

Original Paper

Qualitative Evaluation Insights Obtained from the Development of the Students' English Speaking Skills Acquired at University of Bengkulu

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Abstract

Demonstrated in construction, deconstruction and reconstruction of the evaluation model in educational curriculum pertaining to students' studies, it can be seen clearly in the evaluation experiences implemented at University of Bengkulu that students' speaking skills have captured the critical attentions of a good many educational researchers. The concern shown for those students acquired at University of Bengkulu has reminded this researcher of the great necessity for her to take a good look at the static and dynamic status of the unsatisfactory performance of those students based on the analytical findings of this research article Improving English Students' Speaking Skills through an Action Learning Strategy. To get close to the validity and reliability of the data collected from the participants analyzed in this article, this essay will make an objective and authentic comment on the entire analytical practices and processes of the researchers who have adopted the action learning strategy to make a qualitative analysis of those students' speaking skills to absorb and to accumulate rich conducive qualitative evaluation experience from the qualitative evaluation virtues dwelled upon in the research background of this article, the true qualitative evaluation values in its problem statement, the qualitative evaluation implications in its evaluation model and the qualitative evaluation insights in its analytical practices respectively. Indebted to the critical insights carried in the action research evaluation model to be applied in this essay, it can be summarized that what has been obtained from this research article has turned out to be valid and reliable for the specific situations of those Indonesian students and the concretization of the action learning strategies to be applied into the learning practices and learning experiences of distinctive and diverse students to help them to improve their learning ability in combination with the particular educational context in which they have been particularized.

Keywords

qualitative evaluation, English speaking skills, University of Bengkulu

1. The Qualitative Evaluation Virtues Acquired from the Teaching Experience in Reflecting the Research Background Elaborated in This Research Article

From the point of view of the research background elaborated in the introductory part of this article with regard to an overview of the developmental inclination of the active learning strategies students have taken at University of Gengkulu to improve their English speaking skills and the actions taken to evaluate their learning outcomes over there, it can be seen in an evident fashion that this study has been characterized with a wide variety of qualitative evaluation virtues because it has been situated in the profound concern that has been shown for the development and improvement of the practical and professional competence of those students studying at this university where their English speaking skills are supposed to be highlighted according to the specific required proficiencies they have to achieve in their studies in following four major speaking skills ranging from their speaking, their reading, their listening to their writing as it has been found quite clearly that many students are too anxious and do not enjoy learning speaking (Januariza, 2016). As what has been indicated in the stratification of the difficulty those students have in their speaking practice and the consideration of it as a good preparation to be made for the qualitative evaluation of their learning outcomes after their completion their English speaking courses, so can this stratification be regarded as one of the crucial virtues prepared for the eventual achievement of the success in evaluating their speaking competence in a qualitative way, for it has come to their minds clearly that speaking has become the most difficult skill among those four major speaking skills for them to achieve in their learning process. Of course, this has too much to do with the simultaneous development and improvement of the rest of their own speaking skills in relation to the successive and sustainable accumulation of their English vocabulary, the further consolidation of their solid grammatical foundation, the cautious promotion of their pronunciation, and the improvement of their speaking fluency. For the part of the intrinsic connectedness between the development and improvement of their speaking skills and the objective and authentic evaluation of their strong speaking competence, it can be seen from the introductory elaboration in this article that this ingenuous and insightful stratification is characterized with the qualitative virtues grounded on the qualitative balance that have been struck between either two of those four speaking skills owing to the logical transition from the very extensive concern that have been shown for the equalized development of their four major skills to the focalized development of their speaking in an intensive fashion. To this extent, it is in the process of this upgrading transition that the researcher of this essay has accessed the logical thinking of those researchers who have caught an eye on the qualitative comments to be made on the practical learning effects and learning outcomes of those students according to the greatest difficulty they have had in improving their English speaking competence. Therefore, it has to be admitted in an authentic way and in an objective way that the qualitative evaluation virtues dealt with in this study has turned out to begin with the qualitative stratification that tends to make a rather good preparation for the profound perception and cognition of the insightful qualitative evaluation experiences existing in the continuous protection and promotion of

the students' distinctive and diverse speaking competence at this university in accordance with what they are not good at in a direct way rather than make blind efforts to improve and evaluate it in a repetitive fashion. From the point of view of the evaluation insight carried in this stratification, this essay turns out to be quite conducive and crucial for a good many educators as it will remind them of the very great importance for them to categorize the complicated difficulties and the difficult complexities of the learning tasks their students have to be faced with and finish in an independent fashion before they are preparing to make and implement their educational plans and evaluation plans to save their students' time and energy timely in connection with the educational needs that are to be met to promote the educational development of a given society in a successive fashion, in a sufficient fashion, and, in a sustainable fashion, and, the actual embarrassment of the educational context in which they are unable to get free from at a given historical moment of a given country. To be brief, the brief summarization of the qualitative evaluation experience dug out from what can be reflected and ruminated from the true evaluation experiences available in the overall analyses made in this article is inclined to provide more educators with the great importance to be attached to the field trips designed to have a profound understanding of their students' intrinsic shortcomings ranging from their listening anxiety, speaking anxiety, reading anxiety and writing anxiety (Labicane, 2021) and the correlative effective actions to be taken to address their increasing mental problems caused by their growing anxiety caused by their curriculum evaluation in which they have to be involved, and, at the same time, to help those students understand assessment anxiety and provides strategies and tips (Sotardi & Brogt, 2018), and to provide them with the strong awareness for them to have a good knowledge of their specific situations rather than follow suits in a blind fashion in their learning experiences.

2. The Qualitative Evaluation Values Particularized in the Problem Statement of This Research Article

With the standpoint of the logical, scientific and systematic justification of the true theoretical and practical originality and novelty of this research topic regarding the intrinsic, essential and inevitable connectedness between the overall development and improvement of students' speaking skills and the practical evaluation and examination of their speaking competence at this university, it has to be known in an honest way that the researchers have taken a rather valuable look at the qualitative evaluation and examination upheld over there to have a true understanding of the learning outcomes of those students in accordance with what has been referred to in this article on the basis of the meaningful and profound analyses made of the major findings of a wide variety of previous and present literatures that have been applied into this research article to show the reflective and ruminative traces of a good many scholars who have based their educational explorations on what has been perceived in the articles, theses, dissertations and monographs published in the past five years as to be reviewed below one after another after a rather good comparison made between the research overlaps between either of them and the research gap left in the unvisited areas of previous and present studies.

In the more essential clarification of this tremendous difficulty, it has been found in the researchers' observation involved in the research article to be reviewed in this essay that they have developed a strong problematic sensitivity that they have hit in the head while making an analysis of the intrinsic status of those students studying at this university when they try their best to have a good access to the genuine anxiety about those students in enabling them to perform their own thoughts in the speaking section of their English conversation courses indebted to the overall development and improvement of the appropriate and adequate problematic awareness that is needed to support the major findings discovered at the end of the analytical processes related to the successful and eventual completion of their researches in reference to what might be exemplified in the rather great challenges those students have to take in their own learning processes to make a distinction between the verbal and non-verbal forms of thought (Riswanto et al., 2022). In an objective sense, the great concern that has been shown for the internal anxiety of those students have marked a remarkable shift of their researches from the intensive attentions paid to the external learning outcome of those students to that paid to their mental health because it has occurred to them in a very clear way that the improvement of students' mental health is extremely crucial for them to help those students to achieve their excellent grades in the qualitative and insightful evaluation of their speaking competence step by step. To be true, what those researchers have been preoccupied with in their researches is to fulfill the strong psychological values of educational observation on their way to the stable promotion of the evaluation of students' learning outcome at this university. In much closer and more objective observation of those researchers, what has come to their minds time and time again is that that a lot ought to be done in their increasing researching practices to inspire those students to get into a good habit of stopping using incorrect English grammar and mixing English language with Indonesian language in a polite fashion and in a persuasive fashion, and, to voice their genuine views according to what is required in English speaking areas in spite of the quantitative limitation of their vocabulary and qualitative use they are able to make use of the effective words conducive for the completion of their conversation when they are not completely used to their daily conversation with their classmates and schoolmates. In a traditional sense, there is great absurdity or abnormality in showing great concern for the actual avoidance of their intrinsic anxiety rather than that shown for their insatiable ability to practice and perform their English language competence as they are in a position to articulate their views and thoughts or to make their own explanations in a natural way that most English speaking students ought to follow in their respective lives and studies. However, what matters most or what ought to be valued most in this article is that it is this absurdity or abnormality that has fueled the researching curiosity of those researchers by taking into account carefully the great impact complicated words and phrases are inclined to have on the minds of those students and its relevance to the improvement of the fluency of their speeches in a conscientious fashion apart from the inadequate and inappropriate attention they ought to pay to the genuine and effective improvement of their grammar and pronunciation that tend to make it quite possible for their listeners to avoid their misunderstanding or to reduce to the least the practical

difficulties they may have in having a good understanding of what they want to express originally in a local way. In this case, the appropriate stimulation of this actual researching curiosity has turned out to be giving rise to their discoveries of the students' intrinsic problems to be addressed in their studies to equip them with the learning curiosity used to empower them to be faced with their learning anxieties in a brave way and in a brilliant way and the unknown questions they are greatly expected to answer cautiously and sufficiently on account of their strong awareness of the great importance to be placed on the insightful achievement of the students' true academic progress, excellence, or even transcendence through the ingenuous transformation of the qualitative evaluation of students' speaking competence from the examination of their learning outcomes to the scientific assessment of their minds.

To meet the practical analytical needs in helping more educators to have a good understanding of the great importance to be attached to students' minds and moods as analyzed above, the researchers referred to in the signature of this article have tried to dig out the psychological growth process of those students in accordance with what has been observed and analyzed from their practical learning process and learning performances at this University and to situate their exploration on the deliberation of the harm those intrinsic problems like anxieties or depressions have been doing to the true development and improvement of their speaking competence when they make communication with one another in their English speaking areas. According to what has been elaborated clearly in this research article, their intentional minimization of the learning pressures of those students turns out to begin with the three confusing learning situations to be mentioned below one by one and to be connected with their everyday interactions, discussions and examinations over their undergraduate studies when their students need to make conversation with one another in accordance with their sensitive and sufficient awareness of the inappropriate learning actions those students are inclined to take in their preferable adoption of inappropriate grammars and their instinctive combination of Indonesian language with English language to express and communicate their original views in an awkward fashion owing to their strong dependence on their mother language and unfamiliarity with English language. This psychological inclination has turned out to be epitomized quite apparently in the sensitive perception and cognition of Kasmains et al. (2023) that the accumulative inadequateness in those students' vocabulary and their habitual unpreparedness tend to give rise to their intrinsic confidence when they are unable to get free from either the failed improvements or improved failures they are quite likely to encounter in the development and betterment of their respective expressive, argumentative as well as polemical competence indispensable in various conversational and communicative situations when they do need to explain or argue in English what they want to voice. Owing to their failure to be aware of the important interactive connection between the professional English used in theoretical English literatures and the practical English acquirable from living experiences, they are bound to suffer from the psychological pressures engendered from the inadequate minimization of their learning pressures. In line with what has been concretized in this research article, this connection has been felt in the three courses like conversation, speaking for discussion and speaking for presentations designed and

developed to maximize students' communication skills and to minimize their intrinsic anxieties caused by those increasingly strong psychological pressures and learning pressures notwithstanding ineffective implementation of the specific teaching practices for the maximization of their communicative potentiality and the minimization of their communicative anxiety after making an unaffected assessment on the psychological reality of those students.

On the basis of the profound rumination of this connection elaborated in relation to the appropriate and acceptable perceptive and cognitive balance to be stuck between the overall development of students' speaking skills at University of Bengkulu and the qualitative evaluation of their speaking competence indebted to the practical progress they have made in setting themselves free from the traditional examination that is based on the excessive concern shown for their learning outcome when their learning ability has failed to be aware of apart from the learning pressures with which they have to be faced in an inevitable fashion and in an indispensable fashion, it has to be known clearly in the alleviation of the students' learning stress and intrinsic stress that Kasmains et al. (2023) has discovered that the theoretical and practical significance of this research can be found in making the most use of conversation classes and the theoretical and practical insights absorbable from the essential and evident perception and cognition of Action Learning Strategy (ALS) implemented in the stimulation of their learning interest in English speaking in the process of immersing themselves into a great many interesting and relaxing activities they are encouraged to join pleasantly rather than painfully. By and large, what has been carried in the previous elaboration of the present perceptive and cognitive concern shown for students' intrinsic anxieties as summarized in this research article in the discussions made about the development of their practical and professional speaking competence has carried those researchers' consideration about the logical progression of what has to be included in the eventual completion of the research topic they have formulated in their researching practices to achieve the qualitative reliability and validity of their analytical and synthetic actions in a reasonable way despite their perceptive and cognitive inadequateness in linking this development of this competence with the maintenance of their internal quietness in an intentional fashion.

In comparison with the efforts made in this respect, it has been figured clearly in this article that great perceptive and cognitive emphasis has been placed on the actual summarization and serialization of all that has been covered in the discussions made about those students' Action Learning Strategy (ALS) as to be reviewed in details in their reflection and rumination of the substantial existence of this strategy in those students' everyday learning experiences and practices ranging from the explication of its definitions to more complicated issues in this regard. For the sake of the definition of action learning strategy, it can be perceived and cognized in the studies of Revans (1982) that it was he who first defined and introduced this strategy as means for the promotion of the participants' intellectual, emotional or physical development despite his failure to applied this action learning strategy into the continuous and cautious development and improvement of the students' speaking skills in details. However, his study has indicated in an indirect way that he has already been aware of the truth that the

development of students' speaking skills has something to do with the overall development of students' comprehensive competence including their strong ability to deal with the confused moods and even complicated emotions to help them to make their way to the achievement and maintenance of their mental health, or, in other words, to provide them with the emotional values they rest on a lot in their learning practices where the traditional evaluation of their learning behaviors through their outcomes is inclined to engender their growing unavoidable anxieties. In terms of the practical feasibility for educators to put into their educational practices action learning strategy effectively and essentially in reference to the qualitative development and improvement of students' strong speaking competence in an intensive fashion and in an insightful fashion, it has occurred to Kasmainsi et al. (2023) that this strategy has never been implemented by lecturers particularly in their teaching experiences in line with what has been practiced in the English Education Study Program, FKIP UNIB. As a matter of fact, those lecturers have turned out to be unaware of the qualitative actions to be taken to work for the practical evaluation of the speaking competence of those students on account of their inadequate awareness of the great importance to be placed on the appropriateness and adequateness of the educational evaluation to be done to have a good access to students' speaking skills and their intrinsic truth and essence. To this extent, this educational researcher's authentic and objective revelation of this inadequate thoroughness exemplified in the application of ALS into teaching practices has made it quite clear that although the analytical result of this study has provided this research article with the logical starting point critical for the experiential and experimental foundation to be laid for their studies, there is a long way to go to make their evaluation qualitative to protect and promote their students' mental health. On the ground of this experiential and experimental insufficiency in this respect, the theoretical and practical novelty in the application of this action learning strategy has failed to be identified with the simultaneous development and improvement of the psychological qualities of those students in a qualitative way due to the carelessness epitomized in the revelation or representation of the students' psychological reality existing in their learning process and the rare combination of this action learning strategy with the solutions to the solvable or unsolvable problems those students have come across in their learning process when they are at a loss or in a poor mood in the midst of improving their speaking skills.

In fact, the qualitative inadequateness of this application has much to do with the increasing inclination of lecturers' moving toward the excessive instrumentation of this action learning strategy in their teaching experiences in a blind way, for it can be seen in the discoverable diagnosis of Kasmainsi et al. (2023) that ALS is considered as an excellent tool quite useable for the improvement of the speaking skills of English Education FKIP UNIB students. What is worse, it has been indicated in the major findings of this rather worrisome study that ALS has been equipped with a strong experiential and experimental feasibility for the overall enrichment and improvement of students' diagnostic insights in their acquisition of those English speaking skills regardless of the practical anxieties with which they have to be faced in their learning process due to its carelessness about the simultaneous growth of

students' minds in the process of acquiring their speaking competence. What has impressed the readers of this research much more, is, that either the intrinsic inferiority or sterility of the undergraduate students who have received the average English education skills at FKIP have been asked to practice and popularize ALS to improve their speaking competence time and time again just as what has been exemplified in the correlative findings of the researcher's diagnosis. In a sense, those lecturers' conversation courses have turned out to be designed to show the great necessity for him to implement ALS into the improvement of those students' English speaking skills in an instrumental sense regardless of the mechanical infeasibility for them to do so to make them apt to turn a deaf ear to the emotional flows of their students as a result of the unawareness of the possibility that mechanical education is bound to make teachers unsympathetic and indifferent teaching machines and their students unthinkable and unimaginable unaffected learning machines. To be objective, what is hidden behind the exaggeration of this action learning strategy is supposed to be considered as an instrumentation of teachers and students or even a pitiful failure in the practical development of higher education. This has much to do with the great necessity for them to rethink about the appropriateness of this implementation of action learning strategy and the absurdity and abnormality existing in this teaching and learning process in a responsible fashion. In the case of the practical and professional reflection of the reasonableness of the application of ALS in this respect, analytical evidences can be found in the two research questions posed by Kasmainsi et al. (2023) to seek for the appropriate way to improve students' speaking skills in conversation courses while using ALS in their learning practices. The elaboration of students' perceptions of the ALS has been aware of in some cases, for an in-depth explanation has been provided for the understandable explication of those rather crucial issues in the light of their vocabulary, grammar, pronunciation, and fluency although the crucial emotional values of this instrumented action learning strategy has failed to be fulfilled in a satiable sense.

Although it has turned out to be a pitiful failure to address the emotional issues of those students in the instrumentation of the action learning strategy applied into their learning practices where their final learning outcomes have been valued a lot in the practical evaluation of their speaking competence in a qualitative sense in connection with the great impact traditional education evaluation models have had on students' intellectual growth or academic growth in lieu of their mental growth that has turned out to be overlooked in precious educational experiences when the entire educational context has failed to zoom in on the mental health of most students whom might be victimized in the intellectual education they have received in previous years, the true perceptive and cognitive responses have been given to the crucial intellectual or at least academic problems those students have come across in their studies in view of what has been exemplified in the way they have taken the major research questions that have to be answered in similar fashion in the overall evaluation of the educational qualities demonstrated in the learning processes of those students because the four major speaking skills including reading, listening, reading and speaking have been illustrated clearly in the practical observation of Kasmainsi et al (2023) who aims to expound the great theoretical and practical significance to develop those four crucial

speaking skills to improve their speaking competence in the effective and essential professionalization of the English speaking skills that are required to enable them to deal with a variety of problems they are quite likely to run across in their intellectual and academic communication. What has to be noticed in an intentional way is that those responses given to those students turn out to be concerned with their intellectual or academic problems that are required to be addressed rather than the emotional ones like their anxieties that need to be highlighted to make sure that their mental health will not be engendered in their unsolvable emotional problems. In other words, this has failed to be concerned greatly in previous educational evaluation. Even in the latest studies, great concern has also been shown for the traceable stratification of the effective steps to be taken in the practical implementation of ALS into those students' learning performance rather than their respective psychological feedbacks, for it has been revealed quite apparently in the outlines of Kasmaini et al. (2023) that a 5-step to ALS approach has been taken to find their intellectual problems by establishing a team/small group, formulating questions, examining question process, and, reviewing the actions taken to seek for the guidance of students' thinking practice and learning process rather than the appropriate and efficient management of their poor emotions engendered in their learning pressures.

In short, it can be seen from this review that the researchers with signatures in this research articles have found definitely that a good many researchers have concerned the application of ALS into the overall intellectual and academic development and improvement of the students' irreplaceable and indispensable speaking skills that are required to be acquired at University of Bengkulu but few of them focused on the genuine acquisition of the correlative precious experiences to be absorbed from the qualitative educational evaluation of the students' speaking competence over there. Based on what can be summarized from this review in reference to the practical educational concern that has been shown for the appropriate evaluation of the actual psychological perception and cognition of previous educational researchers, what can be perceived and cognized from this evaluation will turn out to be the analytical and synthetic novelty and originality of this essay on account of the strong analytical and synthetic curiosity that will help the researcher of this essay to make her way to the eventual discovery of the genuine perceptive and cognitive inferiorities carried in the present educational evaluation implemented at this university in connection to the emotional values that this educational evaluation is lack of due to its excessive focus on the qualitative examination of students' speaking competence in improving their speaking skills.

3. The Qualitative Evaluation Implications Abstracted in Evaluation Model Used in This Research Article

Grounded on the qualitative absence of the emotional values seen in the educational evaluation carried out at University of Bengkulu owing to the great impact traditional evolution model has had on the assessment of the educational quality over there, it tends to be of great practical significance for the research of this essay to seek for the qualitative examination of the evaluation approach used to make a

close observation of the learning effects and learning outcomes of those university students who have been serving as the crucial participants of the research article to be reviewed in this essay in connection with the exploration made in the observation of the researchers who have taken this evaluation model proposed by Kemmis and McTaggart (1990) who is inclined to hold that this evolution model has been used to give a vivid account of the vast majority of the experiential and experimental actions happening in the classroom. According to this researcher, this research model is called action research and it has been applied into their examination of the students' speaking competence at this university. In combination with the essential sense that has been made in the adoption of this research model, it has to be noticed that there is an important reason for the determination to be made for the adoption of this research model that it has occurred to Kemmis and McTaggart (1998) that this action research is essentially composed of a series of cycles from reflection, planning to action, and, a spiral model comprising four steps like planning, acting, observing and reflecting. According to the practical feedbacks given to the analytical results of this article from cycle one to cycle two and the specific data collected from the six meetings held to enrich the data storage quite valuable for the practical improvement of the authentic and essential perception and cognition of the obvious learning effects and learning outcomes of those students studying at University of Bangkulu, it has given the researcher of this essay a profound impression that the introduction of this research model fits in with the sufficient exploration and elaboration of the qualitative implications potentiated in the educational evaluation implemented in this research article with regard to the true articulation of the emotional values that are supposed to be highlighted in the entire process of this qualitative evaluation that is related to the insightful and ingenuous examination of the speaking competence of those students.

4. The Qualitative Evaluation Insights Perceived from the Analytical Process of the Curriculum Evaluation Elaborated in This Research Article

4.1 The Qualitative Problems Found in Analyzing the Essential Data Collected in the Curriculum Evaluation Implemented to Test Students' Speaking Skills

Judging from the entire layout mapped out for and implemented in the educational evaluation of the speaking competence of the participants picked out for the data that has been collected for the eventual completion of this research article, it can be seen clearly that the students' application of ALS into their learning practices and learning processes at University of Bengkulu as elaborated in the appropriate introduction of this research article bears too much great perceptive and cognitive similarity to what has been done in the practical and professional implementation of the curriculum evaluation of the teaching effects and teaching outcomes of the students who have been invited to take the three crucial conversational courses provided at this university. In the case of what has been discovered substantially in this research article, this true educational evaluation of those students' practical speaking competence personified in their experiential and experimental participation in a wide variety of intellectual and academic communication begins with the essential and evident identification with the

intrinsic problems those students have encountered in the traditional development and improvement of their speaking skills in taking those conversation courses right after their adoption of ALS in qualitative enrichment of their respective learning practices and learning processes, and, the in-depth investigation of either their anxious or even depressive perception of the psychological essence and truth carried in the rather cruel psychological reality with which they have to be faced in having a profound access to the qualitative essence and truth of learning process and the quantitative inclination connected with the educational evaluation of their learning outcome when they have to deal with the learning pressures they have been suffering from their daily learning experiences just as what has been revealed in this educational study that a great many participants like those anxious students have been experiencing the highest level with speaking (Labicane, 2021). In this case, what can be seen apparently in this perceptive and cognitive inferiority exemplified in the strong focal distinctions made between the qualitative pursuit and quantitative judgment is that although ALS has been adopted in the stimulation and promotion of those students' learning outcome or their speaking efficiencies in most cases, it has turned out to be pitiful that the introduction of this strategy has failed to address the psychological problems of those students according to the great impact their learning pressures from peers, family, or even from oneself (Labicane, 2021) have had on the practical perceptive and cognitive progress they have been expected to make qualitatively they are taking those three conversation courses provided at this university in accordance with the emotional status and mental status of them in which they are inclined to be caught in the rather excessive emphasis placed on the practical and professional evaluation of their learning outcomes and the effectiveness of the learning strategies they have taken in their learning experiences in the overall and objective implementation of the crucial educational policies related to the quantitative curriculum evaluation at that historical moment.

In an objective sense, what has to be noted in this educational evaluation is that although the research objectives to be reached in this research article have been kept in their minds and fulfilled in their researching practices, it is of great perceptive and cognitive value for its researchers have a good knowledge of what has been left in the process of this quantitative examination of students' speaking competence as long as they are willing to reflect and ruminate their researching plans made for the effective implementations of ALS in their entire research processes to improve their students' true speaking skills from four major dimensions from the third week of June 2022 to the end of November 2022 in accordance with the specific responses given by 35 participants who were in their third semester to complete their English conversation courses. As a matter of fact, this educational evaluation has been carried out in the examination of the two cycled-observations and six meetings at this university and designed to investigate those students' learning performance in reference to the four primary sessions of the specific action research of those students in terms of its planning, implementation, observation, and reflection used in this study just as what has been demonstrated in the two evaluation criteria set in this research article to tell either the success or failure of the ALS in this teaching context based on the practical adoption of the measuring instruments like scale at least 75%

(27 students) of the active participants in discussions at the end of the first cycle, and, the qualitative standard at least 60% of them received an 80 (A-) on the speaking test results at the end of the second cycle. Then, they start to evaluate the implementation in their own studies by analyzing the specific learning activities related to the scenario changes of those participants right after their using the SLP as a teaching guide rather than at the strategic emphasis of their studies. In the last session, they have done a lot to follow the quality control after the implementation of ALS into the three conversational courses provided at this university in view of the field notes, observations, interviews and evaluations designed and used to collect the qualitative data from the objective observations and interviews of those participants and the quantitative data from the statistical analyses of the results of the speaking tests designed for the final exams of those three courses. Based on what has been perceived from this practical evaluation, it can be seen evidently and essentially that the educational evaluation implemented in this educational context has emphasized much more on the students' quantitative performance rather than their qualitative performance in reference to the very strong impetus the acquisition of adequate courage and confidence has given them due to their failure to free themselves from the mental tortures of strong anxieties caused by the increasing learning pressures with which they have to be faced in an unavoidable fashion in the entire process of making great quantitative progress in improving their own speaking competence to cater to the analytical needs to be met in the midst of this curriculum evaluation because it has been realized quite clearly in the Indonesian educational studies that anxiety towards learning English is very common among Indonesian students (Ramadhani, 2019).

4.2 The Qualitative Importance to be Attached to the Sufficient Realization of the Crucial Impact of Students' Psychological Pressures on the Evaluation of Their Learning Outcomes

In contrast with the rather great quantitative importance that has been placed on the educational evaluation of the students' learning outcome at University of Bengkulu in the practical judgment that has to be made of the great professional progress they have made in the overall development and improvement of the speaking competence with the help of the experiential and experimental implementation of the Action Learning Strategy (ALS) in the continuous development and improvement of their true learning ability when they are invited to take the conversational courses right at this university in a compulsory fashion, much greater qualitative importance of the researchers with signature in the research articles reviewed in this essay is inclined to be placed on the great changes of the minds and moods of those students in a qualitative fashion to enable them to have a profound perceptive and cognitive access to their psychological truth and essence when they are forced to address the crucial or critical problems they have come across in either their learning practices or learning processes in relation with what has been epitomized obviously in the practical and empirical accumulation of the learning pressures they have to be faced with in an inevitable fashion, for it has been popularly held in the essential, practical and authentic observation, investigation and examination of students' true learning performance that students also feel anxious when their performance in

speaking skill evaluated by others (Ramadhani, 2019). To be honest, it is indispensable for them to take decisive and effective actions to have a much better understanding of the objective psychological reality in which most of those students have been caught on the way to their acquisition of the perceptive and cognitive growth when it is pitiful that their mental health has failed to be valued or to be viewed as the great perceptive and cognitive factor that has had a very tremendous perceptive and cognitive impact on the successive and sustainable achievement of their mental health and mental happiness in an essential fashion. That is primarily because the exact scrutinization, stratification, serialization and substantiation of those perceptive and cognitive factors in a scientific way and in a logical way are inclined to minimize or at least to reduce to the least the psychological barriers that are likely to give rise to the psychological traumas and pathos of those students, for it has to be known in a rational fashion that the substantial elimination of those psychological barriers is bound to give them a strong perceptive and cognitive impetus to empower them to have a practical and professional access to their genuine relaxation that can be considered as the essential psychological foundation to be laid for them to make their way to the obtainment of the genuine perceptive and cognitive delight on which they have to count a lot to improve their speaking competence in a qualitative fashion in the entire process of their successful and sufficient achievement of the perceptive and cognitive transcendence. To a great extent, the genuine obtainment of this valuable and veritable intrinsic transcendence has turned out to be indispensable and inevitable for them to quicken the development and betterment of their healthy moods and stable minds and to lay a sound perceptive and cognitive ground for the improvement of the strong psychological personality they need most to maximize the qualitative education with which they have been provided. Nevertheless, it has turned out to be a practical failure that the implementation of ALS at this university in the case of the evaluation of the speaking competence of those students has little to do with the maintenance of the psychological stability and security of them by means of reducing or minimizing their learning pressures or psychological pressures as a consequence of their being afraid of presenting before the class, making mistakes, losing face, inability to express oneself, fear of failure, teachers, and fear of living up to the standards (Feryal, 2007), for this minimization is of high pragmatic relevance to the stimulation and promotion of the steady development and improvement of the educational evaluation that has to be implemented in a good many educational practices to make sure of the intellectual growth and mental health of those students who ought to be freed fully from either the avoidable perceptive and cognitive disturbance or interference engendered in the practical failure to get rid of the rather harmful perceptive and cognitive obstacles potentiated in the continuous deterioration of those very strong learning pressures or psychological pressures. Based on what has been lack of in the educational evaluation of the speaking competence of those students indebted to the adoption of a qualitative evaluation approach to be used as a systematic subjective approach used to describe life experiences and situations of those students (Burns & Grove, 2008), what has to be truly aware of for the researcher of this essay is that it is of great practical importance for her to bear in her mind in a profound fashion and in a perspicacious

fashion that the great concern is in a position to be shown for the overall examination or evaluation of the true perceptive and cognitive status of students in a psychological way in addition to the comprehensive evaluation of the intellectual and academic progress they have made in their learning practices in accordance with what has been potentiated in the authentic and objective exemplification of the qualitative sense that is supposed to be made the quantitative educational evaluation emphasized on the learning outcome of those students taking conversational courses at this university. Therefore, what needs to be known in a sensible way with regard to the educational evaluation directed at the overall judgment that has to be made of the students' authentic speaking competence improved at this university that the symmetrical perceptive and cognitive importance is in a position to be placed on the quantitative improvement of their academic grades and the qualitative development of the mental happiness and mental health in an insightful fashion despite the practical impossibility to make sure of their absolute mental health as a result of their sufficient awareness of the great harm their learning pressure might do them when they cannot meet the requirements for active learning (Alqahtani & Alajmi, 2013), for suppose there exists not the continuous maintenance of their indispensable mental happiness that is required to be improved appropriately in their learning practices and learning processes, it will be truly futile for them to achieve either the so-called intellectual or academic progress at cost of their mental devaluation or even mental distortion in that it has failed to be known in an extensive fashion that most anxious learners like those rather miserable students who have been mentioned in this research article often underestimate their real language proficiency (MacIntyre & Gardner, 1993) just as what has been demonstrated evidently in the examination of their speaking competence in the curriculum evaluation implemented at this university.

As a matter of fact, the symmetrical perceptive and cognitive concern to be struck for the stimulation and promotion of the great qualitative concern to be shown for the governance and maintenance of the mental happiness and mental health also has much to do with the successful and sustainable reinforcement of the quantitative control this university has had over the learning effects and learning efficiencies of those students when they are asked to take those conversational courses in a decisive fashion to improve their speaking competence. For the sake of the tight qualitative control this university is supposed to have in the educational evaluation of the students' speaking competence as shown in the qualitative reflection and rumination based on what has been designed for the systematic and scientific examination of the learning outcomes of those students, it has to be realized in a sensitive fashion that little perceptive and cognitive importance has been placed on the examination of qualitative analysis to be made of the learning pressures of them in relation to what has happened to them in a psychological sense than that on the quantitative outcome of those students' speaking competence. In this case, the perceptive and cognitive importance to be attached to the curriculum evaluation of all the conversational courses to be provided for those students studying at this university when the lecturers or researchers are seeking for the successful completion of the indispensable and inevitable procedures required to be demonstrated evidently and objectively in the machined or

scheduled continuation of their researches that have been considered as the reluctant completion of their boring working targets in view of what has been reviewed in this essay, is, not in a position to be confined to the quantitative examination of the speaking competence of those students. It is supposed to be extended to be composed of the perceptive and cognitive importance to be placed on the qualitative examination of the psychological truth and essence in accordance with the psychological pressures on which they have been imposed either in an intentional fashion or in an unintentional fashion. To this extent, what has turned out to be apparent in the objective comments to be made on great analytical emphasis placed on the curriculum evaluation contextualized in the continuous and overall development of the students' speaking ability professionalized and particularized in the intellectual and academic communication they are expected to participate in their own learning experiences, is, that an appropriate and adequate perceptive and cognitive balance ought to be struck between the achievement of the quantitative judgment to be made of students' learning outcome and the fulfillment of the qualitative exploration and elaboration of the confused and complicated minds and moods of them in a cautious fashion, for it has been shown in this research article that the researchers of this research article have failed to have a good qualitative control over the whole thinking process of those students to have a good look at their genuine anxieties or even depressions engendered in the vicious continuation of the curricular evaluation affected in the deterioration of current educational context existing in a great many places save that they have focused a lot on the perceptive and cognitive importance placed on the analyses and syntheses of the grades they have achieved in learning those courses. In compatible with the curriculum evaluation related what has been indicated in the quantitative assessment of students' learning outcomes right at this university in current educational contexts indebted to their passive introduction of ALS in their learning experiences, it turns out to be crucial and conducive for most researchers to be fully and deeply aware of the rather great perceptive and cognitive importance for them to make a profound and perspicacious analysis of students' learning actions and learning performances to make a good preparation for the exact revelation and rumination of the psychological truth and essence of those students while they are acquiring perceptive and cognitive transcendence or breakthrough from the popular stimulation and promotion of the overall implementation of ALS into their learning practices to highlight the crucial role the organic combination of qualitative with quantitative methods in the curriculum evaluation as what has been exemplified in the three conversational courses they have to take at this university is inclined to play in the minimization of the mental risks those students are likely to take in the quantitative evaluation to which they have to be used and the liberation of their minds and moods from the mental danger into which they tend to be thrown in an intentional fashion or in an unintentional fashion.

4.3 The Qualitative Countermeasures to Address Students' Mental Problems in the Curriculum Evaluation regarding Their Learning Outcomes

Grounded on the profound educational and situational awareness of the practical and professional failure to strike an appropriate and acceptable balance between the stimulation and promotion of

students' intellectual or academic progress through the quantitative evaluation of their learning outcomes at University of Bengkulu and the cautious governance and maintenance of their mental happiness or mental health in the process of encouraging them to pick up the courage and confidence on which they have to rest a lot to enable them to deal with a variety of predictable or unpredictable problems they are likely to come across on the way to the successful achievement of their perceptive and cognitive growth owing to the inadequate awareness of the truth hidden in the possibility that the continuous popularization of the learning pressures in the minds of those students is bound to lead to the deterioration of their minds and moods and the final formation of either the physical or psychological disorder of them (Mehrban & Pourghasemian, 2006), it will be crucial for the research of this essay to reflect and ruminate in a rational way what has failed to be done in this educational evaluation and the correlative measures to be taken to address their mental problems in line with what has been confusing or tormenting an increasing number of students like those who have been studying at this university due to their educators' failure to be sensitively aware of the harm that this perceptive and cognitive failure is inclined to do their mental health as exemplified in the intellectual and academic failures and the physical or psychological disorders as engendered in the repetitive emergence of this perceptive and cognitive stupidity (Abazari Farok et al., 2002). In correspondence with what has been epitomized clearly in the experiential and experimental fulfillment of the two major research objectives that have been reached in the actual analytical practices and analytical processes that are indispensable for the logical and objective justification of major academic proposition of this research article according to what has been shown clearly in the analytical results and analytical discoveries dug out from the veritable and valid data collected for the essential and eventual achievement of the major researching objectives set for this research article reviewed in this essay, what can be seen apparently in the whole analytical process related to the valuable data analyses made over there is that in an objective sense, the authentic and effective observation and investigation of the crucial and conducive actions the participants of this research article have taken in their rich learning experiences to improve their classroom performance and their speaking proficiency in the everyday intellectual and academic communication they are required to participate on a regular basis, have marked a remarkable quantitative increase with respect to the educational evaluation of students' speaking competence in relation to the overall and essential development and improvement of their crucial speaking skills achieved at FKIP UNIB after the implementation of ALS in their learning practices. However, what has to be kept in the minds of researchers and readers of this article is that although the increases have been achieved admirably in the objective attitude to be held toward this educational evaluation, this does not mean there is no appropriate room to be made for the successful achievement of the greater progress to be made in the future nor that most of the students' problems have been addressed successfully, suitably and sufficiently. On the contrary, the overall and profound analyses of the analytical gaps in this research article have made it evident that the correlative countermeasures have to be taken to address the intrinsic problems of those students in a psychological

sense to the effect that some has to be done to enable and empower researchers to make way for the stratification and serialization of those students' objective needs to be met in improving their speaking skills in a qualitative way for the simultaneous fulfillment of the learning objectives to be reached in a quantitative way in relevance to the true achievement of their mental happiness and mental health in addition to the relevant steps to be taken in the application of ALS into their learning activities and learning schedules for the quantitative completion of their learning objectives exemplified in the educational evaluation designed for the collection and analysis of the correlative data related to their learning outcomes just as what to be dealt below.

For the part of the quantitative concretization of the researching plan made for the completion of what has been proposed in this research article in connection with what has to be constructed for the regular stimulation and promotion of the educational evaluation designed for the comprehensive examination of the learning performance, learning proficiency and learning outcome of the students at University of Bengkulu when they are required to take their conversational courses to improve their speaking competence with the help of the increasing perceptive and cognitive enlightenment and encouragement that can be acquired from their rational and reasonable reflection and rumination of the superiorities and inferiorities of action learning strategy they have adopted and applied into their learning process based on the profound awareness of the crucial role this encouragement and improvement are likely to play in showing a great concern for the successful and sustainable construction and consolidation of their intellectual and academic courage and confidence indebted to the illumination that their unwillingness to take part in speaking activities has much to do with the shortage of the confidence on which the growth of their minds and the reduction of their learning pressures rest a lot (Sorenson, 2007), what has to be noted sufficiently is the shortage of the qualitative thoroughness that has to fit in with the pace kept in with the practical development and improvement of the quantitative thoroughness to be kept in the minds of most lecturers at this university in line with the intrinsic and intuitive anxiety of their students who have to be faced with an increasing number of learning pressures caused by the overemphasis placed on the final learning outcome of their courses, is that it has to be kept in the minds of those lecturers in a rather clear fashion that even though the greater development and improvement of the learning outcomes of those participants have been achieved in the popular implementation of educational evaluation, the educational plan makers and policy makers have failed to take into account much more crucial intrinsic details related to the application of ALS into the learning practices of those participants and the flexibility of the criteria used in this educational evaluation on account of their failure to have a good knowledge of the possibility whether the implementation of this educational evaluation is likely to meet the diverse intrinsic needs of their students in a psychological sense. Therefore, in line with the appropriate countermeasures to be taken to address their problems in an effective fashion and in an essential fashion, researchers are supposed to have an exact understanding of the genuine intrinsic needs of those students and to make acceptable adjustments in implementing ALS and in designing the criteria to highlight the practical effectiveness of ALS to avoid the

ambiguous statement in this article like what has been elaborated clearly in this research article that ...almost all students perceived that they got help from the implementation of this ALS which consisted of six steps (Kasmaini et al., 2023).

With respect to the implementation of ALS in this research article to give those students a strong perceptive and cognitive impetus to practice and improve their own speaking competence for the aim of enabling or empowering them to have a good access to their diverse intrinsic needs rather on their own than make them waiting for their lecturers to make an analysis of their genuine intrinsic needs based on their clear awareness of the great danger they are likely to be thrown into when they are waiting for their analyses at the risk of making them dependent much more on the suggestions of their lectures rather than independent from their interference or disturbance in an active fashion, what needs to be made clear in the creative exploration to be made of the conducive educational evaluation to be propounded in this essay to help more and more educational researchers to have a good knowledge of the emotional problems of their students in combination with what has been exemplified in learning pressures that have given rise to the increases of the intrinsic anxieties of the students who have to take their conversational courses to improve their speaking competence, is, that although the implementation of ALS has taken its course in the learning practices of those students as demonstrated in the stimulation and promotion of the educational evaluation in this research article to make a quantitative judgment of the students' learning outcomes, the perception and cognition of the specific steps to be taken to deal with the mental problems of those students who have been caught in the strong psychological pressures upon which they have been imposed in an evident fashion in the process of applying ALS into their learning practice and learning process as what has been manifested in this research article has turned out to be not profound enough in a qualitative sense due to its failure to enable most lecturers and researchers to have a good access to the mental truth and mental essence of their students to help those students to get free from the mental illness that is inclined to imprison or torture them time and time again. Thus, the countermeasure to address the problem epitomized in the quantitative examination of the students' speaking competence in the construction and consolidation of the solid perceptive and cognitive foundation to be laid for the educational evaluation implemented at this university in an overall fashion, is, to have a much better understanding of the students' psychological needs when those four major steps including planning, action, observation and reflection are prepared to be taken to connect the quantitative evaluation of their speaking competence with the stratification of their objective and authentic learning needs that might be developed into their strong learning interests crucial for the refinement and reinforcement of their strong learning motivation and learning intention. In consistent with what has been aware of from the major perceptive and cognitive inferiorities of this quantitative curriculum evaluation implanted into the essential examination of students' speaking competence at this university, the pragmatic or practical countermeasure to address students' problem is to collect adequate measureable data, and, to make a qualitative analyses of the anxieties or even depressions hidden behind the quantitative progress made in their grades rather than

in either their minds or moods to enrich the genuine denotations and connotations of qualitative curriculum evaluation rather than to be lost in the superficial progress made through the excessive emphasis placed on the quantitative performance of those students whose progress ought to be made not just the quantitative progress of their learning outcomes but also the qualitative progress potentiated in the perceptive and cognitive transcendence or breakthrough that can be seen in the qualitative improvement of their speaking skills indebted to the insightful and ingenuous absorption and application of the genuine theoretical and practical insights carried out in the flexible implementation of ALS into their learning practice and learning process in terms of the comprehensive examination of their speaking competence and the close attention paid to help them to make their way to the true intrinsic relaxation their everyday learning experiences are supposed to be directed at on account of the intentional alleviation of the learning pressures with which their minds have been suffocated and through which their moods have been spoiled in a known way or in an unknown way. To be brief, the effective countermeasures to be taken in this respect have to be likely to address students' intellectual and academic problems and their confused and complicated mental problems in a simultaneous sense when their learning progress and learning performance have to be evaluated in an essential way.

5. Conclusion

Seen from the perceptive and cognitive enlightenment and encouragement that have been obtained from the essential and overall reflection and rumination of the valuable insights carried in the theoretical elaboration of action research applied in curriculum model with regard to the qualitative evaluation of the practical learning outcomes of the learners like the participants whose speaking competence has been evaluated in the development and betterment of their speaking skills at University of Bengkulu in relation to what has been epitomized in the experiential and experimental failure to strike an appropriate and acceptable perceptive and cognitive balance between the quantitative evaluation of students' learning outcome and the qualitative evaluation of their learning performance in combination with the rational reflection and rumination of the students' authentic and objective psychological needs to be met in dealing with the learning pressures and psychological needs to be met in their learning practices and learning processes when they have to be faced with the possible anxieties and even depressions engendered in either their positive or passive participation in the conversational courses provided at this university to improve their speaking skills, it can be seen in a conclusive sense from the results of the data analyzed in this research article that although a lot has been done to apply ALS into students' learning practices and learning processes to lay a rather sound foundation for the authentic and essential evaluation of their learning effects and efficiencies in a quantitative fashion in line with the essential requirements of this curriculum and its evaluation, it has turned out to be a perceptive and cognitive failure for those researchers to take into account the students' true psychological needs to be met in the entire process of this quantitative curriculum evaluation in accordance with what has been printed on their minds and moods due to the failure to meet their

emotional needs and to address their emotional problems in a qualitative way, for it has to be admitted in an honest fashion that even if the analytical and synthetic process shown in this research article has turned out to be reliable and workable due to the organic and effective combination between the satiation with the participants' primary learning needs in improving their speaking skills and the implementation of the effective steps to be taken according to what has been shown in the theoretical elaboration and practical experimentation of ALS, it is of great experiential importance for them to rationalize and concretize their evaluation qualities by showing an appropriate and adequate perceptive and cognitive concern for the exploration to be made of the feasible solutions to the mental problems of those students for the qualitative maintenance of their mental happiness and mental health, and the qualitative governance of the controllable or uncontrollable emotions of them to keep in pace with the harmonious and health promotion of the curriculum evaluation to be highlighted in new educational context in which the mental crises or mental tragedies of those anxious or depressive students have to be avoided whether they take either those conversational courses or the rest of courses available at this university or the rest of universities around the world on account of the adequate awareness of the practical dialectical correlation and the mutual interaction between the quantitative improvement of the students' superficial learning outcomes and the qualitative treatment of their mental illness and the betterment of their mental health in the stimulation and promotion of the perceptive and cognitive transformation or even reformation of the curriculum evaluation in a new historical period when it takes courage to reveal the authenticity and objectivity of the psychological reality of most university students like those who have been studying at University of Bengkulu. Moreover, as one of the countermeasures to be taken to address their mental problems, appropriate and adequate analytical and synthetic attention ought to be paid to the true absence of the effective combination between the quantitative evaluation of students' learning outcomes and the qualitative examination of their learning performance and learning progress in connection with the correlative data collected and analyzed in this research article regarding the clear articulation of not only the practical progress made in the participants' grammar in improving their speaking skills but also the perceptive and cognitive performance they have achieved in their learning process. Finally, great patience and tolerance will be expected of most educational scholars and educational researchers suppose there is any unintentional disrespect or offence shown for their studies due to the limited perception and cognition of the author of this essay and her perceptive and cognitive inferiority in having an overall or a profound understanding of the theoretical evolution of curriculum evaluation.

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