

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING SKILL
BY USING ACTION LEARNING STRATEGY
OF THE TWELFTH GRADERS OF MA MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG**

By:

RIFA YUPITA
Student Number : 1801070054



Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022M

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PURBOLINGGO EAST LAMPUNG**

Presented a Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
RIFA YUPITA
Student Number : 1801070054

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Yeni Suprihatin, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022M



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APPROVAL PAGE

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Assalamu'alaikum Wr. Wb


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It has been agreed sp it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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LAMPUNG


Sudah kami setuju dan dapat dimunaqasyahkan. Demikian harapan kami atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui,
Ketua Jurusan TBI


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RATIFICATION PAGE

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An Undergraduate thesis entitled : **IMPROVING THE STUDENTS SPEAKING SKILL BY USING ACTION LEARNING STRATEGY OF THE TWELFTH GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG** Written by Rifa Yupita, student number 1801070054, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, September 28th 2022 at 09.00 - 11.00 p.m.

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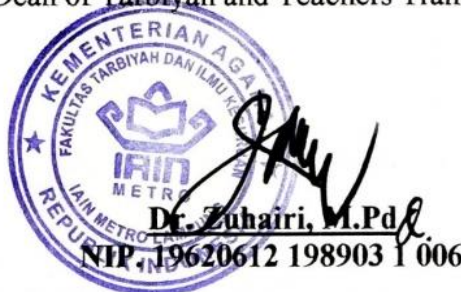
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The Dean of Tarbiyah and Teachers Training Faculty



**IMPROVING THE STUDENTS' SPEAKING SKILL
BY USING ACTION LEARNING STRATEGY
OF THE TWELFTH GRADERS OF MA MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG**

ABSTRACT

**By:
RIFA YUPITA**

Basically, speaking is one of the productive skills in English that must be learned by students. But in reality many students have difficulty in speaking due to several factors in the teaching and learning process. Based on Prasurey data, the main problem that students get is low speaking skills because they have low motivation.

Teaching using the right technique is considered as important needs related to the above problems. Action Learning method is considered as a solution to the above problems because this technique has a positive impact. In this study, researcher conducted classroom action research (CAR) which was carried out in two cycles. Each cycle consists of plan-act-observe-reflect. The subjects of this study was 28 students of class XII MA Muhamamdiyah Purbolinggo. In collecting data, the researcher used tests which included pre-cycle tests, Cycle I test and Cycle II tests, observation and documentation. This research was conducted collaboratively with the English teacher of MA Muhammadiyah Purbolinggo.

The results showed that there was an increase in students scores who achieved the Minimum Completeness Criteria (KKM) of 17.86% or 5 students in the first cycle, 53.57% or 15 students in Cycle I and 92.86% in Cycle II. or 26 students. In addition, the results of students learning activity in the first cycle was 73.68% and the second cycle was 84.21%. This means that there is an increase in students learning activities because the research results have reached indicators of success. Therefore, it is concluded that the use of the Action Learning learning strategy can improve English speaking skills and students learning activities.

Keywords: *Action Learning, Classroom Action Research, and Speaking Skill*

**PENINGKATAN KEMAMPUAN BERBICARA BAHASA INGGRIS
DENGAN MENGGUNAKAN STRATEGI ACTION LEARNING
DI KELAS DUA BELAS MA MUHAMMADIYAH
PURBOLINGGO LAMPUNG TIMUR**

ABSTRAK

**Oleh :
RIFA YUPITA**

Pada dasarnya, berbicara adalah salah satu keterampilan produktif dalam bahasa Inggris yang harus dipelajari oleh siswa. Namun pada kenyataannya banyak siswa yang mengalami kesulitan dalam berbicara karena beberapa faktor dalam proses belajar mengajar. Berdasarkan data prasurvei, masalah utama yang didapat siswa adalah rendahnya keterampilan berbicara karena mereka memiliki motivasi yang rendah.

Pengajaran dengan menggunakan teknik yang tepat dianggap sebagai kebutuhan penting terkait dengan masalah di atas. Metode pembelajaran *Action Learning* dianggap sebagai solusi dari permasalahan di atas karena teknik ini memberikan dampak positif. Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah 28 siswa kelas XII MA Muhammadiyah Purbolinggo. Dalam pengumpulan data, peneliti menggunakan tes yang meliputi test prasiklus, test Siklus I dan test Siklus II, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MA Muhammadiyah Purbolinggo.

Hasil penelitian menunjukkan bahwa terdapat peningkatan nilai siswa yang mencapai Kriteria Ketuntasan Minimum (KKM) dari prasiklus 17,86% atau 5 siswa, Siklus I 53,57% atau 15 siswa dan Siklus II menjadi 92,86%. atau 26 siswa. Selain itu, hasil keaktifan belajar siswa pada siklus I adalah 73,68% dan siklus II adalah 84,21%. Artinya terjadi peningkatan aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, disimpulkan bahwa penggunaan model pembelajaran *Action Learning* dapat meningkatkan keterampilan berbicara Bahasa Inggris dan aktivitas belajar siswa.

Kata Kunci: *Action Learning, Penelitian Tindakan Kelas, dan Keterampilan Berbicara,*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penuliss, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 September 2022



Rifa Yupita
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“So verily, with the hardship, there is relief.
Verily, with the hardship, there is relief..”*
(Q.S. Al-Insyirah, 94 : 5 -6)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Abdul Rohimand Mrs Anita)

*My Beloved Lecturers Of English Education Department of State Institute for
Islamic Studiesof Metro*

*Absolute (A) of English Education Department and my Beloved Campus I
IAIN Metro*

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In this support unities, the researcher would like to express her deepest gratitude especially to :

1. Dr. Hj Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung;
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung;
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung;
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6. The Headmaster, teachers, staff of MA Muhammadiyah Purbolinggo who have given permission to the researcher to conduct the research in this school;
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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and critic are really welcomed to lighten up the quality of this research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, Juni 30th 2022



Rifa Yupiter
NPM.1801070054

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CHAPTER I

INTRODUCTION

A. Background of Study

A language is a tool for communicating between one community and another. Understanding language is very influential in everyday life to communicate with each other. With a mutually agreed language, communication will run well. Language as a means of communication can be in the form of spoken and written language. One of them is a foreign language.

A foreign language is a language that is learned to interact between nations in the world. Therefore, in high schools, foreign languages have been studied, including English, Arabic, and French. Learning a foreign language can provide broad opportunities in obtaining various information, so that it can add to one's horizons.¹

English is one of the preferred foreign languages taught at the Madrasah Aliah (MA) level. English is also an international language that must be studied to support students' language skills. This is because several countries in the America use English as the national language, such as Kadana, Latin America, and England itself.

Learning English at the high school level at Madrasah Aliah (MA) requires four language skills that must be mastered by students, namely

¹Iskandarwassid, Sunendar, *Language Learning Strategy*. Bandung: PT. Youth Rosda Karya, 2012, p.69.

listening skills, speaking skills, reading skills, and writing skills. Learning objectives.

English in schools is, so that students have the ability to communicate, both orally and in writing in English according to their level and can get to know the culture of the nation. In accordance with these objectives, teaching English in schools should be further improved, especially in speaking skills.

Speaking skill is the ability to express, express, and convey thoughts, ideas, and feelings orally. Speaking skills are easier to develop if every student has the opportunity to communicate something naturally to others, especially in mastering a foreign language.²

The ability to speak a foreign language is an ability that must be possessed by students in the language learning process, so that students are able to communicate according to the language being studied well. The causes of speaking difficulties cannot be separated from the methods used by teachers in the process of teaching and learning activities in the classroom. The right method will make the learning process fun and not always monotonous or boring.³

Action Learning is a cooperative learning method that encourages students to be active and help each other in mastering the subject matter to achieve maximum achievement. By using an action learning strategy, it is expected to be able to improve students' English-speaking skills and they will dare to express their opinions. This technique will also increase cohesiveness in deliberation, and can increase teacher creativity in the learning process.

²Arends, Richard I. *Learning to Teach*, Yogyakarta: Student Library, 2010, p.79.

³Haryadi, *Speak a Teaching*, Yogyakarta: Institute of Teacher Training and Education, 2017, p.65.

Action Learning Strategy is a learning strategy that is carried out by making students into small groups to work together in solving problems, taking action, and learning individually and in teams at the same time.⁴

that from the results of the pre-cycle exam, the research results are as follows:

Table 1.1. Pre-survey Scores Grade 12 students in English subject in 2021

No	Student Name	Value	Description
1	ARP	65	InComplete
2	AH	65	InComplete
3	AMS	50	InComplete
4	AK	55	Incomplete
5	DAR	65	Incomplete
6	FAF	70	Incomplete
7	FF	60	Incomplete
8	FA	75	Complete
9	HLA	60	Incomplete
10	IH	65	Incomplete
11	LIJ	70	Incomplete
12	MY	70	Incomplete
13	MSS	75	Complete
14	NJ	75	Complete
15	NSHN	60	Incomplete
16	QDA	60	Incomplete
17	RIN	65	Incomplete
18	RS	65	Incomplete
19	RNA	75	Complete
20	ZAP	75	Complete
21	AAS	70	Incomplete
22	NBS	70	Incomplete
23	EY	70	Incomplete
24	ARA	65	Incomplete
25	DCF	65	Incomplete
26	AAH	65	Incomplete
27	WI	65	Incomplete
28	MSR	60	Incomplete

⁴Nida Mufidah, *Strategies for Learning to Speak English*, Cet. I, Banjarmasin: IAIN Antasari Press, 2017, p.3.

No	Student Name	Value	Description
	Total Value	1850	
	The Number of Students	28	
	Average	66,0714	
	Number of Completed Students	5	
	Number of Students Not Complete	23	
	Percentage of Completed Score	18%	
	Percentage of Uncompleted Score	82%	

Based on the results of observations at MA Muhammadiyah Purbolinggo, most students experience problems when speaking in English. This is caused by several factors, namely: (1) students' interest when taking English lessons is shortage, because students think that English lessons are not tested in the National Examination, (2) students are afraid to express ideas when speaking in English, because they have not mastered the structure and vocabulary of English, (3) students not confident in their abilities, so that when speaking they look nervous, embarrassed and afraid when they do something wrong,

Based on the description described above, to overcome the existing problems and to improve English-speaking skills, the researchers will conduct research on class XII students of MA Muhammadiyah Purbolinggo, in the form of Action Research with the title “IMPROVING THE STUDENTS’ SPEAKING SKILL BY USING ACTION LEARNING STRATEGY OF THE TWELFTH GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG”.

B. Problems Identification

Based on the background of the problem above, it can be concluded that the identification of the problem is as follows:

1. The interest of class XII students of MA Muhammadiyah Purbolinggo when taking English lessons is shortage.
2. Class XII students of MA Muhammadiyah Purbolinggo in speaking English are not brave enough to have ideas.
3. Class XII MA Muhamamdiyah Purbolinggo students in speaking English are not good at speaking.

C. Problem Limitation

Based on the identification of the problems above, the researcher limits the problem that most students do not know the right techniques that can increase their vocabulary mastery such as the Improving the students' speaking skill by using action learning strategy of the twelfth grade of Ma Muhammadiyah Purbolinggo East Lampung.

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem limitation above. The problem formulation of this research is “ can the use of action learning strategy technique improve the students' speaking skill and their learning activity the twelfth graders of MA Muhammadiyah Purbolinggo East Lampung?”

E. Objective and Benefits of Research

1. The objective of the research

Based on the formulation of the problem above, the researchers formulated it into a goal in the study, namely:

- a. To improve speaking skill by using action learning strategy of the twelfth graders of MA Muhammadiyah Purbolinggo east Lampung;
- b. To improve learning activities by using action learning strategy of the twelfth graders of MA Muhammadiyah Purbolinggo East Lampung;

2. The Benefits of this Research

Research must have the hope of producing positive and useful results. Thus, this research is expected to be useful for several things, namely:

a. Theoretical Benefits

- 1) For the teacher : English can improve their students' understanding and skills in teaching speaking using various techniques, especially by using action learning strategy.
- 2) For the student : Students can improve their fluency and activeness in speaking English by using action learning strategy.

b. Practical Benefits

- 1) By using the action learning method, English speaking learning strategies for all classes students of MA Muhammadiyah Purbolinggo was be more optimal and useful for all people;
- 2) By using the action learning strategy method, it will be able to improve teacher performance in teaching and learning effectiveness in learning English and useful for all people;

F. Prior Research

This research was done based on some prior researches. The first research will previously conducted by Lailatul

batdriyah, entitled: “Improving English-Speaking Skills Like-Dislike Material Through Guided Conversation Model In Class Va MI Ma'arif Pagerwojo Sidoarjo”, UIN Sunan Ampel Surabaya, Faculty Of Tarbiyah And Teacher Training, PGMI Study Program, 2019. the advantages of this study are that research can make students more active in learning english, more actively asking questions and playing in class, making students more enthusiastic in learning english to improve their english.⁵

The shortcoming in this study is that students who are not quick to date in the learning process must be more focused on attention, so that they can compensate for other students who are responsive. the difference with the research conducted by the researcher is that the research process above is more directed to the development of students' language but in the Madrasah Ibtidaiyah class it is not in the same class as Madrasah Aliyah, so it is quite different from the research conducted by the researcher.

The second previous research and this study have similarities and differences. Arfin nurcahyani, entitled:Improving English-Speaking Skills Through Flash Card Media For Class 3 Students SDN PUT 02, Geger, Madiun For The 2019/2020 Academic Year, Department Of Teacher Education At Madrasah Ibtidaiyah, Faculty Of Tarbiyah And Teacher Training, IAIN Ponorogo, 2020. The advantages of the research above are

⁵Lailatul Batdriyah, *Improving English Speaking Skills Like-Dislike Material Through Guided Conversation Model in Class Va Mi Ma'arif Pagerwojo Sidoarjo*, International Journal on Studies in english Language and Literature (IJSELL), Vol.5, No.11, September 2019.

that it can improve students' speaking english, so that students are more active in learning to speak english.⁶

The drawback is that students who are not fluent in English will have difficulty pronouncing English if they are required to be fast. Because in the study speaking English is not in daily dialogue but in students' school lessons. The difference with the researcher is that the research conducted focuses more on how students can speak fluently in everyday life, so that students are more active in learning.

The third previous research and this study have similarities and differences. Ernawati, title: Efforts To Improve English-Speaking Skills For Class XI Students Of SMA Negeri 3 Kediri With Jigsaw Technique, Faculty Of Language And Arts, Department Of English Education, Yogyakarta State University in 2014, the results of this study indicate that the use of the jigsaw technique can improve english-speaking skills, attitudes positive and active in learning english for students of class XI SMA N 3 kediri. The advantages of the research above are that the research focuses more on the students' english-speaking skills in the classroom, so that students are more active in learning English.⁷

The drawback is that students who understand more quickly will understand easily, but students who are less able to quickly understand will have difficulty and must be more focused on being guided. The difference with the research conducted by the researcher is that the focus of the research process is the students' ability to speak English in their daily lives, so that students will find it easier to speak English and have fun learning.

⁶Arfin Nurcahyani, *Improving English Speaking Skills Through Flash Card Media for Class 3 Students Sdn Putat 02, Geger, Madiun for the 2019/2020 Academic Year*, International Journal on Studies in english Language and Literature (IJSELL), Vol.2, No.17, November 2020

⁷Ernawati, *Efforts to Improve English Speaking Skills for Class Xi Students of SMA Negeri 3 Kediri With Jigsaw Technique, Faculty of Language and Arts*, International Journal on Studies in english Language and Literature (IJSELL), Vol.4, No.10, Oktober 2014

The novelty of this research is that this research does not use the jigsaw method but uses the action learning strategy research method in improving students' speaking skills in English.

CHAPTER II

LITERATURE REVIEW

A. Descriptive Theory

1. English Learning

Learning in the Big Indonesian Dictionary is interpreted as a process, method, action, making people learn. Brown states that "Learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction", which means learning is the process of acquiring or obtaining knowledge of a subject or skill by experience or learning instruction.¹

Parera states that learning is a real teaching and learning activity (KBM) in the classroom, the learning involves teachers, students, language textbooks, language teaching media, school environment, and learning situations. Kridalaksana states that learning is a process that must be mastered by someone in teaching and learning activities.²

Harimurti Kridalaksana said, "learning a foreign language is the same as learning the first language".³ This is a mechanical habit formation process. The purpose of foreign language teaching is to develop student's language skills in understanding foreign language subject matter. Mastery

¹Kridalaksana, Harimurti, *Linguistic Dictionary*, (Jakarta: PT. Gramedia Pustaka Utama, 2008), p.220

²Parera, Jos Daniel, *Lexicon of Language Learning Terms*, (Jakarta : PT Gramedia Pustaka Utama, 2013), p.11

³Kridalaksana, Harimurti. *Linguistic Dictionary*, p.177

of foreign languages is very useful in national life, and for interacting with other nations.¹

Learning English as a foreign language in schools is intended so that students have the ability to communicate both orally and in writing in the language according to their level. In Competency-Based Curriculum it is stated that the English subject matter serves as a development tool for students in the fields of communication, science, technology, and cultural arts. Thus students can grow and develop into smart and developing citizens.²

From the description above, it can be concluded that learning English as a foreign language is the ability to communicate both orally and in writing in the language according to its level and based on the applicable curriculum. Learning English as a foreign language serves as a tool for developing students in the fields of communication, science, technology, and cultural arts.

2. Speaking Skills

Speaking is a daily activity that is most often done because speaking is used to communicate with other people in various activities. A person's speaking ability will not develop by itself but still requires an appropriate way so that a person is able to interact well in his environment.

According to Haryadispeaking, in general, can be interpreted as the delivery of one's intentions (ideas, thoughts, hearts) to others using spoken

¹Pringgawidagda, Suwarna, *Language Mastery Strategy*. (Yogyakarta: Adicipta Karya Nusa, 2002), p.21

²Baumfield, Vivienne, et al., *Action Research in the Classroom*, (Yogyakarta: Student Library, 2011), p.11

language, so that the intent is understood by others. Djiwandono states that “to speak means to express thoughts verbally.” By expressing what one is thinking, one can make the other person who is spoken to understand what is on his mind. Nunan¹ argues that "Speaking is the single important aspect of learning as a second or foreign language," which means that speaking skills are an important aspect in discussing foreign languages as a second language.²

Nurhadi revealed that “speaking means actively expressing ideas or verbal messages.” The ability to communicate orally is the focus of language skills, especially foreign languages. In teaching speaking, the most important thing is to teach oral communication skills with other people, both in the family environment and in the community.³

From the opinions above, it can be concluded that speaking skill is an ability possessed by a person to convey articulation sounds or heard words to express state, or convey thoughts, ideas, and opinions orally or in writing. Speaking not only by expressing language based on grammar but also in a nonverbal way, namely conveying with facial expressions and gestures or body language.

3. The Purpose of Speaking Skills

Suryanto, states that the purpose of speaking can be divided into two kinds, namely: (1) general goals concerning the goals or purposes that the speaker generally wants to achieve, (2) specific goals are goals that are

¹Nunan, David, *Defining Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 2009), p.39

²Djiwandono, Soenardi, *Language Test*, (Jakarta: PT. Index, 2008), p.118

³Nurhadi, *Educational Grammar*, (Semarang: Press IKIP Semarang, 2015), p.342

more limited as goals to be achieved during the speaker's appearance a speaking event. Specific goals are more specific, specific, rooted in general goals.¹

Keraf revealed that the purpose of speaking can be divided into five types, namely (1) encouraging, meaning that the speaker tries to encourage, arouse passion, and show respect and devotion, (2) convincing, meaning that the speaker will convince the listeners mentally, intellectually, and emotionally, (3) act, act, move, meaning that the speaker requires physical action or reaction from the listener after they have aroused their emotions and desires, and (4) pleasing or entertaining, the speaker pleases the listener.²

From the opinion above, it can be concluded that the main purpose of speaking is to convey the objectives to be achieved both in general and specifically. While the purpose of speaking English is so that students are able to speak and convey their ideas, ideas, and opinions in speaking English well and fluently.

4. Speaking Skills Assessment

In accordance with the statement of Ak Prize, There are several steps that need to be considered in conducting the conversation test or interview, namely determining the aspects of speaking that will be evaluated or assessed: speech, word choice, sentence structure, logic, and others, preparing questions that will provoke answers that provide

¹Suprijono, Agus, *Cooperative Learning Theory and Application of CLTA*, (Yogyakarta: Student Library, 2010), p.132.

²Maidar G. Arsjad and Mukti US, *Development of Indonesian Speaking Ability*, (Jakarta: Erlangga, 2004), p.9.

information about the aspects being assessed, preparing assessment sheets, preparing preliminary questions that will stimulate students to speak freely.¹

In this study, to assess students' speaking skills, they used speaking skills assessments based on criteria according to Reinmann, namely expression, Task Management, Formal Truth, Pronunciation and Intonation.

Table 2.1. Criteria for Assessment of English Speaking Skills

Rating Category	Score	Criteria
<i>Expression</i>	4	The ability of students to practice with language style is very good.
	3	The ability of students to practice with good language style.
	2	The ability of students to practice with language style is quite good.
	1	The ability of students in practice with poor language style.
	0	The ability of students to practice with language styles is very bad.
<i>Task Management</i>	4	The activeness and understanding of students is very good.
	3	The activeness and understanding of students is good.
	2	The activeness and understanding of students is quite good.
	1	The activeness and understanding of students is poor.
	0	The activeness and understanding of students is very poor.

¹Gift, Sabarti. 2008, *Evaluation in Language Teaching*, (Jakarta: Ministry of Education and Culture Directorate General of Higher Education Project for Development of Educational Personnel Education Institutions Jakarta, 2008), 30.

Rating Category	Score	Criteria
<i>Formal Truth</i>	4	Not yes / rare To do error English grammar and structure.
	3	Slightly grammatical and structural errors in English.
	2	Several times grammatical and structural errors in English.
	1	Lots of grammatical and structural errors in English.
	0	Very Lots To do error English grammar and structure.
<i>Pronunciation and Intonation</i>	3	Errors in pronunciation and intonation do not interfere with understanding.
	2	Errors in pronunciation and intonation slightly interfere with understanding.
	1	Errors in pronunciation and intonation are quite disturbing understanding.
	0	Errors in pronunciation and intonation are very annoying.

This English speaking skill test is adapted to the curriculum in high school, namely the Teaching Unit Level Curriculum (KTSP). The objectives that must be mastered by class XI students are so that students can: (1) verbally express information about self-identity with proper pronunciation in simple sentences according to the context that reflects language skills well, (2) conduct simple dialogues about self-identity fluently, which reflects good communication skills. In this study, the researcher used an assessment of English speaking skills based on the criteria according to Reinmann, because there were components that were considered easy in the assessment.

B. Action Learning Strategy

Action Learning Strategy is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or remotely. Speaking is a natural communication tool between members of society to express thoughts and as a form of social behavior.¹

Action Learning Strategy can improve language competence. Language learning strategies contribute to students' language skills. In this connection, Rubin argues that language learning strategies are strategies that contribute to the development of the language system that students build. The language system mastered by students is essentially obtained through information processing.²

Action Learning StrategyIt can also improve language skills. Therefore, according to Bialystok, Action learning strategy is the selection of means to utilize available information to improve competence in a second language. In line with this opinion, Cohen, et al. states that action learning strategy are used with the explicit aim of helping students improve their knowledge and understanding of the target language. Language learning strategies are conscious thoughts and behaviors used by students to facilitate language learning tasks and personalization of language learning are divided into two, namely direct language learning strategies and indirect language learning strategies. Direct strategies consist of memory strategies, cognitive

¹Nida Mufidah, *Language Learning Strategies*, Cet.1, (Banjarmasin: IAIN Antasari Press, 2017, p.20.

²Arends, *Richard I. Learning to Teach*. (Yogyakarta: Student Library, 2010), p.46.

strategies, and compensation strategies, while indirect strategies consist of metacognitive, affective, and social strategies.¹

Action Learning Strategy – The use of action learning strategy should follow certain steps or procedures in its use. It is intended that the use of action learning can effectively improve student learning abilities and learning outcomes. The teacher designs learning, considers and sets learning targets to be achieved. The teacher designs an observation sheet for student activities in learning together in small groups. The teacher directs and guides students both individually and in groups. Provide opportunities for students to present their work. The four steps in action learning above are described as follows:

- 1) The teacher designs learning, considers and sets learning targets to be achieved by the teacher in accordance with the demands of the learning material. The teacher also determines the attitudes and social skills that are expected to be developed by the teacher during the learning process. In addition, the teacher also organizes the material for the tasks that are carried out together in the dimension of group work by students through the activity of all group members.
- 2) The teacher designs an observation sheet for student activities in learning together in small groups. In delivering subject matter, students will understand and deepen their understanding when studying together in groups. The teacher's understanding and conception of individual students greatly determines the togetherness of the group formed by the teacher in the learning process.

¹Nida Mufidah, *Language Learning Strategies*, p.20.

- 3) In conducting observations of students, the teacher directs and guides students, both individually and in groups, in understanding the material as well as regarding the attitudes and behavior of students during the learning process.
- 4) The next step is for the teacher to provide opportunities for students to present their work. The teacher also places emphasis on values, attitudes, and social behaviors that are developed and trained by students in the classroom.

Rubin suggests that action learning strategies are strategies that contribute to the development of a language system that students built. The language system mastered by students is essentially obtained through information processing. Language learning strategies are divided into two, namely direct language learning strategies and indirect language learning strategies. Direct strategy consists of (1) memory strategy, (2) strategy cognitive and (3) compensatory strategies, while indirect (4) strategies consists of metacognitive, (5) affective, and (6) social strategies.¹

The steps above indicate that the lesson begins when the teacher conveys the objectives of the lesson and motivates students to learn. This step is followed by the presentation of the information, often with reading material rather than verbally. Furthermore, students are grouped into study teams. This stage is followed by teacher guidance when students work together to complete their joint assignments. So cooperative learning is very positive in fostering togetherness in learning for each student while at the same time

¹Nida Mufidah, *Strategies For Learning To Speak English*, Banjarmasin: IAIN ANTASARI PRESS, pp.20-22

demanding awareness from students to be active in groups, because if there are passive students in the group then it can affect the quality of the implementation of cooperative learning, especially with regard to low cooperation in groups.¹

C. Action Hypothesis

Action hypothesis of this research is stated as follows : By Using Action Learning Strategy The Speaking Skill of the Twelfth Graders of MA Muhammadiyah Purbolingo East Lampung can be improved.

¹Nida Mufidah, *Language Learning Strategies*, p.23.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

Operational definition of this research variable is as follows:

1. Independent Variable

The independent variable is the main variable that is expected to be studied. These are variables that are selected, manipulated, and measured by the researcher. The independent variable of this study is the effectiveness of the use of action learning strategies as variable X.

2. Dependent Variable

Dependent variable was a kind of variable that depends on the independent variable; they were the outcomes or results of influence of the independent variable. The dependent variable in this study is students' speaking skills.

B. Research Location

The research location is MA Muhamamdiyah Purbolinggo, East Lampung. It was chosen as the research setting because the school is one of the MA in Purbolinggo and its accreditation Is A.

C. Subject and Object of Study

This research was be conducted at Madrasah Aliyah (MA) Muhammadiyah Purbolinggo, located in Purbolinggo area, Purbolinggo District, East Lampung Regency. The subjects in this study were students of

class XII (twelve) and the collaborators were English teachers of class XII MA Muhammadiyah Purbolinggo.

18. Population

The population is all research subjects. Population is a group of individuals who have the same characteristics. Therefore, the population is a group of elements or cases, whether individuals, objects, or events, that fit certain criteria and for that we intend to generalize the results of the study. The population in this study were all students of class XII MA Muhamamdiyah Purbolinggo East Lampung. The total number of students is 220. The research population is as follows: a. class XA with 20 students b. class XB with 25 students c. class XC with 28 students d. class XIA with 22 students e. class XIB with 21 students f. class XIC with 28 students g. class XIIA with 23 students h. class XIIB with 25 students i. class XIIC with 28 students

19. Sampling

Sampling Sampling is a process carried out to select and take samples correctly from the population, so that it can be used as a valid representative for the population. In determining the sample, this study took only one class from the population. The sample of this research is an experimental class that was be taught using the action learning strategy method. The procedure that the researcher uses an action learning strategy determined based on the class at least in speaking English is as follows:

- a. Based on an interview with Khoirun Nisah, S.Pd.I as an English teacher, he directed him to conduct research in class XIIC. Because in

class, students are active during learning and easy to communicate because of high enthusiasm for learning.

b. I wrote the name of class XIIC to determine the experimental class.

20. Sample

According to Donald Ary stated that the sample is part of a population. So, the sample is a small group of the population to be studied. The sample of this study was be divided into one class, namely class XIIC, as an experimental class that was done be taught using the action learning strategy method, to 28 students as a control class who was done be taught using an action learning strategy.

D. Action Plan

This research is a Classroom Action Research (CAR) or Classroom Action Research using a quantitative approach that aims to improving English speaking skills. Classroom action research is collaborative research based on problems that arise in the process of learning English activities.¹

This research was conduct in cycles. Each cycle includes four stages, namely, planning, action, observation, and reflection. In this classroom action research, the researcher uses the Hopkins model of classroom action research, which is contained in David Hop's skins which can be described as follows.

¹Nida Mufidah, *Strategies For Learning To Speak English*, p.23-25

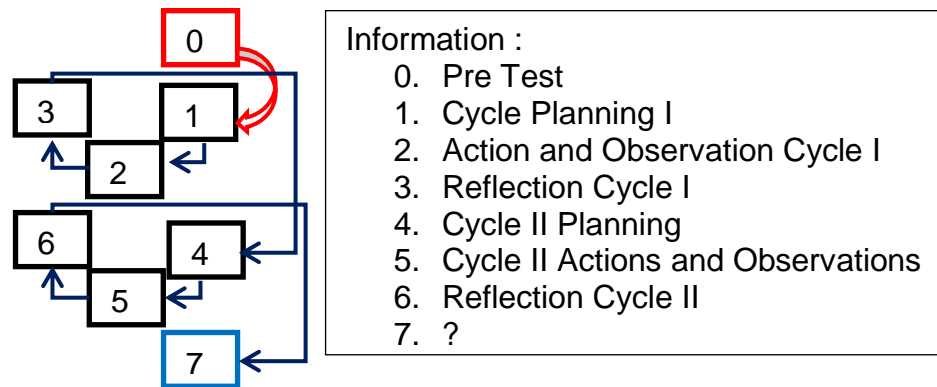


Figure 3.1. Classroom Action Research Cycle²

Action research is a research model consisting of an activity cycle consisting of 4 components, namely:

1. Planning

The stages of implementation carried out by researchers and teachers are as follows.

a. Initial Observation

Initial observations were carried out to identify problems that arise in the classroom through interviews with teachers, class observations, and giving student questionnaires, then continued with a discussion about what steps would be taken between the researcher and the teacher. Some of the problems that were found were low English speaking skills and negative attitudes of students towards learning English.

b. Problem Selection

From the various problems identified, researchers and teachers determine which problems was done be sought to solve. Researchers and teachers agreed to increase efforts to improve English speaking

² Hopkins, David, *Teacher's Guide for Classroom Action Research*, (Yogyakarta: Pustaka Pelajar, 2011, p.43

skills and change students' positive attitudes in learning English.

c. Planning Determination

After determining the problem, the researcher and the teacher prepare a research plan to be taken. All the information that has been obtained is taken into consideration in determining the efforts to be taken in this research.³

d. Planning and Planning Action

Researchers and teachers design and arrange actions to be taken to solve the problems at hand. Based on existing data, school conditions, the ability of researchers and teachers, the actions to be taken are determined. The technique used in this research is an action learning strategy model in English speaking skills.

2. Action Execution

English speaking skills are prepared carefully by preparing lesson plans and designing techniques that was done be used first. This is done so that learning is more focused on the goals to be achieved. Teaching plans are also signs for teachers so that in teaching they do not get out of the concepts that have been.⁴

3. Observation

At this stage, the researcher and teacher observations in writing using daily field notes about the implementation of the action. The results of existing observations can be used as material for consideration of the next steps to be taken. Researchers ask for opinions from teachers and

³ Huda, Miftahul, *Cooperative Learning Methods, Techniques, Structures and Application Models*, p.53

⁴ Lie, Anita, *Cooperative Learning*, (Jakarta: Grasindo, 2002), p.49

students about the implementation of the actions that have taken place.⁵

4. Reflection

The reflection stage is carried out as an assessment effort by the researcher and the teacher regarding the actions that have been carried out. The reflection stage is carried out through reflection and discussion with observers on every action given to students. This stage is carried out to assess the process of action that has been taken, to find out the changes resulting from the action, both positive and negative changes, and to find out the obstacles during the activation process. Improvements or improvements that have been achieved are then continued again until changes are seen as better or more significant.⁶

The research procedure is a series of research stages from beginning to end. This classroom action research model consists of an activity cycle consisting of four components, namely (1) planning, (2) action, (3) observation, (4) reflection. From the results of the pre-CAR implementation, an action plan is made.⁷

1. Planning

Activities that need to be carried out in this planning are as follows: (1) Observation: Initial observations are carried out to identify problems that arise in the classroom through interviews with teachers, class observations, and giving student questionnaires, then proceed with

⁵ Isjoni, M, Arif, and Ismail, *Modern Learning Models*, (Yogyakarta: Pustaka Pelajar, 2008), p.78.

⁶ Isjoni, *Cooperative Learning Improves Communication Intelligence Between Students*, (Yogyakarta: Pustaka Pelajar, 2010), p.51

⁷ Robert, Slavin E, *Cooperative Learning Theory, Research and Practice*, (Bandung: Nusa Media, 2010), p.92

discussing what steps was done be taken between researchers and teachers,

(2) Problem Formulation: Researchers and teachers discuss to identify problems that arise related to learning English. From the various problems identified, researchers and teachers determine which problems was done be sought to solve. Researchers and teachers agreed to seek to improve the speaking skills of students learning English. In this case, alternative solutions to the problem of their speaking skills are carried out using Action Learning Strategy techniques, (3) Planning Determination: After determining the problem, researchers and teachers prepare research plans to be taken. All the information that has been obtained is taken into consideration in determining the efforts to be taken in this research, (4) Action Preparation: In preparation for the action, it is necessary to carry out the following preparations:

- a. Make an implementation plan for learning English.
- b. Prepare facilities and infrastructure such as places, media, or equipment needed to carry out research actions
- c. Prepare research instruments in the form of tests, observation guidelines, field notes, interview guidelines and documentation.

2. Action execution

The second stage of action research is implementation which is the implementation or application of the design content, which is about classroom action. The implementation of actions is carried out based on

the plans that have been. The action taken is by using an action learning strategy model in learning English speaking skills.⁸

3. Observation

The third stage is the observation activities carried out by researchers and teachers. Observations are made while the action is being carried out. Observation is an attempt to find out the course of learning. At this stage, the researcher and teacher make observations in writing using daily field notes about the implementation of the action. The results of existing observations can be used as material for consideration of the next steps to be taken. Researchers ask for opinions from teachers and students about the implementation of the actions that have taken place.

4. Reflection

The reflection stage is carried out through reflection and discussion with observers on every action given to students. This reflection activity is very appropriate to do when the implementing teacher has taken action, then confronts the researcher to discuss the implementation of the next action plan. The reflection stage is carried out as an assessment effort by the researcher and the teacher regarding the actions that have been carried out. This is done to find out the changes from the action, both positive and negative changes, and to find out the obstacles during the activation process.⁹

⁸ Suprijono, Agus, *Cooperative Learning Theory and Application of CLTA*, Yogyakarta: Pustaka Pelajar, 2010), p.112

⁹ Suprijono, Agus, *Cooperative Learning Theory and Application of CLTA*, p.114

E. Data Collecting Technique

According to Sugiyono, stated that the data collection technique is the most strategic step in research because the main purpose of research is to obtain data. In this study, there are five kinds of data collection techniques, namely observation, interviews, questionnaires, and field notes.

1. Observation

Observations can use observe the progress of learning made by students and teachers from before the implementation of the action, during the implementation of the action, and until the end of the action. Observations were carried out by the MA Muhammadiyah Purbolinggo school in East Lampung in the twelfth grade as well as to the principal of the school.

2. Interview

An interview or interview is a way to obtain and collect data by conducting direct questions and answers with an information provider or informant from parties related to the problem under study through a systematic process based on the objectives to be achieved. In this study, the researcher conducted interviews by asking questions to obtain information related to the problem being studied to the parties concerned, such as teachers or students. In this interview was done provide an idea of what was done be studied? how many students in one class? how many students was done study?, where is the research conducted?, and what class is used as a place for the research process?

3. Questionnaire

The questionnaire consists of a series of written questions that require written answers. There are two types of questions, namely:

- a) Open, by asking for information or opinions in the respondent's own words. This is useful for the exploratory stages, but can yield answers that are difficult to put together.
- b) Closed or multiple choice, by asking respondents to choose a sentence or description that is closest to their opinion, feeling, judgment, or position. The assessment or scoring is positive (+) and negative (-) for example in the following sentence.

(+) The teacher always gives students the opportunity to ask questions if there are difficulties.

(-) I feel bored because teachers only use books from school or modules.

The score in the assessment, the larger the positive gets a score of 5, and the greater the negative value gets a score of 5.

4. Documentation

Document analysis is useful for complementing and clarifying the results of the information. In this research, the technique used is document analysis by observing, recording, and collecting from what is implied and written in each document or archive that is the source of the data. . Documentation is a complement to the use of observation and interview methods in qualitative research.

Documents can be in the form of writing, such as diaries, life histories, stories, biographies, regulations, and policies. Documentation in

the form of images, for example, photos, live images, sketches, and others. Documents in the form of monumental works of a person such as works of art, which can be in the form of pictures, sculptures, films, and others.

5. Field Notes

Describe things that include subjective impressions and interpretations on issues that are considered interesting. The description may include references to better lessons, inattentive behavior, fights, carelessness, which the teacher is not aware of.

In collecting data about the learning outcomes of skills, the technique used is the provision of tests. The test is used to determine the progress or success of the implementation of the action. There are two forms of tests given to students, namely a written test (answering questions and analyzing speaking skills), and an oral test (speaking in front of the class in turns in groups).

F. Data Collecting Instrument

Sugiyono stated that in qualitative research, the research instrument or tool is the researcher himself. Therefore, researchers are also "validated" how far researchers are ready to carry out research which then goes into the field. Sumanto stated that the instruments could be in the form of observations, interviews, questionnaires, and tests.¹⁰

1. Observation sheet

The type of observation carried out in this study is a preparatory systematic observation, namely by making observation guidelines and

¹⁰ Sugiyono, *Quantitative, Qualitative and R&D Research Methods*, (Bandung: Alfabeta, 2010), p.57

making a list of all the factors that have been observed. This type of observation is intended so that researchers can understand the situation and conditions that occur in the field.

2. Interview

Interviews have been conducted with the aim that researchers can feel closer to the conditions experienced by teachers so far. The form of the interview conducted by the researcher is a guided free interview. Interviews like this have the freedom to express opinions without being limited by standards. However, researchers still have to prepare interview guidelines so that they are directed and not out of the topic being observed.

3. Questionnaire

The questionnaire is a list of questions given in writing to respondents. Researchers used a questionnaire in this study with the aim of obtaining information from students. The questionnaire consists of a closed questionnaire and an open questionnaire.

4. Test

The test is used to measure the level of student success in learning as well as to measure the success of the learning program. The form of the test used in this study in the form of an objective test. The test is taken by students answering questions according to the questions and speaking English in front of their friends.¹¹

¹¹ Suprijono, Agus, *Cooperative Learning Theory and Application of CLTA*, (Yogyakarta: Pustaka Pelajar, 2010), p.78

Table 3.1. English Speaking Skills Grid¹²

No	Standard Competence	Competence Basic	Subject matter	Indicator Achievement	No. question	Amount
1	1. Students introduce themselves orally. use proper simple dialogue.	Reveal information directly oral in form of exposure simple dialogue about identity self and life school.	Introduce self.	1. Mention regards. 2. Ask news. 3. Mention name. 4. Mention origin. 5. Mention the place of residence. 6. Mention age. 7. Mention profession	1, 2, 3, 4, 5, 6, 7	7 questions
2	2. Students reveal their identity and tell about activities at school with simple dialogues.	Reveal information directly oral in form of exposure simple dialogue about identity self and life school.	give information	1. Mention hobby. 2. Mention the place/time. 3. Mention how long the hobby activity lasts.	8, 9, 10	3 questions
3	3. Students are able to introduce themselves and others and end the conversation with the right simple sentences.	Expressing information orally in the form of a simple dialogue about the identity of the other person and closing the conversation with greetings.	Provide information.	1. Mention someone else's name. 2. Mention the origin of others. 3. Say Thank you. 4. Say farewell	11, 12, 13, 14.	4 Questions

¹² Provisions from the researcher for the implementation of the research process by looking at the lesson plans and syllabus

No	Standard Competence	Competence Basic	Subject matter	Indicator Achievement	No. question	Amount
				amount		14 Questions

G. Data Analysis Technique

In the analysis of this research data, according to Setiyadi, namely comparing the contents of notes with collaborators with the element of subjectivity in the comparison. Data analysis was done by quantitative descriptive. Quantitative data analysis techniques in this study used descriptive statistical techniques. Descriptive statistics was done used to present and analyze data to make it more meaningful and communicative, accompanied by simple calculations that further clarify the situation and or characteristics of the data concerned.

The formula to find the average value of students' English learning outcomes using the action learning strategy is to calculate the total student learning outcomes and then divide the number of students in class XII:

The Formula For The Average Value = $\frac{\text{Student Learning Outcomes}}{\text{The Number Of Students}}$

The formula for the percentage of students' complete learning scores is to use the formula, namely the number of students who have completed divided by the total number of students and then multiplied by 100%.which is as follows :

Percentage Formula = $\frac{\text{Number Of Students Who Completed}}{\text{Total Number Of Students}} \times 100\%$

The quantitative data used an English speaking skill test. The score of the English speaking skills test is done by finding the class average (mean) and percentage so that it can be seen the improvement in students' English speaking skills and can be seen through a diagram of how to calculate scores for the English speaking skills test.

H. Indicators of Success

The indicators for the success of the researcher's actions are divided into two aspects, namely the success of the process and the success of the results¹³. That is :

1. Process Success Indicators

The indicator of the success of the process is seen from the development of the change process such as changes in student attitudes and behavior towards the lesson and the increase in student concentration in the learning process. The analysis is done by describing the things that happened during the action.

2. Success Indicator Results

The success indicator of the results is based on the improvement of students' speaking skills in learning English through an action learning strategy model such as positive changes in student learning outcomes, either individually or as a whole. This indicator is seen by comparing the learning outcomes of the process before and after the action is taken.¹⁴

¹³ Iskandarwassid, Sunendar, *English Learning Strategies*, (Bandung: PT, Youth Rosda Karya, 2002), p.44

¹⁴ Iskandarwassid, Sunendar, 2002, *English Learning Strategies*, p.48

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Brief History of MA Muhammadiyah Purbolinggo

Madrasah Aliyah Muhammadiyah Purbolinggo is a development project for the cadres of the Purbolinggo branch of the Muhammadiyah association in particular and Muhammadiyah in general is an integral part of the Muhammadiyah association. Madrasah Aliyah Muhammadiyah Purbolinggo was founded on July 18, 1983 and has been registered with the Muhammadiyah education and education council in the Lampung region with registration number 180/II-083/LP-83/86 and with Muhammadiyah central leadership number 4236/II-PP-83 /86. And the new "B" accredited status in 2004 with the number D/Kw/MA/LTM/08/2004 dated March 3, 2004. Madrasah Aliyah Muhammadiyah Purbolinggo was established by the Madrasah Aliyah founding committee whose committee is was approved by MPK Muhammadiyah Purbolinggo Branch with SK number 01/PAN/MAM/1983, with the composition of the committee as follow: (1) Vision : Islamic, skilled and accomplished, (2) Mission : (a) Carrying out religious education as an integral part of the entire educational process in madrasas; (b) Carry out activities aimed at developing students' talents and interests in various fields; (c) Creating harmonious cooperation between elements of education in madrasas, (d) Carry out the Dzuhur prayer and

read the Qur'an every day and pray the Duha prayer in congregation every Friday, (e) Exploring and developing religious and general knowledge. School Status: Madrasah Aliyah Muhammadiyah Purbolinggo from 1983 (first established) until now has been accredited a (excellent).

B. Research result

Classroom action research conducted at MA Muhammadiyah Purbolinggo, in class XII students in English subjects using lesson plans in this study became a reference for researchers to carry out research according to the sequence of plans that had been made using Action Learning learning designs. In the RPP there are core activities that include the learning process by applying the Action Learning learning method. The researcher analyzes the students first, starting from the characteristics of the students, how their learning styles are, after that determine the standards and learning objectives used by the researchers to choose the strategies, media and teaching materials that they want to use to carry out evaluations and revisions, that's all the researchers do to find out learning which is suitable for use.

Classroom action research conducted on class XII students of MA Muhamamdiyah Purbolinggo in the English subject of speaking English using the Action Learning model was carried out in two cycles. The cycle used is cycle I and cycle II, which consists of each cycle through the stages of: planning (planning), action (acting), observation (observing), and reflection (reflecting).¹.

¹SuharsimiArikunto et al, Classroom Action Research, (Jakarta: RajawaliPersada, 2015), p.42

The research data were obtained from student activities, the results of teacher observations of students' pre-test scores, also observations of student activities, results of observations of teacher activities, non-res results and documentation. Interviews with teachers and pre-test scores were received at the beginning of the research. The researcher interviewed the English teacher of Class XII MA Muhammadiyah Purbolinggo, the questions brought to the score in students' speaking skills with 5 aspects studied.

The results of this study are the compositional form of the descriptions in the form of learning cycles in research. The stages in the form of these cycles are as follows:

1. Pre-test

a. Learning Implementation

The pre-test stage was chosen to find out the actual conditions and conditions in the classroom related to English speaking skills before carrying out cycle 1 as the initial data for students. This initial data was also obtained from interviews with the homeroom teacher. This pre-cycle was conducted to find out how well the students' skills in speaking English were before applying the Action Learning model with speaking material.

The class teacher stated that the students' difficulties in speaking English were caused by several factors such as the students' lack of self-confidence, the fear of pronouncing the wrong words, the lack of habit to often practice speaking English, and the lack of teachers using various models suitable for class XII students.

Meanwhile, in terms of learning media such as textbooks, Student Worksheets (LKS), Microphones are already available, it's just that there is less variety of language learning models, especially regarding English.²

Researchers also provide questionnaires or questionnaires that are used to support the scores obtained by students in the pre-cycle with the results of the filled out questionnaires³. Then from the data obtained by the researcher through a student questionnaire containing 14 questions about self-speaking skills, 28 students produced: 82% of students found it difficult to speak English, 18% of students felt confident, 82% of students did not practice speaking English often. However, 18% of students like English, and 18% of students realize that English is very important to learn.

The researcher obtained student scores in the pretest for speaking skills from 28 students, only 5 students completed the test with a score above 75 based on the KKM, and 23 students did not complete the test. The total percentage of students' completeness scores is only 18% and 82% of those who have not completed. From the data obtained, the researcher feels the need for additional improvements in students' English speaking skills by applying the Action Learning learning model in English speaking material.

This improvement effort was carried out in two cycles. If in the first cycle the planned goals have not been achieved, the researcher can

²Interview with English Teacher, May 25, 2022 in Class XII, MA MuhamamdiyahPurbolinggo, Time: 10.00 WIB.

³SamsuSumadayo, Classroom Action Research, (Yogyakarta: GrahaIlmu, 2013), p.16

use continue the learning action in the second cycle. This activity is expected to improve English speaking skills in class XII MA Muhammadiyah Purbolinggo in English speaking material and are no longer afraid to practice speaking English.

b. Pre-test Value Results

The results of the pre-testn scores of students' pretests in English using the action learning method are as follows:

Table 4.1. Grade XII Student's Score Results of Speaking Materials

No	Student Name	Value	Description
1	ARP	65	Incomplete
2	AH	65	Incomplete
3	AMS	50	Incomplete
4	AK	55	Incomplete
5	DAR	65	Incomplete
6	FAF	70	Incomplete
7	FF	60	Incomplete
8	FA	75	Complete
9	HLA	60	Incomplete
10	IH	65	Incomplete
11	LIJ	70	Incomplete
12	MY	70	Incomplete
13	MSS	75	Complete
14	NJ	75	Complete
15	NSHN	60	Incomplete
16	QDA	60	Incomplete
17	RIN	65	Incomplete
18	RS	65	Incomplete
19	RNA	75	Complete
20	ZAP	75	Complete
21	AAS	70	Incomplete
22	NBS	70	Incomplete
23	EY	70	Incomplete
24	ARA	65	Incomplete
25	DCF	65	Incomplete
26	AAH	65	Incomplete
27	WI	65	Incomplete
28	MSR	60	Incomplete
	Total Value	1850	
	The Number of Students	28	

No	Student Name	Value	Description
	Average	66.07	
	Number of Completed Students	5	
	Number of Students Not Complete	23	
	Percentage of Completed Score	18%	
	Percentage of Uncompleted Score	82%	

Table 4.2. Description of the Grade XII Student's Grades in English Speaking

Value Description	Amount
Total Value	1850
The Number of Students	28
Average	66.07
Number of Completed Students	5
Number of Students Not Complete	23
Percentage of Completed Score	18%
Percentage of Uncompleted Score	82%

With the list of scores, it can be seen that only 5 students scored above the KKM >75, and those below the KKM were 23 students or 82% of the total 28 students. So that each value can be broken down as follows:

➤ Grade Average

$$\text{Grade Average} = \frac{\text{Total Students Scores}}{\text{Total Students}} = \frac{1850}{28} = 66,07$$

➤ Cumulative Completeness Percentage

$$\text{Percentage} = \frac{\text{Total Students Complete}}{\text{Total Students}} = \frac{5}{28} = 18\%$$

From the assessment above, it is known that the percentage of students' completeness only reaches 18% of the expected 80%. So the researcher concludes that there is a need for a follow-up to this pre-test, namely cycle I.

c. Pre-test Reflection

Based on the description of the researchers' findings above, it can be concluded that the English speaking skills of class XII students at MA MuhammadiyahPurbolinggo are still below 80% with the acquisition of students who completed reaching 5 students out of 28 students so that they are still not far from achieving success.

From the observations and assessments of the researchers, the shortcomings of the pre-cycle: 1) Learning resources or learning media are actually still quite good, it's just that there is a lack of variation in use so that it attracts student enthusiasm; 2) The use of learning models that do not encourage students to practice speaking or communicating with each other as they wish.

Based on the analysis above, the researcher concludes that there is a need for treatment to improve the value acquisition in the first cycle, namely:

- 1) In the material of speaking English students can be taught using the action learning method;
- 2) In the first cycle, applying learning using the action learning method, the material is speaking English with direct practice by students in groups, and having dialogue with each other using English and then presenting to introduce themselves according to the questions and student assignments that have been planned by the researcher, namely 14 questions to students.

1. Cycle I

The first cycle research was carried out on Monday, June 11, 2022 with an allocation of 2 x 35 minutes meeting time in one lesson in class XII MA Muhammadiyah Purbolinggo. The material given is speaking English using an action learning model⁴.

a. Planning

At this stage the researchers carried out several activities, which included:

- 1) Writing and compiling a Learning Implementation Plan (RPP) that has been adjusted and designed according to the applicable curriculum in accordance with the English speaking material for class XII MA Muhamamdiyah Purbolinggo which has been validated by an English teacher, it is quite good and the process can be continued;
- 2) Develop and prepare questions for the interview process to the class XII teacher of MA Muhamamdiyah Purbolinggo related to students' speaking skills, student and teacher observation sheets, and assessment sheets;
- 3) Preparing media to support the action learning learning model in the form of a collection of questions in the form of a dialogue that can use be presented by students in front of other groups of students;

⁴The stages of implementing the Cycle I Test for class XII students of MA MuhammadiyahPurbolinggo start from planning (planning), action (action), observation (Observing), and reflection (Reflection).

4) Prepare assessment instruments, assessment criteria for English speaking skills.

b. Action (Acting)

Learning files such as lesson plans, assessments, etc. which have been validated by expert lecturers, are then applied to class XII MA Muhamamdiyah Purbolinggo on Monday, 11 June 2022 with an allocation of 2 x 35 minutes of meeting time in one lesson. Class XII consists of 11 male students and 17 female students.

The researcher who later also became a teacher in class XII applied the Action Learning model during the first cycle. While the class teacher served as an observer who assessed the process of teacher and student activities during the lesson.

In accordance with the activities in the previous lesson plans, the first cycle of action also consisted of three stages, namely introduction, core and closing, all of which were carried out by the researcher himself. The following is an explanation of each stage of learning, namely:

(1). Preliminary activities

This activity aims to prepare students to consciously concentrate on English lessons. This initial activity is in the form of the teacher conveying greetings and greetings to students, praying, asking for news, attending to students who are not present in class, and conveying learning objectives.

To increase the enthusiasm, concentration and enthusiasm of the students, the teacher gave ice breaking to the students in class XII. Icerbreaking is the "reverse". So students do the opposite of what teachers do. For example, when the teacher raises his right hand, the student must raise his left hand. The game lasted about 3 minutes. Then after the students feel comfortable and ready to start the lesson, the teacher then conveys the learning objectives this time to the students, namely to practice English speaking skills related to student textbooks.

(2). Core activities

This activity begins with the teacher observing how students have discussions initiated by the teacher. Then give examples of correct discussion to students. Students are asked to practice with their groups how to speak English by having a dialogue about self-introduction to colleagues. Then the teacher appoints one student, to invite the student to choose the absent number of his classmate as his interlocutor. During the activity, the teacher assesses the students' speaking skills on the assessment sheet, according to the speaking aspect assessment criteria.

(3). Closing Activities

The closing activity is combined with an activity to conclude how the process of asking students and their friends about each other's introductory dialogue starting from the name to the student's personal data and student activities by speaking in English in a dialogue.

The final activity was also marked by the presence of teachers and students having dialogue with each other about how to introduce themselves by being presented in front of other students by moving forward one by one to make presentations.

c. Observation (Observing)

Observations or observations are made during the learning process with the action learning model of learning English speaking material. The following are the results of observations during the first cycle in class XII MA Muhammadiyah Purbolinggo.

1) Results of Observation of Teacher Activity Cycle I

The results of observations of teacher activities on the implementation of English learning by applying the action learning learning model are:

Table 4.3. The results of the teacher's observation cycle I

No	Indicators/Aspects assessed	Score
Introduction		
1	The teacher greets after entering the class	3
2	Before starting the lesson the teacher prepares students physically and mentally	3
3	The teacher instructs the students to pray before the lesson begins	2
4	Teacher checks student attendance	2
5	The teacher asks the lesson that has been studied previously	2
6	The teacher conveys the learning objectives to be achieved	3
7	The teacher explains simply about the material to be studied	3
Core activities		
8	The teacher instructs the students to observe some of the vocabulary sheets brought by the teacher	2
9	the teacher appoints students to take some vocabulary to be studied	2

No	Indicators/Aspects assessed	Score
10	The teacher sticks the vocabulary sheet on the blackboard	2
11	The teacher gives an explanation of how to practice speaking	3
12	The teacher guides the learning process	3
13	The teacher appoints one student absent number to start the activity	3
14	The teacher assesses students' speaking skills when practicing conversations	3
Closing		
15	The teacher invites students to conclude the results of today's lesson	2
16	The teacher motivates students to keep practicing speaking English	3
17	The teacher asks if there is anything that has not been understood from the material	3
18	The teacher reminds students to practice at home	3
19	The teacher closes the learning process	3
	Total Score obtained	50
	Maximum Score	76
	total value / MAX value x 100%)	65.79%

The data from the observation of the teacher's activity in the first cycle by applying the learning model used by the researcher shows the acquisition number of 50 with a maximum score of 76, and the percentage is 65.79%. Thus it can be concluded from the results of observations of teacher activities that they have not yet achieved success.

2) Result of Observation of Student Activity Cycle I

Table 4.4. Cycle I . Student Observation Results

No	Indicators/Aspects assessed	Score
Introduction		
1	Students answer greetings from the teacher with enthusiasm and enthusiasm	2
2	Students are ready to accept learning	3
3	Students pray quietly and solemnly	4
4	Students pay attention to the teacher while	3

No	Indicators/Aspects assessed	Score
	checking attendance	
5	Students answer the teacher's questions about previously studied lessons	3
6	Students pay attention when the teacher conveys the learning objectives	4
7	Students listen to the teacher's explanation about the material to be studied	3
Core activities		
8	students to observe some vocabulary sheets brought by the teacher	2
9	students to take some vocabulary to be studied	3
10	Students pay attention to the teacher pasting the vocabulary sheet on the blackboard	3
11	Students listen to the teacher giving an explanation about how to practice speaking	4
12	Students practice speaking English enthusiastically	4
13	Students dare to point a friend to give him a question	2
14	Students who are assigned the absent number are enthusiastic about answering questions	3
15	There is an interaction between the communication	2
16	Students use the vocabulary given by the teacher with correct pronunciation	2
Closing		
17	Students can summarize the results of today's learning	3
18	students are motivated to keep practicing speaking English	3
19	Students and teachers end the learning process	3
	Total Score obtained	56
	Maximum Score	76
	total value / MAX value x 100%)	73.68%

With the above results, the results of the first cycle of student observations using the action learning learning model obtained a preset value of 73.68% with a total score of 56 and a maximum score of 76 student activity observations. back to the learning cycle II.

3) Cycle I Berbicara Speaking Skills Score Results

The researcher took the students' scores from the application of the action learning model for speaking English. This assessment refers to students' speaking skills during communication activities, conversing with one of the friends who have been appointed by the students themselves. The following are the results of the assessment of students' speaking skills in the first cycle:

Table 4.5. The value of speaking skills of students in Cycle I of class XII

No	Student Name	Value	Description
1	ARP	70	Incomplete
2	AH	75	Complete
3	AMS	65	Incomplete
4	AK	70	Incomplete
5	DAR	70	Incomplete
6	FAF	75	Complete
7	FF	70	Incomplete
8	FA	75	Complete
9	HLA	70	Incomplete
10	IH	70	Incomplete
11	LIJ	80	Complete
12	MY	75	Complete
13	MSS	80	Complete
14	NJ	85	Complete
15	NSHN	70	Incomplete
16	QDA	70	Incomplete
17	RIN	75	Complete
18	RS	70	Incomplete
19	RNA	80	Complete
20	ZAP	85	Complete
21	AAS	70	Incomplete
22	NBS	70	Incomplete
23	EY	75	Complete
24	ARA	80	Complete
25	DCF	70	Incomplete
26	AAH	75	Complete
27	WI	75	Complete

No	Student Name	Value	Description
28	MSR	75	Complete
	Total Value	2070	
	The Number of Students	28	
	Average	73.93	
	Number of Completed Students	15	
	Number of Students Not Complete	13	
	Percentage of Completed Score	54%	
	Percentage of Uncompleted Score	46%	

Table 4.6. Table Description of the Value of Speaking Skills for Class XII

Information	Amount
Total Value	2070
The Number of Students	28
Average	73.93
Number of Completed Students	15
Number of Students Not Complete	13
Percentage of Completed Score	54%
Percentage of Uncompleted Score	46%

From the data on the acquisition of speaking skills scores in the second cycle, 15 students achieved completeness, and 13 students did not. Thus, it is broken down to find out the average value of the class, and completeness as follows:

➤ Grade Average

$$\text{Grade Average} = \frac{\text{Total Students Scores}}{\text{Total Students}} = \frac{2070}{28} = 73,93$$

➤ Cumulative Completeness Percentage

$$\text{Percentage} = \frac{\text{Total Students Complete}}{\text{Total Students}} = \frac{15}{28} = 54\%$$

Based on these results, the mastery of learning English speaking skills in Class XII MA Muhammadiyah Purbolingo by using the Action Learning model in cycle I was 54%, which did

not meet the standard, which was 80%, the researchers would carry out the next activity, namely cycle II.

d. Reflection (Reflecting)

The research was carried out in several ways related to the first cycle, namely the assessment that was good or still needed improvement. In the implementation of the first cycle of class actions, teachers and students have carried out activities according to the lesson plans, but they are still not optimal and some of the steps have not been fulfilled. In the results of the research, the data obtained in the first cycle can be seen that the observation of teacher activities is 65.79% and the results of observations of student activities are 73.68%.

The results of student learning mastery when compared between the pre-cycle and the first cycle can be said to have increased from the pre-cycle gain of 18%, while for the first cycle it was 54%. This is the result of the implementation of the Action Learning model which is periodically supported by direct speaking activities. However, even though there has been an increase, researchers assess the need for improvement so as to achieve the target of completeness. Therefore, it is necessary to do more learning using the Action Learning model in the next cycle, namely cycle II.

2. Cycle II

Cycle II research was carried out on Monday, August 1, 2022 with an allocation of 2 x 35 minutes of meeting time in one lesson in class XII

of MA Muhammadiyah Purbolinggo. The material given is speaking English using an action learning model.⁵

a. Planning

At this stage the researchers carried out several activities, which included:

- 1) Writing and compiling a Learning Implementation Plan (RPP) that has been adjusted and designed according to the applicable curriculum in accordance with the English speaking material for class XII MA Muhamamdiyah Purbolinggo which has been validated by an English teacher, it is quite good and the process can be continued;
- 2) Develop and prepare questions for the interview process to the class XII teacher of MA Muhamamdiyah Purbolinggo related to students' speaking skills, student and teacher observation sheets, and assessment sheets;
- 3) Preparing media to support the action learning learning model in the form of a collection of questions in the form of a dialogue that can use be presented by students in front of other groups of students;
- 4) Prepare assessment instruments, assessment criteria for English speaking skills.

⁵The stages of implementing the Cycle I Test for class XII students of MA MuhammadiyahPurbolinggo start from planning (planning), action (action), observation (Observing), and reflection (Reflection)

b. Action (Acting)

Learning files such as lesson plans, assessments, etc. which have been validated by expert lecturers, are then applied in class XII MA Muhamamdiyah Purbolinggo on Monday, August 1, 2022 with an allocation of 2 x 35 minutes meeting time in one lesson. Class XII consists of 11 male students and 17 female students.

The researcher who later also became a teacher in class XII applied the Action Learning model during the second cycle. while the classroom teacher acts as an observer who assesses the process of teacher and student activities during the learning process.

In accordance with the activities in the previous lesson plans, the second cycle of action also consisted of three stages, namely introduction, core and closing, all of which were carried out by the researcher himself. The following is an explanation of each stage of learning, namely:

1). Activity Introduction

This activity aims to prepare students to consciously concentrate on English lessons. This initial activity is in the form of the teacher conveying greetings and greetings to students, praying, asking for news, attending to students who are not present in class, and conveying learning objectives.

To increase the enthusiasm, concentration and enthusiasm of students, the teacher provides opportunities for class XII students to come forward to convey the results of their discussions. For example,

when students come forward to say the results, the teacher and other students listen. The activity lasts about 4 minutes. Then after the students feel comfortable and ready to start the lesson,

the teacher then conveys the learning objectives this time to the students, namely to practice English speaking skills related to student textbooks.

2). Main Activity

This activity begins with students observing how students have a dialogue initiated by the teacher. Then give examples of the correct dialogue to students. Students are asked to practice with their groups how to speak English by having a dialogue about self-introduction to colleagues. Then the teacher appoints one student, to invite the student to choose the absent number of his classmate as his interlocutor. During the activity, the teacher assesses the students' speaking skills on the assessment sheet, according to the speaking aspect assessment criteria.

3). Closing Activity

The closing activity is combined with an activity to conclude how the process of asking students and their friends about each other's introductory dialogue starting from the name to the student's personal data and student activities by speaking in English in a dialogue.

The final activity was also marked by the presence of teachers and students having dialogue with each other about how to introduce

themselves by being presented in front of other students by moving forward one by one to make presentations.

c. Observation (Observing)

Observations or observations are made during the learning process with the action learning model of learning English speaking material. The following are the results of observations during the first cycle in class XII MA Muhamamdiyah 1 Purbolinggo.

1) Cycle II Teacher Activity Observation Results

The results of observations of teacher activities on the implementation of English learning by applying the action learning learning model are:

Table 4.7. Cycle II teacher observation results

No	Indicators/Aspects assessed	Score
Introduction		
1	The teacher greets after entering the class	3
2	Before starting the lesson the teacher prepares students physically and mentally	3
3	The teacher instructs the students to pray before the lesson begins	3
4	Teacher checks student attendance	3
5	The teacher asks the lesson that has been studied previously	3
6	The teacher conveys the learning objectives to be achieved	3
7	The teacher explains simply about the material to be studied	3
Core activities		
8	The teacher instructs the students to observe some of the vocabulary sheets brought by the teacher	3
9	the teacher appoints students to take some vocabulary to be studied	3
10	The teacher sticks the vocabulary sheet on the blackboard	3
11	The teacher gives an explanation of how to	3

No	Indicators/Aspects assessed	Score
	practice speaking	
12	The teacher guides the learning process	3
13	The teacher appoints one student absent number to start the activity	3
14	The teacher assesses students' speaking skills when practicing conversations	4
Closing		
15	The teacher invites students to conclude the results of today's lesson	3
16	The teacher motivates students to keep practicing speaking English	4
17	The teacher asks if there is anything that has not been understood from the material	3
18	The teacher reminds students to practice at home	3
19	The teacher closes the learning process	3
	Total Score obtained	59
	Maximum Score	76
	total value / MAX value x 100%)	77.63%

The data from the observation of teacher activities in cycle II by applying the learning model used by the researchers showed the acquisition number of 59 with a maximum score of 76, and the percentage was 77.63%. Thus, it can be concluded from the results of observations of teacher activities that they have achieved success.

2) Result of Observation of Student Activity Cycle II

Table 4.8. Cycle II Student Observation Results

No	Indicators/Aspects assessed	Score
Introduction		
1	Students answer greetings from the teacher with enthusiasm and enthusiasm	3
2	Students are ready to accept learning	4
3	Students pray quietly and solemnly	4
4	Students pay attention to the teacher while checking attendance	4
5	Students answer the teacher's questions about previously studied lessons	3
6	Students pay attention when the teacher conveys the learning objectives	4

No	Indicators/Aspects assessed	Score
7	Students listen to the teacher's explanation about the material to be studied	3
Core activities		
8	students to observe some vocabulary sheets brought by the teacher	3
9	students to take some vocabulary to be studied	3
10	Students pay attention to the teacher pasting the vocabulary sheet on the blackboard	3
11	Students listen to the teacher giving an explanation about how to practice speaking	4
12	Students practice speaking English enthusiastically	4
13	Students dare to point a friend to give him a question	3
14	Students who are assigned the absent number are enthusiastic about answering questions	3
15	There is an interaction between the communication	3
16	Students use the vocabulary given by the teacher with correct pronunciation	3
Closing		
17	Students can summarize the results of today's learning	3
18	students are motivated to keep practicing speaking English	4
19	Students and teachers end the learning process	3
	Total Score obtained	64
	Maximum Score	76
	total value / MAX value x 100%)	84.21%

With the above results, the results of student observations in cycle II using the action learning learning model obtained a preset value of 84.21% with a total score of 64 and the maximum score for observing student activity was 76. Thus, the percentage of student activity observations had reached the set.

3) Results of Cycle II Speaking Skills Score

The researcher took the students' scores from the application of the action learning model for speaking English. This

assessment refers to students' speaking skills during communication activities, conversing with one of the friends who have been appointed by the students themselves. The following are the results of the assessment of students' speaking skills in the first cycle:

Table 4.9. The Value of Speaking Skills for Cycle II Students of
Class XII

No	Student Name	Value	Description
1	ARP	75	Complete
2	AH	80	Complete
3	AMS	75	Complete
4	AK	80	Complete
5	DAR	75	Complete
6	FAF	80	Complete
7	FF	80	Complete
8	FA	85	Complete
9	HLA	70	Incomplete
10	IH	75	Complete
11	LIJ	85	Complete
12	MY	80	Complete
13	MSS	85	Complete
14	NJ	90	Complete
15	NSHN	75	Complete
16	QDA	70	Incomplete
17	RIN	80	Complete
18	RS	75	Complete
19	RNA	85	Complete
20	ZAP	95	Complete
21	AAS	75	Complete
22	NBS	75	Complete
23	EY	80	Complete
24	ARA	85	Complete
25	DCF	75	Complete
26	AAH	80	Complete
27	WI	85	Complete
28	MSR	80	Complete
	Total Value	2230	
	The Number of Students	28	
	Average	79.64	
	Number of Completed Students	26	

No	Student Name	Value	Description
	Number of Students Not Complete	2	
	Percentage of Completed Score	93%	
	Percentage of Uncompleted Score	7%	

Table 4.6. Table Description of the Value of Speaking Skills for Class XII

Information	Amount
Total Value	2230
The Number of Students	28
Average	79.64
Number of Completed Students	26
Number of Students Not Complete	2
Percentage of Completed Score	93%
Percentage of Uncompleted Score	7%

From the data on the acquisition of speaking skills scores in the second cycle, 26 students who achieved completeness did not meet 2 students. Thus, it is broken down to find out the average value of the class, and completeness as follows:

➤ Grade Average

$$\text{Grade Average} = \frac{\text{Total Students Score}}{\text{Total Students}} = \frac{2230}{28} = 79,64$$

➤ Cumulative Completeness Percentage

$$\text{Percentage} = \frac{\text{Total Students Complete}}{\text{Total Stundets}} = \frac{26}{28} = 93\%$$

Based on these acquisitions, the mastery of learning English speaking skills in Class XII MA Muhammadiyah Purbolingo using the Action Learning model in cycle II was 93%, and had met the standard, which was more than 80%, so the researchers conducted in cycle II had met the requirements.

d. Reflection (Reflecting)

The research was carried out in several ways related to cycle II, namely about the assessment that was good or still needed improvement. In the implementation of class actions in cycle II, teachers and students have carried out activities according to the lesson plans, but they are still not optimal and some of the steps have not been fulfilled. In the results of the research, the data obtained in the first cycle can be seen that the observations of teacher activities are 77.63% and the results of observations of student activities are 84.21%.

The results of student learning mastery when compared between the pre-cycle and the first cycle can be said to have increased from the pre-test gain of 18%, while for the first cycle it was 54%. And then in the second cycle of 93% This is the result of the implementation of the Action Learning model which is periodically supported by direct speaking activities. After the improvement has been made, the researcher assesses that there is no need for improvement so that it reaches the target of completeness. So the researcher argues that there is no need for learning to use the Action Learning model to the next stage, namely the next cycle because the student's mastery value has exceeded 80% of the number of students.

C. Discussion of Research Results

The researcher can use explain and answer the problem formulation based on the results of the data obtained after conducting the first cycle and second cycle in applying the Action Learning learning model in class XII MA Muhammadiyah Purbolingo. Here is a discussion about this:

1. Application of the Action Learning learning model

The application of this learning model is carried out in two cycles to improve the English speaking skills of class XII students. Two cycles were carried out because in cycle I had not achieved success, then there was a need for re-improvement in cycle II. The activities of teachers and students have increased every cycle, this can be seen from the percentage gain. In the first cycle the percentage of student activity completeness was 15 students to 26 in the second cycle. While the students' activities that were not completed from the first cycle were 13 to 2 students in the second cycle.

The less than optimal application of the Action Learning learning model in the first cycle is influenced by the following: the activities of teachers and students who have not implemented everything according to the lesson plan, the time utilization is not optimal so that it is not carried out according to the lesson plan in the time allocation, there are still students who are not ready accept learning, and some students are still embarrassed to raise their voices so that the other person does not respond.

Based on the application of this learning model in the first cycle experienced problems. So in the next cycle, namely cycle II, the

researchers made improvements so that there was an increase in the application of the learning model. Improvements made include optimizing the implementation of teacher and student activities and using time effectiveness in accordance with what is written in the lesson plans.

The comparison of the percentage of teacher activity completion results in cycle I and cycle II can be seen as follows:

Table 4.10. Comparison of Teacher Activity Observation Results Cycle I and II

Information	Cycle I	Cycle II
Total Score obtained	50	59
Maximum Score	76	76
total value / MAX value x 100%)	65.79%	77.63%

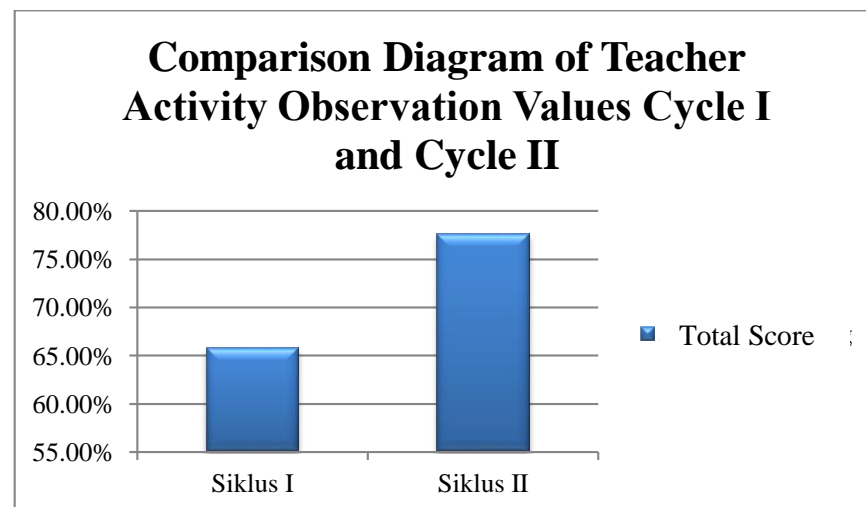


Figure 4.1. Comparison Diagram of Teacher Activity Observation Values Cycle I and Cycle II

Some of the diagrams above show that the application of the Action Learning learning model in English with speaking material is said to be going well and has increased in each cycle, the percentage of

completeness of teacher activities and student activities has also reached the predetermined criteria.

The comparison of the percentage of student activity results in cycles I and II can be seen in the diagram below:

Table 4.11. Comparison of Student Activity Observation Results Cycle I and II

Information	Cycle I	Cycle II
Total Score obtained	56	64
Maximum Score	76	76
total value / MAX value x 100%)	73.68%	84.21%

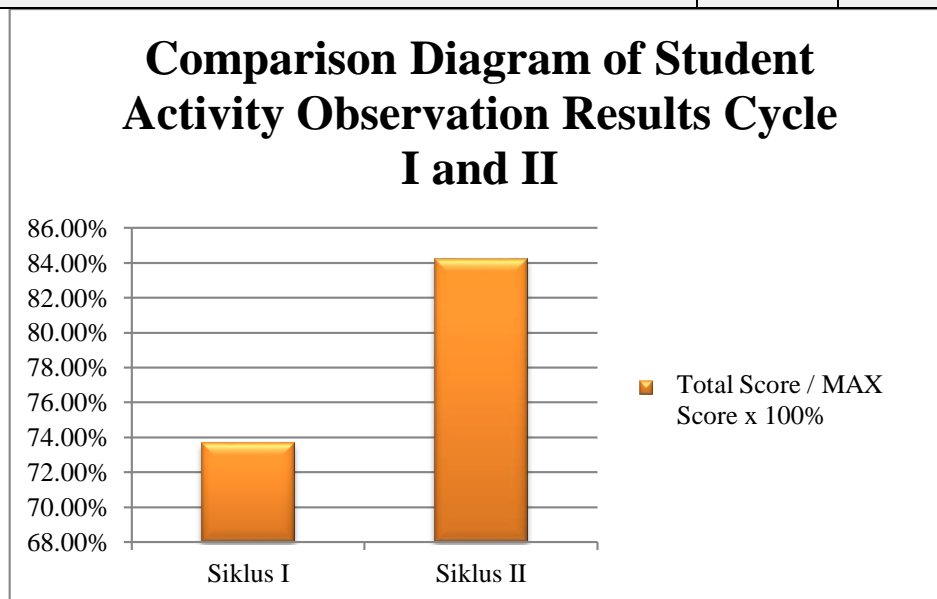


Figure 4.2. Comparison Diagram of Student Activity Observation Results Cycle I and II

Some of the diagrams above show that the application of the Action Learning learning model in English with speaking material is said to be going well and has increased in each cycle, the percentage of

completeness of teacher activities and student activities has also reached the predetermined criteria.

2. Improved English speaking skills

The students' speaking skills in speaking English subjects by applying the Action Learning learning model also increased in each cycle. The percentage of mastery speaking skills in the pre-cycle was 17.86%, the first cycle was 53.57%, and the second cycle was 92.86% which showed that what the researcher did in the second cycle was quite successful. The following is a table of the percentage improvement in English speaking skills of class XII students of MA Muhamamdiyah Purbolinggo, namely:

Table 4.12. Learning Improvement Results using Action Learning Method for class XII students starting from Pre Test, Cycle I, and Cycle II

Value Result Description	Pre Test	Cycle I	Cycle II
Total Value	1850	2070	2230
The Number of Students	28	28	28
Average	66.07	73.93	79.64
Number of Completed Students	5	15	26
Number of Students Not Complete	23	13	2
Percentage of Completed Score	17.86%	53.57%	92.86%
Percentage of Uncompleted Score	82.14%	46.43%	7.14%

After the researchers observed and identified the success of improving students' speaking skills, it was influenced by several things as follows: (1) The existence of teachers who played a role in improving students' speaking skills so that they could assist students in achieving the predetermined mastery. The implementation of Action Learning makes

students enthusiastic and motivated to keep trying to talk because they keep practicing. (2) students have started to pay attention to aspects of speaking skills, such as pronunciation, intonation, vocabulary and so on so that they can improve their grades, so they are more confident. In the second cycle, there are more variations of vocabulary about dialogue and communication, students are more free to choose to present them selves.

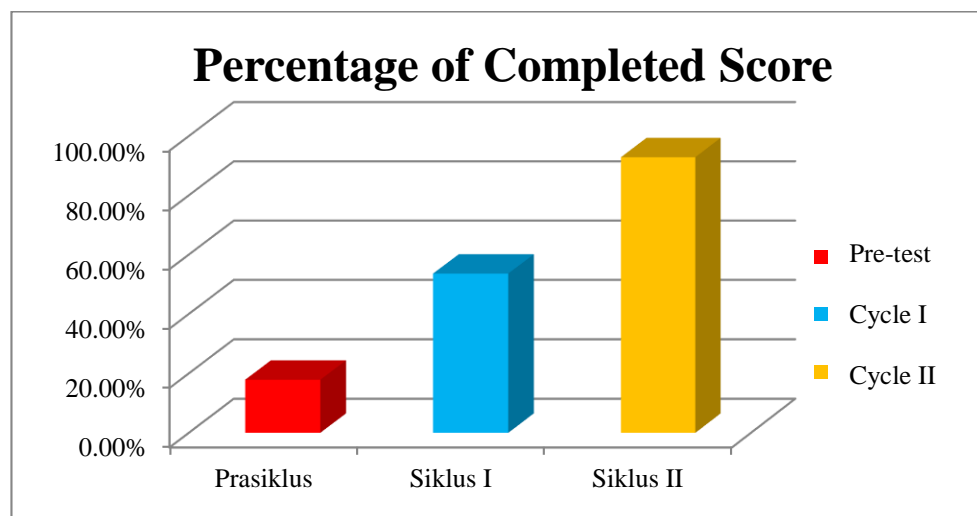


Figure 4.3. Percentage of Improvement in English Speaking for Class XII Students of MA Muhammadiyah Purboliggo pre-test, Cycle I and Cycle II

Based on the explanation above, the application of the Action Learning learning model in improving English speaking skills is said to be going well. This active and communicative learning model is proven to be able to improve students' speaking skills so that students are accustomed to speaking. Based on this, the motivation of students generated after the application of the model is very important in influencing the improvement of students' speaking skills both in their learning outcomes and their

activeness in class. Motivation as a factor from within (inner) functions to generate, underlie, direct the act of learning.

Motivation can determine whether or not it is good in achieving goals so that the greater the motivation, the greater the success of learning. A person who is highly motivated can use work hard, looks persistent and doesn't want to give up, actively reads books to improve his performance, to solve his problems. On the other hand, those whose motivation is weak, seem indifferent, easily discouraged, their attention is not focused on the lesson, likes to interrupt the class, often leave the lesson as a result, they experience learning difficulties.⁶

⁶Ahmad Mudzakir and Joko Sutrisno, Educational Psychology, (Bandung: PT Pustaka Setia, 1997), p.159

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion on improving English speaking skills through the Action Learning model of English speaking material in Class XII MA Muhammadiyah Purbolinggo, it can be concluded as follows:

1. English speaking skills with the Action Learning model of English speaking skill at XII graders of MAMuhammadiyah Purbolinggo also experienced an increase. At first the percentage of students' completeness in the pre-cycle was 17.86% in the less category, then it increased in the first cycle which reached 53.57% (enough), and it was considered that it still did not meet the criteria for completeness, so the researchers repeated activities so that the percentage of completeness students managed to improve to 92.86% (very good) in the second cycle.
2. The application of the Action Learning learning model strategy improve learning activities at XII graders of MA Muhammadiyah Purbolinggo, went quite well. In the first cycle, the percentage of teacher activity completeness was 65.79%, while the student activity was 73.68, both of which had not yet reached the target of 80, so improvements were needed in the second cycle. The results of observations of teacher activities in the second cycle increased by 77.63, while for student activities it was 84.21. Both in cycle II were categorized as good.

B. Suggestion

Based on the results of research carried out by applying the Action Learning learning model, the following suggestions can be submitted:

1. English teachers can apply the Action Learning learning model to any material, as appropriate. This model is appropriate to apply, especially if you want to explore students' speaking skills.
2. Teachers can apply a more communicative language learning model so that students are more accustomed and trained to practice the material that has been studied textually.

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**SYLLABUS
CYCLE I AND II**

School : MA Muhammadiyah Purbolinggo
Class : XII
Subjects : English
Semester : Odd

No	Standard Competence	Competence Base	Subject matter	Indicator Achievement	No. question	Amount
1	1. Students introduce themselves orally. use proper simple dialogue.	Expressing information directly orally in the form of a simple dialogue about self-identity and self-identity School life.	Introduce yourself.	8. Mention Regards. 9. Ask news. 10. Mention name. 11. Mention origin. 12. State your place of residence. 13. Mention age. 14. Mention profession.	1, 2, 3, 4, 5, 6, 7	7 questions
2	2. Students express their identity and tell activities at school with simple dialogues.	Expressing information directly orally in the form of a simple dialogue about self-identity and self-identity School life.	give self information	4. Mention hobby. 5. State the place/time. 6. State how long the hobby activity lasts.	8, 9, 10	3 questions
3	3. Students are able to introduce themselves and others and end the conversation with simple correct sentences.	Expressing information orally in the form of a simple dialogue about the identity of the other person and closing the conversation with greetings.	Providing other people's information	5. Mention some one else's name. 6. Mention the origins of others. 7. Say Thank you 8. Say Good bye	11, 12, 13, 14.	4 Questions
total						14 Questions

LEARNING PROCESS PLAN CYCLE I

School : MA Muhammadiyah Purbolinggo
 Class : XII
 Subjects : English
 Semester : Odd/First

COMPETENCY STANDARDS

- Students introduce themselves orally. Use proper simple dialogue;
- Students express their identity and tell activities at school with simple dialogues;
- Students are able to introduce themselves and others and end the conversation with simple correct sentences;

BASIC COMPETENCIES

- Expressing information directly orally in the form of a simple dialogue about self-identity and school life;
- Expressing information directly orally in the form of a simple dialogue about self-identity and school life;
- Expressing information orally in the form of a simple dialogue about the identity of the interlocutor and closing the conversation with greetings;

SUBJECT MATTER

- Introducing yourself;
- Provide personal information;
- Provide information about other people;

ACHIEVEMENT INDICATORS

- Saying Greetings;
- Ask news;
- Saying name;
- State the origin;
- State the place of residence;
- State the age;
- Mention the profession;
- Mention hobby;
- State the place/time;
- State how long the hobby activity lasts;
- Mention another person's name;
- Mention the origin of others;
- Say Thank you;
- Say Goodbye;

INSTRUMENT

Conversational Dialogue Students introduce themselves in front of their peers in class.

1. Students say hello:
"Peace be upon you, and Allah mercy and blessings."
2. Students ask the teacher:
"How's the teacher? Today"
3. Students introduce themselves:
"My name is Nice to meet you"
4. Students introduce the origin of the region:
"I come from"
5. Students state where they live:
"I live in Together with my family."
6. Students tell their age:
"My current age is..... years."
7. Students convey the profession of their parents:
"My father works as, and my mother works as"
8. Students convey student hobbies:
"I have a hobby that is"
9. Students submit the place/time:
"I do my hobby activities usually at Up to"
10. Students tell how long the hobby activity lasts:
"I do activities according to my hobbies fortime"
11. Students submit parents' names:
"My father's name is, and my mother's name is"
12. Students submit origins from parents:
"My father is from the area"
"My mother is from the area"
13. Students express their gratitude:
"That's all from me and I thank you for your attention"
14. Students deliver their final introductory remarks:
"I finished the introduction, I said goodbye first"

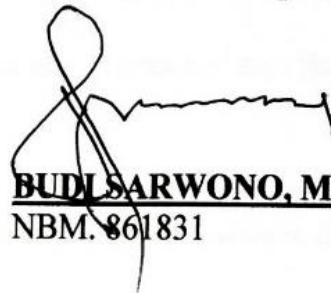
Notes :

* If students succeed in presenting themselves in front of their peers for all the Achievement Indicators in good and correct English, then the student is considered to have passed with a perfect score.

** if the student can only complete one course, the student will only get 10 points and the points earned are according to how many conversations the student can convey in front of other students and the teacher.*

Purbolinggo, 20 April 2022

Knowing the Principal,



BUDI SARWONO, M.Pd
NBM. 861831

LEARNING PROCESS PLAN CYCLE II

School : MA Muhammadiyah Purbolinggo
 Class : XII
 Subjects : English
 Semester : Odd/First

COMPETENCY STANDARDS

- Students introduce themselves orally. Use proper simple dialogue;
- Students express their identity and tell activities at school with simple dialogues;
- Students are able to introduce themselves and others and end the conversation with simple correct sentences;

BASIC COMPETENCIES

- Expressing information directly orally in the form of a simple dialogue about self-identity and school life;
- Expressing information directly orally in the form of a simple dialogue about self-identity and school life;
- Expressing information orally in the form of a simple dialogue about the identity of the interlocutor and closing the conversation with greetings;

SUBJECT MATTER

- Introducing yourself;
- Provide personal information;
- Provide information about other people;

ACHIEVEMENT INDICATORS

- Saying Greetings;
- Ask news;
- Saying name;
- State the origin;
- State the place of residence;
- State the age;
- Mention the profession;
- Mention hobby;
- State the place/time;
- State how long the hobby activity lasts;
- Mention another person's name;
- Mention the origin of others;
- Say Thank you;
- Say Goodbye;

INSTRUMENT

Conversational Dialogue Students introduce themselves in front of their peers in class.

15. Students say hello:
"Peace be upon you, and Allah mercy and blessings."
16. Students ask the teacher:
"How's the teacher? Today"
17. Students introduce themselves:
"My name is Nice to meet you"
18. Students introduce the origin of the region:
"I come from"
19. Students indicate where they live:
"I live in Together with my family."
20. Students tell their age:
"My current age is..... years."
21. Students convey the profession of their parents:
"My father works as, and my mother works as"
22. Students convey the hobbies of students and their friends:
"I have a hobby of playing with my friends, namely"
23. Students submit the place/time:
"I do my hobby activities usually at Up to"
24. Students convey the process of the hobby activity taking place:
"I do activities according to hobbies with friends for time"
25. Students convey the names of their close friends:
"My best friend's name is"
26. Students convey the origin of their closest friends:
"My best friend's hometown is"
27. Students express their gratitude:
"That's all from me and I thank you for your attention"
28. Students deliver their final introductory remarks:
"I finished the introduction, I said goodbye first"

Notes :

* If students succeed in presenting themselves in front of their peers for all the

Achievement Indicators in good and correct English, then the student is considered to have passed with a perfect score.

** if the student can only complete one course, the student will only get 10 points and the points earned are according to how many conversations the student can convey in front of other students and the teacher.*

Purbolinggo, 20 April 2022
Knowing the Principal,



BUDI SARWONO, M.Pd
NBM. 861831

**CYCLE I LEARNING INSTRUMENTS
STUDENT INTRODUCTION PRACTICE QUESTIONS
CLASS XII MA MUHAMMADIYAH PURBOLINGGO
ENGLISH COURSES**

QUESTION :

29. Students say hello:
"Peace be upon you, and Allah mercy and blessings."
30. Students ask the teacher:
"How's the teacher? Today"
31. Students introduce themselves:
"My name is Nice to meet you"
32. Students introduce the origin of the region:
"I come from"
33. Students indicate where they live:
"I live in Together with my family."
34. Students tell their age:
"My current age is..... years."
35. Students convey the profession of their parents:
"My father works as, and my mother works as"
36. Students convey student hobbies:
"I have a hobby that is"
37. Students submit the place/time:
"I do my hobby activities usually at Up to"
38. Students tell how long the hobby activity lasts:
"I do activities according to my hobbies fortime"
39. Students submit parents' names:
"My father's name is, and my mother's name is"
40. Students submit origins from parents:
"my father is from the area....." "my mother is from the area....."
41. Students express their gratitude:
"That's all from me and I thank you for your attention"
42. Students deliver their final introductory remarks:

"I finished the introduction, I said goodbye first"

**CYCLE II LEARNING INSTRUMENTS
STUDENT INTRODUCTION PRACTICE QUESTIONS
CLASS XII MA MUHAMMADIYAH PURBOLINGGO
ENGLISH COURSES**

QUESTION :

1. Students say hello:
"Peace be upon you, and Allah mercy and blessings."
2. Students ask the teacher:
"How's the teacher? Today"
3. Students introduce themselves:
"My name is Nice to meet you"
4. Students introduce the origin of the region:
"I come from"
5. Students indicate where they live:
"I live in Together with my family."
6. Students tell their age:
"My current age is..... years."
7. Students convey the profession of their parents:
"My father works as, and my mother works as"
8. Students convey the hobbies of students and their friends:
"I have a hobby of playing with my friends, namely"
9. Students submit the place/time:
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10. Students convey the process of the hobby activity taking place:
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"My best friend's hometown is"
13. Students express their gratitude:
"That's all from me and I thank you for your attention"
14. Students deliver their final introductory remarks:
"I finished the introduction, I said goodbye first"

RESEARCH SCHEDULE

The process of implementing the Research Test is carried out on:

- Pre cycle in January 2022
- Cycle I will be held in early April 2022
- Cycle II will be held in mid-April 2022

The Learning Process Cycles I and II are carried out on:

- The learning process for Cycle I will be held in February 2022
- The learning process for Cycle II will be held in March 2022
- The Learning Evaluation Process Cycles I and II will be held in April 2022
- Research results obtained in April 2022

**STUDENT LEARNING RESULTS CLASS XII MA MUHAMMADIYAH
PURBOLINGGO ENGLISH COURSES PRE TEST**

No	Student Name	Value	Description
1	ARP	65	incomplete
2	AH	65	incomplete
3	AMS	50	incomplete
4	AK	55	incomplete
5	DAR	65	incomplete
6	FAF	70	incomplete
7	FF	60	incomplete
8	FA	75	complete
9	HLA	60	incomplete
10	IH	65	incomplete
11	LIJ	70	incomplete
12	MY	70	incomplete
13	MSS	75	complete
14	NJ	75	complete
15	NSHN	60	incomplete
16	QDA	60	incomplete
17	RIN	65	incomplete
18	RS	65	incomplete
19	RNA	75	complete
20	ZAP	75	complete
21	AAS	70	incomplete
22	NBS	70	incomplete
23	EY	70	incomplete
24	ARA	65	incomplete
25	DCF	65	incomplete
26	AAH	65	incomplete
27	WI	65	incomplete
28	MSR	60	incomplete
	Total Value	1850	
	The Number of Students	28	
	Average	66,07	
	Number of Completed Students	5	
	Number of Students Not Complete	23	
	Percentage of Completed Score	18%	
	Percentage of Uncompleted Score	82%	

STUDENT LEARNING RESULTS CLASS XII MA MUHAMMADIYAH
PURBOLINGGO ENGLISH COURSES CYRCLE I

No	Student Name	Value	Description
1	ARP	70	incomplete
2	AH	75	complete
3	AMS	65	incomplete
4	AK	70	incomplete
5	DAR	70	incomplete
6	FAF	75	complete
7	FF	70	incomplete
8	FA	75	complete
9	HLA	70	incomplete
10	IH	70	incomplete
11	LIJ	80	complete
12	MY	75	complete
13	MSS	80	complete
14	NJ	85	complete
15	NSHN	70	incomplete
16	QDA	70	incomplete
17	RIN	75	complete
18	RS	70	incomplete
19	RNA	80	complete
20	ZAP	85	complete
21	AAS	70	incomplete
22	NBS	70	incomplete
23	EY	75	complete
24	ARA	80	complete
25	DCF	70	incomplete
26	AAH	75	complete
27	WI	75	complete
28	MSR	75	complete
	Total Value	2070	
	The Number of Students	28	
	Average	73,93	
	Number of Completed Students	15	
	Number of Students Not Complete	13	
	Percentage of Completed Score	54%	
	Percentage of Uncompleted Score	46%	

STUDENT LEARNING RESULTS CLASS XII MA MUHAMMADIYAH
PURBOLINGGO ENGLISH COURSES CYRCLE II

No	Student Name	Value	Description
1	ARP	75	complete
2	AH	80	complete
3	AMS	75	complete
4	AK	80	complete
5	DAR	75	complete
6	FAF	80	complete
7	FF	80	complete
8	FA	85	complete
9	HLA	70	incomplete
10	IH	75	complete
11	LIJ	85	complete
12	MY	80	complete
13	MSS	85	complete
14	NJ	90	complete
15	NSHN	75	complete
16	QDA	70	incomplete
17	RIN	80	complete
18	RS	75	complete
19	RNA	85	complete
20	ZAP	95	complete
21	AAS	75	complete
22	NBS	75	complete
23	EY	80	complete
24	ARA	85	complete
25	DCF	75	complete
26	AAH	80	complete
27	WI	85	complete
28	MSR	80	complete
	Total Value	2230	
	The Number of Students	28	
	Average	79,64	
	Number of Completed Students	26	
	Number of Students Not Complete	2	
	Percentage of Completed Score	93%	
	Percentage of Uncompleted Score	7%	



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : Rifa Yupita
NPM : 1801070054

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	12 Juli 2021.			Chapter I revised!	
				Notice for similarity & difference of prior study.	
				Review file Chapter 3	
				See for similar.	

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

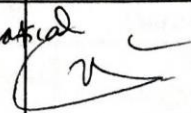
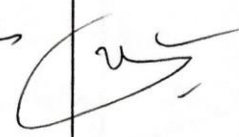
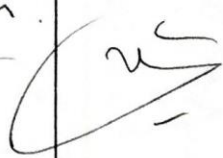

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Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	2 Agustus 2021			Check the grammatical error. Revise Research question, Prior Research! Chapter III. future tense.	   

Mengetahui
Ketua Jurusan TBI



Andiano, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing I



Yeni Suprihatin, M.Pd
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**





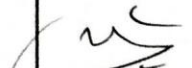
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rifa Yupita
NPM : 1801070054


Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	29 NOV 2021			Check the grammatical error Revise the problem formulation and objective of the study Add the indicators of speaking (chap II) find the concept of "procedure of cooperative learning method" Use future tense for proposal	    

Mengetahui
Ketua Jurusan TBI


Ardianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing I


Yeni Suprihatin, M.Pd
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**






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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO**

Nama : Rifa Yupita
 NPM : 1801070054

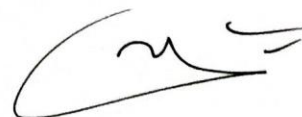
Jurusan : TBI
 Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	02 - Des - 2021			<p align="center">^{sign} - Give your sign in acknowledgment</p> <p>- Revise the grammatical mistake !</p> <p>- Check how to write the footnote ! start the number for every page</p> <p>- Read the guideline book of research methodology !</p> <p>- Explain in detail for observation interview question</p>	    

Mengetahui
 Ketua Jurusan TBI


Andi Anto, M.Pd
 NIP. 19871102 2015031 004

Dosen Pembimbing I



Yeni Suprihatin, M.Pd
 NIDN. 198903012006



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**


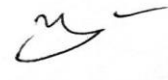





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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rifa Yupita
NPM : 1801070054

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	03-Des-2021			<ul style="list-style-type: none"> - Give your sign in acknowledgement - Revise the grammar mistake! - Check how to write the footnote! Start the number for every page - Read the guideline book of research methodology! - Explain in detail for questionnaire, interview, question - Master about skill, ability, - ACC for Seminar 	      

Mengetahui
Ketua Jurusan TBI


Andi into, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing I


Yeni Suprihatin, M.Pd
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rifa Yupita
NPM : 1801070054

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	27-mei 2022			Revise the problem formulation	
				Check the grammatical errors	
				Add the references related to the concept of Action learning.	
				Continue to compile chapter IV & V	
				Read the concept of CAR	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.1987102 2015031 004

Dosen Pembimbing I

Yeni Suprihatin, M.Pd
NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

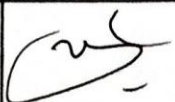

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rifa Yupita
NPM : 1801070054


Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	31 - mei - 20 20.			Recheck ke indicators of speaking skill. Acc for APD	 

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing I


Yeni Suprihatin, M.Pd
NIDN. 198903012006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifa Yupita
 NPM : 1801070054

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	23 - Agustus 2022			Revise chapter III	
				Revise chapter IV	
				check the grammatical errors	
				check the abstract	
				bring the recording / video	

Mengetahui
 Ketua Jurusan TBI

Andiarto, M.Pd
 NIP.19871102 2015031 004

Dosen Pembimbing I

Yeni Suprihatin, M.Pd
 NIDN. 198903012006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN





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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifa Yupita
 NPM : 1801070054

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	31- Agust- 2022.			<p>Ass the novelty of the research!</p> <p>Check the error grammar</p> <p>Prepare the ppt & writings for the exam</p> <p>Acc for minareza</p>	   

Mengetahui
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 2015031 004

Dosen Pembimbing I



Yeni Suprihatin, M.Pd
 NIDN. 198903012006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2986/In.28/J/TL.01/07/2021
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MA Muhammadiyah
Purbolinggo
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **RIFA YUPITA**
NPM : 1801070054
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS SPEAKING SKILL IN ENGLISH
LESSON USING ACTION LEARNING STRATEGY AT
TWELVE GRADERS OF MA MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG**

untuk melakukan prasurvey di MA Muhammadiyah Purbolinggo, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
 المدرسة العالية للمحمدية
MA MUHAMMADIYAH PURBOLINGGO
KABUPATEN LAMPUNG TIMUR



Alamat : Jl. Rawa Fatah, Toto Harjo, Kec. Purbolinggo Lampung Timur 34192, Telp : (0725) 7631298
 Website : <https://aliyahmuhpurbolinggo.sch.id>, Email : ma.muh.purbolinggo@gmail.com
 NPSN : 10816315 NSM : 131218070010

Nomor : 753/KET/III.4.AU/F/2021
 Lampiran :
 Perihal : Balasan Selesai Prasurvey

Kepada YTH Ketua Jurusan
 Tadris Bahasa Inggris IAIN
 Metro
 di –
 Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat saudara No. B-2986/In.28/J/TL.01/07/2021 tentang izin melakukan prasurvey kepada mahasiswa atas nama :

Nama : RIFA YUPITA
 NPM : 1801070054
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : IMPROVING STUDENTS SPEAKING SKILL IN ENGLISH
 LESSON USING ACTION LEARNING STRATEGI AT TWELVE
 GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST
 LAMPUNG

Dengan ini Kepala Madrasah Aliyah Muhammadiyah Purbolinggo memberikan izin Prasurvey dalam rangka menyelesaikan Tugas Akhir/ Skripsi tersebut.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Purbolinggo, 28 Juli 2021

Kepala Madrasah



BUDI SARWONO, M.Pd
 NBM. 861 831



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2334/In.28.1/J/TL.00/06/2022
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yeni Suprihatin (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RIFA YUPITA**
NPM : 1801070054
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING SPEAKING SKILL BY USING ACTION LEARNING STRATEGY AT TWELVE GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juni 2022
Ketua Jurusan,



Andianto M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1139/In.28/S/U.1/OT.01/08/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Rifa Yupita
NPM : 1801070054
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070054

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 September 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : RIFA YUPITA
NPM : 1801070054
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 September 2022

Ketua Prodi TBI

Andianto, M.Pd

NID. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3250/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3249/In.28/D.1/TL.01/06/2022, tanggal 28 Juni 2022 atas nama saudara:

Nama : **RIFA YUPITA**
NPM : 1801070054
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING SKILL BY USING ACTION LEARNING STRATEGY AT TWELVE GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
 المدرسة العالية للمحمدية
MA MUHAMMADIYAH PURBOLINGGO
KABUPATEN LAMPUNG TIMUR



Alamat : Jl. Rawa Fatah, Toto Harjo, Kec. Purbolinggo Lampung Timur 34192, Telp : (0725) 7631298
 Website : www.aliyahmuhpurbolinggo.sch.id, Email : ma.muh.purbolinggo@gmail.com

SURAT KETERANGAN
 Nomor : 874/KET/IV.4.AU/F/VII/2022

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-3249/In.28/D.1/TL.01/06/2022 tanggal 28 Juni 2022 tentang Izin Research.

Maka dengan ini Kepala Madrasah Aliyah Muhammadiyah Purbolinggo Kabupaten Lampung Timur menerangkan bahwa :

Nama : RIFA YUPITA
 NPM : 1801070054
 Jurusan : Tadris Bahasa Inggris

Yang bersangkutan diatas telah melaksanakan Research/Survey sesuai dengan jadwal/waktu yang ditentukan di MA Muhammadiyah Purbolinggo.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Lampung Timur
 Pada Tanggal : 20 Juli 2022
 Kepala Madrasah



BUDI SARWONO, M.Pd
 NIP. -



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3249/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **RIFA YUPITA**
NPM : 1801070054
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MUHAMMADIYAH PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING SKILL BY USING ACTION LEARNING STRATEGY AT TWELVE GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Juni 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



Mengetahui,
Pejabat Setempat

YUDI SARWONO, M.Pd

IMPROVING SPEAKING SKILL BY
USING ACTION LEARNING
STRATEGY AT TWELVE
GRADERS OF MA
MUHAMMADIYAH
PURBOLINGGO EAST LAMPUNG
by Rifa Yupita

Submission date: 07-Sep-2022 09:15AM (UTC+0700)

Submission ID: 1894068407

File name: RIFA_YUPITA_1801070054.docx (292.47K)

Word count: 13720

Character count: 73107



IMPROVING SPEAKING SKILL BY USING ACTION LEARNING STRATEGY AT TWELVE GRADERS OF MA MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG

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DOCUMENTATION



Opening of Learning by Researchers in Class XII MA Muhammadiyah 1 Purbolinggo



Researchers Provide Explanations about Action Learning Models to Students

Students are Formed into Several Groups in the Implementation of the Action Learning Learning Model for speaking English



Learning Process Action Learning Model for cycle I



Researchers Provide Opportunities for Students to Present themselves in front of other students



The researcher instructs the students if anyone wants to come forward to present themselves to show their hands



Researchers Provide English Speaking Test Materials to Students



Some Students Take English Speaking Test Still Using The Text They Have Answered Each One



Some Students Present Their Self Using English Starting Fluently Without Text



Continue to the English speaking test process using the action learning learning model for cycle II



The researcher explains the learning stages for the second cycle of speaking English to students



Test of speaking English material for class XII for cycle II

Researchers Close the Learning Process Using the Action Learning Model



CURRICULUM VITAE



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