

Bengkel Inggris Program For Enhancing English Potencial

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Abstract. *The era of rapidly developing scientific and technological progress has opened up opportunities for international communication through English. The study was conducted to analyze the potential of elementary school students in English skills in Klambir Lima Kebun Village. Realizing this reality, the "Bengkel Inggris" program is offered to be one of the solutions. The program further investigates the causes of their difficulties in English. In addition, the " Bengkel Inggris " program is not only a place to learn English but also a place for consultation about English. As a result, there was an increase in both classes as seen from the scores on the pre-test, cycle 1 test and cycle 2 test. In the basic English class, the scores are 65, 73.5 and 89.5 while in the intermediate English class the scores are 65.83, 73 and 88.75. Therefore, it was concluded that English Workshop is a program to improve the English learning achievement of elementary school children in Klambir Lima Kebun.*

Keywords: *English Potential, Bengkel Inggris*

INTRODUCTION

In the era of increasing globalization, the rapid development of information and communication technology has affected many aspects of human life. So far, according to Toffler, the development has reached its third wave. The first wave of agricultural engineering emerged, this agricultural era lasted hundreds of thousands of years ago and continues to the present. The second wave was born in the form of industrial technology, this industrial age has lasted since hundreds of years ago to the present. Now, the third wave is marked by the rapid development of electronics and information technology. The transition from the industrial age (to the global age) to the information age took place in a matter of no more than half a century (Dryden and Voss, 1999).

The role of communication today is increasingly important. The era of rapidly developing scientific and technological progress has opened up opportunities for international communication. The realization of a free market requires the Indonesian people to have competitive expertise in various fields. Indonesia can no longer rely solely on natural resources and physical capabilities to achieve the welfare of its people, but must rely more on professional human resources. An absolute requirement for this is good communication skills.

It is undeniable that the first widespread International language so far has been English. English is widely taught in many countries around the world. According to Richards & Rodger, 1986, many people in various countries use English as a means of communication in various important meetings at the international level. English skills are becoming important, as almost all global sources of information in various areas of life use this language.

Crystal (2000; 1) earns, English is the world language. This statement represents the importance of different languages using English to communicate with nations around the world. So English is an International language and a global language. Learning and understanding English is an unavoidable necessity. By learning English, a person opens his horizons and skills internationally.

To understand this fact, people in this country must know and understand English not only in theory, but also in conversational practice. Unfortunately, many people don't realize this. That's what happened in Klambir Lima Kebun Village.

It was found that many elementary school students in Klambir Lima Kebun Village did not understand English. They are confused when learning English. The family background as farmers or gardeners makes them not so concerned with education that when parents find their child having difficulty in learning English, no concrete action is taken. They just thought it was a normal situation. Then, they release it from time to time. This situation has become a snowball phenomenon.

"Bengkel Inggris" is an English language learning program through a learning center in one place. In the "Bengkel Inggris" program, students talk about their problems learning English at school. Then, the problem is diagnosed and classified to find the right solution of the case. This program serves elementary school students because they are

young students who are in the golden age. At this age, the child easily stores lessons and experiences in his long-term memory. Then, it can be applied in real life through simple conversations. Eventually, it can become a new life skill.

LITERATURE REVIEW

Based on the pre-survey conducted before conducting this study, the problems faced by students are categorized into two types, namely Basic English and Intermediate English.

Students of basic English courses usually have limited knowledge of English. They don't even know simple words in their daily activities. So, they should be taught from the most basic English. In contrast, students in the middle class have enough knowledge of English that they only need detailed activities.

This program is open only once a week for two hours from 15.00 to 17.00 with an agenda of activities such as games, elementary and secondary English classes, and Sharing Time about learning experiences and difficulties.

RESEARCH METHOD(S)

This research design is CAR or Classroom Action Research. It is actually a combination of quantitative and qualitative research. your (1996: 328) states that classroom action research is carried out by teachers on phenomena within their own classrooms. It is intended primarily to enhance the teachers' teaching process itself and is carried out on a cycle of inquiry, action, and reinvestigation by two or more cooperating teachers.

Researchers looked at the phenomenon of poor English achievement in Klambir Lima Kebun Village by looking at the condition of education there. Therefore, it must be improved through the "British Workshop" Program. This program is carried out in two (2) cycles, namely cycle 1 and cycle 2. Each cycle consists of 4 stages starting from 1) planning, 2) implementation, 3) observation and 4) reflection.

FINDINGS AND DUSCUSSION

The following are the results of children's average scores starting from the pre-test to cycle 1 and 2 tests from 2 different classes, namely the Elementary English class and the Intermediate English class.

Table 1. Results of Children's Grades in Basic English Classes

No	Name/initial	Pre-test scores	Cycle 1 test score	Cycle 2 test score
1.	PN	50	60	85
2.	HD	60	70	85
3.	WP	70	75	90
4.	RE	65	75	85
5.	KK	80	85	95
6.	LT	60	75	95
7.	DS	55	60	80
8.	VT	60	70	95
9.	JS	70	75	85
10.	LM	80	90	100
	Total	650	735	895
	Avarage	65	73,5	89,5

From the test results, it is known that the English skills of children in Klambir Lima Kebun were initially relatively low with a dominant score range of 50-60. However, after “Bengkel Inggris” program was applied for 1 month in 4 meetings (1 time a week), there was an improvement in the ability of students. From an average score of 65 to 73.5. After the 2nd cycle is applied in the following month, there is a more significant increase in children's abilities. The average score of children reached 89.5. This means that “Bengkel Inggris” program has succeeded in improving the ability of children, especially children who are grouped in Basic English classes.

On the other hand, the learning outcomes of Intermediate English class students are shown in the following table.

Table 2. Results of Children's Grades in Basic English Classes

No	Name/initial	Pre-test scores	Cycle value 1	Cycle value 2
1.	NW	60	70	90
2.	ZF	70	75	95
3.	TS	55	65	80
4.	FA	55	65	85
5.	RA	90	90	95
6.	AR	60	70	90
7.	VY	70	75	95
8.	BS	85	90	100

9.	PR	65	70	85
10.	MP	55	60	80
11.	AS	60	70	80
12.	RP	65	75	90
	Total	790	730	1.065
	Average	65,83	73	88,75

In this Intermediate English class, it can also be seen that the students' achievement results at the time of the pre-test are not very good. It can even be said to be far below the KKM (minimum completeness criteria) in schools which are usually at 75. After the implementation of the "Bengkel Inggris" Program for 1 month as a cycle 1, it turned out that there was a significant improvement with an increase in the average student score of 7.17 points from a score of 65.83 to a score of 73. However, because this score also still does not meet the passing grade scores in many schools, cycle 2 is carried out. With the hope, children's grades can be further improved and in line with their English skills. As a result of cycle 2, it was found that the average score of students was found to be 88.75. Therefore, it can be concluded that the "Bengkel Inggris" Program is able to improve the English skills of elementary school (SD) age children in Klambir Lima Kebun Village.

Meanwhile, from the results of observations of students, it was also found that most students predominantly involved themselves in teaching and learning sessions. They tend to take notes, actively ask questions and argue. Furthermore, they always give serious attention to the learning process quietly and calmly when the speaker explains, focused and excited. Their involvement is also evident from their presence. They always arrive on time and even on time in every meeting. In addition, sometimes they don't want to go home when study time is over. This reflects that they enjoy and feel good about learning English through "Bengkel Inggris" Program. In fact, they do all the tasks assigned based on instructions.

CONCLUSION AND RECOMMENDATION

Based on the analysis of data conducted in this study, it was concluded that a) "Bengkel Inggris" Program can improve children's achievement in Klambir Lima Village, b) "Bengkel Inggris" Program is a program that can be implemented in the village because this program makes learning English fun, c) "Bengkel Inggris" Program can embrace

children of all ages to learn English because it provides space for them to share knowledge and information and stories life and experience in learning.

In connection with the above conclusions, several suggestions were put forward, namely a) The educated youth of Klambir Lima Village or other villages can continue this program so that it will create a young generation who are intelligent and fluent in English, b) The program can be developed so that the subjects taught are not only English but also other subjects in schools. This will help them prepare for a bright future not only for their lives but also for Indonesian life.

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