The Implication of Multi-System and Fluency Bridge Method in Learning English to the Learning Result of Students in Hary English Course for Elementary Level

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Abstract

The low level of English mastery of learners in Indonesia, which is categorized far from the target, can be seen from the inappropriate application and implementation of English learning systems and methods that are applied in most formal educational institutions that are different from English course institutions. This research is aimed to determine the implication of the multi-system and the fluency bridge method for the enhancement of English mastery of HEC students.

The object of the research is 3 students of the elementary level of Hary English Course branch Manggisan Indah residential area, Wonosobo. The research has been conducted for approximately 4 months, started from April to July and October to November in 2019 with a private class system. Each class has a different elementary level namely levels 1 and 5 elementary accompanied by different learning materials and methods.

The result of the research stated that the application of the multi-system and fluency bridge method was proven effective to improve the understanding and the English abilities of HEC elementary students in Wonosobo. This statement is proven through the observation of HEC students before joining and after taking the course, showing a drastic difference in their ability to speak English. This is also showed in their level of interest in learning English, the speed level of understanding the given materials, and the results of the post-test which states they graduated from the level that just learned.

Key Words: **The English Learning, students elementary level, multi-system and fluency bridge method**

A. Introduction

The improvement of English mastery for students in Indonesia has become the main analysis for English teachers. The study of the level of students understanding and mastering this international language is an important aspect in the world of education today. The higher the percentage of students who can master English, the higher the level of Indonesian human resources in the current global era. Given the low level of English mastery of students in which still far from the expectations of the government,

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hence, a detailed study of the problem to find out the point of the problem and the solution is needed. Therefore, the field of the study raised by the author regarding efforts to improve the English proficiency of the students is very significant to provide answers to the above problems.

Until now, English is considered as a frightening subject after mathematics by almost all students at various levels of education. In consequence, not a few of them are enrolled in English courses to deepen their English language skills. Based on the research that has been done, the English proficiency of the students after joining the course is proven to increase faster than the students who only learn English in school. As the study has done previously, learning English in schools with a variety of conditions is less able to provide maximum results on student learning outcomes. The method used in the research is an observation as the result of a direct English teaching experience in the Hary English Course branch Wonosobo. However, it seems that the research has to be carried out further for more detailed data accuracy.

The purpose of the writing; 1) what is the multi-system and fluency bridge method? 2) how is the learning system in HEC at the elementary level? and 3) how are the implications for HEC student learning outcomes at the elementary level? While the purposes of the writing are as follows; 1) to know the meaning of the multi-system and fluency bridge method, 2) to understand the learning system in HEC at the elementary level, and 3) to understand the implications for HEC student learning outcomes at the elementary level.

B. Review of Literature

1. The English Learning

The term "learning" is the same as instruction or "teaching". Teaching has the meaning of how to teach or teach. (Purwadinata, 1967, p. 22). Thus teaching is interpreted the same as the act of learning (by students) and Teaching (by teachers). Teaching and learning activities are a unity of two-directional activities. Learning activities are primary activities, while teaching is secondary activities that are intended for optimal activity. And it can be concluded that Learning is a conscious effort from the teacher to make students learn, namely the change in behavior in students who learn, where the change is by getting new abilities that apply in a relatively long time and because of the effort.

Learning is a system that aims to help the learning process of students, which contains a series of events that are designed and arranged in such a way as

to influence and support the occurrence of student learning processes that are internal.

Learning is an activity in which there is a process of teaching, guiding, training, giving examples, and organizing and facilitating various things for students so that they can learn to achieve educational goals.

Learning is a process of interaction that educators do to students to bring up the desire to learn and achieve the goals set through the media, the environment, and others.

Learning according to experts:

a. According to Knowles, learning is a way of organizing students to achieve an educational goal.
b. According to Crow & Crow, Learning is the acquisition of character, knowledge, and attitude.
c. According to Munif Chatib, Learning is a two-way transfer of knowledge, between the teacher as the provider of information and the student as the recipient of information.
d. According to Oemar Hamalik, Learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning goals.

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Teaching is not just about conveying subject matter, but teaching is a process of changing student behavior following expected goals. Therefore, in the teaching process, there are activities to guide students so that students develop according to their developmental tasks, train both intellectual and motor skills so that students can and dare to live in a rapidly changing and competitive society, motivating students so that they can solve various problems of living in a society full of challenges and obstacles, forming students who have innovative and creative abilities, and so on.

Therefore, a teacher needs to have the ability to design and implement a variety of learning strategies that are considered suitable for their interests and talents and following the level of student development. The teacher is a professional job that requires special abilities resulting from the educational process carried out by teacher training institutions (James M. Cooper, 1990: 26).

Based on the description above, means learning is a complex process and involves various interrelated aspects. Therefore, to create active, innovative, creative, and fun learning (PAIKEM) requires a variety of skills. These skills, among them, are learning skills or teaching skills. Teaching skills are professional competencies that are quite complex.

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The English learning method plays a very important role in English learning activities. Many students are able to achieve good performance because they are taught using appropriate English learning methods.

2. The Students of Elementary Level

According to Jean Piaget, elementary school children (7 - 12 years old) are in the concrete operational development stage. At this stage, children's thinking is holistic and concrete. They have not been able to discern a phenomenon discretely and are not able to learn abstract things. Piaget further emphasized that the success of learning in elementary school is determined by two things, the significance of what is learned, and the digestibility of the subject matter by students. Piaget formulated this learning concept as Developmentally Appropriate Practices (DAP), which is the design of learning activities that must be adjusted to the child's level of development.

The implications of the characteristics of elementary school children as above, give a clue to us how elementary school English teachers should design their learning. The operational nature of children requires the teacher to design learning by doing (learning by way of direct practice / An example, teaching doing). Learning must also be concrete (authentic/real / not abstract) because they are only able to digest real things. For example, introducing vocabulary to children must start with objects that are close to them. When in school, for example, the closest vocabulary is the school

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environment and objects around it. It is very difficult for children to digest new vocabulary like snow, winter because it is very far from their daily lives.

3. Multi-system and fluency bridge method

Multi-system is an English learning system based on the experience and observations of the author that combines two systems at once namely, the classroom learning system and the field experience learning system using components that are more systematic, effective and innovative to create changes towards progress to the student mastery ability of English. The multi-system includes learning in classrooms that are equipped with the learning goals that are more oriented to the understanding, change, and English mastery of students.[1]

The fluency bridge method is part of the multi-system itself. Based on the previous elaboration, it can be concluded that the multi-system and the fluency bridge method give various positive implications for English learning outcomes.

C. Research Methodology

The research contained in this scientific work was conducted at Hary English Course from 26 April to 6 August 2019 and from 13 October to 24 November 2019. The approach used in the research is qualitative with field methods to obtain the primary data. While the technique used is a direct observation to be able to observe the student learning processes, ways of delivering the materials, and the progress of the English skill of the students through direct teaching technique to gain data that is appropriate and accurate.

D. Findings and Discussions

1. The Activities of Multi-System and Fluency Bridge Method

The main aspect emphasized on students is the understanding and ability to master English that being studied. If the level of student understanding is high, then automatically the mark of student learning outcomes is also high. One way that can be applied to measure the English understanding level of the students is by providing a field experience learning

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[1] Siti Zulfah, "Implications of Using Multi-English Learning Systems Against Student Learning Outcomes", paper, 2019, page 09

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system in which invites students to directly practice their English skills. The activity can be carried out through picnic to tourist attractions and holding tourist hunting activities then chatting with them. Besides, teachers or schools can occasionally bring native speakers of English into the classroom. The last activity that can be done is by holding an active speaking club regularly and various English competitions.

Another uniqueness of the multi-system is the application of various creative and fun English methods, one of which is the fluency bridge method. This method is a new one aimed at facilitating teachers in teaching English by presenting unique English learning methods that can attract the interest of the students to support the understanding of the students namely; read, imitate & practice, short role-play, describing people, riddle, mix & match, constant drill, and weekend story. These methods need to be done continuously to reduce boredom, attracting interest and confidence in the students.

2. Learning System in HEC at Elementary Level

Hary English Course or HEC is an individual English course institution that was built on May 2nd in 1995 and obtained an operational permit from the Education and Culture Office of Central Java Province on 29 January 1998. This English course institution is centered on st. Kauman no. 12, North Kauman, Wonosobo, and already has several branches in various regions including in Wonosobo and Special Region of Yogyakarta. There are two levels taught there namely, pre-elementary and elementary level. The pre-elementary level is given to students who are first time learning English. This level provides materials in the form of simple vocabulary introduction along with simple sentences, simple grammar rules, and their use in everyday life. After mastering this level, students will continue to learn the elementary level which consists of 7 levels namely, elementary1-7.

At this writing, we will discuss in detail the learning system at the elementary level. The elementary level is the advanced level after students master the pre-elementary level. At this level, students are invited to learn more about speaking, listening, grammar, and daily expressions in English. The presentation of materials in the form of daily life conversations accompanied by illustrations of images and exercises in each of the chapters. The learning process takes place for an hour with the number of meetings 1-2 times a week and the maximum target of the meeting in completing a level is 24 meetings or about 3 months

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based on a module that is equipped with recorded conversations of native English speakers to support the listening skills of the students. After listening to and reading the dialogue in the module students are invited to speak directly related to the material discussed. Finally, the students work on the exercises at the end of each chapter. At the end of the elementary level, students who have completed the module will follow the post-test to measure the development of their English mastery skills. If the student graduates, then the student can continue to the next level.

The curriculum applied at HEC is the 2013 curriculum, which means students are required to be active and tutors act as peers and learning facilitators for their students. The learning system applied is in the form of private and group classes with direct and interactive learning strategies. Students are not just learning English in the classroom, but occasionally are invited or brought in by native speakers of English to stimulate their enthusiasm and interest in learning English. besides, the condition of the classroom is made as comfortable as possible by being equipped with adequate facilities such as chairs, desks, blackboards, computers, sound systems, projectors, earphones, and so forth.

Another advantage of the learning system at HEC is the delivery of material is not merely focused on theory but rather the use of English into everyday life by the use of fun methods such as games and direct practice. With the existence of a system, method, and placement of class conditions and systematic facilities that are proven to support and help students who are the majority of elementary school children in understanding English material more easily and quickly. The application of the system and methods applied at HEC are following the multi-system and fluency bridge methods described earlier.

3. **The Implications of the Multi-system and the Fluency Bridge Method on the Student Learning Outcomes in HEC at the Elementary Level**

The implications can be found at the HEC students at the elementary level as follows; 1) students find it easier and faster to understand grammar and English material as a result of using the fluency bridge method, 2) the speaking and listening abilities of the students increase dramatically as a result of drill and practice methods and supporting facilities, 3) the motivation and enthusiasm of the students for learning are getting increased, so that problems such as boredom and drowsiness decreased, 4) vocabularies of the students

increased in a short amount of time, 5) students became more confident in using English, and 6) the academic mark of English subjects of the students in school increased.

E. Conclusion

To create students who can master English well, it is necessary to apply a good system and method such as, multi-system and fluency bridge method which is a system and method of learning English that is systematic, effective and innovative applied to bring changes to the English mastery of the students to a better level. The systems and methods that have been applied in Hary English Course (HEC) at the elementary level have proven to make a major contribution to improving the English proficiency of the students. As a result, student learning outcomes have also increased dramatically.

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