The Effect Of Action Learning Strategy In Improving Students' Speaking Skill At Mts Nw Husnul Abror Graders

Mul Muliadi[1], Baiq Santika Lestari[2]
[1,2]Program Studi Pendidikan Bahasa Inggris, Institut Pendidikan Nusantara Global.
Email: muliadimul2018@gmail.com

Abstract
The problem faced in teaching English at MTs NW Husnul Abror is the students low ability to speak English. Students still difficult to pronounce a word or sentences, confused and lack self confident to speak out because they were worried about the mistakes. This is caused by the lack of vocabulary and other factors. To solve this problem the researcher did the research by action learning strategy in teaching speaking. The Objective of this research was to get empirical evidence about The Effect of Action Learning Strategy on Students" Speaking Ability. This research used pre- experimental method. This research had been conducted at MTs NW Husnul Abror. The Population of this research was the eighth-grade students which consisted of 32 students. In taking the sample, the present researcher used simple random sampling technique. The class taken was VIII. To collect the data, pre test and post test were given to the 32 students. It aimed at determined the mean score, standard deviation, normality, homogeneity, and hypothesis testing. Based on the data analysis, the present researcher found that the mean score of pre test was 55.25 and post test was 79.47. It indicated that in hypothesis testing, T test < α = 0.05 (0.000 < 0.05). It meant that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that action learning strategy was significantly effective in improving students' speaking skill at the eighth grader of MTs NW Husnul Abror

Keywords: *Speaking Skill, Action Learning.*

INTRODUCTION

Language is first and foremost a spoken and not a written entity. Human beings talked and listened for ages before there was anything for them to read. This is why it is said that in the long history of the human race, the invention of writing was an event of yesterday (Hussain, 2017).

Language is a tool for self-expression, communication, and social control. In everyday life, language has a very important role that is as a toolfor communicating with other people. According to Fitch (2017), language is a complex tool that allows us to encode, decipher, and communicate our thoughts and experiences through words that combine and form a sentence. Language is a set of words that are used as "names" for various things (Yule, 2020). In this world, there are thousands of languages spoken. One of the languages that is often used and very popular is English.

English is an international language used to communicate by millions of people in this world. Mastering English in this era is very important because there are many opportunities we get if we can speak English. It is supported by Handayani (2016), she states English is a communication tool in the era of globalization

which is the main key to a person's success in achieving a future career. English is also increasingly used as a medium of instruction in schools and universities. English is also taught widely as a foreign language for students intending either further study in English writing country or as a requirement for employment. So, to be able to speak English, students or learners must know all the skills that exist in English.

In the English curriculum, four macro skills must be mastered by students, namely: listening, speaking, reading, and writing and this contrasts with the "micro-skills" such as grammar, vocabulary, pronunciation, and spelling (Supina, 2018).

Speaking has an important role in the language learning process as one of the basic skills of English. Speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. So, speaking is ability of people to communicate with other people by using verbal language.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do

not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attack students learning has focus on the teachers and put the listener.

In teaching speaking, there are many kinds of methods or strategies we can use, such us story-telling, games, puzzles, jumbled story, action learning, community language learning, etc. In this case, the researcher chooses action learning strategy in teaching learning process.

Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. According to Burgoyne (2016) & Akinbobola, A. O (2018), action learning is a pragmatic and moral hilosophy based on deeply humanistic view of human potential that binds us, through experiential learning, to solve intractable organizational and societal problems

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 (Putra, et. al, 2022).

So, it means action learning is a form of learning by doing. Learning is done in group where each group is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life.

So, it means action learning is a form of learning by doing. Learning is done in group where each group is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life. To overcome this problem, the researchers tried to use the action learning strategy to improve student"s speaking skills. Based on the descriptions above, the title of research study conducted is "The Effect of Action Learning Strategy in Improving Students" Speaking Skill at Eighth Grade of MTs NW Husnul Abror".

Based on the background of the study, the research problems of this study are: Is there any significance effect of action learning strategy in improving students' speaking skill at the eighth grade of MTs NW Husnul Abror?; and What extent is the effect of action learning strategy in improving students' speaking skill at the eighth grade of MTs NW Husnul Abror? The purposes of this study are: To know whether there is the effect of action learning strategy in improving students speaking skill at the eighth grade of MTs NW Husnul Abror; and To know the extent effect of action learning strategy in improving students" speaking skill at the eighth grade of MTs NW Husnul Abror.

Speaking

According to Putra, et.al (2022), speaking is an activity that is carried out by someone to interact with another person. And speaking becomes a daily activity, to express the desired thing or other things. In other situations, speech can be used to convey something, give orders, or serve others. Imam Fauzi (2017) stated that active speaking abilities can be developed gradually through the correctness and efficacy of listening skills. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.

Speaking skills is one of the most important communication skills in the world. People use it to convey important information about another person. If we speak English in particular, when we need to communicate with other people in another country, we need to learn and use it (Crisianita & Mandasari, 2022). It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages

of learners because from this activity people can understood what the other said who use a foreign language too.

Component of Speaking

According to Rora (2015), there are components of speaking to be scored: pronunciation, grammar, vocabulary, fluency, comprehension, and task. These components need to be taught in language learning.

- Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

Moreover, pronunciation includes all those aspects of speech that make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

- Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker‟s or hearer‟s knowledge of the language.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that.

- Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies it will be easier to express our ideas, feelings, and thoughts both in oral or written form. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelled, and how they are pronounced.

- Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students‟ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea is that too much correction interferes with the flow of conversation.

- Comprehension

Comprehension is the ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Therefore, in speaking can be concluded that the comprehension refers to the speakers‟ understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

Types of Speaking

In the context of ESL teaching, there are at least five types of speaking that take place in the classroom. This post will define and provide examples of each. The five types are as follows: imitative, intensive, responsive, interactive, and extensive.

- Imitative

At the imitative level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher. It doesn"t matter if the student comprehends what they are saying or carrying on a conversation. The goal is only to reproduce what was said to them. One common example of this is a "repeat after me" experience in the classroom.

- Intensive

    Intensive speaking involves producing a limit amount of language in a highly control context. An example of this would be to read aloud a passage or give a direct response to a simple question. Competency at this level is shown through achieving certain grammatical or lexical mastery. This depends on the teacher"s expectations.

- Responsive

    Responsive is slightly more complex than intensive but the difference is blurry, to say the least. At this level, the dialog includes a simple question with a follow-up question or two. Conversations take place by this point but are simple in content.

- Interactive

    The unique feature of intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. The challenge of interpersonal speaking is the context or pragmatics. The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate.

- Extensive

    Extensive communication is normally some sort of monolog. Examples include speech, story-telling, etc. This involves a great deal of preparation and is not typically improvisational communication.

    It is one thing to survive having a conversation with someone in a second language. You can rely on each other"s body language to make up for communication challenges. However, with extensive communication either the student can speak in a comprehensible way without relying on feedback or they cannot. In my personal experience, the typical ESL student cannot do this in a convincing manner.

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).

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 (Imran, Sulviana, & Sulya, 2023).

So the conclusion is Action learning is a process that requires members of an organization to work together to solve problems through action and reflection. It has the potential to become a multi-purpose organizational activity depending on the extent to which it is integrated into the organization's systems and made central to the organizational culture. Action learning processes promote reflection, mentoring and collaboration and cast employers into the role of continuous learners who are capable of both investigating and improving work practices.

METHOD

The approach used in this study was quantitative research. In this research, the

researcher used a pre-experimental design by using one group pre-test and post-test design. This approach emphasizes its analysis of numerical data (numbers) processed by statistical methods. This research is a process for determining knowledge that uses data in the form of numbers as a means of information that you want to know from the results of the research conducted.

The researcher uses quantitative methods because in terms of perspective, quantitative research uses a more ethical approach, meaning that the author collects data by first establishing the concept as related variables derived from existing theories chosen by the researcher. Then the variable is searched and the indicators are set.

According to Sugiyono (2015), this research design begins with a pretest followed by treatment and ends with a post-test. In this study, there is no control class, but experimental class. This class was the sample of the research.

Table. *Pre-test and Post- test Design*

Experimental Group	Pre-Test	Treatment	Post-Test
E	01	X	02

Where:
E = Experimental group
O1 = Pre-test
X = Treatment
O2 = Post-test

The population of this study was all of the eighth grade of MTS NW Husnul Abror. The total numbers of population were 32 students. According to Sugiyono (2016), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. So, the population is the entire object/subject of research that has certain characteristics set by the researcher to study and then draw conclusions.

In this research, the researcher took the sample at eighth grade of MTS NW Husnul Abror which consisted of 32 students. According to Sugiyono (2015), a sample is a portion of a population. What is learned by the sample the conclusion will apply to the population. Therefore, the sample taken from the population

must be truly representative. In this research, the researcher used purposive sampling to choose the sample. Purposive sampling is used when the target of sample has certain characteristics, so it may not take other sample which does not have the characteristics that has been determined. According to Sugiyono (2015), purposive sampling is a technique to choose sample based on specific considerations. That is the reason why researcher took samples by using purposive technique because purposive sampling is used when the target of sample has certain characteristics, like same of English teacher, method that is used in teaching learning process, and students" English score.

In collecting the data, the researcher used pretest and post-test to measure students speaking ability before and after giving treatment; (1) Pre–test is held to find out achievement at the starting point or before the treatment; (2) Treatment in this research, the researcher conducted a treatment through an action learning strategy; (3) Post-test is aimed at knowing the improvement or different achievement after teaching speaking ability through an action learning strategy. The researcher used a speaking test as an instrument to collect the data. This test is used to investigate students" speaking ability. The test is divided into two, namely: (1) *Pretest*. A pretest is given to find out whether there are students who already know about the material to be taught. By knowing the initial abilities of these students, the teacher will be able to determine how the delivery of lessons will be covered later. (2) *Post-test*. A post-test is needed as a final evaluation when the material taught on that day has been given in which a teacher gives a post-test with the intention of whether students have understood and understood the material just given that day.

To assess the students' speaking ability, the researcher uses an oral language scoring rubric. In scoring the data of speaking test, the writer used the category that evaluate for criteria. Each criterion was scored 25 point. So for all criterions students would get 100 point. Every aspect of speaking was arranged from 0-25. The categories are vocabulary, pronunciation, accurancy, and fluency. In analyzing the data there are three ways that used, namely

Descriptive Statistics. In this research, the researcher uses descriptive statistics to analyze the data. To get the frequency distribution of pre-test and posttest, the researcher used SPSS Statistic 25 for windows.

Normality testing is used to know whether the data normal or not. Researcher performed by using SPSS Statistic 25 for windows. This test was conducted to know whether null hypothesis was accepted or rejected or in the other word normality testing is used to check whether the distribution of pre-test and post-test is normal or not. Moreover, if the values of significance level of pretest and post-test are more than the values of significance $\alpha = 0.05$, the distribution of pre-test and post- test is normal, but if the values of significance less than $\alpha = 0.05$, the distribution of pre-test and post-test is not normal. Further, Homogeneity is conducted to know whether the obtained data is homogenous or not. The homogeneity testing was performed by using SPSS Statistic 25 for windows. Further, this test is conducted to know that the data is homogenous. Moreover, if the values of the level significant is greater than $\alpha = 0.05$, the data is homogenous, but if the values of the level significant is not greater than $\alpha = 0.05$, the data is not homogenous. In homogeneity testing, the researcher will use calculation of One-Way ANOVA to know the homogeneity of test.

This research is intended to know there is effect of using action learning strategy on students' speaking skill. The researcher used parametric test by using T-test formula where $\alpha = 0.05$ to get the conclusion of data analysis as follow:
- If the significance value of T test < 0.05: The Null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a significant effect of using action learning strategy toward students speaking skill at the eighth grade of MTs NW Husnul Abror. The conclusion is action learning is effective toward students" speaking skill.
- If the significance value of T test > 0.05: The Null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant effect of action learning strategy toward students speaking skill

at the eighth grade of MTs NW Husnul Abror. The conclusion is action learning strategy is not effective toward students speaking skill.
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RESULTS AND DISCUSSION

To find the effect of action learning strategy in improving students' speaking skills at the eighth grade of MTs NW Husnul Abror. The researcher has calculated the data using pre-test and posttest. The researcher conducted the research with a pre-test to know the students' speaking skills before giving the treatment and post post-test to know the students' speaking skills after giving the treatment by using an action learning strategy. This below, the researcher described the result based on the data that has been researched as follows:
The Distribution of Pre-Test and Post Test Scores.

- **Distribution of Pre-Test**

In pre-test researcher calculated the result that had been gotten by the students" speaking test. After getting students score of experimental class in pre-test, the researcher arranged it from the low score to the high score in table frequency form. The computed of the frequency distribution of the students" score could be applied into the table frequency distribution as follow:

Table: *Frequency Distribution of Pre-Test*

Pre Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
44	3	9.4	9.4	12.5
45	3	9.4	9.4	21.9
54	1	3.1	3.1	46.9
55	4	12.5	12.5	59.4
56	1	3.1	3.1	62.5
60	5	15.6	15.6	78.1
62	2	6.3	6.3	84.4
64	1	3.1	3.1	87.5
65	3	9.4	9.4	96.9
68	1	3.1	3.1	100.0
Total	32	100.0	100.0	

From table above, the students who get the lowest score until the highest score can be seen on that table. It means that most of students

get the lowest score start from 44 – 68 score. So, the students' scores are categorized into low score. In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure:

Figure. *Description Data of Pre-Test*
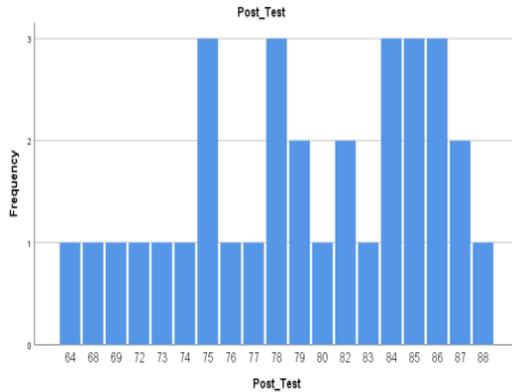
From the histogram, it can be seen the comparison between the lowest and the highest of the students" score of pre-tests. The lowest score was 40 obtained by 1 student and the highest score was 68 obtained by 1 student.

- **Distribution of Post Test**

In post-test of experimental class, the researcher calculated the result that had been gotten by the students speaking test after the researcher did the treatment by using action learning strategy. After getting students score in post-test, the researcher arranged it from the low score to the high score in frequency table. The computed of the frequency distribution of the students" score can be applied into table frequency below:

Table. *Frequency Distribution of Post-Test*

Post_Test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	3.1	3.1	3.1
	68	1	3.1	3.1	6.3
	69	1	3.1	3.1	9.4
	72	1	3.1	3.1	12.5
	73	1	3.1	3.1	15.6
	74	1	3.1	3.1	18.8
	75	3	9.4	9.4	28.1
	76	1	3.1	3.1	31.3
	77	1	3.1	3.1	34.4
	78	3	9.4	9.4	43.8
	79	2	6.3	6.3	50.0
	80	1	3.1	3.1	53.1
	82	2	6.3	6.3	59.4
	83	1	3.1	3.1	62.5
	84	3	9.4	9.4	71.9
	85	3	9.4	9.4	81.3
	86	3	9.4	9.4	90.6
	87	2	6.3	6.3	96.9
	88	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From that table, the students who get the lowest score until the highest score can be seen

on that table. It means that most of students get the score at average above 70 until 88. So, the students' scores get a good increasing if the average score is compared with the score in pre-test. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure. *Description Data of Post Test*
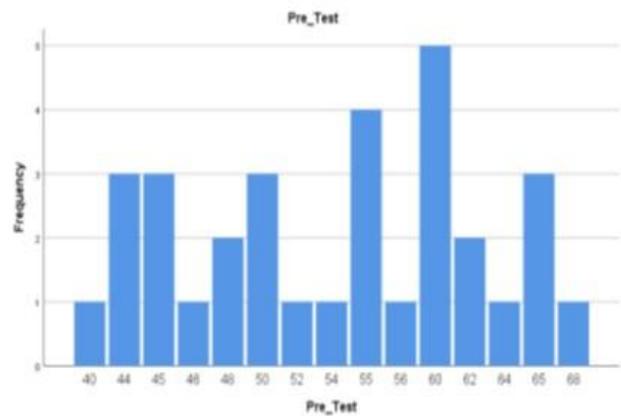
The figure described the students score based on the students' score. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score in post-test shown that the highest score was 88 obtained by 1 student and the lowest score was 64 obtained by 1 student also.

- **Descriptive Statistic**

The data of this study was collected and analyzed by using descriptive statistics. The descriptive analysis was used to know the mean and standard deviation of students" scores. To calculate the mean and standard deviation of students" scores, the present researcher used the SPSS 25 as follows:

Table. *Descriptive Statistic*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	32	40	68	54.13	7.832
Post_Test	32	64	88	79.50	6.185
Valid N (listwise)	32				

score on the pre-test was 40 and the highest score was 68 with a mean score was

54.13 and a standard deviation was 7.832, while on the post-test, the lowest score was 64 and the highest score was 88 with the mean score was 79.50 and standard deviation was 6.185. It means teaching speaking by using an action learning strategy could increase the students' speaking ability score.

- **Data Analysis**
  Normality Testing

  This test is used to know the normality of the data that was going to be analyzed whether both groups had normal distribution or not the result is as follows:

Table. *Test of Normality*

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kategori	Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pre_Test	.148	32	.071	.947	32	.118
	Post_Test	.142	32	.102	.940	32	.074
a. Lilliefors Significance Correction							

From table above it can be seen that the data from the students' pre-test and post-test was distributed normally. It is because the result of the significance level of each test is higher than ($\alpha = 0.05$). For the pre-test the significance level is 0.118 which is higher than 0.05 and the significance level of post-test is 0.074> 0.05.

- **Homogeneity Testing**

  Homogeneity is conducted to know whether the obtained data is homogenous or not. The homogeneity testing was performed by using SPSS Statistic 25 for windows. The result of homogeneity test is described as follow:

Table. *Homogeneity Test*

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.927	1	62	.092
	Based on Median	2.574	1	62	.114
	Based on Median and with adjusted df	2.574	1	59.546	.114
	Based on trimmed mean	2.917	1	62	.093

From table 4.5 above, it can be concluded that the data of pre-test and post-test are homogenous. It is because the result of significance is 0.092 which is higher than $\alpha = 0.05$.

- **Hypotesis Testing**

  The researcher used parametric test by using T-test formula to test the hypothesis where $\alpha = 0.05$. If the significance value of T test < 0.05: The Null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that there was significant effect of action learning strategy in improving students" speaking skill at the eighth grade of MTs NW Husnul Abror. The conclusion is action learning strategy is effective toward students" speaking skill.

  If the significance value of T test > 0.05: The Null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. It means that there was no significant effect of action learning strategy in improving students" speaking skill at the eighth grade of MTs NW Husnul Abror. The conclusion is action learning strategy is effective toward students' speaking skill.

Table. *Paired Sample Statistic*

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	54.13	32	7.832	1.384
	Post_Test	79.50	32	6.185	1.093

Based on table above, we can see that the average (mean) of the pre-test and post-test has a difference 25.37. Where the average value of the pre-test was 54.13 while the post-test was 79.50. It can be concluded students score after used action learning strategy was higher than before used action learning strategy.

Table. *Paired Sample Test*

				95% Confidence Interval of the Difference				
Paired Samples Test								
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 PreTest – PostTest	-25.375	4.156	.735	-26.873	-23.877	-34.537	31	.000

From table above, we can conclude that (H0) is rejected and (Ha) is accepted because the significance (2-tailed) is 0.000 that smaller than α = 0.05. It means that hypothesis Ha "there was significant effect of action learning strategy in improving students" speaking skill at the eighth grade of MTs NW Husnul Abror " is accepted. Based on the calculation of t-test above, it can be concluded there was significant effect of action learning strategy in improving students' speaking skill at the eighth grade of MTs NW Husnul Abror.

Based on the result of the data analysis, this part discussed the result of this research about the effect of action learning strategy in improving students" speaking skill.

Firstly, the result of post-test score was higher than pre-test. The higher score of post-tests after used the action learning strategy was 88 and the higher score on pre-test before using action learning strategy was 70 the result of the T-test that the significance (2-tailed) is 0.000 that smaller than α =0.05. It can be concluded that the action learning strategy was effective in improving students speaking skills. Action learning was positive and effectively perceived on implemented in teaching speaking.

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

Third, this strategy can improve the four important components used by the author as assessment aspects in seeing students' development in speaking. The four components are vocabulary, pronunciation, accuracy and fluency. By using this action learning strategy, students' speaking skills improve both in terms of vocabulary, pronunciation, accuracy and fluency which we can see from the scores obtained by students after using the action learning strategy.

The explanation above accordance with Yosi (2022), he said that action learning strategy can be alternative strategy for teacher in teaching speaking which can improve and keep students" speaking. The students can be more active and participated in the teaching-learning process of speaking. It could be concluded that the result of the research showed the action learning strategy could improve the students" speaking ability, especially at the eighth grade of MTs NW Husnul Abror.

CONCLUSION

Based on the results, the present researcher concluded briefly some conclusions; The result found that T test < α = 0.05 (0.000 < 0.05). It means that the hypothesis Ha was accepted and H0 rejected. So, there was a significant effect of action learning strategy on students' speaking skills at the eighth grade of MTs NW Husnul Abror. Action learning strategy was successful in teaching students' speaking for the eighth graders of MTs NW Husnul Abror. Furthermore, from the students' response toward the teaching and learning activity, it can be concluded that the students like action learning strategy. It is proven by their participation in class conversations and discussions, performance in the front of the class, pronunciation, fluency, and confident in speaking.

SUGGESTION

The researcher got many information and knowledge in teaching and learning after finishing the research. By this research, the researcher were some things that need to be improved. Makes researcher give some suggestions as follows: 1) For teacher Action learning strategy would be very helpful to

improve students" ability in speaking, so the teacher needs to maintain using action learning strategy as an alternative technique of the teaching process for students of junior high school. The teacher should give clear explanations and instructions in directing her students using action learning strategy, the teacher should control the students" activities. 2) For the students Action learning strategies are very important in the learning process because they can help the learning easier, faster, more enjoyable, and more effective. Because of that, it is suggested that the students choose the learning strategy that is suitable for them so that they can understand the lesson more easily and enjoy the lesson. 3) For the next researchers The area of research for the teaching and learning process is very broad. It is necessary to conduct other research related to the students" strategies in learning English. The other researchers also can investigate the effectiveness of certain categories of English learning strategies. Besides, the researcher also suggests that other researchers can research the differences between learning strategies used by the students.

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