

STUDENT CITIZENSHIP BEHAVIOUR NEED IN GROUP ENGLISH DISCUSSION LEARNING AS A TECHNIQUE TO IMPROVE SPEAKING SKILL “Learning Practice in Language Department in Polbeng”

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Abstract: Student Citizenship Behaviour is the active behaviour of students to aid their friends in communication by providing clues, responses. Criticism in communication and feedback so that group learning becomes lively and interesting. In one class, Student Citizenship Behaviour is not owned by all students. As a lecturer, we need to know which students are the ones who have the Seed of Student Citizenship Behaviour so that each discussion group learns to run smoothly. The research method of this study was a class action experimental research method that gave two different groups with and without Student Citizenship Behaviour. The result of this study showed that a group who had Student Citizenship Behaviour made big influences other students to speak and a lot in improving their communication skills. This research was conducted in 1st May 2022 in 5 meetings. The results of this study prove that the characteristics of students' citizenship behaviour are very helpful in the better learning process and improve the abilities of other students.

Keywords: behaviour, discussion, learning, speaking, skill

INTRODUCTION

This classroom action research is an initial research group in the process of the knowledge development chain in the learning process which aims to explore and find knowledge directly from existing problems. The findings of these researchers were collected to be classified and recorded in writing in the form of books or journals that are ready to be read by others. The second group (collectors of research results) classifies all research findings in the form of rules about in a learning group involved in the development chain process, namely the speakers; namely students majoring in English Education and lecturers at the Bengkalis State Polytechnic. This Speaker Group provides information in reports, discusses in class, in the learning process. This article describes (1) the general process of learning activities which includes observation, description, analysis, and explanation; (2) a research approach that explains in general the differences between research with quantitative data and research with qualitative data; (3) classroom action research which includes several iterative cycles in which each cycle includes stages of planning, action, observation, and reflection. This article explains how to use student citizenship behaviour in one class to motivate other friends in order to liven up the class.

Formulation of the Problem

The research problem formulation must describe the ultimate goal to be achieved and the research method to be used. In classroom action research, the main objective is to develop certain strategies or techniques to solve problems (for learning purposes) by exploiting a student's membership in an existing group, passive speaking students can solve problems in their lessons.

Research Purposes

As in any other research, in addition to stating the problem formulation also needs to clearly state the objectives to be achieved. The research objective always contains the same as the problem formulation, namely developing certain strategies or techniques to solve problems (for learning purposes) to find solutions in passive speaking classes by utilizing student citizenship in an existing group class learning. This study was conducted to find out how to solve problems in the speaking class which is all passive and to identify students who have student citizenship behaviour so that the role of student citizenship behaviour can help teachers in the learning process. This research was conducted in 1st May 2022 in 4 meetings chaired by Halim Dwi Putra and members of Safra Apriani Zahraa and Ari Satria.

REVIEW OF RELATED LITERATURE

Research on English Learning is a scientific academic activity in the form of an investigation of a PBI process with the aim of being able to better understand the learning process carried out. Understanding a learning process means being able to explain the system, rules, patterns, regularities, formulas, rules that are carried out (Srivastana & Singh, 2022). Every researcher who is researching the learning process assumes that the learning process follows a definite system, rule, pattern, order, formula, or trick. And on the basis of those tips, learning can succeed (Haryanto, 2022). That's what the researchers are trying to uncover. Action research activities in the classroom are different from the activities of journalists who observe the class where their job is only to record factual information from the learning process in the form of descriptions that are ready to become news to be presented to readers (Liu et al., 2022). The researcher, after observing and recording the results of his observations, analyses the results of his observations (research data) using the scientific paradigm he has until finally he can explain the tips that are in the being researched.

Explaining Classroom Action Research as an observation of learning activities in the form of an action, which is intentionally raised and occurs in a class simultaneously which is a scientific activity consists of Research-Action-Class (Syarifullah & Kristini, 2021). Research is an activity of observing an object by using methodological rules to obtain useful data or information in improving the quality of something that is of interest and importance to the researcher. Action is a movement of activities that is deliberately carried out with a specific purpose in the research in the form of a series of cycles of activities. Class is a group of students who are the same and receive the same lessons from an educator.

Classroom Action Research is research conducted in a class to find out the consequences of actions applied to a research subject in that class (Sari et al., 2022).

Action Research is an activity carried out by educators or together with other people (collaboration) which aims to improve or improve the quality of the learning process in the classroom (ÇİFTÇİ, 2022). Describes Classroom Action Research as action research conducted in classrooms with the aim of improving or improving the quality of learning processes or practices.

Explaining class research as a form of reflective research by taking certain actions, to improve or improve learning practices in the classroom in a more professional manner. Therefore, CAR is closely related to the problems of everyday learning practices experienced by educators (Aprilia et al., 2022). Classroom Action Research is one of the efforts that educators can do to improve the quality of their roles and responsibilities as educators, especially in learning management (Eide, 2022).

RESULT AND DISCUSSION

The result of the reflection of this research is an activity of analysing the results of observations to determine (1) the extent to which the development of the strategy being developed has succeeded in solving the problem and if it has not been (completely) successful, what factors are the obstacles to this lack of success. Such activities include discussion of data, data sources, data collection instruments, and data collection; reflection activities include data analysis activities. So, the discussion of research data analysis must be related to or be part of the discussion of the reflection activity (or sub-topic), so that it does not give the impression as if the reflection activity and data analysis are two separate activities as was done in the speaking class by Santhanasamy and Yunus (2022). At this reflection stage, the researcher compares the results of observations with the success criteria that have been set at the planning stage. For example, a strategy that is considered successful in helping students learn to speak in speaking classes in students' English learning if (1) students are happy to learn with a good behavioural citizenship student placement strategy, (2) learning staff feel this strategy is practical and easy, (3) students have looked more active and more creative in learning activities, (4) students seem to like and can work together with friends during the learning process, (5) students seem to be more attentive to the learning process according to previous research (Loan, 2022). On the first week of the problems found in learning English in the speaking class, students had difficulty expressing ideas and lack of vocabulary made it difficult for them to speak English and the class became passive and had one-way communication.

The second week was held on 09 May 2015 at 07.30-09.10 (western Indonesia time). As a start, they become the seeds of students who have citizenship and place them in the right group speaking. The results in cycle 2, it was found that the student's response to what the lecturers did, the instructions were better than the previous meeting so that students took more part in the teaching and learning process with their help. From his friends as well as citizenship behaviour. This means that the student's response is good with Actions related to the teacher's instructions but not all students despite the stimulus from their friends. Third to fifth week of learning the teaching and learning process in this action is increasing. Students who were quiet in the previous meeting, they seemed confident to use words or expressions in practicing their conversations or interactions. They are very serious and enthusiastic about expressing and responding to every response given. This shows that the learning process will be helped if there are students who have citizenship traits who are willing to voluntarily help other friends in the learning process.

The final fact is that after five experiments in five weeks were carried out, the learning resulted in learning targets as planned, all indicators of success in learning English were achieved, especially in the speaking class, it went smoothly from being passive to being active with students having citizenship behaviour in the passive group. Passive students need a lot of student citizenship to be placed in the group which in turn facilitates the process of teaching and learning activities.

CONCLUSION AND SUGGESTION

Every lecturer as a teaching staff must have learning problems, especially in passive classes but are helped by students who have the character of student citizenship behaviour who voluntarily help their friends to learn and facilitate the learning process well. A good lecturer of course always tries to solve the problem in order to be able to successfully help these students carry out learning activities and place them in groups that look passive. Teaching staff must believe that every student will be able to successfully master English lessons if there is a friend who is ready to help him, if he gets the right help. Classroom Action Research is an appropriate

way for teachers to find ways to help student's master English lessons optimally with the role of student citizenship behaviour in Speaking class.

AUTHORS' CONTRIBUTIONS

This research helps classroom teachers speak by taking advantage of student citizenship behaviour that can assist teachers in carrying out good and smooth learning tasks

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