

**IMPROVING THE SPEAKING SKILL OF THE EIGHTH GRADE  
STUDENTS OF MTS AL-KASYIF KEBON ORONG USING ACTION  
LEARNING STRATEGY**



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STATE ISLAMIC UNIVERSITY OF MATARAM**

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**IMPROVING THE SPEAKING SKILL OF THE EIGHTH GRADE  
STUDENTS OF MTS AL-KASYIF KEBON ORONG USING ACTION  
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**A Thesis**

**Submitted to State Islamic University of Mataram to fulfill the requirements  
for the Degree of Sarjana Pendidikan**



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**2021**

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## DEDICATIONS

*This thesis is dedicated to: my beloved father Rumnah, my beloved mother Suriyani, for my beloved husband L Muh. Taufan, for my beloved grandmother Mauni, for all my family and all my teachers and lecturers, and my friends who always being my support system to complete and present my thesis, and for my almamater, UIN Mataram.*



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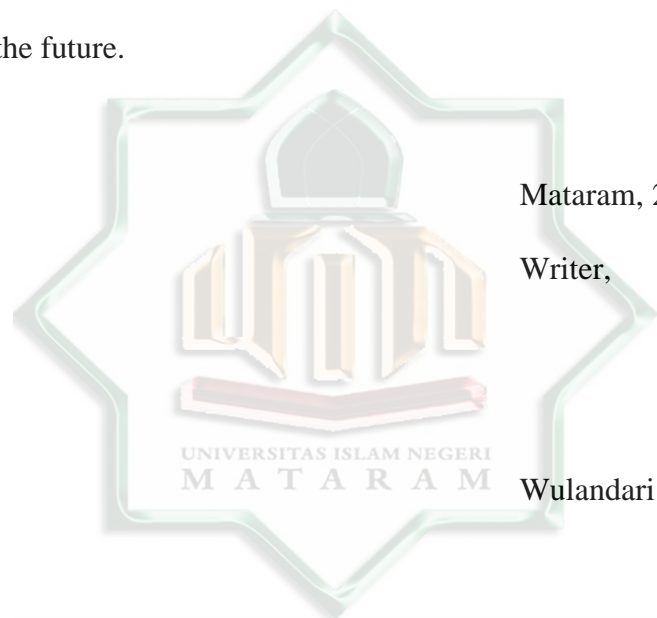
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**ABSTRACT**

The objective of this research was to find out whether or not the use of action learning strategy can improve the eighth grade students' of Mts Al-Kasyif Kebon Orong using action learning strategy. This research used Classroom Action Research (CAR) that consisted of two cycles, each cycle consisted of planning, acting, observing and reflecting. The subjective of this research was the eighth grade students' at MTS AL-Kasyif Kebon Orong that consist of 21 students. The data were gathered after scoring the students' speaking ability on vocabulary, pronunciation, grammar, accent fluency through pre-test, test of cycle I, test of cycle II. The result of this research showed the improvement of students' to the second cycle. The everage score of the score from the pre-test as (43), post-test cycle I (63), post-test cycle II (76). In cycle II there were 20 out 21 students' who achieved the individual mastery (70). It can be concluded that Action Learning Strategy can improve speaking skill of the Eighth Grade Students' at MTS AL-Kasyif Kebon Orong.

***Keywords: Action Learning Strategy, Students' speaking skill.***

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**ABSTRACT**

الهدف من هذا البحث هو معرفة ما إذا كان استخدام استراتيجيات التعلم العملي يمكن أن يحسن قدرات طلاب الصف الثامن في مدرسة الكاسيف كيبون أورونج الذين يستخدمون استراتيجيات التعلم العملي الذي يتكون من دورتين، تتكون كل دورة من التخطيط (PTK) يستخدم هذا البحث البحث العملي الصفي (MTS AL-Kasyif Kebon Orong) طالباً في الصف الثامن 21 كان موضوع هذا البحث. وتنفيذ الإجراءات والملاحظة والتأمل تم جمع البيانات بعد تقييم قدرات الطلاب على التحدث في المفردات والنطق. واختبار الدورة الأولى، واختبار الدورة الثانية والقواعد وطلاقة اللهجة من خلال الاختبار القبلي، واختبار الدورة الأولى، واختبار الدورة الثانية وكان متوسط درجات الاختبار القبلي. وأظهرت نتائج البحث زيادة في نتائج الطلاب في الحلقة الثانية في الدورة الثانية كان (76)، ودورة الاختبار البعدي الثاني (63)، ودورة الاختبار البعدي الأولى (43) يمكن أن نستنتج أن استراتيجية التعلم (70) طالباً حققوا الاكتمال الفردي 21 طالباً من أصل 20 هناك العملي يمكن أن تحسن مهارات التحدث لدى طلاب الصف الثامن في المدرسة المتوسطة الكاسيف كيبون أورونج.

استراتيجية التعلم العملي، مهارات التحدث لدى الطلاب: الكلمات المفتاحية

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**ABSTRACT**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi pembelajaran tindakan dapat meningkatkan kemampuan siswa kelas VIII Mts Al-Kasyif Kebon Orong yang menggunakan strategi pembelajaran tindakan. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi dan refleksi. Subyek penelitian ini adalah siswa kelas VIII MTS AL-Kasyif Kebon Orong yang berjumlah 21 siswa. Data dikumpulkan setelah menilai kemampuan berbicara siswa dalam kosakata, pengucapan, tata bahasa, kefasihan aksen melalui pre-test, tes siklus I, tes siklus II. Hasil penelitian menunjukkan adanya peningkatan hasil siswa pada siklus II. Nilai rata-rata skor dari pre-test sebesar (43), post-test siklus I (63), post-test siklus II (76). Pada siklus II terdapat 20 dari 21 siswa yang mencapai ketuntasan individu (70). Dapat disimpulkan bahwa Strategi Pembelajaran Tindakan dapat meningkatkan keterampilan berbicara siswa kelas delapan di MTS AL-Kasyif Kebon Orong.

Kata Kunci: Strategi Pembelajaran Tindakan, Keterampilan Berbicara Siswa.



## CHAPTER I

### INTRODUCTION

#### A. Background of Research

In the competitive era of globalization, English speaking becomes the most favorite skills needed for students in Indonesia especially. Speaking is used by the students for making interactions with each others. They interact and use the language to express their feelings, thoughts, and ideas. As the result, speaking is considered as the most important skill that should be mastered in which the purpose of studying language is communicating and can be use fluently for daily life. In addition, English is necessary for the field of education in many countries, we will find many curriculums in science, engineering and higher education filed are written in English.<sup>1</sup>

According to Nunan in Mariana statment that learning speaking is very challenging for the learners in the foreign language contex, because they have few opportunities to use the language outside the classroom.<sup>2</sup> The student's speaking skill can not improve without particing. To communicate effectively, the students need to understand what they are talking about and what the respon is. According to Penny Ur, there are some problems in speaking activities in the class; one of them is low or

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<sup>1</sup>Rajathurai Nishanti"Important of Learning English in Today World", *International Journal of Trend in Scientific Research annd Development*, vol.3.No2456-6470, November-December, 2018, P.872.

<sup>2</sup>Mariana Delima Laweng, "improving students' speaking skill in english lesson with action learning strategy at aighth grade student of smp 4 denpasar", P.1.

uneven participation.<sup>3</sup>Sometimes, the students feel nervous and afraid to express their idea in English. It is influenced by their inability in developing vocabularies included the pronunciation of words, and mastering rammar. To master these things are need practices as moch as possible.

Based on interview at MTS Al-Kasyif Kebon Orong, the researcher found that students' faced several problems related to their speaking. First, it is related to students' condition who are lack of vocabulary that will make them hard to say word during English. Second, some of those students are not confident to speak English because fear of making mistake. Some of them are afraid because of their pronunciation is not good as native speaker. Third, the students speak more within first language or mother tongue. Four, low interest in learning speaking. With those problems, it is necessary to have a particular activity in teaching speaking that will be applied in the classroom to solve student difficulties.<sup>4</sup>

The problems can be solved by giving suitable techniques. The researcher gives solutions to applying the technique in speaking, namely action learning strategies. Action learning is a process of for bringing together a group of people with varied level of skilss and experience to analyse an actual work problem and develoan action plan. Here, the descriptive teks was provide through picturewhich in line with the material in order to be able to make the learning process more fun and interesting.

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<sup>3</sup> Penny Ur, " *A Course in Language Teaching: Practice and Theory*, ( New York: Cambridge University Press 1994), P. 121

<sup>4</sup>Rifaturrehman, *Wawancara*, Kebon Orong. 9 Maret 2020.

The researcher chose this strategy because it was fun and interesting. The students will get more opportunities to explore their speaking and it would help them to improve their speaking skill. Besides, this strategy also can motivate them to be more active during the teaching and learning process. So, this strategy expect to solve problems to improve students speaking skill in terms vocabulary and pronunciation.

Considering that reason, the researcher is interested in conducting a research entitled "Improving the Speaking Skill of the Eighth Grade Students of MTS Al-KasyifKebonOrong Using Action Learning Strategy.

#### B. Subject of Action

The subject of the research is the eighth-grade students of MTS Al-Kasyif KebonOrong. This class consists of 21 students (12 males students and 9 females students).

#### C. The Statement of Problem

Based on the explanation above, the researcher formulates the research problem as follows: "Can action learning strategy improve the speaking skill of the eighth-grade students' of MTS Al-KasyifKebonOrong?"

#### D. Objective of Research

The objective of this research was to find out whether or not the use of action learning strategy can improve the eighth-grade students' speaking skill at MTS Al-KasyifKebonOrong.

#### E. Significance of Research

1. For the English teacher, the result of this research can provide a new strategy for the English teacher and can be used in learning process especially how to improve student's speaking using action learning strategy.
2. For the students, the result of the research can produce a new insight about how to improve speaking using action learning strategy. Because, with a lot of opportunity they will enjoy and interested in learning process after they got knowledge from this research.
3. For the researcher, the result of the research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

#### A. Review of Related Literature

##### 1. Review of Previous Research

In this study, the researcher used some previous researches as a literature review and a reference frame of mind.

The first research was conducted by Armasita about “Improving student's speaking skills in English lessons with action learning (A Classroom Action Research in the Second Students of MTS PAB 1 HELVETIA 2016/2017. In the pre-Test. The subject of this research was VIII-A grade of MTs PAB 1 Helvetia 2016/2017 academic year which consisted of 48 students. The objective of this research was to improve students' speaking skill in English Lesson by using the Action Learning strategy at Eight Grade of MTs PAB 1 Helvetia. This research was conducted in two cycles which consist of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was an increase in students ' speaking skills. The mean of the pre-test was 59. The mean of post-test 1 was 75.04. The mean of post-test 2 was 82.11. It indicated that the scores and the mean in the second cycle were better than the first cycle the students who got point >75 up were 4 students (9.09%). In the post-test of the cycle, 1 student who

got point >70 up were 30 students (68.18%). In the post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting<sup>5</sup>.

The previous research has a similarity and difference from present research. The similarity of both types of research are used Class Room Action Research, and her research focuses on improving student's speaking skill with action learning while my research focuses Improving speaking skill of the eighth grade students of MTS Al-KasyifKebonOrong using action learning strategy.

The second research dealt with the improvement of student's speaking skills in English lessons with an action learning strategy in the fifth grade of elementaryMedan estate. This study was conducted by using classroom action research. The subject of the research was class V elementary schoolMedan Estatethat consisted of 35 students. Data collected through observation performon the students speaking skills in the form of an oral test. The improvement also can be seen from the percentage of the students speaking achievement. in the initial test, only 14.2% ( five students) got category skills. In the post-test in the cycle, I and II 47.71% (sixteen students) and 88.57% (thirty-one students) got category skill. It means there was an improvement of

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<sup>5</sup>Armasita, Improving students speaking skills in English lesson with action learning strategy at the eight grade of MTS PAB 1 HELVETIA, (*Skripsi*, Faculty tarbiyah, and teacher training, Medan, 2007),p. i

about 74.37. It can be concluded that there was a significant effect of moving toward better by using action learning strategy to improve students speaking skills<sup>6</sup>.

The previous research has similarities and differences from present research. The similarity of both types of research used (CAR), and the research used the subject was class V elementary school Medan estate while my research used the subject of eighth-grade students at MTS Al-Kasyif kebon orong.

The third research was conducted by Nurina with the title Improving Students' Speaking Ability by Using Role Play( A Classroom Action Research). The qualitative data were gained by analyzing the interview and observation results. Then, quantitative data were obtained from the students' speaking score of pretest and posttest and questionnaire. The finding of this study indicated that the implementation of the role play technique was successful since the criteria of success were achieved. The first criterion was 75% of students could pass the target score  $\geq$  of 65 based on the KKM. The finding showed that 84.21% of students had already achieved the target score. Besides, the second criterion was the students who become more actively involved in the teaching-learning process. The result of the observation, interview, and questionnaire showed that by

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<sup>6</sup>Simanjuntak, " *The Improvement Students Speaking Skill In English Lesson With Action Learning Strategy In Fifth Grade Of Elementry School 106162 Medan Estate*, Vol. 2, Nomor 1, 2014, hlm.163.

using the role-play technique students were actively involved in the classroom. Based on the finding mentioned before, the writer suggests that the English teacher could implement Role play techniques in teaching speaking to motivate students in learning English Speaking.<sup>7</sup> The similarity from present research is focuses in improving speaking. But use different object. The research use the first grade students of SMPN 251 Jakarta Timur. while my research used the second grade students of MTS Al-Kasyifkebonorong.

## B. Theoretical Bases

In this part, the researcher presents the theories underlying the research. Some theories are reviewed related to the concepts of speaking skills and action learning strategy.

### 1. The nature of speaking

#### a. Definition of speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.<sup>8</sup> Speaking is the verbal use of language to communicate with other people.<sup>9</sup>

According to Brown, Burns and Joyce stated "Speaking is an interactive process of constructing meaning that involves producing

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<sup>7</sup> Nina Permata Sari, " Improving Student's Speaking Ability By Using Role Play, ( *ASkripsi*, English Education Faculty Of Tarbiya And Teacher's Training Syarif Hidayatullah State Islamic University, Jakarta, 2011), Hlm. iii

<sup>8</sup> L. Chaney and t. L. Burk, *Teaching Oral Communication in Grades K-8*,( Boston: Allyn&Bacon, 1998), p.13.

<sup>9</sup> Fulcher, G. *Testing Language Second Language Speaking*. Sydney Longman. P.79.



and receiving and processing information<sup>10</sup>. Furthermore, Martin and Rose stated that speaking involves sound to express meanings to make interactions occur. This means that speaking is an interactive process of communication that connects ideas between interlocutor with a certain purpose<sup>11</sup>. Cammeron state that speaking is important for language learners because speaking is the first form of communication.<sup>12</sup>

From the statement above, it can be inferred that speaking is expressing, ideas, opinions, or feeling to others by using words or sounds of articulation to inform, to persuade, and to entertain that can be learned by using some teaching-learning methodologies. Speaking is also is an important instrument of communication. People use it almost constantly. As human beings, especially as social creatures we need to make meaning of our surroundings, we need to express our thoughts, opinions, or feelings to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions.

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<sup>10</sup>Khosrovani, M., &Ganjikhoosf, S.,” *Fostering EFL Learners’ Speaking and Listening Skills Via Oral Activities of Reading Short Stories*”, International Journal Of Language Learning And Applied Linguistics World (IJLLALW), Volume 5, Number 1, January 2014, p. 332

<sup>11</sup> Iskandar Abdul S., Ahmad Bustari, & Diana Ahmad., " *The Use of Podcast IN Improving Students Speaking Skills*", Journal Of English Language And Education”, Volume 3, Number 2, December 2017.p. 99

<sup>12</sup> Cammeron, Lynne. *Teaching Languae to Young Learners*, Cambridge:Cambridge University Press, (2001). P.41.

## b. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards,<sup>13</sup> the function of speaking is classified into three; talk as interaction, talk as a transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. Below are the explanations of the functions of speaking:

### 1. Speaking as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, the exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.<sup>13</sup>

### 2. Speaking as performance

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as morning talks, public announcements and speeches. Speaking as performance tends to be in form monolog rather than dialogue,

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<sup>13</sup>Jack C. Richard, “ *Developing Classroom Speaking Activities; From Theory to Practice*”, at <https://www.profesorjackrichards.com/wp-content/uploads/developing-classroom-speaking-activities.pdf>. Access on 17 September 2020/11;11 AM

often follow a recognizable format and it is closer to written language than conversational language.

### 3. Speaking as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done in order to make people understood clearly and accurately.<sup>14</sup>

#### c. Teaching Speaking in School

According to Brown, in teaching students, the teacher should be aware of five important things, those are: (a) Intellectual development, it's mean that teachers should be aware of their student's capability, explanation, rules and must be approached with extreme caution of their students. (b) Attention span means that children had short attention with a material that to them is boring, too difficult, and useless. So to make your children (students) always pay attention, you should be a more effective teacher by making the learning process more interesting, fun, and lively. (c) Sensory input, it's mean that teacher should make an activity that includes visual and auditory modes to keep students involved in the learning process. (d) Affective factors mean that teachers should help their students to overcome such potential barriers to learning. (e)

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<sup>14</sup>Jack C Richards, "Communicative Language Teaching Today, Cambridge University Press, 2006. P.19-23

Authentic, meaningful language teacher should use and short instruction in the learning process.<sup>15</sup>

Meanwhile, the teaching and learning process for secondary school students, Brown explained that secondary students were considered as teenagers whose ages between twelve and eighteen or so. This age range is usually called the age of transition, confusion, self-consciousness, growing and changing bodies, and minds. Therefore, the consideration of those characteristics in designing and conducting the teaching and learning process is very important.

The teaching and learning process of senior high school students must be designed to help them enhance their speaking ability. As Brown stated, one of the most important concerns of the secondary school teacher was to keep self-esteem high by (a) Avoiding embarrassment of students at all costs; (b) Affirming each person's talent and strengths; (c) Allowing mistakes and other errors to be accepted; (d) Emphasizing competent between classmates; and (e) encouraging small-group work where risks can be taken more easily by teen.<sup>16</sup>

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<sup>15</sup> H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy-2<sup>nd</sup> Edition*, ( New York: Longman, 2001),p. 87-90

<sup>16</sup> *Ibid*, p.91-92

#### d. Characteristics of Speaking

According to Sauvignon quoted of Platt and Weber in Lisa Elvionita statement that speaking as one of the communication competences has several essential characteristics:<sup>17</sup>

- a. Knowledge of the rules of speaking, know how to begin and end the conversation, know what topics can be talked about in different types of speaking events, know which address forms should be used with the situation.
- b. Know how to use the response to different types of speech such as thanks, request, apologies, invitation, and command between speakers and lecturer.
- c. Know how to use English appropriately from the characteristic of communication competence. It means that speaking is not only mattered how to produce words but also to practice those words appropriately in a good arrangement to prevent misunderstanding between the speaker and listeners.
- d. Knowledge of grammar and vocabulary of a language. The ability to expressing an opinion to successfully achieved by the students when they have competences they know how to arrange the words appropriately and use good vocabulary and know how to use the expression in a certain situation.

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<sup>17</sup>Lisa Elvionita, "Improving Students Speaking Ability By Using Everyone Is Teacher ere Method, ( *Skripsi*, Faculty Of Teacher Training And Education University Of Muhammadiyah Sumatera Utara, Medan, 2018

e. Micro and Macro skills of Speaking

According to Brown, the micro-skills of speaking consist of several points are: <sup>18</sup>

- a. Producing chunks of the language of different lengths.
- b. Producing differences among English phonemes and allophonic variants.
- c. Processing English stress patterns, a word is stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Producing reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Producing fluent speech at different rates of delivery.
- g. Monitoring one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Produce speech in natural constituents; inappropriate phrases, pause groups, breathe groups, and sentence constituents.
- i. Express a particular meaning in different grammatical forms.
- j. Use cohesive devices in spoken discourse.

Macro skills of speaking are;

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<sup>18</sup>H Douglas Brown, *Teaching...*, hlm.272

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
- b. Used appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversations rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in a face to face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, event and feeling, new information, and given information, generalization, and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

## 2. Action Learning Strategy

### a. Definition of Action Learning Strategy

Action learning strategy is process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps us to develop flexible, and successful strategies to pressing problems.

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 an organization).<sup>19</sup>

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

#### b. Componets of Action Learning Strategy

The six compenets are;

##### 1. problem ( challenge, opportunity, issue, or task)

Action learning centers around a problem, project, challenge, issue, or task, the resolution of which is of high importance to an individual, team, and/or organization. The problem should be significant, urgent, and be the responsibility of the team to solve.

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<sup>19</sup> Diane M. Ruebling, “ Action Learning; Creating The Connection Between Good Intention And Great Execution”, *Gama International Journal*, February 2007,hlm.1-3.



It should also provide an opportunity for the group to generate learning opportunities, build knowledge, and to develop individual, team, and organizational skills. Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.

2. An action learning group or team

The action learning team is ideally composed of the 2-8 peoples.

3. A process that insightful questioning and reflective listening.

Action learning tackles problems through a process of asking questions clarify the exact nature of the problem. Action is taken after reflecting and identifying possible solution. Questions build group dialogue and cohesiveness, generating innovative and systems thinking.

4. Taking action on the problem

Action learning requires that the group be able to take action on the problem it is working on. If the group give recommendations only, it loses its energy, creativity, and commitment.

5. A commitment to learn

Solving an organizational problem provides immediate, short-term benefits to the company. The greater, longer-term strategic value to the organization is the learning gained by each group member and the group as a whole as well as the application of the learning through out the organization.

## 6. An action learning coach

The action learning coach helps the team members reflect on both what they are learning and how they are solving problems. The coach enables group member to reflect on how they listen. And give feedback on how the team plans and work together. The action learning coach also helps the team focus on what they find difficult, what process they employ, and the implications of these processes on what they achieve. With this information, teams can grow and become more cohesive<sup>20</sup>.

### c. The Steps of Action Learning Strategy

By looking at the theories of action learning strategy that are basically to make the students active in learning and students learn not only listen, but play an active role in their participation in learning. The teacher here is only a facilitator, which facilitates students to learn to find what they are learn. All summarized in the modification of the following steps; <sup>21</sup>

- a. Explanation of Task; Initial learning to students on the topic by providing background information through lectures and presenting pictures while students listen carefully to the materials provided by the teacher.

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<sup>20</sup> <https://WWW2.gwu.edu/~bygeorge/021804/actionlearning.html>. Access on 25 August 2020/10:35 AM

<sup>21</sup> <https://senangbacaweb.wordpress.com/2016/04/05/model-pembelajaran-mikro-action-learning-progressive-inquiry-dan-problem-solving-2/>. Access on 9, March, 2021. 3:33 PM

- b. Forming group; at this stage, students are grouped into groups to later conduct discussion, field work and presentation.
  - c. Identification of problems; Once students are grouped into a groups to later conduct discussions, field work and presentation.
  - d. Setting goals; Students enter the group and discuss what will be the goal in field work later.
  - e. Assign action; After setting a goal, students immediately set the action that will be done in field work.
  - f. Presentation; After students have finished field work and discussing to make a report, students should present the result of the field work report.
- d. Advantages and Disadvantages of Action Learning Strategies

The advantages of action learning are;

- 1.Centered on learners
- 2.Emphasis on finding knowledge not to accept knowledge
- 3.Great fun
- 4.Empower all learners senses potential
- 5.Used varied methods
- 6.Using multiple media
- 7.Tailored to existing the knowledge

Disadvantages of action learning are;

1. Learners difficultorienting his thoughts, when not accompanied by educators. The teacher can be facilitator.

2. The discussion was impressed in all direction or not focused.<sup>22</sup>

### 3. Action learning strategy in teaching speaking

Action learning can develop students speaking skill because it is presented in interesting way which can stimulate students and develop ideas of thinking and speaking skills by using conversation activity. It help us to develop creative, flexible, and successful strategies to pressing problems. In teaching speaking should be thought in attractive and communicative activities that made the students got more opportunity to explore their speaking ability. With action learning strategy gave a lot of opportunity to practice speaking it would help them to improve their communicative competence. As Thornbury in Mariana state that speaking is a skill and such as needs to be developed and practiced.<sup>23</sup> That is way practice makes perfect, says an expression.

### C. Hypothesis

Hypothesis is a temporary answer about some problems that usually happen in every research. The hypothesis from this research was: There is improvement on students' speaking ability using action learning strategy at eight grade of Mts Al-Kasyif Kebon Orongin academic 2020/2021.

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<sup>22</sup><http://senangbacaweb.wordpress.com/2016/04/05model-pembelajaran-mikro-actionlearning-progressive-inquiry-dan-problem-solving-2/>: Access on 25 August 2020/11:17AM

<sup>23</sup>Mariana,...p.1

## CHAPTER III

### RESEARCH METHOD

#### A. Setting of Research

This research conducted at the eighth grade students of Mts Al-KasyifKebon Orong. Mts Al-KasyifKebonOrong is located at West Lombok. The environment of this school is clean, beautiful sceneries and cool atmospheres. The facilities that provides in this school to support students learning process are computers, library, and others.

#### B. Objective of Research

The objective of this research is to improve the speaking skill of the eighth grade students at MTs Al-Kasyif KebonOrong using action learning strategy.

#### C. Design of Research

The design of this study uses Classroom Action Research (CAR).

The use of CAR is aimed to solve students' speaking ability obstacles at the eighth grade students' of the MTs Al-Kasyif KebonOrong by implementing Action Learning as their strategy in learning speaking.

As KasihaninPurrohman, showed CAR is a practical research which is aimed to repair the lack of classroom learning process by implementing some actions.<sup>24</sup> Meanwhile, Mulyasa explained that classroom action research is a kind of research which involves practitioners, both

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<sup>24</sup>PurnamaSyaePurrohman, "Classroom Action Research Alternative Research Activity for Teacher", *Research Gate*, 2011, p. 2

teachers and supervisors, to make a better understanding of their work.<sup>25</sup>

Based on those explanations above, the researcher concludes that classroom action research is a research which is held in a classroom by promoting an action in order to improve students' learning activities. In this research, the researcher promotes action learning strategy which is aimed to improve speaking abilities. Furthermore, this research used Kemmis and McTaggart's classroom action research model as follows.<sup>26</sup>

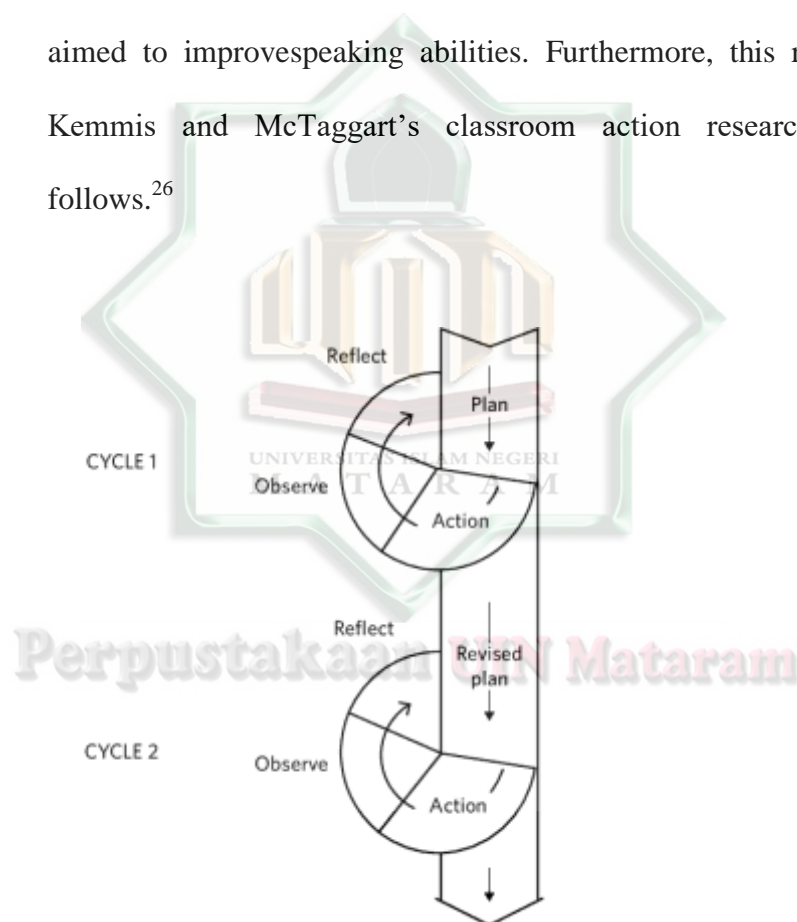


Figure 1

Kemmis & Taggart CAR Cycles

<sup>25</sup>Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Rosdakarya, 2009), p. 11.

<sup>26</sup>PurnamaSyaePurrohman, *Classroom...*, p. 7

The Classroom Action Research using Kemmis and McTaggart's design consist of four phases; planning, acting, observing and reflecting within one cycle. If the cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle.

#### D. Planning

1. Preparing the students attendance list, and students's score list.
2. Preparing materials that given to the students.
3. Preparing the lesson plan, and scoring rubric.
4. Preparing the test for students
5. Preparing student's speaking score

#### E. Action

To conduct this research, the researcher mentioned taking action includes three main kinds of process using Action Learning Strategy as

follows;

##### 1. Initial Activities

- Teacher greet the students
- Teacher check the students, attend list
- Teacher review last material
- Teacher convey instructional goal
- Teacher explain how to study speaking using Action Learning Strategy.

## 2. Core Activities

- Explain the purpose of Action Learning Strategy in learning speaking.
- Divide students in pairs
- Giving one issue to the students for makes conversation.
- Students discussed with their partner to create a conversation based on the topic.
- The teacher guide the students in making conversation based on the topic using Action Learning Strategy.
- All groups present their conversation in front of the class.

## 3. Closing Activities

- Teacher gave feedback to all group.
- Teacher closed the learning program.

## F. Observing

Observation done during teaching and learning process base on the format of interaction, all of the students and teacher activity written in observation sheet. However, in this research researcher as the teacher and the teacher English of Eighth Grade of MTS AL-KASYIF KebonOrong as the observer to observe the teaching and learning process.

## G. Reflection

Reflection is done after observation and evaluation implemented and used as the reference. The result of this reflection is used as a basis



for refining and improving planning and implementation action in the next cycle with repair the weakness of previous cycle.

#### H. Instrument of Research

In this research, the instrument research relate to observation sheet, test, and documentation;

- a. Observation sheet is the activity of observing during the learning and teaching process to get the information about something or someone in the classroom in English subject by teacher as the observer to give evaluating to the researcher and students during the learning and teaching process. The aspect relate how researcher in teaching and students' behavior in the classroom. However, students activity observation sheet and teacher activity observation sheet during the process of teaching and learning in implementing Action Learning Strategy, and the students and teacher observation sheet that will be as reference, they are:

- 1) Teachers' observation activities

Table 1

#### Teachers' Activities

NO	Activities	Score			
		1	2	3	4
1	Informing the objective of interactional related to the material that will be given				
2	Instruct students to discuss with their group after teacher				

	divide in to some group				
3	Teacher give the students one issue and try to solve it				
4	Teacher come to every group to facilitate the discussion				
5	Teacher ask students to convey the problem that has been solve				
6	Teacher ask the students to present the result of discussion				
Total Score					
Percentage of activities					
Category					

Note;

4 = Excellent

3 = Good

2 = Sufficient

1 = Less

Percentage of teacher activities

Percentage of teacher activities =  $\frac{\text{Number of teacher activity} \times 100\%}{\text{Score Max}}$

Table 2

Teacher Activity Category

NO	Teachers' Score	Category
1	100% - 86%	Excellent

2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not Implemented

2) Students' observation activities

Table 3

Students' Activities

NO	Activities	Score			
		1	2	3	4
1	Students pay attention to the teacher when teacher informing the objective of interactional				
2	Being active in following the discussion with their group				
3	Students active to ask their own group about the problem and try to solve the problem				
4	Students ask to the teacher about what they don't understand				
5	Students delivery the result of problem that they have been solve				
6	The students present the result of the discussion				
Total Score					
Percentage of activities					
Category					

Note;

4 = Excellent

3 = Good

2 = Sufficient

1 = Less

Percentage of teacher activities

Percentage of teachers activities =  $\frac{\text{Number of students activity} \times 100\%}{\text{Score Max}}$

Table 4

Students Activity Category

NO	Students" Score	Category
1	100% - 86%	Excellent
2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not Implemented

b. Test

Test is included as part of the learning process. The success of a lesson can be seen from the test result. Test used in this research is an

oral exam form because of the skill is speaking. Test gave in the end of each cycle adapted from M.Finocchiaro and Sako.<sup>27</sup>

In order to know students speaking ability, the researcher used speaking rubric assessment as follows:

Table5

## Speaking assessment

	Fluency	Pronunciation and Accent	Vocabulary	Grammar
5	Smooth and fluid speech: few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures
4	Smooth and fluid speech: few to no hesitations; a slight search for words; inaudible word or two.	Pronunciation is excellent; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some error in grammatical structures possibly caused by attempt to include a variety
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching	Pronunciation is good; some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in

<sup>27</sup>Finocchiaro, M and Sako,S. *Foreign Language Testing:A Practical Approach To Language Pedagogy*. San Fransisco: Prentice hall. P.145.

	for words volume wavers.			structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; no effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning
1	Speech is slow, hesitant and strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; no effort towards a native accent	Weak language control; vocabulary that is used does not match with task	Frequent grammatical errors even in simple structures meaning is obscured

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 Table 6  
 Student Assessment Criteria

Criteria	Score
Excellent	5
Good	4
Sufficient	3
Less	2
Not Implemented	1

Students' score average:

$$M = \frac{\sum X}{n}$$

Note:

X= value

M =Average

$\sum X$  = Sum x value / result of whole student's score

n= number of students

Category:

100 - 85 (Excellent)

84 - 76 (Good)

75 - 70 (Sufficient)

69 - <54 (Less/Not Implemented)

Students would pass the test If they got a score 70% or more. it means the class was successful. Because of the criterion minimum of mastery in this school is 70 %.

### c. Documentation

Documentation as the prove that the research has been conduct.

The researcher uses the data list of students or some picture during the learning and teaching process as the documentation.

## I. Data analysis and reflection

### 1. Data Analysis

After collecting the data, the researcher will calculate the mean of the students' core. This method is used to know the

students' score of speaking in each cycle. The researcher used the formula:

$$a.X = \frac{\sum X}{N}$$

Where :

X : Mean of students' score

$\sum X$  : The total score

N : The member of students.<sup>28</sup>

## 2. Reflection

After analyzing the result of the first cycle, the researcher concluded that the teacher should be more creative in attracting the attention of the students' in learning process. Teacher also gave more opportunities to students' to explain their ideas or thought. And the teacher should give more simulation so students' could be more active in the discussion.

## J. Indicator of Success

The criterion of success is set up in arrange to judge weather the activity is successful or not. The students' disappointment and success in doing the exercises arranged over are evaluated by referring to the criterion of passing grade at MTs Al-KasyifKebonOrong is 70. The criteria of success this research such as:

- 1) The criterion of least dominance in this research is 70
- 2) Classical competeness  $\geq 75$

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<sup>28</sup> Anas Sudijono, Pengantar Statistik Pendidikan, Jakarta: Raja Grafindo Persada (2014),P.86.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the implementation of action learning strategy in improving the students' speaking skills of the eighth grade students at Mts Al-Kasyif Kebon Orong. This research was conducted into two cycles those were cycle 1 and cycle 2. Each cycle consisted of Planning, acting, observing and reflecting with quantitative and qualitative data to collect the students' score during the research process. The researcher analyzed the students' ability when applied the action learning strategy in learning process.

#### A. Research Findings

In this case, the researcher presented the finding of the research. As stated in the previous chapter, the research method used in this research was action research in cycle 1 and cycle 2 with planning, acting, observing and reflecting. Every cycle would be reflected to know the result of the action. A whole steps in this research elaborated as follows:

##### 1. Cycle 1

###### a. Planning

In this step, the researcher made a planning for implementing the action based on the problems that faced by the students in reading comprehension. In this case, the researcher prepared the lesson plan based on the teaching material. Other than that, the researcher also prepared post-test 1 to know

the students' ability and whether the students' score have progressed or not from test in cycle 1 to cycle 2.

b. Acting

The action of this cycle was conducted on 13, 19, and 20 of April 2021. In this step, the researcher act as the teacher based on the lesson plan and the English teacher act as the observer who observes the activity during teaching and learning process. A complete explanation of this cycle will be described as follows:

1) First Meeting

The first meeting was started by giving them a pre-test in order to know their speaking ability. After that, the researcher began to develop students understanding about action learning strategy like giving explanation, the steps or procedure and the example of strategy itself. In this step, the researcher built a good interaction and communication with the students to make them feel enjoy the lesson and built their background understanding. After that, the researcher give an explanation about the materials about giving and responding suggestions and interactions then allowed the students to ask question based on the material that they had not understood.

After giving explanation, the researcher divided the students into some groups. Then, the researcher gave the task to discuss the materials. When they finished discussing the task, each of groups presented the result of what they have discussed. When the teaching and learning

process was occurring, the researcher did the observation to know the students' ability and the difficulties in learning speaking.

## 2) Second meeting

In the beginning of second meeting, the researcher asked the students about previous material. The researcher appointed some students to explain their comprehension about the previous materials.

Then, the researcher continues discuss the material. In order to know more about the students ability in speaking, the researcher divided the students into some groups which consist of two students. Then the researcher ask them to make conversation about giving and responding suggestion and instructions. After finishing the task, the researcher invited her students to present their task in front of class. Along with this activities, the researcher analysed the students ability in speaking while giving them a correction about their tasks. In this case, the researcher allowed the students to ask everything they had not understood.

Last time in this meeting, the researcher reminded her students to prepare a conversation based on the group that has been decided before to do the test in next meeting based on the material that has been taught before.

## 3) Third Meeting

In the last meeting of cycle 1, the researcher did a speaking test in order to know their speaking ability after having a treatment. In this stage, the researcher oversaw the students' working.

c. Observing

In this stage, the English teacher of Mts Al-Kasyif Kebon Orong act as observer who observed the activities inside the classroom during teaching and learning process. The observer used observation checklist that has been prepare before to observe the teacher and students' activities. The observer only needs to give a mark (√) based on real condition inside the class. The result of the observation checklist in cycle one will be described below:

1) Observation Checklist

a) Teacher Activities

Teachers' Activities

Table 1

NO	Activities	Score			
		1	2	3	4
1	Informing the objective of interactional related to the material that will be given				√
2	Instruct students to discuss with their group after teacher divide in to some group			√	
3	Teacher give the students one issue and try to solve it		√		
4	Teacher come to every group to facilitate the discussion			√	
5	Teacher ask students to convey the problem that has been solve			√	
6	Teacher ask the students to present the result of discussion			√	

Total Score	18
Percentage of activities	75%
Category	Good

Total score is taken from every teacher activity such as informing the objective of interactional related to material, instruct the students to discuss and so on. Percentage of teacher activities is getting from this formula below:

$$\text{Percentage of teacher activities} = \frac{\text{Number of teacher activities}}{\text{Score Max}} \times 100\%$$

For the category obtained from the final score of teacher activities.

There are four categories of teachers' score such as:

No	Students' Score	Category
1	100% - 86%	Excellent
2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not implemented

$$\text{Percentage of teacher activities} = \frac{\text{Number of teacher activities}}{\text{Score Max}} \times 100\%$$

Score Max

$$P = \frac{18}{24} \times 100\%$$

$$P = 75\%$$

From the observation of teacher activities above, the results showed that teacher percentage score was 70% which meant that the teacher teach well. Yet, there are some aspects need to be improved such as the teacher explanation about the concept and step of action learning strategy, the teacher guiding in solving an issue, and the teacher in helping the students to lead them in finishing the task.

## 2) Students' observation checklist

### a) Students' Activities

#### Students' Activities

Table 2

NO	Activities	Score			
		1	2	3	4
1	Students pay attention to the teacher when teacher informing the objective of interactional			√	
2	Being have active in following the discussion with their group			√	
3	Students active to ask their own group about the problem and try to solve the problem		√		
4	Students ask to the teacher about what they don't understand			√	
5	Students deliver the result of problem that they have been solve			√	
6	The students present the result of the discussion			√	
Total Score		17			

Percentage of activities	70%
Category	Good

Total score is taken from all students' activities. Percentage of students' activities calculated with this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of students' activities. There are four categories of students' score such as:

No	Students' Score	Category
1	100% - 86%	Excellent
2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{17}{24} \times 100\%$$

$$P = 70\%$$

From the observation of students' activities above, the results showed that students' percentage score was 70% which meant that the students' participation was well. Yet, there are some aspects need to be improved

such as the students' attention to teacher explanation, the students being active in learning process, and the courage of students in asking the question related to the material.

b) The students' score

(1) Pre-test

Table 3  
Students' score in Pre-test of speaking skill

No	Students' Initial Name	Aspects				Total score	Conversion
		Vocabulary	Pronunciation	Grammar	Fluency		
1.	MD	2	2	1	2	7	35
2.	BL	2	2	2	2	8	40
3.	INR	2	2	2	1	7	35
4.	IF	3	2	2	2	9	45
5.	GS	2	1	1	2	6	30
6.	LA	2	2	2	2	8	40
7.	AL	3	3	2	2	10	50
8.	SQ	3	2	2	2	9	45
9.	IH	2	3	2	2	9	45
10.	AP	3	3	1	2	9	45
11.	AA	2	2	2	2	8	40
12.	NA	3	2	2	2	9	45
13.	DAW	3	2	2	3	10	50
14.	RAI	2	3	2	2	9	45
15.	LR	3	3	2	3	11	55
16.	NH	2	1	1	2	6	30
17.	ZA	3	2	2	2	9	45
18.	HA	2	2	1	3	8	40
19.	WP	3	3	2	2	10	50
20.	WA	3	2	2	3	10	50
21.	AF	2	2	1	2	7	35
Total							895
Mean							42



The process of getting score was took from each students' score in every aspect. The process of getting conversion score as follows:

$$X = \frac{\text{Total of all score}}{\text{Maximum score}} \times 100 = \frac{7}{20} \times 100 = 35$$

The process of getting mean score

$$X = \frac{\text{Number of all students' score}}{\text{Total students}}$$

Example:

$$X = \frac{895}{21} \times = 42$$

From the table above, the students who took the test was 21 students. Based on the table, the score was 895 which was gathered from all students' score. The mean' score was taken from the result of students' total score which divided with the students number. The mean score was 43. It means the score is low and need improvement in order to make the result better.

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(2) Post test cycle 1

Table 4

Student's Score in Test of Cycle 1

No	Students' Initial Name	Aspects				Total score	Conversion
		Vocabulary	Pronunciation	Grammar	Fluency		
1.	MD	3	3	2	3	11	55
2.	BL	3	2	3	2	10	50
3.	INR	3	3	3	3	12	60
4.	IF	4	3	2	3	12	60
5.	GS	3	2	2	3	10	50
6.	LA	4	3	3	3	13	65

7.	AL	4	4	3	3	14	70
8.	SQ	3	3	3	3	12	60
9.	IH	4	4	3	3	14	70
10.	AP	4	4	3	3	14	70
11.	AA	4	3	2	3	12	60
12.	NA	4	3	2	3	12	60
13.	DAW	4	3	3	3	13	65
14.	RAI	4	4	3	3	14	70
15.	LR	4	4	3	4	15	75
16.	NH	3	3	2	3	11	55
17.	ZA	4	3	3	3	13	65
18.	HA	4	3	3	4	14	70
19.	WP	4	3	3	3	13	65
20.	WA	4	3	3	3	13	65
21.	AF	4	4	2	3	13	65
Total							1.325
Mean							63

Based on the table, the conversion score is technique for processing and converting raw test result into standard score. The total of conversion' score was 1325. The mean of the conversion divided with the number of students and the mean was 63. The researcher found 6 students got 70 or more and 15 students got less than 70. It meant the students' score had not reached the average score of KKM that was 70. And to reach the average score of KKM, the researcher should do the next cycle and test 2 to know the students' score.

#### d. Reflecting

After finishing three-phase, it was the time to reflect the all activities whether the implementation of action learning strategy improve students' speaking skill or not. Based on the data that have been collected and analyzed by the researcher as well, it shown that there was an improvement

of students' speaking ability in the class room action research (CAR) by using action learning strategy. Nevertheless, it had not achieved the target yet. Because classical completeness is still blow 63%. There were many things to be well prepared again to gain the target. To be an ongoing concern, the researcher then limited two points for the discussion, those were; students' speaking achievement and students' participation in the class room.

Students speaking achievement is the primary concern for this research. Dealing with this case, the researcher found that some students' are lacking in several aspect that they can not achieve the lesson as fast as another students' can do. Consequently the researcher had to be aware to whom that could not participate actively as the researcher expected to do. The researcher also had to help to activate them to learn, at least they are able to response even in a short sentence. Concerning with the improvement of aspects that the researcher expected in the planning phase, it found that students' grammar and pronunciation are still low in speaking, because they need to practice not only in the form written.

The second concern was integrating students' in the classroom. the researcher, revealed that the implementation of action learning strategy to stimulate students to speak was good way, beside it was fun, it also can make students socialize themselves and build their solidarity. Based on the explanation above, it necessary to do in cycle 2.

## 2. Cycle 2

### a. Planning

After knowing the result of the student's score of cycle 1. There was improvement using action learning strategy. The researcher decided to conduct the cycle 2 to make the success. The researcher prepared with the same modification in the first cycle. And also the researcher prepared observation checklist and material of post-test 2 to know the students' score.

### b. Acting

The action of this cycle was conducted on 22, 25, and 29 of April 2021. In this step, the researcher act as the teacher based on the lesson plan and the English teacher act as the observer who observes the activity during teaching and learning process. A complete explanation of this cycle will be described as follows:

#### 1) First Meeting

In the first meeting of this cycle 2 has the sama procedure of this cycle as the previous cycle like the researcher give an explanation about the materials about advertise one of the products or events then allowed the students to ask question based on the material that they had not understood.

After giving explanation, the researcher divided the students into some groups. Then, the researcher gave the task to discuss the materials. When they finished discussing the task, each of groups presented the result of what they have discussed. When the teaching and

learning process was occurring, the researcher did the observation to know the students' ability and the difficulties in learning speaking.

## 2) Second meeting

In the beginning of second meeting, the researcher asked the students about previous material. The researcher appointed some students to explain their comprehension about the previous materials. Then, the researcher continues to discuss the material. In order to know more about the students' ability in speaking, the researcher divided the students into some groups which consist of two students. Then the researcher asked them to make conversation about giving and responding suggestion and instructions. After finishing the task, the researcher invited her students to present their task in front of class. Along with these activities, the researcher analysed the students' ability in speaking while giving them a correction about their tasks. In this case, the researcher allowed the students to ask everything they had not understood.

Last time in this meeting, the researcher reminded her students to prepare a conversation based on the group that has been decided before to do the test in next meeting based on the material that has been taught before.

## 3) Third Meeting

In the last meeting of cycle 1, the researcher did a speaking test in order to know their speaking ability after having a treatment. In this stage, the researcher oversaw the students' working.

c. Observing

In this stage, the English teacher of Mts Al-Kasyif Kebon Orong act as observer who observed the activities inside the classroom during teaching and learning process. The observer used observation checklist that has been prepare before to observe the teacher and students' activities. The observer only needs to give a mark (√) based on real condition inside the class. The result of the observation checklist in cycle one will be described below:

1) Observation Checklist

a) Teacher Activities

Teacher activities

Table 5

NO	Activities	Score			
		1	2	3	4
1	Informing the objective of interactional related to the material that will be given				√
2	Instruct students to discuss with their group after teacher divide in to some group				√
3	Teacher give the students one issue and try to solve it			√	
4	Teacher come to every group to facilitate the discussion				√
5	Teacher ask students to convey the problem that has been solve			√	
6	Teacher ask the students to present the result of discussion				√
Total Score		22			

Percentage of activities	91%
Category	Excellent

Total score is taken from every teacher activity such as informing the objective of interaction related to material, instruct the students to discuss and so on. Percentage of teacher activities is getting from this formula below:

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four categories of teachers' score such as:

No	Students' Score	Category
1	100% - 86%	Excellent
2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not implemented

$$\text{Percentage of activities} = \frac{\text{Number of teacher activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{22}{24} \times 100\%$$

$$P = 91\%$$

From the observation of teacher activities above, the results showed that teacher percentage score was 91%. It means the teacher activities when applying the action learning strategy was improved from cycle 1 and obtained excellent category which means the teacher activities in learning process was very well and this was the last observation of teacher' activities because it was excellent.

b) Students' Activities

Students' Activities

Table 6

NO	Activities	Score			
		1	2	3	4
1	Students pay attention to the teacher when teacher informing the objective of interactional				√
2	Being active in following the discussion with their group				√
3	Students have active to ask their own group about the problem and try to solve the problem			√	
4	Students ask to the teacher about what they don't understand			√	
5	Students deliver the result of problem that they have been solve			√	
6	The students present the result of the discussion				√
Total Score		21			



Percentage of activities	87%
Category	Excellent

Total score is taken from all students' activities. Percentage of students' activities is calculated with this formula below:

$$\text{Percentage of teacher activities} = \frac{\text{Number of students' activities}}{\text{Score Max}} \times 100\%$$

For the category obtained from the final score of students' activities. There are four categories of students' score such as:

No	Students' Score	Category
1	100% - 86%	Excellent
2	85% - 70%	Good
3	69% - 50%	Less
4	49% - 0%	Not implemented

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$$\text{Percentage of activities} = \frac{\text{Number of students activities}}{\text{Score max}} \times 100\%$$

$$P = \frac{21}{24} \times 100\%$$

$$P = 87\%$$

From the observation of students' activities above, the results showed that students percentage score was 87%. It means the students activities when following the teaching and learning process was improved from cycle 1 and obtained excellent category which means the students' participations

was very well and this was the last observation of students' activities because the students' participations were excellent.

c) The students' score

Post- test in cycle 2

Table 7

No	Student's Initial Name	Aspects				Total score	Conversion
		Vocabulary	Pronunciation	Grammar	Fluency		
1	MD	4	4	3	3	14	70
2	BL	4	3	3	3	13	65
3	INR	4	4	3	4	15	75
4	IF	5	4	3	3	15	75
5	GS	5	4	3	4	16	80
6	LA	5	4	4	4	17	85
7	AL	5	5	4	4	18	90
8	SQ	4	3	4	3	14	70
9	IH	5	4	3	4	16	80
10	AP	5	4	3	3	15	75
11	AA	4	4	3	3	14	70
12	NA	4	3	3	4	14	70
13	DAW	4	4	3	4	15	75
14	RAI	5	4	3	4	16	80
15	LR	5	4	4	4	17	85
16	NH	4	4	3	3	14	70
17	ZA	5	4	4	4	17	85
18	HA	5	4	3	4	16	80
19	WP	5	4	3	3	15	75
20	WA	4	4	3	4	15	75
21	AF	5	4	3	4	16	80
Total							1.610
Mean							76

Based on the table, the conversion score is technique for processing and converting raw test result into standard score. The total of conversion' score

was 1610. The mean of the conversion divide with the number of students and the mean was 76. It could be concluded that the students' speaking ability was improved and it meant the post-test in cycle two was success.

Table 8  
Percentage of students' score

Meeting	Total score	Percentage
Before applying strategy	895	42%
Cycle 1	1325	63%
Cycle 2	1610	76%

The result of research showed that there was improvement of students' score from the test before applying action learning strategy to test in cycle 1. The students' score in pre-test was only 43%. Then, after applying action learning strategy in post- test 1 of cycle 1 the students' score in speaking ability was 63% and the score in post-test of cycle 2 was 76%. It means that the students' speaking ability was improved toward action learning strategy.

#### d. Reflection

Base on the result of cycle 1, the researcher found some students' grammar and pronunciation was still low in speaking. Furthermore, from the observation data and the post-test of cycle 2. The researcher felt satisfied because the students have significant improvement from pre-test, post-test 1, and post-test 2. It is described in the result above. It displayed that the mean of cycle 1 test was 63 and the mean of cycle 2 test was 76.

For example, the students' who was afraid of making mistake in grammatical and vocabulary, after learning "who am i?" using action

learning strategy, they begun to understand the use of simple present in speaking even in simple sentence by which students' can use the vocabularies that have been stored in their brain.

In accordance with the result of the post-test calculation in cycle 2, it is known that only one student failed to reach KKM score 70. It mean that 20 students' in the class managed to outperform , so that 70% of students' passed the KKM, the researcher decided to stop the research because it had already succeeded.

#### D. Discussion

This research was classroom action research which used observation checklist list and test to collect the data. In this research, the researcher used speaking test to know the students' ability in speaking using action learning strategy. There was two cycle in this research those are cycle 1 and cycle 2 and each cycle has four steps including planning, observing, acting and reflecting. Before applying the action, the researcher should do planning like prepare the lesson plan, syllabus, test, observation checklist and gave pre-test to know their prior ability in speaking. In cycle 1, the researcher explained what action learning strategy is. After that, the researcher did test 1 to know the students' improvement after applying the strategy and the students score in cycle 1 was 63 which did not reach average score of KKM 70 it means that the researcher should do the next cycle. In cycle 2, the researcher did same thing but more emphasize in leading the students to be more active in classroom. In test 2 the students'

reached 76 score which means they reached the average score of KKM and this research was success.

Based on the result of the cycle 2, there was an improvement of students' speaking ability after using action learning strategy. The researcher concluded that the finding of this research prove the statment from WIAL-World Institute stated that action learning strategy is effective for solving problems and make the participants to be more creative, and work collaboratively<sup>29</sup>. The researcher agree with this statment because the finding of this research showed the students ability become well by applying action learning strategy. So, this reasearch showed that action learning strategy worked effectively and efficiently in helping student's ability in speaking at VIII grade of MTS Al-Kasyif kebon orang.

This research also similar to Armasita that reported that 80% effective to use action learning strategy to improve student's speaking ability, but the finding of this research was higher and 90% more effective<sup>30</sup>. While Irfan also reported that 90% of the students were increasing in speaking through prolem based learning strategy. He said that 97% were effective in speaking.

Based on the pereption above, the researcher concluded that all of the research was similar that improvin students speaking skill but they applied diffrent method. It means that there was a lot of effective method to

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<sup>29</sup>WIAL, "World Institute of Action Learning, Wasington DC, Access from <https://wial.org/>.Access on June 2021/09:30 PM

<sup>30</sup>Armasita, *Improving*,...hlm.i.

improve students speaking skill in learnin and teaching process. One of the strategy was action learnin strategy.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aims to determine the speaking skills of students', it can be concluded that there was a significant improvement of using action learning strategy toward students' speaking skill. The result showed that the students score in speaking test cycle 2 was higher than speaking test in cycle 1.

So it can be concluded based on the findings and discussion that the action learning strategy can improve students' speaking skills with score obtained from cycle 1 and cycle 2. It was proved by the data which showed that the mean of the students' test in cycle 2 (76) was higher than test in the cycle 1 (63). Therefore, action learning strategy can improve the students' skill in speaking skills. It can be seen when the researcher gave the last speaking test and all of the students' very interested for discussion with their friends.

#### B. Suggestions

In this part, the researcher would like to give some suggestions to be considered by English teacher, they are:

1. The English teacher at MTS Al-Kasyif kebon orong should try the action learning strategy to teach English especially, for improving speaking skill.
2. The English teacher should control the students activities

3. The students must practice using English to communicate in class and reduce mother tongue use.



Perpustakaan **UIN Mataram**



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Perpustakaan **APPENDICES** Mataran

## Appendixes

### Appendix 1

#### List of students' name

Class : VIII

Semester: 1

No	Name	Gender
1	ABDURRAHIM	L
2	ANDRI FIRMA	L
3	ARISKI PRATAMA	L
4	AZRIL AKBAR	L
5	BAIQ ISKAR	P
6	LALU RIZAL	L
7	HAIRIL ABROR	L
8	LALU DAUD	L
9	NABIL HAIKAL	L
10	ISMI FARIHA	P
11	BQ. LINA APRIANA	P
12	BUNGA LATIFA	P
13	IZZANIATI ROHMANA	P
14	BQ. MUTIA RAMADHAN	P
15	BQ. QHONITA S	P
16	M. WAHYU ADITIA	L
17	BQ. GINA SAKIRA	P
18	L. NOPAL	L
19	L. WAHYU PRATAMA	L
20	BQ. ALFIA IBTIHAL	P
21	ZUNNUN AL-HASANI	L

## Appendix 2

### Lesson plan cycle 1 (RPP)

Sekolah : Mts Al-KasyifKebonOrong

Mata Pelajaran: Bahasa Inggris

class/Semester: VIII/II

skill: Speaking

Waktu: 2 x 40menit

#### A. Standar

3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Basic Competence and Indicators

No	Kompetensi Dasar	Indikator
1	3.2 Menyusun teks lisan dan tulisan untuk menyatakan, menanyakan, dan merespon ungkapan, menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan Sesuai konteks.	<p>1. Menggunakan ungkapan member dan merespon saran berdasarkan masalah yang dimiliki dalam kehidupan sehari-hari.</p> <p>2. Memprestasikan teks deskripsi sederhana yang telah disusun di depan kelas.</p>

### C. Teaching Learning Objective

- a. Siswa mampu menggunakan ungkapan giving and responding suggestions.
- b. Siswa mampu membuat percakapan menggunakan giving and responding suggestions.

### D. Materi Pembelajaran

#### 1. Giving suggestion

- I recommend should...
- You should...
- I suggest you to...

#### 3. Responding to suggestion

- Yes, you are right.
- It's a good idea.
- That sounds like a good suggestion.

### E. Metode Pembelajaran

- Action Learning Strategy

### F. Kegiatan Pembelajaran

#### 1. Pembukaan

- Guru mengucapkan dan membimbing siswa untuk berdoa.
- Guru mengabsen siswa

#### 2. Kegiatan Inti

- Guru memberikan beberapa petunjuk tentang materi yang akan dipelajari melalui beberapa pertanyaan berdasarkan kondisinya.

- Guru menjelaskan kepada siswa tentang topic yang akan mereka pelajari.
- Guru menjelaskan kepada siswa tentang expressing giving and responding suggestions.
- Guru membuat kelompok yang terdiri dari dua siswa, dan meminta mereka untuk menulis deskripsi sederhana berdasarkan beberapa gambar yang ditampilkan.
- Guru meminta siswa untuk memprestasikan apa yang telah mereka diskusikan di depan kelas.

### 3. Closing

- Menanyakan kesulitan selama PBM
- Menyimpulkan materi
- Guru mengakhiri pelajaran dengan membaca hamdallah diikuti oleh siswa.

## H. Teaching Learning Source

Book : LKS

## I. Assessment Rubric

Name :

Class :

No	Categories	Aspects	Score
1	Vocabulary	<ul style="list-style-type: none"> <li>• Tidak ada masalah</li> <li>• Kosakata yang tidak memadai</li> <li>• Sering menggunakan ucapan yang salah</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>

		<ul style="list-style-type: none"> <li>• Kosakata yang sangat terbatas membuat percakapan cukup sulit.</li> <li>• Very limited vocabulary, make comprehension quite difficult</li> </ul>	
2	Pronunciation	<ul style="list-style-type: none"> <li>• Pengucapan mudah dipahami</li> <li>• Mudah dipahami meskipun menyukainya tertentu</li> <li>• Ada beberapa kesalahan dalam pengucapan kata sehingga pendengar harus benar-benar berkonsentrasi</li> <li>• Tidak dapat dipahami karena terlalu banyak kesalahan dalam pengucapan kata.</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>
3	Accuracy	<ul style="list-style-type: none"> <li>• Jika tidak ada kesalahan</li> <li>• Maksimal ada 5 kesalahan kalimat.</li> <li>• Jika ada kesalahan lebih dari 5 kalimat</li> <li>• Jika kalimatnya tidak masuk akal</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>
4	Fluency	<ul style="list-style-type: none"> <li>• Lancar dan tidak ada kesalahan dalam cara mengucapkan kalimat</li> <li>• Jika ada 5 waktu jedam maksimum</li> <li>• Jika ada lebih dari 5 waktu jedam</li> <li>• Jika berhenti saat mengucapkan kalimat.</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>

Perpustakaan UIN Mataram

Kediri, 28 April 2021  
Mahasiswa Penelitian

Guru Bahasa Inggris

Nurdin, S.H  
NIK.-

Wulandari  
NIM. 160107033

Mengetahui,  
Kepala Sekolah Mts Al-Kasyif Kediri

Ripaturrahman, S.Sy

NIP



### Appendix 3

#### Lesson plan cycle 2 (RPP)

Sekolah : Mts Al-KasyifKebonOrong

Mata Pelajaran: BahasaInggris

class/Semester: VIII/II

skill: Speaking

Waktu: 2 x 40 menit

#### A. Standard Competence:

10.mengungkapkanmaknadalamtekslisanfungsionaldan monolog  
pendeksederhanaberbentuk recount, dan narrative  
untukberinteraksidenganlingkungansekitar.

#### B. Basic Competence and Indicators

KompetensiDasar	Indikator
10.1 mengungkapkanmaknadalamtekslisanfungsionalpendeksederhanadenganmenggunakanragambahasalisanse caraakurat, lancer danberterimauntukberinteraksidenganlingkungansekitar	<ul style="list-style-type: none"> <li>Bertanyadanmenjawabsecaralisanberbagaimacam info dalamteksiklan</li> <li>Menyebutkanberbagaimacamcontoh iklan</li> </ul>

#### C. Teaching Learning Objectives

- Diakhirpembelajaran siswamampumenyebutkandanmampumengungkapkansecaralisanberbagaimacamteksfungsionalberupaiklandaninformasiterkaitteks.

#### **D. Expected Characters**

- Discipline
- Respect
- Diligence
- Active

#### **E. Teaching Learning Material**

- Iklan: advertise one of the products/events.

#### **F. Teaching Learning Methods**

- Action Learning Strategy

#### **G. Teaching Learning Procedures**

##### **1. Pembukaan**

- Guru mengucapkan dan membimbing siswa untuk berdoa.
- Guru mengabsensi siswa

##### **2. Kegiatan Inti**

- Dengan menunjukkan beberapa iklan melalui gambar, guru meminta siswa untuk menjelaskan iklan apa dan tujuan komunikasinya.
- Bersama siswa mendiskusikan bentuk iklan, fungsi dan bentuknya.
- Guru mengarahkan siswa untuk membuat kelompok untuk menganalisa beberapa iklan yang berbeda.
- Setiap kelompok mempresentasikan hasil analisisnya di depan kelas.

##### **3. Penutup**

- Menanyakan kesulitan selama PBM
- Menyimpulkan materi

- Guru mengakhiri pelajaran dengan membaca Hamdallah diikuti oleh siswa

## H. Teaching Learning Source

- Internet

## I. Assessment Rubric

Name :

Class :

No	Categories	Aspects	Score
1	Vocabulary	<ul style="list-style-type: none"> <li>• Tidak adasalah</li> <li>• Kosakata yang tidak memadai</li> <li>• Sering menggunakanucapan yang salah</li> <li>• Kosakata yang sangatterbatas membuat percakapan cukup sulit.</li> <li>• very limited vocabulary, make comprehension quite difficult</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>
2	Pronunciation	<ul style="list-style-type: none"> <li>• Mudahpengucapanmudahdipahami</li> <li>• Mudahdipahaimeskipunmenyukai tertentu</li> <li>• Ada beberapakesalahandalampengucapan kata sehingga pendengar harus benar-benar berkonsentrasi</li> <li>• Tidak dapat dipahamikarenaterlalu banyakkesalahandalampengucapan kata.</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>
3	Accuracy	<ul style="list-style-type: none"> <li>• Jikatidak adakesalahan</li> <li>• Maksimalada 5 kesalahankalimat.</li> <li>• Jika adakesalahan lebih dari 5 kalimat</li> <li>• Jikakalimatnyatidakmasukakal</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>
4	Fluency	<ul style="list-style-type: none"> <li>• Lancardantidak adakesalahandalam caramengucapkan kalimat</li> <li>• Jikaada 5 waktu jedamaksimum</li> <li>• Jikaada lebih dari 5 waktu jeda</li> </ul>	<ul style="list-style-type: none"> <li>- 16-20</li> <li>- 11-15</li> <li>- 6-10</li> <li>- 1-5</li> </ul>

	<ul style="list-style-type: none"> <li>• Jikaberhentidisaatmengucapkankali mat.</li> </ul>	
--	--	--

Kediri , 28 April 2021

Guru BahasaInggris

MahasiswaPenelitian

Nurdin, S.H  
NIK.-

Wulandari  
NIM. 160107033



Mengetahui,  
KepalaSekolah Mts Al-Kasyif Kediri

Ripaturrahman, S.Sy  
NIP.-

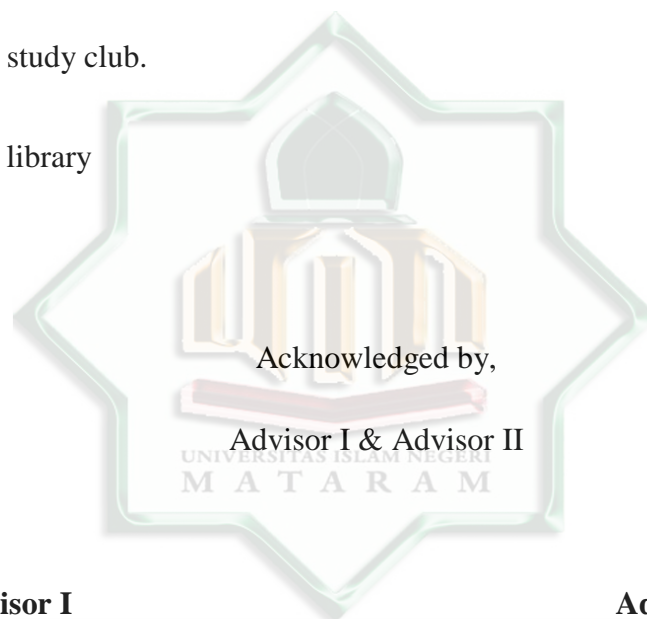
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## Appendix 4.

## Pre-Test (cycle 1)

With your partner, make a short conversations based on the situations below. Use expression of giving and responding suggestion. Then, present it in front of the class.

1. Join your study club.
2. Go to the library



Advisor I

Advisor II

Perpustakaan UIN Mataram

**Dr. Muhsinin, M.A.**  
NIP. 198123119930310

**Kasyfur Rahman, M.Pd.**  
NIP. 198612282018011001

## Appendix 5

## Post-Test (cycle 2)

Discuss with partner, and explain what the advantages and disadvantages of watching TV, and report orally in front of the class.



Acknowledged by,

Perpustakaan **UN Mataram** Advisor I & Advisor II

**Advisor I**

**Advisor II**

**Dr. Muhsinin, M.A.**  
**NIP. 198123119930310**

**Kasyfur Rahman, M.Pd.**  
**NIP. 198612282018011001**

Appendix 6

Documentations



## Appendix 7

## Scoring of Speaking Assessment

	Fluency	Pronunciation and Accent	Vocabulary	Grammar
5	Smooth and fluid speech: few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures
4	Smooth and fluid speech: few to no hesitations; a slight search for words; inaudible word or two.	Pronunciation is excellent; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words volume wavers.	Pronunciation is good; some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; no effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning
1	Speech is slow, hesitant and strained except for	Pronunciation is lacking and hard to understand; no	Weak language control; vocabulary that is used	Frequent grammatical errors even in simple structures; meaning is



short memorized phrases; difficult to perceive continuity in speech; inaudible.	effort towards a native accent	does not match with task	obscured
--	-----------------------------------	-----------------------------	----------



Perpustakaan UIN Mataram

## Appendix 8

## Teacher and Students' Observation Sheet Cycle I

## OBSERVATION FORM

*(Classroom Action Research)*

School : MTs Al-KasyifKebonOrong

Adress : KebonOrong Kediri

English Teacher : Nurdin S.H

## A. Teacher's Worksheet

NO	Activities	Score			
		1	2	3	4
1	Informing the objective of interaccional related to the material that will be given				√
2	Instruct students to discuss with their group after teacher divide in to some group			√	
3	Teacher give the students one issue and try to solve it		√		
4	Teacher come to every group to facilitate the discussion			√	
5	Teacher ask students to convey the problem that has been solve			√	

6	Teacher ask the students to present the result of discussion			√	
Total Score		18			
Percentage of activities		75%			
Category		Good			

Students' Score	Category
100% - 86%	Excellent
85% - 70%	Good
69% - 50%	Less
49% - 0%	Not implemented

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M A T A R A M

#### B. Students' Worksheet

NO	Activities	Score			
		1	2	3	4
1	Students pay attention to the teacher when teacher informing the objective of interactional			√	
2	Being active in following the discussion with their group			√	
3	Students active to ask their own group about the problem and try to solve the		√		

	problem				
4	Students ask to the teacher about what they don't understand			√	
5	Students delivery the result of problem that they have been solve			√	
6	The students present the result of the discussion			√	
Total Score		17			
Percentage of activities		70%			
Category		Good			

Students' Score	Category
100% - 86%	Excellent
85% - 70%	Good
69% - 50%	Less
49% - 0%	Not implemented

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2021

**Wulandari**

## Appendix 9

### Teacher and Students' Observation Sheet Cycle II

#### OBSERVATION FORM

*(Classroom Action Research)*

School : MTs Al-KasyifKebonOrong

Adress : KebonOrong Kediri

English Teacher : Nurdin S.H

#### A. Teacher's Worksheet

NO	Activities	Score			
		1	2	3	4
1	Informing the objective of interactional related to the material that will be given				√
2	Instruct students to discuss with their group after teacher divide in to some group				√
3	Teacher give the students one issue and try to solve it			√	
4	Teacher come to every group to facilitate the discussion				√
5	Teacher ask students to convey the problem that has been solve			√	
6	Teacher ask the students to present the				√

	result of discussion				
Total Score		22			
Percentage of activities		91%			
Category		Excellent			

Students' Score	Category
100% - 86%	Excellent
85% - 70%	Good
69% - 50%	Less
49% - 0%	Not implemented

#### B. Students' Activities

NO	Activities	Score			
		1	2	3	4
1	Students pay attention to the teacher when teacher informing the objective of interactional				√
2	Being active in following the discussion with their group				√
3	Students active to ask their own group about the problem and try to solve the problem			√	

4	Students ask to the teacher about what they don't understand			√	
5	Students delivery the result of problem that they have been solve			√	
6	The students present the result of the discussion				√
Total Score		21			
Percentage of activities		87%			
Category		Exellent			

Students' Score	Category
100% - 86%	Excellent
85% - 70%	Good
69% - 50%	Less
49% - 0%	Not implemented

Perpustakaan UIN Mataram

Mataram, 2021

Observer

**Wulandari**

## Appendix 10

## Student's Score in Test of Cycle 1

No	Students' Initial Name	Aspects				Total score	Conversion
		Vocabulary	Pronunciation	Grammar	Fluency		
1	MD	3	3	2	3	11	55
2	BL	3	2	3	2	10	50
3	INR	3	3	3	3	12	60
4	IF	4	3	2	3	12	60
5	GS	3	2	2	3	10	50
6	LA	4	3	3	3	13	65
7	AL	4	4	3	3	14	70
8	SQ	3	3	3	3	12	60
9	IH	4	4	3	3	14	70
10	AP	4	4	3	3	14	70
11	AA	4	3	2	3	12	60
12	NA	4	3	2	3	12	60
13	DAW	4	3	3	3	13	65
14	RAI	4	4	3	3	14	70
15	LR	4	4	3	4	15	75
16	NH	3	3	3	3	11	55
17	ZA	4	3	3	3	13	65
18	HA	4	3	3	4	14	70
19	WP	4	3	3	3	13	65
20	WA	4	3	3	3	13	65
21	AF	4	4	2	3	13	65
Total							1.325
Mean							63



## Appendix 11

## Students' Score in cycle 2

No	Students' Initial Name	Aspects				Total score	Conversion
		Vocabulary	Pronunciation	Grammar	Fluency		
1	MD	4	4	3	3	14	70
2	BL	4	3	3	3	13	65
3	INR	4	4	3	4	15	75
4	IF	5	4	3	3	15	75
5	GS	5	4	3	4	16	80
6	LA	5	4	4	4	17	85
7	AL	5	5	4	4	18	90
8	SQ	4	3	4	3	14	70
9	IH	5	4	3	4	16	80
10	AP	5	4	3	3	15	75
11	AA	4	4	3	3	14	70
12	NA	4	3	3	4	14	70
13	DAW	4	4	3	4	15	75
14	RAI	5	4	3	4	16	80
15	LR	5	4	4	4	17	85
16	NH	4	4	3	3	14	70
17	ZA	5	4	4	4	17	85
18	HA	5	4	3	4	16	80
19	WP	5	4	3	3	15	75
20	WA	4	4	3	4	15	75
21	AF	5	4	3	4	16	80
Total							1.610
Mean							76

## CURICULUM VITAE

### A. Self-Identity

Name : Wulandari  
Date of Birth : Sayong, 31-12-1995  
Adress : Lingkungan Pohdana  
Fathers' Name : Rumnah  
Mothers' Name : Suriyani

### B. Educational Background

Elementary School : Sdn 2 Sekotong  
Junior High School : Mts Islahul-Ummah  
Senior High School : Al-Kasyif Kebon Orong

### C. Organization Experience

-

### D. Scientific Work

-

Mataram, 03 Juli 2021

(Wulandari)



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI MATARAM  
FAKULTAS TARBİYAH DAN KEGURUAN**

*Jalan Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784*

Nomor : 314/Un.12/FTK/PP.00.9/04/2021 Mataram, 06 April 2021  
Lamp. : 1 (Satu) Berkas Proposal  
Hal : Permohonan Rekomendasi Penelitian

Kepada :  
Yth. Kepala Bakesbangpoldagri Provinsi NTB  
di\_  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Wulandari  
NIM : 160107033  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : TBI  
Tujuan : Penelitian  
Lokasi Penelitian : MTs. AL-KASYIF KEBON ORONG, KEDIRI  
Judul Skripsi : IMPROVING SPEAKING SKILL OF THE EIGHTH GRADE STUDENTS OF MTs. AL-KASYIF KEBON ORONG USING ACTION LEARNING STRATEGY.

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. Abdul Quddus, M.A**  
NIP. 197811112005011009



PEMERINTAH PROVINSI NUSA TENGGARA BARAT  
**BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI**

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330  
 Email : bakesbangpoldagri@ntbprov.go.id Website : <http://bakesbangpoldagri.ntbprov.go.id>

MATARAM

kode pos 83125

**REKOMENDASI PENELITIAN**

NOMOR : 070 / 39 / IV / R / BKBDN / 2021

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 Surat Dari Wakil Dekan Bidang Akademik Fakultas Ilmu Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri (UIN) Mataram  
 Nomor : 314/Un.12/FTK/PP.00.8/D4/2021  
 Tanggal : 6 April 2021  
 Perihal : Permohonan Rekomendasi Penelitian
2. **Menimbang :**  
 Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :
 

Nama	: WULANDARI
Alamat	: Lingkungan Pohdana RT. 010 RW. 000 Kel/Desa. Gerung Utara Kec. Gerung Kab. Lombok Barat No Identitas. 5201077112950253 No Tlpn. 087745727307
Pekerjaan	: Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul	: IMPROVING SPEAKING SKILL OF THE EIGHTH GRADE STUDENTS OF MTS AL - KASYIF KEBON ORONG USING ACTION LEARNING STRATEGY
Lokasi	: MTS. Al - Kasyif Kebon Orong Kediri Lombok Barat
Jumlah Peserta	: 1 ( Satu ) Orang
Lamanya	: April - Mei 2021
Status Penelitian	: Baru
3. **Hal-hal yang harus ditaati oleh Peneliti :**
  - a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
  - b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
  - c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
  - d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.



**Tambahan disampaikan Kepada Yth:**

1. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Provinsi NTB di Mataram
2. Bupati Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat
3. Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat
4. Kepala Sekolah MTS. Al - Kasyif Kebon Orong Kediri Lombok Barat di Tempat
5. Yang Bersangkutan
6. Arsip

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**"AL-KASYIF"**  
 KEBON ORONG-DASAN BARU-KEDIRI-LOMBOK BARAT  
 NUSA TENGGARA BARAT -INDONESIA  
 AktaNotaris No. 32 Tanggal 21 Agustus 2000

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 الكاشيف  
 كيون أورو نوجداسا بارو كنيرو لومبوك الغربية  
 نوسا تنجارا الغربية إندونيسيا  
 No.StatistikPondok : 510052010042

**SURAT IZIN PENELITIAN**  
 Nomor : 018/S.Kep.MTs/a-1/IV/2021

Yang bertanda tangan dibawah ini Kepala MTs. Al-Kasyif Kebon Orong Dasan Baru Kediri Lombok Barat menerangkan bahwa dengan prihal izin Penelitian No : 070/434/IV/R/BKBPDN/2021, maka dengan ini memberi izin kepada nama yang tersebut dibawah ini :

**Nama : WULANDARI**  
**NIM : 160107033**  
**Jurusan : Tadris Bahasa Inggris**  
**Fakultas : FTK**

Untuk mengadakan Penelitian dalam rangka menyelesaikan Skripsi dengan judul (*Improving the speaking skill of the elighth grade students of MTs. Al-Kasyif Kebon Orong using action learning strategl*) di MTs. Al-Kasyif Kebon Orong pada tanggal 13 April 2021.

Demikian surat ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kebon Orong, 15 April 2021  
 Kepala Madrasah,  
  
 Ripaturrahman, S.Sy

Perpustakaan UIN Mataram



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UPT PERPUSTAKAAN

Jl. Pendidikan No. 35 Tlp. (0370) 621298-625337-634490 Fax. (0370) 625337

SURAT KETERANGAN

No. :2190/ UH.12/Perpustakaan/12/2021

Dengan ini menerangkan bahwa :

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Nim : 160107033  
Jurusan : TBI  
Fakultas : FTK

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Kepala UPT Perpustakaan



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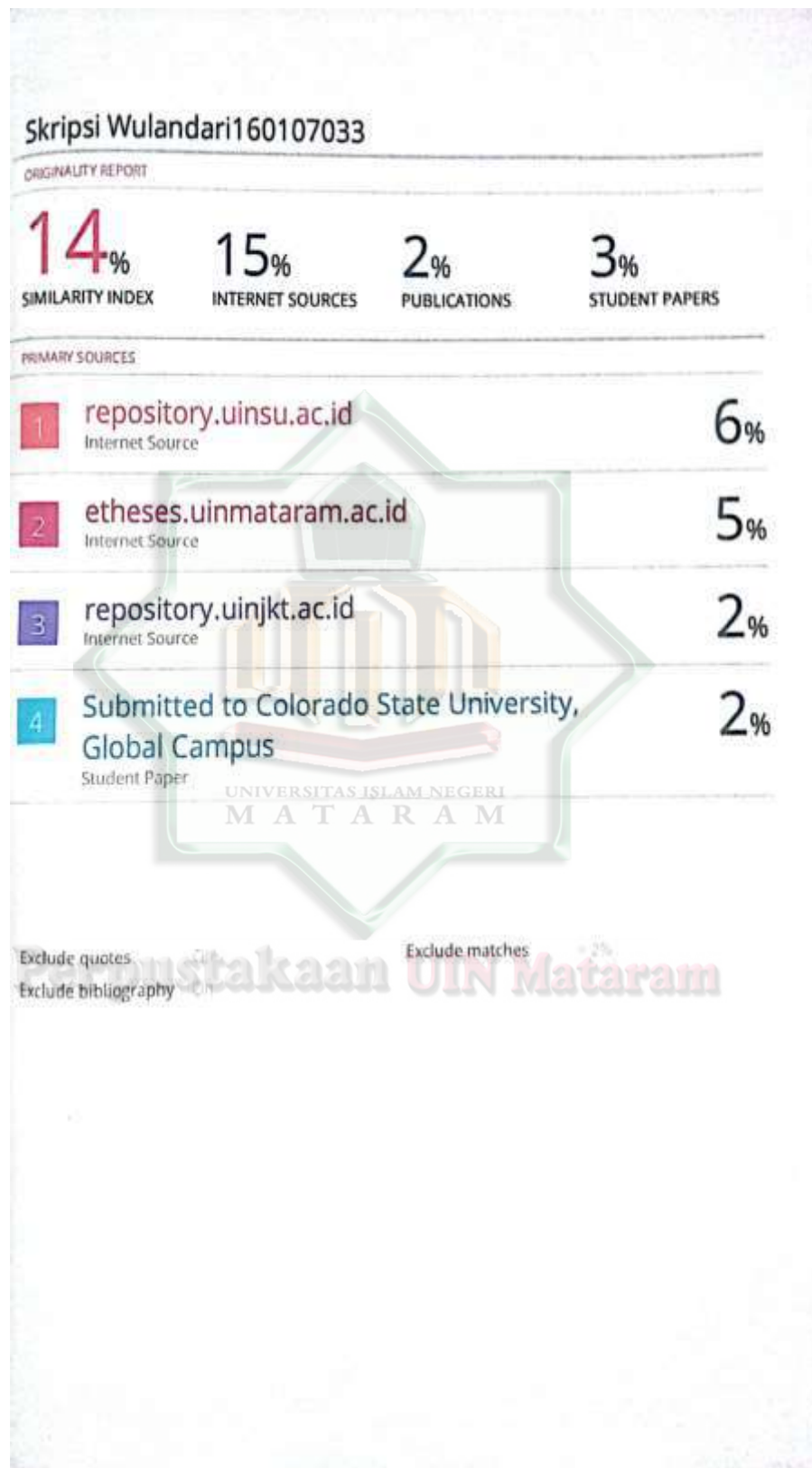
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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
MATARAM  
2021

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Jln. Gajah Mada/Jempang Baru No. 100 Mataram Telp. 0370-620783 Fax. 0370-620784

**SURAT KETERANGAN SEMINAR PROPOSAL**

Menerangkan dengan sebenarnya bahwa :

Pada hari ini Jum,at,Tanggal 5 Bulan Maret2021, telahdiadakanUjian/Seminar Proposal:

Nama Mahasiswa : Wulandari  
NIM : 160107033  
Jurusan : Tadris Bahasa Inggris  
Hari/Tanggal : Jum'at,5/03/2021  
Waktu : 10.30-11.30

TelahMenyelenggarakan Seminar Proposal/Skripsi\* yang berjudul :

Improving Speaking Skill of the Eighth Grade Students of MTS Al-Kasyif Kebon Orong Using Action Learning Strategy.

- Usulan Proposal/Skripsi telah **cukup baik dan lengkap** sehingga sudah dapat di pgunakan sebagai dasar untuk melaksanakan pengumpulan data di lapangan.
- Usulan Proposal/Skripsi telah **cukup baik** namun masih perlu di sempurnakan dan dilengkapi dengan instrument sebelum dapat di pgunakan sebagai dasar untuk melaksanakan pengumpulan data di lapangan. **Tidak perlu seminar lagi.**
- UsulanProposal/Skripsi **masih perlu dikembangkan**, namun masalah penelitian masih dianggap cukup baik untuk diangkat sebagai masalah. **Dianjurkan seminar lagi.**
- Usulan Proposal/Skripsi: **tidak memenuhi syarat** untuk di kembangkan sebagai bahan Proposal/Skripsi, Mahasiswa perlu memikirkan untuk memilih masalah/topik lain. **Wajib seminar lagi.**

Mataram, 5 Maret 2021

Pembimbing/Penguji I,

Pembimbing/Penguji II,

Penguji Netral

(Dr. Muhsinin, M.A.)  
NIP.198123119930310

(Kasyfur Rahman M.Pd.)  
NIP.198612282018011001

(Afif IkhwanulMuslimin, M.Pd.)  
NIP.198606212018011002

\*Coret yang tidak perlu.

