

The Students' English Achievement on the Program of Lecturer Teaching in School at Junior High School in Tarakan

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ABSTRACT

The Lecturer Teaching in school is a program for lecturers initiated by the Ministry of Research, Technology, and Higher Education. The purposes are to help the lecturers designing appropriate teaching instruction. Another point is a tool for the teachers in schools to renew their teaching skills and recover students' achievement. This research aims to investigate the profile of SMPN 3 Tarakan students discover the reasons behind the various English acquisition amongst pupils. The study has been conducted in the descriptive analysis method. This research sample is the 8-9 class students at SMPN 3 Tarakan, which consists of 32 students in total. This research data was collected in the observation sheet, and the students' English test answers were analysed and described. The observation sheet results present the fine quality of teaching and learning. Considering the researcher used several kinds of teaching media, leading to the rise of students' enthusiasm for learning English. Meanwhile, students' English test scores indicate that 3% of the students' skills are categorized as "very poor." Another 9% of students qualified into the "poor" category, and 16% of students are in the "fair" category. Lastly, 47% of students qualified into the "good" level, and the rest 25% of students qualified into the "very good" category. In the final analysis, the highest number of students' achievement category is the "good" category, with the total number of students is 15 or 47%. In contrast, students' lowest achievement based on students' English test results is in the "very poor" category with the total number of students is 1 or 3%. This research is based on the reflection result of teaching & learning process after conducting the program of lecturer teaching in schools.

Keywords: *Profile of Students English achievement, Lecturer teaching Program in School, Students English Test.*

1. INTRODUCTION

In this era, English becomes the language of globalization, international communication, and motivation for learning it comes into play [1]. In other words, English is viewed as a tool that assists with educational advancement and requires proficiency, skill, and knowledge to be mastered. As English has been the prominent lingua franca, English has been primarily used for almost all fields of science and professional purposes; for instance, education and technology, commercial dealings, education, and to name a few [2]. In educational

advancement, the focus point in teaching English in Indonesia is to prepare the pupils to apply the language on communication to be able to compete globally [3]. Since English is considered a foreign language in Indonesia, achieving the learning targets is not always easy for educators and students. Moreover, it is commonly found that the students are not eminently engaged in contextual English outside the class [4]. The students are not used to speaking in English daily, which directly affects their English proficiency progress [5]. It thus obliges support from all aspects, including teachers

and the government, to help the students for developing their English skill in the teaching and learning process [6].

In developing the students' English skills, a teacher's role is practically indispensable, significantly in raising students' motivation impacted to the raise of students' achievement [7]. Another role of teachers is they are responsible for creating a desirable learning environment for good students' achievement [8]. As the learning activities are students' need-oriented, the education practitioner has always sought renewal and invention in the teaching and learning system. As an attempt to revitalize and improve the ability of teachers to teach English in the classroom, the government of Indonesia has created a multifunction program named lecturer teaching in a school or called *Penugasan Dosen di Sekolah (PDS)*. Lecturer teaching in the school program is proposed to offer lecturers the real experience of teaching young learner as well as a source of reflection to provides relevant teaching instruction [9].

The program of lecturer teaching in school does not happen to only grant a chance for teaching observation yet also as a tool for the teacher in renewing and developing teacher's skills in teaching English. The lecturer teaching in school program is carried out by Teacher Training and Education of Borneo University. It is initiated by the Ministry of Research, Technology, and Higher Education of Indonesia in 2019. The program aims to distribute teaching and learning-based technology (IPTEKS) to schools. As lecturers and teachers work in coordination [10], it is also expected to improve the teacher's quality in the teaching and learning process and students' achievement in learning English.

In addition, learning achievement is the result of a process in the form of a number for evaluation [11]. Therefore, student learning evaluation in this research can be obtained by the students' English scores. Besides, students' learning achievement can indicate individuals' quality and the success of a school's education system. Students' assessment outcome helps give the teachers initial information to determine the types of method, strategy, or media to apply. Subsequently, the evaluation step will take place as teachers' references for teaching and learning development [12]. It is in sync with the research findings written by Cahyono [13] which implement several methods in teaching English vocabulary contributed to the learners' improved achievement on a vocabulary test.

The program took ten schools in Tarakan as partners in conducting Lecturer Teaching in school, and one of them is SMPN 3 Tarakan. SMPN 3 Tarakan is one of the favorite public junior high schools in Tarakan, located in Kampung Empat Tarakan. The learning facilities, namely the English language laboratory, are available for students. However, quoting from the vice principal of SMPN 3 Tarakan, the students' English skills are diverse.

One group of students has good English skills, while others are deficient. Hence, based on the particular case that has been stated above, the researcher needs to investigate the profile of students' English achievement and discover the reasons behind this worrying trend. Numerous studies have been conducted relating to Lecturer Teaching in School Program, showing the result of the implementation restricted to the impact of the partnership and learning and implementation issues [10], [14], [15]. However, this study provides the report of the researcher's teaching performance and the improvement rate after the students receive the treatment.

2. METHOD

The design of the study applied the descriptive qualitative method. The descriptive analysis method is collected in the form of pictures or words rather than in numerical. The data include a transcript of the interview, photographs, videotapes, personal documents, field notes, memos, and another official record [16].

This research sample is 32 students of the 8th-9th grade at SMPN 3 Tarakan. The research data were collected in observation sheets, and the students' English test answers to be analyzed and described qualitatively. In the observation sheet, some aspects are noted; they are (1) the kinds of teaching and learning process, (2) the quality of teaching and learning process, (3) positive and negative points during the teaching and learning process, (4) attaining the teaching and learning objective. After obtaining the data, the researcher used descriptive analysis to interpret those data; thus, it can be achieved with students' English achievement at the eighth grade of SMPN 3 Tarakan.

3. RESULT AND DISCUSSION

The result involves observation and students' assessment scores. Here is the data analysis that has been collected in this research:

3.1. Observation Sheet

The observation sheet comprises some aspects observed by two observers: the English teacher of SMPN 3 Tarakan and the lecturer teaching committee in programmed school. The observation of the English teaching and learning process is conducted in eight meetings. During the application, the researcher scrutinized some aspects; specifically: (1) the kinds of teaching and learning process, (2) the quality of teaching and learning process, (3) positive and negative elements in the teaching and learning process, and lastly, (4) achieving the teaching and learning objective. The answer to these research questions then will be the evaluation source for the future education system.

The observation findings concerning the teaching and learning process reveal that the conducted teaching and learning process used a scientific approach focusing on teaching language skills for eight meetings. A scientific approach is characterized as the process of exploring knowledge in a scientific framework involving the examination of ideas through experimentation and decision-making based on analysis [17]. In applying the scientific approach, the researcher also used five fundamental steps; Observing, Questioning, Experimenting, Associating, and Communicating. There are some topics which the researcher taught; namely (1) expression to check someone understanding (2) giving compliment/praising to someone, (3) asking for and giving the opinion, (4) The Ability to do Something, (5) The Willingness of Doing Something, (6) Asking and Telling about Obligation and Prohibition, (7) Asking for and Giving Recommendations.

The second finding of the observation sheets highlights the quality of the teaching and learning process in Junior High School. The observation sheet results for eight meetings signified that the teaching and learning process conducted is well-approved because, in every meeting, the researcher uses some kinds of teaching media. Learning media features can foster the experiential classroom to facilitate the learning interest of pupils [18]. The various learning media are the key to increasing the students' enthusiasm for learning English. The researcher's kinds of teaching media include puppet, picture, picture card, vocabulary card, video, and poster.

The third point from the observation sheet is about the positive and negative attributes in the program

application. The observer noticed the positive trait; using the English language in giving instruction or explaining the teaching material evidently improves the students' concentration. Another point is instructional activities encouraged the students to compete as peers in answering the researcher's question. Negative things indicated in conducting the teaching and learning process are: (1) the students remained scared and anxious in expressing their ideas, (2) the step for exploring and communicating the students' idea must be stepped up as the findings revealed limited vocabulary range and anxiety whenever they meet the time to speak up their ideas.

The last concern in the observation sheet obtained addressed actualizing the teaching and learning objectives. Based on the observation sheet result for eight meetings, it can be summarized that the teaching and learning objective has been achieved for about 85%. It can be concluded from the teacher's statement who asserted that the teaching and learning process had been effective and elevate the students' enthusiasm in learning English.

3.2. Students English Test

This research aims to identify students' English achievement profile toward the lecturer teaching program in school at SMPN 3 Tarakan. As attempting to fulfill the research objective, the researcher needs to get detailed data to answer the research question. The result of students' English test are shown in table 1 as follow:

Table 1. Classification of Student English Score

Score Interval	Category	Number of Students	Percentage (%)
0-49	Very Poor	1	3
50-60	Poor	3	9
61-70	Fair	5	16
71-85	Good	15	47
86-100	Very Good	8	25

Table 1 above shows that 32 students participated in English tests that the researcher conducts. Out of 32 students, one student is categorized into a very poor category, which numerically 3%. Moreover, three students (9%) are in the poor category, 5 (16%) students

in the fair category, 15 (47%) students in the good category, and 8 (25%) students in the very good category. The diagram is shown below in order to provide a concise understanding

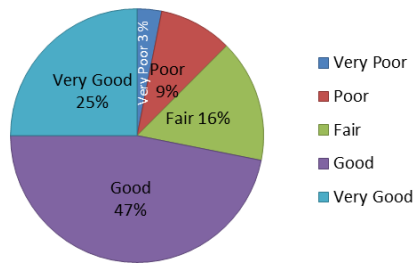


Figure 1 Diagram of Students English Score

The diagram above shows the data of students' English achievement percentage. The data above depicts that out of 32 students who participated in the English test, it can be interpreted that one or (3%) student qualified into the "very poor" category. There were 3 or 9% students qualified into the "poor" category, and five students or 16% of totals qualified into the "fair" category. There were 15 or 47% students qualified into the "good" category, and there were 25% of the sample (8 students) qualified into the "very good" category.

This research attested that the students' English test's highest score was 98, and the lowest was 49. Out of the 32 students, nine students got a score above the criterion of mastery (KKM)

4. CONCLUSION

One of the main implications of this research is that teaching and learning have accomplished the learning objectives. The process of teaching and learning that the researcher conducted is good, and it employs a scientific approach that emphasizes teaching language skills. In addition, the quality of the teaching and learning process that has been conducted is reliable because, in every meeting, the researcher uses some kinds of teaching media, and it raises the students' enthusiasm in learning English.

The more apparent findings in this research are 3% of students are categorized as "very poor," another 9% of students are qualified into the "poor" category. 16% of students are categorized into "fair," while a high number of students (47% of total) are qualified into the "good" category. As final, 25% of students qualified into the "very good" category. From those results, it can be concluded that the highest achievement of students in English class is in the "good" category with the total number of students is 15 or 47%. In contrast, students' lowest achievement based on students' English test results is in the "very poor" category with the total number of students is 1 or 3%.

AUTHORS' CONTRIBUTIONS

The authors confirm to contributes substantially to the papers as follows:

The conception and study design: Ulfaika, Romlah; experiments performed and data collection: Ulfaika, Romlah; provided analysis and interpretation of the findings: Ajisoko, Pangkuh; draft manuscript development: Ulfaika, Romlah.

Both of the authors have reviewed the results and signed the final version of the manuscript.

ACKNOWLEDGMENTS

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