BASIC ENGLISH TRAINING IN AN EFFORT TO INSTILL STUDENT INTEREST IN ENTERING HEALTH SCHOOLS

Retno Purwani, M. Eki Syahrudin

Yatsi College of Health Sciences, Tangerang

Email: retnoatmojo@gmail.com, ekisyahrudin@gmail.com

Abstract English teaching quality is not distributed evenly throughout the region in Indonesia. The tendency is for students that live in big cities, they get more qualified English teaching than remote areas. In other side, Student who come from village are far from big city. Students expected that study at Health Education must have good English skill. It effects to Senior High School student unwilling to study at Health School because they have less skill in Basic English. Moreover, they didn't have enough money to getting facilities to study more outside of school, although they need it. Finally their human resource capabilities are down. So, the Basic English skill need to improve to improve the human resource capability in the field of Englis.in this dedication, Basic English trainee will be given to students of MA Al-Istiqomah that need increasing of capacity. There are 8 meets by enjoyable studying, beside pretest and posttest. The result was English skill increase. But its need seriously study from the students so the English skill will be increase significantly. So English Trainee Program for students can help human resouces in English.

Introduction

Education is the main factor in the context of educating the nation's life which will ultimately be able to improve the standard of living of the Indonesian nation and National Education as stated in Law no. 20 of 2003 concerning the National Education System (Sudarsana, 2016). One of the goals of education in Indonesia is to form capable, knowledgeable and creative human beings.

Language is a tool to achieve goals and solve various problems in real life (Panjaitan, 2013). Language is needed to be able to understand English reading, especially those related to the meaning of a language itself. There are two skills that must be mastered in language learning, namely, receptive and productive skills (Syamaun, 2016). Receptive skills include listening and reading skills, while productive skills include speaking and writing skills (Widiyarto, 2017).

Speaking is the process of gaining understanding from combinations and words meaning that speaking is a process of recognizing words and integrating the meaning of words in sentences and reading structures (Dewasti, 2019).

Students who take part in the training are students who have an interest in entering health schools with a background of good academic ability based on the school where they come from but have weak English language skills (Chatib, 2012). They are chosen from among many students to study. This service is in line with what is done by (Efendi, Seken, & Artini, 2013) regarding students' perceptions and confidence in English speaking skills. This program has the following missions:

1. Bringing hope for students who have good academic potential to be able to continue their education in health schools;

2. Provide access for students who have good academic potential to become human resources in health schools.

3. Provide opportunities for students who are less able to speak the language to participate in increasing the nation's competitiveness in the era of global competition.

On the other hand, teaching English has not been evenly distributed in all regions in Indonesia. The tendency is that students who study in big cities have better English teaching than remote areas due to the many shortcomings faced by teachers, including infrastructure, resources for learning, language challenges, thoughts of parents, teacher shortages and others (Febriana, Nurkamto, Rochsantiningsih, & Muhtia, 2018).

This also has an impact on the readiness of these students in facing English lectures at universities, they start with a weaker prefix than those from big cities, although this is not always the case. Furthermore, for students who do not have the capital to get 'additional learning' or access other language learning facilities related to resources (Permata & Hadiani, 2018). In the end, it is feared that although they have good academic potential, because their English skills are low, their competitiveness will be low.

Basic English Training In an Effort to Instill Student Interest in Entering Health Schools

This is because English language skills are one of the important benchmarks in competing for career opportunities (Purwani, 2021).

Therefore, students' Basic English skills, especially from outside the City of Tangerang, need to be improved so that they are more competitive (Herawati, 2020). Based on the situation analysis, the main problems can be formulated, namely:

(1) The English ability of MA Al-Istiqomah Tangerang students who come from outside the city is still low, due to the lack of exposure to learning in big cities.

(2) Economic disability makes it difficult for students to get additional learning tools for English.

The above problems require solutions and solutions. Community service activities carried out at MA AL-Istiqomah Tangerang for students in the form of English language training activities are a problem-solving effort (Mahayanti & Utami, 2017).

The targets of this activity are:

1. Cultivate interest and motivation to learn English
2. Equip Basic English skills for students who are interested in entering Health School

The outputs of this training activity are:

1. Growing enthusiasm for learning English in students
2. Improved English skills for students who are interested in entering Health School

Increased self-confidence along with their competitiveness in the future.

Method Research

Basic English training activities for students who are interested in attending health schools are designed to be held in one study group with basic English content suitable for grade 12 students, and with this target those who most need improvement in their English skills. The stages of implementing this community service program are as follows.

1. Lecturer activities are assisted by students, including:

a. Training Socialization The target participants for the training are students who are interested in attending health schools. The socialization of the training activities was delivered to MA Al-Istiqomah class, 12 students.
b. Analysis of Student Ability and Target Participants Before the implementation of language training, a preliminary test is required to analyze the general ability of students.

    c. Determination of Training Materials and Methods Used Basic English training for students who need basic English materials required for Higher Education level.

2. Implementation steps:

    a. This initial test uses a standard question that can be used to analyze general English skills (Nelson quick test), in addition to writing short essays in English. Because the training capacity is limited, the selection of training participants takes into account the aspect of similarity in ability levels and is specifically for those who have the lowest abilities among others. In addition, the factor of the similarity of free hours to study B. English which does not collide with other lesson schedules.

    b. Submission of material includes mastery of to be, numbers, alphabet, several tenses, namely Simple Present Tense, Simple Past Tense, and Present Continuous Tense.

As for the approach, including the topical based, namely material based on certain topics, including Introduction, Daily Schedule, My Holiday.

Students are trained to be able to introduce themselves, state the time, spell words, ask questions, to know simple sentence structures (Fillmore & Snow, 2018).

In addition, students are also given the motivation to want to continue to improve their English skills because it is a necessity in the future, be it a career or high school (Nguyen, Fehring, & Warren, 2015). Many international hospitals have been established in Indonesia, that nurses and hospital staff must be able to speak English.

English language training activities for students are planned in 8 meetings outside of the Pretest and Post-test (Maulany, 2013). Training activities are carried out in the afternoon after school activities on Fridays and Saturdays at 16.00-17.00, As for the training room, it is carried out in the Classroom and Language Lab, after coordination with the room manager. Training Activities can be seen in Table below:

Table 1. Training Materials

Meeting to	Material
1	Introduction
2	Spelling
3	Number and Address
4	Telling the Time
5	Present Time
6	Daily Schedule
7	Past Time
8	Experiences
9	Asking Questions
10	Describing Location

The teaching team of the Training is the Community Service Team as a whole, where there are permanent English Lecturers who have more than 5 years of teaching experience at Stikes Yatsi assisted by several students to set an example and motivate students. Therefore, the training team has the qualifications to provide training for MA Al Istiqomah Tangerang students..

Result and Discussion

A. Interested in learning English

At the stage of outreach to Bidikmisi Polman Students, 46 students were present. They received information that Basic English Training would be held for MA Al-Istiqomah students.

It was informed that interested students were expected to register with the class 12 student representatives, and then take the Pre-test / Placement Test program which was held in March.

After seeing the schedule of MA Al Istiqomah students' activities which were so full because of the material deepening period leading to the final exam, an announcement was made that an initial test was held for students who were interested in attending Basic English Training. The announcement was distributed to all 12th graders through the class president.

In organizing the initial test for students, it is carried out in 2 terms because in the afternoon after regular school, some students have to take part in deepening activities of other subject matter. The initial registrants amounted to 46 people to take part in the activity.

Figure 1. Fans who take part in the Training

46 students participated in the Pre-test activity with great enthusiasm. This shows that students are interested in participating in basic English training activities. This figure is quite high for students who have a busy school schedule from morning to evening every day (7.00-15.20). Thus it can be stated that MA Al-Istiqomah students are interested in improving their English skills.

B. Motivation to learn English

Based on the results of the initial test, the score and level of students' ability in English are announced, including the results of sorting the names of students who are entitled to take part in English training activities. In the announcement, it was stated that many students had a low level of English. And the study schedule is set, which is every Friday and Saturday at 16.00 - 17.00 which is located in Class Room 12A (Friday) and Lab. Language (Saturday). This announcement was also copied to class teachers and lab managers.

Figure 2. Training Participants

At the first meeting of the training, 15 students were present. At the first meeting, in addition to receiving material 1, namely "Introduction", the participants were given information on the Basic English Learning/Training Syllabus, as well as the regulations, including informing the reasons for absence. Students look enthusiastic to learn.

At the second meeting, 28 students were present, which turned out to be the highest attendance during the training. Students learn material about Alphabet/ Spelling. At the third meeting, only 16 participants were present. And for subsequent meetings, more than 30 people attended. In the middle of the training period, many participants were unable to attend because there was an event. In addition, the reasons for illness and personal leave are also stated by the students.

However, some others did not state the reason for the absence, so they felt it was more necessary to follow the rules of the older students from the nursing department. The problem of motivation and discipline to keep learning turns out to need to be considered more seriously. Lecturers and students make the method even more fun.

Figure 3. Attendance of Training Participants

The implementation of English training for students requires more binding regulations, and the atmosphere is made even more fun so that students who take part in the training can tell they are interesting experiences to their friends who have not attended the training.

Figure 4. Lecturer and Student Brother make Presenting a More Fun Method

On the other hand, when viewed from the feedback of the trainees, they realized that English language skills are important to master to be able to face challenges in the future.

C. Changes in Enthusiasm for Learning English

After being analyzed, the improvement of Basic English skills carried out in this service activity was quite good. They were very enthusiastic, and the participants grew. The total number of class 12 students recorded was 65 people, 70% of the students who took part in the Pre-test activities. This also shows that 70% of students are interested in participating in basic English training activities. And until the end of the activity, it was recorded that more than 50% had participated in the activity, it can be seen from the following table.

Table 2. Attendance of Participants

Meeting to	Material	Number of Attendees
1	Introduction	15
2	Spelling	28
3	Number and Address	16
4	Telling the Time	32
5	Present Time	42
6	Daily Schedule	36
7	Past Time	32
8	Experiences	38
9	Asking Questions	40
10	Describing Location	38

If it is seen from the average value of the post-test questions sourced from the Training Materials, the average is 74.5 (scale 100).
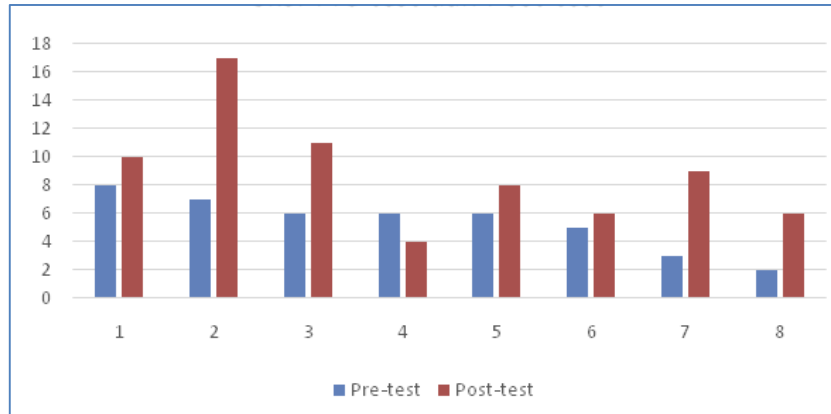

Figure 5. Comparison of Participants' Pre-Test and Posttest Scores

This indicates that they are at the 'Good' level in understanding the training material. For student trainees, they need to learn further independently to be able to improve and maintain their basic English. So, when they face English lectures, they do not face difficulties in following them and are more confident to enter Health schools majoring in Nursing, Midwifery, and others.

Conclusion

In the implementation of this service in the form of Basic English Language Training for Students, there are several conclusions obtained: There is great hope for students who have good academic potential to be able to continue their studies at Health Schools; Open access for students who have good academic potential to become human resources in health schools; There is a great opportunity for students who are less able to speak the language to take part in increasing the nation's competitiveness in the era of global competition. Therefore, programs like this need to be implemented in order to help students to have good competitiveness and have the confidence to continue their studies in Health Schools, Nursing majors and others.

References

Chatib, Munif. (2012). *Sekolah anak-anak juara: berbasis kecerdasan jamak dan pendidikan berkeadilan*. Jakarta Selatan: Kaifa.
Dewasti, Fadhylla Ochta Nanda. (2019). ANALISIS KETERLIBATAN ORANGTUA DALAM KEGIATAN MEMBACAKAN BUKU CERITA UNTUK ANAK DI TK TARBIYATUL ATHFAL 51. *Seminar Nasional PAUD 2019*, 158–168. Jakarta.

http://devotipn.greenvest.co.id

Efendi, Seken, K., & Artini, L. P. (2013). Tipe Think Pair and Share Terhadap Kemampuan Berbicara Bahasa Inggris Ditinjau Dari Tingkat. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, *2*(4).

Febriana, Mia, Nurkamto, Joko, Rochsantiningsih, Dewi, & Muhtia, Anggri. (2018). Teaching in Rural Indonesian Schools: Teachers' Challenges. *International Journal of Language Teaching and Education*, *2*(2), 87–96. https://doi.org/10.22437/ijolte.v2i2.5002

Fillmore, Lily Wong, & Snow, Catherine E. (2018). *1. What Teachers Need to Know About Language*. Bristol: Multilingual Matters.

Herawati, Lilik. (2020). BUDAYA LITERASI BAHASA MEMBANGUN DAYA SAING BANGSA. *Prosiding Seminar Nasional Pendidikan*, *2*, 795–799. Jakarta.

Mahayanti, Ni Wayan Surya, & Utami, I. A. Made Istri. (2017). Pelatihan dan pendampingan penelitian tindakan kelas bagi guru bahasa inggris smp di kecamatan sukasada. *Widya Laksana*, *6*(2), 145–155.

Maulany, Darini Bilqis. (2013). The use of project-based learning in improving the studentsspeaking skill (a classroom action research at one of primary schools in Bandung). *Journal of English and Education*, *1*(1), 30–42.

Nguyen, Hong Thi, Fehring, Heather, & Warren, Wendy. (2015). EFL Teaching and Learning at a Vietnamese University: What Do Teachers Say?. *English Language Teaching*, *8*(1), 31–43.

Panjaitan, Mutiara O. (2013). Analisis standar isi bahasa inggris SMP dan SMA. *Jurnal Pendidikan Dan Kebudayaan*, 122504.

Permata, Nia Nuryanti, & Hadiani, Dini. (2018). Pelatihan bahasa Inggris dasar dalam upaya peningkatan kemampuan mahasiswa bidikmisi polman Bandung. *Jurnal Pengabdian Kepada Masyarakat*, *2*(4), 338–341.

Purwani, Retno; Faradila Hafid. (2021). *PENGARUH KONSEP DIRI BELAJAR BAHASA INGGRIS TERHADAP KEMAMPUAN BERBAHASA INGGRIS PADA SISWA / I*. *2*(1), 1–7.

Sudarsana, I. Ketut. (2016). Peningkatan mutu pendidikan luar sekolah dalam upayapembangunan sumber daya manusia. *Jurnal Penjaminan Mutu*, *1*(1), 1–14.

Syamaun, Nurmasyithah. (2016). Pembelajaran Maharah al-Kalam untuk Meningkatan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan. □□□□□□□*(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *4*(2), 343–359.

Widiyarto, Sigit. (2017). Pengaruh Metode Student Teams Achievement Division (STAD) dan Pemahaman Struktur Kalimat terhadap Keterampilan Menulis Narasi. *Lectura: Jurnal Pendidikan*, *8*(1).

***