

Article

**CONTRIBUTION OF ENGLISH AS AN INTEREST-BASED
SUBJECT TO STUDENTS' ACHIEVEMENT IN ENGLISH AS
A COMPULSORY SUBJECT OF 2013 CURRICULUM: A
Survey Study at Grade X Students of SMAN 1 Narmada in
Academic Year 2013/2014**



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RATIFICATION

The journal entitled **Contribution of English as an Interest-Based Subject to Students' Achievement in English as a Compulsory Subject Of 2013 Curriculum: A Survey Study at Grade X Students of SMAN 1 Narmada in Academic Year 2013/2014** by Andria Wati has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan* (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University.

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**CONTRIBUTION OF ENGLISH AS AN INTEREST-BASED SUBJECT TO
STUDENTS' ACHIEVEMENT IN ENGLISH AS A COMPULSORY
SUBJECT OF 2013 CURRICULUM: A Survey Study at Grade X Students
of SMAN 1 Narmada in Academic Year 2013/2014**

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ABSTRACT

The purpose of this research was to find out the contribution of English as an Interest-Based Subject to Students' Achievement in English as a Compulsory Subject. This research used survey design and purposive sample technique. It was conducted at X MS 4 (Science) Class. The data was collected through U1, U2, U3, and questionnaires of the students. The findings show that test scores of students who were participated in Interest-Based class were better than students who were not participated in Interest-Based class in U3. Students of Interest-Based class also got better test score after participate in Interest-Based class. Based on students' questionnaires, it has showed that 80.77 % of the students in Interest-Based Class feel more confidence in English skill, 65.38 % of the students found easier in learning English as a Compulsory subject, 57.69 % of the students feel that their performance or test score of English as a Compulsory Subject will increase, and 57.69 % of the students became (more) interested in learning English than before. In short, it showed that English as an Interest-Based Subject has significant contributions to students' achievement in English as a Compulsory subject of 2013 curriculum at grade X of SMAN 1 Narmada in academic year 2013/2014.

Keywords: Interest-Based Subject, Compulsory Subject, 2013 Curriculum

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan kontribusi dari pelajaran Lintas Minat Bahasa Inggris terhadap pemahaman pencapaian siswa di dalam pelajaran Bahasa Inggris Wajib. Penelitian ini menggunakan metode survey dan teknik *purposive sample*. Penelitian ini dilakukan di kelas X MS4

(MIPA) SMAN 1 Narmada. Data untuk penelitian ini dikumpulkan melalui nilai U1, U2, U3 dan angket siswa. Hasil yang ditemukan dari penelitian ini menunjukkan bahwa nilai ujian U3 siswa yang berpartisipasi di kelas Lintas Minat Bahasa Inggris lebih baik daripada siswa yang tidak berpartisipasi di kelas Lintas Minat Bahasa Inggris. Siswa dari kelas Lintas Minat Bahasa Inggris juga mendapatkan nilai ujian yang lebih baik setelah mengikuti kelas Lintas Minat Bahasa Inggris. Berdasarkan angket dari siswa, itu menunjukkan bahwa 80,77 % siswa dari kelas Lintas Minat Bahasa Inggris merasa lebih percaya diri dengan kemampuan bahasa Inggris mereka, 65,38% siswa menjadi lebih mudah di dalam pelajaran Bahasa Inggris Wajib, 57,69% siswa merasa bahwa pencapaian atau nilai ujian mereka dalam Bahasa Inggris Wajib akan meningkat, dan 57,69% siswa menjadi (lebih) tertarik dalam belajar Bahasa Inggris dibandingkan dengan sebelumnya. Kesimpulannya, penelitian ini menunjukkan bahwa Lintas Minat Bahasa Inggris mempunyai kontribusi yang signifikan terhadap pencapaian siswa di dalam pelajaran Bahasa Inggris Wajib pada Kurikulum 2013 di kelas X SMAN 1 Narmada tahun ajaran 2013/2014.

Kata Kunci: Pelajaran Lintas Minat, Pelajaran Wajib, Kurikulum 2013

BACKGROUND OF THE STUDY

Education is an important asset for everybody. Moreover, education can be a way in appreciating the quality of a country. Indonesia does not has good rank in education. In education, Indonesia has some changes in education curriculum in order to improve the education. Until now, Indonesia never stops to find out what education system which is good to be applied.

Curriculum is able to (at least of all) predict the result of teaching process which has been expected because it shows about what knowledge should be learned and what activity has to be done by the students. As we know, Indonesia has some changes of education curriculum. Soedijarto, *et al.* (2010) tell that Indonesia has some curriculum applications. They are 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, KBK curriculum (2004), KTSP curriculum (2006). The last is the newest curriculum, 2013 curriculum.

In this era, Indonesia applies a newest curriculum, 2013 Curriculum (C13). C13 has the same characteristic as character education which gives priority to the moral education for the students. According to the Ministry of Education and Culture (2012), 2013 Curriculum is a curriculum in continuing of KBK

curriculum development in 2004 which covers attitude, knowledge, and skill competencies. SMAN 1 Narmada is one of models in C13 application.

In applying C13, SMAN 1 Narmada classifies the students to be 3 class types; MS (science), IS (social), and BS (Language) by pretest of general knowledge. MS is a class which consist of students who have competence in science, IS for social knowledge, and BS for language competence.

In order to increase the students' ability in the subject they like, C13 has prepared an "Interest – Based" Program. This program gives a chance for the students to choose the subject that they want to. For example, in English subject, students can choose English as an Interest – Based Subject to increase their ability or learn more about English or for other subject. The other advantage of this program is when students in MS class they can take Interest – Based Subject which is not referred to their major, MS category. For example, a student in MS class interest in German Language or Economy, he/she can take that subject as their Interest-Based subject. So teacher will help the student to develop what subject the students' like.

Students' interest in learning process can affects their achievement. It is assumed that the students who have high interest will show an effort to learn something more than students who have low interest in the learning process. Therefore, when students learn a subject based on their interest, they will be more easily to learn it.

This is the point that researcher want to study and the students of 1st grade in SMAN 1 Narmada would be the respondents as they have already got English as an Interest – Based Subject. Therefore they can give opinions for me since they will have some preferences about learning of English as an Interest – Based Subject. The other point is whether there are some contributions of English as an Interest – Based Program of 2013 Curriculum towards student's ability of English as a Compulsory Program or not. It is important to know because C13 has good structure in its implementation, not only in English subject but also other subject or Interest – Based such as MS and IS. In short, the researcher hopes English as an Interest - Based Subject can help students to increase their English ability.

The purpose of this research is to find out whether there are some contributions of English as an Interest – Based Subject to students' achievement in English as a Compulsory Subject.

REVIEW OF RELATED LITERATURE

Curriculum

Curriculum definitions provide us with what "ought" to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. Hornby (1995) states Curriculum is subjects that included in a course of study or taught at

a particular school, or college and Soedijarto (2010) states Curriculum is a set of plans and arrangement about the purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve specific educational goals. Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum.

The Development of Curriculum in Indonesia

Since the independence of Indonesia, Indonesia has some curriculums for education. According to National Education Standards Agency (BSNP) (2006), there are some curriculums that Indonesia had applied before. They are 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, KBK curriculum (2004), KTSP curriculum (2006). The last is the newest curriculum, 2013 curriculum.

2013 Curriculum

Knowledge is one of the most important things for everyone. Furthermore, a good behavior is also one of the factors. Knowledge and good behavior lead people to reach a bright future. That is one of the characteristic of C13 where the curriculum also gives priority to the students' moral.

The newest curriculum fulfils three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. 2013 curriculum could be used to improve religious tolerance as education should not only make students smart but also develop Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race, and tribes.

Achieving the goal of C13, Indonesia designed its structure as well as possible. For example 2013 curriculum makes scouts as a compulsory extracurricular for students in order to develop the attitude of nationalism and also the values which consist in the scout itself. So curriculum is seen to be more as a process rather than just a product.

2013 Curriculum is a new curriculum which has different characteristics from the previous curriculum. So before we apply this curriculum, the entire subjects related to the implementation of the curriculum have to understand and master the concepts of 2013 curriculum well.

Not only the students, the teacher have not been ready for this new curriculum either, almost of them even have not known what the curriculum 2013 contains. They also need preparations, trainings, and whatever needed to be able to teach well in this new curriculum.

Applying 2013 curriculum, first school has to give a coaching for teachers in order to explain what 2013 curriculum like. School has responsibilities to give some guidelines in implementation of 2013 curriculum so that it can be applied well. Further explanation, the Ministry of Education and Culture (2012) says the principal become a determinant for his schools' succeed. His job is making changes. Principal is an educator, teacher, coaches, mentor, and also a learning leader, change manager, and school culture developer. Second, teachers also has important role because they will be a subject in using the curriculum and teach the students in learning process by using this new curriculum. So, all of the subjects whether school, teacher, or students do not have difficulty in applying 2013 curriculum.

And as we know, in the last curriculum the students have to determine the major that they want to take in the second grade of senior high school, but in this new curriculum, they have to do it in the first grade of senior high school. In the implementation of C13, it has decided for each level of education unit about the subjects that should be learned. At SMA/SMK/MA, C13 has two types of subject lesson. In line with The Ministry of Education and Culture (2012), curriculum structure of C13 consists of some subject lesson, learning load, and calendar of education. C13 has some points to be understood. They are A Compulsory Subject, B Compulsory Subject, Majoring, and Interest – Based Subject.

The subject lesson consists of Compulsory Subject (should be learned by all of the learners at each level of education unit), Majoring (MS, IS, and BS), and Interest – Based Subject (students has a chance to learn what they are interested in).

Both of those subjects types (Compulsory and Interest – Based Subject) are mainly developed in the structure of the curriculum of secondary education (high school and vocational) while considering the age and psychological development of students aged 7-15 years it has not been given the choice of subjects for elementary and junior high school students.

Majoring is the other difference style of the C13 with the previous curriculum. Majoring is a program to grouping the students based on their ability. In C13, students will be divided into 3 groups; MS, IS, and BS.

In senior high school students, the 2013 curriculum gives them opportunity to learn other subjects from the other major. For example, a student from natural science major can take some subjects in social science or language/culture major, such as sociology or economy. Students can take whichever subject that they like. In fact, students are free to choose major and up to two cross-major subjects as early as they enter senior high school. With this new feature, the Ministry (2012) hopes to abolish the paradigm that the students who get into natural science stream are smarter and better than the others.

Compulsory Program

The Ministry of Education and Culture (2012) states “Compulsory” subject is some subjects which have to be learned by the students. Learning load in senior high for X, XI, and XII class has 43 hours of study per week. One hour of learning is 45 minutes. The following is structure of Secondary Education Curriculum for Compulsory subject. They are: Religion, Civics Education, Indonesian Language, Mathematic, History of Indonesia, English Language, Culture (SBK), Craft, and Sport.

Interest-Based Program

The interest in learning is very important. Some students who are lazy in learning activities, it can be caused by one of factors that is low interest. They look bored while studying, like making noise, disturbing their friends, making a joke, feeling sleepy, and sometimes going to the toilet for many times. Lester and Alice (1956) state that an interest is a motivating forces that impels an individual toward participation in one activity rather than another. It indicates that interest provide a strong motivation to learn. In line with McDonough (1983) states that motivation or interest of the students is one of the most important factors influencing their success or failure in learning. On the other hand, sometimes we heard that success or failure of teaching and learning is possibly by the students’ interest too.

This Interest-Based program is really good for the students because it can be a way for students in developing their interest in subject lesson. For Senior High School, C13 provides “Interest – Based” Group where the students can choice their subject based on their interest. The name of Interest – Based subject is used because of its system where students are able to learn out of the “Compulsory” subject matter while “Major” has a connotation about students should learn some subject matter in their major.

The structure of Interest – Based Program in senior high school gives looseness for the students as the subject. Interest – Based is divided into 3 types; IPA as Mathematics and Science (MS), IPS as Social (IS), and Language as BS. Then that Interest – Based categories have some subjects. In line with Ministry of Education and Culture (2012) tells about the subject lessons list of Interest – Based Program. They are: Mathematic, Biology, Physic, Chemistry, Geography, History, Sociology and Anthropology, Economy, Language and Literature of Indonesia, Language and Literature of English, Language and Literature of other foreign, and Sociology and Anthropology.

RESEARCH METHOD

This study was a quantitative research. A study by Richard (2005) showed that experimental, quasi-experimental and survey studies are regarded as quantitative studies because of the collection of information that is quantifiable and subjected to statistical analysis. They are designed to expose relationships among variables. In this study, the researcher had 2 variables. They were students who joined English as an Interest-Based subject and students who do not join English as an

Interest-Based subject. So that the researcher tried to find whether there is contribution that English as an Interest – Based Subject can give towards students' English ability in English as a Compulsory Subject or not.

The population in this study was students at grade X SMAN 1 Narmada. The rough total number of the students was 360 students. For the sample, researcher took X MS4 Class as the sample. To establish it, researcher used Purposive Sampling. Sugiyono (2010) states that purposive sample is used by having some consideration and has certain purpose. X MS4 had 40 students where 26 students (65%) joined in and 14 students (35%) did not join in English as an Interest-Based class. This class was suggested by the teacher because this class has good result in U3 of English as a Compulsory subject. It found by the teacher then the researcher supported U3 test score by the questionnaire.

This study covered two kinds of data that are used by the researcher; quantitative and qualitative data. Quantitative data were students' performance of English as a Compulsory Subject and English as an Interest – Based Subject and students' questionnaire. Qualitative data of this study was questionnaire.

Researcher used *triangulation* or *double method* to collect the data; test score and questionnaire. Kathleen and Stephen (2004) state the use of multiple methods and multiple sources as forms of triangulation makes case study findings not only more comprehensive but also more complicated, because so many perspectives are represented. Shortly, triangulation would make the data stronger than if just using one technique. The following were the steps conducted by the researcher in order to get the data, they were:

Documentation

The researcher collected the data of students' test score in learning English as a Compulsory subject and English as an Interest-Based subject. In senior high school 1 Narmada, there were 3 kinds of test in 1 semester; U1, U2, and U3. In November 2013, this school was as the sample in applying the newest curriculum, 2013 Curriculum. Researcher used students' test score in U1 as the score before participating in English as an Interest – Based Subject and U2, U3 as the score after participating in English as an Interest – Based Subject.

Giving questionnaire

Data will be collected by giving questionnaire for students of English as an Interest – Based Class. Kathleen and Stephen (2004) states Qualitative interviews are used when researchers want to gain in-depth knowledge from participants about particular phenomena, experiences, or sets of experiences. Here, questionnaire was used as the interviewing in written forms where the purpose was gaining in-depth information or knowledge from the participant. This questionnaire considered the preferences of students about their ability after

participated in English as an Interest – Based Class and C13 Program itself. Once the data from the questionnaire had been collected, it would be analyzed.

DATA ANALYSIS

First, the researcher collected students' test score: U1, U2, U3 of English as an Interest-Based subject test score and U3 of English as a Compulsory subject test score. Then, U1, U2, U3 of English as an Interest-Based subject test score analyzed whether the students' test score were increased. U3 of English as a Compulsory subject test score contained students who joined and did not join English as an Interest-Based. Those students' test scores were compared whether students who joined English as an Interest-Based class got better score.

After collecting those data, students who were in English as an Interest-Based class were given a questionnaire. The questionnaire had some questions which related to students preferences of their achievement or interest of English subject. Next, students' questionnaire answers were calculated in some points. Finally, the researcher calculated the correlations of students' answer questionnaire and students' test score.

DISCUSSION

Based on both data, test scores and questionnaire, some points were found related to some contribution achieved by Interest – Based class students in learning English as a Compulsory subject.

English as an Interest-Based subject gave positive contribution to students' achievement in learning English as a Compulsory subject. It was seen from the test score of U3 which students who joined English as an Interest-Based got better score than students who did not join English as an Interest-Based subject. The average U3 score of students who joined English as an Interest-Based subject was 82.5, while the average score of students who did not join English as an Interest-Based subject was 65.9. Moreover, especially to students who joined English as an Interest-Based Subject, the average score of U1 (before joined Interest-Based class) was 71.8 and U3 (after joining Interest-Based class) was 82.5. Thus, this proves that English as an Interest-Based subject contributed positively to students' achievement in learning English as a Compulsory subject at grade X MS4 class of SMAN 1 Narmada.

From the questionnaire analysis, which was aimed to investigate students' preferences of English as an Interest-Based subject, it was found that the percentage of students' confidence feeling in each English skill was 61.54% for listening, 46.16% for speaking, 80.77% for writing, 73.08% for reading, 42.31% for grammar structure, and 65.38% for vocabulary. The percentage of students who found it to learn English as a Compulsory subject easier after joining Interest-Based class was 65.38%. The percentage of a point that students' performance in English as a Compulsory subject will increase was 57.69%. The

last, the percentage of students who became (more) interested in English subject was 57.69%. In conclusion, the researcher finds that English as an Interest-Based subject has positive contribution to students' achievement in English as a Compulsory subject at grade X MS4 class of SMAN 1 Narmada.

CONCLUSION

In conclusion, the researcher finds that English as an Interest-Based subject has positive contribution to students' achievement in English as a Compulsory subject at grade X MS4 class of SMAN 1 Narmada. It is proven by students of English as an Interest-Based class in their achievement in learning English as a Compulsory subject.

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APPENDICES

Students' U2 and U3 Test Score of English as an Interest-Based Class in English as a Compulsory Subject

No.	Nama Siswa	U1		U2		U3
1	ARI WAHYU FIRMANSYAH	75	PREFERRED CLASS	95	PREFERRED CLASS	87.5
2	ARIANA HERAWATI	75		80		77.5
3	ASTRI ULANDARI	77.5		88		87.5
4	AZWINA AMALIA	80		94		92.5
5	CANDRA DEWI MULYANINGRUM	72.5		80		77.5
6	DAEMA YASINDA	72.5		85		87.5
7	ERMAYANA HAENI	62.5		84		80
8	HAIRUL FAHMI	75		76		85
9	I GEDE ARYA WIARTA	72.5		80		80
10	LILA AGUSTIN WULANDARI	70		80		77.5
11	M. DAHLAN	70		75		77.5
12	MIRA SULISTIARINI	75		80		80
13	NELA MONIQA	67.5		75		77.5
14	NI KADEK ERNA R. D.	50		75		77.5
15	NI NENGAH DIAN AYU LESTARI	75		80		77.5
16	NISRINA YOLLA KHAIRUNNISA	80		96		95
17	NURIA HAFRIZA WARDANI	65		88		77.5
18	PASYA AULIA	67.5		75		80
19	RAHAYU EKA PUTRI	65		75		77.5
20	RAMADHONI PUTRA BIMANTARA	77.5		90		82.5
21	RIRIEN NOVERA PUTRI	62.5		75		77.5
22	RISA NADA SALSABILA	75		85		92.5
23	RISNA YULIA GUSTRIA	70		84		85
24	SINTIA KARDIOLA	72.5		75		77.5
25	SITI HIJRANAH SAHALIATI	72.5		90		85
26	YUDIA NIKMATUL WARODIAH	90		90		92.5

U3 Test Score of Students at X MS 4 Class

No.	Name of the Students	U3
1	AELIA HIDAYATULLAH	72.5
2	ARI WAHYU FIRMANSYAH	87.5
3	ARIANA HERAWATI	77.5
4	ASMAUL AZIZAH	70
5	ASTRI ULANDARI	87.5
6	AZWINA AMALIA	92.5
7	CANDRA DEWI M.	77.5
8	DAEMA YASINDA	87.5
9	ELYA RATNA SAFITRI	70
10	ERMAYANA HAENI	80
11	GITA FITRIANI	62.5
12	HAIRUL FAHMI	85
13	I GEDE ARYA WIARTA	80
14	INDIRA FATMI DEWIA	62.5
15	KHAERUL AZHAR	67.5
16	LAZMI ZAZKIA	75
17	LILA AGUSTIN WULANDARI	77.5
18	M. DAHLAN	77.5
19	MAYA ULIANA	65
20	MIFTAHUL RIZKI LESTARI	62.5

No.	Name of the Students	U3
21	MIRA SULISTARINI	80
22	NAJAMUDIN	45
23	NELA MONIQA	77.5
24	NI KADEK ERNA R. D.	77.5
25	NI MADE YOLA SURYANI	60
26	NI NENGAH DIAN AYU L.	77.5
27	NI NYOMAN AYU P.	65
28	NISRINA YOLLA K.	95
29	NOVIANI	75
30	NURIA HAFRIZA WARDANI	77.5
31	PASYA AULIA	80
32	RAHAYU EKA PUTRI	77.5
33	RAMADHONI PUTRA B.	82.5
34	RIRIEN NOVERA PUTRI	77.5
35	RISA NADA SALSABILA	92.5
36	RISNA YULIA GUSTRIA	85
37	SINTIA KARDIOLA	77.5
38	SITI HIJRIANAH SAHALIATI	85
39	SITI RAUHUL BARIAH	70
40	YUDIA NIKMATUL W.	92.5

Note: Shaded Columns contain with students who do not joined English as an Interest-Based Class.

Students' Answer of the Questionnaire

Students	English Skill which students like	Do they feel more confidence in each English skill?						Getting easier in learning Compulsory subject	Test score in Compulsory sub. is increase	Being more interest in English
		Speaking	Listening	Writing	Reading	Grammar	Vocabulary			
AWF	Reading + Writing	√	√	√	√	√	√	√	√	√
ARH	Writing	√	-	√	√	-	√	-	-	-
AU	Listening	-	√	√	-	-	√	√	-	√
AZA	Vocabulary	√	√	√	√	√	√	√	√	√
CDM	Reading	-	-	√	√	√	√	-	-	-
DY	Speaking	-	√	√	√	-	-	√	√	√
EH	Speaking	√	√	-	√	√	√	-	-	√
HF	Vocabulary	-	√	-	-	-	√	√	-	-
IGAW	Speaking	√	√	-	√	-	-	√	√	√
LAW	Vocabulary	-	√	√	-	√	-	-	-	√
MD	Writing	√	-	√	√	√	√	√	√	√
MS	Vocabulary	-	√	-	√	-	√	√	-	-
NM	Writing	√	-	√	√	√	√	√	√	√
NKERD	Reading	-	√	√	√	-	-	√	√	√
NDAL	Reading	√	√	√	√	-	√	√	√	√
NYK	Reading	-	-	√	√	√	√	√	√	√
NHW	Writing	√	-	√	√	-	√	-	-	-
PA	Vocabulary	-	√	√	-	√	-	-	√	-
REP	Reading	√	-	√	√	-	√	√	√	-
RPB	Writing	√	√	√	-	-	-	-	√	√
RNP	Speaking	-	√	√	√	-	-	√	√	√

Students	English Skill which students like	Do they feel more confidence in each English skill?						Getting easier in learning Compulsory subject	Test score in Compulsory sub. is increase	Being more interest in English
		Speaking	Listening	Writing	Reading	Grammar	Vocabulary			
RNS	Listening	-	√	√	-	-	√	√	-	√
RYG	Listening + Reading	-	-	√	-	-	-	-	-	-
SK	Reading	-	√	√	√	√	√	-	-	-
SHS	Writing	√	-	√	√	√	√	√	√	√
YNW	Reading	-	-	-	√	-	-	√	√	-
Total		46.15 %	61.54 %	80.77 %	73.08 %	42.31 %	65.38 %	65.38 %	57.69 %	57.69 %