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READING AND SHARING IN ENGLISH CORNER TO STIMULATE GRADE ELEVEN STUDENTS' INTEREST IN ENGLISH SPEAKING PRACTICE ON ODD SEMESTER IN ACADEMIC YEAR 2022/2023

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ABSTRAK

The problem faced in teaching English at SMKN 1 Batangtoru is the students' low interest to speak English. This is caused by the lack of vocabulary, space for practice and other factors. To solve the problem, the researcher did the research by using English Corner in stimulating students' interest to speak. This research aimed at: (1) improving students' speaking interest through English Corner; (2) explaining the factors that caused improvement of students' speaking skill.

This research was a classroom action research, that consisted of two cycles. Every cycle consisted of four phases, namely: plan, action, observation, and reflection. The instrument used to collect data are observation sheet, field note, and task. The research showed that using English Corner could improve students' speaking interest. It could be seen from the result of the observation as a whole. The improvement of students' speaking interest is influenced by some factors: material, teachers' approach, media, strategy, classroom activity and classroom management. Thus, the researcher intends to continue using English Corner in his own classes and would like to suggest other English teachers also to implement it in their classes.

Keywords: *Reading and sharing, English Corner, Teaching*

INTRODUCTION

Student interest in the use of everyday English at school is still very low because there has not been a coordinated forum that is able to activate and provide space for students to communicate in spoken English within the school environment.

According to the author, English Corner can function as a space and place for students to increase their interest in using English orally at school. The Reading and Sharing Program at the "English Corner" applies the principle of differentiated learning which caters to aspects of students' interest in choosing the type of books and how to share them as well as developing students' social-emotional aspects in relational skills.

In order to achieve the goal, this program involves various parties, namely English teachers, Principals, Deputy Headmasters of all fields, Heads of Libraries, Heads of Skills Programs, Students, all subject teachers and Counseling Guidance and Native Speakers whenever possible. Equally important, this program involves moral support from students'

parents by involving them from the program socialization stage to evaluating program results.

The actions taken in the implementation of this program are:

1. Formation of divisions or work teams consisting of students.
2. Creating a creative team that can always provide new ideas so that the activities at the English Corner are kept running and interesting.
3. List and determine book sources that will supply the book collection at the "English Corner"
4. Compile a catalog based on the state of the number of books by type, title, and copies.
5. Arranging a schedule of activities based on the time allocation agreed upon by the students and the English teacher.
6. Involve students in compiling SOP activities.
7. Testing the SOP prepared with the students.
8. Designing "English Corner" according to the style of students.

The involvement of students in the entire series of English Corner programs starting from planning, implementation and evaluation can promote their voice, choice and ownership. It is hoped that all students who are included will have the same sense of responsibility for the success of the program being run together.

There are two main reasons why the researcher takes for this topic to study.

1. The existence of speaking ability in English teaching learning is considerably important because it becomes communicative activity which can contribute to the students' fluency. Meanwhile there is still students' viewpoint stating that English speaking is one of the language items which is complicated to practice.
2. The application of media and technique employed in English language teaching is one of the key components to reach the objective of the language teaching learning. Here, English Corner is chosen to be a place for English learning practice because it may make students interested and fun in English practice orally.

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about research design, subject of the research, time and setting of the study, variables, technique of data collection, and data analysis.

A. Research Design

Before we know the research design, it's better to know what the meaning of research is briefly defined. As stated by Ary et.al (1985: 21) "Research may be defined as the application of the scientific approach to the study of a problem". Problem is something which has to be solved. Thus, research is required to look for the answer relate with problem which want to be solved. In research, the researcher must have design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research.

This study is action research at the Eleventh Grade students of SMK Negeri 1 Batangtoru in the Academic Year of 2022/2023. This research is Classroom Action Research (CAR) that uses data observation toward teaching learning process in conditional sentences. This data is analyzed through some cycles in action. "Action research is a research that has been done reflectively and systematically about various action or steps that have been done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.

According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things. In addition, action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

In conducting this research, the researcher was helped by a teacher as an observer in order to reach the goal of the research which is aimed to improve teaching method. Moreover, Jean McNiff and Jack Whitehead explain action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work and how they are trying to improve their own learning and influence the learning of others.

Based on the explanations above, the researcher concludes that action research is one of the strategies in analyzing learning process and yields and find solution of how to improve or increase the practice of learning success. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems faced in the class. In this study, there are three cycles applied and there are four components in one cycle for doing classroom action research. They are planning, acting, observing, and reflecting. All those steps can be explained as follows:

a. Planning

At planning stage, the researcher formulates some procedures on how to improve students' understanding on conditional sentences. The procedures are put in some lesson plans, grammar material, test, the students' observation and also the documentation which is according to the teaching learning process.

b. Acting

At acting stage, the researcher tries to implement some techniques or procedures that have been formulated at planning.

c. Observation

When researcher implements some techniques, he also observes some activities such as: attendant of students, attention's students to teacher's explanations, student's engagement to make question, and the student's activity in the classroom.

d. Reflection

After the observation process is done, the researcher makes a reflection to evaluate teaching learning process and the students' understanding on conditional sentences. Before starting the research in the classroom, the first thing to do by the researcher is observation in preliminary research. Through the observation the researcher tries to get the information Observation. Observation about students' condition and problems

in learning conditional sentences. The basic steps in this study are: planning, acting, observing and reflecting. They are called one cycle.

RESULT AND DISCUSSION

Implementation and Results in Cycle 1

a. Planning Stage

As a program that has an impact on students, Planning English Corner involved students in determining whether this program was important or not, where and when it would be held, and the type of book to be used. Furthermore, students were also involved in collaboratively designing the English Corner according to their tastes. At this stage, the teacher also prepared a Learning Implementation Plan, Observation Sheets, Reading and Sharing Room, namely the English Corner with a collection of books in the form of story books, novels, comics, and English textbooks.

b. Acting Stage

The teacher carried out research by utilizing the English Corner in learning by following the flow planned in the lesson plan. In the preliminary stage the teacher took attendance and invited students to pray, did flashbacks about their interest in speaking English.

In the core activity students were given the opportunity to choose the book they wanted to read, then students had a dialogue in English to share information about the title and type of book they had chosen. Furthermore, each student was given time to read the book with the help of a dictionary to make it easier to understand the contents of the book. In this time-limited activity, students were not required to read the entire book but according to their ability. After reading the book, students shared information in the form of stories/knowledge verbally. Sharing activities were accompanied by question and answer activities.

In the closing activity students reflect on the activities that have been carried out. The teacher delivers several lesson excerpts in the form of corrections to pronunciation, grammar and reminds students to memorize and record the new vocabulary they acquire while participating in reading and sharing activities. Finally, the teacher and students closed the lesson by saying Hamdalah and greetings.

c. Observing Stage

Observations were made during the learning process assisted by other teachers to observe students' learning activities using observation sheets. Aspects of student learning interest observed are: (A). Attention in learning, (B). Participation in learning, (C). The feeling of pleasure with learning

d. Reflecting Stage

Learning cycle 1 by utilizing the English Corner as an English speaking learning room obtained the following results:

1. Students' attention during learning at the English Corner is considered good.
2. Their Participation in learning at the English Corner is considered good.

3. Their feeling of pleasure with learning at the English Corner is considered good.

Implementation and Results in Cycle 2

a. Planning Stage

Based on the reflection results in cycle 1, the teacher prepared a Learning Implementation Plan, Students' speaking activity "Find Someone Who", and an observation sheet to be used in cycle 2.

b. Acting Stage

At this stage, the activities of the English Corner were still bound by the same procedure namely choosing books, reading, sharing, and discussing. In the preliminary stage the teacher took attendance and invited students to pray, did flashbacks about their interest in speaking English.

However, cycle 2 was different with cycle 1 to make the students livelier. In the core activity students were given the opportunity to mingle in the activity of "Find Someone Who". This activity consisted of some questions that enabled students to know more about their friends' interest in books reading through questioning and answering with provided matters to talk about. After such interesting talk, they chose the book they wanted to read, then students had a dialogue in English to share information about the title and type of book they had chosen. Furthermore, each student was given time to read the book with the help of a dictionary to make it easier to understand the contents of the book. In this time-limited activity, students were not required to read the entire book but according to their ability. After reading the book, students shared information in the form of stories/knowledge verbally. Sharing activities were accompanied by question and answer activities.

In the closing activity students reflected on the activities that had been carried out. The teacher delivered several lesson excerpts in the form of corrections to pronunciation, grammar and reminded students to memorize and record the new vocabulary they acquired while participating in reading and sharing activities. Finally, the teacher and students closed the lesson by saying Hamdalah and greetings.

c. Observing Stage

Aspects of student learning interest observed are: (A). Attention in learning, (B). Participation in learning, (C). The feeling of pleasure with learning

d. Reflecting Stage

Learning cycle 2 by utilizing the English Corner as an English speaking learning room obtained the following results:

1. Students' attention during learning at the English Corner is considered good.
2. Their Participation in learning at the English Corner is considered good.
3. Their feeling of pleasure with learning at the English Corner is considered good.

Discussion

Based on the results of research in cycles I and II, it can be stated that there is an effect of Reading and Sharing in English Corner on students' interest in English Speaking for the eleventh grade students compared to previous condition. Observation of student activity attitudes showing their interest during the learning process assisted by the writer's colleague with indicators: (A). Showing attention in learning, (B). Showing participation in learning, (C). Showing the feeling of pleasure with learning. The result of observation is presented on the following table:

Table 1. Observation Results

Variable	Cycle 1			Cycle 2		
	A	B	C	A	B	C
Students' Interest to Learn	√	√	√	√	√	√
	Score 87.5			Score 95		

From the table it can be explained that the activities of students in English Corner in the English Speaking by reading and sharing can be categorized good because the observation indicators are well fulfilled. From the results and discussion, it can be concluded that reading and sharing in English Corner can improve the students' interest in English Speaking Practice for the eleven grade students at SMKN 1 odd semester 2022/2023 Academic Year.

CONCLUSION

Based on the results of the Classroom Action Research that has been carried out, it can be concluded that:

2. The students' interest in English Speaking Practice before this research was low.
3. The students' interest in English Speaking Practice was higher in cycle 1 and cycle 2. Reading and sharing in English Corner can increase the eleventh grade students' interest in English Speaking Practice at SMKN 1 Batangtoru odd semester 2022/2023 academic year.

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