Basic English an Effort to Improve the Ability of Kip Scholarship Students at Mandalika University of Education

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Article Info	Abstract
	English language teaching has not been evenly distributed across all regions in Indonesia. The tendency is that students who go to school in big cities have better English teaching than remote areas. On the other hand, KIP Scholarship students come from many regions, some of which come from outside big cities. KIP Scholarship students are students with good academic backgrounds but have weak economic abilities. For KIP Scholarship students, they do not have the capital to get access to additional language learning facilities even if they need it. In the end, their competitiveness will be low. Therefore, the Basic English skills of KIP College Scholarship students need to be improved in order to be more competitive. In this study, Basic English was given to KIP Kuliah Scholarship students of Mandalika University of Education who were most in need of capacity building. A total of 12 meetings, in addition to the pretest and posttest, were organized. As a result, the Basic English skills of KIP College Scholarship students improved. However, it still takes perseverance from students to want to learn better so that their skills improve significantly. It can be concluded that the Basic English Implementation program for KIP College Scholarship students helps improve the ability of human resources in the field of English.

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1. INTRODUCTION

The selected students who receive the KIP Scholarship come from different regions in Indonesia and have good academic backgrounds from the schools they grew up in. They also come from students who have financial limitations. State aid finances their education, which selects them from many students. They are expected to stop the chain of poverty and even change their surroundings to become more competitive and capable. It is hoped that they will be a significant social change, at least within their families and even at the national level.

On the other hand, English education is unevenly distributed throughout Indonesia. Students in big cities receive better English teaching than students in remote areas. This is due to various shortcomings faced by teachers, including infrastructure, learning resources, language difficulties, parents' perspectives, teacher shortages and more (Febriana, Nurkamto, Rochsantiningsih, & Muhtia, 2018). In addition, this has an impact on students' preparation for university English courses; students from big cities usually start with a lower starting point. In addition, students who receive the KIP Scholarship do not have the resources to get "extra study" or access to other language learning facilities that are associated with resources. Ultimately, it is feared that even if they have exceptional talent, their inability in English will make them unable to compete with others. This is because English proficiency is essential for getting a job. Therefore, *KIP Kuliah* Scholarship students who come from outside West Nusa Tenggara must improve their basic English skills to be more competitive. Based on the situation analysis, the main problems can be

formulated, namely:

a. Mandalika Education University KIP Scholarship students who come from outside the city have low English language skills due to different learning experiences in big cities.
b. Financial inability makes it difficult for them to get additional education in English.

The above problems require solutions and solutions. Research activities carried out at Mandalika University of Education for KIP College Scholarship Students with the form of English Language Application activities are an effort to solve the problem. The targets of this activity are:

a. Cultivate interest and motivation to learn English
b. Basic English skills for KIP College Scholarship Students

2. RESEARCH METHODS

The activity of implementing Basic English for KIP College Scholarship Students is designed to be held in one study group with basic English material content that is appropriate for the level of students, and with the target students who most need improvement in their English skills. The stages of the implementation of this research program are as follows.

a. Socialization

The target participants of the Implementation are KIP Lecture Scholarship students. The socialization of the Implementation activities was delivered to the Department and student organizations of the KIP Lecture Scholarship of Mandalika Education University.

b. Analysis of Student Ability and Target Participants

Prior to the language implementation, an initial test was required to analyze the general proficiency of the KIP College Scholarship students. This initial test uses a standard question that can be used to analyze general English skills (Nelson quick test), in addition to a short essay writing in English. Due to the limited capacity of the Implementation, the determination of the Implementation participants took into account the aspect of similarity in ability level and specialized for those who had the lowest ability among others. In addition, the factor of similarity of free time to learn English that does not collide with the academic schedule of lectures is one of the considerations of sorting.

c. Determination of Materials and Application Methods Used

The implementation of Basic English for KIP College Scholarship students requires basic English materials needed for the Higher Education level. These materials include mastery of *to be*, number, alphabet, several tenses namely *Simple Present Tense, Simple Past Tense* and *Present Continuous Tense*. As for the approach, including topical based, which is material based on certain topics, including *Introduction, Daily Schedule, My Holiday*.

Students are trained to be able to introduce themselves, express time, spell words, ask questions, and know simple sentence structures. In addition, students are also given motivation to want to continue to improve their English skills because it is a necessity in the future, whether it is a career or further study.

d. Implementation

The English Language Implementation activity for KIP College Scholarship students is planned in 12 meetings excluding the Pre-test and Post-test. Implementation activities are held in the afternoon after academic lectures on Tuesdays and Thursdays at 16.00-17.00.

As for the Application room, it is carried out in the theoretical lecture room and Language Lab, after coordination with the room manager. Application activities can be seen in Table 1.

Table 1. Materials

Meeting to	Material
1.	Introduction
2.	Alphabet / Spelling
3.	Numbers / Address
4.	Telling The Time/ Day/ Weather
5.	What are you doing? (Present Cont. Tense)
6.	Review 1
7.	Daily Schedule (Present tense)
8.	My holiday (Past Tense)
9.	Asking Questions I (Yes/No)
10.	Asking Questions II (WH-Questions)
11.	Describing location
12.	Review 2
	Posttest

The Penerapan teaching team is a full Research Team, where there are 2 permanent English Lecturers who have more than 10 years of teaching experience at Mandalika University of Education. Therefore, the Application team has the feasibility of providing Application for KIP Lecture Scholarship students.

e. Evaluation of Implementation Results

Evaluation was carried out on two matters, namely (1) on the mastery of the material that had been presented and (2) on standardized general English questions as a post-test, for which initial data had been taken in the pretest.

3. RESEARCH RESULTS AND DISCUSSION

A. English study specialization

At the Socialization stage for KIP Lecture Scholarship Students at Mandalika University of Education, 41 students attended. They get information that there will be an Application of Basic English for KIP Lecture Scholarship Students. This number is large, because in 1 academic year, Mandalika University of Education only accepts 30 or 40 students through the KIP Lecture Scholarship pathway.

It is informed that interested students are expected to register with the KIP Lecture Scholarship Student representative, and then take part in the Pre-test / Placement Test program held in September. After seeing the Mandalika University of Education student activity schedule which is so full because of the ongoing student orientation period, an announcement was made that an initial test was held for KIP Lecture Scholarship students who were interested in taking Basic English Application. The announcement was distributed to all KIP Lecture Scholarship students through students carried out in 2 terms because in the afternoon after regular lectures, some students had to participate in sports practice activities or orientation of the department's student association. In total, students who attended the initial test amounted to 53 people, even though the initial registrants amounted to 43 people only. However, all those present were considered eligible to participate in the activity.

The total number of KIP Scholarship Diploma 3 (up to level 3) students recorded is 120 people. So that 44.2% of KIP College Scholarship students participated in the Pre-test activities. This also shows that 44.2% of KIP College Scholarship students are interested in participating in basic English Application activities. This figure is quite high for students who have a busy class schedule from morning to evening every day (7.00-15.20). Thus, it can be stated that the KIP Lecture Scholarship students of Mandalika Education University have an interest in improving their English skills.

B. Motivation to learn English

Based on the results of the initial test, the scores and levels of students' abilities in English were announced, including the results of sorting the names of students who were entitled to participate in the English Language Implementation activities. The announcement stated 15 names from various majors, the majority of which were Level 1 students. They were chosen because they had the lowest level of English. It was also stated that the learning schedule was every Tuesday and Thursday at 16.00 - 17.00 which took place in Language Laboratory Room 1 (Tuesday) and Language Laboratory 2 (Thursday). This announcement was also forwarded to the study program and room manager.

At the first meeting, 12 students were present. At the first meeting, in addition to getting material 1, namely about "Introduction", the participants were given information on the Basic English Learning / Application Syllabus, as well as its Rules, including notifying the reasons for absence. Students seemed enthusiastic to learn.

At the second meeting, 13 students attended, which turned out to be the highest number of attendances during the Implementation. Students learned the material about Alphabet/Spelling.

At the third meeting, only 6 participants attended. And for the following meetings, there were never more than 9 participants. In the middle of the implementation period, many participants were unable to attend because there was an event with the student association where they were participants and their seniors were the committee. In addition, sickness and personal permission were also stated by students. However, others did not state the reason for absence. Indeed, the majority of the participants were first-year students, so they felt more obliged to follow the rules of their seniors from the same department. The problem of motivation and discipline to keep studying needs to be taken more seriously.

If you look at the attendance list of participants, only about 8-9 people seem to be

more consistent in wanting to attend this Basic English Implementation. And then, during the final test (Post Test), those who followed it amounted to 8 participants. The implementation of English Language Implementation for students apparently requires more binding rules, so that if students want to follow it but cannot follow the rules, they will be able to follow the rules.

The existing application should not have to fill the position as a participant, so that it can be utilized for other students who can fulfill the Application regulations, especially attendance problems. It could be that in the future, Penerapan is limited to students of at least level 2. So that they have more free time from activities in the association and department.

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

C. Changes in English Language Proficiency

The data that can be worked on to analyze regarding the results of the achievement of improving Basic English skills carried out in this PPM is taken from 8 participants.

If only seen from the test questions sourced from the B.Ing Standard Test (Nelson test) whose test questions are not directly related to the Application material, their final score was 8.875 from the initial 5.375 (with a total of 25 questions). This means that they have improved their English skills.
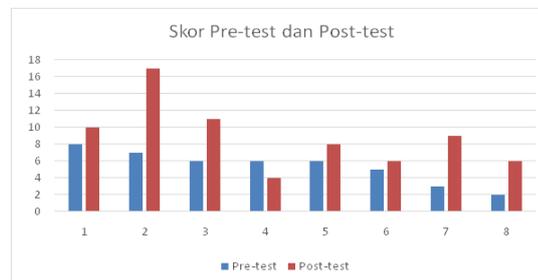
Figure 4. Comparison of Pre-Test and Post-test Scores of Participants

Meanwhile, when viewed from the average score whose test questions are sourced from the Application Material, the average reaches 74.5 (100 scale). This indicates that they are at the 'Good' level in understanding the Application material.

For the Implementation students, they need to study further independently to be able to improve and maintain their basic English. Thus, when facing English lectures, they do not face difficulties to follow them.

4. CONCLUSIONS

In the implementation of this research in the form of Basic English Application for KIP Lecture Scholarship students, there are several conclusions obtained: This research program was well received by the KIP Lecture Scholarship students in general. This can be seen from the students' interest in the Implementation program; This PPM program motivates students to improve their English skills after they better understand that English is important for their future; Based on the evaluation obtained, students who participated in the Basic English Implementation experienced an increase in their English skills. Therefore, programs like this need to be implemented to help KIP Lecture Scholarship students to have good competitiveness.

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