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

by Siti Aimah

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

Yayuk Prasetiya[1*], Muhimatul Ifadah[2], Siti Aimah[3]
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 $t\ aritmatic\ was$ greater than$t\ table$, 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.

References

Arikunto, S. (2009). Evaluasi Pembelajaran. 43. Edisi Dua. Cetakan Pertama, Bumi Aksara. Jakarta.

Danker, B. (2015). Using Flipped Classroom Approach to Explore Deep Learning In Large Classroom. 174. *The IAFOR Journal Education*. III/I. 174.

Emaliana, I. (2008). K-W-L-M :*A Teaching Technique that Develops Active Reading for non-English Department Students*. 21. Universitas Brawijaya. East Java.

Fanani, A. (2014). Identifying non-English Department Student Weakness Points on Commonly Found EPT Grammar Problems (a students' need analysis). *Educate Jurnal Pendidikan Bahasa dan Sastra*. 3/2. 24. UNIPDU.

Lauder, A. (2008). The Status and Function of English in Indonesia: *A Review of Key Factors*. 12/11. 48. University of Indonesia.Depok 16424, Indonesia.

Peloghitis, J. (2006). Enhancing Communication through the use of foreigner Interviews. *Journal of NELTA*, 11 (1-2), 47-51.

Rafiudin, D. 2011. The Use of Storytelling Technique to Improve Students' Speaking Skill.*Paper Presented in Partial Fulfilment of the Requirement for the Completion of the Undergraduate Degree of English Education*. UNS. Surakarta.

Richards, Jack C. (2008). *Curriculum and Materials Development for English Teaching*. 106. Cambridge: Cambridge University Press.

Woody, R. H. (2002). *The Reliability of English Conversation Classes*: *A Study in A South Korean University*. 139. University of Birmingham: United Kingdom.

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