



EFS Program to Enhance Students' Speaking Skills For Daily Conversations (Study Case at MAN 1 Bandar Lampung)

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Abstract

This study aims to investigate the implementation of the "English for School" program at M.A.N. 1 Bandar Lampung. The method used in this research is the descriptive qualitative method. The data sources were taken from students, tutors, and teachers in M.A.N. 1, Bandarlampung in the academic year 2022/2023, through direct observation, interviews, and documentation of the learning outcomes. The discussion and the observation aimed to gather information from the students, English teachers, and tutors. The consultation with teachers, tutors, and students shows that the "English for School" program is well used to improve students' speaking skills, including the vocabulary and expressions related to daily conversation. Besides, the observation results show that students' confidence in speaking skills improved because of more practicing in English, especially with the tutors, and presenting something in English in front of the class during the program. The program is expected to motivate and stimulate the students to use English in daily activities with anyone anywhere.

Keywords: English For School Program, Speaking Skill, Daily Conversation

Introduction

Language is one of the most important things for people in this world. It has become the primary tool to do communication among people. It can deliver what people think and what people feel. People use language to know and understand each other, as we know that God creates humans in different conditions and characters. So that's why humans need language to do the interaction with others.

There are so many languages spreading and used by people in this world. One of the most popular languages in the world is English. The popularity is proven that English is used by millions of people worldwide. English is an international language. Because of it, some countries also put necessary English materials in schools. One of them is Indonesia. The



government agreed that English material must be conducted in Schools.

Teaching English as a foreign language (EFL) has become one strategy teachers must master. English is essential to learn because it is the key to making students think broader and globally. In teaching EFL, there are four kinds of focus material. These are speaking, reading, writing, and listening. Moreover, in language teaching, four skills are learned in school. The learner's language (speech or writing) is productive. Language directed as the learner (in reading or listening) is called receptive. In this research, the researcher focused on students' speaking skills.

In learning English as Foreign Language, the students are expected to be able to speak English. So, the crucial purpose of studying English in Indonesia is to talk with others worldwide. Teaching speaking is something taken into consideration as an easy process. Commercial language schools internationally rent humans without schooling to educate conversation. Although speaking is natural, speaking in a language apart from our personal is something however straightforward. It needs to be used as the student's habit of speaking English.

Many methods, strategies, and techniques have been used by teachers in teaching speaking English. Based on interviews with the English teacher of M.A.N. 1 Bandar Lampung, the researcher found some problems in learning English, especially speaking. He said the students are not used to practicing their English skills in daily conversation. The students cannot tell their minds in English because they seldom use English daily. Besides, they are also shy to deliver their idea in English. Therefore, English teachers must be creative in designing a way or program to teach English that can motivate and enhance students' speaking skills.

As previously mentioned, this research implemented a new way to master speaking skills. The methods used by the tutors from English Village Pare, Kediri. M.A.N. 1 Bandar Lampung collaborates with one of the English Courses in Pare Kediri, East Java, to implement the new method in the School. It is called the English For School Program. English for School is a program created by Britain English Pare to be applied in some schools. The program starts for two weeks and three months. The goal is to make students brave to speak English and feels that learning English is easy and fun. The program designs its material. The program material is not following the material from the government syllabus.



One of the methods applied to the English for School program is the English area. The students and the tutors interact through English both in class and outside of the course. Therefore, the tutors at M.A.N. 1 Bandarlampung create speech learning techniques using the English Area so that the atmosphere created during speaking activities can approach what is expected in real foreign language learning, especially in their daily conversation.

Methodology

The research was conducted at M.A.N. 1 Bandar Lampung class X students of the academy year 2022/ 2023. The research was conducted for three months, from August until October 2022.

The research used a descriptive qualitative method. Qualitative research is an approach to exploring and understanding the meaning individuals or groups describe a social or human problem. The instruments used to collect the data in this research were observation, field notes, and interviews with some informants. The data were obtained from the statement done by the informants during the teaching-learning process about the whole activities and the student's participation in the "English For School Program." The researcher interviewed the teachers to know the condition before and after the program from the teacher's point of view as their facilitator. The researcher also observed the students' speaking skills before, during, and after the program. It is to know the progress of students' speaking skills. Furthermore, it was supported by taking field notes and interviews after the learning process.

Findings and Discussion

The research was conducted for three months. The data was collected by observation and interviews. Besides, It also supports by the field note after getting the data. To keep the data, the researcher also records the process of students' learning and the interview in photos and video. The data showed an improvement in students' achievement in speaking skills. The field notes and observation record students' achievements.

In applying for the "English for School" program, the teacher makes the plan before, collects all tutors to discuss the program, then implements the program, and the last is evaluating after the program has done. Based on the interview with the teacher of MAN 1



Bandarlampung, it was found that in the School the teacher only focuses on the material in the book from the government before applying for the "English for School" program. The book contains some materials and short conversations. Mainly, it includes the text to practice reading comprehension. They seldom practice and use English as their second or foreign language daily. The students are shy to practice their speaking. So, it's rarely listening to the students practicing their English outside the class. It was based on the interview with one of the students in MAN 1 Bandar Lampung. The students must be motivated to be brave in how they want to practice speaking English well.

The "English for School" program in M.A.N. 1 Bandarlampung was held for three months. It started from August to October. The time is when they study in School. There are two meetings a day to learn English with the tutors. Once in the morning and once in the afternoon. In this program, 11 tutors accompany students in learning English. The class is a bit different because the course is sometimes done outside of class to feel the new learning atmosphere. The "English for School" program at M.A.N. 1 Bandarlampung allows tutors to interact more through English in and out of the class. It was said by the coordinator of the "English For School" program from Britain Kampung Inggris Course. The tutors also create the English Area.

The "English for School Program" is implemented during students learning breaks, so all are expected to be involved, although some students don't join the program. The students feel happy and interested in conversations naturally and differently from those done in the classroom, free to interact with fellow friends, tutors, and teachers. This program can be categorized as one good way to motivate English learners. It was proven by the observation and interviews with some students who joined the program. It can stimulate the students constantly to practice what they got in the class in their daily activities when they meet the tutors in the canteen or on the road. They also still use English to communicate and practice it more.

The English Area program needs some preparation to bring good results for students. Arrangements and selection of locations and places allow discussion and conversation to occur naturally for learners, their neighbors, and tutors. Besides, the researcher also found that the tutors prepare the lesson materials, topics, and material. The materials focused and stimulated



students to speak up more. Such as telling daily activities, describing something, describing someone, and meeting stranger and others. Those materials are helpful for students to practice in their everyday conversations. Sometimes, the tutor gave the picture or the things to be described by the students. The selection of such material is meant for the learner to speak more by looking at the picture.

Media and gaining knowledge of tools area wished withinside the knowledge of manner with "English for School." Program as gaining knowledge of withinside the classroom. The use of knowledge of media withinside the shape of concrete gadgets and images, snapshots created and made via the tutors. So, the students recognize the fabric and characteristics of scholar performance, producing a feeling of satisfaction in actively participating. Media within the coaching and mastering technique tends to be interpreted as graphics, photographic, or digital; gear to capture, process, and rearrange visible and verbal information. Various media can aid effective, efficient, and enticing getting-to-know activities. The function of tutors is additionally needed, along with creative, skilled, modern information, facilitator, resource, and others. The newbies act as lively newbies, motivators, and getting to know companions for fellow newbies. The tutors will assist every different to enhance their competence and abilities so that getting to know them will become significant and develops the student's abilities.

Based on the students' interviews, some said they were excited about the activities in the "English for School" program. Here, students could explore more to practice their language. English is one of the world's languages. Language is the realization of what are words delivered and spoken. That's why English needs more and more practice. In the program could explore to describe something outside of the class, and they could do more English practicing with the tutors in their daily activities. The students followed the exercises more accessible. They also said that they liked the tutor's method of delivering the material. They didn't feel bored and shy to practice their English Skill although they were not in English class. Every day, the students got new daily vocabulary and expressions. The teacher also gave the students the correct pronunciation. So, English is a language that needs to be practiced anywhere and at any time.

Besides, the result of interviews with the teachers and the tutors show that they said that students speaking skills are improving. It can be seen from the students speaking practice. Practicing makes perfect. The more people practice, the better the result. Practicing also can



show the progress of people. That's also implemented to learn the language. Especially English in the program "English for School." The students do more practicing. That makes their English ability better and better. Every day, the students practice their English in their daily activities. Long by long, the students' pronunciation is also correct. It is so far different from before the English Area was done. Before the program, the students found it difficult to speak English because they had the little vocabulary. So, when they want to say something in English, they have to ask about the meaning of words and how to tell them well. But, after applying to the program, the students feel it easier to say something in English because they are given new vocabulary and expressions every day. Languages start with verbs, adjectives, nouns, and others. So, as a facilitator, the tutors must accompany the students to practice their English Skills more.

Based on the observation, the researcher found that the student's confidence in speaking skills also improved. They are not shy as before the program applied. They feel nervous because they have no partner to practice with. Sometimes, they are also shy because they don't know how to say something correctly in English. The students' confidence experience excessive anxiety when practicing speaking in society. The attitude of increasing self-confidence is shown by the students' delivery in front of others. The program supports the students to more interaction with others. It was proven when the tutors gave them the duty to practice or to make a video with their friends. They have a new partner to practice with. Sometimes, the students must also converse with the teacher, tutors, or friends as their speaking duty. For example, they make vlogs in their daily life, making vlogs with a stranger and describing something outside the class in a group. They are also brave when delivering something in front of the course through English during the program. The students are also really active when they have to join and perform their English Skill in the "English Contest" moment. Some of those teachers' methods, activities, and program experience the students' anxiety in showing and practicing their English speaking skills.

This discussion is a little bit different from some previous studies. Such as the research that has been conducted by Mustakim that applied in STKIP Muhammadiyah Enrekang. The research is about the influence of English camps in improving the speaking skill of English house course students in Maroangin, Enrekang. The object of the study is to improve the



speaking skill of English House Course students through the English camp strategy. The research was focused on the strategy used in the English camp. But this research focused on the English strategy that was conducted in English Area where all places are in the school itself.

Another research was also conducted by Fernandes Arung from the University of Sebelas November Kolaka. The study is focused on improving the students' speaking skills through debate techniques. This research only focuses on the importance of speaking skills. The researcher analyzes the conducting on debate technique that is applied in the Senior High School of Lasusua. The study only focuses on the debate technique. In this research, the researcher analyzed some tutor techniques to improve students' speaking ability in the English area, such as describing techniques and others.

Conclusions

From the observation and interviews, the "English for school" program has successfully made students explore their speaking skills in their daily activities. It's because they speak not only in classes but also outside classes with their tutors. In the "English for School" program, the students learn pronunciation and vocabulary related to their daily conversations. The tutors gave them new ones every day, not only to be memorized but also to be practiced in students' daily speaking practices. Besides, the "English for School" program is also an English practicing skill program that makes the students confident because they practice English in pairs. The program provides some activities that need to be done with two or more friends. The "English for School" program is highly recommended to be applied in School because the students can practice their speaking skills everywhere they want. It is supported by the tutors who become the facilitator and partners to speak English well in every condition, both in class and outside class. English tutor Pare could manage to create a way to make learners happy and interested in English-speaking learning, and their achievement increased.

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