

INCREASING LEARNING ACHIEVEMENT OF PARTS OF SPEECH THROUGH THE USE OF CROWN ACADEMY OF ENGLISH FIRST YEAR AIRCRAFT ENGINEERING CADETS AT AVIATION POLYTECHNIC OF SURABAYA

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ABSTRACT

Parts of Speech is one of the material in the learning curriculum first-year aircraft engineering cadets that often cadets make mistakes when making and using sentences using words about Noun-Pronoun, Verbs, Adjectives, Adverbs, Conjunction, Number, Articles, Preposition. The purpose of this study was to determine the differences in the increase in learning outcomes of English learning cadets in the Part of Speech material before and after using the Crown Academy of English method. The sample of this study is aircraft engineering cadets 4C at the Aviation Polytechnic of Surabaya. This research was conducted in November 2018. Data collection methods in this study were observations, tests, interviews, and field notes. The data analysis technique used is data reduction, data presentation, drawing conclusions, and verification of reflection.

Keywords: *Crown Academy of English, Achievement of Learning English*

PRELIMINARY

Inquiry learning is a form of a student-oriented approach. This is because in this strategy students play a very dominant role during the learning process. The inquiry learning strategy is learning with discovery. In learning with discovery, students are encouraged to be actively involved in learning with concepts and principles, and the teacher encourages students to have experience by conducting experiments that allow students to find principles for themselves (Sanjaya, 2011:196).

Learning with inquiry is important because the language has a central role in the intellectual, social, and emotional development of students and is the key determinant towards success in studying all fields of study. Competencies that must be mastered by students need to be expressed in such a way that they can be assessed, as a form of learning outcomes of students who refer to direct experience. Competence is the overall attitude, knowledge, and skills that are carried

out in a balanced manner so that it can be used to determine the relative position of each learner against a predetermined standard. This learning requires appropriate media in English is an ability/skill that can be learned. One can be reluctant to learn English because they don't know what it is for. The current digital age makes it easy for lecturers and cadets in learning. The rapid development of technology and communication in the digital era include information and communication technology tools for learning English which is expected to be able to improve understanding of the concept of angles (Irwanto, 2017:81).

The learning objectives carried out in the classroom are focused on the behaviors of the universe or the making (performance) as a type of output that contains these objects after carrying out learning activities. Teaching cored interactions between lecturers and cadets. In this interaction, the lecturer conducts an activity called teaching, while cadets carry out activities called learning (Ibrahim, 2010:13).

Based on the background of the problem above, the formulation of the problem in class action research is: How to improve the learning achievement of Parts of Speech through the use of the Crown Academy of English for the first year aircraft engineering cadets at the Aviation Polytechnic of Surabaya? This classroom action research aims to describe the efforts of lecturers in improving the learning achievements of Parts of Speech through the use of the Crown Academy of English for the first year aircraft engineering cadets at the Aviation Polytechnic of Surabaya.

The action hypothesis in this study is to use the Crown Academy of English, so there is an increase in the learning achievement of Parts of Speech for the first year aircraft engineering cadets at the Aviation Polytechnic of Surabaya. The success indicators set out in this study are: (1) the first-year aircraft Engineering cadets at Aviation Polytechnic of Surabaya experienced mastery learning in Parts of Speech material (values>75), (2). tthe quality of learning increases in the observation sheet.

The benefits of this study are: (1) cadets can connect the English lessons they're learning with their daily real conditions, understand the meaning of the learning material because it will be useful in life (because learning will be more meaningful if the cadets experience what they are learning, not just knowing it), (2) the lecturer can utilize the results of this study as an input to improve the learning process in the Parts of Speech for the first-year aircraft engineering cadets at the Aviation Polytechnic of Surabaya, (3) Aviation Polytechnic of Surabaya can utilize the results of this study as a reference in making policies on improving the quality of learning through training for lecturers about innovative learning methods to improve the quality of learning, and (4) other researchers can use this research as a reference in conducting similar research or further research.

THEORETICAL BASIS

Understanding of learning is often identified with the word change or change. Changes that are intended are of course changes that are in accordance with the changes desired by the understanding of learning. Therefore, someone who engages in learning activities will get a change in himself by possessing new experiences. Then, the individual is said to have learned, and the changes that occur as a result of learning are changes that come in contact with psychological aspects and behavior. As stated by Slameto (2010,13) as quoted by Djamarah (2012:13) formulating the notion of learning is a business process carried out by individuals to obtain a change in new behavior as a whole as a result of the experience of the individual himself in interaction with his environment.

By studying the previous descriptions, the lecturer should be able to formulate his own learning principles such as the principle of learning that can be implemented in different situations and conditions, and by each cadet individually. Slameto (2010:27). Learning is not a process in ability, nor is it ever empty of various activities. Never seen anyone who learns without involving his body. The situation will also determine what activities will be carried out in order to study. Every situation anywhere and anytime will provide learning opportunities to someone (Azrinamey, 2013:1).

Learning in complex meaning is a conscious effort from a lecturer to teach his cadets (giving the interaction of cadets with other learning resources) in the framework to achieve the expected goals. Instructional objectives are behavioral learning outcomes that are expected to occur, be owned, or mastered by students after participating in certain learning activities. This is based on various opinions about the meaning of learning objectives or instructional goals (Haryanto, 2012:1).

Learning materials are basically the contents of the curriculum, namely in the form of subjects or fields of study with topics / sub-topics and details. The contents of the learning process are reflected in the learning material learned by cadets. Djamarah (2012:43) explains the learning material is the substance that will be delivered in the teaching and learning process. Without learning material, the teaching and learning process will not work. Learning materials are arranged systematically by following the principles of psychology. In order for the learning material to reflect the clear target of the behavior of cadets after experiencing the teaching and learning

process. Learning material must have a clear scope and sequence. The scope and sequence are made based on the objectives formulated.

Crown Academy of English is an English language study by a fully qualified native English teacher with more than 10 years of experience. Crown Academy of English assists in preparation and advice on IELTS tests. Crown Academy of English is an English grammar tutorial about parts of the conversation with examples. This lesson provides an overview of eight parts of speech or word types: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions and interjections. While others consider them only as a type of adjective. Each part of the speech has specific uses and functions as well as certain grammar rules. For each, there is a definition, a brief explanation and a few examples from the Crown Academy of English to help you learn it (https://www.youtube.com/watch?v=FDbhU8Dhy_k)

The use of contemporary media is an approach to learning that involves a natural or material world investigation process, which encourages students to ask questions, make discoveries and test the findings through research in the search for a new understanding. In Crown Academy of English, lecturers can develop physical and mental involvement, as well as emotional cadets. Midshipmen have the opportunity to practice process skills in order to obtain maximum learning outcomes. Experience experienced can directly be embedded in his memory. The involvement of physical and mental and emotional cadets is expected to be introduced to a learning method or condition that can foster self-confidence and innovative and creative behavior.

RESEARCH METHODS

Research methods are needed in this study, to help clear the flow of thinking in the course of research. This study uses action research because classroom action research is a study that is more in line with the main tasks and functions of the teacher, improving the quality of learning, improving the quality of students, and achieving learning or education goals. Classroom Action Research (CAR) which is a form of study that is reflective by the perpetrators of action, carried out to increase the rational maturity of actions in carrying out tasks, deepen understanding of the actions taken, and improve conditions the place of learning is done.

In each cycle, the activities carried out at the planning stage are: (a) meeting with colleagues as observers to discuss the preparation of learning activities carried out when learning functional short texts using the Crown Academy of English, (b) discussing and establishing SAP who will

applied in class as an act of research, (c) preparing materials needed to carry out research, (d) preparing time and methods of implementation, discussion of observations on research subjects, (e) preparing data record books, (f) preparing learning outcomes test devices in the first cycle.

The implementation of actions in each cycle is by carrying out the SAP guided learning activities that have been made. In more detail the research sms applied can be explained as follows. Parts of Speech learning uses the Crown Academy of English in English in the first cycle and in the second cycle, the message is added with PowerPoint impressions to clarify the experiment. Then, the lecturer discusses how to carry out learning activities with the observer lecturer. (b) make an assessment using the assessment tools provided.

Activities during observation are: (a) colleagues record all activities carried out by lecturers and cadets during the learning process, starting from the initial activity to the final activity. (b) make observations with observation instruments.

Activities during reflection are: (a) analyzing records in the field and daily journals as observations are reviewed and reconsidered, (b) the collected data are reviewed comprehensively, (c) data is discussed with the observer to get the same view on the action in the first cycle. (d) the results of reflection are used as material to revise the next action plan.

Tests are conducted to find out the initial Learning Achievement of students so that researchers can plan actions to be taken in improving the learning process. Giving action is done through three cycles and evaluation is done at the end of the cycle to find out student achievement in each cycle. The test is an information gathering tool, more formal because it is full of boundaries (Arikunto, 2009: 33). The student learning outcomes test is processed to measure completeness using the formula: Learning completeness formula

$$\frac{\text{The number of students who gets } \geq 75}{\text{Total number of students}} \times 100\%$$

Learning achievement is said to be successful if students individually have obtained a score of 75 or more, and in classical terms, it is said to be thoroughly studied if more than 85% of students get a score above 75. In addition, a descriptive analysis method which is a presentation of the results of learning with Crown Academy of English.

$$\text{Average formula} = \frac{\text{Total score}}{\text{Total number of the student}}$$

RESEARCH RESULT

Table 1. Description of the Results of First Cycle English Learning

No	Noun	Pronoun	Verbs	Adjectives	Adverbs	Conjunction	Number	Articles	Preposition	Grade	Score
1	1	1		1	1	1	1		1	7	77,8
2		1	1	1			1	1	1	6	66,7
3	1	1	0	0	1	1	1	0	0	5	55,6
4	1	1	1	1	1		1	1	1	8	88,9
5		1	1	1			1	1	1	6	66,7
6		1	1	1			1	1	1	6	66,7
7	1		1	1	1	1		1	1	7	77,8
8	1	1	1	1	1		1	1	1	8	88,9
9	1	1	1	1	1		1	1	1	8	88,9
10	1	1	1	1	1		1	1	1	8	88,9
11	1	1		1	1	1	1		1	7	77,8
12	1	1	1	1	1		1	1	1	8	88,9
13	1	1	1	1	1		1	1	1	8	88,9
14	1	1	1	1	1		1	1	1	8	88,9
15	1	1	1		1	1	1	1		7	77,8
16	1	1	1		1	1	1	1		7	77,8
17	1	1		1	1	1	1		1	7	77,8
18	1		1		1	1		1		5	55,6
19	1	1	1		1	1	1	1		7	77,8
20	1	1	1	1	1		1	1	1	8	88,9
21	1	1	1	1	1		1	1	1	8	88,9
22	1	1		1	1	1	1		1	7	77,8
23		1	1	1			1	1	1	6	66,7
24	1	1	1	1	1		1	1	1	8	88,9
											78,7

Based on the results of the research data in the first cycle regarding the results of learning English in cadets in the field of Parts of Speech using the demonstration method, the highest score obtained by the respondents was 88.9, the lowest score was 55.6, and the average score of English learning outcomes was 78.7. Completeness of 18 cadets (75%).

Table 2. Description of Results of Second Cycle English Learning

No	Noun	Pronoun	Verbs	Adjectives	Adverbs	Conjunction	Number	Articles	Preposition	Grade	Score
1	1	1	1	1	1	1	1		1	8	88,9
2	1	1	1	1	1		1	1	1	8	88,9
3	1	1	1	1	1	1	1	1	1	9	100,0
4	1	1	1	1	1		1	1	1	8	88,9
5	1	1	1	1			1	1	1	7	77,8
6	1	1	1	1	1		1	1	1	8	88,9
7	1	1	1	1	1	1		1	1	8	88,9
8	1	1	1	1	1		1	1	1	8	88,9

No	Noun	Pronoun	Verbs	Adjectives	Adverbs	Conjunction	Number	Articles	Preposition	Grade	Score
9	1	1	1	1	1		1	1	1	8	88,9
10	1	1	1	1	1		1	1	1	8	88,9
11	1	1	1	1	1	1	1		1	8	88,9
12	1	1	1	1	1	1	1	1	1	9	100,0
13	1	1	1	1	1	1	1	1	1	9	100,0
14	1	1	1	1	1	1	1	1	1	9	100,0
15	1	1	1		1	1	1	1		7	77,8
16	1	1	1		1	1	1	1		7	77,8
17	1	1	1	1	1	1	1		1	8	88,9
18	1	1	1		1	1	1	1		7	77,8
19	1	1	1		1	1	1	1		7	77,8
20	1	1	1	1	1	1	1	1	1	9	100,0
21	1	1	1	1	1	1	1	1	1	9	100,0
22	1	1	1	1	1	1	1		1	8	88,9
23	1	1	1	1		1	1	1	1	8	88,9
24	1	1	1	1	1		1	1	1	8	88,9
											89,4

Based on the results of the study, data on cadets learning achievement during the second cycle are presented in the following table. Based on the research data in the second cycle regarding the results of learning English in cadets on Parts of Speech using demonstration methods coupled with Youtube shows to clarify the experiment, the highest score obtained by respondents was 100, the lowest value was 77.8, and the average value English learning outcomes are 89.4 and 100% completeness. the quality of the learning process during the first cycle and the second cycle is presented in the following three tables.

Table 3. Criteria for Quality of Classroom Learning Atmosphere

Nilai	4,00	s.d	5,0	<input type="checkbox"/>	Very Good
	3,00	s.d	3,99	<input type="checkbox"/>	Good
	2,00	s.d	2,99	<input type="checkbox"/>	Average
	1,00	s.d	1,99	<input type="checkbox"/>	Less
		<	1,00	<input type="checkbox"/>	Very Less

The table above is the determination of the criteria for the learning atmosphere in the class which is recorded when observing the action research takes place.

Table 4. Quality of Learning Processes During the First Cycle

NO	ASPECT	SCORE	QUALITY
1.	Suasana Pembelajaran	3.00	Good
2.	Tanggung Jawab	3.00	Good
3.	Rasa Percaya Diri	3.00	Good
4.	Fokus Kegiatan	3.00	Good
Rata-Rata Nilai Kualitas Proses Pembelajaran		3.00	Good

Table 5. Quality of Learning During the Second Cycle

NO	ASPECT	SCORE	QUALITY
1.	Suasana Pembelajaran	4,00	Very Good
2.	Tanggung Jawab	4.00	Very Good
3.	Rasa Percaya Diri	4.00	Very Good
4.	Fokus Kegiatan	4.00	Very Good
Rata-Rata Nilai Kualitas Proses Pembelajaran		4.00	Very Good

The criteria above are those that cover the atmosphere of learning, responsibility, confidence, and focus of activities used to determine the quality of learning in the classroom. It appears that the use of the Crown Academy of English has improved the quality of learning. The average value of learning quality in Cycle 1 is 3.00, and in Cycle 2 is 4.00.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions that can be drawn from this study are:

1. The first year aircraft engineering at Aviation Polytechnic of Surabaya experienced learning completeness in Parts of Speech material (score ≥ 75), Based on the results of the research data in the first cycle regarding the results of learning English in the field of Parts of Speech using the demonstration method, the highest value obtained by respondents was 88.9, the lowest value was 55.6, and the average score of English learning outcomes was 78.7. Completeness of 18 cadets (75%). Based on the results of the research data in the second cycle regarding the results of learning English in cadets on Parts of Speech using demonstration methods coupled with Youtube shows to clarify the experiment, the highest score obtained by respondents was 100,

the lowest value was 77.8, and the average value English learning outcomes are 89.4 and 100% completeness.

2. The quality of learning increases in the observation sheet. The quality of learning that includes the atmosphere of learning, responsibility, confidence, and focus of activities is used to determine the quality of learning in the classroom. It appears that the use of the Crown Academy of English has improved the quality of learning. The average value of learning quality in Cycle 1 is 3.00 and in Cycle 2 is 4.00.

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