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## **PEBSAS : JURNAL PENDIDIKAN BAHASA DAN SASTRA**

### **Improving Students' Speaking Skill In English Lesson With Action Learning Strategy**

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#### **ABSTRACT**

This research aimed to improved the students' speaking skill in English lesson by using action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was X grade of MAN 1 Padangsidempuan which consisted of 48 students. The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at Eight Grade of MAN 1 Padangsidempuan. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this reserach showed that there was increasing of students in speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. the mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

Keywords: *Action Learning Strategy, Students' Speaking Skill*

#### **INTRODUCTION**

As a professional teacher in language teaching, especially the teaching of English methodology for greater effectiveness in student's acquisition on English,

designing and implementing materials, test, and practice. Teacher are responsible to educate the students from little or no knowledge to sufficient English speaking environment. Mostly of teaching before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory.

This shows that teachers an enrichments with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of every 2 aspects of their life. English is most widely used in teaching learning process of broader aducational occasions either formal or environment. It is removable that English in programmed as the first foreign or second language in many countries on this earth, futhermore in present global era. That is why experts on language teaching range must be invented today English teaching and learning environment. As one of the basic skill of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The

students also think that learning English is not interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener. Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique. The researcher gives solutions to applying the technique in speaking English, namely action learning strategy. Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The action learning process attempts to achieve this blend through giving rigour and pace to the cycle of learning and through using the positive powers of small groups, to sustain this discipline and rhythm. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections.

Learning conversational skills turned out receive less attention from teachers. Through observation at MAN Padangsidimpuan, researchers found data that speaking English skills provided by teachers are dominant by using grammar that makes students know only the form of language tenses, without giving an opportunity for student to practicing phrases. This affect of those the student have not skilled to communicate in English, which can be seen from the inability of students to answer question that raise by teacher in English speaking students and test results that show only 10 of the 44 students who scored highly skilled students speak English while the other 28 students scored below the value of skilled individuals. To overcome this problem, the

researchers tried to use the action learning strategy to improve student's speaking skills. Based on the descriptions above, the title of research study conducted was "Improving The Students' Speaking Skill In English Lesson By Using Action Learning Strategy at Ten Grade Students Of MAN Padangsidempuan"

## METHODOLOGY

The type of this research is Classroom Action Research (CAR). Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.<sup>24</sup> This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages.

The qualitative data were collected by using observation sheet, interview, diary notes and documentation.

### a. The Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which action learning strategy was applied, students' activities and behaviour, students' speaking ability in English Lesson, and interaction between teacher and students it can be seen in appendices. Based on the observation and written note, students more active and enthusiastic in learning process by using action learning strategy.

b. Interview

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in speaking. While the second session, they were interviewed about their respond or comments about the implementation of action learning strategy.

c. Diary notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe writer thoughts and feelings about teaching learning process. The researcher recorded everything what happened during teaching learning process including reflection and evaluation about the implementation of action learning strategy in teaching learning vocabulary.

d. Documentation

The researcher used a camera to collect the data. Camera was utilized to take photos and record the students' performance in the teaching an learning process.

## FINDINGS AND DISCUSSION

### FINDINGS

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of MAN 1 Padangsidempuan, observation sheet and documentation. The quantitative data were taken from the mean of students score in some tests. This research was conducted in Ten class with 44 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and

reflection). The first cycle including pretest conducted in three meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the post test consist of post test I for cycle I and post test II for cycle II.

The result indicated that there was an increasing on the students' speaking skill by using action learning startegy. The mean of second cycle was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle I students who got point >70 up were 30 students (68.18%). The post-test of cycle II, students who got point >75 were 38 students (86.36%). in other words, the students' ability in speaking improved and became well in the first meeting to the next meeting. The reseracher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview photography. All of these data indicated that the 65 students given their attitude and responses during teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that action learning strategy could improve students' ability in speaking especially at MAN 1 Padangsidimpuan

## DISCUSSION

This research was conducted to find out the improving of the students' speaking skill in English lesson by using action learning strategy. The action learing strategy was one of the strategy that could be used by the teacher in teaching English to improve the students' ability in speaking. The research that had been done by the researcher indicated that action learning strategy was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test, post test I and post tset II. The increasing because of the teacher knew how to control the clas and created the active class. Besides that, the action learning strategy helped the students to understand the subject easily. So it could be concluded that the result of the research showed that the implementation of action learning strategy could improve the students' ability in speaking. It could be seen from

the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showe the students' was active and spirit in teaching-learning process.

## CONCLUSIONS

Action learning strategy activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. 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. In the first test (pre-test) the students who passed the KKM 75 were 4 students of 48 students (9.09%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 30 students of 48 students (68.18%). In the third test (post-test 2) the students passed KKM 75 were 38 students of 48 students (86.36%).

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