FIND SOMEONE WHO TO ENHANCE LEARNING OUTCOMES IN SPEAKING SKILL

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Abstract

The main problem raised in this Classroom Action Research is the low English Learning outcomes achieved by grade VII students of Satap 1 Lingsar Elementary School in Speaking Skill in English. This research was carried out at SD-SMP Satap 1 Lingsar in grade VII of the 2022/2023 school year with a total of 36 students. This research is carried out in two cycles, each cycle in research includes four steps, namely (1) planning, (2) implementation (acting), (3) observation (observing), (4) reflection (reflecting). The results obtained in this study are: 1) Results in cycle I have an average value of 79, 2) Learning Completeness in cycle I of 78%, 3) Results in cycle II have an average value of 79, and 4) Learning Completeness in cycle II of 100%. Based on research data and discussion, it can be concluded that by applying the Find Someone Who Learning model to English subjects can Enhance classroom Learning outcomes.

Keywords: *Speaking Learning Model Find Someone Who, Descriptive Text*

INTRODUCTION

Speaking skill is the ability to communicate effectively and clearly using oral language (Harianto, 2020). It involves various aspects such as pronunciation, vocabulary, grammar, fluency, coherence, and interaction. Speaking skill is essential for personal, academic, and professional success, as it enables one to express one's thoughts, opinions, and emotions in various situations and contexts (Strayhorn, 2018). Speaking skill can be Enhanced by practicing regularly, listening to native speakers, reading aloud, and receiving feedback.

Cooperative Learning is an instructional strategy that enables small groups of students to work together on a common assignment (Lie, 2005). The goal of cooperative Learning is to organize classroom activities into academic and social Learning experiences, where students can benefit from each other's resources and skills (Gillies, 2007). Cooperative Learning requires five essential elements: positive interdependence, individual and group accountability, promotive interaction, interpersonal and small group skills, and group processing. Cooperative Learning has been shown to Enhance students' achievement, reasoning, self-esteem, motivation, and social

support (Sadeghi & Ganji, 2020). Cooperative Learning also prepares students for the collaborative and democratic nature of the society outside the classroom.

Find Someone Who Learning model is a cooperative Learning strategy that involves students moving around the classroom to interact with different peers (Jumrawarsi, 2017). The teacher prepares a worksheet with a series of statements or questions related to the topic of the lesson. Each statement or question has a blank space for the student to write the name of a peer who can answer or agree with it. The students then circulate in the classroom, looking for classmates who can fill in the blanks on their worksheets. The students must ask each other questions, explain their answers, and provide evidence or examples. The goal is to find a different person for each statement or question, and to complete the worksheet as quickly and accurately as possible (Mahardika et al, 2019).

One possible way to Find Someone Who is using a Learning model in their work or research is to follow these steps:
1. Identify the domain or field of interest that you want to learn more about, such as education, health, business, etc.

2. Search for relevant publications, articles, blogs, podcasts, or videos that discuss or showcase how Learning models are applied or developed in that domain. You can use online databases, search engines, social media platforms, or other sources to find such resources.
3. Look for the names and contact details of the authors, creators, or speakers of the resources that you found. They are likely to be experts or practitioners who have experience or knowledge of using Learning models in their domain.
4. Reach out to them via email, phone, or other communication channels and introduce yourself and your purpose. Explain why you are interested in Learning more about their work or research and how it relates to your own goals or interests. Ask them if they are willing to share their insights or experiences with you or direct you to other sources of information.
5. If they agree to talk to you, prepare some questions or topics that you want to discuss with them. Be respectful, curious, and open-minded during the conversation and listen carefully to what they have to say. Thank them for their time and feedback and follow up with them if necessary.

Learning is a process that involves interaction between learners, educators, and Learning resources in a Learning environment designed to achieve specific Learning objectives (Neumeier, 2005). Learning is different from Learning, because Learning is a conscious and planned effort from educators to facilitate and motivate students to learn effectively and efficiently. Learning is also a system that contains a series of events arranged in such a way as to influence and support the internal Learning process that occurs in learners (Harmono, 2020). Learning can be done in various ways, methods, strategies, and media, according to the characteristics of learners, subject matter, and

Learning environment. Learning aims to develop knowledge competencies, skills, and attitudes in students, as well as form positive and creative behavior (Amran et al, 2019).

English language Learning in secondary schools, as well as Arts and Tourism, gives researchers their own impression, because students are more related to the elements of the area of expertise that students study (Sunaenah, 2021). However, communication in English must still be well and correctly realized because every skill program requires it. Students are required to take English lessons due to the demands of the prevailing curriculum. For this reason, students are required to take part in English language Learning so that graduates can compete in the world of work both at national and international levels. Many efforts can be made by teachers in teaching English subjects to grade VII students at SD-SMP Satap 1 Lingsar, so that communication in English can be well established between students and even between students and teachers. The appropriate type of media can be utilized by students in speaking English optimally. However, this is not the case for grade VII students at SD-SMP Satap 1 Lingsar. Students of the Skills Program have not been able to optimally reflect on English lessons in daily activities at school in the form of communication both with their own friends and with teachers. English language skills for junior high school students are needed to support their profession in accordance with the Skills Program they choose and is also a compulsory subject for students to take.

At the end of Learning, students are expected to be able to express the meaning of simple descriptive texts in the context of everyday life. Based on the results of pre-cycle tests conducted by researchers in the early stages of Classroom Action Research, student Learning outcomes were low with an average score of 70.4 and Learning completion reached 28%. Meanwhile, the standard score set by the school for English subjects is 75. Seeing these

conditions, researchers feel inspired to make Enhancements through this Classroom Action Research, by realizing Learning processes and skills that emphasize active roles, through the application of the Find Someone Who Learning model so that it can stimulate students to be more active and more enthusiastic in Learning English. Based on this fact, it is necessary to find other alternatives by innovating both in the method of delivery and use of media facilities and the use of computers as a medium to Enhance English Learning outcomes for students.

RESEARCH METHODS
Research Design

This research is classroom action research, so the method used to process data is a descriptive method of analyzing the results of Classroom Action Research (CAR), which is research used to collect data, describe, process, analyze, interpret, and conclude data so that a systematic picture is obtained (Arikunto & Suharsimi, 2005).

This research was carried out at SD-SMP Satap 1 Lingsar for the 2022/2023 academic year with research subjects as many as 17 students in grade VII even semester. This class is used as a research subject because the average initial test result (Precycle) is low / below the KKM determined by the school which is 75, while the pre-cycle results are achieved by students with an average score of 70.4 with Learning completion reaching 28%, so based on these conditions researchers are encouraged to make Enhancements through this study, so that student Learning outcomes can be Enhanced (Suharsimi & Arikunto, 2010).

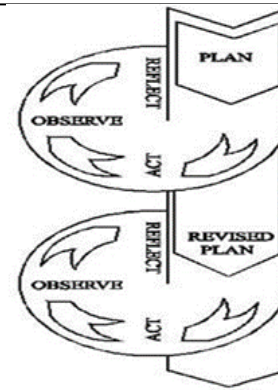The procedures applied in this class action research are as described below :

Figure 1. Classroom Action Research Cycle

FINDING AND DISCUSSION
Finding

In the findings of this study, the author presented the results of the research that had been conducted. In this chapter, the author shows the results of data analysis obtained from the investigation.

Cycle I
Planning

At this stage the researcher / teacher makes a design regarding the focus of the problem that needs attention, namely:

a. Prepare teacher administration equipment including lesson plans and others,

b. Prepare research instruments for teachers and students,

c. Setting up pretest and posttest evaluation formats,

d. Prepare Learning resources in the form of discussion materials, regarding the material taught, namely compiling a job application letter.

e. Develop a Learning strategy for English subjects using descriptive text materials using strategies by applying the Find Someone Who Learning model

f. Develop Learning scenarios

Implementation

The teacher conducts perception, motivation to direct students to enter KD which will be discussed in English Learning activities with descriptive text material

a. The teacher explains the Learning objectives to be achieved,

b. The teacher explained the Learning material that day and explained the steps of the work, namely the Find Someone Who Learning model,

c. The teacher discusses again with all students, if needed the teacher in teaching can develop a variety of Learning strategies in English subjects.

d. The teacher performs tests or repetitions.

Observation

a. Observation observes teacher activities during Learning and observes student activities using teacher and student Learning observation instruments,

b. The teacher evaluates the activity using the teacher questionnaire.

Reflection

The results of the evaluation are reflected for further action by discussing the results of observations. The deficiencies that occur in cycle I are further studied and corrected in cycle II. The same steps will be performed as in cycle I.

Cycle II

In cycle II researchers act or reflect for students who have not achieved maximum results. The activities carried out in cycle II are the same as those carried out in cycle I (as described above). Through the application of the Find Someone Who Learning *model,* it is expected to Enhance student Learning outcomes in accordance with the plans and programs that have been designed.

1) The results achieved in cycle II are the result of this Class Action Research process. As a measure of the success of the implementation of this Classroom Action Research, students whose scores reach KKM 75 or even above KKM and the percentage of student Learning completion reaches more than 80%. If the results are not satisfactory, Enhancements will be made in cycle II.

2) This Classroom Action Research is designed to only last until cycle II, so it is expected that all students who are subjects in this Classroom Action Research can complete their Learning optimally in cycle II.

Discussion

The results achieved in cycle I show that the application of the Find Someone Who Learning model can Enhance student Learning outcomes from pre-cycle to cycle I. However, there are still some things that need to be explained by explaining the results achieved in cycle I as follows.

a. A total of 10 students obtained scores above KKM in the complete category, in English language Learning with Descriptive Text material. Students have shown Enhancement in speaking English, explaining information about the theme of the Descriptive Text material, which is studied in the first cycle

b. A total of 7 students scored below the KKM incomplete category. Of these 7 students, they have not shown English language skills and have not been able to convey information orally about the content of the material, namely Descriptive Text well.

c. The average score below KKM is 79

d. Learning completeness achievement rate = 78%

e. Uncompleted students = 22%.

f. Students may demonstrate higher Learning activity than pre-cycle.

g. The enthusiasm for Learning to speak seems to be increasing.

In the research process in cycle II, it can be seen that the implementation of research runs more smoothly. In cycle II obstacles in cycle I can be minimized. The results of cycle II above can be described as follows.

a. A total of 17 students who obtained scores above the complete KKM category, students

were able to Enhance their English Learning outcomes with Descriptive Text material optimally.

b. A total of 17 students have completed Learning activities well.

c. The average rating is 80

d. Learning completeness achievement rate = 100%

e. Unfinished students = 0%.

Based on the results in cycles I and II above, it appears that the application of the Find Someone Who Learning model in English subjects can effectively Enhance Learning outcomes in the speaking aspect of classroom descriptive text material.

CONCLUSION

Based on the research that has been done, it can be concluded that: the application of the Find Someone Who Learning model in Learning English subjects has been proven to Enhance the Learning outcomes of grade VII students at SD-SMP Satap 1 Lingsar.

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