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

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Abstract: In SMA students are expected to have good speaking skills, especially speaking English, while their English skills are still low, especially in terms of fluency. Therefore ¹²⁾ teacher uses an alternative method to teach speaking skills called English Competency Improvement. The purpose of this research is to find out the application of teaching in improving and training students' speaking skills in speaking English. Data collection was carried out through observation or direct observation during the activity, as well as interviews with the teacher accompanying the activity and documentation. The results of the study showed that with these activities students' speaking skills improved, they also enjoyed these activities by discussing, sharing and collaborating with their friends and included two stages namely the preparation stage and the process stage. In addition, students can also provide opinions, responses and ideas about the ¹²⁾ application of speaking English in this ECI activity. Therefore, students' speaking skills can be improved. From the results above, it can be concluded that this method can make a positive contribution to improving students' speaking skills. This method is also useful for helping students learn to speak English in a more enjoyable way.

Keywords - Speaking, English Competence Improvement, Implementation

Abstrak. Di SMA siswa diharapkan memiliki kemampuan berbicara yang baik, khususnya berbicara bahasa Inggris, sedangkan kemampuan bahasa Inggris mereka masih rendah terutama dalam hal kelancaran. Oleh karena itu guru menggunakan metode alternatif untuk mengajarkan keterampilan berbicara yang disebut Peningkatan Kompetensi Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui penerapan pengajaran dalam meningkatkan dan melatih keterampilan berbicara siswa dalam berbicara bahasa Inggris. Pengumpulan data dilakukan melalui observasi atau pengamatan langsung selama kegiatan tersebut berlangsung, serta wawancara dengan guru pendamping kegiatan dan dokumentasi. Hasil penelitian menunjukkan bahwa dengan kegiatan tersebut keterampilan berbicara siswa meningkat, mereka juga menyenangi kegiatan tersebut dengan berdiskusi, berbagi, dan berkolaborasi dengan teman-temannya serta meliputi dua tahapan yakni tahapan persiapan dan tahapan proses. Selain itu, siswa juga dapat memberikan pendapat, tanggapan dan ide tentang penerapan berbicara ba¹²⁾sa Inggris dalam kegiatan ECI ini. Oleh karena itu, keterampilan berbicara siswa dapat ditingkatkan. Dari hasil di atas, dapat disimpulkan bahwa metode ini dapat memberikan kontribusi positif untuk meningkatkan kemampuan berbicara siswa. Metode ini juga berguna untuk membantu siswa belajar berbicara bahasa Inggris dengan cara yang lebih menyenangkan.

Kata Kunci – Berbicara, Peningkatan Kompetensi Bahasa Inggris, Penerapan

I. INTRODUCTION

Speaking is a productive skill in spoken mode. Speaking is very important because by having speaking skills, people can have conversations with others, give ideas or opinions, and exchange information with others and must use interesting speaking teaching and learning techniques and processes [1]. 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 [2]. The purpose of learning English, especially in communication, is to have a predicate as a good speaker. [3], (Miolo) 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 the assessment of something, prepare knowledge, make know or understand." In other words, the skill to speak that foreign language is the most essential skill in foreign language teaching and learning since it is the basis for communication and is the most difficult skill. The skill to understand what other people talk and to answer in the target language is an indication of mastery of the language. The skill of speaking will maintain their involvement in the real communication of English and express ideas and thoughts.

The general speaking problem that is often experienced in speaking is that there are still many students who do not have self-confidence and are afraid in speaking English. I chose and conducted research at the school because there are rarely schools that hold programs like that which require students to learn English, especially in speaking. At the school, there is a program called ECI (English Competence Improvement). The ECI includes four skills in English, one of which is speaking, and this ECI program focuses on public speaking. The purpose of public speaking in this program is to train our confidence and improve public speaking which is implemented in English Competence Improvement.

The first research has been conducted by Mandasari. She conducted research entitled "Improving Student's Speaking Skill Through Video Dubbing" The purposes of this research are to identify: (1) whether and to what extent the use of VD improve students' speaking skill, and (2) the strengths and weaknesses of VD when implemented in this research.

The method which is used by the writer is the classroom action research method. The data source is taken from observation, diary, interview, questionnaire, document analysis, and test. At the end of the research, the writer concludes that (1) Based on the research findings, students' achievement in grammar, vocabulary, fluency, pronunciation, and content improved. Furthermore, weaknesses indicated that although students have many oral practices, they still produce unacceptable pronunciation. (2) The second weakness is that some students are still awkward in using VD so they need some help and guidance.

The second previous study entitled "Improving Speaking Skill through British Parliamentary Debate by Using "AREL" For Nursing Students", has been done by Amalia, namely teaching speaking through debate. Debate can be useful in teaching speaking because debate requires an active learning process. In addition, to make it easier for students to debate, AREL (Argument, Reasoning, Evidence, Link Back) is the solution. This study aims to determine the use of AREL in debates to improve the speaking skills of nursing students.

The last previous study entitled "The Improvement Of Student's Speaking Skill Through StoryTelling" has been done by Marsevani This research uses Classroom Action Research (CAR) method. Started with the problems that were faced by the students such as lack of vocabulary, lack of the proper motivation to study and speaking practice, and being not confident to speak. The data source is taken from pretest and posttest. At the end of the research the writer concludes that (1) After looking at the results of the pre-test, the researcher saw that with practice conversation, the speaking skills of students can't develop well.

³ (2) treatment 1, application cycle 1, and also post-test, post-test results were 2.76. It can be said that storytelling can improve students' speaking abilities.

A review of related literature for the study is speaking skills and techniques of English Competence Improvement.

1. Speaking Skill

Speaking is a way of communicating with other people using English by practicing their speaking skills continuously. Therefore one must learn how to speak correctly and effectively to communicate well with each other. To be a good speaker, one must be proficient in these four thing language skills; listening, reading, writing, and speaking. Especially speaking skills will provide many benefits for the speaker. The ability to speak accurately will help the speaker to be better understood by others.

¹ Kayi (2006) stated that “speaking is a crucial part of second language learning and teaching”. Despite its importance, language including speaking taught monotonously in the previous. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. The traditional methodology thus focuses on grammatical structures and isolated items of vocabulary (Boumova, 2008).

2. Technique of English Competence Improvement

The technique of learning to speak English using the “English Competency Improvement” program has become a program at Ma Bilingual Muslimat NU that is used to improve students' English skills at the school. This activity was attended by all Ma Bilingual Muslimat NU students from class X to class XII. This program has become one of the activities at school and is included in the subject which is carried out twice, namely before learning begins and Thursday which is included in the subject and on Friday which is carried out together with the native, and every student is required to always speak good English. inside and outside of learning.

The research gap difference between this study and the previous research is that there is still a lack of confidence in public speaking, a lack of focus in reading and writing, and a lack of teacher guidance to students. To show the novelty of this research, namely the unique program carried out in schools to increase their confidence in public speaking. For the pre-observation that I have in the English Competence Improvement program which was carried out twice at the MA Bilingual Muslimat NU. That program 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. The objective of the question is to what is the Implementation students speaking skills through English Competence Improvement? and The objective of the research is to know the implementation of students' speaking skills through English Competence Improvement. So here we want to know the implementation of the ECI program as one of the methods used by English teachers in English language learning at the MA Bilingual Muslimat NU.

2 II. RESEARCH METHOD

This research was conducted at MA Bilingual Muslimat NU. The choice of research location was due to the absence of research using the English Competence Improvement program. The research began in October 2022. Data collection and data analysis were carried out from January to March 2023. The research method used was the Classroom Action Research (CAR) qualitative method. This research uses descriptive phenomenology because this method includes direct exploration activities, analysis, and description of the phenomenon of the observations to be made. Phenomenological design is the best research approach to describe and understand human experience. (Speziale & Carpenter, 2003). Researchers explore the use of public speaking in the English Competency Improvement program in depth so that an understanding and meaning of this phenomenon can be obtained. The application of public speaking in these activities will be very different and have various kinds of characteristics that are owned by each child. Therefore, researchers chose to use qualitative research with a descriptive phenomenological approach. According to Wahyuni, the qualitative research method develops in social science to enable the writer to study the topic. Its goal is to gain a deeper understanding of people's experiments. 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. Data collection was carried out through observation or direct observation and using field notes during the activity, interviews with teachers who assisted in these activities with questions that had been prepared, and documentation. ongoing activities are then analyzed and interpreted qualitatively. The interview process used open questions to find problems more openly and some participants were asked for their opinions about the application of public speaking in the program. During the interview, the researcher listened carefully and recorded what the participants said. Researchers also used data collection tools to assist research, namely interview recorders using voice recorders and field notes during program activities. The data that has been collected through interviews and observation is processed and analyzed directly by the researcher. In conducting qualitative research, there are several stages carried out by the researcher, namely starting to describe the phenomenon to be studied, processing the data, and starting to analyze the data to gather all the information needed to describe the phenomenon under study (Speziale & Carpenter, 2003).

1. Transcribing

Transcribing is done by documenting data from in-depth interviews and field notes on English Competence Improvement activities during the activity. The documentation of the interview results was carried out by playing the recordings and the recording results were then written according to what was conveyed by the participants and combined with the results of field notes and observations that had been made.

4 2. Data Analysis

Qualitative data analysis is an analysis that is based on the relationship between the meaning of words (semantics) between the variables being studied. The analysis assesses the relationship between each meaning and the meaning of each phenomenon experienced by the participants. The purpose of qualitative analysis is to get the meaning of the relationship between variables so that it can be used to answer the problems formulated by research. Researchers formulate data by reading repeatedly the existing data related to the public speaking they use so that researchers can find data that is by the research and discard data that is not by the research objectives.

III. FINDING AND DISCUSSION

The implementing ECI program in student's speaking skill were carried out to find out the application of speaking in English Competency Improvement activities. I made observations and interviews with the teacher accompanying the activity.

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.

In the implementation, English Competence Improvement activities are divided into two stages, namely

a. Preparation phase

The preparatory stage is a plan for the teacher to carry out activities and facilitate children in the process of ECI activities. Before this activity was carried out the teachers had to prioritize students' understanding and mastery of English vocabulary material and daily conversation material. So that whatever the teacher's methods and media in these activities cannot be separated from these goals. And evaluation will continue to be held in order to improve the quality of this ECI activity.

In this activity the teacher must come from an English education background and have skills in various fields, both from mastering vocabulary, daily conversations and performing in front. In addition, students who take part in these activities are mentally and materially ready to receive learning at ECI.

Indirectly this activity develops linguistic intelligence in students with listening, reading, writing and speaking activities during the implementation process. This makes students happy to learn language product skills.

b. Implementation Stage

Opening

- a) The teacher informs all MA Bilingual Muslimat NU students to gather at the mosque to carry out ECI activities.
- b) The teacher greets and greets students using English.
- c) The teacher conducts a pre-test on the previous meeting material.

Implementation

- a) The teacher opens the material by explaining and the students listen.
- b) The teacher gives material to students and explains the material that will be discussed at the ECI activity that day (the material provided is not far from the English subject matter contained in the textbook)
- c) The teacher pauses to provide an opportunity to ask questions about the material that has been conveyed.

d) Students are given the task of understanding after that each student makes and looks for the material that has been given then one by one from several classes come forward to explain the results they have obtained and explain using English.

e) After work, the teacher discusses the questions given and students are asked to answer according to the teacher's directions.

Closing

a) The teacher repeats several questions and students are asked to mention today's material.

b) Students are asked to study the next material contained in the textbook.

c) The teacher closes greetings and students are allowed to return to class and continue the next subject.

In the implementation process, there are several components that cannot be separated from the learning process in ECI activities, namely

a. Learning Resources, namely books that are used as a reference for teaching. ECI activity supervisor teachers use English books that have been provided by the school. Then it is reviewed and translated in an easier form so that students understand more and it is easy to learn.

b. Learning Material, namely the main substance that will be conveyed in the activity. The material presented in this activity is English vocabulary and daily conversations. The material is delivered in simple terms that students can easily understand. Apart from that, it is balanced by practicing speaking English using everyday conversations.

c. The learning method, namely the teacher's way of delivering material by creating a learning environment that is easy for students to understand during the activity. The teacher applies the lecture, discussion, question and answer and assignment methods. With this method students' activeness and initiative develop and can train self-confidence in students.

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. In the ECI activity there are also activities such as retelling a story that has been read which can show their ability to practice their English speaking skills and students become more confident where after presenting they can further develop fluency in speaking English. At the school, communicative English is considered a self-confidence booster and also a tool that can advance students to speak outside the classroom. Although most teachers realize that there is still a lack of confidence from students in practicing these ECI activities effectively outside the classroom, teachers must be aware of all the changes and transformations of ideas into communicative ideas in the classroom. This is also because the teacher's role is a supporting factor for the responses made by students in giving coherently to their interlocutor's turn.

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.

In addition, this activity provides an experience for students to speak English so that they can be more confident in speaking English both in front of the teacher and their friends, and students also don't feel embarrassed to convey their ideas.

IV. 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.

Students are advised to actively participate in ECI activities, especially when these activities are ongoing as well as contribution to mutual assistance to fellow friends, students must patiently help friends who cannot speak English well. Thus, closeness and empathy will emerge among the students and they will find it fun to study together.

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