

**THE ROLE OF
ENGLISH LEARNER COMMUNITY
TOWARD THE
ACADEMIC ACHIEVEMENT OF
ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF UNIVERSITAS
PERADABAN**

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Abstract

This research investigates the role of English Learner Community (ELC) toward the academic achievement of English education study program students of Universitas Peradaban. The source of the data are six students from English education study program students as a member of ELC from second, fourth, and sixth semesters. This research used qualitative approach with observation, interview, and documentation. Observation and interview as the data collection technique. Meanwhile, to the data analysis the writer used triangulation analysis. The finding says that the significant improvement in students' academic

performance is quite low. Although ELC has good impact in students' social environment to apply active communication and social activity, the role of ELC in the learning activity is poor because of inhibiting factors which faced by the students. There are four courses such as writing, reading, speaking, and listening with fair academic result.

Keywords: *English Learner Community (ELC), Academic Achievement, Universitas Peradaban*

A. Introduction

English consists of four aspects of ability that should be mastered there are listening, writing, reading, and speaking. The four skills should be mastered by language learners. As a language learner, the four aspects above are the basic for language learner in study English. English as a foreign language in Indonesia. It makes language learner interests to study English. Because English is the international language. Furthermore, many ways and method for learners can learn English. One of them is an English education study program. English is the second language for their daily communication. Therefore, improving four aspects of English is important to develop their English ability.

Universitas Peradaban provides student organizations as a place to learn out of academic classes. Which consist of board of students' representative, board of students' executive, board of students' faculty council, board of students' association, and students' activity unit. Besides, students' activity unit is the smallest part of the organization in the college. It serves to accommodate and develop students' potential (Hartono, 2017: 7). Students' activity unit is a part of students'

organization as a means to increase students' talent and potential. It has a lot of activity types for students to join such as Peradaban art club (PAC), sports, theatre, choir, scouts, martial art, English Learner Community (ELC), and etc. Those are students' activity units which are served in Universitas Peradaban. English Learner Community is a community for students who are interested in studying English.

English Learner Community (ELC) is a group of learners of university who are interested to improve English basic, because student's knowledge they get from academic classes is still limited. Therefore, joining ELC is one of the choices to add students' knowledge, skills, and experience. However, there are not many English students joining in ELC, whereas it will help them to develop their experience and knowledge during they study at Universitas Peradaban. English students processing low motivation toward ELC makes the writer curious, whereas they knew the benefit of ELC itself, focus on academic classes are not enough to explore the experience, knowledge, and skill. Thus, study is not about the theory but the process of the study itself. Learning to think critically is the result of the student's attempt to make sense out of the world (Pederson and Digby, 2013: 59). Students have to manage their time to study at academic classes and joining ELC. ELC teaches how to build good English communication, students' responsibility, students confident, and so much experiences. We have ever heard proverb "experience is the best teacher ever". So, getting much experience is as good as theory. However, some students cannot manage their time. They should be

able to manage the time to use part time of study in the class.

Based on California State Board of Education (2015: 939), deeper learning is defined as the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations. Have good GPA instead cumlaude from academic achievement is a good achievement from collage which is it would be the purpose by several students who study at the school. One of the factors that is lack of idea, it is one of the problems which happen and how to solve the problem is something crucial. On the other hand, only several students who aware about how interest their role in the society. They try to adjust in their environment and aware what should they do.

Students who come to study at university do not merely study without any purpose. Nevertheless, they should have the ambition to be successful people someday. Therefore, this is one of factor which influence the students in achieve academic goal by looking Students who have low score and good score, which prove in students' transcript. It takes from academic and the main courses to fulfil the data are listening, writing, reading, and speaking courses. As a result, the writer wants to know the role of ELC toward the academic achievement of English education study program students of Universitas Peradaban.

B. Literature Review

1. Learning English

Learning is something of which we all have an understanding and in which we have all participated (Pritchard, 2009: 1). The root of learners' way of learning or their learning style is

learning theories (Nawir, 2016: 247). The writer concludes both of statements that learning was changing behavior through application what learners understood and the way learners changed their behavior was a part of learning theories which is applied. Furthermore, there was a method in teaching and learning process of ELC. As a result, the strategy of the tutor to teach English should to prepare through several method or learning styles.

Learning Style is the converges take in experience abstractly and process it actively. They start with an idea and then test it through experimentation. Accommodators perceive experience concretely and process it actively. They are sensor/feelers and doers (Schmeck, 1988:277). Actually, the literature provides many useful definitions of learning styles and related ideas which we could consider. To look briefly at one or two will act as a useful starting point. Learning style was defined variously as a particular way in which an individual learns, a mode of learning an individual's preferred or best manner(s) in which to think, process information and demonstrate learning, an individual's preferred means of acquiring knowledge and skills, habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual display. Furthermore, cognitive style was also defined in a range of different ways, as a certain approach to problem-solving, based on intellectual schemes of thought, individual characteristics of cognitive processing which were peculiar to a particular individual, a person's typical approach to learning activities and problem-solving, strategies,

or regular mental behaviors, habitually applied by an individual to problem solving.

As we can see, there were many overlapping features contained within these definitions. So, a learning style was a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner.

Learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. An inability or reluctance to adopt any particular style had the potential to hamper our ability to learn effectively. The four styles described in the Honey- Mumford Model were activists, reflectors, theorists, pragmatists.

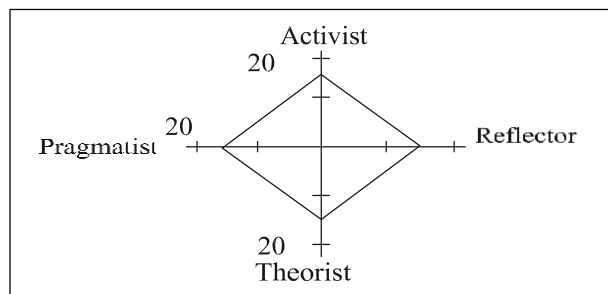


Figure. 1. A Typical Honey and Mumford 'kite' (Pritchard, 2009: 41-44).

2. The Academic Achievement

Academic is something be related to formal education, while achievement referred to the level of efficiency is achieved in education (Wallman in Yunus, 2013: 28). Therefore, according to Corsini in Yunus (2013: 28), academic achievement is

defined as one stage of the title. It is achieved in an assignment or assessment involves education. Furthermore, there are the factors that affect students achievement according to previous studies, According to Riswanto and Aryani (2017: 43), which are students' motivation, students' perception of the school environment, the quality of teachers, the attitude of teachers, learning model used by the teacher; a simulation model for economic subjects, mixed learning, discovery and think pair share, learning strategies applied by the teacher; instructional, the class composition, the type of leadership school leaders, motherly support, motherly controls, and state standards that regulate education.

C. Method of Investigation

In this research, the writer used descriptive qualitative method. The source of data in this research is English education study program. They are students who are joining ELC start from the second to sixth semesters, the current chief and the former chief of ELC. The technique of data collection are interview and observation. Interview is used in this research to have some information about ELC and the role of ELC toward academic achievement. Meanwhile, observation is used to know real activity is happened and learning method in ELC. Triangulation analysis is used to complete the data to be perfect which include documentation. In analyzing the data, the writer explores and reviews the data and then report and interpret the data.

D. Findings and Discussion

ELC is a place for students to study English. This program focuses on some study such as listening, writing, reading, and speaking, which are fourth skills which have the role in influencing students' academic achievement in English education study program of Universitas Peradaban. ELC has vision and mission which become construction to influence English students' ability. In addition, ELC has main goal in improving fourth skills in English which are listening, reading, writing, and speaking.

Tutors of ELC have some methods in teaching English such as listening, writing, reading, and speaking method, which focus on fourth aspects of English to develop students' ability. By communicative language in each teaching and learning process, it also helps the members in habiting English as their second language a long they study at ELC. Active communication in the class must be applied by the tutor and the members. One of them is through discussing some topics in learning process, asking and answering questions, and presenting the topic discussion in front of the class.

To know the role of English Learner Community toward the academic achievement of English education study program students of Universitas Peradaban, it can be seen from the value obtained by students in their four lessons such as listening, writing, reading, and speaking courses. It can be shown in Table 1. It consists of English education study program from second, fourth, and sixth semesters scores.

Table 1 Students List of English Education Study Program from Second, Fourth, and Sixth Semester

No.	Name	Courses	Score	Semest er	GPA 2019/2020
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1.	Dewi Ariyani	Listening I	B	2	
		Speaking I	B		
		Reading I	A		
		Writing I	B		
		Listening II	-		
		Speaking II	-		
		Reading II	-		
		Writing II	-		
		Listening III	-		
		Speaking III	-		
		Reading III	-		
		Writing III	-		
		Listening IV	-		
		Speaking IV	-		
		Reading IV	-		
		Writing IV	-		
2.	Adelita Azzahra	Listening I	A	4	3.73
		Speaking I	B		
		Reading I	A		
		Writing I	A		
		Listening II	A		
		Speaking II	A		
		Reading II	A		
		Writing II	AB		
		Listening III	-		
		Speaking III	-		
		Reading III	-		
		Writing III	-		
		Listening IV	-		
		Speaking IV	-		
		Reading IV	-		
		Writing IV	-		
3.	Vina Murtiani	Listening I	A	4	3.6
		Speaking I	B		
		Reading I	B		
		Writing I	AB		
		Listening II	A		
		Speaking II	AB		
		Reading II	A		
		Writing II	AB		
		Listening III	-		
		Speaking III	-		
		Reading III	-		
		Writing III	-		
		Listening IV	-		

4.	Siti Aisah	Speaking IV	-	6	3.57
		Reading IV	-		
		Writing IV	-		
		Listening I	A		
		Speaking I	B		
		Reading I	A		
		Writing I	A		
		Listening II	B		
		Speaking II	B		
		Reading II	B		
		Writing II	A		
		Listening III	A		
		Speaking III	A		
		Reading III	A		
		Writing III	A		
		Listening IV	B		
		Speaking IV	B		
		Reading IV	B		
		Writing IV	A		
5.	Nida Khofia	Listening I	B	6	3.4
		Speaking I	B		
		Reading I	A		
		Writing I	B		
		Listening II	B		
		Speaking II	B		
		Reading II	B		
		Writing II	B		
		Listening III	B		
		Speaking III	B		
		Reading III	A		
		Writing III	B		
		Listening IV	C		
		Speaking IV	B		
		Reading IV	B		
		Writing IV	B		
		Listening I	C		
		Speaking I	B		
		Reading I	C		
		Writing I	B		
6.	Puad Hasim	Listening II	B	6	2.47
		Speaking II	B		
		Reading II	C		
		Writing II	B		
		Listening III	-		
		Speaking III	B		
		Reading III	B		
		Writing III	B		
		Listening IV	-		
		Speaking IV	B		

Reading IV	B
Writing IV	B

Based on the result above, it can be seen that the academic achievement of English students is fair enough. English skill is not completely covered by joining ELC. Because of the limit activity, meeting, and several factors in ELC, therefore, it cannot be concluded that ELC helps the students in getting high achievement at English courses. There are other factors causing this, externally and internally.

E. Conclusion

The first, learning methods in teaching four aspects of English are activist and theorists. Activist prefers to learn by doing rather than, for example, by reading or listening. The tutor uses learning styles in teaching and learning reading and listening skill by using discussion about some topics.

The second, there are some factors which influence students' academic achievement which are active students, teaching methods, practical, fun, and creative. Furthermore, there is a factor inhibiting student in achieving academic performance. It is students themselves such as students' absence, uninteresting topic, crash schedules, timeliness in each meeting routine, and commitment.

And the third one are five factors influence students' academic achievement. Unfortunately, this activity is just done in several times. Therefore, to get significant improvement in academic performance is slow enough. The role of ELC in this learning activity is poor because of the inhibiting factors faced by the students. Moreover, ELC has the good impact in

students' social environment to apply active communication and social activity.

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