The Implementation of Advocacy Method on Learning English Speaking at Senior High School

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ABSTRACT

In a classroom learning environment, appropriate learning methods are essential for success. Effective methods help teachers deliver material optimally and enable students to absorb it effectively. The advocacy learning method, which is student-centered and debate-based, fosters critical thinking, increases confidence in speaking English, and deepens students' insights. This study aims to: 1) describe the implementation of advocacy methods in classroom learning, and 2) gather students' opinions on the advocacy method used during lessons. A descriptive qualitative research design with a case study approach was employed. Data were collected through observation, interviews, and documentation. Findings indicate that: 1) the advocacy method is effectively implemented in senior high school English classes, fulfilling all necessary elements of debating activities and encouraging students to speak English more confidently, and 2) students' responses to the advocacy method are generally positive, as evidenced by their enthusiasm and data from interviews, observations, and documentation.

INTRODUCTION

The traditional paradigm argues that the teacher as an actor in learning activities is beginning to be replaced with a new awareness that what must be prioritized is the role of students as actors. To realize quality education, it is necessary to shift the focus of activities from teachers to students often referred to as a student-centered approach in the teaching and learning process. Student-centered approaches include active, cooperative, and inductive learning (Oinam, 2017). To provide quality education, quality teachers are committed to teaching with the ability to aspects of knowledge, skills, and competencies needed for effective teaching (Prasetyo, 2021). The teacher also must help students to learn so that students are in the process of

carrying out meaningful learning activities and prove the level of students understanding of the appropriate learning assignments with educational goals (Sumantri, 2021).

The internalization of the spirit of education will take place during the process, how a learning process is used through several teaching models will determine the quality of the students' output later. (Ibrahim & Widodo, 2020). Not only that, but education is also the first guard in responding to the pace of the times in the 21st century which all are required to have high-order thinking skills, resulting in a shift in the orientation of other education in the latest civilization (Ibrahim, 2020). The 21st century is the century of knowledge, in which massive transformation greatly influences education. It requires changes unrelated to the curriculum and leads to pedagogical, namely a change from simple action to comprehensive action. So that students will later be encouraged to have a knowledge base and a deep understanding to become lifelong learners of the century (Afandi et al., 2016).

English has become the language of science, economics, communication, technology, and tourism and is one of the most critical subjects in higher education (Al-Janaydah, 2017). Commonly, a person's English skills can be seen as speaking skills. According to Rao (2019), speaking is considered the most important skill in learning a foreign or second language among the four English skills. This cannot be separated from the role of English as the dominant international language used in the 21st century (Novitasari, 2022).

In education, learning methods contribute to the teaching process of a subject, including English (Saada & Al-Dmour, 2017). Modern learning methods vary according to teaching trends, such as the direct method, in which the language to be learned is only used to read, discuss, analyze, and ask questions (AlMahna, 2018).

The learning method is the planning, procedures, and steps of learning activities designed regularly to carry out learning, including the choice of assessment

methods to be carried out. The environmental system in question is several components that influence each other, such as the existence of learning objectives to be achieved, teachers and students, materials to be taught, approaches, strategies, models, and methods of teaching that will direct student learning activities, including media and learning resources, as well as school infrastructure (Halimah, 2017). A method as an extrinsic motivational tool illustrates that it can be an external stimulant to arouse learners' learning. Teachers are an essential entry point in summarizing students' extrinsic motivation because this motivation comes from outside the learner. Teachers must be able to design fun and colorful learning for future success progress (Tambak, 2014).

One of the efforts by teachers at Senior High School in Majalengka to develop students' potential in English language learning when significantly learning at Senior High School is the advocacy learning method. In realizing the objectives of English language learning, teachers at Senior High School create a fun learning situation and not dull and the realization of learning objectives by using advocacy learning methods in the hope that it can provide attractive new solutions and expectations in teaching to provide learning with new concepts or approaches.

Advocacy learning is claimed to have a broader learning dimension than other learning models. Attitude and cognitive competencies of students are not only focused on learning materials but also insights into students' lives in a more actual way, such as social issues or the like (Haryanto & Suhartono, 2019). Advocacy learning brings innovative concepts and emphasizes student activity because students need active learning to get maximum learning outcomes that are expected to improve the learning outcomes of other students in a harmonious atmosphere and work together so that student learning activities in the classroom will grow well, which will later affect learning outcomes (Sukmawati, 2015).

The advocacy learning method is a learning method that invites students to participate in learning activities actively. so it is hoped that using the Advocacy

method can improve student learning outcomes (Suhartono, 2018). Education development through advocacy learning is an alternative to realizing learning goals in the 21st century. Students are allowed to study and highlight social issues and henceforth can submit opinions related to the topic with diverse points of view (Nurwahidah & Muttaqin, 2018). Democracy is the main principle in the advocacy approach to creating a healthy and educational learning climate; students must think freely and act responsibly (Lisnawati, 2020).

Based on the observations of English learning at Senior High School, information was obtained that teachers have used advocacy methods. Compared to the lecture method, the advocacy method is considered capable of making learning activities more enjoyable and positively impacting students. Based on the background of this study, the author seeks to examine the implementation of advocacy methods and how students respond after using advocacy learning methods.

This research addresses the shift from teacher-centered to student-centered learning paradigms, emphasizing the need for active, cooperative, and inductive learning methods to improve educational quality. The advocacy learning method, a student-centered approach, encourages critical thinking, confidence in English speaking, and deep insight into various issues. The study aims to describe the implementation of the advocacy method in high school English classes and to gather students' opinions on its effectiveness. This research is significant as it provides insights into effective teaching strategies for 21st-century education, demonstrating how the advocacy method can foster a dynamic and participatory learning environment.

RESEARCH METHOD

The method used in this study is qualitative, namely a thought process that starts from the data collected, and then conclusions are drawn in general to make sense of the data (Yudha, 2023). Qualitative research methods are research methods that are used to research the condition of natural objects, where the researcher is an essential instrument, a data collection technique performed observation, interview,

and documentation, data analysis is inductive, and results in qualitative research emphasize meaning more than generalization (Abdussamad, 2021). In this study, the researcher used a type of case study approach. A Case Study is a series of scientific activities carried out intensively, in detail, and in-depth about a program, event, and training at the level of an individual, group of people, institution, or organization to obtain in-depth knowledge about the event. Usually, the chosen event in the future, referred to as the case, is an actual thing (real-life event), which is ongoing, not something past (Mudjia, 2017)

Case Studies are one of the many truth-seeking methods in which the results are tentative truths that cannot be separated from weaknesses and shortcomings. Despite its flaws, Case Studies are considered a research method that is quite challenging and very appropriate for uncovering things hidden in social and cultural phenomena that will subsequently be raised to the surface so that they become public knowledge (Mudjia, 2017).

Researchers use a case study approach to find out in-depth about events, processes, and activities involving many people. Researcher want to see how advocacy learning methods are implemented in senior high school and how students respond to these activities. Data collection techniques included observation, documentation, and interviews. The informants in this study were an English teacher in the twelfth grade. The researcher's steps were data collection, reduction, data display, and drawing conclusions. The collected data were analyzed using an observation checklist, semi-structured interviews, and documentation.

FINDING AND DISCUSSION

The researcher discusses the implementation of the advocacy method for learning English speaking at Senior High School, and it involves the Learning method in Senior High School, the advocacy learning method in Senior High School, and student response to the implementation of the advocacy method. The researcher makes observations, interviews, and document analysis to implement the advocacy

method and how students respond. Following analysis, the researcher interviewed a teacher and five students to glean additional information. The researcher analyzes documents after conducting a few interviews to finish the investigation.

Learning method in Senior High School

To apply the learning strategy, it must use the learning method position in this position; the learning method is an applicative way of a learning strategy. The process also determines whether or not learning objectives are achieved, so an educator must know and understand the position of the method in learning activities (Marzuki, 2019). From the data collected through interviews, the researcher found that English teachers used the teaching method to help themselves achieve learning objectives; the teaching method itself is an effort made by English teachers to establish relationships with students when delivering teaching material. The teaching method is also a learning strategy that the teacher must understand and master.

This aligns with what Jamaluddin (2015) said: Method is defined as a way for a teacher to achieve learning objectives and can be interpreted as a way of presenting material to students to achieve learning objectives. Ideally, learning should invite students to learn actively because active students are a sign that they dominate learning activities. With this, they actively use the brain to find ideas, solve problems or apply what they just learned to a real problem. In addition, students also feel a pleasant atmosphere and maximum learning outcomes (Maria Ulfa &; Saifuddin, 2018).

The reason why English teachers use learning methods is closely related to the selection of the type of method they will use. From the statements delivered by English teachers, it can be concluded that students' learning styles are a benchmark for what kind of method will be used by the teacher. From the results of the interview that had been carried out, the researchers concluded that English teachers looked at aspects and readiness of students first before deciding on a teaching

method to use; this is with the aim that the teaching method following the interests of students talents if the method is appropriate and feels appropriate, the English learning process will run optimally so that learning objectives can be achieved.

From the statements delivered by English teachers, it can be concluded that students' learning styles are a benchmark for the teacher's method. According to Ramlah, Firmansyah, and Zubair (2015), students' learning style affects their learning achievement. This statement is supported by Hartati (2015), who states that students' learning styles and attitudes toward mathematics also affect their learning outcomes.

In this case, the English teacher chooses teaching methods for students by analyzing the needs and character of high school students; by analyzing the needs and personality of students first, the English teacher will look for what method will allow students to hone their skills when learning is free. A suitable teaching method for high school students is a method that can fully support student needs, providing the most expansive possible space for students to hone their skills. High school students can think critically and make decisions rationally following their understanding; high school students also begin to enter the phase towards adulthood where they are eager to find out new things, ask questions about them, and discuss them.

Advocacy learning method in Senior High School

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eager to find out new things, ask questions about them, and discuss them. The advocacy learning method is student-centered learning, which is then identified with debate activities, even though not only that because the point is that students are required to dare to speak their opinions with their arguments and are responsible for it (Lilik, 2021).

The advocacy method not only acts as a tool to help teachers deliver learning materials but also as a forum for students to improve their speaking skills. The ability to speak is the basic competence that students must master in learning foreign languages (Suryani et al.,2020, p.48). In line with what Hanifa (2018) said, speaking skills are essential for students to learn; almost all students learn this competency in the fourth grade of elementary school.

Student speaking competence is needed in classroom learning. Class learning activities require students to be more active in sharing their ideas (Suryani et al., 2020). Most debate activities involve speaking (conveying, rejecting, accepting) an idea. However, of course, obstacles such as feeling anxiety and pessimism about participating in speaking English are the main obstacles to learning practical English speaking skills (Al Hosni, 2014). Nevertheless, students who participate in learning using advocacy methods have awareness and demand to speak English.

The data from the interview with the English teacher shows that debate activities in class can increase student motivation and speaking skills. This can be seen from the activeness and participation of students when conducting debate activities. Increasing students' speaking skills is one of the learning outcomes of advocacy methods because before using advocacy methods, students tend to be more passive and talk less. Advocacy model learning emphasizes aspects of research skills, analytical skills, and speaking and listening skills as they actively participate in advocacy learning inside and outside the classroom through a previous experience related to advocacy learning problems; students are indeed faced with controversy and must develop a case to support student opinions in the classroom through

Advocacy learning itself, through tools and instructions and specific objectives related to advocacy learning (Nurwahidah, 2018).

Student response to the implementation of the advocacy learning method

According to Hamalik, cited in Andini (2015), responses are movements coordinated by a person's perception of events in the surrounding environment. Based on the description above, it can be concluded that the Response is a person's information or opinion on something that is known. So that student responses to learning can be interpreted as student opinions about advocacy learning applied in class. In contrast, teacher responses to learning are teacher opinions about learning applied in class.

Talking of student learning responses, learning requires response formation. Edward L. Thorndike (Efendi, 2016) states that learning is a behavior change based on experience. Learning is the interaction between stimulus (S) and Response (R). So in learning, what is needed is input in the form of stimulus and output in the form of Response (Khairani, 2013).

According to Misliani (2013), a Response is a behavior influenced by responses and environmental stimuli. Student response is the behavior or reaction of students during learning activities (Aisyah, 2016). A response can arise if it involves the five senses in observing and paying attention to an object of observation. Several factors influence the existence of a response, namely experience, learning process, and personality values. Some of these statements show that it can be stated that the Response is an impression or Response after we observe through sensory activities so that a positive attitude or negative attitude is formed (Khairiyah, 2016).

Learning is an activity that aims to involve the activities of students and teachers to achieve these goals; methods are needed as an alternative to achieving the expected goals. The teaching method used must be varied so as not to cause boredom when learning takes place. In the learning process, various opinions show that the method

is related in a way that allows students to gain convenience in learning the teaching material delivered by the teacher.

In this study, the researcher found that in English language learning, using the advocacy method, various responses from students were obtained, including excellent and wrong responses. Both of these responses are important to be used as an evaluation for future improvements.

The data collected by the researcher found that respondents had different experiences when learning to use the advocacy method. The learning experience is a series of processes and events experienced by each individual, especially students, in a particular scope (classroom), following each teacher's learning methods or strategies.

The learning experience provides advantages for students, but the advantages that students get are also different from one another. However, overall, researchers see that the advantages obtained by students will help students' lives. For example, if students practice increasing their confidence, they will dare to speak in English, and the last is that students get broader insight in addition to the lessons they get at school.

CONCLUSION

Based on research conducted at Senior High School in Majalengka, the researcher concluded that the advocacy method used in learning English at this school had worked and all elements involved are running well. In its implementation, advocacy methods are considered to be well carried out by teachers and students. The role of the teacher as instructor and supervisor of activities is considered appropriate. Teachers already know about learning methods, namely the reasons for using learning methods, choosing the proper method for Senior High School students, and the characteristics of methods suitable for Senior High School students. In addition, the teacher also knows about the advocacy method; the teacher has the reason why

she used the advocacy method in learning English. Teachers also know the characteristics of the advocacy method and believe that the advocacy method can increase student learning motivation.

From the data analysis results, students responded reasonably well to the advocacy method they used in class. Nonetheless, the researcher found some difficulties the students felt in using the advocacy learning method. However, students also got the advantages of using advocacy methods; these advantages change students, especially in their english speaking skills.

The implementation of the advocacy method in this school went quite well; all elements contained in the debate were already in its implementation. Each student has their role so that they undergo this debate activity in a directed and structured manner. In its implementation, the teacher acts as a guide and instructor, while the entire learning is student-centered

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