

STUDENTS SPEAKING CLASS ON ENGLISH COURSE AT MTS SIRAJUL HUDA

Paidah¹⁾, Hendra Sudarso²⁾, Chairuddin³⁾

^{1,2}STKIP PGRI Bangkalan

E-mail: faidahbangkalan@gmail.com¹⁾, hendrasudarso@stkipgri-bkl-ac.id²⁾, chairuddin@stkipgri-bkl-ac.id³⁾

ABSTRACT

Paidah. 2023. *Students Speaking Class on English Course at MTs Sirajul Huda*. Thesis. Undergraduate Program STKIP PGRI Bangkalan. Advisors: (I) Hendra Sudarso, M.Pd, (II) Chairuddin, M.Pd.

Keywords: *Speaking English, English Course, Perception.*

Nowadays, it is vital for students to learn Speaking English for future purposes, even to talk English every day. However, most children admit that they still have difficulty learning to speak. Student confidence as factor in this challenge. However, confidence can be developed through extensive practice. Therefore, it would be interesting to investigate how English classes are viewed to affect students' abilities. The two main objectives of this study are as follows: to describe the implementation of English teaching on English courses at MTs Sirajul Huda, and to know students perception on English Course at MTs Sirajul Huda. This research used Qualitative Research Method, the data was obtained by three instruments; observation, questionnaire, and open-ended Interview. The data source for this study is at MTs Sirajul Huda where the data is taken from students who take English courses. 16 students took the English course. In this research the researcher used a random selection technique, the researcher only randomly selects students who took English courses only. So that there are a total of 16 students who have participated in this research. The result of this study is that teacher have implemented English learning in three steps, planning, implementation, and evaluation. According to the second research, students have positive perception that English courses have a good impact on their speaking ability. The suggestion from this study is that English courses and even teaching in the classroom can also continue to use this technique as it helps students develop their speaking skills.

ABSTRAK

Paidah. 2023. *Students Speaking Class on English Course at MTs Sirajul Huda*. Skripsi. Program Sarjana STKIP PGRI Bangkalan. Pembimbing: (I) Hendra Sudarso, M.Pd, (II) Chairuddin, M.Pd.

Kata Kunci: Berbicara Bahasa Inggris, Kursus Bahasa Inggris, Persepsi.

Saat ini penting bagi siswa belajar berbicara Bahasa Inggris untuk keperluan di masa yang akan datang, bahkan untuk berbicara setiap hari. Namun, sebagian besar siswa mengaku masih mengalami kesulitan dalam belajar berbicara. Kepercayaan siswa sebagai faktor dalam tantangan ini. Sedangkan, kepercayaan diri dapat dikembangkan melalui praktik yang luas. Oleh karena itu, akan menarik untuk menyelidiki bagaimana kelas Bahasa Inggris dipandang mempengaruhi kemampuan siswa. Dua tujuan utama penelitian ini adalah sebagai berikut: untuk menggambarkan implementasi pengajaran Bahasa Inggris pada Kursus Bahasa Inggris di MTs Siajul Huda, dan untuk mengetahui persepsi siswa pada kursus Bahasa Inggris di Mts Sirajul Huda. Penelitian ini menggunakan desain deskriptif-kualitatif, data yang dikumpulkan dari tiga instrumen; observasi, kuisioner, dan pertanyaan terbuka (open-ended interview). Sumber data dari penelitian ini adalah semua siswa dari MTs Sirajul Huda yang mengikuti English Course. Ada 16 siswa yang mengikuti Kursus Bahasa Inggris. Pada penelitian ini menggunakan teknik memilih acak. Peneliti hanya memilih acak siswa yang mengikuti Kursus Bahasa Inggris. Sehingga terdapat 16 siswa yang berpartisipasi dalam penelitian ini. Hasil dari penelitian ini adalah guru malah menerapkan pembelajaran Bahasa Inggris dengan 3 langkah, yakni perencanaan, implementasi, dan evaluasi. Menurut penelitian kedua, siswa memiliki persepsi positif bahwa kursus Bahasa Inggris memiliki dampak positif pada kemampuan berbicara mereka. Saran dari penelitian ini adalah bahwa kursus Bahasa Inggris dan bahkan pengajaran di kelas juga dapat terus menggunakan teknik ini karena membantu siswa mengembangkan keterampilan berbicara mereka.

INTRODUCTION

Speaking is demanding skill in everyday life, and learning English is crucial in the current era. It's like Latief said in a study that learning English is important in the current era (Latief 2020). English is taught at various levels of education in Indonesia, as it is a universal language used in various aspects of modern life and technology. English proficiency is crucial for hiring new employees due to its global nature and ease of access to information.

Many students enroll in private English courses to improve their skill, but some still need more effort due to differences in pronunciation and syntax from Indonesian. English acquisition is influenced by factors like age, talent, assumptions, cognition, motivation, self-confidence, personality. Krashen (1982, p. 42) mention that there are external factors like language situation learning methodologies, teachers, and environment. Internal elements include talent, self-assurance, chat character, and assumptions, while external influences include teachers, surroundings, and habits. Motivation is crucial for effective English language learning, as it involves needs, encouragement, and goals (Yusroh, 2016). Academics should understand students' psychological backgrounds and address their issues before encouraging them. Understanding students' issues requires collaboration with institutions, policies, and facilities, as well as perception.

Perception is a crucial indicator of students' perception of English, as it influences their attitudes towards certain issues. Winayasari's (2020) research found that students' positive responses to the English course significantly influenced their speaking abilities, particularly speaking fluency (self-

confidence). Therefore, it is essential to analyze students' perceptions on English courses to understand their impact on their speaking abilities. This research, conducted at MTs Sirajul Huda, highlights the importance of preserving students' perceptions and understanding their attitudes towards English.

RESEARCH METHOD

This discusses the research design, research population, sample, variables and indicators, instruments, data collection, and data analysis. The descriptive qualitative method was used to characterize how students at MTs Sirajul Huda felt about the use of English as a language of teaching in the classroom. The data source for this study was a random selection technique, with 16 students participating.

The research instrument used was observation, which involved introducing the topic and purpose of the topic, analyzing the material, and conducting a team discussion. The results were presented in front of the class, followed by a Q&A session with the teacher. Feedback was provided after the presentation.

A questionnaire with 10 questions related to speaking class on English was used, with a 4-point Likert scale and items "Strongly agree, agree, undecided, disagree." The questionnaire included statements such as students' satisfaction with taking the English course, its funness, its help in learning speaking English, positive changes in speaking ability, increased activity, confidence, improvement in speaking ability, importance of English course, motivation, interest, and diligent participation in English language course activities.

Interviews were conducted using structured interviews, with questions such as

"Why do you follow the English Course?", "What do you think about the English Course in MTs/SMP?", "What do you feel about following the English Course?", "Do you quickly understand if the teacher uses English in delivering materials?", and "Is it in interacting with your teacher that you dominate using English?"

To support the authenticity of the data, a documentation instrument was used during and after data retrieval. This instrument helps to ensure the authenticity of the data and helps to understand the students' perceptions and experiences of using English as a language in the classroom.

This research involved several stages to gather data on students' English learning and activities. Open interviews, open questionnaires, and observations were conducted to gather data. Observation was the first step, observing students' English learning and activities. Questionnaires were distributed to 16 students, and the researcher explained the procedure. Interviews were conducted, and the researcher shared the interview text with students. The interview goal was to answer questions, and the sample participants responded.

Data analysis was conducted using descriptive qualitative techniques, which indicate What, How, Where, When, Why and Who for each question. The process involved reducing the data, displaying it, and drawing conclusions or verification. The reduction process involved focusing on the fundamentals, minimizing data, and focusing on what matters. Data display involved reducing the data and organizing it in a compressed manner, and data categorization was done using tables or graphs. The conclusion process concluded that the data was

evaluated based on students' perceptions of the English course.

FINDINGS AND DISCUSSION

1. Implementation teaching English on English Course at MTS Sirajul Huda. There are three steps in teaching English as follow:

- a. The teacher make planning as explained in chapter two. This learning plan is in the form of materials, time, place, methods, tools and materials, even assessments and so on.
- b. The teacher opened the class by greeting, praying together, and checking student attendance. The teacher also gives reflections to students regarding the material to be studied.
- c. The teacher conducts assessments and takes student scores based on the performance in front of the class and its outcomes.

The implementation of learning to speak English in the course class is similar to regular class activities, except that students read vocabulary, tenses, and short interrogative sentences together. They are required to deposit memorization in advance, guided by a special book. Students can deposit half to two sheets, depending on their performance. The tutor continues the theory of discussion until it is completed.

2. Students perceptions on English Course at MTs Sirajul Huda

Tabel 1. Questionnaires Result

No.	Total respondents	Chatagory
1.	61	Strongly Agree
2.	69	Agree
3.	22	Undecided

4.	8	Disagree
----	---	----------

The questionnaire data indicates that students' perceptions of English courses positively impact their speaking English ability. Although some students may not be diligent in taking courses due to various factors, attending English courses leads to increased activity and confidence, improving their speaking skills. The majority of students have positive perceptions, indicating that the English course positively affects their speaking abilities.

Table 2. Interview Result

Questions (Q):	Apa alasan anda mengikuti kursus Bahasa Inggris?
Student (S) M:	“Saya mengikuti kursus Bahasa Inggris karena menurut saya kursus Bahasa Inggris bisa membantu menunjang proses belajar saya ketika di sekolah”

The results of the interview question number one on one of the students. Based on the student's answer, one of the reasons the student took the English course was because he wanted to maximize learning during the school class. Some students feel inadequate if they only receive at material in class. That's why students choose to take the English course to gain more extensive, detailed and in-depth knowledge. Some students want to improve skills English especially in speaking. Students believe that through the English course their speaking skills will improve.

Table 3. Interview Result

Q:	Bagaimana perasaan anda setelah mengikuti kursus Bahasa Inggris?
S M:	“Saya merasa senang. Karena sering practice saya merasa lebih percaya diri. Selain itu saya juga merasa ada perubahan peningkatan

	dalam kemampuan speaking saya. Sehingga saya bisa lebih aktif berspeaking dengan guru di kelas”
--	---

The results of question number three found that students felt happy again after taking the English Course because students felt they were gaining new knowledge. For students a lot of positive language that has been felt. Starting from students feel more confident in interacting using English. Therefore, unconsciously students become more active in class in class. Especially in their speaking skills, they are also automatically upgraded.

The students' perceptions of English courses are crucial for their English speaking abilities. The course provides a forum for gaining knowledge and improving speaking skills. Students feel happy taking the course, as it allows them to explore material more broadly, share experiences, and practice speaking English. The researcher concluded that students' positive perception of the English course is due to its importance in MTs students' learning and practice.

This qualitative research discusses the implementation of teaching English at MTs Sirajul Huda, focusing on students' perception of the English course and their speaking ability. The implementation of teaching English and students' perception of the English course. The implementation stage is divided into three stages: pre-activity, main activity, and post-activity (Abdul, 104). The teacher begins the class by greeting, praying, checking attendance, and giving reflections on the material. Responsive speaking is a type of classroom performance, with short conversations and questions. Educational assessment is a systematic method of recording

and using empirical data to improve programs and student learning. The teacher conducts assessments based on the activity and results of the class, taking value from discussion results, student activity, and performance results. The application of learning English in course classes is similar to formal classes, but with a focus on students' memorization and vocabulary reading together.

The research findings reveal that students' perceptions of English courses at MTs Sirajul Huda are influenced by their speaking ability. As Winayasari (2020) mention that Speaking fluency (self-confidence) to be the important point of this qualitative research. A significant number of students (61%) strongly agree, 69%) agree, 22%) disagree, and 8%) disagree. Positive perceptions are formed when a perception agrees with a situation or existing statement. The average student taking an English course aims to broaden their understanding of English, particularly speaking. Fluency is crucial for effective communication and enhancing self-confidence. The English course provides a platform for students to learn and practice speaking English, fostering self-assurance and confidence. Overall, students agree on the importance of the English course in improving their speaking abilities.

CONCLUSION

The teacher has implemented English learning with 3 steps, namely the first the teacher make planning as explained in chapter two, which is about Opinion material, with a duration of one hour. Located at MTs Sirajul Huda. With the discussion method, and using opinion materials and stationery as learning tools and materials. In the second step the teacher begins to open the class by greeting the students with greetings, then the students lead

the prayer together, and the teacher checks the students' attendance. Connected with reflections from the teacher so that students know about the material, before finally, the teacher gives an explanation regarding the learning material. After that the students held discussions and appeared in front of the class one by one. The last step is the teacher conducts research based on performance results. As with learning in the English course, the difference is in the pre-activity where students focus on memorization, vocabulary, tenses, question sentences, etc, and also the flexible learning.

Students have a positive perception of the English course toward the students' speaking abilities. Covering their reasons for taking the English course, namely as an additional lesson for future provision and to improve their speaking skills. Thus students feel happy because they feel there are positive changes after taking the English course. Among them they felt more confident, so they became more active in class, and their speaking skills increased.

REFERENCES

- Azmi, Dian. 2020. "The Effect of English Course towards Students ' Speaking Ability." : 1–57.
- Citra, Nur Iqfatul. 2020. "An Analysis of The Influences English Course on Students ' Extrinsic Motivation in Speaking English."
- George R. Terry. 2014. Prinsip-Prinsip Manajemen. Jakarta: PT Bumi Aksara.
- Herman. 2022. "The Implementation of Teaching Speaking Ability Through English Club Program At MTs. Mathala'ul Amien Semenep." (May).

Janna, Wardiatul. 2019. "Students' Perception on The Use of Group Work Activities in Learning English." *Ayan* 8(5): 55.

Latief, Akhmal Faezal. 2020. *A Descriptive Study of Learning English by Using English Translation of Al Qur'an in GNB (Get and Be) English Course*. <http://eprints.iain-surakarta.ac.id/id/eprint/227>.

Winayasari, Zhuni. 2020. "An Analysis of Students' Perception on English Course Toward The Students' Speaking Ability." : 1-9