

## **Effectiveness of English Enrichment Program in Odd Semester on Improving English Language Skills to UIB Students**

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### **Abstract**

English language skills are mostly known as listening, speaking, reading and writing (LSRW). It is a basic learning on English language where it is toughly believed that the knowledge and incessant practice can help in developing the competence of a learner. English language is important to any part of people daily lives and any specific purposes. It is shown by usage of English language on school subject, communication to other people and demand for business requirements. In most academic institution, they will assign English proficiency test for students as a measurement on how fluent college students using English language. It is also used as a requirement for seventh semester students to conduct their thesis examination. Universitas Internasional Batam (UIB) has a language center which implement field of language learning and service development which is called UIB Center of Language and Culture (UCLC). English Enrichment Program is one of the programs held by UIB English Language Center to facilitate UIB students or public on boosting Language skills and as a supporting system with international quality of university on language and culture services. This research mainly aims to find out does the English Enrichment Program effectively improve students' English performance skills. It can be observed through observation in the classroom on students' perspective about in what extent does attending English enrichment program result in improving English language skills on students in UIB. Students will also be examined to know their perspective upon joining English Enrichment Program, is it helpful for students to achieve their goal or otherwise. All of this observation will be supported by using questionnaire and interview to clarify and answer the research question of this study.

**Keywords:** Effectiveness, English Program, English Enrichment Program, English language skills

### **Introduction**

English proficiency is the ability of each person on using English language. Proficiency of English language can be measured by how people use it for communication on daily lives or any specific purposes. (Renandya, 2018) mentioned that language proficiency is described by person ability on using a language for variety of communication purposes. It also means that person have a good command, understand and able to express variety of ideas through speech or writing on their language. Widely in the world, most people are learning a foreign language and one of them is English language. English language has been included as a regular curriculum component in middle and high schools. English Language Proficiency (ELP) is needed not only to achieve academic success but also enable to participate in social activities (Wolf, 2017). Thus, English language is mostly taught by lot of schools or academic institution to their students on developing English language skills.

English language skills are mostly known as listening, speaking, reading and writing (LSRW). It is a basic learning on English language where it is toughly believed that the knowledge and incessant practice can help in developing the competence of a learner. The effectiveness of using

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language requires the possession of knowledge and skills. Without the knowledge, the skill is unused and without skill, knowledge misses its power (Ferne, 1990). It also mentioned by Oxbridge Academy (2015) that good language skills also defined as good communication and report writing skills which will be used to achieve particular purposes. So, basically English language skills must be acquired by each learner knowledge and skills in any field of working environment or academic purposes.

English language is important to any part of people daily lives and any specific purposes. It is shown by usage of English language on school subject, communication to other people and demand for business requirements. It is mentioned by (Zulfania Arrahma et al., 2022) that acquiring English language is a must on this era to adapt upon the rapid development of technology. However, only small numerous amounts of people who are able to communicate using English language which causes many people don't have the courage to speak due to insufficient knowledge about topic discussion. It is also supported by (Aziz, 2014) that competition between college students who are fluent and not on speaking English causes them afraid to compete and communicate using English language. Therefore, people need to mastered English language confidently upon the increasing demand of any field.

In most academic institution, they will assign English proficiency test for students as a measurement on how fluent college students using English language. It is also used as a requirement for seventh semester students to conduct their thesis examination. Universitas Internasional Batam (UIB) has a language center which implement field of language learning and service development which is called UIB Center of Language and Culture (UCLC). UCLC has the function of carrying out learning development, language skills improvement and language proficiency testing services. UCLC organizes both regular and non-regular learning activities in the form of training and courses in the UIB environment. (Nurlaily, 2018) mentioned that one of the English proficiency tests is TOEIC (Test of English for International Communication) which is designed for people who don't use English language as their native language. UIB students especially in their first and second semesters must take English course which will decide whether they pass the requirement of the university. Students who have not passed TOEIC at the first and second semester, they will be managed to join UCLC program that is called English Enrichment Program (EEP).

English Enrichment Program is one of the programs held by UIB English Language Center to facilitate UIB students or public on boosting Language skills and as a supporting system with international quality of university on language and culture services. All of the UIB students especially on the first- and second-year students must take the program and pass the exam which is Test of English for International Communication (TOEIC). (Zaki & Destrin, 2021) explained about UIB as one of the top universities in Batam that train graduates with international quality, so they are able to adapt global dynamics, science and technology. The program from UIB is given for students who have not passed the TOEIC test at the beginning of semester. Students will be taught about Basic English and exercises answering TOEIC questions. They will join the program to study and achieve minimum passing score of TOEIC as the qualification of international certificate and thesis examination in UIB. Therefore, the program is to facilitate students who have not surpassed the minimum points of test proficiency as a guidance and qualification for thesis examination.

This research is inspired to be conducted as no college students or party conducting evaluation for the English Enrichment Program in UIB. Author will evaluate the English Enrichment Program by analyzing the students and teachers' perspective from some aspects such as teaching methods, classroom environment, and assessment. This is also beneficial for students, English teachers and UCLC as a reflection on conducting teaching and learning progress in the classroom.

This research mainly aims to find out does the English Enrichment Program effectively improve students' English performance skills. It can be observed through observation in the classroom on what method of teaching applied by the teacher which effectively improve students' skills. Students will also be examined to know their perspective upon joining English Enrichment Program, is it helpful for students to achieve their goal or otherwise. All of this observation will be supported by using questionnaire and interview to clarify and answer the research question of this study. The participants of this study will be the students who joined EEP on batch 23 odd semester 2023/2024 which is about 40 students. Author believes that the participants will support a lot of data for this study. It can be shown by students have just experienced learning in the classroom and prediction test

in the program. At the end, author will be easy to track students and teachers about their teaching and learning experience and opinion about English enrichment program.

## Methods

The methodology of this research will be applied in mixed method, which qualitative method is used to highlight the effectiveness of English enrichment program on improving UIB students' English language skills meanwhile the quantitative method is used for calculation of the questionnaire given by the author to the students of UIB. The strategy of this method is sequential explanatory strategy, which will be used to explain and interpret quantitative results after analysing qualitative data (Creswell, 2012). The strategy inquiry approach in the qualitative part is an interview, whereas the quantitative part is an online questionnaire. Therefore, this study will implement semi-structured interview and giving online questionnaire to the participants on clarify how effective does English enrichment program on improving English language skills to students from the perspective of teachers and students in UIB.

To answer the research question of this research which is to what extend does attending English enrichment program result in improving English language skills on students in UIB, it will be using questionnaire through students' perception about teacher, assessment and feedback in the classroom regarding to attending English Enrichment Program effectively improve their English language skills. This study will use mixed-method approaches on answering the research questions. There are questionnaires (quantitative) which are used to clarify related to effectiveness teaching method and technique upon English enrichment program and semi-structured interview (qualitative). Questionnaires are designed as close-ended and open-ended for the students and also the teachers involved on the English enrichment program. Questionnaires for students are used for provide information about what they have learned, how they learned and observed results from the learning process. Meanwhile, the questionnaires for teachers are used to observe their perceptive on English Enrichment Program, teaching and assessment method in the classroom. This question is adapted from Hoffmann (2019) which is used to elucidate the insight of students and teacher upon Language Practice (LP) course. It is also used to analyse students' motivation, teachers' assessment techniques and teaching process.

There are lots of perspective such as students' expectations after join English Enrichment program, what motivated them the most on the program, do they think the exam results reflect their English knowledge accurately or the best way to assess students' progress on the enrichment program. This study is willing to know from students' opinion about their attendance on enrichment class fully affect their English language skills.

Table 1. Instrumen

Aspect	Number	Question
Students' perception	1	In what ways did you benefit from taking this course?
	2	Did you improve as much as you had hoped?
	3	What motivated you the most in the course?
	4	In what ways did your teacher motivate you?
	5	What material did your teacher use?
	6	How well did you think you would perform at the exam?
	7	Did your exam grade reflect your knowledge of English as you see it?
	8	Do you think the exam gave an accurate representation of your English language knowledge?
	9	How accurately did the exam demonstrate your skills?
	10	What do think is the best way to prepare for the exam?
	11	How did the course help you to prepare for the exam?
<i>Assessment in the</i>	12	Were you given enough opportunities to use and show your

<i>EEP</i>		language skills?
	13	Were you given a second chance to improve if a mark was disappointing?
	14	What do think is the best way to assess your progress in the course?
	15	Do you find assessment by the teacher motivating?
	16	Do you find the assessment stressful?
	17	Do you think the grade you received in the course was appropriate?
<i>Method of feedback from teacher</i>	18	What was the most encouraging method your teacher used to offer you feedback for your performance?
	19	What did you find the most helpful feature in your teacher's feedback?
	20	Was there anything discouraging in your teacher's feedback?

The interview that will be used on this study is semi-structured interview whereas it uses open questions to gain opportunity on new question because the answer given by the participants. At the end, this type of interview is used for expanding deeper information for the study. Research question will be answered also by using semi-structured interview which is delivered for students in the enrichment program. It will be used to gain more information about students' perspective on attending enrichment class. What do they feel and expect on joining English enrichment program in UIB, also this study will encourage students on giving their thoughts about the output or results after joining the program.

Table 2. Instrumen 2

Aspects	Number	Question
<i>Students' perception</i>	1	What is your expectation after join English Enrichment Program?
	2	List a few elements of the course you thought were very useful for developing your English:
	3	List a few elements of the course that were not very useful:
	4	What material would you have liked to use that you think would have been very useful?
<i>About the teacher</i>	5	What did you like best about your teacher?
	6	What did you like least about your teacher?
<i>Method of feedback from teacher</i>	7	What is the best method of feedback that your teacher uses on teaching?
	8	Is there any feedback that discourage you on study? If yes, what is it?

## Result and Discussion

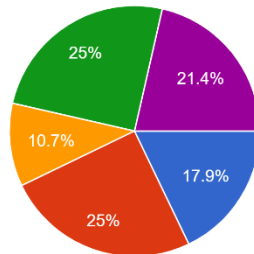
By using the questionnaire, this research is used to show the result of students' perspective on some aspects such as:

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## Students' Perception

In what ways did you benefit from taking this course? Dengan mengambil kelas ini, apa kemampuan yang ingin dicapai?

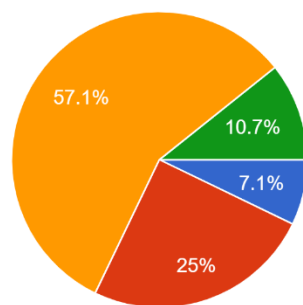
28 responses



- Better grammar (kemampuan grammar yang lebih baik)
- Able to speak in longer sentence fluently (mampu untuk berbicara pada kalimat yang panjang dengan lancar)
- Improved listening skills (kemampuan listening yang meningkat)
- Can communicate better with others (bisa berkomunikasi yang baik denga...)
- Option 2

Did you improve as much as you had hoped? Apakah kamu sudah berkembang sesuai yang diharapkan?

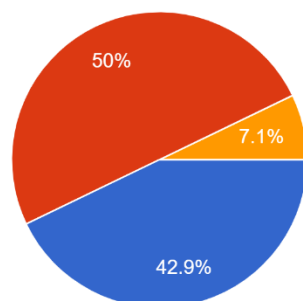
28 responses



- Very much (sudah sangat baik)
- Somewhat (mulai terlihat baik)
- A little (sedikit lebih baik)
- Not at all (tidak sama sekali)

What motivated you the most in the course? Apa yang memotivasi kamu untuk mengikuti kelas tersebut?

28 responses



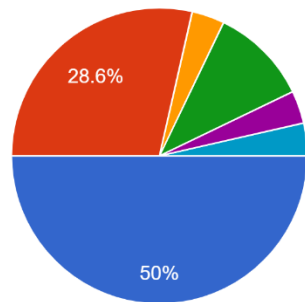
- I just wanted to learn more English (Saya hanya ingin belajar banyak mengenai bahasa Inggris)
- I want to pass the exam (Saya ingin lulus ujian)
- I want the teacher's feedback for my performance (Saya ingin masukan dari guru terkait performa saya)
- I want to get the highest mark (Saya ingin mendapatkan nilai tertinggi)

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In what ways did your teacher motivate you? Dengan cara apa, guru memberi motivasi?

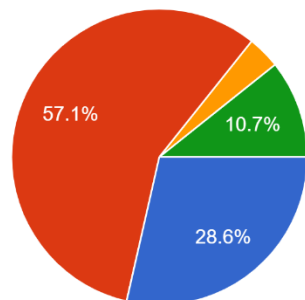
28 responses



- Made a pleasant atmosphere in the classroom (Membuat lingkungan belajar...)
- Gave you a lot of positive feedback (Memberi banyak masukan yang positif)
- Set strict deadlines for assignment (Mengatur batas waktu pengumpulan...)
- Provided a lot of opportunities on earning marks (Menyediakan banyak...)
- tidak ada
- Tidak ada

What material did your teacher use? Apa bahan ajar yang digunakan guru?

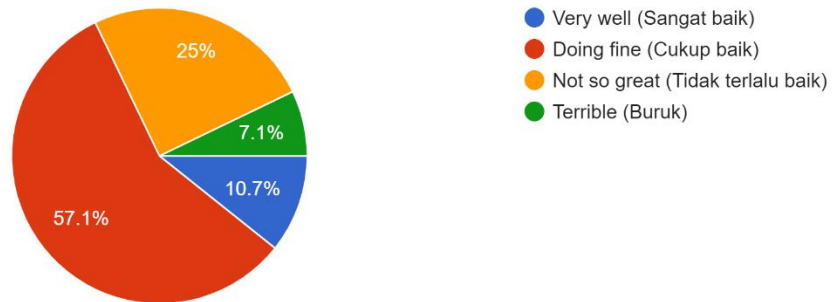
28 responses



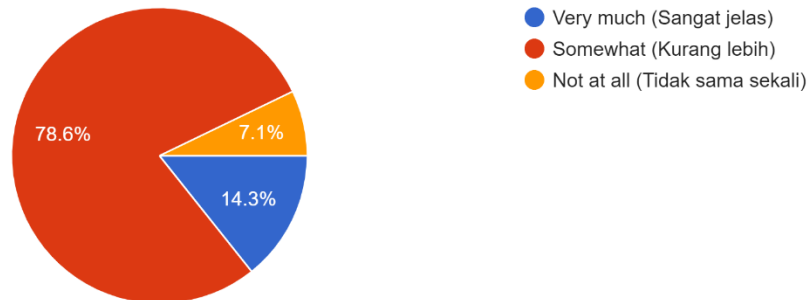
- Computer (Komputer)
- Internet (Internet)
- CD Player (Kaset)
- Books and pictures (Buku dan gambar)

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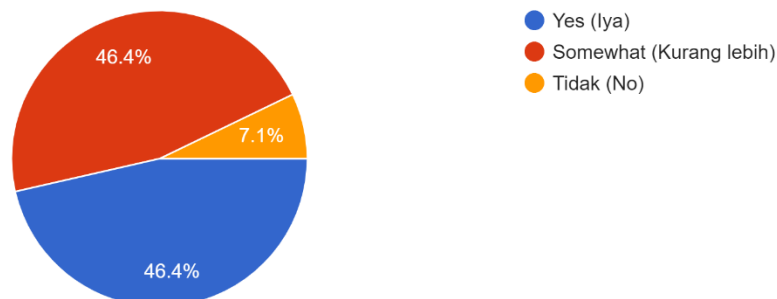
How well did you think you would perform at the exam? Seberapa bagus hasil pengerjaan ujianmu?  
28 responses



Did your exam grade reflect your knowledge of English as you see it? Apakah hasil ujianmu menunjukkan kemampuan berbahasa Inggris yang serupa?  
28 responses



Do you think the exam gave an accurate representation of your English language knowledge? Apakah hasil ujianmu memberikan gamb...akurat terkait pengetahuan bahasa Inggris?  
28 responses

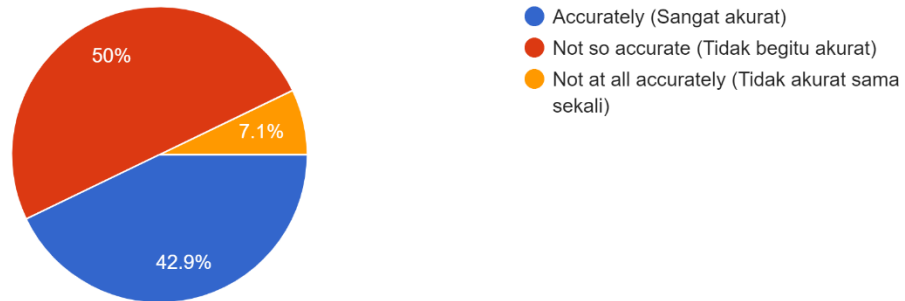


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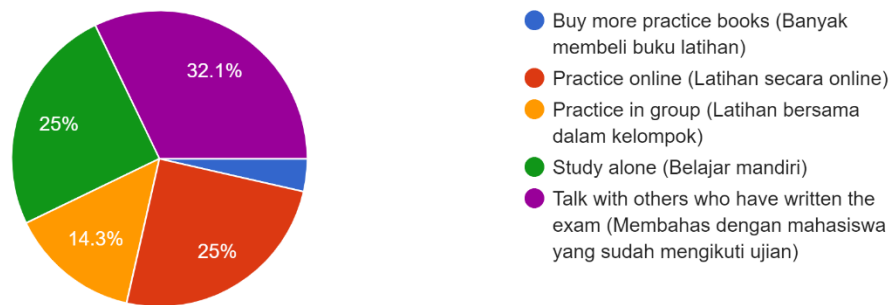
How accurately did the exam demonstrate your skills? Seberapa akurat hasil ujian menunjukkan kemampuanmu?

28 responses



What do think is the best way to prepare for the exam? Apa cara terbaik dalam mempersiapkan ujian, menurutmu?

28 responses



### Assessment in EEP

How did the program help you to prepare for the exam? Bagaimana program EEP membantumu dalam persiapan ujian?

28 responses

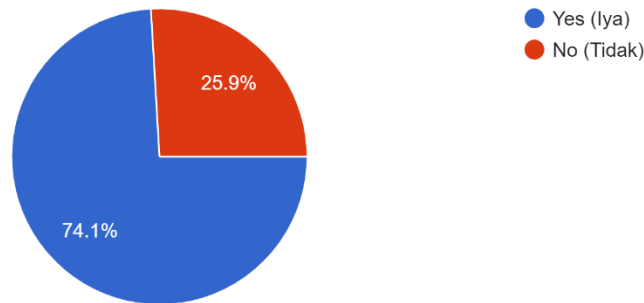




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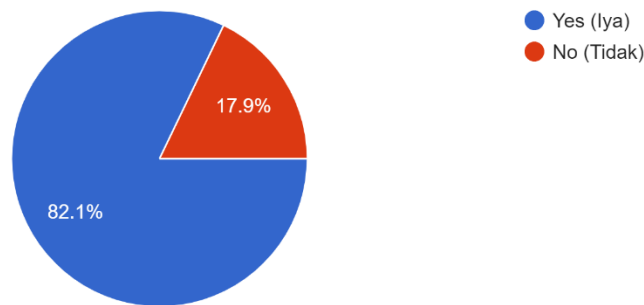
Were you given enough opportunities to use and show your language skills? Apakah kamu diberikan kesempatan untuk menggunakan dan mempertunjukkan kemampuan berbahasamu?

27 responses



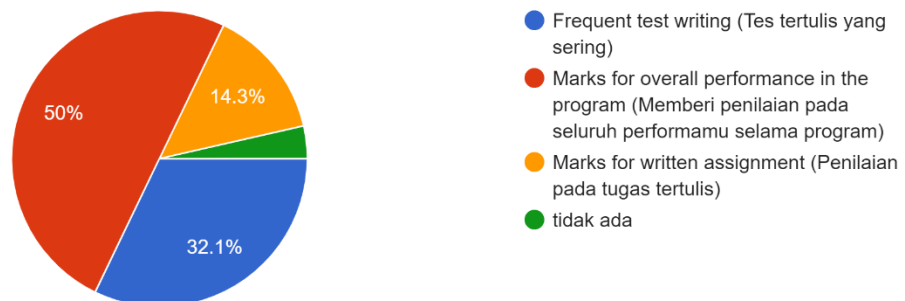
Were you given a second chance to improve if a mark was disappointing? Apakah kamu diberikan kesempatan untuk memperbaiki hasil sebelumnya yang tidak memuaskan?

28 responses



What do think is the best way to assess your progress in the program? Apa cara terbaik untuk mengevaluasi progress mu dalam program EEP?

28 responses

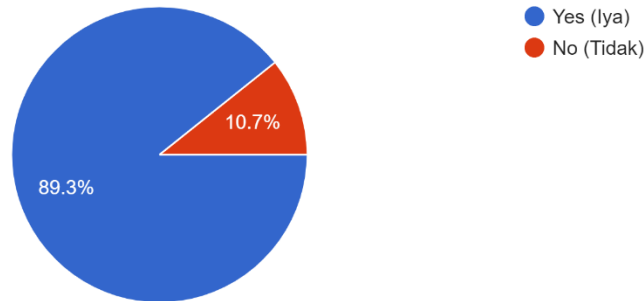


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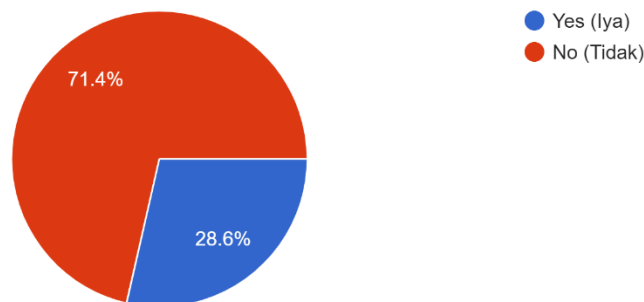
Do you find assessment by the teacher motivating? Apakah assessmen oleh guru sangat memotivasimu?

28 responses



Do you find the assessment stressful? Apakah assessmen yang dilaksanakan membebanimu?

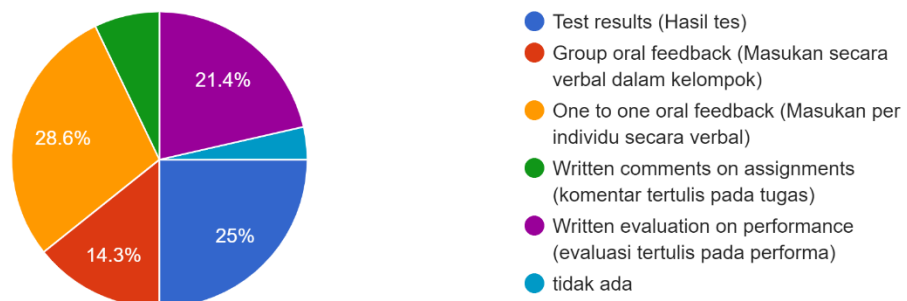
28 responses



### Method of Feedback from Teacher

What was the most encouraging method your teacher used to offer you feedback for your performance? Apa cara guru yang paling menginspirasi kamu untuk terus meningkatkan performa?

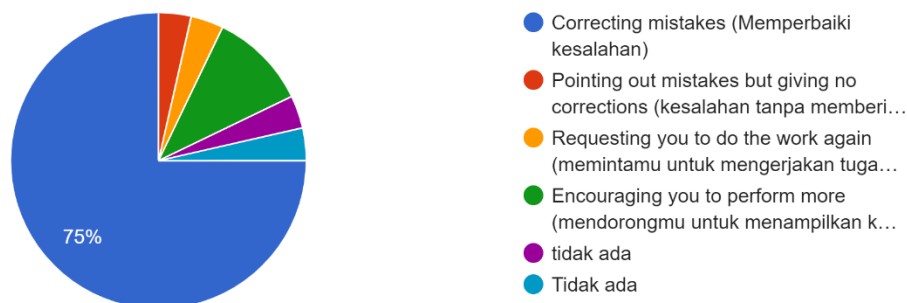
28 responses



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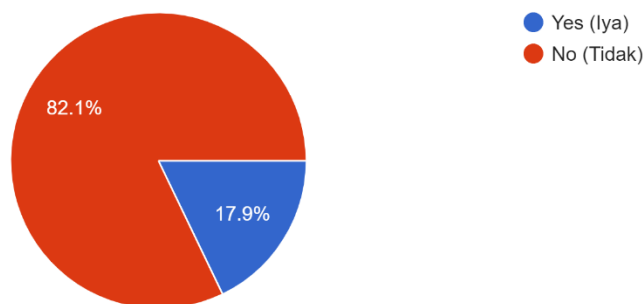
What did you find the most helpful feature in your teacher's feedback? Apa aspek yang paling bermanfaat dalam masukan yang diberikan guru?

28 responses



Was there anything discouraging in your teacher's feedback? Apakah ada sesuatu yang mengecewakan dalam masukan guru?

28 responses



## Conclusion

The conclusion must answer the research objectives or hypotheses. It must describe the innovation or improvement of existing knowledge. Conclusions are written briefly and clearly. The conclusion usually contains a one-paragraph conclusion and one paragraph implication or practical application (if any). Do not repeat the abstract, or do not just register the experimental results. Do not use bullet/numbering if forced to be in paragraph form

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