STUDENTS' PERCEPTION OF THE ENGLISH INTENSIVE PROGRAM IN IMPROVING NON-ENGLISH MAJORED STUDENTS' SPEAKING PERFORMANCE

Ubaedillah
ubaedillah2@gmail.com
Faculty of teacher training and Education, Universitas Muhadi Setiabudi, Brebes-Indonesia

Budi Adjar Pranoto
budiadjar@gmail.com
Faculty of teacher training and Education, Universitas Muhadi Setiabudi, Brebes-Indonesia

Yuniar Fatmasari
yuniarefes@gmail.com
Fakultas Keguruan dan Ilmu Pendidikan Universitas Peradaban, Indonesia

Abstract

This study aims to determine students' perception of the English Intensive Program (EIP) in improving students' speaking performance. The Cross-sectional survey design was designed to analyze a detailed and in-depth analysis using google forms to distribute the research questionnaires. The researcher used two instruments to find the required data and determine students' perception of EIP, namely questionnaires and speaking performance test reports. The researcher combined the two instruments to support the research data. Researchers recruited 40 students as samples from non-English departments. The findings show that after implementing the EIP, the students' speaking performance experienced a significant increase of 74.12, which means EIP positively impacts improving students' speaking performance. In addition, the student's perception of EIP was 88.2% strongly agree and agree, which means the implementation of EIP in improving students' speaking performance is EIP functions effectively.

Keywords: *students' perception, EIP, speaking performance*

Sari

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap Program Intensif Bahasa Inggris (EIP) dalam meningkatkan kinerja berbicara mahasiswa. Peneliti menggunakan dua instrumen untuk menemukan data yang diperlukan dan menentukan persepsi mahasiswa tentang Program Intensif Bahasa Inggris dalam

mempraktikkan berbahasa Inggris, yaitu; kuesioner dan hasil tes kemampuan berbicara. Peneliti menggabungkan dua instrumen tersebut untuk mendukung data penelitian. Para peneliti merekrut 40 mahasiswa sebagai sampel dari mahasiswa bukan jurusan Bahasa Inggris. Temuan ini menunjukkan bahwa setelah melaksanakan EIP, kinerja berbicara mahasiswa mengalami peningkatan signifikan sebesar 74,12, yang berarti EIP berdampak positif pada peningkatan kinerja berbicara siswa, dan persepsi mahasiswa terhadap EIP adalah 88,2% sangat setuju dan setuju, yang menunjukan implementasi EIP dalam meningkatkan kemampuan berbicara mahasiswa adalah EIP berfungsi secara efektif.

Kata kunci: *persepsi mahasiswa, EIP, kemampuan berbicara*

Introduction

The increasing globalization and decreasing boundaries between countries make humans more connected through cultural and technological exchanges. Competition in the world of work and science, and technology is unavoidable. Recently, one of the influencing factors in this process is mastering the English language in order to be able to communicate with nations from other countries (Muslem et al., 2019). English fever in China is creating the world's largest population of English-language users (Xie et al., 2018). Many governments in Asia, including China, Korea, and Singapore, advocate for EMI policies in courses because of their benefits to both institutions and their students (Jang & Wood, 2019). Indonesia has for long valued and promoted its national language. Therefore, though increasingly recognized, English in Indonesia comes with much concern regarding national identity, unity, and equality (Hum & Choi, 2020). Indonesian is the language that unites all Indonesian citizens from Sabang to Merauke because each region has its language, then one language is used nationally to unite the nation.

With the rising English usage, there is worry about a potential clash between students' national identity and global identity (Hum & Choi, 2020). However, in this case, the mastery of foreign languages must be prepared from an early age by young people who are the nation's successors. Knowing a second language in addition to one's native

tongue is stereotypically viewed as a prestigious trait, separating an individual from the rest of the community and giving more work prospects (Abdi & Makiabadi, 2019). English lessons have been taught in Indonesia from junior high school up to university level. Speaking is an essential EFL skill students should acquire well (Muslem et al., 2019). English is studied at almost every level of education, including higher education (Tsuroyya, 2020). A fundamental objective of university educators of foreign languages is to give students the resources and practice necessary to achieve adequate foreign language competence for successful communication (Angelini & García-Carbonell, 2019). Teachers have employed various methods to improve students' speaking performance, such as the Communicative Approach, Communicative Language Teaching, cooperative learning, Task-based Teaching. However, students' competence to speak the language for communication with foreigners and others remains low (Muslem & Abbas, 2017). Multimedia technology can be used to enhance students' oral language skills (Christianson, M., Hoskins, C., & Watanabe, 2009; Hsu et al., 2008). English oral communication abilities are included in this skill set, and students should be encouraged to develop skills (Samira, 2014).

Much prior research explored the phenomenon of implementing a sustainable speaking community. (Mustafa et al., 2019) The motivations and learning experiences of Japanese as a foreign language (JFL) learners in New Zealand, a country where foreign language study is neither mandated nor highly regarded and where the number of JFL learners at institutions has decreased. While NESTs offer various conversational English classes in Korea, NNESTs conduct most non-English language courses in business and engineering in English (Jang & Wood, 2019). Academic Speaking (ASP) is a course offered as part of International Christian University's (ICU) English Language Program (ELP) in Tokyo, Japan "to help students feel more comfortable in academic oral communication situations, especially in various functions for leading and participating in discussions" (Christianson, M., Hoskins, C., & Watanabe, 2009). Speaking a foreign language is considered a problematic language acquisition since it requires competence and command in the target language (Khan et al., 2018). (Kuehn, 2019) explored the International Chinese students either engaged in or rejected EAP courses at their universities due to their perceived advancement toward an imagined

English-speaking community. (Khan et al., 2018) The purpose of this study was to examine speaking anxiety and strategy in English as a Foreign Language (EFL) by comparing genders and language competency levels at a community college in Taiwan.

According to the previous studies, many researchers from different countries explored implementing a sustainable English community at the university. It is recommended that other researchers conduct additional research in this related area of the English community. The Studies investigating students' perceptions of the English community remain limited. Most of the researchers researched how English community used for teaching in EFL and English Student's Department (Christianson, M., Hoskins, C., & Watanabe, 2009; Jang & Wood, 2019; Khan et al., 2018; Kuehn, 2019; Mustafa et al., 2019) However, many things can be explored more about how students of non-English department perception about the implementation of English intensive program to improve students' speaking performance. Through the English Intensive Program (EIP), the Language Center officially organizes non-SKS programs to becomes a facilitator for students improving students' speaking performance. Additionally, the previous research (Abdi & Makiabadi, 2019; Angelini & García-Carbonell, 2019; de Burgh-Hirabe, 2019; Hsu et al., 2008; Khan et al., 2018; Mospan, 2018; Mulyono et al., 2021; Muslem et al., 2019; Sevy-Biloon & Chroman, 2019) was primarily conducted about the using of some media or strategies to improve students' speaking performance.

This study focused on students from non- English departments' perceptions about implementing an English intensive program to improve students' speaking performance. Therefore, the questions leading the present research are 1). How do students' English Speaking Performance using EIP? 2). How do students' perceptions of EIP in improving the students' speaking performance?

Methods

This study used descriptive-quantitative research to describe and analyze the students' speaking performance using EIP. The quantitative data were analyzed by using descriptive statistics. The data were processed the Likert Scale from strongly agree to disagree strongly. Furthermore, The Cross-sectional survey design was designed to

analyze a detailed and in-depth analysis using google forms to distribute the research questionnaires and frequently used attitudes and respondent opinions (Connelly, 2016). The data were garnered from questionnaires and speaking test reports. This research's primary data gathering method was through the distribution of questionnaires to respondents (Creswell, 2014).

Students enrolled in the English Intensive Program comprise the population for this study. EIP has a total membership of 107 students. To choose the subject of this study, the researcher employed primary random sampling. Forty students attended Muhadi Setiabudi University .in the academic year of 2019/2020 as the samples of this research participated in EIP consisting of 14-second semester students, 12 students of the fourth semester, and 14 students of the fourth-semester sixth semester who have been learning English as majors. Furthermore, the researcher used purposive sampling. It means that the researcher chooses participants because they can help the researcher better understand the research questions (Creswell, 2014).

Table 1. Profiles of 40 respondents participating in EIP

No.	Semester	Respondents
1.	2nd	14
2.	4th	12
3.	6th	14
Amount		**40**

This study instrument was a questionnaire composed of statements with a scale indicating the frequency of agreement for each item. The Likert scale was employed in this study.

Table 2. Likert's Scoring Table

Scoring	SA	DA	A	SD
	4	3	2	1
	Positive Perception		Negative Perception	

The Likert scale, which ranges from strongly agree to disagree strongly, is used to determine the amount of agreement. The data acquired from the questionnaire distribution is analyzed using the following procedures: initially, the researcher evaluated the replies to the questionnaire and delivered the questionnaire to the respondents in preparation. The data is then tabulated, scored, and finally tabulated completely. The questionnaire used in the tables was the type of data used to support

this research—tables displaying the results of the questionnaire. To get the data results, the researcher tallied the average score to assess the significant reaction to each statement. The researcher then converted it to a percentage to make the data results easier to quantify and represent. (Yuliandasari & Kusriandi, 2018).

Results and Discussion

Students' Speaking Performance using EIP

Based on the student's speaking performance achievement of test results, it can be viewed that there was an increase in students speaking performance after applied EIP, as shown in figure 1.
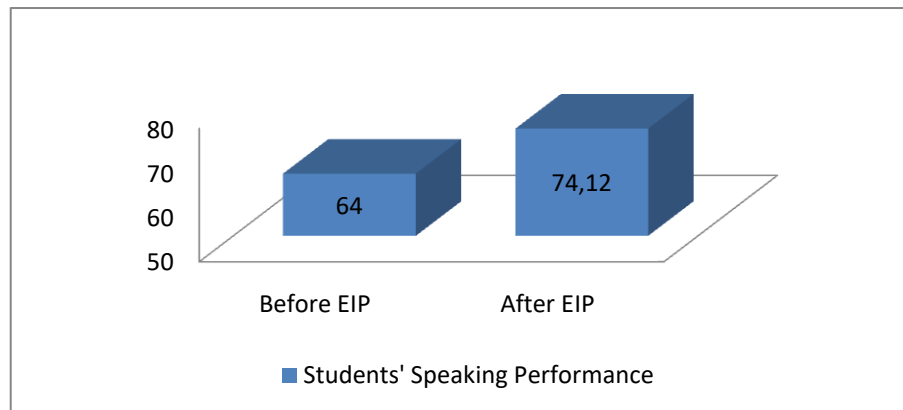

Figure 1. Students' Speaking Performance of EIP

Based on the initial result of student's speaking performance test results in figure 1, the accumulation of several assessment aspects, which included pronunciation, vocabulary, grammar, fluency, and expression, showed that the students' speaking performance is in the range of 64 average value before implementing EIP, which is still lack categorized. However, after implementing the EIP, the students' English speaking performance experienced a significant increase of 74.12, which means there was an increase of 11.56%. Therefore, it can be concluded that EIP positively impacts students' English speaking performance.

Analyses of the data obtained from students' test results found that the implementation of EIP significantly improved students' speaking performance. This finding consisted with (de Burgh-Hirabe, 2019; Elnadeef & Abdala, 2019; Kuehn, 2019; Mulyono et al.,

2021; Wahyuningsih & Afandi, 2020) the English clubs or communities helped the students to develop a positive attitude towards the English language and to be sensitized to speaking in English. After utilizing EIP as an English community, students had higher success on speaking tests than before to use EIP, mainly to get extra coaching from the community to enhance their language skills. Students' speaking performance's capacity to communicate before joining EIP was still deficient because students who are not English majors are severely constrained in their ability to acquire English. Students receive only four times English classes, which was insufficient to develop the capacity to communicate in English. Students must thus enroll in extra programs and join an English language community.

The EIP substantially increased students' speaking performance for students from the non-English department based on English achievement analyses. The study discovered that EIP was substantially enhanced. Numerous studies have been conducted to examine English communities' effects on learning English (Abdi & Makiabadi, 2019; Hum & Choi, 2020; Sevy-Biloon & Chroman, 2019; Tsai, 2018) effects on speaking performance by Students from the English department. This study's findings contrast those research, which is performed research on the use of English community to increase students' speaking performance from non-English department students. As evidenced by considerable increases in speaking performance, the immersive of EIP was extremely useful for non-English department student to improve their speaking performance.

Students' perception of EIP in improving the students' speaking performance
According to the findings of this survey, the members of EIP had good opinions of English speaking performance. After collecting the data, the researcher initially recruited a sample of responses from EIP 40 participants. Overall, 80% of respondents agreed with the statement in the questionnaires, while 20% disagreed. As a result, EIP participants had outstanding perceptions. The following tables provide further information on the data distributions in general.

Table 4. Students' perception of EIP in improving students' speaking performance

Aspects	Frequency	Percentages	Total Percentages
Strongly Agree	20	50	80
Agree	12	30	
Disagree	4	10	20
Strongly Disagree	4	10	

According to the statistics above, students' perception of EIP (Strongly Agree and Agree) was 80%, which was much higher than students' perception of EIP (Disagree and Strongly Disagree), which was only 20%. Thus, the data shows that EIP functions effectively because its members have a favorable impression of it toward the implementation of EIP in improving students' speaking performance.

In the light of these findings, The data shows that the implementation of EIP works effectively against improving students' speech performance. Based on the answer to the participants' questionnaire. The participants have positive responses against the use of EIP to improve their speaking performance. These findings were aligned with previous studies conducted by (de Burgh-Hirabe, 2019; Kuehn, 2019; Mulyono et al., 2021; Samira, 2014; Tsai, 2018; Wahyuningsih & Afandi, 2020; Xie et al., 2018).

Conclusion & recommendation

This study investigated the students' speaking performance using EIP and students' perceptions of EIP in improving the students' speaking performance. This Study revealed that before implementing the EIP, the students' speaking performance was still lacking categorization. The findings showed that the implementation of EIP significantly improved students' speaking performance. Analyses obtained by students' achievement of speaking performance showed that the high achievement students after using EIP significantly better performance in all measures of speaking performance than before joining EIP. Therefore, the Students have been aware that EIP can help speaking performance for the learners. The students elicited many benefits to help them become successful learners, learning performance in speaking performance. The researcher implemented EIP and tried to determine the students' perception of their English-Speaking performance. By the finding of the data shows that EIP functions effectively because its members have a favorable impression of it toward the implementation of EIP in improving students' speaking performance.

This study still has some limitations that can be seen as considerations in the future. Firstly, participants in this study are still in a narrow scope that is only from one college. Therefore, this study could not be conducted with many participants. If it were conducted with more than one college, the data would be more prosperous. Second, this study focuses on the perception of students perception of the implementation of EIP and has not explained lecturers' perceptions. Third, this study focuses only on students' speaking ability

Finally, some recommendations for further research are included. They may examine further impressions from several viewpoints, including those of lecturers. Additionally, researchers could elicit additional data from participants by exploring lecturers' opinions of the English community's use on many campuses. Finally, they can research the application of EIP to improve English abilities such as writing, listening, and even integrated skills.

Acknowledgment

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Conflict of Interest

No Potential conflict of interest was reported.

About authors

Ubaedillah is a lecturer in English at Muhadi Setiabudi University in Central Java, Indonesia. He received his bachelor and master in English education. He has taught English for ten years starting from junior high school, high school, and college. He focused on research in ESL, EFL, and ESP.

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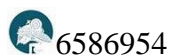
Budi Adjar Pranoto is a Lecturer at Muhadi Setiabudi University. He studied at S1 Pancasakti Tegal University and obtained his bachelor and master's degree from UNSOED in education management.

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Yuniar Fatmasari is an English Lecturer at English Education Study Program Universitas Peradaban Bumiayu – Brebes. She completed her undergraduate program at Semarang State University majoring English literature. She continued her post-graduate at Gadjah Mada University majoring in literature. She has taught English for twelve years at university and now serves as the Head of English Education Study Program in Universitas Peradaban. She is interested in English Literary criticism and English teaching studies.