

SKRIPSI
IMPROVING STUDENTS' SPEAKING SKILL IN ENGLISH LESSON
WITH ACTION LEARNING STRATEGY AT EIGHT GRADE OF
MTS PAB 1 HELVETIA

*Submitted to the Tarbiyah Faculty UIN SU Medan as a Partial Fulfilment
of the Requirement for S-1 Program*

By:

ARMASITA
NIM: 34133009

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Ernita Daulay, M.Hum
NIP. 198012012009122003



DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2017

Nomor : Istimewa Medan, 26 April 2017
Lamp : 6 (Enam) Eks Kepada Yth,
Perihal : Skripsi Bapak Dekan Fakultas
Ilmu Tarbiyah dan Keguruan
a.n **Armasita** UIN Sumatera Utara
di
Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Armasita** yang berjudul "**Improving Students' Speaking Skill in English Lesson by Using Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

Ernita Daulay, M.Hum

NIP. 197506222003122002

NIP. 198012012009122003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Armasita

Nim : 34133009

Jurusan/Program Studi : Pendidikan Bahasa Inggris/S-1

Judul Skripsi : “IMPROVING STUDENTS’ SPEAKING SKILL IN ENGLISH LESSON BY USING ACTION LEARNING STRATEGY AT EIGHT GRADE OF MTS PAB 1 HELVETIA”

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 27 April 2017

Yang membuat pernyataan

Armasita

Nim:34133009

ABSTRACT

IMPROVING STUDENTS' SPEAKING SKILL IN ENGLISH LESSON BY USING ACTION LEARNING STRATEGY AT VIII-A GRADE OF MTs PAB 1 HELVETIA

ARMASITA

34.13.3.009

Keyword: Action Learning Strategy, Students' Speaking Skill

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 VIII-A grade of MTs PAB 1 Helvetia 2016/2017 academic year 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 MTs PAB 1 Helvetia. 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.

ACKNOWLEDGEMENT

In the name of Allah, the beenficient, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this skripsi entitled “Improving Students’ Speaking Skill in English Lesson by Using Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia”. This skripsi is written to fulfill one requirement to obtain the *Sarjana degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of Writing this skripsi is actually a miracle for me since it was firstly regarded as atask would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. A profound gratitude is directed to My beloved parents **Arianto** and **Pariani** who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.
2. **Dr. Amiruddin Siahaan** , as the Dean of Faculty of Tarbiyah Scince and Teachers Training State Islamic University of North Sumatera.
3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the head of English Department.

4. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the first advisor who has guidance, dedication, and support during writing this skripsi.
5. **Ernita Daulay, M.Hum** as the second advisor who has guidance, dedication, and support during writing this skripsi.
6. All the lectures in English Department for teaching Precious knowledge, sharing philosophy of life, and giving wonderful study experience.
7. The principal of MTs PAB 1 Helvetia **Drs. Fauzi Sunara, M.A** , English teacher **Rohana, S.Ag** and all of the students of VIII-A who helped the writer during the research.
8. My Beloved Brother **Ahmad Rifa'i**, my beloved sister **Afifah Azzahra**, and all of my family for their moral, support, patient, and prayer.
9. My best friends Enam Samudera **Ika Rahmadhani Lubis, Sartika, Leli Aprida Hartini, Khairun Nisyak, Mirwana Siska** who always pray, support, and entertain me when I felt down.
10. Thanks to Enam Samudera's sister, **Nurul Umi, SE** who has supported me to do my skripsi.
11. My beloved boy friend **Randy Gustiansyah, A.Mk** who always give me support, care and advice to finish my study.
12. All of my family in the same struggle PBI-1 stambuk 2013, thank you so much for your motivation until the end of present day.

Finally, it is obviously that this skripsi is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this skripsi is hoped. I hope this skripsi can be useful to all of people.

Medan, 19 April 2017

ARMASITA

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	v
LIST OF TABLE	viii
LIST OF FIGURE	ix
LIST OF APPENDIX	x
CHAPTER 1 INTRODUCTION	1
1.1 The Background of the study	1
1.2 The Identification of the Problems	4
1.3 The Limitation of the Study	5
1.4 The Formulation of the Study	5
1.5 The Objective of the Study	5
1.6 The Significance of the Study	6
CHAPTER II THEORITICAL REVIEW	7
A. Theoritical Framework	7
2.1 The Definition of Speaking	7
2.1.1 Students Speaking Achievement	11
2.1.2 The Function of Speaking Skill	12

2.2 Classroom Speaking Activities	13
2.3 Definition of Action Learning Strategy	15
2.3.1 The Components of Action Learning Program.....	17
2.3.2 The Steps of Action Learning Strategy.....	20
2.3.3 The Advantages of Action Learning Strategy	21
2.3.4 The Disadvantages of Action Learning Strategy	22
2.4 Related Study	22
2.5 Conceptual Framework.....	23
2.6 Hypothesis Action	25
CHAPTER III METHOD OF RESEARCH	26
3.1 Location of the Research	26
3.2 Type of the Research	26
3.3 Subject of the Research	32
3.4 Time of the Research	33
3.5 Procedure of Observation	33
3.6 Instrument of Collecting Data.....	35
3.7 Technique of Collecting Data	36
3.7.1 The Quantitative Data.....	36
3.7.2 The Qualitative Data.....	38
3.8 Technique of Analysis Data.....	39
CHAPTER IV DATA ANALYSIS AND RESEARCH FINDINGS	42
4.1 The Data.....	42
4.1.1 The Quantitative Data.....	42
4.1.2 The Qualitative Data.....	45

4.2 Data Analysis	46
4.2.1 Quantitative Data.....	46
4.2.2 Qualitative Data.....	61
4.3 Research Findings	64
4.4 Discussion	65
CHAPTER V CONCLUSION AND SUGGESTION	66
A. Conclusion	66
B. Suggestion	67
BIBLIOGRAPHY	68

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In this era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

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

aspects of their life. English is most widely used in teaching learning process of broader educational occasions either formal or environment.

It is removable that English is programmed as the first foreign or second language in many countries on this earth, furthermore 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.¹ Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. 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.² 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

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

² Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking*, Yogyakarta:Unpublished Thesis, p.183

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.³ The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action learning is a form of learning by doing. Learning is done in groups where each

³ Mike Pedler. (2011). *Action Learning in Practice*, England: Gower Publishing Limited, p. 20

groups is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life.

Learning conversational skills turned out receive less attention from teachers. Through observation at MTs PAB 1 Helvetia, 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 eight grade students of MTs PAB 1 Helvetia”**

1.2 The Identification of the Problems

Based on the background of the problem described above, it can be identified several issues such as:

1. The student motivation is low in learning English
2. The English teacher has taught about speaking skill and the media is still low.

3. The teaching methods is not appropriate on activities to practice speaking in English that's why the students have low speaking skill in English.

1.3 The Limitation of the Study

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the problem and identification of the problem, this study would focus on improving students' speaking skills in English Lesson by using action learning strategy. The reason why the researcher chose it because it is fun to do and allows the learners to contribute actively even the quiet ones. The researcher believes that it would give them more opportunities to practice speaking in the class. In light of view, the study is conducted by focusing on improving the speaking ability of Eight Grade students of MTs PAB 1 Helvetia by using Action Learning strategy.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the formulation in this study: How is the action learning strategy conducted to improve students' speaking skill in English Lesson at Eight Grade Students of MTS PAB 1 Helvetia academic year of 2016/2017?

1.5 The Objective of the study

The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at Eight Grade of MTs PAB 1 Helvetia.

1.6 The Significance of the Study

The significance of the study will be useful for:

- a. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
- b. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.
- c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, action learning strategy, and conceptual framework.

2.1 The Definition of Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.⁴ Speaking is the verbal use of language to communicate with other.⁵ In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.⁶

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.⁷

⁴Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p.398

⁵ Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. p.79

⁶ Dewi Hughes. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana. p.57

⁷ David Nunan, (2003), *Practical English Language Teaching*, (New York: McGraw-HillCompanies, Inc., p.48

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁸ Speaking also explain in the Qur' an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ﴿٣﴾

The meaning: Created man, (and) taught him eloquence.⁹

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking. Allah SWT also says in Q.S Al-Mujadila: 9

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنَجَّوْا بِالْإِثْمِ وَالْعُدْوَانِ
وَمَعْصِيَةِ الرَّسُولِ وَتَنَجَّوْا بِالْبِرِّ وَالْتَّقْوَىٰ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ
تُحْشَرُونَ ﴿٩﴾

The meaning : O you who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT , to whom you will be gathered.¹⁰

In this verse Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone Swith a good

⁸A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon, p.13

⁹ Al Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang:Asy Syifa. p.1429

¹⁰ Ibid, p.1461

road, with a gentle word, don't talk about sin and always talks about the good things. That's the attributes of the believers if seen from the way he speaks. From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson it can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.¹¹

As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.¹²

¹¹ Watkins, Peter. (2007). *Learning to Teach English : A Practical Introduction for New Teachers*. England : Viva Books Private Limited. p. 26

¹² *Ibid.* p.27

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹³

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.¹⁴

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.¹⁵ It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to

¹³ Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman. p. 269

¹⁴ Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. p.41

¹⁵ Tarigan, Henry Guntur. (1981). *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa, p.15

mastered all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

2.1.1 Students Speaking Achievement

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “Speaking Achievement” here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy and fluency for Junior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

2.1.2 The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "...three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.¹⁶

1. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

2. Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

¹⁶ Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

3. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.¹⁷

2.2 Classroom Speaking Activities

Many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

1. Acting from a Script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend

¹⁷ Jack C. Richards, (2006), *Communicative Language Teaching Today*, Cambridge: Cambridge University Press, p. 19-23

upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

4. Prepared Talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listener. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

5. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students ‘stimulate’ a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.¹⁸

2.3 Definition of Action Learning Strategy

Action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team process of reflection and action. Peer accountability and visibility of plan execution are powerful motivators that get results for the individual team member and meaningful experiential learning for all. Joel Barker once said “A Vision without Action is merely a dream. Action without Vision just passes the time. Vision with Action can change the world.” Action learning is a tool that brings vision and action together, helping propel people and their organizations to the next level in terms of production, development, recruiting and even retention (people who are growing and learning rarely leave an organization).¹⁹

According to Revans, Action learning is a team-based, workplace activity that brings together people with a common problem or project to work out solutions or achieve project outcomes. The action learning group or set provides

¹⁸ Jeremy Harmer, (2001), *The Practice of English Language Teaching*, Edinburgh: Pearson Education Limited, p. 271-274

¹⁹ Diane M. Ruebling, (2007), *Action Learning: Creating the Connection Between Good Intentions and Great Execution*, Gama International Journal, p. 1-3

support and encouragement to try out new ways of doing things and new ways of thinking about things. Developed by Reg Revans as a staff development activity for managers in industry, it attempts to overcome resistance to new learning and the tendency to stay with the familiar methods and avoid taking personal and professional risks. Action learning provides participants with opportunities to pool their knowledge and skills, share learning tasks, review and reflect on their learning, question each others' views and ideas and learn how to work productively in a team. The process of action learning helps participants learn how to learn by dealing with real problems in the workplace. The strengths of action learning that members of one set were experiencing related to the team building process: "expressing and resolving our feelings about the process"; learning to handle criticism; "being equal to one another and being valued for our input"; "getting feedback from others and bouncing ideas off people extends the learning and helps to make changes". Facilitation skills were recognised as a critical factor in promoting open communication and handling conflict. A number of staff mentioned the time taken by action learning as a weakness of the process. One insightful comment from a member of a well-informed set was that "availability of time could be an issue to people who didn't understand what action learning is all about."²⁰

So the conclusion is Action learning is a process that requires members of an organisation to work together to solve problems through action and reflection. It has the potential to become a multi-purpose organisational activity depending on the extent to which it is integrated into the organisation's systems and made

²⁰Halia Sillins, (2001), *Action Learning : A Strategy for Change*, Flinders University School of Education : International Education Journal, P. 80-82

central to the organisational culture. Action learning processes promote reflection, mentoring and collaboration and cast employers into the role of continuous learners who are capable of both investigating and improving work practices.

2.3.1 The Components of Action Learning Program

Developed by Professor Reg Revans in England in the middle of the 20th century, action learning was slow to be understood and applied until Jack Welch began using it at General Electric. Over the past 20 years, various approaches to action learning have appeared, but the model that has gained wide-spread acceptance is the Marquardt Model, which incorporates the successful elements of both European and American forms of action learning. This model contains six interactive and interdependent components that build upon and reinforce one another.

1. A problem (project, challenge, opportunity, issue or task)

Action learning centers around a problem, project, challenge, issue or task, the resolution of which is of high importance to an individual, team and/or organization. The problem should be significant, urgent and be the responsibility of the team to solve. It should also provide an opportunity for the group to generate learning opportunities, to build knowledge and to develop individual, team and organizational skills. Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.

2. An action learning group or team

The core entity in action learning is the action learning group (also called a set or team). Ideally, the group is composed of four-to-eight individuals who examine an organizational problem that has no easily identifiable solution. The group

should have diversity of background and experience so as to acquire various perspectives and to encourage fresh viewpoints. Depending upon the action learning problem, groups may be volunteers or appointees, may be from various functions or departments, may include individuals from other organizations or professions, and may involve suppliers as well as customers.

3. A process that emphasizes insightful questioning and reflective listening

Action learning emphasizes questions and reflection above statements and opinions. By focusing on the right questions rather than the right answers, action learning focuses on what one does not know as well as on what one does know. Action learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action. The focus is on questions since great solutions are contained within the seeds of great questions. Questions build group dialogue and cohesiveness, generate innovative and systems thinking, and enhance learning results.

4. Taking action on the problem

Action learning requires that the group be able to take action on the problem it is working on. Members of the action learning group must have the power to take action themselves or be assured that their recommendations will be implemented (barring any significant change in the environment or the group's obvious lack of essential information). If the group only makes recommendations, it loses its energy, creativity and commitment. There is no real meaningful or practical learning until action is taken and reflected upon; for one is never sure an idea or plan will be effective until it has been implemented. Action enhances learning

because it provides a basis and anchor for the critical dimension of reflection. The action of action learning begins with taking steps to reframe the problem and determining the goal, and only then determining strategies and taking action.

5. A commitment to learning

Solving an organizational problem provides immediate, short-term benefits to the company. The greater, longer-term, multiplier benefit, however, is the learning gained by each group member as well as the group as a whole and how those learnings are applied on a systems-wide basis throughout the organization. Thus, the learning that occurs in action learning has greater value strategically for the organization than the immediate tactical advantage of early problem correction. Accordingly, action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems; for the smarter the group becomes, the quicker and better will be the quality of its decision-making and action-taking.

6. An action learning coach

Coaching is necessary for the group to focus on the important (i.e., the learnings) as well as the urgent (resolving the problem). The action learning coach helps the team members reflect both on what they are learning and how they are solving problems. Through a series of questions, the coach enables group members to reflect on how they listen, how they may have reframed the problem, how they give each other feedback, how they are planning and working, and what assumptions may be shaping their beliefs and actions. The learning coach also helps the team focus on what they are achieving, what they are finding difficult, what processes they are employing and the implications of these processes. The

coaching role may be rotated among members of the group or may be a person assigned to that role throughout the duration of the group's existence.²¹

2.3.2 The Steps of Action Learning Strategy

The steps of action learning strategy are:

1. Clarify the objective of the action learning group. Presentation of the problem or the task to the group. A group may handle one or many problems.
2. Group formation. The group can consist of volunteers or appointed people, and can work on a single organizational problem or each other's departments's problems. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group. Compare: Belbin Team Roles. Action learning groups may meet for one time or several times. Depending on the complexity of the problem and the time available for its resolution.
3. Analyze the issue(s) and identify actions for resolving them.
4. The problem owner presents the problem briefly to the group. He can remain involved as a member of the group, or withdraw, and await the group's recommendations.
5. Reframe the problem. After a series of questions, the group, often with the guidance of the action learning consultant, will reach a consensus on the most critical and important problem the group should work on. The group should

²¹ <https://www2.gwu.edu/~bygeorge/021804/actionlearning.html>; 30/12/2016;

establish the crux of the problem, which might differ from the original presenting problem.

6. Determine goals. Once of the key problem or issue has been identified, the group seeks consensus for the goal. The achievement of the goal would solve the restated problem for the long-term with positive rather than negative consequences on the individual, team, or organization.
7. Develop action strategies. Much of the time and energy of the group will be spent on identifying, and pilot testing, of possible action strategies. Like the preceding stages of action learning, strategies are developed via reflective inquiry and dialogue.
8. Take action. Between action learning sessions, the group as a whole and individual members collect information to identify the support status, and they implement the strategies developed and agreed to by the group.
9. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
10. Capturing learning. Throughout and at any point during the sessions, the action learning consultant may intervene.²²

2.3.3 The Advantages of Action Learning Strategy

The advantages of Action Learning strategy are:

1. Centred on learners
2. Emphasis on finding knowledge not accept knowledge
3. Great fun

²² www.12manage.com/methods_revans_action_learning.html; 12/12/2016;

4. Empower all learners senses potential
5. Use varied methods
6. Using multiple media
7. Tailored to existing knowledge

2.3.4 The Disadvantages of Action Learning Strategy

The Disadvantages of Action Learning strategy are:

1. Learners difficult orienting his thoughts, when not accompanied by educators.
2. The discussion was impressed in all directions or not focused.²³

2.4 Related Study

The action learning strategy is one of learning strategy that used to improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

1. This study deals with the improvement student's speaking skill in english lesson with action learning strategy in fifth grade of elementary school No.106162 Medan Estate. This study was conducted by using classroom action research. The subject of the research was class V elementary school No.106162 Medan Estate. 054914 that consisted of 35 students. Data collected through the observation perform test on student speaking skill in the form of an oral test. The improvement also can be seen from the percentage of the students speaking achievement. In the initial test only 14,2% (five

²³ <https://senangbacaweb.wordpress.com/2016/04/05/model-pembelajaran-mikro-action-learning-progressive-inquiry-dan-problem-solving-2/>; 12/01/2017; 06.36

students) got category skill. In the post test in cycle I and cycle II 45,71% (sixteen students) and 88,57% (thirty one students) got category skill. It means there was an improvement about 74,37. It can be concluded that there was a significant effect of moving toward better by using action learning strategy to improve students speaking skill.

2. The research about speaking had done by Nasidah Lubis that was “The Effect of Socio Drama Method in Teaching Speaking”. This research explained about the application of socio drama method in teaching speaking, a study at the VII grade of SMP N 1 Penyabungan Barat. Her population of study is 25 students. The result of hypothesis test shows that $t_o = 2.10$ and the t_t degree significance 5% 2,02. It meant that the alternative hypothesis was accepted and null hypothesis was rejected. There was a significance effect of socio drama method in teaching speaking.
3. A classroom action research which had done by Dyah Nindya Yuanita is “Improving Students’ Speaking Skill by Using the Role Play (An Action Research at the Tenth Year of SMA N 1 Gemolong in Academic Year 2012-2013)”. Based on data analysis the mean score of students on the first cycle is 73 average score, and the mean score of the students on the second cycle is 90 that is qualified average to good. They get 28 score improvement. It means that action hypothesis the using role play to improve students’ speaking ability is class is proved.

2.5 Conceptual Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made

the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English is a foreign language in our country, it has become an international language. English has been intergrated to secondary school for a long time. The English language is exerting even stronger influence in the modern world and has become an international language. There are also advantages of introducinng a foreign language for young learners. It is also important for students to gget learning Englis early.

One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, VIII Grade students of MTs PAB 1 Helvetia faced several problems related to their speaking ability. They are afraid of making mistakes, of being laughed at by his or her friends and having lak 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 attrack students learning has focus on the teachers and put the listener. Therefore, the researcher wanted to overcome the problems by using Action Learning strategy in the speaking class. Action Learning strategy is one way that can be

used to improve students speaking skill. Action learning is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking skills by doing conversation activity. The Action Learning strategy was chosen because it was fun and interesting. It could be applied in the practice and production phase. The students would get more opportunity to explore their speaking ability. They had to speak with their friends in pairs using role cards and expressions. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this strategy also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. This strategy is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this strategy.

2.6 Hypothesis

To answer the problem of research that has been described about can put forward hypothesis as follow: action learning strategy can improve students speaking skill in English lesson in VIII-A of MTs PAB 1 Helvetia, 2016/2017 academic year.

CHAPTER III

METHOD OF RESEARCH

3.1 Location of the Research

This study took place in MTs PAB 1 Helvetia which was located in Jl. Veteran Pasar IV Helvetia, Labuhan Deli, Deli Serdang. The school has 12 classes. There were four English teachers in the school. The research study was conducted at VIII-A grade of MTS PAB 1 Helvetia.

3.2 Type of the Research

The type of this research is Classroom Action Research (CAR). Classroom 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.²⁴

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.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim

²⁴ M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang press, p. 8

of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. According to Arikunto, Classroom Action Research consist of three words, there are:²⁵

a. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class. In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:

²⁵ Wina sanjaya, (2013), *Penelitian Tindak Kelas*, Jakarta: Kencana, p. 25

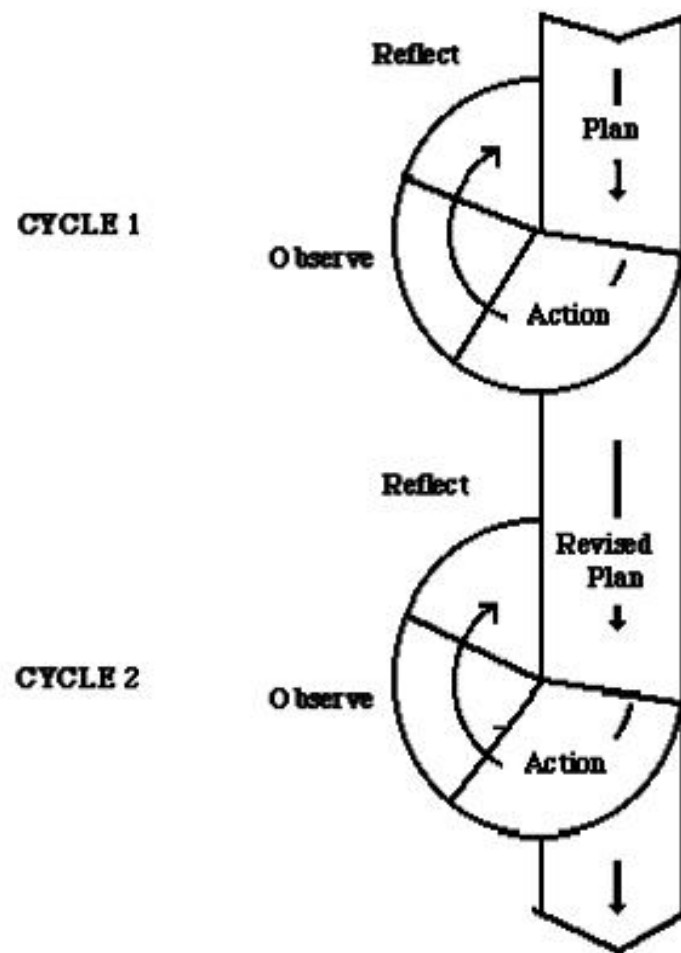


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart²⁶

The procedures of research are performed by administering two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the cycle I began, orientation test is administered to identify the basic knowledge of the students about speaking ability.

²⁶ Rochiati Wiriadmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen)*, Bandung: Remaja Rosdakarya, p. 66

3.2.1 Cycle I

a. Planning

Planning is arrangement for doing something. In planning the researcher prepare everything that will be needed in learning process. The following points are the specification of the planning are first cycle:

- Analyze the students' problem in speaking
- Conducting the cycle in two meetings.
- Preparing material for speaking skill.
- Conducting pre-test in order to know the students' basic ability in mastery speaking.
- Conducting a test of speaking skill with Action Learning strategy in last meeting.
- Preparing the instrument for collecting data, such as diary notes, observation, interview sheets and documentation.

b. Action

Action is process doing things, it is implementation of planning. In this step, the students will be taught how to improve speaking skill with Action Learning strategy.

- Explain the purpose of action learning strategy in learning English.
- Devide students into eight groups.
- Assign task to each group to memorize the vocabulary associate with the material and make a conversation.
- Asks the students to practice speaking with the vocabulary that has been memorize.

Table 3.1 Activity Cycle I

No	Action cycle I	Output
1	Motivating students by asking the material fraction	Increased student motivation
2	Delivering learning objective and indicators to be achieved	Explanation of goals and indicator to be achieved
3	Provide an explanation of the content being studied	Explanation of the content being studied
4	To give some examples of question about the content being studied using action learning	Discuss with the student the example problem
5	Giving students the opportunity to ask	Improving students understanding
6	Concluded the material together with student	The student can make the conclusion
7	Evaluating the results of the first cycle	Identifying problem
8	Conducting any acts of reflection in cycle I thoroughly	The solution of the problem that had been arise

c. Observation

In this stage the researcher conducted several activities as follows:

Observed during the process of learning about students speaking skill and learning process using observation sheets that had been prepared.

- To evaluate students skill of observation sheet

- Make notes suitability study process undertaken based o indicators of speaking skill

d. Reflection

Reflection implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

3.2.2 Cycle II

a. Planning

Activity of which is in the palnning cycle II is the same as planning to cycle I. The palnning stages on the second cycle based on the result of reflection of the activity cycle I. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation process of learning to improve students speaking skill. In this cycle consist of two meetings. The first and second meeting on the second cycle is presented in the material daily routines.

b. Action

Activities undertaken in this phase is to implement lesson plans that have been planned and developed from the implementation of the first cycle of the learning process accordance with lesson plans that have been previously design to improve students speaking skill and the learning can take well.

c. Observation and evaluation

As in cycle I, observation and evaluation activities carried out to determine the changes in students speaking skill.

d. Reflection

At the end of the second cycle, the observation of later researchers to find weakness and excellence in learning. Reflection include:

- Disclosure of the result of observation about the advantages and disadvantages of learning in understanding the concept by using action learning
- Reveal the action that have been conducted during the student learning progress poses
- Disclose the action taken by the teacher during the learning and teaching process. The things that reflected the discussion with the class teacher concerned.

3.3 Subject of the Research

The subject of the research was the students of VIII-A of MTs PAB 1 Helvetia who were in the second semester by the academic year of 2016/2017. There were 44 students in the classroom, with detail of 22 male students and 22 female students.

Class	Students		Total
VIII-A	Male	Female	
	22	22	44

3.4 Time of the Research

The research study was conducted in the second semester of the academic year of 2016/2017. The actions were carried out in March-April 2017. The observation was done on April 2017.

3.5 Procedure of Observation

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was done after identifying and diagnosing students' speaking problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VIII grade at MTs PAB 1. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. Acting Phases

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity.

In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action. Wina Sanjaya states that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual designed by the teacher.²⁷

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

²⁷Wina sanjaya,*Op.cit*, p. 26

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

3.6 Instrument of Collecting Data

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).
4. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
 - a. Pre-test is done before implementing the Classroom Action Research (CAR).
 - b. Post-test is implemented after implementing the Classroom Action Research (CAR).

5. Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

3.7 Technique of Collecting Data

3.7.1 The Quantitative Data

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the catagory that evaluntes for critirions. Each criterion was scored 25 point. So for all criterions students would get 100 point. Every aspect of speaking was arranged from 0-25. The catagories are vocabulary, pronunciation, accuracy, and fluency.²⁸

Table 3.2 English Language Speaking Skills Assement Collects

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	

²⁸ Finocchiaro, M and Sako, S. (1983). *Foreign Language Testing : A Practical Approach to Language Pedagogy*. San Fransisco : Prentice Hall. P. 145

	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of	1-6	

		utterances are below normal, long pause, utterance left unfinished		
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

3.7.2 The Qualitative Data

a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the

research to know the teacher's response toward the idea of implementing the role play technique in improving students' ability in speaking.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy.

d. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

3.8 Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the tesching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through action learning strategy. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students speaking ability. The writer searched the mean of each post test from every cycle. The writer applied the following formula:

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

Where :

X = The mean of the students score

X = The total score

N = The member of the students²⁹

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

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

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y₁ = Post-test I

²⁹ Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y₂ = Post-test II

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Data

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of MTs PAB 1 Helvetia, observation sheet and documentation. The quantitative data were taken from the mean of students score in some tests. This research was conducted in VIII-A 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.

4.1.1 The Quantitative Data

The Quantitative data were taken from the tests result in the class, which was carried out in two cycles, there was five meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score could be seen in the following tables and charts.

Table 4.1 The Quantitative Data

NO	Initial Name	Score of Pre Test	Score of Post Test 1	Score of Post Test 2
1	AT	48	65	73
2	AF	60	75	79

3	AW	50	71	78
4	AS	55	78	83
5	AFH	60	76	81
6	AM	57	78	86
7	AA	56	76	80
8	AS	55	75	80
9	CAP	66	80	88
10	DA	67	75	85
11	DAR	73	86	90
12	DA	60	75	86
13	GH	56	70	79
14	HRI	80	85	90
15	HP	47	72	84
16	II	65	78	87
17	JSP	79	84	90
18	LNA	40	63	71
19	MFA	46	70	78
20	ME	63	75	81
21	MAW	78	82	89
22	MMI	54	69	75
23	MRT	78	83	89
24	MA	49	62	70
25	MI	58	76	84

26	MRL	65	78	88
27	NS	63	75	87
28	NA	67	79	88
29	NAY	58	75	86
30	ND	71	83	90
31	NOP	69	76	85
32	NI	61	75	83
33	NS	59	79	87
34	PA	48	68	76
35	RRB	57	78	80
36	RP	56	77	85
37	RAL	49	65	71
38	RHS	66	77	84
39	SH	50	70	79
40	ST	65	77	84
41	SW	65	79	85
42	SSD	38	74	70
43	SF	46	69	76
44	YC	43	69	73
Total X		2569	3302	3613
The mean score		59	75.04	82.11

4.1.2 The Qualitative Data

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 aappendices.

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 writeer 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 and learning process.

4.2 Data Analysis

4.2.1 Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students score increasing from pre test until post test. The following table is

Table 4.2 Students Test Score

NO	Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	AT	48	Unsuccessful
2	AF	60	Unsuccessful
3	AW	50	Unsuccessful
4	AS	55	Unsuccessful
5	AFH	60	Unsuccessful
6	AM	57	Unsuccessful
7	AA	56	Unsuccessful
8	AS	55	Unsuccessful
9	CAP	66	Unsuccessful
10	DA	67	Unsuccessful
11	DAR	73	Unsuccessful

12	DA	60	Unsuccessful
13	GH	56	Unsuccessful
14	HRI	80	Successful
15	HP	47	Unsuccessful
16	II	65	Unsuccessful
17	JSP	79	Successful
18	LNA	40	Unsuccessful
19	MFA	46	Unsuccessful
20	ME	63	Unsuccessful
21	MAW	78	Successful
22	MMI	54	Unsuccessful
23	MRT	78	Successful
24	MA	49	Unsuccessful
25	MI	58	Unsuccessful
26	MRL	65	Unsuccessful
27	NS	63	Unsuccessful
28	NA	67	Unsuccessful
29	NAY	58	Unsuccessful
30	ND	71	Unsuccessful
31	NOP	69	Unsuccessful
32	NI	61	Unsuccessful
33	NS	59	Unsuccessful
34	PA	48	Unsuccessful

35	RRB	57	Unsuccessful
36	RP	56	Unsuccessful
37	RAL	49	Unsuccessful
38	RHS	66	Unsuccessful
39	SH	50	Unsuccessful
40	ST	65	Unsuccessful
41	SW	65	Unsuccessful
42	SSD	38	Unsuccessful
43	SF	46	Unsuccessful
44	YC	43	Unsuccessful
Total $\sum x$		2569	
The Mean Score		59	

From the table of pre test, the total score of students was 2569 and the number of students who took the test was 44 students, so the students' mean was:

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

$$X = \frac{2569}{44}$$

$$X = 59$$

From the table above, students' speaking skill in English lesson was still very low. The mean of students was 59. To know the student' who were competent was calxulated by applying the formula below:

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

$$P_1 = \frac{40}{44} \times 100 \% = 90,9 \%$$

$$P_2 = \frac{4}{44} \times 100 \% = 9.09 \%$$

**Table 4. 3 Distribution os Students' Speaking skill in English Lesson for Pre
Test**

	Criteria	Total Students	Percentage
$\frac{P_1}{F_1}$	Unsuccessful	40	90.9 %
$\frac{P_2}{F_2}$	Successful	4	9.09 %

From the table analysis above, the students' speaking skill n English lesson was still low. From the criteria 4 students got successful score or it was only 9.09%. in other side 40 students got unsuccessful score or it was 90.9%. it could be concluded that the students' speaking skill in English lesson was still low.

From the explanation above, students' speaking skill in English lesson was classified low. Then post test continued in cycle I. In the post test of the cycle I, the analysis can be followed below:

Table 4.4 The Result of Students' Speaking Skill in English lesson

NO	Initial Name	CYCLE I	
		Score	Successful Criteria (>75)
1	AT	65	Unsuccessful
2	AF	75	Successful
3	AW	71	Unsuccessful
4	AS	78	Successful
5	AFH	76	Successful
6	AM	78	Successful
7	AA	76	Successful
8	AS	75	Successful
9	CAP	80	Successful
10	DA	75	Successful
11	DAR	86	Successful
12	DA	75	Successful
13	GH	70	Unsuccessful
14	HRI	85	Successful
15	HP	72	Unsuccessful
16	II	78	Successful
17	JSP	84	Successful
18	LNA	63	Unsuccessful
19	MFA	70	Unsuccessful
20	ME	75	Successful

21	MAW	82	Successful
22	MMI	69	Unsuccessful
23	MRT	83	Successful
24	MA	62	Unsuccessful
25	MI	76	Successful
26	MRL	78	Successful
27	NS	75	Successful
28	NA	79	Successful
29	NAY	75	Successful
30	ND	83	Successful
31	NOP	76	Successful
32	NI	75	Successful
33	NS	79	Successful
34	PA	68	Unsuccessful
35	RRB	78	Successful
36	RP	77	Successful
37	RAL	65	Unsuccessful
38	RHS	77	Successful
39	SH	70	Unsuccessful
40	ST	77	Successful
41	SW	79	Successful
42	SSD	65	Unsuccessful
43	SF	69	Unsuccessful

44	YC	67	Unsuccessful
Total $\sum \bar{x}$		3302	
The mean score		75.04	

From the table of post test in cycle I, the total score of students was 3302 and the number of students was 44 students, so the students' mean was:

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

$$X = \frac{3302}{44}$$

$$X = 75.04$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 75.04. And the number of students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{14}{44} \times 100 \% = 31.81 \%$$

$$P_2 = \frac{30}{44} \times 100 \% = 68.18 \%$$

**Table 4.5 Distribution of Students' Speaking skill in English lesson for Post
Test I**

	Criteria	Total Students	Percentage
\bar{F}_1	Unsuccessful	14	31.81 %
\bar{F}_2	Successful	30	68.18 %

The mean students was 75.04. 30 students got successful or it was 68.18%. the other side 14 students got failed score or it was 31.81 %. Post test in cycle I is categorized unsucces. The result of standard of success criteria (SKM) minimum was >75 score.

Based on the result of the students' speaking skill in the cycle 1, there was an increase of students' mean score from the students' speaking skill on the preliminary study to the students' speaking skill on the first cycle. It was from the preliminary study mean score from the mean class 59 increased to 75.04 or from 4 students who passed the score above the Minimum Mastery Criterion to 30 students. It means that there was 27.18% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{75.04 - 59}{59} \times 100\%$$

$$P = \frac{16.04}{59} \times 100\%$$

$$P = 27.18\%$$

Students' speaking skill in English lesson on the topic job activities was classified unsuccessful, so cycle II is need to increasing the higher score of students, so it must be increased in cycle II. And the following analysis for cycle II is:

Table 4.6 The Result of Students' Score for Cycle II

NO	Students' Name	CYCLE II	
		Score	Successful Criteria (>75)
1	AT	73	Unsuccessful
2	AF	79	Successful
3	AW	78	Successful
4	AS	83	Successful
5	AFH	81	Successful
6	AM	86	Successful
7	AA	80	Successful
8	AS	80	Successful
9	CAP	88	Successful
10	DA	85	Successful
11	DAR	90	Successful
12	DA	86	Successful
13	GH	79	Successful
14	HRI	90	Successful
15	HP	84	Successful

16	II	87	Successful
17	JSP	90	Successful
18	LNA	71	Unsuccessful
19	MFA	78	Successful
20	ME	81	Successful
21	MAW	89	Successful
22	MMI	75	Successful
23	MRT	89	Successful
24	MA	70	Unsuccessful
25	MI	84	Successful
26	MRL	88	Successful
27	NS	87	Successful
28	NA	88	Successful
29	NAY	86	Successful
30	ND	90	Successful
31	NOP	85	Successful
32	NI	83	Successful
33	NS	87	Successful
34	PA	76	Successful
35	RRB	80	Successful
36	RP	85	Successful
37	RAL	71	Unsuccessful
38	RHS	84	Successful

39	SH	79	Successful
40	ST	84	Successful
41	SW	85	Successful
42	SSD	70	Unsuccessful
43	SF	76	Successful
44	YC	73	Unsuccessful
Total $\sum \frac{\quad}{x}$		3613	
The mean score		82.11	

From the table, the students' speaking skill in English lesson was increased on the topic "Personal life" through action learning strategy. The standard of maximum criteria was achieved with mean 82.11 from the total score of students was 3613 divided the number of students who done the test was 44 students, so the students' mean was:

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

$$X = \frac{3613}{44}$$

$$X = 82.11$$

From the analysis above, students' speaking skill in English lesson has increased. The mean of students was 82.11 and the number of students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{6}{44} \times 100 \% = 13.63 \%$$

$$P_2 = \frac{38}{44} \times 100 \% = 86.36 \%$$

Table 4.7 Distribution of students' Speaking skill for Post Test II

	Criteria	Total Students	Percentage
$\frac{F_1}{F}$	Unsuccessful	6	13.63 %
$\frac{F_2}{F}$	Successful	38	86.36 %

From the table of analysis, the students' speaking skill in English lesson increased. The mean of students was 82.11. From the criteria 38 students got success score or it was 86,36%. In the other side 6 students got failed score or it was 13.63%. It could be concluded that the students' ability in speaking increased. Post test cycle II was categorized success.

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{82.11 - 59}{59} \times 100\%$$

$$P = \frac{23.11}{59} \times 100\%$$

$$P = 39.16\%$$

From the explanation above, the students' ability in speaking was classified a very good level while doing action research on cycle II. This is the result of students' score in speaking ability based on the topics, job activities and personal life:

Table 4.8 Students' Score

N O	Initial Name	PRE-TEST		POST-TEST I		POST-TEST II	
		S c o r e	Successful criteria (>75)	S c o r e	Successful criteria (>75)	S c o r e	Successful criteria (>75)
1	AT	48	Unsuccessful	65	Unsuccessful	73	Unsuccessful
2	AF	60	Unsuccessful	75	Successful	79	Successful
3	AW	50	Unsuccessful	71	Unsuccessful	78	Successful
4	AS	55	Unsuccessful	78	Successful	83	Successful
5	AFH	60	Unsuccessful	76	Successful	81	Successful
6	AM	57	Unsuccessful	78	Successful	86	Successful
7	AA	56	Unsuccessful	76	Successful	80	Successful
8	AS	55	Unsuccessful	75	Successful	80	Successful
9	CAP	66	Unsuccessful	80	Successful	88	Successful
10	DA	67	Unsuccessful	75	Successful	85	Successful
11	DAR	73	Unsuccessful	86	Successful	90	Successful
12	DA	60	Unsuccessful	75	Successful	86	Successful
13	GH	56	Unsuccessful	70	Unsuccessful	79	Successful
14	HRI	80	Successful	85	Successful	90	Successful

15	HP	47	Unsuccessful	72	Unsuccessful	84	Successful
16	II	65	Unsuccessful	78	Successful	87	Successful
17	JSP	79	Successful	84	Successful	90	Successful
18	LNA	40	Unsuccessful	63	Unsuccessful	71	Unsuccessful
19	MFA	46	Failed	70	Unsuccessful	78	Successful
20	ME	63	Failed	75	Successful	81	Successful
21	MAW	78	Successful	82	Successful	89	Successful
22	MMI	54	Unsuccessful	69	Unsuccessful	75	Successful
23	MRT	78	Successful	83	Successful	89	Successful
24	MA	49	Unsuccessful	62	Unsuccessful	70	Unsuccessful
25	MI	58	Unsuccessful	76	Successful	84	Successful
26	MRL	65	Unsuccessful	78	Successful	88	Successful
27	NS	63	Unsuccessful	75	Successful	87	Successful
28	NA	67	Unsuccessful	79	Successful	88	Successful
29	NAY	58	Unsuccessful	75	Successful	86	Successful
30	ND	71	Unsuccessful	83	Successful	90	Successful
31	NOP	69	Unsuccessful	76	Successful	85	Successful
32	NI	61	Unsuccessful	75	Successful	83	Successful
33	NS	59	Unsuccessful	79	Successful	87	Successful
34	PA	48	Unsuccessful	68	Unsuccessful	76	Successful
35	RRB	57	Unsuccessful	78	Successful	80	Successful
36	RP	56	Unsuccessful	77	Successful	85	Successful
37	RAL	49	Unsuccessful	65	Unsuccessful	71	Unsuccessful

38	RHS	66	Unsuccessful	77	Successful	84	Successful
39	SH	50	Unsuccessful	70	Unsuccessful	79	Successful
40	ST	65	Unsuccessful	77	Successful	84	Successful
41	SW	65	Unsuccessful	79	Successful	85	Successful
42	SSD	38	Unsuccessful	65	Unsuccessful	70	Unsuccessful
43	SF	46	Unsuccessful	69	Unsuccessful	76	Successful
44	YC	43	Unsuccessful	67	Unsuccessful	73	Unsuccessful
Total \sum			2569		3302		3613
The mean score			59		75.04		82.11

The mean of students' ability in speaking increased on pre-test, post-test in cycle I and post-test in cycle II.

Table 4.9 The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

Meeting		Students Who Get Score >75	Percentage
Pre-Test	I	4	9.09 %
Post-Test I	II	30	68.18 %
Post-Test II	IV	38	86.36 %

The result showed the increasing of students' score from the pre-test to post test II. In the pre-test, there was only 9.09 % (4 students) who got point >75. In the post-test I there was 68.18 % (30 students) who got point >75. It means that there was increasing 59.09 %. The post test in cycle II, there was 86.36 % (38

students) who got point >75. The increasing was about 18.18 % and the total increasing of students' score from pre-test until post test II was 77.27 %. It can be concluded that action learning strategy worked effectively and efficiently in helping students' ability in speaking at VIII-A grade of MTs PAB 1 Helvetia and this learning has applied successfully and able to increase students' ability in speaking.

4.2.2 Qualitative Data

1. First Cycle

a. Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the researcher arranged a lesson plan based on the teaching material. The researcher also prepared the post test 1 to collect the data to know whether there are some students' improvement scores from pretest to post test 1

b. Acting

The action of the cycle I was done on Maret 23th and 28th 2017. In the first meeting, before involving students in action learning strategy, the researcher acts as teacher and she done based on the lesson plan before. First, the writer introduced the material by giving example of dialogue and related vocabulary items. Second, the researcher explained to the students about the situation and condition when using expression of giving and responding suggestions and instructions. Third, the researcher wrote some examples and demonstrated how to pronounce it. Fourth, the researcher divided students into eleven groups and give script of dialogue. Next, the students practiced and memorized the dialogue, and

performed the dialogue into in front of the class. Then, the researcher gave feedback to the students after finishing their performance. At last, the researcher gave general conclusion. That is about material that has been done by the students in their role play.

In the second meeting,, the writer gave the post test I in the end of cycle I. It was in role play form and conducted in pairs. The students created a dialogue based on the role card given then perform it in front of the class. The post test I is carried to measure how well the students' achievement in speaking improved.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using action learning strategy. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basis reflection.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 30 students or 68.18 % of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the classs could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed

to accept the material easily by using action learning strategy. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using action learning strategy. This efforts was done in the next lesson plan of cycle two.

2. Second Cycle

a. Planning

After finding the fact that the students' speaking mastery was low, which was proven by their post test I scores, the writer rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the post test 2 and questionnaire to collect the data.

b. Acting

The action of cycle two was done on March and April 30th and 04th 2017. In this meeting, the teacher asked the students the difficulty in using action learning strategy and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this strategy were same with the first cycle. Researcher tried to the best in teaching students and motivated them to increase their ability in speaking.

c. Observing

In thi phase, the researcher tried to notice al activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using action learning strategy. Researcher was very carefull in this phase because the students were more active and serious than the first cycle. Most of the students were very

enthusiastic to follow the instruction. Researcher also saw they did not have any problem doing their test.

d. Reflecting

The researcher analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, posttest 1, and posttest 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4.3 Research Findings

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

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 MTs PAB 1 Helvetia.

4.4 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 learning 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 test II. The increasing because of the teacher knew how to control the class 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 showed the students' was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in chapter IV, the conclusion was drawn as following:

1. 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..
2. 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%).

B. Suggestion

In this part, the writer would like to give some suggestions to be considered by English teacher as follows:

- a. Action learning strategy would be very helpful to improve students' ability in speaking, so the teacher needs to maintain using action learning strategy as alternative technique of the teaching process in the second year students of junior high school.
- b. The teacher should give clear explanation and instruction in directing her students using action learning strategy.
- c. The teacher should control the students' activities.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

BIBLIOGRAPHY

- Al Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang:Asy Syifa
- A.L. Chaney. (1998). *Teaching Oral Communication*. Boston: Allyn and Bacon
- Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press
- Finocchiaro,M and Sako, S. (1983). *Foreign Language Testing : A Practical Approach to Language Pedagogy*. San Fransisco : Prentice Hall
- Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman
-, (2003). *Teaching Second Language Speaking*. New York: Pearson-Longman
- Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman
- (2001). *The Practice of English Language Teaching*. Edinburgh: Pearson Education Limited
- Ghory, M. Djuanaidi. (2008). *Penelitian Tindakan Kelas*. Malang: UIN Malang press
- Hughes, Dewi. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana
- Manser, Martin H. (1995). *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press
- Nunan, David. (2003). *Practical English Language Teaching*. (New York: McGraw-HillCompanies, Inc.
- Nurokhma. (2009). *Elicitation Technique Used in Teaching Speaking*. Yogyakarta:Unpublished Thesis
- Pedler, Mike. (2011). *Action Learning in Practice*. England: Gower Publishing Limited
- Richards, Jack C. (2006). *Communicative Language Teaching Today*. Cambrigde: Cambridge University Press
-(2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press

- Ruebling, Diane M. (2007). *Action Learning: Creating the Connection Between Good Intentions and Great Execution*. Gama International Journal
- Sanjaya, Wina. (2013). *Penelitian Tindak Kelas*. Jakarta: Kencana
- Silins, Halia. (2001). *Action Learning : A Strategy for Change*. Flinders University School of Education : International Education Journal
- Sudijono, Anas. (2014). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada
- Tarigan, Henry Guntur. (1981). *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa
- Watkins, Peter. (2007). *Learning to Teach English : A Practical Introduction for New Teachers*. England : Viva Books Private Limited
- Wiriatmadja, Rochiati. (2006). *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen)*. Bandung: Remaja Rosdakarya

Website

- www.12manage.com/methods_revans_action_learning.html;12/12/2016; 06.49
- <https://www2.gwu.edu/~bygeorge/021804/actionlearning.html>;30/12/2016; 09.41
- <https://senangbacaweb.wordpress.com/2016/04/05/model-pembelajaran-mikro-action-learning-progressive-inquiry-dan-problem-solving-2/>;12/01/2017; 06.36

APPENDIX 1

LESSON PLAN

(Cycle I)

School	: MTs PAB 1 Helvetia
Subject	: English
Class/Semester	: VIII-A/II
Standard Competence	: Expressing the meaning in simple short spoken Transactional and interpersonal conversation to interact with the nearest environment.
Basic Competence	: Understanding and responding meaning in simple Transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: giving and responding suggestions and instructions.
Text	: Transactional / Interpersonal
Theme	: Job Activities
Skill	: Speaking
Time Allotment	: 2 x 40 menit

1. Indicators

- Ask and answer about giving and responding suggestions and instructions expression.
- Ask and answer the simple expression of giving and responding suggestions and instructions.

2. Teaching Learning Objectives

- In the end of the learning process students are able to respond to the expression of giving and responding suggestions and instructions.
- In the end of the learning process students are able to make a good dialogues by using of giving and responding suggestions and instructions.
- In the end of the learning process students are able to speak aloud to improve the pronunciation by using giving and responding suggestions and instructions.

3. Expected Characters

- Communicative
- Discipline
- Respect
- Diligence
- Active

4. Teaching Learning Material

A.Explanation and example of giving and responding suggestions and intructions

a) Explanation about giving and responding suggestions such as :

Giving Suggestion :

- I'd like to suggest that ...
- I suggest that ...
- Why don't you ...
- How about ...
- Maybe you could ..
- What about going to ...

Responding to Suggestion :

- Yes, you are right.
- That sounds like a good suggestion.
- That's good idea.
- As you wish, sir.

b) Explanation about giving and responding instructions such as :

Giving Instruction :

- Could you do this ...
- Do this ...
- You must ...
- Can you ...
- Don't ...

Responding to Instruction :

- Yes, sir.
- Ok, I will.
- Not at all.

B. Example :

- Giving suggestion : I suggest that you have to join with our company because our company is urgently needed some employer.
- Responding suggestion : That's a good idea. I will try and send my CV soon.

5. Teaching Learning Methods

- Approach : Communicative approach
- Strategy : Action Learning

NO	Learning activities		Time allotment
	Teacher Action	Student Reaction	
1	Opening		5 minutes
	- Greeting	Response the greeting	
	- Checking the students attendance	- The students answer when their name are called	
	- Apperception ; teacher gives brain storming about the job activities by using some questions.	- The students answer the question.	
2.	EEC		

a. Exploration		
- Teacher tells the purpose of learning the material (giving and responding suggestions and instructions) and gives motivation.	- Pay attention and listen the teacher's explanation carefully	5 minutes
- Teacher explain the material (giving and responding suggestions and instructions)	- Students ask a question if they don't understand	10 minutes
b. Elaboration		
- Teacher divides the students to be some groups that consist with 3 students based on heterogeneous grouping.	Students form groups quickly	5 minutes
- Teacher gives the task of giving and responding suggestions and instructions for discussion by using interview technique then be a facilitator and motivator when students do it in the group	- Students answer in group	20 minutes
- Teacher gives a test to evaluation the students	- Students practice in front of the class	25 minutes

	c. Confirmation		
	- Teacher summarizes the material	Students listen to the teacher	5 minutes
3	Post activities		
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	5 minutes
	- Saying Good bye and thank you	- Saying Good bye too	

7. Teaching Learning Source

Book : LKS

8. Assessment

Indicators	Assesment	
	Technique	Form
<ul style="list-style-type: none"> Ask and answer about giving and responding suggestions and instructions expression. Ask and answer the simple expression of giving and responding suggestions and instructions. 	Spoken/oral	Performance test

9. Instrument

With your partner, make dialogues based on the situations below. Use expression of giving suggestions and instructions including the responses. Then, role-play the dialogues.

1. Jack's condition is not well. He is sick. Suggest him to see a doctor.
2. Rudy is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it.

10. Assessment Rubric

Name :

Class :

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	e. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	f. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	g. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	h. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	e. Unsatisfactory	Had to understand because of	1-6	

		sound, accent, pitch, difficult, incomprehensible		
	f. Fair	Error of basic pronunciation	7-12	
	g. Good	Few noticeable errors	13-18	
	h. Very Good	Understandable	19-25	
3.	Accuracy			
	e. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	f. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	g. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	h. Very Good	No more than two errors/speech is generally natural	19-25	
4.	Fluency			
	e. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	

	f. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	g. Good	Speech is generally natural	13-18	
	h. Very Good	Understandable	19-25	
	Total score		100	

Medan, Maret 2017

Approved by,

Head & Master of MTs

English Teacher

Researcher

PAB 1 Helvetia

(Drs. H. M. Fauzi, M.A

(Rohana, S.Ag)

Armasita

NIP:19600612 200003 1 002

NIM:34.13.3.009

APPENDIX 2

LESSON PLAN

(Cycle II)

School	: MTs PAB 1 Helvetia
Subject	: English
Class/Semester	: VIII-A/II
Standard Competence	: Expressing the meaning in simple short spoken transactional and interpersonal conversation to interact with the nearest environment.
Basic Competence	: Understanding and responding meaning in simple transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: asking plans and hopes.
Text	: Transactional / Interpersonal
Theme	: Personal Life
Skill	: Speaking
Time Allotment	: 2 x 40 menit

1. Indicators

- Ask and answer about asking plans and hopes expression.
- Ask and answer the simple expression of asking plans and hopes.

2. Teaching Learning Objectives

- In the end of the learning process students are able to respond to the expression of asking plans and hopes.
- In the end of the learning process students are able to make a good dialogues by using of asking plans and hopes.
- In the end of the learning process students are able to speak aloud to improve the pronunciation by using asking plans and hopes.

3. Expected Characters

- Communicative
- Discipline
- Respect
- Diligence
- Active

4. Teaching Learning Material

A. Explanation and example of asking plans and hopes

Everyone has something to project in the future. From the very beginning, people have prepared everything they need in connection with their ideals or expectations. To find out what someone is hoping as well as his future plans, below are several possible expressions to open the mood.

Asking plans and hopes:

What's the plan?

What is your plan?

What do you hope?

What do you expect to have?

Expressing hope

I really hope that

I do hope

I really wish

It's done in the hope that

B. Example :

- Asking plans : what is your plan when you finish the shoolarship program?
- Responding : I hope I can get further grant to take graduate program in business administration. If I finish soon I will to run a business.

5. Teaching Learning Methods

- Approach : Communicative approach
- Strategy : Action Learning

6. Teaching Learning Procedures

NO	Learning activities		Time allotment
	Teacher Action	Student Reaction	
1	Opening		5 minutes
	- Greeting	Response the greeting	
	- Checking the students attendance	-The students answer when their name are called	
	-Apperception ; teacher gives brain storming about personal life by using some questions.	-The students answer the question.	

2.	EEC		
	a. Exploration		
	-Teacher tells the purpose of learning the material (asking plans and hopes) and gives motivation.	- Pay attention and listen the teacher's explanation carefully	5 minutes
	- Teacher explain the material (asking plans and hopes)	-Students ask a question if they don't understand	10 minutes
	b. Elaboration		
	- Teacher divides the students to be some groups that consist with 3 students based on heterogeneous grouping.	Students form groups quickly	5 minutes
	- Teacher gives the task of giving and responding suggestions and instructions for discussion by using interview technique then be a facilitator and motivator when students do it in the group	- Students answer in group	20 minutes
	- Teacher gives a test to evaluation the students	- Students practice in front of the class	25 minutes

	c. Confirmation		
	- Teacher summarizes the material	Students listen to the teacher	5 minutes
3	Post activities		
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	5 minutes
	- Saying Good bye and thank you	- Saying Good bye too	

7. Teaching Learning Source

Book : LKS

8. Assessment

Indicators	Assesment	
	Technique	Form
<ul style="list-style-type: none"> Ask and answer about asking plans and hopes expression. Ask and answer the simple expression of asking plans and hopes. 	Spoken/oral	Performance test

9. Instrument

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

- What is your friend's plan after the graduation?

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

10. Assessment Rubric

Name :

Class :

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	i. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	j. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	k. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	l. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	i. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	j. Fair	Error of basic pronunciation	7-12	
	k. Good	Few noticeable errors	13-18	
	l. Very Good	Understandable	19-25	
3.	Accuracy			
	i. Unsatisfactory	Usage definitely unsatisfactory, frequently	1-6	

		needs to rephrase construction or restrict himself to basic structure		
	j. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	k. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	l. Very Good	No more than two errors/speech is generally natural	19-25	
4.	Fluency			
	i. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	j. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	k. Good	Speech is generally natural	13-18	
	l. Very Good	Understandable	19-25	
	Total score		100	

Medan, Maret 2017

Approved by,

Head & Master of MTs

English Teacher

Researcher

PAB 1 Helvetia

(Drs. H. M. Fauzi, M.A

(Rohana, S.Ag)

Armasita

NIP:19600612 200003 1 002

NIM:34.13.3.009

APPENDIX 3

PRE-TEST

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of giving suggestions and instructions including the responses. Then, practice the dialogues.

Your friend, Lisa, is a lazy student. Ask her to study hard for the upcoming test.

Suggest that she:

- join your study club
- go to the library

ANSWER KEY

PRE TEST

- **Join to your study club**

me : I suggest that you have to join with our study club because your score of your test was low.

Lisa : That's a good idea. I will join to your study club.

- **go to the library**

me : I'd like to suggest that you have to go to the library to study together with us because your score of your test was low.

Lisa : That's a good idea. I will go to the library to study together with you

APPENDIX 4

POST TEST I **(Cycle I)**

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of giving suggestions and instructions including the responses. Then, practice the dialogues.

1. Jack's condition is not well. He is sick. Suggest him to see a doctor.
2. Rudy is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it.

ANSWER KEY

POST TEST I

- **Jack's condition is not well. He is sick. Suggest him to see a doctor.**

Me : I suggest that you have to see a doctor because your condition is not well

Jack : Yes, you're right. I will go to see a doctor now

- **Rudy is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it.**

Me : I'd like to suggest that you have to find a cheap and comfortable flat.

You have to save your

money from now to rent a new flat.

Rudy : That's a good idea. I will find a cheap and comfortable flat and save my money to rent it.

APPENDIX 5

POST TEST II

(Cycle II)

Name :

Class :

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!

- What is your friend's planned after the graduation?
- What is your friend's hope to get in the future?

ANSWER KEY

POST TEST II

- **What is your friend's planned after the graduation?**

Me : what is your plan after the graduation?

Dina : I hope I can get good job and I will try to be a bussinessman.

- **What is your friend's hope to get in the future?**

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

Nisa : I hope I can be a success bussinessman.

APPENDIX 6

INTERVIEW SHEET REPORT

First Session

Interview with the teacher

The researcher : How long have you been teaching English in this school?

The teacher : I have been teaching English around 15 years in this school.

The researcher: what do you think about students of this class?

The teacher : They are nice students but sometimes they make me angry.

The researcher: How do you control your students in the classroom?

The teacher : If I could that I was angry, they will be quite or sometimes I admonished them. It's my way to control my students.

The researcher: Do you think they like English?

The teacher : Most of them like English, just a little hate it.

The researcher: How about their speaking skill? Do you think they are difficult to speak English?

The teacher : Yes, they are difficult to speak English because they prefer using Indonesia language than English language. They are too idle to use English language.

The researcher: how do you teach speaking to them?

The teacher : I often teach them speaking. If I teach speaking, I usually ask the students to memorize a dialogue in teaching speaking. I always

asks the students to read the dialogue then memorize it before perform in front of the class.

Second Session

Interview wit the students

the researcher : apakah kamu suka Bhasa Inggris?

Student 1 : suka-suka dikit miss

Student 2 : enggak miss

Student 3 : lumayan suka miss

The researcher : apakah kamu suka speaking?

Student 1 : Suka miss

Student 2 : Enggak miss

Student 3 : Suka miss

The researcher : Menurutmu apakah speaking itu sulit?

Student 1 : lumayan sulit

Student 2 : sangat sulit

Student 3 :Lumayan sulit

The reseracher : Apa masalah kamu dalam speaking?

Student 1 : gak tau apa yang mau dibilang miss

Student 2 : karena gak sukak Bahasa Inggris

Student 3 : Gak tau arti kata-katanya miss.

The reseracher : Apakah kamu pernah mendiskusikan masalahmu ini dengan guru
atau teman?

Student 1 : pernah sama teman kak

Student 2 : enggak miss

Student 3 : Pernah sama guru les miss.

APPENDIX 7

STUDENTS' ATTENDANCE LIST DURING RESEARCH

N O	Students Name	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V
1	AT					
2	AF					
3	AW					
4	AS					
5	AFH					
6	AM					
7	AA					
8	AS					
9	CAP					
10	DA					
11	DAR					
12	DA					
13	GH					
14	HRI					
15	HP					
16	II					
17	JSP					
18	LNA					
19	MFA					

20	ME					
21	MAW					
22	MMI					
23	MRT					
24	MA					
25	MI					
26	MRL					
27	NS					
28	NA					
29	NAY					
30	ND					
31	NOP					
32	NI					
33	NS					
34	PA					
35	RRB					
36	RP					
37	RAL					
38	RHS					
39	SH					
40	ST					
41	SW					
42	SSD					

43	SF					
44	YC					

APPENDIX 10

OBSERVATION SHEET

(CYCLE I)

Students : MTs PAB 1 Helvetia

Class : VIII-A

Subject : English

NO	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
A.	Pre-Teaching						
	The teacher greets the students						
	The students respond to the greeting						
	The teacher ask the students' condition						
	The students tell their condition to the teacher						
	The teacher checks the attendance list						
	The teacher outlines the material						
	The teacher explain the goal of teaching and learning						
	The teacher warms up to the students, such as giving the students some question about the material						

	that will be discussed to the students in the class						
B	Whilst teaching						
	The students are ready to learn the material						
	The teacher gives the explanation of the material						
	The teacher uses series of pictures						
	The teacher gives the students a chance to express their opinion and to give a question that related to the lesson						
	The students give opinion and question						
	The teacher checks the students' understanding						
	The teacher gives the test to the students						
	The students use dictionary						
	The teacher moves around the class during the learning process to see the students' activities and gives a help when needed.						
C	Post-Teaching						

	The teacher summarizes the lesson						
	The teacher gives reward and motivates the students to participate more in the next meeting						
D	Class situation						
	The students' enthusiasm/motivation						
	The students' involvement						
	Time allocation						
	The use of series picture as media						
	The teacher's instruction						

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 :Average

1 : Unsatisfactory

0 : No applicable

The Teacher

The Researcher

(Rohana, S.Ag)

(Armasita)

APPENDIX 11

OBSERVATION SHEET

(CYCLE II)

Students : MTs PAB 1 Helvetia

Class : VIII-A

Subject : English

NO	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
A.	Pre-Teaching						
	The teacher greets the students						
	The students respond to the greeting						
	The teacher ask the students' condition						
	The students tell their condition to the teacher						
	The teacher checks the attendance list						
	The teacher outlines the material						
	The teacher explain the goal of teaching and learning						
	The teacher warms up to the students, such as giving the students some question about the material						

	that will be discussed to the students in the class						
B	Whilst teaching						
	The students are ready to learn the material						
	The teacher gives the explanation of the material						
	The teacher uses series of pictures						
	The teacher gives the students a chance to express their opinion and to give a question that related to the lesson						
	The students give opinion and question						
	The teacher checks the students' understanding						
	The teacher gives the test to the students						
	The students use dictionary						
	The teacher moves around the class during the learning process to see the students' activities and gives a help when needed.						
C	Post-Teaching						

	The teacher summarizes the lesson						
	The teacher gives reward and motivates the students to participate more in the next meeting						
D	Class situation						
	The students' enthusiasm/motivation						
	The students' involvement						
	Time allocation						
	The use of series picture as media						
	The teacher's instruction						

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 :Average

1 : Unsatisfactory

0 : No applicable

The Teacher

The Researcher

(Rohana, S.Ag)

(Armasita)

APPENDIX 12

DOCUMENTATION







APPENDIX 13

DIARY NOTES

First Meeting (Tuesday, Macr 21st 2017)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially speaking. The researcher gave them the questions. The students seemed very difficult to answer the question. Some of them just kept silent, but other student just tried their best answer the question seriously. Most of them did not know how to speak although they had an idea. It could be seen from their face and expression. They looked confused and bored. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Thursday, March 23rd 2017)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught about expression of giving and responding suggestions by using action learning strategy. In teaching learning process, the students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some students made noisy in the classroom.

Third Meeting (Thursday, March 30st 2017)

In this meeting, the researcher asked the students to shape their seat and divided into eleven group. The students looked more serious than before. The researcher gave the topic. They discussed about it, but they got the difficulties in speaking. Some of them were serious but others made noisy and disturbed their friends. The researcher took the video as media to take the score of them.

Fourth Meeting (Tuesday, April 04th 2017)

In this meeting, the researcher felt need teach them about aspects of speaking, such as grammar and vocabulary, pronunciation, etc. Because the researcher found that the students got the difficulties about it, and the result of the test was not satisfied.

Fifth Meeting (Thursday, April 06th 2017)

In this last meeting, the researcher changed the topic and had the students shape their seat same as before. The researcher tried to the best in teaching students and motivated them to increase their ability at speaking. In this last meeting, teaching-learning process was very conductive, live, and active. The students were more active and serious than before. Action learning strategy successfully worked in helping students' ability at speaking. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.