**THE INFLUENCE OF JOINING ENGLISH COURSE ON THE STUDENTS’ ENGLISH ACHIEVEMENT AT THE ELEVENTH GRADE OF SMA NEGERI 1 KLIRONG IN THE ACADEMIC YEAR OF 2020/2021**

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**Abstract.** The objectives of the research is to find out whether there is a positive and significant influence of joining English course on the student's English achievement at the eleventh grade of SMA Negeri 1 Klirong in the academic year of 2020/2021. The population of this research is the eleventh grade students of SMA Negeri 1 Klirong in the academic year of 2020/2021. The total of the eleventh grade students are 248. The sample of this research consists of 30 students who joined English course. The instruments used to take the data are questionnaire and documentation. The technique of analyzing data are descriptive analysis and inferential analysis to answer the statement of the problem and hypothesis. The normality test result is sig of questionnaire higher than 0.05 (0.174 >0.05) and sig value of students’ who joined English course (0.460>0.05). It means that the data both questionnaire and students’ achievement who joined English course normal distribution. There is a positive and significant influence of joining English course on the students’ English achievement at the eleventh grade of SMA Negeri 1 Klirong in the academic year of 2020/2021. It can be proved by the result of the hypothesis testing. The result gained from the correlation coefficient and regression analysis. The result of regression analysis is 0.397, the value of significance is 0.027 and it means that joining English course contributes 40.3% to the students’ English achievement. It can be said that other factors influence the students’ English achievement gave 59.7% than joining English course.

**Keywords**: influence, joining English course, students’ English achievement

1. **Introduction**

Language is an essential part of everyday life. The primary role of language is to allow people to communicate one another. There are a many used of languages in the world. English is one of the most widely used internationally. English is one of the most important languages to master, because English utilized as a medium of instruction in schools and colleges. English is also extensively taught as a foreign language to students who plan to continue their education in an English-speaking country or who need it for employment. For this reason Indonesia has decided to include English in the school curriculum beginning from junior high school, senior high school, and continuing through university. Listening, reading, speaking, and writing are the four language skills that should be learned by students. Sadiku and Lorena (2015: 30)[1] said that learners receive scaffolded support, opportunities to produce, scenarios in which to apply the language for real-world information exchanges, evidence of their own ability, and most crucially, confidence as a result of four skills activities.

Learners have different abilities in mastering the four skills of English during the teaching and learning phases. This is because different learners have different strengths and limitations when it comes to learning a language, including English. For students, particularly Senior High School students, learning English is regarded as a difficult subject. One of the reasons is that they are afraid to try and make mistakes. Ayman & Elsadig (2019: 270)[2] argue that “students are nervous and agitated about speaking English in class, and they are afraid of making mistakes”. Many students have limited English language skills and want to improve their English skills, enrolling in an English course is one of their attempts to develop their English skills. Students can apply their school theory in English course, improving their vocabulary, grammar and ability to make successful sentences.

The difficulties in learning English there are several factors such as problems within the students themselves, a lack of teacher teaching time, and ineffective teaching methods. Internal factors in students, namely attitudes towards learning, learning concentration, self-confidence, and study habits are very influential in learning English. Teachers sometimes do not have enough time to teach due to large classes, so the increased emphasis on testing and the assignment. Ineffective learning has a significant impact on students' ability to absorb the material. For example, if a teacher is monotonous, students may have a harder time understanding what is already being taught. The material is only delivered by the teacher without any input from the students. In order for students to understand the material while studying English, there should be more intensive contact between the teacher and the students.

Since English is so important, students are required to have high ability. The existence of English subjects in high school is expected to be able to provide OBE (Outcome-Based Education) so that the output in learning English must have knowledge in the context of English, besides they must have skill and attitude, in which it reflects the knowledge that they have. Because of the high demands of OBE (Outcome-Based Education) with the problems that exist in students in the class, so the students find extra class to get additional English classes for example English courses.

An English course is a type of education that takes place outside of school hours to meet the specific learning needs of individuals, especially in learning English. English courses will help students improve their values, skills, and competencies in learning English. Students must be strategic about how they use their free time, namely to engage in additional learning if they want to reach high levels of learning achievement. As a result, English Course encourages students to concentrate more on their English language studies. Considering the description, the objective of this research is to find out whether there is a positive influence on the students joining the English course at the eleventh grade of SMA Negeri 1 Klirong in the academic year of 2020/2021.

1. **Literature review**
   1. English course

According to Nizkodubov and Denisov (2015: 164)[3] state that English course are a sort of non-formal educational institution that aims to provide students with systematic knowledge, as well as build skills and abilities in the field of English. Novosadova et. al. (2012: 10)[4] state that English course is education refers to any planned program of personal and social education to improve a range of skills and competences, outside of the traditional educational curriculum.

The aims course Yunani (2010: 12)[5] are 1) To provide students with a comprehensive course in which they can earn the majority of their lessons in the classroom and will be expected to do any additional work on their own time. 2) To teach students how to speaking, writing, reading, and listening in all four skills. 3) To give the students a book that will enable them to practice the language. 4) To give the educator with well-coordinated and graded resources that will allow him or her to easily complete each lesson. 5) To eliminate the need for a separate practice book by allowing teachers and students to operate entirely from one volume. 6) To create the foundation for pupils who will be required to take academic tests in the future. This aim should be viewed as a byproduct of the students' primary goal in the four language skills. 7) To provide audio recordings of classroom information to the teacher. It's essentially a classroom course aimed mostly at teachers who utilize language to supplement subjects presented in the classroom on a daily or irregular basis. Azmi (2020: 7)[6] says that the aim of the English course is to assist students to develop their interests and focus in order to achieve their dream. Students are free to learn in their own way during the classes.

There are five basic course components (Suchy and Kasalova, 2013, p. 11)[7], namely: 1) Curriculum and syllabus. The syllabus is one method that the curriculum is operationalized, whereas the curriculum is a basic statement of educational principles and aims. 2) Material in use it means any material being used in the language classroom to support the learning process, for instance, course textbooks, visual aids, charts, board games or audio and video materials. 3 Teachers is of special relevance to the course success. Therefore, exceptional attention should be paid to hiring teaching staff. Among factors which help when evaluating the members of the teacher population professionally for instance the teachers command of the target language (with no-native speakers), level of higher education, teachers training or teaching experience. 4) Learners. The most significant course component of all are the learners, since it is they for whom language courses are organized. Additionally, it is also they who evaluate the course quality, either directly by providing their feedback on the course or indirectly by their attendance. 5) Programs resources. If the curriculum is concerned with beliefs, values and theory of the language program, the available resources are its limitation. Since the resources and their use for program implementation or alteration significantly influence the overall course image, like classroom setting. Grajcevci and Shala (2016: 120)[8] state that The advantages English course is to improve abilities in aspects of English as well as cultivate attitudes such as tolerance, which are critical to one's future success. Students' needs are better met by courses that allow them to better understand themselves and the world. In general, a course focuses on the student, is open and flexible to students' needs and interests, and responds quickly to changing individual and societal demands (Todaro in Grajcevci and Shala, 2016: 120).

* 1. English achievement

According to Donald (2012: 5)[9] achievement is the ability to set and achieve goals for oneself and for others, to keep and organization developing. Richard (2013: 9)[10] state that an accomplishment test is often delivered at the end of the course, when presented frequently throughout a term of instruction to measure language acquisition up to that point.

According to Syah (2015: 132)[11] learning achievement is determined by three aspects: internal factor, external factor, and learning approach factor. The first are internal factor, factors or causes that come from within each individual, such as physical aspects and psychological aspects. (a) Physical aspects include general physical condition and tone, demonstrating that organ health can influence pupils' interest and intensity in attending lectures.A weak body condition will have a direct impact on the quality of absorption of subject matter, for that it is necessary to take nutrition from food and drink so that the condition is maintained. In addition, it is also necessary to pay attention to regular and adequate rest periods but must be accompanied by light exercise on an ongoing basis. This is important because changes in lifestyle will cause a negative tone reaction and harm mental spirit. (b) Psychological factors, many factors are included in the psychological aspect that can affect the quantity and quality of learning, along with factors from psychological aspects such as intelligence, attitudes, talents, interests and motivation. The level of intelligence or intelligence (IQ) can no doubt greatly determine the level of success in learning. The higher the intelligence ability of students, the greater the chance of success, but on the contrary, the lower the intelligence of students, the smaller the chances of success. Attitude is an internal symptom that tends to respond or react in a relatively fixed way to people, goods and so on, either positively or negatively. The attitude of students who respond positively is a good start for the learning process that will take place, while a negative attitude towards the teacher or the lesson, especially accompanied by an attitude of hatred, will have an impact on the achievement of learning outcomes or learning achievements that are less than optimal. Every individual has talent and every individual who has talent will have the potential to achieve achievements to a certain level according to their respective capacities. Talent will be able to affect the high and low achievement of learning achievement in certain fields. Interest can be interpreted as a tendency or high excitement or high desire for something. Interests can affect student learning outcomes, for example students who have an interest in mathematics will be more focused and intensive in that field so that it is possible to achieve satisfactory results. Motivation is an internal state of an organism that encourages it to do something or supplies power to behave in a directed manner. Motivation can come from within each individual and come from outside the individual.

The second are external factor, divided into 2 types, namely social environmental factors and non-social environmental factors. Social environment includes the environment of parents and families, schools and communities. The social environment that plays the most role and influences student learning activities is the environment of parents and families. Students as children of course will imitate a lot from their immediate environment such as the nature of parents, family management practices, family tensions and family demographics. All of them can have a good or bad impact on learning activities and student achievement. The school's social environment includes teachers who must show sympathetic attitudes and behavior and be role models in terms of learning, administrative staff in the school environment, and friends at school can influence students' enthusiasm for learning. The community environment is also very influential because students are also in a community group and playmates as well as activities in social life and daily interactions that can affect learning achievement. In addition to social factors as described above, there are also non-social factors.

The third factors that include non-social environment are school buildings and their shape, residential houses, learning tools, weather conditions, and student study time. Learning approach factor are grouped into three, namely the surface approach (surface / is external and influenced by external factors), deep approach (deep and comes from within the individual), and achieving approach (high achievement/personal ambition).

1. **Method**

The researcher requires research design in order to do research. According to Creswell (2015: 622)[12] research design are procedures for collecting, analyzing, and reporting research. This research falls under the category of descriptive research. Neuman (2014: 4)[13] states that descriptive research is research in which one “paints a picture” with words or numbers, presents a profile, outlines stages, or classifies types. Sugiyono (2015: 148)[14] says that descriptive research is one in which data samples or a population are used to describe or investigate a situation, condition, or other event. This research consist of two variables which is independent variable and dependent variable. Independent variable in this research is joining English Course, which is symbolized by X. Dependent variable in this research is the students’ English Achievement, which is symbolized by Y. The population of this research is the eleventh grade students’ of SMA Negeri 1 Klirong in the academic year of 2020/2021. The total of the eleventh grade students are 248. The sample of this research consists of 30 students who joined English course. Questionnaires and documents were utilized to collect the data. To answer the problem statement and hypothesis, descriptive and inferential analysis techniques are used to analyze data.

1. **Result and discussions**
2. Result

In this part, the researcher presented the result of the research. The details of the data the students’ score of questionnaire and the English achievement (joined the English course) in the table below:

Table 1. The students’ score of questionnaire and the English achievement

(joined the course)

|  |  |  |  |
| --- | --- | --- | --- |
| NO. | NAME | Questionnaire | Students English Achievement |
| 1. | Student 1 | 80 | 80 |
| 2. | Student 2 | 60 | 75 |
| 3. | Student 3 | 73 | 95 |
| 4. | Student 4 | 67 | 85 |
| 5. | Student 5 | 80 | 75 |
| 6. | Student 6 | 73 | 65 |
| 7. | Student 7 | 80 | 90 |
| 8. | Student 8 | 60 | 88 |
| 9. | Student 9 | 80 | 85 |
| 10. | Student 10 | 67 | 75 |
| 11. | Student 11 | 80 | 75 |
| 12. | Student 12 | 60 | 65 |
| 13. | Student 13 | 87 | 80 |
| 14. | Student 14 | 80 | 70 |
| 15. | Student 15 | 87 | 88 |
| 16. | Student 16 | 60 | 76 |
| 17. | Student 17 | 73 | 86 |
| 18. | Student 18 | 60 | 70 |
| 19. | Student 19 | 87 | 90 |
| 20. | Student 20 | 67 | 86 |
| 21. | Student 21 | 80 | 75 |
| 22. | Student 22 | 67 | 60 |
| 23. | Student 23 | 73 | 86 |
| 24. | Student 24 | 67 | 70 |
| 25. | Student 25 | 67 | 80 |
| 26. | Student 26 | 60 | 75 |
| 27. | Student 27 | 80 | 88 |
| 28. | Student 28 | 60 | 70 |
| 29. | Student 29 | 80 | 90 |
| 30. | Student 30 | 73 | 70 |

Based on the data above, the researcher found that the score of the questionnaire was the highest score 87, the lowest 60. The score of students English achievement was the highest score is 95, the lowest 60.

Based on Arikunto (2013: 281)[15] theory about the category of students’ English Achievement as the following table:

Table 2. The analysis of students’ English achievement score categorization

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Value | Grade | Level of Achievement | Frequency | Percentage |
| 80-100 | A | Excellent | 15 | 50% |
| 66-79 | B | Good | 12 | 40% |
| 56-65 | C | Sufficient | 3 | 10% |
| 40-55 | D | Fairly Sufficient | 0 | 0 |
| <39 | E | Low | 0 | 0 |

The researcher divided the students' English achievement score into five categories: excellent, good, sufficient, fairly sufficient, and low. Based on the table above, students English achievement in SMA Negeri 1 Klirong most of the students score included in the grade A (80-100) that was 15 students percentage 50% the category level of achievement excellent, in the grade B (66-79) that was 12 students percentage 40% the category level of achievement good, in the grade C (56-65) that was 3 students percentage 10% the category level of achievement sufficient. After presenting the data, then the researcher did the computation in order to analyze the data using SPSS version 16.0. Here the researcher analyzed the data using descriptive analysis and inferential analysis.

1. Descriptive analysis
2. Descriptive Analysis

Based on table 1 about the score of questionnaire and students’ English achievement score the researcher analyzed the data using SPSS version 16.0, the result of the data in the table below:

Table 3. The result of descriptive analysis

| **Statistics** | | | |
| --- | --- | --- | --- |
|  |  | Questionnaire | Achievement |
| N | Valid | 30 | 30 |
| Missing | 0 | 0 |
| Mean | | 72.27 | 78.77 |
| Median | | 73.00 | 78.00 |
| Mode | | 80 | 75 |
| Std. Deviation | | 9.120 | 8.993 |
| Variance | | 83.168 | 80.875 |
| Range | | 27 | 35 |
| Minimum | | 60 | 60 |
| Maximum | | 87 | 95 |
| Sum | | 2168 | 2363 |

Based on the table above the mean score of questionnaire was 72.27, the mean score of students’ English achievement who joined English course was 78.77. The difference of mean questionnaire and students’ English achievement was 6.5. It means that there was different in the means.

1. Inferential analysis
2. Test of Normality

Table 4. The result of normality test

| **One-Sample Kolmogorov-Smirnov Test** | | | |
| --- | --- | --- | --- |
|  |  | Questionnaire | Achievement |
| N | | 30 | 30 |
| Normal Parametersa | Mean | 72.27 | 78.77 |
| Std. Deviation | 9.120 | 8.993 |
| Most Extreme Differences | Absolute | .202 | .156 |
| Positive | .152 | .129 |
| Negative | -.202 | -.156 |
| Kolmogorov-Smirnov Z | | 1.105 | .854 |
| Asymp. Sig. (2-tailed) | | .174 | .460 |
| a. Test distribution is Normal. | |  |  |

Based on the table 4 above, it can be seen that the value of asymp sig of questionnaire was 0.174 and sig value of students’ English achievement who joined English course was 0.460. Significance of questionnaire higher than 0.05 (0.174 > 0.05) and significance value of students’ English achievement who joined English course and (0.460 > 0.05). It means that the data both questionnaire and students’ English achievement who joined English course normal distribution.

1. Test of homogeneity

Table 5. The result of homogeneity test

| **Test of Homogeneity of Variance** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Levene Statistic | df1 | df2 | Sig. |
| Nilai | Based on Mean | .013 | 1 | 58 | .909 |
| Based on Median | .001 | 1 | 58 | .978 |
| Based on Median and with adjusted df | .001 | 1 | 57.904 | .978 |
| Based on trimmed mean | .017 | 1 | 58 | .896 |

Based on the table 5 above the significance was 0.909, showed that the significance test was higher than the significance level (0.909 > 0.05). It means that the sample was homogenous.

1. Test of Hypothesis

Table 6. The result of correlation test

| **Correlations** | | | |
| --- | --- | --- | --- |
|  |  | Questionnaire | Achievement |
| Questionnaire | Pearson Correlation | 1 | .403\* |
| Sig. (2-tailed) |  | .027 |
| N | 30 | 30 |
| Achievement | Pearson Correlation | .403\* | 1 |
| Sig. (2-tailed) | .027 |  |
| N | 30 | 30 |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | | |

Based on the table calculation, the correlation was 0.403 and it was higher than 0.05 (0.403 > 0.05) based on Sugiyono (2015: 231) correlation level was medium.

Table 4.7 The Coefficient of Regression

| **Coefficientsa** | | | |
| --- | --- | --- | --- |
|  |  | Model | |
|  |  | 1 | |
|  |  | (Constant) | Questionnaire |
| Unstandardized Coefficients | B | 50.066 | .397 |
| Std. Error | 12.422 | .171 |
| Standardized Coefficients | Beta |  | .403 |
| T | | 4.031 | 2.328 |
| Sig. | | .000 | .027 |
| a. Dependent Variable: Achievement | | |  |

The constant value is 50.066. It means that the consistency of joining English course 50.066. The coefficient regression of X 0.397. It means that every 1% of joining English course increase, the students' achievement/ dependent variable increase 0.397. Those coefficient of regression have positive value. It means, there is a positive influence of joining English course (independent variable) on the students' English achievement (dependent variable).

| **Model Summary** | | | |
| --- | --- | --- | --- |
|  |  | Model |
|  |  | 1 |
| R | | .403a |
| R Square | | .162 |
| Adjusted R Square | | .132 |
| Std. Error of the Estimate | | 8.377 |
| Change Statistics | R Square Change | .162 |
| F Change | 5.421 |
| df1 | 1 |
| df2 | 28 |
| Sig. F Change | .027 |
| Durbin-Watson | | 1.828 |
| a. Predictors: (Constant), Questionnaire | |  |
| b. Dependent Variable: Achievement | |  |

Based on the table above the output of R was 0.403 it means that joining English course contributes 40.3% to the students’ English achievement. It can be said that other factors influence the students’ English achievement gave 59.7% than joining English course.

| **ANOVAb** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 380.414 | 1 | 380.414 | 5.421 | .027a |
| Residual | 1964.952 | 28 | 70.177 |  |  |
| Total | 2345.367 | 29 |  |  |  |
| a. Predictors: (Constant), Questionnaire | | | |  |  |  |
| b. Dependent Variable: Achievement | | | |  |  |  |

Based on the table above used to determine significance or linearity of the regression. If sig. < 0.05 the data is linear. From the table above the result of sig 0.027 (0.027<0.05) it means the regression equation model based on data linear.

1. Discussion
2. Descriptive analysis

The mean score of questionnaire was 72.27, the mean score of students’ English achievement who joined English course was 78.77. The difference of mean questionnaire and students’ English achievement was 6.5. It means that there was different in the means. To know further about the differences the researcher continued the calculation using inferential analysis.

1. Inferential analysis

Based on the result of normality analysis of questionnaire the sig higher than 0.05 (0.174 >0.05) and sig value of students’ who joined English course and (0.460>0.05). It means that the data both questionnaire and students’ achievement who joined English course normal distribution. The correlation value was 0.403 and it was higher than 0.05 (0.403 > 0.05) based on Sugiyono (2015: 231) correlation level was medium. The result of regression analysis is 0.397, the value of significance is 0.027 and it means that joining English course contributes 40.3% to the students’ English achievement. It can be said that other factors influence the students’ English achievement gave 59.7% than joining English course.

The result of hypothesis testing from the correlation coefficient and regression analysis. The result of regression analysis is 0.397, the value of significance is 0.027, so it can be concluded that there is a positive and significant influence of students’ joining English course on the students’ English achievement at the eleventh grade of SMA Negeri 1 Klirong in the academic year of 2020/2021.

Joining English course is not the only factor influencing the students’ English achievement. There were other factors that influence English achievement. Other factors including internal and external factors were which influenced the students’ English achievement. So joining English course was a factor influencing the students’ English achievement, those other factors give more contribution to the English achievement.

Yunani (2011: 49) said that there is an influence in the result of the research between joining English course and students’ English achievement

While Marliasari and Oktaviani (2017: 2019)[16] in their research said that there was an influence of taking an English course on students' English achievement.

Thus, it was proven that joining course was a factor which influence the students’ English achievement.

1. **Conclusion**

Based on the finding and discussion, the researcher concluded that there is a positive and significant influence of joining English course on the students’ English achievement at the eleventh grade of SMA Negeri 1 Klirong in the academic year of 2020/2021. It can be proved by the result of the hypothesis testing. The result gained from the correlation coefficient and regression analysis. The result of regression analysis is 0.397, the value of significance is 0.27 and it means that joining English course contributes 40.3% to the students’ English achievement. It can be said that other factors influence the students’ English achievement gave 59.7% than joining English course.

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