

IMPLEMENTING ENGLISH COMPETENCE IMPROVEMENT PROGRAM TO IMPROVE THE STUDENT'S SPEAKING SKILL IN A BILINGUAL SCHOOL

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Introduction

Speaking is a productive skill in spoken mode. Speaking is very important because by having speaking skills, people can have conversations with other people, give ideas or opinion and exchange information with others and must use interesting speaking teaching and learning techniques and processes

(Rahmawati & Syafiq, 2017).

Proficiency in English will get more opportunities to be trusted in a job and can have the opportunity to take part in several international competitions or student exchange programs (We, 2020).

(Miolo et al., 2017), explains that learning is "the acquisition or acquisition of knowledge about a subject or a skill with learning, experience or instruction". This means that learning that occurs in the classroom can convey messages in the form of knowledge, skills, and attitudes of teachers to learners. Brown states that learning is to show or help someone learn how to do something, instruct, guide in the assessment of something, prepare knowledge, make know or understand."

Introduction

- Previous research said that by using the concepts in learn English especially in speaking lessons using the "English Area" technique are very support what is described in difference teach and learn. For the English Area Program implemented at SMK Negeri 1 Gorontalo, it applies the application of learning in the classroom and the use of students' rest time outside the classroom using English. It is held twice a week.

Introduction

- For pre-observation that I have the English Competence Improvement program which was carried out twice at the MA Bilingual Muslimat NU was carried out simultaneously from grade X to grade XII starting with writing, listening and speaking activities in front of the invited tourists at the school who were accompanied and guided by two english teachers from grade X and grade XII.

Research Questions

What is Implementation of student's speaking skill through English Competence Improvement?

Method

Research Design

Descriptive research with qualitative approach

Research Setting

Location : MA Bilingual Muslimat NU Sidoarjo

Time : January to March 2023

Research Participant

The source of the data in this study was teachers who were directly involved in and participated in the "English Competency Improvement" activity. To fill in the data, the researcher decided to conduct interviews after previously explaining the research objectives, asking whether they were willing to become participants, and conducting interviews with participants.

Method

Data and Source of the data

Data : Speaking Problems

Source of the data : Teacher who were directly involved and participated in the "English Competence Improvement" activity.

Method

- Data collection technique

INTERVIEW	OBSERVATION
<ul style="list-style-type: none">Using a list of questions that have been prepared adopt by Theory Majid (2005:104)	<ul style="list-style-type: none">Take documentation related to English Competence Improvement.Observing English Competence Improvement activity.

Method

- Data analysis

The first step is transcribing.

The second step is, reviewing from transcribing the data.

The third step is, classifying the data into speaking problems in ECI programs.

The fourth step is, verifying the observation data through interviews.

The fifth step is, combining and describing the data from interview and observation.

And the last is, concluding the data described and the transcribing data of interview and observation.

Finding and discussion

- Finding

From the results of interviews for ways to convey learning objectives in ECI activities, namely with these activities students become more accustomed to speaking, learning, and understanding English lessons. In addition, students who are still not fluent in English will continue to practice as well as students who are fluent in English will also continue to practice. For the application of the material or teaching materials used, namely by using teaching materials that are by the curriculum and familiarizing students with exam questions such as the TOEFL so that they can continue to study above their level.

In the ECI activities at the school, each student has printed teaching materials with questions or assignments that focus on listening, reading, writing, and speaking skills with an emphasis on writing and speaking. The learning process uses smart TV and uses a scientific approach. For the application of student understanding guidance in ECI activities, the school does this by dividing students into groups and then giving them material or questions related to problems or daily activities. Students are given examples of good workmanship and then students describe their answers in the form of descriptive text or other forms of text determined by the teacher.

After the students have finished working on the student's answers, they will be checked by the teacher, then the students make a short video of the text that has been made and has been corrected by the teacher. Checking students' understanding in ECI activities by giving speaking tests which are made through videos regularly to find out the extent of their understanding. Videos that have been made by students will also be corrected to determine the level of understanding of students.

FINDING AND DISCUSSION

- Discussion

As for the results of observations on the application of English-speaking MA Bilingual Muslimat NU students, most of them still lack confidence in speaking English in front of their teachers and friends. Students tend to be passive during ECI activities, only a few students take the initiative to speak in front while the rest choose to be silent. This situation is caused by the low motivation of students, they think that speaking is difficult and finally decide to give up speaking. Another reason for difficulty speaking is the stuttering of speech in speech caused by nervousness, mood, stress, and a new environment that can cause these feelings to arise. Students also worry about making mistakes due to a lack of vocabulary and fluency and think that their English is not good enough and the grammar and pronunciation is not correct so they are afraid to speak English too much.

The implementation of ECI activities in MA Bilingual Muslimat NU schools has several advantages for speaking skills students. First, improve students' speaking skills verbally in communication. This activity forces students to practice speaking English. All students have to say something or have to give an opinion about something. This situation makes the class conducive for students to learn to speak English and improve students' oral communication, especially in English which results in students' speaking skills improving. Second, the application of ECI activities in teaching can increase students' motivation and interest in learning English, especially in speaking skills. In addition to the topics used in these activities are the daily activities that they often face, which makes them more active in doing them.

CONCLUSION

- In teaching speaking it is important to use any method that can attract students' attention and interest. Applying the right method of conveying material when teaching will make students have high motivation and interest to join in these activities. These activities can also help them to accept and understand the material or topics presented and can improve students' speaking skills and facilitate needs in these activities. This program can be seen by each student as a learner who gets the opportunity to give ideas and practice speaking in front of the teacher and friends and continues to practice for students who are still not fluent in speaking English. With these activities, students have better motivation to learn, better motivation to encourage them to learn and understand the material. This learning method can also build student empathy so that they have better relationships with their friends who are studying.
- According to Slavin (2005: 195) "Team Assisted learning model Individualization" is one of the learning models in the form of small groups in each group and is followed by providing individual assistance to students who need it. The distinctive feature of the Team Assisted Individualization learning model is that each student individually learns the material that has been prepared by the teacher.
- Based on the results of this study, there are several suggestions, namely for accompanying teachers in the ECI activities, teachers are advised to use specific learning methods to speak English. In this application, the teachers try to apply the ECI because the existence of these activities shows that teaching speaking with this method creates a pleasant environment and can become a learning center for students so that students can be actively involved during the speaking class. In addition, teachers also need to provide an understanding of the importance of group work, especially for students who prefer to work alone rather than in groups.

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DOCUMENTATION



