

**THE EFFECT OF ACTION LEARNING STRATEGY ON STUDENTS SPEAKING  
ABILITY**

*( Quasi Experiment Research At Eight Grade Students of SMPIT Khairunnas kota Bengkulu )*

**THESIS**

**Submitted as A Partial Requirement for “Sarjana Degree” (S.Pd) in  
Study Program of English Education**



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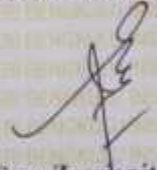
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## MOTTO



## ALHAMDULILLAHIRABBILALAMIN

يُسْرًا

Whoever is sincere, really sincerity is for his own good

(Q.s. Al- Ankabut: 6)

**An action is the foundation of a success**

**\_ yosi puspita sari \_**

## DEDICATION

### **Bismillahirrohmanirohim**

The thesis was dedicated to :

- Foremost, thanks to Allah SWT and Propeht Muhammad SAW is still giving me strength and perseverance as weel as fortitude to finish this thesis.
- My everything parents, Buyung Herman and Rija, who never stop giving me love, thank you for your prayers, motivation, encouragement, love, compassion and sacrifice that has been given, thank you very much, it has become a prayer that is most potent and the most powerful force to evoke the spirit of my.
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- My sister different parents, Yolanda Wahyuni (she was one of the people that know all the process from the beginning of the semester until now, thank you for being the person who always accompany wherever i am, thank you for being a friend in jow and sorrow ), Yela Islami, Masrini, Marina , Marti Tera, Rensi Putri, thank you for your prayers and encouragement.
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- All of my lecturer in IAIN Bengkulu for you kindly help and support.
- My religion and My Almamater.

## **ABSTRACT**

**Yosi Puspita Sari January 2020. The Effect of Action Learning Strategy on Students' Speaking Ability ( Quasi Experimental At Eight Grade Students of SMPIT Khairunnas Kota Bengkulu)**

**Advisor : 1. Dr. Ali Akbarjono M.Pd  
2. Fera zasrianita , M.Pd**

The Objective of this research was to get empirical evidence about The Effect of Action Learning Strategy on Students' Speaking Ability. This research used quasi-Experimental method. This research had been conducted at SMPIT Khairunnas Kota Bengkulu. The Population of this research was the eighth grade students of SMPIT Khairunnas Kota Bengkulu which consisted of 69 students into three classes, namely VIIIA-VIIIC. After ensuring with the purposive sampling, two classes were finally chosen as the sample of this research: VIII A as the experimental class and VIII B as the control class. Both of classes consisted of 46 students with almost homogenous score. The experimental class treated by using action learning strategy, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment. The result of pre-test showed the mean score of experimental class was 59,26 and the control class was 61.83. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 75,48 and the control class was 67.91. In addition, the result of independent sample T-count ( 9.444) showed that t-count was higher than t-table (1.671) . In other words,  $H_0$  was rejected and  $H_a$  was accepted. In summary, It could be stated that students' who were taught speaking ability by action learning strategy was more effective than using the conventional ways. So, it can be concluded that action learning strategy has positive effect to the Eighth Grade Students at SMPIT Khairunnas Kota Bengkulu on Speaking ability

**Key Word : *Action Learning Strategy, Speaking Ability***

## **ABSTRAK**

**Yosi Puspita Sari January 2020. The Effect of Action Learning Strategy on Students' Speaking Ability ( Quasi Experimental At Eight Grade Students of SMPIT Khairunnas Kota Bengkulu)**

**Advisor : 1. Dr. Ali Akbarjono M.Pd  
2. Fera zasrianita , M.Pd**

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang Pengaruh Strategi action learning terhadap Kemampuan Berbicara Siswa. Penelitian ini menggunakan metode kuasi Eksperimental. Penelitian ini telah dilakukan di SMPIT Khairunnas Kota Bengkulu. Populasi penelitian ini adalah siswa kelas VIII SMPIT Khairunnas Kota Bengkulu yang terdiri dari 69 siswa menjadi tiga kelas, yaitu VIIIA-VIIIC. Setelah memastikan dengan purposive sampling, dua kelas akhirnya dipilih sebagai sampel penelitian ini: VIII A sebagai kelas eksperimen dan VIII B sebagai kelas kontrol. Kedua kelas terdiri dari 46 siswa dengan skor hampir homogen. Kelas eksperimen diperlakukan dengan menggunakan strategi aksi pembelajaran, sedangkan kelas kontrol menggunakan cara konvensional. Pre-tes diberikan kepada kedua kelompok sebelum memberikan treatment. Hasil pre-test menunjukkan skor rata-rata kelas eksperimen adalah 59,26 dan kelas kontrol adalah 61,83. Setelah memberikan treatment, post-test diberikan. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 75,48 dan kelas kontrol adalah 67,91. Selain itu, hasil sampel independen T-hitung (9,444) menunjukkan bahwa t-hitung lebih tinggi dari t-tabel (1,671). Dengan kata lain,  $H_0$  ditolak dan  $H_a$  diterima. Singkatnya, dapat dinyatakan bahwa siswa yang diajari kemampuan berbicara dengan strategi action learning lebih efektif daripada menggunakan cara konvensional. Jadi, dapat disimpulkan bahwa strategi action learning berpengaruh positif terhadap Siswa Kelas VIII di SMPIT Khairunnas Kota Bengkulu pada kemampuan Berbicara.

***Kata Kunci : Strategy Pembelajaran Tindakan, Kemampuan Berbicara***



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Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled “*The Effect of Action Learning Strategy on Students Speaking Ability ( Quasi Experiment Research At Eight Grade Student of SMP IT Khairunnas kota Bengkulu)*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tadris Department of English Education Program of IAIN Bengkulu.

*Shalawat* and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

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4. Feny Martina, M.Pd, as the Head of English Education Study Program.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Februari 2020

YOSI PUSPITA SARI  
The Researcher

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## PRONOUNCEMENT

Name : YOSI PUSPITA SARI  
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I hereby sincerely state that thesis entitled : **The Effect of Action Learning Strategy on Students Speaking Ability ( Quasi Experiment Research At Eight Grade Student of SMP IT Khairunnas kota Bengkulu )** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated By



**YOSI PUSPITA SARI**

**NIM. 1516230096**



# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is the important tool of communication that is used by human. It can be looked from social interaction. Language can be defined the way of expressing ideas and feeling using movement, symbols and sounds.<sup>1</sup> According to John Lyons, language is a purely human and non instinctive method of communicating ideas, emotion and desires by means of voluntarily produced symbols.<sup>2</sup> According to Ihsan, language is a system of conventional symbols used for communication by a whole community.<sup>3</sup> The function of language is a communication method, which means that the language is one of the subjects that must be mastered.

One of languages spoken in the world is English. English is an international language that became the unifying language world. English is just like another language that has four important skill to be taught and learned, the skills are listening, speaking, reading, writing. One of those language skill that influence the language ability is speaking. Speaking is helpful for students to practice their ability and their understanding, it is about how to send the concept and how to spell the words well.

According to Brown speaking is an interactive process of conducting meaning that involves producing receiving and processing information.<sup>4</sup> It can be concluded that

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<sup>1</sup>The university of oxford. 2008. *Oxford: Learners' Pocket Dictionary*, 4<sup>th</sup> ed. (Oxford University Press: 2008).

<sup>2</sup>John Lyons. *Language and linguistics; an introduction*. (Cambridge: Cambridge University Press, 2002)

<sup>3</sup>Ihsan, D. Pragmatic, *Analisis Wacana dan Guru Bahasa* (Palembang: Universitas Sriwijaya, 2011),

<sup>4</sup>Kunto Laksono Hadi. 2015. *Using The Role Play Technique to Improve the Speaking Skill*. Published Tesis English Education Departement Faculty of Language and art University of Yogyakarta.

speaking is a tool of communication to each other where the speaker can deliver his or her idea, opinion, feeling through verbal skill to the listener.

As one of the basic skill of English, speaking has an important role in language learning process. According to Fulchers speaking is the verbal use of language to communicate with others<sup>5</sup>. Maxom said 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<sup>6</sup>. So, speaking is ability of people to communicate with other people by using verbal language.

In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and delivering information. According to Gert and Hans : “Speaking is speech with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.”<sup>7</sup>. According to Mike is 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 rythm.<sup>8</sup> According to Revans, Action learning is a team based workplace activity that brings together people with a common

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<sup>5</sup> Glenn Fulcher,(2003), *Teaching Second Language Speaking*, New York: Pearson-Longman, p.24

<sup>6</sup>Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking*, Yogyakarta: Unpublished Thesis,

<sup>7</sup>DediEfrizal, improving students’ Speaking though Communicative Language Teaching Method at MtsJa-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu Indonesia” *International Journal of Humanities and Social Scienc.* Vol. 2 No . 20 (oktober 2012)

<sup>8</sup>Mike Pedler. 2011. *Action Learning in Practice*, England: Gower Publishing Limited

problem or project to work out solutions or achieve project outcomes.<sup>9</sup> Learning is done in groups where each group is presented an action and dialog

ue by students with attention to pronunciation , vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life.

Based on the observations of SMPIT Khairunnas kota Bengkulu at Juli 20 2019, the researcher found some information about situation in this junior high school and the students' activities<sup>10</sup>. First, the building is very good for students to learn there, such as; there is a large library, canteen, and many classes for each deviation, totaling 7 classrooms with a total of 154 students and a total of 25 teachers. Second, the author also sees adequate media, like us; blackboards, markers, infocus, tables, chairs, and so on. So, we can see that this school uses good infrastructure. The problem is that the teaching strategies used by English teachers in the classroom are monotonous. The teacher speaks loudly and students must repeat their teacher's words. After that, students are expected to repeat the conversation of the teacher individually. So, speaking activities in the majority class only focus on speaking the teacher. Therefore, it is clear that students' self-efficacy levels seem to have a lot of influence on their speaking abilities.

Based on the results of interviews with Mr.Husamah (English teacher) and Abid (student), the authors found several problems that existed<sup>11</sup>. The problem is in teaching strategies, The teacher still used monotone strategies in the classroom. The students said that all It is found of teaching and learning in English process is good but it is still

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<sup>9</sup>Reg Revans.2011. *ABC of Action Learning*, London and New York: Gower Publishing

<sup>10</sup> Observation of activities students SMPIT Khairunnas kota Bengkulu observed on Juli 20<sup>th</sup> 2019

<sup>11</sup>Husamah , English teacher at SMPITKhairunnas Kota Bengkulu, interviewed on Juli, 20<sup>th</sup> 2019

needed improvement to get detailed information, the researcher interviewed both teacher and students. According to information of the teacher, the problems such as : Then, according to the teacher the level of students' speaking skills is relatively average, but some of them seem afraid to express their ideas in using English. Then the students still lacked the confidence to speak because of low self-confidence and shame when there were mistakes when they did the practice in front of the class. The students did not know their learning style in learning to speak.<sup>12</sup>

Furthermore, it is necessary for the teacher to apply certain technique or study in the classroom to make students enjoy learning English. One of the helpful techniques is applying action learning strategy. It can help motivate the students interest to speak. Among several teaching techniques that can be used by teacher in language learning and teaching are action learning strategy.<sup>13</sup> It means that card sort siswa will be enthusiastic to speak because they will compete with others.

Based on the description above, the author is interested in doing **“The effect of using action learning strategy towards students’s speaking ability at eight grade students of SMPIT Khairunnas kota Bengkulu ”.**

## **B. The Identification of the Problems**

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

1. The students speaking ability is low.
2. The students are afraid , nervous and felt shy of speaking English.

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<sup>12</sup>Husamah .An English teacher at SMPIT Khairunnas Kota Bengkulu,interviewed on Juli,20,2019

<sup>13</sup>Promadi .2008. *Cara Praktis mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa*. Pekanbaru:Suska Press.

3. The teacher uses monotonous technique.
4. The teacher did not give much time for students to express their talk.
5. The teacher does not use good media, it makes students do not interest to focus on learning process.
6. The student felt bored in English classroom.
7. The students did not know their learning style in learning to speak.

### **C. The Limitation of the Study**

It's necessary for the researcher to limit the study. It's 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 effect of action learning strategy on students speaking ability. The reason why the researcher chose it because it's fun to do, 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 The Effect of action learning strategy on students's speaking ability in SMPIT Khairunnas Bengkulu .

### **D. Research Question**

Based on the background of the study above, is there any significant effect in the speaking ability at Eight Grade Students of SMPIT Khairunnas Bengkulu academic year of 2019/2020 between who are taught using action learning strategy and those who are not taught using action learning strategy?

### **E. The Objective of the study**

Based on the statement in the background of the study, the objective of the research was to find out whether or not there was a significant effect between students who were taught using action learning strategy and that of those who were not.

#### **F. The Significance of the Study**

The significance of the study will be useful for : 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. 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. For the students, the result of this research is expected to give them new experiences in English learning, especially in learning speaking they can be more motivated to develop their ability.

#### **G. Definition of Key Terms**

1. English speaking ability is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.
2. Action learning strategy is a key training and problem-solving tool for companies. Described it is a dynamic process that involves a small group of people solving real organizational problems, while focusing on how their learning can benefit individuals , groups and the large organization.<sup>14</sup>

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<sup>14</sup>Marquardt, Michael, (2009). *Action Learning for developing leaders and organization: Principles, strategies and cases*. Washington, DC, US: American Psychological Association



## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Speaking

##### 1. Definition of Speaking

Speaking is defined as one of English skills that involves two or more people who use language for interaction or transactional purpose. Richards states that the mastery of speaking skill in English is apriority for many second language or foreign language learners<sup>15</sup>. Learners often measure their succes in learning foreign language through how much they feel their speaking skill has improve. According to Fulcher Speaking is the verbal use of language to communicate with other<sup>16</sup>. In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language<sup>17</sup>.

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<sup>18</sup>.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<sup>19</sup> .

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<sup>15</sup>Saputri. *Teaching Speaking Through Information Gap*.(Jakarta: Rajawali Press, 2006), P.12

<sup>16</sup>Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. p.79

<sup>17</sup>Dewi Hughes. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana. p.57

<sup>18</sup>David Nunan, (2003), *Practical English Language Teaching*, (New York: McGraw-HillCompanies, Inc.,

<sup>19</sup>A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon.

Speaking has often been dealt with in a similar way in language teaching. It's 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 I can be sometimes lead to dissatisfaction. Some learners can not 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<sup>20</sup>.

As we can see, there are many reason 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 converstaion can introduce a variety of subjects<sup>21</sup>.

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 abilities to cooperative in the management of speaking turns and non verbal language. It happZens in the real situation and has little

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<sup>20</sup>Watkins, Peter. (2007). *Learning to Teach English : A Practical Introductionfor New Teachers*.England : Viva Books Private Limited.

<sup>21</sup>*ibid.* P.27

time for detailed planning. Consequently, the fluency is required to reach the goal of the conversation.<sup>22</sup>

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.<sup>23</sup>

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.<sup>24</sup> It means that people in the world have speaking ability because speaking is an activities 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. 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.

## **B. Students Speaking Achievement**

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<sup>22</sup>Jeremi Harmer. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman.

<sup>23</sup>Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

<sup>24</sup>Tarigan, Henry Guntur. (1981). *Berbicara sebagai suatu Keterampilan berbahasa*. Bandung: Angkasa,

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 how the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement in this 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 heard it several times and read it, to conduct a simple conversation on every subjects and to give a short talk .

Based on the explanation, it can be summarized 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 put on how students can use their English knowledge in their daily conversation in order to be good in speaking.

### **C. The Function of Speaking ability**

The mastery of speaking skill 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: talk 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<sup>25</sup>.

### **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.

### **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<sup>26</sup>.

## **D. Classroom Speaking Activities**

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<sup>25</sup>Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory toPractice*. New York: Cambridge University Press. p.21

<sup>26</sup>Jack C. Richards, (2006), *Communicative Language Teaching Today*,Cambrigde: Cambridge University Press,

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 course books, 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 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<sup>27</sup>.

### **E. 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. According to Harmer, 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).<sup>28</sup>

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<sup>29</sup>. The action learning group or set provides 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,

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<sup>27</sup>Jeremy Harmer, (2001), *The Practice of English Language Teaching*, Edinburgh: Pearson Education Limited.

<sup>28</sup>Diane M. Ruebling, (2007), *Action Learning: Creating the Connection Between Good Intentions and Great Execution*, Gama International Journal.

<sup>29</sup>Reg Revans. 2011. *ABC of Action Learning*, London and New York: Gower Publishing

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."<sup>30</sup>

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

## **F. The Components of Action Learning Program**

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<sup>30</sup>Halia Sillins, (2001), *Action Learning : A Strategy for Change*, FlindersUniversity School of Education : International Education Journal, P. 80-82

Developed by Professor Reg Revans in England in the middle of the 20<sup>th</sup> 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 on 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 result.

### **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., them learning ) 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.<sup>31</sup>

### **G. 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 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. 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.
4. 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 establish the crux of the problem, which might differ from the original presenting problem.
5. 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

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<sup>31</sup><https://www2.gwu.edu/~bygeorge/021804/actionlearning.html>; 13/04/2019;09.41

problem for the long-term with positive rather than negative consequences on the individual, team, or organization.

6. 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.
7. 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.
8. Repeat of action and learning until the problem is resolved or new directions are determined.
9. Capturing learning. Throughout and at any point during the sessions, the action learning consultant may intervene.<sup>32</sup>

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

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<sup>32</sup>[www.12manage.com/methods\\_revans\\_action\\_learning.html](http://www.12manage.com/methods_revans_action_learning.html); 12/04/2019;06.49



## **I. 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.<sup>33</sup>

## **J. Some Related Previous 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. 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/modelpembelajaranmikroaction-learning-progressive-inquiry-dan-problem-solving-2/;12/01/2017;06.3students>) 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.

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<sup>33</sup><https://senangbacaweb.wordpress.com/2016/04/05/model-pembelajaran-mikroaction-learning-progressive-inquiry-dan-problem-solving-2/;10/05/2019;06.36>

The research about speaking had done by NasidahLubis 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.

A classroom action research which had done by DyahNindyaYuanita 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.

## **K. Conceptual Framework**

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 introducing a foreign language for young learners. It is also important for students to get learning English early.

One of the ways to communicate with other people is by speaking. Asstated 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 SMPIT Khairunnas Kota Bengkulu found some problems is the students speaking ability is low, the students are afraid , nervous and felt shy of speaking English . Such as English training in the midst of learning technique snows up monotonoes where educators instruct the students with standard approach by passing on English material before the class until the last time of learning process, without giving much time for students to experss their talking expertise. Therefore, the researcher wanted to overcome the problems by Action Learning strategy in the speaking class. Action Learning strategy is one way that can be used to The effect of using action learning strategy towards students's speaking ability. Action learning is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking ability by doing conversation activity.

#### **L. Hypothesis**

- a. Ha : There is asignificant effect between students'speaking ability at the eight grade students of SMP IT Khairunnas Kota Bengkulu in the academic year of 2019/2020 between who are taughtusing action learning strategy and those who are not taught using action learning strategy
- b. Ho : There is no significant effect between students'speaking ability at the eight grade students of SMP IT Khairunnas Kota Bengkulu in the academic year of 2019/2020 between who are taughtusing action learning strategy and those who are not taught using action learning strategy

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method of the research that was used in this study was quasi experimental research. This research was conducted through quasi-experimental research design. According to John , This design is often used in classroom when the experimental and control groups are such naturally assembled group as intact classes, which may be similiar<sup>34</sup>. Intact classes meant that the eight<sup>th</sup> grade students in the experimental group and the control group had the same competence, and the same English teacher.

The research design was used pretest-posttest nonequivalent-groups design because two group of experimental and control were involved in this study as presented in the following<sup>35</sup>:

**Table 1.1**

**The Quasy-Experimental Design**

Class	Pre test	Treatment	Post test
Experimental	O1	X	O2
Control	O3	X0	O4

#### Notes:

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<sup>34</sup>John W. Best, and James V. Kahn. 2006. *Research in education*. Tenth Edition. USA: pearson education Inc. P.183.

<sup>35</sup>Louis Cohen, at all. 2007. *Designing and Evaluating Quantitative Research in Education*. USA:Routledge P.283.

- O1 = Pre test of experimental class
- O2 =Post test of experimental class
- O3 =Pre test of control class
- O4 =Post test of control class
- X = Treatment using Action Learning Strategy
- X0 =No treatment

In this research, the researcher is divide the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test of speaking knowledge. Both of groups take pre-test (O<sub>1</sub>) and (O<sub>3</sub>) to measure their early speaking ability before getting the experiment. During the experiment, the experimental group was taught by using Action Learning Strategy (X), After the experiment, the same post-tests (O<sub>2</sub>) and (O<sub>4</sub>) were administrated to investigate whether any significant differences in learning speaking between the two groups.

## **B. Population and Sample**

### **1. Population**

Population is object or subject that was found in an area which fullfills special characteristic related to research problem.<sup>36</sup>It meant that the population was all the individuals in a school, and the population of this study was the second grade students of SMPIT KhairunnasKota Bengkulu . The total numbers of population were 69 students. The total numbers of the first grade students of SMPIT Khairunnaskota Bengkulu in academic year 2018/2019 shown in the table 1.2

**Table 1.2Population Data**

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<sup>36</sup>Riduwan.2013. *Dasar-dasar Statistika*. Bandung: Alfabeta. P.8

NO	CLASS	MALE	FEMALE	NUMBER
1	VIII A	-	23	23
2	VIII B	23	-	23
3	VIII C	23	-	23
TOTAL		46	23	69

*Source: SMPIT Khairunnaskota Bengkulu, Academic Year 2018/2019*

## 2. Sample

A sample is a part of a population<sup>37</sup>. This research used purposive sampling. Purposive is sampling is sample elements judged to be typical, or representative, are chosen from the population<sup>38</sup>. There were 46 students at the same level that taken as sample in the different class. The researcher look two classes as the sample, and divided into two groups. There were 23 students for the experimental group and 23 students for the control group. The researcher took sample based on some factors: (1) the same competence and (2) taught by the same teacher

**Table 1.3 Sample of the Research**

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

<sup>37</sup> Ary, et al. 2010. *Introduction to research in Education*. Ed. 8<sup>th</sup>. USA; Wadsowth. P.148.

<sup>38</sup> Ary. *Introductiin to fresearch in Education*. P.148

### **C. Data Collecting Technique**

Data is the important thing in research. In collecting the data, there were two kinds of instrument were used there are pretest and post-test. To obtain the data for this research, the researcher takes the data by using test as an instrument. "Test is a method of measuring a person's ability, knowledge, or performance in given domain."<sup>39</sup>The researcher used test including pretest and post-test to measure students' speaking ability before and after giving treatment. Test are given to the respondents in the purpose to take respond needed by researcher. To know students speaking ability, the test consists of pretest and post test

#### **1. Test**

The test divide two stages that are pre-test and post-test

- a. Pre –test is held to find out achievement at the strating point or before the treatment
- b. Treatment. In this research, the research wiil conduct a treatment through action learning strategy
- c. Post-test was be aimedto see the improvement or different achievement after teach speaking ability through action learning strategy.

### **D. Instrument for Collecting Data**

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<sup>39</sup>H Daugles Brown, *Language Assessment Principles and Classroom Practices*, (America: Library of Congress Cataloging-in-Publication Data, 2004), P

The Researcher used speaking test as an instrument to collect the data. Test was used to investigate students' ability regarding to their speaking ability. The test was divided into two, namely:

1. Pretest

Pretest is given with the intention to find out whether there are among students who already know about the material to be taught. By knowing the initial abilities of these students, the teacher will be able to determine how the delivery of lessons will be covered later.

2. Post-test

A post test is needed as a final evaluation when the material taught on that day has been given in which a teacher gives a post test with the intention of whether students have understood and understood about the material just given that day.

To assess the students speaking ability, the researcher uses oral language scoring rubric based on the criteria of speaking, accent, grammar, fluency, vocabulary, and comprehension. The researcher use the rating scale to measure the students speaking ability. The rating scale for the speaking test modified from David P. Harris and walter Bartz be seen as follow :

**Table 1.4 Rating Scale**

<b>Criteria</b>	<b>Score</b>	<b>Component in scoring test</b>
Pronunciation	5	Speech consist of almost appropriate pronounciatio
	4	Speech consist of hardly incorrect pronounciation
	3	Speech consist of some in appropriate pronounciation



	2	Speech consists of mostly in appropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or
	4	Word order
		Occasionally makes grammatical and or word order
	3	errors which do not, however, obscure
	2	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	1	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern.
		Error in grammar and word order so severe as to make conversation virtually unintelligible.
Vocabulary	5	Use of widerange of vocabulary taught previously
	4	Someting uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make.

Fluency	5	Speech is quite following style, mostly easy to understand.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speech and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideal highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers almost all of the elements of the story.
	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements
	1	Unorganized ideas, a lot of missing parts of the elements.

*Source; P. Harris and Walter Bartz*

## **E. Technique for Analyzing The Data**

After collecting the data, the result and the instrument (pre-test and post-test) was be analysed in order to answer the research question. The analysis of each instrument is presented in descriptive explanation.

To analysis the data from the test, researcher conducted some steps:

### **1. Normality Test**

Normality test is a test of a group of data to know whether the data distribution is normal curve or not. In this research, the researcher use kolmogorov smirnov normality test. Kolmogorov smirnov is used to test goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with believe  $\alpha = 0,05$

### **2. Homogeneity Test**

Homogeneity test was used to know whether experiment class and control class, that were decided, came from population that had relatively same variant or not. It was also used to get the assumption that sample of research came from a same condition or homogenous. In other words, homogeneity test was used compare variance in a group of three categories data or more and its categories could be compared fairly if the categories were homogenous. The homogeneity test was analyzed by using Two-Way Anova Test SPSS 20.

### **3. T-Test**

Test of the average was used to examine whether experiment class and control class which had been decided had different average or not. T-test was used to compare the mean score of two classes.

The first thing to do in using t-test to analyzed the data was finding the  $t_{\text{count}}$ . After t-count was found out, then t-count was compared to  $t_{\text{table}}$  with testing criteria for hypothesis accepting and rejecting area below: if  $t_{\text{count}} \geq t_{\text{table}}$ , it means  $H_0$  was rejected and  $H_a$  accepted. Then, if  $t_{\text{count}} < t_{\text{table}}$  means that  $H_0$  was accepted and  $H_a$  was rejected.

The Formulation of hypotesis in this research was

- d. Alternative Hypothesis ( $H_a$ ): there was a significant differnce between students who were taught using action learning strategy and that of those who are not.
- e. Null Hypothesis ( $H_0$ ) : There will no significant difference between the students who were taught using action learning strategy and that of those who were not.

#### ***4. Independent Sample T-test***

The last, in independent T-test, the researcher will be compare or find out the difference mean score in unrelated of two samples. According to Halvanes and Caputi also use to know whether there are effects or not. The post-test conducted by give a question and the students give their answer with focus.

Then the result of the students score in pre test and post test would be classification based on scale interval categories

**Table 3.5**

#### **Scale Interval Categories**

<b>Interval</b>	<b>Qualification</b>
0-29	Very Poor
30-55	Poor

56-75	Good
76-84	Very Good
85-100	Excelllent

#### **F. Procedure of Data Collecting Technique**

The Research procedure are as follows:

1. Pre-test is give to both group in order to analyze whether both groups are at the same level
2. The treatments, which used Action Learning Strategy, is give to experimental group; shile for the control group, conventional procedures is used. After give the pre-test the students are taught by using action learning strategy. The treatments take place with in 6 meeting and takes 80 minutes for each meeting. The treatment conduct with the following it. The procedures are similar with the treatment. The researcher is assessed of five compositions in rating scales of speaking skill.
3. The post-test is give to both groups.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result

This chapter discuss about the result of students' test in Speaking ability at Eight grade students of SMP IT Khairunnas Kota Bengkulu was increased. The finding of this study were obtained based on data analysis as presented in chapter III. The finding was as follow

##### 1. The Result of Speaking test.

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given the students before the experimental was conducted and the post-test was given at the end of the experiment.

##### a. The description of pre-test and post-test scores in experimental class Students' Pre-Test and Post-Test in Experimental Class.

Graphically, the total score of the students pre-test and post-test in the experimental class can be seen in the appendix, In addition, it also shows the progress ( gain) occurring to each students.

**Table 4.1**

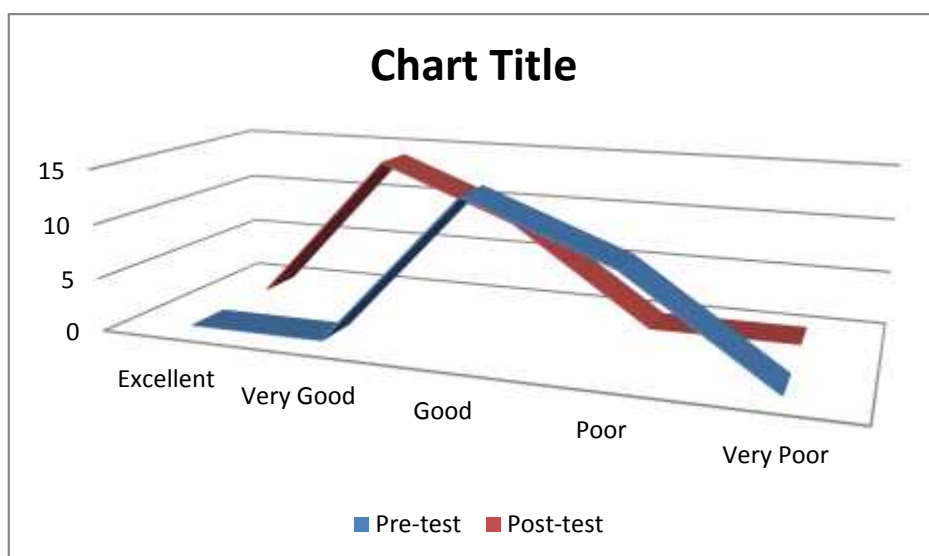
##### Description of Pre-test and Post-Test in the Experimental Class

###### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperiment	23	45	69	59.26	6.383

PostTestExperient	23	67	84	75.48	5.204
Valid N (listwise)	23				

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



**Figure 4.1**

#### **Graph for Pre-test and Post-test Scores in Experimental Class**

Based on figure 4.1, the post test score was higher than Pre-test score. It means teaching speaking by using action learning strategy could increase the student' speaking ability score.

- b. The distribution of pre-test and post-test scores in the experimental class can be seen on table 4.2

**Table 4.2**

**The Distribution in Experimental class**

Score Interval	Category	Pre-Test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
75-84	Very Good	0	0%	14	60.87% %
60-74	Good	14	60.87%	9	39.13%
40-59	Poor	9	39.13%	0	0%
0-39	Very Poor	0	%	0	0%

Based on the table 4.2, the pre-test in the experimental group, there was 0(0% ) students in excellent category, 0(0%) students were in very good category, 0(0%) students were good category, 14(60.87%) students were poor category, and 9 ( 39,13%) were very poor category. While, in post-test, there was 0(0%) students in ezxcellent category, 14(60,87%) students were in very good category, 9(39,13%) students were in good category, 0(0%) students were in poor category, and 0 (0%) students were very poor category

- c. The description of Pre-test and Post-test Scores in the Control Class

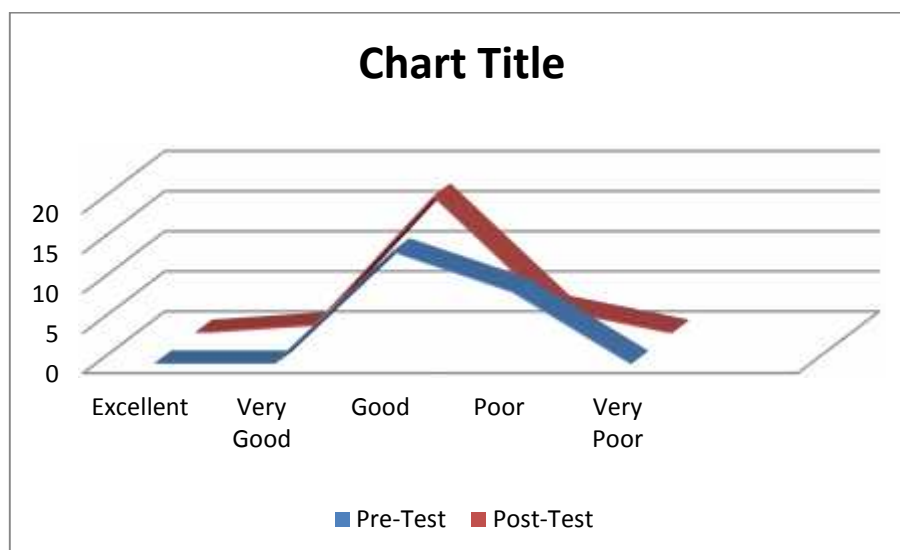


**Table 4.3****Description of Pre-test and Post-Test in the Control Class****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestControl	23	52	70	61.26	5.345
zPostTestControl	23	57	77	67.91	5.704
Valid N (listwise)	23				

In the control class (VIII B ) the lowest score of pre-test was 52, then the highest score was 70. And then, In the post-test scores, the lowest score was 57 and the highest score was 77 . These can be seen in the from the descriptive statistic of the pre-test and the post-test scores show in Table 4.3 was found that the average of pre-test was 61.26 and the average score of post-test was 67.91

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2



**Figure 4.2****Students' Pre-test and Post-test in Control Class**

Based on Figure 4.2, it was showed that the pre-test score and the post-test were relatively same. It means the score of students' speaking ability increased gradually. The distribution of pre-test and post-test scores in the control class can be seen on table. 4.4

**Table 4.4****The Distribution in Class Control**

<b>Score</b>	<b>Category</b>	<b>Pre-Test</b>		<b>Post-test</b>	
<b>Interval</b>		<b>Frequency (Students)</b>	<b>Percentage (%)</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
85-100	Excellent	0	0%	0	0%
75-84	Very Good	0	0%	3	13.04% %
60-74	Good	14	60.87%	17	73.92%
40-59	Poor	9	39.13%	3	13.04%
0-39	Very Poor	0	%	0	0%

Based on the table 4.4, the pre-test in control class there was 0(0%) students in excellent category, 0(0%) students were in very good categoriy,14 (60.87%) students in good category, 9(39.13%) students were in poor category, and 0(0%) students were in very

poor category. While in post-test there was 0 (0%) students were in Excellent category 3(13.04%) students were in very good category 17(73.92%) students were in good category, 3 ( 13.04%) students were in poor category, and 0(0%) students were in very poor category.

## 2. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data kolmogorov-smirnov test used.

**Table 4.5**

**Test Of Normality on Pre Test Experiment, Pre Test Control, Post Test Experiment, and Post Test Control.**

### Tests of Normality

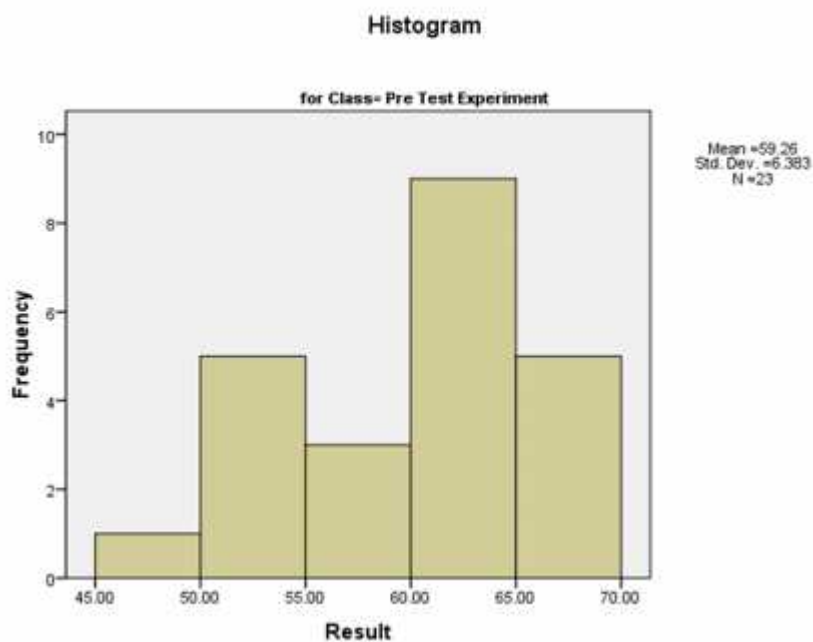
Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result Pre Test Experiment	.155	23	.162	.950	23	.296
Pre Test Control	.142	23	.200 <sup>*</sup>	.956	23	.395
Post Test Experiment	.208	23	.061	.917	23	.059
Post Test Control	.142	23	.200 <sup>*</sup>	.956	23	.395

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

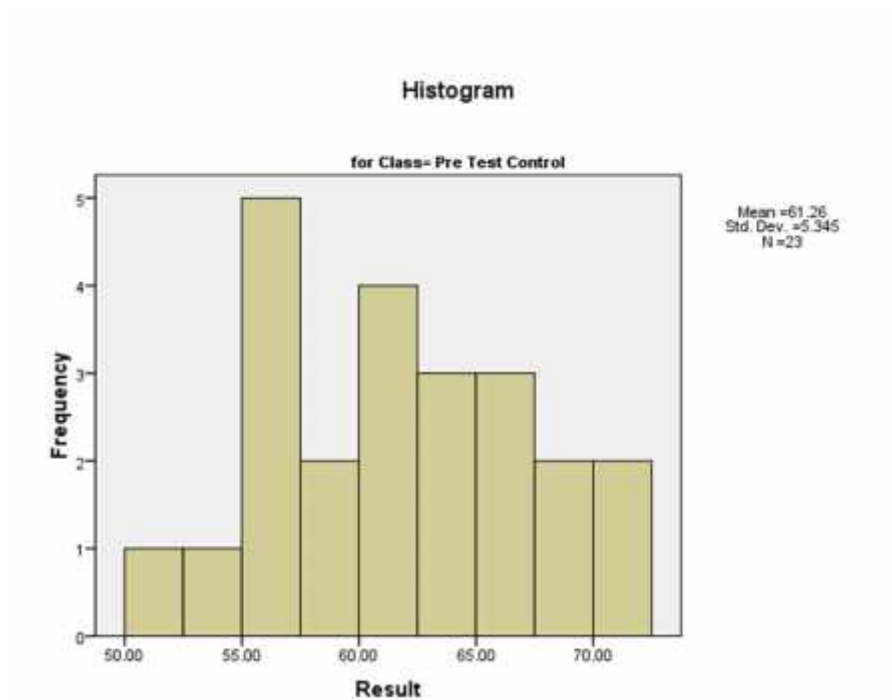
### a. The Result of Normality Data of Pre-test Score

In analyzing the normality of the data test of Pre-test scores, one sample Lielifors that used since the data of group less than 46 data. The test of normality and histogram of pretest scores of the experimental group and pre-test scores of the control group can be seen on table 4. 5



**Figure 4.3**

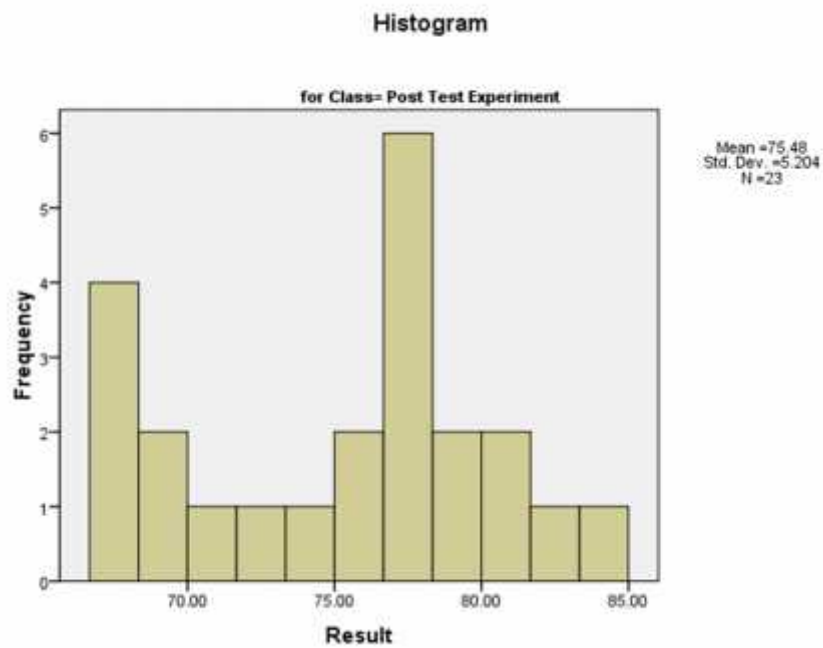
The kolmogorov-smirnovtest of the pre-test of the experimental class showed that significance were 0,011. Therefore, the significant value was higher than 0,05 (  $0.162 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.



**Figure 4.4**

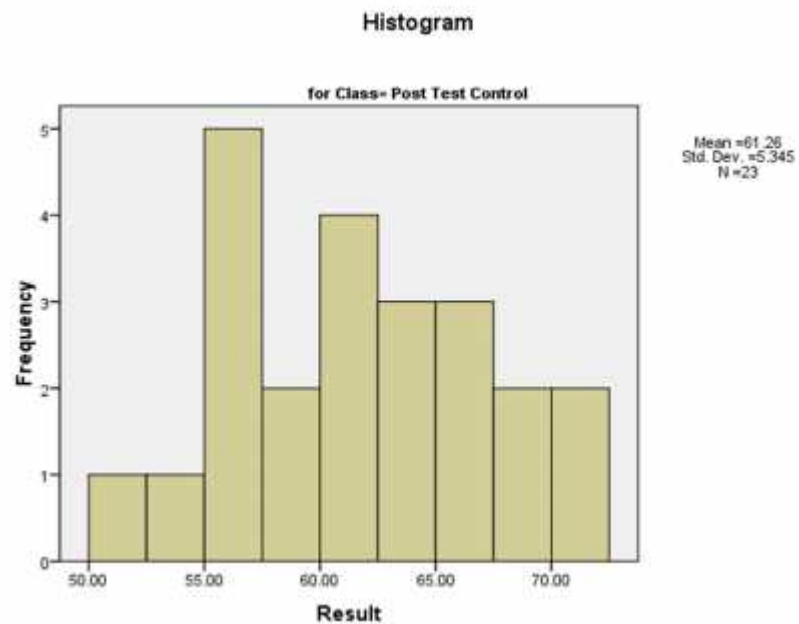
In addition, The kolmogorov-smirnov test of the pre-test on control class showed that significance were 0,200. Therefore, the significant value was higher than 0,05 (  $0.200 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

In analyzing data the normality of the data post-test scores, one sample Komogorov-smirnov test used since the data of each group less than 60 data. The test of normality and histogram of post test scores on Experimental Class and Control Class.



**Figure 4.5**

The kolomogrov-smirnovtest of post-test on experimental class showed thatt significance were 0,061. Therefore, the significant value was higher than 0,05 (  $0.061 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.



**Figure 4.6**

Since the kolomogrov-smirnov test of the post-test of the control group showed that significance were 0,200. Therefore, the significant value was higher than 0,05 (  $0.200 > 0.05$  )  $H_0$  was accepted and it means the data was normality distributed.

**a. The Result of Homogeneity of Variances Test**

**1) Homogeneity of the Pre-Test**

**Table 4. 6**

**Test of Homogeneity of Variances**

Result

Levene Statistic	df1	df2	Sig.
.744	1	44	.393

The homogeneity test of variances above that the *Levene Statistic* value shows 0.744 with the significant value were 0,393. The result of homogeneity test was significant value was higher than 0.05 ( $0.393 > 0.05$ ). It means the sample in experimental class and in control class were homogeneous.

**2) Homogeneity of the Post-Test**

**Table 4.6**

**Test of Homogeneity of Variances**

Result

Levene Statistic	df1	df2	Sig.
.083	1	44	.775

The homogeneity test of variances above that the *Levene Statistic* value shows 0.083 with the significant value were 0,775. The result of homogeneity test was significant value was higher an 0.05 ( $0.775 > 0.05$ ). It means the sample in experimental class and in control class were homogeneous.



### 3. The Statistically analysis Result

In order to verify the hypothesis proposal, the statistical analyses were applied. The T-test and independent sample, t-test in which paired t-test was used to find out whether there are significant differences in students' Speaking Ability before and after the treatment in the experiment class and control class, meanwhile independent sample t-test using SPSS 1.6 program for window was applied in order to find out whether or not there was significance in students' speaking ability between the experimental class and control class.

#### a. Paired Sample t-test Analysis

##### 1) Statistically Analysis on the result of pre-test and post-test in the experimental class.

**Table 4.7**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestExp	59.2609	23	6.38334	1.33102
	PostTestExp	75.4783	23	5.20375	1.08506

Based on the paired sample statistic the mean of Speaking ability pre-test in the experimental class was 59,26 and the standard deviation was 6,38 The mean of Speaking Ability post-test in the experimental class was 75,48 And the standard deviation was 5,21

**Table 4.8****Paired Samples Test**

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTestExp - PostTestExp	-1.62174E-01	7.50125	1.56412	-19.46118	-12.97361	-10.368	22	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of vocabulary achievement in the experimental class was 1.621. with standard deviation of 7.501 with standard and t-obtained was -10.37 at the significant level of 0,05 and the degree of freedom 22 and the critical value of t-table for tailed test was -10.37

From the table 4.10, it can be seen that t-obtained -10,37 was higher than the critical value of t-table 1,699 it can be stated that the research hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that there was significant different difference is Speaking ability within the students in experimental class.

## 2) Statistically Analysis on the Result of Pre-Test and Post-Test of Control Class

**Table 4.9****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	PreTestControl	61.2609	23	5.34464	1.11444
	PostTestControl	67.9130	23	5.70417	1.18940

Based on the paired sample statistic the mean of Speaking Ability pre-test in the control class was 61, 261 and the standard deviation was 5, 345 The mean of Speaking Ability post-test in the control class was 67,92 And the standard deviation was 5,705

**Table 4.10**

**Paired Samples Test**

		Paired Differences					T	Df	Sig. (2-tailed)
			Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	Lower			
Pair 1	PreTestControl – PostTestControl	-6.65217	3.45896	.72124	-8.14794	-5.15641	-9.223	22	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of Speaking achievement in the control class was -6.652 with standard deviation of 3.458 with standard and t-obtained was -9.223 at the significant level of 0,05 and the degree of freedom 22 and the critical value of t-table for tailed test was -9.223

From the above , it can be seen that t-obtained -9,223 was higher than the critical value of t-table 1,699 it can be stated that the research hypothesis (Ha) was accepted and

null hypothesis (Ho) was rejected. It means that there was significant different difference is Speaking achievement within the students in experimental class.

It was showed the variables of this researcher. There were two variables of the research, which were dependent and independent variable. From the table above, dependent was speaking ability and independent variable was title.

### b. Independent Sample T-test Analysis of Students' Speaking Ability

In order to find out whether or not there was significant different in Speaking ability between the students who were taught by using action learning strategy and those who were not, the result of pre –test and Post-test experimental group were compared by using independent sample T-test

**Table 4.11**

#### Independent Samples Test

	Levene's Test		t-test for Equality of Means						
	Equality of Variances		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
Result assumed equal variances	.780	.382	9.444	44	.000	16.21739	1.71725	-19.67829	12.75649

**Independent Samples Test**

	Levene's Test Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result assumed Equal variances	.780	.382	9.444	44	.000	-16.21739	1.71725	-19.67829	-12.75649
Result not assumed Equal variances			9.444	42.283	.000	-16.21739	1.71725	-19.68226	-12.75252

Based on the table 4.11 , the value t-obtained was 9,444. At the significant level 0,05 in two tailed testing with of was 44. Where critical value of t-table was 1,671 5 since the value t-obtained 9.444 higher than the critical value of t-table (1,671),  $H_a$  was accepted and  $H_o$  was rejected . It means that there was significant effect in speaking ability within the students in experimental class, who were taught by using action learning strategy and those who were not.

**B. Discussion**

Based on the result of this study, there was no difference in speaking ability between the experiment class and control class before the use of Action Learning Strategy at the eight of SMP IT Khairunnas Kota Bengkulu. However , there was significant difference in speaking ability between the experiment class and control class use Action

Learning Strategy. In other words, the use of Action Learning Strategy was effective toward improving students speaking ability.

From the description of the research result above, there were some discussion that the researcher gave in this research some of them are about how action learning strategy on students' speaking ability. Experiment and control class were the same in their initial level of speaking ability. It was also proved by the researcher by indicating the initial level of speaking ability by conducting the pre-test that as given before the treatment. The mean score of pre-test in experimental class was 59,26 and the mean score of pre-test in control class was 61,83. Statistically analysis has revealed that there is was no significant effect in their pretest scores of speaking ability.

Based on the result of the research, the following interpretations are presented strengthen the value of the research. *Firstly*, After doing the post-test, the result showed a statistically significant effect of action learning strategy on students speaking ability. The mean score of post-test in experimental class was 75,47 which was higher than the mean score of post test in control class which was 67,92. It showed that action learning strategy on gave significant effect to students' speaking ability.

*Secondly*, action learning strategy on gave opportunities the students to develop their speaking through a deeper understanding conceptual knowledge, and they can confidence with speaking and remember the words easily, by these strategy, the students would not feel bored in learning because they did not get the monotonous process of teaching and learning in classroom, specially in learning speaking which consider by them as difficult and boring lesson.

## **BAB V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the data analysis in chapter IV, the conclusion was drawn as following: 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. It can be concluded that the students like action learning strategy. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

The students were more active and participated in the teaching-learning process of speaking. Therefore, action learning strategy can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. The most dominant of the student used in SMPIT Khairunass Kota Bengkulu is memory related strategies, because they can memorized well about the teacher speak in the class. And they can applying the strategy in daily activity especially the class. They choose that strategies because the strategies is easy than other, and they can understand well about the lesson in the class using the strategies

From the summary or the result above, the researcher concluded that the learning strategies that the students used speaking strategies based on the characteristic of each students. The students choose the strategy that suitable

with them that can make them easy to understand and enjoy the class.

## **B. Suggestion**

In this part, the researcher would like to give some suggestions as follows: For Teacher, 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 at students of junior high school. The teacher should give clear explanation and instruction in directing her students using action learning strategy, the teacher should control the students' activities.

For the students Learning strategies is very important in learning process because it can help the learning easier, faster, more enjoyable and more effective. Because of that, it is suggested to the students to choose the learning strategy that is suitable for them so that they can understand the lesson easier and enjoy the lesson

For the next researchers The area of research for teaching and learning process is very broad. It is necessary to conduct other researches related to the students' strategies in learning English. The other researchers also can investigate the effectiveness of certain category of English learning strategies. Besides, the researcher also suggest that other researchers can conduct the research about the differences between learning strategies used by the students



of acceleration class and the students of regular class. 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

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