



DIFFERENCES IN ENGLISH LEARNING ACHIEVEMENT BETWEEN INFORMATICS ENGINEERING AND PSYCHOLOGY CLASSES

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ABSTRACT

The research aims to determine the differences in English learning achievement between the Informatics Engineering and Psychology classes and to identify the causes of these differences. The research based on the criteria of the same material subject applied in those classes. Furthermore, the research focused on the students' different achievement in accepting English material which was given as a general course to the students. The method used in this research is descriptive qualitative method and the technique applied is by distributing questionnaire, getting interviewed, and having the test result of the students. The data were taken by distributing a questionnaire to Pasim National University students of Informatic and Psychology class. The writer analyzed the difference achievement in learning English, compared the cause and discussed the data that had been collected. The result shows that the achievement in learning English of Psychology class is higher than the Informatics class. It can be seen from the students' score, students' attendance and students' questionnaire. From this research, the writer found that Informatics class need some supports from their environment (parents), teachers' proficiency, students' motivation, library, English club to practice their English.

Keyword: Different Achievement, English Material, Informatics, Psychology

INTRODUCTION

Learning English language is very significant in order to be able to communicate with other people because English language is an international language and has become crucial part in the Indonesian society. Thus, English language plays an important role in education since English language affects the process of education which is expected to run smoothly. Education institution applied English as a second language for communication. English is also the first foreign language taught in Indonesia from elementary school up to university level (Alwasilah,



1994:89). Now English is taught from kindergarten up to university level. At some Universities, English is taught from the first semester, whereas at Pasim National University, English language course as a general course is given for four semesters for all majors. It serves as a tool to increase the skill of the students in facing the globalization era. Concerning the goal of teaching English in Pasim National University especially at Informatics engineering and Psychology class, learning English is oriented to enable the students to master English according to the material given in the semester. The English material which comprises of grammar and reading material is a basic knowledge of English for General English course. The students are given a theory and practices according to the English material prepared by the University. The background of the research based on the criteria of the same material subject applied in Psychology and Informatics classes. The students given the same material in those classes have a different achievement. Thus, the research is aimed to know the learning achievement in English between Informatics engineering and Psychology Class and to compare the cause of the difference achievement in learning English.

In this research the researcher tries to formulate the research question as follow:

1. How does English learning achievement differ between the Informatics Engineering and Psychology classes?
2. What causes contribute to the differences in English learning achievement between the Informatics Engineering and Psychology classes?

Based on the formulation of the problems above, the research is intended to know the learning achievement in English between Informatics engineering and Psychology class and to compare the causes of the learning achievement between Informatics engineering and Psychology class. Furthermore, the researcher will focus on the students as the subject in this research. Especially in achievement (E. Solihatin, 2014)

METHOD

The method used in this research is descriptive qualitative method. "Descriptive method can be defined as a research that describes systematically, factually, and accurately about the fact and characteristic of certain population"(M. Rahmaniati, 2014).



Further explanation about technique, respondent, and interpretation data are as follow:

a. Technique of the Research- Questionnaire

The technique applied for the research is by distributing questionnaire, getting interview, and having the test result of the students.

- Questionnaire is a list of question that should be answered by respondents according to a certain order (Sanjaya, 2002).

- Interview

Interview is collecting data by asking question to the respondents orally it is done face to face.

b. The Respondents of the Research

The respondents of the research are the students of Informatics engineering and Psychology class in Pasim National University.

c. Interpretation of Data Collecting

When the questionnaire had been filled by the respondents, then it is collected according to the number of the questionnaire that had been distributed, it is 40 exemplar . After the data were gathered, then they were veriflicated by checking the result of the respondents' answer. It is found that:

The number of questionnaires which were collected are the same as when they were distributed. The questionnaires content of 15 questions, the statement that was given by the respondent was honestly just like it is expected. In this interpretation the researcher do not interpret all the question item, the item that is interpreted is the problem which is thought as the essence of this research.

RESEARCH FINDING AND DISCUSSION

Research Finding

The questionnaire and interview had been filled by the respondents, then it is collected according to the number of the questionnaire that had been distributed. It is 80 exemplars which comprises into 20 interviews and 20 questionnaires for Psychology class, and 20 interviews and 20 questionnaires for Informatic class. After the data were gathered, they were verification by



checking the result of the respondent's answer. It is found that: The number of questionnaires which were collected are the same as when they were distributed. The questionnaires content of 10 questions and interview 6 questions. Furthermore, the statement that was given by the respondents was honestly just like it is expected. In this interpretation the writers do not interpret all the question item. The item that is interpreted is the problem which is thought as the essence of this research.

The table below is the percentage of value criteria:

Table 1
Percentage Limitation and Interpretation

Percentage Limitation	Interpretation
0%	None
1%-24%	Few
25%-49%	Less than half
50%	Half
51%-75%	More than half
76%-99%	Most
100%	All

Table 2
Respondents like English material of English Lesson
(Question and interview number 1)

Answer	Psychology class	%	Informatic class	%
25%	3	15	3	15
50%	5	25	2	10
75%	10	50	8	40
100%	2	10	7	35



From the table above psychology class like English material 50%. and few of Informatic class students like the English material class 40%.

Table 3
Difficulty in Learning English
(Question number 5)

Answer	Psychology class	%	Informatic class	%
Yes	3	15	10	50
No	6	30	5	25
Middle	5	25	3	15
Depend on material	6	30	2	10

In this item the writer asks whether English subject is difficult or not. Few of the student in Psychology class say that English is not difficult, almost 15%. half of the student in Informatic class answer the same answer that difficult in learning English. half of the students in Psychology class and few of students in Informatic class answer the difficulties depend on the subject material.

Table 4
Difficult subjects in learning English and ask to you lecture
(interview number 6)

Answer	Psychology class	%	Informatic class	%
Grammar	7	35	7	35
Reading	5	25	4	20
Vocabulary	5	25	3	15
Pronounce	3	15	5	25



It can be seen from the above table that it is the students in Psychology class and the students in Informatic class have difficulties in grammar almost 40%. About 25% of the students in Psychology class and 20% of the students in Informatic class have difficulties in reading. Less than half of the students in both informatic class and psychology class have difficulties in pronunciation, 25% for informatic and 15 % for Psychology

Table 5
Motivation in learning English
(Interview number 3 and questionnaire number 9)

Answer	Psychology class	%	Informatic class	%
Way to teach is fun	4	20	5	25
Many materials and variation	-	0	2	10
Want to study English	16	80	13	65

In this item the writer asks what make the students have a motivation in learning English. It is apparent that the students in Psychology class answer that the explanation of the teacher is well. And the students in Informatic class have the different same answer. the students in Informatic class answer it is because there are a lot of materials to be learned almost 10%. In Psychology class none of the students chose this statement. Meanwhile most of the students in Psychology class answer that it is because they want to be able to speak English almost 80% and half of students in Informatic class have the same response 65%.



Table 6

**Reference which read compulsory learn
(Question number 4)**

Answer	Psychology class	%	Informatic class	%
English magazine	11	55	10	50
English newspaper	2	10	5	25
encyclopedia	5	25	3	15
Others	2	10	2	10

The table above can be interpreted that more than half of the student in Psychology class and half of the students in Informatic class students read English magazines. Few of the students in Psychology class and less than half of the students in Informatic class who read English newspaper. And less than half of the students in Psychology class and few of the students in Informatic class who read English encyclopedia. Meanwhile few of students in both classes who read other references

Discussion

From the interpretation the writer summarizes that:

- If it is related to the students' consideration about English, Psychology class which is less than half of the students in Psychology class consider that English is difficult and their intensity to follow English lesson is also low. Few of the students in Informatic class consider that English is difficult and their intensity to follow English is high.
- It can be compared that students in Psychology class find some difficulties on grammar. Whereas in Informatic class considered that pronunciation is difficult to learn. All the students in Psychology class never join English competition but few of them in Informatic class have an opportunity to join competition.



- c. The students in Informatic class can memorize more new words than the student in Psychology class. However, both classes generally read other references beside those which are compulsory to be learned in the school.
- d. In general, both the students in Psychology class and Informatic class have their own high motivation in learning English. It might be said that they have high intrinsic motivation in learning English, only few of the students in Psychology class and Informatic class, who are influence by the teachers' method of teaching. Almost none of the students are influence by the variation of subject materials.

CONCLUSIONS AND SUGGESTIONS

From the result of the research that had been done, the writer came to conclusions as follows:

The achievement in learning English of Psychology class is higher than the Informatics class. It can be seen from the students' score, students' attendance and students' questionnaire. Furthermore, the writer found that the causes of the difference learning achievement between Informatics engineering and Psychology class are Informatics class need some supports from their environment (parents), teachers' proficiency, students' motivation, library, English club to practice their English. In teaching learning process, the lecturer has important role to determine of teaching quality to be done. In order to reach good teaching quality the lecturer should be responsible in dealing with the subject so the students are intended to be able to understand and comprehend about the lesson that they learn/study. It can be concluded that the role of the teaching in learning process is to make the students successful in there learning process. The lecturer can help the students studying during class hour or outside the class hour. Teaching learning process should be meaning full and use full so that, the students will use the skill and knowledge in there real life in the future.



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