

THE EFFECT OF ACTION LEARNING STRATEGIES TOWARD STUDENTS' SELF-CONFIDENCE IN SPEAKING SKILL

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ABSTRACTS	ARTICLE INFO
<p>Speaking ability is one of the essential skills in language learning; however, many students still face difficulties such as fear, anxiety, and lack of confidence when speaking in public. This study aims to investigate the effect of implementing the Action Learning strategy on students' self-confidence in speaking skill at SMPN 9 Mataram in the academic year 2024/2025. This research employed a quantitative approach with a quasi-experimental design, specifically the Non-Equivalent Control Group Design. The sample consisted of two classes of eighth-grade students selected through purposive sampling: the experimental class (30 students) was taught using the Action Learning strategy, while the control class (30 students) received conventional instruction. The instruments used were a self-confidence questionnaire and a speaking test, and the data were analyzed using t-tests with the aid of SPSS software. The findings revealed a significant improvement in the experimental class, with the average questionnaire score increasing from 36.1 to 47.9, and the speaking test score rising from 14.2 to 20.1. In contrast, the control class showed only slight and insignificant improvements. The independent-sample t-test confirmed a significant difference between the post-test results of both groups ($p < 0.05$). Therefore, it can be concluded that the Action Learning strategy has a positive and significant effect on enhancing students' self-confidence in speaking.</p>	<p>Article History: <i>Received: 3rd April 2026</i> <i>Revised: 21st April 2026</i> <i>Published: April 2026</i></p> <hr/> <p>Keywords: <i>Action Learning strategy,</i> <i>Students Self_confidence'</i> <i>Speaking skill</i></p>

INTRODUCTION

Speaking ability is one of the important competencies in language mastery, both in the context of learning and everyday life. In the educational process, speaking skills not only reflect mastery of the material but also support students' confidence in actively expressing ideas (Putri & Pratama, 2021). However, the facts on the ground show that many students experience obstacles in speaking, such as shyness, fear of being wrong, and lack of courage to appear in public.

One of the factors that influences students' success in speaking is self-confidence. According to Handayani (2022), self-confidence is a very important psychological aspect in supporting students to appear actively and dare to express ideas. Students' confidence in speaking can be formed through positive, interactive, and meaningful learning experiences

Action learning strategy is a learning approach that emphasizes direct practice activities, real problem solving, and reflection on students' learning experiences. This strategy has been proven to increase student engagement and self-confidence through structured collaborative activities (Rahmawati & Fadli, 2023). In addition, action learning encourages students to think critically and take an active role in the learning process, which ultimately

increases their courage to speak.

In line with the independent learning curriculum that emphasizes active, contextual, and student-centred learning, action learning strategies are a relevant alternative to be implemented in the classroom. In a recent study, Sari and Nugroho (2024) showed that the application of action-based learning strategies can significantly increase students' self-confidence, especially in presentation and group discussion activities.

The ability to speak is one aspect of language skills that is very important in the world of education and social life. In the 21st century learning era, students are required to be able to communicate ideas, opinions, and information effectively. However, in reality, many students still feel less confident when asked to speak in front of the class, either in the form of presentations or discussions (Kurniawati² & Saputra, 2024).

Self-confidence is one of the psychological factors that influences students' success in speaking. According to Hasanah and Dewi (2025), students with low levels of self-confidence tend to be passive, hesitant, and afraid of making mistakes when speaking. Therefore, a learning approach is needed that can develop students' self-confidence through active involvement and direct experience in learning activities.

One relevant strategy is the action learning strategy, which is an approach that emphasizes the learning process through real action, problem solving, and reflection. This strategy provides space for students to experience, try, fail, and improve directly in authentic learning situations (Rahmawati & Fadli, 2023). A recent study by Yuliana and Prasetyo (2024) showed that the application of the action learning strategy significantly increased students' activeness and self-confidence in speaking activities in class. Furthermore, the current Merdeka Curriculum emphasizes the importance of student-centered and experience-based learning. This is in line with the principles of action learning strategies, where students are not only recipients of information, but also active actors in the learning process (Kemendikbudristek, 2025). In the context of language learning, this strategy can be an effective means of developing students' courage in conveying ideas orally.

Speaking ability is one of the basic skills that is important in the learning process, especially in language subjects. One factor that influences students' success in public speaking is self-confidence. Students who have a high level of self-confidence tend to be more courageous in expressing their opinions, are active in discussions, and are not easily nervous when speaking in front of friends or teachers.

However, the reality on the ground shows that many students still feel hesitant, afraid of making mistakes, and reluctant to speak in front of the class. This lack of self-confidence is often caused by learning methods that do not provide space for active student participation. According to Yanas (2020), students' self-confidence is closely related to speaking ability, where students with high self-confidence tend to show better speaking performance.

In an effort to increase students' self-confidence, teachers need to apply active and participatory learning strategies. One approach that can be used is the action learning strategy, which emphasizes the learning process through action, reflection, and collaborative problem solving. Basalama (2020) state

that interactive and real-life experience-based learning strategies can help students be more courageous in expressing ideas verbally.

Furthermore, research by Purwani, Muslim, and Nugroho (2020) shows that learning strategies such as Time Token, which provide equal opportunities to speak to all students, can increase self-confidence and learning achievement. This shows that learning strategies that provide a safe space and equal opportunities for students to speak have a positive impact on developing self-confidence.

Speaking ability is one of the important skills in language learning. However, many students lack confidence in public speaking due to various factors, such as lack of practice, fear of making mistakes, and an unsupportive learning environment. Action learning strategies emphasize direct experience, reflection, and active involvement of students in the learning process. This strategy is believed to be able to increase student confidence through meaningful real activities.

Seeing the importance of the role of self-confidence in supporting students' speaking skills and the potential of action learning strategies in developing them, the researcher wants to study the effect of action learning strategies on students' self-confidence in speaking at SMPN 9 Mataram in academic year 2024/2025.

RESEARCH METHOD

According to Arifin, Z. (2023:52) Research design or plan is a framework of reference for researchers to examine the relationship between variables in a study. Research design can be used as a guide for researchers to answer research objectives and at the same time as a guideline during the research process. The uses of research design include; (a) As a means for researchers to answer research questions, (b) As a tool for researchers to control or control variables that influence research, (c) As a guide for researchers in the data collection process and (d) As a reference material for researchers in making conclusions from research results. The research design used is Non-Equivalent Control Group Design. In this design, the two groups (experimental and control) are not selected randomly, but are given a pretest and posttest. According to Arifin, Z. (2023:59) Non-Equivalent Control Group Design, This design is almost the same as the pre-test-post-test control group design, only in this design the experimental group and the control group are not selected randomly. In this design, both the experimental group and the control group are compared, although the groups are selected and placed without going through random. Two groups (X and Y) are given a pre-test (speaking test), then group X is given treatment with (action learning), while group Y is not given treatment (conventional), and finally both groups X and Y are given a

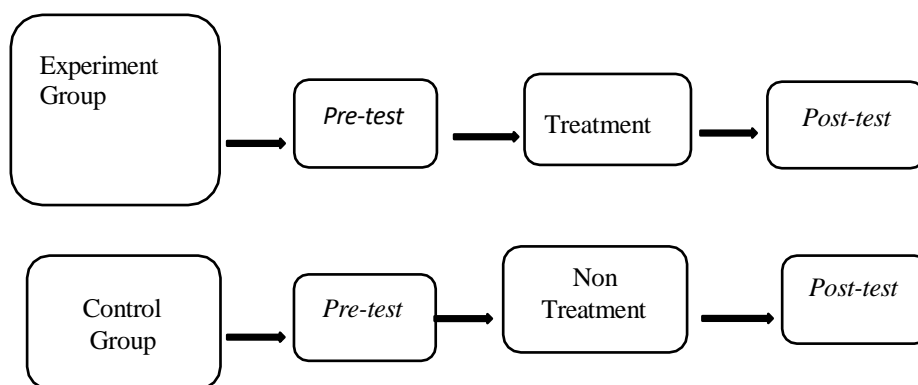


Figure 1 Schematic Non-Equivalen Control Group

RESEARCH FINDING AND DISCUSSION

This study was conducted with students of SMPN 9 Mataram, who were divided into two groups: the experimental class (30 students) and the control class (30 students). The experimental class was taught using the Action learning strategy, while the control class received instruction through conventional teaching methods. The instruments employed in

this research consisted of:

Self-Confidence Questionnaire (Likert scale 1–5, 12 items, score range 12–60).

Speaking Test (score range 6–24), which assessed aspects of language proficiency, vocabulary range, fluency, pronunciation clarity, content relevance, and self-confidence.

In the experimental class, the average pretest score was 36.1, which increased to 47.9 in the post test. In contrast, the control class had an average pretest score of 34.5, which increased slightly to 38.6 in the post test.

The improvement observed in the experimental class was considerably higher than that of the control class. The descriptive statistics are presented in the following table:

Tabel 1 Descriptive Statistics of Self-Confidence Questionnaire

Group	Mean	SD
Experimental Pretest	36.1	2.9
Experimental Posttest	47.9	3.1
Control Pretest	34.5	3.0
Control Posttest	38.6	2.8

These results indicate that the experimental class experienced a more substantial improvement in self-confidence compared to the control class.

Speaking Test Data

The experimental class achieved an average pretest score of 14.2, which increased to 20.1 in the posttest. Meanwhile, the control class had an average pretest score of 14.0, which increased only to 16.2 in the posttest.

This suggests that the Action learning strategy exerted a more significant effect on students’ speaking ability compared to conventional teaching. The results are summarized in the table below.

Tabel 2 Descriptive Statistics of Speaking Test

Group	Mean	SD
Experimental Pretest	14.2	2.0
Experimental Posttest	20.1 6	1.9
Control Pretest	14.0	2.1
Control Posttest	16.2	1.8

The improvement in the experimental class was markedly greater than that observed in the control class.

a. Test of Normality

Tabel 3 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
0001	VAR0	.1850	.3010	.955	0	.225
0002	VAR0	.1200	.200*	.956	0	.251

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test using Shapiro-Wilk, the significance value (Sig.) for the VAR00001 variable is 0.225 and for the VAR00002 variable is 0.251. Both significance values are greater than the significance level of 0.05, so it can be concluded that the data on both variables are normally distributed. This normal distribution indicates that the data is homogeneous, meaning that the data distribution is relatively even and there are no striking differences between the observed values and the expected normal distribution. Thus, the normality assumption is fulfilled, and the data is suitable for further parametric statistical tests.

b. Test of Homogeneity

Tabel 4 Test of Homogeneity of Variances

Levene			f1	f2	df
Statistic					Sig.
0001	VAR0	Based on Mean	1.648	0	.2186
		Based on Median	.925	0	.498
		Based on Median and with adjusted df	.925	3.680	.507
		Based on trimmed mean	1.579	0	.205

Based on the results of the variance homogeneity test using the Levene test, the significance value (Sig.) obtained on various calculation bases was 0.186 (Based on Mean), 0.498 (Based on Median), 0.507 (Based on Median and with adjusted df), and 0.205 (Based on trimmed mean). All of these significance values are greater than the significance level of

0.05. This indicates that the variance of the data in each group is the same or homogeneous. Thus, it can be concluded that the data meets the assumption of homogeneity

so that parametric statistical analysis can be continued, because one of the main requirements, namely the similarity of variance between groups, has been met.

With this assumption of homogeneity fulfilled, it can be ascertained that the differences that appear in the analysis results are not caused by variance heterogeneity between groups, but purely by the influence of the treatment or factor being studied. Homogeneity of variance also provides a strong basis that the data has stability and consistency of distribution, so that parametric statistical tests such as t-tests or ANOVA can be applied more accurately. This further strengthens the validity of the research results and increases confidence in the interpretation that will be made from the data.

The findings of this study demonstrate that the implementation of the Action learning strategy is effective in enhancing students' self-confidence in speaking. This is evidenced by the significant improvements observed in both the self-confidence questionnaire and the speaking test scores of the experimental class.

These results are consistent with constructivist learning theory, which emphasizes the importance of active student engagement in the learning process. The Action strategy, which highlights activity, communication, sharing, and interaction, provides students with opportunities to practice speaking in meaningful contexts, thereby fostering greater confidence in expressing their ideas.

Furthermore, the results are supported by previous research, including Bandura's (1997) theory of self-efficacy, which asserts that successful

experiences in performing tasks strengthen an individual's confidence. Other related studies also affirm that structured speaking opportunities can improve students' self-confidence in language learning contexts.

From a practical perspective, the Action strategy enables students to participate more actively in speaking activities, exchange ideas, and receive constructive feedback from peers and teachers. This process not only enhances their speaking ability but also nurtures their confidence in communicating effectively.

In conclusion, the findings confirm that the Action learning strategy significantly improves students' self-confidence in speaking. The experimental class, which received instruction through Action, outperformed the control class that relied on conventional teaching methods. This supports the research hypothesis (Ha) that the Action learning strategy exerts a positive and significant influence on the speaking self-confidence of SMPN 9 Mataram students.

CONCLUSION

Based on the findings of the research on The Effect of the Action Learning Strategy on Students' Self-Confidence in Speaking at SMPN 9 Mataram, the following conclusions can be drawn: The Action learning strategy has a significant effect on students' self-confidence in speaking. This is evidenced by the significant difference between the pretest and posttest mean scores in the experimental class, which showed greater improvement, compared to the control class.

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