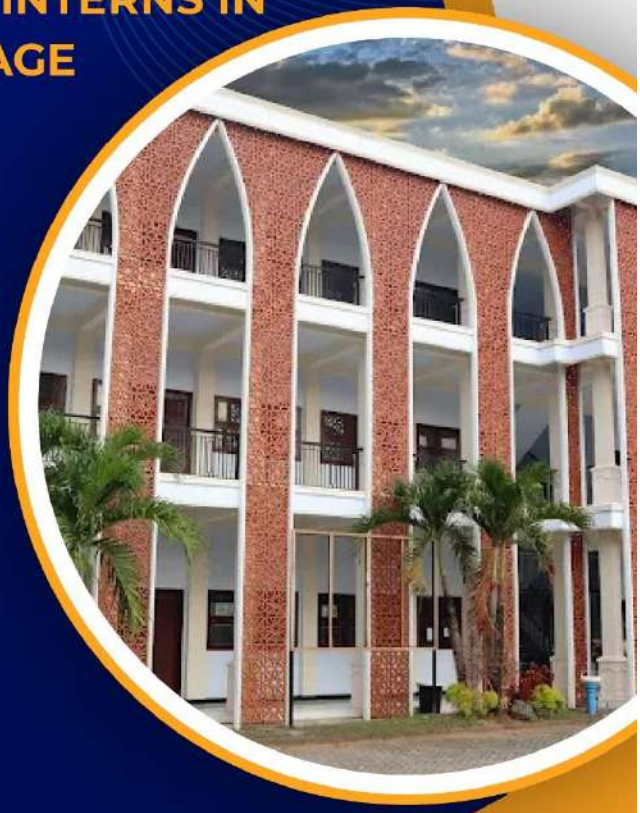
THESIS

EXPLORING EXPERIENTIAL-BASED LEARNING IN DEVELOPING ENGLISH SPEAKING SKILL: A QUALITATIVE STUDY OF ENGLISH STUDENT INTERNS IN FOOD AND BEVERAGE



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MOTTO AND DEDICATION

"Learn, grow, and inspire."

Learning is not merely a journey of self-growth, but a path to becoming a light that benefits and inspires others

This work is lovingly dedicated to my beloved parents and family, whose unwavering prayers, sacrifices, support, and encouragement have become the foundation of my determination. Their love and trust have inspired me to overcome challenges and continue striving for excellence in both academic and personal growth.

This research is also dedicated to my lecturers, supervisor, teachers, friends, and all those who have contributed their knowledge, guidance, and support throughout the research process. May this work serve as a meaningful contribution to education and inspire future researchers to pursue knowledge with sincerity, dedication, and purpose.

Declaration of Authenticity of Thesis

Bismillahirrahmanirrahim Here with I am:

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
2. This Thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Blokagung, 7 Juni 2026

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ABSTRAK

Hidayat, Rahmat. 2026. Exploring Experiential-Based Learning in Developing English Speaking Skills: A Qualitative Study of English Student Interns in Food and Beverage

Penelitian ini bertujuan untuk mengeksplorasi peran *Experiential-Based Learning* dalam pengembangan keterampilan berbicara bahasa Inggris mahasiswa Program Studi Pendidikan Bahasa Inggris yang menjalani program magang di Departemen Food and Beverage Bobby's G-Land Surf Camp. Fokus penelitian ini meliputi: (1) jenis pengalaman pembelajaran berbasis pengalaman yang dialami mahasiswa selama magang, (2) persepsi mahasiswa terhadap peran *Experiential-Based Learning* dalam meningkatkan keterampilan berbicara bahasa Inggris, serta (3) tantangan dan peluang yang mereka alami dalam mengembangkan keterampilan berbicara melalui pembelajaran berbasis pengalaman. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas dua mahasiswa Pendidikan Bahasa Inggris yang mengikuti program magang di Departemen Food and Beverage. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan.

Hasil penelitian menunjukkan bahwa mahasiswa magang memperoleh berbagai pengalaman belajar melalui interaksi langsung dengan tamu internasional, komunikasi dengan rekan kerja, refleksi terhadap pengalaman komunikasi, serta penerapan strategi komunikasi dalam situasi kerja yang nyata. Para peserta memandang *Experiential-Based Learning* sebagai pendekatan yang efektif dalam meningkatkan keterampilan berbicara bahasa Inggris karena memberikan kesempatan untuk menggunakan bahasa Inggris secara autentik dan bermakna. Melalui pengalaman tersebut, mereka mengalami peningkatan dalam aspek kelancaran berbicara (*fluency*), penguasaan kosakata, kepercayaan diri, dan kompetensi komunikatif. Selain itu, penelitian ini menemukan bahwa mahasiswa menghadapi beberapa tantangan, seperti memahami berbagai aksen bahasa Inggris, keterbatasan kosakata, kecemasan berbicara, dan kebutuhan untuk merespons secara spontan. Meskipun demikian, tantangan tersebut justru menjadi peluang belajar yang membantu mereka mengembangkan strategi komunikasi dan meningkatkan kesiapan profesional. Temuan penelitian ini mendukung Teori Pembelajaran Eksperiensial Kolb yang menekankan proses belajar melalui pengalaman konkret, refleksi, konseptualisasi, dan eksperimen aktif dalam situasi nyata.

Kata Kunci: Experiential-Based Learning, keterampilan berbicara bahasa Inggris, program magang, mahasiswa Pendidikan Bahasa Inggris, Food and Beverage Department.

ABSTRACT

Hidayat, Rahmat. 2026. Exploring Experiential-Based Learning in Developing English Speaking Skills: A Qualitative Study of English Student Interns in Food and Beverage

This study aimed to explore the role of Experiential-Based Learning in developing English-speaking skills among English Education student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp. The study focused on: (1) the types of experiential learning experiences encountered by student interns during the internship program, (2) the interns' perceptions of the role of Experiential-Based Learning in improving their English-speaking skills, and (3) the challenges and opportunities they experienced while developing their speaking skills through experiential learning. This research employed a qualitative approach using a case study design. The participants consisted of two English Education student interns working in the Food and Beverage Department. Data were collected through observation, semi-structured interviews, and documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing and verification.

The findings revealed that the interns gained various experiential learning experiences through direct interaction with international guests, workplace communication with colleagues, reflective learning practices, and the application of communication strategies in authentic workplace situations. The participants perceived Experiential-Based Learning as an effective approach for improving their English-speaking skills because it provided meaningful opportunities to use English in real-life communication. Through these experiences, they demonstrated improvements in speaking fluency, vocabulary mastery, self-confidence, and communicative competence. The study also found that the interns encountered several challenges, including understanding different English accents, limited vocabulary, speaking anxiety, and responding spontaneously during conversations. However, these challenges became valuable learning opportunities that encouraged them to develop communication strategies and enhance their professional readiness. The findings support Kolb's Experiential Learning Theory, which emphasizes learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation in authentic contexts.

Keywords: Experiential-Based Learning, English-speaking skills, internship program, English Education students, Food and Beverage Department.

FOREWORD

All praise and gratitude be to Allah SWT for His mercy, guidance, and blessings, which have enabled the writer to complete this proposal report properly and on time. Without His permission and assistance, the writer would not have been able to accomplish the research activities and complete this report successfully.

The preparation of this report serves as a form of accountability for the research conducted by a student of the English Education Study Program, Faculty of Tarbiyah and Teacher Training, KH. Mukhtar Syafa'at University. This research is part of the academic curriculum aimed at providing students with real experience in the field of education, particularly in the teaching and learning process. Through this activity, students are expected to apply the theories they have learned during their studies to real research in the field.

During the implementation of the research and the preparation of this proposal report, the writer realizes that its completion would not have been possible without the support and assistance of many parties. Therefore, with sincere gratitude, the writer would like to express the deepest appreciation to:

1. Allah Subhanahu wa Ta'ala for granting strength and smooth progress throughout the research process.
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10. The writer realizes that this report is still far from perfect, both in terms of content and presentation. However, it is hoped that this report will provide benefits, particularly for other students who will conduct research in the future, as well as for parties concerned with the field of education.

Finally, may all the efforts, experiences, and lessons gained throughout this research serve as valuable provisions for the writer in developing into a competent, professional, and principled educator.

Blokagung, 7 Juni 2026

The Writer,

Rahmat Hidayat

TABLE OF CONTENTS

MOTTO AND DEDICATION v
Declaration of Authenticity of Thesis vi
ACKNOWLEDGEMENT ix
Table of Contents xi
CHAPTER I 1
INTRODUCTION 1
10.1 Research Background 1
10.2 Research Problem 7
10.3 Research Objectives 7
10.4 Research Benefits 7
a. Theoretical Benefits 7
10.5 Definition of Term 8
1. Speaking Skills 8
2. Experiential Learning 8
3. student Internship 8
4. Bobby's G-Land Surf Camp 8
CHAPTER II 1
RELATED LITERATURE REVIEW 1
2.1 Theoretical Review 1
2.2 Experiential-Based Learning 7
2.3 Internship Program 13
2.4 Food and Beverage Department 16
2.5 Experiential-Based Learning and Speaking Skills Development 18
2.6 Previous Study 20
CHAPTER III 24
RESEARCH METHOD 24
3.1 research design 24
3.2 Location and Time of Research 24
3.3. Research Subjects 26
3.4 Informants 26
3.5 Data and Data Sources 27
3.6 Data Collection Procedures 29
3.7 Data Validity 30
3.8 Data Analysis 31

CHAPTER IV....33
FINDING AND DISCUSSION....33
4.1 Research Finding....33
4.2 Discussion....36
CHAPTER V....40
CLOSING....40
5.1 CONCLUSION....40
REFERENCES....44

CHAPTER I

INTRODUCTION

1.1 Research Background

English is widely recognized as an international language that serves as a primary medium of communication among people from different linguistic and cultural backgrounds (Kurniawan, 2024). In the era of globalization, English is used in various fields such as education, business, tourism, technology, and international relations. The ability to communicate in English enables individuals to access global information, build international networks, and participate in worldwide professional activities (Agustina et al., 2024). Therefore, English proficiency has become an essential skill for students and workers who aim to compete in an increasingly interconnected world Among the four language skills—listening, speaking, reading, and writing—speaking is often considered the most important because it reflects a person's ability to communicate ideas effectively in real-life situations. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Through speaking, learners can express opinions, share experiences, and engage in social interactions. However, many English learners face challenges in developing speaking skills due to limited opportunities for practice, lack of confidence, anxiety, and insufficient exposure to authentic communication situations.

Speaking competence is particularly important in professional environments, especially in tourism and hospitality industries where direct interaction with international visitors frequently occurs (Ismail et al., 2025a). Employees working in hotels, restaurants, surf camps, and food and beverage services are often required to communicate with foreign customers using English. Effective speaking skills help workers provide better services, build positive customer relationships, and handle workplace tasks efficiently (Marasabessy et al., 2025). Previous studies have shown that practical communication experiences significantly contribute to the improvement of learners' speaking abilities because they allow students to use English in authentic and meaningful contexts. Therefore, developing English speaking skills has become a crucial objective for students preparing to enter professional and tourism-related workplaces.

Despite the importance of speaking skills, many English Education students still experience difficulties in developing their oral communication abilities (Alvarez et al., 2024). Speaking is often considered one of the most challenging language skills because it requires learners to use vocabulary, grammar, pronunciation, and fluency simultaneously (Selimović-Korjenić, 2026). Many students understand English theoretically but struggle to express their ideas clearly and spontaneously in spoken communication. As a result, there is often a gap between students' linguistic knowledge and their actual speaking performance.

One of the most common challenges faced by English Education students is a lack of confidence when speaking English (Selimović-Korjenić, 2026). Many learners are afraid of making grammatical mistakes, mispronouncing words, or being negatively evaluated by others. This fear often leads to speaking anxiety, which can reduce students' willingness to participate in conversations. In addition, students may have limited opportunities to engage in authentic communication with English speakers, making it difficult for them to develop fluency and communicative competence. Without regular exposure to real-life interactions, students tend to rely heavily on memorized expressions rather than using English naturally and confidently.

Another challenge is that classroom learning sometimes provides limited opportunities for authentic language use (Alvarez et al., 2024). Although speaking activities are commonly included in English courses, interactions in the classroom are often structured and focused on completing academic tasks rather than engaging in genuine communication. Consequently, students may not experience the unpredictable and dynamic nature of real-world conversations. This limitation can hinder the development of practical speaking skills needed in professional settings. Therefore, there is a growing need for learning experiences that allow students to practice English in authentic environments where communication occurs naturally and meaningfully (Larasati et al., 2026).

To address the challenges in developing speaking skills, educators have increasingly explored learning approaches that provide students with meaningful and authentic learning experiences. One approach that has gained significant attention is Experiential-Based Learning (EBL), which emphasizes learning through direct experience and active participation (Gusma et al., 2025) . Unlike traditional teacher-centered instruction, experiential learning encourages students to engage in real-world situations where knowledge is acquired through action, reflection, and practical involvement. This approach allows learners to connect theoretical knowledge with actual experiences, making the learning process more meaningful and relevant to their future professional needs.

The concept of Experiential-Based Learning is strongly associated with Kolb's Experiential Learning Theory (1984), which explains learning as a continuous process in which knowledge is created through the transformation of experience. Kolb proposes a four-stage learning cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Abellana et al., 2025). Concrete experience refers to direct involvement in a particular activity or situation. Reflective observation occurs when learners review and reflect on their experiences. Abstract conceptualization involves developing new ideas, concepts, or understandings based on reflection. Finally, active experimentation refers to applying newly acquired knowledge and skills in future situations. Through this cycle, learners continuously improve their understanding and performance by integrating experience with reflection and practice.

Experiential-Based Learning has significant potential to support the development of English-speaking skills because it provides learners with opportunities to use language in authentic communication contexts (Gusma et al., 2025). Through direct interaction with customers, colleagues, and supervisors, students are encouraged to communicate meaningfully rather than merely practicing language forms in the classroom. These real-life communication experiences help learners improve their fluency, confidence, pronunciation, and ability to respond spontaneously in conversations. Furthermore, by reflecting on their communication experiences and applying what they have learned in subsequent interactions, students can gradually develop stronger speaking competence. Therefore, experiential learning is considered a valuable approach for enhancing speaking skills, particularly in professional environments where English is used as a practical communication tool.

Internship programs are widely recognized as an important component of higher education because they provide students with opportunities to gain practical experience in professional settings. An internship is a structured work-based learning program that allows students to apply the knowledge and skills acquired during their academic studies in real workplace environments (Roshid & Kankaanranta, 2025a). Through internships, students are exposed to professional responsibilities, workplace culture, and industry practices that cannot be fully experienced in classroom settings. As a result, internships help bridge the gap between theoretical learning and practical application, preparing students for future careers.

Internships provide authentic learning environments where students can actively engage in real workplace situations and interact with professionals, colleagues, and customers. In these settings, students are required to apply their academic knowledge to solve practical problems, perform job-related tasks, and communicate effectively in professional contexts. For students working in the hospitality and food and beverage sectors, internships often involve direct interaction with international guests, creating opportunities to use English as a means of communication (Simatupang & Supri, 2024) . Such authentic experiences enable students to develop not only technical competencies but also essential communication skills, including speaking fluency, confidence, and interpersonal abilities.

From the perspective of Experiential-Based Learning, internships represent one of the most practical and effective forms of experiential education. Internship activities reflect Kolb's experiential learning cycle because students gain concrete experiences through workplace participation, reflect on those experiences, develop new understandings, and apply their learning in subsequent situations (Gusma et al., 2025). Through continuous engagement in real-world tasks and interactions, students learn by doing rather than merely learning about concepts theoretically. Therefore, internships can be viewed as a practical implementation of experiential learning that provides meaningful opportunities for students to enhance their professional competencies and develop their English-speaking skills in authentic communication environments.

The Food and Beverage (F&B) department is one of the most important operational divisions in the hospitality and tourism industry. This department is responsible for providing food and beverage services to guests while ensuring customer satisfaction and maintaining service quality standards. Employees working in the F&B department are involved in various activities, including serving meals, preparing dining areas, assisting guests, and coordinating with other departments (Marasabessy et al., 2025). Due to the service-oriented nature of the job, effective communication skills are essential for ensuring smooth interactions and delivering high-quality customer service.

Employees in the Food and Beverage department regularly engage in direct communication with guests throughout their daily work activities (Ismail et al., 2025b). They are required to greet customers, take food and beverage orders, explain menu items, provide recommendations, answer questions, handle special requests, and respond to customer complaints or concerns. These responsibilities demand clear and effective communication to ensure that guests receive accurate information and satisfactory service. In addition, employees must often communicate with colleagues and supervisors to coordinate tasks and maintain efficient workplace operations. Therefore, speaking skills play a crucial role in supporting both customer service and workplace collaboration.

In international tourism settings, the importance of English-speaking skills becomes even more significant because employees frequently interact with guests from different countries and linguistic backgrounds. English often serves as the primary language of communication between staff and international visitors (Marasabessy et al., 2025). As a result, employees must continuously use English to provide information, assist guests, resolve problems, and create positive customer experiences. These frequent communication opportunities allow student interns in the Food and Beverage department to practice English in authentic situations and develop their speaking competence through real-life interactions. Consequently, the F&B workplace offers a valuable environment for experiential learning and the improvement of English-speaking skills.

This study was conducted at Bobby's G-Land Surf Camp, a hospitality and tourism establishment located in G-Land, Banyuwangi, Indonesia. As a well-known surf camp destination, Bobby's G-Land Surf Camp attracts visitors who come to experience the internationally recognized surfing spots in the area. The camp provides accommodation, food and beverage services, and various hospitality facilities designed to meet the needs of both domestic and international guests. Due to its tourism-oriented environment, the camp offers a unique setting where employees and interns are frequently exposed to cross-cultural communication experiences (Ismail et al., 2025b).

One of the distinctive characteristics of Bobby's G-Land Surf Camp is its large number of international guests from different countries and cultural backgrounds. Visitors from countries such as Australia, the United States, Europe, and other regions regularly stay at the camp during surfing seasons. As a result, English serves as the primary medium of communication between staff and guests (Marasabessy et al., 2025). Employees are expected to use English when welcoming visitors, providing information, taking orders, responding to requests, and ensuring guest satisfaction. This environment creates authentic opportunities for language use in real-life situations where effective communication is essential for service delivery.

In this context, two English Education students participated in an internship program in the Food and Beverage department of Bobby's G-Land Surf Camp. During their internship, they were actively involved in various service activities that required direct interaction with international guests. Their responsibilities included taking orders, serving food and beverages, answering guests' questions, and assisting customers throughout their dining experiences. Through these daily interactions, the students were required to use English continuously in authentic communication settings(Roshid & Kankaanranta, 2025). Therefore, their internship experiences provide a valuable context for exploring how experiential-based learning contributes to the development of English-speaking skills in a professional hospitality environment.

Based on a one-month observation conducted at Bobby's G-Land Surf Camp, it was found that the two student interns were regularly involved in communication activities that required the use of English. Throughout their internship in the Food and Beverage department, they interacted with international guests on a daily basis as part of their job responsibilities. The workplace environment provided frequent opportunities for authentic language use, allowing the interns to practice English beyond the structured activities commonly found in classroom settings (Rajendran et al., 2025). These observations suggest that the internship offered a rich context for experiential learning through direct communication experiences.

During the observation period, the interns were seen using English in various service-related situations. They greeted guests upon arrival, took food and beverage orders, explained menu items, delivered meals, responded to guest requests, and answered questions regarding services provided by the camp (Marasabessy et al., 2025). In addition to these formal interactions, the interns also engaged in casual conversations with guests about surfing activities, travel experiences, cultural backgrounds, and daily life topics. Such interactions required them to communicate spontaneously and adapt their language according to different situations and guest needs. As a result, English was used as a practical communication tool rather than merely as an academic subject.

The observation further indicated that these continuous communication experiences appeared to contribute positively to the interns' speaking development (Roshid & Kankaanranta, 2025). Over time, the interns seemed to become more confident when interacting with guests and more comfortable using English in real-life conversations. They demonstrated improvements in fluency, responsiveness, and their ability to maintain conversations with international visitors. Through repeated exposure to authentic communication situations, the interns were able to apply and develop their speaking skills in meaningful ways. These preliminary findings suggest that internship experiences may play an important role in supporting the development of English-speaking competence through experiential-based learning.

Previous studies have widely explored the relationship between experiential learning and the development of English language skills (Selimović-Korjenić, 2026). Many researchers have found that experiential learning can enhance students' engagement, confidence, communication abilities, and overall language proficiency. Similarly, studies on internship programs have highlighted the importance of workplace experiences in helping students apply theoretical knowledge in practical contexts. Research focusing on speaking skills has also demonstrated that authentic communication opportunities can contribute significantly to learners' fluency, confidence, and communicative competence. These findings suggest that experiential

learning and internship experiences have valuable contributions to language development.

However, a review of the existing literature reveals that many studies primarily examine experiential learning within classroom environments or educational programs designed around project-based and activity-based learning. Other studies tend to investigate internship experiences from a general perspective, focusing on professional development, employability skills, or overall learning outcomes rather than specifically examining speaking skill development (Erkir et al., 2025). Although these studies provide useful insights into experiential learning and internships, they often do not explore in detail how students acquire and improve speaking skills through daily communication experiences in specific workplace settings.

Furthermore, there is still limited research investigating how English Education student interns develop their speaking skills through experiential learning in the Food and Beverage department of a surf camp environment. The unique context of a surf camp, where employees frequently interact with international guests from diverse cultural and linguistic backgrounds, offers rich opportunities for authentic English communication (Ismail et al., 2025). Despite the potential of this environment to support speaking development, studies focusing on English Education students' experiences in such settings remain scarce. Therefore, this study seeks to fill this gap by exploring how two English Education student interns at Bobby's G-Land Surf Camp develop their English-speaking skills through experiential-based learning during their internship in the Food and Beverage department.

Based on the issues and research gap identified in the previous sections, this study aims to explore the role of experiential-based learning in developing English speaking skills during internship programs (Gusma et al., 2025). The study seeks to understand how learning through direct workplace experiences contributes to the improvement of students' speaking abilities. By examining authentic communication activities in a professional setting, this research intends to provide a deeper understanding of how experiential learning supports language development beyond traditional classroom instruction.

More specifically, this study focuses on the experiences of two English Education students who completed their internships in the Food and Beverage department at Bobby's G-Land Surf Camp. During their internship, the students were required to communicate regularly with international guests using English in various service-related situations (Marasabessy et al., 2025). Through observations and interviews, this study investigates how this communication experiences influenced their speaking development, including aspects such as confidence, fluency, vocabulary use, and communicative competence. The experiences of these interns provide valuable insights into the learning processes that occur when students engage in authentic workplace interactions.

The findings of this study are expected to contribute to the field of English language learning, particularly in understanding the practical application of experiential-based learning in developing speaking skills. In addition, the study may provide useful information for English Education programs, educators, and internship coordinators regarding the value of workplace-based learning experiences in language development. Furthermore, this research is expected to enrich the existing literature on internship-based education by highlighting the potential of hospitality and tourism workplaces as

meaningful environments for English language learning and professional skill development (Roshid & Kankaanranta, 2025b).

1.2 Research Problem

1.2.1. What kinds of experiential learning experiences do English student interns encounter during their internship in the Food and Beverage department?

1.2.2. How do English student interns perceive the role of experiential-based learning in improving their English-speaking skills during the internship program?

1.2.3. What challenges and opportunities do English student interns experience when developing their English-speaking skills through experiential-based learning in the Food and Beverage department?

1.3 Research Objectives

1.3.1. To identify and describe the kinds of experiential learning experiences encountered by English student interns during their internship in the Food and Beverage department.

1.3.2. To explore English student interns' perceptions of the role of experiential-based learning in improving their English-speaking skills during the internship program.

1.3.3. To investigate the challenges and opportunities experienced by English student interns in developing their English-speaking skills through experiential-based learning in the Food and Beverage department.

1.4 Research Benefits

1. Theoretical Benefits

This study is expected to contribute to the development of knowledge in the field of English language education, particularly regarding the implementation of experiential-based learning in improving English speaking skills. By exploring the real experiences of English student interns in the Food and Beverage department, this research provides deeper insights into how experiential learning principles are applied in authentic workplace settings. Furthermore, the findings are expected to enrich the existing literature on speaking skill development, internship-based learning, and experiential learning theory, especially within the context of English Education students participating in hospitality-related internship programs.

2. Practical Benefits

Practically, this study is expected to provide valuable benefits for several stakeholders. For English Education students, the findings may offer a better understanding of how internship experiences can enhance English speaking skills through direct interaction and communication in the workplace. For lecturers and educational institutions, the study can serve as a reference for designing internship programs that effectively integrate experiential-based learning into English language learning. Additionally, for internship providers, particularly in the Food and Beverage sector, the findings may help create a supportive learning

environment that encourages students to develop their speaking competence through meaningful real-world communication experiences.

1.5 **Definition of Term**

1. Speaking Skills

Speaking skills refer to the ability to express ideas, opinions, feelings, and information effectively through oral communication using appropriate vocabulary, grammar, pronunciation, and fluency. Speaking is one of the essential productive skills in English language learning because it enables learners to interact and communicate in real-life situations. In this study, speaking skills refer to the English communication abilities developed and demonstrated by English Education student interns while performing their duties and interacting with guests, supervisors, and coworkers in the Food and Beverage department at Bobby's G-Land Surf Camp.

2. Experiential Learning

Experiential learning is a learning process through which individuals acquire knowledge, skills, and understanding by engaging in direct experiences and reflecting on those experiences. Based on experiential learning theory, learning occurs when learners actively participate in authentic activities, observe the outcomes, reflect on their experiences, and apply the knowledge gained to future situations. In this study, experiential learning refers to the learning experiences gained by English Education student interns through their daily work activities, interactions, and communication practices in the Food and Beverage department, which contribute to the development of their English-speaking skills.

3. student Internship

Student internship is a structured work-based learning program that allows students to gain practical experience in a professional environment related to their academic field. Through internships, students have opportunities to apply classroom knowledge, develop workplace competencies, and enhance their professional and communication skills. In this study, student internship refers to the internship program undertaken by English Education students in the Food and Beverage department, where they engage in real workplace tasks and use English as a means of communication with international and local guests.

4. Bobby's G-Land Surf Camp

Bobby's G-Land Surf Camp is a hospitality and tourism establishment located in the G-Land area of Banyuwangi, East Java, Indonesia, which is internationally recognized as a popular surfing destination. The camp

accommodates guests from various countries, creating an English-rich environment that supports authentic communication and learning experiences. In this study, Bobby's G-Land Surf Camp serves as the research setting where English Education student interns participate in internship activities within the Food and Beverage department and experience experiential-based learning that facilitates the development of their English-speaking skills.

CHAPTER II

RELATED LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Definition of Speaking

Speaking is one of the most essential skills in language learning because it enables learners to communicate ideas, feelings, opinions, and information effectively. As a productive skill, speaking requires learners to actively produce language through verbal communication. According to H. Douglas Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This definition highlights that speaking is not merely the act of uttering words but also involves understanding and responding to others during communication (Lander, 1995). Therefore, speaking plays a significant role in facilitating meaningful interaction in both academic and real-life contexts.

Similarly, David Nunan (2003) states that speaking is the productive oral skill consisting of systematic verbal utterances used to convey meaning. He emphasizes that speaking is a crucial component of language proficiency because it allows learners to express themselves and engage in social interactions. Through speaking activities, learners can practice vocabulary, grammar, pronunciation, and fluency simultaneously (Saputro, 2025). Consequently, speaking serves as a practical means for learners to apply their language knowledge in authentic communication situations.

Furthermore, Scott Thornbury (2005) defines speaking as a real-time activity in which speakers must organize their thoughts and produce language instantly (Saputro, 2025). Unlike writing, speaking often occurs spontaneously and requires quick processing of linguistic and contextual information. This characteristic makes speaking one of the most challenging skills for language learners. Learners need to develop confidence, fluency, and accuracy to communicate effectively in various situations.

As a productive language skill, speaking involves the active use of language to express messages and interact with others (School of Foreign Languages, Kunming University, China & Yu, 2017). It requires learners to integrate several language components, including pronunciation, vocabulary, grammar, fluency, and comprehension. Successful speaking performance demonstrates not only linguistic competence but also the ability to use language appropriately in social contexts. Therefore, speaking is considered a key indicator of language mastery and communicative competence.

The importance of speaking in language learning cannot be overstated. In the context of English as a Foreign Language (EFL), speaking is often regarded as the primary goal of language learning because it enables learners to communicate effectively in international settings. Good speaking skills can enhance academic success, professional opportunities, and intercultural communication. For English Education students, particularly those participating in internship programs such as those at Bobby's G-Land Surf Camp, speaking skills are essential for interacting with guests, colleagues, and supervisors. Through authentic communication experiences, students can develop greater confidence and proficiency in using English in real-world situations. Thus, speaking serves as a vital skill that supports both language development and professional growth.

2.1.2 Components of Speaking

1. Pronunciation

Pronunciation refers to the way speakers produce sounds, words, and sentences in a language. It includes the correct articulation of vowels, consonants, stress, rhythm, and intonation. According to H. Douglas Brown (2004), pronunciation is an essential component of speaking because it affects the clarity and intelligibility of communication. Even when learners have a good command of vocabulary and grammar, ineffective pronunciation may cause misunderstandings. Therefore, developing accurate pronunciation helps learners communicate their ideas more effectively and confidently in English-speaking situations.

2. Vocabulary

Vocabulary is the collection of words that learners know and use to express their thoughts and ideas. A rich vocabulary enables speakers to communicate more accurately and appropriately in different contexts. According to David Nunan (2003), vocabulary is a fundamental element of language proficiency because learners need sufficient lexical knowledge to participate in meaningful communication. The more vocabulary learners possess, the easier it becomes for them to explain opinions, describe experiences, and interact with others. Thus, vocabulary plays a crucial role in supporting effective speaking performance.

3. Grammar

Grammar refers to the system of rules that governs how words are arranged into meaningful sentences. In speaking, grammar helps speakers convey messages clearly and accurately. Penny Ur (1996) explains that grammatical competence allows learners to produce correct sentence structures and avoid ambiguity in communication. Although spoken language is often less formal than written language, speakers still need an adequate understanding of grammar to ensure that their messages are understandable. Therefore, grammar contributes significantly to the accuracy and effectiveness of spoken communication.

4. Fluency

Fluency is the ability to speak smoothly, naturally, and continuously with minimal hesitation or pauses. According to Scott Thornbury (2005), fluency involves the capacity to express ideas in real time without excessive effort in language processing. Fluent speakers can maintain the flow of conversation, respond appropriately, and communicate ideas efficiently. While occasional mistakes may occur, fluent speakers prioritize meaningful communication rather than perfect accuracy. Consequently, fluency is often regarded as an important indicator of successful speaking ability.

5. Comprehension

Comprehension refers to the ability to understand spoken language and respond appropriately during communication. Speaking is not only about producing language but also about interpreting and understanding messages from others. According to Arthur Hughes (2003), comprehension is a key aspect of communicative competence because effective interaction requires speakers to understand questions, instructions, and conversational cues. Good comprehension enables learners to participate actively in discussions, maintain conversations, and provide relevant responses. Therefore, comprehension supports successful communication and enhances overall speaking performance.

In conclusion, speaking skills consist of several interconnected components, namely pronunciation, vocabulary, grammar, fluency, and comprehension. These components work together to help learners communicate effectively and confidently. For English Education student interns at Bobby's G-Land Surf Camp, the development of these speaking components is particularly important because their internship experiences require frequent interaction with international guests and colleagues, providing valuable opportunities to improve their English-speaking proficiency in authentic workplace settings.

2.1.3. Functions of Speaking

1. Interactional Speaking

Interactional speaking refers to the use of language for establishing and maintaining social relationships. The primary purpose of this type of speaking is not to exchange information but to create social connections and build rapport among speakers. According to Jack C. Richards (2008), interactional speaking commonly occurs in everyday conversations such as greetings, small talk, expressing feelings, and maintaining friendly communication. Through interactional speaking, learners develop their ability to engage in social interactions, demonstrate politeness, and foster positive relationships with others. In the context of internships, English student interns often use interactional speaking when welcoming guests, engaging in casual conversations, or communicating with colleagues.

2. Transactional Speaking

Transactional speaking is used primarily to exchange information, accomplish tasks, or solve problems. Unlike interactional speaking, the focus is on conveying messages clearly and accurately rather than maintaining social relationships. According to Jack C. Richards (2008), transactional speaking involves activities such as giving directions, explaining procedures, asking for information, and discussing work-related matters. Effective transactional speaking requires speakers to communicate ideas logically and ensure that listeners understand the intended message. During internships in the Food and Beverage department, student interns frequently engage in transactional speaking when taking orders, explaining menu items, responding to guest inquiries, and coordinating tasks with coworkers.

3. Performance Speaking

Performance speaking refers to speaking that is intended for an audience and often involves a more formal and organized presentation of information. According to Jack C. Richards (2008), performance speaking includes activities such as presentations, speeches, public announcements, storytelling, and oral reports. This type of speaking generally requires careful preparation, appropriate language use, and effective delivery techniques. Speakers are expected to communicate ideas clearly, confidently, and systematically to achieve a specific purpose. For English student interns, performance speaking may occur when presenting information to guests, explaining services, participating in training sessions, or delivering reports to supervisors.

In summary, speaking serves different functions in communication, namely interactional, transactional, and performance speaking. Each function requires distinct communicative skills and serves different purposes, ranging from building social relationships to exchanging information and delivering formal presentations. Through experiential learning during internships at Bobby's G-Land Surf Camp, English student interns have opportunities to practice all three functions of speaking in authentic workplace situations, which can contribute significantly to the development of their English-speaking skills.

2.1.4. Challenges in Speaking English

1. Lack of Confidence

One of the most common challenges in developing English-speaking skills is a lack of confidence. Many learners hesitate to speak English because they are unsure of their language abilities and fear making mistakes. According to H. Douglas Brown (2007), confidence plays a crucial role in language learning because learners who believe in their abilities are more willing to participate in communication activities. Conversely, learners with low self-confidence often avoid speaking opportunities, which can hinder the development of their speaking proficiency. Therefore, building confidence is essential for encouraging active participation in English communication.

2. Speaking Anxiety

Speaking anxiety is another significant obstacle faced by English language learners. It refers to feelings of nervousness, fear, or tension when communicating in a foreign language. According to Elaine K. Horwitz et al. (1986), foreign language anxiety can negatively affect learners' performance by reducing their willingness to speak and limiting their ability to express ideas effectively. Learners often worry about being judged by others, making grammatical errors, or mispronouncing words. As a result, they may experience difficulty speaking fluently, even when they possess adequate language knowledge. Reducing anxiety through supportive learning environments and frequent practice can help learners improve their speaking skills.

3. Limited Vocabulary

Limited vocabulary is a major challenge that affects learners' ability to communicate effectively in English. Vocabulary provides the linguistic resources necessary for expressing thoughts, opinions, and experiences. According to David Nunan (2003), learners who have insufficient vocabulary often struggle to convey their intended meanings and may experience frequent communication breakdowns. This limitation can lead to hesitation, repetition, and reduced confidence during conversations. Consequently, expanding vocabulary knowledge is essential for enhancing speaking fluency and communicative competence.

4. Lack of Authentic Communication Opportunities

Another challenge in learning to speak English is the lack of authentic communication opportunities. Many English learners study the language primarily in classroom settings, where communication activities may not fully reflect real-life situations. According to David Kolb (1984), meaningful learning occurs when individuals engage in direct experiences and apply their knowledge in practical contexts. Without authentic opportunities to interact with English speakers, learners may find it difficult to develop fluency, confidence, and communicative competence. Therefore, real-world experiences such as internships, workplace interactions, and social communication are valuable for helping learners practice English in meaningful situations.

In conclusion, English learners commonly face several challenges in developing speaking skills, including lack of confidence, speaking anxiety, limited vocabulary, and insufficient authentic communication opportunities. These challenges can hinder learners' ability to communicate effectively and confidently. In the context of internships at Bobby's G-Land Surf Camp, student interns may encounter these difficulties while interacting with international guests and colleagues. However, continuous exposure to authentic communication situations can help them gradually overcome these challenges and improve their English-speaking proficiency.

2.1.5. Speaking Development in Real-Life Contexts

1. Importance of Authentic Communication

Authentic communication plays a vital role in the development of English-speaking skills because it allows learners to use language in meaningful and realistic situations.

Unlike classroom-based activities that may focus primarily on language forms, authentic communication requires learners to interact spontaneously and respond to real communicative needs. According to David Kolb (1984), learning becomes more effective when individuals gain knowledge through direct experience and reflection. Through authentic communication, learners are exposed to natural language use, cultural expressions, and real-world interactions that help improve their fluency, confidence, and communicative competence. Furthermore, authentic communication encourages learners to apply their vocabulary, grammar, and pronunciation skills in practical situations, making language learning more meaningful and effective.

Authentic communication also provides opportunities for learners to develop problem-solving and interpersonal communication skills. When interacting in real-life contexts, learners must negotiate meaning, clarify misunderstandings, and adapt their language to different situations and audiences. According to Lev Vygotsky (1978), learning occurs through social interaction and collaboration with others. Therefore, engaging in authentic communication enables learners to acquire language naturally while participating in meaningful social activities. For English Education student interns, workplace environments such as Bobby's G-Land Surf Camp offer valuable opportunities to practice English in authentic settings where communication serves real purposes rather than merely fulfilling academic requirements.

2. Speaking Development through Interaction with Native and Non-Native Speakers

Interaction with both native and non-native English speakers contribute significantly to the development of speaking skills. Through regular communication, learners gain exposure to various accents, vocabulary choices, communication styles, and cultural perspectives. According to Michael H. Long (1996), language acquisition is facilitated through interaction because learners receive input, negotiate meaning, and obtain feedback during conversations. These interactions help learners identify language gaps and improve their ability to communicate effectively in different contexts.

Communication with native speakers provides learners with opportunities to experience authentic language use and natural conversational patterns. Native speakers often expose learners to idiomatic expressions, pronunciation features, and cultural nuances that may not be fully presented in textbooks. At the same time, interaction with non-native speakers is equally valuable because it reflects the reality of English as an international language. Many global communication settings involve conversations among non-native speakers who use English as a common means of communication. Such interactions help learners develop flexibility, intelligibility, and confidence when communicating with people from diverse linguistic backgrounds.

For English student interns working in the Food and Beverage department, interactions with international guests and colleagues can provide rich opportunities for speaking development. Through daily communication, learners practice expressing ideas, responding to questions, handling requests, and maintaining conversations in English. These experiences allow them to improve not only their linguistic competence but also their confidence and communicative effectiveness. Consequently, real-life interactions

with both native and non-native speakers serve as an important source of experiential learning that supports the continuous development of English-speaking skills.

2.2 Experiential-Based Learning

2.2.1. Definition of Experiential-Based Learning

Experiential-Based Learning (EBL) is a learning approach that emphasizes the importance of direct experience as the foundation for acquiring knowledge and developing skills (Dewey, 1986a). Unlike traditional learning methods that focus mainly on theoretical instruction, experiential learning encourages learners to actively engage in real-life situations and reflect on their experiences to construct meaningful understanding. This approach views learning as a process in which knowledge is created through the transformation of experience. As a result, learners become active participants in their own learning rather than passive recipients of information (Chan, 2021).

According to David Kolb (1984), experiential learning is "the process whereby knowledge is created through the transformation of experience." Kolb explains that learning occurs when individuals engage in concrete experiences, reflect on those experiences, develop abstract concepts, and apply their new understanding in different situations (Kolb & Kolb, 2009). This cyclical process, known as the Experiential Learning Cycle, highlights the continuous relationship between experience, reflection, conceptualization, and action. Through this process, learners are able to connect theory with practice and develop a deeper understanding of what they learn.

Similarly, John Dewey (1938) argues that education should be grounded in meaningful experiences that promote growth and learning. Dewey emphasizes that learners gain valuable knowledge when they actively interact with their environment and reflect on the consequences of their actions (Dewey, 1986). He believes that experience and reflection are inseparable elements of effective learning. Therefore, learning becomes more meaningful when learners are involved in authentic activities that relate to real-life contexts.

In addition, Carl Rogers (1969) states that experiential learning is self-initiated learning in which individuals learn best through active participation and personal involvement. According to Rogers, learners are more motivated and retain knowledge more effectively when they are directly engaged in the learning process. This perspective highlights the learner-centered nature of experiential learning, where personal experiences become valuable sources of knowledge and skill development.

Learning through direct experience is particularly important in language education because it allows learners to use language in authentic situations rather than merely studying linguistic rules (Nguyen & Truong, 2025). Through real-life interactions, learners can practice communication skills, solve problems, and adapt their language use to different contexts. Experiential-Based Learning provides opportunities for learners to apply classroom knowledge in practical settings, thereby enhancing both language proficiency and professional competence. In internship programs, for example, students learn by interacting with guests, colleagues, and supervisors while performing actual workplace tasks.

In the context of this study, Experiential-Based Learning refers to the process through which English Education student interns develop their English-speaking skills by engaging in authentic workplace experiences at Bobby's G-Land Surf Camp. Through daily interactions and practical responsibilities in the Food and Beverage department, students gain opportunities to learn English naturally, reflect on their experiences, and improve their communication abilities (Musa et al., 2023). Therefore, experiential learning serves as a valuable framework for understanding how real-world experiences contribute to the development of English-speaking skills.

2.2.2. Kolb's Experiential Learning Theory (1984)

David Kolb (1984) developed the Experiential Learning Theory (ELT), which explains learning as a continuous process based on experience. According to Kolb, learning occurs when individuals transform their experiences into knowledge through a cycle consisting of four interconnected stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. This theory emphasizes that effective learning is not simply the acquisition of information but a process of experiencing, reflecting, thinking, and applying. In language learning, particularly in internship settings, Kolb's theory provides a useful framework for understanding how learners develop skills through real-world experiences.

1. Concrete Experience

Concrete Experience is the first stage of Kolb's learning cycle, where learners actively engage in a new experience or encounter a specific situation. At this stage, learning begins through direct involvement in real-life activities rather than through theoretical instruction alone. Learners gain firsthand experiences that provide the foundation for future learning. In the context of English-speaking development, Concrete Experience may occur when student interns interact with international guests, respond to customer requests, or communicate with colleagues in English. These authentic experiences expose learners to real communication challenges and opportunities, allowing them to use English in meaningful situations.

2. Reflective Observation

Reflective Observation is the stage in which learners carefully reflect on and evaluate their experiences. After participating in an activity, learners think about what happened, how they responded, and what they learned from the experience. Reflection enables learners to identify strengths, weaknesses, and areas for improvement. According to Kolb, this stage is essential because learning becomes meaningful when individuals analyze their experiences critically. For example, English student interns may reflect on conversations with guests, consider communication difficulties they encountered, and evaluate the effectiveness of their speaking strategies. Through reflection, learners gain a deeper understanding of their language use and communication performance.

3. Abstract Conceptualization

Abstract Conceptualization refers to the process of developing ideas, concepts, or theories based on reflection. At this stage, learners interpret their experiences and form new understandings that can guide future actions. They connect practical experiences with existing knowledge and identify principles that explain what they have learned. In language learning, learners may realize the importance of specific vocabulary, grammatical structures, pronunciation patterns, or communication strategies after reflecting on their interactions. These insights help learners construct a more organized understanding of language use and prepare them for similar situations in the future.

4. Active Experimentation

Active Experimentation is the final stage of the learning cycle, where learners apply their newly acquired knowledge and understanding to new situations. At this stage, learners test ideas, try different strategies, and implement what they have learned from previous experiences. The outcomes of these actions generate new experiences, thereby continuing the learning cycle. For English student interns, Active Experimentation may involve using newly learned vocabulary when serving guests, improving pronunciation during conversations, or applying communication strategies that were developed through reflection. By actively practicing and adapting their language use, learners enhance their speaking proficiency and gain greater confidence in real-world communication.

In summary, Kolb's Experiential Learning Theory explains learning as a cyclical process involving Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. These four stages work together to transform experience into meaningful knowledge and skill development. In the context of internships at Bobby's G-Land Surf Camp, English Education student interns continuously move through these stages as they interact with guests, reflect on their experiences, develop new understandings, and apply their learning in subsequent communication situations. Therefore, Kolb's theory provides a strong theoretical foundation for examining how experiential-based learning contributes to the development of English-speaking skills.

2.2.3. Characteristics of Experiential-Based Learning

Experiential-Based Learning (EBL) is characterized by active learner participation, reflection, practical engagement, and the application of knowledge in real-life situations. Unlike traditional teacher-centered approaches, experiential learning emphasizes the role of learners as active participants who construct knowledge through direct experience. According to David Kolb (1984), learning becomes most effective when learners engage in experiences, reflect on them, develop new understandings, and apply those understandings in practice. Several key characteristics distinguish experiential-based learning from other learning approaches, including student-centered learning, reflection on experience, learning by doing, and real-world application.

1. Student-Centered Learning

One of the main characteristics of experiential-based learning is its student-centered nature. In this approach, learners take an active role in the learning process rather than passively receiving information from instructors. According to Carl Rogers

(1969), meaningful learning occurs when learners are personally involved in discovering knowledge and solving problems. Students are encouraged to make decisions, explore experiences, and take responsibility for their own learning. As a result, learning becomes more engaging, relevant, and meaningful. In internship settings, student interns actively participate in workplace activities and develop skills through direct involvement in daily tasks and interactions.

2. Reflection on Experience

Reflection is another essential characteristic of experiential-based learning. Learners are encouraged to think critically about their experiences in order to gain deeper understanding and identify lessons that can be applied in future situations. According to John Dewey (1938), experience alone does not automatically result in learning; rather, learning occurs when individuals reflect on their experiences and derive meaning from them. Through reflection, learners evaluate their actions, recognize strengths and weaknesses, and develop strategies for improvement. In the context of English-speaking development, student interns may reflect on their communication experiences with guests and colleagues to improve their language skills and professional performance.

3. Learning by Doing

Learning by doing is a fundamental principle of experiential-based learning. This characteristic emphasizes that learners acquire knowledge and skills more effectively when they actively perform tasks rather than simply study theoretical concepts. According to David Kolb (1984), direct participation in activities allows learners to connect theory with practice and develop practical competencies. Through hands-on experiences, learners gain opportunities to solve real problems, make decisions, and apply their knowledge in meaningful contexts. For English Education student interns, learning by doing occurs when they communicate with guests, handle customer service situations, and perform responsibilities in the Food and Beverage department using English as a medium of communication.

4. Real-World Application

Another important characteristic of experiential-based learning is its emphasis on real-world application. Learning activities are designed to reflect authentic situations that learners may encounter outside the classroom. According to John Dewey (1938), education should prepare learners to function effectively in society by connecting learning experiences to real-life contexts. Real-world application enables learners to see the relevance of their knowledge and develop skills that are useful in professional and social environments. In internship programs, learners apply classroom knowledge directly in workplace settings, allowing them to gain practical experience while developing professional competence and communication skills.

In conclusion, experiential-based learning is characterized by student-centered learning, reflection on experience, learning by doing, and real-world application. These characteristics create meaningful learning opportunities that encourage learners to actively engage with their environment and develop knowledge through direct experience. In the context of internships at Bobby's G-Land Surf Camp, these characteristics support the development of English-speaking skills by providing student

interns with authentic opportunities to communicate, reflect, and apply their learning in real workplace situations. Through such experiences, learners can enhance both their language proficiency and professional readiness.

2.2.4. Benefits of Experiential-Based Learning

Experiential-Based Learning (EBL) offers numerous benefits for learners by providing opportunities to acquire knowledge and skills through direct experience. This learning approach encourages active participation, meaningful reflection, and practical application of knowledge in real-life contexts. According to David Kolb (1984), learning becomes more effective when individuals are actively involved in experiences that allow them to connect theory with practice. Through experiential learning, students can develop not only academic knowledge but also essential personal and professional skills. Some of the major benefits of experiential-based learning include increased engagement, improved communication skills, the development of professional competencies, and enhanced problem-solving abilities.

1. Increased Engagement

One of the primary benefits of experiential-based learning is increased learner engagement. Unlike traditional lecture-based instruction, experiential learning requires students to actively participate in activities, discussions, and real-world tasks. According to John Dewey (1938), learners are more motivated when they are directly involved in meaningful experiences that relate to their interests and needs. Active participation encourages learners to take ownership of their learning process and become more invested in achieving learning outcomes. As a result, experiential learning often leads to higher levels of motivation, enthusiasm, and commitment to learning.

2. Improved Communication Skills

Experiential-based learning also contributes significantly to the improvement of communication skills. Through direct interaction with others in authentic situations, learners have opportunities to practice speaking, listening, and interpersonal communication skills. According to Lev Vygotsky (1978), learning occurs through social interaction, where individuals construct knowledge by communicating and collaborating with others. In experiential learning environments, students regularly engage in discussions, teamwork, and problem-solving activities that require effective communication. For English language learners, these experiences can enhance speaking fluency, confidence, vocabulary development, and overall communicative competence.

3. Development of Professional Competencies

Another important benefit of experiential-based learning is the development of professional competencies. Through participation in authentic workplace experiences, learners acquire practical skills that are essential for their future careers. Experiential learning helps students develop responsibility, teamwork, adaptability, leadership, time management, and customer service skills. According to David Kolb (1984), direct experience enables learners to apply theoretical knowledge in professional settings and gain a deeper understanding of workplace expectations. Consequently, experiential learning prepares students to transition more effectively from academic environments to professional careers.

4. Enhanced Problem-Solving Abilities

Experiential-based learning also enhances learners' problem-solving abilities by exposing them to real-world challenges and decision-making situations. During experiential activities, learners are often required to analyze situations, identify solutions, and evaluate outcomes. According to John Dewey (1938), learning is strengthened when individuals actively engage in inquiry and problem-solving processes. By encountering authentic challenges, learners develop critical thinking skills and learn how to adapt their knowledge to different contexts. These experiences help them become more independent, resourceful, and capable of addressing complex situations effectively.

In conclusion, experiential-based learning provides various educational and professional benefits, including increased engagement, improved communication skills, the development of professional competencies, and enhanced problem-solving abilities. These benefits make experiential learning an effective approach for preparing students to succeed in both academic and professional environments. In the context of internships at Bobby's G-Land Surf Camp, experiential-based learning enables English Education student interns to develop their English-speaking skills while simultaneously gaining valuable workplace experience, professional competence, and practical problem-solving abilities. Such experiences contribute significantly to their overall personal and career development.

2.2.5. Experiential-Based Learning in Language Learning

1. Relationship between Experience and Language Acquisition

Experiential-Based Learning has a strong connection with language acquisition because language is most effectively learned when it is used in meaningful and authentic contexts. Rather than learning language solely through memorization and classroom instruction, learners acquire language more naturally when they engage in real-life communication and practical experiences. According to David Kolb (1984), knowledge is created through the transformation of experience, meaning that learners develop understanding by actively participating in experiences and reflecting on them. In language learning, this process allows learners to use vocabulary, grammar, pronunciation, and communication strategies in authentic situations, thereby facilitating deeper and more meaningful language acquisition.

Similarly, Stephen Krashen (1985) emphasizes that language acquisition occurs when learners are exposed to meaningful and comprehensible input in natural communication settings. Experiential learning provides such opportunities by placing learners in environments where English is used for genuine purposes rather than merely as a classroom subject. Through direct interaction with others, learners receive language input, practice language output, and develop communicative competence simultaneously. As a result, experiential learning supports both linguistic development and the ability to use language effectively in real-world contexts.

Furthermore, Michael H. Long (1996) argues that interaction plays a crucial role in language acquisition because learners develop language through communication and negotiation of meaning. Experiential learning environments encourage learners to interact with various speakers, ask questions, solve communication problems, and adapt their language use according to different situations. These experiences help learners improve fluency, confidence, and overall speaking proficiency. Therefore, authentic

experiences serve as an important foundation for successful language acquisition and communicative development.

2. Previous Findings Regarding Experiential Learning and Speaking Development

Previous studies have demonstrated that experiential learning positively contributes to the development of English-speaking skills. Many researchers have found that learners who participate in authentic communication activities tend to show greater improvement in fluency, confidence, and communicative competence than those who rely solely on traditional classroom instruction. Experiential learning enables learners to practice language in meaningful situations, allowing them to develop speaking skills through continuous interaction and reflection.

Several studies have reported that internship programs, workplace learning, field experiences, and project-based activities provide valuable opportunities for speaking development. Through these experiences, learners are exposed to authentic communication demands that require them to use English actively and spontaneously. Researchers have found that experiential learning environments help learners expand their vocabulary, improve pronunciation, increase confidence, and reduce speaking anxiety. In addition, real-world communication encourages learners to become more independent and adaptable when using English in diverse situations.

Research in hospitality and tourism settings has also highlighted the effectiveness of experiential learning for language development. Students who interact regularly with international guests often demonstrate significant improvements in speaking fluency and communicative competence because they are required to use English as a practical tool for communication. These findings suggest that workplace-based learning environments provide rich opportunities for language acquisition through authentic interaction and meaningful experience.

Despite the growing body of research on experiential learning and language development, studies focusing specifically on English Education student interns in Food and Beverage departments remain limited. Most previous research has examined general internship experiences, hospitality students, or language learners in broader contexts. Therefore, there is a need for further investigation into how experiential-based learning contributes to the development of English-speaking skills among English Education student interns. This study seeks to address this gap by exploring the experiences of two English Education student interns at Bobby's G-Land Surf Camp and examining how their internship experiences support the development of their English-speaking skills through experiential learning processes.

2.3 Internship Program

2.3.1. Definition of Internship

An internship is a structured learning program that enables students to gain practical experience in a professional work environment while applying the knowledge and skills acquired during their academic studies (Robles et al., 2025). From an educational perspective, an internship is considered an integral part of the learning process because it connects theoretical knowledge gained in the classroom with practical application in real-world settings. According to National Association of Colleges and Employers, internships are forms of experiential learning that integrate academic learning with practical experience, allowing students to develop both professional

competencies and personal skills. Through internships, students can deepen their understanding of their field of study and gain valuable insights into workplace practices.

From a workplace perspective, an internship provides students with opportunities to participate directly in organizational activities and perform tasks related to their future professions (Wijaya et al., 2024). Interns are exposed to actual workplace responsibilities, professional interactions, and organizational culture, which help them understand the expectations and demands of the working world. According to David Kolb (1984), meaningful learning occurs when individuals engage in authentic experiences and reflect upon them. Therefore, internships serve as an effective means of learning through direct experience, enabling students to develop practical skills, professional attitudes, and problem-solving abilities in real work environments.

For English Education students, internships provide opportunities to use English in authentic communication situations while developing professional competencies (Wicaksono et al., 2025). Through interactions with guests, colleagues, and supervisors in workplace settings such as Bobby's G-Land Surf Camp, students can improve their English-speaking skills and gain valuable workplace experience. Consequently, internships function not only as professional training programs but also as important learning experiences that contribute to students' academic, linguistic, and career development.

2.3.2. Internship as Experiential Learning

Internships are widely recognized as one of the most effective forms of Experiential-Based Learning (EBL) because they provide students with opportunities to learn through direct involvement in real-world work environments. Experiential-Based Learning emphasizes the idea that knowledge is constructed through experience, reflection, and active participation. According to David Kolb (1984), learning occurs through a cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Internship programs embody these principles by allowing students to engage in authentic workplace activities, reflect on their experiences, develop new understandings, and apply their learning to future tasks. Therefore, internships can be viewed as a practical implementation of Experiential-Based Learning because they combine academic knowledge with hands-on professional experience.

Through internships, students learn by doing rather than merely studying theoretical concepts in the classroom. They participate directly in workplace operations, interact with customers and colleagues, solve real problems, and perform responsibilities that mirror professional practice. This active involvement enables learners to develop practical skills and professional competencies while gaining a deeper understanding of their field of study. According to John Dewey (1938), meaningful learning takes place when individuals engage in authentic experiences and connect those experiences to future actions. In this sense, internships provide valuable learning opportunities because students encounter real situations that require them to apply their knowledge and adapt to workplace demands.

Learning through workplace participation is particularly beneficial for language development. For English Education students, workplace interactions create authentic communication opportunities that cannot be fully replicated in classroom settings.

Through daily communication with guests, colleagues, and supervisors, students practice using English for meaningful purposes such as providing information, responding to requests, solving problems, and maintaining professional relationships. These experiences help learners improve their speaking fluency, confidence, vocabulary, and communicative competence. As they participate in workplace activities, students continuously learn from their successes and challenges, making the learning process dynamic and reflective.

In the context of this study, the internship program at Bobby's G-Land Surf Camp represents a practical example of Experiential-Based Learning. By working in the Food and Beverage department, English Education student interns are exposed to authentic communication situations that require them to use English in real-life contexts. Through active workplace participation, reflection on their experiences, and continuous practice, students develop both professional competencies and English-speaking skills. Consequently, internships serve as an effective experiential learning environment that supports meaningful language acquisition and professional growth.

2.3.3. Benefits of Internship for English Education Students

Internships provide numerous benefits for English Education students by offering opportunities to apply language knowledge and develop professional skills in authentic workplace environments. One of the most significant benefits is communication practice. During internships, students are required to use English in real-life situations, such as interacting with guests, responding to inquiries, providing information, and collaborating with colleagues. Unlike classroom activities, workplace communication involves genuine purposes and spontaneous interactions, allowing students to practice speaking skills in meaningful contexts. Through continuous communication practice, students can improve their fluency, pronunciation, vocabulary, and confidence in using English. As a result, internships become an effective platform for strengthening communicative competence and developing practical language skills.

Another important benefit of internships is the opportunity for professional interaction. Through direct involvement in workplace activities, students learn how to communicate appropriately within professional settings and develop essential interpersonal skills. They interact with supervisors, coworkers, customers, and other stakeholders, which helps them understand workplace etiquette, teamwork, and professional responsibilities. According to David Kolb (1984), learning is enhanced when individuals actively participate in authentic experiences. Professional interactions during internships enable students to develop communication strategies, problem-solving abilities, adaptability, and professional confidence that are essential for future careers. Consequently, internships help students bridge the gap between academic learning and workplace expectations.

Language exposure is another valuable benefit gained through internship experiences. In workplaces that involve communication with people from diverse linguistic and cultural backgrounds, students are exposed to various forms of English used in authentic situations. This exposure allows learners to become familiar with different accents, vocabulary, expressions, and communication styles. Frequent

interaction with both native and non-native English speakers enhance listening comprehension and helps students develop greater flexibility in language use. Furthermore, continuous exposure to English in real-world contexts supports natural language acquisition and encourages students to use English more confidently and effectively. For English Education student interns at Bobby's G-Land Surf Camp, daily interactions with international guests provide rich language exposure that contributes significantly to the development of their English-speaking skills.

Overall, internships offer substantial benefits for English Education students by providing opportunities for communication practice, professional interaction, and language exposure. These experiences enable students to enhance their linguistic competence while simultaneously developing professional skills and workplace readiness. Through active participation in authentic work environments, students gain valuable experiential learning experiences that support both their academic development and future career success.

2.4 Food and Beverage Department

2.4.1. Definition of Food and Beverage Department

The Food and Beverage (F&B) Department is one of the most important operational divisions in the hospitality and tourism industry (Ahmad, 2023). This department is responsible for providing food and beverage products and services to guests while ensuring customer satisfaction and maintaining service quality standards. The Food and Beverage Department typically manages various activities, including food preparation, beverage service, restaurant operations, banquet services, and customer relations. As a key component of hospitality businesses, the department plays a significant role in creating positive guest experiences and contributing to the overall success of an organization.

In the hospitality and tourism industry, the Food and Beverage Department serves not only as a provider of meals and drinks but also as a crucial element of guest service and hospitality. According to Hospitality Management, food and beverage services significantly influence guests' perceptions of service quality and customer satisfaction. High-quality food service, professional staff performance, and effective communication with guests are essential factors that contribute to a positive hospitality experience (Talukder et al., 2025). Therefore, the Food and Beverage Department is often regarded as one of the primary departments responsible for maintaining an organization's reputation and competitiveness in the tourism market.

The Food and Beverage Department also provides a dynamic environment for communication and intercultural interaction. Employees in this department regularly communicate with guests from diverse cultural and linguistic backgrounds, requiring strong interpersonal and communication skills (Denok & Taslim, 2025). For students participating in internship programs, particularly English Education students, the department offers valuable opportunities to practice English in authentic workplace situations. Through direct interaction with international guests, students can develop speaking fluency, improve vocabulary, and enhance their confidence in using English for professional purposes.

In the context of this study, the Food and Beverage Department at Bobby's G-Land Surf Camp serves as the primary setting where English Education student interns

engage in experiential learning (Zopiatis et al., 2021). Through their responsibilities and interactions within the department, interns are exposed to real-life communication situations that support the development of English-speaking skills. Therefore, the Food and Beverage Department functions not only as a workplace but also as an important learning environment that facilitates language acquisition and professional growth through authentic experiences.

2.4.2. Duties and Responsibilities

The Food and Beverage (F&B) Department is responsible for ensuring that guests receive high-quality service throughout their dining experience. One of the primary duties of F&B staff is greeting guests in a friendly and professional manner. The initial interaction with guests is important because it creates the first impression of the establishment and helps establish a welcoming atmosphere. In addition to greeting guests, F&B staff are responsible for taking orders accurately and efficiently. This task requires effective communication skills to ensure that guests' requests and preferences are clearly understood. After receiving orders, staff members coordinate with the kitchen and service team to ensure that food and beverages are prepared and delivered according to guests' expectations.

Another important responsibility of F&B staff is serving food and beverages while maintaining high standards of hospitality and customer service. During the service process, employees must ensure that guests are comfortable and satisfied with the quality of the products and services provided. Furthermore, F&B staff are responsible for handling guest requests and complaints professionally and effectively. This may involve responding to special requests, providing additional information, or resolving service-related issues. The ability to address guest concerns promptly and courteously is essential for maintaining customer satisfaction and building positive relationships with guests. For English Education student interns, these responsibilities provide valuable opportunities to practice English communication skills in authentic workplace situations, particularly when interacting with international guests in settings such as Bobby's G-Land Surf Camp.

2.4.3. Communication Requirements in Food and Beverage Services

Effective communication is an essential requirement in Food and Beverage (F&B) services because it directly influences service quality, customer satisfaction, and operational efficiency. Among various communication skills, English communication has become increasingly important due to the global nature of the hospitality and tourism industry. Employees in the F&B department are often required to use English when greeting guests, explaining menu items, taking orders, providing recommendations, and responding to inquiries. The ability to communicate clearly and confidently in English helps ensure that guests receive accurate information and quality service. Therefore, English communication skills are considered a valuable professional competency for individuals working in hospitality settings.

Interaction with international guests further emphasizes the importance of English in Food and Beverage services. In many tourism destinations, guests come from diverse cultural and linguistic backgrounds, making English the primary language of communication. Through regular interactions with international guests, employees must

be able to understand different accents, respond appropriately to requests, and maintain professional conversations. These interactions require not only linguistic competence but also intercultural communication skills and adaptability. For English Education student interns at Bobby's G-Land Surf Camp, daily communication with international visitors provides authentic opportunities to practice English-speaking skills, expand vocabulary, improve fluency, and develop confidence in real-world communication situations. Consequently, the Food and Beverage department serves as an effective environment for both professional service delivery and language development.

2.4.4. Food and Beverage Department as a Learning Environment

The Food and Beverage (F&B) Department can serve as an effective learning environment because it provides authentic communication opportunities that enable learners to use language in meaningful and real-life situations. Unlike classroom-based learning, where communication activities are often simulated, interactions in the F&B department occur naturally and are driven by genuine communicative purposes. Employees and interns are required to communicate with guests, colleagues, and supervisors to perform their daily responsibilities effectively. These interactions involve greeting guests, taking orders, explaining menu items, responding to inquiries, and handling customer requests. Such authentic communication experiences encourage learners to apply their language knowledge in practical contexts, helping them develop speaking fluency, confidence, and communicative competence. As a result, the F&B department offers a rich environment for experiential learning and language development.

In addition to providing authentic communication opportunities, the F&B department supports workplace-based language learning. Through active participation in workplace activities, learners acquire language skills while performing real job-related tasks. According to David Kolb (1984), learning becomes more meaningful when individuals gain knowledge through direct experience and reflection. In workplace settings, learners are exposed to practical vocabulary, professional expressions, and various communication situations that cannot always be replicated in formal educational environments. For English Education student interns at Bobby's G-Land Surf Camp, daily interactions with international guests and coworkers provide continuous opportunities to practice English and improve their communication skills. Consequently, the Food and Beverage Department functions not only as a service-oriented workplace but also as a valuable learning environment that facilitates language acquisition and professional development through authentic experiences.

2.5 Experiential-Based Learning and Speaking Skills Development

2.5.1. Relationship Between Experience and Speaking Development

The development of speaking skills is closely related to learners' experiences in using language within authentic communication contexts. Speaking is not only a linguistic skill but also a practical ability that is strengthened through continuous use and interaction. According to David Kolb (1984), learning occurs through the transformation of experience, where individuals gain knowledge and skills by engaging in real situations, reflecting on those experiences, and applying what they have learned. In the context of language learning, direct experiences provide learners with opportunities to practice speaking, overcome communication challenges, and develop

confidence in using English. Through repeated exposure to authentic situations, learners gradually improve their fluency, vocabulary, pronunciation, and overall communicative competence. Therefore, experience serves as an important foundation for speaking skills development because it enables learners to move beyond theoretical knowledge and engage in meaningful communication.

2.5.2. Workplace Interaction as a Source of Language Learning

The experiences gained through authentic communication become even more meaningful when they occur in workplace settings. Workplace interaction provides learners with opportunities to use language for real purposes rather than for academic exercises alone. According to Lev Vygotsky (1978), language learning is influenced by social interaction, where knowledge is constructed through communication and collaboration with others. In workplace environments, learners interact with supervisors, colleagues, and customers, creating situations that require active language use. These interactions expose learners to practical vocabulary, professional expressions, diverse accents, and spontaneous communication patterns. As a result, the workplace becomes an important source of language learning because learners acquire language naturally while participating in daily professional activities. The continuous need to communicate encourages learners to develop greater fluency, confidence, and adaptability in using English.

2.5.3. Internship Experiences and Speaking Improvement

As a form of workplace-based learning, internships provide a practical setting in which learners can develop their speaking skills through direct participation in professional activities. Internships allow students to apply classroom knowledge while engaging in authentic communication with people from various linguistic and cultural backgrounds. Through daily interactions, learners are required to ask and answer questions, explain information, respond to requests, and solve communication problems using English. These experiences contribute to speaking improvement by increasing opportunities for language practice and reducing learners' fear of making mistakes. Furthermore, internship experiences encourage reflection, which enables learners to evaluate their communication performance and identify areas for improvement. Consequently, internships not only enhance language proficiency but also strengthen confidence and professional communication skills. For English Education student interns at Bobby's G-Land Surf Camp, interactions with international guests and colleagues provide valuable experiences that support the continuous development of English-speaking abilities.

2.5.4. Conceptual Relationship Among Experiential-Based Learning, Internship, Workplace Communication, and English-Speaking Skills

Based on the preceding discussion, Experiential-Based Learning, internships, workplace communication, and English-speaking skills are closely interconnected. Experiential-Based Learning serves as the overarching theoretical framework that emphasizes learning through direct experience and reflection. Internship programs function as a practical implementation of this learning approach by placing students in authentic workplace environments where learning occurs through active participation. Within the internship setting, workplace communication becomes the primary medium through which learners engage with real-life experiences. Through interactions with

guests, colleagues, and supervisors, students are exposed to meaningful communication situations that require the use of English for genuine purposes. These communication experiences provide opportunities for learners to practice speaking, receive feedback, reflect on their performance, and continuously improve their language abilities.

Consequently, workplace communication acts as the bridge connecting experiential learning and speaking skills development. The more learners participate in authentic communication activities during their internships, the more opportunities they have to develop fluency, confidence, vocabulary, pronunciation, and communicative competence. In this study, the internship experiences of English Education students in the Food and Beverage Department at Bobby's G-Land Surf Camp are viewed as experiential learning processes that facilitate speaking development through workplace communication. Thus, Experiential-Based Learning provides the theoretical foundation, internships provide the learning context, workplace communication provides the learning process, and English-speaking skills represent the learning outcome. Together, these four elements form a coherent framework for understanding how experiential learning contributes to the development of English-speaking skills among student interns.

2.6 Previous Study

Table 1. Previous Studies

No.	Author & Year	Title	Method	Findings	Similarities with Present Study	Differences from Present Study
1	Anita Widiastuti (2021)	*Experiential Learning in Developing Students' English Speaking Skills*	Qualitative Case Study	Experiential learning improved students' speaking fluency, confidence, and communicative competence through authentic learning activities.	Focuses on experiential learning and speaking skills development.	Conducted in classroom settings rather than workplace environments.
2	Nur Aini	*Internship*	Qualitativ	Internshi	Examines	Participants

	(2022)	*Experience and English Language Development among University Students*	e Interview Study	p experiences enhanced students' English communication skills, confidence, and professional development.	language development through internship experiences.	were university students from various disciplines, not specifically English Education students.
3	M. Rahman (2020)	*Workplace Learning as a Source of Professional and Language Development*	Qualitative Research	Workplace interaction supported communication skill development and professional competence.	Investigates workplace learning and communication experiences.	Focuses on workplace learning generally rather than speaking skill development.
4	Siti Kurniawati (2023)	*English Communication Skills in Hospitality Internship Programs*	Qualitative Descriptive Study	Hospitality internships provided authentic opportunities to practice English and	Focuses on internship experiences in hospitality settings and English communication.	Participants were hospitality students rather than English Education students.

				improve communication skills with international guests.		
5	Rina Puspitasari (2021)	*Developing English Speaking Skills Through Real-Life Interaction*	Qualitative Phenomenological Study	Real-life interaction with native and non-native speakers improved speaking fluency, vocabulary, and communicative competence.	Examines speaking development through authentic communication experiences.	Does not specifically investigate internships or experiential-based learning.
6	2026	Exploring Experiential-Based Learning in Developing English Speaking Skills: A Qualitative Study of English Student Interns in Food and Beverage	Qualitative Study	Explores how experiential-based learning during internships contributes to the development of English-speaking skills.	Integrates experiential learning, internship experiences, workplace communication, and speaking development.	Focuses specifically on two English Education student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp, a context that has received limited attention in previous studies.

Based on the previous studies above, several research gaps can be identified. First, most studies on experiential learning and speaking skills focus on classroom-based learning environments rather than authentic workplace settings. Second, although some studies investigate internship experiences, they generally discuss professional development and language learning broadly without specifically examining English-speaking skill development. Third, research on workplace learning often emphasizes professional competencies rather than the process of developing speaking skills through experiential learning. Fourth, studies conducted in hospitality contexts mostly involve hospitality or tourism students, while English Education student interns remain underexplored. Finally, limited research has examined how experiential-based learning contributes to English-speaking development within a Food and Beverage department, particularly in a surf camp environment. Therefore, the present study seeks to fill this gap by exploring how two English Education student interns develop their English-speaking skills through experiential-based learning during their internship at Bobby's G-Land Surf Camp.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employs a qualitative descriptive design. A qualitative descriptive study is a research design that aims to provide a comprehensive and detailed description of a particular phenomenon based on participants' experiences and perspectives. The primary purpose of this design is to describe events, situations, and experiences as they naturally occur without manipulating variables or testing predetermined hypotheses. Through this approach, the researcher can obtain rich and meaningful information about participants' real-life experiences and the context in which those experiences take place.

The qualitative descriptive design is considered appropriate for this study because it focuses on investigating the internship experiences of English student interns in the Food and Beverage department at Bobby's G-Land Surf Camp. The study seeks to explore the kinds of experiential learning activities encountered by the interns, their perceptions of how those experiences contribute to the development of English-speaking skills, and the challenges and opportunities they face during the internship program. Since these aspects involve personal experiences, perceptions, and interpretations, they cannot be adequately understood through numerical data alone.

Furthermore, this design enables the researcher to capture participants' voices and provide an in-depth description of the experiential learning process in a natural workplace setting. Through interviews and observations, the researcher can gather detailed information about how interns interact with guests, communicate in English during daily work activities, and learn from authentic experiences. Therefore, the qualitative descriptive design is suitable for achieving the objectives of this study, as it allows for a thorough exploration and description of how experiential-based learning supports the development of English-speaking skills during internship activities.

3.2 Location and Time of Research

3.2.1 Research Location

This research was conducted at **Bobby's G-Land Surf Camp**, a hospitality and tourism establishment located in the G-Land area of Banyuwangi, East Java, Indonesia. Bobby's G-Land Surf Camp is well known as an accommodation and service provider for both domestic and international surfers who visit G-Land, one of the world's most famous surfing destinations. The camp offers various hospitality services, including accommodation, food and beverage services, guest assistance, and recreational support. Due to the presence of international guests from different countries, English serves as one of the primary languages used in daily communication between staff and guests.

The researcher selected Bobby's G-Land Surf Camp as the research site because it provides an authentic environment where English is actively used in workplace interactions. As a tourism-based institution that frequently serves foreign visitors, the camp offers student interns' valuable opportunities to practice and develop their

English-speaking skills through direct communication with guests and colleagues. The workplace environment enables interns to gain real-life experiences that cannot be fully obtained in a classroom setting.

Furthermore, the site was chosen because it aligns closely with the focus of this study on experiential-based learning. During their internship program, student interns are involved in various Food and Beverage activities, such as serving guests, taking orders, providing information, and responding to customer needs. These activities require continuous interaction in English and create meaningful learning experiences that contribute to speaking skill development. Therefore, Bobby's G-Land Surf Camp provides a suitable context for exploring how experiential-based learning supports the improvement of English-speaking skills among student interns.

Research Time

The research was conducted over several stages, including observation, interviews, documentation collection, and data analysis. These stages were organized to ensure the systematic collection and interpretation of data related to the experiential learning experiences of student interns at Bobby's G-Land Surf Camp. The overall research process was carried out from September 2025 to October 2025, while additional observation activities were conducted to enrich the findings of the study.

The observation stage was conducted on June 5, 2026, at Bobby's G-Land Surf Camp. During this stage, the researcher observed the interns' activities in the Food and Beverage department, focusing on their interactions with guests, communication practices, and learning experiences in the workplace. Observation was used to obtain firsthand information regarding how experiential-based learning occurred in the natural working environment.

The interview process was conducted from October 17 to October 20, 2025. Semi-structured interviews were carried out with two student interns to explore their experiences, perceptions, challenges, and opportunities in developing English-speaking skills during their internship program. The interview schedule allowed the researcher to gather in-depth information and obtain detailed explanations from each participant regarding their learning experiences.

In addition to observations and interviews, documentation was collected throughout the research process. The documentation included internship-related records, field notes, photographs, and other supporting materials relevant to the study. These documents were used to complement and verify the data obtained from observations and interviews.

After the data had been collected, the researcher conducted data analysis from September 27 to October 30, 2025. During this period, the collected data were organized, reduced, displayed, and interpreted following the qualitative data analysis procedures proposed by Miles and Huberman. This process enabled the researcher to identify themes and patterns related to experiential-based learning and the development of English-speaking skills among the student interns.

3.3. **Research Subjects**

In this study, the research subjects were two English Education students who were undertaking their internship program in the Food and Beverage Department at Bobby's G-Land Surf Camp. The participants were selected using a purposive sampling technique because they met specific criteria relevant to the objectives of the study. The selected students were actively involved in daily workplace activities, interacted directly with international guests, and regularly used English as a means of communication during their internship. Their experiences provided valuable insights into how experiential-based learning occurred in a real working environment and how it contributed to the development of English-speaking skills.

The first participant was an English Education student intern who worked in the Food and Beverage Department and was responsible for assisting guests, taking orders, serving food and beverages, and communicating with international visitors. Through these activities, the participant was exposed to authentic situations that required the use of English for practical communication. The participant's experiences were considered important for understanding the learning process that emerged through direct workplace engagement.

The second participant was also an English Education student intern assigned to the same department. Similar to the first participant, this student was involved in various service-related tasks that required frequent interaction with guests from different linguistic and cultural backgrounds. The participant encountered numerous opportunities to practice English speaking skills while carrying out daily responsibilities, making the internship setting a meaningful context for experiential learning.

The selection of these two student interns was based on several criteria. First, they were enrolled in an English Education program. Second, they were conducting their internship in the Food and Beverage Department at Bobby's G-Land Surf Camp. Third, they actively interacted with international guests during their internship activities. Finally, they voluntarily agreed to participate in the study and share their experiences. Therefore, these participants were considered appropriate sources of data for exploring the role of experiential-based learning in developing English-speaking skills during internship programs.

3.4 Informants

This study also supporting informants who were selected based on their roles and responsibilities within the internship environment at Bobby's G-Land Surf Camp. The supporting informants included the Food and Beverage Supervisor, the Internship Coordinator, and the Camp Manager. These individuals were chosen because they possessed relevant knowledge and experience regarding the implementation of internship activities, workplace communication practices, and the performance of student interns in the Food and Beverage Department.

The Food and Beverage Supervisor served as a key informant because of their direct responsibility for supervising and evaluating the interns' daily work activities. Through their observations and experiences, the supervisor could provide valuable

information regarding the interns' communication skills, workplace interactions, and progress in using English while serving international guests. Their perspectives helped the researcher gain a broader understanding of the interns' learning experiences within the workplace setting.

The Internship Coordinator was also included as a supporting informant because of their role in organizing, monitoring, and facilitating the internship program. The coordinator could provide information about the objectives of the internship, the learning opportunities available to the interns, and the relationship between internship activities and students' professional development. This information was useful for understanding how experiential-based learning was implemented during the internship program.

Furthermore, the Camp Manager was involved as an optional informant to provide managerial perspectives on workplace communication, employee development, and language use within the organization. The manager's insights helped explain the institutional support available for interns and staff in developing their English communication skills, particularly in a tourism-oriented environment that serves international guests.

The inclusion of these supporting informants aimed to strengthen and verify the findings obtained from the student interns. Information gathered from the supervisor, coordinator, and manager was used to triangulate the data collected through interviews and observations. By comparing and confirming information from multiple sources, the researcher was able to enhance the credibility, trustworthiness, and validity of the research findings regarding experiential-based learning and the development of English-speaking skills during the internship program.

3.5 Data and Data Sources

3.5.1. Types of Data

This study utilized both primary data and secondary data to obtain comprehensive information regarding the implementation of experiential-based learning and its contribution to the development of English-speaking skills among English student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp.

The primary data were collected directly from the participants through interviews and observations. Interview data consisted of transcripts obtained from semi-structured interviews conducted with the student interns. These interviews provided detailed information about the participants' experiences, perceptions, challenges, and opportunities related to the development of their English-speaking skills during the internship program. In addition, observation notes were collected during the internship activities to document the participants' communication practices, interactions with guests, and the implementation of experiential learning processes in authentic workplace settings. These primary data served as the main source for understanding the participants' experiences and perspectives regarding experiential-based learning.

Meanwhile, the secondary data were collected to support and strengthen the findings obtained from the primary data. The secondary data included internship reports, daily activity records, photographs, and company documents related to internship activities. Internship reports and daily activity records provided information about the participants' responsibilities, learning activities, and workplace experiences throughout the internship period. Photographs were used as documentary evidence to illustrate the internship environment and participants' involvement in various workplace activities. Furthermore, company documents related to internship activities provided additional information regarding the internship program, job descriptions, and workplace procedures. These secondary data helped the researcher verify and enrich the information obtained through interviews and observations, thereby enhancing the credibility and trustworthiness of the study findings.

3.5.2. Sources of Data

The data sources in this study were categorized into human sources and non-human sources. These sources were selected to provide comprehensive and credible information regarding the implementation of experiential-based learning and its contribution to the development of English-speaking skills among English student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp.

The human sources consisted primarily of two English Education student interns who participated in the internship program at Bobby's G-Land Surf Camp. These participants were selected because they had direct experiences of using English in authentic workplace communication and were actively involved in various service-related activities in the Food and Beverage Department. Through interviews and observations, they provided valuable information regarding their learning experiences, speaking skill development, perceptions of experiential-based learning, and the challenges and opportunities encountered during the internship program. In addition, supporting informants were involved to provide supplementary information and broader perspectives related to the internship activities and the participants' performance within the workplace environment.

The non-human sources included observation records, documentation, and internship-related documents. Observation records were used to capture and document the participants' communication practices, interactions with guests, and learning experiences during the internship program. Documentation, such as photographs and other visual records, served as supporting evidence of the participants' involvement in workplace activities. Furthermore, internship-related documents, including internship reports, daily activity records, and company documents, were utilized to obtain additional information concerning the internship program, participants' responsibilities, and workplace procedures. These non-human sources complemented the data obtained from human sources and contributed to the credibility and trustworthiness of the research findings through data triangulation.

3.6 Data Collection Procedures

3.6.1 Observation

Observation was conducted to obtain direct information regarding the implementation of experiential-based learning and the participants' English-speaking practices during their internship program in the Food and Beverage Department at Bobby's G-Land Surf Camp. The purpose of this observation was to examine how the student interns engaged in authentic workplace communication and how experiential learning occurred through their daily interactions with international guests, colleagues, and supervisors.

The researcher employed non-participant observation, in which the researcher observed the participants' activities without actively participating in the internship tasks. During the observation process, the researcher focused on various aspects related to speaking skill development, including communication activities, language use, interaction patterns, confidence in speaking, and the participants' responses to real-life communication situations. Particular attention was given to situations that reflected the stages of experiential learning, such as direct communication experiences, reflection on communication challenges, and the application of newly acquired language skills in subsequent interactions.

The observation was conducted throughout the internship period, allowing the researcher to gain a comprehensive understanding of the participants' learning experiences in an authentic workplace environment. Field notes were used to record important events, communication practices, and behavioral patterns observed during the internship activities. The information obtained from observation served as primary data and was used to support and validate the findings gathered through interviews and documentation.

The observation focused on several aspects related to the participants' experiences in developing their English-speaking skills through experiential-based learning. First, the researcher observed the participants' communication with guests, particularly their interactions with international visitors in various service situations, such as greeting guests, taking orders, explaining menu items, responding to inquiries, and handling customer requests. These interactions provided valuable insights into how English was used as a practical communication tool in the workplace.

Second, the observation focused on the speaking opportunities available to the participants throughout the internship program. The researcher examined how frequently the student interns used English in their daily activities and the extent to which the workplace environment provided opportunities for authentic language practice. These speaking opportunities were considered important in understanding how experiential learning contributed to the development of speaking skills.

Third, workplace interactions were observed to identify how the participants communicated not only with guests but also with colleagues and supervisors. These

interactions allowed the researcher to examine the role of social communication and collaboration in supporting language learning and professional development within the workplace setting.

Finally, the observation focused on the challenges encountered by the participants during their communication experiences. Particular attention was given to difficulties related to vocabulary use, pronunciation, fluency, confidence, and communication with speakers from different linguistic and cultural backgrounds. Observing these challenges helped the researcher understand the obstacles faced by the participants and how they attempted to overcome them through continuous practice and workplace experience.

3.7 Data Validity

3.7.1. Triangulation

To ensure the credibility, trustworthiness, and accuracy of the research findings, this study employed triangulation as a data validation technique. Triangulation is a process of cross-checking information obtained from different methods and sources to verify the consistency of the data and strengthen the validity of the findings. In this study, both method triangulation and source triangulation were utilized to enhance the reliability of the collected data.

Method triangulation was conducted by comparing and integrating data obtained through observations, interviews, and documentation. Observation data provided direct evidence of the participants' communication practices and experiential learning activities in the workplace. Interview data offered detailed insights into the participants' experiences, perceptions, challenges, and reflections regarding their speaking skill development. Meanwhile, documentation, including photographs, internship reports, daily activity records, and other relevant documents, served as supporting evidence to confirm and enrich the findings obtained through observations and interviews. By comparing information from these different methods, the researcher was able to identify consistent patterns and verify the accuracy of the collected data.

In addition, source triangulation was applied by collecting information from multiple sources. The primary sources consisted of two English Education student interns who participated in the internship program at Bobby's G-Land Surf Camp. These participants provided firsthand information regarding their experiences of learning and using English in authentic workplace situations. To further strengthen the credibility of the findings, supporting informants were also involved in the study. The information obtained from the supporting informants was compared with the data provided by the student interns to ensure consistency and obtain a more comprehensive understanding of the phenomenon under investigation. Through the application of both method and source triangulation, the researcher was able to enhance the validity and trustworthiness of the research findings.

3.7.2. Conclusion Drawing and Verification

The final stage of data analysis was conclusion drawing and verification. In this stage, the researcher interpreted the analyzed data to identify meaningful findings and answer the research questions. The process involved examining the patterns, categories, and themes that emerged from the data collected through observations, interviews, and documentation. By continuously reviewing and comparing the findings, the researcher was able to develop a comprehensive understanding of the participants' experiences regarding experiential-based learning and the development of English-speaking skills during their internship program.

The researcher identified major themes that reflected the participants' learning experiences and communication practices in the workplace. These themes were then interpreted in relation to the objectives of the study and the theoretical framework of experiential-based learning. Furthermore, the findings were connected to Kolb's Experiential Learning Theory (1984), particularly the processes of concrete experience, reflective observation, abstract conceptualization, and active experimentation, to explain how workplace experiences contributed to language learning and speaking skill development.

To ensure the trustworthiness of the conclusions, the researcher continuously verified the findings by comparing data from different sources and methods through triangulation. The conclusions were refined throughout the analysis process to ensure that they accurately represented the participants' experiences and were supported by sufficient evidence. Several expected themes emerged from the analysis, including Experiential Learning Experiences, which described the participants' direct learning through workplace involvement; Speaking Skill Development, which reflected improvements in fluency, vocabulary, confidence, and communication abilities; Challenges in Workplace Communication, which referred to difficulties encountered when using English in authentic situations; Opportunities for Language Learning, which highlighted the learning opportunities provided by interactions with guests and colleagues; and Perceived Impact of Internship on Speaking Skills, which represented the participants' perceptions of how the internship experience contributed to their overall English-speaking development. These themes served as the basis for interpreting the findings and drawing conclusions regarding the role of experiential-based learning in enhancing English-speaking skills.

3.8 Data Analysis

The data in this study were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data condensation, data display, and conclusion drawing and verification. These stages were conducted continuously throughout the research process to ensure a comprehensive understanding of the participants' experiences.

Data condensation refers to the process of selecting, simplifying, organizing, and transforming the data obtained from observations, interviews, and documentation. In this stage, the researcher reviewed all collected data, identified information relevant to the research objectives, coded the interview transcripts and observation notes, and grouped similar codes into categories and themes. The themes were developed based on

the participants' experiential learning experiences, speaking skill development, challenges, and opportunities encountered during their internship in the Food and Beverage department.

Data display involves presenting the condensed data in an organized form to facilitate interpretation and understanding. The researcher displayed the data through narrative descriptions, thematic summaries, and tables to identify patterns and relationships among the findings. This process helped the researcher systematically examine the participants' experiences and perceptions regarding experiential-based learning and English-speaking skill development.

Conclusion drawing and verification is the final stage of data analysis. In this stage, the researcher interpreted the findings and drew conclusions based on the identified themes and patterns. The conclusions were continuously verified by revisiting the data sources, comparing information obtained from observations, interviews, and documentation, and ensuring consistency across the findings. This process enabled the researcher to develop trustworthy conclusions regarding how experiential-based learning during the internship contributed to the development of English-speaking skills among the English Education student interns at Bobby's G-Land Surf Camp.

CHAPTER IV
FINDING AND DISCUSSION

4.1 **Research Finding**

4.1.1 Types of Experiential Learning Experiences Encountered by English Student Interns in the Food and Beverage Department

The findings revealed that English student interns encountered various forms of experiential learning throughout their internship in the Food and Beverage department. One of the most prominent experiences was direct communication with international guests, where interns were required to use English in authentic workplace situations such as welcoming guests, taking food and beverage orders, explaining menu items, and responding to guests' inquiries. Both participants reported that they initially experienced difficulties in speaking English due to limited opportunities for real-life communication practice before entering the workplace. However, continuous interaction with international guests gradually improved their speaking ability and confidence.

Another important theme was learning through workplace interaction. The interns emphasized that most of their language development occurred through daily communication with guests and coworkers rather than through formal training programs. They learned new vocabulary, communication expressions, and service-related language by observing experienced staff, listening to guest conversations, and practicing English in real situations. This process enabled them to gain practical knowledge that could not be fully acquired in classroom settings.

The findings also indicated that the interns experienced various communication challenges during their internship. The most common difficulties included understanding different accents, unfamiliar vocabulary, and fast speech from international guests. These challenges sometimes resulted in miscommunication, particularly when taking orders or responding to guest requests. To overcome these difficulties, the interns employed several strategies, such as asking guests to repeat information, seeking assistance from coworkers, and using translation applications when necessary.

Furthermore, reflective learning emerged as a significant aspect of their internship experience. The interns frequently reflected on successful and unsuccessful communication encounters, identifying areas for improvement in their language use. Through this reflection, they became more aware of effective communication strategies and developed greater confidence in interacting with guests.

Finally, the interns demonstrated active application of newly acquired knowledge in subsequent interactions. Lessons learned from previous communication experiences were used to improve future performance, enabling them to handle guest interactions more effectively and confidently. This continuous cycle of experience, reflection, learning,

and application illustrates the experiential learning process that occurred during the internship.

These findings closely align with Kolb's Experiential Learning Theory (1984). The interns' direct interactions with guests represent Concrete Experience, while their reflections on communication successes and difficulties demonstrate Reflective Observation. Their understanding of effective communication techniques and strategies reflects Abstract Conceptualization, and their efforts to apply these improvements in future workplace interactions illustrate Active Experimentation. Therefore, the internship provided a complete experiential learning cycle that contributed significantly to the interns' English communication development in the Food and Beverage workplace context.

4.1.2 Student Interns' Perceptions of Experiential-Based Learning in Developing English Speaking Skills

The findings revealed that English student interns perceived experiential-based learning as a highly valuable approach for improving their English-speaking skills during the internship program. Both participants believed that their speaking ability developed significantly through direct engagement in workplace communication rather than through theoretical learning alone. The interns explained that interacting with international guests on a daily basis provided authentic opportunities to practice English in meaningful contexts, allowing them to gain practical communication experience.

One of the most prominent perceptions expressed by the participants was the improvement of speaking confidence. At the beginning of the internship, both interns reported feeling nervous, hesitant, and lacking confidence when communicating with foreign guests. However, repeated exposure to real communication situations gradually reduced their anxiety and enabled them to speak more comfortably. The participants viewed this increase in confidence as one of the most important outcomes of their experiential learning experiences.

The interns also perceived that experiential-based learning contributed to the development of practical communication skills. Through daily interactions with guests, they learned how to respond appropriately to requests, explain information clearly, and manage conversations in service-related situations. They believed that these skills were acquired more effectively through direct practice than through classroom-based instruction because workplace communication required immediate and authentic language use.

Another important perception was that real-life communication practice served as a powerful learning mechanism. The participants emphasized that learning occurred naturally while performing their job responsibilities. They acquired new vocabulary, improved their listening comprehension, and became more familiar with various English accents through continuous exposure to workplace interactions. This practical experience helped them connect theoretical knowledge gained from university courses with actual communication demands in the hospitality industry.

Furthermore, the interns recognized communication challenges as valuable learning opportunities. Difficulties such as misunderstanding guests' accents, limited vocabulary knowledge, and communication breakdowns encouraged them to seek solutions, reflect on their performance, and improve their language skills. Rather than viewing these challenges as obstacles, they perceived them as important experiences that contributed to their personal and professional growth.

Finally, the participants perceived experiential-based learning as one of the most effective methods for language development because it allowed them to immediately apply what they had learned in real situations. The combination of direct experience, reflection, problem-solving, and repeated practice helped them continuously improve their speaking ability throughout the internship period.

These findings are consistent with Kolb's Experiential Learning Theory (1984). The interns' daily communication with international guests represents Concrete Experience, while their reflections on communication successes and challenges demonstrate Reflective Observation. Their understanding of effective communication strategies and language use illustrates Abstract Conceptualization, and their efforts to implement these strategies in subsequent interactions reflect Active Experimentation. Therefore, the findings suggest that experiential-based learning played a crucial role in enhancing the interns' English-speaking skills during the internship program.

4.1.3 Challenges and Opportunities in Developing English Speaking Skills through Experiential-Based Learning

The findings revealed that English student interns experienced both challenges and opportunities while developing their English-speaking skills through experiential-based learning in the Food and Beverage department. The internship environment exposed them to authentic communication situations that required the use of English on a daily basis. Although these experiences initially presented several difficulties, they also provided valuable opportunities for language development and professional growth.

One of the most significant challenges identified by the participants was communicating effectively in real workplace situations. At the beginning of the internship, the interns struggled with limited speaking confidence, insufficient vocabulary, and a lack of experience in using English for professional communication. These challenges often made them hesitant when interacting with international guests and responding to service-related requests.

Another major challenge involved understanding the diverse accents and speaking styles of guests from different countries. The participants reported difficulties in comprehending fast speech, unfamiliar pronunciations, and new vocabulary. In some cases, these communication barriers resulted in misunderstandings when taking food and beverage orders or responding to guest inquiries. Such situations required the interns to develop problem-solving strategies, including asking guests to repeat information, confirming details, seeking assistance from coworkers, and utilizing translation tools when necessary.

Despite these challenges, the internship also provided substantial opportunities for continuous language practice. The participants perceived daily interactions with international guests as valuable opportunities to improve their speaking and listening skills. Because English was used throughout most workplace activities, the interns were able to practice the language consistently in authentic communication contexts. This repeated exposure enabled them to become more familiar with common expressions, hospitality-related vocabulary, and effective communication techniques.

The findings also highlighted the importance of workplace interaction as a source of learning support. The interns learned not only from guests but also from observing and collaborating with experienced coworkers. Feedback, guidance, and communication models provided by colleagues helped them improve their language use and build greater confidence. These interactions created a supportive learning environment that facilitated the development of practical communication skills.

Finally, the participants viewed experiential-based learning as an opportunity for both professional and personal growth. Through overcoming communication challenges, they developed greater self-confidence, adaptability, and intercultural communication competence. The experience also helped them understand the importance of effective English communication in the hospitality industry and prepared them for future professional responsibilities.

These findings align closely with Kolb's Experiential Learning Theory (1984). The interns' direct encounters with communication challenges represent Concrete Experience, while their evaluation of successful and unsuccessful interactions demonstrates Reflective Observation. Their development of strategies to address language barriers reflects Abstract Conceptualization, and their application of these strategies in subsequent guest interactions illustrates Active Experimentation. Therefore, the challenges and opportunities encountered during the internship formed an essential experiential learning cycle that contributed significantly to the development of the interns' English-speaking skills.

4.1.4 Data interview

Interview

Participant 1 (Egi)

Researcher: How was your experience using English when serving guests at Bobby's G-Land Surf Camp?

Participant 1: At the beginning, I found it difficult to speak English with foreign guests. I often spoke hesitantly because during my English course I mostly learned theory and rarely practiced speaking. When I started working here, my English communication skills were almost from zero. However, after regularly interacting with foreign guests, I gradually became more fluent.

Researcher: In what situations do you most frequently use English at work?

Participant 1: I use English in almost all activities related to serving guests because all guests at Bobby's G-Land Surf Camp are foreigners. Therefore, English is used throughout the working day.

Researcher: How confident are you when speaking English with foreign guests?

Participant 1: At first, I was very shy and lacked confidence. Over time, I became more confident because I was often assisted by other staff members who taught me how to communicate properly and understand guests' requests.

Researcher: What difficulties do you experience when speaking English?

Participant 1: Sometimes I find it difficult to understand guests because of their different accents and speaking speed. There are also some vocabulary items that I do not know.

Researcher: How do you overcome those difficulties?

Participant 1: Usually, I ask other staff members for help or use Google Translate. After understanding the meaning, I explain it to the guest.

Researcher: Have you ever experienced miscommunication with guests?

Participant 1: Yes, I have. For example, when guests requested certain food items, I sometimes had difficulty understanding their pronunciation or accent.

Researcher: Do you receive any English training from the workplace?

Participant 1: No, there is no formal English training. Most learning comes from direct practice and self-study.

Researcher: How much does direct interaction with guests influence your speaking ability?

Participant 1: It has a very significant influence, around 95%, because I practice directly with foreign guests every day.

Researcher: What strategies are most effective for improving speaking skills?

Participant 1: Listening to English songs, watching English movies with subtitles, and practicing new vocabulary little by little.

Researcher: What support do you expect from management?

Participant 1: Management gives us freedom to communicate with guests, even when our English is not perfect. I am happy because I can practice English naturally in the workplace.

Participant 2 (Alvi)

Researcher: How was your experience using English when serving guests at Bobby's G-Land Surf Camp?

Participant 2: At the beginning of my internship, I had difficulty communicating in English because I was not accustomed to speaking directly with foreign tourists. However, after working for one year and interacting with international guests daily, my speaking skills improved, although I still have limitations in vocabulary and pronunciation.

Researcher: In what situations do you most frequently use English at work?

Participant 2: I use English almost all the time when welcoming guests, taking food and beverage orders, explaining menus, providing information about camp facilities, and answering guests' questions.

Researcher: How confident are you when speaking English with foreign guests?

Participant 2: At first, I felt nervous and lacked confidence. As I gained more experience, my confidence increased. Now, I feel comfortable having simple conversations, although I still need assistance in more complex situations.

Researcher: What difficulties do you experience when speaking English?

Participant 2: My main difficulty is understanding different accents from guests of various nationalities. I also struggle with unfamiliar vocabulary.

Researcher: How do you overcome those difficulties?

Participant 2: I usually ask guests to repeat their statements more slowly. If I still do not understand, I ask for help from colleagues or use translation applications.

Researcher: Have you ever experienced miscommunication with guests?

Participant 2: Yes. Once, I misunderstood a food order because I could not clearly understand the guest's pronunciation. I solved the problem by confirming the order again and asking for assistance from a colleague.

Researcher: Do you receive any English training from the workplace?

Participant 2: There is no specific English training program. Therefore, I learn independently by watching English learning videos, English movies with subtitles, and studying vocabulary commonly used at work.

Researcher: How much does direct interaction with guests influence your speaking ability?

Participant 2: It has a very strong influence because daily interaction allows me to practice English in real workplace situations.

Researcher: What strategies are most effective for improving speaking skills?

Participant 2: Direct speaking practice is the most effective method. Besides that, listening to English conversations through videos, movies, and music helps improve vocabulary and listening skills.

Researcher: What support do you expect from management?

Participant 2: I hope management can provide regular English training programs, especially those related to Food and Beverage service communication, so that staff can improve their English skills more professionally.

4.2 Discussion

4.2.1 Types of Experiential Learning Experiences Encountered by English Student Interns in the Food and Beverage Department

The findings of this study revealed that English student interns encountered various forms of experiential learning through direct interaction with international guests, workplace participation, and real-life communication activities in the Food and Beverage department. These experiences included taking orders, explaining menu items, responding to guest requests, and engaging in casual conversations with visitors from different countries. Such findings support the concept of Experiential-Based Learning proposed by Kolb (1984), which emphasizes that learning occurs through direct experience and active involvement in authentic situations. Furthermore, Nguyen and Truong (2025) stated that experiential learning provides learners with meaningful opportunities to acquire language skills because they are required to use English for real communicative purposes rather than merely studying language rules. Therefore, the internship environment functioned as a practical learning space where students could connect theoretical knowledge gained in the classroom with authentic workplace communication.

Another important finding was that the interns developed their communication abilities through continuous interaction and observation in the workplace. They learned new vocabulary, communication strategies, and professional expressions while collaborating with coworkers and serving international guests. This finding is consistent with the study conducted by Musa et al. (2023), which found that experiential learning environments facilitate language development by exposing learners to authentic communication tasks and workplace practices. Similarly, Wicaksono et al. (2025) reported that internship programs provide valuable opportunities for students to strengthen their communicative competence through active participation in professional settings. Through these experiences, the interns not only practiced English but also learned how to adapt their communication according to different situations and guest needs, demonstrating the practical nature of experiential learning.

The findings further indicated that communication challenges, reflection, and repeated practice were integral parts of the interns' experiential learning experiences. Difficulties such as understanding different accents, responding spontaneously, and dealing with unfamiliar vocabulary encouraged the interns to reflect on their communication performance and improve their strategies for future interactions. This process reflects Kolb's experiential learning cycle, particularly the stages of Reflective Observation and Active Experimentation. The findings are in line with Roshid and Kankaanranta (2025), who found that reflection on workplace experiences helps students develop stronger communication skills and professional competence. Additionally, Rajendran et al. (2025) reported that authentic workplace communication enables learners to improve language proficiency through continuous practice and adaptation. Therefore, the experiential learning experiences encountered by the interns contributed significantly to their speaking development by providing opportunities to

learn, reflect, and apply their knowledge in real-world communication contexts.

4.2.2 English Student Interns' Perceptions of the Role of Experiential-Based Learning in Improving Their English-Speaking Skills

The findings of this study revealed that the English student interns perceived experiential-based learning as an effective approach for improving their English-speaking skills during the internship program. The participants believed that direct interaction with international guests provided valuable opportunities to practice English in authentic situations that could not be fully experienced in classroom settings. Through daily communication activities, they were required to use English spontaneously and purposefully, which helped them become more confident and comfortable in speaking. This finding is consistent with Nguyen and Truong (2025), who argue that experiential learning enhances language acquisition by allowing learners to use the target language in meaningful real-world contexts. Similarly, Gusma et al. (2025) found that experiential learning promotes active engagement and enables learners to develop communication skills through direct experience rather than passive learning.

Another perception highlighted by the participants was that experiential-based learning contributed significantly to the improvement of their speaking fluency, vocabulary mastery, and communicative competence. The interns reported that regular exposure to English conversations with guests helped them learn new expressions, improve their responsiveness, and communicate more effectively in workplace situations. This finding supports the study conducted by Musa et al. (2023), which revealed that experiential learning environments facilitate language development by exposing learners to authentic communication tasks and practical language use. Likewise, Ismail et al. (2025) found that students involved in hospitality-related communication activities experienced substantial improvements in speaking fluency and vocabulary because they continuously interacted with speakers from diverse linguistic backgrounds. Therefore, the interns perceived that experiential learning enabled them to acquire language skills more naturally and effectively.

The findings also indicated that the participants viewed experiential-based learning as a bridge between theoretical knowledge and professional communication practice. The internship allowed them to apply the vocabulary, grammar, and speaking strategies they had learned at university in real workplace situations. Through repeated practice and reflection, they became more aware of their strengths and weaknesses and gradually improved their communication performance. This finding is in line with Roshid and Kankaanranta (2025), who reported that internship experiences help students connect academic learning with workplace demands while enhancing their professional communication skills. Furthermore, Robles et al. (2025) found that internship-based experiential learning increases students' readiness for future careers by providing authentic opportunities to apply knowledge in professional contexts. Thus, the findings suggest that the interns perceived experiential-based learning not only as a means of improving English-speaking skills but also as an important process for developing professional competence and workplace readiness.

4.2.3 Challenges and Opportunities Experienced by English Student Interns in Developing Their English-Speaking Skills through Experiential-Based Learning

The findings of this study revealed that the English student interns experienced several challenges in developing their English-speaking skills during the internship program, particularly in understanding different accents, responding spontaneously, and dealing with unfamiliar vocabulary used by international guests. These challenges often created communication difficulties, especially during the early stages of the internship when the participants had limited exposure to authentic English interactions. However, such difficulties became important learning experiences that encouraged them to improve their language competence and communication strategies. This finding is consistent with Wicaksono et al. (2025), who found that internship students frequently encounter communication barriers in professional environments due to differences in language proficiency and intercultural communication demands. Similarly, Selimović-Korjenić (2026) reported that speaking anxiety, lack of confidence, and limited vocabulary remain major obstacles for English learners when communicating in real-world situations. Therefore, the challenges faced by the interns can be understood as a natural part of the experiential learning process that contributes to language development.

Despite these challenges, the findings indicated that the internship program also provided valuable opportunities for speaking development through continuous interaction with international guests and workplace colleagues. The participants reported that daily communication activities allowed them to practice English regularly, expand their vocabulary, and improve their speaking fluency. Frequent exposure to authentic communication situations encouraged them to become more confident and adaptable when interacting with people from different cultural and linguistic backgrounds. This finding supports the study conducted by Ismail et al. (2025), which found that hospitality workplaces provide rich opportunities for language learning because employees are required to use English as a practical communication tool. Likewise, Rajendran et al. (2025) argued that authentic workplace environments facilitate language acquisition by exposing learners to meaningful communication experiences that promote fluency, confidence, and communicative competence. As a result, the opportunities available in the internship setting played a significant role in supporting the interns' speaking development.

The findings further showed that the combination of challenges and opportunities enabled the interns to engage in continuous learning, reflection, and improvement. Through repeated communication experiences, they learned to overcome difficulties, develop effective communication strategies, and apply

lessons learned from previous interactions to future situations. This process reflects Kolb's experiential learning cycle, particularly the stages of Reflective Observation and Active Experimentation, where learners evaluate their experiences and implement improvements in subsequent actions. The findings align with Roshid and Kankaanranta (2025), who reported that workplace-based experiential learning helps students develop professional communication skills through ongoing reflection and adaptation. Furthermore, Gusma et al. (2025) found that experiential learning promotes both personal and professional growth by encouraging learners to transform challenges into opportunities for development. Therefore, the findings suggest that the challenges and opportunities experienced by the interns worked together to enhance their English-speaking skills and strengthen their readiness for professional communication in future careers.

CHAPTER V
CLOSING

5.1 Conclusion

This study explored the role of experiential-based learning in developing English-speaking skills among English Education student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp. The findings revealed that the internship program provided various experiential learning experiences through authentic workplace communication. The interns actively engaged in direct interactions with international guests by taking orders, explaining menu items, responding to inquiries, and participating in daily conversations. These activities allowed the interns to experience the complete experiential learning process, including concrete experience, reflection, conceptual understanding, and practical application. Thus, the internship served as a meaningful learning environment where students could connect classroom knowledge with real-world communication practices.

The study also found that the interns perceived experiential-based learning as highly beneficial for improving their English-speaking skills. Through continuous exposure to authentic communication situations, the participants developed greater confidence in using English and became more comfortable interacting with international guests. The internship enabled them to practice speaking naturally and spontaneously, which contributed to improvements in fluency, vocabulary mastery, and communicative competence. Unlike classroom learning, where communication is often structured and limited, the workplace environment required students to use English for genuine communicative purposes, making the learning experience more meaningful and effective.

Furthermore, the findings demonstrated that experiential-based learning helped bridge the gap between theoretical knowledge and practical communication skills. The interns were able to apply the vocabulary, grammar, and speaking strategies learned during their academic studies to real workplace situations. Through repeated communication experiences, they gradually developed a better understanding of how English is used in professional hospitality settings. This practical application of knowledge enhanced not only their language proficiency but also their professional readiness, interpersonal skills, and ability to adapt to different communication contexts.

The study additionally revealed that the interns encountered several challenges during their internship, including difficulties in understanding different accents, limited vocabulary, speaking anxiety, and responding spontaneously in conversations. However, these challenges became valuable learning opportunities that encouraged the interns to

develop communication strategies and improve their speaking performance. Continuous interaction with international guests allowed them to overcome these obstacles gradually and gain confidence in their communication abilities. Therefore, the challenges experienced during the internship were not barriers to learning but important components of the experiential learning process.

In conclusion, experiential-based learning played a significant role in supporting the development of English-speaking skills among English Education student interns in the Food and Beverage Department at Bobby's G-Land Surf Camp. The internship provided authentic communication experiences that enhanced speaking fluency, confidence, vocabulary development, and communicative competence while simultaneously preparing students for professional workplace demands. These findings suggest that internship programs can serve as effective experiential learning environments that facilitate both language development and professional growth. Therefore, integrating experiential-based learning opportunities into English Education programs can contribute positively to students' speaking proficiency and career readiness.

5.2 Research Benefits

5.2.1 Theoretical Benefits

This study contributes to the field of English Language Education by providing empirical evidence regarding the implementation of Experiential-Based Learning in developing English-speaking skills among English Education student interns. The findings demonstrate that authentic workplace experiences, such as interacting with international guests, communicating with colleagues, and reflecting on communication practices, play an important role in improving speaking fluency, vocabulary mastery, confidence, and communicative competence. These findings enrich the existing literature on experiential learning and support Kolb's Experiential Learning Theory, which emphasizes learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Furthermore, this study expands previous research by focusing specifically on English Education student interns in the Food and Beverage department of a hospitality setting. While many previous studies examined experiential learning in classroom environments, this research highlights how workplace-based learning can serve as an effective context for language development. Therefore, the findings provide additional theoretical insights into the relationship between experiential learning, internship programs, and speaking skill development in authentic communication environments.

5.2.2. Practical Benefits

Practically, this study provides valuable insights for English Education students regarding the importance of participating actively in internship programs and workplace communication activities. The findings suggest that real-life communication experiences offer meaningful opportunities to improve English-speaking skills beyond classroom learning. Students can use these findings as motivation to engage confidently in

authentic interactions and to view workplace challenges as opportunities for language learning and personal growth.

In addition, the findings may serve as a useful reference for lecturers, educational institutions, and internship providers in designing more effective internship programs. Educational institutions can integrate experiential learning principles into language learning activities, while internship providers can create supportive environments that encourage students to communicate actively in English. As a result, collaboration between universities and workplace institutions can be strengthened to support students' professional and linguistic development.

5.3 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research involved only two participants who were English Education student interns in the Food and Beverage department at Bobby's G-Land Surf Camp. Due to the small number of participants, the findings cannot be generalized to all English Education students or internship contexts. The experiences and perceptions reported in this study may differ from those of students working in other departments, institutions, or professional environments.

Second, the study was conducted within a specific workplace setting and focused primarily on speaking skill development during the internship period. Other language skills such as listening, reading, and writing were not explored in depth. Additionally, the relatively short duration of the internship limited the opportunity to observe long-term language development. Therefore, the findings reflect only a particular context and period of experiential learning.

5.4 Suggestions

Based on the findings of this study, it is suggested that English Education students actively seek opportunities to use English in authentic communication settings, particularly through internship programs and workplace experiences. Students should maximize interactions with guests, colleagues, and supervisors as valuable learning opportunities that can enhance their speaking fluency, confidence, and communicative competence. Regular reflection on communication experiences is also recommended to help students identify strengths, weaknesses, and strategies for improvement.

For future researchers, it is recommended to conduct similar studies involving a larger number of participants and different internship settings to obtain broader and more comprehensive findings. Future studies may also investigate other language skills, compare different workplace environments, or employ longitudinal research designs to examine the long-term impact of experiential-based learning on language development. Such studies would contribute to a deeper understanding of how experiential learning supports English language acquisition and professional readiness.

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APPENDICES

1. Documentation

Interview





2. Interview
Participant 1 (Egi)

Researcher: How was your experience using English when serving guests at Bobby's G-Land Surf Camp?

Participant 1: At the beginning, I found it difficult to speak English with foreign guests. I often spoke hesitantly because during my English course I mostly learned theory and rarely practiced speaking. When I started working here, my English communication skills were almost from zero. However, after regularly interacting with foreign guests, I gradually became more fluent.

Researcher: In what situations do you most frequently use English at work?

Participant 1: I use English in almost all activities related to serving guests because all guests at Bobby's G-Land Surf Camp are foreigners. Therefore, English is used throughout the working day.

Researcher: How confident are you when speaking English with foreign guests?

Participant 1: At first, I was very shy and lacked confidence. Over time, I became more confident because I was often assisted by other staff members who taught me how to communicate properly and understand guests' requests.

Researcher: What difficulties do you experience when speaking English?

Participant 1: Sometimes I find it difficult to understand guests because of their different accents and speaking speed. There are also some vocabulary items that I do not know.

Researcher: How do you overcome those difficulties?

Participant 1: Usually, I ask other staff members for help or use Google Translate. After understanding the meaning, I explain it to the guest.

Researcher: Have you ever experienced miscommunication with guests?

Participant 1: Yes, I have. For example, when guests requested certain food items, I sometimes had difficulty understanding their pronunciation or accent.

Researcher: Do you receive any English training from the workplace?

Participant 1: No, there is no formal English training. Most learning comes from direct practice and self-study.

Researcher: How much does direct interaction with guests influence your speaking ability?

Participant 1: It has a very significant influence, around 95%, because I practice directly with foreign guests every day.

Researcher: What strategies are most effective for improving speaking skills?

Participant 1: Listening to English songs, watching English movies with subtitles, and practicing new vocabulary little by little.

Researcher: What support do you expect from management?

Participant 1: Management gives us freedom to communicate with guests, even when our English is not perfect. I am happy because I can practice English naturally in the workplace.

Participant 2 (Alvi)

Researcher: How was your experience using English when serving guests at Bobby's G-Land Surf Camp?

Participant 2: At the beginning of my internship, I had difficulty communicating in English because I was not accustomed to speaking directly with foreign tourists. However, after working for one year and interacting with international guests daily, my speaking skills improved, although I still have limitations in vocabulary and pronunciation.

Researcher: In what situations do you most frequently use English at work?

Participant 2: I use English almost all the time when welcoming guests, taking food and beverage orders, explaining menus, providing information about camp facilities, and answering guests' questions.

Researcher: How confident are you when speaking English with foreign guests?

Participant 2: At first, I felt nervous and lacked confidence. As I gained more experience, my confidence increased. Now, I feel comfortable having simple conversations, although I still need assistance in more complex situations.

Researcher: What difficulties do you experience when speaking English?

Participant 2: My main difficulty is understanding different accents from guests of various nationalities. I also struggle with unfamiliar vocabulary.

Researcher: How do you overcome those difficulties?

Participant 2: I usually ask guests to repeat their statements more slowly. If I still do not understand, I ask for help from colleagues or use translation applications.

Researcher: Have you ever experienced miscommunication with guests?

Participant 2: Yes. Once, I misunderstood a food order because I could not clearly understand the guest's pronunciation. I solved the problem by confirming the order again and asking for assistance from a colleague.

Researcher: Do you receive any English training from the workplace?

Participant 2: There is no specific English training program. Therefore, I learn independently by watching English learning videos, English movies with subtitles, and studying vocabulary commonly used at work.

Researcher: How much does direct interaction with guests influence your speaking ability?

Participant 2: It has a very strong influence because daily interaction allows me to practice English in real workplace situations.

Researcher: What strategies are most effective for improving speaking skills?

Participant 2: Direct speaking practice is the most effective method. Besides that, listening to English conversations through videos, movies, and music helps improve vocabulary and listening skills.

Researcher: What support do you expect from management?

Participant 2: I hope management can provide regular English training programs, especially those related to Food and Beverage service communication, so that staff can improve their English skills more professionally.

Guidance card

NIM	2211221008
NAMA	RAHMAT HIDAYAT
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20251
JUDUL	A QUALITATIVE DESCRIPTIVE STUDY ON ENGLISH LANGUAGE COMPETENCE IN SPEAKING SKILLS OF FOOD AND BEVERAGE SERVICE STAFF AT BOBBYS G-LAND SURF CAMP

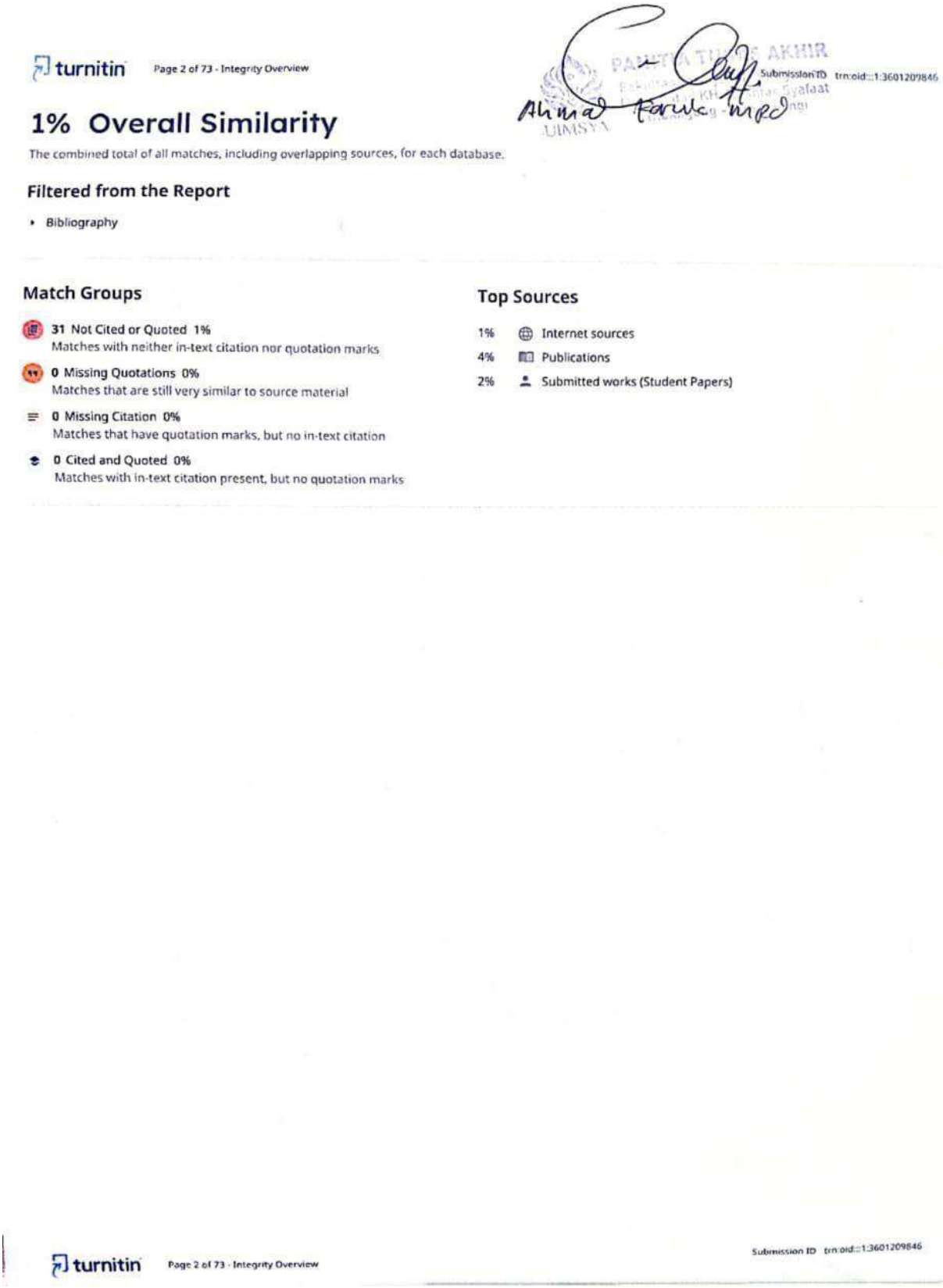


No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	10 Juni 2026	10 Juni 2026	Completing appendices and agreement of examination	Bimbingan 16
2	20251	27 Mei 2026	27 Mei 2026	Conclusion and Suggestion	Bimbingan 15
3	20251	06 Mei 2026	06 Mei 2026	Discussion	Bimbingan 14
4	20251	30 April 2026	30 April 2026	Discussion	Bimbingan 13
5	20251	16 April 2026	16 April 2026	Display of result	Bimbingan 12
6	20251	15 April 2026	15 April 2026	Filter of finding	Bimbingan 11
7	20251	07 April 2026	07 April 2026	Result of Documentation	Bimbingan 10
8	20251	25 Februari 2026	25 Februari 2026	Result of Interview	Bimbingan 9
9	20251	11 Februari 2026	11 Februari 2026	Result of Quiz	Bimbingan 8
10	20251	14 Januari 2026	14 Januari 2026	Collecting data technique and instrument, data analyzing	Bimbingan 7
11	20251	07 Januari 2026	07 Januari 2026	Research Method, Research Design, Subject and Object	Bimbingan 6
12	20251	31 Desember 2025	31 Desember 2025	Previous Research, Conceptual Freamwork	Bimbingan 5
13	20251	24 Desember 2025	24 Desember 2025	Related Review	Bimbingan 4
14	20251	10 Desember 2025	10 Desember 2025	Research Problem, Objective, Significances	Bimbingan 3
15	20251	03 Desember 2025	03 Desember 2025	Research Background	Bimbingan 2
16	20251	26 November 2025	26 November 2025	Konsultasi Bimbingan Topik	Bimbingan 1

3. Internship certificate



4. Plagiarism checker



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Prodi	:	Tadris Bahasa Inggris (TBIG)
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2. SD Negeri 01 Pegayaman (2010-2016)
3. Mts Al Amiriyyah (2016-2019)
4. SMK Darussalam (2019-2022)



2026