THE USE OF ACTION LEARNING STRATEGY IN TEACHING SPEAKING AT GRADE VIII MTs MIM LANGSA

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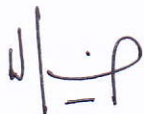For the degree of *Sarjana Pendidikan (S. Pd)* of English Education

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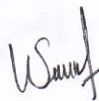**Mashitah Rahmadhani**

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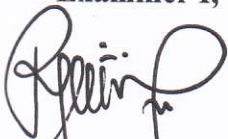**Shafrida Wati, MA**
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Finally, the writer hopes this thesis could provide valuable and useful information for the readers. The writer sincerely appreciates all the critics and suggestions and will accept all of it.

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ABSTRACT

Rahmadhani, Mashitah. 2021. The use Action Learning Strategy in teaching speaking at grade Vlll Mts Mim Langsa.

Supervisor (1). Shafrida Wati, MA (2) Wahidah, M. Ed

   This study   about used action learning strategy in teaching speaking skills at the eight grade students' Mts Mim Langsa. The method of the research is classroom action research. The subject of this study was students of Mts Mim Langsa academic year 2020/2021 consisted of 30 students. This research was conducted in two cycles which refer to, planning, action, observation, and reflection. Data was collected through observation and test. The study findings showed there was an increase in students' speaking skills by using action learning strategies. The mean of the ll cycle is 73.16, This showed that the score on the ll cycle was better than the cycle 1. The percentage of students who obtained >71 points were also increased. In the test cycle l only about 8 people students >71 (26.66%). While in cycle II, those obtain score>71 was 72% about 24 students this showed that the score acievied the minimum completeness criteria. It was conclued that the students' speaking ability was increased and the strategy was effective and the students were more active and participative in teaching and learning prosess. It could be said that students' speaking ability increased per cycle and performed better.

   Keywords: *Strategy, Speaking skill*

CHAPTER 1

INTRODUCTION

A. Background of Study

Learning English in junior high school is very important. In addition to preparing for globalization, in this era of modern technology and globalization, there is always an urgent need to get in touch with people around the world. English is an international languages for communication around the globe. It is also a level of preparation for high school students to continue to higher education, because language is very important to the development of students. It is the key to learning, communicating and building relationships with others. Speaking English, as one of the basic skills of English, plays an important role in the process of language learning and dialy life.

Learning English requires mastering three aspects of the language, namely pronunciation, grammar and vocabulary. These three aspects are reflected in the four language skills, namely listening, speaking, reading and writing skills. According to Fulcher that speaking is the verbal use of language to communicate with others.[1] Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. A person's succses in leaning language is determined by their ability to speak in learned language[2]

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[1] Glenn Fulcher, *Teaching Second Language Speaking, (*New York: Pearson-Longman 2003), 24

[2] Ni made ratminingsih, *Metode dan Strategi Pembelajaran Bahasa Inggris(* Depok:Pt RajaGrafindo Persada 2015), 24.

At school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.[3] So, speaking is ability of people to communicate with other people by using verbal language.

The facts at the scene showed that the academic performance of students in English subjects did not reach minimum learning mastery (KKM 71 points). Due to the following factors, the standard has not yet been met; lack of command of vocabulary, never trying to communicate in English in class, and embarrassment to communicate in English. Furthermore, learning is not designed according to the principles of information gap tasks and students cannot play an active role in the learning process. For various reasons, these facts are often imposed on students without knowing it. But if we look at it carefully, there are other factors that cause students to have poor English learning performance because whether learning English good and enjoyable. Wheter the teacher use various strategy and techniques to achieve learning goals.

In addition, educators must also have a precise strategy to achieve success in achieving learning goals. Strategy can be interpreted as planning that contains a series of activities designed to achieve certain educational goals.[4] In order to arrange optimal goal it needs a strategy. Strategy used to replicate established strategies Language is a very important means of human oral communication, with oral language being the main medium, as is the case with English. English is

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[3] Nurokhma, *Elicitation Technique Used in Teaching Speaking,* (Yogyakarta:Unpublished Thesis 2009), 183

[4] Wina Sanjaya,.*Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta:Kencana Prenada-media Group 2006), 126

used as a second language in both formal and informal activities. In everyday communication, we often come across situations where foreign languages are used as a means of oral communication. Spoken language is not enough just to master vocabulary skills, and a sufficient knowledge of grammar is also necessary. As an aspect of language, learning language occupies an important place in social life, especially speaking skills, must be mastered in any language study. Speaking is ability of people to communicate with other people by using verbal language. Learning is an integrated teaching activity that takes into account the learning environment, student characteristics, field of study characteristics and diverse learning strategies, communication, management, and components study. This happens because learning science is considered a relatively simple discipline, while paying attention to efforts to improve understanding and the learning process[5].

Efforts to improve the learning process require a variety of learning models that meet the learning requirements. The learning conditions here mean the purpose of the research field, the restrictions of the research field, and the characteristics of the student. In general, the characteristics of other students require other learning models. According to Peter L Berger,as cited in Danawijaya in essence, "human beings create themselves through the experience of social reality." This view is consistent with the view of John Dewey who asserts that "people learn because they do what they do" [6].

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[5] Hamzah B. Uno. *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif, (*Jakarta: PT Bumi Aksara, 2009) V

[6] Utomo Dananjaya. *Media Pembelajaran Aktif*. (Bandung, NUANSA. 2010), 16

The learning process is like a driver or force to increase and transport the content of learning materials to the point for the benefit of learners. In order for the learning material to be processed and processed properly, educators need to apply various approaches, methods and ways that are appropriate so that learning materials can be affordable.

Based on observation when the researcher conducted practice field experience at MTs Mim Langsa, the researcher found data that English language learning provided by Teachers are dominant by using grammar that made the students knew forms of language tenses only, without giving an opportunity for student to speak or practicing . This affects students not to have to communicate in English, which can be seen from the inability of students to answer question that raised by teacher in English speaking students. Test results that showed only 7 of the 30 students who scored highly skilled students could speak English, while the other 23 students obtained low score.

 Depending on the nature of the problem, it can solve by providing the appropriate technique. Researcher provide a solution through "Action learning strategies". Action learning is a learning strategy. Through the application of the themes and content of the materials learned, participants have the opportunity to experience real life up close. Classroom learning activities can stimulate action learning of participants. Each Participants and participants discussed the content so that they can understand the material, and practice them directly.

To overcome this problem, the researchers attempted to use the action learning strategy to improve students' speaking skills. Based on the description

above, researcher topic is *"The Use Of Action Learning Strategy In Teaching Speaking At Grade Vlll MTs Mim Langsa"*

B. Research Questions

The research question in this study is:

How Action Learning Strategy improve students' speaking skill at the eight grade of Mts Mim Langsa ?

C. Purposes of study

The purpose of this study is to find out the skills of students' in speaking by using action learning strategy.

D. Significance of Study

The significance of this study is to help:

a. For English teachers, the findings of this study are expected to provide them with alternative skills for teaching speaking. It is also expected to motivate teachers to be creative so that students study English harder in class.

b. To the next researcher, the results of this study may advance them experience in teaching, especially speaking, and their knowledge of teaching English to study.

c. The results of this study are expect to provide students with new experiences in learning English, especially speaking, and to motivate them to develop their skills more.

E. Terminology

Action learning strategy is a learning strategy which in the process examines the core material and outlines the core material based on what needs to be learned in the learning process. And it emphasizes cooperation in the process. This strategy is useful for preventing sleepiness while studying, even quiet students will be active with this strategy.

1. Teaching is a process of transferring knowledge from one person to another. Teachers must master the subjects they want to teach.

2. The learning strategy is paths, of which is selected by the teacher and is selected by the learning process of gives students the comfort and potential to reach their learning goals.

3. Learning (learning)

   is an activity that aims to teach students in an integrated manner, taking into account the factors of the learning environment, student characteristics, subject area characteristics and different learning strategies. learning. This happens because science learning is seen as a discipline that is still relatively simple, with a focus on efforts to improve understanding and improve the learning process.

4. Speaking is the process of conveying and sharing ideas and feelings verbally. Speaking involves around skills such as vocabulary, pronunciation, accuracy and fluency. students need to speak, especially in a foreign language, is an activity that is very necessary for all ages of

students because from this activity people can understand what other people are saying who also use a foreign language.

F. Scope of study

It is intended to limit this research, it is necessary to avoid large problem areas and help researcher to focus on their research. Referring to background of study and problem identification, this study will focus on improving students' speaking skills in English lessons by using action learning strategies.

CHAPTER ll

LITERATURE REVIEW

A. Theoretical Frameworks

1. Definition of speaking

Spoken language is the ability to create words to practice language. Spoken language is an important skill that students master. This is because, in spoken language, we tell students the ability to generate the target language or English. Speaking is used to express ideas aloud through voice and dialogue. This means that when someone uses language as a medium to speak to another person, they definitely want to convey important information. According to Nunan, speaking is a productive oral skill. It involves producing systematic oral expressions to convey meaning. Teaching spoken English is sometimes considered a simple process[7].

Language schools around the world hire untrained people to teach conversations. Although speaking is completely natural, speaking in a language other than ours is not easy at all. Chaney said that speaking is a process of constructing and sharing meaning in various contexts through the use of non-verbal language and symbols. Tarigan said that the main purpose of speech is to communicate, so we must convey thoughts and feelings effectively. The speaker must understand the meaning being conveyed in order for others to understand what they are saying. This means that people in the world have speaking skills, because speaking is an activity that we often do each time to communicate with

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[7] David, Nunan. *Practical English Language Teaching Speaking*, (Newyork : McGraw-Hill Companies, Inc 2003) 48

others and build good relationships in society[8]. As we have seen, there are many reasons why people talk to each other. One of the main uses of language is to establish and maintain social relationships. When we meet them, we'll greet them and chat about the weather, work, sports, and family relationships. As part of the social use of this language, we also try to please each other by joking and telling anecdotes and stories. We can also share views and opinions on various topics[9].

When we chat to friends there is no agenda of what we should cover. Those involved in the spelling can introduce a variety of subjects. In the above explanation, researcher have come to the conclusion of processes in which words verbally convey and share thoughts and feelings. It includes some techniques like components. Students should master all of these elements. Speaking in foreign languages in particular is a very necessary activity for learners of all ages. Through this activity, other people who use foreign languages can understand it. As we know that the ability to speak is very important in everyday life as a condition of understanding each other. For every purpose.

2. Speaking Elements

 Harmer classified these six skills.

   a. Vocabulary

According to Webster, a lexical dictionary or list of words, etc. as a term, all words are used as a language or group of individuals, etc. Hirai states that vocabulary is the basis of language development, and it is very simple. In

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[8]Tarigan, *Speaking As a Language Skill*. (Bandung : Angkasa,1981), 15

[9] Watkins, Peter. *Learning to Teach English* : *A Practical Introduction for New Teachers*.(England : Viva Books Private Limited, 2007) , 26

other words, it was difficult, if not impossible, to use the language at a high level (grammar, syntax, description) without knowing the vocabulary of the language. It is impossible to speak without mastering the vocabulary. So this element is a bit essential to learn before you practice speaking. Students occasionally experienced difficulties in memorizing all the vocabulary they knew due to lack of practice and use. More practice is needed to keep them in mind.

b. Pronunciation

WebSter said it was a pronunciation of some clutch. Certainly we will give the debate as one of the factors that say a strong relationship with vowels and consonants, stress and intonation. It can be learned by imitation and repeat. Therefore, English teachers should have a good pronunciation standard in others, which the learners can imitate their teachers in the process of teaching and learning[10].

c. Grammar

Cook defines this type of grammar as follows. Grammar of Interest, Traditional Grammar, Structural Grammar and Grammar as Knowledge. Other definition of is the study of languages, whose grammar deals with form and the structure of words (phonology) and the traditional arrangement of phrases and sentences (syntax)[11]

b. Fluency

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[10] Webster.. *University Dictionary*.Massachusettss, (USA : A & C Merriam Company, publishers 1983)
[11] Cook. (2009). *All in just one word*. London: Profile

Fluency refers to how well a learner conveys meaning, not the number of mistakes a learner makes in grammar, pronunciation, and vocabulary. Fluency is often compared to accuracy. So, the fluency is and the very complex distribution is mainly related to the smoothness of the continuity of the discourse.

c. Understanding

is the ability to understand, know, or gain the speaker essentials (messages) from others and partners.

d. Confidence

is an important factor in the learning process to speak. Students who excellent at mastering grammar and vocabulary are generally more confident in expressing ideas, suggestions, or answering questions.

3. **Speaking Skills Features**

Learning speaking skills in English is a priority for many beginners and foreign language learners. Experts in multiple languages have tried to classify the functions of human interaction into According to Brown and Yule as cited in Mar'atun shalihah, speaking has three functions. Three versions of the Brown and Yule framework: Conversation as an interaction: Conversation as a transaction: Conversation as a performance. Each of the such speaking activities is in terms of form and function[12]. Very different and requires different teaching methods[13].

1. Interactive conversation

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[12] Mar'atun Shalihah. *Improving students' speaking skill by using action learning strategy in english lesson at the eightgrade students of Mts Muhammadiyah Limbung.* (2020 Thesis) 27-28

[13] Jack C. Richards,. *Teaching Listening and Speaking; From Theory to Practice.* (New York: Cambridge University Press. 2008) 21

Interactive conversation refers to interactions that perform a primary social function. When people meet, they exchange greetings, engage in small conversations and discuss small stories, telling recent experiences because that they wanted to be friendly and establish an area of interaction with others. focuses more on the speaker and the way they want to present themselves to each other.

2. Speaking as a performance

Speaking as a performance means speaking in front of a crowd; it is speech that conveys information to the front and to the audience, such as public announcements and speeches. Speech as performance tends to be monologue rather than dialogue , often following a recognizable format, and it is closer to written language than to conversational language.

3. Talk to the deal In terms of

transactions, people are in a situation where they focus on the message of what they say or achieve so that they can understand clearly and accurately[14].

4. Students' Achievement in Speaking

Students use the Achievement in Speaking Award when students want to express themselves but have problems with a lack of knowledge of the communicative language element. Students try to overcome this lack of knowledge by finding ways to solve problems. The term "speaking achievement" here refers to the ability to apply grammar and discourse in order to communicate effectively in specific situations for a specific purpose. Speaking performance

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[14] Jack C. Richards, *Communicative Language Teaching Today*, (Cambrigde: Cambridge University Press, 2006), 19-23

within the scope of these objectives: speaking at a normal pace, dealing with all subjects, the ability to understand English, the ability to answer questions that require short and long answers.

The ability to use reads it, conducts brief conversations on any topic, conducts short talks, and more. Based on the descriptions, it can be summarized that speaking performance will achieve language well in social interaction. The variety of interactions here includes not only linguistic communication, but also quasi-linguistic components of words such as pronunciation, vocabulary, accuracy, and fluency for junior high school students. This shows how students can use their knowledge of English well in everyday conversation.

5. Classroom Speech Activity

Most of the speaking activity in the classroom currently in use is at or near the end of a communication. In this section, we'll look at some of the most widely used, though. According to Harmer, there are speaking activities in six classrooms:

a. Acting in a Script

Acting out scenes from a play or textbook, sometimes commissioning students to film the results. Students often act out the dialogues they wrote. There are oftens here that come before class.

b. Communication Game

A game designed to encourage communication between students, because the game often relies on information gaps, to solve a puzzle, draw a picture (draw

an explanation), or place a You need to talk to your partner. (Description and composition) or find similarities between pictures and differences in.

c. Discussion

Open in the middle of a few discussion lessons The teacher is not ready, but if encouraged, can provide the most enjoyable and productive speaking in a language class. Their success depends on our ability to encourage and encourage our attitude of errors and mistakes to turn into the next pre-planned discussion in one minute. On the other hand, success depends on the way we are requesting students to access the tasks given to them a popular activity is a preparatory lecture in which students present their chosen theme. These conversations are not designed for informal spontaneous conversations.

d. Simulation and Role Play

Many students benefit greatly from simulation and role play. students stimulate real-world encounters (business meetings, in-flight encounters, interviews, etc.) with thoughts and feelings that are not necessarily true of themselves, or of being so in the real world. share. Simulation role play can be used to promote general oral fluency in and to train students studying in specific situations, especially.

B. Concept of Action learning Strategy

1. Definition of action learning strategy

Action learning is a teaching strategy that applies the subject and content of the material to be learned and provides participants with the opportunity to experience real life up close. Group learning activities (during class) can inspire

and encourage active learning participants. Through the content that participants discussed with other participants, we were able to gain an understanding of the acquisition of data that was directly executed in the reality of people's lives (outside class)[15].

Action learning is a learning strategy that allows you to work together on a small, regular basis to solve problems, take action, and at the same time learn individually or in teams.

Action Learning is Coming to English Action (perform) and learn (learning), action learning means method, learning by do Action, learning method that gives students the opportunity to see reality firsthand and do it. In this concept, there is a moderator responsible for developing action-learning models in various instructional activities presented in the form of dialogue. In order for the discussion or dialogue not to turn into a heated argument, an action learning group should ideally consist of a maximum of 20 people, with each participant being equal. No one is allowed to dominate the conversation too much. And conversely, no one said anything[16].

1. The steps that can be taken when learning this method are as follows:

a. Introduce the topic to students by providing background information through lessons based on short lectures and class discussions.

b. Explain that you will give them the opportunity to experience the topic for themselves by going on a field trip in a real environment.

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[15] Nurhadi, Tuti. *Konsep dan Implementasi Action Learning di Sekolah Demokrasi Pasuruan,* Al Murrabi Vol 1 no 1 (2016) 163
[16] Nurhadi, Tuti. *Konsep dan Implementasi Action Learning di Sekolah Demokrasi Pasuruan,* Al Murrabi Vol 1 no 1 (2016) 165

c. Divide the class into small groups of four or five people and ask them to develop a list of specific questions or items they should look for during practice.

d. Ask subgroups to ask questions related to the material.

Action Learning is about a problem-solving process without judgment, but with as many questions about the problem as possible. In the concept of learning by doing, the best way for us to solve a problem is to analyze it. While the best analysis is to ask as many questions as possible. Not only problem solving, Action learning also helps someone learn. Therefore, the element of learning by doing becomes something very important.

2. Elements of the action learning strategy

According to the WIAL (World Institute for Action Learning), there are six components of action learning. The six components are

1. A problem

    The problem must be urgent, important and the team is responsible for solving it. Action learning is problem-centered, the problem must be significant, urgent and the team's responsibility to solve. In accordance with the material provided by the teacher.

2. An action learning group

    group   Ideally an action learning group of 28 people, the essence of action learning, is a learning group, (1 team) ideally the group consists of 4-8 individuals who are active in solving problems (materials).

3. The process of insightful questioning and reflective listening

    action learning emphasizes problems through the process of asking questions to reveal the exact nature of the problem, action learning focuses on what is known, action rest on dealing with problems throungh the prosess of first asking questions to clarify the exact nature of the problem. Reflecting and identifying possible solutions. And then take action. The focus is on questions because great solutions are contained in the seeds of great questions. Questions built dialogue and cohesiveness, generate innovative audit systems thingking, and enhance learning outcomes. After reflecting and validating possible solutions, the action is executed question build generates group dialogue and cohesive system thinking.

4. Actions for Question

    For action learning, you need to take action for the problem that the group is working on. which group lost energy, creativity and dedication to provide recommendations.

5. Efforts to Learn

    Solving organizational problems offers the company the benefits of a quick and short term. Greater, long-term strategic value for an organization is the learning gained by each group member and group-wide and the application of learning throughout the organization.

6. Action Learning Coach

    Action Learning Coach (the teacher class) helps to reflect on what the members of the team are learning and how they are solving the problem.

The coach allows members of the group to ponder how they hear. It then restructures the issue and provides feedback on how the team plans and collaborates. Action learning coaches also help teams focus on the hiring processes that they find difficult and the impact of these processes on what they achieve. With this information, the team can grow and become a bigger job.

3. Advantages of Action learning Learning Strategies

Agustina states that action learning strategies have advantages. They are:

1. Learner-centered.

   Is a system should be built by students without having to rely on teaching from the teacher. And this is a great solutions to solve this problem.

2. Focus on finding knowledge, not accepting it.

   The point is to be able to accept any knowledge, it will also be usefull for them.

3. Fun.

   This is really fun, and also for prevent feeling sleepy in the class, Learning that takes place in a pleasant atmosphere, fun and memorable methods will attract learners to be more active in the learning process.

4. Adapted to existing knowledge.

The students can be adapted to exiting knowledge, Every material provided by the teacher can certainly be absorbed and received well by them, because the system solves this common problem earlier[17].

4. Disadvantages of action learning strategies

Agustina said that Action learning strategies have two disadvantages.

1. Learners struggled to orient their thoughts when they were not with their educators, It means that it is difficult for them to learn on their own without the teacher on their back, it is very difficult to orient their minds when studying outside the classroom.

2. The debate is striking or unfocused in all directions.

   The debate that occurs at the time of speaking only flashed to one discussion based on the material during the class, did not develop if the teacher did not change the topic.

C. Previous Research

Action Learning Strategies is one of the learning strategies used to improve student performance in class. There are several similar studies conducted previously. The findings of the investigation are described as follows.

1.Armasita conducted a study with the MTS PAB 1 Helvita. The study was using action learning strategies to improve students' speaking skills. She found that there was an improvement in speaking skills of students through action learning strategies, and was very effective at applying to the instruction and learning process. She shows that the number of students who earned 75 or

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[17] Agustina, *Model pembelajaran mikro action learning, progresive inquiry dan problem solving*. Retrivied from journal https: senangbacaweb.wordpress.com/2016/04/05.

more points was 4,444 4 students (9.09%). The cycles I tested had 30 students (68.18%) with students whose points exceeded 75. On the Cycle II exam, 38 students (86.36%) scored 75 or more points.

2.Mar'atun Shalihah

The purpose of this study was to determine the speaking ability of students focusing on vocabulary and pronunciation in using the action learning strategy of class VIII MTs Muhammadiyah Limbung. This investigation used a Class Action Research (CAR) consisting of two cycles. Each cycle consists of plans, behavioral observations and reflections. The subject of this study was grade VIII of MTs MuhammadiyahLimbung, which consisted of 30 students.   data were collected after assessing students' speaking ability for vocabulary and pronunciation of words through diagnostic tests and tests in Cycles I and II. The results of this study indicated an increase in student scores on the Cycle I and Cycle II tests on the diagnostic test. Only 6.7% (2 students) scored diagnostic test points >75. 53.3% (16 subjects) achieved first cycle test points >75. This represents an increase of 46.6%. However, since did not exceed KKM 75, it moves to Cycle II. The II cycle test had 90% (27 students) of 75 points or more. The increase in student score on the second cycle test from the test from 43.4 to was approximately and the increase was 83.3%. Since the KKM was reached, only Cycle II was reached in this study and not continued in the next cycle. This action learning strategy can improve the speaking ability of students and can work effectively and efficiently to help the speaking ability of students in class

VIIIA MTs Muhammadiyah Limbung. It can be concluded that learning has been successfully implemented and can improve students Ability to speaking.

Action learning strategies are one of the strategies that can be used by teachers in teaching English to improve students' speaking skills and very effective to increase the students' ability in speaking especially to the quiet students' which generate them to be more active. Students are encouraged to speak in English. and it helped them to reduce their nervousness or worried when the teacher asked them to practice in front of the class.

Therefore, the researcher concluded that all findings in the previous study were similar to improve students' speaking skills, although they applied a different strategy. This means that there are many strategy that can be used to improve students speaking skills. One of those is a Action learning strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is an action research which aims to increase students' initiative in learning. The approach used in this study is descriptive qualitative. According to Sugiyono as cited in Kiki Ratnasari, Asep kurniawan, and Asri suangga Research method is basically a scientific way of obtaining data with certain purposes and uses[18]

Here the researcher used the Classroom Action Research Model (CAR) designed by Kemmis and McTaggart, the model has four stages, namely: plan, act, observe and reflect light[19]. The Kemmis & McTaggart model is an evolution of the Kurt Lewin model. In Kemmis & McTaggart, the components of the action (action) and observations (observations) are combined into a single unit. This is based on the fact that it is practically impossible to separate application from action and observation.

These two operations are operations carried out at the same time. The four components of the Kemmis & McTaggart model are considered to be a cycle, in this case a cycle of activities involving planning, observation and reflection. Based on reflection, plans (improvements), actions and observations.

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[18] Kiki and Asep-Suangga, *effect of sozialitation on tax compliance with e-feeling understandingas an intervening variable*. jurnal of taxaion analysis and riview (JTAR) vol 1 no 1 (2019), 4

[19]Rochiati Wiriatmadj, *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen),* (Bandung: Remaja Rosdakarya , 2006), 66.
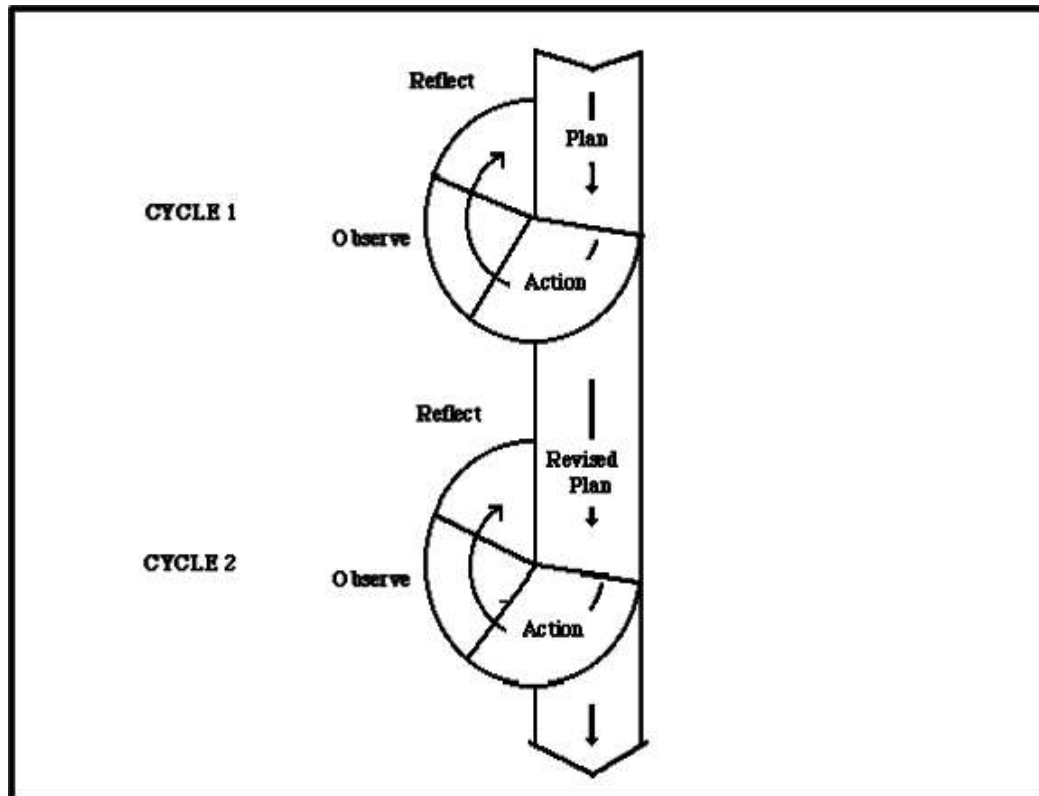
Picture 1.1 Action research spiral, Kemmis and McTaggart models

The number of cycles depends on the problem to be solved. Classroom action research is an inquiry activity that solves learning problems. By conducting classroom action research, teachers were able to improve the learning process by studying what happened in their classes. This activity has brought benefits to teachers, especially by encouraging teachers to make the learning process presented can be carried out effectively and efficiently.

Classroom action research is circular, one of which is composed of stages, namely planning, action, observation and reflection. Therefore, classroom action research is one of the skills teachers must possess in order to keep their performance professional. This activity allowed teachers to improve the quality of learning, which in turn promoted the improvement of the quality of national

education[20]. The investigation procedured was carried out managing two cycles. Each cycle contains four steps, namely, plan, action, observation, and reflection.

B. Time and research setting

This research was conducted at unconductive class Vlll.l students' at Mts Mim Langsa, Jalan Ahmad Yani Desa Paya Bujok Seuleumak kec. Langsa Baro 24415, from October 18 – 05 November 2021. There were 30 students followed the test.

C. Research Instrument

The research instrument used in this research were:

a. Observation

It is used to collect data on student activities and the learning process in teaching. The type of observation used in these studies was direct observation. According to Creswell in Sugiyono,as cited in Kiki Ratnasari, Asep Kurniawan, Asri Suangga, observation is a process of collecting data directly by observing people and places at the time of study[21].

b. Test

Test according to Muchtar Buchori, quoted by Suharsimi Arikunto, is an experiment held to find out the number or absence of certain lesson results in a student or group of students[22]. Diagnostic test: used to measure the student's ability before implements the action learning strategy. The researcher gave pre test.

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[20] Ani Widayati, *jurnal pendidikan akutansi Indonesia, penelitian tindakan kelas* Vol. VI No. 1 (2008), 87 – 93.

[21] Kiki and Asep-Suangga, *effect of sozialitation on tax compliance with e-feeling understanding as an intervening variable*. jurnal of taxaion analysis and riview (JTAR) vol 1 no 1 (2019), 5

[22] Suharsimi, arikunto *Dasar-Dasar evaluasi pendidikan,* (Pt Bumi Aksara. 2009), 32

D. Research Procedures

The procedures for collects technique in this research were, Test, observation,

a. Observation

   According to Arikunto, observation is the collection of data or information that needs to be performed through direct observation at the site of investigation. On the other hand, according to the Popular Scientific Dictionary, the term observation means repetitive, careful and systematic observation[23].

performed by managing two cycles. Each cycle contains four steps, namely planning, action, observation and reflection. Before the start of the cycle, a diagnostic test is performed on the students to understand the students' oral ability in English class.

1. Cyle I

a. Planing

   Planning is lists to do something. The Researcher prepared lesson plan, material and design test. And everything necessary for the learning process during the planning. The following items are the planning specification for the first cycle: completion of a speaking test with the action learning strategy at the last meeting, preparation of the data collection tool such as journal notes, observation, map maintenance and documentation.

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[23] Arikunto, Suharsimi.. *Research process*: *Practical approach*. (Jakarta: Development of literacy ability 1996)

b. Action

   Action is a process stretety implementation, it is the execution of planning. In this step students learn how to improve their speaking skills with the Action Learning strategy.

 1. Teacher explains the purpose of the Action Learning strategy in learning
    English.

 2. Dividing the students into five groups.

 3. Assigning each group a task to memorize the vocabulary associated with the
    material and start a conversation.

 4. Asking the students to practice speaking with the vocabulary
    has been memorized.

c. Observation

 1. The teacher conducted an assessment to understand the students' progress.

 2. The teacher gives students the opportunity to make suggestions and let them completed the action investigation days. Rethinking After collecting the data, the researcher evaluated the taught process. The researcher then reflect on themselves by observing. observations and use the learning strategies from Action to teach whether the oral learning process is adequate to suggest in the teaching-learning process. The first plan of was unsuccessful and the researcher made the following plan (re-plan) to achieve good results.

d. Reflection

        Reflection is carried out on the basis of observation data analysis and evaluation activities. Reflection was carried out to find out the extent to which

media could improve students' speaking skills and to know the strengths and weaknesses of from the implementation of the learning process that had been implemented to avoid repetition in the second cycle and overcome obstacles that could encounter in the second cycle.

2. Cycle II

Cycle II takes place after Cycle I. Researcher considered students' results in English speaking ability and obtain students improvement in English speaking ability in different ways.

a. Plan

The researcher rescheduling for planning cycle II is the same as planning in cycle I. The planning steps in cycle two were based on the outcome of activity in cycle I. The planning was made to avoid the shortage and obstacles that arise in the previous cycle. In this cycle, consist of two meetings. The topic at The first and second meetings of the second cycle were daily routines.

activities in the following steps:

1) The teacher evaluates the results of the reflection, discusses and notes that the improvements can be used in the next learning process.

2) The teacher designed the lesson plan for the second cycle.

3) The teacher has corrected the weakness of the first cycle.

4) The teacher has prepared test for the students.

b. Action

Action is a process that does things, it is the execution of planning. In this step

students learned how to improve their speaking skills with the action learning strategy. The researcher used action learning strategies. The Step are as follows:

1) Students payed attention to their mistakes in the first cycle

explained by the researcher.

2) The researcher gave dialogue materials related to the topics they learned in each meeting.

3) The researcher gave students texts related to the materials they learned

4) Students practiced with their partners.

5) Students practiced in front of the class.

c. Observation

At this stage, the teacher observed the teaching situation and the students' activities during the teaching process, as well as the oral test conducted at the end of the second cycle. The teacher assessed the speaking English performance of Students.

d . Reflection

Reflection is to see the entire course of action in the second cycle. Investigators analyzed the second action as a consideration based on the test results and observation results. Whether the students meets the success criteria. In the second cycle, the researchers came to the conclusion that the active learning strategy was implemented to improve the speakings of class VIII students in Mts Mim Langsa City.

The Researcher asked students to verbally report on individual or group tests on a given topic. The given time is ninety minutes. The Researcher used

rating category as the standard when scoring data on the Speak test. Each category got 50 points. Therefore, for the categories, students will received 100 points. Each aspect of speech is organized from 0-50. The categories are vocabulary, pronunciations, accurancy and fluency. This table was designed by M. Finocchiaro and Sako :

Table 1.1 was designed by M. Finocchiaro and Sako

No	Categories	Aspects	Range	score
1.	**Vocabulary**			
	a. Dissatisfied	Very limited vocabulary makes it quite difficult to understand.	1-6	
2.	b. Fair	The frequent use of the incorrect voice is restricted to a simple vocabulary.	7-12	
3.	c. Good	Sometimes them uses inappropriate terms about language because them have an inappropriate vocabulary.	13-18	
	d. Very good	Seldom have problems	19-25	

2.	**Pronouncation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, dificult, can not be undrestood.	1-6	
	b. Fair	Error of basic pronouncation	7-12	
	c. good	Few noticeable errors	13-18	

	d. very good	Understanable	19-25	
3.	**Accurancy**			
	a. unsatisfactory	Usage difinitely unsatisfactory , frecquenly need to rephrase, construction or restrict their to basic structure.	1-6	

	b. Fair	Error to basic structure, meaning occasionally obscured by grammatical error.	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very good	No more than two errors /speech is generally natural.	19-25	
4	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished.	1-6	
	b. fair	Some difinite stumbling, but manage to rephrase and continue.	7-12	

	c. good	Speech is generally natural	13-18	
	d. very good	Understanable	19-25	
	Total score		**100**	

1. Calculating the students' score

According to Anas Sudijono the mean score of the speaking test of students the following formula is used:

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

where:

X   = the mean of student score

$\sum x$ = the total score

N   = The member of the students[24]

In order to categories the member of moster students. The researcher used the formula

$$P = \frac{R}{T} \ x \ 100\%$$

Where : P = The percentage of students who set the point 71

R = The number of students who get point up to 71 above

T = The total of students who do the best:

To find out the reach minimum learning mastery, are based on abilily, complexity,

and carrying capacity that the school has[25]. It Can be determined with the

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[24] Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: Raja Grafindo Persada, 2014), 86.
[25] Djemari,samsul and Heri, *Menentukan kriteria ketuntasan Minimal*. Jurnal penelitian dan evaluasi pendidikan. Universitas negeri Yogyakarta Journal .uny.ac.id (2015) vol 19, no 1, 39.

following formula:

Score of complexity (difficulty / complexity) basic competencies + score of
$$\frac{\text{carrying capacity + level of ability.}}{3}$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research finding

a. Implementation of action learning strategies

1. Cyle I

a. Planing

Planning is lists to do something. Researcher prepared lesson plan, material and desiged test. The following items were the planning specification for the first cycle: completing speaking tests with the action learning strategy at the last meeting, preparing of data collection tool such as journal notes, observation, preparing the conversation materials to be sent to the students. developing a lesson plan based on the course.

b. Action

Action is a process implementation of activities. In this step students learned how to improve their speaking skills with the Action Learning strategy. The researcher conducted the following activities:

1. Explaining the purpose of the Action Learning strategy in learning English.

2. Dividing the students into five groups.

3. Assigning each group a task to memorize the vocabulary associated with the material and starting a conversation.

4. Asking the students to practice speaking with the vocabulary that has been memorized.

5. Dividing the students in the class into groups.

6. Giving the students a period of dialogue.

7. Students' were discussing with their partners to create   topic-based conversations.

8. After 20 minutes, the teacher asked each pair to practice the dialogue in front of other friends.

9. Correcting the errors of students explaining the materials.

10. Providing the students with opportunities to ask questions.

11. At the end of each meeting, the teacher assigned homework based on questions.

c. Observation

1. The teacher conducted an assessment to understand the student's progress.

2. The teacher gave students the opportunity to make suggestions and let them to complete the action investigation days. Rethinking After collecting the data, the researcher evaluated the   teaching process. The researcher then reflected on themselves through observations and used the learning strategies from Action to teach whether the oral learning process was satisfy to suggest in the teaching-learning process. The first plan of was unsuccessful and the researcher made the following plan (re-plan) to achieve good results.

d. Reflection

 Reflection was carried out on the basis of observation data analysis and evaluation activities. Reflection was carried out to find out the extent to which media could improve students' speaking skills and to know the strengths and

weaknesses of from the implementation of the learning process that had been implemented to avoid repetition in the first cycle and overcome obstacles that could be encountered in the second cycle.

2. Cycle II

Cycle II took place after Cycle I. Researcher considered students' results in English speaking ability and obtain students' improvement in English speaking ability in different ways.

a. Plan

The researcher was rescheduling for planning cycle II. The planning steps in cycle two were based on the outcome of activity in cycle I. The planning was made to avoid the shortage and obstacles that arised in the previous cycle. In this cycle, consist of two meetings. The topic at The first and the second meetings of the second cycle were daily routines.

Activities concluded in the following steps:

1) The researcher evaluated the results of the reflection, discussed that the improvements can be used in the next learning process.

2) The researcher designed the lesson plan for the second cycle.

3) The researcher corrected the weakness of the first cycle.

4) The researcher prepared the test for the students.

b. Action

Action was a process the implimentation of the strategy. It was done on 5 November 2021. it was the execution of planning. In this step students learned

how to improve their speaking skills with the action learning strategy. The researcher used action learning strategies. The Steps were as follows:

1) Students payed attention to their mistakes in the first cycle

explained by the researcher.

2) The researcher gave dialogue materials related to the topics they learned in each meeting.

3) The researcher gave students texts related to the materials they learned

4) Students practiced with their partners.

5) Students practiced in front of the class.

c. Observation

At this stage, the teacher observed the teaching situation and the students' activities during the teaching process, as well as the oral test conducted at the end of the second cycle. The researcher assessed the speaking English performance of students.

d . Reflection

Reflection aimed to see the entire course of action in the second cycle. Investigators analyzed the second action as a consideration based on the test results and observation results. Whether the students' meets the success criteria. In the second cycle, the researcher came to the conclusion that the action learning strategy was implemented sucsessfuly improveing students' speaking skills at Mts Mim Langsa City**.**

b. Result of the test

The tests were given to the students in cycle 1 and cycle ll. because the students' score in cycle 1 did not pass kkm, kkm which was (71). The results of the students' scores can be seen at the following table.

Table 1.2 The students' scores at cy 1, cy 2.

No	Students' initial	Scores Cyle 1 test	Scores Cyle 2 test
1.	AM	62	74
2.	ASS	64	67
3.	DAP	63	73
4.	FRA	52	58
6.	FK	61	74
7.	MAF	62	82
8.	MFAH	59	71
9.	MGA	56	59
10.	MNP	55	59
11.	MZH	63	75
12.	NA	65	76
13.	PMA	67	72
14.	RSP	74	79
15.	RH	56	72
16.	RAS	57	57
17.	SSP	72	77

18.	TUK	78	81
19.	JS	56	74
20.	UJ	64	72
21.	WM	57	78
22.	FAP	69	85
23.	SUH	71	79
24.	RR	75	81
25.	YH	73	80
26.	AR	73	79
27.	BR	74	78
28.	FH	58	77
29.	ASA	69	76
30.	RM	70	72
	Total $$\sum x$$ **The mean scores**	**1930** **64,33**	**2195** **73, 16**

Table 1.3 The students' Results of cycle 1

No	**Students' initial**	**Scores Cyle 1 test**	**Criteria**
1.	AM	62	Unsuccessful
2.	ASS	64	Unsuccessful

3.	DAP	63	Unsuccessful
4.	FRA	52	Unsuccessful
6.	FK	61	Unsuccessful
7.	MAF	62	Unsuccessful
8.	MFAH	59	Unsuccessful
9.	MGA	56	Unsuccessful
10.	MNP	55	Unsuccessful
11.	MZH	63	Unsuccessful
12.	NA	65	Unsuccessful
13.	PMA	67	Unsuccessful
14.	RSP	74	**Successful**
15.	RH	56	Unsuccessful
16.	RAS	57	Unsuccessful
17.	SSP	72	**Successful**
18.	TUK	78	**Successful**
19.	JS	56	Unsuccessful
20.	UJ	64	Unsuccessful
21.	WM	57	Unsuccessful
22.	FAP	69	Unsuccessful
23.	SUH	71	**Successful**
24.	RR	75	**Successful**
25.	YH	73	**Successful**

26.	AR	73	**Successful**
27.	BR	74	**Successful**
28.	FH	58	Unsuccessful
29.	ASA	69	Unsuccessful
30.	RM	70	Unsuccessful
	Total $$\sum x$$	**1930**	**The mean score** **64, 33**

From the table cycle 1 the number of students scores were 1930, and the number who took the test there were 30 students, so the mean score was:

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

$$X = \frac{1930}{30}$$

$$X = 64,33$$

From the analysis above the students' mean score is 64.33. the number of students' who were competent in speaking skills can be calculated by using the formula:

$$P = \frac{R}{T} \; x \; 100\%$$

$$P1 = \frac{22}{30} \; x \; 100\% = 73,33$$

$$P2 = \frac{8}{30} \; x \; 100\% = 26,66$$

Table 1.4 description of students' speaking skill for cyle 1

	Criteria	Total of students'	Percentage
*P*1	Unsuccessful	22 Students'	73,33%

P2	Successful	8 Students'	26,66%

From the table above the number of students' scores 1930. The students who successful was 26, 66%, those who failed was 22 students' that was 73,33%. and the number who took the test were 30 students.

Students' activities in cycle 1 on topics provided by the Teacher, showed unsuccessful, therefore the ll cycle was needed to increase the scores of the students. The following was the analysis of the ll cycle.

Table 1.5 the results of students' speaking skill on cycle ll

No	Students' initial	Scores Cyle 1l test	Criteria
1.	AM	74	**Successful**
2.	ASS	67	Unsuccessful
3.	DAP	73	**Successful**
4.	FRA	58	Unsuccessful
6.	FK	74	**Successful**
7.	MAF	82	**Successful**
8.	MFAH	71	**Successful**
9.	MGA	59	Unsuccessful
10.	MNP	59	Unsuccessful
11.	MZH	75	**Successful**
12.	NA	76	**Successful**
13.	PMA	72	**Successful**
14.	RSP	79	**Successful**

15.	RH	72	**Successful**
16.	RAS	57	Unsuccessful
17.	SSP	77	**Successful**
18.	TUK	81	**Successful**
19.	JS	74	**Successful**
20.	UJ	72	**Successful**
21.	WM	78	**Successful**
22.	FAP	85	**Successful**
23.	SUH	79	**Successful**
24.	RR	81	**Successful**
25.	YH	80	**Successful**
26.	AR	79	**Successful**
27.	BR	78	**Successful**
28.	FH	77	**Successful**
29.	ASA	76	**Successful**
30.	RM	72	**Successful**
	Total $\sum x$	**2195**	**The mean Score 73, 16**

From the table, students' speaking skills related to topics provided by researcher using action learning strategies achieved the standard criteria with a

mean of 73.16 (kkm was 71). Total score of 2195. The number of students' took

the test was 30. So the students' mean scores were :

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

$$X = \frac{2195}{30}$$

$$X = 73,16$$

The analysis above showed improvement. The students' mean score is 73,16.

And the number of students' who were competent in speaking skills can be

calculated by using the formula: $P = \frac{R}{T} \times 100\%$

$$P1 = \frac{6}{30} \times 100\% = 20\%$$

$$P2 = \frac{24}{30} \times 100\% = 80\%$$

Table 1.7 the distribtion of students' speaking skill of post test ll

	Criteria	Total of students'	Percentage
*P*1	Unsuccessful	6 Students'	20%
P2	Successful	24 Students'	80 %

From the analysis table it can be seen that the students' to speak has

increased. The Mean scores was 73,16, 24 students pass with a score. 80 %. In

addition, only 6 students failed in the ll cycle test, or only about 26.66%. This can

be concluded that the speaking test in a successful at cycle ll test.

From the explanation above, the ability of students in speaking can be

classified good, by using action research in the ll cycle, this was the result of a

score on students' to speak about ability and willingness, instructions and commands topics.

The results showed an increase in students' scores from cyle test 1 to cyle test ll. at cyle l there were 26.66% (8 students) got points >71, then test in the ll cycle 80% (24 students) got point >71. only 6 students failed in the ll cycle test, or only about 20%.

It can be concluded that action learning strategy worked affectively and efficiently in handling students' speaking skills in this non-conductive class, namely Vlll 1 Mtss Mim Langsa and the learning strategy was been applied successfully and can improve students' speaking skills in English lessons.

B. Discussion

The findings suggested that there was an increase in students' speaking skills using action learning strategies. The mean of the ll cycle is 73.16. This showed that the score on the ll cycle was better than the cycle 1. The percentage of students who obtained >71 points were also increased. In the test cycle l only about 8 people scored >71 (26.66%). It could be said that students' speaking ability increased per cycle and performed better.

The researcher also analyzed all the data showed that students cooperated and involved in teaching and learning process. Based on the results of both the data, it can be concluded that action learning strategies improved students' speaking skills, especially in unconductive classes Vlll l Mts Mim Langsa class. This research was conducted to find out the improvement students' speaking skills in

English lessons using action learning strategy. It is necessary to know that success in learning a foreign language is when someone able to speak the language.

Action learning strategies are one of the strategies that can be used by teachers in teaching English to improve students' speaking skills and very effective to increase the students' ability in speaking especially to the quiet students' which generate them to be more active. Students are encouraged to speak in English. and it helped them to reduce their nervousness or worried when the teacher asked them to practice in front of the class. This finding is supported by Armasita's study at the MTS PAB 1 Helvita. The study was using action learning strategies to improve students' speaking skills. She found that there was an improvement in speaking skills of students through action learning strategies, and it was very effective to be applied in instruction and learning process[26].

Moreover Mar'atun Shalihah's finding also showed the similar. The purpose of this study was to determine the speaking ability of students which focus on vocabulary and pronunciation by using the action learning strategy at VIII MTs Muhammadiyah Limbung. Action learning strategy improved the speaking ability of the students and it worked effectively and efficiently to help the speaking ability of the students. It can be concluded that the learning has been successfully implemented and improved students' ability in speaking[27].

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[26] Armashita, *Improving students' speaking skill in English lesson with Action Learning Strategy at eight grade of Mts PAB HELVETIA*. Thesis fakultas ilmu tarbiyah dan keguruan, (UIN Sumatra Utara, Thesis 2017), 64

[27] Ma'ratun Shalihah , *Improving students' speaking skill by using action learning strategy in english lesson at the eightgrade students of Mts Muhammadiyah Limbung.* (Thesis FKIP University Of Muhammadiah Makasar 2020) , 32

And researcher finding at the current research showed that action learning strategies were effective and it be used in teaching speaking. This can be seen from the tables that lead to an increase in the scores of students' from cycle test l, to cyle test ll. The improvement occurred because the researcher knew how to control classes and create active classes. In addition, this strategy also helped students to understand the subject matter easly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on previous analysis on chapter lV, it can be concluded that:

1. Action leaning activities can increase students' speaking. It Shown by the score they obtained were increased at each cycle. Furthermore, the response of students they were anthusiastic with this strategy. It show from their participation in class discussions, created dialogue, and performed in front of the class.

2. Students were more active and participated in the learning process of learning. Therefore action learning strategies can be an alternative for teachers in teaching speaking. It can improve students' abilities.

B. Suggestion

In this section, researcher provided suggestions as follows:

a. Action leraning strategies are helpful for improving students' speaking skills, therefor teachers need to apply the strategy. It is an affective alternative to teach 2nd graders.

b. Teachers should also provide clear explanations and instructions in directing their students in using this strategy.

c. The teacher also must control the of students' activity in learning.

d. Students' should practice speaking with this strategy to improve their skills.

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AUTOBIOGRAPHY

A. Personal Identity

Name	: Mashitah Rahmadhani
Student's Number	: 1042017060
Place/Date of Birth	: Langsa, 14th Januari 1999
Occupation	: Student
Marital Status	: Single
Nationality/Ethnic	: Indonesia/Acehnese
Hobbies	: traveling, cooking.
Address	: Dusun Damai, Desa Paya bujuk Tunong, kec Langsa baroe kab Langsa.

B. Background of Education

Kindergarden	: Tk Siwi Kencana
Elementary School	: SD Negeri 1 paya Bujok tunong
Junior High School	: Smp Negeri 6 Langsa
Senior High School	: MAN 2 Langsa
University	: Tarbiyah Faculty/English Department of IAIN Langsa

C. Family

Father's Name	: Syafaruddin
Mother's Name	: Sarinah
Sister's Name	: 1. Syafrina, S.H
	2. Syafrida
Brother's Name	1. Alsadi Yusuf