

**PKM IMPLEMENTATION OF DISCUSSION AND PRESENTATION
METHODS IN AN EFFORT TO INCREASE ACTIVE STUDENT
PARTICIPATION ENGLISH COMPREHENSION OF GRADE 2
STUDENTS AT THAMPSTAMP WITTAYA SCHOOL**

**IMPLEMENTASI PKM METODE DISKUSI DAN PRESENTASI DALAM
UPAYA MENINGKATKAN PARTISIPASI AKTIF SISWA DALAM
PEMAHAMAN BAHASA INGGRIS SISWA KELAS 2 DI SEKOLAH
THAMPSTAMP WITTHAYA**

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Abstract: Community Service Program (KKN) is one of the media to hone student competence in practicing knowledge and applying the results of research that they have learned during semesters 1 to 6 at the university. Community service activities are a form of community service activities carried out by students so that they have direct experience in the community in applying the knowledge they have gained during lectures. The International KKN program is a description of the implementation of educational, research, community service activities carried out by universities abroad with the aim of increasing student outbound mobility. The low knowledge of English in the community is of course the biggest obstacle in improving the quality of foreign tourist hospitality. In this case, of course, educational programs are needed to improve the understanding of English in the community, especially students who will become the nation's successors who are still quite low in English through the implementation of discussion and presentation methods so that active student participation occurs. With this obstacle, the International Community Service Program feels responsible for providing English language improvement in order to increase the use and understanding of English at the school level. In this case, we conducted a service program of teaching and learning activities in class 2-2 of Thamstamp Wittaya School Junior High School with the aim that these students can understand the use and language of English in everyday life and be able to continue the development of the country.

Keywords: Improvement, Comprehension, English.

Abstrak: Program Pengabdian kepada Masyarakat (KKN) merupakan salah satu media untuk mengasah kompetensi mahasiswa dalam menerapkan pengetahuan dan hasil penelitian yang telah mereka pelajari selama semester 1 hingga 6 di perguruan tinggi. Kegiatan pelayanan masyarakat merupakan bentuk kegiatan pelayanan masyarakat yang dilakukan oleh mahasiswa agar mereka memiliki

pengalaman langsung di masyarakat dalam menerapkan pengetahuan yang telah diperoleh selama perkuliahan. Program KKN Internasional merupakan gambaran pelaksanaan kegiatan pendidikan, penelitian, dan pelayanan masyarakat yang dilakukan oleh perguruan tinggi di luar negeri dengan tujuan meningkatkan mobilitas keluar mahasiswa. Rendahnya pengetahuan bahasa Inggris di masyarakat tentu menjadi hambatan terbesar dalam meningkatkan kualitas pelayanan terhadap wisatawan asing. Dalam hal ini, tentu saja diperlukan program pendidikan untuk meningkatkan pemahaman bahasa Inggris di masyarakat, terutama bagi siswa yang akan menjadi penerus bangsa yang masih cukup rendah dalam bahasa Inggris melalui penerapan metode diskusi dan presentasi agar terjadi partisipasi aktif siswa. Dengan hambatan ini, Program Pelayanan Masyarakat Internasional merasa bertanggung jawab untuk menyediakan peningkatan bahasa Inggris guna meningkatkan penggunaan dan pemahaman bahasa Inggris di tingkat sekolah. Dalam hal ini, kami melaksanakan program layanan berupa kegiatan pembelajaran di kelas 2-2 Sekolah Menengah Pertama Thampstamp Wittaya dengan tujuan agar siswa-siswa ini dapat memahami penggunaan dan bahasa Inggris dalam kehidupan sehari-hari serta mampu melanjutkan pembangunan negara.

Kata kunci: *Peningkatan, Pemahaman, Bahasa Inggris.*

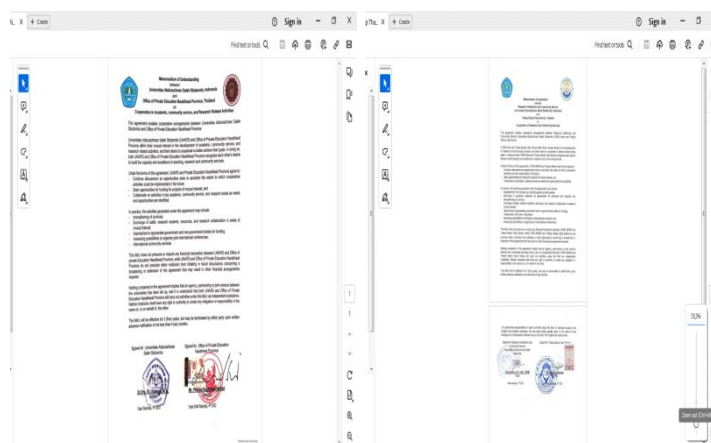
INTRODUCTION

Thamstamp Wittaya School is a private school that consists of kindergarten to high school levels. Thamstamp Wittaya School is located in Bacho District, Narathiwat, Thailand, which is more precisely located at 153 M.4 Pondoksatae Road, Bacho District, Bacho District, Narathiwat Province, zip code 96170. The number of students at the kindergarten level is 30, at the primary level is 80, at the junior high level is 132, and at the high school level is (so many). The total number of students attending Thampstamp Wittaya School is (so many). The teaching system at Thampstamp Wittaya School is carried out in accordance with the Thai Government teaching curriculum which still prioritizes orderly administration. The implementation of learning activities at this school is carried out by prioritizing the joint opinions of teachers, principals and the head of the foundation. In terms of follow-up regarding students, this school relies on the joint opinion of the school and parents so that it can be handled in a family manner without any misunderstanding on either side.

Students are part of the intellectual community in this country, who are expected to be able to contribute to the development of the nation and state as well as plunge into the international realm. Indeed, students are individuals who are

studying at the university level, both public and private, or other institutions that are at the same level as universities (Siswoyo, 2007). Community Service Program (KKN) is one of the media to hone student competence in practicing knowledge and applying the results of research that they have learned during semesters 1 to 6 at the university bench to be implemented also in the dharma of service. Real Work Lecture activities are a form of community service activities carried out by students so that they have direct experience in the community in applying the knowledge they have gained during lectures. The International KKN program is a description of the implementation of educational, research, community service activities carried out by universities abroad with the aim of increasing student outbound mobility.

The International Community Service Program at Abdurachman Saleh University Situbondo (UNARS) is part of the student curriculum which is carried out by selection for all undergraduate students who want to follow it. The KKN program implemented by UNARS is part of the contribution of the academic community in solving problems in society, industry, local government and community groups that are economically and socially independent.



Picture 1. UNARS MoU and MoA with Narathiwat Education Office and Thamstamp Wittaya School.

In the object observation activities carried out on Tuesday, July 4, 2023 located at Thamstamp Wittaya School which is located on Pondoksatae Road No. 153 M.4, Bacho District, Bacho District, Narathiwat Province, Southern Thailand, Postal Code 96170. The development of greater globalization certainly requires changes in the pattern of education which of course affects the

sustainability of the country in the future. As one of the positive things with the development of globalization is the increasing number of tourists visiting other countries, especially Thailand, which has stunning natural beauty and other cultural places that are an attraction for foreign tourists. However, the low knowledge of English in the community is of course the biggest obstacle in improving the quality of foreign tourist hospitality. In terms of the formulation of this problem, of course, educational programs are needed to improve the understanding of English in the community, especially students who will be the successor of the nation which is still quite low in English.

With this obstacle, our aims and objectives as participants of the International Community Service Program feel responsible in providing English language improvement in order to increase the use and understanding of English at the school level so as to gain understanding and active participation of students with discussion and presentation methods. In this case, we plan to conduct teaching and learning activities in class 2-2 of Thampstamp Wittaya School Junior High School with the aim that students can understand the use and language of English in daily life and be able to continue the development of the country.

LITERATURE REVIEW

Teaching methods are tools that can be part of a set of tools and methods in the implementation of a teaching and learning strategy, and because teaching and learning strategies are a means or tool to achieve learning objectives, teaching methods are also a tool to achieve learning objectives. In teaching activities, the more appropriate the method used, the more effective and efficient the teaching activities carried out between teachers and students will ultimately support and deliver student learning success and teaching success carried out by teachers (Hasibuan and Moedjiono 2002: 3). According to Djamarah (2005: 70) as a strategy, the method helps facilitate towards achieving learning objectives. The role of this method will be real if the teacher chooses a method that is in accordance with the level of ability to be achieved by the learning objectives. Many factors need to be known to get accurate method selection, such as teacher factors, the nature of the lesson, facilities, the number of students, goals and so on.

The purpose of using the method is so that the subject matter provided by the teacher can be absorbed by students properly.

The use of various methods will greatly assist students in achieving learning objectives. Here are 12 teaching methods proposed by Mulyasa (2008: 107-117) including demonstration methods, inquiry methods, discovery methods, experimental methods, problem solving methods, field trip methods, concept acquisition methods, assignment methods, lecture methods, question and answer methods, discussion methods, and presentation methods. In the PkM program, we used discussion and presentation methods, where the selection of these 2 methods is very appropriate in understanding English and can foster active participation both in class and in everyday life.

Criteria is a reference to determine the success of an activity or action. In this study, the indicators that can be achieved can be seen from the implementation of the discussion and presentation methods in the learning process and also the increase in students' active participation. According to Mulyasa (2004: 131) in terms of process, learning or competency formation is said to be successful and of high quality if all or at least part of the learning process is successful. Is said to be successful and of high quality if all or at least most (75%) students are actively involved, both physically, mentally, and socially in the learning process. This achievement reference is used by researchers as a basis for determining the success in carrying out actions, where the results of these actions have reached 75% or more.

METHODS

The socialization of improving the understanding of English of 2-2 junior high school students of Thamstamp Wittaya School this class was carried out with four types of methods, namely presentation and discussion methods, as well as testimonials. First, the presentation method was carried out by three servants, namely a local teacher who was in Dithailan named Ahmad Domusor, UNARS lecturer Afif Amroellah and an International KKN student named Zahra, who carried out a form of service with the topic "Implementation of discussion and presentation methods in an effort to actively participate in students' understanding

of English 2-2 Thamstamp Wittaya School Junior High School students". The three of them delivered the material interactively, namely by involving participants directly when the material was delivered, so that participants were able to answer and ask questions directly to the speaker.

RESULTS AND DISCUSSION

This International KKN service activity has the following objectives:

1. Provide learning experiences to students about knowledge development activities in English in the international world.
2. Provide students with learning experiences about teaching in the international world.
3. Fostering students' confidence in entering the community, especially the international community.
4. Broaden students' horizons, reasoning, and thinking patterns as well as their personalities.
5. Foster student motivation and independence in the international community.
6. Synergize university programs internationally.

The target of the International KKN program is the Thamstamp Wittaya School environment, especially the 2-2 junior high school class. After conducting observations for one day, the servant made English class activities which were initially held by other teachers so that researchers were only given teaching and learning activities according to the rules of the previous teacher which in this case had the following indicators of success:

- | | |
|--|-------|
| 1. Attitude Assessment | : 15% |
| 2. Attendance Assessment | : 20% |
| 3. Assignment work (reading, writing, listening) | : 40% |
| 4. Exam grading | : 25% |

From the presentation, the speaker explained the various roles of each individual from both lecturers and students for 2 months at Thamstamp Wittaya School, especially class 2-2 junior high school. The following material increases understanding of English, among others:

1. Vocabulary Objects
2. Grammar There is / There are, Some / Any, Question Words

3. Grammar Have Got, Possessive Pronounce,
4. Vocabulary Family Members, Activities
5. Reading and Writing
6. Present Simple's Grammar
7. Speaking
8. Vocabulary Chores, Writing
9. Reading and Writing
10. Listening and Repeat
11. Prononciation /s/, /z/, /iz
12. Listening and Repeat
13. Self Check
14. Weather Vocabulary, Listening, Repeat, and Writing
15. Reading and Speaking
16. Writing
17. Reading and Speaking
18. Grammar Present Simple and Present Continuous
19. Reading
20. Reading and Writing
21. Listening
22. Listening and Wiriting Accepting an Invitation
23. Pronunciation



Picture 2. Teachers, lecturers, and PkM students

In the practice of discussion, we as a team from UNARS together with teachers use other ways in the teaching and learning process where students are

expected to fully participate in the teaching given. The process of two or more individuals interacting verbally and face-to-face about a specific goal or objective through exchanging information, defending opinions, or solving problems. In this case, the teacher can directly guide and together with students make conclusions about problem solving, or the teacher divides students into groups and gives problems to each group to find solutions. Discussion can be interpreted as reciprocity between teachers and students, teachers talking to children, children talking to teachers and children talking to others. The form of interaction can use forms such as statements or questions in English comprehension. For the type of discussion according to (Hasibuan and Moedjiono, 2004:20) we use *Brain Storming Group* where each group contributes new ideas. Then each group member expresses his or her opinion. The expected learning outcome is that group members learn to respect the opinions of others and foster self-confidence.



Picture 3. Student grouping

In a presentation, students are expected to speak in front of a large audience. Presentation based on the Big Indonesian Dictionary means presenting or suggesting. Broadly speaking, presentation can be interpreted as presenting or expressing information to others with various purposes such as informing, influencing or inviting or persuasive according to Sekhah Efiaty (2012). The presentation method in learning is one way of delivering tasks given by the teacher in front of the class to his students. However, in this case, especially in this pengabbadian, the presentation method used is presentation by students, this method is a combination with the discussion method. Students are placed to conduct group discussions during the learning process. From the results of the discussion, students then present the results of their discussion. With this method used, it can train students to learn actively in delivering tasks orally and the results

are expected that all students can actively participate in the learning process. Teachers or teachers not only carry out activities to convey knowledge, skills, and attitudes to students but teachers must be able to bring attitudes to be active in various forms of learning. By involving students to play a role in learning activities, it means that we develop the learning capacity and potential that students have in full.

Student participation in the learning process appears in the activity of doing something to understand the subject matter with full confidence, trying to solve practice questions and tasks given by the teacher, learning in groups trying to find their own concepts and being able to communicate the results of thoughts and discoveries orally or display.



Picture 4. Discussion and presentation foster active participation

Image captions 5, 6, and 7:

1. Read the material book
2. Paying attention to the teacher
3. Pay attention to other students who argue
4. Questioning Giving advice/opinion
5. Answer the question
6. Taking notes on the lesson material
7. Working on assignments
8. Summarize the lesson material
9. Discuss
10. Making a presentation

CONCLUSIONS

By applying the discussion and presentation learning method can increase active participation of students at Thamstamp Wittaya School Thailand, especially class 2-2 junior high school from the delivery of 23 English comprehension materials using 3 cycles of active participation. The increase in students' active participation can be seen from the results of the percentage of active participation in each cycle. In cycle I the class average was 33.59%, the class average in cycle II was 59.34% and the class average in cycle III was 78.28%.

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