

STUDENTS' RESPONSE TOWARDS THE IMPLEMENTATION OF FOREIGN INSTRUCTOR PROGRAMME IN HELPING WITH STUDENT'S SPEAKING SKILL

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Abstract

The purpose of this study is to describe students' response on how effective it is in hiring professional native English speakers in helping new learners to master their speaking skill. Foreign instructors can not only help in improving the speaking skill of the beginners, but they can also help to modify the optimal learning environment that can familiarise the beginners in the learning activities they are doing. Foreign professionals who are proposed to educate beginners must master teaching skill and be good at using 21st century technology. In this research paper, the experimental method is used to study this experiment. The main purpose is to find out if hiring native English speakers is very effective in helping beginners to master their speaking skills. The results found show that hiring a professional native English speaker is very effective in helping beginners in mastering speaking skills because in addition to the knowledge gained, speaking with a native English speaker directly helps beginners in speaking English.

Keywords: *Speaking Skill, Students' Response, Foreign Instructor Programme*

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1. INTRODUCTION

Bringing with inside the professional coaching body of workers is judged through the authorities to boom the performance of Indonesian human useful resource schooling financing while not having to ship them overseas. This announcement is truly very contradictory with different authorities programs. Recently, the authorities despatched one or two hundred instructors overseas. The information at the floor display that there are numerous issues withinside the discipline of schooling that want to be addressed greater urgently than bringing overseas specialists to Indonesia to enforce the foreign instructor programme. First, broken and all of sudden collapsed college homes nevertheless arise in numerous areas of Indonesia. Second, the better order wondering and skills (HOTS)-orientated gaining knowledge of and assessment strategies are nevertheless best rhetorical. HOTS will now no longer be measured objectively if the usual of fulfillment in gaining knowledge of is best primarily based totally at the rankings of the School Examination and National Examination.

Third, Indonesia's advanced first-class human assets have now no longer been completely favoured and empowered. Currently, the variety of alumni of the Education Fund Management Institute (LPDP) scholarship as of January 31, 2019, consistent with the Minister of Finance Sri Mulyani, has reached 7,108 people. It is plain that there are nevertheless many situations withinside the discipline that our state faces withinside the discipline of schooling. For example, the talk approximately the lack and oversupply of instructors, the appointment of honorary instructors who're nevertheless hampered through bureaucracy, overdue charge of salaries and allowances for instructors, and corruption in schooling funds. Identifying those issues in bulk will now no longer do any good. Providing answers and urban moves could be greater useful. Management of foreign teachers has been approached in different ways. This is partly due to different attitudes towards welcoming foreigners. On the one hand, teachers can be seen as intellectuals who enrich the local environment and should be valued (Kolnel and Zendrato 2019)

According to Professor Thomas Ehrlich from the Stanford Graduate School of Education, through engaging in provider gaining knowledge of college students can position the information they have got discovered in college into exercise withinside the network and on the equal time assist the network they serve. Service gaining knowledge of may be used as a version for comparing the achievement of schooling geared toward HOTS. Second, the improvement of a take and supply device for scholarship recipients and recipients of schooling centres overseas. So far, while recipients of scholarships and schooling centres overseas go back from collaborating in schooling programmes, they're best required to offer a file on their sports even as overseas. A

central position relates to equal treatment of foreign teachers who need some support to adapt to local conditions (Sari et al., 2020 Boonkit 2010)

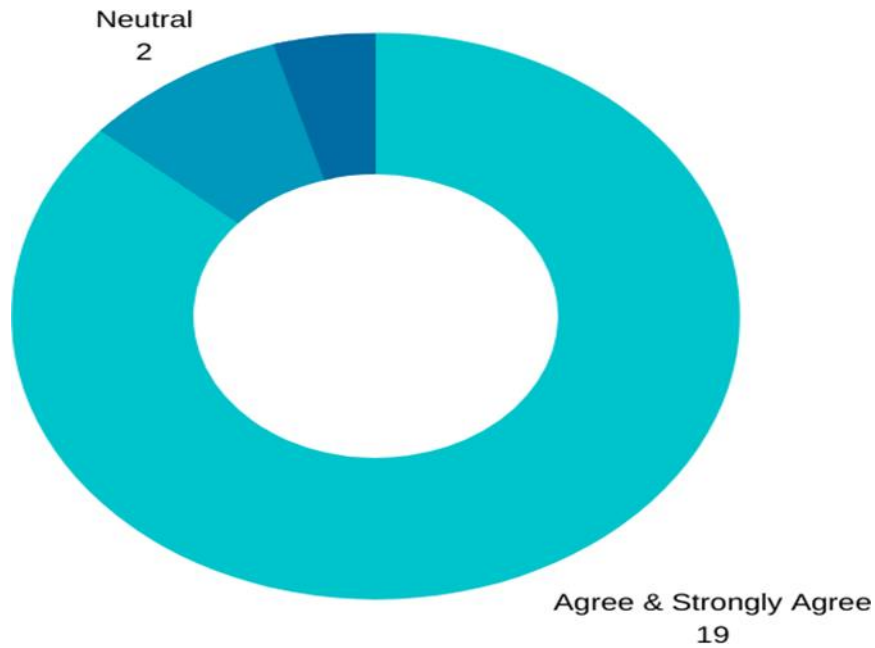
Reporting structures like this aren't right away perceived as a shape of information switch. Treatment of our tutorial situation calls for the proper prescription. Inviting overseas educators and running shoes is like giving the incorrect prescription to a patient. We have very good enough human assets to switch new information. These human assets are in numerous fields of understanding and are unfold throughout numerous establishments and network organisations. They aren't instructors in schools, however they'll be equipped and dependable to end up instructors in social life. Foreign teachers, on the other hand, are seen as poor inputs, often with little or no training, and can be treated much the same. This can occur in a variety of situations (Leong and Ahmadi, n.d.).

2. RESEARCH METHODS

This research aims to find out about the students' response to the application of the Foreign Instructor Program in improving the speaking skills of students at SDN Kademangan 05. This research is a qualitative descriptive research. This study is a qualitative descriptive study. The subjects in this research are 4th grade students of SDN Kademangan 05 who have a total of 22 children, consisting of 9 boys and 13 girls. The research instruments used were questionnaires and interviews. Data collection involves using data to understand and explain phenomena. Semi-structured, in-depth interviews are often the primary source of data collection in qualitative descriptive research, but other methods are not excluded (Stanley 2014).

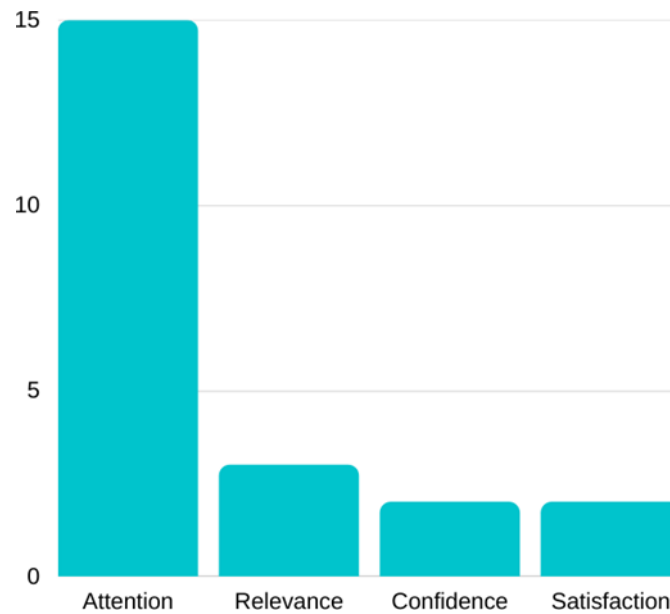
3. RESULTS

Students' responses towards the implementation of foreign instructor programme in helping with students' speaking skill in SDN Kademangan 05 by giving questionnaires with "strongly agree", "agree", "neutral", "disagree", "strongly disagree" options in the answer form. The result then divided into three main options. They are "agree and strongly agree", "neutral", "disagree and strongly disagree". See it on the figure 1 below shown positive responses towards the implementation of the foreign instructor programme in helping with students' speaking skill in SDN Kademangan 05.



Figures 1: The result of students' responses towards the implementation of foreign instructor programme.

The average score as shown of the students' responses are mostly positive responses during the survey. A positive response reflects a student's enthusiasm for learning. In the learning process, students strongly consent to the use of foreign instructor in the process of learning speaking skill. Data conveyed that 19 students from 22 students (majority) agreed with the implementation of foreign instructor programme in helping with students' speaking skill. All statements in which students were divided into four measures included attention, relevance, confidence, and satisfaction. Figure 2 shows the results for each index. The attention-grabbing aspect has the highest student average score of 15, and the lowest score is the confidence and satisfaction aspect, with her average score of 2. The process involves being enthusiastic and valuable while learning. Students' interest in learning from foreign teachers can be seen when they participate in the speaking context.



Figures 2: Median students' responses in each indicator

Additionally, the data is backed up by interviews with students. Questions focused on students' reactions to the implementation of the Foreign Instructor Programme in their learning process. As a result of the interviews, 20 of the students were very interested and excited about the learning process with the foreign teachers during classes. The students had a foreign teacher in their class to help them speaking English.

4. DISCUSSION

The purpose of this study was to understand students' reactions to the implementation of the Foreign Instructor Programme when learning English. The learning process was done with foreign teachers to help students understand and use English verbally. This process measures four indicators of student participation (students' attitudes and interest in implementing the Foreign Instructor Programme), relevance (ability to fully understand English), confidence (motivation to learn and ability to learn English), and satisfaction (courage in language development). A score of 1 to 5 is given for each indicator, with the highest score representing a positive assessment of participation in the Foreign Instructor Programme.

During the course of their studies, students were given the opportunity to practice their English in relation to several materials. The Foreign Instructor Programme is therapy or brainstorming for pre-English speaking students. Students are free to ask foreign instructors anything they want to say or ask. In the first step, students decide which part of the language they will practice. Students then looked for other topics to prepare for before the programme ran.

Students then practice speaking English using materials provided during the programme. During the learning process, students are very enthusiastic about following the English lessons step by step with the support the foreign instructors. Moreover, students can be more excited and explore their skills during class (Puspitasari et al., 2022). Students are interested, focused on understand the material, and boldly share their ideas. The students are brave enough to express and show their enthusiasm during the programme with the Foreign Instructors. The foreign instructors come to class and help the students improve their speaking skills, and the students seem to enjoy themselves pretty well too

5. CONCLUSION

Based on the above, the implementation of the Foreign Instructor Programme to support the speaking ability of the 4th graders of SDN Kademangan 05 has been well received. After conducting the Foreign Instructor Programme in English language class, the majority of students responded positively, 20 out of 22. These reactions are reflected in the students' enthusiasm during the learning process of speaking classes with the support of foreign teachers. On the other hand, when it comes to the aspect of being very interested in learning on English language, it has the highest average of responses from the students, around 20. The lowest level of confidence and satisfaction is indicated by an average score of 2, indicating that the students are having less interest in attending or even participating in the classes with the foreign teachers, so some students develop lacking confidence in the speaking process.

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