

English Language Training At PP. Raden Rahmad Sunan Ampel Jember

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Abstract. *English training is a crucial component of education, and the need for English proficiency continues to grow in today's increasingly globalized world. As the lingua franca, English has become the language of business, academics, and international communication, making it an essential skill for individuals and businesses alike. English training is not just a subject to be learned, but a life skill that opens up numerous doors and opportunities for personal and professional development. In English training, students enhance their Part of Speech and Tenses knowledge, enabling them to effectively communicate in English. The importance of English training in education has been recognized at Raden Rahmad Sunan Ampel Jember, where this training was conducted from July 24th to 26th to help enhance students' language skills. Forty-seven students (21 male and 26 female) participated in the training. The five tutors leading the training provided the students with material handbooks as well after conducting a pre-and post-test to assess their language skills. The training was a success, with the results showing that the student's English skills were improved after the training. English training is a valuable investment in students' future and highlights the importance of language skills in today's world. As more and more people learn English, the demand for English skills and proficiency will continue to grow, making it an invaluable skill for individuals and businesses alike.*

Background of study

Language is generally needed by people all over the world. Without language, they cannot communicate with each other. Language represents what people think, feel or express their emotions. As a social group, people need to interact with one another besides they exist there as individuals. Therefore, a person communicates and interacts with other people to maintain and create a good relationship with others. In making a conversation with other people, someone should understand the interlocutor's utterance so that the conversation will not break down just because of misinterpretation between speech participants. Language is one of the most important things for people to communicate; one can say that people cannot live without language. Generally, communication is a process of transferring messages from the speakers to the hearers; the speaker sends a message and the hearer is the one who receives the message.

English is one of the foreign languages which is already used internationally. People use it for communication, knowledge, information, science, and technology. Nababan (1982: 12) said that foreign language is very useful for international, socio-political, scientific, contact, and commerce. Moreover, nowadays English is taking an important role in our lives. A lot of people, therefore, including Indonesians, want to learn English to face the globalization era.

Teaching English in Indonesia covers four language skills; they are listening, speaking, reading, and writing, as well as other two components, which are vocabulary and grammar

The importance of English cannot be denied (Basti. Nuraeni. Fadlih, 2021). English is a lingua franca and has become a global language today for business, science, economics, diplomacy, and communication (Nasution, 2018). A thorough knowledge of English is essential for success in most professions and industries, especially in technology (Iriance, 2018). Apart from that, English is also a useful tool for communication and expression (Noermanzah, 2019). With the increasing globalization of the world, English is increasingly relevant as a primary language (Aini, 2021).

The fact that English is widely spoken in countries all over the world makes it a language that helps us communicate with people from all over the world (English, 2019). English is also one of the most powerful languages in terms of communication and influence as it plays an important role in shaping culture and society, and is widely used in media, literature, film, and music, among others (Ilyosovna, 2020). So, the importance of learning and mastering English cannot be ignored (Pradeep et al., 2013).

Because they are aware of the importance of English for students, the Sunan Ampel Jember Islamic Boarding School wants to hold English language training starting from understanding grammar, especially parts of speech and tenses because these two materials are important for students to help them improve their written and verbal communication skills. These skills are especially important in an academic setting, whether to write an English research paper, participate in a language class discussion, or give a presentation using English (Aguaded-Gómez & Pérez-Rodríguez, 2012). This understanding of grammar also provides a better foundation for studying other subjects and is an important component for successful academic achievement (ONISHCHUK et al., 2020). Additionally, understanding grammar can also help individuals in their personal and professional lives, including job interviews, business correspondence, and personal writing (Wang, 2019).

Method

In this research, the researcher uses the Qualitative method. In this research, the researcher implemented the teaching method in student's speaking classes. The researcher only describes the process of teaching in the class.

For Implementing the activity the researcher divided it into three stages. Namely: the preparation stage, implementation stage, and program sustainability plan.

1. Preparation

The first stage is carrying out location observations to identify prospective service participants in terms of their character, age and learning needs, as well as a stage of socializing the program with partner institutions and prospective training participants. The final stage of this preparation is making an activity proposal.

2. Implementation

Implementation is divided into several stages, namely:

- a. Prepare teaching materials and media needed during the implementation of training activities.
- b. Carry out a pretest before training begins to measure the effectiveness of the training.
- c. Carry out English language training activities for three days.
- d. Evaluate learning outcomes through posttests for training participants.
- e. Make reports on the implementation of community service activities.

3. Program Sustainability Plan

The target of this service activity is to help student students improve their written and verbal communication skills. This activity begins with understanding parts of speech and tenses. Therefore, as a plan for program sustainability, in the next service activity, we will practice how to apply tenses in everyday life.

Table 1.1 The Activity Schedule

DATE	TIME	MATERIAL	SPEAKER
SUNDAY, 24 JULY 2023	08.00 – 09.30	Pre-test	Dwi Nur H., M.Pd.
	09.30 – 11.00	Comparative study (Indonesian – English)	Nuril Firdaus, M.Pd.
	11.00 – 12.30	Break	
	12.30 – 14.00	Regular and Irregular Verb	Dwi Nur H., M.Pd.
	14.00 – 15.30	Break	
	15.30 – 17.00	Grammar 1 (Simple Present & Present Continuous, Perfect)	Musdalifah, M.Pd.
	17.00 – 19.30	Break	
	19.30 – 21.00	Regular and Irregular Verb	Dwi Nur H., M.Pd.
MONDAY, 25 JULY 2023	08.00 – 09.30	Regular and Irregular Verb	Musdalifah, M.Pd.
	09.30 – 11.00	Conversation Practice	Micheal, TEFL
	11.00 – 12.30	Break	
	12.30 – 14.00	Reading Text	Nuril Firdaus, M.Pd.
	14.00 – 15.30	Break	
	15.30 – 17.00	Grammar 1 (Simple past, Past Continuous & Perfect)	Drs. KH. Misrawi, MM.
	17.00 – 19.30	Break	

	19.30 – 21.00	Regular and Irregular Verb	Dwi Nur H., M.Pd.
TUESDAY, 26 JULY 2023	08.00 – 09.30	Regular and irregular Verb	Dwi Nur H., M.Pd.
	09.30 – 11.00	Conversation Practice	Micheal, TEFL
	11.00 – 12.30	Break	
	12.30 – 14.00	Reading Text	Nuril Firdaus, M.Pd.
	14.00 – 15.30	Break	
	15.30 – 17.00	Grammar 1 (Simple Future & Passive Sentence)	Drs. KH. Misrawi, MM.
	17.00 – 19.30	Break	
	19.30 – 21.00	Post-test	Dwi Nur H, M.Pd.

Finding and Discussion

From community service activities entitled "English Language Training at PP. Raden Rahmad Sunan Ampel Jember," results showed that there was an increase in their skills in making simple English sentences, as well as practising them both written and orally in class. Apart from that, there is good interaction between teachers and participants during the teaching and learning process.

It has a very positive impact on students which able to stimulates student activity to communicate with other students and understand, and interpret the words in their English better and causes them to gradually understand the learning material provided by the English subject teacher. However, new material can still be given to them with this strategy, provided that students are given the task of studying the topic to be taught first so that when the teacher enters the classroom at the next meeting they already have sufficient knowledge. This proves that the theory is a match between the statements of the teacher.

In this activity, training participants are first given a pretest so that the effectiveness of this training can be determined. After that, participants were introduced to parts of speech. The aim of introducing parts of speech is to make it easier for participants to understand sentences and make English sentences according to tenses. And of course, this learning activity is carried out by applying learning methods and techniques that are fun and motivate participants to learn.

After participants can master the parts of speech, they will be taught to use the vocabulary to make sentences. To make students understand the parts of speech and tenses, there are also reading and speaking activities so that participants can analyze the use of parts of speech and tenses in writing and conversation. In practice, all participants seemed very enthusiastic about learning and communicating in English. Apart from that, the activities were very conducive with good interaction between the instructor and participants during the teaching and learning process.

At the end of the activity, an evaluation was held to determine the extent to which this service activity had an impact on the participants' mastery of English. The test for participants is given directly in class, and this test measures students' mastery of parts of speech and tenses. The results show that the English language training participants' abilities have increased. Therefore, it can be concluded that this service activity went very well and was able to achieve the expected goals.

The researcher played the role of a facilitator. In a world, the teacher just guides the students to not be out of context. Nevertheless, at the first meeting, the researcher dominated the class and had difficulties controlling the students. It stated by Littlewood (1981:19) that the teacher can maintain the role without becoming dominant, it enables him to give guidance and stimuli from “inside” the activity. However, the first meeting made much contribution to the researcher. From those weaknesses, the teacher made a great effort in planning for the next meetings. The teacher made a better preparation for the next meeting, especially in terms of materials and the best technique in each meeting. Therefore, those weaknesses could be decreased and the teacher could concentrate on observing and evaluating the speaking proficiency scores.

In the teaching and learning process, the students were expected to be active. To make every student get the same turn to speak in this activity, the researcher set the procedure for the pair work at the first meeting and afterwards, for all the next meetings, the students were organized to do group work. Group work was chosen because it enables the students to interact with their friends. It is supported by Wright’s explanation that before holding into the group work, it is better if the students work in pairs first (1983:5). On the group work, the researcher did not choose a group leader, because it made the other members had no responsibility in their group. So each member had to contribute to their group.

The implementation of the research procedure is the implementation of teaching English. The teacher tries to analyze the result of the previous step, the first activity shows that a minority of students and active student's participation is low because some students can not repeat the example of the teacher in the classroom and then the teacher gives warming up with introduce to the students with some ice-breaking. The second activity shows that all students were more active than before. The students actively participate in the classroom, so the result is also in good criterion.

To know the progress of the student’s speaking ability in each element, here are the resumes of those progress in the form of ratings.

there were some improvements in the five elements of speaking ability In accent, most of the students were at level 1, which means a foreign accent requires concentrated listening and mispronunciations lead to misunderstanding and apparent errors in grammar or vocabulary. In the last meeting, the students could achieve at level 2 which means the students marked foreign accents and occasional mispronunciations which do not interfere with understanding. In fluency, the marks of some students were 3, which means that students could not imitate the teacher who uttered the words that existed in the flashcards. At the last the students could achieve level 5 which means their speech is effortless and smooth, but perceptibly non-native in speed and evenness.

In comprehension the first scores were varied. Level 3 dominated them, which meant they understood carefully, but most students could not answer the questions. The vocabulary was given by the students after the explanation. For comparison, some of them were able at level 5 which means the students understand everything in normal educated conversation except for very colloquial or low-frequency items.

So learning in an English training camp has so many impacts on the student that the owner of PP Raden Intan would make further same activity in the future.

Document of the Activity





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