



Improving Students' Speaking Skill In English Lesson Through Action Learning Strategy

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Abstract

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This research aimed to improve students' speaking skill in English lesson through Action Learning Strategy. This research was conducted by using pre-experimental design. The subject of this research was XI IPA grade of SMAN Khusus Olahraga consisted of 12 students. This school using K13 as their curriculum and the KKM score was 70. The data was gathered through pre-test and post-test. The result of this research showed that there was increasing of students in speaking skill. The mean of pretest was 67,1 and the mean of 72,7. It indicated that the score of posttests was better than pretest. In the pretest, most of students got scores under 70 which below the KKM score but in the posttest their scores grew up above the KKM. The t-count scores (9,66) also higher than t-table (1,76). So the conclusion is the students' speaking skill improved and became well when the Action Learning Strategy was implied in English lesson.

Keywords: *Speaking skill, Action Learning Strategy, English Lesson*

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INTRODUCTION

As a foreign language, when people of Indonesian want to master English, they have to master four language skills namely speaking, writing, listening, and reading. Proficiency in each skill is necessary to become a well-rounded communicator, but in learning the English language, speaking is regarded as one of the most important skills. Speaking has a close relationship with listening skills. So, people must listen then try to speak up, because speaking is not only about remembering or memorizing the sentences, but speaking is spontaneous for the people to show their idea and feeling orally.

In teaching English at school, teacher's goal is help students communicate in English well because the purpose of learning a language is to be able to use the language in communication. The teacher is responsible for educating students with little or no knowledge of an adequate English language environment. The teacher tried to apply some models, methods, techniques and strategies in teaching English to increase the students' skill in learning English and this effort also they apply in teaching speaking.

As one of the basic English skills, speaking has an important role in the language learning process. Through speaking, students express their ideas, feelings, and desires to others. In school, students learn to speak English more easily because some teachers and friends can become facilitators and partners to practice English. So, speaking is a person's ability to communicate with other people using verbal language.



In this case, students must be diligent in learning to master it and the teacher must create a good classroom atmosphere. However, this contradicts the real situation in the classroom. Speaking activities do not work in the classroom because many factors prevent students from speaking English with their peers. They are afraid of making mistakes, being laughed at by their peers, and lacking confidence in their abilities. Students also think that learning English is not interesting, this is because the methods or strategies used are less attractive for students learning to focus more on the teacher and place the listener. Talking is an activity that a person uses to communicate with other people. It happens everywhere and has become part of our daily activities.

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 varying levels of skills and experience to analyze an actual work problem and develop an action plan. 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 group has presented action and dialogue by students with attention to vocabulary, accuracy, and fluency. So that from the description of the events above, the researcher wants to find out whether or not the use of action learning strategy can improve students' speaking skill in English lessons through action learning strategy.

Definition of Speaking

Harmer (2001, p. 269) 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 a real situation and has little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation.

Chaney (1998, p. 13) said that speaking is the process and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn.

Elements of Speaking

Brown in Ilham, Fauji, and Muslimin (2019, pp. 35-36) stated that there are five elements the assessment of speaking skill. Consist of grammar, vocabulary, comprehension, pronunciation, and fluency.

1. **Grammar:** It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
2. **Vocabulary:** Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.
3. **Comprehension:** It means how far students' ability to respond the oral communication. Students should be able to respond someone's speaking.

Comprehension is an ability to understand, know or get the speaker's point (message) to another partner.

4. **Pronunciation:** Pronunciation is the way for students to produce clearer language when they speak. We are realized that pronunciation is one of the speaking elements that have a strong relationship with vowel and consonant, stress, and intonation. It can be learned by way imitating and repeating.
5. **Fluency:** Fluency refers to how well a learner communicates meaning rather than how many mistakes that they make in grammar, pronunciation, and vocabulary. Therefore, fluency is highly complex ratio related mainly to the smoothness of continuity in discourse.

The Problem with Speaking

Ur (1996, p. 121) mentioned four problems of students in getting speaking activities in the classroom, they are as follow:

1. **Inhibition:** Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. **Nothing to say:** Even they are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. **Low or uneven participation:** Only one participant can talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. **Mother-tongue use:** In classes where all, or several, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak one another in a foreign language, and because they feel less "exposed" if they are speaking their mother tongue.

Action Learning Strategy

According to WIAL-World Institute for Action Learning in Armasita (2017), action learning is a new way of thinking, doing business, and interacting in teams. Action Learning is a process that involves a small group working on real problem, taking action and learning as individuals, as a team, and as an organization. It helps us to develop creature, flexible, and successful strategies to pressing problems.

Revan (2011) stated that action learning is a team-based, workplace activity that bring together people with a common problem project in work out solution or achieve project outcomes. This action learning group or set provides support and encouragement to try out new ways of doing things and new ways of thinking things

The Component of Action Learning Strategy

WIAL-World Institute for Action Learning in Ms (2020) explained there are components of Action Learning Strategy, they are:

1. **A problem**

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, build knowledge, and 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 a diversity of backgrounds and experiences to acquire various perspectives and to encourage fresh viewpoints. Depending upon the action learning problem, groups may be volunteers or appointees, maybe 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 learning are applied on a 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; 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 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 group's existence.

METHODS

This research is quantitative research, used a pre-experimental design with a one-group pretest and posttest design. The research was held at SMAN Khusus Olahraga. It is located at Jln. Patriot Olahraga, Desa Somahode, Kec. Oba Utara, Kota Tidore Kepulauan, North Maluku Province and the sample was 12 students of XI IPA grade. Technique of collecting data is giving pre – test before doing treatment and post – test after doing treatment. Technique of analyzing data are measuring oral test by measuring aspect of speaking skill (vocabulary, pronunciation, fluency and comprehension) and statistical techniques by analyzing students' score using the formula as follows:

1. Analyzed to the mean of pretest and posttest by Hatch and Farhady (1982, p. 55) as follows:

$$\bar{X} = \frac{\sum X}{N} \qquad \bar{Y} = \frac{\sum Y}{N}$$

2. To calculate the deviation score between the students' score in the pre-test and post-test, (Gay in Syawal 2009, p. 42):

$$\bar{D} = \frac{\sum d}{N}$$

3. To get sum of standard deviation, of the difference's researcher computed the sum of square deviation (Gay in Syawal 2009, p. 42)

$$SD = \sqrt{\frac{(\sum d)^2}{N} - \bar{D}^2}$$

4. To get sum mean deviation, the research computed the sum of square deviation by using (Gay in Syawal 2009, p. 42):

$$S\bar{X}D = \frac{SD}{\sqrt{N-1}}$$

5. To get the value of t-counted in order to analyze the effectiveness of the treatment (Gay in Syawal 2009, p. 42)

$$t = \frac{\bar{D}}{S\bar{X}D}$$

RESULT AND DISCUSSION

Result

SMAN Khusus Olahraga is one of the senior high schools at Oba Utara District, this school has three grades and one of the grades is the sample of this research. The grade is XI IPA with total sample are 12 students. The school applied curriculum 2013 (K13) as the standard curriculum and KKM (Kriteria Ketuntasan Mengajar) for English lesson is 70.

Before applying Action Learning Strategy in treatment, the researcher give pretest to the students to know their skill in speaking English. In this research, the researcher used aspect of speaking skill to measuring students' speaking skill and the result as follow:

Table 1. The Pre-test Score

No.	Initial	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1.	D A	62	62	66	65	64
2.	F A	60	60	70	72	65
3.	F T	65	60	72	70	67
4.	G P	63	66	70	72	68
5.	J D	63	61	73	70	67
6.	M A J	61	60	77	70	67
7.	M G C	62	62	60	66	61
8.	M R S	73	70	78	75	74
9.	M N B	60	60	60	60	60
10.	M T	80	78	75	80	78
11.	RR	62	60	78	75	69
12.	RRR	63	60	70	72	66

Description of Pre-test

Pronunciation

From table 1, it can be seen that in the pretest there were ten students who scored below 66. It consists of two students got score 60, one student got a score 61, three students got score 62, three students got score 63, and one student got a score 65 because there was a problem with students pronunciation of vocabulary in order to listener did not understand what was said before. One student got a score of 73 caused his pronunciation was easy to understand and one other student got a score of 80 because when he spoke like a native speaker.

Vocabulary

There are ten students who scored below 67. It consists of six students got score 60, one student got a score 61, two students got score 62, and one student got a score 66 because they used inappropriate vocabulary well when conversation began due to limited vocabulary. One student got a score 70 because vocabulary that has been used was quite varied even though it used incorrect vocabulary. One student got a score 78 in vocabulary, caused he used vocabulary like a native.

Fluency

There are three students who scored below 67. It consists of two students got score 60, and one student got a score 66 because when they spoke up in front of the class she often hesitated and was stopped of language limitations and there are nine students who scored below 80 consist of three students got score 70, one student got a score 72, one student got a score 73, one student got a score 75, one student got a score 77, and two students got score 78 because their pronunciation was quite good even though there are some obstacles when pronouncing new vocabulary.

Comprehension

There are three students who scored below 67. It consists of one student got a score 60, one student got a score 65 and one student got a score 66 because of

lack of vocabulary in order it made her difficult to understand it. There are eight student who scored below 79 consist of three students got score 70, three students got score 72, and two students got score 75 because their still have lack of understanding. One student got a score 80 because he understands of what was being said is quite understood.

From the description above, the students' total score of four aspect of speaking are still in average level, only two students reach the KKM score. So, it can be concluded that many students' speaking skill do not reach KKM score yet.

After giving pretest, the researcher treated the students by applying Action Learning Strategy in teaching speaking. Then after the treatment that given in eight meetings, the researcher gives post test to the students to know the result of applying Action Learning Strategy, here are the post test result:

Table 2. The Post-test Score

No.	Initial	Pronunciation	Vocabulary	Fluency	Comprehension	Total
1.	DA	68	66	70	75	70
2.	FA	68	66	72	75	70
3.	FT	68	65	78	75	71
4.	GP	68	68	75	75	71
5.	JD	68	66	78	75	72
6.	MAJ	68	66	80	78	73
7.	MGC	68	66	70	76	70
8.	MRS	78	75	80	80	78
9.	MNB	65	65	78	78	71
10.	MT	88	80	80	88	82
11.	RR	68	66	72	75	73
12.	RRR	68	66	78	75	72

Description of Post-test

Pronunciation

From the table 2 had showed in the post test, there are ten students who scored below 70. It consists of one student got a score 65, and nine students got score 68 because there was little improvement even if their pronunciation there were problems when they spoke up it makes the listener sufficiently difficult. One student got a score 78 because speaking up his pronunciation was easy to understand. Another one student got score 88 caused easily to understand even with certain accents.

Vocabulary

There are ten students who scored below 70. It consists of two students got score 65, seven students got score 66 and one student got a score 68 because they sometimes used inappropriate English vocabulary in order it can be affected the meaning of the English vocabulary. One student got score 75 because that has been used was quite varied even though it used incorrect vocabulary. One student got score 80 because sometimes he used incorrect English vocabulary.

Fluency

There are nine students who scored below 79. It consists of two students got score 70, two students got score 72, one student got a score 75, and four students got score 78 because when they spoke seems like a little disturbed by language

problem and there are three students got a score 80 because pronunciation was quite good even though there are some obstacles when pronouncing new vocabulary.

Comprehension

There are ten students who scored below 79. It consists of seven students got score 75, one student got a score 76 and two students got score 78 because they did not understand about what was said before. One student got a score 80 because sometimes he gets enough to understand it. One student got a score 88 because he understands all the context without experiencing difficulties.

The result showed that there are increasing of students' speaking skill score from the pre-test to post test. The total of students' speaking score of four aspects reached the KKM score. It can be concluded that action learning strategy worked effectively and efficiently in helping students' ability in speaking skill at XI IPA grade of SMA Negeri Khusus Olahraga and this learning has applied successfully and able to increased students' ability in speaking.

By measuring students' score of speaking skill, the researcher found the sum of pretest and posttest, the differences, and the sum of the differences as follows;

Table 3. The Comparison of the Result

No	Initial	Pre-test (X)	Post-test (Y)	D= (X-Y)	D ²
1.	D A	64	70	-6	36
2.	F A	65	70	- 5	25
3.	F T	67	71	-4	16
4.	G P	68	71	-3	9
5.	J D	67	72	-5	25
6.	M A J	67	73	-6	36
7.	M G C	61	70	-9	81
8.	M R S	74	78	-4	16
9.	M N B	60	71	-9	81
10.	M T	78	82	-4	16
11.	RR	69	73	-4	16
12.	RRR	66	72	-6	36
N=11		∑X=806	∑Y=873	∑D= - 65	∑D ² = 393

Based on the data on the table 3, the researcher calculated the result of $\sum X = 806$ and $\sum Y = 873$. Then, tried to find out the mean of pretest and posttest used the formula:

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

$$X = \frac{806}{12} \qquad Y = \frac{873}{12}$$

$$X = 67,1 \qquad Y = 72,7$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula:

$$\bar{D} = \frac{\sum d}{N}$$

$$\bar{D} = \frac{-65}{12}$$

$$\bar{D} = 5,41$$

To get sum of standard deviation, of the differences researcher computed

the sum of square deviation used the formula:

$$SD = \sqrt{\frac{(\sum d)^2}{N} - \bar{D}^2}$$

$$SD = \sqrt{\frac{393}{12} - 5,41}$$

$$SD = \sqrt{32,75 - 29,27}$$

$$SD = 1,86$$

The calculation was determining the standard error of means used the formula;

$$\bar{SXD} = \frac{SD}{\sqrt{N-1}}$$

$$\bar{SXD} = \frac{1,86}{\sqrt{12-1}}$$

$$\bar{SXD} = \frac{1,86}{\sqrt{11}}$$

$$\bar{SXD} = \frac{1,86}{\sqrt{3,31}}$$

$$\bar{SXD} = 0,56$$

The last calculation was determining the result of t_o of the test with formula:

$$t = \frac{\bar{D}}{\bar{SXD}}$$

$$t = \frac{5,41}{0,56}$$

$$t = 9,66$$

In order to know whether or not the differences between pretest and posttest were statistically significant, the t-test statistical analysis for non-independent sample was employed the result of the t-test was $t = 9,66$.

To find out of freedom (df), the researcher uses the following formula:

$$Df = N - 1$$

$$Df = 12 - 1$$

$$Df = 11$$

$$Df = 11 \text{ at the degree of significant } 0,05 = 1,79.$$

Table 4. The Improvement of Students' Speaking Skill

Aspects	Students' Improvement	
	Score of Pre-Test	Score of Post-Test
Pronunciation	774	843
Vocabulary	759	815
Fluency	849	911
Comprehension	847	925

It can be seen from table 4, the improvement of students' speaking skill based on four aspects of speaking skill was increase by applying Action Learning Strategy. The statistical score also proves that t-count (9,66) higher than t-table (1,76), it means that there is improvement after applying Action Learning Strategy on speaking English lesson.

Discussion

This research was conducted to find out whether or not the use of action learning strategy can improve students' speaking skill in English lessons through

action learning strategy. The research that had been done indicate that action learning strategy was effective and could be used as a strategy in teaching speaking or increasing students' speaking skill. It could be seen at students' pretest score before applying Action Learning Strategy, their scores are still in average level and below KKM score of English lesson.

Based on the pretest score, most of students are low in pronunciation and vocabulary. Most of them got score under 70 and it influence the whole score of speaking skill aspects. They used inappropriate vocabulary when starting a conversation and do not understand their friends' speaking because lack of vocabulary. They also had problem in pronounce a vocabulary, so that make their friends did not understand what they said before. However, most of students get score above 70 in fluency and comprehension. Their fluency is quite good even though they have problem in pronounce the word and they still have lack understand what said before. Their sum of score of speaking skill aspect still under 70.

Based on posttest score after applying Action Learning Strategy, most of students in pronunciation and vocabulary still have score under 70 but there is the difference, for example, the students who got score 60 – 65 in pretest, they got 68 in posttest. In pretest, they were difficult in understanding the sound and the accent and have limited vocabulary had changed in posttest, they used simple vocabulary they understand and had basic error in pronunciation. Their fluency and comprehension also increase by understands all the context without experiencing difficulties. Their sum of score of speaking skill aspects are above 70.

From the explanation above, there was improvement of students' result in pretest from average level to higher level in posttest. So that, action learning strategy successfully increase students' speaking skill.

The researcher found the similarity to Ms (2020), she reported that there is improvement of students in speaking ability through action learning strategy and very effective to applied in teaching and learning process. Her research showed that action learning strategy worked effectively and efficiently in helping students' ability in speaking English and this learning has applied successfully and able to improve students' ability in speaking.

CONCLUSION

This research was successfully applied to the students of SMAN Khusus Olahraga at XI IPA grade. The result showed the improvement of students' score from posttest (873) higher than pretest (806), and the t-count also higher (9, 66) than t-table (1,76). So the conclusion is Action Learning Strategy can improve students' speaking skill.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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