


Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research

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Abstract

The aim of this study was improve the students' English speaking skill through action learning strategy at 9 of SMP Islam Assya'roniyyah. The method used Classroom Action Research (CAR) that developed by Kemmis and Mc Taggart (2013). It consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research was brought by the series of cycle. The procedures of research were performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. The collecting data used test, observation, and interview. Analyzing data used the mean each post-test in cycle. The result showed that the students' speaking skill improved. It can be noticed that there was an improvement in every cycle from the students' behavior and achievement. Action learning strategies facilitate the students to speak in way, they reduce students' anxiety so they can speak freely without being afraid to make a mistake, they increase the students' motivation in learning speaking, and the most important the students do not think that English is a difficult subject.

ARTICLE INFO

Article history:

Received

August 29, 2021

Revised

October 01,
2021

Accepted

October 23, 2021

Keywords: Action Learning Strategy, English Speaking Skill, Classroom Action Research

How to cite

Putra, R., et al., (2021). Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research. *Anglophile Journal*, 2(1). p 37-54.

<https://dx.doi.org/10.51278/anglophile.v2i1.269>

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Published by

CV. Creative Tugu Pena

INTRODUCTION

The teacher must be able to create a conducive atmosphere in the classroom. Hence, the students can understand it carefully. However, speaking activities did not get the attention of the students, because their mastery of the language was not adequate (Bocanegra Bonilla, & Ramírez Valencia, 2018; Jannah & Fitriati, 2016). Hence, the students are embarrassed to speak only in front of the class, for fear of being embarrassed by their friends. The students also think that English is not important and interesting, because the method used by the teacher is less attractive (Yang, & Rim, 2014). And finally the students just listened, without any enthusiasm to respond to the explanation from the teacher.

Speaking is an activity that is carried out by someone to interact with the other person. And speaking becomes a daily activity, to express the desired thing, or other things. For other situations, speech can be used to convey something, give orders or serve others. In teaching and learning activities, teachers pay less attention to their students in speaking (Result Interview, Eny Maulita, UNU Lampung, Oktober 01, 2021). Sometimes it's

just a theory without looking at the students' speaking competence. Therefore, if this continues, students will lose their enthusiasm to know English more deeply. What is feared in this case is that students will not be able to interact with their friends in the coming year (Result Interview, Nurul Aini, UNU Lampung, September 01, 2021). For this reason, the author provides a solution to implement techniques in speaking English, namely by using learning strategies. According to Burgoyne (2016) & Akinbobola, A. O. (2018), action learning is a pragmatic and moral philosophy based on deeply humanistic view of human potential that binds us, through experiential learning, to solve intractable organizational and societal problems.

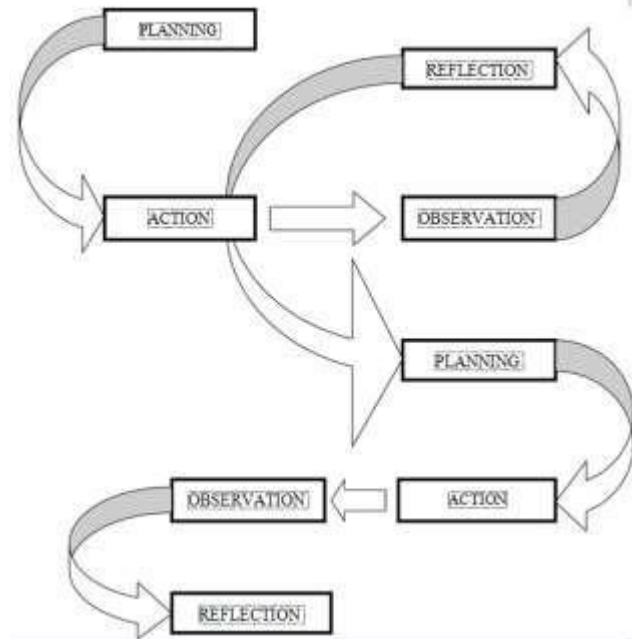
In the classroom there are several groups, then the groups continue to meet and continue to carry out the action learning actions. The learning is done in a way, where each group is shown action and dialogue then students pay attention to pronunciation, phrases, words, accuracy and fluency. Then the correction is done in the middle of the activity. Action learning is a form of learning that is done with action. Of course this can trigger the enthusiasm of students to improve their ability to speak English in daily activities. And the students will be able to compete with their colleagues in the future.

In the context of learning to speak, it turns out that there is less interest from the teacher. In observations in the 9 grade of SMP Islam Assya'roniyyah, the researchers found some data showing that the speaking skills in English given by the teacher tend to use grammar which makes the students only know in the tense form of the language. By giving less opportunity for students to speak directly or in text form. This could have an impact on students' weak communication in English. This can be seen from the inability of students to answer questions given by the teacher with test results showing 10 out of 28 students who got satisfactory scores in English Result Interview, Nur Syamsiah, UNU Lampung, September 05, 2021). While others are still far from expected. To overcome all this, the researcher seeks to use action learning strategies to improve the quality of students' speaking skills. Based on this explanation, the aim of this study was Improving students' English speaking skill with action learning strategy at 9 of SMP Islam Assya'roniyyah.

METHODS

This research was Classroom Action Research (CAR). Classroom action is a method of finding out what the best way in the classroom. Hence the researchers can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. The basic concept allowed by Kurt Lewin was developed by Kemmis and Mc Taggart (2013). It consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection.

Figure 1. Classroom Action Research by Kemmis and Mc Taggart (2013).



In here, the researchers use a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about speaking skill. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle

The subject of this research was 28 students at the ninth grade SMP Islam Assya“roniyyah. In collecting the data the researchers used test, Observation, and Interview. In scoring the data of speaking test, the researchers used the catagory that evaluates for critirions. The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students“ speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy. Each criterion was scored 25 point. In observation researchers uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher“s performance in teaching speaking and students“ speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video. In Interview, the researcher interviewed the teacher about students“ difficulties in the speaking skill, students“ condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking.

In analysing the data the researchers applied the quantitative and qualitative data. The quantitative data was used to analyse the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through

action learning strategy. The qualitative data was analysed from the instrument. The quantitative data was analysed to see the improving of students speaking ability. The writer searched the mean of each post-test from every cycle.

RESULT AND DISCUSSION

The Implementation of the Actions

Cycle 1:

a. Planning

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the problems that had been determined, they hoped that the first cycle could change the English teaching learning into the following condition.

- 1) The students did not consider English as a difficult lesson.
- 2) The students were not shy and afraid to speak English.

- 3) The students became active.
- 4) The student could pronounce the English words correctly.
- 5) The students were able to ask and answer simple questions orally.
- 6) The students could carry out simple dialogs fluently.
- 7) The students were able to comprehend English texts.
- 8) The teacher used the teaching media.
- 9) The English teaching learning activity was not monotonous

To achieve the expected situation, the researcher and the teacher planned to implement some actions in one cycle. They were:

- 1) Providing the question and answer activity.
- 2) Practicing dialogs using simulation/role-play
- 3) Practicing Pronunciation using pictures
- 4) Translating English texts.
- 5) Conducting interlude activities
- 6) Giving credit points to the active students.
- 7) Using the teaching media.

All actions above would be implemented simultaneously. It means that in one cycle; the research members would cover seven actions; they could be conducted for a meeting. The researcher arranged to implement the action every Monday, Wednesday, and Friday by following school calendar.

b. Action and observation I

Based on the planning that had been agreed, the researcher and the English teacher implemented seven actions three times. They were on November 10th, 12th and 14th, 2020. The actions were done every Monday at 07.45-09.15 a.m., Wednesday at 12.05-13.45 a.m. and Friday at 07.30-08.45 a.m.

- 1) Providing the question and answer activity

After the students understood the researcher's explanation about the material, he asked them to do some exercises. After the students had finished the exercises, the researcher and the students discussed them together. In the discussion the researcher demanded the students to answer the questions orally. This activity was different in which the students used to write their answers down on the whiteboard. The students were enthusiastic in doing the activity.

To make this activity more interesting, the researcher used a game in discussing the student's answers. He used lottery in the game. First, the researcher took a small piece of paper from a glass, and then he mentioned the student's number that was written on the paper. The students whose number was mentioned by the researcher had to answer the

question orally. After the students gave an answer to the question, the researcher asked the class whether his/her answer was right or wrong. The researcher used some questions such as "Do you agree? Is her answer correct?" When the student's answer was not correct the teacher asked other students to give the right answer. If nobody knew the right answer, then the researcher himself corrected it.

Here, the students could learn to speak English since they had to answer the researcher questions orally. They were happy in doing this activity. The students felt that they had many opportunities to speak up.

The English teacher gave positive response toward the action. He observed that his students were motivated to learn to speak English. When he implemented the action, there were many students who were actively involved the activity.

Through the question and answer activity the researcher gave an ample opportunity to the students to learn to speak English. He also paid attention to the grammar. It was true that some students had some difficulties in speaking English. However, they learnt to speak English through the question and answer activity.

2) Practicing dialog using a role-play/simulation

In order that the students could carry out short and simple dialogs fluently, the researcher provided a chance for the students to practice carrying out the dialogs. To make the practice more interesting he used a role-play/simulation. The procedure of the practice was as follows. The researcher asked two students to come in front of the class. Their task was to carry out the dialogs given by the researcher. Before the dialogs began he distributed some sentences cards to other students who did not come to the front. While two students were doing the dialog, other students had to pay attention to them. Whenever the students heard the same sentences as those on the cards that they held, they had to say stop and repeated the sentences. They learnt some expressions, such as "What can I do for you...?" "Can I have..., please?", "Would you like to go to a football game on Saturday night?" etc.

In the practice there were some students who still made mistake in pronunciation. The mispronunciation made the students laugh. They thought that it was funny to hear the words that were not pronounced correctly.

There were some obstacles in implementing this action. Some students made a noise while the dialogs were being carried out. The student read the dialogs in a low voice. It made the practice not run well. According to the teacher the students were not ready yet since they had no adequate ability. Not all students got the opportunity to practice the dialogs. The time was limited since they had many materials to finish. The teacher's complaint was shown at the transcript below.

C: kok latihan dialog ini kayaknya belum bisa jalan ya. Anak-anak pada rame waktu temannya berdialog didepan. Itu lho yang duduk dibelakang. sepertinya anak-anak belum bisa, kemampuannya itu lho. Saya lihat yang bisa berdialog Cuma itu-ituh saja, siswa yang sama. Terus waktunya juga terbatas, tidak mungkin semua siswa kebagian. Kalo habis buat role-play nanti materinya nggak selesai. (It seems that the activity of practicing dialog can't run well. When the students are having dialog in front of the class, other students are noisy. I mean the students who sit at the back. I think they don't have enough ability yet. I observed that it is always the same students who carry out the dialogs. Moreover, it is impossible that all students can practice because the time is limited. I'm afraid you can't finish the materials)

Despite the above problems this action got positive responses from the students. They said that they were happy in doing the practice.

3) Practicing Pronunciation using pictures

Pronunciation is important in speaking. The ability to pronounce the English words correctly is one of the speaking skills that must be mastered by the students. Because the students' mastery of pronunciation was still low it was necessary for them to practice it.

The researcher provided some pictures in the practice. The English words of the pictures were put below them. First, the researcher pronounced the word. Then, the students repeated his pronunciation. After some time, he let the students to pronounce the words by themselves. The students were enthusiastic when they were practicing pronunciation. This action helped the students to pronounce the English word correctly. Furthermore, through the pictures they could know the meaning of the words without opening their dictionary.

4) Translating English Texts

To help the students in comprehending the content of the English texts, the researcher together with the students translated them into Indonesian language. The researcher did not ask the students to translate one by one. It was done so that they were not afraid of making mistakes. The role of the researcher in this activity was as a facilitator. He helped the students when they found some difficult words. He did not correct their mistakes directly. When they did not know the meaning of the words, the researcher tried to lead them to find the correct meaning. However, when no student knew the right one, the teacher corrected it.

The students gave positive response about the action. Through the translation activity it was easier for them to understand the content of the texts. Furthermore, the students could do the exercise concerning the text more easily. Also the English teacher gave his opinion about the action. He thought that translating is an old way in teaching. On the other hand he admitted that translating could help the students in comprehending the texts or dialogs. Thus, the activity of the translating gave it contribution toward the English teaching learning process. The students understood the content of the text easily. As a result, they could answer the question related to them. Therefore, it supported the students in improving their ability to speak English when they were answering the question orally.

5) Conducting Interlude Activities

This action was implemented so that the students would not be bored in the English teaching learning process. It was also aimed at making the students relaxed. This activity was put among other activities.

The interlude activities were in the form of word guessing, singing, and having a game. In the activity of word-guessing the teacher gave pictures containing a short description of it. Then, he asked the students to guess it. In the first cycle he asked the students to guess a place; for example: this is a place where you go when you're sick. The students who have the pictures related to the sentences raise his/her hand and show the pictures. The purpose of the activity was to reinforce the vocabulary of the students they learnt before. The word-guessing activity was done on October 28th 2008. The researcher also invited the students to sing a song together entitled "Old McDonald" and "Bingo". All students were happy when they were singing together, even they clapped their hands. The singing activity was conducted on October 31st 2008. This action could get positive response from the research members. The singing activity made the students happy and cheerful. They became fresh and did not feel sleepy through the interlude activities. They got variation in their learning so that the activity was not monotonous anymore. Also there were some positive responses from the English teacher. He said that through the interlude activities the condition of the teaching learning process became more relaxed. It also made the students happy so that they were not bored.

6) Giving credit points to the active students

The teacher told the students they would get credit points if they were active in the class. It could stimulate the students became active in every activity. The researcher observed that the students did some activities in the classroom actively. They were motivated to answer the teacher's question since they wanted to get points. The students said that they did not feel frightened and ashamed to learn to speak English.

7) Using the teaching media

The researcher prepared the media to be used in the teaching learning process. The researcher used some cards, a chart, and some pictures as the media. The cards were used when the students carried the dialogs. The researcher made use of the chart when he gave the word matching task. He presented the pictures when the students had the activity of practicing pronunciation. The use of the media in the English teaching learning process could provide a new experience for the teacher. He thought that by using the media he was able to teach his students better. The media could also facilitate him in conveying the material.

Based on the researcher's observation, the media were able to improve the motivation of the students in English learning. The students were excited in the media. They were curious to ask the teacher about the media that he was going to use. The students considered that the media made the learning easier and clearer.

c. Reflection I

After the implementation of the actions in the first cycle had been conducted the reflection was done. In this cycle the researcher found that the students were shy to be interviewed by using the tape recorder. Also the English teacher refused to be interviewed when there was the tape recorder in front of him. Therefore, the researcher did not use the tape recorder in interviewing them. Without using the recorder the conversation could run naturally.

In the first action, the students were awkward in doing the question and answer activity orally. It was because they never did it before. The students used to give their answer by writing it down on the whiteboard. However, in the next action they began to be familiar with the activity. They could give their answer to the researcher's questions orally although they still read their note in answering.

In improving the pronunciation of the students, practicing to pronounce English words using pictures could help them in saying the words correctly. Also, the students could increase their vocabulary without opening their dictionary. They were able to identify the meaning of the words by looking at the pictures. The students learnt to carry out short and simple dialogs by practicing dialogs using a role-play. This action was not effective in improving their ability in speaking. There were some obstacles that arose in this activity. According to the teacher's observation, it seemed that the students were not ready yet. Not all students could get an opportunity to do the dialogs practice. However, the students enjoyed the game since they got fun from it.

Based on the interview between the English teacher and the researcher, it was obvious that the teacher wanted to focus on improving the students' ability to ask and answer simple questions orally. Therefore, in the next cycle the teacher would not implement the action of practicing dialog using role-play.

The action of translating English texts could decrease the students' difficulties in comprehending the content of the texts and the dialogs. After the texts and the dialogs were translated into Indonesian language, most of the students could answer the researcher question easily. They did not get many difficulties in doing the exercises related to the texts and dialogs. The students liked doing the interlude activities. They felt happy and relaxed in the English teaching learning process especially when they sang a song. Even they clapped their hands when they were singing. The guessing game activity did not get the positive responses as much as the singing activity did. In general, the action of conducting interlude activities was successful in solving the field problem so that the learning activity became more various.

By giving credit points from the teacher to the students, the number of the students who were active in the teaching learning process had increased. They were involved many

activity actively. They raised their hands to answer the researcher’s questions or to do his instruction.

The use of media in the English teaching learning process was successful. It was like fresh air for the researcher and the students. The students were enthusiastic when the researcher asked them to paste a word paper or picture on the chart. They were curious about the media that would be used in the activity. It also gave the researcher a new knowledge and experience. The researcher became aware that the media were really needed in the process of teaching learning.

All actions that had been implemented in the first cycle showed improvement toward some factors that support the ability of the students in learning to speak English. However, there were still some conditions that needed improving in the second cycle.

d. The summary of progress report table of cycle 1

NO	Actions	Improvements	Weaknesses
1)	Providing question and answer activity	<ul style="list-style-type: none"> • The students were able to answer the simple question orally 	<ul style="list-style-type: none"> • The class was not too conducive, some students made noises.
2)	Practicing dialog using role-play/simulation	<ul style="list-style-type: none"> • Some students were able to make a dialog and practiced it 	<ul style="list-style-type: none"> • It needed a lot of time allotments. • Some students did not participate in this action.
3)	Practicing Pronunciation using pictures	<ul style="list-style-type: none"> • The students could understand the meaning of words easily. • The students were motivated in guessing the meaning of words. 	<ul style="list-style-type: none"> • Some pictures were not interesting. • Some pictures were not well-printed.
4)	Translating English texts	<ul style="list-style-type: none"> • The students could understand the texts they were read. 	<ul style="list-style-type: none"> • Some students did not participate in translating the texts.
5)	Conducting interlude Activity	<ul style="list-style-type: none"> • The students were not boring anymore • The learning process was not monotonous. 	<ul style="list-style-type: none"> • The songs were not too familiar.

6)	Giving credit points to the active students	<ul style="list-style-type: none"> Some students were motivated to get point. So, they were active in the class. 	<ul style="list-style-type: none"> Some students were not motivated to get point. They don't care about the points given.
7)	Using the teaching media	<ul style="list-style-type: none"> The students were enthusiastic in learning. The learning was not monotonous 	<ul style="list-style-type: none"> Some media were not interesting. Some media were not well-

e. The result of speaking test 1

Research Findings	Before Action Research Pre-Test	After Action Research (Cycle 1) Post-Test 1
1) Students' speaking ability improvement (the Achievement of Students Test Score)	<p>Students low of speaking ability improvement</p> <p>The Achievements of Speaking Test was Low. There are 28 students From the accuracy test:</p> <ul style="list-style-type: none"> a. The students who got score 1-1.5 in pre- test: 20 students. b. The students who got score 2-2.5 in pre- test: 8 students. <p>From the fluency test:</p> <ul style="list-style-type: none"> a. The students who got score 1-1.5 in pre-test: 19 students. b. The students who got score 2 in pre-test: 9 students. 	<p>The improvement of students' speaking ability</p> <p>The Achievement of Speaking Test is Increased. From the accuracy test:</p> <ul style="list-style-type: none"> a. There are 11 students who got score 1-1.5 b. The students who got score 2-2.5 in the first post-test: 17 students <p>From the fluency test:</p> <ul style="list-style-type: none"> a. There are 10 student who got score 1-1.5 b. The students who got score 2-2.5 in the first post-test: 17 students. c. There is a student who got score 3 in the first post-test

Cycle 2

a. Planning:

After all actions were implemented in cycle I the teacher and the researcher did the reflection. Then, based on the result of the first cycle reflection they had a discussion

about some plans to be conducted in the second cycle. They agreed to continue the similar action which had been done in the first cycle except the action of practicing dialogs using a role-play. They were:

- 1) Providing question and answer activity.
- 2) practicing pronunciation using a pictures
- 3) translating English texts
- 4) conducting interlude activities
- 5) giving credit points to the active students
- 6) using teaching media

The plans above were expected to be able to achieve the situation in order that:

- 1) The students could improve their speaking ability that covers the ability of pronouncing English words correctly and asking and answering simple question.
- 2) The students could increase their skill to comprehend English texts so that it would support them in improving the ability of speaking.
- 3) The students would not think that English was a difficult subject.
- 4) The students had motivation and courage to speak English.
- 5) There was variation in the activity of the English teaching learning.
- 6) The researcher used the media to support the quality of his teaching.

b. Action and observation II

The implementation of the actions in the second cycle was conducted four times. They were on November 24th, 26th, 28th, 2008. The actions were held based on the English timetable.

- 1) Providing the question and answer activity

Similar to the activity in the first cycle, after the students finished doing some exercise related to the given texts, the teacher discussed them orally. The students answered the teacher's questions orally. In the activity the teacher did not use the game in which there was lottery he did in the first cycle. He gave credit points to the students so that they had many opportunities to speak up. It was aimed at increasing the students' activity. The teacher also used some oral texts in the activity. It meant that only the teacher who had the texts. He read those at least twice. Having finished the reading, he gave some question to the students. The students needed much time to think of the answer of the questions. However, they were able to answer the question orally without reading a note.

In the second cycle, the students had asking and answering practice. First, the teacher gave an example. Then, after the students got it he asked the students to do the practice as the example. To make the practice more practical, the teacher used some cards. The cards were in the form of sentence cues. The students did the practice in pairs. They practiced asking and answering simple questions based on the word provided on the card that they held. The activity was done in turn. This meant that a student practiced not only asking but also answering the simple questions. All the students practice it even though only a few students performed the practice in front of the class.

The students were involved actively in the action. They were motivated to improve their ability of asking and answering simple questions. They said that this action varied the activities in their learning. They like doing the practice by using the cards since they were colorful. The sentences on the card were short so that it was easier for the students to learn to speak English.

The English teacher thought that this action could help the students in improving their speaking ability. This action could also help the students' courage in learning to speak English.

- 2) Practicing pronunciation using pictures

It was important to improve the ability of the students in pronouncing the English words correctly. The words, of course, related to the topic that was being learnt by the students. In the activity there were some pictures on the chart. The chart was put on the whiteboard so that the students could see it. The English teacher pronounced the words of the pictures. He also pointed them out on the chart when he was doing the pronunciation. All of the students then repeated the pronunciation after the teacher. The students were happy when they did this activity. They said that they could pronounce the English words easily if the teacher trained them. This action could also help the students to build their vocabulary. It was because they were able to get the meaning of the words by looking at the pictures.

3) Translating English texts

The translating activity was done together by both the students and the teacher. Before they did the translating the teacher asked the students to read the texts silently. The teacher guided the students in translating the words of the texts. He gave help whenever the students needed it. The students were active in doing the translation. The students said that learning English became much easier if the texts were translated. Furthermore, they were able to do some exercise related to the texts without many difficulties. Besides, the students felt happy because they did the translation together. They were also not afraid of making mistakes in the translation.

According to the English teacher, the translating activity could really help the students in their learning process in general. In particular it facilitated them to comprehend the content of the English texts.

4) Conducting interlude activities

To avoid the boredom in the process of the English teaching learning, this action was implemented. The teacher did not choose the activity by herself. He asked the opinion of the students about the activity they wanted to do as the interlude. In this second cycle the students preferred singing to guessing. Therefore, the guessing game activity was done only once on November 11th 2008. In this activity the teacher asked the students to guess the name of an occupation.

The singing activity was implemented three times. They were on November 13th 2008. The students sang three songs. They were entitled "Heal the World" and "Living on the Jet Plane". This action was able to make the teaching learning process not in a tense situation. The students could be more relaxed in their learning. They became fresh so that they could continue the next activity without feeling sleepy. The students were involved in this activity happily. The English teacher gave a positive response toward the action of conducting interlude activities. He said that this action could vary the activity in the teaching learning process. The students became more relaxed in the learning. He observed that the students were happy in the learning.

5) Giving credit points to the active students

This action was conducted in order that the students became more active in the English teaching learning process. The teacher reminded the students in every activity that there were credit points for the students who were active in the class. In the question and answer activity there were many students who tried to answer the teacher's question orally. They also practiced questioning and answering in pairs actively. The teacher also gave credit points to the students when they had the exercise of matching words. The teacher asked them to match the words with their similar meanings. The students then fought for the points. They even ran to paste the answer on the whiteboard. According to the students, they were motivated to be active in the English learning because they want to get the points. This action did not make the students feel scared and shy to learn to speak English.

6) Using the teaching media

It was still the researcher who prepared the teaching media. The media were chart, some cards, and some pictures. The chart was used when the students had the matching words exercise. The teacher made use of the cards when the students practiced questioning and answering simple questions. The pictures were needed when the students did the activity in which they learnt to pronounce the English words. The use of media in teaching learning process could provide a better view for the English teacher. She said that the media were very useful in the process of teaching learning. These gave an input to teacher about how to make the appropriate media. He would also use the media whenever he taught the students because it supported him in his teaching. The students gave positive responses to this action. They considered that the English teaching learning process became more attractive. Therefore, they did not feel bored in their learning. Besides, they could understand the material better by using the media. This action got positive responses from both the students and the English teacher. The teacher even used the media when he was teaching another class. The material, of course, had been suited with the level of the students.

c. Reflection II

Some actions had been implemented as the effort in improving the speaking ability of class VIII C students. In the reflection, the research members gave their response and comments toward the implementation of the actions. The reflection involved the English teacher, the researcher, and the students.

The question and answer activity showed a positive result. It gave many opportunities for the students to develop their speaking ability particularly in doing the practice of asking and answering simple questions. The students were able to answer the teacher questions orally despite their note reading. They could also answer them after they listened to the oral texts. In this activity they learnt how to ask and answer simple questions by using some English expression. It was true that the class became noisy when they practiced asking and answering. However, the students were happy since they had ample of opportunity to develop their speaking ability.

The implementation of practicing pronunciation using pictures was effective. The students were enthusiastic when they joined the activity. They repeated compactly the teacher's pronunciation. It was easier for them to say the English words correctly when there was a model from their teacher. This activity could enrich the students' vocabulary indirectly since they knew the meaning of the words by looking at the pictures.

The action of translating English texts helped the students in comprehending the reading texts. After the texts translated it was easier for the students to do some exercises related to them. The translation made the process of the teaching learning become more effective. It was because the students did not have to spend much time in answering the questions based on the texts. The interlude activities were effective. All students were happy in doing the activities. They got pleasure when they were singing together. It did not make them bored in the learning process. It was able to vary the activity in the English teaching learning. Besides, the English teacher obtained new knowledge about some English songs.

The action of giving credit points to the active students got positive response. The students become more active in the teaching learning process. They tried to be involved each activity actively. They fought for the credit points by the teacher. They are motivated to answer the teacher's questions. They had more courage to practice to speak English.

The use of the teaching media was effective. The teacher used the media in his teaching enthusiastically. He got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could

understand the lesson more easily. It did not make the English teaching learning process monotonous.

d. The progress report table of cycle 2

NO	Actions	Improvements	Weaknesses
1)	Providing question and answer activity	<ul style="list-style-type: none"> • Some students were able to answer the simple question without reading a note. • Some students were able to ask question to their friends. • The students were involved actively in this action. 	<ul style="list-style-type: none"> • The class became noisy.
2)	Practicing Pronunciation using pictures	<ul style="list-style-type: none"> • The students were interested to the pictures. • The pictures were effective to build the students' vocabulary. 	<ul style="list-style-type: none"> • Some students didn't pay attention to the pictures.
3)	Translating English texts	<ul style="list-style-type: none"> • The students did the translation together. • The students were 	<ul style="list-style-type: none"> • Some students were joking when translating the
		<ul style="list-style-type: none"> able to comprehend the English texts easily. 	<ul style="list-style-type: none"> texts together.
4)	Conducting interlude Activity	<ul style="list-style-type: none"> • The teaching learning process was not in tense situation. • The students became more relaxed in the learning. 	<ul style="list-style-type: none"> • The class became noisy.
5)	Giving credit points to the active students	<ul style="list-style-type: none"> • Competitive atmosphere could be felt in the class. 	<ul style="list-style-type: none"> • Some students were not motivated to get points

6)	Using the teaching media	<ul style="list-style-type: none"> The Speaking learning process became more attractive. 	<ul style="list-style-type: none"> Sometimes, the media were not covering the material.
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e. The Result of Speaking Test 2

Research Findings	Action Research I Post-Test 1	After Action Research (Cycle 2) Post-Test 2
1) Students' speaking ability improvement (the Achievement of Students Test Score)	<p>The improvement of students' speaking ability</p> <p>The Achievement of Speaking Test is Increased.</p> <p>From the accuracy test:</p> <p>a. There are 11 students who got score 1-1.5</p> <p>b. The students who got score 2-2.5 in the first post-test: 17 students</p>	<p>The improvement of students' speaking ability</p> <p>The Achievement of Speaking Test is Increased.</p> <p>From the accuracy test:</p> <p>a. There are 2 students who got score 1-1.5</p> <p>b. The students who got score 2-2.5 in final post-test: 16 students and students got score 3-3.5: 10 students.</p>
	<p>From the fluency test:</p> <p>a. There are 10 student who got score 1-1.5</p> <p>b. The students who got score 2-2.5 in the first post-test: 17 students.</p> <p>d. There is a student who got score 3 in first post-test.</p>	<p>From the fluency test:</p> <p>a. There are 2 student who got score 1-1.5</p> <p>b. The students who got score 2-2.5 in final post-test: 18 students.</p> <p>c. The students who got score 3-3.5 in final post-test: 7 students.</p> <p>d. There is a students who got score 4.</p>

DISCUSSION

The implementation of the actions in this research was over. Based on the observation and the reflection, the researcher concluded that generally the actions resulted some improvements. They were able to improve some conditions related to the speaking ability of the students class VIII C. The effective implementation of the actions meant that the action were conducted and got positive responses from the research members. Furthermore, the implementation of the actions was able to overcome the field problems. Six actions were considered effective. They were providing the answer and question activity, practicing pronunciation using pictures, translating English texts, conducting interlude activities, giving credit points to the active students, and using the teaching media. The ineffective action meant that it was implemented but it had negative response even though there were some research members who gave their positive responses. There were only a few students who were involved in the action. Hence, the field problems had not been solved yet. The action that was regarded ineffective was practicing dialogs using a simulation/role-play.

The researcher found some obstacles in implementing the action of practicing dialog using role-play. Those were students' readiness in terms of language use, the limited time, and the control of the students. In spite of the failure it did not mean that the action of practicing dialog using role-play was bad for the students. This research a line with Stokoe (2011) who identifies that there was two basic problems with both role playing and studies of role playing. First, drawing on insights from studies of naturally occurring social interaction. The possibility to invent talk on the basis of our normative understanding of how talk works must be quite limited. Secondly, role play interactions are simulations and hence concludes that 'what is at stake for participants [in role play] is necessarily different from what is at stake in any "real" encounter' (Wadensjo, 2014). While other research found that that, if recognized as an interactional phenomenon, role play seems to be a valid instrument for assessing candidates' conversational competences, regardless of the fact that role play is organizationally different, in terms of turn-taking, from non-simulated conversation (Okada, 2010; Rubenstein, 2016).

Furthermore, The English teacher was sure that later on the action would be able to solve the field problems. Therefore he planned to conduct it in the future. It could be said that this research was collaborative and allowed or the inclusion of different voices. In making the conclusion of the findings in this research, different resources namely the English teacher, the students, and the observer gave their opinions toward the actions that were implemented in the research.

From the research findings, it could be seen that each action gave its contribution toward the attempts on improving the speaking ability of class VIII C students. The researcher and the teacher had tried to implement some activities that attracted the students to use the target language in communication. It agreed with the idea of (Stakanova, E., & Tolstikhina, 2014 & Galishnikova, 2014) they says that the more the learner is interested in an activity in the foreign language the more he has the desire to communicate in the language. The actions that were conducted in this research can be as follows.

By providing the question and answer activity the students got the opportunity to practice speaking English. They also practiced asking and answering simple questions in pairs. Hwang, W. Y et al., (2016) state that the way to learn the language is by practicing and working in pairs can keep the students speaking. In addition they say that the first step of the students in learning to speak the language entail mimicry. The listen to the model and imitate what they hear. The action of practicing pronunciation using pictures is one way to help the learners in learning to speak English (Carezo, Carderon, & Romero, 2019). In this way the model is the English teacher. The students imitate him in pronouncing the words related to the topic they are learning. The action of practicing

dialogs using a role-play was not effective to improve the students' ability of carrying out the simple dialogs fluently. They were only a few students who were involved in the practice. Although they were happy in doing the activity, not all students got the chance to develop their skill. The size of the class was large enough so that it was difficult for the teacher to maintain the participation of all students. Beside, the available time for the teaching was limited. However, this action could motivate the students in learning to speak English. Even the teacher had a plan to prepare some students to perform their ability in carrying out a dialog in a program that would be held in the school.

Planning the learning activities which are individual, cooperative, and competitive is a technique to increase students' interest in learning (Colak, 2015). Implementing the action giving credit point to the active students was one of the competitive activities. Through this action the students had more interest in English learning. As a result, they became active in the English class. The action of translating English texts could reduce the difficulties of the students in understanding the context of the texts. Thus, they could answer the question related to the texts more easily. This action meets one of the characteristics in the communicative language teaching that is proposed by Huang (2016). They said that translating can be used as long as students need or benefit from it. The English teaching learning process requires various activities to avoid the boredom of the learners (Fashiku, 2017; Dachmann, et al., 2011). The interlude activities that had been done in this research showed the positive result. They made the learning process more interesting so that the students did not feel bored easily. One of the components in the process of teaching learning is media. It used by the teacher to demonstrate or explain the educational material can be media. In the action of using the teaching media the researcher provide those in the form of a chart, cards, and pictures (Rodrigues, Isotani, & Zarate, 2018; Megawati & Astutik, 2019). This action was able to facilitate the teacher in presenting the English material. The students liked the media because they could understand the English lesson more easily.

This research conformed the principle of the action research. Therefore, the implementation of the actions was done in cyclic system. To obtain the validated data the actions in each cycle were implemented more than once. This action research had two cycles. It was the researcher who performed the action in the class. The teacher observed the implementation of the action and gave help to the researcher if he needed. Due to the limitation of the time, fund, and energy of the research members, this research focused only on describing some activities to improve the speaking ability of the students. The researcher realizes that it is not enough to get the validation of the data although the actions were conducted in two cycles. Hence, he states that this research is still far from being perfect. Thus, it is necessary for other researchers who have a similar study to implement the actions in more than two cycles. It is aimed at obtaining a better result.

The implication of this finding can be implied that action learning strategies can be developed in the process of TL language. This is proven to be an effective way to improve the students' speaking ability. There are some advantages of practicing speaking through action learning strategies for the students which include: it facilitates the students in improving their speaking ability. Afterward, the communicative activities give them abundant opportunities to practice the language and Action learning strategies can create an atmosphere that students motivated in learning process.

CONCLUSION

After the study has been done, it can be found that most of the students have problems in their speaking in English, so it makes their speaking ability level is low. The first problem is student's psychologist. They are afraid to speak because they are afraid to make mistake or the situation creates uncomfortable atmosphere. Monotonous activities make the students boring with the class. The second problem is the difficult topic. They

are not able to speak fluently, if they do not understand the topic. The third problem is the lack of opportunity to use the language. The students who are not given chance to practice using the language can not improve their speaking ability. After the researcher has treated the students using action learning strategies to improve their speaking ability, the result showed that the students' speaking ability improved. It can be noticed that there is an improvement in every cycle from the students' behavior and achievement. Action learning strategies facilitate the students to speak in way, they reduce students' anxiety so they can speak freely without being afraid to make a mistake, they increase the students' motivation in learning speaking, and the most important is that the students do not think that English is a difficult subject. It can be concluded that action learning strategies can solve the problem in mastering speaking and improve students' speaking ability.

The suggestions for other researchers showed that action research can give big contributions for the development of education in Indonesia. Innovations are needed in education so that the researchers have to keep continuing to conduct it. The result of this research is expected can encourage other researchers to conduct further study dealing with the communicative learning in other skill areas such as writing, reading, or listening.

ACKNOWLEDGMENT

The researchers thank to (LP2M) UNU Lampung. Then this work was also supported by Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) UNU Lampung

AUTHORS CONTRIBUTION STATEMENT

All authors had fully taken participation in the research conduction and approved the final product of the manuscript.

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