

The Development of English Language Learning Management Model of Non Formal Education (NFE) Strategy to Improve Speaking Skill

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Abstract:

This study aims to find out a model of education management development in managing English language learning based on Non Formal Education (NFE) strategy. Through this development model, it is expected to be able to develop the cadet's skill in Speaking skill. To achieve these objectives, the research and development (R&D) approach is applied in this research. In the initial analysis it was found that the model of English language education in the Indonesian Railway Academy tends to be dominant in conventional and traditional learning (Teacher Learning Center) where the cadets tend to be passive during the learning process. Based on the current issue, the English language education management model inside Indonesian Railway Academy is need to be developed. This study produced an NFE-Based English Learning Management Model, the guideline for teaching materials, Syllabus and learning methods. The English language learning management concept that developed by the researcher is including: 1) planning, 2) implementation and 3) evaluation. Data analysis results showed that the T value for the statistic test is 25.217 with a significant level of Sig = 0.000 ($P < 0.05$) which means there is a difference between the average pretests score and the post Test score received. It can be concluded that "Ha accepted". This means that there is a difference between the English proficiency and the post test, so that the effectiveness of the NFE-based English learning management model has been concluded.

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1. Introduction

Education is one of the key of development; the good education quality implemented by a nation, the high quality of the nation. Now days, education has been disruption rapidly. Shwab (2016) argues that globalization has been change to the new era called industrial revolution 4.0 as the century of freedom or

globalization era. It means, the fundamental change happens in the nowadays humans life which different from the previous century life. Industrial 4.0 era changes the perspective about education. Most of the higher education's in Indonesia start changing the system to fix educational management. The changes do not change the educational system only, but it focuses

on the teaching strategy to produce good human resource and competitive.

One of the skills that must be mastered in this era is communication skill in English language. Now days, English language become the international as verbal language to communicate over the world. English language becomes more important to be mastered with the higher competition to get a job. The educational management's role is something obligatory needed to fix educational quality. The research findings conducted by Muhammad Fadli (2017) claimed that the educational implementation management in improving quality of education is a real solution that hopes can manage educational quality indicator to support each other in improving the educational quality.

The researcher's result of interview with 25 from 99 cadets which chosen randomly in Indonesian railway academy on September 2018 can be conclude that the majority of Indonesian railway academy cadets were not confident to communicate in English language and they are passiveness. The cadets were afraid to communicate in English because of lacking communication practice.

The researcher also found some problems through educational management model in managing English language learning which already implemented in Indonesian railway academy, such as: (1) the lessons plans were not appropriate with the cadets' needed, (2) the implementation of learning management applied by English language lecturer was less effective and impressed boring, (3) scoring or evaluation activities were not applied optimally. Hence, the learning purposes' achievement was less appropriate with the hope. Evaluation is very important as the feedback of learning activities implementation.

To solve the problems or obstacles, the development of English language learning model

NFE strategic-based is needed to improve the capability of Indonesian cadets' railway academy. The management model development included learning material development that adjusted with need analysis of learning method NFE strategy and educational management's role in managing English language learning in Indonesian Railway academy.

The research findings by Suwito (2017) claimed that the contribution of English language learning management which consists of planning, implementing, and evaluating applied by the teacher can increase students' learning achievement. The findings is in line with the study conducted by FaisolMukhlis (2018), management has a role in managing learning to rich educational purposes that effective, active, and innovative.

The innovation of English language learning model in Indonesian railway academy need to be development in order to know learning strategy which is appropriate with stake holder needed. Basic concepts of education management model development in managing English language learning included; 1) Developmental planning of education management model on English language NFE base, 2) the implementation of English language educational management NFE base which appropriate with need analysis, actuating on the implementation of English language learning (ESP) NFE base in Indonesian railway academy environment, 3) controlling to evaluate leaning and to measure English language educational program's achievement.

As M. E. Hanachor (2018) in is study argues that NFE strategy is the appropriate way to solve learning conflicts. NFE is an appropriate approach because English language learning is presented in a form of inductive. In addition, language skills' integration can improve students' English language ability. Hence, the students are more enthusiastic and active participation in learning process.

There are some findings of the previous research which related to the educational management, English language learning management, learning model NFE base, and constructivist learning. Those references were presented the findings which related to this research topic. Hence, some references were used on research variable. As the basic concept of writing this study, it was important for the researcher to know the findings of the previous research especially which related to the educational management in managing English language learning.

The study of Hidayati (2013) argue that English language learning management purposes to achieve the goal of English language learning effectively and efficiency through some activities such as: planning of learning, organizing or task mapping, conducting learning activities, and evaluating activities which aims to measure that the learning activities run well based on the planning.

Another research finding claimed that English language education management which related to the planning, organizing, conducting, and evaluating can be seen from the teacher's way in deal with the objective of learning, developing and organizing material, learning media and preparing scoring instrument (Halimin, 2011). English language education management which already planned well in planning activity will be run well too in conducting activity based on the plan. It can be seen from learning activities evaluation that aims to measure the successful level of learning activities (ElfaFebriaUtami, 2013).

According to Bafadal (2006), learning management is all the effort setting of learning and teaching process which aims to achieve effective and efficient learning and teaching process. According to Indonesian Constitution number 20, 2003 about educational system,

learning is an interactive process of students with the teacher and learning source in a learning environment. Based on Corey, learning is a process where someone's environment that intentionally managed in order to make them able to participate in certain behaviors and certain condition or giving response to certain situation. Learning is a special subset of education which consists of two activities; learning and teaching.

From the definitions above, we can conclude that learning is an effort of teach students to learn. Learning consists of two activities; learning and teaching. Hamzah B. Uno (2012) argues that learning is activities which teach the students in integrated manners and consider to their learning environment factor, students' character, field study's character, learning management and organization.

NFE strategy approach in learning begins from theoretical language as communication. NFE is an approach which according to the thought that ability of using language in communication is a purpose that must be achieve in language learning. The aim of learning is development communicative skill which consists of grammatical skill, sociolinguistic, discourse, and strategic skill (Pringgawidagya, 2002). Communicative approach is one of the strategies that can be applied by the lecturer to maximize students' English language speaking ability. Through NFE strategy, learning process will become the language media for the students to active communicate with the lecturer.

From some theories above, we can conclude that NFE learning will create learning atmosphere which is active and effective. It is because NFE strategy focuses on the important of teaching, developing of individual experience in learning, supporting the students not to focus on grammatical theory, but focus on the speaking practice, learning process focus on students-center and the lecturer as the facilitator only. In language

learning NFE-Base, the lecturer plays an active role in planning the material and learning goal that focus on communicative skill. According to Brown, there are four characteristic in communication using language. Firstly, the class' objective must be focus on all the component of communicative skill and do not limited on grammatical structure. Secondly, language learning techniques are planned to include the students on language practice pragmatically, authentic, functional, and meaningful. Thirdly, the accuracy of using principles which is underlines communicative techniques. Lastly, the students must use language productively in the class.

2. Methods

The current research design implements Gall and Borg principals and steps. It is a method to develop and test a product. Education products are not only material objects such as teaching material books, films but also in the form of teaching methods. Forms of biased methods are learning objectives, learning methods, curriculum, and evaluation (Borg and Gall, 2003). The procedure that used in this research is Borg and Gall with modification and steps simplification into three stages as explained by Sugiyono (2011):

(1) The introductory stage, (2) The development model stage, (3) the trial/evaluation, (4) implementation.

3. Result and Dissusion

Based on the map problem analysis results of the previous learning management model that implemented on the Indonesian Railway Academy, pointed out that: 1) The Learning management model used during this time is too monotonous, conventional and always lecturers centered that make the cadets cannot communicate in English freely, 2) the current teaching materials are only relying on the lecturers' ability and sourced from the lecturers itself, 3) the current implemented models are conventional, that characterized with the mechanism of activity learning practice speaking only 20% and 80% theory, 4) Based on the stakeholder needs, the Madiun API graduates are also required to speak fluent English and proved it by the TOEFL certificate with the determined minimum standard value to be 450, but there are a lot of obstacles that faced, so that API's graduates are not fully fluent in English and this is also proved by the acquisition of TOEFL value below the standard with the following data:

Table 1. The Recapitulation Results of TOEFL Score Below the Standard 450

Major Name	Year					
	2017			2018		
	Total Cadets	Failed Cadets	Failed Presentence	Total Cadets	Failed Cadets	Failed Presentence
MTP	30	19	63,3%	25	16	64%
TMP	30	22	73,3%	25	23	92%
TBJP	30	21	70%	24	21	87,5%
TEP	30	18	60%	25	19	76%
Total	120	80	66%	99	79	79,7%

The above factual condition illustrates that the English language learning management model at the Indonesian Railway Academy needs to be developed in accordance with the analysis of the cadet needs. The development mechanism of the

English language learning management model at the Indonesian Railway Academy as follows.

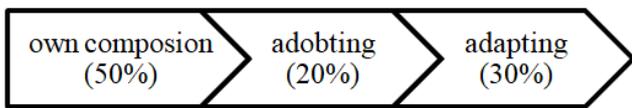


Figure 1.The Development Mechanism of English Language Learning Management Model in API

The visualized factual conditions in table 1 reflect that the NFE-based English learning management model was created based on the results of the researcher experiences after following a training program and workshop on NFE with Dejavato and Erasmus in Various

European countries such as Spain, Slovakia, Poland and India and then adapted and developed with the cadet needs in learning English to improve their speaking skills. With the development of new learning models based on NFE strategy are expected to influence the English learning andteaching process in the Indonesian Railways Academy, especially in improving the speaking skills.

Table 2.The analysis of the Railways Academic institution support in the development ofNFE strategic based learning management model

Components	Strength	Challenges and weaknesses in previous English learning management.	Follow-up
Cadets	<ul style="list-style-type: none"> Motivation to learn and progress Have an interest in learning English 	A varied social background	Provide reinforcement about the importance of communication with English
Lecturer	Have competence in the field	The learning activities are still conventional and monotonous	Empowering lecturers to develop active and communicative learning models to improve cadets' speaking skills
Facilities and infrastructure	The availability of teaching books and learning media	Relevant references to the active, innovative and communicative learning models are still limited	The formulation of an NFE-based Learning model guide

From the results abovementioned, it has strong support capacity to be applied at the Indonesian

Railways Academy to improve the cadets speaking skill in learning English.

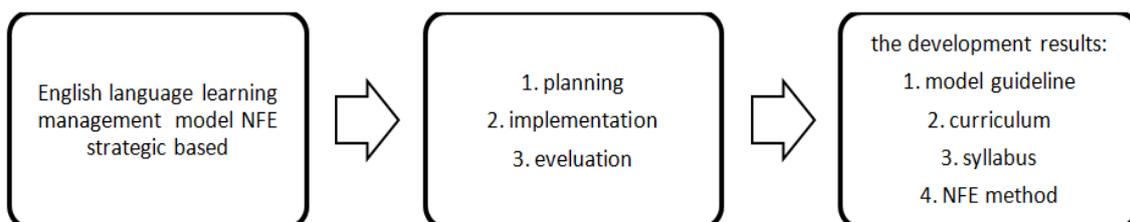


Figure 2. The development results of English language learning management NFE strategic based

To formulate the English language learning management development model NFE strategic based, the researcher formulates the

analysis results of problem map on the previous English language learning management, needs, and institution's measurement, that also refers to

the objectives analysis results and the learning model characteristics. The result of design compiling is focused on creating the learning model NFE strategic based guideline. This guideline model includes three steps such as: 1) Planning, 2) Implementing, and 3) Learning evaluation.

In the planning stage, the researcher prepares the English language learning components such as curriculum, syllable and learning method. The planning is done optimally by establishing the strategy and selecting the NFE learning methods as one of the methods that can improve the speaking skill of the Indonesian Railways academy cadets. In the implementation stage, the researcher plans the English language learning NFE strategic based activities in order to improve the cadets' speaking skill and to facilitate them in conducting the English language learning activities at Indonesian Railway Academy. The

implementation of the English language learning NFE strategic based refers to the cadets' speaking skills, so that the majority of the cadets are more confident in English speaking while motivates them to actively communicating in English.

In the English language learning NFE strategic based evaluation stage, the researcher evaluates the results of English language learning in two stages that are formatively and collectively (summative). The formative evaluation aims to collect the data of the effectiveness of the English language learning NFE strategic based model development product, which is to improve and refine the English language learning model NFE strategic based guideline to be more effective and efficient. The summative evaluation is intended to collect the data whether the English language learning NFE strategic based model is reliable or not and whether it can improve the speaking skill of the Indonesian Railways Academy cadets.

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Motivasi ^b	.	Enter
a. Dependent Variable: PostTest			
b. All requested variables entered.			

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Post Test & Pre Test	30	.657	.000

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
14.3750	3.12233	.57006	13.20910	15.54090	25.217	29	.000

Data analysis results showed that the T value for the statistic test is 25.217 with a significant level of Sig = 0.000 (P < 0.05) which means there is a difference between the average pretests score and the post Test score received. It

can be concluded that "Ha accepted". This means that there is a difference between the English proficiency and the post test, so that the effectiveness of the NFE-based English learning management model has been concluded.

4. Conclusion

Developing English language learning management model NFE strategic-based consists of planning, conducting, and evaluating on the components of English language teachers, material of study, strategy or learning method, and evaluating English language education in Indonesian railway academy. The development of English language learning model NFE-based was aim to improve the motivation of cadets' railway academy to learn English language effectively, fun, and innovative. The management model of English language learning NFE-based consists of the guidelines model, material of study, lessons plan, and learning method. This developmental model was the follow up from the previous researchers which recommend that English language educational learning NFE strategic-based need to be continued. It was aim to make Indonesian railway academy able to produce students which have motivation and fluently English language skill and able to compete in globally. Data analysis results showed that the T value for the statistic test is 25.217 with a significant level of Sig = 0.000 ($P < 0.05$) which means there is a difference between the average pretests score and the post Test score received. It can be concluded that "Ha accepted". This means that there is a difference between the English proficiency and the post test, so that the effectiveness of the NFE-based English learning management model has been concluded.

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