

**IMPROVING STUDENTS' SPEAKING ABILITY
THROUGH ACTION LEARNING STRATEGY
AT GRADE X STUDENTS OF SMK 1 BATANG ANGKOLA**



Thesis

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.pd) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

Term : Thesis

Padangsidempuan, 24 August 2023

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To: Dean

Tarbiyah and Teacher Training Faculty

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Muhammad Yzul Hermawan Pane**, entitled "**Improving Students' Speaking Ability through Action Learning Strategy at Grade X Students of SMK 1 Batang Angkola**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

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**AGREEMENT PUBLICATION OF FINAL TASK
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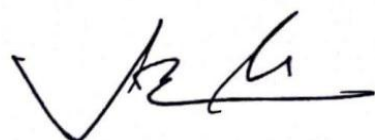
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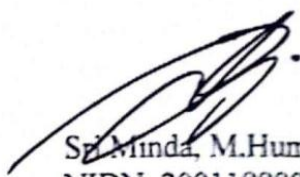
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Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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ABSTRACT

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Register Number 17 203 00119

The Title of Thesis : “Improving Students’ Speaking Ability through Action Learning Strategy at Grade X Students of SMK 1 Batang Angkola”

The students at X grade in SMK N 1 Batang Angkola face many problems in speaking. The speaking problem of students come from several factors, those are: the lack of motivation, the lack of vocabulary and students’ do not have self confidence and mental to speak English. The objectives of this research were to improve the students’ speaking skill, to know whether action learning strategy can improve students’ speaking ability at grade X in SMK 1 Batang Angkola or not and to know how is action learning strategy improve students’ speaking ability at grade X in SMK 1 Batang Angkola. The problem of this research was the poor speaking competence at grade X SMK 1 Batang Angkola. The research was a classroom action research, where it consisted of two cycles in applying this research. This action research was conducted in grade X, exactly in X-TITL class. The procedure of the research consisted of planning, acting, observing, and reflecting. In collecting the data, the writer used observational technique supported with a test and interview. In this research, the writer acted as the practitioner. These tests were conducted to know how was students ability in speaking using action learning strategy. The result of the research showed that the used of action learning strategy can improve the students’ speaking skill, action learning strategy was an effective technique of learning, and there some strengths besides there were weaknesses. From the observation and supported with the writer’s field notes, it can be seen that the students could speak well and improve their vocabularies and grammatical structure. The result showed that using action learning strategy in speaking class could increase the student’s ability in learning speaking. There was also the improvement of students’ speaking skill at X grade of SMK 1 Batang Angkola. The improvement was reflected from the progress of the students’ scores from students speaking test in pretest, cycle I and in cycle II. The students’ mean score of speaking test in pretest was 50.14. the students mean score in cycle I was 54.26 and the mean score of students speaking test in cycle II was 64.11, the improvement of mean score of speaking test from pretest to students speaking test in cycle II was 13.97 point. This improvement was categorized good.

Key words : *Speaking ability, Action Learning Strategy*

ABSTRAK

Nama : Muhammad Yzul Hermawan Pane
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Judul Skripsi : “Meningkatkan Kemampuan Berbicara Menggunakan Strategi Belajar Tindakan di Kelas X SMK Negeri 1 Batang Angkola”

Siswa kelas X di SMK N 1 Batang Angkola menghadapi banyak permasalahan dalam berbicara. Masalah berbicara yang dialami siswa disebabkan oleh beberapa faktor, antara lain: kurangnya motivasi, kurangnya kosa kata dan siswa tidak memiliki rasa percaya diri dan mental untuk berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa, untuk mengetahui apakah strategi pembelajaran tindakan dapat meningkatkan kemampuan berbicara siswa di kelas X di SMK 1 Batang Angkola atau tidak dan untuk mengetahui bagaimana strategi pembelajaran tindakan meningkatkan kemampuan berbicara siswa di kelas X di SMK 1 Batang Angkola. Masalah penelitian ini adalah rendahnya kompetensi berbicara di kelas X SMK 1 Batang Angkola. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus dalam penerapan penelitian ini. Penelitian tindakan kelas ini dilaksanakan di kelas X, tepatnya di kelas X-TITL. Prosedur penelitian terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Dalam pengumpulan data, penulis menggunakan teknik observasi yang didukung dengan tes dan wawancara. Dalam penelitian ini, penulis berperan sebagai praktisi. Tes ini dilakukan untuk mengetahui bagaimana kemampuan siswa dalam berbicara dengan menggunakan strategi pembelajaran tindakan. Hasil penelitian menunjukkan bahwa penggunaan strategi pembelajaran tindakan dapat meningkatkan keterampilan berbicara siswa, strategi pembelajaran tindakan merupakan teknik pembelajaran yang efektif, dan terdapat beberapa kelebihan selain terdapat kelemahan. Dari observasi dan didukung dengan catatan lapangan penulis, terlihat bahwa siswa dapat berbicara dengan baik dan meningkatkan kosa kata dan struktur tata bahasa mereka. Hasilnya menunjukkan bahwa penggunaan strategi pembelajaran tindakan di kelas berbicara dapat meningkatkan kemampuan siswa dalam belajar berbicara. Ada juga peningkatan keterampilan berbicara siswa di kelas X SMK 1 Batang Angkola. Peningkatan tersebut tercermin dari kemajuan nilai tes berbicara siswa pada tes awal, siklus I dan siklus II. Nilai rata-rata tes berbicara siswa pada siklus awal adalah 50,14. nilai rata-rata siswa pada siklus I adalah 54,26 dan nilai rata-rata tes berbicara siswa pada siklus II adalah 64,11, peningkatan nilai rata-rata tes berbicara pada siklus awal terhadap tes berbicara siswa pada siklus II adalah 13,97 poin. Peningkatan ini termasuk dalam kategori baik

Kata kunci : *Kemampuan Berbicara, Strategi Menggunakan Tindakan*

خلاصة البحث

الاسم : محمد يزول هيرماوان باني

رقم الطالب : ١٧٢٠٣٠٠١١٩

موضوع البحث : تحسين مهارات الكلام باستخدام استراتيجية التعلم بالعمل في الصف العاشر في المدرسة العالية المهنية ١ باتانغ أنكولا

يواجه طلاب الصف العاشر في المدرسة العالية المهنية ١ باتانغ أنكولا العديد من المشاكل في الكلام. من أسباب هذه المشاكل: نقص الدافع، وضعف المفردات، وعدم ثقة الطلاب وعدم استعدادهم النفسي للتحدث باللغة الإنجليزية. يهدف هذا البحث إلى تعزيز مهارات الكلام لدى الطلاب، لمعرفة إمكانية استراتيجيات التعلم بالعمل في إحياء قدرة الطلاب على التحدث في الصف العاشر في المدرسة العالية المهنية ١ باتانغ أنكولا، ومعرفة كيفية تنفيذ استراتيجيات التعلم بالعمل في إحياء قدرتهم على التحدث باللغة الإنجليزية. مشكلة البحث هي الكفاءة المنخفضة في التحدث في اللغة الإنجليزية في الصف العاشر في المدرسة العالية المهنية ١ باتانغ أنكولا. هذه الدراسة هي دراسة عمل تتكون من دورتين في تنفيذها. تمت هذه الدراسة في الصف العاشر. يتكون منهج البحث من التخطيط، والتنفيذ، والملاحظة، والتأمل. استخدم المؤلف تقنيات الملاحظة بدعم من الاختبارات والمقابلات في جمع البيانات. تصرف المؤلف كمدارس في هذا البحث. تم إجراء هذا البحث لتقييم قدرة الطلاب على الكلام باستخدام استراتيجيات التعلم بالعمل. تشير نتائج البحث إلى أن استخدام استراتيجيات التعلم بالعمل يمكن أن يعزز مهارات الكلام لدى الطلاب، وأن استراتيجيات التعلم بالعمل هي تقنيات تعليم فعالة، وهناك بعض المزايا بالإضافة إلى بعض العيوب. من خلال الملاحظات وبدعم من الملاحظات الميدانية، يتضح أن الطلاب يستطيعون التحدث بشكل جيد وتحسين مفرداتهم وأساليبهم اللغوية. تظهر النتائج أن استخدام استراتيجيات التعلم بالعمل في صفوف الكلام يمكن أن يعزز قدرات الطلاب على التحدث. كما يوجد تحسين في مهارات الكلام بين طلاب الصف العاشر في المدرسة العالية المهنية ١ باتانغ أنكولا. يتمثل هذا التحسين في التقدم في درجات اختبار الكلام للطلاب في الاختبار الأول، الدورة الأولى، والدورة الثانية. كان متوسط درجة اختبار الكلام للطلاب في الاختبار الأول هو ٥٠.١٤. كانت المتوسطة للطلاب في الدورة الأولى ٥٤.٢٦، وكانت متوسط درجة اختبار الكلام للطلاب في الدورة الثانية ٦٤.١١، مع زيادة في متوسط درجة اختبار الكلام من الاختبار الأول إلى الدورة الثانية بمقدار ١٣.٩٧ نقطة. هذا التحسين في متوسط الدرجة يعتبر جيدا.

الكلمات الرئيسية : مهارات الكلام، استراتيجية التعلم بالعمل

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Padangsidimpuan, 7 July 2023
Researcher



Muhammad Yzul Hermawan Pane
Reg. Num. 17 203 00119

TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
ABREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	
ABSTRACT	i
ABSTRAK.....	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURE.....	ix
LIST OF CHART	x
CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. Identification of problem	4
C. Limitation of Problem	5
D. Formulation of The Problem	5
E. Objectives of The Research	5
F. Significances of The Research	6
G. Definition of Key Terms	6
H. Outline of the Research	6
CHAPTER II : THEORETICAL DESCRIPTION	
A. Speaking Ability	8
1. The Defenition of Speaking	8
2. The Purpose of Speaking	9
3. The Component of Speaking	9
4. The Principle for Speaking	11
5. Testing Speaking	11
6. The Material of teaching speaking	13
B. Action Learning Strategy	16
1. The Defenition of Action Learning Strategy	16
2. Types of Action Learning	18
3. The Component of Action Learning Strategy	20
4. The Steps of Action Learning Strategy	21
5. The Characteristic pf Action Learning Strategy	24
6. The Advantages of Action Learning Strategy	25
7. The Disadvantages of Action Learning Strategy	25
C. Review of Related Study	26
D. Conceptual Framework	29



E. Hypothesis of Action.....	30
------------------------------	----

CHAPTER III :RESEARCH METHODOLOGY

A. Place and Time of the Research	31
B. The Research Design.....	31
C. The Participants of the research	32
D. The Instrument of Research	32
E. The Procedure for Classroom Action Research	34
F. Technique of Data Analysis	43

CHAPTER IV : RESULT OF RESEARCH

A. Data Description.....	45
1. Settings	45
2. Pre Test.....	45
3. Cycle I.....	48
a. First Meeting	48
b. Second Meeting	51
c. Students' Speaking Score in Cycle I	55
4. Cycle II.....	59
a. Third meeting	59
b. Fourth meeting	63
c. Students Speaking Score in Cycle II	67
5. Comparison of Student Result in Cycle I and cycle II	71
B. Discussion	73
C. Threats of The Research.....	76

CHAPTER V : CLOSING

A. Conclusions.....	78
B. Implication	78
C. Suggestion.....	79

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

Table	Page
Table III. 1 : Rubric Score of Speaking Test.....	33
Table III. 2 : Criteria of Final Score for Speaking Test	34
Table IV.1 : Students Result Score in Pre Test	46
Table IV. 2 : Criteria of Students' Speaking Score in Pretest	47
Table IV. 3 : Students Problem in First Meeting	55
Table IV. 4 : Students' Speaking Score in Cycle I.....	55
Table IV. 5 : Criteria of Students' Speaking Score in Cycle I.....	56
Table IV. 6 : Resume of Variable Score in Cycle I.....	57
Table IV. 7 : Frequency of Students' Result Score in Cycle I.....	58
Table IV. 8 : Students' Speaking Score in Cycle II	67
Table IV. 9 : Criteria of Students' Speaking Score in Cycle II.....	68
Table IV. 10 : Resume of Variable Score in Cycle II	69
Table IV. 11 : Frequency of Students Result Score in Cycle II.....	70
Table IV.12 : Comparison Result Score in Cycle I and Cycle II.....	71

LIST OF FIGURES

Figure	Page
Figure II.1 : Students Material from Book.....	14
Figure II.2 : Students Material from Book.....	14
Figure II.3 : Students Material from Book.....	15
Figure II.4 : Students Material from Book.....	15
Figure II.5 : Conceptual Framework of Classroom Action Research	30
Figure III.1 : Classroom Action Research.....	31

LIST OF CHARTS

Chart	Page
Chart IV.1 : The Students' achievement every indicators in cycle I.....	58
Chart IV.2 : The Students' achievement every indicators in cycle II.....	70
Chart IV.3 : The Students' achievement every indicators in cycle I and II.....	72
Chart IV. 4 : The Comparison of Students' Result in Cycle I and Cycle II	73

CHAPTER I

INTRODUCTION

A. The Background of Problem

Speaking is a form of communication that allows students to express their feelings, ideas, and arguments orally. It is the skill which make a social contact or interest to other people. Speaking is important skill for language learners because speaking is the first form of communication in English. Speaking is one of way to convey ideas and being an effective means of sharing knowledge between groups and individuals. Richards stated that the speaking skills in English is a priority for many second-language or foreign-language learners.¹ As a professional teacher in language teaching, especially the teaching of English methodology, designing and implementing materials, test, and practice. Teachers are responsible to educate the students from little or no knowledge to sufficient English speaking skill.

In mastering speaking, many students at tenth grade in SMK N 1 Batang Angkola faced many problems in learning speaking, so they were very difficult to understand the materials that the teacher explained. The problems found in SMK N 1 Batang Angkola during pre-research. The teacher of tenth grade of SMK N 1 Batang Angkola said:

The speaking problem of students come from several factors, those are: the lack of motivation, the lack of vocabulary and students' do not have self confidence and mental to speak English. In one class, about 25% of the students were active and fluent in speaking, the teaching learning process was dominated by them. The other students just listened to the teacher's explanation, tried to speak, but having silence was the most

¹ Jack C.Richards, *Teaching Listening and Speaking from Theory to Practice*. (London: Cambridge University Press, 2006), p.19, <http://z-lib.org>.

activity done in the classroom. The students were not too serious in joining the teaching and learning process. The students really unmotivated.²

Based on the teachers explanation above, the cause of students unmotivated in learning English in school because only two hours in a week, when studying English the students seldom practice English in conversation of daily life. It made students quite difficult in expressing ideas, opinion, and feeling related in teaching learning process. Likewise, students face a lot of problems in mastering speaking skill.

Additionally, the researcher has been done interview with some students in SMK 1 Batang Angkola, the result of the interview are: the first student said —I have difficulty in expressing the feelings in my experience and it is difficult to say it in English.³ The second student said: —I am lack of vocabulary so that it becomes an obstacle for me to speak English because English is new language for me.⁴ The third student said —We seldom practice English at school and at home, it makes us did common mistake in grammar and pronunciation.⁵

The indications above show the speaking ability in grade X of SMK N 1 Batang Angkola is still low and far from the expectation of the 2013 curriculum. In real condition of teaching and learning speaking at SMK N 1 Batang Angkola, the students at tenth grade Senior High School are not able

² Latifah hasni S.Pd. Private Interview with the English Teacher of SMK 1 Batang Angkola, (Batang Angkola: SMK 1 Batang Angkola, October 20th, 2022).

³ *Private Interview* with Miss K, Student in SMK 1 Batang Angkola (October 21th 2022, at 09:00)

⁴ *Private Interview* with Mr. B, Student in SMK 1 Batang Angkola (October 21th 2022, at 09:00)

⁵ *Private Interview* with Miss D, Student in SMK 1 Batang Angkola (October 21th 2022, at 09:00)

to speak English well. This condition can not be allowed continuously because this problem will make the quality of students worse in speaking. So, by doing this research the researcher found out the factors and the way to figure out this problem. Based on the problem above the researcher interested to conduct a classroom action research strategy to improve students speaking skill.

The reason why the researcher interested to conduct a classroom action research by using action learning strategy because there are some researcher has done their research by applying action learning strategy to improve the students speaking skill and its works. The first was conducted by Simanjuntak, the result of her thesis was the improvement of students speaking skill about 14.37. It can be concluded that there was a significant effect of using action learning strategy to improve students speaking skill.⁶ The second was done by Armasita, the result of her reserach showed that there was increasing of students in speaking skill about 23.11.⁷ The third was conducted by Shalihah. The result of her research showed the improvement was about 43.4 %.⁸ It means action learning strategy is one of teaching technique to improve students speaking skill.

⁶ Eva Betty Simanjuntak. *The Improvement Students Speaking Skill in English Lesson with Action learning Strategy in Fifth Grade of Elementary School 106162 Medan Estate*. 2014. Elementary School Journal. ISSN 2355-1747. <http://digilib.unimed.ac.id/id/eprint/14888>.

⁷ Armasita. *Improving Students' Speaking Skill in English Lesson with Action learning Strategy at Eigth Grade of MTS PAB 1 Heltevia*: Submitted to the Tarbiah Faculty UIN SU Medan as a Partical Fulfilment of the Requirement for S-1 Program. 2017. Medan: UIN SU. <http://repository.uinsu.ac.id/2651/1/skripsi%20full%20Armasita.pdf>

⁸ Mar'atun Shalihah MS. *Improving Students' Speaking Skill by Using Action learning Strategy in English Lesson at The 8th Grade Students of MTs.Muhammadiyah Limbung (A Classroom Action Research at the Eight Grade Students of MTs.Muhammadiyah Limbung, Gowa)*: 2020. A Thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. <https://ejournal.unib.ac.id/jwacana/article/view/23033>

Additionally, according to Promadi he stated among several teaching techniques that can be used by teacher in language learning and teaching are action learning strategy.⁹ Action learning is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking skills by doing conversation activity. According to Dilworth, action learning was a process of inquiry, particularly when traditional knowledge did not provide answers to tough problems.¹⁰ Action learning strategy was chosen because it was fun and interesting. It could be applied in the practice and production phase.

From those problems that have founded by the researchers, the researcher intended to investigate by the title —Improving Students‘ Speaking Ability through Action Learning Strategy at Grade X Students of SMK N 1 Batang Angkolal.

B. The Identification of Problem

Based on the background of problems, the problem in this research was the students speaking ability in SMK N 1 Batang Angkola was low. This research found that there were some problems in speaking class as follows:

1. Students was lack of motivation.
2. Students was lack of vocabulary.
3. Students was not have self confidence and mental to speak English.
4. Students was difficult in expressing the feelings in my experience.

⁹ Promadi. *Cara Praktis mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa*. 2008. (Pekan Baru : Suska Press).

¹⁰ Robert L Dilworth, Yuri Boshyk. *Action learning and its Applications*. Palgrave Macmillan, a division of Macmillan Publishers Limited 2010. ISBN 987-0-230-25074-1. <https://doi.org/10.1057/9780230230250741>. p 145.

5. Students seldom practice English at school and at home.
6. Students were not too serious and in joining the teaching and learning process.

C. The Limitation of Problem

Based on the identification of the problem, the researcher limit the problem into one factor that was the strategy in teaching speaking to improve students' speaking ability. In this research, It discussed about the teacher strategy in teaching speaking used used action learning strategy.

D. The Formulation of Problem

Based on limitation of problem above, the researcher formulated the problems of this research as follows:

1. Can action learning strategy improve students' speaking ability at grade X in SMK 1 Batang Angkola?
2. How can action learning strategy improve students' speaking ability at grade X in SMK 1 Batang Angkola?

E. The Objectives of Research

Based on the problem above, the objective of this research were:

1. To know whether action learning strategy can improve students' speaking ability at grade X in SMK 1 Batang Angkola or not.
2. To know how action learning strategy improve students' speaking ability at grade X in SMK 1 Batang Angkola.

F. The Significances of Research

The result of this research was expected to be useful as:

1. For teacher, it gives some information about the ways of teaching speaking and students` difficulties in learning speaking.
2. For students, it gives some information about the ways of teaching speaking and students` difficulties in learning speaking. These enable them to understand the core of teaching English speaking. Moreover, they can identify and anticipate their difficulties in learning speaking.
3. For reader, it can be used increase the knowledge of role play strategies and speaking and the result of this research can be used as a reference for other researcher who has the similar interest in the same field.

G. The Definition of Key Terms

This research used key terms in this research, following:

1. Students` Speaking Ability

Speaking is the way to express the ideas, feelings and opinions that is inside the mind in oral communication with others in order to give or to get the information.

2. Action learning Strategy

Action learning strategy is a team-based, workplace activity that brings together people with a common problem or project to work out solutions or achieve project outcomes.

H. The Outline of Thesis

This thesis consisted of five chapters, such as:

Chapter one, it was the introduction. In introduction there were background of the problem, identification of the problem, limitation of the

problem, formulation of the problem, the objectives of the research, significances of the research, definition of the key terms and outline of the thesis.

Chapter two, it was about the theoretical description, where explained about speaking ability and action learning strategy. Where : the defenition of speaking, the purpose of speaking, the component of speaking, the principle of speaking, testing speaking, the material in teaching speaking, te definition of action learning strategy, the component of action learning strategy, the steps of action learning strategy, the characteristic of action learning strategy, the advantages of action learning strategy, the disadvantages of action learning startegy, conceptual framework and review of the related findings.

Chapter three, it discussed about the research methodology. It was explained of the place and time of the research, the research design, the participants of the research, the instruments of research, the procedures for classroom action research, techniques of data collection and techniques of data analysis.

Chapter four, it was about the result of the research and the discussion about result of research and threats of the research. Chapter five, it was explained about conclusion, suggestion ang implication from the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Speaking Ability

1. The Defenition of Speaking

Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. In addition, speaking varies depending on the age, gender, and dialect of the speakers. Defenition of speaking defined differently by some experts, such: According to Nunan, he states speaking is the productive oral skill, it consist of producing systematic verbal utterances to convey meaning.¹¹ According to Thornbury, speaking is so much part of daily life that we take it for granted.¹² Jhonson, et.al. saying that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.¹³ It refers to activity that involved two or more people as speaker and interlocutors.

Based on some definitions above, the researcher concluded that speaking is the way of someone to express ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and

¹¹ David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

¹² Scott Thornbury, —How to Teach Speaking (New York: Pearson Longman, 2002), p.1, <http://z-lib.org>.

¹³ Jhonson and Morrow K, *Communication in the Classroom: Handbooks for Teacher's Series* (London: Longman, 2001), p.70.

learning process.

2. The Purpose of Speaking

In this case, speaking has several purposes in speaking ability. —The purposes of speaking are to encourage the acquisition of communication, to encourage speaking skill, to learn how to spread the ideas, to give information and to foster real communication.¹⁴ Basically, Tarigan states that there are four purposes of speaking as follows below:

- a. To inform : the purpose of speaking to inform means to inform people about the information that speaker have.
- b. To persuade : the purpose of speaking to persuade means the speaker attempt to listener to make the listener interested to what speaker said .
- c. To entertain : the purpose of speaking to entertain means speaker made informative and persuasive speech making is focused on the end result of the speech process entertainment speaking is focused on the theme and occasion of the speech.
- d. To Discuss : to discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decision and planning. Discussion activity is believed to get more attention from the students because the students have to solve the problem from the task which is given by the teacher.¹⁵

Based on explanations above, , it can be concluded that the purposes of speaking are to encourage speaking mastery, to convey the ideas, to give information, to help students develop communicative efficiency in speaking mastery, to establish and maintain social relations.

3. The Component of Speaking

Speaking ability consisted of several aspects of speaking. Each aspect can not be separated each other. A speaker should determine some

¹⁴ Sari Luoma, *Assesing Speaking* (New York: Cambridge University Press, 2004), p.9.

¹⁵ Henri Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), p.32.

components of speaking. Brown states that there are four components of speaking that the students could consider in speaking. They are pronunciation, grammar, fluency and vocabulary.

- a. Pronunciation : includes the segmental features of vowels, consonants, stress, and intonation patterns.
- b. Grammar : that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.
- c. Fluency: as the quality of being able to speak smoothly and easily. According to Richard and Schmidt, fluency describes a level of proficiency in communication, which includes:
 - 1) The ability to produce written and/or spoken language with ease.
 - 2) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
 - 3) The ability to communicate ideas effectively.
 - 4) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.¹⁶
- d. Vocabulary: is range of words known or used by a person in trade, profession, etc.¹⁷

In conclusion, there are several aspects of speaking such as Pronunciation (the way to pronounce the word), grammar (the structure of the sentence), fluency (the way to speak clear or not), and vocabulary (words that use in speaking).

¹⁶ Jack C. Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002), p.204

¹⁷ Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* (Englewood Cliffs: Prentice Hall, 2001), p.406.

4. The Principle of Speaking

There are some principles in speaking that speaker must applied in teaching speaking. The principle of speaking, as follows:

- a. Perception: stop trying to be a great speaker : People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken every day, we have no problem being ourselves.
- b. Perfection: when you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
- c. Visualization: if you can see it, you can speak it : Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
- d. Discipline: practice make perfectly good: Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.
- e. Description: make it personal : Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.
- f. Anticipation: always leave'em wanting more : Always make your presentation just a little wrong and anticipated.¹⁸

From the explanation above there are principles in teaching speaking. So, the teacher can follow the principles to make students more active in teaching learning process. Teacher also can make teaching learning process more interest.

5. Testing Speaking

Testing speaking ability offers plenty of scope for meeting for communicative testing, interaction should be a key feature, there should be a degree of inter subjectivity among participants, the output should be to a certain extent unpredictable, a realistic context should be provided

¹⁸ Richard Zeoli, *Seven Principles of Effectives Public Speaking*, 2012
<http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx>

and processing should be done in real time.

According to Weir there are nine ways of speaking test, they are:

- a. Verbal Essay
The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.¹⁹
- b. Oral Presentation
The candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.
- c. The free interview
In this type of interview the conversation unfolds no set of procedures is laid down in advance.
- d. The controlled interview
It is normally a set of procedures determined in advance for eliciting performance.
- e. Information transfer, description of picture sequence
Candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.
- f. Information transfer: questions on a single picture
The examiner asks the candidate a number of questions about the content of a picture which he has had time to study.
- g. Interaction tasks, they are:
 - 1) Information gap students-student
 - 2) Information students-examiner
 - 3) Role play
 - 4) The training and standardization of oral examiners.²⁰

From explanation above, there are some testing of speaking they are: verbal essay, oral presentation, the free interview, the controlled interview, information transfer, description of picture sequence, information transfer: questions on a single picture, interaction tasks. The researcher chooses verbal essay, asking students to speak (sometimes directly into a tape or video recorder) for three minutes on either one or more specified general topics.

¹⁹ Cyril J. Weir, *Communicative Language Testing* (UK: University of Reading, 1990), p.73

²⁰ Cyril J. Weir.

6. The Material of Teaching Speaking


Nowadays, schools in Indonesia from elementary school, junior high school, and senior high school have revised the curriculum of education from KTSP into 2013 curriculum or named k'13. Means that, in K'13 curriculum students more active than teacher. There are three ways of communication applied in implementation of 2013 curriculum, they are: student – teacher, teacher – students, and student – student. The materials of English language in senior high school especially at the Tenth grade students in SMK 1 Batang Angkola on text book are :

The students text book matery for are: chapter 1 with topic talking about self. Chapter 2 with topic congratulating and complementing others. Chapter 3 with topic expressing intention. Chapter 4 with topic which one is your best gateway?. Chapter 5 with topic let's visit niagara falls. Chapter 6 with topic giving announcement. Chapter 7 with topic the wright brothers. Chapter 8 with topic my idol. Chapter 9 with topic the battle of surabaya. Chapter 10 with topic B.J.Habibie. chapter 11 with topic Cut Nyak Dien. Chapter 12 with topic issumboshi. Chapter 13 with topic malin kundang. Chapter 14 with topic strong wind. Chapter 15 with topic you've got a friend.

From those materials, the researcher focus on chapter two in the first semester with the topic congratulating and complementing others. The material was:

Chapter 2

Congratulating and Complimenting Others




Source: Dokumen Kemdikbud
Picture 2.1

Tujuan Pembelajaran:
Setelah mempelajari Bab 2, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi ucapan selamat dan pujian bersayap serta responnya.
2. Merespon ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.
3. Memberikan ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

20 Kelas X SMA/MA/SMK/MAK

Figure II.1
Students material from book

 **WARMER**


Describing and Guessing

Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.

For example:

‘A person who serves passengers in a flight.’ He/She is a flight attendant.’

After you know how to play the game, your teacher will ask you to make groups of three to play the game. The group who can guess more words will be the winner.

 **VOCABULARY BUILDER**

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

ce _ _ _ _ _ (verb)	= merayakan
_ _ _ _ _ ve _ _ _ _ (noun)	= prestasi / pencapaian
_ _ _ _ _ t (noun)	= rok
_ _ _ _ _ u _ _ (noun)	= blus, kemeja wanita
_ er _ _ _ _ (adjective)	= [informal] sangat bagus
_ _ nt _ _ _ (noun)	= isi
en _ _ _ _ _ nt (noun)	= penyemangat
_ pp _ _ _ _ _ (noun)	= penampakan, penampilan
app _ _ _ _ _ (noun)	= penghargaan
_ _ _ _ _ us (adjective)	= [informal] indah, atraktif

Figure II.2
Students material from book

 **READING**

Task 1:
Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : (*replies with a happy tone*) Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
Alif : It's very kind of you to say so. Thank you.

Figure II.3
Students material from book

In congratulating, people may make more than one move, for example, "Congratulations! You deserved it, Man." Similarly, in responding to congratulating expressions, people do not only make one move, like "Thank you very much." Usually, they also say something else such as "This is because you're always with me".



VOCABULARY EXERCISES

Task 1:
Complete the blanks in the following dialogs using the words in the box. As an example see number 1. The answer for number 1 is *wonderful*.

good luck
it's good
wonderful
congratulations
new hair cut
what's new
thanks a lot
popular business
I'm glad you think so
mentioning



Source: Dokumen Kemdikbud
Picture 2.2

1. Dina : Hi, Yuni. What's your daughter doing these days?
Yuni : Oh, she's in college. In fact, she plans to graduate this June.
Dina : That's _____!
(1) You must be very proud of her.

Figure II.4
Students material from book

B. Action Learning Strategy

1. The Definition of Action Learning Strategy

Action learning, sometimes known as "learning to act," is a teaching method used to help working management students understand and resolve issues in other subjects. Through the use of this technology, concepts can be communicated. The way of reading the Qur'an based on learning experience is one of the extracurricular teachings that students actively seek out as being their own relevant patterns when acquiring Islamic religious education. Before being able to comprehend the material gained, the students in it also engage in mental activity.

Action learning utilizes, among other things, small groups of learners working together in what are referred to as "learning sets."²¹ While students are sharing, collaborating, and participating in an ongoing process of social reflection within these learning sets, each member of the set works through the action learning process in the context of his or her own distinct project. While collaborative, the learning set is not necessarily working on a group project. Rather, Action Learning's use of learning sets made up of the learner's colleagues is key to supporting and facilitating the reflective practices necessary for learning

Action learning is a team-based, workplace activity that brings together people with a common problem or project to work out solutions

²¹ A. Lizzio, & K. Wilson, "Action learning in higher education: An investigation of its potential to develop professional capability," *Studies in Higher Education*, 29(4), p. 469-488, 2004.

or achieve project outcomes.²² The action learning group or set provides support and encouragement to try out new ways of doing things and new ways of thinking about things. Revan said action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team process of reflection and action.²³ Action Learning is a 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 creative, flexible, and successful strategies to pressing problems.

Action learning was a process of inquiry, particularly when traditional knowledge did not provide answers to tough problems.²⁴ 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).²⁵ The action learning group or set provides support and encouragement to try out new ways of doing things and new ways of thinking about things.

So the conclusion is action learning is a process that requires members of an organisation to work together to solve problems through

²² Reg Revans. *ABC of Action learning*. Routledge. 2017. ISBN 9781351961332. p. 6

²³ Revans.

²⁴ Robert L Dilworth, Yuri Boshyk. *Action learning and its Applications*. Palgrave Macmillan, a division of Macmillan Publishers Limited 2010. ISBN 987-0-230-25074-1. <https://doi.org/10.1057/9780230230250741>. p 145.

²⁵ Diane M. Ruebling, *Action learning: Creating the Connection Between Good Intentions and Great Execution*, 2007. Gama International Journal, p. 1-3

action and reflection. Action learning processes promote reflection, mentoring and collaboration and cast employers into the role of continuous learners who are capable of both investigating and improving work practices.

2. Types of Action Learning

Action learning teams may be formed for the purpose of handling either a single project or several projects. There are two types of action learning: team-project action learning (—single-problem or —in-company action learning) and individual-project action learning (—multiple-problem, —open-group or —classic action learning).²⁶

a. Team-Project Action Learning

In this type of action learning, both team members and a project are usually determined by the organization. The major purpose of this action learning program is to solve the issues at work proposed either by the organization or by the team itself. The activities in team-project action learning are:

- 1) Entire team works on a single project.
- 2) Project determined by organization.
- 3) Participants determined by organization.
- 4) Organization commits to take action.
- 5) Team recommends and/or implements.

²⁶ Marquardt, M. J. *Optimizing the power of action learning*. Palo Alto, CA: Davies-Black Publishing. 2004. p.6

- 6) Learning coach may be rotated or permanent.²⁷

So, in team-project action learning, the participants work on solving a single project

b. Individual-Project Action Learning

In individual-project action learning, participants bring in their individual projects to the team to solve problems at work with the help of team members. The activities in individual-project action learning are:

- 1) Team works on individual projects.
- 2) Projects selected by participants.
- 3) Participants self-select.
- 4) Individuals commit to take action.
- 5) Individuals implements solutions.
- 6) Learning coach usually rotates.²⁸

So, in individual-project action learning, the participants support each other throughout the action learning process. In team meetings, participants allocate time for presenters to receive feedback from team members. This difference may reflect the distinct features of the context—whether the purpose of an action learning program is to enhance individual/group/organizational performance or whether action learning focuses on personal development in public and government sectors.

²⁷ Marquardt, M. J

²⁸ Marquardt, M. J

3. The Components of Action Learning Strategy

Over the past 20 years, various approaches to action learning have appeared, but the model that has gained wide-spread acceptance is the Marquardt Model. This model contains six interactive and interdependent components that build upon and reinforce one another, they are problem, an action learning group, questioning and reflection, taking action, commitment to learning and an action learning coach.²⁹

- a. **Problem** : Action learning centers around a problem, project, challenge, issue or task, the resolution of an individual, or organization. The problem should be significant, urgent and be the responsibility of the team to solve.
- b. **An action learning group** : The core entity in action learning is the action learning group. Ideally, the group composed of four to eight students⁶ which have diversity of background and experience to acquire various perspective.
- c. **Questioning and reflection** : Action learning emphasizes questions and reflection above statements and opinions.
- d. **Taking action** : The action of action learning begins with taking steps to reframe the problem and determining the goal and determining strategies of taking action.
- e. **A commitment to learning** : Action learning has greater value strategically for the organization than the immediate tactical

²⁹ George. *Action learning*. 2016. (New York: Mc. Grown-Hill Companies).
<https://www2.gwu.edu/~bygeorge/021804/actionlearning.html>;

advantage of early problem correction.

- f. **An action learning coach** : Coaching is necessary for the group to focus on the important. The action learning coach helps the team members reflect on what they learn and how to solve the problems.³⁰

Based on the explanation above, there are six components of action learning strategy, such : problem, an action learning group, questioning and reflection, taking action, commitment to learning and an action learning coach.

4. The Steps of Action Learning Strategy

The process of Action learning involves the reflection by learners on new data gathered in the context of a problem, action emerging from these reflections, and further reflection on the results of this action.³¹

There are some steps of action learning strategy. According to Revans, there are ten steps of action learning strategy, they are:

- a. Clarify the objective of the action learning group.
- b. Group formation. The group can consist of volunteers or appointed people, and can work on a single organizational.
- c. Analyze the issue(s) and identify actions for resolving them.
- d. The problem owner presents the problem briefly to the group.
- e. Reframe the problem. After a series of questions, the group, often with the guidance of the action learning consultant, will reach a consensus on the most critical and important problem the group should work on.
- f. Determine goals. The achievement of the goal would solve the restated problem for the long-term with positive rather than negative consequences on the individual, team, or organization.
- g. Develop action strategies. Much of the time and energy of the group will be spent on identifying, and pilot testing, of possible action

³⁰ George.

³¹ B. Lasky, & I. Tempone, "Practising what we teach: Vocational teachers learn to research through applying action learning techniques," *Journal of Further and Higher Education*, 28(1), p. 79-94, 2004.

- strategies.
- h. Take action. Between action. The students' implement the strategies developed and agreed to by the group.
 - i. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
 - j. Capturing learning. Throughout and at any point during the sessions, the action learning consultant may intervene.³²

Based on Cho and Bong, the most common action learning process can be summarized according to the three stages of the action learning process: preparation, team meetings, and follow-up activities.³³

a. Preparation

As a first step, sponsors (executives and managers) in the organization are secured before launching an action learning project. Before setting up meetings because building trust and rapport between participants and organizations is the key to success in action learning. Initial efforts for building trust and openness and securing management support lead individuals and organizations to further engagement in an action learning project.³⁴ An orientation session enacted in this preparation stage helps participants better understand how action learning progresses by providing information about the action learning process and ground rules for teamwork.

³² Reg Revans. *ABC of Action learning*. Routledge. 2017. ISBN 9781351961332. p. 6

³³ Yonjoo Cho & Hyeon Cheol Bong, *Trends and issues in action learning practices: Lessons from South Korea*. New York: Routledge. (2013).

³⁴ Edmonstone, J. Action learning and organization development: Overlapping fields of practice. *Action Learning: Research and Practice*, 2011. 8, 89–97. doi:10.1080/14767333.2011.581017

b. Team Meetings

Action learning projects are work-based and difficult to solve alone. In the team meetings stage, action learning practitioners deal with the project and team selection, roles of a learning coach, problem-solving processes, reflection, and organizational support. Discussions on learning coaches, therefore, revolve around the degree to which they help participants learn and act in the action learning process. In the team meetings stage, reflection is crucial to balance action and learning in the action learning process.³⁵ Reflection creates learning grounded in past and current experiences, and makes action and learning stronger in action learning teams.

c. Follow-up Activities

In the follow-up activities stage, organizations (sponsors) make a decision on the implementation of action learning teams' solutions at the final team presentations. Participants share their solutions and lessons learned from their action learning process with other organizational members through annual action learning conferences and knowledge management systems (e.g., intranets) in the organization. Face-to-face action learning teams are most common in the cases identified but blended learning environments incorporating

³⁵ Yonjoo Cho & Hyeon Cheol Bong, *Trends and issues in action learning practices: Lessons from South Korea*. 2013.

online and face-to-face meetings are growing in order to overcome time and place limitations of action learning participants.³⁶

In this research, the researcher follow the Cho and Bong process of action learning, which preparation, team meeting and follow up activities. The reason why this research used the Cho and Bong was because the steps was simple for both the students and researcher, it made the students clear with the instruction in applying the action learning strategy.

5. The Characteristic of Action Learning Strategy

The characteristics of the learning method/strategies include describing how the learning environment must support learning activities in order for the method/strategies to be implemented. The characteristics of action leaning startegy based on Revan such:

- a. Creating the context and environment for empowered the action;
- b. Learning from experience;
- c. As knowledging that people in th room have the capability and capacity to effect change;
- d. Utilizing the resources in the room fully;
- e. Formalized into presentation.³⁷

Based on the explanation above, there are five characteristics of action learning strategy, they were creating the context, learning from

³⁶ Stewart, J. A., & Alexander, G. Virtual action learning: Experiences from a study of an SME e-learning programme. *Action Learning: Research and Practice*, 3, (2006). 141–159. doi:10.1080/14767330600885854\

³⁷ Reg Revans. *ABC of Action learning*.

experience, the capability and capacity effect, utilizing the resources and formalized into a presentation.

6. The Advantages of Action Learning Strategy

Action Learning is a 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 creative, flexible, and successful strategies to pressing problems. From the explanation above action learning strategy have some advantages in teaching learning process.

The advantages of action learning strategy according to Sillins there are seven advantages, such:

- a. Centred on learners
- b. Emphasis on finding knowledge not accept knowledge
- c. Great fun
- d. Empower all learners senses potential
- e. Use varied methods
- f. Using multiple media
- g. Tailored to existing knowledge.³⁸

Based on the explanation above, the researcher conclude that the advantages of action learning is to enhance team performance, develop students leadership and develop positive, mutually respectful working relationship among coach and member of team.

7. The Disadvantages of Action Learning Strategy

Whether action learning strategy has many advantages in classroom learning process such explanation above, action learning strategy have

³⁸ Halia Sillins., *Action learning : A Strategy for Change*

some disadvantages in teaching learning process. The disadvantages of action learning strategy are:

- a. Learners difficult orienting his thoughts, when not accompanied by educators.
- b. The discussion was impressed in all directions or not focused.³⁹

Based on the explanation above, the researcher conclude that the disadvantages of action learning is wasting time in the process of implementation of action learning strategy because the students have curriculum that need to get through before the end of the course.

C. Review of Related Study

The action learning strategy is one of learning strategy that used to improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the researches are described as follows.

The first was conducted by Simanjuntak. The result of her thesis was the improvement can be seen from the percentage of the students speaking achievement. In the initial test only 14.2% (five students) got category skill. In the post test in cycle I and cycle II 45.71% (sixteen students) and 88.57% (thirty one students) got category skill. It means there was an improvement 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

³⁹ Halia Sillins. *Action learning : A Strategy for Change*

skill.⁴⁰ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the participants of the research, where she apply the strategy in fifth grade students of elementary school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score.

The second was by Armasita. The result of her reserach showed that there was increasing of students in speaking skill. The mean of 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 second cycle were better than the first cycle. In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.⁴¹ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score.

The third was conducted by Shalihah. The result of her research showed the improvement of students' score from d-test to cycle I and cycleII

⁴⁰ Eva Betty Simanjuntak. *The Improvement Students Speaking Skill in English Lesson with Action learning Strategy in Fifth Grade of Elementary School 106162 Medan Estate*. 2014. Elementary Schooln Journal. ISSN 2355-1747. <http://digilib.unimed.ac.id/id/eprint/14888>.

⁴¹ Armasita. *Improving Students' Speaking Skill in English Lesson with Action learning Strategy at Eighth Grade of MTS PAB 1 Heltevia*: (2017). Submitted to the Tarbiah Faculty UIN SU Medan as a Partical Fulfilment of the Requirement for S-1 Program. Medan: UIN SU Medan. <http://repository.uinsu.ac.id/2651/1/skripsi%20full%20Armasita.pdf>

test. In d-test, there was only 6.7% (2 students) who got point >75. In cycle I test there was 53.3% (16 students) who got point >75. It means there was improved 46.6% but unseccessful passed KKM 75, so sонтinued to cycle II. The cycle II test, there was 90% (27 students) who got point >75. The improvement was about 43.4 % and the total mprovement of students' score from d-test until cycle II test was 83.3 %.⁴² The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score.

The Fourth was conducted by Sari. She was conected an experimental research. The result of pre-test showed the mean score of experimental class was 59.26 and the control class was 61.83. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 75.48 and the control class was 67.91. In other words, H₀ was rejected and H_a was accepted. So, it can be concluded that action learning strategy has positive effect to the Eighth Grade Students at SMPIT

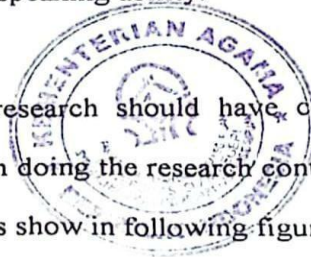
⁴² Mar'atun Shalihah MS. 2020. *Improving Students' Speaking Skill by Using Action learning Strategy in English Lesson at The 8th Grade Students of MTs. Muhammadiyah Limbung*: A Thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. <https://ejournal.unib.ac.id/jwacana/article/view/23033>

used action learning strategy. Another different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score.

All those related findings above concluded that strategy or method can improve students' speaking ability. The differences with those research is this research will conduct at high school level, where the previous related findings was carried out at the junior high school and university levels. Therefore, those previous related findings strengthen the view that action learning strategy improved students' speaking ability.

D. Conceptual Framework

A classroom action research should have conceptual framework to make the researcher easier in doing the research contextually. The conceptual framework of this research is show in following figure:



⁴³ Yosi Puspita Sari. *The Effect of Action learning Strategy on Students' Speaking Ability (Quasi Experimental At Eight Grade Students of SMPIT Khairunnas Kota Bengkulu)*. January 2020. <http://repository.iainbengkulu.ac.id>

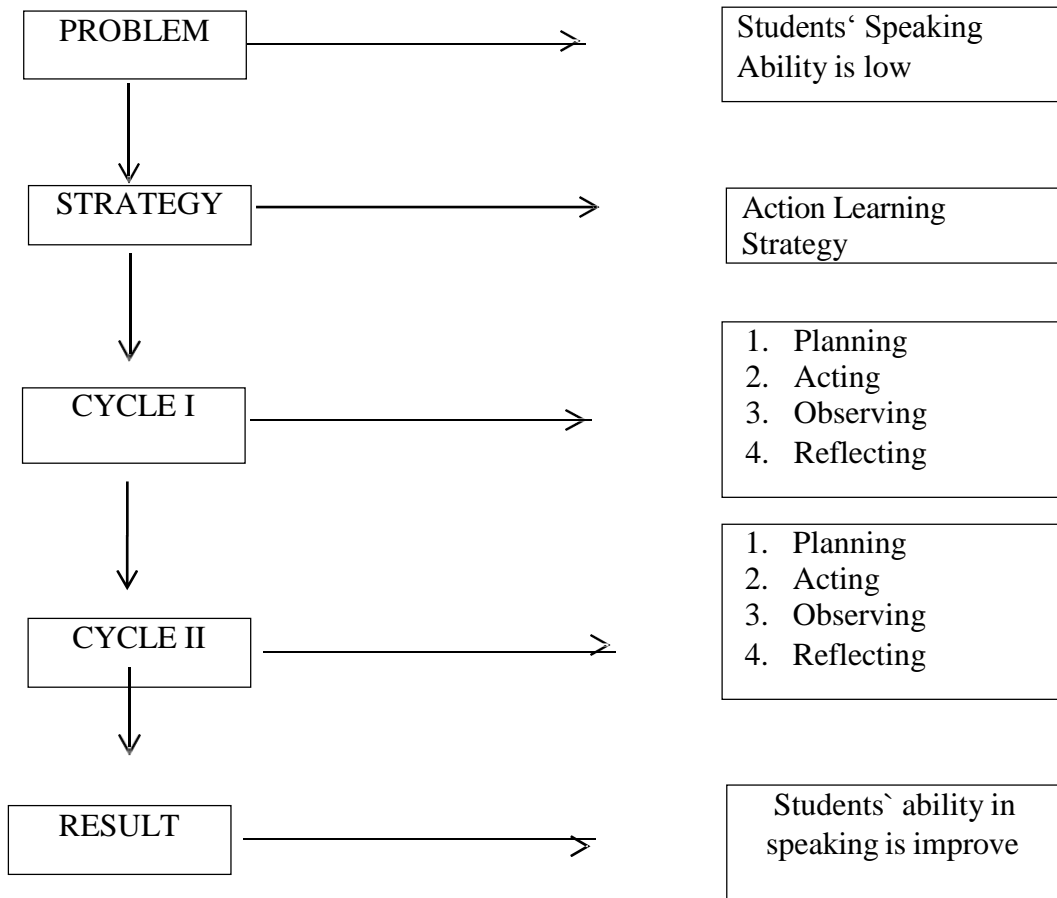


Figure II.5
Conceptual Framework of Classroom Action Research

E. Hypothesis of Action

To answer the problem of research that has been described about can put forward hypothesis as follow: —action learning strategy can improve students speaking skill in English lesson in grade ten of SMK N 1 Batang Angkola, academic year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted in SMK 1 Batang Angkola. It was located in Jl. Mandailing, no. 2, Benteng Huraba, South Tapanuli. This research was done in 18 July to 5 August 2023.

B. The Research Design

The researcher applied was a classroom action research. Classroom action research consisted of planning, action, observation and reflecting. This research followed the model that developed by Kemmis. It was famous representation of the action research —spirall that contained four stages; planning, acting, observing and reflecting.

The model described in the following figure:

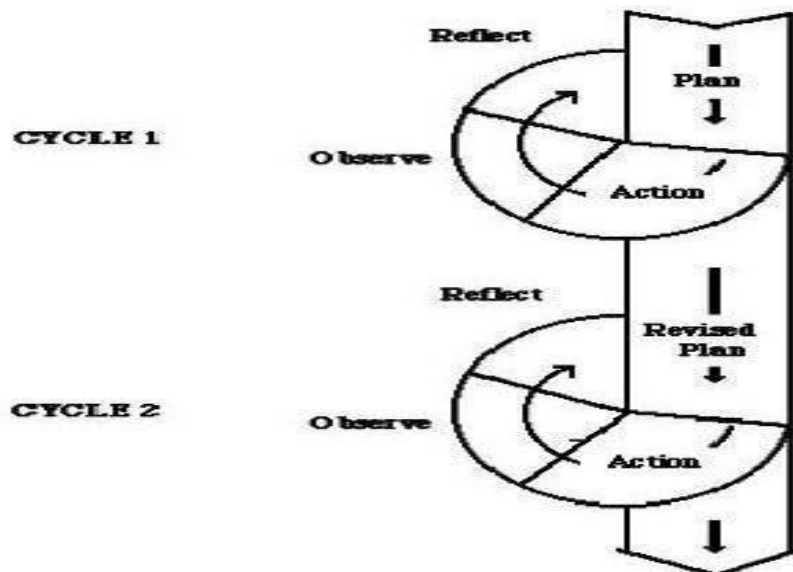


Figure III.1
Classroom Acton Research by Kemmis and Robert⁴⁴

⁴⁴ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010). p. 9.

C. The Participants of Research

The participant of this research were the students in SMK 1 Batang Angkola at grade X. in grade X, There were seven departments in SMK 1 Batang Angkola, where the departments are audio video technique (AKL), automotive light vehicle engineering (TAV), mechanical engineering (TBSM), motorcycle engineering and bussiness (TITL), computer and network engineering (TKJ), electrical instalation technique and accounting (TKRO) and financial institution (TP).

This research was applied to Motorcycle Engineering and Bussiness Department (TITL), te researcher choose this class because the researcher found the problems of speaking in this class. The total of the students in X TITL were 34 students.

D. The Instrument of Research

In this research, the instrument that the researcher used were test and observation.

1. Test

The researcher was used test as the instrument of this research. In gave score for the students speaking test, the researcher gave four value namely: Fluency, vocabulary, grammar and pronunciation.

The rubric score was presented in the table below:

Table III.1
Rubric Score of Speaking Test

Indicators	Point	Performance Description	Weighlighting
Fluency	5	Almost perfect	
	4	There are some mistakes but do not interfere the meaning	

Indicators	Point	Performance Description	Weighlighting
	3	There are some mistakes and interfere the meaning	X5
	2	Many mistakes and interfere the meaning	
	1	Too much mistakes and interfere the meaning	
Vocabulary	5	The vocabulary that used advance vocabulary	X5
	4	The vocabulary that used rarely used vocabulary	
	3	The vocabulary that used common vocabulary	
	2	The vocabulary that used frequently vocabulary	
	1	The vocabulary that used very frequently vocabulary	
Pronunciation	5	Very Good	X5
	4	Good	
	3	Enough	
	2	Not too bad	
	1	Bad	
Grammar	5	Few errors, with no patterns or failure.	X5
	4	Constant errors showing control of very few major patterns and frequently preventing communication	
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	
	2	Constant errors showing control of very few major patterns and frequently preventing communication.	
	1	Grammar almost entirely inaccurate phrases. ⁴⁵	

⁴⁵ Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017)

After checking the students result, the researcher categorized the result of students speaking score. The criteria of student result score categorized by following this table:

Table III. 2
Criteria of Final Score in speaking test

No	Number of Score	Predicate
1	80- 100	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

2. Observation

To support the data of the research, the researcher was conducted an observation. Observation was done directly. The researcher was done an observation to observe the object directly without mediator. This observation was used to know the speaking process that happened included students responses in teaching and learning process.

E. The Procedures of Classroom Action Research

This research was followed four stages; planning, action, observing and reflecting. In this research the researcher applied two cycles. Every cycle was consisted of two meetings and the time allocation was 90 minutes. The explanation activities in teaching speaking ability by using action learning strategy at grade X SMK 1 Batang Angkola.

1. Cycle I

Meeting 1

a. Planning

The teacher activities in planning stage were:

- 1) Arranged the lesson plan.
 - 2) Determined the lesson material about congratulating and complementing others.
 - 3) Designed the procedure of teaching speaking used action learning strategy (preparation, team meeting and follow up strategy).
 - 4) Made lesson plan based on curriculum.
 - 5) Prepared the instrument for teacher and observer.
- b. Action

Opening

- 1) Teacher came to the class and said greeting the students, the students would answer the teacher greeting.
- 2) Teacher asked the students to open the lesson with praying and students prayed together.
- 3) Teacher checked the students attendant list.
- 4) Teacher asked the students readiness in following the class.
- 5) Teacher explained the activities and material for the meeting.

Core activities

(Preparation)

- 1) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.

- 2) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- 3) The teacher divided the students in groups.
- 4) The teacher gave the groups the problem to be solved.

(Team Meeting)

- a) The students divided into some groups.
- b) The groups worked together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- c) Reflected on the action learning strategy used.
- d) Reflected on the students learning and speaking activities.

Closure

- 1) Teacher concluded the lesson for this meeting.
 - 2) Teacher closed the class meeting.
- c. Observing
- 1) Teacher observed students activities in doing action learning strategy .
- d. Reflecting

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher reflected herself by seeing the result of the observation.

Meeting 2

a. Planning

The teacher activities in planning stage were:

- 1) Arranged the lesson plan.
- 2) Determined the lesson material about congratulating and complementing others.
- 3) Designed the procedure of teaching speaking used action learning strategy (preparation, team meeting and follow up strategy).
- 4) Made lesson plan based on curriculum.
- 5) Prepared the instrument for teacher and observer.

b. Action

Opening

- 1) Teacher came to the class and said greeting the students, the students would answer the teacher greeting.
- 2) Teacher asked the students to open the lesson with praying and students prayed together.
- 3) Teacher checked the students attendant list.
- 4) Teacher asked the students readiness in following the class.
- 5) Teacher explained the activities and material for the meeting.

Core activities**(Preparation)**

- a) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- b) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- c) The teacher divided the students in groups.
- d) The teacher gave the groups the problem to be solved.

(Team Meeting)

- a) The students divided into some groups.
- b) The groups worked together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- c) Reflected on the action learning strategy used.
- d) Reflected on the students learning and speaking activities.

Closure

- 1) Teacher concluded the lesson for this meeting.
 - 2) Teacher closed the class meeting.
- c. Observing
- 1) Teacher observed students activities in doing action learning

strategy .

d. Reflecting

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher reflected herself by seeing the result of the observation.

2. Cycle II

Meeting 3

a. Planning

The teacher activities in planning, such as:

- 1) Arranged the lesson plan.
- 2) Determined the lesson material about congratulating and complementing others.
- 3) Designed the procedure teaching speaking using action learning strategy (preparation, team meeting and follow up strategy).
- 4) Made lesson plan based on curriculum after getting the problems.
- 5) Prepared instrument for teacher and observer.

b. Action

Opening

- 1) Teacher came to the class and say greeting the students, the students answered the teacher greeting.
- 2) Teacher asked the students to open the lesson with praying and

students prayed together.

- 3) Teacher checked the students attendant list.
- 4) Teacher asked the students readiness in following the class.
- 5) Teacher explained the activities and material for the meeting.

Core activities

(Preparation)

- a) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- b) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- c) The teacher divided the students in groups.
- d) The teacher gave the groups the problem to be solved.

(Team Meeting)

- a) The students divided into some groups.
- b) The groups worked together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- a) Reflected on the action learning strategy used.
- b) Reflected on the students learning and speaking activities.

Closure

- 1) Teacher concluded the lesson for this meeting.
 - 2) Teacher closed the class.
- c. Observing
- 1) Teacher observed students activities in doing action learning strategy .
- d. Reflecting

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher reflected herself by seeing the result of the observation.

Meeting 4

a. Planning

The teacher activities in planning stage were:

- 1) Arranged the lesson plan.
- 2) Determined the lesson material about congratulating and complementing others.
- 3) Designed the procedure of teaching speaking used action learning strategy (preparation, team meeting and follow up strategy).
- 4) Made lesson plan based on curriculum.
- 5) Prepared the instrument for teacher and observer.

b. Action

Opening

- 1) Teacher came to the class and said greeting the students, the students would answer the teacher greeting.
- 2) Teacher asked the students to open the lesson with praying and students prayed together.
- 3) Teacher checked the students attendant list.
- 4) Teacher asked the students readiness in following the class.
- 5) Teacher explained the activities and material for the meeting.

Core activities

(Preparation)

- 1) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- 2) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- 3) The teacher divided the students in groups.
- 4) The teacher gave the groups the problem to be solved.

(Team Meeting)

- a) The students divided into some groups.
- b) The groups worked together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- b) Reflected on the action learning strategy used.
- c) Reflected on the students learning and speaking activities.

Closure

- 1) Teacher concluded the lesson for this meeting.
- 2) Teacher closed the class meeting.
- c. Observing
 - 1) Teacher observed students activities in doing action learning strategy .
- d. Reflecting

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher reflected herself by seeing the result of the observation.

F. Techniques of Data Analysis

Quantitative data was used to analyze the score of students. The qualitative data that have been collected and analyzed by computing the score of writing test to know means of student score for each cycle. The researcher applied the formula:

$$M = \frac{\sum Fx}{N}$$

Note:

- M : The mean of the students
- F_x : The total score from all students

N : The number of the students⁴⁶

The last, researcher summarized qualitative data by some steps, as following:

- a. Data managing : This steps created and organized the data. Then, the data managed by the researcher to check for competences and the researcher tried to analyze the data.
- b. Reading : This part related to the reading and data record through the notes, transcription, interview, and observation to get the information from those instrument.
- c. Description : This part discussed about the issue, what happened in the text when collected the data.
- d. Classifying : This point concerned with the small group in order to gave a clear explanation in the classroom.
- e. Interpreting : In this step, data interpreted based on the connections, common aspect, and relationship among the data pieces, categories and patterns.⁴⁷

All steps was appllied by researcher when analyze the data, this mde the researcher easy in analyzed the data followed this steps and help researcher to avoid the misunderstanding.

⁴⁶ Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004). p.30.

⁴⁷ John W. Creswell. *Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches second Edition*. USA: SAGE Publications, Inc., 2016. kpsjournals.org/index.php/JSA/article/view/1313.

CHAPTER IV

RESEARCH RESULT

This chapter presented the data findings which has been analyzed, the data got from test as the instrument in conducted this research. The data were apply quantitative and qualitative method to interpret the data. The quantitative data was took from the mean score of the students' score in speaking test, The qualititative data taken from observation in learning process.

A. Data Description

This chapter described the research result, it took from setting, first condition before going to the cycle and the action that did in the first cycle and second cycle.

1. Settings

The place of this research was at SMK 1 Batang Angkola. It was located in Jl. Mandailing, no. 2, Benteng Huraba, South Tapanuli. The participants of this research was the students' at grade X. This research employed in X TITL were consisted of 34 students, there were 21 female and 13 male students'.

2. Pre Test.

Before did any treatment, the researcher conducted a pre test section to know the students ability in speaking before teaching by using action learning strategy at the X grade students of SMK N 1 Batang Angkola. it was calculated that the result that had been gotten by the

students test in congratulating and complementing others. The following table showed the students result score in pretest.

Table IV.1
Students' result score of Pretest

No	Initial	Evaluation				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	3	2	3	2	10	50
2	AS	3	3	3	3	12	60
3	AHS	3	2	3	2	10	50
4	IS	3	3	2	3	11	55
5	CSS	2	2	3	2	9	45
6	DAS	3	2	3	2	10	50
7	ENRH	3	2	3	2	10	50
8	FRH	2	2	2	2	8	40
9	FM	3	3	2	3	11	55
10	HS	2	2	2	2	8	40
11	H	2	2	2	2	8	40
12	IS	3	3	3	3	12	60
13	IAP	2	2	3	2	9	45
14	JP	3	2	3	2	10	50
15	KL	3	2	3	2	10	50
16	MP	3	3	2	3	11	55
17	MAUS	3	3	3	3	12	60
18	MRH	3	3	3	3	12	60
19	NS	3	2	3	2	10	50
20	PP	3	3	2	3	11	55
21	PSN	2	2	2	2	8	40
22	RIT	2	2	3	2	9	45
23	RWS	3	2	3	2	10	50
24	RP	2	2	2	2	8	40
25	RSH	2	2	2	2	8	40
26	RDA	2	2	3	2	9	45
27	RIH	2	2	3	2	9	45
28	RHN	3	2	3	2	10	50
29	RHL	3	2	3	2	10	50
30	S	3	3	2	3	11	55
31	SR	3	2	3	2	10	50
32	SRJ	3	2	3	2	10	50
33	TA	2	2	2	2	8	40
34	ZS	2	2	3	2	9	45
Total		97	77	90	77	341	1705
Mean		2.9	2.2	2.7	2.2	10	50.14

From table IV.1, it showed 7 students' got 8 points with score 40. 6 students got 9 points with score 45. 12 students' got 10 points score 50. 5 students' got 11 points with score 55. 4 students' got 12 points with score 60. no students got 13 points with score 65 and no students got 14 points with score 70. The criteria of students' final score showed in the table below:

Table IV.2
Criteria Students' Speaking Score in Pretest

No	Initial	Score	Predicate
1	AKS	50	Less
2	AS	60	Enough
3	AHS	50	Less
4	IS	55	Less
5	CSS	45	Less
6	DAS	50	Less
7	ENRH	50	Less
8	FRH	40	Less
9	FM	55	Less
10	HS	40	Less
11	H	40	Less
12	IS	60	Enough
13	IAP	45	Less
14	JP	50	Less
15	KL	50	Less
16	MP	55	Less
17	MAUS	60	Enough
18	MRH	60	Enough
19	NS	50	Less
20	PP	55	Less
21	PSN	40	Less
22	RIT	45	Less
23	RWS	50	Less
24	RP	40	Less
25	RSH	40	Less
26	RDA	45	Less
27	RIH	45	Less
28	RHN	50	Less
29	RHL	50	Less
30	S	55	Less

No	Initial	Score	Predicate
31	SR	50	Less
32	SRJ	50	Less
33	TA	40	Less
34	ZS	45	Less

From table IV.2, it showed that there were 4 students classified into enough criteria and 30 students classified into less criteria. It can concluded that the students mean score in pretest was 50.14 with total score 1705 from 34 students

3. Cycle I

The first cycle was conducted for two meeting. The time allocation for one meeting was ninety minutes. The researcher did some steps, they were planning, action, observation, and reflection.

a. First Meeting

The first meeting was done on 18th July 2023. The researcher did in the first meeting were observed the teacher, students' and the classroom proces. Students' did what the teacher command in speaking test. The topic was congratulating and complementing others, the researcher employed four steps finished this research, which consisted of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stage was prepared before the action give to the students'. The researcher collected the information dealing with teaching and learning process, in this stage researcher made lesson plan

that consist of stages of action, made the learning planning approach as a guidance used action learning strategy in teaching speaking, researcher prepared the topic to applied action learning strategy in teaching speaking, the topic was congratulating and complementing others.

2) Action

Action was the implementation of planning stages. The implementation of action in this research was conducted by the researcher based on the lesson plan which made previously. The implementation of the action in this research was conducted during the school hours based on the English subject schedule of X-TITL.

Pre- teaching, in this process teacher came to class and opened the class by greeting and praying before learning, teacher took attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, Teacher applied action learning strategy, the procedure were:

(Preparation)

- 1) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.

- 2) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- 3) The teacher divided the students in groups.
- 4) The teacher gave the groups the problem to be solved

(Team Meeting)

- e) The students divide into some groups.
- f) The groups work together solved the problem.

(Follow up Activities)

- b) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- c) Reflect on the action learning strategy used
- g) Reflecting on the students learning and speaking activities

Post-teaching, teacher asked the students' difficulties in learning congratulating and complementing, teacher gave the clear explanation, teacher asked students' to memorized the scenario and practiced it in the next meetings. Teacher asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in congratulating and complementing and

researcher made note activity when teaching-learning process was done. The result is:

- a) There were 5 students' made noisy in the class
- b) There were 3 students' did not active in joining the learning process.
- c) There were 2 students' could not answer the teacher' questions.
- d) There were 3 students' did not enthusiast in teaching learning process.
- e) There was 1 students' did not attaed to the classroom.

4) Reflection

Reflecting was the last stages of classroom action research, in reflecting researcher analyzed the finding during the observation. Reflected the subject learning-activity. Analyzed the students' understanding in congratulating and complementing and researcher evaluated or interpreted the data that got from the class and made decision for the next meeting. The researcher need improved students' ability in speaking.

b. Second Meeting

The second meeting was done on 22nd July 2023. In second meeting, the researcher observed the teacher, students' and the classroom proces. Students' did what the teacher command in doing the test for speaking. The topic was congratulating and

complementing others. The researcher employed four steps for finishing this research, which consisted of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action gave to the research subject. In this stage researcher made lesson plan that consisted of stages of action, made the learning planning approach as guidance used action learning strategy in teaching speaking, researcher prepared the topic to applied action learning strategy in teaching speaking, the topic was about congratulating and complementing others.

2) Action

Action was the implementation of planning stages. The implementation of action in this research was conducted by the researcher based on the lesson plan which prepared previously. The implementation of the action in this research conducted during the school hours based on the English subject schedule of X-TITL.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied action learning strategy, where the procedure were:

(Preparation)

- a) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- b) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- c) The teacher divided the students in groups.
- d) The teacher gave the groups the problem to be solved

(Team Meeting)

- a) The students divided into some groups.
- b) The students asked to read the text on the textbook about congratulating and complementing others.
- c) The students asked to memorize the text to perform it in front of class.
- d) The groups work together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- b) Reflect on the action learning strategy used.
- c) Reflecting on the students learning and speaking activities

Post-teaching, teacher asked the students' difficulties in learning offering and suggestion, teacher gave the clear explanation, asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in congratulating and complementing others and researcher made note activity when teaching-learning process was done. The result were:

- a) There were 3 students' made noisy in the class
- b) There were 4 students' more active in joining the learning process.
- c) There was 1 students' could not answer the teacher` questions.
- d) There were 2 students' did not enthusiast in teaching learning process.
- e) There were 2 students' came late

4) Reflection

In reflecting researcher analyzed the finding during the observation. Analyzed the students' understanding in congratulating and complementing and interpreted the data got from the class and made the decision for the next meeting. The

researcher need improved students' ability in speaking.

Table IV.3
Students' Problem in Cycle I

Students' problems	Solutions
Some Students' grammar, pronunciation and fluency was bad	Teacher gave more exercise to improved the students speaking skill by use action learning strategy

c. Students' Speaking Score in Cycle I

Cycle I was done by applied the first test. The test was done on 25th of July 2023. The result of students' speaking score in cycle I showed in the table below:

Table IV.4
Students' Speaking Score in Cycle I

No	Initial	Indicators				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	3	3	3	2	11	55
2	AS	4	3	4	3	14	70
3	AHS	3	3	2	2	10	50
4	IS	3	3	3	3	12	60
5	CSS	2	3	2	2	9	45
6	DAS	3	3	3	2	11	55
7	ENRH	3	3	3	3	12	60
8	FRH	2	3	2	2	9	45
9	FM	3	3	3	3	12	60
10	HS	2	2	2	2	8	40
11	H	2	3	2	2	9	45
12	IS	3	3	3	3	12	60
13	IAP	3	3	2	2	10	50
14	JP	3	3	3	2	11	55
15	KL	3	3	2	2	10	50
16	MP	3	4	3	3	13	65
17	MAUS	4	3	4	3	14	70
18	MRH	3	3	4	3	13	65
19	NS	3	3	3	2	11	55
20	PP	3	3	3	3	12	60
21	PSN	2	3	2	2	9	45
22	RIT	3	3	3	2	11	55

No	Initial	Indicators				Total Point	Final Score (x 5)
		F	V	P	G		
23	RWS	3	3	3	2	11	55
24	RP	2	3	2	2	9	45
25	RSH	2	2	3	3	10	50
26	RDA	3	3	3	2	11	55
27	RIH	2	3	2	2	9	45
28	RHN	3	3	3	2	11	55
29	RHL	2	2	3	3	10	50
30	S	3	3	4	3	13	65
31	SR	3	3	3	2	11	55
32	SRJ	3	3	3	2	11	55
33	TA	2	2	3	3	10	50
34	ZS	2	2	3	3	10	50
Total		93	98	96	82	369	1845
Mean		2.7	2.8	2.8	2.4	10.85	54.26

Note : F = (Fluency), V = (Vocabulary), P = (Pronunciation), I= (Grammar)

From table IV.4, it showed 1 students' got 8 points with score 40. 6 students got 9 points with score 45. 7 students' got 10 points score 50. 10 students' got 11 points with score 55. 5 students' got 12 points with score 60. 3 students got 13 points with score 65 and 2 students got 14 points with score 70. The criteria of students' final score showed in the table below:

Table IV.5
Criteria Students' Speaking Score in Cycle I

No	Initial	Score	Predicate
1	AKS	55	Less
2	AS	70	Good
3	AHS	50	Less
4	IS	60	Enough
5	CSS	45	Less
6	DAS	55	Less
7	ENRH	60	Enough
8	FRH	45	Less
9	FM	60	Enough
10	HS	40	Failed
11	H	45	Less

12	IS	60	Enough
13	IAP	50	Less
14	JP	55	Less
15	KL	50	Less
16	MP	65	Enough
17	MAUS	70	Good
18	MRH	65	Enough
19	NS	55	Less
20 ^r	PP	60	Enough
21	PSN	45	Less
22	RIT	55	Less
23	RWS	55	Less
24	RP	45	Less
25	RSH	50	Less
26	RDA	55	Less
27	RIH	45	Less
28	RHN	55	Less
29	RHL	50	Less
30	S	65	Enough
31	SR	55	Less
32	SRJ	55	Less
33	mTA	50	Less
34	ZS	50	Less

the table IV.5, it showed no students' got predicate very good. 2 students' got predicate good. 8 students' got predicate enough. 23 students' got predicete less. 1 students' got predicate failed. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV.6 : Resume of Variable Score in cycle I

Descriptive	Statistics
Total Points	369
Total score	1845
Highest score	70
Lowest score	40
Mean	54.26
Median	59.5
Modus	54.91
Range	30
Variants	56.26114
Standard Deviation	7.500743

From table IV.6, it showed total score from 34 students' in class X-TITL were 1845 with 369 points. The mean score was 54.26. Highest score was 70. Lowest score was 40. The median was 59.5. Modus was 54.91. The range was 30. The varians was 56.26114 and the standard deviation was 7.500743.

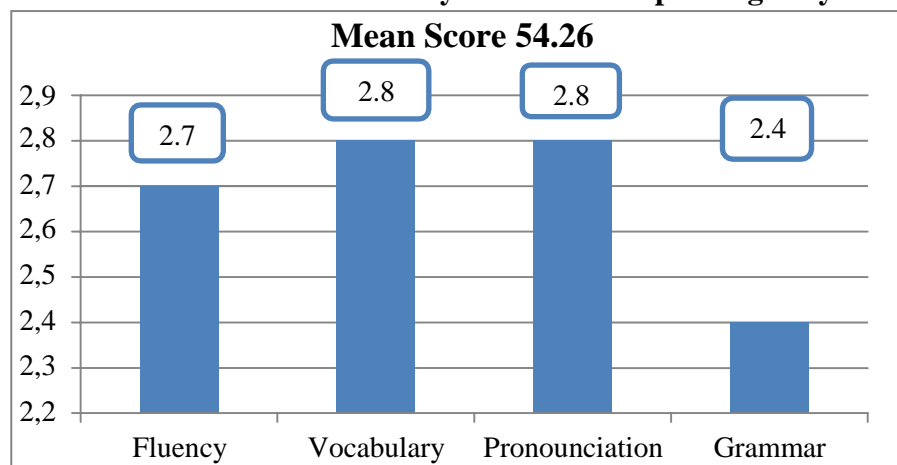
The frequency of students' result score in cycle I showed in the table below:

Table IV.7
Frequency of Students' Result Score in cycle I

No	Interval	Mid-Point	Frequency	Percentages
1	40 – 44	42	1	2.9%
2	44 – 49	47	6	17.6%
3	50 – 54	52	7	20.5%
4	55 – 59	57	10	29.4%
5	60 – 64	62	5	14.8%
6	65 - 70	67	5	14.8%
<i>I</i> = 5			34	100%

The result of students' achievement every indicator showed in the chart below:

Chart IV.1
The Students' achievement every indicators of speaking in cycle I



Based on the table and chart above, it concluded that the students' achievement in speaking was enough. It seen from the students' mean score in cycle I was 54.26. Mean score in fluency was 2.7. Mean score in vocabulary was 2.8. Mean score from pronunciation was 2.8. Mean score from grammar was 2.4. So, the researcher would continue to cycle II. In the next learning, it was needed to overcome students' motivation to have high speaking skill. Re-planning of the action learning strategy in cycle I, this resolved in cycle II.

4. Cycle II

The second cycle was conducted for two meetings, that were meeting 3 and meeting 4. The time allocation for one meeting was ninety minutes. The researcher did some steps, they were planning, action, observation, and reflection. Moreover, the researcher observed the teacher, the students' and classroom process. Based on the observation in this cycle, some students' seemed interested in teacher teaching technique used action learning strategy. It saw from their enthusiasm learn used action learning strategy.

a. Third Meeting

This meeting was done on 29th of July 2023. The researcher did in the third meeting were observed the teacher, students' and the classroom proces. Moreover, some students' had quite low motivation in learning English, fortunately most of students' did

what the teacher command in doing the test for speaking. The topic was congratulating and complementing others, the researcher employed four steps for finish this research, were consist of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action gave to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, made the learning planning approach as guidance used action learning in teaching speaking, researcher prepared the topic to applied action learning in teaching speaking, the topic was about congratulating and complementing others and prepared all material related to congratulating and complementing others.

2) Action

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject Schedule of X-TITL.

Pre- teaching, in this process teacher came to class and

opened the class by greeting and praying before learning, teacher took attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied the action learning strategies stage. Where the procedure were:

(Preparation)

- a) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- b) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- c) The teacher divided the students in groups.
- d) The teacher gave the groups the problem to be solved

(Team Meeting)

- a) The students divided into some groups.
- b) The students asked to read the text on the textbook about congratulating and complementing others.
- c) The students asked to memorize the text to perform it infront of class.
- d) The groups work together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- b) Reflected on the action learning strategy used.
- c) Reflected on the students learning and speaking activities.

Post-teaching, teacher asked the students' difficulties in learning congratulating and complementing others, teacher gave the clear explanation, teacher asked students' to memorized the scenario and practiced it in the next meetings. Teacher asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in congratulating and complementing others and researcher made note activity when teaching-learning process is done. The result were:

- a) There were 3 students' made noisy in the class.
- b) There were 2 students' did not active in joining the learning process.
- c) There were 1 students' could not answer the teacher' questions.

- d) There were 3 students' did not enthusiast in teaching learning process.
- e) There were no students' did not attend.

4) Reflection

Reflecting was the last stage of classroom action research, in reflecting researcher analyzed the finding during the observation. Reflected the subject learning-activity. Analyzed the students' understanding in congratulating and complementing others and researcher evaluated or interpreted the data got from the class and make the decision for the next meeting. The researcher need improved students' understanding in speaking.

b. Fourth Meeting

The fourth meeting was done on 1st August 2023. In fourth meeting, the researcher observed the teacher, students' and the classroom proces. Moreover, some students' had quite interested in learning English and did what the teacher command in doing the test for speaking. The topic was congratulating and complementing others, the researcher employed four steps for finishing this research, where consist of planning, action, observation, and reflection.

1) **Planning**

Planning was the first stages of classroom action research, this stages was prepared before the action given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, made the learning planning approach as guidance used ac tion learning in teaching speaking, researcher prepared the topic that had to applied action learning in teaching speaking, the topic is about congratulating and complementing others done in teaching learning process and prepared all material related to congratulating and complementing others that needed in teaching-learning process.

2) **Action**

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject Schedule of X-TITL.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of

study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied the action learning strategies stage they were:

(Preparation)

- a) Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.
- b) Teacher posed an issue associate with the lesson and asks students to took a minute thinking alone about what the congratulating and complementing others.
- c) The teacher divided the students in groups.
- d) The teacher gave the groups the problem to be solved.

(Team Meeting)

- a) The students divided into some groups.
- b) The students asked to read the text on the textbook about congratulating and complementing others.
- c) The students asked to memorize the text to perform it infront of class.
- d) The groups work together solved the problem.

(Follow up Activities)

- a) After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.
- b) Reflected on the action learning strategy used.

- c) Reflected on the students learning and speaking activities.

Post-teaching, teacher asked the students' difficulties in learning congratulating and complementing others, teacher gave the clear explanation, asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) **Observation**

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in congratulating and complementing others and researcher made note activity when teaching-learning process. The result were:

- a) There were 2 students' made noisy in the class
- b) There were 2 students' did not active in joining the learning process.
- c) There were 1 students' could not answer the teacher' questions.
- d) There were 3 students' did not enthusiast in teaching learning process.
- e) There is no students' did not attend.

4) Reflection

Reflecting was the last stage of classroom action research, in reflecting researcher analyzed the finding of the observation process. Reflected the subject learning-activity. Analyzed the students' understanding in offering and suggestion and researcher interpreted the data gotten from the class.

c. Students' Speaking Score in Cycle II

Cycle II done while applied the second test. It was done on 5th August 2023. The result of student speaking score in cycle II showed in the table below:

Table IV.8
Students' Speaking Score in Cycle II

No	Initial	Indicator				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	4	3	3	3	13	65
2	AS	4	3	4	4	15	75
3	AHS	3	3	3	3	12	60
4	IS	4	3	4	3	14	70
5	CSS	3	3	3	2	11	55
6	DAS	3	3	3	3	12	60
7	ENRH	4	3	3	3	13	65
8	FRH	3	3	3	3	12	60
9	FM	3	4	4	4	15	75
10	HS	3	3	3	2	11	55
11	H	3	3	3	3	12	60
12	IS	4	4	3	4	15	75
13	IAP	4	4	3	3	14	70
14	JP	3	4	4	4	15	75
15	KL	4	3	3	3	13	65
16	MP	4	3	3	3	13	65
17	MAUS	4	4	4	4	16	80
18	MRH	3	3	3	4	13	65
19	NS	3	3	3	3	12	60
20	PP	3	4	3	3	13	65
21	PSN	3	3	3	2	11	55
22	RIT	4	3	4	4	15	75

No	Initial	Indicator				Total Point	Final Score (x 5)
		F	V	P	G		
23	RWS	4	3	4	3	14	70
24	RP	3	3	3	2	11	55
25	RSH	3	3	4	3	13	65
26	RDA	3	3	3	2	11	55
27	RIH	3	3	3	2	11	55
28	RHN	3	3	4	3	13	65
29	RHL	2	3	2	3	10	50
30	S	3	3	4	3	13	65
31	SR	3	3	4	3	13	65
32	SRJ	3	3	3	3	12	60
33	TA	4	3	3	3	13	65
34	ZS	3	3	3	3	12	60
Total		113	108	112	103	436	2180
Mean		3.3	3.1	3.2	3	12.82	64.11

From the table above, the result in cycle II were: 1 student got 10 points with score 50. 6 student got 11 points with score 55. 7 students got 12 points with score 60. 11 students' got 13 points with score 65. 5 students got 15 points with score 75 and 1 student got 16 point with score 80. The criteria of students' final score were:

Table IV.9
Criteria Students' Speaking Score in Cycle II

No	Initial	Score	Predicate
1	AKS	65	Enough
2	AS	75	Good
3	AHS	60	Enough
4	IS	70	Good
5	CSS	55	Less
6	DAS	60	Enough
7	ENRH	65	Enough
8	FRH	60	Enough
9	FM	75	Good
10	HS	55	Less
11	H	60	Enough
12	IS	75	Good
13	IAP	70	Good
14	JP	75	Good
15	KL	65	Enough

No	Initial	Score	Predicate
16	MP	65	Enough
17	MAUS	80	Very Good
18	MRH	65	Enough
19	NS	60	Enough
20	PP	65	Enough
21	PSN	55	Less
22	RIT	75	Good
23	RWS	70	Good
24	RP	55	Less
25	RSH	65	Enough
26	RDA	55	Less
27	RIH	55	Less
28	RHN	65	Enough
29	RHL	50	Less
30	S	65	Enough
31	SR	65	Enough
32	SRJ	60	Enough
33	TA	65	Enough
34	ZS	60	Enough

From the table above, it showed 1 student got predicate very good. 8 students' got predicate Good. 18 students' got predicate enough. 7 student got predicate less. No students' predicate failed.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV.10
Resume of Variable Score in cycle II

Descriptive	Statistics
Total Points	436
Total Score	2180
Highest score	80
Lowest score	50
Mean	64.11
Median	68.78
Modus	66.7
Range	30
Varians	53.74332
Standard Deviation	7.330983

From table above, it showed total score from 34 students' in class X-TITL were 2180 with 436 points. The mean score was 64.11. Highest score was 80. Lowest score was 50. The median was 68.78. Modus was 66.7. The range was 30. Standard deviation was 7.330983 and varians was 53.74332.

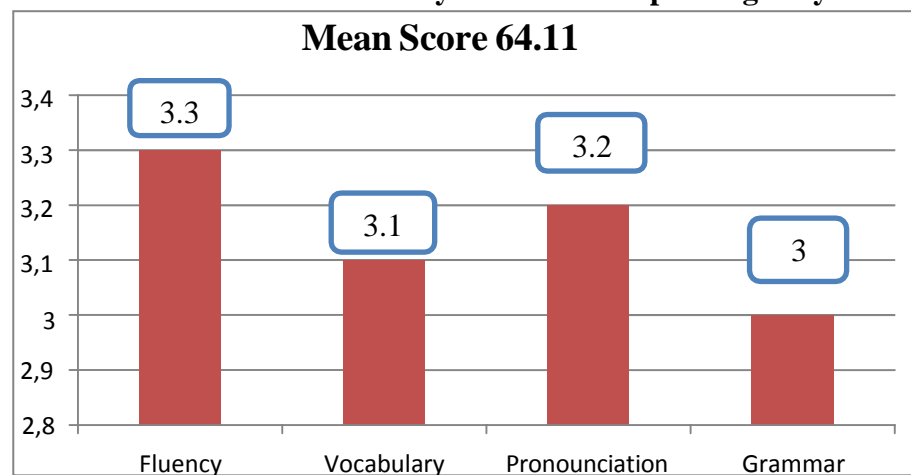
The frequency of students' result score in cycle II showed in the table below:

Table IV.11
The Frequency of Students' Result Score in cycle II

No	Interval	Mid-Point	Frequency	Percentages
1	50-54	52	1	2.9 %
2	55-59	57	6	17.7 %
3	60-64	62	7	20.5%
4	65-69	67	11	32.4%
5	70-74	72	3	8.8%
6	75-80	77	6	17.7%
<i>I = 5</i>			34	100%

The result of students' achievement every indicator showed in the chart below:

Chart IV. 2
The Students' achievement every indicators of speaking in cycle II



From the chart above, it could be concluded that the students' achievement in cycle II increased. In cycle II, there were six students' pass the passing grade (75). Whether in cycle I there is no students pass the passing grade. The mean score in cycle II was 64.11. Mean score in fluency was 3.3. Mean score in vocabulary was 3.1. Mean score in pronunciation was 3.2. Mean score from grammar was 3. Students' achievement in speaking was categorized good. The students' score in cycle II got improvement from cycle I. It shown that the cycle I was 54.26 and cycle II was 64.11.

5. Comparison of Student Result in Cycle 1 and Cycle II

The comparison of students score in cycle I and cycle II were:

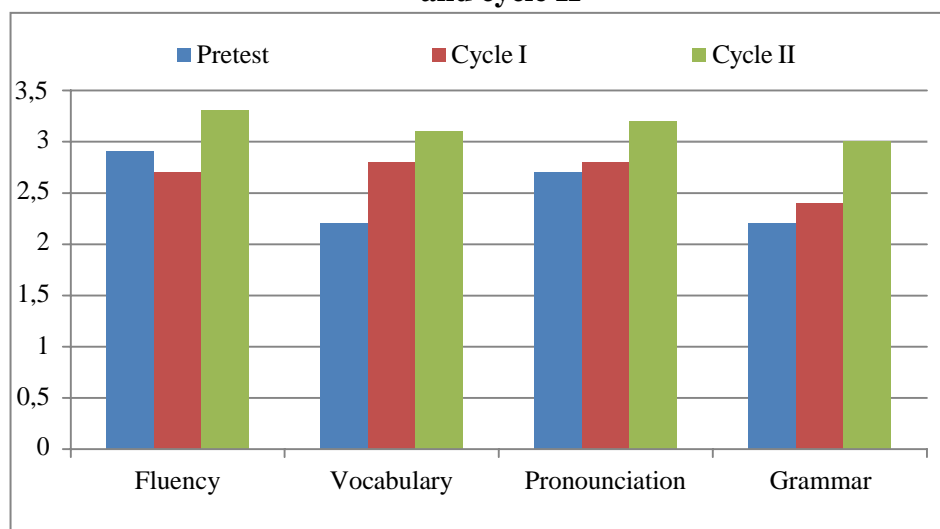
Table IV.12
Comparison result score in cycle I and cycle II

No	Initial	Pre-Test	Cycle I	Cycle II	Improvement	Status
1	AKS	50	55	65	10	Improved
2	AS	60	70	75	5	Improved
3	AHS	50	50	60	10	Improved
4	IS	55	60	70	10	Improved
5	CSS	45	45	55	10	Improved
6	DAS	50	55	60	5	Improved
7	ENRH	50	60	65	5	Improved
8	FRH	40	45	60	15	Improved
9	FM	55	60	75	15	Improved
10	HS	40	40	55	15	Improved
11	H	40	45	60	15	Improved
12	IS	60	60	75	15	Improved
13	IAP	45	50	70	20	Improved
14	JP	50	55	75	20	Improved
15	KL	50	50	65	15	Improved
16	MP	55	65	65	0	Stable
17	MAUS	60	70	80	10	Improved
18	MRH	60	65	65	0	Stable
19	NS	50	55	60	5	Improved
20	PP	55	60	65	5	Improved
21	PSN	40	45	55	10	Improved
22	RIT	45	55	75	20	Improved
23	RWS	50	55	70	15	Improved

No	Initial	Pre-Test	Cycle I	Cycle II	Improvement	Status
24	RP	40	45	55	10	Improved
25	RSH	40	50	65	15	Improved
26	RDA	45	55	55	0	Stable
27	RIH	45	45	55	10	Improved
28	RHN	50	55	65	10	Improved
29	RHL	50	50	50	0	Stable
30	S	55	65	65	0	Stable
31	SR	50	55	65	10	Improved
32	SRJ	50	55	60	5	Improved
33	TA	40	50	65	15	Improved
34	ZS	45	50	60	10	Improved
Total Score		1705	1845	2180		
Mean		50.14	54.26	64.11		
Improvement			9.85	185		

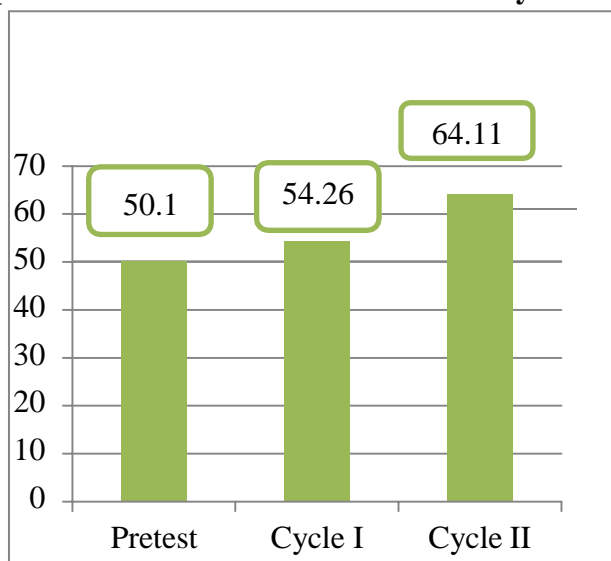
The result of students' achievement every indicator in cycle I and cycle II showed in the chart below:

Chart IV. 3
The Students' achievement every indicators of speaking in cycle I and cycle II



The researcher also provided the graph that showed the comparison of the students' achievement between cycle I and cycle II that could be seen below:

Chart IV. 4
The Comparison of Students' Achievement in Cycle I and Cycle II



So, from the table and charts above that could be concluded that the students' speaking skill by using action learning strategy could improve students' speaking skill at grade X-TITL of SMK Negeri 1 Batang Angkola.

B. Discussion

Based on the formulation of problem and the result of this research, it can conclude that action learning strategy could improve students' speaking ability, it based on the result of the research show that the mean from cycle I and cycle II. The result of this research have different number with another researcher that have been conducted a research with the same technique in improving students' speaking ability through action learning strategy, they were:

The first was conducted by Simanjuntak. The result of her thesis was the initial test only 14.2% (five students) got category skill. In the post test in

cycle I and cycle II 45.71% (sixteen students) and 88.57% (thirty one students) got category skill. It means there was an improvement about 74.37.⁴⁸ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score. The difference between this research with this research the students speaking result score, where the improvement of mean score was from 50.14 in pretest, 54.26 in cycle I to 64.11 in cycle II, with 9.85 points of improvement. Another different was the participants of the research, where she apply the strategy in fifth grade students of elementary school, but in this research the strategy was applied in tenth grade students of senior high school.

The second was by Armasita. The result of her reserach showed that there was increasing of students in speaking skill. The mean of 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 second cycle were better than the first cycle. In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.⁴⁹ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in

⁴⁸ Eva Betty Simanjuntak. *The Improvement Students Speaking Skill in English Lesson with Action learning Strategy in Fifth Grade of Elementary School 106162 Medan Estate*. 2014. Elementary Schooln Journal. ISSN 2355-1747. <http://digilib.unimed.ac.id/id/eprint/14888>.

⁴⁹ Armasita. (2017). *Improving Students' Speaking Skill in English Lesson with Action learning Strategy at Eighth Grade of MTS PAB 1 Heltevia*:

tenth grade students of senior high school. Another different was about the students result score, where the improvement of mean score was from 50.14 in pretest, 54.26 in cycle I to 64.11 in cycle II, with 9.85 points of improvement.

The third was conducted by Shalihah. The result of her research showed the improvement of students' score from d-test to cycle I and cycle II test. In d-test, there was only 6.7% (2 students) who got point >75. In cycle I test there was 53.3% (16 students) who got point >75. It means there was improved 46.6% but unseccessful passed KKM 75, so sontinued to cycle II. The cycle II test, there was 90% (27 students) who got point >75. The improvement was about 43.4 % and the total mprovement of students' score from d-test until cycle II test was 83.3 %.⁵⁰ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score, where the improvement of mean score was from 50.14 in pretest, 54.26 in cycle I to 64.11 in cycle II, with 9.85 points of improvement.

The fourth was conducted by Sari. She was conected an experimental

⁵⁰ Mar'atun Shalihah MS. 2020. *Improving Students' Speaking Skill by Using Action learning Strategy in English Lesson at The 8th Grade Students of MTs. Muhammadiyah Limbung*: A Thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

research. The result of pre-test showed the mean score of experimental class was 59.26 and the control class was 61.83. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 75.48 and the control class was 67.91. In other words, H₀ was rejected and H_a was accepted. So, it can be concluded that action learning strategy has positive effect to the Eighth Grade Students at SMPIT Khairunnas Kota Bengkulu on Speaking ability.⁵¹ The similarity from her research with this research was in term of speaking and the used of action learning strategy to improved students speaking score, but the different was the research design, she used experimental research while in this research was used action learning strategy. Another different was the participants of the research, where she apply the strategy in eight grade students of junior high school, but in this research the strategy was applied in tenth grade students of senior high school. Another different was about the students result score, where the improvement of mean score was from 50.14 in pretest, 54.26 in cycle I to 64.11 in cycle II, with 9.85 points of improvement.

C. Threats of The Research

In conducting this research, the researchers realized that there were so many threats of the speaking procedures. the teacher have trouble when the teaching process, because when the researcher teach in the classroom, the students‘ were not give many respons to the researcer in the classroom at the first time, but hopefully it gotting better to the next meeting. But finally the

⁵¹ Yosi Puspita Sari January 2020. *The Effect of Action learning Strategy on Students' Speaking Ability (Quasi Experimental At Eight Grade Students of SMPIT Khairunnas Kota Bengkulu)*

researcher pass through step by step for doing this classroom action research and doing the best action until the process finished. Due to the limitation of time especially in this pandemic era, this research is conducted in short time which made it far from perfection.



CHAPTER V

CLOSING

A. Conclusion

From the result of this research, researcher can be concluded that:

1. Action learning strategy can improve students speaking ability at grade X in SMK Negeri 1 Batang Angkola. It seen from the mean score of students' speaking ability in pretest, cycle I and cycle II, where the mean score in pretest was 50.14, mean score in cycle I was 54.26 and in cycle II was 64.11. The improvement of mean score from pretest to cycle I was 4.12 points and the improvement of mean score from pretest, cycle I to cycle II was 13.97 points.
2. Action learning strategy can improve students speaking ability at grade X in SMK Negeri 1 Batang Angkola. It was seen from the mean score of students' speaking ability in pretest, cycle I and cycle II, where the mean score in pretest was 50.14, mean score in cycle I was 54.26 and in cycle II was 64.11. The students' improvement categorized into good with 13.97 point of improvement from pretest, cycle I to cycle II.

B. Implication

Implication is a consequence or direct result of the findings in a scientific study. The result of this study are about improving the students speaking ability through action learning strategy at grade X in SMK Negeri 1 Batang Angkola.

Based on the result of study, it is known that teaching speaking by using action learning strategy can improve students speaking ability. A study

that has been carried out in an educational environment, the conclusion drawn certainly has implications in the fields of education and also subsequent research. In connection with this, the implications were:

1. Based on the result of research that the strategy used by teacher is very useful to improve the enthusiasm of students in learning process in the classroom. Therefore, teachers try to provide more interesting learning methods in every meeting to make students more interested in learning English.
2. Based on the theory that has been explained by researcher, it can be seen that the selection of teaching method in action learning strategy by using team project action learning has a significant improvement on students speaking score.

C. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The headmaster, the research hopefully can motivate the English teacher to teach as well as possible by maximizing the using action learning strategy in teaching, because this method can achieve the students speaking ability.
2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate method to teach or explain English subject to the

students so that the students can enjoy and increase their skill in learning English.

3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like speaking, but the other skills such as writing, reading, listening. In this era, most of students always use gadget in their daily activity so, we such as a teacher especially in the next researcher has to be stronger English subject or all the skill to the students.
4. To the principle of SMK 1 Batang Angkola always to motivate the English teacher to increase her ability in teaching English, especially in speaking.

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CURRICULUM VITAE



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APPENDIX

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Nama Sekolah	: SMK 1 Batang Angkola
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Genap
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi dengan guru dan teman.

C. Indikator

1. Memahami tindakan memberi dan meminta informasi terkait ucapan selamat dan pujian.
2. Mampu memberi dan meminta informasi terkait ucapan selamat dan pujian kepada orang lain secara lisan maupun tulisan.
3. Menunjukkan sifat tanggungjawab dalam mengerjakan tugas bahasa Inggris.

4. Menunjukkan percaya diri saat melakukan percakapan bahasa Inggris di depan kelas.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi ucapan selamat dan pujian serta responnya.
2. Meresponucapan selamat dan pujian dengan menggunakan struktur teks dan unsur bahasa yang tepat dan sesuai dengan tujuan dan konteks penggunaan.
3. Memberikan ucapan selamat dan pujian dengan menggunakan struktur teks dan unsur bahasa yang tepat dan sesuai dengan tujuan dan konteks penggunaan.

E. Materi Pembelajaran

Materi yang akan di ajarkan bertema ucapan selamat dan pujian, dimana siswa di arahkan memahami tentang ucapan selamat dan pujian, dan membicarakan tentang ucapan selamat dan pujian dengan teman yang lainnya.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
Alif : It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.
Alif : Thank you very much for saying so.

They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.

F. Metode Pembelajaran : Action Learning Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
1. Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	1. Membalas salam guru	10 Menit
2. Guru meminta siswa untuk membuka kelas dengan berdo'a	2. Berdo'a bersama dengan guru	
3. Mengecek kehadiran siswa	3. Menyatakan kehadirannya dengan berkata, —I am here! atau —present!	
4. Menanyakan kesiapan peserta didik untuk belajar	4. Siswa menyatakan kesiapannya dalam belajar	
5. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	5. Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Students	Waktu
Preparation		70 menit
1. Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.	1. Students pay attention to the teachers explanation and write some notes about congratulating and complementing others. in their book.	
2. After that, teacher give the students change to read a text about congratulating and complementing others in their textbook (text 1 page 23).	2. The students read the text with the friend beside them to practice about congratulating and complementing others in their textbook (text 1 page 23).	
3. Teacher ask students into group and then asks students to make a conversation about congratulating and complementing others.	3. Students find their partner and sit with the group member to make a conversation about congratulating and complementing others.	
Team Meeting		

Teacher	Students	Waktu
1. Teacher divided the students into some groups. 2. The teacher ask every group to work together read and memorize the text in their textbook (text 1 page 23).	1. The students follow the teacher instruction. 2. The students with their group member work together reading and memorizing the text in their textbook (text 1 page 23).	
Follow up Activities		
1. After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.	1. Students listened for their group number called by teacher and practice their speaking to share their best ideas to the whole of the class	

3) Kegiatan Penutup

Guru	Siswa	Waktu
1. Memberi panduan menyimpulkan hasil pembelajaran	1. Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
2. Menutup kelas		

H. Penilaian

1. Teknik : Lisan
2. Bentuk : Dialog untuk memberikan pendapat tentang sesuatu

I. Indikator Penilaian

Indicators	Point	Performance Description	Weighlighting
Fluency	5	Almost perfect	X5
	4	There are some mistakes but do not interfere the meaning	
	3	There are some mistakes and interfere the meaning	
	2	Many mistakes and interfere the meaning	
	1	Too much mistakes and interfere the meaning	
Vocabulary	5	The vocabulary that used advance vocabulary	X5
	4	The vocabulary that used rarely used vocabulary	
	3	The vocabulary that used common vocabulary	
	2	The vocabulary that used frequently vocabulary	

Indicators	Point	Performance Description	Weighlighting
	1	The vocabulary that used very frequently vocabulary	
Pronunciation	5	Very Good	X5
	4	Good	
	3	Enough	
	2	Not too bad	
	1	Bad	
Grammar	5	Few errors, with no patterns or failure.	X5
	4	Constant errors showing control of very few major patterns and frequently preventing communication	
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	
	2	Constant errors showing control of very few major patterns and frequently preventing communication.	
	1	Grammar almost entirely inaccurate phrases.	

Pedoman Penilaian :


Pedoman benar setiap indikator x 5

Criterion of value


No	Number of Score	Predicate
1	80- 100	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

Batang Angkola, Maret 2023

Mengetahui,
Guru Bahasa Inggris Kelas XI TITL


Latifah Hasni, S.Pd.

Peneliti


Muhammad Yzul Hermawan Pane
Reg. Number 1720300119

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

Nama Sekolah : SMK 1 Batang Angkola
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Genap
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi dengan guru dan teman.

C. Indikator

1. Memahami tindakan memberi dan meminta informasi terkait ucapan selamat dan pujian.
2. Mampu memberi dan meminta informasi terkait ucapan selamat dan pujian kepada orang lain secara lisan maupun tulisan.
3. Menunjukkan sifat tanggungjawab dalam mengerjakan tugas bahasa Inggris.
4. Menunjukkan percaya diri saat melakukan percakapan bahasa Inggris di

depan kelas.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi ucapan selamat dan pujian serta responnya.
2. Meresponucapan selamat dan pujian dengan menggunakan struktur teks dan unsur bahasa yang tepat dan sesuai dengan tujuan dan konteks penggunaan.
3. Memberikan ucapan selamat dan pujian dengan menggunakan struktur teks dan unsur bahasa yang tepat dan sesuai dengan tujuan dan konteks penggunaan.

E. Materi Pembelajaran

Materi yang akan di ajarkan bertema ucapan selamat dan pujian, dimana siswa di arahkan memahami tentang ucapan selamat dan pujian, dan membicarakan tentang ucapan selamat dan pujian dengan teman yang lainnya.



DIALOG: COMPLIMENTING

Task 1:

Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses.

Rahmi : Hello. How are things going on, Sinta?
Sinta : Hi. Good, and you?
Rahmi : I'm feeling great today. How was your weekend with your family in Batu?
Sinta : Excellent! We had a lovely time there. You should have gone there with us.
Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.
Sinta : Thanks a lot. My sister bought it for me last month.
Rahmi : Wow! That's wonderful.
Sinta : Oh, Rahmi, can I ask you something?
Rahmi : Oh, sure. Please.
Sinta : Have you finished writing the book we discussed two months ago?
Rahmi : Yes. Come to my room. Look at this. What do you think?
Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.
Rahmi : Thanks a lot. You've inspired me to do this.

F. Metode Pembelajaran : Action Learning Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
1. Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	1. Membalas salam guru	10 Menit
2. Guru meminta siswa untuk membuka kelas dengan berdo'a	2. Berdo'a bersama dengan guru	
3. Mengecek kehadiran siswa	3. Menyatakan kehadirannya dengan berkata, —I am here atau —present	
4. Menanyakan kesiapan peserta didik untuk belajar	4. Siswa menyatakan kesiapannya dalam belajar	
5. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	5.Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Students	Waktu
Preparation		
1. Teacher explained about congratulating and complementing others and gave some example of responding congratulating and complementing others.	1. Students pay attention to the teachers explanation and write some notes about congratulating and complementing others in their book.	70 menit
2. After that, teacher give the students change to read a text about congratulating and complementing others in their textbook (task 1 page 32).	2. The students read the text with the friend beside them to practice about congratulating and complementing others in their textbook (task 1 page 32).	
3. Teacher ask students into group and then asks students to make a conversation about congratulating and complementing others.	3. Students find their partner and sit with the group member to make a conversation about congratulating and complementing others.	

Teacher	Students	Waktu
Team Meeting		
1. Teacher divided the students into some groups. 3. The teacher ask every group to work together read and memorize the text in their textbook (task 1 page 32).	1. The students follow the teacher instruction. 2. The students with their group member work together reading and memorizing the text in their textbook (task 1 page 32).	
Follow up Activities		
2. After 20 minutes, the teacher asked each group to practice the dialogue in front of other friends.	2. Students listened for their group number called by teacher and practice their speaking to share their best ideas to the whole of the class	

3) Kegiatan Penutup

Guru	Siswa	Waktu
1. Memberi panduan menyimpulkan hasil pembelajaran	1. Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
2. Menutup kelas		

H. Penilaian

1. Teknik : Lisan
2. Bentuk : Dialog untuk memberikan pendapat tentang sesuatu

I. Indikator Penilaian

Indicators	Point	Performance Description	Weighlighting
Fluency	5	Almost perfect	X5
	4	There are some mistakes but do not interfere the meaning	
	3	There are some mistakes and interfere the meaning	
	2	Many mistakes and interfere the meaning	
	1	Too much mistakes and interfere the meaning	
Vocabulary	5	The vocabulary that used advance vocabulary	X5
	4	The vocabulary that used rarely used vocabulary	
	3	The vocabulary that used common vocabulary	
	2	The vocabulary that used frequently vocabulary	

Indicators	Point	Performance Description	Weighlighting
	1	The vocabulary that used very frequently vocabulary	
Pronunciation	5	Very Good	X5
	4	Good	
	3	Enough	
	2	Not too bad	
	1	Bad	
Grammar	5	Few errors, with no patterns or failure.	X5
	4	Constant errors showing control of very few major patterns and frequently preventing communication	
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	
	2	Constant errors showing control of very few major patterns and frequently preventing communication.	
	1	Grammar almost entirely inaccurate phrases.	

Pedoman Penilaian :


Pedoman benar setiap indikator x 5

Criterion of value


No	Number of Score	Predicate
1	80- 100	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

Batang Angkola, Maret 2023

Mengetahui,
Guru Bahasa Inggris Kelas XI TITL


Latifah Hasni, S.Pd.

Peneliti


Muhammad Yzul Hermawan Pane
Reg. Number 1720300119

Appendix 3

Test Cycle I

1. Introduction

The purpose of this test is to know students ability in speaking before the researcher teaching in the classroom. This test will give to students in class X- TITL in SMK 1 Batang Angkola.

2. Instruction

The instruction in doing this test are:

- a. The students divided into 6 groups, there are 36 students in this class, so each groups consist of 6 students.
- b. Each groups will present a speaking activities where the topic is congratulating and complementing others.
- c. Every student in each group must take part in this test.
- d. If there is the unclear instruction, the students can ask to the researcher.

3. Time Allocation

The time for doing the test are 10 minutes each groups

4. Question

Present speaking activities where the topic is congratulating and complementing others.

Validator



Latifah Hasni, S.Pd

Appendix 4

Test Cycle II

1. Introduction

The purpose of this test is to know students ability in speaking after thr researcher teaching in the class using action learning strategy. This test will give to students in class X- TITL in SMK 1 Batang Angkola.

2. Instruction

The instruction in doing this test are:

- a. The students devided into 6 groups, there are 36 students in this class, so each groups consist of 6 students.
- b. Each groups will present a speaking activities where the topic is giving announcement
- c. Every student in each group must take part in this test.
- d. If there is the unclear instruction, the students can ask to the researcher.

3. Time Allocation

The time for doing the test are 10 minutes each groups

4. Question

Present speaking activities where the topic is giving announcement.

Validator



Latifah Hasni, S.Pd

Appendix 5

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
 Class/Semester : XI/2
 Cycle : I
 Observer : Latifah Hasni, S.Pd

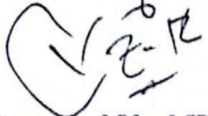
No	Initial	Activities				
		Student who makes noisy in the classroom	Student who answer the teacher' questions.	Student could not the questions.	Student did not active	Student did not enthusiast
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
Total						
Condition of the classroom						

Batang Angkola, 4 March 2023

Validator


 Latifah Hasni, S.Pd

Researcher


Muhammad Yzul Hermawan Pane

Appendix 6

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
 Class/Semester : XI/2
 Cycle : II
 Observer : Latifah Hasni, S.Pd

No	Initial	Activities				
		Student who makes noisy in the classroom	Student who can't answer the teacher's questions.	Student who did not active	Student who did not enthusiast	Student who doesn't attend
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
Total						
Condition of the classroom						

Batang Angkola, 4 March 2023

Validator



Latifah Hasni, S.Pd

Researcher



Muhammad Yzul Hermawan Pane

APPENDIX 7

Table 1
Students result score in Pretest

No	Initial	Evaluation				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	3	2	3	2	10	50
2	AS	3	3	3	3	12	60
3	AHS	3	2	3	2	10	50
4	IS	3	3	2	3	11	55
5	CSS	2	2	3	2	9	45
6	DAS	3	2	3	2	10	50
7	ENRH	3	2	3	2	10	50
8	FRH	2	2	2	2	8	40
9	FM	3	3	2	3	11	55
10	HS	2	2	2	2	8	40
11	H	2	2	2	2	8	40
12	IS	3	3	3	3	12	60
13	IAP	2	2	3	2	9	45
14	JP	3	2	3	2	10	50
15	KL	3	2	3	2	10	50
16	MP	3	3	2	3	11	55
17	MAUS	3	3	3	3	12	60
18	MRH	3	3	3	3	12	60
19	NS	3	2	3	2	10	50
20	PP	3	3	2	3	11	55
21	PSN	2	2	2	2	8	40
22	RIT	2	2	3	2	9	45
23	RWS	3	2	3	2	10	50
24	RP	2	2	2	2	8	40
25	RSH	2	2	2	2	8	40
26	RDA	2	2	3	2	9	45
27	RIH	2	2	3	2	9	45
28	RHN	3	2	3	2	10	50
29	RHL	3	2	3	2	10	50
30	S	3	3	2	3	11	55
31	SR	3	2	3	2	10	50
32	SRJ	3	2	3	2	10	50
33	TA	2	2	2	2	8	40
34	ZS	2	2	3	2	9	45
Total		97	77	90	77	341	1705
Mean		2.9	2.2	2.7	2.2	10	50.14

Appendix 8

Table 2
Students' Speaking Score in Cycle I

No	Initial	Indicators				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	3	3	3	2	11	55
2	AS	4	3	4	3	14	70
3	AHS	3	3	2	2	10	50
4	IS	3	3	3	3	12	60
5	CSS	2	3	2	2	9	45
6	DAS	3	3	3	2	11	55
7	ENRH	3	3	3	3	12	60
8	FRH	2	3	2	2	9	45
9	FM	3	3	3	3	12	60
10	HS	2	2	2	2	8	40
11	H	2	3	2	2	9	45
12	IS	3	3	3	3	12	60
13	IAP	3	3	2	2	10	50
14	JP	3	3	3	2	11	55
15	KL	3	3	2	2	10	50
16	MP	3	4	3	3	13	65
17	MAUS	4	3	4	3	14	70
18	MRH	3	3	4	3	13	65
19	NS	3	3	3	2	11	55
20	PP	3	3	3	3	12	60
21	PSN	2	3	2	2	9	45
22	RIT	3	3	3	2	11	55
23	RWS	3	3	3	2	11	55
24	RP	2	3	2	2	9	45
25	RSH	2	2	3	3	10	50
26	RDA	3	3	3	2	11	55
27	RIH	2	3	2	2	9	45
28	RHN	3	3	3	2	11	55
29	RHL	2	2	3	3	10	50
30	S	3	3	4	3	13	65
31	SR	3	3	3	2	11	55
32	SRJ	3	3	3	2	11	55
33	TA	2	2	3	3	10	50
34	ZS	2	2	3	3	10	50
Total		93	98	96	82	369	1845
Mean		2.7	2.8	2.8	2.4	10.85	54.26

APPENDIX 9

Statistic Count From Students Speaking Score in Cycle I

The students' score from low score to high score

40	45	45	45	45	45	45
50	50	50	50	50	50	50
55	55	55	55	55	55	55
55	55	55	60	60	60	60
60	65	65	65	70	70	

Table Frequency of The Students' Speaking Score in Cycle I

No	Score	Frekuensi	F _x
1	40	1	40
2	45	6	270
3	50	7	350
4	55	10	550
5	60	5	300
6	65	3	195
7	70	2	140
Total		34	1845

- The highest score = 70
- The lowest score = 40
- Range (R) = (Highest score – Lowest score = 70-40= 30)
- Total of Class (k)

$$= 1 + 3.3 \log (n)$$

$$= 1 + 3.3 \log (34)$$

$$= 1 + 3.3 (1.53)$$

$$= 1 + 5.049$$

$$= 6.049$$

$$= 6$$
- Interval Class (C)

$$= R/k$$

$$= 30 : 6$$

$$= 5$$

- Mean Score

$$M = \frac{F_x}{N}$$

$$M = \frac{1845}{34}$$

$$M = 54.26$$

Class	Frequency	x_i	$f_i \cdot X_i$	$x_i - x$	$(x_i - x)^2$	$f_i(x_i - x)^2$
40-44	1	42	42	-12.26	150.3076	150.3076
45-49	6	47	282	-7.26	52.7076	316.2456
50-54	7	52	364	-2.26	5.1076	35.7532
55-59	10	57	570	2.74	7.5076	75.076
60-64	5	62	310	7.74	59.9076	299.538
65-70	5	67	335	12.74	162.3076	811.538

7. Median

$$(b) = 55 - 0,5 = 54,5$$

$$n = 34$$

$$F = 10$$

$$f = 7$$

$$p = 5$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = 54,5 + \left(\frac{\frac{1}{2} 34 - 10}{7} \right) 5$$

$$Me = 54,5 + \left(\frac{17 - 10}{7} \right) 5$$

$$Me = 54,5 + 5$$

$$Me = 59,5$$

8. Modus

$$Tb = 55 - 0,5 = 54,5$$

$$b = 10$$

$$b_1 = 14$$

$$Mo = Tb + \left(\frac{b}{b + b_1} \right)$$

$$Mo = 54,5 + 5 \left(\frac{10}{10 + 14} \right)$$

$$Mo = 54,5 + 0,41$$

$$Mo = 54,91$$

APPENDIX 10

Table 3
Students' speaking score in Cycle II

No	Initial	Evaluation				Total Point	Final Score (x 5)
		F	V	P	G		
1	AKS	4	3	3	3	13	65
2	AS	4	3	4	4	15	75
3	AHS	3	3	3	3	12	60
4	IS	4	3	4	3	14	70
5	CSS	3	3	3	2	11	55
6	DAS	3	3	3	3	12	60
7	ENRH	4	3	3	3	13	65
8	FRH	3	3	3	3	12	60
9	FM	3	4	4	4	15	75
10	HS	3	3	3	2	11	55
11	H	3	3	3	3	12	60
12	IS	4	4	3	4	15	75
13	IAP	4	4	3	3	14	70
14	JP	3	4	4	4	15	75
15	KL	4	3	3	3	13	65
16	MP	4	3	3	3	13	65
17	MAUS	4	4	4	4	16	80
18	MRH	3	3	3	4	13	65
19	NS	3	3	3	3	12	60
20	PP	3	4	3	3	13	65
21	PSN	3	3	3	2	11	55
22	RIT	4	3	4	4	15	75
23	RWS	4	3	4	3	14	70
24	RP	3	3	3	2	11	55
25	RSH	3	3	4	3	13	65
26	RDA	3	3	3	2	11	55
27	RIH	3	3	3	2	11	55
28	RHN	3	3	4	3	13	65
29	RHL	2	3	2	3	10	50
30	S	3	3	4	3	13	65
31	SR	3	3	4	3	13	65
32	SRJ	3	3	3	3	12	60
33	TA	4	3	3	3	13	65
34	ZS	3	3	3	3	12	60
Total		113	108	112	103	436	2180
Mean		3.3	3.1	3.2	3	12.82	64.11

APPENDIX 11

Statistic Count From Students Speaking Score in Cycle II

The students' score from low score to high score

50	55	55	55	55	55	55
60	60	60	60	60	60	60
65	65	65	65	65	65	65
65	65	65	65	70	70	70
75	75	75	75	75	80	

Table frequency The students' Students Speaking Score in Cycle II

No	Score	Frekuensi	Fx
1	50	1	50
2	55	6	330
3	60	7	420
4	65	11	715
5	70	3	210
6.	75	5	375
7.	80	1	80
Total		34	2180

1. The highest score = 80
2. The lowest score = 50
3. Range = (Highest score – Lowest score = 80-50= 30)
4. Total of Class = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (34)$
 $= 1 + 3.3 (1.53)$
 $= 1 + 5.049$
 $= 6.049$
 $= 6$
5. Interval Class (C) = R/k
 $= 30 : 6$
 $= 5$
6. Mean Score
$$M = \frac{Fx}{N}$$
$$M = \frac{2180}{34}$$
$$M = 64.11$$

Class	Frequency	x_i	$f_i \cdot X_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
50-54	1	52	52	-12.11	146.6521	146.6521
55-59	6	57	342	-7.11	50.5521	303.3126
60-64	7	62	434	-2.11	4.4521	31.1647
65-69	11	67	737	2.89	8.3521	91.8731
70-74	3	72	216	7.89	62.2521	186.7563
75-80	5	77	462	12.89	166.1521	830.7605

9. Median

$$(b) = 65 - 0,5 = 64,5$$

$$n = 34$$

$$F = 11$$

$$f = 7$$

$$p = 5$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = 64,5 + \left(\frac{\frac{1}{2} \cdot 34 - 11}{7} \right) \cdot 5$$

$$Me = 64,5 + \left(\frac{17 - 11}{7} \right) \cdot 5$$

$$Me = 64,5 + 4,28$$

$$Me = 68,78$$

10. Modus

$$Tb = 65 - 0,5 = 64,5$$

$$b = 11$$

$$b_1 = 14$$

$$Mo = Tb + \left(\frac{b}{b + b_1} \right)$$

$$Mo = 64,5 + 5 \left(\frac{11}{11 + 14} \right)$$

$$Mo = 64,5 + 2,2$$

$$Mo = 66,7$$

DOCUMENTATION OF THE RESEARCH

1. First meeting (Cycle I)



2. Second meeting (Cycle I)



3. Test 1



4. Third meeting (cycle II)



5. Fourth Meeting (cycle II)



6. Test 2





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B-257 /Un.28/E.1/TL.00/06/2023 19 Juni 2023
Lampiran :
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMK1 Batang Angkola

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Muhammad Yzul Hermawan Pane
Nim : 1720300119
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi: Tadris Bahasa Inggris
Alamat : Muara Tais I Kec. Angkola Muaratais Kab. TAPSEL

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students Speaking Ability Through Action Learning Strategy at the Grade X Students of SMK1 Batang Angkola"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yuffanti Syafrida Siregar, S.Psi., MA
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PEMERINTAH PROVINSI SUMATERA UTARA
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SMK NEGERI 1 BATANG ANGKOLA

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Nomor : 422/185/SMKN.01.BA/2023
Lampiran : -
Perihal : Surat Balasan Izin Penelitian Penyelesaian Skripsi

Kepada:

Yth. Bapak/Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syahada Padangsidempuan
di
Tempat

Dengan hormat,

Berdasarkan surat Permohonan Izin Penelitian Penyelesaian Skripsi dari Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan No. B-2657/Un.28/E.1/TL.00/06/2023 tanggal 19 Juni 2023, maka kami memberi izin kepada mahasiswa tersebut di bawah ini:

No	NAMA MAHASISWA	NIM	PRODI
1	MUHAMMAD YZUL HERMAWAN PANE	1720200096	Tadris/Pendidikan Bahasa Inggris

Nama tersebut di atas agar dapat melaksanakan penelitian pada tanggal 18 Juli 2023 di SMK Negeri 1 Batang Angkola.

Demikian surat balasan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tapanuli Selatan, 17 Juli 2023
Pdt. Kepala SMK Negeri 1 Batang Angkola



NEL VITA MELDA LUBIS, S.Pd.

Penda Tk: I

NIP.19750130 201001 2 006