



## The Implementation of English Contests to Optimize Speaking Skills at The Eight Students of SMP KartayudaKedungtuban in The Academic Year 2022/2023

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**Abstrak** - Keterampilan berbicara bahasa Inggris menjadikan siswa memiliki kemampuan dalam menyampaikan informasi secara lisan sedemikian rupa sehingga dapat dipahami oleh pendengarnya. Penelitian ini dilakukan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan English Contest di kelas VIII SMP Kartayuda Kedungtuban tahun ajaran 2022/2023. Subyek penelitian ini berjumlah 29 siswa. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari satu pertemuan. Teknik pengumpulan data dalam penelitian ini menggunakan instrumen: wawancara, angket, observasi, pre-test, dan post-test. Hasil penelitian dengan menggunakan English Contest ini menunjukkan adanya peningkatan keterampilan berbicara siswa. Siswa memperoleh nilai baik secara bertahap pada akhir siklus. Nilai Kriteria Ketuntasan Minimum (KKM) adalah 70 (tujuh puluh). Nilai rata-rata siswa pada pre-test adalah 64,82. Nilai rata-rata siswa pada siklus I sebesar 76,65. Nilai rata-rata siswa pada siklus kedua adalah 80. Selain itu, terdapat tanggapan positif dari siswa dan guru bahasa Inggris mengenai penggunaan Kontes Bahasa Inggris dalam pengajaran berbicara. Kesimpulannya, English Contest dapat meningkatkan kemampuan berbicara siswa.

**Kata Kunci:** penelitian tindakan kelas, lomba bahasa inggris, keterampilan berbicara

**Abstract** - English speaking skills make students the ability to convey information orally in a way that listeners can understand. This research was conducted to improve students' speaking skills by using the English Contest in class VIII of SMP KartayudaKedungtuban Middle School for the 2022/2023 academic year. The subjects of this study amounted to 29 students. The method used in this research is classroom action research (CAR). This research was conducted in two cycles. Each cycle consists of onemeeting. Data collection techniques in this study used instruments: interviews, questionnaires, observation, pre-test, and post-test. The results of this study using the English Contest showed that there was an increase in students' speaking skills. Studentsget good grades gradually at the end of the cycle. The Minimum Completeness Criteria(KKM) score is 70 (seventy). The student's average score on the pre-test was 64.82. The average value of students in the first cycle is 76.65. The average score of studentsin the second cycle was 80. In addition, there were positive responses from students and English teachers regarding the use of the English Contest in teaching speaking. Inconclusion, the English Contest can improve students' speaking skills.

**Keyword:** classroom action research, english contests, speaking skills

### INTRODUCTION

In the era of globalization, English speaking skills are needed to communicate with other people both in Indonesia and in other countries. They will not find difficulties communicating and interacting with people around the world when they travel (Gard & Gautam, 2015). In addition, English speaking skills are used to find out the latest developments, especially in the world of education. This

skill makes students the ability to convey information orally and in a way that can be understood by listeners. Speaking is very important in language learning because as social beings, humans need to interact with each other to express ideas and thoughts to organize and persuade others this is used because one's goal in learning a language is to be able to communicate language. Speaking is a tool to communicate with people. Therefore, speaking is very important in providing opportunities for students to speak in a supportive environment (Pollard, 2008). The students who learn about speaking can help them to communicate with their friends. Talking does not always learn about theory but it can practice with students. Learning to speak is to start listening to native speakers and listeners will listen and speak based on what students hear.

Teaching speaking in class must use an interesting way so that students can understand and actively learn to speak in English. Because at this time there are still many students who find it difficult to master the ability to speak English because not all students have studied English in elementary school. Therefore, speaking competence can be achieved by training orally. In many contexts, speaking is a skill where people are valued at face value (Mc Donough and Shaw in Nunan, 2008). In other words, people may often make judgments about language competency from speaking rather than skills from speaking the language.

Speaking is a talent that is necessary for pupils to have because it is crucial to helping them learn English. (Arum Mustikawati's Richards Renandya, 2013) states that speaking is one for communicating with someone to convey information to listeners through sound waves where listeners can understand the intent of the speaker. It allows students to express themselves creatively and imaginatively and to communicate effectively with others. The problem is about students' speaking skills. Some students cannot speak English well. Problems that make it difficult for students to master speaking skills in class VIII SMP Kartayuda Kedungtuban. Among them are pronunciation, vocabulary, grammar, and fluency. In speaking students have difficulty pronouncing English words correctly. In addition, students do not have a lot of mastered vocabulary, which makes it difficult to compose sentences to speak. Then students have difficulty compiling correct grammar. And the last difficulty, students are less brave and confident to speak so that students are less fluent in speaking English. The reason is the situation in the classroom when the teacher gives a theory and is asked to practice it, students cannot do it, and students lack confidence so they don't dare to speak. They are shy and afraid to say something in English, and they are afraid to make mistakes in speaking.

Based on the problem above, the teacher must make a strategy to solve this problem. By choosing the right technique, it is hoped that the teacher can change the students' speaking ability. English contests in class provide several opportunities for students to use their language. English contest is strategic communication acts", requires not only technical English proficiency, but also critical thinking, creative ideas, and logical constructions (Zhang et al., 2020). It is an activity of question and answer using English as a medium of instruction conducted by groups, or a kind of quiz activity in English. English contests in the classroom can improve students' speaking skills, so they can be used as an alternative to English teachers' English teaching techniques to improve students'

speaking skills. It is an emerging English teaching technique to encourage students to speak in a fun way. Related to learning English through contests, it is a medium and gives new nuances to attract and encourage student interest. All students who have low speaking ability will be given information that they can speak if they have plenty of time to practice. Giving a contest is not the end goal of this activity but is the target to be developed speaking skills. English contests allow students to increase their confidence and will ultimately increase student achievement in learning English. The researcher conducted a study to find out the results of the English contest in the engineering class in optimizing speaking skills. For this reason, the researcher wants to conduct research entitled **The Implementation of English Contest to Optimize Speaking Skill at The Eight Students of Smp Kartayuda Kedungtuban in The Academic Year 2022/2023.**

## **METHOD**

The method of this research implementation is Classroom Action Research. Classroom action research is defined as the systematic study of what is done by teachers, education administration, teacher guidance, educational advisors, or anyone else interested and interested in the teaching and learning process or environment with the purpose collect information about school management, teacher teaching strategies, and their students learning strategies (Mills at Mertler, 2011).

The subject of this research took 29 students the eight students of SMP Kartayuda Kedungtuban. This instrument was a methodological research tool used in research to collect the data. The researcher needed some instruments. The instruments are questionnaires, interviews, pre-tests and Post Test, and Observation Sheets. The procedure for collecting data for the research is as follows:

### a. Questionnaires

Questionnaires will be distributed to students at the beginning and the end of the study. Questionnaires were given to find out students' comments about the teaching and learning process by using the English contest. Researchers used a closed questionnaire with students selecting a list of options or answers. Consists of 5 questions. Options are "Yes" and "No". Some criteria must be considered to assess the student's speaking skills. Hughes (2003: 131) designs a scale to score speaking tests.

### b. Interview

Interviews are used to find out information and actual conditions in the process of teaching and learning to read. In this research, the researcher interviewed English teachers at school to introduce teaching speaking using English contests and to determine students' reading mastery. From interviewing English teachers, the researcher found that teachers from the school have never used this method, and the students are low understanding speaking skills. In addition, researchers also conducted interviews with students. From interviews with students, most of them had difficulty speaking English due to a lack of confidence in speaking. Interviews were conducted before and after carrying out the English contest. Interviews were conducted to determine the conditions of students' speaking ability before and after carrying out the English contest in the speaking process class.

c. Pre-test and Post-test

Tests are used to determine the extent to which the success of the process learns how to teach. The test was carried out at the beginning and end of each cycle by giving many test questions to the research subjects. In data collection, the tool used is in the form of test questions following material.

d. Observation Sheet

The observation sheet shows student activity in the teaching and learning process in every cycle and also the conditions of the class by using a checklist. The researcher employs observation sheets to find out data about the "English Contest".

Some criteria must be considered to assess the student's speaking skills. Brown (2001) states there are four components or rules of speaking such as the following:

1. Vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.
2. Fluency. Fluency is the ability to read, speak, or write smoothly and expressively. In other words, the speakers can read, understand, and respond in a language clearly and concisely while relating meaning and content.
3. Pronunciation. Pronunciation. It is a way for the students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the Elements and principles that determine how sounds vary and pattern in a language. From the statement above, the researcher concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak.
4. Grammar. It is needed for the students to arrange a correct sentence in conversation, the student's ability to manipulate the structure, and distinguish appropriate grammatical form inappropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

The procedure of action research, they are: (1) planning, (2) action, (3) observation, (4) reflection. After the first and the second meeting then comes to the evaluation stage. In this there meeting the teacher observes the students' responses in answering the questions. If the students find difficult questions to answer, the teacher as the contest master gives the students a brief explanation. The procedure in the second cycle is the same as the first cycle, they are planning, action, observation, and reflection. The reflection in this research consists of two cycles, the result of the first and the second reflection is to find out the improvement of the students' self-confidence and the students' speaking skills through the English Contest.

## FINDING AND DISCUSSION

This chapter discusses research findings and research discussion. These findings are in line with the formulation of the problem stated in the introduction. The findings of this study reveal the students' self-confidence and speaking skills in terms of accuracy and fluency through teaching techniques using English contests.

Accuracy refers to vocabulary, grammar, and accent while fluency refers to the student's performance in front class. In the discussion/arguments section and further interpretation of the findings is given.

### The Results of Student's English-Speaking Contest

**Table 1. Student's Score Pre-Test**

Classification	Score	Frequency	Percentage
Successful	71-100	3	10%
Unsuccessful	10-70	26	90%
<b>Total</b>		<b>29</b>	<b>100%</b>

The table shows students who get success scores only 3 or 10% of students. On the other hand, 26 or 90% of students scored not passing or less than the KKM (70). It can be concluded that students' speaking skills in English lessons are still low. So, to improve students' speaking skills, it is necessary to do the first cycle.

**Table 2. Student's Score Post-Test I**

Classification	Score	Frequency	Percentage
Successful	71-100	18	65%
Unsuccessful	10-70	11	35%
<b>Total</b>		<b>29</b>	<b>100%</b>

The table shows students who get success scores increase to 17 or 65% of students. However, there are still 9 or 35% of students who do not pass or fall short of the KKM (70). It can be concluded that the students' speaking skills increased after using the English contest in learning to speak. However, it still needs to be improved so that it is necessary to carry out the second cycle.

**Table 3. Student's Score Post-Test II**

Classification	Score	Frequency	Percentage
Successful	71-100	25	86%
Unsuccessful	10-70	4	14%
<b>Total</b>		<b>29</b>	<b>100%</b>

The table shows students who get success scores increased to 25 or 86% of students. However, there are still 4 or 14% of students who do not pass or fall short of the KKM (70). It can be concluded that the students' speaking skills greatly improved after using English contests in learning to speak in cycle II.

## CONCLUSION

The research was completed in class VIII A, SMP Kartayuda to find out students' responses to using the English contest in teaching speaking. The use of an interesting method needs to be used in learning, especially in learning to speak. Such as the use of the English Contest which can improve students' ability to speak English. By looking at the increase in student scores from the pre-test, post-test cycle I, and post-test cycle II which were different from before and after using the English Contest, as well as positive student responses. It can be concluded that the English Contest was successfully used in learning Speaking.

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