THE IMPLEMENTATION OF STUDENTS ACTION LEARNING STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract: This study intends to increase students' English speaking skills through the use of learning methodologies. This study was designed for quantitative approaches and included a time series design. This investigation was carried out in class VIII, with forty students participating. This study uses clusters to collect data samples, and the instrument utilized is a speaking exam. During each of the four meetings, data was collected using a pre-test and post-test format. To determine the findings of the problem formulation, researchers employed SPPS 24. According to the research findings, the average value of pre-test 1 is 59.13, followed by pre-test 2 at 62.0, pre-test 3 at 58.25, and pre-test 4 at 58.38. The average values for post-test 1 are 70.38, post-test 2 is 72.75, post-test 3 is 76.75, and post-test 4 is 74.9. According to the pre-test and post-test results, students experienced changes in the learning process, and there was a slight increase in speaking comprehension in English, so it can be concluded that, while the pre-test score decreased, the post-test results test had an average score that slightly increased from before after researchers used action learning strategies.

Keywords: Speaking Skill, Student Action Learning Strategies, Learning Process

1. INTRODUCTION

The ability to speak and write English has been one of the most important benchmark skills in the professional world, as a professional teacher in language teaching, particularly the teaching of English methodology for greater effectiveness in student English acquisition, designing and implementing materials, tests, and practice (Imran, 2022). Teachers are responsible for guiding students from little or no knowledge to a sufficient English-speaking environment. Until the last few decades, most teachers carried out the teaching process in the classroom by following traditional and monolingual principles, which were unsatisfactory. This demonstrates that teachers improve the teaching environment by implementing new and updated trends in order to achieve a satisfactory learning outcome. Recently, individuals all over the world have encouraged the use of English as a target or second language based on overall interactions and communication, which plays a dominating role in all parts of their lives. English is the most often utilized language in the learning process of wider It is undeniable that English is programmed as the first foreign or second language in many countries around the world, especially in this day and age. As a result, today's English teaching and learning environment requires the creation of language teaching experts.

Speaking is a fundamental ability in English that plays a vital role in the language acquisition process, speaking as verbal communication with others

(Indahyanti & Mursidin, 2017). Speaking is the most crucial skill in English language instruction that students should master in school. Students communicate with others by speaking about their thoughts, feelings, and desires. Students can learn English more easily at school with the help of teachers and peers who can function as facilitators and practice partners. So, speaking refers to people's ability to communicate with others via verbal language. In this instance, students must work hard to master the material, and the teacher must foster a positive classroom environment. However, it contradicts the actual scenario in class. Speaking exercises are ineffective in class because several obstacles discourage students from speaking English with their peers (Mursidin et al., 2022). They are terrified of making mistakes, getting laughed at by their friends, and lacking confidence in their abilities. students also believe that learning English is uninteresting since the method or tactic utilized to instruct students focuses on the professors rather than the listener.

Based on the characteristics of the challenges, they can be solved by applying the proper technique. The researchers provide ways for using the technique in speaking English, specifically the action learning strategy. Action learning is the practice of bringing together a group of people with varying levels of expertise and experience to examine a real-world work problem and produce an action plan. The action learning process seeks to achieve this balance by adding rigor and pace to the learning cycle and using the positive impact of small groups to maintain this discipline and rhythm (Nonci et al., 2022). The group continues to meet while actions are carried out, learning from the process and making mid-course modifications. Action learning is a method of learning by action. Learning occurs in groups, with students presenting an action and dialogue to each group with emphasis on pronunciation, vocabulary, correctness, and fluency. This is done to help students enhance their English communication abilities in everyday life.

Teachers seemed to pay less attention to teaching conversational skills. Through observation at SMPN 3 Maros, researchers discovered that teachers' speaking English abilities are dominant by employing grammar that only teaches students the structure of language tenses without offering them the opportunity to practice phrases. This effect can be seen in the inability of students to answer questions posed by teachers in English speaking students, as well as test results that show only 10 of the 40 highly skilled students speak English, while the other 28 students scored below the value of skilled individuals. To address this issue, the researchers attempted to employ an action learning technique to improve the student's speaking skills.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

In language instruction, speaking has frequently been approached in a manner that is analogous to this. It is sometimes seen to be something that is sufficiently covered due to the fact that it is so intertwined with the instruction of everything else (Nurjannah et al., 2020). Surprisingly, despite the fact that many students

believe that the ability to communicate successfully through speech is their top goal, students often find myself feeling dissatisfied when the primary objective of the session is to teach me how to speak. It is possible for teachers to experience feelings of guilt when they have not taught something that has a clear learning goal that can be used as justification for the lesson (Watkins, 2007). This is because some students are unable to understand the value of completing something in the classroom that they could easily do over a cup of coffee. In order to communicate effectively, it is necessary to have the ability to work together in order to handle speaking turns and non-verbal communications (Sulviana, 2022). The issue is real, and there is limited time for comprehensive planning because it occurs in the actual world. As a result, fluency is necessary in order to accomplish the objective of the conversation (Harmer, 2001). Due to the fact that speaking is the initial mode of communication, it is essential for language learners to practice speaking. It is anticipated of them that they will be able to speak English in a manner that is accurate, fluent, and acceptable in everyday situations.

2.2. Action Learning Strategy

An action learning strategy serves as a mechanism that integrates vision and implementation, facilitating the advancement of individuals and organizations across various domains such as recruitment, development, production, and employee retention (Ruebling, 2007). In the workplace, action learning is a collaborative endeavor that unites individuals around a shared challenge or undertaking in order to devise resolutions or accomplish project objectives. The action-learning group or set encourages and provides support for the exploration of novel approaches to tasks and methods of thinking (Imran, 2022). Action learning affords individuals the chance to combine their expertise and capabilities, collaborate on learning assignments, assess and contemplate their own progress, scrutinize one another's perspectives and notions, and gain insights into effective teamwork. Action learning teaches participants how to learn through the resolution of actual workplace issues.

3. METHODS

Through the use of an active learning technique, the purpose of this research was to enhance the students' ability to communicate verbally. This type of study is known as quantitative research since it takes into account the nature of the problems as well as the objective of the current investigation. The time series design was utilized by the researchers. A one-group pre-test design was utilized by the researchers in the course of carrying out this research. While the pre-test is administered prior to the treatment, the post-test is administered after the treatment has been completed (Sugiono, 2020). For the purpose of this study, the population comprises of students who are enrolled in the eighth grade at SMP Negeri 3 Maros. There is a single class that has a total of forty students. In order to provide a description of the situation that occurs during the educational process, quantitative data analysis is utilized. Through the use of these data, it was anticipated that the action learning technique would result

in a significant improvement in the individual's capacity to communicate verbally.

4. RESULTS

4.1. Gain Score pre-test and post test

The gain score of pre-test and post-test data can be seen based on the table below:

Table 1. Statistic

		Pre test1	Pre test2	Pre test3	Pre test4	Post test1	Post test2	Post tes3	Post test4
N	Valid	40	40	40	40	40	40	40	40
	Missing	0	0	0	0	0	0	0	0
Mean		59.13	62.00	58.25	58.38	70.38	72.75	76.75	74.90
Median		60.00	60.00	60.00	60.00	75.00	75.00	80.00	75.00
Mode		65	70	60	65	75	75	80	75
Std. Deviation		12.030	8.756	6.258	5.926	11.288	9.803	5.495	5.300
Range		45	35	30	15	45	35	20	26
Minimum		30	40	40	55	45	50	65	75
Maximum		75	75	70	65	85	85	85	85
Sum		2365	2480	2330	2335	2815	2910	3070	2996

N denotes the quantity of data. Data that is valid is either pre-existing or has been populated. In the present scenario, the total quantity of data is forty, comprised of pre-test 1, pre-test 2, pre-test 3, and post-test 4. In this instance, both the quantity and the content of the absent data are both equal to zero. The mean is the average value. The average score on pre-tests 1 through 4 was 58.38, the mean score on pre-test 1 was 70.38, the mean score on pre-test 2 was 62.00, the mean score on pre-test 3 was 58.25, and the mean score on pre-test 4 was 58.38. The average score on post-tests 3 and 4 was 76.75, and the mean score on pre-test 4 was 74.90.

On the basis of the mean data, it is possible to conclude that the mean of pre-test to post-test scores increases marginally. The midpoint, denoted by the median, is the number that partitions the data into equal portions (60:60) when the data is arranged in ascending order of magnitude. The midpoint for pre-test 1 is at 60, the midpoint for pre-test 2 is also at 60, the midpoint for pre-test 3 is also at 60, the midpoint for pre-test 4 is at 60, and the midpoint for the post-test is at 60. The median score for post-test 2 is 75, while the mean score for post-test 4 is 75. The score for post-test 1 is 80. The data has been enhanced to reflect the midpoint, which is 60 to 75, as determined by the median. In this instance, the highest number in pre-test data 1 is 65, the highest number in pre-test data 2 is 70, the highest number in pre-test data 3 is 60, the highest number in initial test data 4 is 65, the highest number in final post-test data 1 is 75, the highest number in final post-test data 2 is 75, the highest number in post-test data 3 is 80, and the highest number in pre-test data 1 is 75 are determined by mode.

It can be deduced from this preview mode data that the greatest score achieved in pre-test 1 was 65, while in post-test it was 75. Furthermore, the data is progressively expanding. As the origin of the variance, the standard deviation is represented by the term deviation. The standard deviation for pre-test 1 in this instance is 12.030. 8.756 is the standard deviation for pre-test 2, 6.258 is the standard deviation for pre-test 3, and 5.926 is the standard deviation for pre-test 4. Post-test 1 has a standard deviation of 11.288, while post-test 2 has a standard deviation of 9.803, post-test 3 has a standard deviation of 5.495, and post-test 4 has a standard deviation of 5.300. Based on the discrepancy between the initial value of 12.030 in the table and the subsequent value of 5.300 in the post-test difference.

The range is defined as the discrepancy that exists between the highest and lowest values. Therefore, the intervals for pre-test 1, post-test 2, pre-test 3, pre-test 4, and pre-test 4 are as follows: pre-test 1 has a range of 45, post-test 2 has a range of 35, post-test 3 has a range of 20, and post-test 4 has a range of 26. The minimum value of a variable is its lowest or lowest point. Given that the minimum score for the initial pre-test is 30 and the maximum score for the final pre-test is 50, the table suggests that the minimum score has risen in comparison to its initial value. The maximum value denotes the highest or largest score in the variable, resulting in a substantial increase in the largest score from the table. The sum of all ratings, from highest to lowest. It consistently increases in accordance with the value of the summation table in each test.

5. DISCUSSION

This section is meant to examine the findings of research based on the relevant theory. All data obtained from the study instrument contains information on the research findings. The researchers conducted an eighth-grade study that included four encounters. Researchers provide pre-test, treatment, and post-test information during the first, second, third, and fourth meetings. The goal of the pre-test and post-test is to learn more about the students before and after the test to verify that all grade VIII students have the same ability to answer questions. The behavior is learning to employ descriptive prose, specifically when describing people. Pre-test 1, when the researchers enter the classroom and says greetings and good morning, the students react enthusiastically. As a result, the initial meeting includes an introductory session. Following the initial session, the researchers discussed articulating the learning. Following that, the researchers distributed the materials via the projector's prepared screen (pre and post test) and instructed the students to speak about the descriptive language provided by the researchers.

The goal of the pre-test is to determine the students' preliminary ability with reference to the materials to be presented. Furthermore, in pre-test 1, there were 40 (N) students with a mean score of 59.13. The median score is 60.00, the mean is 65, the standard deviation is 12,030, the range is 45, the minimum is 30, the highest is 75, and the sum is 2365. The second pre-test 2 was

conducted similarly to the first meeting. When the researchers approach students personally at the school and offer greetings and good morning, they respond enthusiastically. Researchers inquired about the previous day's lesson, specifically concerning the descriptive text. The goal of the pre-test is to determine the students' preliminary ability with reference to the materials to be presented. Furthermore, in pre-test 2, there were 40 (N) students with a mean score of 62.00. The median score is 60.00, the mode score is 70, the standard deviation score is 8.756, the range score is 35, the minimum score is 40, and the maximum score is 75. The total score is 2480.

Pre-test 3 was administered as during the first and second sessions, with researchers saying greeting and good morning, to which the students warmly reacted. Researchers inquired about prior studies on describing persons and instructed students to proofread the descriptive material, which was displayed on a projector. The goal of the pre-test is to determine the students' preliminary ability with reference to the materials to be presented. Furthermore, in pre-test 3, there were 40 (N) students with a mean score of 58.25. The median score is 60.00, the mode score is 60, the standard deviation score is 6,258, the range score is 30, the minimum score is 40, the maximum score is 70, and the total score is 2330.

Pre-test 4 was carried out in the same manner as the first, second, and third meetings. The researchers like to say good morning and greeting and the students responded warmly. Researchers inquired about the previous day's lesson, specifically concerning the descriptive text (Indahyanti & Mursidin, 2017).The researchers then opened the question session and provided students the opportunity to ask questions about the lesson learnt at the fourth meeting, and there were several active students inquiring. The goal of the pre-test is to determine the students' preliminary ability with reference to the materials to be presented. Furthermore, in pre-test 4, there were 40 (N) students with a mean score of 58.38. The median score is 60.00, the mode score is 65, the standard deviation score is 5,926, the range score is 15, the minimum score is 50, and the maximum score is 65. The sum score is 2335.

Post test 1 was held during the first meeting. The researchers then inspire students contextually based on the benefits of descriptive text studies of people in everyday life (Mursidin et al., 2022). The goal of post test 1 is to determine the success of the learning process and to measure students' mastery of the subject given by the reseachers. Furthermore, in the post-test 1, there were 40 (N) students, with a mean score of 70.38, median score of 75.00, mode score of 75, standard deviation score of 11.288, range score of 45, minimum score of 40, maximum score of 85, and sum score of 2815. Post Test 2 was held during the second meeting. After explaining descriptive text, the researchers directs students to share groups reading a descriptive text about the person the researcher shared, and then the group member reads the people/person.

The goal of post test 2 is to determine the success of the learning process and measure students' understanding of the content given by the researchers. Furthermore, in the post-test 2, there were 40 (N) students, with a mean score of 72.75, median score of 75.00, mode score of 75, standard deviation score of 9,455, range score of 35, minimum score of 50, maximum score of 85, and sum score of 2910. Post-test 3 was held after explaining descriptive text verbally and in writing, the researcher directed learners in groups to discuss a coherent text depicting a person using spoken words, word pressure, and intonation. The goal of post test 3 is to determine the success of the learning process and measure students' understanding of the content given by the researchers. Furthermore, 40 (N) students took post-test 3, with a mean score of 76.75, median score of 80.00, mode score of 80, standard deviation score of 5.495, range score of 20, lowest score of 65, maximum score of 85, and cumulative score of 3070.

Post Test 4 was held during the fourth meeting. After the researchers speak about descriptive text, students can obtain specific information and social functions from it. The goal of post test 4 is to determine the success of the learning process and to measure students' mastery of the content given by the researchers. Furthermore, there are 40 (N) students in post-test 4, with a mean score of 74.90, a median score of 75.00, a mode score of 75, a standard deviation score of 5.300, a range score of 26, a minimum score of 60, a maximum score of 86, and a total score of 2996. Each pre-test and post-test show the results of improving students' speaking skills with descriptive text. In the last pre-test, the development of the improvement was that 9 students scored 50 (22.5%), 9 students scored 55 (22.5%), 8 students scored 60 (20.0%), and 14 students scored 65 (35.0%). In contrast, in the post-test, 1 student scored 60 (2.5%), 12 students scored 70 (30.0%), 17 students scored 75 (42.5%), 6 students scored 80 (15.0%), 3 students scored 85 (7.5%), and 1 student scored 86 (2.5%). In other words, the post-test showed a greater rate of progress than the pre-test.

Based on the explanation above, the findings of this study revealed that using the Action Learning Strategy enhanced the students' capacity to speak from the first meeting to the next. It improved because the researchers knew how to regulate the class and made it more dynamic (Nonci et al., 2022). Aside from that, the action learning technique made it easier for the students to understand the subject. So, this research revealed that action learning approach worked effectively and efficiently in improving students' ability in speaking at VIII grade of SMPN 3 Maros. This learning has brought minimal results and is able to increase students' ability in speaking.

6. CONCLUSION

The English speaking ability of eighth grade students at SMPN 3 Maros is low, and it needs to be enhanced by utilizing a learning strategy technique. Eighth grade students at SMPN 3 Maros, have improved their English speaking

skills.Although the speaking skills of class VIII students were initially weak, the presence of researchers using the action learning approach methods resulted in a slight improvement from before, and just one individual scored high after conducting the research.As for the factors that affect the eighth grade students' grades on the action learning strategy, the students' grades were low because they did not have the ability to speak English.

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