



The Effect of English Training Course To English Learning Achievement For C Package Students of Learning Activity Group (SKB) Tegal Municipality

¹ Nur Laila Molla ✉,

¹ Program Studi Pendidikan Bahasa Inggris ,
FKIP - Universitas Pancasakti Tegal

² SKB Kota Tegal

Info Artikel

Sejarah Artikel:

Diterima Maret 2018

Disetujui April 2018

Dipublikasikan Mei 2018

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui minat mengikuti pelatihan bahasa Inggris bagi siswa siswi Sanggar Kegiatan Belajar (SKB) Kota Tegal Paket C. Populasi dari penelitian ini adalah siswa siswi Paket C SKB Kota Tegal tahun pembelajaran 2017/2018. Jumlah populasinya adalah dua puluh orang. Penelitian ini diadakan dengan menggunakan satu sampel. Sampel tersebut diajarkan pelatihan kursus bahasa Inggris. Jenis penelitian ini adalah Eksperimental. Instrumen yang digunakan pada penelitian ini adalah questionnaire dan test. Setelah diadakan pelatihan bahasa Inggris selama enam belas pertemuan kemudian peserta diminta mengisi lembar questionnaire, dimana butir-butir pernyataan pada questionnaire tersebut berkisar pengukuran minat sampel terhadap pelatihan bahasa Inggris yang mereka ikuti. Analisa data dari penelitian ini diuji menggunakan t-test untuk menentukan apakah Hipotesis penelitian diterima atau tidak. Berdasarkan perhitungan bahwa t-hitung adalah 0.444 dibandingkan dengan t-tabel pada tingkat signifikansi 5% dan tingkat kebebasan (df) adalah 19. Dari data perhitungan didapatkan bahwa t-hitung > t-tabel yaitu $0.641 > 0.444$. Sehingga disimpulkan bahwa Hipotesis penelitian diterima. Kesimpulan dari penelitian ini adalah ada peningkatan pengaruh minat mengikuti Pelatihan Keterampilan Bahasa Inggris terhadap Minat Belajar Bahasa Inggris bagi siswa Paket C SKB Kota Tegal. Saran yang dapat diberikan oleh peneliti adalah bahwa guru bahasa Inggris disarankan memberikan Pelatihan Kursus Bahasa Inggris kepada siswa SKB terutama siswa Paket C atau setara SMA.

Kata Kunci: Pelatihan Kursus Bahasa Inggris, SKB, Siswa Paket C

Abstract

The purpose of this research is to know the interest to join English language training for students of Learning Activity Group (SKB) Tegal Municipality Package C. The population of this research is students C Package SKB Tegal Municipality academic year 2017/2018. The population is twenty. This research was conducted using one sample. The sample is taught English course training. Type of research is Experimental. Instruments used in this research are questionnaire and test. After English training for sixteen meetings, participants were asked to fill in questionnaire sheet, where statement item in questionnaire ranged from measuring the interest of sample to English training they joined. Data analysis of this research was tested using a t-test to determine whether Hypothesis was accepted or not. Based on the calculation that t-count is 0.444 compared with t-table at 5% significance level and freedom level (df) is 19. From calculation data obtained that t-count > t-table is $0.641 > 0.444$. Therefore, it is concluded that hypothesis of the research is accepted. The conclusion of this research is that there is an increasing influence of interest to participate in English Language Skills Training to the Interest of Learning English for students of C Package SKB Tegal Municipality. Advice that can be given by the researcher is the English teacher is suggested to give English Training to SKB students, especially C Package students or equivalent of Senior High School.

Keywords: English Training, SKB, C Package Student

copyright © 2018 UniversitasPancasaktiTegal (ISSN 1858-4497)

✉ Alamat korespondensi:

Prodi Pend. Bahasa Inggris FKIP UPS Tegal, Jl. Halmahera Km 1.
Tegal. Kode pos 524XX

Email Penulis:

mollacourse@gmail.com

INTRODUCTION

Teaching English as the first foreign language in Indonesia faces many complexities and problems. Teachers have the challenge to deliver not only learning materials but also teaching techniques. Teaching or speaking training of English also contains its own challenges and contains difficulties for students in its delivery. Effective teaching techniques to deliver and make students comfortable, a good classroom environment must also continue to be created continuously.

English is treated as an international language in the world. Most people around the world use English to communicate internationally and according to their needs. Some countries use English as the second language (ESL), while in Indonesia treat English as the first foreign language (EFL). English is not only used in school schools, in English courses, and in certain places. In learning English, there are four skills taught in school: listening, speaking, reading and writing.

Among four skills, writing includes skills that are difficult to master. Writing is a creative process which involves transferring one's thoughts from one's mind into the paper (Mandal, 2009: 4). Through Writing one can share ideas and ideas can express feelings through his feelings.

English language training for students of Package C SKB has a high degree of difficulty. This is generally because they sign up to SKB for several reasons. Some of these causes are the absence of tuition fees, intellectual level, the influence of surrounding environment in the association, etc.

Based on the background, conducted research on the influence of English skills training on English learning achievement. Respondents from this research are students of Package C SKB Tegal Municipality of Academic year 2017/2018. English course

program is one of the educational programs organized throughout of school education (PLS).

As a foreign language as well as an international language that has an important role in various fields of development, English is learned by many people. According to Robin and Thompson (1982, in Cahyono, 1997: 83) it is said that the purpose of language learning is divided four, that is to support the work (professional objective), to support academic ability (educational objective), to communicate with native speakers (social objectives) and to self-improvement (personal objective).

According to Richards (1987: 11-13) said that factors that influence the success of language programs include socio-cultural factors, learning styles and teaching and learner factors. Among the factors that factor is the learner factor itself. According to Rombepajung (1988: 2) states that the process of learning and language teaching is not an activity that takes place in a short time but something that takes a long time where learners and teachers together achieve a goal. According to Brown (2000: 1), the most important factor in learning English is the learner itself. Learner factors include matters relating to age, motivation, opportunity, talent, attitude and courage to practice.

Communicative approach in language learning starts from theory of language as a communication tool. The purpose of language learning as to develop language skills (Richards & Rodgers, 1986: 69). For learners who learn English with speaking background, not in English is very important to gain experience in real communicative situations where they learn to emphasize their views and serious attitudes like others (Klippel, 1989: 4).

According to Ladousse (2000: 7) role play is one of the communicative techniques as a whole in developing fluency of learner language, where the interaction of progress in the classroom, and increasing motivation.

According to Richards & Rodgers (1986: 77) the role of learners in the emphasis of communicative language teaching on the communication process, rather than the mastery of language forms.

RESEARCH METHOD

Type of Research

In research terms, there are two basic types of research approaches; quantitative approaches and qualitative approaches. A quantitative approach is based on the size of the number (Kothari, 2004: 3). Therefore, a quantitative approach is implemented in this research.

This research uses quantitative data and statistical analysis to determine the effectiveness of implementation of English courses on student package C in SKB Tegal Municipality. Data were obtained by using tests and questionnaires. Then, data is calculated by statistical analysis to get the result of research. Type of experimental research used to collect data from research participants. In this case, researchers conducted research directly on sample research.

Time and Place of Research

This research was conducted in 16 meetings. every meeting for an hour or sixty minutes. Implemented from August 8 to November 5, 2017. Implementation of the training hours of 1pm to 2 pm. During the implementation process the researcher directly involved providing materials with local escort teachers. So this research is Participatory.

The location of this research is in Learning Activity Group (SKB) Tegal Municipality. This SKB is located at Jalan Bawal, Tegalsari Village, Tegal Barat District, Tegal Municipality.

Target/Subject of Research

This research was conducted on students of package C in SKB Tegal municipality of academic year 2017/2018. The researcher used an experimental group.

A population is all research participants (Arikunto, 2010: 173). The population of this research was students of Package C / SMA Equivalent at Learning Activity Center (SKB) Tegal Municipality of academic year 2017/2018. The total population is 60 students from three classes.

The sample of this research was taken randomly from students of Package C at SKB Tegal Municipality of academic year 2017/2018. The sample size is 20 students from the total population of 60 students. This research uses a single variable that is an independent variable.

Experimental groups are students taught English training course. Then at the end of the period, a final test is held to measure achievement. The experimental group was also given a questionnaire in early stages before being given training and given a questionnaire after completion of training.

Written test after the completion of English course training period covers some coverage; namely: Listening, Reading (reading text comprehension), Speaking, and Writing. In the end, data obtained is then analyzed using t-test.

Procedure

This research is Qualitative Research. This study is also experimental and participatory. In the early stages of the sample were asked to fill out a questionnaire to determine the interest of learning English. Then after completion of the training course, the sample was asked to fill out the questionnaire again to assess the development of interest in english training.

After the preliminary questionnaire data was obtained, then 16 English training courses were held. After the training is over, an English Competence Test is held to get the score. This value is then analyzed for validity, reliability and t-test to test the hypothesis. The results of this test to measure whether English training can increase interest and English Achievement.

Data, Instrument, dan Data Collecting Technique

In this research, a test is used as a research instrument. This test is conducted to find out whether the students who are given English language training courses get the final score of competency test, in other words, exceed minimum value to be declared competent.

The test is performed in form of written test and spoken test. The time required for the test is 120 minutes or 2 hours.

In this research, a written test is given after completion of training period to collect data. Besides, the researcher also gives the question to measure some aspect of research. The results of the test were used to determine whether students who were trained in English language courses obtained significant test results. It says a significant result if getting at least 75% of final value, is called competent. Final test or called Competency Test includes four fields, namely: Listening, Reading, Speaking and Writing.

Another instrument used in this research is a questionnaire. Questionnaire distribution was done twice; before the implementation of the training course and after completion of training course implementation period. This is done to determine perception change to the training course and perception of English itself.

Data Analyzing Technique

Data were analyzed using t-test formula. This is done to find out whether

there is any effect of giving English language training course with the achievement of competency test obtained by participants. It also measures the interest in studying English in general.

t-test results show a significant number, it can be interpreted that English course training can be applied to Package C students or equivalent High School. It is also to find out whether there are psychological and intellectual barriers for C Package students to learn English.

FINDING AND DISCUSSION

Finding

Based on above calculation, the significance values of competency test score is 0.641, significance level (a) 5% or 0.05. T-table with number of respondents (n) = 20 is 0.444. In other words is t-count > t-table that is 0.641 > 0.444. So it is concluded that giving of English Training Course to Package C students in SKB Tegal Municipality has an effect on the achievement of the final result of competency test.

Table 1. Competency Test Score

Sample	Competency Test Score
1	77.76
2	78.51
3	88.76
4	77.51
5	76.38
6	75.51
7	75.26
8	77.38
9	77.89
10	77.76
11	76.01
12	77.26
13	59.25
14	77.13
15	54.13
16	75.13
17	41.38
18	83.88
19	75.63
20	75.13

Source: English Learner Competence Test Score of SKB students

Discussion

Based on the results of the questionnaire, it can be concluded that initial interest students C package SKB Kota Tegal not too high. But after applying for English training course after being given a questionnaire with the same statements, the result is that students' learning interest in Package C is increasing.

This research is experimental, during the implementation of this English course training with the number of samples 20. During the research found the problem that researcher, in this case, the instructor still must pay attention to each research participant. This needs to be done because the sample of this research is a student package C which is academically and psychologically under formal high school students. Although they get into package C for various reasons. The main reason is that of economic background.

Similarly, because English in Indonesia is not a national language or a language of everyday conversation. English is a foreign language in Indonesia.

CONCLUSION

the conclusion and suggestion from the research as follow:

Conclusion

Based on t-test it is found that t-count is higher than t-table, so it is concluded that the hypothesis is accepted. There is a relationship between application of English course training to students of package C in SKB Tegal Municipality with English achievement tested using a final test that is Competency Test (UK).

Although there are obstacles in the implementation of training to the students of package C, based on the results of research gives positive results on the academic achievement of English students.

Suggestion

Based on the results of research then the researcher can provide suggestions as follows:

A. For Teacher (Instructor)

English language course training contributes positively to the academic achievement of English language. So this can be applied either to students Package C or other high school level students.

B. For student

Students can attend English course training to improve their English academic ability. Implementation of learning not only to students equivalent to high school / vocational school but can also be applied to students at the junior level. Can also be taught to children drop out due to economic problems but they still have an interest in learning English.

C. For Readers

This research can be used as reference and reference material to increase knowledge in the field of training and learning English. Certainly, the results of this research can be used as a reference to conduct similar research or in the field of English language training.

REFERENCE

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. Fourth Edition. San Francisco: Addison Wesley.
- Cahyono, B.Y. (1997). *Pengajaran Bahasa Inggris. Teknik, strategi, dan hasil penelitian*. Malang: IKIP Malang.
- Kaufman, Roger & Susan, Thomas. (1980). *Evaluation Without Fear*. New York: New Viewpoints.
- Klippel, F. (1989). *Keep Talking*. Cambridge: Cambridge University Press.

- Knowles, M.S. (1980). *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Company.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Ladouse, G.P. (2000). *Role Play*. Oxford: Oxford University Press.
- Mandal, Rita Rani.(2009). *Cooperative Learning Strategies to Enhance WritingSkill. The Modern Journal of Applied Linguistics*. 0974-8741, 99.
- Richards, J.C. (1987). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
- Richard, J.C. & Rodgers, T.S. (1986). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rombepajung, J.P. (1988). *Pengajaran dan Pembelajaran Bahasa Asing*. Jakarta: Depdikbud. Dikti.
- Romiszowski, A.J. (1989). *Producing Instructional System*. New York: Kogan.
- Soedomo, M. (1989). *Pendidikan Luar Sekolah ke Arah Pengembangan Sistem Belajar Masyarakat*. Jakarta: Depdikbud.

AUTHOR PROFILE

Nur Laila Molla, S.Pd., M.Hum, born in Bandung on November 2, 1965. Formal Education: in 1967 graduated from Al-Irsyad Elementary School Surabaya, in 1980 graduated from Al-Irsyad Junior High School Surabaya, in 1983 graduate from State Senior High School 2 Slawi, in 1996 graduated from Universitas Pancasakti Tegal Undergraduate of English Program, in 2011 graduated from Diponegoro University Semarang Postgraduate Program. Working History: in 1986 as a teacher at Skyline Kindergarten United States of America, in 1987 as Librarian at Skyline School Library United States of America, in 1988 run Dittos at the same school. In 2011 as Lecturer at Pancasakti University Tegal up to now, teach several subjects such as Speaking, Reading, Structure, Grammar and Cross Culture Understanding, etc. Scientific Works: Active to write teaching materials. Has committed various scientific works related to education and social work programs. Position History: Besides work as a lecturer at Pancasakti University Tegal, also involved actively in social organization. In 2011 taught at RSBI State Junior High School 1 Tegal as teacher guides of Sister School program to several schools in Singapore and Malaysia.