Non-Formal English Course Towards Students' Speaking Performance

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Abstract. This study aimed at developing the learners' ability of the English language. Seen from the successfulness of one in studying the language, Non-formal English Course has much contribution to the English language teaching. The Non-formal English course is denoted as the enrichment toward the students that is studying English in junior, senior high school and event in the university. This research constitutes casual comparative study with the main objective is the English students at Hamzanwadi University, Lombok, Indonesia. The numbers of accessible population in this study are 40 students who follow and did not follow Non-formal Course of English. Data was collected using semi-structure interview. The result revealed that the mean score of students' speaking performance who followed Non-formal English was 78.25. It proved students' speaking performance who followed Non-formal English course was high. However, after calculating the comparison of the students' speaking performance who follow and do not follow it, the researcher found only 3.55 of t-test which means the degree of comparison between them was high comparison. In conclusion, this analysis found the students' speaking performance who followed Non-formal English Course and those who did not has high comparison.

Keywords: Learning Development, English Course, Speaking Performance.

Abstrak. Penelitian ini bertujuan untuk mengembangkan kemampuan bahasa Inggris pembelajar. Dilihat dari keberhasilan seseorang dalam mempelajari bahasa, Kursus Bahasa Inggris Nonformal memiliki banyak kontribusi terhadap pengajaran bahasa Inggris. Kursus Bahasa Inggris Nonformal dilambangkan sebagai pengayaan bagi siswa yang belajar bahasa Inggris di sekolah menengah pertama, menengah atas dan acara di universitas. Penelitian ini merupakan studi komparatif kasual dengan tujuan utama adalah mahasiswa bahasa Inggris di Universitas Hamzanwadi, Lombok, Indonesia. Jumlah populasi terjangkau dalam penelitian ini adalah 40 siswa yang mengikuti dan tidak mengikuti Kursus Nonformal Bahasa Inggris. Data dikumpulkan dengan menggunakan wawancara semi struktur. Hasilnya mengungkapkan bahwa skor rata-rata kemampuan berbicara siswa yang mengikuti Bahasa Inggris Nonformal adalah 78,25. Ini membuktikan kemampuan berbicara siswa yang mengikuti kursus Bahasa Inggris Nonformal tinggi. Namun, setelah menghitung perbandingan kinerja berbicara siswa yang mengikuti dan tidak mengikutinya, peneliti menemukan hanya 3,55 t-test yang berarti tingkat perbandingan di antara mereka adalah perbandingan yang tinggi. Kesimpulannya, analisis ini menemukan kinerja berbicara siswa yang mengikuti Kursus Bahasa Inggris Nonformal dan mereka yang tidak memiliki perbandingan yang tinggi.

Kata kunci: Pengembangan Pembelajaran, Kursus Bahasa Inggris, Kinerja Berbicara.

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INTRODUCTION

English is not only taught in the school in Indonesia, but also in the form of non-formal English course, which is aimed at developing their participants' ability of the language. It is seen from the successfulness of one in studying the second language, Non-formal English course may have more contribution to the English language teaching. The non-formal English course is denoted as the enrichment toward the students that is studying English.

The language exposure to the target language contributes to the learners' skill development especially their speaking ability (Cahyono 1997). The learners likewise follow the English course out of their school will have different speaking ability from other students or learners do not come for it, because they are exposed to the target language longer than the students who do not. In Non formal English Course, they can interact with the other students by using interactive communication and it will increase the students' speaking performance.

There are some effective activities that are offered in Non formal English Course, the activities that may be found in this course which support the students' creativities and rise up the students' enthusiasm in learning. The activities go like routine courses, English day, English night, English debate, study tour, and etc. Routine courses activities are offered to the students twice in a week, these courses give the students many chances to speak their mind, even they are given time to ask what ever about the material is being discussed, besides attractive communicative activities like question and answer. The students are also guided to study the English by using games and the more enjoyable activities is study tour. In this activity, the students need to proof their capabilities in speaking, they are ordered to speak each other with native speakers they are found in the resort they are visited.

The students' speaking performance may become flounce as they are always guided continuously and intensively. The Non formal English Course makes the study to be more enjoyable and interesting, so the students communicate the language as their habit not accidentally and they are not feeling forced to speak up.

Of course, to the students who do not have much background knowledge, they will get difficulties. In addition, there are also found the hazy aim of the education in several schools. To overcome the problems above, non-formal English course is needed as one best alternative. The existence of the Non-formal English courses as an idea that is going to give

much profit to the societies, students, lecturers, and the institutional colleges that have the demands to educate their students to obtain the target language.

In this study, the researcher addressed the phenomena or the problems explained above, the so-called the Non-formal English Course which may have significance effect in developing the students or the learners' capability especially to the students' speaking performance. The researcher concerned with "The Non-formal English Course toward Students' Speaking Performance for the English students at Hamzanwadi University. The Non-formal English Courses investigated in this research were English Speaking Club as one of the unit of students' activity of Hamzanwadi University, and other courses around campus.

After maintaining the background of the study above, the researcher formulated the problems into researchable cases as follows: 1) What is the level of students' speaking performance who followed Non-formal English course? 2) To what extent are percentages of the students' speaking performances who followed the non-formal English course? And 3) to what extent is the comparison of students' speaking performance who followed Non-formal English course and the students' speaking performance who did not?

Meanwhile, the aims of this study are related to the statement of the problems above the so-called: 1) To find out the level of the students' speaking performance who followed Non-formal English course toward students' speaking performance. 2) To know the percentages of the students' speaking performance who followed the non-formal English course. And 3) to compare the students' speaking performance who followed Non-formal English Course and the students' speaking performance who did not.

LITERATURE REVIEW

English Course

Since English is the language which has acknowledgement of the world, it is studied by all circle of society with all short of age. In the secondary school, it is learned for six year, and even the English has been learned since kindergarten, elementary school and also learned by one who has specific purposes. Generally, in Indonesia English Course is not only found through formal lane, but also there is non-formal lane that has the same aim to study the language.

Non-formal English Course

Non-formal Education is the education out of Formal Education that is conducted structurally and gradually (Direktur Pendidikan National, 2004). This kind of education or course is followed by all short of society as addition, and compliment of formal course, and in the framework of supporting an ever-lasting education.

This education lane offers another way study English more than formal course in the school. Besides offering more information about the essence of the interaction conduct, it also gives the promptly way to communicate, and give more chance to practice the English. "The punishment is immediately felt, that the failure of communication (Cahyono, 1997). Different from Formal English Course in the School and University, the subject material is simplified and managed related to the standard reference that has to be followed.

In addition, Non-formal English Course is not only conducted in the classroom, but also the learners enter immediately into informal form of leaning. In this situation, the learners may communicate with other freely, even some time the learners visit tourism places that are usually visited by native speaker.

Non-formal English Course Contribution to Second Language Learning.

Refers to what the theories have exposed above, Non-formal English Course is the way to study English particularly for the students of university who wants to add their knowledge. And then out of the case, looking at Indonesians' condition at present time of where in this era the development of knowledge and technology are very speedy, particularly technological telecommunication based. "The quick development opens the international market which infect toward free competition, and in other side will tighten the all aspect of human life" (Bapadol; 1998).

Based on the perspective, the development of human resources in English course must be needed. And in this phenomenon, Non-formal English course has significant contributions to give solution. Non-Formal English course is courses that can give much dedication to increase the learners' ability in studying English as an international language information.

Non-formal English Course to Attain the Demand of the World.

Most people perceived that only in Thailand and Indonesia where the English teaching process in their elementary school is not so successful, and Non-formal English course spreads (Siswoyo in Bujono, 1996). Why should be Non-Formal English Course? First, the

development of information and technology generally use English as their first language. And this inspires most of people trying to comprehend the language in other to be able to get more information. Second, it cannot be denied that Indonesia has got acknowledgement of the world as the nation that has bargaining position in organization and many others international forum, and commonly the language used in the forum is the English language (Bujono; 1996).

By the demand and for shake of it, non-formal English course is the proper choice as the alternative education available to the all short of society with the demand also that makes the English teaching and learning process to be an in dusty. However, this phenomenon is not occurred in Indonesia only, but also in the other countries which are English to be their foreign language (Peter-Steven in Rismadi, 1996).

Relevant Study

In this part, the researcher delivered the relevant study to add the readers' view. Nurkhafid (1998) published a study which is aimed to know the different ability among the students who follow the English Speaking Club (ESC) and those do not that is relevant with this study. Nurkhafid research is exactly the same as the researcher's study, in which the researcher investigated about the students' speaking performance who follow the Non-formal English course. English speaking club (ESC) in Nurkhafid is the Non-Formal English Course in the researcher's research. However, this study is different as seen of the subject that will be investigated. The researcher in this study only focused on the students' speaking performance who follow the Non- Formal English Course and ignored those who do not follow it.

The result of Nurkahfid's study concluded that the students who follow the English Speaking Club program have highest performance in speaking than those who do not follow it. The result of the research supported the current research that has been done by the researcher, that Non-formal English course may increase the students' speaking performance. By following the Non-formal English course, they will get enrichment in learning English.

RESEARCH METHODS

This study aimed at comparing two means of the students' speaking performance who followed Non-formal English Course and those who do not follow Non-formal English course. The population of the study was taken from all English students of Hamzanwadi University who followed the Non-formal English course and those who do not. From these

population, the researcher decided to take 25% of the population as the sample or subject of the research. In this case, the researcher took sample by using purposive sampling. The sample were taken from 10 students. Meanwhile, the instrument that was used to get the data was in the form of in-depth interview. The phenomenon to be measured in this study was the students' speaking performances at Hamzanwadi University.

RESULTS AND DISCUSSION

There are three problems that have been stated in this study; the first one is addressed to the level the students' speaking performance who followed Non-formal English Course for the English students at Hamzanwadi University, the extension of percentages of the students' speaking performance who followed the Non-formal English Course, the extension of the comparison between the students' speaking performance who followed Non-formal English Course and the students' speaking performance who did not follow it. Then, in this sub-heading of explanation, the researcher described the answer of the problems. However, before answering the problems, the researcher merged the problems into three aspects; the achievement and the percentage of the students' speaking performance who followed Non formal course and the comparison between the students' speaking performance who followed Non-formal English Course and those who did not follow Non-formal English Course.

Based on the data that were gained from the result of the students' interview, the comprehensive description of FSI procedure went as follows: the lowest and the highest scores of students' accent were 2 and 3, the students score of grammar came into 13 as the lowest and 36 as the highest. Vocabulary score found by the researcher was 8 for the lowest category and 20 was the highest, the fluency and comprehension was 4 and 8 for the lowest category and then 10 and 19 was the highest category. The scores were based on the students who do not follow Non-formal English Course scores.

The students' score was based on the data gained as follows: the lowest and the highest scores for the students' accent were 3 and 4, the students' scores of grammars were 24 for the lowest and 36 for the highest, as for vocabulary were 13 for the lowest and 20 for the highest. As for vocabulary and comprehension, the lowest scores were 10 up to 15, and for the highest scores for both aspects were 10 and.

Furthermore, the scores of the students' speaking performance, each aspect was calculated and then the scores were converted into weighting table of the comprehensive

description of the FSI procedure; it was 71for the lowest. It means that the students' level of their speaking performance was 3 and the highest total score of each aspect was 83 which means 4 was the level of their speaking performance.

Related to the students' percentage of their speaking performance, there were found 4 students that got very high qualification at about 87% of their total score, 9 students got high qualification at 81% of their score percentages. There were also found 7 students getting sufficient qualification and their percentages were 73%-61%. Meanwhile there were no students got low qualification.

After the score was classified, the researcher calculated the mean score of the entire students. It indicated the students' speaking performance who followed Non-formal English Course. Most of them can speak English based on their need in a wide range of sophisticated and demanding task. It was known after consulting the students' scores into the weighting table of the students' comprehension description of the FSI procedure.

The Hypothesis Testing

The t-test was used to know the differences between the two means. This statistical analysis simply used test hypothesis. The null hypothesis of this study was that the mean of the both groups of the students who follow and do not follow Non-formal English Course that were not exactly and significantly different.

The obtain of t-test was 3. 55 whereas at the value of t-table for significant level of 0. 05 with df= 38 was 0.320. It means that t-test was higher than t-table hence it could be marked significantly. So, the null hypothesis was rejected and the alternative hypothesis could be accepted as formulated as the first chapter. So, there was higher comparison between the students' speaking performance who followed Non-formal English course and the students' speaking performance who did not follow it.

The level of Students' Speaking Performance Who Follow Non-formal English Course.

The students' speaking performance based on their score was 4 levels for the highest and no one got low level of the students speaking performance. However, the students mean score were 78.25 which means that the mean level of all the students was 3+. It indicated that the all students are often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task. This description was based on the weighting table of FSI procedure (Brown, 2002).

The Percentage of Students' Speaking Performance Who Follow Non-formal English Course.

After analyzing the data by using achievement technique, the students were very high for the extension of the achievement of students' speaking performance. It was proved by the case that there are no students who got low qualification, the number of students who got sufficient were 20% of them (7 students), 45% of them (9 students) got high, and the last 20% of them (4 students) got very high qualification.

The Interpretation of Hypothesis Testing

The computation of the mean score of both groups' result was 3.55. This number was consulted to the value of t-test on the t-table of df = 38 at the confident limit which was 0.320. After distinguishing the t-test and t-table, it can be said that t-test is higher than t-table with indications were significantly different. It means that comparison between the students' speaking performance who followed the Non-formal English Course and the students' speaking performance who did not follow it constitutes a positively significant change.

CONCLUSION

Based on the discussion on the previous chapter, this study can be concluded as follows: 1) The achievement level of the students' speaking performance who followed Non-formal English Course for the English students of Hamzanwadi University is on 3+ levels, in which the mean score was 78.25. It means that the students speaking performance category as the following description: the students are often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task. This achievement level of the students' speaking performance available above is exactly supported by the Non-formal English Course. It can be seen that all of the students are the members of English Speaking Club (ESC) and many of them follow the other Non-formal Courses outside. 2) The percentage of the students' speaking performance who followed Non-formal English Course, based the all of the data above, indicates that the students' percentage of their speaking performance were in very high criteria that achievement was 20% out of the total, and 45% students were in high qualification, and 7% students got sufficient. Meanwhile, none of the students got low category. It was also supported by the students mean score at 78, 25 in which it refers to high criteria which is based on the achievement technique calculation. Under the formula of t-test casual comparative study, it is found out that t-test was 3.55 and

compared with the r-table degree of freedom was 38 at the t-table was 2.68. It is shown that the comparative between the two groups' mean score were significant. Related to the computation, it can be confirmed that null hypothesis (Ho) is exactly rejected. Therefore, the alternative hypothesis is (Ha) clearly accepted. It means that the hypothesis formulated was clearly significant.

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