IMPROVING STUDENTS' SPEAKING SKILL THROUGH TOPIC SELECTION METHOD AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM UMI

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Abstract

The focus of this research was to find the effectiveness and the student's responses to the topic selection method. The researcher applied a pre-experimental design by using a one-group pre-test and post-test design. This research was conducted in class C2 at the third semester of the English Education study program Universitas Muslim Indonesia which involved 8 students as the research sample. The researcher used an oral test consisting of pre-test, treatment, and post-test and then conducted a questionnaire to measure students' responses. The researcher conducted pre-test, treatment, post-test, and the researcher found the percentage of improvement increase was 144,4% and the student's responses were 76% (Very High), Based on the data above showed that the majority of respondents had a positive attitude in using Topic Selection method in the third-semester English education study program at Universitas Muslim Indonesia. The conclusion of this research the Topic selection method was effective in improving students' speaking skill.

Keywords: *Speaking skill, Improve, Topic selection method*

Abstrak

Fokus dari penelitian ini adalah untuk menemukan efektivitas dan tanggapan siswa terhadap metode pemilihan topik. Peneliti menerapkan desain pra-eksperimental dengan menggunakan desain pre-test dan post-test satu kelompok. Penelitian ini dilakukan di kelas C2 pada semester ketiga program studi Pendidikan Bahasa Inggris Universitas Muslim Indonesia yang melibatkan 8 mahasiswa sebagai sampel penelitian. Peneliti menggunakan tes lisan yang terdiri dari pre-test, treatment, dan post-test dan kemudian melakukan kuesioner untuk mengukur respon siswa. Peneliti melakukan pre-test, treatment, post-test, dan peneliti menemukan persentase peningkatan peningkatan sebesar 144,4% dan respon siswa sebesar 76% (Sangat Tinggi), Berdasarkan data di atas menunjukkan bahwa mayoritas responden memiliki sikap yang positif dalam menggunakan metode Topic Selection pada program studi pendidikan bahasa Inggris semester tiga di Universitas Muslim Indonesia. Kesimpulan dari penelitian ini adalah metode Topic Selection

efektif dalam meningkatkan kemampuan berbicara mahasiswa.

Kata kunci: *Keterampilan berbicara, Meningkatkan, Metode Pemilihan topik*

INTRODUCTION

According to Argawati, (2014) state that, speaking is an activity used to communicate with others. Meanwhile, Mart defines speaking as the ability to speak, express, or share ideas through the use of language. Most language teachers are concerned about how to assist language learners in developing satisfying language proficiency. Speaking proficiency has gotten the most attention in this area from both language teachers and language learners. This is because speaking is an essential aspect of the language-learning process. The primary purpose of teaching speaking skill is to improve communicative efficiency. Language learners should be able to communicate utilizing their current level of skill. They should endeavor to eliminate message misunderstanding caused by poor speech, grammar, or vocabulary. Similarly, a typical feature of many language classes is a strong emphasis on the linguistic system. The abilities required to apply this vocabulary and grammar appear to receive significantly more attention than the vocabulary and grammar themselves. In academic research topic is a subject or theme that is being talked about or discussed in a particular discourse or conversation. The topic is the main focus of the discourse and represents the central idea or subject matter being addressed. The topic provides the framework for organizing and structuring the information within the discourse, guiding the flow of ideas, and facilitating communication between the participants (Sarah, St., Muhajir., Sulastri., 2023). If someone is going to make up an essay, he must first choose and specify the topic. The problem is characterized by generic subjects that are not biodegradable, as for the title essay in general is the topic's details and descriptions. The topic is more detailed than the title, which typically includes implicit problems or variables to be discussed. Subject has a feature that is not biodegradable and is based on universal concerns, or it is shorter and more abstract. There are two types of topics: single subject or subjects and multi-topic double. While discussing only one issue, there is no single subject, but there is a multi-topic when discussing only one issue and then going on to other issues.

Several studies have been conducted and have proven that this type of method can really help students with their speaking ability. Research by Mustajib Agus (2017), entitled "Improving The Students' Motivation And Speaking Ability By Using Thematic Simulation Game (Tsg) For The First Semester Of Midwife Program At Akbid Husada Gemilang Tembilahan". Has proven effective in improving students' speaking skill. Ilham Kurnianto (2022) under the title, "Improving Students' Speaking Skill Through Thematic Simulation Strategy At Sman 18 Makassar". Has proven effective in improving students' speaking skill. Based on observations on September 7th, 2022, SMP Kartika Makassar, The teacher claims that the student's proficiency in speaking English in their first year of senior high school is still low. The students memorized through vocabulary or the difficulty of putting the vocabulary together in a sentence when the students had to memorize a lot of vocabulary that was passable English. The researcher found the same problem at the third semester of English Education study program Universitas Muslim Indonesia.

METHOD

This research used a quantitative approach. According to Postlethwaite (2005), that the quantitative method is a research method that describes how to collected numerical data to be analyzed using mathematical methods. The researcher used pre-experimental design by using a one-group pre-test, treatment and post-test design. This research was conducted at the third semester of English Education study program UMI. The data source in this research is the students at the third semester of English Education study program UMI. There are 25 or more students at the third semester of English Education study program UMI from whom data can be collected for research purposes.

FINDINGS

The research described the result of data analysis based in the pre-test, treatment and post-test. The result of data analysis and the comparison between each test can be seen in the following table.

Table 1. Score Comparison of Pre-test, treatment and post-test

Respondent	Student Score						
	Pre-test	T-1	T-2	T-3	T-4	T-5	Post-test
RS 1	6	4	8	8	10	11	14
RS 2	8	8	4	9	11	13	15
RS 3	6	5	4	7	10	11	13
RS 4	4	4	5	7	10	12	13
RS 5	5	6	6	9	9	11	14
RS 6	5	6	6	8	8	12	13
RS 7	4	5	8	8	8	11	13
RS 8	7	8	5	7	10	13	15
Total Score	**45**	**46**	**46**	**56**	**76**	**94**	**110**

Based on the table above, the percentage of students who improved their speaking skills is shown in more detail as follows:

Tabel 2. Score Comparison of Pre-test, treatment and post-test
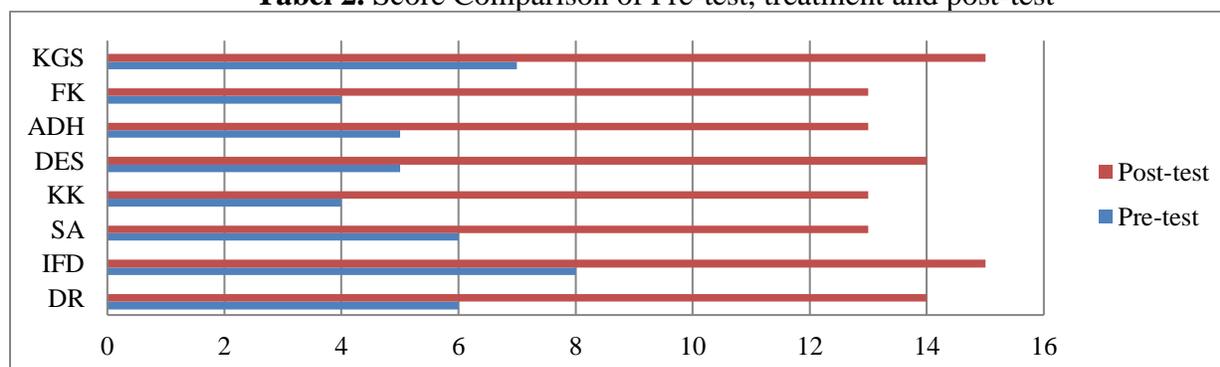
According to the above chart, where the percentage of pre-test was below average and after gave treatment scrore of all students was improve. The topic selection method seemed can improve students' speaking ability. This method makes it easier for students to learn speaking. From all the data obtained above it can be concluded that using the Topic Selection method can improve students' speaking skill in English. The researcher gave a questionnaire to students to find out their responses used the topic selection method in improving students' speaking. The following are the results of the questionnaire that was given to students:

Table 3. Results Percentage of Questionnaire

Respondent	Total Score Of The Questionnaire									
	1	2	3	4	5	6	7	8	9	10
RS 1	3	3	3	3	3	3	4	3	3	4
RS 2	3	4	3	3	4	3	4	3	4	4
RS 3	3	4	3	3	3	3	4	3	3	4
RS 4	4	3	3	3	3	4	3	4	2	3
RS 5	3	1	3	3	3	2	3	4	2	3
RS 6	3	3	3	2	3	2	3	4	3	3
RS 7	4	3	2	2	2	2	2	2	1	2
RS 8	4	4	3	3	4	3	4	3	3	4
Score	27	25	23	22	25	22	27	26	21	27
Maks Score	32	32	32	32	32	32	32	32	32	32
%	84%	78%	71%	68%	78%	68%	84%	81%	65%	84%
%Average	76%									

The table above showed that a descriptive statistic of the questionnaire with an average of 76%.The researcher interpret the average score of student attitudes response categories. Each response was associated with a point.

DISCUSSIONS

Based on the results of the research in the third semester of the English Education Study Program at UMI, showed that there was an improvement in students' speaking skill after using the topic selection method. It can be seen from the students' achievement scores, which improved in every single test. According to the data, in the pre-test, there were no students who reached the minimum score. Then the researcher started using the topic selection method. As a result, all the students' speaking skill were improved in (Very Good) score in the post-test. The conclusion of this research was the topic selection method in teaching speaking skill was effective in improving, Based on the percentage of improvement speaking skill increase of 144,4%. The researcher found several previous studies that had been conducted related to the results of improving students' speaking skill after being given instruction. In this section, the researcher wants to discuss previous research that has been done before with the results of the researcher's research. The researcher used an oral tests because it was good for students in learning to improve students' speaking skill. The researcher used the same meaning and

improvement to the English speaking skill, experimental method as previous research, namely research conducted also by Nisba, (2016) in his research, the mean score during the research is 2,06866 points (lowest) and 13.885 points (highest) base on this data, it can be concluded that there is an improvement in students speaking skill.

The researcher distributed questionnaires to the sample to find out students' speaking skill with the topic selection method in the third semester of the English education study program at Universitas Muslim Indonesia. In classifying student response scores, research used a classification system adapted from Sugiyono (2014) and scoring scores between <21% to 100% (Arikunto, 2015) in determining student response levels. From the researcher calculations after obtaining data from all student responses, an average of 76% (High) was obtained, this indicated that the majority of respondents were positive in using the topic selection method to improve speaking skill in the third semester of English education study program Universitas Muslim Indonesia.

CONCLUSION

The data obtained by the researcher it was found that there was an improvement in the increase achieved by 144.4%. The results of this percentage were obtained from the results of the pre-test before treatment which was 45 and the post-test after treatment was 110. The researcher found an average of all acquisitions, namely 76% (Very High) it was calculated by using the formula from Microsoft Excel, and showed that the majority of respondents had a positive attitude toward using the Topic Selection method to improve their speaking skill at the third-semester English education Universitas Muslim Indonesia.

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