

## IMPROVING STUDENT'S SPEAKING SKILL USING ACTION LEARNING STRATEGY AT EIGHT GRADE STUDENT'S OF BOARDING SCHOOL AI-MUTAZAM

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### Abstract

Action Learning is a learning strategy that allows small groups to work regularly and together to solve problems, take action, and learn in teams. Action Learning forces students to think creatively in solving problem. This is related to speaking skills, a speaking partner is needed. Seeing this definition, this study aims to determine the effectiveness of Action Learning Strategy method on the speaking skills. This study uses a quantitative research approach with a quasi-experimental design. The population in this study was the third grade students of Boarding School Al-mutazam. The sample of this study amounted to 35 students for experiment class and 34 students for control class. In collecting data, the researcher orally conducted speaking tests to students. In analyzing the data, the researcher used analytical statistics. Data were obtained by means of pretest and posttest in both the experiment class and the control class. The results of the pre-test, after analyzing the collected data, showed that the mean value of the pretest for the control class was 61.83 and the experiment class was 69. Then the posttest score was 75.48 and the experiment class was 59.26. The results of the statistical calculation of the t-test with a significance (2-sided), in the Experiment class. This means that there is a significant effect between the use of the Action Learning Strategy Method on improving the speaking skills of EFL students. Therefore, it can be concluded that there is a significant effect of Action Learning Strategy on the speaking skills of EFL students. Thus, Action Learning can be a solution in learning English to the speaking skills of EFL students. So, it can be concluded that action learning strategy has positive effect to the Eighth Grade Students at Boarding School Al-mutazam on Speaking Skills.

**Keywords:** *Action Learning, Speaking Skills*

### INTRODUCTION

This research observed the effectiveness of action learning strategy in English speaking skills (Quasi experimental research at eight grade Student's of Boarding School Al-Mutazam). Background of this research is the language as a cornerstone of human communication. Someone can express ideas, feelings, emotions, suggestions, and thoughts through language. Language is also used to share information with the others. English as one of languages has been booming around societies. It supports the government to declare English as the major foreign language in Indonesia that must be learned by all students. English plays an important role to absorb and develop science

and technology. English has become the main communications in the era of globalization. In academic field, the students are required to master four skills of English, such as reading, listening, writing and speaking. Each skill cannot be separated, it should be comprehensive. To create a successful learning, the students should learn each skill, including Speaking skill which is regarded as important. It can be said that Speaking skill is very useful for academic success. This means that every aspect of learning need speaking as a largest component. The process of teaching speaking by teacher today only emphasizes on the student's speaking to looking at the effectiveness and efficiency. English became one of the dreaded subjects for the students. Their fear of learning English because is actually constituted less able to read and understand the meaning of Speaking Based on the interview with the teacher, it is known that from the 40 students only 15 students who can understand the Speaking english with good and right, the rest tend to be more passive and silent. The application of various techniques in the learning aims to create a fun learning style and give encouraging results. Purpose of speed speaking is to obtain Speaking accurately and thoroughly in speaking activity In the planning stage begins with a reflection and analysis of student learning outcomes, identify problems, analyze problems and find alternative solutions. After the result obtained, so was done the following steps: Planning improvement which focused on the planning of remedial. It is expected to tackle the problem of learning in order to increase process quality and student learning outcomes, Preparing exercise to the students that contains the tasks that need to resolved students learning outcomes, Setting up the data collection instrument, namely observation check list was used to observed the activites during the instructional process occurs, Determining criteria for success or improving achievement. In this research, repair can approved if test result was reached 85% of all students with a minimum score is 75. In the implementing stage, the implementation of lesson plan as follows: Teacher explained how to read using speed reading technique and said the important aspects that must be obeyed by the teacher and students, Teacher asked the students to practice speed reading and discussed their difficulties. Teacher distributed exercise sheet to the students to measure their Speaking in Action learning., Teacher concluded that the material has been studied.

Next stage is observing. Observation carried out to know the instructional process using speed Speaking technique. In the reflecting stage, reflection carried out with colleague to conduct activities based on the result that have been achieved in each. Then, the result of the reflection was used as the basic for efforts to improve learning english speaking skills. Reflection based on the data obtained during the instructional process occurred. This research instruments are learning tool, learning t test, observation check list, and Pre test post test. To collect data was used observation technique, normality test, and homogeneity test. Data analysis technique in this research is quantitative descriptive which describe the result based on data obtained to determine the criteria of success.

## **METHODS**

The method of the research that was used in this study was quasi experimental research. This research was conducted through quasiexperimental research design. According to John, This design is often used in classroom when the experimental and control groups are such naturally assembled group as intact classes, which may be similiar. Intact classes meant that the eighth grade students in the experimental group and the control group had the same competence, and the same English teacher.

The research design was used pretest-posttest nonequivalent-groups design because two group of experimental and control were involved in this study as presented in the following:

Table 3.1 The Quasy Experimental Design

Class	Pre test	Treatment	Post test
Experimental	X <sup>1</sup>	T	Y <sup>1</sup>
Control	X <sup>2</sup>		Y <sup>2</sup>

Notes:

X<sup>1</sup> = Pre test of experimental class

Y<sup>1</sup> =Post test of experimental class

X<sup>2</sup> =Pre test of control class

Y<sup>2</sup> =Post test of control class

In this research, the researcher is divide the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test of speaking knowledge. Both of groups take pre-test (X1)and (X2) to measure their early speaking Skill before getting the experiment. During the experiment, the experimental group was taught by using Action Learning Strategy (T), After the experiment, the same post-tests (Y<sup>1</sup>) and (Y<sup>2</sup>) were administrated to investigate whether any significant differences in learning speaking between the two groups.

Table 3.3 Sample of the Research

No	Group	Class	Male	Female	Total
1	Experimental group	VIIIA	-	23	23
2	Control group	VIIIB	23	-	23
Total			23	23	46

A sample is a part of a population. This research used purposive sampling. Purposive sampling is sample elements judged to be typical, or representative, are chosen from the population. There were 46 students at the same level that taken as sample in the different class. The researcher look two classes as the sample, and divided into two groups. There were 23 students for the experimental group and 23 students for the control group. The researcher took sample based on some factors:

- (1) the same competence
- (2) taught by the same teacher.

Table 4.1 Description of Pre-test and Post-Test in the Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	23	45	65	59.26	6.38
Experiment					
Post Test	23	67	84	75.48	5.20
Experiment					
Valid N	23				
( list wise)					

In the experimental class ( VIII A ) the lowest score of pre-test was 45, then the highest score was 65. And then, In the post-test scores, the lowest score was 67 and the highest score was 84 . These can be seen in the from the descriptive statistic of the p re-test and the post-test scores show in Table 4.1 was found that the average of pre-test was 59.26 and the average score of posttest was 75.48 .

Data is the important thing in research. In collecting the data, there were two kinds of instrument were used there are pretest and post-test. To obtain the data for this research, the researcher takes the data by using test as an instrument. "Test is a method of measuring a person's ability, knowledge, or performance in given domain."

The researcher used test including pretest and post-test to measure students' speaking Skills before and after giving treatment. Test are given to the respondents in the purpose to take respond needed by researcher. To know students speaking Skills, the test consists of pretest and post test

The test divide two stages that are pre-test and post-test test is held to find out achievement at the strating point or before the treatment Treatment. In this research, the research wiil conduct a treatment through action learning strategy . Post-test was to see the improvement or different achievement after teach speaking ability through action learning strategy. The Researcher used speaking test as an instrument to collect the data. Test was used to investigate students' ability regarding to their speaking Skills. The test was divided into two, namely: Pretest, Pretest is given with the intention to find out whether there are among students who already know about the material to be taught. By knowing the initial abilities of these students, the teacher will be able to determine how the delivery of lessons will be covered later. Post-test A post test is needed as a final evaluation when the material taught on that day has been given in which a teacher gives a post test with the intention of whether students have understood and understood about the material just given that day.

To assess the students speaking Skills, the researcher uses oral language scoring rubric based on the criteria of speaking, accent, grammar, fluency, vocabulary, and comprehension. The researcher use the rating scale to measure the students speaking Skill.

## RESULTS & DISCUSSION

Finding of this research of this study, there was no difference in speaking Skill between the experiment class and control class before the use of Action Learning Strategy at the eight of Boarding School Al-Mutazam. However,there was significant difference in speaking Skill between the experiment class and control class use Action Learning Strategy. In other words, the use of Action Learning Strategy was effective toward improving students speaking Skill. From the description of the research result above, there were some discussion that the researcher gave in this research some of them are about how action learning strategy on students' speaking Skill. Experiment and control class were the same in their initial level of speaking Skill. It was also proved by the researcher by indicating the initial level of speaking Skill by conducting the pre-test that as given before the treatment. The mean score of pre-test in experimental class was 59,26 and the mean score of pre-test in control class was 61,83 statistically analysis has revealed that there is was no significant effect in their pretest scores of speaking Skill.Based on the result of the research,the following interpretations are presented strengthen the value of the research. Firstly, After doing the post-test , the result showed a statistically significant effect ofaction learning strategy on students speaking ability .The mean score of post-test in experimental class was 75,48 which was higher than the mean score of post test in control class which was 67,90. It showed that action learning strategy on gave significant effect to students' speaking Skill.Secondly,action learning strategy on gave opportunities the students to develop their speaking through a deeper understanding conceptual knowledge, and they can convidence with speaking and remember the words easily, by these strategy , the students would not feel bored in learning because they did not get the monotonous process of teaching and learning in classroom, specially in learning speaking which consider by them as difficult and boring lesson.

Based on the findings of the study, the following discussions are presented to strengthen the value of the study. First, the data of the findings showed evidences. The mean score of speaking posttest was 71.54 increased from the pretest that was 64.31.

The result of the paired sample t-test; paired sample difference in mean between the posttest and pretest was 7.23.

In addition, the writer also did the analysis of speaking score per aspects in pretest and posttest result. In this study, the writer did not focus on non verbal speaking achievement. Based on the data presented before, there was a significant difference in the five speaking aspects; pronunciation, grammar, vocabulary, fluency and comprehension between the pretest and posttest result. This is supported by Prensky (2001) in Fernandez-Ulloa (2013) who mentioned that "this generation needs to be educated in different way; they are the digital native learned".

The writer used Edmodo to help the students to improve their speaking achievement. Edmodo makes the students relax in these social rooms and tend to use the language in "real" way. They do not have a pressure of having to write a lot, and they are able to communicate in real time when they are working in a project. The students are also used to these tools, and they participate more in the learning platforms. Technology is part of these social networks, and it serves to create innovative assignments. Also, in Edmodo the students can get many references in any sources that can improve their knowledge and also gain their vocabulary. In addition, in line with the statement by Ngoc Giang & Van Minh (2014) which quoted "since Edmodo were used, numbers of good changes have been made to the class, including a better way of management large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and more eye-catching and powerful way of giving preliminary discussion". Enriquez (2014) also mentioned that "The most important finding of the study is that Edmodo appears to be wonderful learning platform which is so simple that observations and data show a high level of acceptance and response by participants". Therefore, it could be stated that Edmodo was significantly effective to improve students' speaking achievement.

## CONCLUSION

Based on the data analysis in chapter IV, the conclusion was drawn as following: Action learning strategy can improve students' speaking Skill showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity. It can be concluded that the students like action learning strategy. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

The students were more active and participated in the teaching-learning process of speaking. Therefore, action learning strategy can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. The most dominant of the student Boarding School Al-Mutazam is memory related strategies, because they can memorized well about the teacher speak in the class. And they can applying the strategy in daily activity especially the class. They choose that strategies because the strategies is easy than other, and they can understand well about the lesson in the class using the strategies, the researcher concluded that the learning strategies that the students used speaking skill based on the characteristic of each students. The students choose the strategy that suitable with them that can make them easy to understand and enjoy the class.

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