

IMPROVING STUDENTS' SPEAKING SKILLS WITH ACTION LEARNING STRATEGY AT EIGHTH GRADE OF JUNIOR HIGH SCHOOL

(A Classroom Action Research at Eight Grade Students of SMP N 01 Kota Bengkulu)

¹Dorea Afrilia Wulandari^{id}, ²Kasmaini^{id}, ³Indah Damayanti^{id}

Universitas Bengkulu¹²³

Corresponding email: dorea.aw@gmail.com

KEYWORDS**ABSTRACT**

Improving,
Speaking Skills,
Classroom Action
Research.

This research aimed to see the improvement of students' speaking skill in english lesson by using action learning strategy at eighth grade. The participants of this research were 32 students form VIII.6 class consisting on 15 male and 17 female. This research used Classroom Action Research (CAR). The data were obtained through the observation and speaking test. To determine students who are successful in improving speaking skills based on the KKM (Minimum Completeness Criteria), which is 80. To analysis the data, the researcher used two steps, namely scoring students speaking skills use quantitative data and calculating the students' score. The results of this study showed an increase in students' speaking ability. The results of this research indicate an improve in students' speaking ability. Students who experienced an increase in speaking skills in the preliminary data was 62.5%, or 20 students, the cycle I was 75% or 24 students and the cycle II was 84.375% or 27 students. While students who did not succeed in the preliminary data was 37.5% or 12 students, the cycle I was 25% or 8 students and the cycle II was 15.675% or 5 students. Based on the results of interviews conducted by researchers to several samples of students, several factors were found that were able to improve students' speaking skills. These factors were the comfort that students get while studying, giving reward points to attract students' interest and teachers applied some learning tricks to attract students' attention while studying.

KATA KUNCI**ABSTRAK**

Peningkatan,
Keterampilan
Berbicara,
Penelitian Tindakan
Kelas.

Penelitian ini bertujuan untuk melihat peningkatan keterampilan berbicara siswa dalam pelajaran bahasa Inggris dengan menggunakan *Action Learning Strategy* di kelas 8. Partisipan dalam penelitian ini adalah 32 siswa dari kelas VIII.6 yang terdiri dari 15 laki-laki dan 17 perempuan. Penelitian ini menggunakan Penelitian Tindakan Kelas

(PTK). Data diperoleh melalui observasi dan tes berbicara. Untuk menentukan siswa yang berhasil meningkatkan keterampilan berbicara berdasarkan KKM (Kriteria Ketuntasan Minimal) yaitu 80. Untuk menganalisis data, peneliti menggunakan dua langkah, yaitu penilaian keterampilan berbicara siswa menggunakan data kuantitatif dan menghitung nilai siswa. Hasil penelitian ini menunjukkan adanya peningkatan kemampuan berbicara siswa. Siswa yang mengalami peningkatan kemampuan berbicara pada data awal adalah 62.5%, atau 20 siswa, siklus I 75% atau 24 siswa dan siklus II 84.375% atau 27 siswa. Sedangkan siswa yang tidak berhasil pada data awal adalah 37.5% atau 12 siswa, siklus I 25% atau 8 siswa dan siklus II 15.675% atau 5 siswa. Berdasarkan hasil wawancara yang dilakukan oleh peneliti kepada beberapa sampel siswa didapatkan beberapa faktor yang mampu meningkatkan kemampuan berbicara siswa. Faktor-faktor tersebut adalah rasa nyaman yang didapatkan oleh siswa saat sedang belajar, pemberian poin tambahan untuk menarik minat siswa, serta trik pembelajaran yang dilakukan oleh guru untuk menarik perhatian siswa saat belajar.

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INTRODUCTION

The use of appropriate teaching methods is very important for teachers in language teaching. It aims to improve the efficiency of students' mastery in English, content creation and implementation, tests and exercises. A teacher is responsible for teaching students with little experience in a proper English-speaking environment. Not only that, a teacher must also be able to overcome the differences that exist in students in the classroom. According to Fulcher (2003) speaking is a verbal ability possessed by humans to communicate with one another. This ability makes it easier for humans to provide information to each other. According to Maxom (2009) speaking ability is the most important ability that must be mastered by students, not only at school but also at school and in the community. So far, we still often find teachers using conventional methods and only focusing on teacher explanations to students. Meanwhile, to master speaking skills, the most effective thing to use is the way the student is at the center of the learning process. This means that students will more easily master speaking skills if they practice their own knowledge. With teacher facilitators and also student friends, it will be easier to practice these speaking skills.

Therefore, researchers will conduct research related to improving students' speaking skills. The method that will be used by researchers is by using Action Learning Strategy. The reason why researchers use this method as a way to improve students' abilities is because when researchers are conducting Internship II activities at SMP N 01 Bengkulu City, which incidentally is the place where the research will be conducted, researchers have found that learning methods related to what is happening in the field are more useful for students learning English. This is the

reason why researchers want to conduct research to see whether the use of Action Learning can be used to improve students' speaking skills in high school students or not. Action Learning Strategy according to Serrat (2008) is a learning strategy that divides students in a learning class into small groups to then collaborate on an ongoing basis, solve problems, take action and learn individually at the same time.

In this study, the researcher used 3 previous researches that could assist researchers in conducting their research. The first research is research conducted by Armasita (2017) at MTs PAB 1 Helvetia. In this study, Armasita has a goal to improve students' speaking skills using Action Learning Strategy. Another research has been carried out by Salihah (2020) at MTs Muhammadiyah Limbung. The last research that was used as a reference by researchers was a study conducted by Sari (2020) at SMP IT Khairunnas Kota Bengkulu.

Among the 3 previous studies selected by the researchers above, there were some differences between the research conducted by the researcher and the previous research. The first difference lies in the location and also the object of study. The second difference lies in the problems that the researchers encountered during the research. A third difference is how the researchers measured the improvement in the students' speaking skills.

The problems of improving students' speaking skills that occur in 8th grade students will be overcome based on the steps in the application of the action learning strategy. Students' low motivation might be overcome by urging them to go directly to the field. It is hoped that students will be more enthusiastic because direct learning will not bore them and will inspire them to study English even more. In addition, the large amount of vocabulary associated with the topic of interest allows students to more comfortably express their thoughts in front of friends and teachers. Not only that, also teachers can utilize this method to continuously improve students' skills in the future.

From this problem, the researcher used the action learning strategy to improve students' speaking skills. Based on the descriptions above, the title of this research is "Improving Students' Speaking Skill With Action Learning Strategy At Eighth Grade Of Junior High School (A Classroom Action Research at the Eighth Grade of SMP N 01 Kota Bengkulu)".

METHODS

Participants / Subject / Population and Sample (Level 2)

This research was conducted at SMPN 01 Kota Bengkulu. The sample for this study was a Class VIII.6 student with totaling of 32 students consisting of 15 male students and 17 female students.

Instruments (Level 2)

1. Observation: It used to collect data about students' activities in teaching and learning process. The type of observation that used in this research was direct observation.
2. Test: It was done at the end of each cycle.
 - a. Cycle I test: It was used to measure the improvement of students after implementation of action learning strategy in cycle I.
 - b. Cycle II test: It was used to measure the improvement of students after implementation of action learning strategy in cycle II.

3. Interview: It was used to find out unsolved problems in student activities in the teaching and learning process and to find out whether the learning strategy could be followed well by students or not.

Data Analysis Procedures (Level 2)

The data in cycle I and II collected through the following steps:

1. Scoring Students Speaking Skills Use Quantitative data

In collecting data, researcher test students by asking them to make oral reports, either individually or in group tests, based on a given topic. The time given is 40 minutes. When evaluating language test data, researcher used categories that were evaluated according to criteria. Each category earned 50 points. Students earn 100 points in all categories. All aspects of speaking were ranked form 0 to 50. Researcher was assisted by collaborator teacher to evaluate students. The categories were vocabulary and pronunciation.

Table 1. English Speaking Skills Assessment Collects.

No	Categories	Aspects	Range	Score
1.	Vocabulary			
	a. Unsatisfactory	Very limit vocabulary make comprehension quite difficult	01-15	
	b. Fair	Frequent uses wrong speech limit to simple vocabulary	16-25	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary.	26-35	
	d. Very Good	Rarely has trouble	36-50	
2.	Pronunciation			

	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	01-15	
	b. Fair	Error of basic pronunciation	16-25	
	c. Good	Few noticeable errors	26-35	
	d. Very Good	Understandable	36-50	
Total Score			100	

(Adapted form M. Finocchiaro and Sako (1983))

2. Calculating The Students' Score

According to Gay (2012) the mean score of students' speaking test by used the following formula:

$$X = \Sigma X / N$$

Where:

X = the mean of the students score

ΣX = the total score

N = the member of the students

In order to categories the member of master students, the researcher used the following formula:

$$P = R / T \times 100\%$$

Where:

P = The percentage of students who get the point 80

R = The number of students who get point up to 80 above

T = The total of students

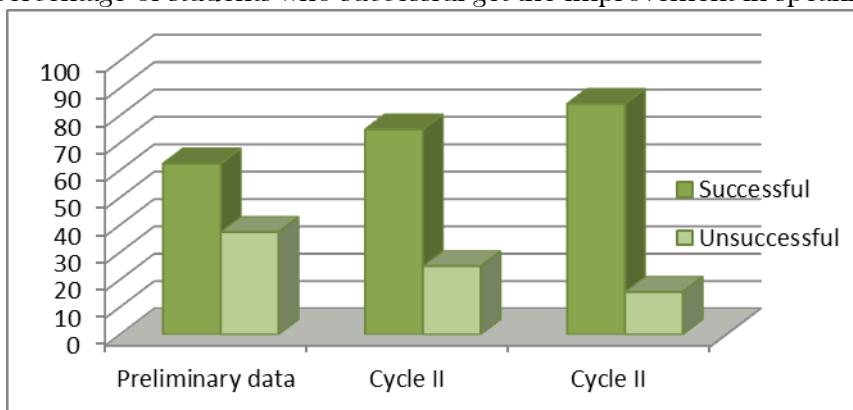
FINDINGS

During the research, the researcher gained some results that cover the improvement of the students' speaking vocabulary and pronunciation as well as their activeness in the teaching and learning process in class VIII 6 at SMP N 01 Kota Bengkulu. These findings were to cover the answers of the problem statements aimed to improve the students' speaking skills in vocabulary and pronunciation. The researcher also discussed the results of the research and made a comparison between the preliminary data obtained during the process of observing the conditions before conducting the research with the results form cycle I and cycle II. This cycle I research was conducted on March 21st to April 16th, 2022 and the cycle II research was conducted on April 18th to May 16th,

2022. The results in this research were based on several source, there were speaking test, observation results, field notes and interviews with students. Each cycle consists of four steps, namely planning, action, observation, and reflection. Before the first cycle started, the researcher observed the students' scores on the collaborator teacher which aimed to determine the students' speaking ability in English lessons.

The Comparison of the Results

The percentage of students who successful get the improvement in speaking skill



Based on the data that shown above in preliminary data, there was 62.5% from 32 students successful got score >80 and there was 37.50% or 12 students who unsuccessful got score >80 . There was significant improvement in cycle I, 75% from 32 students successfully got score >80 while students that unsuccessful got a score of 80 are 8 students or 25% of the total students in the class. In cycle II was 84.375% from 32 students successful got score >80 and 5 students or 15.675% was unsuccessfully passed the standard score. It means that cycle II was higher (84.375%) than cycle I (75%) and preliminary data (62.5%) or cycle II $>$ cycle I $>$ preliminary data. It also showed that the result of preliminary data is the lowest mean score achievement.

Interview Result

After the researcher gave the test at the end of Cycle I and Cycle II, the researcher conducted interviews with several students who were taken from students who had increased grades, decreased grades and students whose grades were fixed to analyze whether the learning strategies that the researcher used were able to improve students' speaking skills or not.

a. Cycle I

Based on the results of interviews conducted with several students in the class, it was found that there were several unsolved problems in the learning process using this Action Learning Strategy. The problem was that some students said that they were still embarrassed and were not confident when told their friends about their experiences. In addition, they were also afraid that what they said did not understood by their group mates. Then there were also students who were not interested in following the lesson. After the interview, it turned out that the student felt that his experience was not as interesting as the experience of his friends. This made him unmotivated and chose not to follow the discussion properly. However, some other students enjoy this way of learning, because they become more relaxed and also don't feel pressured by telling things they understand.

After got the results of the interview and Cycle I test, the researcher and collaborator teacher discussed about the solution to overcome the problem. The solutions obtained were: 1) Researcher and collaborator teacher provided motivation in the form of support and speaking practice to students that feel embarrassed to share their experiences. 2) During the learning process, the teacher asked students that have problems to be more active in giving examples of their personal experiences. 3) Gave the reward points to students who were actively in discussed the topics, added these points to the list of student scores. 4) Provided topics that were more interesting to students' attention. 5) Gave an appreciation in the form of praise and provided an understanding that the experiences that each student has were interesting and deserve to be told to each other.

b. Cycle II

In the interview conducted at the end of cycle II, which was conducted to several students who had carried out the learning process using the Action Learning Strategy, there were several variations of the interview results. According to the interviewees, the used of Action Learning Strategy was enough to help them to improve their speaking skills in English. In addition, the topics given in Cycle II make it easier for students to understand the conversations they were having in class. They also feel more confident after practice the speaking skills used the experiences they have had. This makes it easier for them to found appropriate vocabulary to describe their experiences. They also felt more comfortable and happy during discussions because in groups and classes they shared their experiences with each other. This added exciting a new experiences and vocabulary to them.

From the results of interviews conducted by researcher on several students in the research class, the researcher concluded that several factors that made students able to improve their speaking skills were a sense of comfort when doing speaking exercises, then the teacher must also be able to provide motivation that aroused students' confidence to speak in front of classmates and in public. In addition, the teacher must also look for some learning tricks. It aims to make the learning process more interesting for students. In this study, the collaborator teacher gave a reward value to students who wanted to actively speak in class while occasionally asking students who were still shy to speak in front of their friends.

DISCUSSION

This research was conducted to find out whether or not the use of action learning strategy to improve students' speaking skills in English lesson. The action learning strategy was one of the strategies that could be used by the teacher in teaching English to improve the students' ability in speaking. It could be seen in findings of this research. In this study, the activities carried out by students and teachers were to share their personal experiences with each other. The aims were to build students' knowledge or background about the topic being discussed, help students to master the topic, and help students learn knowledge and vocabulary relevant to the material being studied.

Before taking a classroom action research through Action learning Strategy, the researcher hold preliminary data to measure the students' knowledge in speaking English. After getting the preliminary data, the researcher found that the students'

speaking vocabulary and pronunciation at the VIII students of SMP N 01 Kota Bengkulu was fairly good.

There was improvement of result of the students score who successful got score >80 from preliminary data to Cycle I test, cycle I to cycle II test, and preliminary data to cycle II test. From preliminary data, there was 20 students or only 62.5% students from 32 students in class that successful got score >80. In cycle I there was 24 students or 75% students from 32 students in class that successful got score >80. In cycle II test there was 27 students or 84.375% students from 32 students in class that successful got score >80.

So, the improvement of students score from preliminary data before implementation of action learning strategy to cycle I test after implementation action learning strategy was 12.5% or 4 students. The improvement of students score in cycle I test to cycle II test was 9.375% or 3 students. And the improvement of students score in preliminary data to cycle II test was 21.875% or 7 students.

Based on the results of interviews conducted by researcher after the speaking test was carried out in cycles I and II, there were several factors that made students able to improve their speaking skills. These factors were the convenience of students in learning the material using strategies that applied to students in the class, then the way the teacher conveys the material and attracts students' attention using several supporting media such as pictures or audiovisual, offering reward points to students was also able to increase students' desire to share their experiences with their friends and teachers.

Based on the explanation above, the researcher concluded that the finding of this research proved the statement from WIAL-World Institute for Action Learning (2015) stated that action learning is effective for solving problems and made the participants to be more creative, think critically, and work collaboratively. The researcher agreed with the statement because the finding of this research showed that the students' ability in speaking improved and became well in the first meeting to the next meeting by applying Action Learning Strategy. It was improved because of the teacher knew how to control the class and created the class to be active. Besides that, the action learning strategy helped the students to understand the topic easily.

So, this research showed that action learning strategy worked effectively and efficiently in helping students' ability in speaking at VIII.6 grade of SMP N 01 Kota Bengkulu and this learning has applied successfully and able to improve students' ability in speaking.

This research finding also similar to Armasita (2017) that reported there was 80% effective to use action learning strategy to improve students' speaking skill, but the finding of this research was higher and 90% more effective. There was also a lot of previous of related studies that found similar finding but used different method. Salihah (2020) reported that 90% of the students were increasing in speaking through action learning strategy. She said that 90% were effective in speaking.

Based on the perception above, the researcher concluded that all the findings have similar result that improving students speaking skill but they applied different method, strategy and steps. It means there was a lot of effective method to improve students' speaking skill in learning and teaching process. One strategy that can be used is Action Learning Strategy.

CONCLUSIONS

Based on the analysis data, it can be concluded that there was an increase in student scores from the preliminary data to the Cycle II test. In the preliminary data, there were 62.5% (20 students) who scored >80. In the Cycle I test there were 75% (24 students) who scored > 80. This means that there was an increase of 12.5%. In the Cycle II test, there were 84.375% (27 students) who scored >80. The increase was about 9.375% and the increase in the total score of students from the preliminary data to the second cycle test was 21.875%.

Action Learning strategies can improve students' speaking skills supported by several factors. The factors that can improve students' speaking skills were student comfort in learning, giving reward points to students who dare to tell their experiences in class. In addition, teacher must be able to attract students' attention in learning by presenting content using pictures, then having discussions about the experiences they have experienced before.

It can be concluded that the action learning strategy works quite effectively and efficiently in helping the speaking ability of students of class VIII.6 SMP N 01 Bengkulu City and this learning has been successfully applied and is able to improve students' speaking skills. Even so, to get maximum results it takes longer because of the diverse abilities and willingness to learn from students who are in a learning class.

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