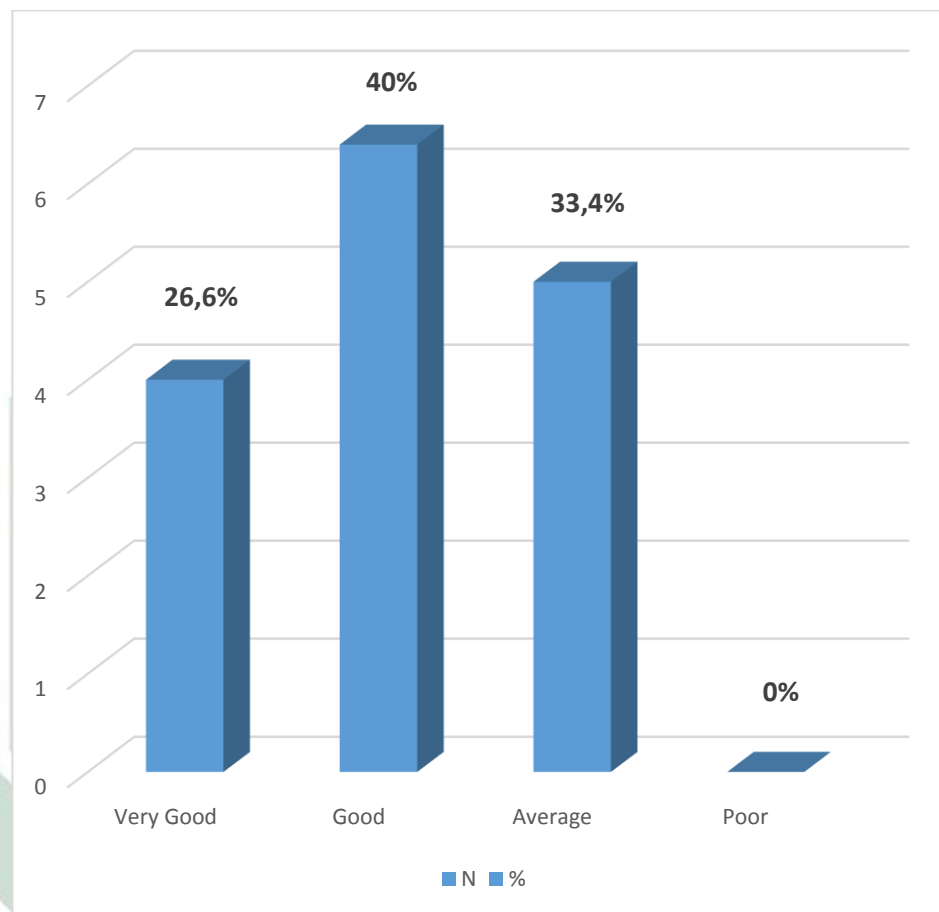
**Chart 4.1** Gender Distribution

From the chart above which show the result of the data on the field and interview, out of 15 participants 9 (60%) are male and 6 (40%) are female, the higher number of males adds harder to work especially in team as the community need a leader in handing the meeting.



**Chart 4.2 Gender Distribution**

According to the result of the observation and interview, we noticed diversity in age. One can notice that the majority of members 7 (46,6%) are 20-25 years old, 6 (40%) are 25-35 years old, and 2 (13,3%) are more than 35 years old.



**Chart 4.3** Gender Distribution

As the result of the interview and observation tabulated in form of the chart below, it shows that 4 (26,6%) members have very good English ability, 6 (40%) members have good English ability, then 5 (33,4%) members have an average English ability, and n no one have poor English ability.

## **b Learning Goals**

Based on the result of interview, the goals of being a members of Heroes are improving English ability, Improve interpersonal relationship, enhancing leadership skills, becoming public speaker and getting more experiences meanwhile the goals as the interview result, the goal of SHTC is create better speaker and better leader.

## **c Procedure to Achieve the Goals**

### **1) Types of Experiential Learning**

Based on the observation, the researcher found that SHTC applied two types of experiential learning. It was supported by interview result that SHTC utilized two types of experiential learning which are field based experiences and classroom based learning. The details are:

#### **a) Field based experiences**

Based on the data obtained from research field, the learning process of SHTC was employing field based experiences which is service learning. (*see appendix 2*). Service learning at SHTC is the desire to be a volunteer in some positions, they includes club's committees, president, VP (Vice President) education, VP membership, secretary, VP public relations, treasure, sergeant at arms, and committees in regular meeting such as president of the meeting, Tom (Toastmaster of the Meeting), ah counter,

grammarian, timer ballot counter and general evaluator (*see appendix 6*)

#### **b) Classroom based learning**

Based on observation, the researcher found that SHTC also provided classroom based learning which classroom presentations they are speech performance, table topic session, evaluation by evaluator. (*See appendix 2*)

#### **2) The role of instructor**

In this study the researcher determines to investigate the role of the instructor through observation and interview to understand well how the instructor behave.

#### **c) Instructor as resource**

Based on classroom observation, the role of instructor as a research was at the time of becoming a speaker in educational session. Once a month there is an educational session held at SHTC, the educational session was performed by the distinguished speaker from division and other guests from other districts or other international club. The educational session was described in details on the field note (*see appendix 2*).

#### **d) Instructor as Cheerleader**

Instructor as cheerleader was found at the time of becoming the president of the club and the mentor for the members and evaluator (*see appendix 2*).

Meanwhile, through interview member (1), (2), (3), (4) and (5) they stated that The president support the club members to accomplish the projects. They added that when some members rarely to come to the club, the president take a role as a supporter to get the members back to join in each regular meeting and deliver their projects. They also told that The mentor support the members by giving suggestion when the members get some difficulties in making the projects in term of grammar difficulties, pronunciation difficulties, topic difficulties and others. By the mentor suggestion, the new members or the members who still have the low ability feels not worry.

The evaluator as a cheerleader was found at the time of giving evaluation/feedback to the members when the speakers performed their projects in regular meeting. (*see appendix 2*). The evaluator give a feedback in order to motivate the speakers deliver the better performance.

### e) **Instructor as Facilitator**

This instructor as facilitator was occurred at the time of taking a role as the president of the meeting and toastmaster of the meeting (*see appendix 1 and 2*).

The president of the meeting as the leader of the meeting handle and control the agenda of the meeting and make sure that the meeting run well. The president of the meeting also open and close the meeting in order to ensure that the agenda had been done based on the instruction from the beginning up to the end of the meeting (*see appendix 2*). The toastmaster of the meeting became the master of ceremony who read every step of the agenda such as introduce the general evaluator, introduce the speaker, introduce table topic master, then let them to come forward and did their job in each position. (*see appendix 2*)

### **3) Learning Design**

Based on the observation that the researcher conducted, the researcher found that SHTC implemented experiential learning design. The data of experiential learning design which is implemented at SHTC which obtained from observation checklist (*see appendix 1*).

**a) Use a main project or field experience to guide learning over entire course**

Based on data obtained in research field, the researcher found that in each meeting there were members who deliver speech projects (*see appendix 1 and 2*). It's confirmed by the result of interview that the speech project was the main projects at SHTC. Based on the result of observation, speech project was delivered at regular meeting by some speakers (*see appendix 2*). Those observation result was supported by the result of interview 5 members who are member (1), (2), (3), (4) and (5) of SHTC. All the members stated that speech projects is the main project and becomes the obligation for the members to be done. They added that each project has an objective which is provided on the manual book. If the 10 basic projects had been done they will get CC (Competent Communicator) and get the certificate from the Toastmaster International.

**b) Use combination of projects, classroom activities, and external**

In term of use combination of projects, classroom activities and external as the result of observation and interview, there are combination of projects, classroom activities and external activities (*see appendix 2*). They are:, projects and table topic presentations, organization work,



communication skill and about working with people, personal work, work with feedback from others, plan and complete projects, learn from experience, comment from guest, announcement for the best speaker.

Meanwhile, through the interview towards 5 members who are member (1), (2), (3), (4) and (5), they agreed that at SHTC use the combination of projects, classroom activities and external activities which are projects and table topic presentation, organization work, communication skill and about working with people, personal work, work with feedback from others, plan and complete projects, learn from experience, comment from guest and announcement for the best speaker.

**c) Tie everything together.**

Another phenomenon found that the members learn from other speaker performance and get the resource from the instructor in educational session that help the member in completing the projects (*see appendix2*).

**d) Ensure activities are challenging, yet manageable.**

Ensure activities are challenging yet manageable was the following learning process which is occurred among members of SHTC. Based on the result of interview 5 members,

they all stated that the members have a responsibility to devise their own projects. The projects provided at SHTC is speech project within free topics to choose but still follow the instruction on the module. In preparing the projects, the member can pick their own mentor to guide them, and the mentor who was chosen should then make sure that they are able to complete the projects.

**e) Provide clear expectations for students.**

Furthermore, provide clear expectations for students was also occurred at SHTC. The assessment criteria and the objective was read by the evaluator before the speakers deliver their speech (*see appendix 5*)

**f) Allow students the necessary time to identify, clarify, and keep focused on their problem.**

Allow students the necessary time to identify, clarify and keep focused on their problem were also found at the regular meeting at SHTC that there is a timer who always remind the time that the speakers should focused on (*see appendix 2*).

**g) Allow students to change direction midstream.**

Allow students to change direction midstream was the following learning process which was found at the regular

meeting at SHTC. The members are working on speech projects which can build the confidence to speak in public in front of the audience. (*see appendix 5*).

The most important thing is that the students be working on projects that are meaningful and relevant to them. If they lack interest, the learning will also be lacking

In short, the procedure to achieve the goal by experiential learning design were commonly occurred 100% at SHTC such as applied two types of experiential learning, they are field based experience and classroom experience, the instructor have some roles includes as a resource, as a cheerleader, and a facilitator. Then, the experiential learning design which are utilized there cover all of requirements. The requirements are 1) use the main project or field experience to guide learning over entire course 2) use combination projects, classroom activities and external 3) tie everything together 4) Ensure activities are challenging yet manageable 5) provide clear expectations for students 6) Allow members necessary time to identify, clarify and keep focused on their problem 7) Allow members to change direction midstream.

### 3. The Members' Learning Experiences at SHTC

Based on the result of interview that the researcher conducted at SHTC, it was found that the members of SHTC obtained learning experiences covering community member's relation, opportunity, achievement, social integration, adventure experience, general satisfaction and negative affect. By the experiences from those categories, they get many values which are enhancing new skills, new attitudes and new way of thinking. The researcher tabulated the data of learning experience and the value of the experience which were obtained from interview. At the following, the researcher concluded the interview result and displayed those data using the table to make the readers easily interpreted the data.

Learning Experience	Value of Experience
1) Community members relation a. The mentor support in learning b. The evaluator support in learning c. The president support in learning	<ul style="list-style-type: none"> <li>- Enhance speaking skill,</li> <li>- Encourage motivation</li> <li>- Encourage personal relationship</li> <li>- Add knowledge</li> </ul>
2) Opportunity a. Becoming the speakers b. Becoming the evaluators c. Becoming the Toastmaster of the meeting d. Becoming the mentor e. Becoming the educational speakers f. Becoming the committee of the club	<ul style="list-style-type: none"> <li>- Encourage confidence</li> <li>- Enhancing leadership skills</li> <li>- Encourage responsibility</li> <li>- Enhancing speaking skill</li> <li>- Encourage talents</li> </ul>
3) Achievements	

<ul style="list-style-type: none"> <li>a. Rewards for becoming the best speaker</li> <li>b. Rewards for becoming table topic master</li> <li>c. Rewards for becoming the best evaluator</li> </ul>	- Encourage motivation
<p>4) Adventure Experience</p> <ul style="list-style-type: none"> <li>a. Meeting advance public speaker</li> <li>b. Be the best speaker</li> </ul>	- Encourage motivation

**Table 4.5** Learning Experience and the Value of the Experience

As seen in table 4.5, it can be described that the members' learning experience and the value of the experience. Based on the interview 6 members of SHTC, they get learning experience which included on community members' relation which are mentor support in learning, evaluator support in learning and the president support in learning. By those experiences related to community-members relation, 90% members get the value of the experience which are both encourage personal experience and encourage motivation, whether 10% members only obtain personal relationship. Then, learning experience related to the category of achievements such as rewards for becoming the best speaker, the best table topic master and the best evaluator in meeting all members agreed that they can encourage motivations. At the following, the experience related to the opportunity given at SHTC such as becoming a speaker, becoming an evaluator and becoming Toastmaster of the meeting, becoming the mentor, becoming the committee of the club and becoming educational speaker.

Those experiences give the much value, such as encourage confidence, enhance leadership skills, encourage responsibility, and enhance speaking skill. Then, the next experience is related to Adventure Experience which are meeting advance public speaker and be the best speaker. From those experiences, the members can encourage their motivations.

#### **a Community-Members' Relations**

From the result of interview 5 members of SHTC, they stated that that there is no teacher at SHTC, but there are particular positions which have the same role as a teacher or instructor. They are mentor, evaluator, president and educational speaker. Therefore, the researcher concludes as the community-members relation and divide the classification into 4 categories, such as mentor-member relation, evaluator member relation, president-member relation and educational speaker-member relation;

##### ***1) The Mentor-Member Relation***

The first is the mentor-member relation. Connected with mentor-member relation, as the result of interview 5 members of SHTC, the researcher tabulated the data by the table in order to make easier in interpreting the data.

No.	Learning Experience	Member	Value
1	Mentor-member relation	1	Encourage motivation, encourage personal relationship
		2	Encourage motivation, encourage personal relationship
		3	Encourage motivation, encourage personal relationship
		4	Enhance speaking skill, encourage motivation, encourage personal relationship
		5	Enhance speaking skill, encourage motivation, encourage personal relationship

**Table 4.6** Mentor- Member Relation

From the table above, it shows that by the experience with the mentor, three members who are member (1), (2), (3) get the value such as encouraging motivation and encouraging, personal relationship. Then the two members who are member (4), (5) stated that beside encouraging motivation and encouraging personal relationship they can encourage speaking skill as well.

The member (1), (2) and (3) stated that they get the time mentoring when they still on one up to five projects of speech. Since, they still have many difficulties related to the projects, the grammatical, the way to give the great performance and many others. They told that the mentor always support them to deliver the projects regularly in order to complete the projects as soon as possible and get

the value of them. They also stated that the mentor often provide suggestion about the appropriate topics they have to choose the appropriate story to deliver and the way to do it. They add that at the time of mentoring, they always guide patiently as a private teacher. Hence, they don't feel reluctant to ask about their difficulties in term of grammatical problem, pronunciation problems, the topic problems and all problems related to the complexities they felt. Finally, by those experiences with the mentor, they think that the value they got are encouraging motivation to be better and enhancing personal relationship with people.

The member (4) and (5) stated that at the beginning of being a member, they really take them as the chance to ask everything related to the difficulties in delivering the projects, the style to make the audience stay focus on their speech, grammatical problems, tot of member (4) and (5) told that they have even practice their speech in front of their mentor to make sure that they have prepare a good speech or not yet. Therefore, by those experiences they stated that not only encourage motivations and encourage personal relationship. For the value, they also told that the experience enhancing their speaking skill.



## 2) *The Evaluator-Member Relation*

The evaluator-member relation become the second category of community-member relation at SHTC. The data were taken from interview 5 members of SHTC who have some criteria that the researcher need. To make the reader easy to understand the result, the researcher tabulated the data in term of table below.

No.	Learning Experience	Member	Value
1	Evaluator-member relation	1	Enhance speaking skill, encourage motivation,
		2	Enhance speaking skill, encourage motivation,
		3	Enhance speaking skill, encourage motivation,
		4	Enhance speaking skill, encourage motivation, encourage personal relationship
		5	Enhance speaking skill, encourage motivation, encourage personal relationship

**Table 4.7** Evaluator-Member Relation

From the table above, it can be concluded that by the experience related to Evaluator-member relation, member (1), (2), (3) get the value which are enhance speaking skill, and encourage motivation. Whether member (4) and (5) stated that from the experience with the evaluator, they the value that they get are enhance speaking skill, encourage motivation and encourage personal relationship.

The member (1), (2) and (3) stated they meet the evaluator in each regular meeting. They told that every speaker always evaluated by evaluators which are evaluator of the speech, grammarian, timer, em-ah counter, and general evaluator. They said that the evaluator of the speech give the evaluation, feedback and suggestions for each speaker of the projects in every meeting. Then, the grammarian, timer, em ah counter, and general evaluator evaluate the whole speaker includes the table topic master, the president of the meeting, the toastmaster of the meeting and the evaluator of the speech as well. At the following, the stated that the evaluator of the speech give more detailed in giving an evaluation as they only focus on one speaker. They add that they have more feedback about the speech performance, the speech organization, the facial expression, the gesture, the content of the speech, the topic that the member choose, and others. They stated that not only the feedback, the suggestion also provided to have a better speech for the next projects.by the evaluator of the speech. Whether their statement about the grammarian, ah counter, timer and general evaluator also have a significant role. The grammarian evaluate the grammar of the speaker and provides the right grammar. Then ah counter count ah or em that the speaker produces on their speech to make the member organize their speech well and omit the em and ah that decrease the audience attention and understanding. The nest position is the timer that they said that the timer evaluate the time

in delivering the speech which can make them have the appropriate speech with the appropriate time. Ultimately, the value that they got from those experience are encourage their speaking skill and encourage their motivation to have a better speech.

The member (4) and (5) stated that the evaluator not only evaluated the speech at the time of meeting. As their experience of delivering the speech projects, they said that the often ask privately the evaluator of the speech after meeting. They commonly ask them in detail about their performance and clarified the evaluation sheet they got from the evaluator if they still need more explanation. Since the evaluator mostly the advance speaker. Therefore the member (4) and (5) told that from their experience with the evaluator, the value they obtain are not only enhance speaking skill and encourage motivation, but they also encourage personal relationship.

### ***3) The Committee-Member Relation***

Committee-member relation is the third classification about the committee-member relation. Based on the interview result, the researcher presented the data of committee-member relation and value of the experience in the form of the table below.

<b>No.</b>	<b>Learning Experience</b>	<b>Member</b>	<b>Value</b>
1		1	encourage motivation

committee-member relation	2	encourage motivation
	3	encourage motivation
	4	encourage motivation
	5	encourage motivation, encourage personal relationship

**Table 4.8** President-Member Relation

From the table above it can be concludes that from the experience related to the committee-member relation, member (1), (2), (3) and (4) get the value which are encourage their motivation. Whether the member (5) get the value from the committee-member relation which are encourage motivation and encourage personal relationship.

The member (1), (2), (3), (4) stated that the committee often encourage to come to the club regular meeting, and delegate them to be some positions, and provoke them to take a slot as a speaker. And even being the committee of the club as well. Hence, by those experience, the member (1), (2), (3), (4) get the value which is encourage their motivation.

Then, the member (5) told that, the committee encouragement often makes other members closer with them. She explained that the committee often ask directly or even chat using social media as on her experience that the committee usually ask “*Will you come to SHTC meeting next meeting Kenny?*” then, “*Could you mind to be the grammarian?*” By those request usually member (5) asking in detail

about what she had to do as some positions, and the way to do it correctly. By her experiences the value are not only encourage motivation, but also, encourage personal relationship.

#### 4) *The Educational Speaker-Member relation*

Related to educational speaker-member relation, the researcher take the data by interview 5 members of SHTC. The data are demonstrated in term of table below.

No.	Learning Experience	Member	Value
1	Educational speaker-member relation	1	Add knowledge, encourage motivation,
		2	Add knowledge ,encourage motivation, \
		3	Add knowledge encourage motivation,
		4	Add knowledge encourage motivation, encourage personal relationship
		5	Add knowledge encourage motivation, encourage personal relationship

**Table 4.9** Educational Speaker-Member Relation

From the table above, it can be conclude that from the experience with educational speaker, member (1), (2), (3) get some value which are add knowledge and encourage motivation. Then, member (4) and (5), get the value which are not only add knowledge and encourage motivation, but also encourage personal relationship.

The member (1), (2) and (3) stated that the educational speaker regularly deliver educational speech once a month. They said that the educational speaker is like the teacher who explain the material. They told that the educational speaker speech commonly about the speech material such as “How to Organize Your Speech”, “How to be Table Topic Master” and many others. But they also adds that the educational speakers also commonly presents about leadership material such as” *How to be a Good Evaluator*”, “*How to be a Competent Public Speaker*” and others.

## **b Opportunity**

### **1) *Becoming a Speaker***

Becoming a speaker become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easy in understanding the data.

<b>No.</b>	<b>Learning Experience</b>	<b>Member</b>	<b>Value</b>
1	Becoming a speaker	1	Encourage confidence, Enhancing leadership skills, Enhancing speaking skill, enhancing public speaking skill
		2	Encourage confidence, Enhancing leadership skills, Enhancing speaking skill
		3	Encourage confidence, Enhancing leadership skills, Enhancing speaking skill
		4	Encourage confidence, Enhancing leadership skills,

			Enhancing speaking skill, Encourage responsibility
		5	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, Encourage responsibility Encourage talents

**Table 4.10** Becoming a Speaker

From the data below, it can be concluded that from the experience of becoming a speaker, member (1), (2) and (3) obtain the value which are encourage confidence, enhancing leadership skill and enhancing speaking skill. Whether member (4) and (5) get more value from becoming a speaker which are encourage confidence, enhancing leadership skill, enhancing speaking skill and encourage responsibility.

Member (1), (2) and (3) stated that in becoming speaker, they must deliver speech in front of the audiences which are concerned about how to inform, how to persuade, how to entertain and even how to inspire (*see appendix 5*). Speaker (1), (2) and (3) stated that they have delivered a lot of speeches and they said that they often told about their daily life story, their exciting story, their job, their knowledge and their passions. One of them told that she often convey a story about the book or novel she had ever read “*Sometimes, for my projects, I got the story from the novel I’ve read 2 years ago*”. In preparing speech they stated that they always practice for about 5 up to 10 times for one projects. By those

experiences, they said that those can encourage their confidence, their leadership skill and enhancing their speaking skills.

Besides, member (4) stated becoming a speaker enhance their confidence, enhance leadership skill and enhance speaking skill but beside that, projects also encourage her responsibility to complete them. They told that *“if someone do the best for their projects, means they are responsible”*.

Then, member (5) stated that by becoming a speaker it can encourage his talent. Since his job is as a marketing in one of bank, by delivering speech project, it can encourage his talent to persuade people.

## 2) *Becoming an Evaluator*

Becoming an evaluator become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easier to understand the data.

No.	Learning Experience	Member	Value
1	Becoming an evaluator	1	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		2	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill



		3	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		4	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		5	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill

**Table 4.11** Becoming an Evaluator

From the data below, it can be concluded that from the experience of becoming an evaluator, member (1), (2) and (3) obtain the value which are encourage confidence, enhancing leadership skill and enhancing speaking skill. Whether member (4) and (5) get more value from becoming an evaluator which are encourage confidence, enhancing leadership skill, enhancing speaking skill and encourage responsibility. As they sated that in becoming an evaluator, they have the responsibility of giving the best evaluations in order to the speakers performs better. They add that a leader is not lead, but also take a responsible and give a service. By evaluate more, they feel that their speaking and confidence are improving.

**3) *Becoming Toastmaster of the Meeting and President of the Meeting***

Becoming a speaker become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easy in understanding the data.

No.	Learning Experience	Member	Value
1	Becoming toastmaster of the meeting and president of the meeting	1	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, encourage talents.
		2	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, encourage talents.
		3	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, encourage talents.
		4	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, encourage talents.
		5	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, Encourage talents.

**Table 4.12** Becoming Toastmaster of the Meeting and President of the Meeting

From the data below, it can be concluded that from the experience of becoming a Toastmaster of the meeting and President of the meeting, member (1), (2), (3), (4) and (5) obtain the value which are Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, Encourage talents. Speaking in front of the audience encourage their leadership skill. And take role as the Toastmaster of the meeting means they are responsible. And they add that those positions are like a master of ceremony. Hence, they encourage a talents to handle an even as a master of ceremony.

#### **4) *Becoming the Mentor***

Becoming a speaker become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easy in understanding the data.

<b>No .</b>	<b>Learning Experience</b>	<b>Member</b>	<b>Value</b>
1	Becoming the mentor	1	Enhancing leadership skills, Encourage responsibility,
		2	Enhancing leadership skills, Encourage responsibility,
		3	Enhancing leadership skills, Encourage responsibility,
		4	Enhancing leadership skills, Encourage responsibility,
		5	Enhancing leadership skills, Encourage responsibility,

**Table 4.13** Becoming the Mentor

From the data below, it can be concluded that from the experience of becoming a mentor, member (1), (2), (3), (4) and (5), they can enhance their leadership and responsibility. They said that being a mentor means service, guide and teach person. Therefore, they stated that it built enhance their leadership skill and responsibility.

#### 5) *Becoming Educational Speaker*

Becoming a speaker become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easy in understanding the data.

No.	Learning Experience	Member	Value
1	Becoming the educational speaker	1	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		2	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		3	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		4	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		5	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill, Encourage

**Table 4.13** Becoming Educational Speaker

From the data below, it can be concluded that from the experience of becoming an Educational Speaker, member (1), (2) and (3) obtain the value which are encourage confidence, enhancing leadership skill and enhancing speaking skill. Whether member (4) and (5) get more value from becoming a speaker which are encourage confidence, enhancing leadership skill, enhancing speaking skill and encourage responsibility

**6) *Becoming Committee of the Club and Committee of the Meeting***

Becoming a speaker become the first experience related to the opportunity that the members get at SHTC. The data was taken from the interview which are tabulated in the form of table below to make researcher easy in understanding the data.

No.	Learning Experience	Member	Value
1	Becoming the committee of the club	1	Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		2	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		3	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
		4	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill

		5	Encourage confidence, Enhancing leadership skills, Encourage responsibility, Enhancing speaking skill
--	--	---	--

**Table 4.14** Becoming the Committee of the Club

From the data below, it can be concluded that from the experience of becoming a Committee of the Club member (1), (2) and (3) obtain the value which are encourage confidence, enhancing leadership skill and enhancing speaking skill. Whether member (4) and (5) get more value from becoming a speaker which are encourage confidence, enhancing leadership skill, enhancing speaking skill and encourage responsibility.

### c Achievement

Achievements become the third experience that the members get which are rewards for becoming the best speaker, rewards for becoming the best table topic master, rewards for becoming the best evaluator and becoming competent speaker. By those rewards member (1), (2), (3), (4) and (5) stated that are encourage their motivations.

No	Learning Experience	Member	Value
1	a. Rewards for becoming the best speaker	1	Encourage motivation
	b. Rewards for becoming the best table topic master	2	Encourage motivation
		3	Encourage motivation
	c. Rewards for becoming the best evaluator	4	Encourage motivation,

	d. Rewards for becoming Competent Speaker	5	Encourage motivation,
--	---	---	-----------------------

**Table 4.16** Adventure Experience

**d Adventure Experience**

As the result of interview member (1), (2), (3), (4) and (5), the members stated that the best experiences that they get are meet advance speakers who inspire them and motivate them. and being the best speaker also become the best experience for them which also encourage their motivations.

No.	Learning Experience	Member	Value
1	a. Meet advance speakers	1	Encourage motivation
		2	Encourage motivation
	b. Be the best speaker	3	Encourage motivation
		4	Encourage motivation,
		5	Encourage motivation, encourage responsibility

**Table 4.16** Adventure Experience.

### e General Satisfaction

As the result of interviewing, All the respondents stated that they enjoy learning at SHTC. Here are the subject of the research statements in details;

The member (1) stated that she enjoyed learning at SHTC because she could speak English freely without worrying of making mistakes as her statement *I like learning at SHTC because in SHTC is a place to make mistakes, everybody is learning. so, don't worry to make mistakes.* She added that in SHTC there were evaluators who always evaluate members' speaking products. She said that even she made mistakes, the evaluators always provided the her feedback to produce the better speaking, that's the way the members learn one another .

The next member (2), one of the member at SHTC had the different statement with the first respondent. He stated *Toastmaster provides the good environment to transform ourselves to be the good leader and communicator.* He also added another statement that in Toastmaster he also could meet new friends from various backgrounds, ages and jobs. And the members at SHTC all were welcome. ages. The statement from respondent 2 was strengthened by th respondent 3, respondent 4, respondent 5 and respondent 6. The respondent 3 stated that while joining in SHTC he could improve both speaking and leadership skills. And member (4), (5) and (6) stated the similar statement. The more



they get the advantages in learning at SHTC, the more they enjoy learning on that community.

#### **f Negative Affection**

As the result of interview member (1), (2), (3), (4) and (5) they stated that sometimes they felt bored of the activities, since the activities are same in every meeting. Even they said that there are many speakers who give entertaining speech.

### **B. Discussion**

Concerning the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

#### **1. Kind of Exposure the Members Got at SHTC**

Language exposure is a means to provide students with English as much as possible to facilitate their English learning.<sup>1</sup> Based on the findings from classroom observation and interview there were 4 formal exposure occurred at SHTC. They are listening to the class presentation, sharing idea with classmates, giving oral presentation and talking with the instructor. Those formal exposure is in line with Kransen's theory which is stated that the first component in language learning is the formal factors affecting language exposure. The term typically refers to the use of English language inside the classroom setting such as: (1) listening to class presentations

---

<sup>1</sup> Bayu Aribowo, Unpunished Undergraduate's Thesis. "*Teacher's Beliefs about English Language Exposure*". (Yogyakarta: English Language Study Sanata Dharma University, 2014), 6

using English as the medium of communication, (2) sharing ideas with classmates, (3) giving oral presentations, and (4) talking to the teachers/professors when asking questions.<sup>2</sup>

**a. Listening to the Class Presentation**

Based on the result of observation, listening to the class presentation occurred 2 hours in a meeting. Which are listening to the President of the meeting, listening to the Toastmaster of the meeting, listening to the project of speech by the speakers, listening to presentation at table topic session, listening to the evaluators and listening to the speaker for educational session (*see appendix 1 and 2*). From the interview result, By listening to those all presentations, the members can get the knowledge about the material for becoming a competent public speakers from the educational speakers, getting more vocabularies and ideas from the speakers, getting grammar exposure from grammarian and getting evaluations for the better performance from the evaluators.

---

<sup>2</sup> N. Bueraheng – C.Laohawiriyanon, “Does learners’ degree of exposure to English language influence their collocational knowledge?” *International Journal of English and Literature*, 2014, 62

**b. Sharing Idea with Classmates**

Based on the result of observation, sharing idea with classmates was occurred at the time of giving feedback/evaluation to the speakers present speech such as giving structure correction to the speech, about the topic content of the speech and evaluating the grammar (*see appendix 1 and 2*). Then, it also occurred when general evaluator give an evaluation about the whole performance in a meeting (*see appendix 1 and 2*). Based on the result of interview, the members get many ideas from other members in evaluating the speakers and evaluation of the whole performance encourage them to create a better performance.

**c. Giving Oral Presentation**

Based on the result of observation, giving oral presentation was occurred at the time of delivering speech project, giving opinion at table topic session, giving evaluations by the evaluators and delivering speech in educational session (*see appendix 1 and 2*). Based on the result of interview, the members stated that by giving oral presentation, they got the opportunity to practice their English and enhance their proficiency. It's in line with Krashen's idea which has also been supported by many scholars who pointed out that

exposures to the English language provides more practice.<sup>3</sup> Then, Krashen also believes that that more exposure to a second language will eventually result in increased proficiency. By giving oral presentations in the classroom, learners have not only the chance to perform their language competency but also the opportunity to learn more from the presentation because, instead of functioning as an output, classroom interaction also has a role to be the input for the other learners since one's output can be others' input.<sup>4</sup>

#### **d. Talking to the instructor**

Based on the findings above, talking to the instructor occurred when the members ask a question at the time of meeting related to the speech in educational session, giving suggestion for the whole performance and asking something that they didn't understand (*see appendix 2*). By the result of interview, the members stated that they often talk to the when they get the chance to give a question in educational session they don't understand about the material with the mentor. But they often asked them intensively after the meeting. They told that, by talking to the mentor and educational

---

<sup>3</sup> C.Magno, de Carvalho, M. Lajom, J. Bunagan, K. Regodon, "Assessing the level of English language exposure of Taiwanese college students in Taiwan and the Philippines". *Asian EFL Journal* Vol.21 No.2, 2009,69

<sup>4</sup> Bayu Aribowo, Unpunished Undergraduate's Thesis. "*Teacher's Beliefs about English Language Exposure*". (Yogyakarta: English Language Study Sanata Dharma University, 2014), 25

speaker, they can get more understanding about the material to deliver a better speech.

Those all formal exposure provide the members to expose with English and get the chance to practice their English which is in line with Krashen stated that formal learning environments are best for attaining second language proficiency and thus create a healthy environment that encourages both acquisition and learning.<sup>5</sup> Other linguists and empiricists had also agreed that a formal language exposure is deemed highly effective in the learning process of the second language users as it implies in developing their skills and unlocking hidden potentials, and thus helping the learners to examine their attitudes, beliefs, knowledge, and logic.<sup>6</sup>

---

<sup>5</sup> S. Krashen. *“Language acquisition and language education”* (Alemany Press, 1981),157

<sup>6</sup> C.Magno, de Carvalho, M. Lajom, J. Bunagan, K. Regodon, “Assessing the level of English language exposure of Taiwanese college students in Taiwan and the Philippines”. *Asian EFL Journal* Vol.21 No.2, 2009,69

## 2. The System at SHTC to provide exposure to English

According to Kizlik and Joyceand Well, the requirements of learning system consists of learner, learning goal and procedure to achieve the goal.<sup>7</sup>

Based on the findings above the learning system at SHTC are:

### a Learner

Based on the result of interview, the learners at SHTC According to the result of the observation and interview, we noticed diversity in age. One can notice that the majority of members 7 (46, 6%) are 20-25 years old, 6 (40%) are 25-35 years old, and 2 (13,3%) are more than 35 years old. From the chart above which show the result of the data on the field and interview, out of 15 participants 9 (60%) are male and 6 (40%) are female, the higher number of males adds harder to work especially in team as the community need a leader in handing the meeting.

As the result of the interview and observation tabulated in form of the chart below, it shows that 4 (26,6%) members have very good English ability, 6 (40%) members have good English ability, then 5 (33,4%) members have an average English ability, and n no one have poor English ability.

---

<sup>7</sup> R. Kizlik – B.R Joyce – M. Weil, *Models of Teaching 6<sup>th</sup> edition*. (Upper Saddle River, NJ Allyn & Bacon), 125

## **b Learning Goal**

Based on the result of interview, the goals of being a members of Heroes are improving English ability, Improve interpersonal relationship, enhancing leadership skills and getting more experiences. As the interview result, the goal of SHTC is create better speaker and better leader.

## **c Procedure to achieve the goal**

From the findings above, the procedure to achieve the goal by experiential learning design learning. Lewis and Williams stated that

“In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking”

Experiential learning design were occurred at SHTC such as applied two types of experiential learning, they are field based experience and classroom experience, the instructor have some roles includes as a resource, as a cheerleader, and a facilitator. Then, the experiential learning design which are utilized there cover all of requirements. The requirements are 1) use the main project or field experience to guide learning over entire course 2) use combination projects, classroom activities and external 3) tie everything together 4) Ensure activities are challenging yet manageable 5) provide clear expectations for students 6) Allow members necessary time to identify,

clarify and keep focused on their problem 7) Allow members to change direction midstream. By those learning system, SHTC provided Exposure to English in term of listening to the class presentation, sharing ideas with classmates, giving oral presentation and talking to the instructor. It's in line with Nunan theory that stated that

“Language is acquired as learners actively engage in attempting to communicate in the target language. The hypothesis is consistent with the experiential philosophy of “learning by doing”. Acquisition will be maximized when learners engage in tasks that “push” them to the limits of their current competence.”<sup>8</sup>

### **3. The members' experience at SHTC.**

Cantor state that by Experiential Learning, learner can be motivated as their necessity to find a value from their personal experience of specific subject.<sup>9</sup> William and Batten have identified five specific dimensions of quality of school life and two dimensions of global feelings of school experience. The five specific dimensions included<sup>10</sup>

#### **a. Community-member relation**

Community-member relation that the members' get at SHTC are the mentor-member relation, the evaluator-member relation, the committee-member relation and educational speaker-member

<sup>8</sup> Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers

<sup>9</sup> J.A. Cantor, *Experiential Learning in Higher Education*. (Washington, D.C.: ASHEERIC Higher Education Report No. 7, 1995

<sup>10</sup> T. Williams – M. Batten , "The quality of school life". (ACER Research Monograph No.12). Hawthorn, Victoria: ACER



relation which are enhance speaking encourage motivation, encourage personal relationship and Add knowledge

**b. Opportunity**

The opportunity that the members get at SHTC are becoming he speakers, evaluator, mentor, educational speakers, Toastmaster of the meeting and President of the meeting which from those experiences, they get the values which are encourages confidence, enhances leadership skills, encourages responsibility, and encourage their talents.

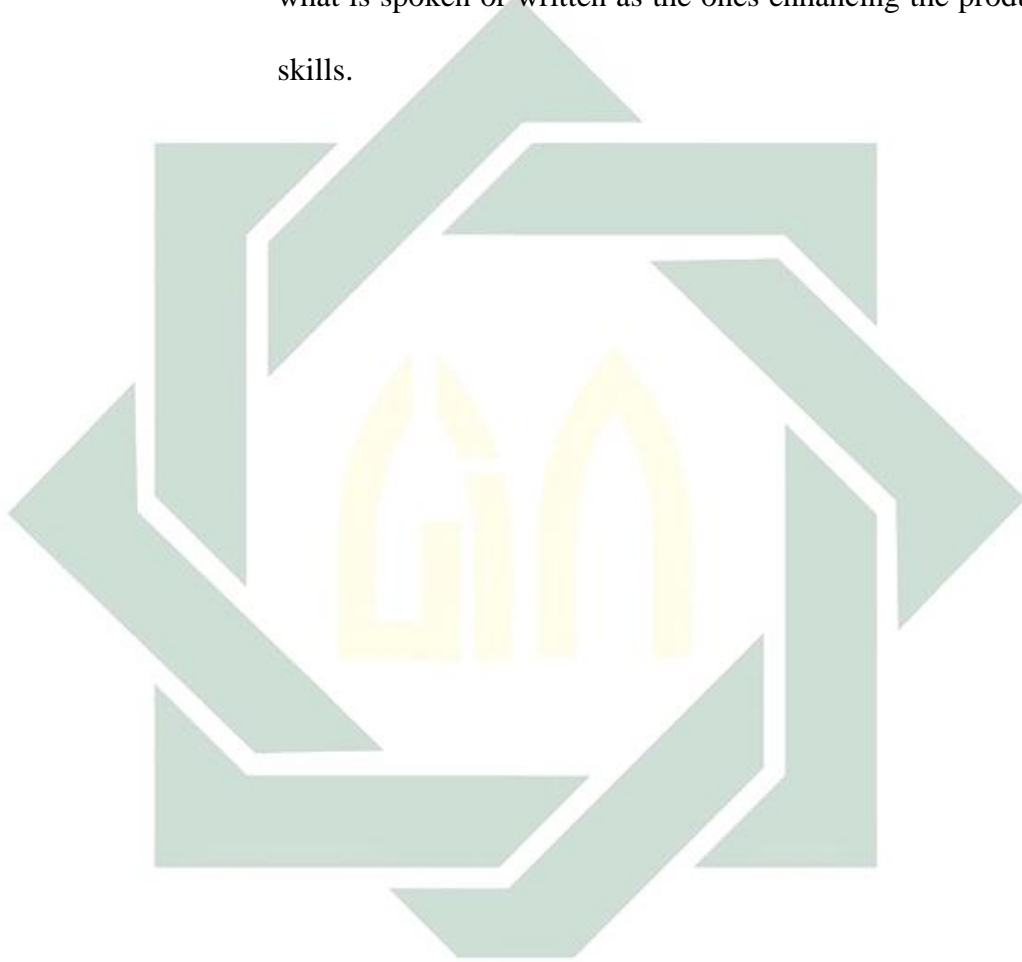
**c. Achievements**

The achievements that the members get are Rewards for becoming the best speaker, the best table topic master, the best evaluator and becoming competent communicator. Which from those they can be motivated.

**d. Adventure Experience**

The best experience that they get are meeting advance public speaker and be the best speaker which can encourage their motivations. It is in line with Curtis Statement that stated that a much more effective and long-lasting form of learning is to involve the learner by creating a meaningful learning experience. The development of language depends on exposure

to some specific linguistic experience.<sup>11</sup> This kind of experience could be in various forms that later on will sharpen language skills such as what is read or heard for the receptive skills and what is spoken or written as the ones enhancing the productive skills.



---

<sup>11</sup> Foreskin Curtis et al. "The Linguistic Development of Genie". *Language* Vol 50 No 1, 2001, 456