LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : *PROSIDING*

Judul Karya Ilmiah (Paper)   : Fostering English Speaking Atmosphere for Non English Students Department through English Courses

Jumlah Penulis   : 3 orang (1. Yayuk Prasetya; 2. Muhimatul Ifadah; 3. Siti Aimah)

Status Pengusul   : penulis pertama/penulis ke 3../penulis korespondensi **

Identitas Prosiding   :
a. Judul Prosiding   : 1st ELLiC (English Language and Literature International Conference)
b. ISBN / ISSN   : Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549
c. Thn Terbit, tempat pelaksanaan: 6 Mei 2017, di Semarang
d. Penerbit / Organiser   : Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang
e. Alamat repository PT/web   :
http://jurnal.unimus.ac.id/index.php/ELLIC/article/view/2616
f. Terindek di (jika ada)   :

Kategori Publikasi Makalah   : ☑ Prosiding Forum Ilmiah Internasional
(beri ✓ pada kategori yang tepat)   ☐ Prosiding Forum Ilmiah Nasional

Hasil Penilaian *Peer Review* :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding | | Nilai Akhir Yang Diperoleh | | |
	Internasional ☐	Nasional ☐	Review PTS	Kopertis Tim PAK	Tim Validasi
a. Kelengkapan unsur isi makalah (10%)	1,5		1,5		
t. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		4,1		
u. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	4,5		4,0		
v. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,0		
Total = (100%)	15		13,6		
Nilai Pengusul	20% x 13,6 = 2,72		2,72		

Catatan Penilaian artikel oleh reviewer:

Semarang, 25 Juli 2017
Reviewer 1

(Drs. Wiyaka, M.Pd)
NIDN/NIP: 0026126401/196412261990031002
Unit kerja : Upgris

*dinilai oleh dua Reviewer secara terpisah
**coret yang tidak perlu

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : *PROSIDING*

Judul Karya Ilmiah (Paper) : Fostering English Speaking Atmosphere for Non English Students Department through English Courses

Jumlah Penulis : 3 orang (1. Yayuk Prasetya; 2. Muhimatul Ifadah; 3. Siti Aimah)

Status Pengusul : penulis pertama/penulis ke ..3../penulis korespondensi **

Identitas Prosiding :
- a. Judul Prosiding : 1st ELLiC (English Language and Literature International Conference)
- b. ISBN / ISSN : Electronic ISSN: 2579-7263
  CD-ROM ISSN: 2579-7549
- c. Thn Terbit, tempat pelaksanaan: 6 Mei 2017, di Semarang
- d. Penerbit / Organiser : Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang
- e. Alamat repository PT/web :
  http://jurnal.unimus.ac.id/index.php/ELLIC/article/view/2616
- f. Terindek di (jika ada) :

Kategori Publikasi Makalah : ☑ Prosiding Forum Ilmiah Internasional
(beri ✓ pada kategori yang tepat) ☐ Prosiding Forum Ilmiah Nasional

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Prosiding		Nilai Akhir Yang Diperoleh		
	Internasional ☐	Nasional ☐	Review PTS	Kopertis	
				Tim PAK	Tim Validasi
a. Kelengkapan unsur isi makalah (10%)	1,5		1,5		
t. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		4,2		
u. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	4,5		4,0		
v. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,0		
Total = (100%)	15		13,7		
Nilai Pengusul	20% x 13,7 = 2,74		2,74		

Catatan Penilaian artikel oleh reviewer:

Semarang, 25 Juli 2017
Reviewer 2

(Dias Andris Susanto, S.Pd, M.Pd)
NIDN/NIP: 0114127906/097901226
Unit kerja : Upgris

*dinilai oleh dua Reviewer secara terpisah
**coret yang tidak perlu

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : *PROSIDING*

Judul Karya Ilmiah (Paper) : Fostering English Speaking Atmosphere for Non English Students Department through English Courses

Jumlah Penulis : 3 orang (1. Yayuk Prasetya; 2. Muhimatul Ifadah; 3. Siti Aimah)

Status Pengusul : ~~penulis pertama~~/penulis ke .³./~~penulis korespondensi~~ **

Identitas Prosiding :
a. Judul Prosiding : 1st ELLiC (English Language and Literature International Conference)
b. ISBN / ISSN : Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549
c. Thn Terbit, tempat pelaksanaan: 6 Mei 2017, di Semarang
d. Penerbit / Organiser : Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang
e. Alamat repository PT/web :
http://jurnal.unimus.ac.id/index.php/ELLIC/article/view/2616
f. Terindek di (jika ada) :

Kategori Publikasi Makalah : [✓] Prosiding Forum Ilmiah Internasional
(beri ✓ pada kategori yang tepat) [ ] Prosiding Forum Ilmiah Nasional

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Prosiding		Nilai Akhir Yang Diperoleh		
	Internasional [ ]	Nasional [ ]	Review PTS	Kopertis Tim PAK	Tim Validasi
a. Kelengkapan unsur isi makalah (10%)	1,5		1,5		
t. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		4,15		
u. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	4,5		4,0		
v. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4,0		
Total = (100%)	15		13,65		
Nilai Pengusul	20% x 13,65 = 2,73		2,73		

Catatan Penilaian artikel oleh reviewer:

Reviewer 2

(Dias Andris Susanto, S.Pd, M.Pd)
NIDN/NIP: 0114127906/097901226
Unit kerja : Upgris

Semarang, 25 Juli 2017
Reviewer 1

(Drs. Wiyaka, M.Pd)
NIDN/NIP: 0026126401/196412261990031002
Unit kerja : Upgris

*dinilai oleh dua Reviewer secara terpisah
**coret yang tidak perlu

DOCUMENT

ELLIC_YAYUK IFA AIMA

SCORE

100 of 100

ISSUES FOUND IN THIS TEXT

0

PLAGIARISM

0%

Contextual Spelling	Checking disabled
Grammar	Checking disabled
Punctuation	Checking disabled
Sentence Structure	Checking disabled
Style	Checking disabled
Vocabulary enhancement	Checking disabled

ELLIC_YAYUK IFA AIMA

286

FOSTERING ENGLISH SPEAKING ATMOSPHERE FOR NON ENGLISH STUDENTS DEPARTMENT THROUGH ENGLISH COURSES

Yayuk Prasetiya1*, Muhimatul Ifadah2, Siti Aimah3
University of Muhammadiyah Semarang Indonesia
yayukprasetiya563@gmail.com

Abstract

This research discussed about the influence of picture & picture and three minutes review in English course to students' speaking competence for non English department student. By comparing two teaching strategies; the implementation of picture and picture or three minutes review and conventional teaching method. This research used quantitative approach with experimental method. The population was thestudents of Rusunawa (students' dormitory) Unimus Semarang. The sample was the students of class C4 and A2 with the amount of 24 students in each class. The researcher took the sampling based on random sampling, with C4 as the experimental group and A2 as the control group. The research instruments used were the test and questionnaire. The

result of the test
was ' """""" "" greater than' """, so the hypothesis was
accepted. There was significant difference in
students' speaking competence between class taught with
picture and picture or three minutes review and
conventional teaching method that is 8.75.   However, it
was found that non –English students has various
obstruction to join the English Courses. Time availability
becomes one of those, because those students come from
several backgrounds of study, and the schedule of English
courses cannot be managed firmly. The courses were done
to make the students getting used to that are why the
schedule is made flexible, depend on the students'
feasibility in joining the course.However, through many
activities in the dormitory through the course showed
positive foster in learning English, even though those
students have different challenges.

Keywords: English course, speaking competence, non
English department student.

Introduction
Language is a means of communication that
is used to share information, ideas and feelings to other
and communicate both in written and spoken forms.
Considering the importance of English, government
has stated that English is foreign language that should be
mastered by students from junior levels up to university
levels. Lauder (2008, p. 48) states that research in
language acquisition during the late twentieth century
made us consider some long-standing beliefs about
how people learn to speak. For example, the
communicative language teaching approach emphasizes
authentic interaction, student-centered learning, tasks

based activities and communication for real world and meaningful purposes. Students have to use the language productively and receptively in unrehearsed context in which teacher/tutor could guide but not control the students (Danker, 2015, p. 174). Learners need to be provided with different

opportunities to demonstrate their oral communicate abilities.

At the university level student is demanded to ask for the ability to communicate in English. The progression of science and technology requires the communication competence in English for academic as well as professional purposes. English is taught at both the English and non-English study programs of the tertiary level of education.

Based on the pre-observation in Rusunawa Unimus, there were two reasons why English was difficult to be mastered by students especially in speaking skill. First, the students began to learn English by reading instead of speaking. In fact, reading is different from speaking. The difference between written form and spoken form is the way how to write and how to pronounce it. Second, the materials on the recorder were usually read by English speaking people. Based on the pre observation above,

the purposes of English course that is held are; convinceing the students about their English pronunciation and practiceing to speak in English, encourageing students to master English as an international language, digging the students' motivation to speak English as much as possible and increaseing students' self-confidence to speak English without any hesitation.

According to Emaliana (2008, p.

2),in tertiary level of education, non-English department

students learn English differently from English department students, the former study English for academic purpose (EAP), while English department students learn general English. As a compulsory course, EAP is taught in the beginning of study to make the students equipped with a study in the following years. English for academic purposes (EAP) or English for special purposes (ESP) has been encouraged for the teaching of English at the higher education in Indonesia. However there is still a discrepancy between the teaching of English at the non-English tertiary level of education and the English mastery needed to enter the workforce in Indonesia as the first focuses mainly on the speaking skill to support the student in finishing his study whilst the latter mainly requires the speaking and listening skill of the graduate to be admitted to the workforce (Fanani, 2014, p. 24).

It is important that the students improve their mastery in all four language skills especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills. Richards (2008, p. 106) states that learners often consider improvement in their spoken language proficiency as a measurement of their success in language learning.

Methodology

Arikunto (2009, p. 73) says that instrument in questionnaire method is an interview technique in the form interview guide. The instrument used in this experimentswere to the influence of the students' speaking competence for non-English department students on English course. The instruments were also trying to find about the students' motivation in classroom and their opinion about the English course.

Observation is an observation that is focused on the

comprehension of how social event of the language classroom are enacted (Arikunto, 2007, p. 86). In this classroom observation, the objects of observation were students' activities in English language teaching learning. The researcher used checklist observation to make observation more systematic containing list of students' activities and response. Observation was intended to see and to know about the condition of class and students. The observation was focused on the development of students' speaking by using daily activity picture. It recorded on the form of field notes, teacher's diary and photographs.

Interview is basically conducted as conversational exchanges; acquires verbal answer for questions that is asked verbally in a meeting. These can be personal, such as face to face, or by telephone. As Peloghitis (2006, p. 11) argued that interview is an oral questionnaire. Instead of writing the response, the subject or interviewee was given the needed information verbally in a face to face relationship.

In analysing the data, the researcher tried to analyze the data after collecting the data. Then, the researcher classified the data into two groups: qualitative and quantitative data, qualitative (explanation using words) and quantitative data (using score). Qualitative is data which is shown by the words or sentences based on references. While quantitative data are collected by using instruments; checklist and questionnaire.

Before giving the course, the researcher prepared speaking test to be given to the students. The pre test was done for 48 minutes which was 2 minutes for each person and given as an individual task. The researcher arranged the course based on the lesson plan. English course for non English department students done during 4

times to obstruct students' speaking performance. Then the researcher divided the exercise by each group or/and individual to discuss about the course, the member of group or/and individually shared in front of the class orally.The researcher explained the evaluation. The researcher asked the students to make summary and gave their conclusion for convincing that what they learnt was easy to be understood.

Findings and Discussion
The research was conducted in two classes,
namely the experimental class and control class.
Experimental class was a class that used speaking guided and cooperative learning   picture   and   picture and   three minutes review, while the control class was the class was not using speaking guided and cooperative learning picture and picture and three minutes review. After collecting the data result, the researcher would like to discuss it thoroughly   one   by   one. Based   on   the research problem and the data from the previous chapter, there were several points which should be discussed.

1.   Differences of Students' Speaking Test in Telling Storyline Taught Using Three Minutes Review or Picture and Picture Cooperative Learning Model and Conventional Teaching Method
The students' competence of the experiment class that was taught using three minutes review in telling storyline from the picture got enhancement. After given the treatment using picture and picture models, the students' achievement was higher than before. In experiment class, the average of pretest was 62, 91, and it was raising 77.5 in the posttest.

The students' competence in the control class that was taught using conventional teaching method in speaking also got enhancement. The students' achievement was higher after being given the treatment. The students' average score in posttest was higher than in the pretest. In control class, the average of pretest was 60 and it became 68.75 in posttest.

From the data above, the differences about pretest and posttest were known from questionnaire number sixteen got 4.1 in interval good category, so that English course could improve students' speaking competence especially for non English department student. English course would be appropriate way in improving speaking performance, by using the three minutes review or picture and picture cooperative learning models that stimulate students more active in practicing English through describe the picture that was given by teacher/tutor.

There were two factors that obstruct the students' speaking performance of non English department students are first factor is less motivated in learning English. Like practice makes perfect. Students are in bad English environment, there is no partner to practice their English as simple as possible. Speaking was part of productive skill, which needs more practice. Second factor is English course held in different occasion, it would be held in the morning, afternoon or evening. When the students were asked to attend the English course in the evening after they had a lecturing in campus, they would be in tired, so the English course would not in good learning and teaching condition. The data was earned from observation and interview through individual and group interview.

2. Differences of Students' Responses Taught Using Three Minutes Review or Picture and Picture and Conventional Teaching Method

For collecting data of students' responses, the researcher used a questionnaire in experiment class and control class. After the questionnaire was analyzed, the result of the questionnaire in experiment class was 3.63 in good category. In control class the result of the questionnaire was 3.2 and it had very good category. It means that there was significance differences of students' responses taught using picture and picture or

three minutes review and conventional teaching method. The responses were totally different by using the difference learning models. The students in experiment class were enthusiastic or attracted with the learning English using three minutes review or picture and picture. The students in experimental class were active and easy to be conditioned, they followed every step and every procedure in each learning models well. Students in control class got bored and felt sleepy during the learning process using conventional teaching method.

Based on the observation during the classes, both of English activities which most supporting in speaking atmosphere is pair and group discussion. Students are given time in practicing English as much as possible without any doubt and fear wrong. They feel free to delivered English to their peers. It would be different if they delivered English to teacher or someone older and smarter than them.

There was significant difference on the students' speaking performance taught using three minutes review/picture and picture and conventional teaching that is 8.75 in the post test. The mean score of experimental class was 77.50 and the mean score of control class was 68.75. There was an enhancement on students' speaking competence in experimental class that taught using

three minutes review/picture and picture. While, the students' speaking of telling storyline the picture result in the control class that used three minutes review also got enhancement. Their speaking competence became better in the aspect of pronunciation, fluency, and grammar. The students' responses between experiment class and control class that were taught using three minutes review/picture and picture method showed positive result. However, some students delivered that the time availability for those non English students who are staying in the dormitory become another challenge in learning English, beside the demand of mastering English skill itself.