The Differences of Students Achievement Between Those Who Take Course and Those Who do Not Take Course in Four Basic Skills of English

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Abstract

This an experimental research is a kind of comparative research that the population is all the students of the third semester to compare the score achievement of those students who takes or not taking the course in basic skill subjects *Based on the result of the data analysis in this research, it can be seen that there is a significant difference in learning outcomes between the two groups, where the average of student achievement who take course is 38.48, while the average of students achievement who do not take the course is 30, 47.* There is a significant difference in students' achievement between those students who take course and who do not take course. *The significant difference in learning outcomes is also proven by conducting hypothesis test by using t-test and confidence level α = 0.05, where $t_{count} > t_{table}$ (0.60> 0.021) means that in this research* H_o *is rejected and* H_A *is accepted. Thus, it can be concluded that there is a significant difference in student achievement between those students who take course and those students*

Keywords: Tutoring and Student Achievement

1. Background of the Research

 The success in teaching and learning activities is the most main goal in teaching and learning in schools. But the fact is quite different with the reality, learning time allocation is limited in school, so extra time for learning activity is needed. Many extra activities are followed by the students after finishing study, such as studying at home, taking course at school and take course in a particular institution.

 According to the rule of law No.20 of 2003 on National Education System chapter 1 verse 6, "education is aducators who qualified as teachers, lecturers, counselors, tutors, instructor, facilitator, and others who are appropriate with their skill and specialization and fully participated in education execution". Based on the legal rule above, the process of teaching and learning are implemented in both formal and informal education, the succeed depends on the educators as the main factor to conduct the tutorial, especially for those students who have lack and weakness in learning, and for those who get low achievement in learning. Low achievement in learning process is not only due to ignorance or low intelligence but also because of the provided services to the students which are not appropriate to each individual or also by less respond to the students' problems.

 Nevertheless, tutoring is not a major factor to improve students' achievement in learning. Individual factor is also an important factor. The willingness of student to learn or not depends on the student themselves. Although some other factors are fulfilled, but if the student doesn't want to learn, the learning process will not be happened.

Therefore, the students will be successful in learning if they have the will and seriousness to learn. So it is possible for students who do not have chance to take tutorial due to the expensive fee can also be successful in learning.

According to previous observations which conducted by the researcher, there are many problems that are faced by the students of the third semester of English Department, Faculty of Language and Art in HKBP Nommensen University of Medan due to their achievement in learning. There are students who have low value or under the average even though they have taken tutorial. It can be caused by the habits in studying which is not effective, for example learning without preparation, passive in class, and studying at limited time before exam.

Based on the background of the identification of the problems above, the formulation of the research questions are: How is score achievement of those students who take course in basic skill subjects ?, How is score achievement of those students who do not take course in basic skill subjects ?, Is there a significant difference in students' achievement between those students who take course and who do not take course?

This study is limited only for the third semester of English Department students, Faculty of Language and Art, HKBP Nommensen University of Medan, Academic Year 2014/2015. They were chosen due to the curriculum of the degree in basic skill subjects especially for reading, writing (composition), speaking (communicative) and listening (laboratory work), are conducted in the same semester (for example, reading 3, communicative 3, writing 3 and listening 3). Then, some of students are taking course outside in formal and informal institution outside until today.

Tutoring / course

There is an extensive range of tutoring program models, involving individuals of different ages and experiences (Goodlad and Hirst, 1989). For example, undergraduate science and technology students have coached secondary school students who in turn tutored younger elementary and middle school students. Tutoring is promoted within higher education in order to encourage learning and to prevent dropout among at-risk students. Most of the research on tutoring generally finds it to be moderately effective at improving academic achievement.

In 1982, a meta-analysis of 65 tutoring studies (Cohen) found that tutored students outperformed their peers on examinations, and expressed more positive attitudes toward the subjects in which they were tutored. Tutoring was particularly beneficial among children from disadvantaged socioeconomic backgrounds, with learners showing greater than average gains in reading and mathematics achievement and less absenteeism than nonparticipating counterparts. Both structured and unstructured programs produced measurable academic effects; however, the effects of more structured tutoring programs were greater.

The Pringle, et.al., study (1990) identified five major characteristics in successful tutoring programs:

a. Recruiting at-risk students to serve as tutors and training them to act as mentors reduced stigma associated with receiving help.

b. Incentives (such as school credit) encourage tutors to view their tutoring responsibilities as important and productive work.

c. Both tutors and supervising classroom teachers should be trained. Tutors needed substantial support in order to be successful, so effective projects included preservice training, ongoing debriefing and problem-solving sessions and reflective journaling.

d. The most effective projects employed one-to-one tutor-student matching based on bonds.

e. Collaborating with local colleges, universities and professional organizations to infuse new ideas and research into schools and strengthen school-community relationships generated broad-based project support.

According to Cook, et. al. (1990) however, although the model is flexible, accommodating many differences in teachers and students, there have been several principles that have guided its development:

a. Every student in the classroom must be involved in The Literacy Club. It is not to be seen as a frill or a reward that better students are able to do when the real "work" is finished; instead, it is to be a linchpin of the language arts program, whether there are a few or a lot of students from diverse backgrounds.

b. The life skills of students from many ethnic communities include giving and cooperation skills which may or may not be recognized or utilized in school communities.

c. The heritage language of students from many ethnic backgrounds, though often not understood by school personnel, can nevertheless be supported by not only allowing but also encouraging the use of the language at school. The Literacy Club creates environments where the heritage language can grow in cognitively defensible ways through teaching of content. The data that show that strength in a first language will strengthen the second language are well accepted, and every avenue should be used to encourage such use.

d. Language development, both oral and written, is best acquired through interaction with more linguistically proficient users. In both a first and second language, the importance of language users to negotiate content in meaningful ways, while the more proficient user provides input tailored in many ways, has, likewise, been welldocumented. That input can be in writing, and, given a setting where a more advanced care giver is present, the meaning and the text can often be brought together.

e. Students must engage in active, not passive, learning experiences. This is particularly true of early adolescent students who must see the usefulness of their behaviors. Such students frequently have more personal-social concerns than academic goals, and thus, activities should include opportunities for talking and problem solving.

f. Students must engage in authentic experiences; they must read for real purposes and write texts that will be read by real audiences. Likewise, they must learn to become self-sufficient, trusted, empowered human beings by engaging in situations that emphasize these values.

Surya in Ketut (2008: 2) said: "tutoring is a process of continuous support and systematic from the consultant to the consulted person in order to achieve independence in selfunderstanding, self-acceptance, self-direction and self-realization in achieving an optimum level of development and adaptation to the environment ".

Chiskolm in Prayitno (2009: 94) says his opinion about the tutoring is "to help individuals to be better in identifying various information about himself".

Mortensen and Schmuller in Prayitno (2009: 94) tutoring can be defined: "as part of the whole education which helps provide opportunities for personal and expert service staff by means of each individual may develop the skills and ability in accordance with the idea of democracy ".

Based on the definition above, there are some basic things that must be understood due to the guidance from one to another or a teacher to the students in the process of teaching and learning activities. Due to the fact the students must be guided and directed to develop their skills, so that they can solve the problems. Tutoring is conducting continuously so that each individual or student can direct himself to be intelligently acted and reasonable to overcome learning difficulties so that they can improve their expected outcomes and achievement in learning.

By considering at several expert opinions about the definition of tutoring above, it can be concluded that tutoring is the guidance given to students where the guidance can inform students about the proper way of learning through educational information, an effective way of learning, as well as how to solve the problems or learning difficulties.

Tutoring functions

According to Ketut and Nila (2008: 7) tutoring has a number of functions to be fulfilled through the implementation of the guidance. Those functions are: "the understanding function, the prevention function, the alleviation function, and the maintenance and development function".

The explanation of those function are:

1. The understanding function, namely the function of guidance that will yield an understanding of something by particular parties due to the development of learners. The understanding is covering:

    a. An understanding of the self-learners, especially for the learners themselves, parents, teachers in general, and the counselor.

    b. An understanding of the learner environment (including family and school environment), especially by the learners themselves, parents, teachers in general, and the counselor.

    c. An understanding of a wider environment (including educational information, information about positions / jobs, and social information and culture / values), especially by the learners.

2. Prevention function, namely the function of guidance that will produce preventing or avoiding learners from various possible problems, which may interfere with, impede or cause difficulties and certain losses in the process of their development.

3. Reduction function, namely the function of guidance that will produce reduction or handling various problems of the learners.

4. Maintenance and Development function, namely the function of guidance that will generate maintained and developed various potentials and positive conditions of the learners in order to progress and sustainable steady themselves.

Based on the opinions about the functions described above, those function must be realized and maintained in tutoring activities to achieve the results as contained in understanding each function. By conducting tutorial in accordance with the functions above, the students who will take the guidance can get lessons through the guidance with good results and improve the student achievement in learning.

According to Shah (2010: 129) generally, there are three factors that influence student learning, namely: "internal factors, external factors, and approach factors". Explanation than these factors are:

Internal Factors

The factors that comes from the students themselves which covers two aspects, namely:

1.) Physiological Aspects

General conditions which sign the level physical fitness of the body's organs and joints, it can affect the spirit and intensity of the students in the process of learning. To maintain a health physic, the students are highly recommended to consume nutritious foods and beverages, and take healthy life and light exercise regularly scheduled whenever it is possible and sustainable. This is important because the changing in diet of food and drinks will lead to a negative tone reaction and seriously adverse the mental spirit of the students themselves.

2) Psychological aspects

So many factors, including psychological aspects can affect the quantity and quality of learning acquisition. However, the more essential factors are considered as follows:

1. Students' Intelligence

   Generally, intelligence can be defined as a psychophysical ability to react to stimuli or adjust to the environment in an appropriate manner. So, intelligence is not only about the quality of the brain, but also the quality of the organs of the body. The level of intelligence or students intelligence (IQ) cannot be avoided, largely determine the success of student in learning. It means that the higher the intelligence capabilities of students, the greater their chances for success and on the other hand the lower the ability of students intelligence, the smaller their chances for success.

2. Students' Attitude

   Attitude is the affective dimension of internal symptoms in the form of a tendency to react or relatively respond to an object, people, goods, and so on, either positively or negatively. Students positively attitudes, particularly to the teacher and the subjects which is presented by the teacher, is a sign of a good beginning for the students' learning process and on the other hand, the students negative attitudes attitude, especially to the teachers and the subject that presented by the teacher may cause the students' difficulties in learning.

3. Students' Talent

   Talent is defined as an individual's ability to perform certain tasks without much depends on the education and training efforts. Due to the above definition, the

talent will be able to affect the level of achievement of learning in certain fields of study. Therefore, it is not wise for parents to send their children to certain skills without knowing their talent in advance because of the imposition of the will affect their academic performance or learning.

4. Students' Interests

Simply, interest means the tendency and high excitement or great desire for something. For example, a student who took great interest in the field of economic studies will be more focus on the field itself and it makes students study harder in order to reach achievement in learning.

5. Students' Motivation

Motivation is an internal condition of both human and animal organisms that prompted him to do something. In its development, motivation can be divided into two types, namely: intrinsic motivation and extrinsic motivation. Intrinsic motivation is things and the circumstances that come from the students themselves which can push them to perform actions while extrinsic motivation is things and circumstances that come from outside of individual student which is also pushed them to do learning activities.

External Factors

Just the same with internal factors, the external factors also divided into two types, namely:

1) Social Environment

The school-social environment such as teachers, educators (principals and their representatives) and classmates may affect student's spirit in learning. Subsequently, the student's social environment is the community and neighbors are also friends around the student and social environment which more influencing the students in learning activities are parents and families of the students themselves.

2) Non-social environment

The factors which are including to non-social environment are the school and its location, the house where the students live and its location, learning tools, weather and time allocation to learn. These factors also determine the level of the success of the student in learning.

The Measurement of Learning Achievement

The student achievement can be measured after conducting evaluation. Results of the evaluation may show the level high or low achievement of the students. Therefore, a person can be said having an achievement in subjects if the objectives planned in the teaching subjects by the terms of cognitive, affective, and psychomotor are shown in the students themselves who follow the interactions in the process of learning.

According Suryabarata (2006: 94) student learning outcomes can be measured as follows:
   a. Giving a certain tasks.
   b. Explaining some things related to certain subjects.

c. Giving the test after finishing certain subjects.

d. Giving placement test.

The assessment of students (student achievement) can also be conducted in various stages:

   a. Diagnostic Tests

Certainly, a teacher would be pleasure when he/she can help the students to achieve maximum progress as the student's capabilities. Therefore, this test is used to know the students' weaknesses so they can be properly treated.

   b. Formative tests

This test can be performed to measure the scope of any particular and just to get students' absorption ability about the discussion unit. The results of the test are used to improve teaching and learning of certain topics and as a feedback in fixing a particular discussion. Summative Tests

The assessment on this test is done to measure the students' absorption of the main points of discussion that have been taught for a semester. The aim is to establish the level or degree of success of students in a certain period. The results of the tests are used to determine the placement, rank (rank), and as a measurement of the school quality.

Hypothesis

According to Nazir (2011: 151) hypothesis is "temporarily received statement as a truth, at the time phenomenon is known and the basis work and also guidance for verification".

The hypothesis in this research is:

Ho: There is no a significant difference of achievement between those students who take course and those students who do not take course the third semester of English Department students, Faculty of Language and Art in HKBP Nommensen University of Medan, Academic Year 2014/2015.

Ha: There is a significant difference of achievement between those students who take course and those students who do not take course, the third semester of English Department, Faculty of Language and Art in HKBP Nommensen University of Medan, Academic Year 2014/2015.

2. Research Design

This research will be conducted in English Department, Faculty of Language and Arts, HKBP Nommensen University of Medan, which is located at Jl.Sutomo No. 4 Medan. Furthermore, this research is held in July, in 2014/2015.

The population in this study is all the students of the third semester of English Department, Faculty of Language and Art in HKBP Nommensen

University of Medan, Academic Year 2014/2015, and the total number of student are 17. To obtain the data in this research, the sample is determined as the number of population (census) as many as 17 students.

The Data Analysis Technique

The method that will be applied in this data analysis is a quantitative method of parametric secondary data. After obtaining the data namely students' scores from the documentation, then the raw data will be converted into the data that will be used in the research.

The applied measurements are as follows:

1. Calculating the average scores of each group by using the formula:

$$\mu = \overline{X}$$

$$\overline{X} = \frac{\sum xi}{n}$$

Specification:

Xi = number of score

$\overline{X}$ = average

n = number of respondents

2. Calculating the standard deviation (Ƃ) of the variance (Ƃ ^ 2) in each group with the formula:

$$Ƃ2 = S2$$

$$S = \sqrt{V_x}$$

$$= \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

Specification :

V_x = variance

X_i = the observation value n

= number of observation s

= standard deviation

3. Testing the hypothesis Ho: u1 = u2, the alternative hypothesis HA: u1 ≠ u2 by using t-test with the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{S_{x_1 - x_2}}}$$

Where s_ (x_1- x_2) is the standard error of the difference which is calculated using the formula:

$$S_{x1-x2} = \sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

sumsquare (SS) with the following formula:

$$SS_{1/2} = \sum(X_{1/2})^2 - \frac{(\sum X_{1/2})^2}{n_{1/2}}$$

Specification:

t   = distribution

$\overline{X}$ $_1$ = Average value of the sample to 1 (of students who take tutoring)

X_2 = Average value of the sample to 2 (students who do not follow the guidance of learning)

SS$_1$ = sumsquare of sample 1

SS$_1$ = sumsquare of sample 1

n_1 = number of samples 1

n_2 = number of samples 2

$Sx_1 - x_2$ = standard error of difference

X$_1$ = observations of variable 1

X$_2$ = the observation variable 2

SS   = sumsquare

Testing criteria for H$_o$ is accepted if $t_{count} < t_{table}$ which is obtained from tdistribution by dk = (n$_1$ + n$_2$ – 2), if dk => 30 or <40 (there is no in t_{table}, and t is not $t$student) then to get the result. The calculation must be performed using interrelation between 30 and 40 which are contained in the posted table.

3. Data Analysis

In this section will be described in detail about the results of research on the differences of student achievement for those who take course and those who do not take course, the third semester of English Department students, Faculty of Language and Art, HKBP Nommensen University of Medan in Academic Year 2014/2015. Learning achievement data which is obtained from the research is secondary data namely, the final scores of students or report. The students' final grades will be distinguished between the students who take course and the students who do not take the course.

Table 1 The List of Basic Skill score subject of students who take course

No	Name / Initial	The Value of Basic Skills Subjects				Total
		Reading	Writing / Composition	Listening / laboratory Work	Speaking / Communicati ve Skill	
1	ASB	82	78	79	82	**80,25**
2	YNS	75	73	71	81	**75**
3	WNS	76	80	74	80	**77,5**
4	MNS	76	79	70	79	**76**

5	DKH	87	90	87	85	**87,25**
6	NST	78	83	81	84	**81,5**
7	YAS	80	85	90	83	**84,5**
8	NPB	87	82	92	81	**85,5**

Table 2. The Average, Standard Deviation and Variance Data

No	Xi	Xi²
1	75	5625
2	76	5776
3	77	5929
4	80	6400
5	81	6561
6	84	7056
7	85	7225
8	87	7569
Σ	**645**	**52141**

Standard Deviation

$$SD = \sqrt{V_x}$$

Average ;

$$SD = \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

$$\bar{X} = \frac{\sum xi}{n}$$

$$SD = \sqrt{\frac{((8)(52141)) - (645)^2}{8(8-1)}}$$

$$= \frac{645}{8}$$

$$= 80,62$$

$$SD = \sqrt{\frac{417128 - 416025}{8(7)}}$$

$$SD = \sqrt{\frac{1103}{56}}$$

$$SD = \sqrt{19,69}$$

$$SD = 4,43$$

Variance

Variance $= SD^2 = 4,43^2 = 19,62$

Based on the results of the secondary data research, it is noted that the highest score is 85 and the lowest is 75 with an average of 80.62, standard deviation is 4.43 and the variance is 19.62.

Table 3. The List of Basic Skill scores subject of students who do not take course.

No	Name / Initial	The Value of Basic Skills Subjects				Total
		Reading	Writing / Composition	Listening / Laboratory work	Speaking / Communicative skill	
1	NBS	72	80	72	80	77,25
2	BHP	78	77	72	75	75,5
3	RSM	79	78	80	77	78,5
4	FAS	75	78	77	80	77,5
5	ABN	76	73	68	72	72,25
6	CDS	80	78	80	75	78,25
7	DBP	82	77	81	74	78,5
8	APT	80	74	72	76	75,5
9	LSH	80	77	71	75	75,75

Table 4. The Average, Standard Deviation and Variance Data

No	Xi	Xi^2
1	72	5184
2	75	5625
3	75	5625
4	75	5625
5	77	5929
6	77	5929
7	78	6084
8	78	6084

| 9 | 78 | 6084 |
| $\sum$ | **685** | **58098** |

Standard Deviation

$$SD = \sqrt{V_x}$$

$$SD = \sqrt{\frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{((9)(58098)) - (685)^2}{9(9-1)}} \quad \text{Average}$$

$$\overline{X}_1 = \frac{\sum xi}{n}$$

$$= \frac{685}{9}$$

$$SD = \sqrt{\frac{522882 - 469225}{9(8)}}$$

$$= 76.11$$

$$SD = \sqrt{\frac{53657}{72}}$$

$$SD = \sqrt{745.23}$$
$$SD = 27,29$$

Variance

Variance $= SD^2 = 27,29^2 = 744.74$

While in the group of students who do not take course, it is known that the highest score is 78 and the lowest is 72 with an average of 76.11, standard deviation is 27.29 and the variance is 744.74.

Discussion

Based on the results of the research above noted that the lowest score for the group of students who take course is 75 and the highest score is 87. While the lowest achievement for the group of students who do not take course is 72 and the highest is 78. By the calculation of the average score for groups of students who take the course is 80.62, while the average score for those who do not take course is 76.11. By looking at the ratio of the average score of both groups, shown that the level of students' achievement who take course is still higher than those who do not take the course.

Findings

The significant difference of students' achievement for both groups is also known by looking at hypothesis, where the counted value = 0.60 outside the acceptance area H0 (0.60> 0.021). Based on the results, it can be concluded that the level knowledge of students who take course for basic skill subjects is better than the level knowledge of students who do not take the course. By the whole process of data analysis and result discussion, it can be seen that the course program plays a major role in helping students to improve their skills

and knowledge in subjects especially in basic skill subjects, and the results also describes that the students achievement who take course is better than the students who do not take the course.

4.Conclusions

Based on the result of the research that has been conducted it can be concluded that:

The score average of students' achievements who take course is 80.26., The score average of students' achievements who do not take course is 76.11., There is a significant difference between the students who take course (the average is 80.26) and the students who do not take the course (the average is 76.11). The level knowledge of students who take course for basic skill subjects is better than the level knowledge of students who do not take the course.

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