

ENGLISH AND ARABIC LITERATURE STUDENTS, MUST HAVE TOEC PREPARATION COURSE?

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Abstract

The effectiveness of learning is a complex and multidimensional problem. researcher conducted an intensive evaluation of the implementation of TOEC Preparation Course carried out by the Sunan Kalijaga UIN Language Center especially for students of English Literature and Arabic Literature department of UIN Sunan Kalijaga Yogyakarta. The evaluative method used in this study was the CIPP approach. Retrieving data using survey and interview techniques. The results of evaluative research on the implementation of TOEC Preparation Course indicate that each participant's have positive reaction to the implementation of the program. It has influenced the level of mastery of knowledge and skills mastered by each participant. However, it does not have a significant impact on the quality of the learning process carried out by participants. There are variables that bring the desired impact of the program implementation to motivate of each participant to apply knowledge and skills obtained that they have learned in their department.

Keywords: Religious Moderation, Islam Nusantara, Batik Motif, Sheikh Zayed, Mosque

INTRODUCTION

In the era of globalization, the development of communication technology that is very fast makes distance not an obstacle to get information from various parts of the world. Therefore students are expected to be able to increase their abilities and insights so that they can get around the global competition well. In addition, mastery of English for students is important. Thus it is increasingly clear that mastery of English is a very urgent matter. A lot of scientific information in the fields of engineering, pure sciences, economics, psychology, art and Islamic studies comes from English - language books . In addition, English is a means of communication in the development of the world of tourism and business.

Realizing the importance of English, the policy makers of Sunan Kalijaga UIN included foreign language skills, namely Arabic and English as quality objectives. In the quality objectives listed students must be able to speak English equivalent to 450 of the

TOEC score. However, the score was not easily achieved by Sunan Kalijaga UIN students, therefore the university leadership mandated the Language, Culture and Religion Center of Sunan Kalijaga to hold an English language improvement program for all new students. This program has been implemented since 2007 but during this time there has been no analysis and study of the effectiveness of the program.

Effectiveness comes from English means successful, right or effective. Effectiveness shows the level of achievement of a goal and an effort is said to be effective if reaches its goal. In the Indonesian dictionary Effectiveness comes from the word effective which means having effective, influence or effect, or effective can also be interpreted by giving satisfactory results. From the description above, it can be explained again that effectiveness is the link between the objectives and the stated results, and shows the degree of conformity between the objectives stated and the results achieved. The effectiveness of learning is a complex and multidimensional problem. The implementation of productive programs as part of the process of education and training must be seen as a comprehensive and intact force. Therefore, researchers conducted an intensive evaluation of the implementation of English language learning carried out by the Language Center of Sunan Kalijaga UIN. Based on the background of the problem above, The purpose of this study is to describe the effectiveness of the English language improvement program for new English and Arabic students of UIN Sunan Kalijaga using the CIPP approach. This approach analyzes learning programs integrally in terms of input, processes, and results. It can be used as a reference for the organizers to evaluate the program and policy makers of Sunan Kalijaga UIN in analyzing programs implemented in auxiliary units, especially organizers of English language improvement programs for new English and Arabic students of UIN Sunan Kalijaga.

Theoretical Framework

1. Effective Definition

Effectiveness in English is known as the word effective is defined as " producing a desired or intended result " (Concise Oxford Dictionary, 2001) or " producing the result that is wanted or intended " and the simple definition is " coming into use " (Oxford

Learner's Pocket Dictionary, 2003: 138). Large Indonesian Language Dictionary (2002: 584) defines effective with "there is an effect (consequently, its effect, impression)" or "can bring results, success (effort, action)" and effectiveness means "influential conditions; memorable thing "or" success (effort, action) ".

2. Approach and Effectiveness Assessment Model

To determine the effectiveness of a program, it is necessary to evaluate the benefits or usefulness of the program. An assessment of benefits or usability is also called evaluation (Stufflebeam, 1974, in Muhibin, 2009). In the past, evaluation only focused on the results achieved. So, to evaluate the object of education, as well as learning, only focuses on the results achieved by the participants. Lately, evaluation efforts have been aimed at expanding or multiplying evaluation variables in various evaluation models. In assessing the effectiveness of the program, Tayibnafis (in Muhibin, 2009) describes various evaluation approaches, namely as follows.

Experimental approach . This approach originates from experimental controls that are usually carried out in academic research. The aim is to obtain general conclusions about the impact of a particular program by controlling many factors and isolating the influence of the program.

Objective oriented approach. This approach uses program objectives as a criterion for determining success. This approach is very reasonable and practices for program development design. This approach gives instructions to program developers, explaining the relationship between specific activities offered and the results to be achieved.

A decision-focused approach (the decision focused approach). This approach emphasizes the role of systematic information for program managers in carrying out their duties. In accordance with this view, information will be very useful if it can help program managers make decisions. Therefore, evaluations must be planned according to the needs for program decisions.

User-oriented approach (the user oriented approach). This approach focuses on the problem of evaluation utilization with an emphasis on expanding the use of

information. The main objective is the use of potential information. The evaluator in this case is aware of a number of elements that tend to influence the usefulness of evaluations, such as ways to approach clients, sensitivity, condition factors, situations such as pre-existing conditions, organizational conditions with community influence, and situations where evaluation carried out and reported. In this approach, data analysis techniques, or explanations about the purpose of evaluation are important, but not as important as the user's efforts and how to use information.

A responsive approach. A responsive approach emphasizes that meaningful evaluation is an evaluation that seeks to understand an issue from various perspectives of all people involved, interested, and interested in the program (stakeholder program). The evaluator avoids one answer for a program evaluation obtained by using a test, questionnaire, or statistical analysis, because each person affected by the program feels it uniquely. The evaluator tries to bridge the questions related to describing or describing reality through the views of these people. The purpose of the evaluation is to understand the nature of the program through a variety of different perspectives

Evaluation is carried out with a qualitative / naturalistic approach. Data collection was carried out by observation and interviews, while the test instrument or questionnaire was carried out as supporting data and the interpretation of the data was carried out impressionistically. The evaluator observes, records, selects, checks the initial knowledge (understanding preliminary) of program participants, and tries to make a model that reflects the views of various groups. An important element in this approach is the collection and synthesis of data without avoiding measurements and data analysis techniques. In this way, evaluators try to be responsive to people who are interested in the results of the evaluation, not on requests for research design or measurement techniques.

Apart from the above approaches, the effectiveness of learning can be reviewed using various evaluation models. One popular model is the CIPP (Context, Input, Process, Product) model proposed by Stufflebeam (2003) This model starts with the view that the success of educational programs is influenced by various factors, including the

following: Characteristics of students and the environment, the purpose of the program and equipment used, and procedures and mechanisms for implementing the program. According to this model, there are four dimensions that need to be evaluated before, during, and after an educational program has been developed. These dimensions include the following.

Context is a situation or background that influences the goals and strategies developed, for example: the policy of the department or work unit concerned, the objectives to be achieved by the work unit, and the workforce problems faced by the work unit.

Inputs is items of evaluation including materials, equipment, and facilities prepared for program needs, for example: curriculum documents and teaching materials developed, teaching staff on duty, available facilities / infrastructure, and educational media used.

Process is a real implementation of education programs in the classroom / field which includes: the implementation of the learning process, the implementation of evaluations, and program management.

Product is the overall results achieved by the program. The main outcome expected from a productive program is increasing student competence according to their field of expertise.

In addition to the CIPP model, another model in program evaluation introduced by Stake (1967: 72) is the Countenance model. This model emphasizes two bases in evaluation, namely description and judgment, and distinguishes them in three stages, namely antecedents/context, transaction/process, and outcomes/output. Stake asserted that the assessment of an educational program is carried out by comparing the relative between one program with another, or an absolute comparison (one program with standards). In this model, antecedents , transactions , and outcomes are compared not only to determine whether there are differences in objectives with actual conditions, but also compared with absolute standards to assess the benefits of the program.

METHODOLOGY

1. Types and Data Source

a. Data Type

Data is divided into two primary data and secondary data. Primary data is data obtained directly from source data the data examined in this study. Secondary data is data that already exists (available) in this case data which has been documented by the institution in the form of numbers or the number or facts. While the form can be in the form of handouts , SAP, organizational structure, and the number of teachers and students available.

b. Data Source

To get data, we have to know where it is the data source will be taken, whereas according to Arikunto (2000) understanding the data source itself is the subject of the data obtained. The source the data in this study are:

- 1) Literature, is data sources in the form of literature books related to the topic of discussion
- 2) Field, is data sources obtained from good research directly or indirectly. In this case it consists of:
 - a) Board of management, instructors and administration Center for Language, of UIN Sunan Kalijaga Yogyakarta.
 - b) Students of English and Arabic Litarature Department of Adab and Culture Studies Faculty of UIN Sunan Kalijaga Yogyakarta.
- 3) Documentation in this case in the form of; student grades and documents others.

The source of human data is all personnel in research place. The respondents in this study were English language instructors , students and administrators of the Language Center of Sunan Kalijaga State Islamic University in Yogyakarta. While non-human data sources that is in the form of documents obtained in the field, namely the announcement of value and other documents.

2. Data Collection Techniques

a. Observation Methode

Observation as a data collection tool, widely used for measuring individual behavior, or the process of occurring something that can be observed both in actual situations and in artificial situations (Sujana and Ibrahim, 1989: 109) . This method is used to obtain data about the general picture of learning in the Language Center of Sunan Kalijaga State Islamic University in Yogyakarta and to know the physical condition of facilities and infrastructure of the object of research, the author uses the observation method directly at UIN Language, Culture and Religion Center Sunan Kalijaga Yogyakarta . to observe and record systematically the phenomena studied.

b. Documentation Methode

This method is used to find the number of students at the Language Center of UIN Sunan Kalijaga Yogyakarta as a whole and data relating to research.

c. Interview Methode

In the study the authors collected data do the interview method to determine data about learning and barriers to TOEC preparation course in Language Center of UIN Sunan Kalijaga Yogyakarta. This method is used to get answers from respondents by way of question and answer and a verbal communication such as a conversation that aims to obtain information.

d. Questionnaire Methode

This method is used to capture data to be analyzed in research and related to the effectiveness of learning English and their understanding of what they are learning

3. Research Instruments

To collect the data needed in this study, the author uses several research instruments as follows:

- a. List of interview guidelines in this case the author only contains or lists the main questions. The rest of the authors develop their own questions in interviews to get data in accordance with research interests.
- b. Which contains the main issues to be observed by making observations and recording themselves in accordance with the reality in the field.
- c. Documentation The existing Language Center of UIN Sunan Kalijaga

Yogyakarta is used for research purposes.

4. Data Analysis Technique

After data collection, the next step is the data analysis process. In this study using qualitative data where qualitative research does not start from the deduction of theory, but starts from the field, namely empirical or inductive facts. Researchers go into the field, learn a process or discovery that occurs naturally, record, analyze, interpret, and report and draw conclusions from the process. Data that has been entered on the author will be collected according to certain data groups. Certain data is then analyzed by using qualitative descriptive analysis. This qualitative descriptive analysis was designed to obtain information about symptom status at the time the study was conducted. In general, descriptive research is a non-hypothesis study so that in the research step it is not necessary to form a hypothesis, the researcher uses qualitative descriptive. The steps ad follows:

a. Words and actions

The words and actions of the people who were observed or interviewed were the main data sources. The main data sources are recorded through written notes or through video recorders and photo taking.

b. Written source

Although it is said that written sources are the second source after words and actions are the second source. Obviously this cannot be ignored in terms of data sources, additional material derived from written sources is divided into scientific books and magazines, sources and archives, personal documents and documents.

RESULTS AND DISCUSSION

1. Test of English Competence Preparation Course at Language Center UIN Sunan Kalijaga Yogyakarta

Along with the implementation of quality assurance based on ISO 9001: 2008 standards, Sunan Kalijaga UIN has compiled several quality objectives that must be achieved by the university. Realizing the importance of English, the policy makers of Sunan Kalijaga UIN included foreign language skills, namely Arabic and English as

quality objectives. In the quality objectives listed students must be able to speak English equivalent to a TOEFL score of 450. However, the score is not easily achieved by students of Sunan Kalijaga UIN, therefore the university leadership mandates the Language, Culture and Religion Center of UIN Sunan Kalijaga to hold an English language improvement program for all new students.

The program, which has been carried out since the 2008 school year, is called the centralization of learning foreign languages, namely Arabic and English. In this program requires all new students to study foreign languages for one year divided into two semesters, namely for one semester of learning Arabic and one semester of learning English. This chase program is equivalent to 4 regular lecture credits, so the implementation process is carried out a course for two hours in a week. This program begins with a placement test to find out the initial abilities of students so that they can be placed in classes tailored to their abilities. This is done to avoid misplacing the level of students so that students learn according to the abilities they have had before. In implementing this program students are grouped in three levels, namely beginner , intermediate, and advance.

A serious effort to improve the language skills of students and graduates of Sunan Kalijaga UIN can be done, among others, by centralizing language learning. Learning foreign languages in an integrated manner in the Language Center is expected to produce graduates who can communicate in English and Arabic better. But it was also realized that the centralization of language learning at the Language Center was not a light job and needed the efforts and support of various parties.

Facilities available to support this program

- a. The Self Access Language Learning Center (SALLC) on the 3rd floor of the Language Center which provides a number of computers with language learning programs such as the Tell Me More English program.
- b. Representative Language Laboratory, which contains 24 computers for students and 1 master computer for teachers and LCD.
- c. Language activities under the guidance of language lecturers, such as tourist hunting to Borobudur temple, out bound to Kaliurang, etc.

- d. The following satellite television antenna is connected to a satellite dish that can broadcast in various foreign languages.
- e. Internet access hot spots in the Language Center building, especially for the 1st and 2nd floors.

2. Effectness of TOEC Preparation Course

The instrument items developed in this evaluative study are based on the training program evaluation model developed by Kirkpatrick (1996) and also based on the interview and observation process on the performance of several participants or participants in the TOEC Preparation Course at Language Center UIN Sunan Kalijaga. Three variables; i.e. reactions, knowledge and skills, as well as motivation, are developed according to a Likert scale with values ranging from 1 (the most negative value) to 5 (the most positive value). Whereas the 'impact' variable has only a double dimension (the scale range is 1-2); where scale 2 means that the centralization program has a lot of impact on the development of students' English skills and scale 1 means that the centralization program has little impact on the development of students' English skills.

To find out the reliability of the instrument items that have been developed, the researchers used the Cronbach Alpha formula and calculated with the SPSS software application version 15.0. An instrument item is categorized as reliable if the α coefficient of the item is ≥ 0.70 (Allen & Yan, 1979). The higher the coefficient of reliability (coefficient α) obtained from the instrument points, it means that the instrument points have consistently been able to measure the actual condition or ability of participants. Conversely the smaller the reliability coefficient obtained from the instrument points, it means that the instrument points are not consistently able to measure the actual condition or ability of participants.

Based on the instrumen analysis above, it can be observed that the correlation between variables in this study mostly correlates positively and significantly. The biggest correlation occurred between process and input to apply knowledge and skills affected by the implementation of the TOEC preparation course at the Language Center ($r = 0.70$; $\alpha = 0.05$). In addition, when the knowledge and skills of participants in the English

centralization program increase, they are also motivated to students to apply it in English language skills ($r = 0.63$; $\alpha = 0.01$). There are only two pairs of variables that don't seem to be significantly correlated, namely the correlation between context and process; and reaction with impact; each with a value of $r = 0.12$.

To determine whether the three variables (reaction, knowledge and skills, and motivation) influence the impact of implementing the TOEC preparation course at the Language Center, this study follows the procedures or stages of regression analysis. The first stage, regression analysis is used to determine the relationship of participant reactions with increased knowledge and skills of participants in the English centralization program. Second, regression analysis is used to determine the relationship between increasing knowledge and skills with participant motivation in applying that knowledge and skills to the context of their performance. Third, regression analysis is used to determine the relationship between reaction and improvement of knowledge and skills with the motivation of participants to apply knowledge and skills to the context of their performance. Fourth, regression analysis is used to determine the role of motivation as a mediator of the relationship between reaction, knowledge and skills with the impact of implementing the English centralization program. Furthermore, this regression analysis was carried out with the help of SPSS software application version 15.0.

From the calculation process regarding the effect of participants' reactions to changes in the level of knowledge and skills of participants after participating in the centralization of English obtained $p = 0.014$; $\alpha = 0.05$. Because $p < \alpha$, it is evident that the positive reaction of participants to the implementation of the English Centralization Program significantly influences the level of mastery of participants' knowledge and skills.

Then the process of calculating the effect of increasing the knowledge and skills possessed by the participants of the English centralization program on the motivation of the participants to implement the knowledge and skills into the context of their performance obtained $p = 0.001$; $\alpha = 0.01$. Because $p < \alpha$, it is evident that the increase in knowledge and skills possessed by participants in the English centralization program can

significantly influence the motivation of participants to implement that knowledge and skills into the context of their performance.

Calculation of the effect between reaction and knowledge and skills of participants on the motivation of participants to transfer knowledge and skills into the context of performance obtained $p = 0.001$; $\alpha = 0.05$. Because $p < \alpha$, it is evident that there is a positive and significant effect between the reaction and improvement of participants' knowledge and skills on the motivation of participants to transfer that knowledge and skills into the context of performance.

Furthermore, the calculation of the role of motivation as a mediator between the reaction of participants and the level of knowledge and skills of participants with the impact of the implementation of the English Centralization Program in improving the quality of performance obtained $p = 0.018$; $\alpha = 0.05$. Because $p < \alpha$, it is evident that motivation plays a very mediating role in the relationship between participant reactions and the level of knowledge and skills of participants and the impact of the implementation of the English Centralized Program in improving the quality of performance.

The effectiveness of the TOEC preparation course at the Language Center using the CIPP model can be known as follows:

1. Context

The context of the implementation of the TOEC Preparation Course in Language Center UIN Sunan Kalijaga was measured by ten statements intended to determine the level of satisfaction of the participants or students towards the implementation of the program. The more positive the participant's reaction to the program, the higher the level of knowledge and skills mastered by the participants is expected after participating in the centralized English program. Conversely the more negative the reaction of participants to the centralization program, the smaller the level of knowledge and skills mastered by participants after participating in the program. Instrument points and interviews to measure participants' reactions to the implementation of the TOEC Preparation Course in the PBBA Sunan Kalijaga UIN obtained the reliability coefficient (α coefficient) of 0,84. This means that the items

are very reliable to measure the reaction of participants or participants to the implementation of the TOEC Preparation Course in the PBBA of Sunan Kalijaga UIN.

In this evaluation process, it can be analyzed that the program is largely in accordance with the needs of the participants, especially in relation to the needs of students in improving their English speaking skills. However, certain context of this program is not appropriate, especially for students of Bahasa and Literature Arab and English Literature. On the other hand, for SI students this has become very contradictory because learning English in PBBA does not have any impact other than as a waste of time and energy.

2. Input

The instrument developed based on this variable was intended to determine the level of change in the knowledge and skills of participants after participating in the TOEC Preparation Course at the PBBA of Sunan Kalijaga UIN. The level of knowledge and skills of the participants was also assessed through ten statements to find out the participants' initial abilities and skills before and after participating in the centralization program in English. The items of the instrument to measure the knowledge and skills of this participant are obtained α coefficient of 0.85. This means that these items are very reliable for measuring the level of knowledge and skills of participants or participants after participating in the implementation of a centralized program in English.

In a special evaluation study on input, it can be seen how the suitability of this program with the needs of students in improving their language skills. From the results of answers to several questions that try to analyze how the sustainability program centralizes English learning in Language Center UIN Sunan Kalijaga related to learning programs at the Faculty of Adab and Culture UIN Sunan Kalijaga Yogyakarta. It can be concluded that the input of the program is quite good, meaning that it has tried to accommodate the needs of students both from the ability level by

holding three levels of students in the learning process, making silabi even though some students answered that this has not given them new English language skills.

3. Process

Variable Process is intended to determine the participant's motivation English centralization program in changing behavior in the classroom learning process by applying the knowledge and skills acquired during the program. To measure this variable ten statements were also developed and an α coefficient of 0,84 was obtained. This means that these items are very reliable to measure the motivation of participants or participants in applying the knowledge and skills acquired after participating in the implementation of a centralized English program.

In this section the effectiveness of centralized programs is viewed from the process which is the actual implementation of the education program in the classroom / field which includes: the implementation of the learning process, the implementation of evaluations, and program management. Learning process, evaluation of final results, and learning strategies TOEC preparation course for English and Arabic students recognize that there is a need for the process of learning English only on different scales and levels. Thus the organizers are expected to be able to accommodate the wishes of these students so that the learning process can succeed in accordance with the objectives set.

4. Product

Impact is defined as the final outcome that occurs as a result of participant participation in the English centralization program. The final results include an increase in the knowledge and skills of the centralized English program participants, so that the quality of students' language skills in the class is getting better. The better language skills that students in the centralized English program in the class can do as an indicator that there has been an increase in students' language skills. To measure this variable five items have been developed and an α coefficient of 0,71 is obtained. This means that the items are reliable for measuring impact implementation of a centralized English program on the ability of students in English. In this stage the

effectiveness of the program is judged by the overall results achieved by the program. The main results expected from a productive program are increasing student competency according to their field of expertise. For Arabic Language and Literature students (BSA) the centralized English program has almost nothing to do with other courses because most texts/dictates Arabic. Direct use is not felt for students in this department. Even some BSA students said the English courses given by the Foreign Language Center were increasingly burdening them. Some other students argue that English can be useful for them even if it is indirect.

CONCLUSIONS

The results of evaluative research on the implementation of PBBA's TOEC Preparation Course indicate that each participant's positive reaction to the implementation of the program has influenced the level of mastery of knowledge and skills mastered by each participant. However, mastery of knowledge and skills does not necessarily have a significant impact on the quality of the learning process carried out by participants in the PBBA TOEC Preparation Course. There are bridging variables so that knowledge and skills bring the desired impact from the implementation of the program, namely the motivation of each participant to apply the knowledge and skills acquired into the context of their performance.

Overall the implementation of PBBA's TOEC Preparation Course has been able to increase the discourse of participants' knowledge and skills about the philosophical and theoretical foundation of learning English. The obstacle that arises later is the lack of motivation of some participants to apply these knowledge and skills to the context of their performance. The lack of motivation to apply this knowledge and skills has resulted in the practice of learning not changing much. This indicates that the forum has not been able to effectively and optimally carry out its roles and functions as a media for fostering and developing student professionalism. This obstacle must be sought the root of the problem and then a comprehensive solution must be given, so that the effectiveness of the implementation of the program can be maximized.

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