

**THE IMPLEMENTATION OF “STUDENT MOBILITY”
PROGRAM TO IMPROVE STUDENTS’
ENGLISH SPEAKING SKILL**

A THESIS

Submitted in Partial Fulfillment of the Requirement of the Degree
of Sarjana Pendidikan in English Education



By :

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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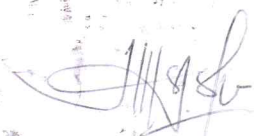
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"Jika seluruh rencana kita tidak terjadi seperti yang diharapkan, tersenyum dan ingatlah bahwa manusia mendesain dengan cita-cita, sedangkan Allah mendesain dengan cinta."

“Tujuan utama hidup yakni bisa berjuang sampai hari ini” – Portgas D. Ace



ABSTRAK

Dalam pembelajaran bahasa inggris, banyak sekali metode yang bisa digunakan. Salah satunya adalah student mobility program. Student mobility program adalah salah satu metode yang digunakan untuk meningkatkan kemampuan bahasa inggris siswa, khususnya dalam kemampuan berbicara. Dalam penelitian ini, student mobility program dilaksanakan di salah satu sekolah menengah pertama di jawa tengah. Penelitian ini menggunakan metode pendekatan deskriptif qualitative dengan cara wawancara dan observasi. Pihak yang terlibat dalam penelitian ini mulai dari pihak sekolah hingga siswa kelas 8 sains. Hasil dari penelitian ini menemukan bahwa student mobility program mampu meningkatkan kemampuan siswa dalam berbicara, dimana siswa bisa belajar bahasa inggris dengan nyaman dan menyenangkan. Penelitian ini menemukan bahwa siswa yang awalnya ragu-ragu dalam berbicara menjadi lebih baik, lebih berani, dan lebih percaya diri setelah mengikuti student mobility program.

Kata kunci: Pembelajaran bahasa inggris, Student mobility program, Kemampuan berbicara

ABSTRACT

There are many techniques presented for learning English. The student mobility program is one of them. The student mobility program is one approach to improving students' English language skills, particularly their speaking abilities. In this research, a student mobility program was introduced in one of the junior high schools in Central Java. Through interviews and observations, this research employs a qualitative descriptive technique. The participants in this research spanned from the school to grade 8 science students. According to the findings of this research, the student mobility program was able to increase students' speaking skills, allowing them to learn English more comfortably and enjoyably. The result of this research is that the students who were originally apprehensive about speaking improved, got bolder, and became more confident after participating in the student mobility program.

Keywords: English learning, Student mobility program, Speaking skill



PERFACE

Thank you to Allah SWT for giving me the strength, patience, and health to finish this proposal entitled "**The Implementation of a “Student Mobility” Program to Help Students' English-Speaking Skill**". This proposal is used to fulfill the sarjana degree requirement at the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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The researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the aspects that students must master is how to speak. Speaking is one of the four language abilities that are most significant (Ur, 1996). Speaking is one of the core language skills that English learners must acquire because of its importance and application in communication. There are numerous definitions of the word "speaking" proposed by language learning scholars. Speaking is defined as saying words orally, communicating as by talking, making a request, and making a speech (Nunan, 1995). Speaking, according to Chaney (1998), is the process of creating and sharing meaning via the use of verbal and nonverbal symbols in various circumstances. Brown (1994) and Burns and Joyce (1997) described speaking as an interactive process of meaning creation that comprises information production, reception, and processing. Speaking, according to Chaney (1998), is the process of creating and sharing meaning via the use of verbal and nonverbal symbols in a range of circumstances.

Students, on the other hand, struggle to speak English because they are unsure of their pronunciation and grammar and are terrified of making mistakes and being teased by their peers. They are also unconfident in expressing their opinions and are hesitant due to a lack

of language. They are also bored with studying English because the teaching-learning activities are delivered in a predictable manner, such as by having students perform the text they have memorized. Many students claim that they have spent years studying English but are still unable to speak it correctly and understandably (Bueno, Madrid, & McLaren, 2006). As a result, teachers must be capable of teaching and learning speaking skills in schools, which are critical for analyzing and communicating internal demands. The primary goal of English language instruction is to provide students with the ability to communicate effectively and appropriately in English (Davies & Pearse, 2000).

Volya (2009) also mentioned that a professional teacher should examine appropriate ways for teaching speaking. Because the goal of teaching speaking is to develop students' oral production, the instructor must not only create a warm and humane classroom environment, but also provide each student a turn to speak or a role to play. According to Reiser and Dick (1996), teachers can employ a variety of instructional strategies to meet teaching-learning goals and objectives. Cole (2008) contends that it is the teacher's responsibility to create effective plans/strategies for meeting students' educational requirements, the overall goal of which is to communicate using the language being learned. These imply that it is the job of teachers to make students speak English by applying appropriate speaking teaching

methodologies. According to MacIntyre and Gardner (2012), utilizing learning strategies lessens anxiety, which is a common reaction to learning. Speaking strategies can also help students improve their fluency and accuracy in order to attain learning outcomes. Teachers can use a variety of strategies for teaching speaking in the classroom. Debate, storytelling, poetry readings, and student mobility programs are some of the most popular strategy.

Student mobility programs have emerged as a global priority for local colleges. This program assists in providing university students with exposure to study strategies as well as opportunities to learn about the cultures of various countries. Aside from that, student mobility programs serve to improve relationships between countries because there are various activities that may be done, particularly in academic settings. Here are some examples of student mobility activities, such as:

1. International Student Festival in Thonheim (ISFIT) – Exchange

This student exchange program to Norway is the largest international student festival in the world and is held every 2 years. There are 18 seminars offered on international topics such as politics, social issues, and various other matters.

2. Encompas Trust

This program has been running since 2003 and is held in London, England, Wales, and Scotland. The 10 days of activities attended

by students included cultural presentations, group discussions, and various other very fun activities. Countries that are part of this program include Palestine, Indonesia, Israel, Britain, and America.

3. Youth for Understanding (YFU): Exchange

Youth for Understanding (YFU) is an international non-profit organization in Germany. For the YFU program in Indonesia, Indonesian students can do student exchanges in countries such as Japan, China, Korea, Australia, Turkey, Serbia, America, Mexico, Germany, the Netherlands, Switzerland, France, Austria, Belgium, Estonia, and Lithuania. This program was first opened in 1951, with educational programs in 50 countries around the world. This program focuses on culture, where it is believed that culture is the most important thing in relation to improving students' skills in the international sphere.

4. Ship for Southeast Asian Youth Program (SSEAYP)

As the name suggests, this program is carried out on the ship. Various discussions can certainly be carried out with participants from other countries, both on the ship and in the countries visited. This program will be held in ASEAN countries. The main objective of this program is to strengthen fraternal relations as well as tolerance between students in 10 ASEAN countries and Japan.

5. Indonesia-Korea Youth Exchange Program (IKYEP)

The IKYEP program usually lasts for 20 days, namely 10 days in Indonesia and 10 days in South Korea, which usually take place in November. Activities in this program include courtesy visits to youth activity centers, cultural introductions, experiencing living with family, and others.

Teachers can employ student mobility programs to help their students develop their speaking skills. Mobility allows students to gain international experience while also developing soft skills and cross-cultural competencies (Pedró, 2021). Different from student exchange programs, the Student Mobility Program is a program in one of the junior high schools in Central Java to help students' English language skills, especially speaking skill. The student mobility program must be followed by new students during the last academic semester. The student mobility program was carried out in the Kampung Inggris of Pare for two weeks. As a follow-up, the students were sent to Bali to practice English. There are many benefits that students can get from this program. One of them is that the students can help their English communication skills so they can more easily adapt to the international world.

According to the paragraph above, there are numerous approaches to help students' speaking skill; however, there is currently little information available about how the student mobility program can be applied to help students' speaking skill.

As a result, this research will concentrate on student mobility programs that can help students' speaking skills. Hopefully, this research will present alternate techniques for develop students' English learning abilities.

1.2 Formulation of the Problem

The formulation of the problem to be studied is :

1. How is the implementation of the Student Mobility Program for junior high school students?
2. How does the Student Mobility Program for junior high school students help the students' speaking skill?

1.3 Aim of the study

The objectives of this study are listed as follows:

1. To explain how the implementation of the Student Mobility Program for junior high school students.
2. To find out the Student Mobility Program for junior high school students can help students' English speaking skill.

1.4 Significances of the Research

1. **Theoretical** : This research will incorporate theory from Brown (2004) to support theories about how to teaching speaking skill.

- 2. Practical :** This research will provide information about student mobility program to help students' English speaking skill.



CHAPTER V

CONCLUSION

5.1 Conclusion

There are numerous methods available for learning English. The student mobility program is one technique that can be used. English also requires four skills to be mastered: reading, writing, listening, and speaking. The researchers focused on students' speaking abilities in this research. Based on the findings of this research, the researchers concluded that the student mobility program was developing students' speaking skill. This conclusion is based on the findings of assessments conducted through classroom and dormitory observations. Moreover, the results show that students experience development in various aspect of speaking ranging from pronunciation to grammar to vocabulary to fluency and comprehension.

5.2 Suggestion

Researchers would like to advise the following based on the research findings and the conclusion that enhancing student mobility programs can improve students' English-speaking skills:

1. For Teacher

English teachers at the junior high school level must be imaginative in their approach to teaching English. Mastering it,

particularly in speaking, necessitates the use of additional material or approaches. Teachers should give simple and enjoyable speaking tasks so that students can actively and responsively participate in class.

2. For students

Students must carefully practice speaking English at all times and in all places. It's normal to be afraid about speaking a foreign language. Students, on the other hand, do not need to be intimidated and must be courageous when communicating in English. In other words, they must be comfortable speaking in public.

3. For the following researcher

It is wanted that future research will lead to the development of new methods of learning English that are enjoyable. Because there are still other tasks that must be completed, such as reading, writing, and listening.

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