

## **Enhancing English Speaking Skill Through Action Learning Strategy for Ninth Grade Students of Smp N 6 Semarang**

**Ziyadatul Hikmah<sup>1</sup>, Sukma Nur Ardini<sup>2</sup>, Nularsih<sup>3</sup>**

<sup>1</sup>PPG Prajabatan Gel II, Pascasarjana, Universitas PGRI Semarang, Jl. Sidodadi Timur No.24, Karangtempel, Kota Semarang, Jawa Tengah 50232

<sup>2</sup>Pendidikan Bahasa Inggris, FPBS, Universitas PGRI Semarang, Jl. Sidodadi Timur No. 24 Kota Semarang, 50232

<sup>3</sup>SMP Negeri 6 Semarang, Jl. Patimura No. 9, Semarang, Jawa Tengah, 50123

E-mail: [ziyadatulhikm@gmail.com](mailto:ziyadatulhikm@gmail.com)

### **ABSTRACT**

*This study describes the implementation of an action learning strategy in teaching speaking to ninth-grade students of SMP N 6 Semarang. It applies Classroom Action Research (CAR). The research subject was 34 students of IX H in the academic year of 2023/2024. This research was conducted in two cycles consisting of planning, acting, observing, and reflecting. Data were collected through observation and tests. The finding shows that the application of action learning strategies helps the students to enhance their speaking skills. This was identified by the result of the average score of the second cycle was 86.82 This showed that the score was improved than the first cycle. Based on data obtained from the results of classroom action research, there was an increase of average score 9.74% in cycle 1 and 11.58% in cycle 2. This indicated that students' speaking ability was improved during teaching and learning process in the English classroom. The students were also more active, participative, and enthusiastic following the English lesson.*

**Keywords:** *Action Learning Strategy, English Speaking skill, Classroom Action research*

### **1. INTRODUCTION**

As one of the basic skills of the English language, speaking plays an important role in the language learning process. According to Fulcher (2003), speaking is the use of verbal language to communicate with others. Maxom (2009) states that speaking is the most important skill in English language teaching that should be mastered in schools. Through speaking, learners express their ideas, feelings, and desires to others. In school, learners learn how to speak English more easily because there are teachers and friends who can serve as facilitators and practice partners for learners.

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 discourse needs to be organized so that the listener will understand (Cameron, 2001). Speaking is the ability of individuals to communicate with others using verbal language. Teachers are responsible for educating learners from having no knowledge to becoming proficient in speaking English. Most teaching methods tended to be conducted in the classroom using traditional and monolingual teaching approaches. This indicates that teachers need to enrich themselves in the right way to create a conducive teaching environment. That is why in teaching English as a foreign language, it is important to apply appropriate models and strategies that meet the needs of learners so that the teaching process can contribute more to achieving satisfactory learning outcomes. Currently, worldwide, where

people promote the use of English as a target language for learners, interaction and communication play a dominant role in every aspect of learners' lives. English is widely used in the learning process in various educational settings, both formal and informal.

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 language. Harmer (2021) 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 the observation, the researcher encountered several problems related to speaking skills among ninth-grade students at SMP Negeri 6 Semarang. Speaking activities were less optimal in the classroom due to several factors that prevented learners from speaking English with their friends. Learners were afraid of making mistakes, being laughed at by their friends, and lacked confidence in their English language abilities. Learners also thought that English was a difficult subject because they were not accustomed to applying English in their daily lives. In the teaching and learning process, teacher pay less attention to speaking skills. Therefore, if learners do not learn how to speak or do not have the opportunity to speak in the language class, they may quickly lose interest in learning. Learners who do not develop strong oral skills during this time will face difficulties in keeping up with their peers in the following years.

Based on the characteristics of these problems, the researcher provides a strategy to implement a technique in speaking English, it is "Action Learning Strategy". Action Learning Strategy is a process of gathering a group of people with diverse skills and experiences to analyze real work problems and develop action plans. Action Learning strategy 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. Pedler (2011) states that the Action Learning Strategy process seeks to achieve this combination by providing clarity and a learning cycle and by using the positive power of small groups to maintain discipline and rhythm. The group continues to meet as actions are implemented, learning from the implementation and making corrections along the way.

Action Learning Strategy is a form of learning by doing. Learning is done in groups where each group is presented with actions and dialogue by learners with attention to pronunciation, vocabulary, accuracy, and fluency. This is done to improve learners' speaking skills in their daily lives. Action learning is learning strategy that allows small groups to work regularly together to solve problems, take action, and learn individually and in teams at the same time (Serrat, 2017). Therefore, to address this problem, the researcher uses the Action Learning Strategy to improve learners' speaking skills. Based on the description above, the title of this research is "Enhancing English Speaking Skill Through Action Learning Strategy for Ninth Grade Students Of SMP N 6 Semarang" in the academic year of 2023/2024.

Likely, the researcher was also inspired to know the significances of the use of Action Learning through this study, conducted by Fauziah, Indrowati, & Ariyanto (2015) in which they presented that this goals were to determine the effects of Action Learning Strategy on the improvement of students' character building of high school student in Surakarta. Moreover, the findings showed that Action Learning significantly improves the character internalization (caring, intelligent, independent, and responsible) in Biology learning process.

In accordance to the realization of Action Learning strategy within the classroom, this study was conducted by Omiyefa (2021), where the purpose of this study was 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. This finding explains that Action Learning strategies facilitate effective teaching and learning processes from various themes that appear in social studies.

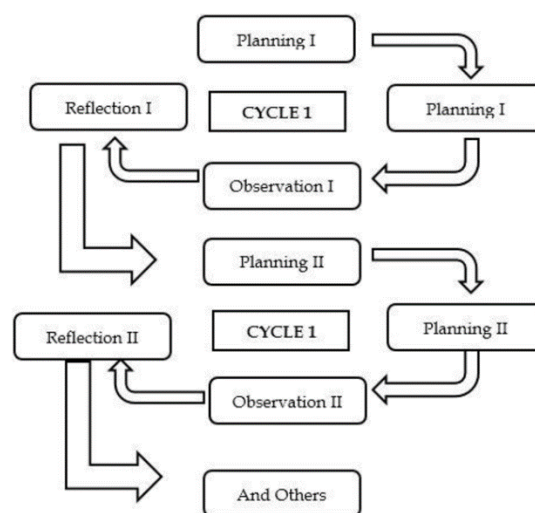
Those preceding publication signified the implementation of Action Learning Strategies can affect student achievement and interpersonal teacher behavior without any discussion of its correlation to accommodate the learners' speaking skill. Then, this current study is designed to investigate the implementation of Action Learning Strategy to enhance students' speaking skill through classroom action research. To support analyzing data, the researcher also conducted the research by using note-taking and questionnaire.

## 2. METHODS

A Classroom Action Research (CAR) design in the form of case study was selected to investigate the implementation of Action Learning Strategy to enhance students' speaking skill using picture media in the topic of Agreement and Disagreement for IX H students' of SMP N 6 Semarang in the academic year 2023/2024.

Classroom Action Research is a method of finding out what the best way in the classroom. Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change.

In accordance with that Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation. It consist of four steps namely, planning, acting, observing, and reflecting. The procedures of research are performed by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Clearly, the procedures of implementing the action are served as follow:



**Figure 1.** Classroom Action Research Model Kemmis & Mc Taggart Model (1999).

The participants of this study consisted of 32 students of 9H in SMP N 6 Semarang. This research was conducted on August 10<sup>th</sup> and 22<sup>nd</sup> for cycle I while cycle II was done in August 24<sup>th</sup> and 29<sup>th</sup> 2023.

In collecting the data, the researchers used test and field note. In scoring the data of speaking test, the researchers used oral proficiency scoring categories proposed by Brown (2001; 173). According to speaking rubric by Brown, the research is considered as successful if the students make a significant improvement on their grammar, vocabulary, comprehension, fluency, pronunciation, and task. The researcher used five aspects to measure the students' speaking ability in this research including grammar, vocabulary, comprehension, fluency, and pronunciation. The researcher also used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy.

In analyzing the data, the researchers applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the scoring result and situation during the

teaching and learning process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through action learning strategy.

### **3. FINDING AND DISCUSSION**

This section reports the findings and discussion of the research. The findings provide the significance and the development of the speaking skill through the implementation of Action Learning Strategy. Meanwhile, the discussion provides the interpretation of the research data gained during the research. Moreover, discussion also integrates the finding of the research into related study.

The researcher had four meetings to conduct the classroom action research in IX H of SMP N 6 Semarang. It could be summarized become two cycles in which each cycle consisted of two meetings. Researcher observed students' skills to speak English. Firstly, the researcher observed the classroom situation for almost a month from middle of July until the early August. During that time, the results of the observation showed that the students' speaking skill in the IX H of SMP N 6 Semarang was average to low. The researcher also analyzed the result of previous speaking skill as a pre-test before implementing Action Learning Strategy. It was to support the results of observations so that they are more accurate.

The implementation of cycle 1 began with a planning. After the researcher formulated the field problems and the actions to solve the problems, the researcher made some plans to be implemented in the first cycle. Based on the problems that had been determined, they hoped that the first cycle could change the English teaching learning into the following condition. 1) The student could pronounce the English words correctly. 2) The students were able to ask and answer simple questions orally with correct grammar. 3) The students could carry out simple dialogs fluently. 4) The students were able to comprehend the dialogue they were saying 5) The students widen their range of English vocabulary.

To achieve the expected situation, the researcher also as a teacher

implemented Action Learning Strategy through some actions during teaching and learning process as a second step of cycle 1. The following actions were: 1) Creating a group work consist of five to six students with a student became a leader. 2) Showing a picture media with situation given that already sent in Google Classroom. 3) Giving time to students to solve the problem from the activity through group discussion. 4) Asking students to present the dialog with their group in front of the class without using the script. 5) Asking the leader of the group to choose two of his friends as the audience to give feedback or comment to the group performance.

The third steps of cycle 1 was observation. During the implementation of Action Learning Strategy in the topic of agreement and disagreement, the researcher observed the learning process of students in IX H. After the students understood the researcher's explanation about the material, she asked them to meet their group members.

In the group discussion, students were actively discussed about what they have to do in the moment. Students figured out the activity in the LKPD related to the topic Agreement and Disagreement. The students made a dialogue from the picture media with situation given by the teacher. Most of the students were so enthusiastic in doing the activity even though some students looked so flat because they have no clue what they have to do. However, the researcher noticed them and asked them to asked to their friends in the same group. Before presenting their dialogue, the teacher asked the students to look at the pictures and pronounce the situations together. Most of the words have mispronounced so the teacher corrected them immediately. Then, the students repeated the correct pronunciation by themselves. Pronunciation is essential in speaking. The ability to pronounce the English words correctly is one of the speaking skills that must be mastered by the students. Because the students' mastery of pronunciation was still low it was necessary for them to practice it in every meeting.

When presenting dialogues with their group members, students were still memorized the script so that they could not express the conversations naturally. However, students tried to carry it well until the end of dialogues. After that, the teacher asked to the other students to retell the ideas of the dialogue of the group which just performed. Most students give their opinion about what the group is talking about even though some students were not able to give their idea since they did not listen carefully. To make a good communication between a group performer and audience, the teacher asked a leader of the group to mention two names of his friends to give their ideas or feed back to the group performance. Related to the topic of the meeting, students could agree or disagree for their friends' opinion about the situations.

The leader of the group asked to the mentioned names, "What do you think of the group performance? Do you agree with us that Labuan Bajo is so beautiful and recommended place to visit?" Then his friend reply him, "I think this group performance is good but some of performer has low voice so we can't hear well. I agree with your opinion about Labuan Bajo. It is nice place to do vacation." The other student that is asked to give some comments about the group performance also added, "Yes, from the situation given, I agree with your group that Labuan Bajo is wonderful. So many tourists visit that place."

Beside the field notes, the researcher also took data from speaking test in the classroom. The students' average score of speaking test between pre-test and cycle 1 could be seen as follow.

**Table 1.** The Students' Average Score between Pre-Test and Post-Test 1

Aspects	Pre-Test	Cycle 1	Improvements	Percentage
Grammar	68.82	76.47	7.65	11.12%
Vocabulary	69.41	77.65	8.24	11.87%
Comprehension	67.65	76.47	8.82	13.04%
Fluency	75.29	80	4.71	6.26%
Pronunciation	73.53	78.24	4.71	6.41%
<b>Average</b>	<b>70.94</b>	<b>77.77</b>	<b>6.83</b>	<b>9.74%</b>

It can be seen from Table 1 above that the average score of each aspect had improvement from the pretest to the post-test 1 in cycle 1. The first aspect is grammar. It increased 7.65 (11.12%) from pre-test score to post-test cycle 1 score. There was also outstanding improvement of vocabulary and comprehension aspects, 8.24 (11.87%) and 8.82 (13.04%). The last aspect are fluency and pronunciation. It has same improvement average score, that was 4.71. From table 1, it can be concluded that the improvement average score between pre-test and cycle 1 was 6.83 or 9.74%.

After reflecting on the implemented actions and scoring the students' speaking performance of IX H, the researcher concluded the findings of cycle I. There were successful actions during the implementations in this cycle. The implementation of Action Learning Strategy showed a positive result. From the activity in the classroom action, it gave many opportunities for the students to develop their speaking ability particularly in doing the practice of asking and answering simple questions. The students were able to answer the teacher questions orally despite their note reading. In this activity they learnt how to ask and answer simple questions by using English expression of Agreement and Disagreement. It was true that the class became noisy when they practiced asking

and answering. However, the students were happy since they had opportunity to develop their speaking ability.

However, the results of the average score of the pre-test and first post-test were still below the Learning Objectives Completeness Criteria of the school (KKTP). So, the researchers decided to repeat the cycle. The goal was to increase the score above the Learning Objectives Completeness Criteria of the school (KKTP).

After all actions were implemented in cycle I, the teacher also as the researcher did the reflection. Then, based on the result of the first cycle reflection they had a discussion about some plans to be conducted in the second cycle. They agreed to continue the similar action which had been done in the first cycle. However, the researcher modified the group because the researcher wanted to see more improvement in the second cycle. In this second cycle, the researcher replaced the previous group and created a new group. The new group designed by the teacher became in pair working that consisted of 2 students. Two meetings were again carried out to implement the Action Learning Strategy.

In the observation step, students made a dialogue like they had done in the first cycle. The teacher changed the pictures and the situation but still in the similar theme. Students made a dialogue in the form of 2 persons. It has differences in the group formation that each student has to perform the dialogue longer.

In the second cycle, students can practice more about their speaking skill. It is because student got the longer part of dialogue compared to the first cycle. Similar to the first cycle, the teacher monitored students' activity by corrected students' grammar and pronunciation. In the middle of performance, teacher also asked random students to repeat what their friend's saying in the part of dialogue. From that activity, students focused to listen to their friends' performance. As the audience, they realized that they have to pay attention to the content of the dialogue including the vocabulary, grammar, and pronunciation even though the teacher

needed to remind them to focus on their friends' performance. There is a dialogue said, "*Gili Trawangan island is very beautiful place to go vacation.*" The student who performed in the front of the class mispronounced the word "island." Some students as the audience interrupted the performance to correct the word became "ailand." The teacher paused the performance to drill the students to pronounce it correctly. After that, students were asked to pronounce the word together after teacher give them example. This activity could enrich the students' vocabulary indirectly since they knew the meaning of the words by creating the dialogue from the picture and situation given. It also helped them to comprehend the script which they made related to the topic of Agreement and Disagreement. The students' average score of speaking test between cycle 1 and cycle 2 can be seen as follow.

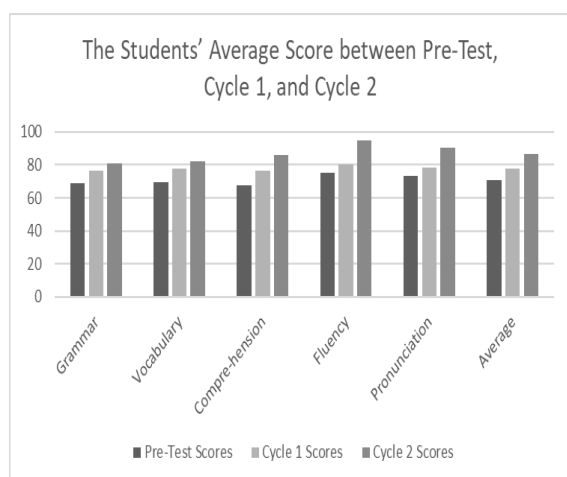
**Table 2.** The Students' Average Score between Cycle 1 and Cycle 2

Aspects	Cycle 1	Cycle 2	Improve ments	Percen tage
Grammar	76.47	80.59	4.12	5.39%
Vocabula-ry	77.65	82.35	4.7	6.05%
Compre-hension	76.47	85.88	9.41	12.31%
Fluency	80	94.71	14.71	18.38%
Pronuncia-tion	78.24	90.59	12.35	15.78%
<b>Average</b>	<b>77.77</b>	<b>86.82</b>	<b>9.06</b>	<b>11.58%</b>

It can be seen from Table 2 above that the average score of each aspect had improvement from the cycle 1 score to cycle 2 score. The first aspect is grammar. It increased 4.12 (5.39%) from cycle 1 score to cycle 2 score. There was also improvement of vocabulary 4.7 (6.05%). The next aspect is comprehension. It has improvement for about 9.41 (12.31%). The last aspect are fluency and pronunciation. It has a great improvement, that were 14.71 (18.38%) and

12.35 (15.78%). From table 2, it can be concluded that the improvement average score between pre-test and cycle 1 was 9.06 or 11.58%.

In this case, after conducting the second cycle, the average score of students' speaking skills improved significantly. The second cycle can be carried out more successfully in enhancing students' speaking skills because researcher updated the technique when implementing the Action Learning Strategy by changing the group work became in pair work. The following diagram to compare the result of speaking test between pre-test, cycle 1, and cycle 2 can be seen as below.



**Figure 2.** The Students' Average Score between Pre-Test, Cycle 1, and Cycle 2

Based on the figure 1 above, it can be concluded that the students' average score increased significantly from pre-test, cycle 1, and cycle 2. The implementation of Action Learning Strategy had positive impact on the 9H students' speaking ability in the topic of Agreement and Disagreement. Furthermore, the implementation of the Action Learning Strategy was able to overcome the field aspects. Five actions were considered effective. They were pronouncing the English words correctly, able to ask and answer simple questions orally with correct grammar, carrying out simple dialogs fluently, able to comprehend the dialogue they were saying, widening their range of English vocabulary.

## DISCUSSION

Based on the explanation above, the researcher concluded that the finding of this research prove the statement from WIAL-World Institute for Action Learning (2015) that stated action learning is effective for solving problems and made the participants to be more creative, think critically, and work collaboratively.

The researcher agree with the statement because the finding of this research showed that the students' ability in speaking improved and become well in the first meeting to the next meeting by applying Action Learning Strategy. It was improved because of the teacher knew how to control the class and created the class to be active.

Beside that, the action learning strategy helped the students to understand the subject easily. So, this research showed that action learning strategy worked effectively and efficiently in helping students' ability in speaking at IX H grade of SMP Negeri 6 Semarang and this learning has applied successfully and able to improve students' ability in speaking. This research finding also similar to Armasita (2017) that reported there was 80% effective to use action learning strategy to improve students' speaking skill, but the finding of this research was higher and 90% more effective.

From the results of study, it was observed that almost all of the students perceived that they were helped by this Action Learning Strategy. They thought that group discussions were very helpful because they could give comment or feed back casually without fear of being blamed or laughed at by friends because those in the group had weaknesses. They could also help each other in ideas and vocabulary. They practiced asking and answering in group conversations to become a place of practice in the formation of class discussion.

The results of the present study aligns with Putra et al. (2022) study. Their study involved 28 students with a Classroom Action Research approach of 2 cycles. The final result of the study showed that the students' speaking skills from cycle to cycle increased. This also happened in

the research conducted in the conversation class 1B. In this study there was an increase in three things, namely students' activeness in speaking, speaking skills in terms of pronunciation, vocabulary and fluency and students' perceptions of the application of this Action Learning Strategy.

In addition, this research findings showed that each action gave its contribution toward the attempts on improving the speaking ability of class IX H students. The researcher and the teacher had tried to implement some activities that attracted the students to use the target language in communication. It agreed with the idea of (Stakanova, E., & Tolstikhina, 2014 & Galishnikova, 2014) they says that the more the learner is interested in an activity in the foreign language the more he has the desire to communicate in the language.

By providing the question and answer activity, the students got the opportunity to practice speaking English. They also practiced asking and answering simple questions in pairs. Hwang, W. Y et al., (2016) state that the way to learn the language is by practicing and working in pairs can keep the students speaking. The students listen to the model and imitate what they hear.

In addition, the action of practicing pronunciation using pictures is one way to help the learners in learning to speak English (Carezo, Carderon, & Romero, 2019). In this way, the model is the English teacher. The students imitate him in pronouncing the words related to the topic they are learning. It is in line with the classroom action research (CAR) which the researcher conducted in IX H students of SMPN Semarang. The researcher also as the teacher applied the use of picture in the digital media to provide students in understanding the text, creating the ideas toward the given situations, and pronouncing the actual situations in group discussion.

#### **4. CONCLUSION**

After the study has been done, it can be found that most of the students have problems in their speaking in English, so it

makes their speaking ability level is low. Most students are afraid to speak because they are afraid to make mistake or the situation creates uncomfortable atmosphere. They are not able to speak fluently, if they do not understand the topic. Students also have the lack of opportunity to use English language in their daily life. The students who are not given chance to practice using English language can not improve their speaking ability.

After the researcher has treated the students using action learning strategies to improve their speaking ability, the result showed that the students' speaking ability improved. It can be noticed that there is an improvement in every cycle from the students' achievement on the test result. the researcher concluded that all the findings was similar that improving students speaking skill of IX H students in SMP N 6 Semarang.

Action learning strategies are among the strategies that teachers can use in teaching English to improve students' speaking skills and effective in increasing the student's ability to speak. It also helps quiet students and lead them to be active. Students are encouraged to speak in English. Moreover, it helped them to reduce their nervousness or worried when the teacher asked them to practice in front of the class. It can be concluded that action learning strategies can solve the problem in mastering speaking and improve students' speaking ability. Moreover, the students were also more active, participative, and enthusiast in the English classroom.

According to the previous studies, it showed that action research can contribute the development of education in Indonesia especially in teaching English. It can be confirmed by the researcher of this study that innovations are needed in order to improve the teaching technique in our education. To enhance the English teaching technique, the other researchers have to keep continuing to conduct it. At the end of this study, the researcher hopes that the result of this study can encourage other researcher to conduct further study dealing with the English communicative learning.



## REFERENCES

- Allwright, Dick., Bailey, Kathleen M. 1991. Focus On The Language Classroom An Introduction To Classroom Research For Language Teachers. Cambridge: Cambridge University Press
- Armasita. (2017). Improving Students' Speaking Skill by Using Action Learning Strategy at MTS PAB 1 Helvita. Thesis Fakultas Ilmu tarbiyah dan keguruan, UIN Sumatra.
- Bogdan, R.C. & BIKLEN, S.K. (1982). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.
- Brown, H Douglas. (2001). Teaching by principles; An Interactive Approach to Language Pedagogy. New York: Person Education. pp. 271-274.
- Cameron, Lyne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press. pp .40-41.
- Cerezo, R., Calderón, V., & Romero, C. (2019). A holographic mobile-based application for practicing pronunciation of basic English vocabulary for Spanish speaking children. *International Journal of Human-Computer Studies*, 124, 13-25.
- Fulcher, G (2003). *Assesing Second Language Speaking*. Cambridge University Press
- Galishnikova, E. M. (2014). Language learning motivation: A look at the additional program. *Procedia-Social and behavioral sciences*, 152, 1137-1142.
- Harmer, Jeremy. (2007). *How to Teach English*. Harlow: person Education Limited.p.87.
- Harmer, Jeremy. (2007). *The Practice English Language Teaching: Fourth Edition*, Harlow: Person Education Limited. pp.347-348.
- Hwang, W. Y., Shadiev, R., Hsu, J. L., Huang, Y. M., Hsu, G. L., & Lin, Y. C. (2016). Effects of storytelling to facilitate EFL speaking using Web-based multimedia system. *Computer Assisted Language Learning*, 29(2), 215-241.
- Kemmis, S., & McTaggart, R. (1990). *The action research reader 3rd Edition*. Deakin University.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Maxom, M. (2009). *Teaching English as a Foreign Language for Dummies*. London: Wiley. A John Wiley and Sons, Ltd, Publication.
- Omiyefa, M.O. (2009). Teachers' and students' perception of the relevance of Social Studies to pupils' values and moral development in Abeokuta metropolis, Ogun State. M.Ed. Dissertation. Dept. of Teacher Education. University of Ibadan.
- Putra, R. M., Solekhah, S., Agustina, D. D., & Sobirov, B. (2022). Action learning strategy to enhance students speaking skill: A classroom action research. *Anglophile Journal*, 2(1), 37-54.
- Serrat, Olivier. (2017). *Action Learning*. Retrieved from 10.1007/978-981-10-0983-9\_62.
- Stakanova, E., & Tolstikhina, E. (2014). Different approaches to teaching English as a foreign language to young learners. *Procedia-Social and Behavioral Sciences*, 146, 456-460
- WIAL. (2015). *World Institute of Action Learning*. Wasington DC. Retrived from <https://wial.org/>