

ENGLISH DAY PROGRAM TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE

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Received: 22nd of July 2022, Accepted: 20th of December 2023, Published: 30th of December 2023

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan English day program dalam meningkatkan kemampuan berbicara siswa. Rumusan masalah dalam penelitian ini tentang bagaimana program English day meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan triangulasi yaitu observasi, wawancara, tes lisan, dan dokumentasi. Dalam strategi Guru tantangan ini siswa dengan mengingat kosakata, bernyanyi dan percakapan sehari-hari, selanjutnya siswa akan menampilkannya didepan kelas. Hasil data menunjukkan bahwa kemampuan berbicara siswa kelas XI IPS 2 di SMA Negeri 8 Palembang mengalami peningkatan tetapi, mereka mendapat kesulitan khusus ketika peneliti memberikan tes lisan, tetapi masalah umum yang paling umum adalah kurangnya kepercayaan diri dan kata-kata mereka dalam berbicara.

Kata Kunci: Penerapan English Day, Kemampuan Berbicara

Abstract

This research aims to determine the application of the English day program to improve the students' speaking performance. The formulation of the problem in this research is how the English day program improve the students' speaking performance. This research used descriptive qualitative method. The data were collected by triangulation, namely observation, interview, oral tests, and documentation. In this teachers' strategy, students challenge by remember vocabulary, singing and daily conversations, then students present them in front of the class. The results of the data show that the speaking performance from students of XI Social 2 class at SMA Negeri 8 Palembang has increased but, they got special difficulties whilst the researcher gave an oral test, but the maximum common problem became their lack of confidence and vocabulary in speaking.

Keywords: English Day Program, Speaking Performance

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INTRODUCTION

In the present era of globalization, the ability to speak English is very important because people around the world are increasingly connected and integrated. To succeed in the integration process, society needs a language, and English has been chosen as the primary language for global communication. Emphasizes that English is currently the leading international language (Crystal, D, 2012, p. 2).

Jaya et al (2019, p. 121), Since English has become an international language as a means of communication. People use English in several aspects such as science, technology, politics, education, business, economy, culture, and so on. If we learn English we must have four basic skills, namely listening, speaking, reading, and writing. One of the skills, speaking

is the most important part of a language learning. Someone can be said to be successful in language learning is because of the ability to speak itself. Students must have good speaking skills to be successful in communicating and relating to other people around them. In high school, English became the first foreign language subject to be taught after the issuance of the Decree of the Minister of Education and Culture No.096/1967. Teachers are required to be good facilitators in teaching English learning, but sometimes students have difficulty speaking English. Teachers can help students to solve their problems more practically in learning English.

One of the difficulties faced by students is how they can apply what they have learned in the classroom. This term seems difficult for some of the students because they lack motivation, they did not confident in giving opinions, they cannot composed sentences to be delivered, they had difficulty pronouncing sentences, and lack vocabulary. These difficulties occur because of the concerns of students to learn a language.

One of them is to implement the "English Day Program" English Day program is suitable for teachers, students, employees at School and University. English Day is a program for practicing and learning English throughout your daily life. This program also aims to make students have good skills in conversation, for example: presentation, singing, and so on. In improving students' speaking skills, students are required to involve themselves in activities that can improve their abilities.

METHOD

In the research, the researcher used the descriptive method. Descriptive research is the study of status and is widely used in education, nutrition, epidemiology, and behavioral science. Its value is based on the premise that problems can be solved and practice improved through observation, analysis, and description (T. Koh & L. Owen, 2000, p. 218). The English teacher and 36 students of XI Social 2 class of SMA Negeri 8 Palembang was the informants.

Triangulation was used to find out the result of the research. First of all, the researcher observed the area in which the research is performed. The purpose of this observation is to realize how the student gains knowledge inside the classroom.

After that, the researcher conducted an interview with the teacher about the students' speaking performance, and what they usually do to improve the student's speaking performance. And the last, the researcher measured a sample of student performance orally give the student choice of the program that the researcher designed. Students chose one of 3 choices that the researcher gave. Then, they presented them forward one by one and the

researcher recorded their activities to measure their speaking performance. The first choice was to mentioned minimum 5 and maximum 25 verbs with the meaning. The second option was sing a song in English. And the third option was daily conversation.

FINDINGS AND DISCUSSION

English day program is very beneficial for students to improved their English speaking performance. English day program activities described by the researcher to determined their performance to speak English in daily life.

The data needed from this research was to determined the application of English Day Program to improve students' speaking performance. From the researchers' monitoring, the researcher determined that most of the students had increase their English speaking performance and there were a few students who still had difficulties in speaking English because the lack of vocabulary they knew so they had difficulty to speak in English.

The teacher said that the students' speaking performance in English, especially in XI Social 2 class was standard however, some students were good at English. To improved students speaking performance the method that used by the teacher was interaction with students in English and the teacher also asked them to memorize the dialogue material and develop it in daily conversation, and last the teacher familiarizes students to speak English when asking questions or when they were allowed to leave the class.

When the researcher conducted research at SMA Negeri 8 Palembang, the researcher felt that the teacher and students helped this research until completed, starting from observation, interview, oral test, and documenting the things needed in this research.

English day program attracts students to interact with other students using English based on real situations.

CONCLUSION

The speaking performance of students had increased but, there are some students not increased their speaking performance.

The students participated in several activities along with remembering new vocabulary, singing, daily conversation, the use of English for the duration of English topics, and others. This program very useful for students and teachers in teaching English and this program made students speak English actively and hopefully.

The implementation of English day program could ran because of factors; the first was internal factors, namely; students' interest in learning English, their intelligence, and

motivation. The second was outside factors, specifically; English day application rules, supportive surroundings, and motivation from teachers and friends.

ACKNOWLEDGMENT

I would like to praise Allah the almighty, who has granted countless blessing, knowledge, and opportunity to the researcher, so that he has been finally able to accomplish his thesis in order to fulfil one of the examination requirements of the Undergraduate Degree at University of PGRI Palembang.

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