THE IMPLEMENTATION OF ACTION LEARNING STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILLS IN ENGLISH LESSON

(A Study at Tenth Grade Students of MAN 3 Banda Aceh)

THESIS

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The Implementation of Action Learning Strategy to Improve Students' Speaking Skills in English Lesson

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 29 November 2023
Saya yang membuat pernyataan,

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ABSTRACT

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This research aims to improve students' speaking skills in English lessons by implementing Action Learning Strategy. The research was conducted by using Classroom Action Research. The subject of this research was the X IIS 1 grade of MAN 3 Banda Aceh which consisted of 34 students. This study was conducted in two cycles; each of them include, planning, acting, observing, and reflecting. The data were gathered through Quantitative. The result of this research showed that there was increasing of students' speaking skills. The mean of the Pre-test was 77.11. The mean of Post-test I was 83.17. The mean of Post-test II was 92.20. It showed that the mean scores in Cycle II were higher than in Cycle I. The percentage of students who got points >80 also increased. In the Pre-test, the students who got points >80 were 4 students (11.7 %). In the Post-test of Cycle I, students who got points >80 were 12 students (35.29 %). In the Post-test of Cycle II, students who got points >80 were 32 students (94.11 %). In other words, from the first meeting to the last one, the student's speaking skills improved and got better scores in speaking.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research, which is divided into five sub-chapters: backgrounds of the study, research questions, research aims, significance of the study, and terminologies.

A. Backgrounds of the Study

The capability to speak English is one of the most crucial benchmark abilities in the professional world. Learning English is notable because it is not only prepares students for globalization but also helps them to continue their education at a higher level. English language is essential for students' evolution. It is necessary for learning interacting, and forming relationships with others.

Since speaking is one of the fundamental English language abilities, it is an important component of language learning. According to Fulcher (2003), Speaking is the vocal use of language for interpersonal communication. Speaking is the most important expertise in teaching English language to learn in school, according to Maxon (2009). Through speaking, students communicate their mind, thoughts, and goals to others. Because teachers and friends can be a facilitators and pairs of English practice partners, students are able to speak English more fluently in the classroom.

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In this situation, students should put a lot of effort into learning English. However, the instructor has to set up a fantastic learning environment in the classroom. Still, it doesn't align with the actual circumstances in the classroom. Speaking exercises in the classroom are ineffective because students are unable to communicate with one another in English for a variety of reasons. They lack confidence in their abilities and fear making mistakes and being evaluated by their peers. Additionally, students think that studying English is boring as the system or technique utilized to monitor their progress concentrates on the teachers.

Speaking is a social interaction tool employed by individuals. It has become a regular part of our daily lives and occurs everywhere. Speaking allows people to communicate with one another and convey their feelings, ideas, and thoughts through language. To exchange information, they converse with one another as well. Students in the classroom speak less intently when the teacher is teaching and they are learning. Therefore, students may get disinterested in studying if they are not taught how to converse or are not given the chance to talk in language sessions. In later years, it will be difficult for students who did not establish good oral communication skills during this period to interact with their friends. Based on the problem's features, the right technique can be applied to solve it. The researcher suggests action learning as a way to put spoken English techniques to use. As part of an action learning technique, a group of people with different skill and experience levels are brought together to examine a real problem and then create an action plan. According to Pedler (2011), action learning aims to achieve this balance by giving the learning cycle rigor and speed

and by leveraging the beneficial effects of small groups to keep this discipline and rhythm. As activities are carried out, the group keeps fulfilling its obligations, learning from them and making mid-course adjustments. One type of learning by doing is action learning. Students finish their learning in groups, presenting activities and dialogues while focusing on vocabulary, pronunciation, accuracy, and fluency. The goal of this is to upgrate the students' capability to talk in life.

Learning conversational skills doesn't get much attention. Through observations in MAN 3 Banda Aceh, researchers found that speaking English skills given focus on using grammar that only informed students the tense forms of the language without providing students the opportunity to practice sentences. This causes those students' inability to communicate in English. It is demonstrated by test results showing that students are unable to answer the questions, with test results showing that only 4 of 34 students were good at speaking English. While other students were rated as less skilled. Based on this condition, several difficulties can be discovered, such as:

1. The students' low motivation to learn English.
2. The lack of media and learning facilities.

B. Research Questions

The creation of the research question is required prior to the start of the study. It looks at the uncertainty that exists nowadays in a topic of interest and emphasizes the necessity of a researcher's purposeful exploration. Drawing from

the previously given background, the researcher formulates a research question as follows: Does the implementation of action learning strategy in speaking class improve students' speaking skills?

C. Research Aims

In this part, the researcher needs to dig into the aims of the study. Based on the formulation above, the objectives of this study is to improve students' speaking skills by implementing Action Learning Strategy.

D. Significance of the Study

The significance of the study will be worthwhile for:

1. **English teacher:** The findings of this research are expected to offer teacher with an alternative method for teaching speaking. It is also expected to inspire teachers to be more creative and innovative. As a result, students will be more excited about learning English in class.
2. **Researcher:** The findings of this research may help the researcher develop their knowledge, gain experience in education research and English teaching, especially in speaking.
3. **Student:** The results of this study should give them fresh perspectives on learning English, particularly speaking. Students will be more driven to advance their talents as a result.

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E. Terminologies

1. Speaking Skill

Fulcher (2003) defines speaking as the vocal use of language for interpersonal communication. Speaking is the most significant capability in teaching English language to learn in school (Maxon, 2009). Through speaking, students convey to others their ideas, opinions, and goals (Nurokhma, 2009). According to this study, speaking skills refer to a student's capacity for speaking, engaging in meaningful conversation, communicating clearly, and orally transferring knowledge in a way that the other person can understand.

2. Action Learning Strategy

According to Mercer (2002), action learning is a strategy that entails gathering a number of individuals with differing degrees of expertise and experience to examine a real world issue and create the action plan. According to Pedler (2011) the action learning approach aims to reach this balance by offering the learning cycle rigor and speed and by leveraging the beneficial effects of small groups to keep this discipline and rhythm. As activities are carried out, the group keeps fulfilling its obligations, learning from them and making mid-course adjustments. One type of learning by doing is action learning. Students finish their learning in groups, presenting activities and dialogues while focusing on vocabulary, pronunciation, accuracy, and fluency. The goal of this is to improve the students' ability to talk in life. WIAL (2020), an action learning strategy is a method that entails working with a small groups on actual problems or issues, taking initiative, and learning on an individual, team, and organizational level. It

supports students' growth as innovative, adaptable, and successful problem solvers.

In this research, the term “action learning” refers to a sort of learning by doing. It is tackling actual issues with an emphasis on discovering and putting answers into practice. Through the use of a small group of students' knowledge and abilities along with skillful questioning, people are able to reinterpret familiar and old concepts to generate new or creative thoughts.

CHAPTER II

LITERATURE REVIEW

This chapter reviews some literature related to the variable of the study. It includes several primary concerns about speaking skill, action learning, and related study. All points will be discussed in this chapter.

A. Concept of Speaking Skill

1. The Definition of Speaking Skill

Chaney and Burke (1998) defines speaking as the way of creating and conveying meaning in a variety of circumstances by using both verbal and nonverbal symbols. Speaking is an interactive meaning-construction process that entails information processing, production, and reception.

According to Torky (2006) speaking is one of the four language capability (writing, reading, listening, and speaking). It is a way for students to interact with others in order to accomplish particular objectives or to share their thoughts, intentions, hopes, and opinions. Furthermore, those who are able to understand a language are called "speakers" of that language. Additionally, speaking is the language skill that is used the most in all circumstances. Speaking is the act of putting ideas, thoughts, and feelings into words and using the voice to form phrases or sentences.

Bull (2008) defines speak as having the ability to talk, utilize language, give a speech, and convey one's opinions.

According to experts, there are numerous definitions of speaking:

- According to Hammer (2007), speaking is the capability to communicate effectively and needs both the ability to process language and information "on the spot" as well as awareness of its features.
- According to Quianthy (1990), speaking is the act of verbally transferring concepts and information in any kind of circumstance.
- According to Nunan (2006), speaking is the use of words fluently that is, quickly, confidently, and with few unnatural pauses.

The researcher draws the conclusion that speaking is the act of verbally sharing thoughts, feelings, goals, and hopes. This conclusion is based on the explanation provided above. Speaking required a variety of abilities, including vocabulary, pronunciation, accuracy and fluency.

2. Components of Speaking

Harmer (1991) stated that speaking consists of the following five components:

a. Vocabulary: a list or compilation of terms and phrases that are typically defined, explained, and ordered alphabetically (Webster, 1983).

It is difficult to communicate without mastering vocabulary. Therefore, learning this element is somewhat important before practicing speaking. Students may struggle to remember all of the vocabularies they have learned due to a lack of practice and use. They must practice more in order to remember them.

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b. **Pronunciation:** the act or manner of pronouncing something.

We definitely came to understand that vowels, consonants, stress, and intonation are all intimately tied to pronunciation, which is one of the speaking components. Learning can occur through repetition and imitation. Therefore, in order for students to imitate their teachers during the process of teaching and learning, teachers should have a good standard of pronunciation (Webster, 1983).

c. **Grammar:** the entirety of a language's system and structure, or languages overall, often understood to include phonology, semantics, syntax, and morphology (including inflections) (Bull, 2008).

d. **Fluency:** the ability to talk or write a foreign language easily and accurately.

e. **Comprehensibility:** the quality of being easy or possible to understand.

Based on the explanation above, it can be sum up that speaking has some components, namely: Vocabulary, Pronunciation, Grammar, Fluency, and Comprehensibility. The students who master those components usually have the confidence to express their ideas, suggestions, opinions, and thoughts.

3. The Function of Speaking

Proficiency in spoken English is crucial for individuals learning a second language. Experts have made an effort to classify the purposes of speech in interpersonal communication. According to Brown and Yule (1983), speaking serves three functions:

a. Talk as interaction

Talk as interaction indicates interaction that is largely social in nature and pertains to what we often mean when we say "conversation." When people meet, they try to be cordial and create a comfortable space for interaction by exchanging greetings, striking up a conversation, sharing recent experiences, and so forth. Rather than the content, the speakers' intended messages to one another are the main focus. It could be informal or more formal, depending on the situation and type of communication (Richards, 2008).

b. Talk as performance

Talk as performance is talk that is given in front of an audience, such as speeches, public announcements, and presentations in the classroom. Talk as performance is more akin to written language than conversational, frequently taking the form of monologue rather than dialog and adhering to a familiar framework. Similarly, it is often assessed according to how well it works or how it affects the listener, which is not how speak functions as an interaction or transaction (Walter, 2006).

c. Speaking as transaction

A situation when the emphasis is on what is said or done is referred to as "talk as transaction". Rather than the participants and also their social interactions, the message and effectively communicating oneself are the primary focus (Walter, 2006).

4. Classroom Speaking Activities

Students undoubtedly need to practice speaking often if they want to develop. By engaging in conversation on subjects related to actual events,

students gain proficiency in speaking. Incorporating speaking-intensive exercises into the classroom must be the solution. Harmer (2001) lists the following as speaking exercises for the classroom:

a. Acting from a Script

We can film the outcomes of instructing our students to act out sequences from their script. It is common for students to perform dialogues that they have written.

b. Communication Games

A collection of thoughtfully created games or activities that encourage student interaction is known as a communicative game. Students must actively participate in class by speaking and writing during these activities in order to express themselves or contribute information. Then, as a result of its concept in developing interaction habits, their confidence will be formed automatically. The sample of communication games are:

- Puzzle Game
- Describe a picture
- Find the picture's similarities and differences.

c. Discussion

Mangal (2009) defines conversations as an environment in which students converse with one another, teachers, or other students, and share ideas, opinions, and solutions in order to come to a decision or establish a consensus. Stated differently, students will benefit from discussion activities that teach them how to listen to and communicate with teachers.

It is hoped that by using classroom discussion, students' ability to think critically, communicate effectively, and grasp concepts will all increase, as well as their involvement and engagement. Furthermore, students' communication skills may improve.

d. Prepared Talks

Prepared talks are an additional speaking exercise when students provide a presentation on a certain topic. In order to avoid these activities becoming very writing-like, students should speak from notes rather than a script because they have already prepared (Silva, 2013).

e. Questionnaires

Questionnaires make sure that both questioner and respondent have something to tell to each other, so it is an excellent way for students to communicate. It is required of students to create questionnaires on any subject they find interesting. The instructor can help students with design and be a reference. Hence, prepared speeches or conversations can make advantage of the findings (Lindemann, 2023).

f. Simulation and Role-Play

It is possible to promote general oral fluency and elicit a real-life interaction through role-playing and simulation. Students pretend to be characters that are different from them or who have ideas and emotions that they may not necessarily agree with.

Additionally, Kayi (2006) offers additional activities to promote speaking so that students can practice and produce generate spoken language successfully.

1. Information Gap
2. Brainstorming
3. Interviews
4. Storytelling
5. Reporting
6. Describing a Picture

Those are activities suggested by Kayi (2006), to promote speaking skills. Hence, the student may master or enhance their speaking skills easily and fun. In this research, the researcher used describing a picture and report orally as classroom activities to promote students' speaking skills.

B. Concept of Action Learning Strategy

1. The Definition of Action Learning Strategy

The methodical process of action learning involves doing in order to learn. It is predicated on the idea that action frequently necessitates learning, and that learning involves both. Because it gives them the chance to acquire knowledge and understanding at the right moment in response to their urgent needs, people participate in just-in-time learning (Lewis and Williams, 1994).

Action learning, as defined by WIAL-World Institute for Action Learning (2015), is a novel approach to doing, thinking, and interacting in groups. A small

group works on actual issues, takes action, and learns as individuals, groups, and organizations through the process of action learning. It enables us to come up with innovative, adaptable, and successful solutions to urgent issues.

According to Ruebling (2007), action learning is a tool that unites vision and action, assisting individual, organizations reach new heights in terms of growth, recruiting, and also retention.

According to Revans (1969), action learning is a team-based workplace activity that unites individuals working on a project or problem together in order to solve it or reach project objectives. The action learning group or set offers motivation and assistance to try out novel approaches to tasks and ideas.

Through action learning, students can combine their knowledge and abilities, collaborate on assignments, evaluate and reflect on what they have learned, challenge one another's opinions, and develop their ability to work well in a group. Students learn how to solve actual issues in order to acquire knowledge through the action learning process (Sillins, 2001).

In conclusion, action learning is a method that calls for students to use contemplation, action, and learning by doing to solve problems.

2. The Components of Action Learning Strategy

According to Marquardt (2004) Action learning which was developed by Reg Revans in England in the middle of the 20th century, was not widely accepted or utilized until Jack Welch at General Electric. A number of action learning models

have emerged in the last 20 years, but the Marquardt Model, which combines the best elements of American and European action learning, is the one that has received the most widespread acceptance. Six interactive and interdependent elements make up this strategy, and they all complement and strengthen one another. They are as follows:

a. A Problem (project, challenge, opportunity, issue or task)

The problem must be necessary, urgent, and within the group's purview to resolve (Marquardt, 2004).

b. An Action Learning Group or Team

Action learning group, sometimes referred to as a set or team, it is the fundamental element (Marquardt, 2004).

c. A process that emphasizes insightful questioning and reflective listening

Action learning emphasizes questions and reflection over statements and opinions (Marquardt, 2004).

d. Taking action on the problem

To engage in action learning, the group needs to be able to take action on the problem they are working on (Marquardt, 2004).

e. A commitment to learning

Students benefit immediately and temporarily when they solve an organizational difficulty. But the real, longer-term multiplier value is the knowledge that each

group member and the group as a whole acquire, as well as the way that knowledge is applied across the organization's systems (Marquardt, 2004).

f. An action learning coach

For the group to concentrate on both the urgent (fixing the problem) and the meaningful (i.e., learning), coaching is required (Marquardt, 2004).

3. The Steps of Action Learning Strategy

According to Manage (2023), there are ten steps of action learning strategy. The ten steps are:

a. **Clarify the purpose** of the action learning team. The issue or assignment is presented to the team. A team can deal with one or several issues.
b. **Team formation.** The team might be made up of volunteers or appointed individuals, and it can focus on a single organizational problem or the problems of each other. Gather a diverse group of people with complementary talents and knowledge to form an action learning group.
c. **Analyze the issue(s)** and devise a plan of action to resolve them.
d. The problem owner **presents the problem** in short to the team. They can stay in the group as a member or withdraw and wait for the team's suggestions.
e. **Reframe the issue.** Following a series of questions, the team will achieve an agreement on the most significant and critical topic the team should concentrate on, frequently with the assistance of the action learning consultant. The team should determine the core of the problem, which may differ from the original presenting problem (Manage, 2023).

f. **Determine objectives.** After determining the main issue, the group tries to come to an agreement on the objective. Reaching the objective would provide a long-term solution to the reiterated issue, benefiting the person, group, or organization more than harming it.

g. **Develop action strategies.** The group's efforts will be primarily focused on coming up with and trying out potential action strategies. Learning methods are developed through reflective inquiry and dialogue, just as the stages that come before them.

h. **Take action.** In between the team's and each member's action learning talks, data are gathered. Along with determining the level of support, they put into practice the plans that the group prepared and approved.

i. **Repeat the cycle** of learning and action until the issue is resolved or new directions are determined.

j. **Capturing learning.** The action learning consultant may intervene at any time during the sessions (Manage, 2023).

4. The Advantages of Action Learning Strategy

According to Fatmawati (2016), the advantages of Action Learning Strategy are as follows:

a. Centered on students.

b. The emphasis is on discovering knowledge rather than accepting knowledge.

c. Great fun.

d. Increase all learner senses potential.

e. Use a variety of methods.

f. Using a variety of media.

g. Adapted to existing knowledge.

According to Global (2022), Action learning is beneficial on an individual basis because:

a. Increase effectiveness and productivity on a personal level.

b. Increase the ability to learn from the experiences by reflecting on them.

c. Develop soft skills and leadership abilities.

d. Enhance assertiveness and self-confidence.

e. Increase understanding of the ways in which attitudes, presumptions, beliefs, and organizational interests affect decisions, actions, and ways of thinking.

f. Increase the awareness of yourself and other people, as well as your ability to adjust intelligently to the current situation.

g. Practicing self-expression as the act of speaking openly.

These are the benefits of the action learning. Therefore, the action learning will make it easier for the student to master English and improve their speaking abilities.

5. The Disadvantages of Action Learning Strategy

According to Fatmawati (2016), the disadvantages of Action Learning Strategy are as follows:

a. When teachers are not there, students struggle to organize their thoughts.

b. The conversation lacked purpose and emphasis in all areas.

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Those are the disadvantages of action learning strategy according to Fatmawati (2016). Hence, as educators, we should accompany our students in the teaching-learning process. So the student will easily orient their thoughts and also focus during the learning process.

C. Related Study

One of learning technique used to improve students' performance in the classroom is action learning strategy. Some similar research investigations had also been carried out in the past. The research's outcome is explained in the following:

Research was carried out at SMPN 24 Merangin by Sartika (2023). This study aims to describe how action learning strategies in the ninth grade at SMPN 24 Merangin have improved students' speaking abilities. Classroom Action Research is one form of action learning strategy that is included in this study. The outcomes demonstrated how well and successfully the action learning assisted students in developing their speaking abilities. The learning was successfully applied and helped students' speaking abilities to improve. As an alternative, the Action Learning might be recommended to the teacher in order to help the students' speaking abilities.

According to Simanjuntak (2014), the goal of this study is to enhance the speaking abilities of fifth-grade students at Elementary School No. 106162 Medan Estate by implementing an action learning technique. Action research conducted in the classroom was used to conduct this study. Thirty-five students in the fifth

grade at Medan Estate Elementary School No. 106162 were the focus of this study. Oral exams are used to assess students' speaking abilities using data gathered from their observations. The percentage of students that attain success in speaking also shows progress. Just 5 students (14.2%) received category skills in the first test. In cycles I and II, category skills were obtained by 45.71% (16 students) and 88.57% (31 students) in the post-test. It indicates that there was about 74.37 improvement. The use of an action learning technique to enhance students' speaking abilities was found to have a noteworthy impact.

Yuanita (2011), conducted research at SMA N 1 Gemolong. The research was "Improving Students' Speaking Skill by Using Role Play (An Action Research)." According to data analysis, students' average score on the first cycle was 73, and their average score on the second cycle was 90, which is classified as average to good. They see an increase of 28 points. This indicates that there is proof for the action learning, which suggests adopting role plays to help students communicate more fluently in class.

Silva (2013) conducted research at SMP IT Abu Bakar Yogyakarta. The research was "Improving Students' Speaking Skills Through The Use Of Video Clips." The study's conclusions, which were based on data analysis, proved that students' speaking abilities might be enhanced by utilizing video clips as educational materials in addition to speaking exercises in English class. It grabs students' interest and increases their desire to learn. On the post-test, students who had only received a 6.8 on the pre-test were able to raise their scores to 13.89. It

was evident that they had made great progress in a number of speaking domains, including fluency, pronunciation, grammar, vocabulary, and comprehension.

The difference between this research and previous study is the level of education and methods that are used in teaching. Such as, Sartika, conducted the research at SMPN in ninth grade. Next, Simanjuntak, conducted the research at Elementary School in fifth grade. Last, Silva, conducted the research at SMP IT Abu Bakar Yogyakarta. Also, some of those previous studies implemented action learning strategy by utilizing different methods such as, role-play conducted by Yuanita and video clips conducted by Silva. Meanwhile, this research was conducted at MAN 3 Banda Aceh in tenth grade students by describing a picture, expressing congratulation, and reporting their future plan orally.

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, research sites and samples, data collection, and methods of analysis.

A. Research Design

Babbie (2004) defines research design refers to a series of choices on the topic and population to be examined, as well as the research methodologies to be used for each goal or objective. It's a generic approach to conducting research. It denotes that the investigator chooses the best approach and plan for addressing the study question and gathering data. Thus, the researcher employed quantitative methodologies in this study.

According to Creswell (2014), quantitative research is 'a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures'. Survey research and experimental research are two types of inquiry strategies that are primarily related to quantitative research.

According to Sugiyono (2018), quantitative data is a research method based on positivistic (concrete data); research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem being studied in order to reach a conclusion.

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1. Type of the Research

The research type is Classroom Action Research. Classroom action research is a type of study that focuses on the teaching-learning process in the classroom with the goal of enhancing the quality of learning practices. Furthermore, classroom action research is a problem-solving approach that makes use of actual actions as well as growing skills to identify and address issues (Ghory, 2008).

The goal of this action research is to pinpoint the issue that arose in the teaching and learning and then determine a course of action to resolve it. In this study, the researcher discovered a few issues with students' speaking abilities. The four phases of classroom action research include planning, action, observation, and reflection. The four phases were finished in two cycles, with four stages in each cycle.

Sanjaya (2013) asserts that classroom action is a technique for determining the most effective approach in the classroom. We can therefore enhance students' capacity for learning. Enhancing teacher performance in the classroom or at school is the goal of classroom action research. The findings can broaden the body of knowledge, even though it is not necessary to extrapolate them to other contexts.

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According to Arikunto (2006), classroom action research is comprised of three terms:

a. Research

Analyze an object's actions and follow the guidelines of a specific methodology to gather data or information that will help the researcher create a more engaging and meaningful product.

b. Action

A number of intentional activities were created, and in this study, they comprised a sequence of cycle activities.

c. Class

A class is made up of students who sit under a teacher's instruction. Written constraints intended to clarify the classroom are an antiquated interpretation that serve to paralyze misunderstandings and are commonly perceived by the public as providing "room for the teacher to teach." A class is made up of students who are learning together rather than just a room.

Classroom action research is a reflection of the purposeful activities that take place in the classroom, as indicated by the combination of the three terms above. As a result, the researcher uses the Kemmis and McTaggart (1988) model of classroom action research, which consists of four steps: planning, acting, observing, and reflecting. The cycle's series contributes to the problem's improvement in this research.

2. Procedure of Collecting Data

The research procedures carried out through the administration of two cycles. Planning, action, observation, and reflection are the four steps that comprise each cycle (Kemmis and McTaggart, 1988). In order to determine the students' basic and prior understanding of their speaking abilities, an orientation test was administered before to the commencement of cycle I.

a. Cycle I

1) Planning

Making a plan is a method to get things done. The researcher prepares everything that will be required for the learning process during planning. These are the requirements for the first cycle of planning:

- Examine the students' speaking problems.
- There will be two meetings to complete the cycle.
- Preparing material for speaking.
- Carrying out pre-tests to determine their fundamental proficiency in speaking.
- Used the Action Learning to measure students' speaking abilities during the last meeting.
- Setting up the instruments for collecting data, such as observation, notes, and documentation.

2) Action

The act of doing things is called an action. It is the carrying out of preparation. In this section, the students will learn how to use the action learning to enhance their speaking abilities.

- Describe the goal of the action learning in learning English.
- Divide students into several groups.
- Give each group the assignment to learn the vocabulary related to the subject matter and have a discussion.
- Assign the students to practice speaking using the learned vocabulary.

Table 3.1
The Activity of Cycle I

No.	Cycle I	Outcome
a.	In order to motivate students, inquire about the material fraction.	Increased motivation among students.
b.	Provide learning objectives and performance indicators.	Explanation of the objectives and the target indicator.
c.	Explain the material that is being studied.	Explanation of the material being studied.
d.	Give some instances of questions pertaining to the subject matter being learned through action learning.	Talk about the example problem with the student.
e.	Permit students to pose questions.	Increasing comprehension among students.
f.	Concluded the subject matter with the student.	The conclusion can be made by the student.
g.	Assessing the cycle I outcomes.	Determining the problem.
h.	Carrying out any reflections in cycle I in detail.	The answer to a problem that had been coming up.

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3) Observation

The researcher carried out the following activities in this section: used observation to understand about the speaking abilities and learning process of the students.

- To assess students' performance using the observation.
- Note the appropriateness of the learning procedure that is being conducted based on the speaking skill indicators.

4) Reflection

The data analysis from observation and assessment activities provides the basis for the implementation of reflection. The purpose of the reflections was to find out how much the media can do to help students become more proficient speakers and to understand the benefits and drawbacks of the learning process that has been put in place to prevent cycle II from happening again and to get past potential roadblocks.

b. Cycle II

1) Re-Planning

The planning cycle I and cycle II activities are similar. Cycle II planning stages are determined by the outcome of Cycle I reflection activity. Plan is made to prevent the shortage and challenges that arise in cycle I for students as well as during the process of implementing what they have learned to improve speaking abilities into action.

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2) Action

This section's tasks include implementing lesson plans into action that were created and improved from cycle I of the learning process. These plans were initially created to improve students' speaking abilities and facilitate effective learning.

3) Observation and Evaluation

As in cycle I, observation and evaluation tasks were used to ascertain how the students' speaking abilities had changed.

4) Reflection

Following cycle II, researchers observed learning to identify areas of weakness, strength and improvement. The reflection comprises:

- Disclosure of an observation's findings regarding the benefits and drawbacks of using action learning to grasp a concept.
- Reveal the action that was taken during the student learning progress poses.
- Describe the steps the teacher took to ensure that the teaching-learning process was successful. The matter that reflected the discussion with the teacher's concerns.

B. Research Sites and Samples

1. Research Site

This research study was conducted in MAN 3 Banda Aceh. Located in Jl. Lingkar Kampus UIN Ar-Raniry Banda Aceh, Rukoh, Kec. Syiah Kuala, Kota Banda Aceh, Aceh. This school is accredited A. With a total of 47 teachers, this school has 3 English teachers, one male and two female. The total number of students reaches 581 students from the tenth to twelfth grades, and 18 classrooms in total, with six classrooms in each grade.

Accreditation	Total Teachers	English Teachers	Total Students	Total Classrooms
A	47	3	581	18

2. Research Samples

The research subject was the students in X IIS 1 of MAN 3 Banda Aceh who were in the first semester. There were 34 students in the classroom, with details of 12 male students and 22 female students. The reasons why the researcher chose this class as the sample of the research study are because the students in this class have low motivation to learn English, have low scores in English subjects, and also lack confidence in speaking English. On account of that, the researcher decided to do the research in this class.

Class	Students		Total	Total Population
	Male	Female		
X IIS 1	12	22	34	194

3. Time of the Research

The research was conducted during the first semester. The actions took place between August-November, and the study was completed in November.

C. Data Collection

1. Technique of Data Collection

Data is information that can be utilized to address a research problem. According to Arikunto (2013), data consists of recorded notes or information that researchers might utilize to plan their study activities. The data for this study was gathered by means of tests.

Test: is used to collect data on research findings and student activities in teaching and learning. Two tests are used in this study, namely:

1. The pre-test is done before implementing the Action Learning Strategy.
2. The post-test is implemented after implementing the Action Learning Strategy.

The pre-test is aimed to measure and see students' abilities or skills in speaking English before implementing action learning strategy. Meanwhile, the post-test is aimed to measure and see students' abilities or skills in speaking English after implementing action learning strategy.

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2. Instrument of Collecting Data

The appendix contains the pre and post-test questions as well as the instrument of data collection. And the assessment collects data using the following rubric:

In order to gather the data, the researcher tested the students by asking them to give a report orally either a group or an individual setting, depending on the assigned topic. There were two hours allotted. The researcher used the category that assesses criteria to score the speaking test results. Every criterion received a score of 25. Thus, students would receive 100 points for each criterion. Speaking was rated on a range of 0-25. Vocabulary, pronunciation, accuracy, and fluency are the categories (Finocchiaro and Sako, 1983).

Table 3.2
Assessment Collects

No.	Category	Aspect	Range	Score
i.	**Vocabulary**			
	a. Unsatisfactory	Limited vocabulary can make understanding challenging.	1-6	
	b. Fair	Frequent use of incorrect language with a restricted vocabulary.	7-12	
	c. Good	Occasionally uses language that is inappropriate due to a vocabulary deficit.	13-18	
	d. Excellent	Almost never experiences issues.	19-25	
ii.	**Pronunciation**			
	a. Unsatisfactory	Due to incomprehensible, difficult, pitch, sound, and accent, it was necessary to understand.	1-6	
	b. Fair	An error in basic pronunciation.	7-12	
	c. Good	Few noticeable mistakes.	13-18	

	d. Excellent	Intelligible and unambiguous.	19-25	
iii.	**Accuracy**			
	a. Unsatisfactory	Usage is unsatisfactory, requiring frequent re-construction or restriction to the core structure.	1-6	
	b. Fair	The fundamental structure error, sometimes masked by grammatical errors.	7-12	
	c. Good	Sometimes grammatical mistakes do not obfuscate meaning.	13-18	
	d. Excellent	With two mistakes or less, speech is usually natural.	19-25	
iv.	**Fluency**			
	a. Unsatisfactory	Speech is delivered at a slower rate than usual, with lengthy pauses between sentences, and incomplete sentences.	1-6	
	b. Fair	There are a few obvious stumbles, but still can rephrase and go on.	7-12	
	c. Good	Speaking is normally natural.	13-18	
	d. Excellent	Lucid and intelligible.	19-25	
Total score			**100**	

D. Methods of Analysis

In this study, the quantitative method was used. Quantitative data was used to examine the scores of the students. It was anticipated that by using this strategy, the action learning would produce the desired improvement in speaking ability. The quantitative data was examined to see how much the students' speaking abilities had improved. The mean of each post-test from each cycle was sought for by the researcher. Therefore, the researcher used the subsequent formula:

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

Where:

X = The mean score of the students.

∑X = The total score.

N = The member of the students.

The researcher applied the following formula to classify the master student members:

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

Where:

P = The percentage of students who get points 80.

R = The number of students who get points > 80.

T = The total of students who take the test.

After calculating the mean scores of the students' for each action, the researcher proceeds to ascertain whether or not speaking skill scores from the pre and post-test results in cycles I and II indicate the possibility of student improvement. To analyze that, the researcher uses the following formula:

$P = \frac{y1 - y}{y} x$ 100 %

Where:

P = Percentage of students' improvement.

y = Pre-test result.

y_1 = Post-test I.

$P = \frac{y2-y}{y} x\ 100\ \%$

Where:

P = Percentage of students' improvement.

y = Pre-test result.

y_2 = Post-test II.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the data findings and discussion. The findings and discussion will be explained as follows:

A. Data Findings

This study uses quantitative data. The mean of the students' test results served as the source of the quantitative data. There are 34 students from the X IIS 1 class participated in this research. Two cycles were completed for this research. Four phases of action research were included in each cycle: planning, action, observation, and reflection. There was several meetings were conducted. Students took the test in three forms: pre-test, post-test I, and post-test II. The student's scores are showed in the tables and charts below.

1. Pre-test

The researcher ran a test at the end of every cycle. The means of students' scores have been found to increase from the pre-test to the post-test. The table that follows displays:

Table 4.1
Pre-test Score

No.	Name	PRE-TEST	
		Score	**Successful Criteria (>80)**
1.	AM	79	Unsuccessful
2.	ARM	72	Unsuccessful
3.	AF	76	Unsuccessful
4.	BRM	78	Unsuccessful
5.	DZN	76	Unsuccessful
6.	FAR	72	Unsuccessful
7.	FAR	72	Unsuccessful
8.	HM	76	Unsuccessful
9.	IM	**90**	**Successful**
10.	LA	72	Unsuccessful
11.	MM	78	Unsuccessful
12.	MA	72	Unsuccessful
13.	MR	76	Unsuccessful
14.	NZA	76	Unsuccessful
15.	NF	76	Unsuccessful
16.	NS	**90**	**Successful**
17.	ODP	72	Unsuccessful
18.	RR	76	Unsuccessful
19.	RR	76	Unsuccessful
20.	SAU	78	Unsuccessful
21.	S	79	Unsuccessful
22.	SS	79	Unsuccessful
23.	SSM	72	Unsuccessful
24.	SM	**90**	**Successful**
25.	SR	72	Unsuccessful
26.	S	76	Unsuccessful
27.	SM	76	Unsuccessful
28.	TMAM	72	Unsuccessful
29.	UA	76	Unsuccessful
30.	YF	79	Unsuccessful
31.	YA	76	Unsuccessful
32.	Z	76	Unsuccessful
33.	ZDS	78	Unsuccessful
34.	YEM	**88**	**Successful**
Total ∑X		**2622**	
The mean score		**77.11**	

The pre-test table indicates that students scored 2622 overall, and as 34 students took the test, the students' mean was:

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

$$X = \frac{2622}{34}$$

$$X = 77.11$$

Students' speaking abilities in English classes continued to be very low, as seen by the table above. Students had a mean score of 77.11. Consequently, the following formula was applied to determine which student was competent:

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

$$P_1 = \frac{30}{34} \text{ x } 100\ \% = 88.2\ \%$$

$$P_2 = \frac{4}{34} \text{ x } 100\ \% = 11.7\ \%$$

Table 4.2
Distribution of Students' Speaking Skills in English for Pre-test

	Criteria	**Total Students**	**Percentage**
P_1	Unsuccessful	30	88.2 %
P_2	Successful	4	11.7 %

The table analysis shows that the students' speaking proficiency in English remained low. 4 students met the criterion, meaning their success rate was just 11.7%. Conversely, 30 students got an unsuccessful score or 88.2%. In summary, the students' proficiency in speaking English remained low.

2. Post-test I

Students' speaking ability in English was classified as low, according to the explanation above. The post-test was then repeated in cycle I. The analysis for cycle I post-test may be found below:

Table 4.3
Post-test I Score

No.	Name	CYCLE I	
		Score	Successful Criteria (>80)
1.	AM	**90**	**Successful**
2.	ARM	75	Unsuccessful
3.	AF	79	Unsuccessful
4.	BRM	**84**	**Successful**
5.	DZN	78	Unsuccessful
6.	FAR	76	Unsuccessful
7.	FAR	74	Unsuccessful
8.	HM	79	Unsuccessful
9.	IM	**100**	**Successful**
10.	LA	74	Unsuccessful
11.	MM	**82**	**Successful**
12.	MA	76	Unsuccessful
13.	MR	78	Unsuccessful
14.	NZA	79	Unsuccessful
15.	NF	78	Unsuccessful
16.	NS	**100**	**Successful**
17.	ODP	77	Unsuccessful
18.	RR	79	Unsuccessful
19.	RR	79	Unsuccessful
20.	SAU	**92**	**Successful**
21.	S	**96**	**Successful**
22.	SS	**100**	**Successful**
23.	SSM	75	Unsuccessful
24.	SM	**100**	**Successful**
25.	SR	77	Unsuccessful
26.	S	79	Unsuccessful
27.	SM	79	Unsuccessful
28.	TMAM	77	Unsuccessful
29.	UA	78	Unsuccessful
30.	YF	**92**	**Successful**

31.	YA	79	Unsuccessful
32.	Z	79	Unsuccessful
33.	ZDS	**88**	**Successful**
34.	YEM	**100**	**Successful**
Total ∑X		**2828**	
The mean score		**83.17**	

The total score of students in cycle I was 2828, and there were 34 students. Hence, the students' mean was:

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

$$X = \frac{2828}{34}$$

$$X = 83.17$$

The aforementioned data indicates that students' speaking abilities in English have been improving. The student mean was 83.17. Therefore, the following formula was applied to determine which student was competent:

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

$$P_1 = \frac{22}{34} \text{ x } 100\ \% = 64.70\ \%$$

$$P_2 = \frac{12}{34} \text{ x } 100\ \% = 35.29\ \%$$

Table 4.4

Distribution of Students' Speaking Skills in English for Post-test I

	Criteria	**Total Students**	**Percentage**
P_1	Unsuccessful	22	64.70 %
P_2	Successful	12	35.29 %

The aforementioned table analysis indicates that the mean of student was 83.17. Based on the criteria, 12 students met the success rate of 35.29%. However, 22 students had an unsuccessful score of 64.70%. As a result, cycle I Post-test is considered unsuccessful.

The students' mean scores of speaking skills increased from the Pre-test in Cycle I, according to the results of their speaking skills in Cycle I. Students who achieved a score higher than the Minimum Mastery Criterion ranged in number from 4 to 12. This indicates that the mean score improved by 7.85%. The formula yields the improvement percentage:

$$P = \frac{y1 - y}{y} x\ 100\ \%$$

$$P = \frac{83.17 - 77.11}{77.11} x\ 100\ \%$$

$$P = \frac{6.06}{77.11} x\ 100\ \%$$

$$P = 7.85\ \%$$

3. Post-test II

The students' English speaking ability was rated as unsuccessful. As a result, Cycle II is required to raise students' higher scores. The analysis for Cycle II is as follows:

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Table 4.5
Post-test II Score

No.	Name	CYCLE II	
		Score	Successful Criteria (>80)
1.	AM	**98**	**Successful**
2.	ARM	77	Unsuccessful
3.	AF	**86**	**Successful**
4.	BRM	**100**	**Successful**
5.	DZN	**92**	**Successful**
6.	FAR	**80**	**Successful**
7.	FAR	**88**	**Successful**
8.	HM	**100**	**Successful**
9.	IM	**100**	**Successful**
10.	LA	**80**	**Successful**
11.	MM	**100**	**Successful**
12.	MA	**82**	**Successful**
13.	MR	**88**	**Successful**
14.	NZA	**92**	**Successful**
15.	NF	**96**	**Successful**
16.	NS	**100**	**Successful**
17.	ODP	**80**	**Successful**
18.	RR	**97**	**Successful**
19.	RR	**100**	**Successful**
20.	SAU	**100**	**Successful**
21.	S	**100**	**Successful**
22.	SS	**100**	**Successful**
23.	SSM	**80**	**Successful**
24.	SM	**100**	**Successful**
25.	SR	**80**	**Successful**
26.	S	**96**	**Successful**
27.	SM	**89**	**Successful**
28.	TMAM	**80**	**Successful**
29.	UA	**99**	**Successful**
30.	YF	**100**	**Successful**
31.	YA	**100**	**Successful**
32.	Z	77	Unsuccessful
33.	ZDS	**98**	**Successful**
34.	YEM	**100**	**Successful**
Total ∑X		**3135**	
The mean score		**92.20**	

The table shows that the action learning improved students' speaking ability in English. The maximum criteria standard was met with a mean of 92.20 from a total score of 3135 divided by the number of students that took the test which was 34. As a result, the students' mean was:

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

$$X = \frac{3135}{34}$$

$$X = 92.20$$

The aforementioned data indicates that students' speaking abilities have improved. Students' mean was 92.20. Therefore, the following formula was applied to determine which student was competent:

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

$$P_1 = \frac{2}{34} \text{ x } 100\ \% = 5.88\ \%$$

$$P_2 = \frac{32}{34} \text{ x } 100\ \% = 94.11\ \%$$

Table 4.6

Distribution of Students' Speaking Skills in English for Post-test II

	Criteria	**Total Students**	**Percentage**
P_1	Unsuccessful	2	5.88 %
P_2	Successful	32	94.11 %

The analytical table shows that the students' speaking abilities improved. Students' mean was 92.20. Based on the criteria, 32 students met the success rate of 94.11%. However, 2 students got an unsuccessful score or 5.88 %. It is possible

to conclude that the student's speaking abilities enhanced. Post-test Cycle II was defined as successful.

The following formula is used to calculate the improvement percentage:

$P = \frac{y2-y}{y} x\ 100\ \%$

$P = \frac{92.20-77.11}{77.11} x\ 100\ \%$

$P = \frac{15.09}{77.11} x\ 100\ \%$

$P = 19.56\ \%$

4. Pre-test, Post-test I, and Post-test II

The aforementioned explanation indicates that the student's speaking abilities during Cycle II action learning were rated as excellent. The following table shows the speaking skill scores of the students for each cycle:

Table 4.7
Students' Score

No	Name	PRE-TEST		POST-TEST I		POST-TEST II	
		Score	**Successful Criteria (>80)**	**Score**	**Successful Criteria (>80)**	**Score**	**Successful Criteria (>80)**
1.	AM	79	Unsuccessful	**90**	**Successful**	**98**	**Successful**
2.	ARM	72	Unsuccessful	75	Unsuccessful	77	Unsuccessful
3.	AF	76	Unsuccessful	79	Unsuccessful	**86**	**Successful**
4.	BRM	78	Unsuccessful	**84**	**Successful**	**100**	**Successful**
5.	DZN	76	Unsuccessful	78	Unsuccessful	**92**	**Successful**
6.	FAR	72	Unsuccessful	76	Unsuccessful	**80**	**Successful**
7.	FAR	72	Unsuccessful	74	Unsuccessful	**88**	**Successful**
8.	HM	76	Unsuccessful	79	Unsuccessful	**100**	**Successful**
9.	IM	**90**	**Successful**	**100**	**Successful**	**100**	**Successful**
10.	LA	72	Unsuccessful	74	Unsuccessful	**80**	**Successful**
11.	MM	78	Unsuccessful	**82**	**Successful**	**100**	**Successful**
12.	MA	72	Unsuccessful	76	Unsuccessful	**82**	**Successful**

13.	MR	76	Unsuccessful	78	Unsuccessful	**88**	**Successful**
14.	NZA	76	Unsuccessful	79	Unsuccessful	**92**	**Successful**
15.	NF	76	Unsuccessful	78	Unsuccessful	**96**	**Successful**
16.	NS	**90**	**Successful**	**100**	**Successful**	**100**	**Successful**
17.	ODP	72	Unsuccessful	77	Unsuccessful	**80**	**Successful**
18.	RR	76	Unsuccessful	79	Unsuccessful	**97**	**Successful**
19.	RR	76	Unsuccessful	79	Unsuccessful	**100**	**Successful**
20.	SAU	78	Unsuccessful	**92**	**Successful**	**100**	**Successful**
21.	S	79	Unsuccessful	**96**	**Successful**	**100**	**Successful**
22.	SS	79	Unsuccessful	**100**	**Successful**	**100**	**Successful**
23.	SSM	72	Unsuccessful	75	Unsuccessful	**80**	**Successful**
24.	SM	**90**	**Successful**	**100**	**Successful**	**100**	**Successful**
25.	SR	72	Unsuccessful	77	Unsuccessful	**80**	**Successful**
26.	S	76	Unsuccessful	79	Unsuccessful	**96**	**Successful**
27.	SM	76	Unsuccessful	79	Unsuccessful	**89**	**Successful**
28.	TMAM	72	Unsuccessful	77	Unsuccessful	**80**	**Successful**
29.	UA	76	Unsuccessful	78	Unsuccessful	**99**	**Successful**
30.	YF	79	Unsuccessful	**92**	**Successful**	**100**	**Successful**
31.	YA	76	Unsuccessful	79	Unsuccessful	**100**	**Successful**
32.	Z	76	Unsuccessful	79	Unsuccessful	77	Unsuccessful
33.	ZDS	78	Unsuccessful	**88**	**Successful**	**98**	**Successful**
34.	YEM	**88**	**Successful**	**100**	**Successful**	**100**	**Successful**
Total ∑X		**2622**		**2828**		**3135**	
The mean score		**77.11**		**83.17**		**92.20**	

The following represents the mean of the speaking abilities of the students on the Cycle I and Cycle II Pre and Post-tests:

Table 4.8
Pre-test, Post-test I, and Post-test II Scores

Meeting		**Students Who Get Score (>80)**	**Percentage**
Pre-Test	1st	4	11.7 %
Post-Test I	2nd	12	35.29 %
Post-Test II	3rd	32	94.11 %

According to the findings, students' scores improved from the Pre-test and Post-test II. Only 4 students or 11.7% got >80 points on the Pre-test. Meanwhile,

12 students or 35.29% got >80 points on the Post-test I. This indicates that there were 23.59% increasing. Then, 32 students or 94.11% got >80 points on Post-test II. Thus, there was an approximate increase of 58.82%, and the overall increase in the students' scores from the Pre-test to the Post-test II was 82.41%. It is proven that the Action Learning Strategy at X IIS 1 grade of MAN 3 Banda Aceh improved students' speaking abilities in an effective and efficiently. Consequently, this learning has been effectively implemented and has improved students' speaking skills.

B. Discussion

This study was done to find out how the action learning was being used in speaking classes. Among the strategies for enhancing students' speaking abilities was the action learning. The action learning worked well or might be used to teach speaking, based on the researcher's research. The tables showing the improvement of students' results from Pre-test to Post-test II:

The implementation of the action learning strategy in speaking classes has been shown to improve students' speaking skills, as evidenced by the results which showed that the use of the strategy increased the students' speaking skills. The Cycle II mean was 92.20. It showed that Cycle II mean scores were better than on Cycle I. The percentage of students who got >80 points increased as well. There were 4 students (11.7%) who got >80 points on the Pre-test. There were 12 students (35.29%) who got >80 points on the Post-test I. There are 32 students

(94.11%) who got >80 points in the Post-test II. In other words, the student's speaking abilities increased and improved from the first and last meeting.

Based on the description above, the researcher concluded that the findings of this study prove WIAL (2015) that claim action learning is helpful for solving problems and makes students more creative, critical thinkers, and collaborative workers. The researcher agrees with the statement because the findings of this study demonstrated that the students' ability to speak improved and better. This improvement occurred as a result of the researcher's ability to control, inspire, and create an active class. Furthermore, the action learning assisted students in quickly understanding (Sillins, 2001). As a result, the research findings indicated that the application of action learning may improve student's speaking skills and had been implemented successfully.

The results of this study is also similar to Sartika (2023), who found that the action learning strategy helped students' speaking abilities effectively and efficiently. The learning was successfully applied, and it was able to enhance students' speaking. According to Simanjuntak (2014), there was an improvement of approximately 74.37 in the study conducted with the use of classroom action research. She came to the conclusion that using an action learning strategy had a major impact on raising students' speaking proficiency.

Similar results have been found in other related studies that used different methodologies. For example, Yuanita (2011) reported that using role play helps students improve their speaking skills. According to data analysis, students' mean

score on the first cycle was 73, and their mean score on the cycle II was 90, which is classified as average to good. This implies that there is proof in favor of using role play to help students speak more fluently in class. The study conducted by Silva (2013) was titled "Improving Students' Speaking Skills Through The Use Of Video Clips." The research findings, derived from data analysis, demonstrated that students' speaking abilities could be enhanced by the use of instructional media in combination with speaking activities in the classroom. It is proven by student scores range from low to high score. It demonstrated that they had made significant progress in a number of speaking skills, including comprehension, grammar, vocabulary, pronunciation, and fluency.

Based on the information above, the researcher concluded that students' speaking skills can improve through action learning strategy by utilizing different methods, such as describing a picture and reporting orally. It means there were many effective strategies and methods to improve students' speaking skills in the learning-teaching process. One of them is action learning strategy, describing pictures and reporting orally methods.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusion and recommendation. The research findings and discussion from the previous chapter form the basis of the conclusion. This section would include a summary of finding and discussion along with a recommendation that would be helpful to future researchers and educators.

A. Conclusions

The objective of this research is to determine whether using action learning may improve students' speaking abilities. Thus, drawing from the findings and discussion of the preceding chapter, the researcher would like to draw attention to a few aspects that contributed to the study's outcome.

The researcher discovered that using action learning in speaking classes could help students become more proficient speakers. It could be said, if it is used in real life the action learning has a significant positive effect on students' speaking abilities. Students may be helped by receiving clear instructions and activity guidelines that align with the learning process. In addition, the instructor must supervise all student actions during the action learning process.

Furthermore, as seen by the students' responses in the classroom, the students like and enjoy the action learning. They actively participate in class talks,

discussions, and performances in front of the class, and they speak with confidence. The students were more engaged, interested, encouraged, and motivated in the teaching-learning process of speaking. As a result, the action learning can be the alternative strategy for teachers in teaching speaking that may assist students and improve their speaking skills.

According to the findings, students' scores improved from the Pre-test and Post-test II. Only 4 students or 11.7% got >80 points on the Pre-test. Meanwhile, 12 students or 35.29% got >80 points on the Post-test I. This indicates that there were 23.59% increasing. Then, 32 students or 94.11% got >80 points on Post-test II. Thus, there was an approximate increase of 58.82%, and the overall increase in the students' scores from the Pre-test to the Post-test II was 82.41%. It is proven that the Action Learning Strategy at X IIS 1 grade of MAN 3 Banda Aceh improved students' speaking abilities in an effective and efficiently. Consequently, this learning has been effectively implemented and has improved students' speaking skills.

B. Recommendations

In this chapter, the researcher would like to offer the ideas or recommendations for the English teacher or researcher to take into consideration:

Students' speaking abilities could be enhanced by using action learning. As a result, the instructor must continue using the action learning as a substitute teaching method.

The teacher should provide detailed explanations and instructions in directing the students using the action learning strategy. Also, the teacher must control the students' activities. This is important because, giving detailed explanations, instructions, and controlling them will assist students in understanding the material that has been given easily without being misunderstood.

Teachers and researchers need to be educated about the subject topic, but they also need to be skilled in classroom management. This calls for disciplinary and organizational abilities, which together contribute to the methodical and learning objective aligned nature of different classroom interactions. As a result, classes led by educators or researchers with very little experience in classroom management typically yield worse than ideal outcomes, like low levels of competence, motivation, and achievement among students. In fact, some study indicates that all students' average pace of cognitive development actually declines significantly when educators or researchers are ineffective at controlling disruptive conduct in the classroom.

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APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 8353/Un.08/FTK/KP.07.6/08/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15364/Un.08/FTK/KP.07.6/12/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal **14 November 2022**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: **Nomor: B-15364/Un.08/FTK/KP.07.6/12/2022** tanggal **1 Desember 2022**

KEDUA Menunjuk Saudara:
1. Syarifah Dahliana, M.Ed., Ph. D — Sebagai Pembimbing Pertama
2. Mulia, M. Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi ;
Nama : **Raudhatul Jannah Sy.R**
NIM : **170203219**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Implementation of Action Learning Strategy to Improve Students' Speaking Skills in English Lesson**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Agustus 2023

Dekan,

Saifullah Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip*

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-12330/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MAN 3 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RAUDHATUL JANNAH SY. R / 170203219**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampocng Lambitra Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Improving Students' Speaking Skill in English Lesson With Action Learning Strategy***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 19 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C

Confirmation Letter in MAN 3 Banda Aceh

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B- 6301 /Kk.01.07/4/TL.00/12/2022 7 Desember 2022
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

Yth, Kepala MAN 3 Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-12330/Un.08/FTK.I/TL.00/09/2022 tanggal 19 September 2022, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama	:	**Raudhatul Jannah SY. R**
NIM	:	170203219
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XI

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah, sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Mematuhi dan mengikuti protokol kesehatan.
5. Foto copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala,

Abrar Zyn

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

APPENDIX D

PRE-TEST

1. Please introduce yourself in front of the class?

APPENDIX E

POST-TEST I
(Cycle I)

Expressing Congratulations

Make a dialogue about congratulation, and practice in front of the class!

1. How to congratulate your friend on his/her success! (Informal & Formal)

Descriptive Text

2. What is the definition of Descriptive Text?

Answer Key

1. How to congratulate your friend on his/her success! (Informal & Formal)

Informal

Tuti : Oja, Congratulations on your ...

Oja : Thank you.

Formal

Tuti : Oja, I'd like to congratulate you on your ...

Oja : Thank you very much.

2. What is the definition of Descriptive Text?

Descriptive Text: A text that describes and explains a particular person, animal, place, or thing.

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APPENDIX F

POST-TEST II
(Cycle II)

Plan / Intention

Make your own dialogues using asking plans and hope, based on the questions below with your friends and tell the answer in front of the class!

1. What is your friend's plan after graduation?
2. What is your friend's hope to get in the future?

Answer Key

1. What is your friend's plan after graduation?

Me : What is your plan after graduation?

Toto : I hope I can get a good job and I will try to be a businessman.

2. What is your friend's hope to get in the future?

Me : What is your hope to get in the future?

Toto : I hope I can be a successful businessman.

APPENDIX G

ASSESSMENT INSTRUMENTS

PRE-TEST

No.	Nama	Penilaian				Total Nilai
		Vocabulary	Pronunciation	Accuracy	Fluency	
1.	AM	20	20	20	19	79
2.	ARM	18	18	18	18	72
3.	AF	19	19	19	19	76
4.	BRM	20	20	19	19	78
5.	DZN	19	19	19	19	76
6.	FAR	18	18	18	18	72
7.	FAR	18	18	18	18	72
8.	HM	19	19	19	19	76
9.	IM	23	23	22	22	**90**
10.	LA	18	18	18	18	72
11.	MM	20	20	19	19	78
12.	MA	18	18	18	18	72
13.	MR	19	19	19	19	76
14.	NZA	19	19	19	19	76
15.	NF	19	19	19	19	76
16.	NS	23	23	22	22	**90**
17.	ODP	18	18	18	18	72
18.	RR	19	19	19	19	76
19.	RR	19	19	19	19	76
20.	SAU	20	20	19	19	78
21.	S	20	20	20	19	79
22.	SS	20	20	20	19	79
23.	SSM	18	18	18	18	72
24.	SM	23	23	22	22	**90**
25.	SR	18	18	18	18	72
26.	S	19	19	19	19	76
27.	SM	19	19	19	19	76
28.	TMAM	18	18	18	18	72
29.	UA	19	19	19	19	76
30.	YF	20	20	20	19	79
31.	YA	19	19	19	19	76
32.	Z	19	19	19	19	76
33.	ZDS	20	20	19	19	78
34.	YEM	22	22	22	22	**88**

APPENDIX H

ASSESSMENT INSTRUMENTS
POST-TEST I

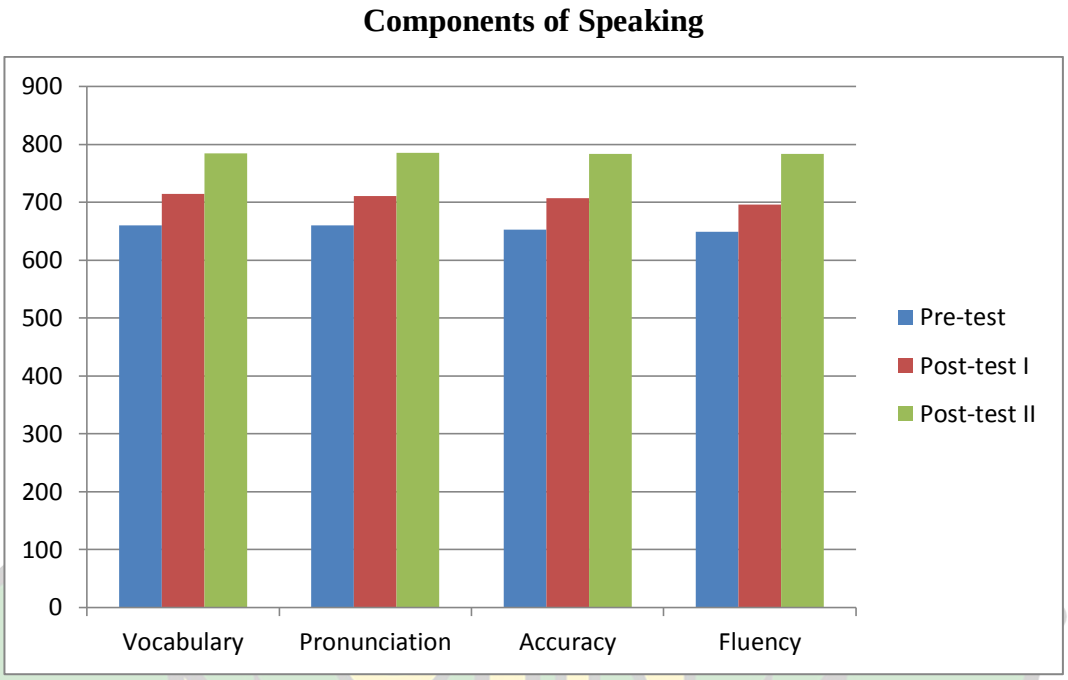
No.	Nama	Penilaian				Total Nilai
		Vocabulary	Pronunciation	Accuracy	Fluency	
1.	AM	23	23	22	22	**90**
2.	ARM	19	19	19	18	75
3.	AF	20	20	20	19	79
4.	BRM	24	20	20	20	**84**
5.	DZN	20	20	19	19	78
6.	FAR	19	19	19	19	76
7.	FAR	19	19	18	18	74
8.	HM	20	20	20	19	79
9.	IM	25	25	25	25	**100**
10.	LA	19	19	18	18	74
11.	MM	22	20	20	20	**82**
12.	MA	19	19	19	19	76
13.	MR	20	20	19	19	78
14.	NZA	20	20	20	19	79
15.	NF	20	20	19	19	78
16.	NS	25	25	25	25	**100**
17.	ODP	18	19	20	20	77
18.	RR	20	20	20	19	79
19.	RR	20	20	20	19	79
20.	SAU	23	23	23	23	**92**
21.	S	24	24	24	24	**96**
22.	SS	25	25	25	25	**100**
23.	SSM	19	19	19	18	75
24.	SM	25	25	25	25	**100**
25.	SR	18	19	20	20	77
26.	S	20	20	20	19	79
27.	SM	20	20	20	19	79
28.	TMAM	18	19	20	20	77
29.	UA	20	20	19	19	78
30.	YF	23	23	23	23	**92**
31.	YA	20	20	20	19	79
32.	Z	20	20	20	19	79
33.	ZDS	22	22	22	22	**88**
34.	YEM	25	25	25	25	**100**

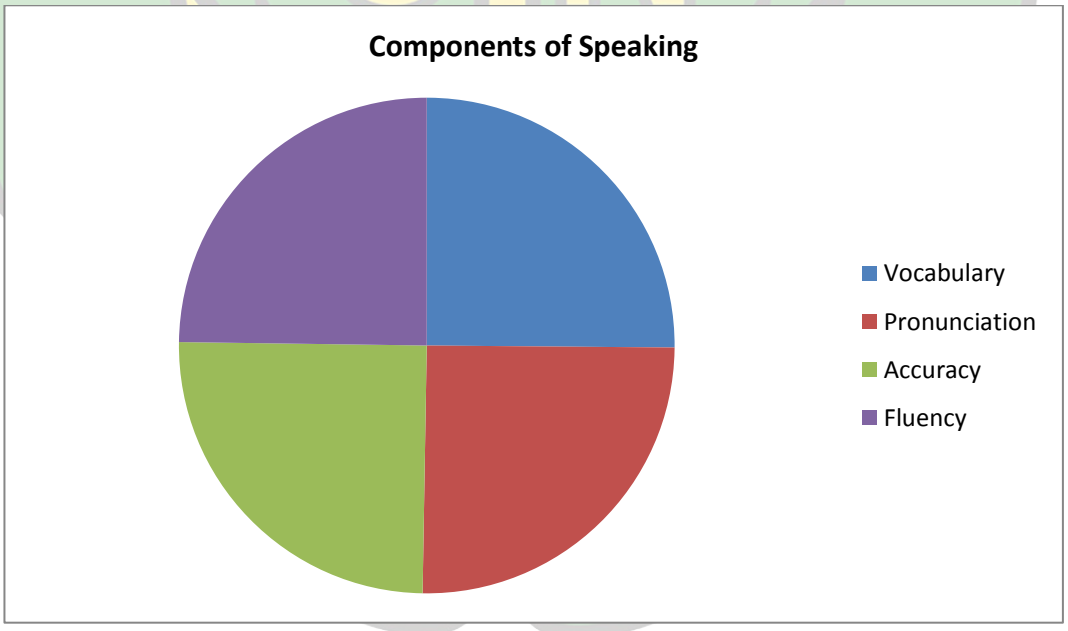
APPENDIX I

ASSESSMENT INSTRUMENTS
POST-TEST II

No.	Nama	Penilaian				Total Nilai
		Vocabulary	Pronunciation	Accuracy	Fluency	
1.	AM	25	25	24	24	**98**
2.	ARM	18	19	20	20	77
3.	AF	22	22	21	21	**86**
4.	BRM	25	25	25	25	**100**
5.	DZN	23	23	23	23	**92**
6.	FAR	20	20	20	20	**80**
7.	FAR	22	22	22	22	**88**
8.	HM	25	25	25	25	**100**
9.	IM	25	25	25	25	**100**
10.	LA	20	20	20	20	**80**
11.	MM	25	25	25	25	**100**
12.	MA	22	20	20	20	**82**
13.	MR	22	22	22	22	**88**
14.	NZA	23	23	23	23	**92**
15.	NF	24	24	24	24	**96**
16.	NS	25	25	25	25	**100**
17.	ODP	20	20	20	20	**80**
18.	RR	25	24	24	24	**97**
19.	RR	25	25	25	25	**100**
20.	SAU	25	25	25	25	**100**
21.	S	25	25	25	25	**100**
22.	SS	25	25	25	25	**100**
23.	SSM	20	20	20	20	**80**
24.	SM	25	25	25	25	**100**
25.	SR	20	20	20	20	**80**
26.	S	24	24	24	24	**96**
27.	SM	22	23	22	22	**89**
28.	TMAM	20	20	20	20	**80**
29.	UA	24	25	25	25	**99**
30.	YF	25	25	25	25	**100**
31.	YA	25	25	25	25	**100**
32.	Z	18	19	20	20	77
33.	ZDS	25	25	24	24	**98**
34.	YEM	25	25	25	25	**100**

APPENDIX J





Scores of Pre-test to Post-test I, and Post-test II:

Vocabulary	: 2158
Pronunciation	: 2159
Accuracy	: 2143
Fluency	: 2128

APPENDIX K

STUDENTS' ATTENDANCE LIST DURING RESEARCH TEST

No.	Students' Name	Pre-Test	Post-Test I	Post-Test II
1.	AM	✓	✓	✓
2.	ARM	✓	✓	✓
3.	AF	✓	✓	✓
4.	BRM	✓	✓	✓
5.	DZN	✓	✓	✓
6.	FAR	✓	✓	✓
7.	FAR	✓	✓	✓
8.	HM	✓	✓	✓
9.	IM	✓	✓	✓
10.	LA	✓	✓	✓
11.	MM	✓	✓	✓
12.	MA	✓	✓	✓
13.	MR	✓	✓	✓
14.	NZA	✓	✓	✓
15.	NF	✓	✓	✓
16.	NS	✓	✓	✓
17.	ODP	✓	✓	✓
18.	RR	✓	✓	✓
19.	RR	✓	✓	✓
20.	SAU	✓	✓	✓
21.	S	✓	✓	✓
22.	SS	✓	✓	✓
23.	SSM	✓	✓	✓
24.	SM	✓	✓	✓
25.	SR	✓	✓	✓
26.	S	✓	✓	✓
27.	SM	✓	✓	✓
28.	TMAM	✓	✓	✓
29.	UA	✓	✓	✓
30.	YF	✓	✓	✓
31.	YA	✓	✓	✓
32.	Z	✓	✓	✓
33.	ZDS	✓	✓	✓
34.	YEM	✓	✓	✓

جامعة الرانري
AR-RANIRY

APPENDIX L

DOCUMENTATION