THE EFFECT OF INTENSIVE ENGLISH CLASS ON STUDENTS' LANGUAGE SKILL

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It is important for the students to enhance their language skill for the sake of academic purposes considering that most of their classroom materials are in English. To fully comprehending the material given to them, the students are required to use their reading and writing skills. Intensive English class (IEC) is conducted to facilitate the students' needs for enhancing their language skills. This extracurricular activity which accommodates and prepares the students is held by Language Development and Service Centers at University of Muhammadiyah Banjarmasin. This paper is aimed to reveal the significance of IEC on enhancing students' language skills. In order to fulfill this objective, the researchers apply pre-experimental research design. The researchers take 22 participants of the IEC as the object of the study and the data of this study is taken from questionnaire and students' test result. The result of this study then expected to give a statistical data support for formulating a good Intensive English program.

Keywords: **Intensive English, Language Skill**

Background:

None can argue that having the ability to use English is vital in globalization era (Tochon, 2009). English has become a language that unified almost the whole world. Every new information, whether it is news, research, or education, are in English. Not to mention that they can be easily acquired from internet. Internet is quite vital in today world, and not able to use it optimally can lead to huge disadvantage(Taylor, n.d.). Most used language in internet is English ("Top Ten Internet Languages - World Internet Statistics: 2017). So, we have to teach English to young generation so that they are able to not only communicate with people overseas but also able to find recent material that may become not relevant if they wait for it to be translated.

Students need to be prepared so that they are able to compete in global stage. Even if they are in Indonesian language major, learning English still need to be done by them in today era. The reason is there will be foreign students, tourist, and businessman that required learning Indonesia language so they are able to communicate well with our people and also, It is it mandatory for foreign worker to learn Indonesia before they can work there (Cochrane, 2018). Not only that, engineering students are also benefited by

enabling them to find latest tools, technique, theory, calculation and such more by searching it on the internet, where the text would no doubt be in English. In addition, learning English is a must, regardless of their major or faculty.

To fully comprehending the material given to them, the students are required to use their reading and writing skills (Lee & VanPatten, 1995). But, before they can do that, they have to be taught first. Understandably, Students that aren't majoring in English can't learn English easily because of how hectic their own schedule is. For that reason, University of Muhammadiyah Banjarmasin is giving a course called "Intensive English Class (IEC)".

Intensive English Class is an extracurricular conducted to facilitate the students' needs for enhancing their language skills. The course is mandatory for every new student which are on their first year of study. By giving this course early, those students are able to have good foundation so that they are able improve their English autonomously. The course starts on 4 pm to 5:30 pm. There are four classroom used and students are divided by their ability in English. Class 1 students have advanced English skills

while Class 4 students have beginner English skills.

This paper is aimed to reveal the significance of IEC on enhancing students' language skills. It should make their English skills better with the help of doing assignments, motive them to continue learning English and continue to join the next Intensive English Class. With the completion of this paper, the data acquired can be used to improve IEC program on next year and also can be used by other institution as basis reason for using IEC program.

Literature review

Definition CLT (Communicative Language Teaching)

In his book Teaching by Principle, Brown (2007) gives a definition of CLT as "an to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities and communication for the real world, meaningful purposes".

Brown also offers four interconnected characteristics of CLT:

1. Classroom goals are focused on all of the components of CC (Communicative competence) and not resisted to grammatical or linguistic competence
2. Language techniques are designed to engage learners in the pragmatics, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

In other definition, Richard (2006) said that CLT as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Richard explain that communicative competence includes the following aspects of language knowledge:

1. Knowing how to use the language for a range of different purposes and functions
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Definition of Task Based Language Teaching (TBLT)

TBLT grew out of applied linguistics' and pedagogues' discontent with the prevailing approach to second/foreign language teaching during the second half of the twentieth century (Hall, 2016).

According to Hall (2016) task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language.

In lifelong learning program they explain that TBLT it can help the students by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task (Europian Comission, n.d.). TBLT is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different task which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language.

Previous study

Foss, Carney, McDonald, & Rooks (2008) researched how effective project-based teaching approach in short-term IEC for Japanese

university EFL students. Four different kind of project are inspected and evaluated, and then it will be decided how useful and the downside of said projects. The research paper shown that project-based instruction is useful and can be used as alternative lesson plan in Intensive English Class coursework.

Alhaisoni (2012) made a study to investigates the type and frequency of language learning strategies used by Saudi EFL students. The subjects were 701 male and female Saudi EFL students enrolled in an intensive English language program at the University of Ha'il. The Oxford Strategies Inventory of Language Learning (SILL) was used with some modifications. The study seeks to extend our knowledge by examining the relationship between the use of language learning strategies (LLS) and gender and proficiency level. The results revealed that the students used language learning strategies with low to medium frequency. Moreover, the results revealed that highly proficient students used all six categories more than low-proficiency students. The paper concludes by recommending that more training should be given in using all strategies by embedding them in regular classroom activities.

Methodology

Research Design

The research used pre-experimental design in one group pretest posttest design (Creswell, 2012). The reason these method are used is because this research will try to find out if there is any improvement after a treatment, in this case "IEC", has been given to a group of students. How this would be done is by giving the whole group of students a pretest to gauge their English abilities before the treatment has been given. Once these groups of students finished IEC, there will be posttest to find out the result of the treatment. Researchers will compare the result from pretest and posttest to finally see how much improved these students have got.

Beside that method, the researchers will also use questionnaire method in this research.

Questionnaire will be given to each students before the final lesson of IEC. In this questionnaire there are four question that need to be answered by the students. The first one is about lesson method, second one is about tasks that has been given and how relevant or not to the material that was given, third one is about how far the class has motivate them in learning English, and the last one which is their respond about IEC itself.

Students are divided to four class after taking the pretest. These students are sorted out from the one that has got high score from the test to those that score the lowest. Each class have 22 students in average.

For the purpose of this paper, researchers will focus on class three. The reason is these students at least have basic understanding of English language and they were a fitting choice for the purpose of this research, which is to enhance the skills that was already present.

Treatment

Intensive English class was held on the whole year parted into two semester. The lessons were taught using communicative language teaching method and task based teaching, where lesson material were focused on improving students' skills in communication. Moreover, these lessons were not only use books and text media, they were also used other media such as game, song, and video to motivate students to be more active when learning English.

Each months the program brought a native speaker to the joint class where the whole grade (grade one to four) were present. This was done so the students will be more confident when communicating using English.

In the end of Intensive English Class, there will be competition held with variety of subject such as speech, quiz, and spelling bee. Hopefully with these activity, students will have more incentive to be better in English.

Result and Discussion

Demographic Information

The subjects of this research are group 3 which consist of 22 students, 13 males and 9 females. Participants came from three faculties.   12

students from Faculty of Engineering, 5 students from Faculty of Psychology, and 5 students from Faculty of Teacher Training and Education.
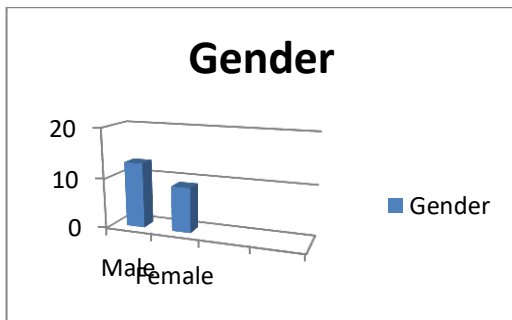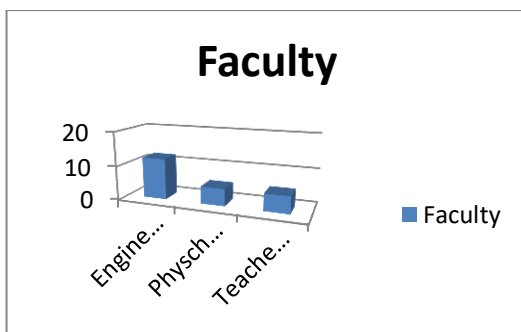

Table 1. Frequency of Gender

Table 2. Frequency of Faculty

Effectiveness of IEC

To analyze the data, we will be using T.test but before that we must do normality test and homogeneity test. According to statistic test, the result isn't normal (2.00 > 0.5) but Homogen (0.00 < 0.05). That's why, non-parametric test shall be used, which is Mann-Whitney. The result of Mann-Whitney show that there is difference between pretest and posttest (0.00 < 0.05)

Looking at the result from an average of 50 which is a failing grade in the test and how it improved once the treatment has been given by 22.45 shown that the treatment is successful. The reason this can archived is caused by combination of variety of media used in lesson, inviting native speaker and competition held at the end of IEC.

Students' responses

Students like the method used in class. They also believe the task are appropriate with the material given. 2/3 of students motivated to learn English

more after joining IEC. And lastly, only half of students would join another courses such IEC on the future.
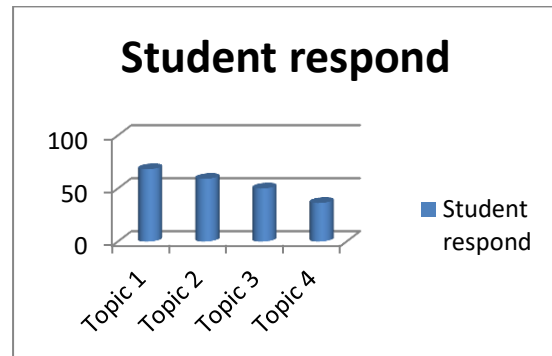

Table 3. Students' Responses

Conclusion

From the research that we have finished, we gather that Intensive English Class is able to improve the students' ability to study English. With effective lesson plan, such as hiring native speaker and doing games included in our course's lesson plan, students able to understand the material that has been given.

Competition also gives students incentive to be more better and lead them to be more serious when receiving material given by the lecturer. And so, IEC has merit when it comes to improving students' ability and motivation in learning English. Henceforth, we recommend other institution to apply IEC on their curriculum.

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