

Optimization of English Skill Improvement of Students Anuban Wangmai Sanasart School Thailand

Adilah Fauziah^{1,a)}, Yani Fitriyani¹⁾, Nanan Abdul Manan¹⁾, Oman
Hadiana²⁾, Tio Heriyana³⁾

¹Elementary School Teacher Education Study Program, STKIP Muhammadiyah Kuningan, Kuningan, Indonesia

²Health and Recreation Physical Education Study Program, STKIP Muhammadiyah Kuningan, Kuningan Indonesia

³Mathematics Education Study Program, STKIP Muhammadiyah Kuningan, Kuningan Indonesia

^{a)}Corresponding Author: adilahfauzi11@gmail.com,
yanifitriyani@upmk.ac.id, nanan@upmk.ac.id, hadianaoman@upmk.ac.id,
heriyanatio@upmk.ac.id

Abstract

This service activity aims to improve the English language skills of Anuban Wangmai Sanasart School students, Thaphae District, Krabi Thailand. The target of this service activity is all students starting from Anuban (TK), Prhatom (SD) and Mattayom (SMP) Anuban Wangmai Sanasart School. One of the community service activities carried out by the service team is the activity of one day one sentences and gymnastic an English song. The one day one sentences and gymnastic an English song activities are one of the devotional activities which are always carried out in the morning. One day one sentences is an English habituation activity in the form of one day one sentence, where there is a group of 5 students who become tutors every day to speak English which is also translated into Thai so students understand what is being said and these activities can improve students' speaking and listening skills. Furthermore, the gymnastic an English song activity is an activity that is carried out after the one day one sentences activity. Gymnastic an English song is a form of English language habituation by doing gymnastics with English songs so that students will get used to listening to English vocabulary so that students will easily remember it and with this activity students' listening skills can improve. Gymnastic an English song activity is an activity that is carried out after the one day one sentences activity. Gymnastic an English song is a form of English language habituation by doing gymnastics with English songs so that students will get used to listening to English vocabulary so that students will easily remember it and with this activity students' listening skills can improve. Gymnastic an English song activity is an activity that is carried out after the one day one sentences activity. Gymnastic an English song is a form of English language habituation by doing gymnastics with English songs so that students will get used to listening to English vocabulary so that students

will easily remember it and with this activity students' listening skills can improve.

Keywords: optimization, english skill, improvement

INTRODUCTION

Education has become something that must be obtained by every human being. Because education is a way of forming human civilization, so that it can be said that the progress of a country depends on the quality of its education. Education is also an urgent matter in human life, with this education every human being will experience all changes (Dewi et al., 2017). Everyone has the right to get all levels of education even the government requires compulsory education. Although in the process of teaching and learning activities there are still weaknesses. We can see from the point of view of facilities or infrastructure that are still not evenly distributed to remote areas. This causes a gap between schools in cities and villages (Tamrin & Yanti, 2019).

The progress of science and technology (IPTEK) is currently greatly affecting human life, where this science and technology provides a myriad of benefits for life. The influence of the development of science and technology also has an impact on the aspect of education. Learning at this time can be done very easily because learning can also be done online through a technology, so this technology can be used as a learning medium (Mulyani & Haliza, 2021). The development of science and technology makes us have to master a foreign language, namely English, where English has become an international language. Mastering English is an important thing to do because of the very rapid development of science and technology. The use of English is already present in all aspects such as in science books and what is certain is that in this technological advancement, the steps for use and features in technology are already in English, so mastery of English is required (Muttaqien, 2017).

English is an international language that is used for various purposes, one of which is to communicate between countries in the world. When people from different countries meet and interact with each other, of course they have to use English to communicate because English is an international language (Kamlasi, 2019). Seeing this, English needs to be learned and mastered by everyone, one way to learn it is at school. The most important goal of learning English, especially at school, as discussed earlier, is to improve students' communication skills in English (Muttaqien, 2017).

In learning English there are several aspects that must be mastered by students, namely aspects of listening (listening), reading (reading), speaking (speaking), and writing (writing) (Naiborhu, 2019). Where these aspects are interconnected, such as the speaking aspect is closely related to the listening aspect because the child will be able to speak English when he has heard the English word or sentence. Then the reading aspect relates to the writing aspect, writing skills will be honed because we have mastered reading skills so that someone will be proficient at writing when he also reads a lot (Hanafiah, 2019). This is in line with opinion Suriaman

& Dewi (2019) that all of these English skills are mutually integrated in the learning process. By being able to master the four skills in English, it is hoped that they will be able to improve their English language skills. This is aimed at preparing themselves to face the current era that requires us to be able to speak English and also to be able to continue to a higher level, let alone take it abroad. (Widyahening, 2018).

According to Mulyadi & Mutmainnah (2015) Listening skill is an activity to listen carefully to what is being said by. According to Aini (2013) also mentioned Listening skill is a skill to be able to understand spoken language. The meaning in this case in listening is not only listening to what is heard but also understanding it. Deep Harmer (Mulyadi & Mutmainnah, 2015) also mentions that listening ability is a "receptive skill" which requires a person to get an idea from the listening process.

According to Lindawati & Sengkey (2017) Speaking skill is the ability to process sound articulation to convey what you want to convey to others. According to Aini (2013) there are 3 types of speaking skills, namely the first is interactive, interactive here, that is, for example, when we are communicating with other people, whether directly or indirectly, in which there is a change of speech. Both situations are semi-active, for example when someone is giving a speech directly, even though there is no conversation process, the speaker can see the response from those listening. The third is a non-interactive situation, namely when giving a speech via television or radio.

According to Widyahening (2018) Reading skill is an activity that involves the process of receiving and interpreting information in the brain. Reading is a receptive skill of written language. This reading skill can be taught starting from words, phrases and then to discourse from easy to difficult levels and the length of the discourse that is adjusted to the level of the students (Aini, 2013).

According to Santosa (2017) Writing skill is one of the highest language skills. Writing is the process of conveying ideas poured out in written form. Aini (2013) also revealed that writing skills are the most difficult language skills, this is because in the writing process it is not just copying words but developing thoughts or ideas through writing.

Learning English for children or known as Teaching English for Young Learners (TEYL) in elementary schools is very important to be introduced as early as possible, this is because children have better memories than adults. (Ratminingsih, 2018). Pratiwi et al., (2022) also mentioned that children are more likely to be taught something from an early age. This is because children are curious and learn something bigger and faster than adults, so it is better to introduce language learning from an early age. Apart from that, language learning from an early age to the age of 12 is very well done because children are experiencing a period of development or often referred to as the golden years. Indeed, learning English is not an easy thing, let alone teaching it to young children. So we need a learning method that fits the characteristics of the child (Mulyah & Fernando, 2019). Aminatun et al., (2022) also states that the use of appropriate methods in learning will affect the success or failure of learning English.

Anuban Wangmai Sasanasart School is a school in Krabi, Thailand. This school is one of the places for student service activities in the Thai International Partnership Real Work Lecture (KKN) program. The Thailand International Partnership Real Work Lecture (KKN) activity in 2023 is a collaboration between STKIP Muhammadiyah Kuningan and the Association of International Cultural Education (AECI). The Thailand International Partnership Real Work Lecture (KKN) was attended by several Muhammadiyah universities, namely STKIP Muhammadiyah Kuningan, Muhammadiyah University Prof. Dr. Hamka, Muara Bungo University, and Muhammadiyah University Pontianak.

Students' low English skills occur at Anuban Wangmai Sasanasart School where they are still unfamiliar with English. There are still many students who still cannot mention vocabulary and even sentences in English. Students' English skills cannot just provide material, but must practice to train students' English communication. Based on this, to improve the students' English skills, the service team made several activities so that students could practice and get used to using English. The activities are one day one sentences, and gymnastics with an English song. With this activity to improve English skills, it is hoped that students at Anuban Wangmai Sasanasart School will improve their English skills.

METHODS

This service activity was carried out in the Thailand International Partnership Real Work Lecture (KKN). Precisely the dedication was carried out at the Anuban Wangmai Sasanasart School located in Thaphae District, Satun Province. The procedure for carrying out this service activity is that STKIP Muhammadiyah Kuningan collaborates with the Association of International Cultural Education (AECI) then the service team is placed at Anuban Wangmai Sasanasart School. After that, the service team worked closely with the school, assisted by an English teacher, to carry out activities to improve students' English skills. Even though the actual ability to speak English requires quite a bit of time, but at least students understand a little when someone speaks English, especially in introductions.

The method used in the service to improve English skills is the habituation method. The habituation method here allows students to practice speaking English even if it's only one sentence a day. In tune with (Trisnawati, 2023) states that an effective method in learning English is the habituation method, with the habituation method students' memory will be further improved because the activities in this habituation method are carried out repeatedly.



Figure 1. Method

This activity to improve English skills was carried out for all students at Anuban Wangmai Sasanasart School. Activities carried out to improve students' English skills, namely first gymnastics with an English song. This activity is always carried out every morning and is attended

by all students. In this activity, students do gymnastics using songs in English. Second, one day one sentences, this activity is also carried out every morning after the morning assembly/gymnastics. The one day one sentences activity is carried out by five students appearing in front, four students practicing each word in English and if connected it will become a sentence, one person utters the words of the sentence and then all students follow it.

RESULTS AND DISCUSSION

Anuban Wangmai Sasanasart School is a school in which there are 3 levels of education, namely Anuban (TK), Prathom (SD), and Mattayom 1-3 (SMP) with a total of 120 students. We carry out this service activity for all levels in the form of activities, namely one day one sentences and gymnastic an English song.

The one day one sentences activity is an activity that the service team always does every morning after the morning assembly/ceremony. With the one day one sentence activity the students increased their mastery of vocabulary and how to pronounce it. This activity is carried out on a rolling basis for each class starting from the mattayom level to Anuban. Each class is represented by five students, one person who reads a sentence followed by other students. After reading the sentence in English the students also mentioned the meaning in Thai and then followed by the other students. The other four students hold one word each using a box. This one day one sentence activity is expected that students will get additional English vocabulary and pronunciation methods. Apart from that, with this one day one sentence activity, several English skills can be achieved, namely, of course, speaking skills are very honed in this activity because the students all speak following their friend's tutor. Listening skills are also honed because students also listen to how the pronunciation of words in English is like. This is in line with opinion(Nan, 2018)mentioned that when you improve one of your English skills, the other skills will also improve and be honed as well.



Figure 2. Implementation of One Day One Sentences Activities

The next activity is gymnastics with an English song, the result of this activity is that students increase their English vocabulary along with their pronunciation and students like to sing English songs so that learning English becomes more fun. This is in line with (Wijayanti, 2016) which states that the use of songs in learning English will create a pleasant atmosphere. This activity is carried out after the activity *one day one sentence*. This gymnastics activity with an English song is a gymnastic activity that uses English songs, so that with gymnastics using English students are accustomed to listening to English vocabulary and this will also have an impact on students' memories. In fact, usually everything that is conveyed through student songs will be remembered more and even like to be sung again by the students. In tune with (Ranuntu & Tulung, 2018) mentioned that the use of songs in learning English can improve students' memory and interest, this is evidenced by students liking to sing them. Thus, with this activity, listening skills can also be honed.



Figure 3. Implementation of Gymnastics Activities with an English Song

CONCLUSION

Based on the results of community service at Anuban Wangmai Sasanasart School, Krabi Thailand, it can be concluded that one day one sentence service activities and *gymnastics with an english* have an impact on students' English skills so that they become more improved. With one sentence and *gymnastics with an english* students can add English vocabulary, in addition to skillsspeaking and listening also improved. In addition, service activities *one day one sentence* and *gymnastics with an english* can be used as a reference for schools in improving students' English skills. Moreover, seeing the results of this activity students become more happy and enthusiastic in learning English.

REFERENCES

- Aini, Zahrotul. (2013). *Implementasi Program Bilingual untuk Meningkatkan Keterampilan Bahasa Inggris Siswa di Madrasah Ibtidaiyah Khadijah Malang*. Skripsi. Universitas Islam Negeri Maulana Malik Ibrahim.
- Aminatun, Dyah, Alita, Debby, Rahmanto, Yuri, & Putra, Ade Dwi. (2022). Pelatihan Bahasa Inggris Melalui Pembelajaran Interaktif Di SMK Nurul Huda Pringsewu. *Journal of Engineering and Information Technology for Community Service*, 1(2), 66–71. <https://doi.org/10.33365/jeit-cs.v1i2.141>
- Dewi, Diana Ratna, Sukamtono, Ali, & Triana, Dian. (2017). Pengaruh Metode Demonstrasi Dan Motivasi Belajar Terhadap Prestasi Belajar Bahasa Inggris Siswa. *Arsy: Jurnal Sudy Islam*, 1(1), 21–33. Retrieved from <http://www.riss.kr/link?id=A99932365>
- Hanafiah, Wardah. (2019). Peningkatan Keterampilan Berbicara Bahasa Inggris Dengan Media Permaian Ulartangga. *Epigram*, 16(2), 149–158. <https://doi.org/10.36733/jsp.v1i1.463>
- Kamlasi, Imanuel. (2019). Bimbingan Belajar Bahasa Inggris bagi Anak-anak Sekolah Dasar. *Jurnal Abdimas BSI*, 2(1), 260–267.
- Muliyah, Pipit, & Fernando, Frendi. (2019). Pelatihan Pengenalan Bahasa Inggris untuk Anak Usia Dini melalui Igra. *DEDIKASI: Jurnal Pengabdian Masyarakat*, 1(1), 20–36.
- Mulyadi, Dodi, & Mutmainnah, Yulia. (2015). Penggunaan Film Berbahasa Inggris dengan English Subtitle dalam Meningkatkan Keterampilan Listening. *Prosiding University Research Coloquium*, 140–147. Retrieved from <https://media.neliti.com/media/publications/176452-ID-penggunaan-film-berbahasa-inggris-dengan.pdf>
- Mulyani, Fitri, & Haliza, Nur. (2021). Analisis Perkembangan Ilmu Pengetahuan dan Teknologi (Iptek) Dalam Pendidikan. *Jurnal Pendidikan Dan Konseling*, 3(1), 101–109.
- Muttaqien, Fajar. (2017). Penggunaan Media Audio-Visual dan Aktivitas Belajar dalam Meningkatkan Hasil Belajar Vocabulary Siswa pada Mata Pelajaran Bahasa Inggris Kelas X.

- Jurnal Wawasan Ilmiah*, 8(1), 25–41.
- Naiborhu, Romasta. (2019). Upaya Meningkatkan Keterampilan Berbicara Bahasa Inggris Melalui Metode Bermain Peran. *Jurnal Global Edukasi*, 3(1), 7–12.
- Nan, Chengyu. (2018). Implications of Interrelationship among Four Language Skills for High School English Teaching. *Journal of Language Teaching and Research*, 9(2), 418–423. <https://doi.org/10.17507/jltr.0902.26>
- Pratiwi, Nurul Aulia, Suriyati, Bahrin, St. Rahmaniah, & Hidayat, Irwin. (2022). English Meeting Club For Young Learner Di Desa Padaelo. *PENDIMAS: Jurnal Pengabdian Masyarakat*, 1(1), 19–23. <https://doi.org/10.47435/pendimas.v1i1.1021>
- Ranuntu, Garryn C., & Tulung, Golda J. (2018). Peran Lagu dalam Pengajaran Bahasa Inggris Tingkat Dasar. *Jurnal LPPM Bidang EkoSosBudKum*, 4(1), 99–110.
- Ratminingsih, Ni Made. (2018). Implementasi Board Games Dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Ilmu Pendidikan*, 24(1), 19–28. <https://doi.org/10.17977/um048v24i1p19-28>
- Santosa, Prita Pantau Putri. (2017). Hubungan antara Penguasaan Tata Bahasa dengan Keterampilan Menulis Narasi Bahasa Inggris Siswa Kelas XI SMK Negeri 2 Depok. *Deiksis*, 9(02), 182–193. <https://doi.org/10.30998/deiksis.v9i02.1172>
- Suriaman, Aminah, & Dewi, Anjar Kusuma. (2019). Peningkatan Keterampilan Membaca Melalui Flipped Classroom Model. *Jurnal Kreatif Online*, 7(4), 68–77. Retrieved from <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/14930>
- Tamrin, Andi Febriana, & Yanti, Yanti. (2019). Peningkatan keterampilan bahasa Inggris masyarakat pegunungan di Desa Betao Kabupaten Sidrap. *Transformasi: Jurnal Pengabdian Masyarakat*, 15(2), 61–72. <https://doi.org/10.20414/transformasi.v15i2.1673>
- Trisnawati, Chatarina Catur Ani. (2023). Membuat Buku Harian sebagai Alat Pembelajaran untuk Pembiasaan Menulis Kalimat Bahasa Inggris. *Language: Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 3(1), 44–52.
- Widyahening, Christiana Evy Tri. (2018). Penggunaan Teknik Pembelajaran Fishbone Diagram Dalam Meningkatkan Keterampilan Membaca Siswa. *Jurnal Komunikasi Pendidikan*, 2(1), 11–19. <https://doi.org/10.32585/jkp.v2i1.59>
- Wijayanti, Dina Novita. (2016). Pembelajaran Bahasa Inggris Efektif Melalui Lagu Anak-Anak Untuk Siswa Madrasah Ibtidaiyah. *ELEMENTARY: Islamic Teacher Journal*, 4(1), 124 -148. <https://doi.org/10.21043/elementary.v4i1.1931>