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Improving Students' English-Speaking Skill through Merdeka Belajar- Kampus Merdeka” (MBKM): A Guided Question for Fifth Grade of SDS Wahidiyah Kediri

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ABSTRACT

This study is categorized as a classroom action research (CAR). This study proposed guided questions through inside outside circle as the strategy in the teaching English at the fifth grade students of SDS Wahidiyah Kediri to solve the students' incompetency on speaking skill. As the result of the preliminary study indicated that the students' problems toward their speaking competence can be grouped into four problems: (1) lack of vocabularies, (2) the poorness of producing utterances, (3) lack of ideas to speak, and (4) afraid to speak. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by repeating conversations for many times in the activity of guided questions through inside outside circle and also demanding the students to involve actively, the students' speaking skill improved and the students' participation in the classroom was highly positive. 70% students gave opinions that the teaching learning activity of speaking using guided questions through inside outside circle strategy.

Keywords: English vocabulary, Merdeka Belajar – Kampus Merdeka (MBKM), Guided Question

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INTRODUCTION

English as an international language is widely known by most people around the world. In a country where English is their first language, they use spoken and written English in their daily lives. Every part of their life, like instructions and information, is in English. In Indonesia, English is under threat as a foreign language. According to Broughton et al. (2003: 6) “English as a foreign language means that English is taught in school, often widely, but it does not play an essential role in national or social life”.

English still becomes the most widely used language in education. Its importance leads major universities in Indonesia treat English as study program. As for the higher education students are required to conduct research for their final study and by considering the fact that majority of literature are written in English, this language is learned in university level even by non-English major students.

The researcher takes speaking skill because he found that the students had a lower skill level in speaking English. Especially in elementary level. Actually they are aware of the importance of English as an International language but they still have difficulty in using it. In Indonesia, the activities of teaching and learning about the English language occur from kindergarten to college level and are conducted as foreign language learning. Due to the fact that English is a foreign language in Indonesia, many students have difficulty studying these aspects. It makes them feel worried about showing up and improving their speaking ability.

The fact that Indonesians still lack of English proficiency (Budiharso, 2019; Wulyani et al., 2019) leads literature to call the stakeholders to (Renandya et al., 2018) to participate in the acceleration of English. The most up-to-date program which can be expected is known as MBKM (Merdeka Belajar – Kampus Merdeka) which has been implemented in the last 2 years now. The MBKM program is designed to develop students' thinking critically, independently, and creatively. The development of these capabilities will depend on the success of these policies in influencing student interest and involvement (Renninger & Hidi, 2002). In implementing the MBKM policy, students with a high interest in these programs will also have a high level of involvement. This involvement can help students to develop habits and mindsets that increase the capacity for lifelong learning (continuous learning) and personal development (Kuh, 2003). Essential factors in student engagement, according to Kuh (2009) consist of (1) Level of Academic Challenge, (2) Active and Collaborative Learning; (3) Student-Faculty Interaction; (4) Enriching Educational Experiences, and (5) Supportive Campus Environment.

Guided questions is one technique to help students practice speaking. Brown (2002:271) states that there are many types of classroom speaking performances. Three of them are intensive, responsive, and transactional. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are "going over" certain forms of language. A guided question is made by a teacher related to topics discussed. It is believed to help students in practicing speaking. The answers to the questions are not provided. The students should answer the questions. The strength of it is challenge students to speak using the answers of the questions and help them to start to speak as well

METHOD

Based on the focus of the research, this research intends to improve the students' speaking skill using the strategy of guided questions through inside outside circle. Therefore, the design of this research is Classroom Action Research (CAR). As defined by Latief (2003: 99), classroom action research for English learning aims at solving the learning teaching problems in the classroom using an appropriate strategy that match learners' learning style. In this research, the researcher participated in the process from the first through the end. The researcher did planning, acting, observing (gathering and analyzing

the data), and reflecting (making conclusion and research report) as proposed by Kemmis and Taggart (in Hopkins, 1985: 34).

1. Planning

In this step, the researcher and the collaborator prepared the guided questions through inside outside circle to be implemented in learning teaching activity. It consisted of the strategy, lesson plan, and criteria of success.

a. Preparing a Suitable Strategy

The strategy of guided questions through inside outside circle applied in the classroom as follow.

- 1) Firstly, the researcher gave guided questions to all students and explained each question in order to avoid miss understanding among students. Then the researcher divided the students into two big groups. One group was a small circle. A small circle is an inside circle. The students who are in inside circle have to ask questions. The other one was a big circle. A big circle is an outside circle. The students who are in outside circle have to answer questions. It can also be modified that one group as line A that students have a role and a chance to ask questions and the other group face the first group as line B that students have a role and a chance to answer questions.
- 2) Secondly, the researcher described what the students should do after they come forward. The inside group or line A group must ask questions to his/her partner (outside group or line B) and the partner must answer questions. The researcher will turn on the music, when the music is on, everybody must move one step and change position and find a new partner and when the tape is off the students do conversation again with different a partner or a student. In the end, this activity will give students to have a chance and a role to ask and answer questions.
- 3) The last is the researcher tested them one by one to speak in front of the class by arranging each answer from each question to be one to two paragraphs and tell it in front of the classroom orally. The presentation is used to see whether the students have better ability on speaking related to certain topic.

b. Designing the Lesson Plan

The lesson plan focused on the use of guided questions through inside outside circle strategy in the classroom to solve the students' problems in speaking. The topics discussed in this cycle are self-introduction, sport, and hobbies.

c. Criteria of Success

There are two criteria of success implemented in this study; (1) the students' involvement in teaching and learning process of speaking are highly positive, and (2) Students' achievement of speaking English ability are 70% of the students get the score of greater than or equal to 7 of the range that lies from 0 to 10.

2. Implementing

When all preparations are ready to use, the researcher implemented the activities have been designed using guided questions through inside outside circle. The subject is the Fifth year students of SDS Wahidiyah Kediri. In implementing the action plan, the researcher was assisted by collaborator who at the same time acted as the observer in the teaching and learning process in the class. During the process, a collaborator held field-notes and observation check list.

3. Observing

a. Data and Source of Data

The data were in the form of qualitative and quantitative data. The qualitative data were about the students' participation in speaking activities, comment, opinion, and suggestion. The quantitative data were students' speaking test. The data were obtained from the students and the collaborator teacher.

b. Instrument and Techniques for Data Collection

To collect the required data, the researcher used an observation checklist, a fieldnote, list of questions, and a test. The observation checklist was used to observe students' activities in the teaching and learning process in the classroom, and to observe the used of the lesson plan, instructional material, speaking practice in inside outside circle, and instructional process which dealt with the implementation of the strategy of guided questions through inside outside circle. The field notes was used regularly to take notes and record the information about the event, dates, and persons involved in the teaching and learning process. The list of questions were used to know students' responses toward the implementing guided questions through inside outside circle. While a test was used to get the students' score on speaking.

4. Reflecting

This part deals with the activity to analyze the implementation of the actions during the cycle which were obtained through the result of observations. It includes the discussion of how far the developed strategy solves the problems and the factors that might be the causes of the unsuccessful strategy applied. In this research, the researcher reflected the strategy has been done in the activities of learning and the impact of the activities as well as toward the improvement of the students' ability in speaking. The data obtained then checked with the criteria of success to see whether the data have met the criteria or not. The result of this reflection is, then, used as the basic consideration to revise the model to be applied in the next cycle to get a better result of learning or the researcher should stop because the result have met the criteria of success.

FINDING AND DISCUSSION

The findings and the discussions of the research deal with the students' participation in the classroom by showing their responses toward the strategy and the result of their test.

1. Findings

a. The Students' Participation

The criteria of success states that both female and male involve actively in the teaching and learning process of speaking. To obtain the data, the researcher used a list of a question, observation checklist, and field-note. The data were taken during the activity in the classroom.

The questions were used to obtain students' response toward the implementation of guided question through inside outside circle. There are three questions (1) when guided question through inside outside circle given, which part of activities that you think the most difficult? (2) did guided question through inside outside circle help you in learning English especially on speaking? and (3) how was your English speaking ability after you got guided question through inside outside circle if you compared with the way that you got before implementation of guided question through inside outside circle?

From those questions, most students answered for question number one that they had difficulty when they practiced speaking. They felt nervous for the first time but later they were accustomed with speaking to friends. For question number 2, 75% students from the classroom responded that guided question through inside outside circle helped much to motivate students to speak English.

The students felt that guided question was interesting activity because they could practice English with the whole students. Nice activity affected them to have their mind fresh so that they could enjoy activity happily. They also said that when they practiced and repeated many times the questions and the answered they could speak English fluently and could pronounce accurately.

The last question, most the students answered that their English speaking ability was improved. In their mind, guided question through inside outside circle helped and gave better treatment than other activity.

The observation checklist and field-note indicated that the students were actively involved in the classroom. The collaborator teacher commented and ticked *YES* to observation checklist. The field note gave information that the students felt happy although they were a little bit tired because they stood up a long time when they had the activity.

b. Test

The test was given after the students did guided questions through inside outside circle. The test was in the form of students' presentation in front of the classroom. The students should report related topic that they have practiced before in the activity of guided questions through inside outside circle. The average score of the students' test was 76.94.

2. Discussions

After the guided questions through inside outside circle strategy was implemented

through one cycle, it can be concluded that speaking skill of the fifth year students of SDS Wahidiyah has improved. The guided questions through inside outside circle have the students practice English many times; asking and answering the questions, meet all students in the class so that they can have much time to practice. Besides that, the guided questions through inside outside circle gives students ideas to speak and remember new words easily and fast. It was right then that the result of their speaking test was in the average of 76.94. The other one that the guided questions through inside outside circle make students to involve actively in teaching and learning process of speaking. By moving one step made the students feel happy. Also, practicing with different students give them different experience that the learning is interesting.

The action was implemented by giving the students guided questions and explaining the questions bravely. Then, the researcher explained the inside outside circle. Then, the researcher had the students make two big groups. The two groups were placed in line A and line B. Line A was the same as inside students while line B was the same as outside students.

The students in line A had a chance and a role to ask questions, on the other hand students in line B had a chance and a role to answer the questions. In the end, each student had the same change and the same role since they moved in line A and line B. The activity was end when each student had already met with the whole class and the students had been in line A and in line B.

In the end, the researcher demanded the students to report the answers by arranging in a good paragraph and told in front of the class orally. Telling the result in a good paragraph in front of the class was used by the researcher to see the improvement of students' speaking ability using guided questions through inside out side circle strategy. The paragraph was made by the students by arranging the answers of the questions.

The students' response toward the implementation of guided questions through inside outside circle strategy was good. 70% students gave opinions that the teaching learning activity of speaking using guided questions through inside outside circle strategy was good to motivate students to speak English and a good activity to give chance for students to practice English because each student can practice English with the whole class.

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