

IMPROVEMENT ENGLISH SPEAKING SKILLS IN MADRASAH ALIYAH WAJO DISTRICT

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Abstrak

The future younger generation of the Indonesian nation must have adequate foreign language skills, especially English. This foreign language is needed to support the main knowledge he has, such as knowledge of religion, politics, law, economics, literature, mathematics, biology, chemistry, engineering, medicine, and others. Therefore, at this time, it is unavoidable that global competition and competitiveness have prompted various groups of people to need strategic tips for expanding globally. Therefore, community service is carried out by FTK IAI lecturer As'Adiyah Wajo to provide training and guidance to MA in Wajo Regency.

Keywords: Improvement, English Speaking, Foreign Language

Introduction

The demand for the fulfillment of human resources with high competitiveness encourages religious education institutions to also move to include English as part of the content of the learning curriculum (Hidayat & Machali, 2012; Rosyada, 2017; Tolchah & Mu'ammam, 2019; Zguir, Dubish, & Koc., 2021). Religious education institutions in question, ranging from religious schools such as Madrasas to high schools, require special guidance to learn English because they are a beginner generation with a high passion for learning and playing. Their age-sensitive foreign language knowledge and skills need to be utilized (Cargill & O'Connor, 2006; Samad & Tidore, 2015; Tridinanti, 2016; Arthur et al., 2017; Johnson, 2017; Hong et al., 2019; Lennon, 2020; Alsiddiqi, Stojanovik, & Pagnamenta, 2021). So, english is taught to them as basic skills or introductions.

The participants of basic English training for the students are MAs in Wajo Regency. The students are the spearheads to enforce Islamic law and spread the message of Islam among the children of future generations of society. The English language education department, as an educational institution that carries out one of the three dharmas of higher education, namely community service, feels the need to be involved in helping to solve problems faced by the community. With the potential of its resources, both lecturers and students, the Department of English education is able to contribute to solving community problems related to learning the

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English language and literature. Based on this potential, the head of the proposing team (Musdalifah) feels the need to devote the expertise of the English Literature academic community to community service (PPM) activities by formulating the title of the activity, namely MA Santri in Improving Basic English Skills in Wajo Regency, when conducting an initial survey on MA in Kab. Wajo.

Implementation Method

Community service activities in the form of MA English Speaking Improvement activities in Kab. Wajo are carried out in various stages, namely preparation, pre-test, English speaking guidance, monitoring and evaluation of activity progress, post-test, final monitoring and evaluation of activities, and preparation of activity reports.

Preparation of activities carried out from April to July 2019, which includes:

1. Dissemination of activity plans with partners and signing of partner cooperation agreements with MA in Wajo Regency.
2. Student data collection will be guided by basic English-speaking skills.
3. Development of basic English training and guidance materials for MA students.
4. The signing of the work contract between the activity implementer and LPPM IAI As'adiyah Sengkang.

Results and Discussion

From the results of research and community service, it is known that MA Santri needs additional knowledge and an increase in English-speaking skills. The main problems faced by the MA leadership are that there are no teaching resources that can provide students with basic English skills, there are no sources of funds that can help hire volunteers to teach English, and there are no local government programs that specifically develop institutions. foreign language education. Based on the main problems raised by the MA leadership in implementing basic English language skills for students, the head of the proposing team concluded that the LPPM IAI As'adiyah community service activity was carried out in this MA. Referring to the problems faced by the Supreme Court, the team proposing community service activities at LPPM IAI As'adiyah offers the following solutions:

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MA leadership are that there are no teaching resources that can provide students with basic English skills, there are no sources of funds that can help hire volunteers to teach English, and there are no local government programs that specifically develop institutions. foreign language education. Based on the main problems raised by the MA leadership in implementing basic English skills for students, the head of the proposing team concluded that community service activities for LPPM IAI As'adiyah were carried out in this MA. Referring to the problems faced by the Supreme Court, the team proposing community service activities at LPPM IAI As'adiyah offers the following solutions:

1. Prepare the resources of the English education department, both lecturers and students, who have been determined in teams according to their expertise to visit MA study locations, in order to provide students with basic English skills, especially for speaking, reading, and writing skills in English.

2. Not burdening the leadership of the Supreme Court in terms of providing basic English language skills to students, the proposal team intends to assist in the procurement of infrastructure facilities if there are funds that can be allocated.

3. In addition to teaching the students directly, the proposing team will also provide guidance to volunteers who can teach English on-site so that the planned activities can be sustainable.

4. Strive for government and private programs that can synergize with the knowledge and skills development program initiated by MA in Wajo Regency.

Then the executor of the activity asked for existing student data from the leadership of MA As'adiyah and decided to provide guidance on English speaking skills to 30 students. The determination of students who will be mentored is based on the following criteria:

1. The minimum age is 10 years because, at that age, students can already absorb basic practical English teaching materials.

2. Physically and mentally fit, with a positive personality.

This English language tutoring takes place regularly from August 18 to September 24, 2019, every Sunday. Each group involves two lecturers.

After the guidance activities were carried out for 2 (two) months from August to September 2019 with 4 face-to-face meetings, the activity implementers then held a post-test. This post-test is needed to determine the level of success of the activity: whether it is successful, stagnant, or failed. The following is the post-test result data for 30 kindergarten/TPA students, which was held on Sunday, October 7, 2019.

In the next stage, LPPM IAI As'adiyah Sengkang carried out monitoring and evaluation of the progress of activities on Wednesday, October 19, 2019. This Monev was carried out to determine the progress of the realization of activities as well as to measure budget absorption. M & E assessment indicators, namely:

1. level of activity attained
2. Community Benefits of Activities
3. Keep track of the accomplishments that have been made.
4. Involvement of team members in carrying out activities: percentage of total budget absorption

Many benefits are felt by all parties with the implementation of this PKM program. The progress and improvement of the quality of learning in the classroom is not only the responsibility of the class teacher or subject teacher but is a shared responsibility. Therefore, increasing the ability to speak English is an additional skill that is the basis for communicating. It is hoped that this form of cooperation will not stop here, but will continue through a better system. Thus, the responsibility to improve the quality of learning in schools is not only a dream but a real form based on awareness. These findings support Pickering's (2001); Fumoto, Hargreaves, & Maxwell, (2007); Namaziandost, Hashemifardnia, & Shafiee, (2019); Copp et al. (2021); Alakrash et al. (2021) claim that improving English speaking skills lead to increased knowledge in communicating and designing learning.

Conclusions and suggestions

Improving English speaking skills is additional knowledge provided by the Community Service Implementation Team (PPM) of LPPM IAI As'Adiyah Sengkang to MA Santri in Wajo Regency. The English-speaking materials presented are in the form of pre-tests, self-introduction and role-plays, elementary speaking English for children, elementary speaking English for improving vocabulary, and elementary speaking English for role-play.

The results obtained from this activity were obtained from the comparison of the pre-test and post-test. The pre-test results obtained the conclusion that the students' basic English skills were good. The lowest average value is 62.7 and the highest is 74.0. This means that their abilities need to be improved until one achieves excellent results. Their abilities are very likely to be improved because no one gets less results, meaning that their intellectual abilities are not bad. Then, the post-test results revealed that the students' basic English skills were good. The lowest average

score is 72.0 and the highest is 78.0. When compared to the pre-test, where the lowest score was 62.7 and the highest was 74.0, the student's achievement value increased significantly.

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