

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the research introduction, which explains the rationale for conducting the research. This chapter consists of a background of the researched, setting of the researched, limitation of the researched, formulation of the researched, the purpose of the research and the definition of the key terms.

#### **A. Background of The Problem**

They have learned English requires skills, including speaking, listening, reading, and writing. Such abilities must all be learned while keeping in mind one another. Speaking was a talent that should be mastered from junior high school through university leveled. It was crucial for students to develop their oral communication skills by expressing their views in real-world situations. According to (Bailey, 2005), speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it. As (Niati, 2018) states, speaking is the skill that the students be mastered. And the proofs of the students able to do that are they can speak English and they can take the information well. Speaking is an important language skill that enables an individual to express him herself to communicate and develop social relationship with others (Ramadhani et al., 2022). It means that speaking was the most important skill in english language have been mastered and have been active learned process in the school because speaking was a productive oral skill.

In the eighth grade of SMPN 6 Kunto Darussalam, many factors affect the students' speaking skill. English was a required subject in the 2013 curriculum, especially for speaking skill, but in reality, the field was beset by multiple problems. The researchers identified some problems with the teaching and learning process at the eighth grade of SMPN 6 Kunto Darussalam by conducting classroom observations and interviews with the teacher and students on December 2022.

Firstly, the students' motivation to speak English well was low because they believed that studying the language was monotonous and always left confused. Because the teacher employs only English, the students were unable to comprehend what was being explained. Because the students had been used to studying English in Indonesian when it was being taught, it means that students found it difficult because they lack desire and were not used to pronouncing students' words in English as their primary language.

Secondly, the students' vocabulary was lacking. They difficulty to remembered words, forget things easily, and had difficulty thinking. Because students sometimes memorize vocabulary words without understanding in order to received good grades when teachers constantly assign homework or translate materials. It follows that the teacher had a significant impact on students' willingness to memorize vocabulary.

Thirdly, the students were afraid to use the English language in class. The factors: first, because they were worried about saying the wrong thing. Second, their friends would ridicule them and tell them what they were saying was incorrect. Finally, they pretended to speak English, according to their friends. Fourth, English

studied were eliminated from the 2013 curriculum for students who attend elementary school previous to this junior high school leveled. It indicates that they were afraid to practiced speaking english in class because of the several concerns listed above.

Fourthly, the students rarely practiced speaking english in class, which made it difficult for them to did. Some factors: firstly, students prefer to spoke indonesian since speaking english requires them to focus on memorization of pronunciation, grammar, and vocabulary. Second, sometimes the teacher only gave activities before engaging in discussion after explaining the subject from the book. So they read the discourse solely in books. Thirdly, they lack support systems liked labs, an extracurricular english program, and peered feedback for their attempts to practiced speaking english in class. Due to the fact that practiced was crucial for improving speaking abilities, but the students had less time to practiced speaking english

Based on the problem above. the researcher draws the conclusion that the students did not had enough opportunity to spoke english in class. The teacher must had teqnique which was suitable for assisting student in conversing and motivation the student have been active studied in speaking. In this studied, the researcher would used action learned method to knew the effect of students' speaking skills in english lessons used action learned method at eight grade of smpn 6 kunto darussalam. According to (serrrat, 2018:183) action learned was a structured method that enables small groups to worked regulary and collectively on complicated problems, took action, and learned as individuals and as a team while doing so. Action learned was an educational process by which a person studied his or her own

actions and experience to improved performance. So, the researcher's interest in conducting a studied titled *"The Effect of Using Action Learning Method (ALM) Toward Students' Speaking skill at Eight Grade of SMPN 6 Kunto Darussalam"* to determine whether action learned method would affect the speaking abilities at eight grade students of SMPN 6 Kunto Darussalam.

#### **B. Setting of The Problem**

Based on the background of the problem stated above, the researched sets the problem students at eight grade of SMPN 6 Kunto Darussalam. The researcher found that problems in teaching english studied in the school, the problem as followed: first, the students' motivation to spoke english well was low. Second, the students' vocabulary was lacking. Third, the students were afraid to used the english language in class. Fourth, the students rarely practiced speaking english in class.

#### **C. Limitation of The Problem**

Based on the setting of the problem, it would very important for the reaseacher to limit the problems. Students speaking skill was low. It means that the researcher focus on the effect of used action learned method (alm) toward students speaking skill at eight grade of SMPN 6 Kunto Darussalam.

#### **D. Formulation of The Problem**

The problem of the studied was formulated: "Is there any significant effect of using Action Learning Method (ALM) toward students' speaking skill at Eight Grade Students of SMPN 6 Kunto Darussalam?."

### **E. Purpose of The Research**

To find out whether there is any significant effect of Using Action Learning Method (ALM) toward students' speaking skill at Eight Grade of SMPN 6 Kunto Darussalam.

### **F. Significance of The Research**

The importance of the research can be classified into some parts as follow:

#### **1. For the Students**

To give motivation and help them with speaking skills and effectively improve the students' speaking skills.

#### **2. For the English Teacher**

This research can give an additional contribution to English teachers to develop their learning strategy with teaching speaking skill use an attractive technique to the student. The research can improve the teacher's ability especially about the Action Learning Method (ALM) on students' speaking skill.

#### **3. For the Reseacher**

The result of this research, the reseacher can develop her experience related to her knowledge in research on education and English teaching, especially for speaking skill.

#### **4. For the School**

The result of this research can be used as a method for improving students' speaking skills in the school. The result of this research can be functioned as information and reference for further researcher related to field.

5. For the Readers, the result of this research are to give motivated readers that by using action learning more fun and exciting, the benefit of acyiong learning it's generally, to be active in discussions, and apply their knowledge in English learning practice.

## **G. Definition of Key Terms**

To know about this research, can be used about some terms, the researcher defines as the following :

### **1. Speaking**

According to (Brown, 2004:140), Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

### **2. Action Learning Method**

According to (Serrat, 2010:183), Action learning is an educational process by which a person studies his or her own actions and experience to improve performance. Means that action learning is a structured method that enables small groups to work regulary and collectively on complicated problems, take action, and learn as individuals and as a team while doing so.

### **3. One Group Pretest Posttest Design**

According to (Arikunto, 2010:124) said that the One Group Pretest - Posttest design is a research activity that provides an initial test (pretest)

before being given treatment, after being given treatment then gives a final test (posttest).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses the review of related literature, which of review and related theories.

Quoted and purpose from the expert's opinion review of the related finding, the researcher quotes some findings related to the study. Finally, the researcher provides a conceptual framework for speaking and action-learned strategy.

#### **A. Review of Related Theories**

##### **A.1. Nature of Speaking**

The four skills in English are speaking, listening, reading, and writing. Speaking shows language skills. Consequently, having good language skills was a must for good speaking. Language-learned experts have created many other definitions of speaking. According to (Setyonegoro et al., 2020:3), Speaking is one of communication skills with others through the medium of language. Speaking is form speech acts in the form of sounds produced by the speech organs accompanied by body movements and facial expressions. As (Niati, 2015), Speaking is one way of communicating between one people another. It is an indicator of someone's success in learning a language.

Speaking was an essential factor in how language was processed. Students communicate their ideas, feelings, and desires to others by speaking. According to (Nunan, 1991:39 in Putra, 2017), "To most people, mastering the art of speaking is the single most important factor of learning a second foreign language, and success is measured in terms of the ability to carry out a conversation in the language." Brown



(2004) states that speaking is a productive skill that can be directly and empirically observed, and those observations are invariably coloured by the accuracy and effectiveness of the test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Based on the experts' explanation, the researcher concludes that speaking is the ability to engage in helpful actions that someone requires and to interact with others. The most essential element for students' English language learning was speaking.

#### **A.1.1. Type of Speaking**

There were many speaking types. According to (Brown, 2004:141–142), there are five primary forms of speaking, including the following:

- 1) *Imitative*: It is someone people interested only in what is labelled by "pronunciation" She/he imitative a native speaker's pronunciation.
- 2) *Intensive*: The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships.
- 3) *Responsive*: Responsive includes interaction and test comprehension but at the somewhat limited level of terse conversations, standard greetings and small-for-talk, simple requests, and comments. This is a kind of short reply to teachers' or students' initiated questions or comments, giving instructions.
- 4) *Interactive*: The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple

exchanges and Multiple participants. Interaction can take two forms transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining a social relationship.

- 5) *Extensive (monologue)*: Extensive oral production task includes speeches, oral representation, and storytelling, during which the opportunity for oral interaction from listeners is highly limited ( perhaps to nonverbal responses) or ruled out together.

The researcher concludes that there are some basics of speaking, such as fundamental varieties of speech, including imitative, intense, responsive, interactive, and extended. Mimicry, including pronunciation, grammar, and vocabulary. Responsive in terms of interaction and comprehension tests. Extensive as an oral production task, interactive as a transactional language.

#### **A.1.2. Components Of Speaking**

Harris (1974) states that Speaking ability is divided into five categories: comprehension, grammar, vocabulary, pronunciation, and fluency.

1. *Comprehension*: Oral communication certainly requires a subject to respond to and initiate speech.
2. *Grammar*: Students must arrange a correct sentence in conversation. It is in line with the explanation suggested by Heaton (1978: that students can manipulate the structure and distinguish appropriate grammatical form inappropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. *Vocabulary*: Vocabulary means the appropriate diction that is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is also a barrier preventing learners from learning a language. Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently, English learners would not be able to speak or write English correctly.
4. *Pronunciation*: is the way for students to produce more precise language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak.
5. *Fluency*: Fluency is the ability to read, speak, or write quickly, smoothly, and expressively. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a tiny number of pauses and “us” or “ers.” These signs indicate that the speaker does not spend much time searching for the language items needed to express the

message. The researcher concluded that fluency is another critical component of the above ideas.

The researcher concludes that fluency, comprehension, vocabulary, grammar, and pronunciation were all important and complementing elements in developing students' speaking abilities. Together, these components helped us achieve our speaking objective. Furthermore, those criteria would serve as the test's measured stick or scoring matrix. Each component includes a grading system to evaluate the student's speaking abilities. The results would then be gathered as researched data.

### **A.1.3. Function of Speaking**

Some language experts have categorized the roles of speech in human connection. (Brown & Yule in Richards, 2008:) Classify the three speaking functions as unique in form and function, necessitating various instructional philosophies. The following are descriptions of how speaking works:

1. *Talk as Interaction*, Speaking as interaction refers to what we usually mean by conversation. The primary intention in talk as interaction is to maintain social relationships. Meanwhile, some of the skills (involved in using talk as interaction) are: opening and closing conversation, choosing topics, making small talk, recounting personal incidents and experiences, turn-talking, using adjacency pairs, interrupting, and reacting to others.
2. *Speaking as performance*, Speaking as performance refers to public speaking. It is talk that transmits information before an audience, such as morning talks, public announcements, and speeches. Talk as performance tends to be in the

form of monologue rather than dialogue. It often follows a recognizable format and is closer to written than conversational language.

3. *Talk as a transaction.* Speaking as transaction refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

#### **A.1.4. Teaching Speaking**

Speaking types According to Brown (2001), there were four components teachers needed to be aware of when facilitating a teaching and learning process.

1. *Types of classroom speaking performance:* In the types of classroom speaking, the students are expected in English classrooms to be imitative. Intensive, responsive, transactional, interpersonal, and extensive.
2. *Principle for design techniques:* in teaching speaking, some principles for designing speaking techniques should be paid attention to. They are using techniques that cover the spectrum of learner needs, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, Giving students opportunities to initiate oral communication and encouraging the development of speaking strategies.
3. *Teaching conversation:* In the teaching and learning activities, English teachers can use some ways of teaching conversations, such as direct

conversation, indirect conversation, transactional conversation, meaningful oral grammar, and individual practice.

4. *Teaching pronunciation:* The teacher teaching pronunciation has some parts, such as intonation, stress, and meaning.

Therefore, the teacher must know the teaching speaking component to make learning English in the classroom efficient.

#### **A.1.5. Classroom Speaking Activities**

Teaching speaking should take place in engaging activities that promote communication. Speaking exercises in the classroom came in a variety of forms. (Harmer, 2001: 348–352) Suggests six speaking tasks for the classroom. Acting from a script, role-playing, simulation, discussions, prepared presentations, and questionnaires are all being used:

1. *Acting from the script:* Playing scripts and acting out the dialogues are two kinds of acting scripts that the teacher should consider in teaching and learning. In playing scripts, the students must act out as natural acting. The role of the teacher in this activity is as theatre director, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language-producing activity. In acting the dialogue, the students will be beneficial if given time to rehearse their dialogues before the performance.

2. *Communication games:* Games are designed to provoke communication between students. The games are based on the information gap principle so that one student has to talk to a partner to solve a puzzle, draw a picture, put a thing in the correct order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide suitable fluency activities.
3. *Discussion:* Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their honest opinions. According to (Harmer, 2001:272) discussion range is divided into several stages, from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for various discussion activities. The second is instant comments which can train students to respond fluently and immediately.
4. *Prepared talks:* Students present on a topic of their choice. Such talks are not designed for informal, spontaneous conversations because they are prepared and more „writing-like.“ However, students should speak from notes rather than a script if possible.
5. *Questionnaires:* Questionnaires are very useful because they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any appropriate topic. As they do so, the teacher can act as a resource, helping them in the design process. The results from questionnaires can form the basis for written work, discussions, or prepared talks.

6. *Simulation and Roleplay*: Simulation and roleplay can encourage general oral fluency or train students for specific situations. Students can act out simulation as them or take on the role of entirely different characters and express thoughts and feelings as they do in the real world.

#### **A.1.6. Roles of the Teacher in the Speaking Class**

The teacher must take on a variety of roles during speaking activities, with three in particular bearing on efforts to encourage students to communicate fluently (Brown & Harmer, 2007) :

1. *Teacher as Controller*: They are in charge of the whole class and the activity taking place and are often 'leading from the front,' giving students instructions, organizing drills, and reading aloud.
2. *Teacher as Prompter*: The teacher encourages students to participate and suggests how students may proceed in an activity. The teacher should be helping students only when necessary.
3. *Teacher as Participant*: The teacher sometimes wants to join the activity in the teaching and learning process. In this stage, the teachers are expected to participate in classroom activities.
4. *Teacher as Resource*: In this stage, the teacher can be one of the most essential sources in teaching and learning. She/he can provide all the information needed by students. In other words, resource acts as students' reliable resource when they encounter difficulties.



5. *Teacher as Tutor*: Acting as a tutor, the teacher can combine prompter and resource roles during teaching and learning. In this case, the tutor works with students individually or in small groups if they undertake challenging learning programs.
6. *Teacher as Assessor*: Provides students with feedback regarding their performance and grades them in distinct ways. As assessors mean, teachers evaluate how well students are performing or how well they perform. In addition, many things should be done by the teacher, such as assessing their students, giving corrections, Extending success or failure, solving problem content, focusing on linguistic performance, and recording errors.
7. *Teacher as organizer*: Perhaps the teacher has to play the most complex and essential role. Teachers organize activities depending on good organization and lead in instructions initiated in the classroom. The success of many activities depends on good organization and the students knowing precisely what they are to do. Giving instructions is vital in this role as well as setting up activities.
8. *Teacher as Corrector*: Offers students correction of their linguistic errors while assessing their language learning competence.
9. *Teacher as Observer*: Observes students' performance to offer them individual or group feedback.
10. *Teacher as director*: Teachers are like conductors in a drama who keep teaching and learning efficiently.

Based on the above theories, it could be concluded that to be the best teacher for the students, a teacher, one of the essential aspects to the success of the teaching and learning process, should take some aspects into account.

## **A.2. Concept of Action Learning Method (ALM)**

### **A.2.1. Definition Action Learning Method (ALM)**

The methods were used to convey information that supports learned objectives. Through learning, students actively develop their potential. Action learning allows students to interact directly with real-world situations by putting concepts and course content into action.

Professor Reg Revans (14 May 1907 – January 2003) first introduced and coined “Action Learning” in coal mines of Wales and England in the 1940s. Reg Revans in (Action Learning Associates) states that ‘there can be no learning without action, and no action without learning.’ Revans have convinced that for an organization to survive, its learning rate must equal the rate of change in its external environment – this became known as Revans’ Law. The action learning process has developed over the last sixty years as an individual and organizational development method.

Action learning was an experimental method in which participants learn by doing and reflecting on what they had done. (Revans, 1998) describes learning as having two components. One part, standard in training and education, consists of programmed instruction, where a teacher or instructor provides information to the learner. The other component consists of the understanding that arises when learners

use the question to help each other explore the situations they face; this second component can be referred to as action learning.

Action learning was a practical approach to determining problem solutions for each assessment step. Masnur Muslich (2010) states that action learning emphasizes providing opportunities for students to perform moral actions individually and in a group. Therefore, for this reason, the action learning process is considered one of the best methods for team learning purposes and as a team approach to problem-solving.

Action learning allowed students to apply concepts and material they had studied or discussed in class firsthand while also capturing their interest and keeping them concentrated on the learning process. According to Fatmawati (2016), Action learning is learning while doing, acting, and playing following children's maturity and physical and psychological development, which are presented in an attractive, creative, and safe way. As (Yanses) states, making a small group of people use their knowledge and experience to find the problem is an efficient method to solve problems and learn. According (to Zuber, 2001:2) states that 'Action Learning' means learning from action or concrete experience, as well as taking action as a result of this learning.

According to (Cho, 2013), action learning is predicated on the idea that solving problems that arise in one's workplace is the best way for people to learn. As (Cropper, 2002), Learning through action produces information and skills that are extremely useful. As it increases one's capacity to behave more effectively, comprehension is also increased.

From some of these opinions above, the researcher concludes that action learned was a learning process involving acting out and doing naturally so that students could personally experience the knowledge as studied.

#### **A.2.2. Component of Action Learning Method (ALM)**

There were six elements to action learned, according to Marquant (2011). the following six elements:

1. A problem (project, challenge, opportunity, issue, or task).

Action learning centers on a problem, project, challenge, opportunity, issue, or task, the resolution of which is significant to an individual, team, or organization. The problem should be significant and urgent, and the team's responsibility is to solve it.

2. An action learning group or team.

The core entity in action learning is the action learning group. Ideally, The group comprises four to eight individuals who examine an organizational problem with no identifiable solution.

3. A working process of insightful questioning and reflective listening.

Action learning emphasizes questions and reflection above statements and opinions. By focusing on the right questions rather than the correct answers, action-learning groups become aware of what they do not know and what they do know.

4. Actions taken on the problem.

Action learning requires that the group be able to take action on the problem it is working on. Members of the action learning group must have the power to take action themselves or be assured that their recommendations will be implemented (barring any significant change in the environment or the group's lacking essential information).

5. A commitment to learning.

Unless the group learns, it may be unable to solve a complex problem creatively. Although solving an organizational problem provides immediate, short-term benefits to the company, the more significant, longer-term, multiplier benefits are the long-term learnings gained by each group member and the group.

6. An action learning coach.

Coaching is necessary for the group to focus on the important (i.e., the learnings) and the urgent (i.e., resolving the problem). The action learning coach helps the team members reflect on their learning and how they solve problems.

### **A.2.3. Function of Action Learning Method (ALM)**

Students would benefit from learned action since it differs from other learned methods in a few positive ways. This approach encourages students to study actively through the exploration of new knowledge.

In addition (Putra, 2018) states that action learning can be seen. The function includes: *First*, Train the activeness of students. *Second*, Train students'

creativity. *They are third*, Instilling courage in students, and *fourth*, Teaching students to be more confident. *Five*, Develop knowledge about the reality of the environment around students. *Six*, Train students to find, analyze, and solve problems. *Seven*, Learners are more sensitive to the realities of real life. *Eight*, Train soul leadership. *Nine*, Train the soul to work together in teamwork and instil a sense of sharing with others.

The other states about the function of Action Learning According to (Serrat, 2008), civil and nongovernmental organizations have used Action Learning sets. *First*, Increase awareness and enable individuals to identify personal development challenges. *Second*, Develop self-confidence and readiness to take responsibility and initiative. *Third*, Help people relate to, communicate, and network with others more effectively. *Fourth*, Provide structured peer support. *Five*, Enable more disciplined ways of working in powerful teams. *Six*, Enable individuals and teams to learn while working. *Seven*, Build leadership competencies. *Eight*, Develop systems thinking, creativity, flexibility, and problem-solving skills. *Nine*, Foster the emergence of corporate cultures that can handle change and learn: *ten*, Support innovation.

However, for organizations to truly experience the purpose and benefits of action learned, they must be willing to support participants in the series and reward their results. The disciplines and behaviours that promote action learned were learned organizations.

#### A.2.4. Types of Action Learning Method (ALM)

Action-learned teams could be created to manage a single project or various projects (Marquardt, 2004). There are two categories of action learning:

**Table.1 Two Types of Action Learning**

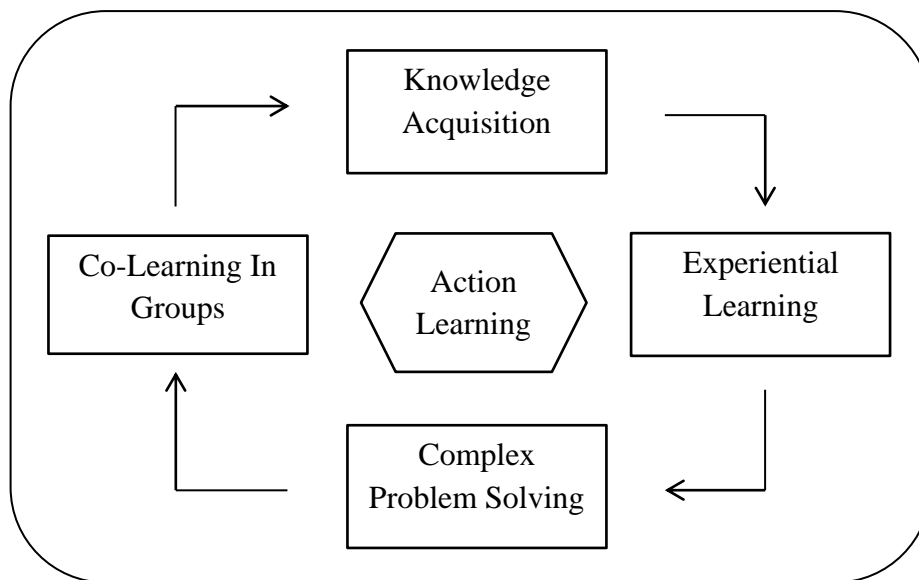
Team-Project Action Learning	Individual-Project Action Learning
<ul style="list-style-type: none"><li>• The entire team works on a single project</li><li>• Project determined by organization</li><li>• Participants determined by the organization</li><li>• The organization commits to taking action</li><li>• The team recommends and implements</li><li>• The learning coach may be rotated or permanent</li></ul>	<ul style="list-style-type: none"><li>• The team works on individual projects</li><li>• Projects selected by participants</li><li>• Participants self-select</li><li>• Individuals commit to taking action</li><li>• Individuals implements solutions</li><li>• The learning coach usually rotates</li></ul>

In team-project action learning, participants work on solving a single project. In this type of action learning, the organization usually determines team members and a project. The primary purpose of this action learning program is to solve the issues at work proposed either by the organization or by the team itself. In individual-project action learning, participants bring their projects to the team to solve work problems with team members' help.

### A.2.5. The Process of Action Learning Method (ALM)

Action learning brings together small groups of participants with the following intention the action learning process: There was a fourth process of action learning according to (Revans), the following figure:

**Figure 1. The Action Learning Process**



*Sources-of-NSM-Goverment-(Family & Community Services)*

Learning Consists of programmed instruction and questioning. Reg Evans action learning formula:

$$L = P + Q$$

Where:

L: Learning

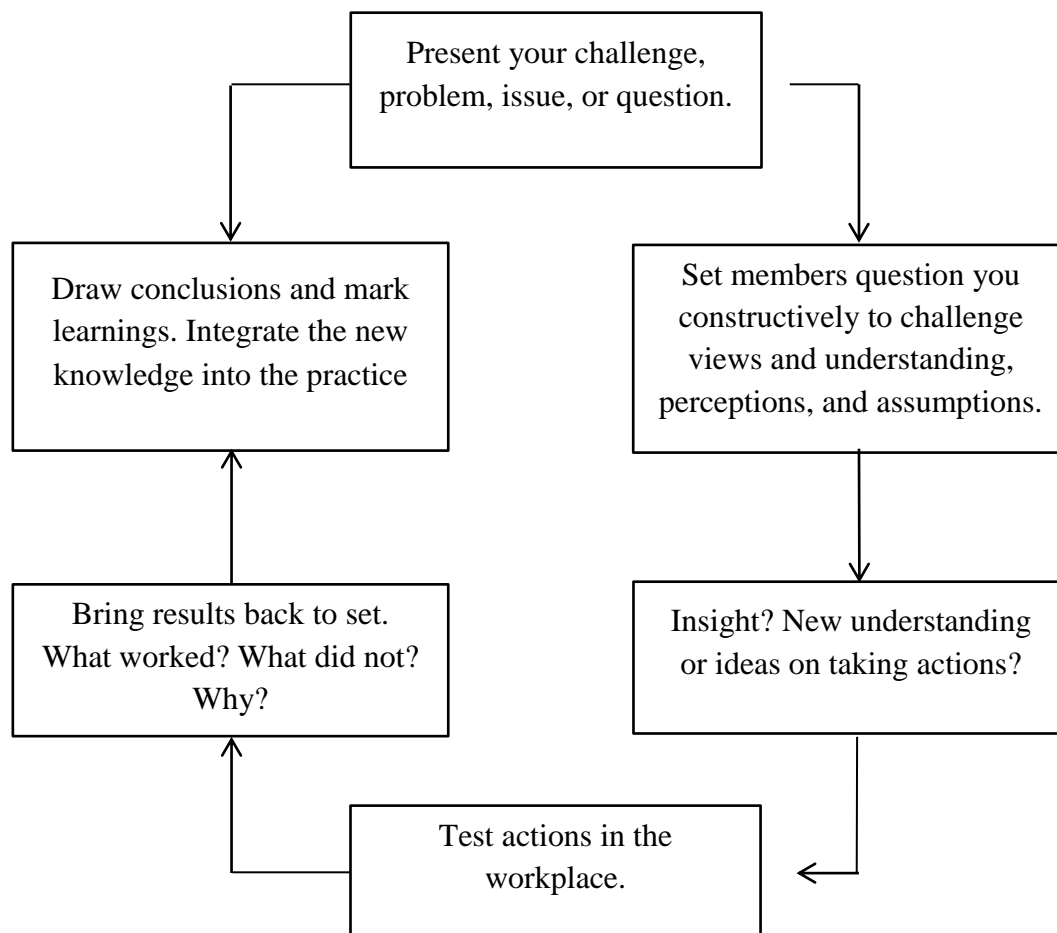
P: Programmed Knowledge

Q: Questioning Insight



There is the sixth process of action learning begins at the top of the diagram and moves around systematically, allowing each set member to present a problem and comment on others according to the (Serrat, 2008), the following figure:

**Figure 2. Action Learning Process**



*Sources of Knowledge Solutions Asian Development Bank (Olivier Serrat 2008)*

According to (Fatmawati, 2016), the Action Learning Method (ALM) is influenced by the following three primary factors:

1. *Tasks*; Challenging problems are at the heart of all Action Learning processes. These challenges should be related to actual tasks, not simulated ones (reflected in daily activities). Tasks should have strategic values and

long-term consequences for the entire organization and impact the entire organization. The task is not a task that can be completed by existing standard procedures but requires the creation and application of new approaches.

2. *Team*; Action Learning is done by a team of 4 to 8 people. Team members are sought to have different backgrounds to ensure maximum learning process—team members in tasks, cultures, personalities, ways of thinking, and learning styles.
3. *Thoughtful Action*; Effective Action Learning activities should balance teamwork and team learning. This process requires time management and adequate tools so that team members can carry out their work, reflect on the process, gain new principles and understanding, and share roles among team members.

#### **A.2.6. The Advantages of Action Learning Method (ALM)**

The seventh advantage can be gained from action learning. According (Fatmawati, 2016) lists them as follows: First: Centred on learners. Second: Emphasis on finding knowledge, not accepting knowledge. Third: Great fun. Four: Empower all learners' senses' potential. Five: Use varied methods. Six: Using multiple media. Seven: Tailored to existing knowledge.

There are three additional advantages of action learning (Putra, 2018). First: Students will find it easier to understand the lesson, and even students will enjoy the lessons that will be given. Second: Students' creativity will be more developed. Third: Improving life skills (life skills) so that students can be more independent in their daily lives.

Based on this opinion, it could be concluded that in addition to having the advantages of using action-learned strategies, paying attention to the deficiencies that might occur during the teaching and learning process so that learned objectives could be effective and efficient.

#### **A.2.7. Action Learning Method (ALM) In Education**

To increase performance, participants in action learned to analyze their behaviors and experiences. Action Learning Strategy in Education According to S. O'Hara in Welskop, there is a strategy for applying action learning in a classroom setting based on the educational framework. The Learning to Learn Orientation, The Higher Education Framework, and Outcomes have been identified as the three distinct parts of this model.

1. Learning to Learn Orientation is focused on ensuring the secure sections of action learning and a supportive working environment based on trust and mutual support towards learning. The group meeting of action learning is an opportunity for individuals to share their experiences and problems to find practical solutions. In this set, the participants share a common purpose, intellectual and emotional energy.
2. Higher Educational Framework includes traditional practices associated with programmed knowledge. The role of action learning is to add the element of questioning and reflection on the problem. Such actions oriented to the problem may be an alternative for students and adults to learn through exchanging experiences with other people.

3. Outcomes: The aim is to ensure that learners gain new experiences and insights into the topic, develop new skills, and cope with new situations, both at work and in their personal lives. Developing and implementing individual changes also help solve problems for all group members.

It can be concluded that: The first part constitutes the action learning practices and different approaches affecting the shape of an action learning project. The second part consists of the individual and group influences relevant to effective learning. The third part contains the framework for implementing action learning in an academic context. The fourth part presents the designed individual elements of an action learning project.

## **B. Review Of Related Findings.**

The first previous study that is found entitled: The Effect of Action Learning Strategy on Students' Speaking Ability (Quasi Exsperiment Research At the Eight Grade of SMPIT Khairunnas kota Bengkulu), by Yosi Puspita Sari (2020), this research used a quasi-experimental method. The experimental class was treated using an action learning strategy, while the control class was treated with a design pre-test. The post-test result showed that the mean score of the experimental class was 75,48 and that the control class was 67.91. The finding showed that students who were taught speaking ability by action learning strategy were more effective than those using the conventional ways. So, it can be concluded that the action learning strategy positively affects the Eighth Grade Students at SMPIT Khairunnas Kota Bengkulu on Speaking ability.

The second previous study that is found entitled: Using Action Learning Strategy in Improving Speaking Skill in English Language Teaching At the Eight Grade of SMPN 3 Soromandi Kabupaten Bima, NTB, by Sitti Nurjanah and Endang Ruswiyani (2022), this research used quantitatively design by using time series, with the design pre-test and post-test. The result of her research is that the Action Learning Strategy effectively improves the speaking skill in English Language Teaching In the Eight Grade of SMPN 3 Soromandi Kabupaten Bima, NTB.

The third previous study that is found entitled: The Influence of Cooperative Learning and Active Learning on Increasing Learning Motivation of Social Studies Grade V SD Negeri 1 Sedayu Bantul, by Anugerah Restu Prsetyo (2014), this research used a Pre-Experimental design. This study used two treatments in one research subject, class V SD Negeri 1 Sedayu, Bantul, with as many as 26 students. The post-test t-test result for treatment one and treatment 2 showed that it was  $0.037 < 0.05$ . These results indicate that the two applied learning has a significant difference in effect on increasing student motivation.

The four previous studies that are found entitled: Effect OF Action Learning and Concept Mapping Strategies On Academic Achievement Of Social Studies Students In Junior Secondary Schools IN South-East/West Of Nigeria, by Dr. Imaobong M. Akpan (2022), This research adopted Quazi-experimental pre-test, post-test, and control design was taught using action learning and concept mapping strategies and the control group were taught using the conventional method. The finding shows that the researcher recommended that teachers adopt action learning

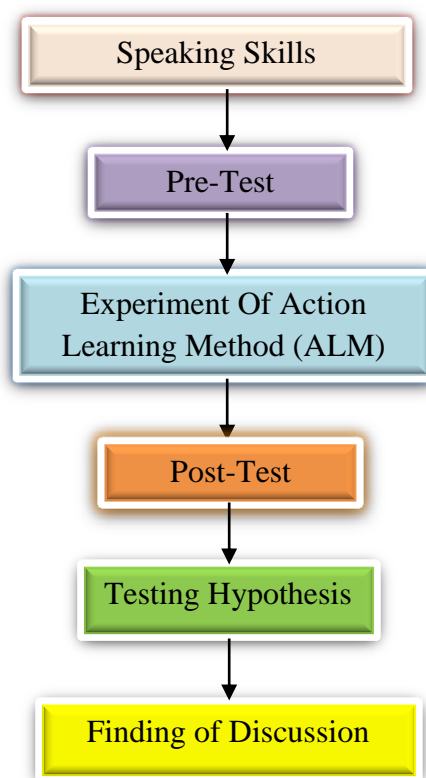
and concept mapping strategies for teaching social studies as an innovative method to facilitate better teaching and learning of social studies teachers.

The five previous study that is found entitled: Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research, at 9 of SMP Islam Assya'roniyyah. by Rangga Mega Putra, Siti Solekhah, Diyah Dwi Agustina, Bobur Sobirov (2021). This research used tests, observation, and interviews. They are analyzing data using the mean for each post-test in the cycle. This study shows that Action learning strategies facilitate the students to speak in a way, reduce students' anxiety so they can speak freely without being afraid to make a mistake, increase the student's motivation in learning to speak, and, most important, the students do not think that English is a complex subject.

The researcher concluded that there were various ways to reinforce the effect of the used action learned based on the above description. This study aimed to determine whether or not the action learned method improved students' speaking skills in the eighth grade of SMPN 6 Kunto Darussalam.

### C. Conceptual Framework

This study's conceptual framework aimed to determine the effect of used Action Learned Method (ALM) on students' speaking skills in eighth grade of SMPN 6 Kunto Darussalam. Based on the mentioned problems in this study, the student's motivation to speak English well was low. Second, the vocabulary was lacking. Third, the students are afraid to use the English language in class. Fourth, the students rarely practiced speaking English in class. So, the researcher concludes that students did not have enough opportunities to speak English in class. The following figure:



**Figure 3. Conceptual Framework**

#### **D. Hypothesis**

The hypothesis was focused which predict an answer to the researched question. The hypothesis, which was still a temporary answer, would be verified numerically. (Sugiyono 2017: 31). A reasonable work hypothesis is half the answer to the research question. The hypothesis is not a valid assumption about the result of the research and is still in that position until valid data is collected. Based on the explanation above, the hypothesis of this study can be forwarded as follows:

1. Alternative hypothesis ( $H_a$ ): Using the Action Learning Method (ALM) significantly affects students' speaking skills at the eighth grade of SMPN 6 Kunto Darussalam.
2. Null Hypothesis ( $H_0$ ): Using the Action Learning Method (ALM) has no significant effect on student's speaking skills at the eighth grade of SMPN 6 Kunto Darussalam.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about research methodology that the researcher used in this study. This chapter consists of several sections, research design, setting of the research, populations, sample, instrumentation of the research, technique in collecting the data, procedure of the research, and technique of analyzing the data. The complete explanation can be read in the following chapter.

#### **A. Research Design**

This study used a quantitative research method as its primary research strategy. As stated by (Sugiyono, 2015:13), the quantitative method was chosen as a traditional method because it has been used long enough to become a tradition for research. This method was also called the discovery method because, with this method, new science and technology could be discovered and developed. This method was quantitative because the researched data was in numbers, and the analysis used statistics.

Pre-experimental research was the type of research in this study. In the study, the researcher used a one-group pretest-posttest design. According to (Sugiyono, 2015:112) Pre-Experimental research results are the dependent variable, not solely influenced by the independent variable. Sugiyono states that the sample is first given a pretest (initial test) in the One-Group Pretest-posttest before the treatment is given. Before being given treatment, the sample is given a posttest (final test).

The results of treatment could be known more accurately because it could compare with the previous situation given treatment. Researched with one group pretest-posttest design, observations were made twice before and after the experiment. This design could be described as follows:

$$O_1 \text{ X } O_2$$

Where:

$O_1$  = Pre-test value (before treatment)

$O_2$  = Post-test value (after treatment)

X = (Treatment)

Explanation:

$O_1$ : The researcher is doing the first test to know the students' speaking skills by giving the question before the treatment.

X: The researcher gives the treatment by applying the Action Learning Method.

$O_2$ : The researcher did the last test to know the students' speaking skills by giving the question after the treatment.

One group pretest-posttest design was used in one subject researched, where a pretest was administered to ascertain the subject's starting situation, followed by a treatment and posttest to ascertain the subject's response to the treatment. The following could be shown as the researched design:

**Table.2 One-Group Pretest-Posttest Research Design**

Group	Pretest	Treatment	Posttest
Eight Grade	✓	✓	✓

From the table above, it could be described that in the first step, the researcher organized a pretest to measure the students' speaking skills in the eighth grade of SMPN 6 Kunto Darussalam. Then the researcher applied the experimental treatment of teaching speaking skills using action action-learned method. Lastly, after conducting the treatment, the researcher administered a posttest to measure the students' speaking skills in the eighth grade of SMPN 6 Kunto Darussalam. The experimental treatment was then evaluated by comparing the pretest and post-test scores.

## **B. Setting of the Research**

Researcher was did the researched at eight grade of smpn 6 kunto darussalam. Located at Jl. Kenanga, bagan tujuh, kunto darussalam district, rokan hulu regency

## **C. Population and Sample**

### **C.1 Population of The Research**

This study's population was all eighth-grade students from SMPN 6 Kunto Darussalam. The eighth-grade students of SMPN 6 Kunto Darussalam in the academic year 2023/2024 consist of one class. According to (Sugiyono, 2016:126), the population was a generalization area consisting of objects/subjects with specific quantities and characteristics set by researchers that have been studied and then conclusions drawn. The number of students in eight garde population was as follows:

**Table.3 Population Of The Research**

Class	The Number Of The Student		Total Population
	Male	Female	
Eight Grade	9	9	18
TOTAL	9	9	18

The two variables used in this study are the independent variable (x) and the dependent variable (y). According to (Sugiyono, 2019), the independent variable was a variable influencing or causing the change or emergence of the dependent variable (bound). The dependent variable was a variable that was influenced by or was the result because of the independent variables.

1. The Independent Variable (X) in this research uses the Action Learning Method (ALM).
2. This research's Dependent Variable (Y) is Students' Speaking Skills.

### **C.2 Sample of The Research**

Selecting a sample was a significant step in conducting a research study. The sample was more specific than the population. (Sugiyono, 2016:127) When popular bears, researchers cannot possibly study everything about the population. The researcher chose eighth grade with 18 students as the sample in this research.

According to (Sugiyono, 2016:134), total sampling is a sampling technique in which all population members are sampled. Research conducted on populations under 100 should be carried out using a census so that all population members are sampled as subjects studied or as respondents who provide information.

**Table 4. The Sample at Eight Grade of SMPN 6 Kunto Darussalam**

Class	Male	Female	Total
VIII	9	9	18
Total			18

#### **D. Instrumentation of the Research**

This research instrument was used to measure the values of the research variable. In this research, the effect of the used action-learned method is. The researcher used a speaking test. The researcher used a pretest and posttest design. According to Sugiyono (2016:148), a research instrument is a tool used to measure the natural and social phenomena observed. It means the instruments were the media researchers used to collect participant data. The researcher needed a few instruments for this study to collect data. Following were some instruments employed during the research to evaluate speaking skills in the eighth grade of SMPN 6 Kunto Darussalam :

##### **1. Observation**

In this study, the researcher used observation to directly observe events or phenomena that were the focus of the research. With observation, the researcher could obtain data directly and interact in the natural environment. The researcher asked permission from an English teacher at SMPN 6 Kunto Darussalam.

##### **2. Speaking Test**

In this study, the researcher would use a test as the instrument. According to (Arikunto, 2008), tests are instruments or processes used to determine or measure

something in a setting by predetermined protocols and guidelines. The researcher would give the pre-test and post-test. First: a pre-test was given to the students to measure their speaking skills before the treatment. Second: after conducting a pre-test, the researcher gave the treatment to the students. The treatment here means instruction steps of action learned method. The last: post-test was given to the students to measure their speaking skills after getting the treatment. The topic was “Bigger is not always better.

The researcher used a scoring rubric from Arthur Hughes (2003) to analyze their speaking skill. Meanwhile, Arthur Hughes assessed students' speaking skills with a speaking component (2003: 131). The scoring of consist five criteria: Pronunciation, grammar, vocabulary, fluency, and comprehension.

**Table 5.**

**Speaking Assessment Rubrics**

<b>Pronunciation (20%)</b>	<b>Level</b>	<b>Indicator</b>
	1	Pronunciation is frequently unintelligible.
	2	Frequent gross errors and a heavy accent make understanding difficult and require frequent repetition.
	3	Foreign accents require concentrated listening, and mispronunciations lead to occasional misunderstandings and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciation, which do not interfere with understanding.
	5	No Conspicounsmispronunciations, but would not be taken for a native speaker.
	6	Native Pronunciation, with no trace of a foreign accent.
<b>Grammar (20%)</b>	1	Grammar is almost entirely inaccurate. Expert in stock phrases.

	2	Constant error showing control of every few major patterns and fluently prevents communication.
	3	Occasional errors show imperfect control of some patterns but no weakness that causes misunderstanding.
	4	Frequent errors show control of every few major patterns uncontrolled and causing occasional irritation and misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the interview
<b>Vocabulary (20%)</b>	1	Vocabulary is inadequate for evens the most superficial conversation.
	2	Vocabulary is limited to basic personal and survival.
	3	The choice of words is sometimes inaccurate; vocabulary limitations prevent discussing some familiar professional and social.
	4	Professional vocabulary adequate to discuss particular interest: general vocabulary discussion of any non-technical subject with some circumlocution.
	5	Professional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situations.
	6	Vocabulary is as accurate and extensive as that of an educated native speaker.
<b>Fluency (20%)</b>	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is slow and uneven except for short or routine sentences.
	3	Speech is frequently hesitant and jerky: sentences may be left uncompleted.
	4	Speech is occasionally hesitant, whit some unevenness caused by rephrasing and groping for words.
	5	Speech is effortless and smooth but perceptibly non-native in speech and evenness.
	6	Speech on all professional and general topics is as effortless and smooth as a native speaker's.
<b>Comprehension (20%)</b>	1	Understanding too little for the simplest type of conversation.

	2	Understanding only slow, elementary speech on the common social touristy topic: requires constant repetition and rephrasing.
	3	Understanding quite well formal educated speech directed to him but requires occasional repetition and rephrasing.
	4	Understandably carefully, some simplified speech directs to him considerable repetition and rephrasing.
	5	Understand everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid slurred speech.
	6	Understand everything in formal and colloquial speech to be expected of educated native speakers.

**Table 6. Weighting in the percentage of speaking skill**

WEIGHTING TABLE						
	1	2	3	4	5	6
Pronunciation	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,3	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

(Transcript Score of the weighting table by Arthur Hughes 2003)



### 3. Interview

The researcher used the interview to collect data about how the action-learned method had affected the students' speaking abilities in the eighth grade of SMPN 6 Kunto Darussalam. According to Sugiyono (2016: 194), interviews were used as a data collection technique if the researcher wanted to conduct a preliminary study to find problems that must be studied and if the researcher wanted to know things from respondents that were more in-depth. This interview used the Indonesian language, which was everyday language, so it was easier for students to answer and explain some of the questions during the interview.

**Table 7. Interview Questions**

No	Question	Answer
1.	How did you feel about learning English using the action learning method?	
2.	What did you think about this action-learned method in English lessons, especially in English speaking skills?	
3.	What made you dislike learning English using this action-learned method? So you got a low score compared to other friends.	
4.	What made you like learning English using this action-learned method? So you got a high score compared to other friends.	

**Table. 8 Indicators of Action Learning**

No	Indicators	Topic
1.	Learning begins with not knowing.	
2.	Individuals and groups who assume responsibility stand the best chance of	
3.	Learning involves both programmed knowledge and questioning insight. Learning should be greater than the rate of	

## **E. Procedure of the Research**

### **E.1 The Procedure of The group pre-test post-test Design**

Here are the procedures of pre-experimental research that used one group pre-test and post-test design :

#### **a. Pre-test**

The researcher administered a pre-test on March 02th, 2023, to know students' speaking skill ability before being taught using the action learning method. Eighteen students followed this test. The students chose one of two topics to describe and compare with their friends and went in front of the class to introduce themselves and present the topic for a minimum of two and a maximum of five minutes.

#### **b. Treatment**

After conducting the pre-test, the researcher gave treatment to the students. The treatment that the researcher will use is the action learned method toward students' speaking skills in discussion in the performance team to describe the topic about the comparison in the school environment that had been provided. This treatment was

ordered to know if there was any significant effect on students' speaking skills after using the action learned.

c. Post-test

After conducting the treatment for the students, the researcher administered a post-test on 30th March 2023. The purpose of giving a post-test was to find the effect on students' speaking skills after using the action-learned method, where there was no significant difference in the students speaking skills. Post-test was given to the class with the material more prominent was not always better.

The researcher would conduct the treatment and instruct using the action-learned method (ALM). The steps involved in data collection were chronologically organized as follows:

**Table.9 Teacher Activities at Eight Grade**

No	Activities	Teacher Activities	Students's Activities
1.	Pre-activities	<ul style="list-style-type: none"> <li>• Greeting the students'</li> <li>• Praying together</li> <li>• Check Attendance list</li> <li>• Give motivation to the students before starting learning.</li> <li>• Apperception (telling the purpose of learning material and what related with the previous lesson)</li> <li>• Give a pre-test discussion about the material speaking test.</li> </ul>	<ul style="list-style-type: none"> <li>• The students say greetings, pray, answer the teacher's questions, and open the book.</li> </ul>
2.	While Activities	<ul style="list-style-type: none"> <li>• The teacher opened the class with greetings and conditions to the students and briefly explained what they would</li> </ul>	<ul style="list-style-type: none"> <li>• The students listen to the teacher's explanation</li> <li>• The students must</li> </ul>

		<p>do in the meeting.</p> <ul style="list-style-type: none"> <li>• The teacher gives the material about “The Bigger Is Not Always Better” (Takes place when spoken).</li> <li>• The teacher explains what the action learning method is in the learning process.</li> <li>• The teacher gives the example of material, model, and instruction.</li> <li>• The teacher tries to use Action Learning Method.</li> </ul> <p><b>Step 1:</b> The teacher forms three groups of students so that they are more active and enthusiastic about learning together.</p> <p><b>Step 2:</b> The teacher introduces lesson topics, especially learning to compare Buildings, Flower plants, and Trees.</p> <p><b>Step 3:</b> The teacher uses this method to determine the actions to be taken with their groups in fieldwork and be able to observe and solve problems according to the learning material.</p> <p><b>Step 4:</b> The teacher asks the students to discuss the material in groups.</p> <p><b>Step 5:</b> The teacher asks the students to make another example to describe the comparison in the school environment that has been provided based on the Action Learning Method (ALM).</p>	<p>active</p> <ul style="list-style-type: none"> <li>• The students listen to the instruction</li> <li>• Start a team discussion</li> </ul>
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		<p><b>Step 6:</b> The teacher asks the students to define action goals and present the action in front of the class with a question and answer session with the teacher and another group in their own language.</p>	
3.	Post-Activities	<ul style="list-style-type: none"> <li>• Greeting the students'</li> <li>• Praying together</li> <li>• Check Attendance list</li> <li>• The teacher instructs students to conclude the material.</li> <li>• Give a post-test about the material speaking test.</li> <li>• The teacher asks the students to discuss and present the comparison of the value of their English subject score.</li> <li>• The teacher tells about the following material</li> <li>• Closing the lesson Greeting the students</li> </ul>	<ul style="list-style-type: none"> <li>• The students try to conclude the material</li> <li>• The student tries to do the post-test.</li> <li>• The students say greetings.</li> </ul>

#### e. Technique of Collecting the Data

This study collected the data through pre-tests and post-tests by giving the students oral tests. Data collection techniques used in this research on the effect of used action learning method on students' speaking skills in the eighth grade of SMPN 6 Kunto Darussalam was a performance test in a team. Widoyo stated that (2012: 33) to collect the data researcher could use many methods. There were questionnaires, interviews, observations, and tests.

The research was conducted five times, pre-test in the first meeting, three times for the treatment, and the last meeting post-test. The researcher acted action-learned steps performance test in the team of eighth-grade students of SMPN 6 Kunto Darussalam to collect the data as follows:

**a. Pre-test**

The pre-test was conducted in the first meeting to measure students' speaking skills before treatment. The researcher gave an oral test. The eighth-grade students were about "bigger is not always better" to compare the weight of their friends in class.

**b. Treatment**

After the given pre-test, the researcher did the treatment using the action learned method toward students' speaking skills. In the classroom, the researcher taught the students how to compare buildings and plants in the school environment using the action-learned method. The procedure treatment in eighth grade showed as follows:

*a. Meeting 1*

Gave stimulation for the students with some questions related to the material.

- The teacher started the teaching and learning process. The researcher would explain and have been given a performance test in the team. The form of the topic is to compare people, animals, plants, and things.
- Students' assignments must do observations and explain the topic in the test. Students must be active and discuss the topic during observation.

- The researcher divided the team, where 1 class consisted of 18 students, divided into three groups, each group consisting of 6 students, with the aim the communicating, expressing opinions, and thinking critically to one another when working on and observing tests in the team. According to (Agustina Fatmawati, 2016) Team, Action Learning is done by a team of 4 or 8 people.

b. *Meeting 2*

- In this meeting, the students learned by using the action-learned method. After becoming a group, tests in teams were given to each group. Students must be able to identify problems, observe, and also make been able observations of the school environment. Anything that differentiates one building and plant from another around the school. Then turn on aim, and talk about the goal in the field test with the team.
- Students must set goals and develop actions while thinking critically, collaborating, communicating, and creatively.
- After setting goals, students determine the actions to be carried out in fieldwork during observation. Action Learning must be by reality based on one's experience.
- Students recorded the results of teamwork and presented them in class with question and answer sessions with the teacher and other groups using their language. Students must be able to control the team during the presentation.

c. *Meeting 3*

- Each team again discussed the results of their work and the results of their fieldwork, and what differences they got around the environment during observations with the team leader and other team members.
- Discuss what preparations will be a presentation of the result of fieldwork.

d. *Meeting 4*

- In the last meeting, the researcher asked each team to present their work in front of the class, open a question and answer session, and provide responses to other teams and the teacher.
- The teacher uses a scoring speaking test to know the result of the study.

**c. Post-test**

The post-test was conducted in the last meeting to measure students' speaking skills after getting treatment. The post-test aims to determine the effect of students speaking skills after using the action learning method. The researcher gave an oral test again. Regarding different topics with the pre-test, the eighth-grade students chose "The bigger is not always better" to compare their scores in English lessons and other subjects. The last gave score them by raters. The students' scores are based on five elements: pronunciation, fluency, vocabulary, grammar, and comprehension.

**Table 10. Teacher Activities In Eight Grade**

No	Meeting	Topic	Teaching Process
1.	1 <sup>st</sup>	"To compare the scores in English lessons and other subjects."	Pre-test
2.	2 <sup>nd</sup>	"Greeting and stimulation of using	Treatment



		action learning method”	
<b>3.</b>	3 <sup>th</sup>	“ Performance team how to compare buildings and plants in the school environment.”	Treatment
<b>4.</b>	4 <sup>th</sup>	“To compare the scores in English lessons and another subject.”	Treatment

#### **F. Technique of Data Analysis**

To get a percentage of students' speaking, one standard method of assessing speaking skills is based on the following scoring of the students speaking skills.

**Table 11. Range of the score speaking skill**

<b>Range of the Score</b>	<b>The level of the Skill</b>
<b>81-100</b>	<b>Excellent</b>
<b>61-80</b>	<b>Good</b>
<b>41-60</b>	<b>Average</b>
<b>21-40</b>	<b>Fair</b>
<b>0-20</b>	<b>Poor</b>

The researcher calculates the deviation between the pre-test and post-test of eighth grade. To analyze the data, the researcher used a statistical test. Descriptive statistical analysis is conducted during the data analysis process. The data will be analyzed using the SPSS program. There are:

## **A. Hypothesis Testing**

The hypothesis must be evaluated through data analysis to determine whether it should be accepted or rejected. The paired sample T-test will be used in this study to evaluate the hypothesis.

### **A.1 Paired Sample T-test**

A technique for testing a hypothesis when the data being utilized is not independent is called a paired t-test (paired). One person (the study object) getting two separate treatments, such as data from the before treatment and after treatment, is the characteristic that appears most frequently in paired situations. According to (Widyanto, 2013:3), the paired sample t-test is one of the test methods used to assess the effectiveness of the treatment, marked by a difference in the average before and after the treatment is given.

Data on an interval or ratio scale is required to carry out this test. What is meant by paired samples is that we use the same samples, but the test is carried out on the sample twice at different times or with specific time intervals. The test uses a significant 0.05 ( $\alpha=5\%$ ) between the independent and dependent variables. The basis for accepting or rejecting  $H_0$  in this test is as follows.

1. If the significant value is  $> 0.05$ ,  $H_0$  is accepted, or  $H_a$  is rejected (the performance difference is insignificant).
2. If the significant value  $< 0.05$ ,  $H_0$  is rejected, or  $H_a$  is accepted (significant performance difference).

This test proves whether the research samples have significantly different averages before and after the IPO. The author used this analysis tool because, in this study, two paired samples were used. This paired sample is the same subject but experiences two different treatments or measurements, namely before and after the IPO.

Paired T-test formula:

$$t_{hit} = \frac{D}{\frac{SD}{(\sqrt{N})}}$$

$$SD = \sqrt{var}$$

$$var(s^2) = \frac{1}{n-1} \sum_{i=1}^n a^{n-k} \sum_{n=1}^{\infty} (xi - x^-)$$

t = Calculated t value

D = Mean of sample 1 and 2 measurements

SD = Standart deviation of sample 1 and 2 measurements

N = Number of samples