



The general objective of tutoring services for students is the achievement of an optimal academic adjustment in accordance with the talent and potential their own. in particular, the Intensive learning program is directed to help students understand the potential and weaknesses, have good study habits, able to solve learning problems and create an atmosphere learning conductively.

The same view expressed by Cece grace in says that intensive learning Program is a process of providing assistance from a tutor to students by developing atmosphere of learning - teaching conductively<sup>3</sup>. By the program is to overcome learning difficulties that may be faced to achieve learning results optimally. In this study, tutoring program for students can optimize their potential.

Intensive leaning program is one form of guidance service that is important to hold at school<sup>4</sup>. Intensive Learning Program is the guidance that is directed to help the students in facing and solving some academic problems, such as; how to learn, do the tasks, and exercises<sup>5</sup>.

Intensive learning Program is considered important by researcher because of the time learning in the school, compared with at home. School can be more

<sup>3</sup> Cece, *Teaching English as a Second or Foreign Language* (Los Angeles: Newbury House Publisher, Inc., 1979), p. 20.

<sup>4</sup> Prayitno, *Dasar-dasar Bimbingan* (Jakarta: Rineka Cipta, 2004), p.279.

<sup>5</sup> Nurihsan, *Dasar-dasar Bimbingan Belajar dan Konseling* (Bandung: Mutiara, 2003), p.20.



Teaching English in IELP is different from teaching English in regular class. The tutors of IELP are not tied up by the national basic competences and competence standards that may control their teaching<sup>8</sup>. Therefore, they are free to design the program goals, materials, and activities based on the students need and interest. Although the tutors are free to conduct any activities in the program, it is hoped that the tutors are able to create an interesting situation and activity and develop the class situation as natural and free as possible where the students can feel free in practicing their language<sup>9</sup>. The tutors also need to design a fun and comfortable atmosphere during the process of teaching and learning through the application of appropriate English teaching techniques in order to make the students feel interested, motivated, and confident in practicing their English ability<sup>10</sup>.

IELP is program that is conducted outside school time regular which aims to improve students' English language skills, and the process of learning in the classroom<sup>11</sup>. And this program has in effective teaching methods to be applied to the student.

---

<sup>8</sup> M.Muslich, *KTSP; Dasar Pemahaman dan Pengembangan...* p. 18.

<sup>9</sup> Brown, *Language Assessment Principles and Classroom Practice...* p. 60.

<sup>10</sup> W.M.Rivers, *Teaching Foreign Language Skills* (Chicago: The University of Chicago Press, 1981), p. 245.

<sup>11</sup> Fries, *Teaching and Learning English as a Foreign Language* (Ann Arbor: The University of Michigan Press, 1970), p. 20.

The implementation of the IELP at School also depends on the School's need and condition<sup>12</sup>. The School's need refers to the target or purpose of the school in implementing an IELP, while the school's condition refers to the school's capability in supporting the implementation of the program in terms of the facilities, tutors, and materials. In short, before conducting an IELP, a school has to make sure whether or not the program fulfills the students need and interest, is suitable for the school's own target, and it is able to be supported by the school.

### C. Teaching - Learning Process

The learning process is a process that contains series of actions of tutors and students on the basis of interrelationships that progress in education to achieve certain goals. Interaction between tutor and students are a major requirement for the continuity of the learning process.<sup>13</sup> An interaction in the event learning has a broader meaning, not only the relationship between tutors and students, but also the form of educational interaction. In this case, the tutor not only delivers the messages through form of subject, but attitude and motivation on students who are studying.

---

<sup>12</sup>Wahjosumidjo, *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik dan Permasalahan* (Jakarta: PT Raja Grafindo Persada, 2007), p. 214.

<sup>13</sup>Jhon oller, *Focus on The Learner, Pragmatic Perspectives For Language Teacher* (USA: Newbury House Publishers, 1973), p. 12.



In the teaching-learning process, teaching is defined as the process of delivering information or knowledge from tutor to pupil<sup>14</sup>. While learning is a process of behavior change as a result of the experience and training<sup>15</sup>, in other sources of learning is the search to acquire knowledge.

Based on the opinion above, the authors conclude that the learning process is the process of delivering information or knowledge from tutor to make the changes of students to increase student intelligence. In teaching and learning consist of the learning components; learning goals, learning materials, teaching methods, learning strategies, and learning media.<sup>16</sup>

All components are required to develop competency standards. Standard of competence is defined as consisting of qualification capability; attitudes, knowledge, and skills<sup>17</sup>. In the standard language of learning competence, especially in learning English we know the four language skills; listening, Speaking, Writing, and Reading.

<sup>14</sup> Jhon oller. *Focus on The Learner. Pragmatic Perspectives For Language Teacher...* p.12

<sup>15</sup> Oemar Hamalik, *Metodologi Pengajaran Ilmu Pendidikan* (Bandung: C.V. Mandar Maju. 1989), p. 60.

<sup>16</sup> H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (Pearson Education Company: New York, 2000), p. 278.

<sup>17</sup> E. Mulyasa, *Kurikulum Tingkat Satuan: Subuah Panduan* (Bandung: Pt. Remaja Rosdakarya, 2007), p. 15.

While, IELP focus on giving understanding the material test that is examined in the National Exam of English, especially for reading and Writing<sup>18</sup>.

National Center for Standards agencies (BSNP: Badan Standart National Pusat) is an Institution that regulates about the UN release passing grade competence (SKL: Standart Kelulusan) at each period of UN. It contains the qualification of competence to pass including behavior, knowledge and skill that are adapted the agreed national standards, as defined by Kepmen DIKNAS No. 23 of 2006<sup>19</sup>. In fact, it is only competence of knowledge. Here the form of SKL for UN SMP 2010-2012 (for detail see appendix 7).

SKL (Standard of Graduate's Competence) is used as a guideline assessment in determining the graduation of students from the educational unit. SKL includes the competencies for all subjects or subject groups<sup>20</sup>. While competency based curriculum is curriculum which is designed to help the users to develop English communicative competence as life skills<sup>21</sup>. The skills to make learners survive in the modern communication where is used.

---

<sup>18</sup> Ninuk, "*Standar Isi ( Si ) dan Standar Kompetensi Lulusan (SKL)*" (<http://ninukdwijawan.blogspot.com/2010/01/standar-isi-dan-standar-kompetensi.html>), accessed on 4 january).

<sup>19</sup> Ninuk, "*Standar Isi ( Si ) dan Standar Kompetensi Lulusan (SKL)*" ...

<sup>20</sup> Aditya Rahman "*Standar Isi dan Standar Kompetensi Lulusan*" (<http://intermediary-blog.blogspot.com/2012/01/standar-isi-dan-standar-kompetensi.html>), accessed on 08 January 2012).

<sup>21</sup> Ahmad Sudrajat "*Tentang Pendidikan*" (<http://akhmadsudrajat.wordpress.com/2008/07/08/pengertian-kurikulum/>), accessed on 8 july 2008)

#### D. Techniques of Teaching English

In the process of delivering the material learning during teaching – learning process, we know that the approach, method, and technique are the three terms which are often overlapped in language teaching<sup>22</sup>. People often mention one of them but they refer to another. Even, people tend to use the term method for all of the three. Some people think that they refer to the same concept: a procedure of teaching a language. According to Anthony, the three have hierarchical arrangement. Approach is the level of theory, method is the plan of language teaching which consistent with the theories, and technique carry out a method<sup>23</sup>. In otherwise, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementation.

Based on the definitions above, the researcher concludes that method is a way or a step used in achieves the learning objective that is applied in the teaching learning.

A technique is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom<sup>24</sup>. All activities that take place in a language class are technique.

<sup>22</sup> Richard, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), p. 19.

<sup>23</sup> Richard, *Approaches and Methods in Language Teaching*... p 19.

<sup>24</sup> Bambang, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 14.



Teaching techniques are any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives<sup>25</sup>. Therefore, to support the success of teaching and learning process in reaching its goal, a creation, selection, and application of suitable techniques are very important to be considered by a tutor.

There are various teaching techniques that can be applied in the language teaching and learning process. Crookes & Chaudron divide the techniques into three categories which are controlled techniques, semi controlled techniques, and free techniques<sup>26</sup>.

## 1. Warm-up

It is applied at the beginning of a class meeting to stimulate the students' motivation and readiness to the topic that will be learned. In this technique, the tutor applies several activities which do not related to the topic that will be learned.

## 2. Explanation

In this technique, the tutor's role is as a source of knowledge who explains the content of the language learned including the grammar, the phonological aspect, and vocabulary to the students. The tutor explains

<sup>25</sup> H.D. Brown, *Teaching by Principles: Principles of Language Learning and Teaching 4<sup>th</sup> Edition* (New York: Longman, 2001), p. 16.

<sup>26</sup> H.D. Brown, *Teaching by Principles: Principles of Language Learning and Teaching* 4<sup>th</sup> Edition... p. 133.

the material to student clearly, so the student can acquire what the tutor explain.

Explanation is one of the traditional methods of education. It is widely used by tutors and is expressed verbally<sup>27</sup>. Its structure repeats that of a speech having all characteristic parts followed by arguments and rhetorical questions. It may be constructed as: telling, narration, exposition or simple speech.

It is very important to use teaching methods in combination with each other for better results. Also pure usage of any of the above methods is not recommended.

### 3. Question-answer

The tutor asks the students questions which the answers could be predicted by the tutor before, for example the questions which the answers are explicitly stated on a text. On the other words, there is only small possibility for the students to answer the question in quite various answers.

---

<sup>27</sup> Kolb, "*Learning Style and Learning Space*" (<http://www.educativ.info/edu/licee2.html>, accessed on February 16, 2011)

## 4. Review

The tutor guides the students to review the previous lesson as the formal summary and test of students recall performance.

Reviewing the lesson or the topic before is conducted with short reviewing about the lesson previous. This technique aims at helping students in learning new material and creating the initial awareness about the students' ability in learning<sup>28</sup>. Moreover, the tutors can delivery the information in memory at long term of students and give a cognitive structure to include the new material. It will be easier for students to process information if they combine new information with previous learning because it will build saint that more organized.

## 5. Testing

The testing technique is applied to evaluate the students' progress in the process of the teaching and learning.

Testing that is given to the students have to be controlled by tutor so the tutor can observe the students' comprehension.<sup>29</sup>

<sup>28</sup> Pintrich, P. & Schunk, D. *Motivation in Education: Theory, Research & Applications* (Englewood Cliffs, NJ: Prentice-Hall, 1996), p. 3.

<sup>29</sup> Bachman, *Fundamental Consideration in Language Testing* (USA: oxford University Press, 1990), p. 10

Giving exercises students' own can upgrade their ability. The students that can do assignment because of their own capability will feel able to in learning and be motivated to increase.

## 6. Problem Solving

Problem-solving technique makes the students to be active to face a problem situated in the real context. At the beginning of the class session, the students start with limited knowledge they have. As the activities go on, they will take responsibility for their own learning by doing peer collaboration such as peer or group discussion to develop, explain and defend a solution in solving the problem<sup>30</sup>.

By problem solving technique, the students can be helped easily to resolve questions and find out where the error and how the student should fix it.

## 7. Discussion

Discussion is one of the best teaching techniques which can be applied in the class because the students can express their idea about a specific topic or issue critically through this method. Discussion involves

<sup>30</sup> Smaldino et al., *Instructional Technology and Media for Learning* (Ohio: Pearson Merrill Practice Hall, 2005), p.18.

the students to give their opinion whether agreeing, disagreeing or suggesting alternatives related to the topic or issue they discuss<sup>31</sup>.

The discussion techniques can be applied in the form of class discussion and group discussion. Class discussion involves the interaction between a tutor and all the students. What should the tutor do in applying class discussion are (1) deciding an interesting topic to be discussed to encourage the students motivation in expressing their opinion or giving responses related to the question given and their friends opinion and (2) asking a variety of interesting and debatable questions that need a variety of students answers<sup>32</sup>.

In group discussion, students need to be independent in the process of learning because they are not led by the tutor directly. The tutor acts as observer of the discussion. The success of group discussion is influenced by the equal participation in a group, the character of individuals, and the students desire to defend their opinion and to accept their friend's opinion<sup>33</sup>.

Because Intensive English Learning program is mainly conducted in the classroom, all of the techniques can be applied by the tutors in the

<sup>31</sup> Lucatoni, *Teaching and Assessing Skills in English as Second Language* (Cambridge: Cambridge University Press, 2002), p.50.

<sup>32</sup> Woods, *Teaching and Assessing Skills in Foreigner Language* (Cambridge: Cambridge University Press, 2005), p. 45.

<sup>33</sup> Woods, *Teaching and Assessing Skills in Foreigner Language...* p. 47.



gain an overview of the results of the implementation of national education. Affirmed by Suryabrata that is education is a human effort (educators) with full responsibility for guiding children into maturity students<sup>35</sup>. As an effort which has the purpose or certain ideals, it is natural when the problem is implicitly already contains an assessment of the results of these efforts. The most common way is essentially the exam forms. Furthermore, based on the results of that test the evaluator would attempt to determine the extent to which students were progressing towards the goals to be achieved.

UN is a form of evaluation of learning that carried out centralized or focus on the government to assess the level of mastery of knowledge and skills and evaluate activities in the educational process. There should not be ignored, that "evaluation of learning is very influence for students, especially when evaluating the implications for their future as well as summative tests". Summative evaluation is a general assessment about the overall result of the teaching-learning process is performed at each end of the period of teaching and learning, integrated<sup>36</sup>. Thus, it can be concluded, that the summative test is the final test program whose results are used to determine eligibility of a student to the next grade or graduate from an educational program, and determine whether a student can continue higher education programs in terms of cognitive.

<sup>35</sup> Suryabrata, *Proses Belajar Mengajar* (Jakarta: RinekaCipta, 2002), p. 249.

<sup>36</sup> Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 1997), p. 60.

UN is kind of evaluation that government believe to evaluate the student's achievement along school. It is managed in constitution of ministry of education no 23 in 2003.<sup>37</sup>

*“Based on decision of ministry of national no 153/U/2003 about National Exam in academic year 2003/2004 is states that the aim of National Exam is to measure the achievement of students’ learning by giving test for students of junior high school and senior high school.”*

From the statement above, the National Exam is used to measure what the students have learned and it is done in the end of grade. Therefore, the UN can be categorized as achievement test. Bailey states that finally, at the end of particular course of instruction, an assessment is sometimes required to determine how well the learners have mastered the skills or knowledge presented in the course<sup>38</sup>. A test designed to provide this information is referred to as an achievement test. But the primary role of an achievement test is to determine whether course objective have been met and appropriate knowledge and skills acquired by the end of period of instruction<sup>39</sup>. Achievement test is expected to test what students have mastered and learned. In line with that, the National Exam is also expected

<sup>37</sup> Undang-Undang No. 23 Tahun 2003 Tentang Sistem Pendidikan Nasional

<sup>39</sup> Brown, *Language Assessment Principles and Classroom Applications* (USA: Heinley Publisher, 1998), p. 39.

<sup>39</sup> Brown, *Language Assessment Principles and Classroom Practice*... p. 48.





Try-out as evaluation toll system of learning is made by school<sup>42</sup>. And it is held to know how far the students ability after joining the program of intensive learning. After knowing the students' value try- out test, then the tutor or committee of program can asses their program whether the program success or not to develop their students.

### G. Previous Study

Several studies were conducted to analyze the Intensive English Learning Program that is concluded as category of a specialist program in some different schools or institution, those are;

In 2009, Very Ardiana Nur from English Department Faculty of Letter State University of Malang conducted a research entitled "a study on the implementation of IELP at smp negeri 1 malang". She used qualitative and observation method to get the data. The study was conducted to find out the micro skills expected in the extracurricular English learning class, the kinds of activities conducted in kinds of teaching techniques, the materials used in the class, the facilities used, the assessment used, the students difficulties in the learning English class, and the students solution to overcome the difficulties.<sup>43</sup>

In 2010, Siti Faizatul Himmatul Khoiriyah from State University of Malang conducted a research entitled "English Club as an Extracurricular

---

<sup>42</sup> Hucman, *Measuring Educational Outcomes: Fundamentals of Testing...* p. 5.

<sup>43</sup> Very Ardiana Nur, Thesis, "A Study on The Implementation of English Extracurricular Program at SMP Negeri 1 Malang" (Malang: Universitas Malang, 2009)



