IMPROVING ENGLISH SPEAKING SKILL THROUGH INTENSIVE COURSE AT SMA YP PGRI 3 MAKASSAR

Wafiyah Asyifah Fa'adhilah[1*], Izzatul Jannah[1], Andi Nurul Ainunnisa[1]

[1]*English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Alauddin Makassar, Gowa 92118, Indonesia*
Email: wfyhasyfh130703@gmail.com

Abstract

Speaking is a skill that needs to be trained not only in class but also outside class as an extra class. High school students need additional classes to focus on developing speaking skills in English. Moreover, Senior High School students should be equipped with English skills to support their value in order to be able to compete in the world of work on a national and international scale. In addition to sharpening and developing students' English skills, this dedication is also a form of participation to foster the motivation of students to learn English especially in the students of YP PGRI 3 Makassar high school. This method of devotion uses learning and teaching methods. The results of this dedication were able to increase the confidence of the students in speaking, increase knowledge of the importance of English and broaden the students' insight into the English language material as a result of the teaching process. The teaching is done using the student center method where students are more active with interactive learning, i.e. with hands-on practice after the material is taught, this speaking class is also very appreciative with the presence of reflection and reward day at the end of learning. The implications of this dedication are to be a reference for educators who will plunge into the world of education and teaching English especially in improving the English speaking ability of students.

Keywords: Speaking skill, Confidence, Motivation, Interactive Learning

INTRODUCTION

English classes are obviously not enough to meet the needs of students in adding skills and sharpening English skills. High school students are in great need of additional classes to improve their English skills, especially their speaking skills. Generally, English classes are filled with a lot of material and are not focused on a single skill and are limited by a specified time. High school students also need to be motivated and aware of the importance of English. Students who have an interest in English also need a container to grow and increase their confidence in English. Therefore, in order to be able to optimize the development of English speaking skills, there is a need for focus and extra time outside the classroom to optimize the improvement of students' English language skills, especially in speaking skill. Recognizing the urgent need for additional speaking classes for high school students to further develop their English language skills and be a reservoir for them to practice with more free and focused time.

Confidence and motivation in improving English speaking skills are very much needed by high school students. According to a study by Mayangsari et,al. The most

important components in improving speaking skills are self-confidence and motivation. If you have high self-confidence, you will perform better in public, and students who are highly motivated to learn will be more successful (Simaibang, 2021). In line with this, Yousefabadi and Ghafournia (2023) highlighted that language learners with strong self-confidence are less anxious during the language learning process and can effectively express linguistic messages. Therefore, it is very important to have motivation and self-confidence in the process of becoming fluent in learning English speaking for high school students.

Found that high school students, especially at SMA YP PGRI 3 Makassar, need motivation and self-confidence to improve their speaking skills. They need a platform, namely additional classes, to fulfill this deficiency. This is also an effort to create a more interactive and focused class so as to maximize the learning process. According to Türkben (2019), interactive teaching practices are one of the most effective ways to develop speaking skills. Classes are carried out with a variety of interactive learning methods and student centers ranging from role playing, discussions, games and other activities. Interest in learning and discipline positively impact motivation to learn (Herpratiwi & Tohir, 2022). Open the class in an interesting way to stimulate student enthusiasm and focus so that the class becomes fun and not monotonous.

Based on the lack of motivation and knowledge related to the importance of English language skills as well as the need for classes that focus on the development of English speaking skills, then we as academicians have reasonably participated in improving the motivations and confidence of students in learning English especially at YP PGRI 3 Makassar. By implementing the knowledge acquired from our university as academics aim to improve student speaking ability by applying interactive and centered on student needs class. It is expected that later knowledge and experience gained from the speaking class they will use as their supplies in future for further college level or even needs for the world of work of national and international level.

METHOD

Community service activities carried out at SMA YP PGRI 3 Makassar which is located on Singa Street, Number 2, Bonto Biraeng, Mamajang District, Makassar City, South Sulawesi. The target is the first-year students, totaling 20 students. The schedule is every Friday at 11.00-11.30. This agenda starts on August until December. Activities to improve students' speaking skills are carried out using interactive learning methods and student centers. The material taught is carefully sorted and prepared before being taught, where the list of material taught is as follows:

Table 1. List of materials

Meeting	Material
1.	Occupation
2.	Family
3.	Friends
4.	Leisure time
5.	Telling time
6.	Direction
7.	Future plan
8.	Learning style
9.	How to make something
10.	Childhood
11.	Memory
12.	Feeling

13.	Daily activity
14.	Family tree

The teaching staff incorporates these materials into entertaining learning approaches and trains students' psychomotor abilities. The learning process is mainly focused on individual practice. The pair learning method is also used to help children practice communication skills by having them communicate with their friends in pairs. Furthermore, to boost students' self-esteem, each student is given the opportunity to share the results of their tasks in front of the class. Meanwhile, other kids must practice active listening and feedback in order to develop critical thinking skills. Never forget to recognize each student's performance and helpful feedback. The classroom is likewise well-equipped, with a U-shaped seating arrangement that makes it easy to finish the learning process. An overview of the implementation of providing material in class is as follows:

Table 2. List of Material Delivery Process

No.	Activity	Time
1	Opening & Ice Breaking	11.00-11.10
2	Delivering material	11.10-11.15
3	Practice and Evaluation	11.15-11.30

The teaching team estimates time as accurately and effectively as feasible. Begin the session with enthusiasm and activities to release tension and enhance students' eagerness to study. Teachers use the student center method to provide pupils with additional time to practice speaking. An overview of the stages of implementation of activities is as follows:

1. Initial evaluation with direct observation through interviews with the English teacher and discussion with the school officials
2. The process of learning and teaching
3. Handover of Memorandum of Understanding and appreciation day to each student

FINDINGS AND DISCUSSION

This service activity is entitled "Improving English Speaking Skill Through Speaking Class Program of SMA YP PGRI 3 MAKASSAR" which is located on Singa Street, Number 2, Bonto Biraeng, Mamajang District, Makassar City, South Sulawesi. This activity ran well from August to December, without any obstacles that hampered this activity.

Preparation Stage

This activity began with observations at school through interviews with English teachers. From these results the discussion continued with the discovery of the need for speaking classes for students there. So, to follow up on this, preparations were made in the form of a team of teachers who were willing to carry out community service activities from August to December.

Figure 1. Interviews with the English teacher and discussion with the school officials

The following is the teaching team that was formed.

Figure 2. The teaching team

Implementation Stage

After the teaching team is formed, teaching materials are created and prepared which will be delivered once a week on Fridays. in the teaching and learning process students become more active and interested in learning English. they also use this class to hone their talents in public speaking.

Figure 3. Teaching and Learning Process

In the teaching and learning process, before class starts there will be ice breaking in the form of games to attract students' interest and reduce tension in learning. With a relaxed class atmosphere, the material will be delivered briefly and clearly. After that, practice will immediately take place, where each student has the opportunity to show their best performance in front of the class. Students are involved in the learning process through individual performance. Apart from the peering discussion method which trains students' communication skills through discussion, there is also individual performance. The other students pay close attention to listening and also responding. appreciation for each student is given to increase their self-confidence. Praise enhances student-teacher connections, creates a good learning environment, reduces challenges in the classroom, and promotes learning (Rathel et al., 2014; Yadi Sun, 2021). Evaluation at the end of learning by reviewing the new vocabulary acquired or reviewing the material that students have received.

Implementation Stage

At the end of the meeting there was a post-test to review all of the students' learning results and it was found that they were able to answer the questions well, not forgetting to also reflect on the students' impressions and messages while studying.
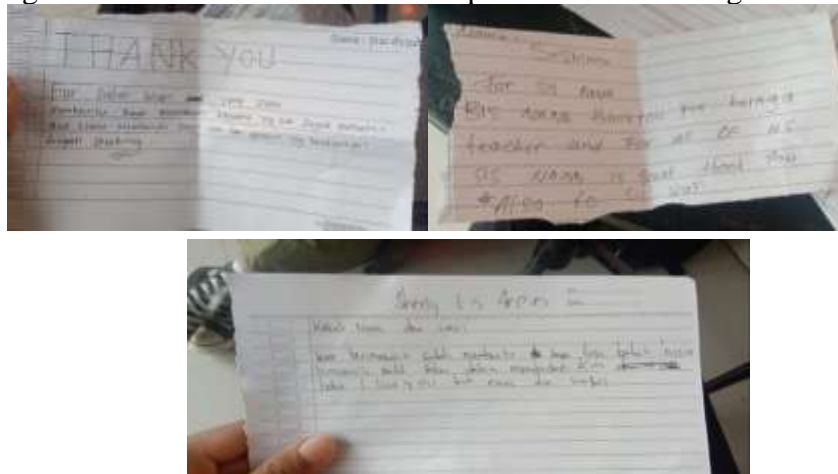

Figure 4. The students' impressions and messages

This reflection and appreciation will be very helpful for both students and teachers in improving the quality of the teaching and learning process according to student needs. After that, there is a special day to give appreciation to each student for their participation and enthusiasm in taking the speaking class. This activity was also combined with the handover of a Memorandum of Understanding from the university to the school. Students also receive a certificate as proof and appreciation for their participation in the speaking class.

Figure 5. The day of appreciation and handover of the MOU

From the results of the student's reflection, they provide positive feedback. They admitted that this speaking class helped them improve their skills and knowledge regarding English, they also expressed their gratitude for this speaking class. Therefore, enjoyable teaching that can motivate students needs to be maintained and implemented by teachers. Giving reactions or appreciative responses to students is also no less important for increasing student motivation to learn. Learning experiences and motivation are important components in determining cognitive learning outcomes, which allows for a better understanding of student learning behavior and its impact in service-learning (Kenneth, 2022).

CONCLUSION

Community service focused on enhancing pupils' English speaking skills through activities. The English speaking class program in Singa Street, Number 2, Bonto Biraeng, Mamajang District, Makassar City, South Sulawesi worked smoothly and received positive comments; the students were excited and engaged in the activities. It is hoped that comparable, or even better, activities will be carried out in the future to aid in attempts to improve students' English language abilities. Students can prepare themselves as a generation ready to tackle the world of work and profession while also achieving personal growth and development.

Community service activities, such as developing speaking abilities, can be carried out on a regular basis at many sites to target students who require assistance and lack English fluency. It is also intended that each school will offer specific supplemental lessons to allow kids to grow and focus on their abilities. This ensures that education is equal and fair to all students.

ACKNOWLEDGMENT

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