IMPROVING SPEAKING SKILLS THROUGH SPEECH ACTIVITY OF ENGLISH CLUB AT DARUNNAJAH BOARDING SCHOOL

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ABSTRACT
The abstract aimed at improving speaking skills through speech activity of English Club since speaking was still considered as the hardest skill in the place. This research was conducted using Classroom Action Research (CAR). There were 60 students as research subjects, 40 females, and 20 males. They were the students of Darunnajah Boarding school. This research was conducted in two cycles, each consisted of planning, implementation, observation, and reflection. Data were collected through quantitative in the form of test and qualitative data in the form of observation and interview. The results of this study indicated that there was an increase in students' speaking skills. This was proved with result of student test from cycles 1 to 2. This showed that the scores and averages in the second cycle were better than the first cycle. The percentage of students who got points >75 also increased. In the pre-test students who got points >75 and above were 9 students (15%). In the post-test of cycle, I students who scored >75 and above were 20 students (33%). In the post-test of cycle II, there were 52 students (86%) who got score more than >75. In other words, students' speaking ability increased and became better after implementing speech technique.

Keyword: Speech Activity, Speaking Skill, Boarding School

1. INTRODUCTION

Speech is an oral activity in which there is a weekly element of ideas which are meant by facial expressions, eyes, and voice (Dithiya, 2011). Other said that speech is a material or verbal tool for information for the general public. (Emha, Abdurrahman, 2001). According to (Effendi, 2004), that strategy is planning and management to achieve goals, in strategy is to show direction, but must also show some operational techniques. As a result, in developing and getting used to something and it is intended to make a speech using English, because in a speech it can change the mindset, and besides that it also gives a good message to others. Significantly it is implied that speech is important in terms of communication especially between humans or persons.

Pertaining to learning English, speech will become one of the fundamental receptive skill to master since it will be the indicator of mastering other skills too (Kurniasih & Lisan, 2023). Fluency in speech will be the important step to be good at having speech. The speech material was carried out with students at the English Club, Darun Najah Islamic Boarding School. Researchers have time to research and at the same time test how speech can be categorized as a reference material in practicing English at the Darun Najah English Club. The English Club here is an activity every Saturday night with several learning methods such as singing, learning grammar and also writing. This activity was placed on Saturday night due to the density of cottage activities and the English Club was also present as a method to be familiar with the English language.

The Researcher found several shortcomings from this English Club activity, including the lack of vocab, pronunciation and lack of confidence. With these shortcomings, it was concluded that students were lacking in memorizing vocab, getting used to speaking, so that in the English Club activities here it was difficult to explore students in English speaking activities, because of the lack of habit of memorizing vocab, getting used to the practice of pronunciation and reducing self-confidence by using speaking techniques. in front of the changing class.

From the lack of pronunciation, because students do not get used to it and activities are not every night, but once a week, this is one of the reasons why students are confused in use pronunciation. Besides,

the mentor did not practice frequently to the students in term of pronunciation. They actually need some time to practice the pronunciation since drilling is also influential for improving their fluency in the aspect of pronunciation.

The students are also lack of the vocabulary. It because they did not use English in their daily life. Then also they only study English two hours in a week. It makes they did not memorize and remember the vocabularies they have learn before. They seem difficult to memorize many words since the previous teacher never applied and repeated the words they have learned before for the next materials. There supposed to be a space to practice in some tasks especially for some vocabularies they knew and put them in their conversation or even in the speech activities.

A part from these two, there is also a lack of self-confidence, because it is not uncommon for student learning activities to be held in front of the class. It makes they will be afraid to speak front of class and they also miss opportunity to improve self-confidence. Building confidence is not an instant way, so there should be regular activity to make them familiar and enjoy speaking in front of their friends in order to make the students get accustomed to use English in daily life(Lisan, 2023).

Best the problems obtained, researchers find the suitable solution using speech technique. This is used to improve vocabulary, learn pronunciation and also be confident. This method can arouse students' enthusiasm for learning English and also practice it. Based on the background of the problem described above the objective of this research was to improve students' speaking skill through using speech activity at Darun Najah Boarding School.

2. LITERATURE REVIEW

Speaking is the verbal use of language to communicate with other. (Fulcher G., 2003). In addition, Hughes explained that speaking on an interactive scale with pragmatic achievements through interactive discourse and not forgetting other language speakers. (Dewi, Hughes, 2007). Humans have skills that not all have, including productive oral skills. Verbal utterances are utterances that have production power in conveying meaning. Usually this is also used in the teaching and learning process of students in the classroom which in this case requires good skills and training in it is need it (David, Nunan, 2003).

Speaking is considered an essential soft skill to be recognized as proficient in a foreign language. Speaking achievement is an indicator of success in many areas. (Kurniasih & Lisan, 2023). English material is also necessary to build confidence in order to make the students get accustomed to use them in daily life(Lisan, 2023). It is concluded that speaking is the aspect that should be taught and learned by the students especially in learning English in terms of fluency.

There is an interesting thing that Harmer said about this language skill, namely that fluency will be marked by understanding in a language. As well as the ability to cooperate in an information and nonverbal form of language processing. Then it is likely that fluency is needed in a conversation. (Cameron, 2001) state that in how to arrange the interlocutor to be able to provide a complete understanding. Speaking is a communication that must be possessed by students, including in English well, accurately and in daily habits.

According to (Brown, H. Douglas, 2004) There are five basic types of speech, namely imitative, intensive, responsive, interactive, and extensive. Speech can be interpreted as speech, in this case it concludes that words are addressed to the audience by providing the right meaning and purpose and mandate to the audience. (Rumpoko, 2012) According to Emha Abdurrahman, Speech is an oral speech material used to convey information and the time is usually determined. (Abdurrahman, 2011).

In a sense, speech is an expression of thoughts that is transferred with words addressed to many people, or is a discourse that is prepared to be spoken in front of an audience, by using speech one can understand, know, receive and can be expected to succeed in information. In this case, speech is also a means of communication in the art of public speaking. (Hadinegoro, 2007). The functions of muhadharah are categorized as conveying information, influencing, guiding, attracting attention, convincing, warning, impressing, giving instructions, building morale, mobilizing the masses, and others. (Nurlatifah, 2015). But it should be noted that recreational speech does not mean always have to be funny. Convincing (to convince), and give instructions (to instruct), those four functions most often used by people today to convey his speech. (Luqman, Hadinegoro;, 2011).

Education in the Islamic boarding school system has a positive influence on the values or morals of students because students not only get general knowledge, but also get religious knowledge in the dormitory

(Kurniasih & Lisan, 2023). It is one of the types of Indonesian Islamic education that aims to for students to carry out education formal according to the appearance and at the same time can deepen the knowledge of Islam by following daily activities in the school environment and resides in a hostel or cottage. One of the prominent advantages is that they have more opportunity and to drill what they have learned in terms of the lesson or practicing the speech in this case. It will be very necessary to do in order the students can improve their speaking through having speech practice in their English Club. In addition, they can manage their spare time and make it into regular program so that every single students would get the opportunity to practice and especially obtain some feedbacks from the mentor or the teacher who guide them.

3. RESEARCH METHOD

Classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem (Junaidi, Ghory, 2008). In this research is aimed at knowing the class and examining how the activities regarding speaking skills and the design in it are carried out. According to Arikunto, (Wina, Sanjaya; 2013) Classroom Action Research consist of three words, there are: Research, Action, Cycles.

This research is able to apply research in an Action Research (CAR) designed by Kemmis and speech Taggart model that consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycles. Each cycle would affect every meeting. This become very essential to observe in order to obtain the valid data in terms of students' improvement based in the technique applied in the activity or the class.

This research took place at Darun Najah Islamic Boarding School which is located on Jl. Santan Gg. 2 No.19, Kalongan, Maguwoharjo, Kec. Depok, Sleman Regency, Yogyakarta Special Region 55281. The English Club namely. There were sixty English students in the class and two mentors. The research study was conducted at June to the end of July, which is still completing this research quite well. The subject of the research was the students of English Club Darun Najah who were the academic year of 2022. There were 60 students in the classroom, with detail of 20 male students and 40 female students.

The Classroom Action Research (CAR) using Kemmis and Taggart in Burns (2010) design consists of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle.

The instrument of collecting data is used by the researcher to get the data observation by using; 1) Observations, it is given based on reality in the classroom, the type of observation which is used in this research is direct observation; 2) Interview, it is used to get data about implementation of Classroom Action Research (CAR) to the teacher, and students. Then there is a test which is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
a) Pre-test is done before implementing the Classroom Action Research (CAR).
b) Post-test is implemented after implementing the Classroom Action Research (CAR).

This study used quantitative and qualitative data. Which is quantitative as a tool for analyzing student scores, while qualitative data is used to describe the situation during the testing process. So, from this application, it is assumed to get satisfactory results from improving speaking skills through speech strategies. Qualitative data were analyzed from the instrument of the interview with the teacher and also the students. Quantitative data is taken from the ability of students to make speeches. Then, the author looks for the average of each post-test of each cycle.

4. RESULTS AND DISCUSSION

In this research process, the researcher wrote several processes carried out in the first and second cycles in which there is a pretest meeting, the first and second cycles in each cycle. In addition, the researcher also wrote that the students' activities were enthusiastic and there was an improvement, even though the students were the opposite of the researcher's expectations. The first meeting was a form of introduction to the activities carried out on June 17, 2022, right on Friday, the researcher met with the class mentor and asked about the activities that were already running in the English Club. The researcher's conversation with the mentor is described in the appendix. The first meeting resulted in an answer that the

researcher could enter the class on the night of the activity, which is Saturday night, the night, right after the researcher met his mentor. A pre-test was conducted on the activity.

CYCLE 1
a) First Meeting
        At the first meeting, the researcher entered the class and immediately greeted the English club students. By bringing the speech script at the first meeting, the researcher gave the script to the students and then was given time to read, understand and also understand the vocabulary in the script. At this first meeting, students experienced difficulties, as a result, it was possible that students were still first familiar with speech scripts so that it resulted in students understanding vocabulary, pronunciation and having the confidence to make speeches in front of the class. In this case, the researcher reflected on some shortcomings in terms of vocabulary, pronunciation and self-confidence. Students asked what they find difficult about what they are learning about speech. The researcher gave reflection by giving examples of how to understand vocabulary, pronunciation and also practice it in front of the class. For questions and answers for researchers and students, it is in the appendix.
b) Second Meeting
        The second meeting was held the following week. For the research process at this second meeting, the researcher planned to develop again the lessons learned at the first meeting. As a result, what they felt is lacking at the first meeting such as vocabulary, pronunciation and confidence. At this second meeting, students began to understand a little word by word, the meaning and could slightly repeat the pronunciation that the researcher said, for example in reading a speech script. Students also began to understand a little how speech can also be an alternative way to gradually provide them with vocabulary, pronunciation and of course sufficient confidence is considered still lacking in this case. At the end of the activity there will always be a reflection of what has been learned from each meeting. There were questions and each student was also asked what they felt lacked understanding and had not been understood. From this first cycle, the researchers put the data on students who during learning there was an increase in understanding in vocabulary, pronunciation and self-confidence, the researchers put it on the results of the study.

CYCLE 2
a) First Meeting
        The first meeting in the second cycle was held on Saturday night the English Club activity of the Darun Najah Islamic Boarding School. Planning at the first meeting in the second cycle, students began to be directed to process the meaning of vocabulary, pronunciation and practice in front of the class. In the action and observation in the activity, students in the second cycle, the first meeting did not understand how to pronounce the vocabulary one by one in the script, in cycle 2, the first meeting began to understand and understand, as well as being quite good at acting in front of the class. At the end of the activity, the researcher gave reflection to the students and also gave assignments, including understanding the contents of the speech script cap and understanding the message of the speech, which will be asked at the next meeting.
b) Second Meetings
        At the second meeting in the second cycle, reading was done in front of the prepared speech class. The researcher looked at the students' development in terms of vocabulary, pronunciation and self-confidence. At this meeting, students were not bad at giving speeches in front of the class, pronunciation was quite good and could also interpret one by one the vocabulary contained in the speech script. The researcher gave a reflection back to the students if they couldn't get it in three points; vocabulary, pronunciation, and self-confidence can imitate other friends who are said to be normal in these three points. In the second meeting in the second cycle, students experienced an increase in vocabulary, pronunciation and confidence.
c) Third Meetings
        At the third meeting of the second cycle, it could be said that it was an exciting moment, because it could be said that the students had improved better than the previous meetings. At this meeting, the students made good speeches in front of the class with good pronunciation and vocabulary that they could interpret. Students well take turns speaking in front of the class, one speaking in front of the class, and the other listening. And so on. The reflection from the researcher in this third meeting appeared to students who

were lacking in vocabulary, pronunciation and belief, because there were still missing points in these three points, including by learning from each other and asking each other students who could and those who could not. As a result, researchers have good data and are quite perfect in taking data on students' abilities in the English Club activities of Darun Najah Islamic Boarding School.

THE RESULT OF THE RESEARCH

The results showed that there is an increase in students' English-speaking skills by using speech has increased from pre-test, post I to post II which can be seen from the student score. The improvement of the students' speaking, and also the following percentages this will be explained in detail. There was an increase in students' speaking in English in terms of vocabulary, pronunciation and confidence from pre-test to cycle I and cycle II.

It is known that the pretest score of students' vocabulary is 15 but in the first cycle there is an increase in the value of 13.5. Likewise, in the second cycle, the student's score increased by 25. In other languages, the students experienced an increase from the pre-test to cycle II.

From this value, it can be interpreted that the average student in vocabulary, pronunciation and self-confidence in the pre-test is 35. However, after there was an improvement in the action learning strategy in the first cycle, the score was 45.5. The average score of students in cycle II is higher than cycle I, which is 70. It can be categorized that there is a significant improvement of students' English-speaking skills in vocabulary, pronunciation, and confidence during this study.

It depicts students' improvement in speaking English in terms of vocabulary, pronunciation and confidence from the pre-test to the first cycle test, from the first cycle test to the second cycle test. The increase in students' vocabulary is very significant, the pre-test to the first cycle test is 15, the first cycle to the second cycle is 20 and the diagnostic test to the second cycle test is 23.5. It can also be seen that the increase in students' pronunciation scores is also very significant.

The increase from the pre-test to the first cycle test was 10, from the first cycle to the second cycle was 15.5, and from the diagnostic test to the second cycle test was 20. While in the pre-test self-confidence assessment, 19.5 cycle I was 20, and the score was 20. 25 in cycle II. This shows a pretty good achievement for students. After finding the score, the researcher found the percentage increase in students' scores in the form of aspects of vocabulary, pronunciation and confidence from the pre-test to cycle I, and the second cycle test can be seen carefully from student learning outcomes. In this case, it can be categorized as the implementation of learning strategies in cycles I to II.

From the explanation above, there was an increase in the score of students who managed to get a score >75 from the pre-test to the Cycle I test, the I cycle test to the second cycle test, and the pre-test to the second cycle test. From the pre-test, there were 9 students or only 15% of the 60 students in the class who managed to score >75. In the first cycle there were 20 students or 33% of the 60 students in the class who managed to get a score >75. In the second cycle test, there were 52 students or 86% of the 60 students in the class who managed to score >75. So, the increase in student scores were significant.

While the researcher also conducted some interview with the teacher and some students to validate the data. The teacher said that the students improved in terms of vocabularies. It can be seen when the teacher asked some vocabularies then students can translate the meaning. Meanwhile they also seemed to be more confident when some of them were asked to speak loudly in front of the class. Some students also said that they were better in their pronunciation since in speech activity they learned and practiced many times with some texts until they felt fluent enough to speak English loudly in front of their teacher and friends. It can be implied that English speech activity has a positive impact on student performance in learning English and practicing it in daily activities especially in the English Club.

5. CONCLUSION

It can be concluded that using speech can improve students' English-speaking skills as indicated by the scores they get. It can be seen from the score from the pre-test, then from Cycle 1 and Cycle 2 which indicated the improvement from the aspect of vocabulary, pronunciation and confidence. In addition, the response of some students who said that using speech can give an injection of enthusiasm in increasing the vocabulary of English became more evidence to validate the speech activity were effective to apply in

English club at Darunnajah Boarding school. The teacher also said that the vocabularies were much better as well as their confidence speaking in front of the people around.

It can also be concluded that students liked and enjoyed speech activity. This is evidenced by their participation in class activities, appearing in front of the class, discussion activities, both pronunciation, fluency and confidence when speaking. In addition, the students followed the English lesson well especially in the speech activity at their English club. Therefore, the use of Speech in speaking English can be an alternative strategy for teachers in teaching speaking that can improve and develop the students' speaking skills.

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