CHAPTER I
INTRODUCTION

This chapter elaborates research background, research questions, the purposes of the research, research significances, conceptual framework, hypothesis and previous studies.

A. Background of The Research

The worldwide educational institution English First (2017), announced a comprehensive report on the EF English Proficiency Index (EF EPI) in 112 countries. According to this report, English proficiency in Indonesia is in the low category at 74th, while Singapore is in 10th place in 2021. The rank changes within several years, but still Indonesia is at the lower level compared to other Asian countries and non-English speaking countries. Even recent report shows lower rank that Indonesia was ranked 80th in a global English Proficiency Index, decreasing down to six place compared to last year's position.

Observing such a condition, Fitriani (2022), states that the most important factor of the problem is that Indonesia lacks the public understanding that English is an important international language. In addition to the lack of awareness on the part of Indonesians, another key factor that limits English language proficiency is the education curriculum that has limited focus on English. Lastly, the English language skills of Indonesian teachers are also limited, especially when further away from the bigger cities.

Despite Indonesia's low ranking in English proficiency according to global English Proficiency Index, the government through the Ministry of Education continues to require English language learning as one of the main learning subjects from elementary school to high school and even makes the English Test as a National Examination. This is because English language is a very important communication tools in the world networks, especially for students and young generation, Besides, English proficiency correlates with wider opportunities that can contribute to individual and national economic growth and well-developed English language skills help to compete in the global world.

Learning English language, as well as other foreign languages, to reach higher proficiency is really a challenge. There are difficulties and problems, but also there are more opportunities and solutions to such a situation. Learning foreign languages always needs innovative approaches and methods based on the condition of the learners, the learning facilities, and the aims of learning. In fact, the way of learning English continues to change along with the times. Various English learning techniques are created to attract students' interest in learning. This is a real challenge for English teachers in any level of education to create innovations so that students can be actively involved in the learning process and achieve the goals.

This study aims to explore students' difficulties in speaking skills and to find out alternative solutions of what students need to do to improve their English speaking skills. One of innovative approaches offered in this study is that of Action Learning. Serrat (2017) defines Action Learning as an educational process by which a person studies their own actions and experiences to improve performance. Action Learning is defined as a process that brings together people of various skills into a group to analyze actual work problems and develop action plans. The use of the Action Learning is a process in bringing together people in solving problems and finding action solutions. In the Action Learning method, there is a learning through small group activities carried out with the aim of providing accuracy and speed in the learning process. Action Learning is a form of learning by doing. The learning process is carried out together in groups, where groups are given tasks with the aim of improving students' pronunciation skills, vocabulary, accuracy and fluency. This approach is carried out to improve students' English speaking skills in everyday life.

As we know, speaking is an important language skill to acquire by anyone who learns a foreign language, including English. The ability to speak a foreign language is frequently measured with the success of learning the language. Harmer (2001) states that the ability to process information and language 'on the spot' is the basic ability to speak fluently, not about knowledge of language characteristics but also about knowledge of language characteristics. During speaking, we can convey questions, facts, opinions and events or describe things or objects. Speaking skills are the beginning for humans to build social relationships. At school, teachers use

their speaking skills to convey what they have learned to their students. When students study in school the teacher must ensure that all students are not passive by providing opportunities to speak in language classes.

To cope with this, Action Learning will be applied in the teaching of speaking. The strategy will be implemented at SMA Karya Budi, Cileunyi, Bandung with the number of students in one class at SMA Karya Budi is 25-30 students. By applying the Action Learning method to SMA Karya Budi students, it is hoped that students' understanding and enthusiasm for learning English will be better.

According to Omiyefa (2021) Action Learning strategies increase knowledge of Nigerian students more than conventional strategies. This is due to strategies that allow them to work collaboratively with their peers, move beyond thinking, and feeling to act on the values they encounter in the experimental group. Furthermore, According to Fauziah, Meti Indrowati, and Joko Ariyanto (2015) character internalization (caring, intelligent, independent, and responsible) between the Action Learning treatment groups had an average internalization questionnaire score of 10% better than the group without Action Learning. According to Atara Sivan, Dennis W. K. Chan (2014), Interpersonal teacher behaviour is an important aspect of a conducive classroom environment for student learning. In this case, teacher feedback on projects demonstrates its contribution to their understanding of teacher interpersonal and awareness of possible improvements in student learning.

From the three studies, the results showed that the use of Action Learning can affect student achievement and interpersonal teacher behaviour, but in these three studies, Action Learning research has not been carried out on learning speaking skills.

B. Research Questions

Referring to the research problems mentioned above, this problem is formulated into the following research questions:

1. What are the students speaking skills before using Action Learning Strategy?
2. What are the students' speaking skills after using Action Learning Strategy?
3. How significant is the difference between the students speaking skills before and after using Action Learning Strategy?

C. Research Purposes

The purposes of the background are formulated into the following purposes:

1. To find students' speaking skills before using Action Learning Strategy.
2. To find students' speaking skills after using Action Learning Strategy.
3. To describe significant students' speaking skills between before and after using Action Learning Strategy.

D. The Significances of the Research

This research is expected to give useful contributions practically and theoretically. Practically, this research is significant to the researchers, teachers, and students:

1. For English teachers, research results are expected to provide them with alternative techniques for teaching speaking to Senior High School students.
2. For researchers, the results of this study can develop their experience related to their knowledge in research on education and teaching English, especially for Action Learning Strategy.
3. For students, the results of this study are expected to give them new experiences in learning English, especially in learning speaking skills.

Theoretically, this study provides findings which can contribute to English education process in enriching theories, method and techniques of Action Learning Strategy as one of the solutions in overcoming the speaking problem that occurs in the EFL class, especially for the Senior High School level.

E. Research Scope

Action Learning Strategy is a learning method that can be used to improve students' English speaking skills. Action Learning is presented in a structured manner that can stimulate students to develop ideas for thinking and speaking skills by conducting conversational activities in real time. Many research reports on Action Learning Strategies discuss students' ability to solve problems or take actions that students must face. Thus, the purpose of this study was to see how much influence the use of Action Learning strategies had on the speaking skills of young learners.

F. Conceptual Framework

1. Action Learning Strategies

According to WIAL-World Institute for Action Learning (2015), Action Learning helps individual members overcome real-world problems in speaking English through a highly structured and facilitated team action process.

According to Ruebling (2007) is just a dream when the vision is carried out without any action being taken. Action without vision is just the passage of time. With action, vision changes the world. Action Learning becomes an alternative in improving, helping, and stimulate people's development to the next level.

2. Speaking Skills

According to Kholmurod, (2021) In speaking, there is an active use of language to express meaning or convey certain intentions to others so that others can understand the meaning. The simplest and grammatically correct words must be found by a speaker in order to convey meaning accurately and precisely and the discourse needs to be organized so that the listener will understand (Cameron, 2001).

Based on the above understanding, speaking is a productive language skill. These activities involve two or more people interacting to send and receive messages using verbal and non-verbal language (Ginusti, 2014).

a. EFL Students' Problems in Speaking

There are various difficulties in learning foreign languages, especially in learning speaking skills. In addition to the problems as mentioned in the background of this study, the following are problems in improving speaking skills according to Tuan & Mai (2015): Inhabitation, nothing to say, low or uneven participation, and mother tongue use. These problems can be an obstacle for students to improve their speaking skills. The reason why students have problems in speaking is linguistic problems including they are poor in vocabulary, grammar, and pronunciation.

b. Classroom Speaking Activities

Experts state that teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are: Communication Games, Discussion, Acting from Script, Prepared Talk, Questionnaires, and Simulation/Role Play.

Teachers can practice such activities to teach speaking. Teachers can choose activities related to the topic and purpose of the lesson. In addition, they must consider the situation, condition, and material of the students to be taught. Teachers need to emphasize learning on real-life situations, authentic activities and meaningful assignments to improve communication in the classroom. To develop these productive skills, students need intensive and constant practice.

c. Action Learning Strategy

Action Learning is a learning strategy that allows small groups to work regularly and together to solve problems, take action, and learn individually and in teams at the same time (Serrat, 2017). Action Learning provides participants with opportunities to pool their knowledge and skills,

share learning tasks, question each other's views and ideas and learn how to work productively in a team.

G. Hyphothesis

To answer the research problems that have been described, the following hypotheses can be proposed: Action Learning strategies can improve students' speaking skills in English lessons at Third Grade of SMA Karya Budi Bandung. The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho).

1. Null Hypothesis (Ho)

The null hypothesis (H0) is a hypothesis that states that there is no relationship between the independent variable (X) and the dependent variable (Y). This means that there is no significant influence in the use of Action Learning Strategy to EFL Students Speaking Skills.

2. Alternative Hypothesis (Ha)

Alternative Hypothesis (Ha) is a hypothesis that states that there is a relationship between the independent variable (X) and the dependent variable (Y) under study. This means that there is a significant difference in the use of Action Learning Strategy on EFL Students Speaking Skills.

Action Learning Strategy indicates Independent Variable (X) and Dependent Variable (Y) is indicated by EFL Student Speaking Skill.

H. Previous Studies

There are several previous studies related to the topic of Action Learning. The first study was conducted by Atara Sivan, Dennis W. K. Chan (2014) The title of this research is "Enhancing teachers' understanding of their interpersonal behaviour in the classroom: an Action Learning project". This study reports on a project that aims to improve the interpersonal behavior of teachers in the classroom by raising their awareness of their interactions with students. Twenty-one Hong Kong secondary school teachers and their students participated in Action Learning involving completion of the Questionnaire on Teacher Interaction (QTI) and

teacher reflection on the data with the researcher acting as a 'critical friend'. The results show that teachers with teaching Action Learning are considered to show more leadership, friendliness and understanding than uncertain, dissatisfied and reprimanded behavior.

The second study was conducted by Omiyefa (2021) the title of the research is "Action Learning Strategy and Students' Knowledge of Character Education Concepts in Social Studies". This study aims to determine how much impact is given to the influence of Action Learning strategies on students' knowledge of the concept of social studies character education. The sample consisted of 339 participants drawn from four co-educational schools (for boys and girls) in two local governments in the city of Ile-Ife, Osun State. The results showed that the academic abilities possessed by students had a significant main influence on students' knowledge of the concept of character education. This finding is due to the fact that Action Learning strategies facilitate effective teaching and learning of various emerging themes (character education, environmental education and population education, inclusive) in social studies.

Then, the last study was conducted by Irfana Fauziah, Meti Indrowati, Joko Ariyanto (2015). The title of the research is "The Implementation of Action Learning Strategy Toward Students' Character Building in Biology Learning Process." This study used Action Learning as learning Biology. The research was conducted using qualitative analysis. This study aims to determine whether or not there are differences in the level of character internalization (caring, intelligent, independent, and responsible) between the control group and the Action Learning treatment group in learning the basic biology of photosynthesis. The population in this study were all eighth grade students of SMP Negeri 5 Surakarta with cluster sampling. The results of the random sample selection determined class VIIIG with a number of students (27 Students) as the experimental group applying the Action Learning strategy. Class VIIIH (26 Students) as the control group who applied conventional learning. Characteristics of students and student progress after carrying out Action Learning is always observed the effect. The results show that

the application of Action Learning strategies can increase the internalization of a responsible, independent and intelligent personality

Table 1.1 Comparison with Previous Research

No	Writer	Title	Research result	Variabel	Difference
1.	Atara Sivan, Dennis W. K. Chan (2014)	Enhancing teachers' understanding of their interpersonal behaviour in the classroom: an Action Learning project	Teachers with teaching Action Learning are considered to show more leadership, friendliness and understanding than uncertain, dissatisfied and reprimanded behavior.	- Teacher Leadership - Interpersonal Teacher Behaviour - Action Learning Project	- Focusing on Teacher's behavior - Cultural Setting from Hongkong - Quantitative and Qualitative data collected
2.	Muraina Olugbenga Omiyefa (2021)	Action Learning Strategy and Students' Knowledge of Character Education Concepts in Social Studies	There is a significant main influence on students' knowledge about the concept of character education. This finding explains that Action Learning strategies facilitate effective	- Action Learning Strategy - Students' knowledge of character - Environmental education - Academic ability - Social Studies	- Action Learning strategy is applied to social studies learning. - 339 Nigerian Middle School students as research sample from 4 different schools (two schools are taught with conventional

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			teaching and learning processes from various themes that appear in social studies.		lecture strategies and two schools are taught with Aks Learning Strategies)
3.	Irfana Fauziah, Meti Indrowati, Joko Ariyanto (2015)	The Implementation of Action Learning Strategy Toward Students' Character Building in Biology Learning Process.	The application of Action Learning strategies could improve the internalization of compassionate, intelligent, independent, and responsible personalities.	- Action Learning Strategy - Biology Learning Process - Students' Character Building	- Application of Action Learning to Biology subjects - The research design is Nonequivalent Control Group Design - The object of research is a class VIII student of SMP Negeri 5 Surakarta