

**IMPROVING STUDENTS' SPEAKING SKILL IN
ENGLISH LESSON BY UTILIZING ACTION
LEARNING TECHNIQUE AT GRADE EIGHT OF THE
MTs AL-FATHIYAH**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING STATE ISLAIC
UNIVERSITY OF MATARAM MATARAM
2022**

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ENGLISH LESSON BY UTILIZING ACTION
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Thesis

**Presented to State Islamic University of Mataram
to fulfill the requirement for the attainment teacher degree
in English Language Education**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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2022**

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Thesis By: Ahmad Sabirin, NIM: 170107149 Entitled "Improving Students Speaking Skill in English Lesson by Utilizing Action Learning Technique at Grade Eight of The MTs Al-fathiyah" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

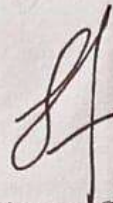
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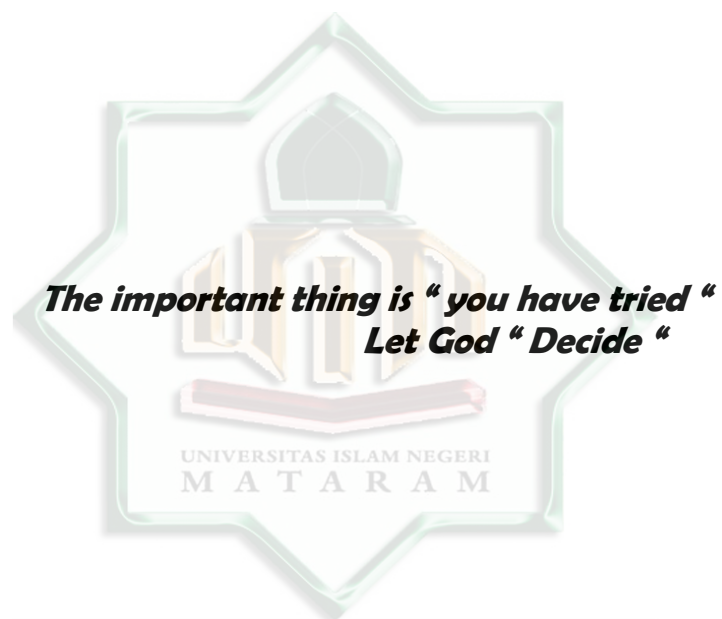
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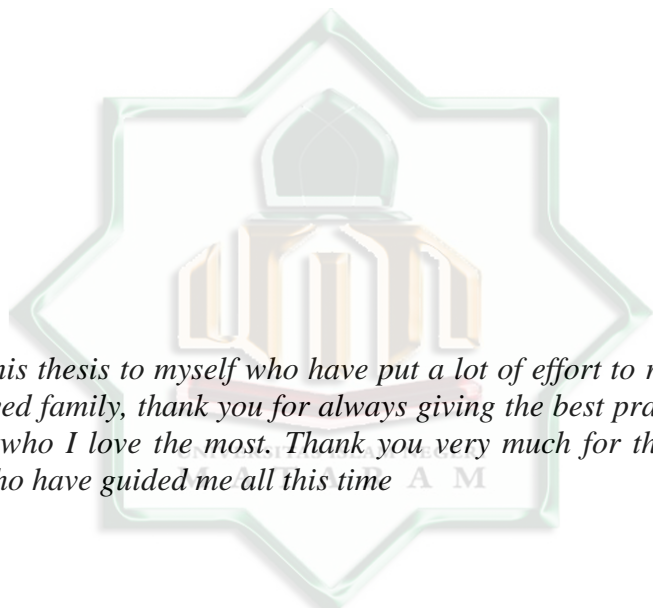

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MOTTO



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DEDICATION



I dedicate this thesis to myself who have put a lot of effort to reach this stage. To all my beloved family, thank you for always giving the best prayers, especially for my parents who I love the most. Thank you very much for the lecturers at UIN Mataram who have guided me all this time A M

Perpustakaan UIN Mataram

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Alhamdulillah, all praises be to Allah SWT for blessing, opportunity, health, and merciful. Blessing and salutation are given to Prophet Muhammad SAW, (peace be upon him) and his family. The researcher could finish this project as one of the requirements for the Bachelor's Degree of Educational Studies (S. Pd) at the Study Program of English Language Education of State Islamic University (UIN) of Mataram in 2022. The researcher realizes that it would be impossible for her when the process study until she finishes her study without many contributions, support and from others. The researcher would like to express his deep gratitude and appreciation for the following:

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Finally, I realize that this thesis might still need some improvements. Therefore,
I hope this thesis will be useful for all readers.

Mataram, 2022
Researcher

Ahmad Sabirin

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Improving Students Speaking Skill in English Lesson by Utilizing Action Learning Technique at Grade Eight of The MTs Al-fathiyah

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ABSTRACT

Speaking is an important part of the language acquisition process since it is one of the fundamental skills of English. Speaking, according to Fulcher, is the spoken use of language to communicate with others. Students convey their thoughts, feelings, and ambitions to others by speech.

Action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team process of reflection and action. Peer accountability and visibility of plan execution are powerful motivators that get results for the individual team member and meaningful experiential learning for all.

This research aims to find out if action learning could improve the speaking skill of grade eight students at MTs Al-Fathiyah using action learning. This research uses a classroom action research (CAR) design which consists of four important steps, namely: planning, action, observation and reflection. To collect data, the researcher used tests and observations. In this research, two cycles were used, but before that a pretest was held to take the average score before the implementation of action learning where the average result of the pretest was 52.4 and the success rate was only 36%. More precisely, there were 9 out of 25 students who could pass the KKM standard, meaning that they have not passed the school KKM standard, which is 70. Then for the results of post test cycle 1 the average score of students is 61.1, and the success rate is 60%. More precisely, there are 15 out of 25 students who pass the school KKM standard. Finally, after cycle 2 there was an increase in the average score of students to 77.6 and the success rate of students to 88%. More precisely, there were 22 out of 25 students who could pass the school's KKM standard. So from these results it can be concluded that the use of action learning to improve speaking ability can be said to be successful.

Keywords : action learning, can improve speaking skill, MTs Al-fathiyah

Improving Students Speaking Skill in English Lesson by Utilizing Action Learning Technique at Grade Eight of The MTs Al-fathiyah

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ABSTRAK

Berbicara adalah bagian penting dari proses penguasaan bahasa karena merupakan salah satu keterampilan dasar bahasa Inggris. Berbicara, menurut Fulcher, adalah penggunaan bahasa secara lisan untuk berkomunikasi dengan orang lain. Siswa menyampaikan pikiran, perasaan, dan ambisinya kepada orang lain melalui ucapan.

Pembelajaran tindakan adalah proses dinamis di mana tim bertemu secara teratur untuk membantu anggota individu mengatasi masalah nyata melalui proses refleksi dan tindakan tim yang sangat terstruktur dan difasilitasi. Akuntabilitas rekan dan visibilitas pelaksanaan rencana adalah motivator kuat yang memberikan hasil bagi anggota tim individu dan pembelajaran pengalaman yang berarti bagi semua.

Pada penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa di kelas 2 di MTs Al-Fathiyah menggunakan pembelajaran secara langsung. Dalam penelitian ini menggunakan desain penelitian tindakan kelas (CAR) yang di mana terdiri dari empat langkah penting yaitu: *planning*, *action*, *observation* dan *reflection*. Untuk *collecting data*, peneliti menggunakan tes dan observasi. Dalam penelitian ini menggunakan dua siklus, namun sebelum itu diadakannya pre test untuk mengambil nilai rata-rata sebelum diimplementasikannya pembelajaran secara langsung yang di mana hasil rata-rata pre test siswa adalah 52.4 dan sukses rate hanya 36% saja atau lebih tepatnya terdapat 9 dari 25 siswa yang dapat melewati standar KKM, artinya belum melewati standar KKM sekolah yaitu 70. Kemudian untuk hasil post test cycle 1 nilai rata-rata siswa adalah 61.1, dan sukses rate adalah 60% atau lebih tepatnya terdapat 15 dari 25 siswa yang melewati standar KKM sekolah. Akhirnya setelah dilakukan cycle 2 terdapat peningkatan nilai rata-rata siswa menjadi 77.6 dan sukses rate siswa menjadi 88% atau lebih tepatnya terdapat 22 dari 25 siswa yang dapat melewati standar KKM sekolah. Maka dari hasil ini dapat disimpulkan bahwa penggunaan pembelajaran secara langsung dalam meningkatkan *speaking ability* bisa dikatakan sukses.

Kata kunci : pembelajaran secara langsung, dapat meningkatkan kemampuan berbicara, Mts Al-Fathiyah

استخدام لعبة الثعبان الأفعى في تحسين القدرة على التحدث لطالب فئة واحدة من مادراسه

علياء رودلوسيبان شمال غرب بيلينكونغ الأكاديمي

٨١٠٢/٨١٠٢

:بواسطة

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ملخص

تتناول هذه الدراسة استخدام ألعاب الثعبان والسلم في تحسين مهارات التحدث كإن الغرض من هذه الدراسة هو معرفة لدى الطالب في نصوص إعادة العد كيف تعمل ألعاب الثعابين والسلم على تحسين مهارات التحدث لدى الطالب في في هذه الدراسة ، أجرى الباحثون بحثاً عن الفصل الدراسي .إعادة فرز النص البيانات التي تم الحصول عليها عن طريق الاختبارات والمراقبة .كمنهجية بحثية تستخدم الاختبارات لقياس تحصيل الطالب في مهارات التحدث .والوثائق وتستخدم الملاحظات لتحديد تنفيذ ألعاب الثعابين والسالم والعقبات أثناء عملية تثبت النتائج أن لعب الثعبان والسلم يوفر فوائد كبيرة لقدرات .التعليم والتعلم يمكن إظهار الأهمية في التعليمات .الطالب على التحدث في نصوص إعادة العد في الدورة الثالثة ، كانت قدرة .من الدورة الأولى إلى الثانية إلى الدورة الثالثة يتم ضبط .الطالب على التحدث باستخدام نهج لعبة الثعبان والسلم مرضية للغاية هذا يدل على أن التعليمات .% كمؤشر 58التعلم بنجاح مع الحصول على نسبة تتحدث بنجاح

إعادة فرز الأصوات النص ، القدرة علي التحدث ، اللعبة ، سلم اسطة :الكلمة

CHAPTER I

INTRODUCTION

A. Background of Research

English is essential for our daily life in this globalization era. In fact, it is second most spoken language in the world. The ability to speak and write English is one of the most important benchmark abilities in the professional world. It is why English should be introduced to the students at school. It is not only crucial preparing students for the language progress in the digital era where almost media use English and globalization process, but also for allowing them to continue higher education levels. It is also required once they are prepared to be an English teacher or instructor.

Particularly English technique for higher efficacy in student English learning, planning and executing materials, tests, and practice, teachers are accountable for educating pupils who have little or no understanding of English to an adequate English-speaking environment. Prior to the last few decades, most teachers carried out the teaching process in the classroom by using conventional and monolingual principal techniques of teaching, which was unsatisfactory. This demonstrates that teachers are enriched with suitable ways of teaching environment, which is why in teaching English as a second language by implementing new and changed patterns is required because the result of the teaching process would give more input to attain successful learning outcome.

Especially in teaching and learning process of English subject or to

improve the students to able at any skills of English as one example speaking using action learning. It is unavoidable that English is programmed as the first foreign or second language in many nations throughout the world, especially in the modern global period. As a result, professionals in the language teaching range must be developed today to create an English teaching and learning environment.

Speaking is an important part of the language acquisition process since it is one of the fundamental skills of English. Speaking, according to Fulcher, is the spoken use of language to communicate with others. Students convey their thoughts, feelings, and ambitions to others by speech¹. In school, students learn how to speak English more easily since they have teachers and peers who can function as facilitators and pairings to practice English. Speaking refers to people's capacity to communicate with others through the use of spoken language in this instance, pupils must work hard to master it, and the teacher must create a positive mood in class. However, it contradicts the actual scenario in class. Speaking activities in class do not function because several obstacles discourage pupils from speaking English with their peers. They are terrified of making errors, of being laughed at by their peers, and of lacking confidence in their abilities. Without speaking, the ability can make it difficult to understand and interpret the ongoing communication. Mareta et al stated that speaking is the most common way for people

¹ Glenn Fulcher, *Testing Second Language Speaking*, (New York: Pearson-Longan, 2003),

to convey their opinions and ideas to other people regularly.²Students also believe that studying English is uninteresting since the approach or tactic utilized to track students' development focuses on the teachers rather than the listener.

Speaking is an action in which someone interacts with others. It occurs everywhere and has become an integral part of our everyday lives. When someone speaks, they communicate with one another and use language to express their ideas, feelings, and thoughts. They also communicate with one another to share information. Speaking is used in various contexts to offer instructions or get things done, such as describing things or someone, complaining about people's conduct, asking for and providing services, and so on. Teachers pay less attention to speaking during the teaching and learning process. As a result, if children do not learn to talk or are not given opportunities to communicate in the language classroom, they may lose interest in studying. Students who do not have good speech abilities around this period may struggle to maintain face with their peers in subsequent years. The challenges can be solved using the right approach based on their characteristics.

The problems in the MTs Al-fathiyah are still very lacking in mastering English because it is weak in memorizing vocabulary because it is the basis for mastering English and there is still a lack of facilities to support speaking English and there is still a lack of support from the

² Melia nova, Syarifudin, and Soni Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability" Journal, Vol. 2, N 2, Agustus 2022, p. 325

surrounding environment so that it makes it difficult to be able to develop English and an Language difficulties in other areas such as reading and learning idioms are also difficult for novice learners. To solve this problem, reading and listening can be the best solution. Understanding pronunciation can be difficult in any language you are learning. English is not a phonetic language, which means words are spelled differently from the way they are pronounced. Words that are spelled the same way may be pronounced in very different ways (e.g., "I'll read the newspaper" vs. "I read the newspaper). Understanding these words is essential for understanding spoken and written English.

The researcher provides strategies for using the methodology in speaking English, particularly the action learning strategy. Action learning is a method of bringing together a group of individuals with varying levels of expertise and experience to assess a real-world work problem and devise a solution. The action learning technique tries to accomplish this balance by adding rigor and pace to the cycle of learning and by using the positive capabilities of small groups to preserve this discipline and rhythm³. The group continues to meet while actions are carried out, learning from them and making mid-course modifications. Action learning is a type of learning through doing. Action learning is a type of learning through doing.

³. Mike Pedler, *Action Learning in Practice*, (Burlington: Gower Publishing Limited, 2011),

Students present an action and dialogue to each group while paying close attention to pronunciation, vocabulary, correctness, and fluency. This is done to help pupils enhance their English-speaking abilities in everyday situations.

Conversational skills appear to receive less emphasis from teachers. Researcher tries to discover that speaking English skills offered by instructors are dominating by employing grammar that makes students know just the form of language tenses, without offering students the opportunity to practice phrases, through observation of the MTs Al-Fathiyah. This has an impact on those students who are unable to communicate in English, as evidenced by their inability to answer questions raised by teachers in English speaking students and test results that show only 7 of the 24 students who scored highly skilled students speak English, while the other 18 students scored below the value of skilled individuals.

To address this issue, the researcher attempts to employ the action learning technique to improve students' speaking abilities. The title of the research project is "Improving the students' speaking skill in English Lesson by utilizing action learning technique at grade eight of the MTs Al-Fathiyah based on the specifications above.

B. Subject of Action

The subjects of this study were the first grade eight of the MTs Al-Fathiyah which amounted to 25 students including 14 women and 11 boys

the subjects of this research are student how have difficulty in communication their thoughts orally and still lack confidence in speaking English technique at grade eight of the MTs Al-Fathiyah.

C. Statement of Problem

Based on the background of the research, the researcher formulates the problem of the research as follow: Can the use of action learning technique improve students' speaking skill in grade eight students of the MTs Al-Fathiyah?

D. Objective of Research

The goal of this study is to find of the improvement students' speaking skills in English lessons by using the Action Learning technique at grade eight students of the MTs Al-Fathiyah

E. Significance of Research

1. Theoretical significance

This study explains how students can improve speaking skill using action learning. The results of this study are expected to provide an increase in theoretical knowledge about how to improve students' speaking skill used action learning.

2. practical significance

The research expects that the results are intended for:

a. The students

The study results can strengthen the students' inspiration in learning the English language. It is trusted that students can move forward their

speaking ability, and the learning targets can be accomplished as well as possible.

b. The Teacher

By using action learning as a medium for learning and teaching language, teachers can easily provide learning based on the students' needs, especially on material about speaking. So, in this era, teachers have many choices in using action learning especially, Interactive Games, Scripted Speeches and Speaking as interaction, this can impact improving students' speaking ability.

c. The Research

This study was allow the researcher to know the benefits of utilizing action learning as a learning medium to improve speaking accomplishment for students.



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CHAPTER II

RIVIEW OF LITERATURE AND HYPOTHESIS

A. Review of Related Literature

The researcher is conducting the study with the guidance of literature from previous research in order to prove the hypothesis underlined. Hence, this chapter will elaborate the relevant literature and the theoretical framework built to be later utilized as the basis of this study.

1. Review of Previous Research

The first review is a research conducted by Eva Betty Simanjuntak entitled “The Improvement of Students’ Speaking Skill in English Lesson with Action Learning Strategy in 5th Grade of Elementary School 106162 Medan Estate”⁴. The objective of the research was to enhance students' speaking abilities in English lessons by using an action learning technique. There are 35 students as the subject of the study. Oral test was utilized to get information on students’ speaking ability. The methodology used for this study was classroom action research (CAR). The percentage of children who acquire proficiency in speaking also indicated that there was an improvement in students’ speaking ability. Only 14.2% of the exam takers (five students) scored in the category of skill . In the posttest for cycles I and II, category score was obtained by 45.71percent (sixteen

⁴ **Eva Betty Simanjuntak** entitled. *The Improvement of Students’ Speaking Skill in English Lesson with Action Learning Strategy in 5th Grade of Elementary School 106162 Medan Estate*”. (STKIP Kusuma Negara, 2021), p. 175

students) and 88.57 percent (thirty-one students). This indicates that there was an improvement of 74.37. It may be said that employing an action learning technique to enhance students' speaking abilities has a substantial positive impact.

The previous research before compared to the current research have similarities in terms of the design of the research where both research use classroom action research.. However, the difference lays in technique where previous research Students' Speaking Skill in English Lesson with Action Learning Strategy, while the present research was use action learning technique. Another difference is in the setting of research. Previous research was conducted by taking students in grade 5 as the subject of research, while, present research will be conducted in MTs Al-Fathiyah with students at grade 8 as the subject of research.

The second review is a research conducted by Mar'atun Shalihah MS entitled "Improving Students speaking skill by using action learning strategy in English lesson at the eighth grade students of MTs Muhammadiyah Limbung"⁵. This research used Classroom Action Research (CAR). The research tested students by asking them to give report orally either in individual test or group test based On the topic given. The time given was ninety minutes. in scoring date of speaking test the researcher used the category that evaluates for criterion. Each category scored 50 points so for all category students would

⁵ **Mar'atun Shalihah.** *Improving Students speaking skill by using action learning strategy in English lesson at the eighth grade students of MTs Muhammadiyah Limbung*"

get 100 points every aspect for speaking was arranged from 0-50. categories are vocabulary and pronunciation at MTs Muhammadiyah Limbung.

The previous research before compared to the current research have similarities in terms of the design of the research where both research use for example date is eight grade students . Another similarity is use Classroom Action Research. By using action learning strategy in English lesson, while the present research was use action learning technique. Another difference is in the setting of research. Previous research was conducted in.. by testing students used vocabulary and pronunciation he subject of research, while, present research will be conducted in by testing students used question with students at subject of research.

The third review is a research conducted by Nasidah Lubis entitled “The Effect of Socio Drama Method in Teaching Speaking.” This study, conducted at SMP N 1 Penyabungan Barat's VII grade⁶. described how sociodrama approach was used The methodology for this study was classroom action research (CAR). to teach speaking. There are 25 pupils in her study population. The outcome of the hypothesis test indicates that $t_o = 2.10$ and the t_t degree significance is 5%, which equals 2,02. It signified that the nullhypothesis was rejected and the alternative hypothesis was accepted. The socio-dramatic approach had a significant impact on the way speaking wastaught.

The previous research before compared to the current research have

⁶ **Nasidah Lubis.** *The Effect of Socio Drama Method in Teaching Speaking.*

similarities in terms of the design of the research where both research use classroom action research. The Effect of Socio Drama Method in Teaching Speaking speaking skill, while the present research was use action learning technique. Another difference is in the setting of research. Previous research was conducted in.. by focus drama method in teaching speaking as the subject of research, while, present research will be conducted in action learning the subject of research. .

The fourth review is a perevious research by Dyah Nindya Yuanita entitled “Improving Students' Speaking Skill by Using the Role Play (An Action Research at the 10th Year of SMAN 1 Gemolong in Academic Year 2012- 2013)”⁷. Is the name of a classroom action research(CAR). According to data analysis, the first cycle's mean score for students was 73, considered ordinary, while the second cycle's mean score was 90, considered good to excellent. They enhance their score by 28 points. It signifies that the action hypothesis—using role playing in theclassroom to help students' speaking skills—is proven.

The previous research compared to the current research has similarities in terms of the design of the research where both research use classroom action research. Using the Role Play, while the present research was use action learning technique. Another difference is in the setting of research. Previous research was conducted in.. by using role playing in the classroom to help students' speaking skills the subject of research, while, present research will be conducted

⁷ **Dyah Nindya.** “*Improving Students' Speaking Skill by Using the Role Play (An Action Research at the 10th Year of SMAN 1 Gemolong in Academic Year 2012- 2013)*”.

in action learning with students at grade 8 as the subject of research.

from the four previous studies, there are some differences with the research compiled and there are also similarities from the four previous studies, there are also similarities, namely the same research method using the car from the four studies and the research compiled and there are also differences from the four studies the previous one with the arrangement starting from the class where the data was taken and the length of time to observe during data collection and several other things the differences between the four previous studies and the compiled research.

B. Theoretical Framework

1. Definition of Speaking

Language has presented several definitions of speaking. Speaking is derived from the word "Speak." "Speak" implies to say things; to talk, to be able to utilize a language, to create a speech, to communicate thoughts, feelings, and so forth⁸. Speaking is the use of language verbally to communicate with others⁹. Furthermore, Hughes explains that speaking in interactive and according to achieve pragmatic aims through interactive conversation with other speakers of language¹⁰. Speaking is the most useful aural/oral ability. It is the production of structured linguistic statements to communicate meaning. Speaking instruction is frequently thought to be a

⁸.Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p.398.

⁹. G. Fulcher, *Testing Language Second Language Speaking*, (New York: Longman, 2003)

¹⁰. Dewi Hughes, *Public Speaking*, (Jakarta: Gramedia Widiasarana, 2007), p

straightforward process. Commercial language schools all across the world use persons with no formal education to teach discuss developing virtue and piety. Then, according to Islamic teachings, speaking is to give a message to someone with a good path, a soft word, do not talk about sin, and constantly talks about the positive things. According to the way he speaks, they are the characteristics of the believers. The writer might infer from the explanation above that speaking is the capacity of a human being to communicate a message to a listener in a decent way in some context, and the listener understands the message. discuss developing virtue and piety. Then, according to islamic teachings, speaking is to give a message to someone with a good path, a soft word, do not talk about sin, and constantly talks about the positive things. According to the way he speaks, they are the characteristics of the believers. The writer might infer from the explanation above that speaking is the capacity of a human being to communicate a message to a listener in a decent way in some context, and the listener understands the message.

In language training, speaking has frequently been approached in a similar manner. It is sometimes assumed to be properly covered by virtue of being so intertwined with the teaching of everything else. Paradoxically, while many students believe that being able to communicate successfully through speech is their top priority, when speaking is the primary goal of the session, it can sometimes lead to unhappiness. Some students do not understand the value of completing something in class that they could

easily do over coffee, and teachers may feel guilty because they have not taught something with a clear learning outcome that can be used to justify the lesson¹¹.

As we can see, there are several reasons why individuals communicate with one another. One of the most basic uses of language is to build and sustain social relationships. When we meet new individuals, we greet them with a “hello” and make small conversation about the weather, work, sports, and family ties. We also strive to entertain one another by making jokes and sharing tales and stories as part of this social use of language. We may also express our thoughts and ideas on a range of topics. When we talk to our friends, there is no set agenda for what we should talk about. Participants in the conversation might bring up a wide range of topics¹².the capacity to collaborate in the management of speaking turns and nonverbal Speaking ability, according to Harmer, is not just awareness of language features, but also the capacity to process information and language “on the fly.” It necessitates communication. It occurs in the actual world, with little time for elaborate planning. As a result, fluency is essential to achieve the conversation's purpose¹³.

According to Cameron, it is also critical to order the conversation

¹¹. Peter Watkins, *Learning to Teach English: A Practical Introduction for New Teachers*, (Addlestone: Delta Publishing, 2008), p 26

¹². *Ibid*, p.27

¹³. J. Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p.269.

such that the interlocutor understands what the speaker says. Speaking is essential for language learners since it is the initial mode of communication. They are required to be able to communicate in English properly, effectively, and acceptably in everyday situations¹⁴.

Tarigan stated that the fundamental purpose of speaking is to communicate, thus we must successfully transmit our thoughts and feelings, and the speaker must comprehend the meaning to be communicated in order to help others understand what they are talking about¹⁵. Since speaking is something we always do to interact with others and build positive relationships in society, it follows that everyone in the world has the ability to talk.

The researcher draws the conclusion that speaking is a mechanism for verbally conveying thoughts and emotions based on the previous explanation. Skills including vocabulary, pronunciation, precision, and fluency were required when speaking. All of those components must be grasped by students. Speaking, especially in a foreign language, is a highly important practice for learners of all ages since it allows them to comprehend what others who speak a foreign language are saying.

2. Component of Speaking

As for the components of learning to speak in English, in my

¹⁴. Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.41.

¹⁵. Henry Guntur Tarigan, *Berbicara sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa, 1981), p.15.

opinion, the first structure is to master vocabulary. After that, learn grammar to compose vocabulary that has been memorized. After that, learn how to pronounce it and launch from every vocabulary that has been compiled with grammar and after that just learn to speak in general so that it produces fluent and structured speaking there are several components that must be mastered in learning English namely as follows:

a) Vocabulary

Vocabulary is imperative to English language teaching due to the fact without enough vocabulary college students can't apprehend others or explicit their very own ideas. By learning English vocabulary, students can easily speak and understand what people are saying, especially English students.

According to Richards vocabulary is a core component of fluency. It's a very basic thing about how a learner speaks, listens reads, and writes.¹⁶ Vocabulary, along with the sound system, grammar, and culture, is one of the building blocks of language. Students who want to learn the target language, in this case, English, of course, have to learn these elements. Hebert and Kamil in Rohmatillah characterize vocabulary as the information of the implication of words. The term vocabulary contains an extended implication. For illustration, a few instructors utilize the term to cruel sight-word vocabularies, referring to students' immediate acknowledgement of words in print: other instructors allude to word

students' get is as their meaning vocabularies or students' understanding of words that they listen to in spoken language.

b) Grammar

Learning a language is inseparable from grammar, as it greatly contributes to the development of Speaking and writing. Learning grammar has almost the same effect on literacy as learning leg muscles. By learning grammar, students can learn the structure of the language and apply what they have learned as better speakers, writers, and readers.

According to Richards and Schmidt in Effendi grammar describes the structure of a language and how linguistic units such as words and phrases are formed into sentences. Yule explained that grammar describes the structure of phrases and sentences, taking into account the order of the languages in addition to these grammar definitions, Weaver splits the grammar into two definitions. First, grammar is a description of the syntax of a language, and second, a set of rules or regulations regarding the use of a language.

c) Pronunciation

Pronunciation is the act or method of pronouncing a word. Graphical representation of utterances word speech, specifically what is accepted or generally understood, and word speech using the phonetic symbols. In addition, Hornby in Ramasari, pronunciation is a way of speaking languages or specific words or sounds. Pronunciation is very

important in learning, especially in speaking skills.¹⁷ Pronunciation is the way people ring words. However, many students find pronunciation to be one of the most difficult aspects of learning English. Students who pronounce in English are more likely to understand it, even if they make mistakes in other ways. On the other hand, poorly pronounced students can have difficulty understanding even if the grammar they use is perfect.¹⁸

d) Fluency

According Fillmore in Yang Yingjie, defined four abilities to speak fluently. Be able to generate sentences consistently, reasonably, and semantically. Make appropriate expressions in various situations. Be creative and witty in the use of language. Nation (1989) provided three aspects of fluency. One is the speed and flow of language generation. Second, the degree of control over language elements; d. NS. Pause, rhythm, pronunciation, and stress. And the type of content break is last. So far, the definition of fluency has been divided into two main categories. One is called the narrow approach (Lennon, 2000), which refers to the speed and smoothness of speech. The other is a board approach (Kopenen & Riggenback, 2000) that explores a wider range of areas such as semantic density, expressiveness, linguistic user creativity, and other sociolinguistic aspects

¹⁷. Maria Ramasari, "Students Pronunciation Error Made in Speaking for General Communication," *Linguistic, English Education and Art (LEEA) Journal* 1, no. 1 (2017): 37–48.

¹⁸. Yang, Yingjie Ian Jack. "The Development of Speaking Fluency: The 4/3/2 Technique for the EFL Learners in China." *International Journal of Research Studies in Language Learning* 3, no. 4 (2013): 55–70

3. Assessing Speaking

Thornburry in Syafiq argues that there are essentially two ways to evaluate speaking¹⁹. They are overall scoring and analytical scoring. Holistic scoring uses a single score as the basis for the overall impression, while analytical scoring uses individual scores for different aspects of the task. Each of these has its own advantages, and the overall method is fast and suitable for informally assessing progress. In the meantime, teachers need to consider a variety of factors, which can be fairer and more reliable, and thus analyze and evaluate. This study used an analysis system based on Pandiyya (2013) to evaluate fluency, grammatical accuracy, sentence pronunciation, word and speech pronunciation, interactive communication, and vocabulary resources.²⁰

4. Teaching speaking

Teaching speaking can be defined as the interaction of oral communication between teachers and students in the classroom. Kayi (2006) states that teaching speaking has several functions for students²¹

- a) Teach students to generate English sounds and sound patterns.
- b) Use word and sentence stress and intonation patterns, and second language rhythms.

¹⁹. Syafiq, Ahmad Nur, Amalia Rahmawati, and Tyas Oktaviana. "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19" 3, no. 1 (2021): 50–55.

²⁰ Ibid

²¹ Asrida, Deni. "Communicative Activities of Teaching Speaking for the Students." *Ta'dib* 17, no. 1 (2016): 60

- c) Select the appropriate word or phrase for the correct social situation, audience, situation and topic.
- d) Organize thoughts in a meaningful and logical order
- e) Express values and judgments using language
- f. Use the language quickly and confidently with some unnatural pauses. Teaching to speak means training students to communicate. To do this teacher need to be able to develop activities that encourage students to use the language in actual communication.

5. The method in Teaching Speaking

There are several methods in teaching speaking as follows:

a. Storytelling

Storytelling is Retelling a story that has been read or heard using the storyteller's own words based on their comprehension of the story is known as storytelling. According to Zaro and Saberi in Mukminatus, Storytelling is an activity that involves a level of interaction between the storyteller and the audience, as well as between an individual and the listener.

b. Audio-Lingual Method

According to Maliaah (2017), The Audion Lingual is another teaching method used in the classroom of foreign language²² This method approach is a language teaching method that uses practice and model practice. This method is great for learning a foreign language because it

²² Maaliah, Eda, Yulius Harry Widodo, and Muhyiddin Aziz. "Using Audio-Lingual Method To Improve the Students' Speaking Skill." *Jurnal Bahasa Inggris Terapan* 3, no. 1 (2017): 45–59.

focuses on the behavioral changes that result from experience. This method focuses on understanding listening, speaking, reading and writing.

c. An action learning team or group.

The action learning group is the central component of action learning (also called a set or team). The group should ideally consist of four to eight people who evaluate an organizational issue for which there is not a simple fix. For the group to get different ideas and to foster new viewpoints, there should be variety in the group's backgrounds and experiences. Depending on the action learning challenge, groups may be made up of volunteers or appointed personnel, come from different departments or roles, include members of other organizations or professions, and include both suppliers and customers.

d. Interactive Games

Games that encourage communication among students frequently rely on an information gap so that one student must speak to a partner in order to solve a puzzle, draw a picture (describe and draw), arrange objects in the proper order (describe and arrange), or identify similarities and differences between images.

e. Scripted Speeches

The prepared talk, when students deliver on a subject of their own choosing, is a common type of activity. Such speeches are not intended to be casual, unstructured discussion; rather, because they are

planned, they are more like to writing than this. Students should talk from notes rather than a script, nevertheless, if at all feasible. Prepared lectures are a well-defined and practical speaking genre that, with the right planning, can be incredibly engaging for both the speaker and the audience. The progression of the lecture from first concepts to the completed product will be crucial, much like in the writing process.

f. Role-playing and Simulation

Simulation and role-playing are quite beneficial for many pupils. Students “stimulate” a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an interview) as if they were actually having it, either by acting as themselves in the meeting or on the plane or by assuming the role of a character who is different from themselves or who has thoughts and feelings that are not necessarily similar to their own. In particular while studying ESP, simulation and role-playing can be utilized to teach pupils for certain scenarios or to promote overall speaking fluency.

6. Teaching Speaking by Using Action Learning

Action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team process of reflection and action. Peer accountability and visibility of plan execution are powerful motivators that get results for the individual team member and meaningful experiential learning for all. Joel Barker once said “A Vision without Action is merely a dream. Action

without Vision just passes the time. Vision with Action can change the world.” Action learning is a tool that brings vision and action together, helping propel people and their organizations to the next level in terms of production, development, recruiting and even retention (people who are growing and learning rarely leave and organization).²³

a. Procedure of action learning strategy

The procedure of action learning strategy are:

1. Clarify the objective of the action learning group. Presentation of the problem or the task to the group. A group may handle one or many problems.
2. Group formation. The group can consist of volunteers or appointed people, and can work on a single organizational problem or each other's departments's problems. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group. Compare: Belbin Team Roles. Action learning groups may meet for one time or several times. Depending on the complexity of the problem and the time available for its resolution.
3. Analyze the issue(s) and identify actions for resolving them.
4. The problem owner presents the problem briefly to the group he can remain involved as a member of the group, or withdraw, and await the group's recommendations.

5. Problems in teaching speaking by action learning strategy

²³ Diane M. Ruebling, (2007), Action Learning: Creating the Connection Between Good Intentions and Great Execution, Gama International Journal, p. 1-3

The problems of Action Learning strategy are:

- a. Learners difficult orienting his thoughts, when not accompanied by educators.
- b. The discussion was impressed in all directions or not focused.²⁴

C. Hypothesis

Based on the theory above, the researcher concludes the hypothesis appears in this research could be formulated as follow:

- a. Alternative Hypothesis: using action learning can be improving students' speaking ability Technique at Grade Eight of The MTs Al-fathiyah in the academic year 2021/2022.
- b. Null Hypothesis: using action learning cannot improve for teaching-learning speaking ability Technique at Grade Eight of The MTs Al-fathiyah in the academic year 2021/2022.

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²⁴ <https://senangbacaweb.wordpress.com/2016/04/05/model-pembelajaran-mikroaction-learning-progressive-inquiry-dan-problem-solving-2/>; 12/01/2017; 06.36

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Research setting

This section will detail the research methodology used by the author. Every component of this study is based on methods designed to meet the study's goal. The following sections make up this section: research setting, research object, action planning, action instrument, action taking, observation, data analysis, and hypothesis.

B. Object of Research

The researcher only focuses on how to apply the action learning Technique and how the action learning technique can improve students' speaking ability through the oral presentation technique at second-grade students, especially in class A of the MTs Al-fathiyah. Where the student population was 25 students consisting of 11 male and 14 female students academic year. There are 24 pupils in the room, consist of 10 males and 14 female.

C. Design of research

This study is an example of classroom action research (CAR). Action research that is undertaken in the classroom by instructors is known as class action research. Classroom action research, which focuses on the teaching and learning process in the classroom, aims to

enhance the standard of learning practice. In addition, using actual action and building skills to identify and resolve problems, classroom action research is one of the problem-solving approaches²⁵ This action research aims to pinpoint the issues that arose in the teaching and learning setting before choosing a course of action to address them. The researcher expects to find various issues with the kids' speaking abilities in this study. Planning, action, observation, and reflecting are the four stages that should be carried out in classroom action research. Two cycles will be used to complete the four phases, with each cycle having four stages.

Finding the most effective teaching strategy in the classroom is planned through classroom activity. So that we can enhance kids' capacity for learning. The goal of classroom action research is to help instructors in their own classrooms or schools become better teachers. Although it is not necessary for the results to be extrapolated to other contexts, they can nonetheless advance our understanding of the subject. Arikunto claims that classroom action research is comprised of three words²⁶

1. Research

Examine an object's actions and follow the guidelines of a certain technique to gather data or information that will help the researcher

²⁵ M. Djunaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang Press, 2008), p.8

²⁶ Wina Sanjaya, *Penelitian Tindak Kelas*, (Jakarta: Kencana, 2013), p.25

enhance the quality of a subject of interest.

2. Action

Some intentionally created tasks that were used to create a series of cycle activities in this study.

3. Class

A teacher teaches a group of pupils in a class while they are all present at the same time. Constraints that are written for knowing about the class are outdated interpretations intended to stop a commonly held misperception and provide space for instructor to explain.” Class is a collection of people who are learning, not merely a room.

Combining the three terms above results in a reflection on classroom action research activity that is consciously presented and carried out in class. Here, the researcher used the four-step Classroom Action Research (CAR) approach created by Kemmis and McTaggart, which entails planning, acting, observing, and reflecting. The succession of cycles in this research lead to an improvement of the problem. The graph is as follows:

follows:

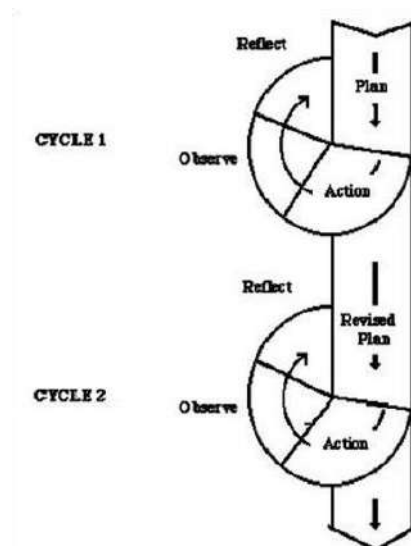


Figure 1: Spiral of Action Research, a model from Kemmis and McTaggar²⁷

Two cycles of administration will be used to carry out the study procedures. Each cycle includes the four processes of planning, doing, observing, and reflecting.

In order to determine the students' fundamental understanding of speaking ability, an orientation exam will be given before the Cycle-1 even started.

Four steps make up the Classroom Action Research (CAR) utilizing the Kemmis and Taggart design: planning, acting, observing, and reflecting. The four phases are completed in one cycle. A new problem or the previously incomplete problem might be discovered once the first cycle is complete. As a result, it is essential to carry over the first cycle's idea into the second cycle. The four phases are explained in the following manner furthermore, it can be seen further explanation below as follows:

a. Pre-Test

It was Action Research's first activity. The test's purpose is to determine a student's speaking abilities before beginning treatment. In this pre-test, I will invite them to conduct a conversation in pairs about the content that's been chosen.

²⁷ Kemmis, Stephan, Robin McTaggart, and Rhonda Nixon. *The Action Research Planner: Doing Critical Participatory Action Research. The Action Research Planner: Doing Critical Participatory Action Research*, 2014.

b.Cycle 1

After conducting the pre-test, the researcher found out the students' lack of speaking ability. So the authors apply several methods that have been planned:

1.Planning

An action plan is a structured action that must be prospective and forward-looking. Therefore, researchers use daily activities as a learning medium in improving students' speaking skills

2. Action

Action must be done consciously and controlled, which is a careful and thoughtful variation of the practice. Therefore, when the researcher's actions were carried out. At this stage, the research applies the previously planned method, and the action is carried out in two cycles. All activities in class the action were recorded and analyzed. In this cycle, the focus is on students' speaking skills using daily activities as a medium of learning and providing materials that are appropriate to learning speaking. After the material is given to students, the researcher will ask students to practice in front of the class in front of their classmates.

3. Observation

Observations help document the effects of related behaviors. Observations are positive and provide the basis for current reflection. Observations must be carefully made and planned so that the base of the documentary is created for later reflection.

4. Reflection

Reflective means remembering and paying attention to the behavior recorded in the observation. Reflection seeks to understand strategic behavior's natural processes, problems, and limitations. Reflection takes into account the different perspectives that may exist in a social situation and understands the problem and the situation in which it occurs.

a. Cycle 2

The teaching method for the second cycle is the same as for the first cycle. The main difference between this cycle and the previous cycle is that it is using story telling to improving speaking skill methods that have been planned:

1. Planning

In this second phase, the researchers modified the plan a bit and implemented it using the same method using story telling as the learning medium.

2. Action

At this stage, the researcher repeats the activities at the initial stage. Therefore, when the researcher's action is carried out. At this stage, the research applies the previously planned method. All activities in class the action were recorded and analyzed. In this cycle, the focus remains on students' speaking skills by using the story telling as a learning medium and providing materials that are appropriate to learning to speak. After the material is given to students, the researcher will ask students to practice in

front of the class in front of their classmates.

3. Observation

Observations were made in the same way in the second cycle. Observations are made during the learning process or action implementation.

4. Reflection

In this section, the researcher reflects on everything in cycle one and cycle two, evaluates the teaching-learning process, and considers what has been done in both cycles.

D. Planning of Action

1. planning

After identifying and diagnosing the speaking issue among the students in the class, which will be supported by observation and interviews, a planning phase will be carried out; moreover, this phase's planning is separated into two sorts. They are broad planning and targeted planning.

The overall strategy is to coordinate all components of Classroom Action research (CAR). The particular planning, meantime, aims to organize the cycle- to-cycle connected plan. Based on the currently being utilized syllabus, the structured preparation will be transformed into lesson planning. The lesson plan will be created to be used in the 8th grade of the MTs Al-fathiyah. Some guidance on media- teaching processes, resources, and evaluation will be offered.

2. Action

In the acting phase of the principle, a planned action, such as the strategy

to be deployed or the curriculum to be taught, may come to fruition. In the acting phase, the instructor and the researcher work together to carry out the intended activity. While the study monitors the classroom environment throughout a teaching-learning activity, the teacher instructs using the chosen method.

This phase, which will last for two weeks and involve two cycles with each cycle consisting of two sessions in action, will start the process of delving further into the topic under investigation. According to Wina Sanjaya, the acting phase should be carried out constantly for at least two cycles, with the length of each cycle depending on the materials required for the semester or year that the instructor had planned²⁸

3. Observation

Throughout this phase, the researcher and the instructor will work together to record every event that takes place in the classroom. They will also observe how the activity is conducted using a field note or an unstructured observation sheet. The researcher will evaluate the intervention's efficacy after seeing the results of the intervention. When watching, the observer should pay attention to and record all of the actions taking place in the actual classroom. It could have to do with how the teacher performed, how the class runs, or how the students respond. It will also gather data from the assessment or posttest during this phase

²⁸ Wina Sanjaya, *Penelitian Tindak Kelas*, p.26

4. Reflection

This phase is to reflect on or evaluate the previous three phases. It will be done using the data that has been gathered to hold evaluation in order to finish the subsequent cycle. So, after putting the action and observation results into practice, the reflection may be decided. If any issues are to be discovered, they needed to be resolved before moving on to the following cycle.

E. Instrument of Research

This device is one of the tools researchers use to collect data for research. In this case, the researchers used the following equipment:

1. Observation

Observation is a test to collect facts, data, values, or values for a specific purpose to find something. Some of this is known as verbalization, or word disclosure, using what has been investigated or observed. Therefore, researchers made their first observations to find out what the process of education and learning at school was like. In addition, researchers observed student behavior and their activities in the learning process to see how the learning process took place. Researchers use observation checklists to make them more systematic and easier for researchers to collect data. The most challenging part of students is lack of confidence to go forward and speak in front of their friends The observation checklist consisted of a teacher's observation checklist and a student's observation checklist. The teacher and student activities referenced in the

monitoring checklist are described in the following table.

**Table 1 Teachers' activities
Teacher's observation checklist**

No	Teachers' activities	Score			
		1	2	3	4
1	The teacher gives some random vocabulary and is asked to look for similarities her and describe the vocabulary obtained as example before answering the question.				
2	The teacher begins to distribute the question papers				
	The teacher explains how to answer the question				
4	The teacher gives an example of how to answer the question				
5	The teacher gives times to answer question				
6	The teacher takes the answer after that give back random answer to students while telling correct answer to check answer.				
Total score					
Maximun Score					
Successful Rate					
Category					

Note :

Score

The teacher carries out the activities in full without exception

4

The teacher does many activities

3

Teacher rarely do activities

2

Teacher never do activities

1

To calculate the score, here is the formulation :

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

Table 2
The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

The total score is determined from the activity score of each teacher. This is explained after giving awareness related to the material being taught, after successfully teaching the class, etc.

b. Test

According to the Dictionary of Cambridge test is a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do.

c. Pre-Test

It was Action Research's first activity. The test's purpose is to determine a student's speaking abilities before beginning treatment. In this pre-test, I will invite them to conduct a conversation in pairs about the content that's been chosen.

Table 3
Students' observation activities

No	Students' activities	Score			
		1	2	3	4
1	Students receive a question paper and ask how to answer question				
2	Students listen to the explanation of how to answer question				
3	Students ask questions how to answer the unclear related				
4	Students start answering questions				
5	Student submit answer after Finish answer				
6	Students receive their friends' answers at random to be checked together and explain wrong one correct answer vocabulary				
Total score					
Maximum score					
Successful Rate					
Category					

Note :

The students carries out the activities in full without exception	4
The students does many activities	3
Students rarely do activities	2
Students never do activities	1

To calculate the score, here is the formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

Table 4
The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

Table 5– Component of Speaking

Score	Pronunciation
5	Has a bit of a foreign language trance.
4	Always understandable; although one is aware of the specified accent.
3	Pronunciation problems need concentrated listening and sometimes lead to misunderstandings.
2	Very difficult to understand due to pronunciation problems, most often asked repeatedly.
1	Pronunciation problems serve to make speech almost incomprehensible.
Score	Grammar
5	If anything, make a few grammatical and word order errors visible.
4	Occasionally makes grammatical and/or word order errors that do not obscure meaning.
3	Often makes grammatical and word order errors that sometimes obscure meaning.
2	Grammar and word order errors that make it difficult to understand; must often rearrange sentences and/or limit them to basic patterns.
1	The errors in grammar and word order were so severe that the speech was

	barely intelligible.
Score	Vocabulary
5	The use of vocabulary and idioms is almost the same as native speakers.
4	Sometimes uses inappropriate terms and/or has to rearrange ideas due to lexical deficiencies.
3	Often uses the wrong words; conversation is a bit limited due to insufficient vocabulary.
2	Word misuse and very limited vocabulary make understanding quite difficult.
1	Vocabulary limitations are so extreme that they make conversation, repetition, or paraphrasing nearly impossible.
Score	Fluency
5	Smooth and easy speech like a native speaker.
4	Speech speed seems to be slightly affected by language problems.
3	Speed and fluency are somewhat greatly affected by language problems.
2	Usually hesitant and often forced to remain silent because of language barriers.
1	Pronunciation is so stuttering and stammering that it makes conversation almost impossible.
Score	Comprehension
5	Seem to understand everything without difficulty.
4	Understand almost anything at a normal pace, although it may require occasional repetition.

3	Understands most of what is said at a slower rate than usual and with repetition; very difficult to follow what was said.
2	Has great difficulty following what is said; can only understand "social conversation" spoken slowly and with frequent repetition.
1	Can't be said to understand even simple English conversation.

F. Indicator of success

The indicator of success of this research is when students' can pass the test that has been determined based on the KKM at school, the KKM at school is 70, researcher hopes that 85% of students can get score 70 or more so that this research can be said to be successful

1. Schedule of Research

Table 5

Schedule of Research

No	Kegiatan	Bulan Ke:							
1	Penyelsean proposal								
2	Seminar Proposal								
3	Pelaksanaan Penelitian								
4	Penyelsean Skripsi								

CHAPTER IV

RESEACH RESULTS AND DISCUSSION

In this chapter will discuss the research entitled Improving students speaking skills in English lessons by using the Action Learning technique at grade eight students of the MTs Al-Fathiyah. This research used a classroom action research design consisting of cycle 1 and cycle 2, there are important aspects consisting of planning, action, observation, and reflection in which each cycle consists of two meetings each.

A. Research findings

At this stage, the researcher will describe the results of the research, as has been said before this research used classroom action research that consist of two cycles, namely cycle 1 and cycle 2. All stages will be explained below.

1. Pre test

This research was started on Monday , September 12, 2022 with the aim of taking pre test score. The researcher instructed the students to introduce themselves in front of the class with a duration of 4 to 5 minutes with the aim of knowing the students' speaking ability and taking pre test scores. The researcher assessed the students' speaking ability according to the previously discussed aspects, which consisted of pronunciation, vocabulary, grammar, fluency and comprehension. Below is a description of the results of the pre test data.

Table 7
Students' speaking score in pre-tes

No	Initial Name	Aspects					Total score
		P	G	V	F	C	
1	AA	15	15	15	15	10	70
2	AM	15	15	15	15	10	70
3	AZ	10	5	10	10	10	45
4	AS	5	10	10	10	5	40
5	DS	10	10	5	5	10	40
6	EH	10	10	10	5	10	45
7	HH	10	10	10	10	10	50
8	HU	5	10	10	10	5	40
9	IA	15	15	15	15	10	70
10	KF	10	10	10	5	5	40
11	LA	10	10	10	5	5	40
12	MH	10	5	10	10	5	40
13	NLP	10	5	10	5	10	40
14	NK	15	15	15	15	10	70
15	NA	10	10	5	5	10	40
16	NS	15	15	15	15	10	70
17	RM	10	5	10	5	10	40
18	RR	15	15	20	10	10	70
19	SH	15	15	15	10	15	70
20	WF	10	5	10	10	5	40
21	WA	15	10	5	5	5	40
22	WA	15	10	10	5	10	50
23	ZIH	15	15	15	15	10	70
24	ZM	10	10	15	5	5	45
25	ZWB	20	15	10	10	15	70

Total Score	1,310
Means	52.4
Students Successful Rate	36%

Note:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Here are the process of getting mean score

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} = Mean score

$\sum x$ = total score

n = Number of students

$$\bar{x} = \frac{1310}{25} = 52.4$$

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Based on the table above , the total score is 1310 then divided by 25 according to the number of students and the average result of the conversion score is 52.4 which means most of students do not pass the KKM standard, which is 70. only 9 out of 25 students reached the KKM standard so that the percentage for the pre cycle was only 36% who passed the KKM. Therefore, the researcher will apply English several types of questions media to help students improve their speaking skill.

2. Cycle 1

At this stage, the researcher conducted two meetings in cycle 1, there was a first meeting where the researcher presented or taught according to the title of the research then at the second meeting. The researcher conducted tests on students with the aim of taking score and to find out the average results. The first meeting was held on Monday , September 26 2022, while the second meeting or the day to conduct the test was conducted on Tuesday , September 27, 2022. The following is a complete explanation regarding cycle 1.

a. Planning.

In this section, the researcher prepares all the necessities used in the teaching and learning process using apply English several types of questions with the aim of making learning and learning run smoothly. So the researcher prepared the subject matter and then prepared an observation sheet, not forgetting to also prepare the main media for to learn using question list that students can hear more getting vocabulary.

b. Action

At this stage, the researcher take an action according to the lesson plans that have been prepared previously. The following is the process of cycle 1 which will be explained in full below.

1) first meeting

This meeting was held on Tuesday , October 05, 2022. At this first meeting the researcher greeted the students and then didn't forget to

check attendance so that the researcher knew who was in and who wasn't, after that the researcher told the material or topic to be discussed at the first meeting and told students the purpose of this lesson. The researcher wrote down some of the vocabularies in the description of the contents of question list

After giving a little description about apply English several types of questions, the researcher started to explain and give example on how to answer the question while researcher asked students to stay focused and pay attention to the explainaiton that are given.

Finally, after after giving the explanation about the sample , the researcher asked the students to prepare for the test that would be conducted at the next meeting, the researcher asked the students to answer the question according to with what has been given at very first time

2) The second meeting

The second meeting was held on Thursday, October 15, 2022, as usual the researcher would open the second meeting by praying and greeting and then checking the attendance of the students. In this test section, the researcher asked some students to come forward one by one to introduce themselves with a longer than the pre test which is 15 minutes. The test will be assessed according to the criteria previously discussed, namely there are 5 criteria including pronunciation, vocabulary, grammar and comprehension.

c. Observation

This observation section is an important part because observation is a part to observe all actions and activities carried out by researcher and students. In this activity the teacher from the MTs Al-Fathiyah was an observer, the observer would observe how the process of teaching and learning activities was and then giving this (✓) to the aspects on the observation sheet. The results of the observation checklist in cycle 1 will be explained bellow.

Bellow is the data of the teacher activities in cycle 1.

Table 8
Teacher Observation Activities in cycle 1

No	Teachers' activities	Score			
		1	2	3	4
1	The teacher gives some random vocabulary and is asked to look for similarities her and describe the vocabulary obtained as example before answering the question.		✓		
2	The teacher begins to distribute the question papers			✓	
	The teacher explains how to answer the question		✓		
4	The teacher gives an example of how to answer the question		✓		
5	The teacher gives times to answer question			✓	
6	The teacher takes the answer after that give back random answer to students while telling correct answer to check answer.		✓		
Total score		14			
Maximun Score		24			
Successful Rate		58%			

Category	Fair
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Note :	Score
The teacher carries out the activities in full without exception	4
The teacher does many activities	3
Teacher rarely do activities	2
Teacher never do activities	1

To calculate the mean score, here is the formulation :

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

$$\frac{14}{24} \times 100 = 58$$

Table 9
The interpretation of teacher' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

It can be seen from the explanation above that the results of the teacher's observations are completely good enough but there are still some aspects that are not perfect, the teacher's percentage result is 58%, which means that the teacher still has weaknesses in teaching. One of the weaknesses is in the way the teacher explains the movie content, so in the next meeting, the teacher will make a changes to be more able to explain and others.

2) Students' Activities

Table 10
Students' Observation Activities in cycle 1

No	Students' activities	Score			
		1	2	3	4
1	Students receive a question paper and ask how to answer question		✓		
2	Students listen to the explanation of how to answer question			✓	
3	Students ask questions how to answer the unclear related		✓		
4	Students start answering questions			✓	
5	Student submit answer after Finish answer		✓		
6	Students receive their friends' answers at random to be checked together and explain wrong one correct answer vocabulary			✓	
Total score		15			
Maximum score		24			
Successful Rate		62%			
Category		Fair			

Note :

Score

The students carries out the activities in full without exception

4

The students does many activities

3

Students rarely do activities

2

Students never do activities

1

To calculate the mean score, here is the formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

$$\frac{15}{24} \times 100 = 62$$

Table 11
The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

As explained above, it can be seen that students still have many weaknesses, including students who are still embarrassed to come to the front of the class to introduce themselves, but there needs to be coercion from researcher and observer before students come to the front of the class, so that the mean obtained in this observation was 62% and it was classified as a fair category.

2) Post Tes

Bellow is the data of students post test in cycle 1

Table 12
Students' speaking score in post-test cycle 1

No	Initial Name	Aspects					Total score
		P	G	V	F	C	
1	AA	20	15	15	15	10	75
2	AM	15	15	15	15	10	70
3	AZ	10	10	15	10	10	55
4	AS	15	15	10	10	20	70
5	DS	5	10	5	10	15	45
6	EH	10	10	15	10	10	55
7	HH	5	10	10	15	10	50
8	HU	15	10	10	10	5	50
9	IA	10	10	15	15	15	65
10	KF	20	10	15	10	15	70
11	LA	10	15	10	15	20	70

12	MH	15	15	15	10	15	70
13	NLP	10	15	15	15	15	70
14	NK	20	15	15	10	10	70
15	NA	10	15	5	10	10	50
16	NS	15	10	15	15	15	70
17	RM	15	15	15	15	20	80
18	RR	15	15	15	20	15	80
19	SH	15	15	15	15	15	75
20	WF	10	10	10	10	10	50
21	WA	15	10	10	10	10	55
22	WA	10	10	10	10	10	50
23	ZIH	20	15	15	15	15	75
24	ZM	15	15	15	15	10	70
25	ZWB	20	15	15	15	15	80
	Total Score						1,540
	Means						61.6
	Students successful rate						60%

Note:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Here are the process of getting mean score

$$x = \frac{\sum x}{n}$$

Note:

x = Mean score

$\sum x$ = total score

n= Number of students

$$x = \frac{1540}{25} = 61.6$$

Based on the data above, the result score is 1540 and then divided by the number of students, namely there are 25 students and the results from posttest cycle 1 showed that the average number of students is 52.4 and students who pass the KKM standard are only 41.% or more specifically, there are 15 out 25 students passed the KKM standard. Therefore, 59% of students did not pass the KKM standard at school, but this is better than before where in the pre cycle there were only 9 students who passed the KKM standard. So from this result, cycle 2 will be held to take the second post test score.

d. Reflecting

At this stage, the researcher analyzes and evaluates all the activities that have been carried out during the learning process, during the learning process, both teacher and students have their own weaknesses, for example, many students lack confidence in presenting tests and there are still many students who are less focused in paying attention to the teacher's explanation. From the teacher's side, there are still many weaknesses and shortcomings, for example when explaining speaking content, the teacher is not very fluent and the explanation is not good so that it makes students a bit bored to listen continuously. Another weakness lies in providing feedback on student performance that is not too good and still need a more firm and kind way. Therefore, at the next meeting, namely cycle 2, the

total number of students who passed the KKM standard was only 44.%, which means that it was not on target, namely 85% of students. Therefore at the next meeting the teacher will upgrade the weaknesses in a newer and better way than what has been done before.

2. Cycle 2

At this meeting, the researcher used 2 meetings as well, in which the first meeting was to present or giving question list used to evaluate the students, while at the second meeting, it was to take student test scores so that researcher can found the average score of students. The first meeting was held on Wednesday , October 19, 2022, while the second meeting was held on Thursday , October 20, 2022. Below is the full explanation.

a. Planning

At this stage the researcher prepares all the needs that will be used in the teaching and learning process about question list subject, such as laptops, speakers with the aim that students can more easily and clearly hear what the noun verb and adjective in that vocabulary from question list. Do not forget to also prepare an observation sheet so that observer can score it well and clearly.

b. Action

At this stage the researcher would teach to the class or more precisely, it can be called an action, which is where the teaching and learning process takes place. Below is the full explanation.

1) first meeting

This meeting was held on Friday, October 21 2022, as usual when entering the class the researcher greeted and then checked the attendance of students so that researcher would know the presence of students, not forgetting to also give an advice or motivation to students so that later when they at class.

After that, the researcher immediately wrote down some vocabulary related to the question list that day, the material of apply English several types of questions related to finding the synonym rearrange the sentence and finding meaning ". At this time, the researcher asked the students to find a partner with each other so that they could discuss vocabulary and the material that related post test, because at this meeting, students will answer post test question.

Finally, after the students answer the post test question then the researcher gave the students the opportunity to asked anything that was not clear or not yet understood, after the question and answer process the researcher finally asked the students to prepare themselves to take the test at the next meeting.

2) Second meeting

The second meeting was held on Saturday, October 22, 2022. At this meeting, as usual, the researcher said greetings and then did not forget to provide motivation while checking student attendance. After everything was finished, the researcher asked the students to take their friends' answer

sheet and practice first or get ready to pronounce , some vocabulary that taken from post test. take the score, it will be measured through 5 criteria that have been discussed previously, namely pronunciation, vocabulary, grammar and comprehension.

c. Observation

At this stage, it is the turn of the action to be taken by the observer or more specifically the teacher from MTs Al-Fathiyah. The observer would observe how the teaching and learning process activities take place, the observer is only enough to put a mark (√) on the score that has been determined on the observation sheet. The following is an explanation of the observation sheet in cycle 1.

1) Teacher Activities

Bellow is the data of the teacher activities in cycle 2.

Table 13
Teacher Observation Activities in cycle 2

No	Teachers' activities	Score			
		1	2	3	4
1	The teacher gives some random vocabulary and is asked to look for similarities her and describe the vocabulary obtained as example before answering the question.			✓	
2	The teacher begins to distribute the question papers			✓	
3	The teacher explains how to answer the question			✓	
4	The teacher gives an example of how to answer the question				✓
5	The teacher gives times to answer question			✓	
6	The teacher takes the answer after that give back random answer to students while telling correct answer to check				✓

answer.				
Total score	20			
Maximun Score	24			
Successful Rate	83%			
Category	Good			

Note :

Score

The teacher carries out the activities in full without exception	4
The teacher does many activities	3
Teacher rarely do activities	2
Teacher never do activities	1

To calculate the mean score, here is the formulation :

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

$$\frac{20}{24} \times 100 = 83$$

Table 14

The interpretation of teacher' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

As shown in the table above, it can be seen that the observation activities in cycle 2 increased to be better than the previous cycle 1, it can be seen from the success rate, which is 83%, which means it was higher than before which only got 58%. One of the improvements that occurred lies in the teacher's explanation, which was increasing and clearer and the feedback that the teacher gives to students becomes more reasonable and good.

2) Students' Activities

Bellow is the data of the students' activities in cycle 2.

Table 15
Students' Observation Activities in cycle 2

No	Students' activities	Score			
		1	2	3	4
1	Students receive a question paper and ask how to answer question			✓	
2	Students listen to the explanation of how to answer question			✓	
3	Students ask questions how to answer the unclear related			✓	
4	Students start answering questions			✓	
5	Student submit answer after Finish answer				✓
6	Students receive their friends' answers at random to be checked together and explain wrong one correct answer vocabulary			✓	
Total score		19			
Maximum score		24			
Successful Rate		79%			
Category		Good			

Note :

Score

The students carries out the activities in full without exception	4
The students does many activities	3
Students rarely do activities	2
Students never do activities	1

To calculate the mean score, here is the formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

$$\frac{19}{24} \times 100 = 79$$

Table 16
The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

In cycle 2 observations, there was more satisfying results than the previous results, it can be seen from the data above that some activities began to increase, starting from students who became more attentive to the teacher's explanations then students became more confident to perform and show good results, or more clearly at the previous observation the success rate achieved was 62% while in cycle 2 observations it showed higher results, namely 79%.

3) Test

Bellow is the data of students post test in cycle 2

Table 17
Students' speaking score in post-test cycle 2

No	Initial Name	Aspects					Total score
		P	G	V	F	C	
1	AA	15	15	15	15	15	75
2	AM	20	15	15	15	15	80
3	AZ	15	15	20	10	15	75
4	AS	20	15	20	20	20	95
5	DS	10	10	15	10	15	60
6	EH	10	10	15	15	20	70
7	HH	10	15	15	10	15	70
8	HU	15	15	15	10	15	70

9	IA	15	15	15	15	15	75
10	KF	20	10	15	15	20	80
11	LA	20	15	15	20	20	90
12	MH	15	15	15	15	15	75
13	NLP	20	15	20	15	20	90
14	NK	10	15	15	10	20	70
15	NA	10	15	10	10	15	60
16	NS	20	15	20	20	15	90
17	RM	20	20	20	15	20	95
18	RR	20	20	20	20	15	95
19	SH	20	20	20	15	15	90
20	WF	20	15	15	15	15	80
21	WA	15	15	15	15	15	75
22	WA	15	15	15	10	10	65
23	ZIH	20	20	15	15	15	85
24	ZM	15	15	15	15	15	75
25	ZWB	20	20	20	20	15	95
	Total Score						1,980
	Means						79.2
	Students successful rate						88.%

Note:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Here are the process of getting mean score

$$x = \frac{\sum x}{n}$$

Note:

x = Mean score

Σx = total score

n = Number of students

$$x = \frac{1980}{25} = 79.2$$

It can be seen in the table above that the total student score is 1980 then divided by the number of students, namely 25 and the average result is 79.2, then the success rate is 88% or more clearly there were 22 out of 25 students who passed the KKM standard, meaning that in cycle 2 it was better than cycle 1, most students began to be confident to take tests and show good results, the teacher also did his best in explaining and organizing the class during the learning process.

Bellow is the explanation of students' success rate in every cycle

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Table 18
Percentage of students' success rate

Meeting	Mean	Success rate
Pre test	52.4	36% (9 students)
Cyle 1	61.1	60% (15 Students)
Cycle 2	79.2	88% (22 students)

The results above showed that there was a difference or improvement which indicates that using English apply English several types of questions as a learning medium can improve speaking action learning , it can be seen from the pre-test that there were only 9 students 36% who

passed the KKM standard then continued with cycle 1, namely there were 15 students 60% who passed the KKM standard. then in cycle 2 there was a fairly high increase, namely there were 22 students 88% who passed the KKM standard.

d. Reflection

Turning to the reflection stage, which is where the researcher analyzes and evaluates all the activities that have taken place so far, this time, both from the students and the teachers, there is a considerable increase compared to the previous activities, it can be seen from cycle 1 that there are still many students who are less focused and still shy to come to the front of the class to perform but in cycle 2, students begin to focus on listening and then become more confident to perform in front of friends. From the teacher or researcher side, the researcher is already fluent in explaining the material and give question list, the teacher is also good at managing the class so that students pay more attention to the teacher and the class teaching and learning activities run smoothly. It can be seen from the average student that is 79.2 and the success rate is 88%.

A. Discussion

The research used a classroom action research design where researcher uses action leaning as strategy in the learning process. The research used observations checklist and tests in collecting data. English speaking material is a good medium to improve speaking ability because speaking is a very important aspect. Nunan said that speaking is the

ability to express words or sentences in conveying ideas to others.²⁹ This means that speaking ability is very important to be improved, especially for students. So with the question list, the researcher hopes that the speaking ability students of the MTs Al-Fathiyah could be improved. In classroom action research, there were several steps that must be taken, namely planning, observation, action and reflection. Each of these steps was applied to each cycle.

Another instrument applied in this research is a test. The first meeting was called a pretest where the purpose of doing this pretest was to find out student scores before the implementation of the action learning in improving students' speaking abilities. In the pretest, there were many shortcomings ranging from lack of vocabulary where students were still playing around, lack of confidence or shy to go ahead to take the test, it can be seen from the average student score was 52.2 and the student success rate was only 36% or more simply, there were 9 out of 25 students who passed the KKM standard. After knowing the results of this pretest, the researcher were more excited in providing question list as media in improving students' speaking abilities, therefore cycle 1 was carried out, below is a discussion about cycle 1.

In cycle 1, the researcher held four meetings where the first meeting was in order to give students to apply English several types of questions and explain the new vocabulary of the question list content then at the second

²⁹ D. Nunan, Practical English language teaching....

meeting, namely the day of the test. At the first meeting the researcher turned on the question list then the students answer, while the researcher explained and provided explanations for each sentence so that it was easy to understand, by David cited in Arini , namely pronunciation, grammar, vocabulary, fluency, and comprehension³⁰. After the test, the researcher found several mistakes made by many students, namely there was a lack of grammar and lack of fluency. So the average result of students from post test cycle 1 was 61.1 and for the success rate of students it reaches 60.%. Although it can be said that it is not good enough, but there was a slight increase better than the results of the previous pretest scores, but this was also still lacking or has not reached the target, therefore cycle 2 would be carried out, bellow is the full explanations.

In this last step or cycle 2, the researcher applied the apply English several types of questions and explained it and then does the new vocabulary from the test . The findings of the average score of students in cycle 2 were quite increased than before because there were several aspects that were starting to improve such as adding some vocabulary, then the students' season derivatives were getting better, students' fluency was also slightly increased, even though the comprehension aspect also increases even though it's a little but at least an improvement rather than nothing. The result of the average student in cycle 2 was 77.6 while the success rate was 88% or more simply, there are 22 out of 25 students who passed the KKM standard,

³⁰ Arini Isnaen Meilyaningsih, "Improving the students' speaking ability..."

meaning that this exceeds the researcher's target which only targets 85% of students.

To confirm the finding, there are several previous research that have the same finding with present research. A study by Aseptiana Parmawati where in her research there were several speaking problems experienced by the students. It was confirmed that after applying the action learning, the students' speaking increased from several aspects. The pretest got an average of 70.5 while after the apply English several types of questions was applied in cycle 1 to 76.5 and for cycle 2 there is an average of 81 students, meaning that this study succeeded in improving students' speaking.³¹

Another research finding that is in line with the present research conducted by Eva Betty Simanjuntak entitled "The Improvement of Students' Speaking Skill in English Lesson with Action Learning Strategy in 5th Grade of Elementary School 106162 Medan Estate". The percentage of children who acquire proficiency in speaking also indicated that there was an improvement in students' speaking ability. Only 14.2% of the exam takers (five students) scored in the category of skill. In the posttest for cycles I and II, category score was obtained by 45.71 percent (sixteen students) and 88.57 percent (thirty-one students). This indicates that there was an improvement of 74.37. It may be said that employing an action learning technique to enhance students' speaking abilities has a substantial positive

³¹ Aseptiana Parmawati & Ratih Inayah, "Improving students speaking skill....

impact³².

Another research finding that is in line with the present research by Mar'atun Shalihah MS entitled "Improving Students speaking skill by using action learning strategy in English lesson at the eighth grade students of the MTs Muhammadiyah Limbung". in scoring date of speaking test the researcher used the category that evaluates for criterion. Each category scored 50 points so for all category students would get 100 points every aspect for speaking was arranged from 0-50. categories are vocabulary and pronunciation at MTs Muhammadiyah Limbung.³³ Furthermore, research finding that is in line with the present research conducted by Dyah Nindya Yuanita entitled "Improving Students' Speaking Skill by Using the Role Play (An Action learning) According to data analysis, the first cycle's mean score for students was 73, considered ordinary, while the second cycle's mean score was 90, considered good to excellent. They enhance their score by 28 points. It signifies that the action hypothesis—using role playing in the classroom to help students' speaking skills—is proven.³⁴

In addition, the previous finding that is in line with the present research by Nasidah Lubis entitled The Effect of Socio Drama Method in Teaching Speaking. This study, to teach speaking. There are 25 pupils in her study population. The outcome of the hypothesis test indicates that to

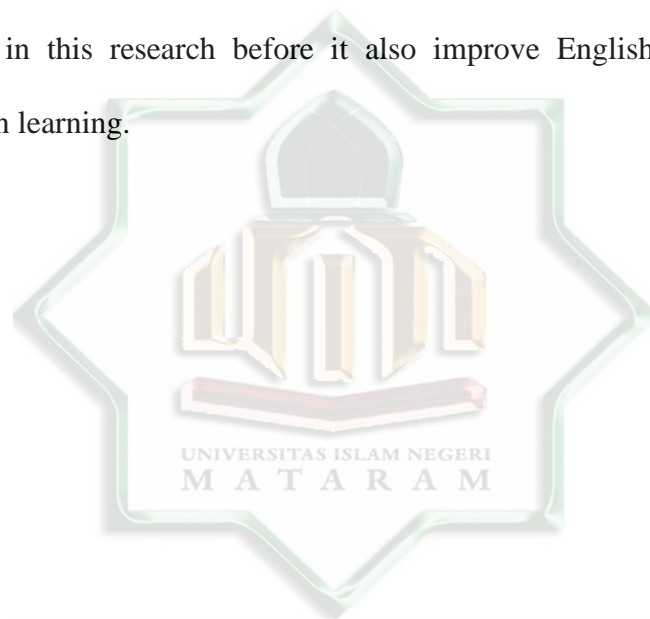
³² Eva Betty Simanjuntak entitled "The Improvement of Students' Speaking Skill in English Lesson with Action Learning Strategy....

³³ Mar'atun Shalihah MS entitled "Improving Students speaking skill by using action learning strategy in English lesson.....

³⁴ by Dyah Nindya Yuanita entitled "Improving Students' Speaking Skill by Using the Role Play.....

= 2.10 and the tt degree significance is 5%, which equals 2,02. It signified that the null hypothesis was rejected and the alternative hypothesis was accepted. The socio-dramatic approach had a significant impact on the way speaking wastaught.³⁵

Based on the result of the above research that the action learning can to improve is study English special in speaking and in the strengthening with in this research before it also improve English language using action learning.



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³⁵ Nasidah Lubis entitled “The Effect of Socio Drama Method in Teaching Speaking.”.....

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aims to find out the action learning could students' speaking ability by using English action learning, after going through the pretest then followed by post test cycle 1 and post test cycle 2 there was a good improvement after the implementation of English action learning, with the question list then a test in the form of introduction students becomes more able in introducing themselves in various sentences, students also got a lot of vocabulary from the question list, pronunciation and fluency aspects were also getting better, because in post test cycle 2, the researcher asked students to have conversations with their classmates so that their self-confidence increased even more. This can be seen from the results of the pretest, which is 52.4, which means it was very low, then continued with the post test cycle 1 with the average starting to slightly increase, namely 61.1, then in the last test, namely cycle 2, there was a fairly high increase, namely 79.2 which means that it can pass the standard KKM in school. It can be interpreted that the use of question list in improving students' speaking skills is said to be successful.

B. Suggestions

Below are some suggestions for teachers, students and other researchers.

1. Teachers

Researcher hopes that by doing research using action learning in

improving students' speaking abilities it can motivate teachers to teach using question list because using only material and theory is not enough to help improve students' speaking, but there is a need for supporting media such as movies and oftento do performances so that students are not embarrassed and can speak even if it is a little.

2. Students

Rresearcher hopes that this action learning can give students motivation to continue learning to use question list even though they are not in class because watching question list can be done anywhere and it will be very practical to be able to provide knowledge about how to speak well and correctly

3. Another researcher

With this research, the researcher hopes that other researchers can also be motivated to do one technique using action learning in improving speaking ability.

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UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

APPENDIXES

Appendix 1 List of the subject

NO	NAMA SISWA	Gender
1	Adya Aini	Female
2	Ahmad Muliamin	Male
3	hmad Zaki Rahmawan	Male
4	Arifin Sukrani	Male
5	Desmala Sari	Female
6	Elin Hairussifa	Female
7	Hanipan Hatib	Male
8	Hasnatul Ulia	Female
9	Iqbal Andrian	Male
10	Khairul Faiz	Male
11	Lutfina Aulia	Female
12	Muhammad Huzaemi	Male
13	Nanda Liana Putri	Female
14	Nawal Kamila	Female
15	Nurul Aini	Female
16	Nurul Sa'adah	Female
17	Rina Maulidani	Female
18	Rizky Rahmadi	Male
19	Siti Hafizah	Female
20	Wafa Fadila	Female
21	Wahyu Andasari	Female
22	Wahyu Astari	Female
23	Zainul Ismut Hayyi	Male
24	Zainul Majdi	Male
25	Ziad Wira Bunapati	Male

Appendix 2
Lesson Plan cyle 1

RENCANA PELAKSANAAN
PEMBELAJARAN (RPP)

Nama Sekolah : MTs Al-fathiyah

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII (Delapan) / II (Dua)

Materi *Tense* : *Simple Present Continuous*

Aspek/skill : *Vocabulary*

Pertemuan : Ke-1

Alokasi Waktu : 2 x 40 menit

I. Standar Kompetensi

Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya. (present continuous tense; kata ganti obyek, *me, you, him, her, us*)

II. Kompetensi Dasar

Menerapkan dan Menyusun struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya. (present continuous tense; kata ganti obyek, *me, you, him, her, us*)

Indikator

► Siswa mampu mengidentifikasi fungsi sosial *Simple*

Present Continuous Tense

- *Siswa mampu mengidentifikasi struktur kalimat*
- *Siswa mampu menerapkan unsur kebahasaan Simple Present Continuous Tense untuk menyatakan kejadian yang sedang berlangsung*

III. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa mampu :

- ✓ Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang Simple Present Continuous Tense.
- ✓ Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi dengan menggunakan bentuk kalimat Simple Present Continuous Tense.
- ✓ Mengidentifikasi penggunaan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan dan sesuai konteks Simple Present Continuous Tense
- ✓ Menyusun teks lisan dan tulis sederhana dengan bentuk kalimat Simple Present Continuous Tense

IV. Karakter :

- Tanggung jawab
- Kerjasama
- Cinta damai
- Percaya diri

V. Materi Pembelajaran

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini,

Fungsi sosial

Menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam menjaga hubungan

interpersonal dengan guru dan teman

Struktur teks

a. Present continuous tense;

- *What are you doing?*

I am doing the exercises.

- *Who is sitting*

under the tree

there? My

brother is.

- *Are the boys playing football?*

No, they aren't. They are playing baseball.

b. Kata ganti obyek, me, you, him, her, us, ...

- *The teacher is teaching the students.*

*She is teaching **them**.*

- *Jono is talking to Tuty.*

*Tuty is listening to **him**.*

Unsur kebahasaan

(1) Kata kerja V-ing dan kata bantu

(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

VI. Metode Pembelajaran

Tanya-jawab

VII. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

- Guru masuk ke dalam kelas memberikan salam dan menanyakan tentang keadaan siswa, kemudian siswa menjawabnya.
- Guru mengajak siswa berdoa bersama sebelum pelajaran dimulai.

- Guru mengisi daftar hadir siswa.
- Kegiatan Inti (60 menit)
 - Guru memberi beberapa contoh kalimat Simple Present continuous Tense.
 - Guru memberi contoh cara membaca kalimat-kalimat tersebut dengan pelafalan, intonasi dan tekanan kata yang tepat.
 - Guru memberi penjelasan tentang Anagram teknik dan memberi gambaran tentang belajar menggunakan anagram.
 - Guru memberikan beberapa kata menggunakan anagram teknik untuk siswa agar mereka dapat membuat kalimat dari kata tersebut
 - Guru menyuruh siswa untuk menemukan kosa kata (noun, verb) apa saja yang ditemukan dengan menggunakan anagram teknik
 - Siswa membuat kalimat Simple Present Continuous mana yang sesuai dengan kata yang ditemukan dengan menggunakan anagram teknik.
 - Guru menyuruh siswa untuk menulis kosa kata (noun, verb) di papan tulis satu per satu beserta artinya.
 - Guru dan siswa mengoreksi bersama kosa kata yang ada di papan tulis.
- Kegiatan Penutup (10 menit)
 - Guru dan siswa mendiskusikan kesulitan selama proses pembelajaran.
 - Guru dan siswa menyimpulkan materi pembelajaran.
 - Guru memberi motivasi kepada siswa.
 - Guru mengajak siswa berdoa bersama untuk menutup pembelajaran.
 - Guru memberikan salam untuk mengakhiri

pertemuan, kemudiasiswa menjawabnya.

VIII. Media Pembelajaran

- Papan tulis
- Board marker

IX. Sumber Belajar

- Internet
- Modul Bahasa Inggris siswa kelas VIII

X. Penilaian

- Teknik penilaian : Tes tulis
- Contoh instrumen/soal :

TASK I

- A. Mention other form words from the key word given then make the sentence likethe example.

Example:

Waiting = Giant, wait,

twin, want. *We are waiting*

the bus at Halte. 1.

Sleeping = .. .

2. Studying = .. .

3. Writing = .. .

4. Eating = .. .

5. Using = .. .

- Pedoman penilaian
Skor siswa = $\frac{\text{jawaban benar}}{\text{jumlah soal}} \times 100$

mataram,

Mahasiswa



Ahmad Sabirin

NIM. 170107149

Perpustakaan **UIN Mataram**

Penilaian Hasil Pembelajaran

1. Tehnik Penilaian Sikap (Observasi)

Penilaian observasi dilakukan untuk mengamati kegiatan yang dilakukan selama proses pembelajaran

Table 1
Teacher Observation Activities in cycle 1

No	Teachers' activities	Score			
		1	2	3	4
1	The teacher gives some random vocabulary and is asked to look for similarities her and describe the vocabulary obtained as example before answering the question.				
2	The teacher begins to distribute the question papers				
3	The teacher explains how to answer the question				
4	The teacher gives an example of how to answer the question				
5	The teacher gives times to answer question				
6	The teacher takes the answer after that give back random answer to students while telling correct answer to check answer.				
Total score					
Maximun Score					
Successful Rate					
Category					

Note :

Score

The teacher carries out the activities in full without exception	4
The teacher does many activities	3
Teacher rarely do activities	2
Teacher never do activities	1

To calculate the mean score, here is the formulation :

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

$$\frac{14}{24} \times 100 = 58$$

Table 2
The interpretation of teacher' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

Table 3
Students' Observation Activities in cycle 1

No	Students' activities	Score			
		1	2	3	4
1	Students receive a question paper and ask how to answer question				
2	Students listen to the explanation of how to answer question				
3	Students ask questions how to answer the unclear related				
4	Students start answering questions				
5	Student submit answer after Finish answer				
6	Students receive their friends' answers at random to be checked together and explain wrong one correct answer vocabulary				
Total score					
Maximum score					
Successful Rate					
Category					

Note :	Score
The students carries out the activities in full without exception	4
The students does many activities	3
Students rarely do activities	2
Students never do activities	1

To calculate the mean score, here is the formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

$$\frac{15}{24} \times 100 = 62$$

Table 4
The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

2. Pengetahuan

Speaking assesment Rubic

No	Aspect	Score 5	Score 4	Score 3	Score 2	Score 1
1.	Pronunciation	Have a little trace of foreign languages	Always understandable, once heard immediately aware of certain accents	The need for pronunciation problems, listening with concentration but sometimes can cause misunderstandings.	Very difficult to understand because of pronunciation problems and always asked to repeat the pronunciation.	Pronunciation problems to make speech almost incomprehensible.

2.	Grammar	Make few (if any) mistakes that are actually real.	Sometimes the grammatical order is correct but the meaning is not clear.	Often makes grammatical and word order errors that sometimes obscure meaning.	Frequent grammatical and word order errors that make understanding difficult, have to repeat sentences frequently.	Grammar order errors are so severe that they make speech almost incomprehensible.
3.	Vocabulary	Use and possession of vocabulary and idioms that are almost the same as native speakers	Sometimes use terms that are not appropriate so that you have to repeat the idea	Often use the wrong words, the conversation becomes limited due to inappropriate vocabulary	Misuse of vocabulary that makes understanding more difficult	The time constraint is so weak that is impossible to make conversation
4.	Fluency	Speech is always fluent more or less like a native speaker	Speech speed seems to be influenced by language	Speed and fluency are affected by language.	Usually often hesitant and forced to remain silent because of language limitations	The pronunciation is so weak and disjointed that is make conversation almost impossible.
5.	Comprehensions	Seems to understand without any difficulties	Almost understands everything but sometimes requires repetition.	Understand most of what is said slowly than what is said at a normal pace without repetition	Has difficulty following what is being said, can only understand "social conversation" spoken slowly.	Unable to understand even the simplest conversation

--	--	--	--	--	--	--

Keterangan :

Score	Category
90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

Lesson Plan Cyle 2

UNIVERSITAS ISLAM NEGERI
RENCANA T A PELAKSANAAN

PEMBELAJ

ARAN(RPP)

Perpustakaan UIN Mataram

Nama Sekolah : MTs Al-fathiyah

Mata Pelajaran : Bahasa

Inggris Kelas/Semester : VIII

(Delapan) / II (Dua)Materi :

Narrative

Aspek/skill : Vocabulary

Pertemuan : Ke 2-3

Alokasi Waktu : 2 x 40 menit (2 TM)

A. Standar Kompetensi

- Memahami pengetahuan (factual, koseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dansederhana

Indikator

- Siswa mampu mengidentifikasi fungsi sosial Narrative teks berbentuk fabel
- Siswa mampu mengidentifikasi struktur kalimat Narrative teks berbentuk fabel
- Mampu menggunakan unsur kebahasaan yang benar dalam teks narrative yang sesuai dengan konteks

Pada akhir pembelajaran, siswa mampu :

- ✓ Memahami arti dalam teks Narrative berbentuk fabel dengan teknik Anagram
- ✓ Mengidentifikasi makna dari kata-kata yang berkaitan dengan teks berbentuk Narrative dengan teknik Anagram.
- ✓ Menyusun teks lisan dan tulis pendek sederhana dengan teknik Anagram

C. Karakter :

- Tanggung jawab
- Kerjasama
- Cinta damai
- Percaya diri

D. Materi Pembelajaran

a. Materi Pembelajaran

- Fungsi Sosial

Teks Narrative berfungsi untuk menghibur pendengar atau pembaca dengan sebuah cerita atau suatu peristiwa

- Unsur Kebahasaan

- Tata bahasa: Simple Past tense, Past Continuous Tense
- Kalimat langsung dan tidak langsung

Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

- - Adverbia dan frasa prepositional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

Contoh teks narrative

Mousedeer and Crocodile

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out.

“Hello. Is anybody there?”

Crocodile heard him, he swam fast to meet Mousedeer, and answered, “Hello, Mousedeer. How are you? Please come in.” He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and eat him for breakfast.

But Mousedeer was standing on top of a big stone. In a proud voice he said, “Crocodile, I’m here to do the King’s order. The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here.”

Crocodile was so happy that he forgot his plan to eat Mousedeer. “Really? How will you count us?”

“Please call all your family, relatives, friends, neighbours. Tell them to line up from here to the other side of the river,” ordered Mousedeer.

Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly “One, Two, Three, Four.” When he got to the last crocodile he said “One hundred!” and quickly jumped up to the land.

“How many are we?” asked Crocodile.

“One hundred. Hahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!”

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Action learning

Metode : Diskusi

F. Langkah-Langkah Pembelajaran

2. Kegiatan Pendahuluan (10 menit)

- Guru masuk ke dalam kelas memberikan salam dan menanyakan tentang keadaan siswa, kemudian siswa menjawabnya.
- Guru mengajak siswa berdoa bersama sebelum pelajaran dimulai.
- Guru mengisi daftar hadir siswa.
- Kegiatan Inti (60 menit)
 - Guru memberi teks Narrative berbentuk

- Guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan unsur bahasa yang terdapat dalam berbagai teks naratif berbentuk fabel.
- Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, dan unsur kebahasaan dari teks naratif berbentuk fabel
- Guru bertanya vocabulary apa saja yang belum dimengerti oleh siswa
- Guru menyuruh siswa untuk menemukan kosa kata (noun, verb) apa saja yang ditemukan dengan menggunakan anagram teknik
- Guru menyuruh siswa untuk menulis kosa kata (noun, verb) di papan tulis satu per satu besertakan artinya.
- Guru dan siswa mengoreksi bersama kosa kata yang ada di papan tulis.
- Kegiatan Penutup (10 menit)
 - Guru dan siswa mendiskusikan kesulitan selama proses pembelajaran.
 - Guru dan siswa menyimpulkan materi pembelajaran.
 - Guru memberi motivasi kepada siswa.
 - Guru¹ mengajak siswa berdo'a bersama untuk menutup pembelajaran.
 - Guru memberikan salam untuk mengakhiri pertemuan, kemudian siswa menjawabnya.

G. Media Pembelajaran

- Papan tulis
- Board marker

H.Sumber Belajar

- Internet
- Modul Bahasa Inggris siswa kelas VIII

I. Penilaian

- Teknik penilaian : Tes tulis
- Contoh instrumen/soal :

TASK I

A). Mention other form words from the key word given.

Example:

Waiting = Giant, wait, twin,
want. 1. Wanted =

2. Snapped =

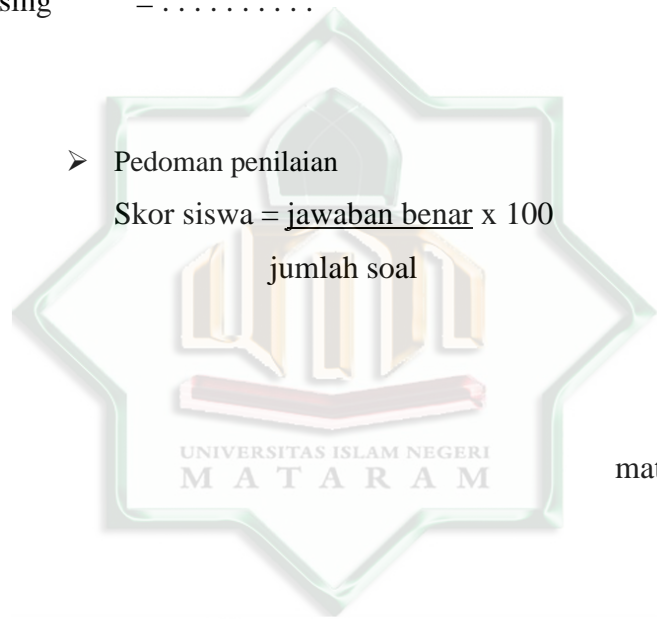
3. Tricked =

4. Grabbed =

5. Using =

➤ Pedoman penilaian

$$\text{Skor siswa} = \frac{\text{jawaban benar} \times 100}{\text{jumlah soal}}$$



mataram,

Perpustakaan UIN Matararam Mahasiswa

Ahmad Sabirin

Penilaian Hasil Pembelajaran

1. Tehnik Penilaian Sikap (Observasi)

Penilaian observasi dilakukan untuk mengamati kegiatan yang dilakukan selama proses pembelajaran

Table 1
Teacher Observation Activities in cycle 2

No	Teachers' activities	Score			
		1	2	3	4
1	The teacher gives some random vocabulary and is asked to look for similarities her and describe the vocabulary obtained as example before answering the question.				
2	The teacher begins to distribute the question papers				
3	The teacher explains how to answer the question				
4	The teacher gives an example of how to answer the question				
5	The teacher gives times to answer question				
6	The teacher takes the answer after that give back random answer to students while telling correct answer to check answer.				
Total score					
Maximun Score					
Successful Rate					
Category					

Note :

Score

The teacher carries out the activities in full without exception	4
The teacher does many activities	3
Teacher rarely do activities	2
Teacher never do activities	1

To calculate the mean score, here is the formulation :

$$\text{Mean} = \frac{\text{T Score}}{\text{Max Score}} \times 100$$

$$\frac{14}{24} \times 100 = 58$$

Table 2
The interpretation of teacher' score Activity

Score	Category
-------	----------

90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

Table 3
Students' Observation Activities in cycle 2

No	Students' activities	Score			
		1	2	3	4
1	Students receive a question paper and ask how to answer question				
2	Students listen to the explanation of how to answer question				
3	Students ask questions how to answer the unclear related				
4	Students start answering questions				
5	Student submit answer after Finish answer				
6	Students receive their friends' answers at random to be checked together and explain wrong one correct answer vocabulary				
Total score					
Maximum score					
Successful Rate					
Category					

Note :

Score

The students carries out the activities in full without exception
 The students does many activities
 Students rarely do activities
 Students never do activities

4
3
2
1

To calculate the mean score, here is the formulation:

$$\text{Mean} = \frac{\text{S Score}}{\text{Max Score}} \times 100$$

$$\frac{15}{24} \times 100 = 62$$

Table 4

The interpretation of students' score Activity

Score	Category
90-100	Excellent
71-89	Good
56-70	Fair
55	Poor

2. Pengetahuan

Speaking assesment Rubic

No	Aspect	Score 5	Score 4	Score 3	Score 2	Score 1
1.	Pronunciation	Have a little trace of foreign languages	Always understandable, once heard immediately aware of certain accents	The need for pronunciation problems, listening with concentration but sometimes can cause misunderstandings.	Very difficult to understand because of pronunciation problems and always asked to repeat the pronunciation.	Pronunciation on problems to make speech almost incomprehensible.
2.	Grammar	Make few (if any) mistakes that are actually real.	Sometimes the order is correct but the meaning is not clear.	Often makes grammatical and word order errors that sometimes obscure meaning.	Frequent grammatical and word order errors that make understanding difficult, have to repeat sentences frequently.	Grammar order errors are so severe that they make speech almost incomprehensible.
3.	Vocabulary	Use and possession of vocabulary and idioms that are almost the same as native speakers	Sometimes use terms that are not appropriate so that you have to repeat the idea	Often use the wrong words, the conversation becomes limited due to inappropriate vocabulary	Misuse of vocabulary that makes understanding more difficult	The time constraint is so weak that is impossible to make conversation

4.	Fluency	Speech is always fluent more or less like a native speaker	Speech speed seems to be influenced by language	Speed and fluency are affected by language.	Usually often hesitant and forced to remain silent because of language limitations	The pronunciation is so weak and disjuncted that is make conversation almost impossible.
5.	Comprehensions	Seems to understand without any difficulties	Almost understands everything but sometimes requires repetition.	Understand most of what is said slowly than what is said at a normal pace without repetition	Has difficulty following what is being said, can only understand "social conversation" spoken slowly.	Unable to understand even the simple conversation

Keterangan :

Score	Category
90-100	Excellent
71-89	Good
56-70	Gair
55	Poor

Mengetahui

Kepala Sekolah/ Madrasah

Praya , Ds

Mahasiswa

SITI FARHIYAH, M.Pd

AHMAD SABIRIN
Nim : 170107149



Perpustakaan UIN Mataram

Appendix

pre-test

Name :

Class :

A. Transpose the letters of the word and form another word by using those letters exactly once based on the definition.

Example: Tea (Teh) → *eat* (Makan)

1. Baker (Tukang roti)..... → (Istirahat)

2. Hose (kaus kaki)..... → (Sepatu)

3. Sneak (Pengecut)..... → (Ular)

4. Slip (tergelincir) → (Bibir)

5. Thing (benda) (malam)
6. Cheater (penyontek) (guru)
7. Thicken (mengentalkan)..... (dapur)
8. Item (barang) (waktu)
9. Tried (mencoba) (lelah)
10. There (sana) (tiga)

B. Rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

T-e-c-a-e-r-h

My English *teacher* is very friendly

1. A horse eats
2. I like listening to very much.
3. My book is by Frista
4. Kancil was amouse deer.
5. A king lives in
6. Morgan is a letter.
7. Sintia and Rangga are on the phone
8. They are book in the library.
9. Mygoes to the drugstore.
10. You are very wearing that dress.

K-i-d-m-o-n-g

C-l-v-e-e-r

B-o-w-d-e-r-r-o

M-i-c-u-s

G-r-s-a-s

B-e-t-a-u-i-l-u-f

F-a-h-r-e-t

R-e-i-n-g-d-a

T-a-k-n-g-i-l

W-r-n-i-g-t-i

C. Mention other form words from the key word given
For Example:

Study: dusty, dust, duty, us, etc.

1. Using =,,,
2. Friend =,,,
3. Sleeping =,,,
4. Artist =,,,
5. Stage =,,,

Appendix 4

post-test

A. Transpose the letters of the word and form another word by using those letters based on the meaning.

Example: *Credit* (kredit) $\xrightarrow{\hspace{1cm}}$ *DIRECT* (Langsung)

1. Last (terakhir) _____ (Garam)
2. Night (malam) _____ (Benda)
3. Slip (tergelincir) _____ (Bibir)
4. Sign (Tanda) _____ (Menyanyi)
5. Read (membaca) _____ (Tantangan)
6. Time (waktu) _____ (Barang)
7. Thicken (mengentalkan) _____ (Dapur)
8. There (sana) _____ (Tiga)
9. Tried (mencoba) _____ (Lelah)
10. Wolf (serigala) _____ (Unggas)

B. Rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence.

S-t-i-y-u-d-n-g

T-a-k-l-n-g-l

P-l-y-a-i-n-g

R-e-d-n-i-g-a

W-e-r-n-i-g-a

For example:

T-e-c-a-e-r-h

My English *teacher* is very friendly

11. Miko is..... game now.
12. Silvi and Ayu are English.
13. Sintia and Rangga are on the phone
14. They are book in the library.
15. Nina is very beautifulthe dress.

C. Write one of objects in this class and describe

Example:

book = book is objects for write other function to draw and others



Perpustakaan UIN Mataram

Appendix 5





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
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Nim : 170107149

Jurusan : TBI

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PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK

Jalan Raya Puyung Komplek Kantor Bupati Gedung A Lantai 1

SURAT - REKOMENDASI

Nomor 070/997/XI/R/BKBP/2022

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Surat dan Wakil Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram, Provinsi Nusa Tenggara Barat, Nomor 363/Un.12/FTK/PP/00/9/10/2022, Tanggal 25 Oktober 2022.
Perihal: Permohonan Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Surat/Proposal/Study Rencana kegiatan Penelitian yang diajukan, maka Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah dapat memberikan Rekomendasi Ijin Penelitian kepada

Nama	AHMAD SABIRIN
NIKI	170107149
Alamat	Dusun Riwang Pali, Desa Lendang Are, Kecamatan Kopang, Kabupaten Lombok Tengah Provinsi NTB HP No 087755052877
Pekerjaan/Jurusan	Mahasiswa / Bahasa Inggris
Bidang/Judul/kegiatan	IMPROVING STUDENT'S SPEAKING SKILL IN ENGLISH LESSON BY UTILIZING ACTION LEARNING TECHNIQUE AT GRADE EIGHT OF THE MTs AL - FATHIYAH
Lokasi	MTs Al-Fathiyah Lendang Are, Kec. Kopang, Kab. Lombok Tengah
Jumlah Peserta	1 (satu) orang
Lamanya	1 (satu) bulan dan Tanggal 7 November 2022 s/d 7 Desember 2022
Status Penelitian	Baru

3. Dalam melakukan kegiatan agar yang bersangkutan menaati ketentuan sebagai berikut:

- a. Sebelum melakukan kegiatan Penelitian/Observasi agar melaporkan kedatangan kepada Bupati/Walikota atau Pejabat yang ditunjuk
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/Ijin Observasi dan menghentikan segala kegiatan
- c. Mentaati ketentuan Peraturan-undangan yang berlaku serta mengindahkan adat istiadat setempat.
- d. Apabila masa berlaku Rekomendasi/Ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai, maka perpanjangan Rekomendasi/Ijin agar diajukan kembali sebagaimana proses pengajuan awal.
- e. Melaporkan hasil hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/Ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya.

Praya, 3 November 2022
An: Kepala Badan Kesatuan Bangsa Dan
Politik Kab. Lombok Tengah
Kepala Bidang Politik & Ormas


H. AMIRUDIN NUR, SE
NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :

1. Bupati Lombok Tengah di Praya;
2. Camat Kopang, Kab. Lombok Tengah di Kopang.
3. Kepala MTs. Al - Fathiyah Lendang Are, Kec. Kopang di Lendang Are.
4. Yang Bersangkutan,
5. Arsip.



YAYASAN PENDIDIKAN PONPES/SOSIAL AL-FATHIYAH
MTS. AL-FATHIYAH KONGPATI
TERAKREDITASI : B



Kwangpati Desa Lendang Ara Kec. Kopang Kab. Lombok Tengah Email: mtsalfathiyahnew@gmail.com

SURAT KETERANGAN

Nomor : 005 /MTs-YAF/S.Ket/XI/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Kongpati Desa Lendang Ara Kecamatan Kopang Kabupaten Lombok Tengah Propinsi Nusa Tenggara Barat, menerangkan bahwa :

Nama : AHMAD SABIRIN
Tempat tanggal lahir : Lendang ara, 09 Maret 1999
Jenis Kelamin : Laki-laki
NIM : 170107149
Jurusan : Tadris Bahasa Inggris
Instansin : Universitas Islam Negri Mataram

Bahwa yang tersebut namanya diatas memang benar telah melakukan penelitian dengan judul **"Improving Students Speaking Skill In English Lesson By Utilizing Action Learning Technique At Grade Eight Of The Mts Al-Fathiyah"** dari tanggal 05 oktober s/d 04 november

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kwangpati, 04 November 2022

Ketua Mts Al-Fathiyah



M.Pd



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN

Jalan GajahMada No. 100JempingBaruMataramTelp. (0370) 620763, Fax. (0370) 620784

Nomor : 963/Un 12/FTK/PP 00 9/10/2022 Mataram, 25 Oktober 2022
Lamp : 1 (Satu) Berkas Proposal
Hal : Permohonan Rekomendasi Penelitian

Kepada
Yth Kepala Bakesbangpol Lombok Tengah
di
Tempat

Assalamu'alaikum Wr Wb

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini

Nama : Ahmad Sabirin

NIM : 170107149

Fakultas : Tarbiyah dan Keguruan

Jurusan : Tadris Bahasa Inggris

Tujuan : Penelitian

Lokasi Penelitian : MTs AL-FATHIYAH LOTENG

Judul Skripsi : IMPROVING STUDENT'S SPEAKING SKILL IN ENGLISH LESSON BY UTILIZING ACTION LEARNING TECHNIQUE AT GRADE EIGHT OF THE MTs AL-FATHIYAH.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih

Wassalamu'alaikum Wr Wb

An Dekan
Wakil Dekan Bidang Akademik



Dr. Saparudin, M.Ag

NIP. 197810152007011022