Language-skill Learning Achievement as an Information System at IUP Program, Faculty of Humanities, Universitas Diponegoro

Catur Kepirianto[1]

[1]Linguistics Department, Faculty of Humanities, Universitas Diponegoro, Indonesia

Abstract. Information of the learning achievement is very essential for student in studying and learning process. EMI, English as a Medium of Instruction is the primary means of instruction and information system in IUP-International Undergraduate Program, Faculty of Humanities, Universitas Diponegoro. Purpose of this research is to describe the information of learning achievement for studenton language skills at IUP Program, Faculty of Humanities Universitas Diponegoro. It is a descriptive and qualitative research. This research applies non-participant observation and note taking technique. The finding revealed that EMI as one of information system is very important medium for instructing the subjects in the English department, especially in IUP program, Faculty of Humanities, Universitas Diponegoro, Semarang, Indonesia. This means of instruction and information is to support the acquiring process for student to achieve the English language skills.

1. Introduction

Information of the learning achievement is very essential for student in studying and learning process. EMI, English as a Medium of Instruction is the primary means of instruction and information system in IUP (International Undergraduate Program), Faculty of Humanities, Universitas Diponegoro. Purpose of this research is to describe the information of learning achievement for student on language skills at IUP Program, Faculty of Humanities Universitas Diponegoro.

The pandemic era greatly affects the activities and implementation of the teaching and learning process. The prohibition of attending meetings and keeping a distance has changed the implementation of teaching and learning process from offline to online platforms [1], [2],[3], [4]. These changes have an impact on the effectiveness of information on foreign language lectures and language skills and student learning achievement. Student learning achievement in the field of language skills are needed as an information system for student learning outcomes.

2. Research Methods

It is a descriptive and qualitative research. This research applied non-participant observation, documentation. and note taking technique [5]. The data are IUP semester scores collected from the online document in the information system on academic, research, and community service sites of Universitas Diponegoro. The students scores are from the four subjects of the language skills. The language skills are reading, listening, speaking, and writing on the intermediate level during the online learning system on the pandemic era. The sources for the final scoring are assignments, mid-term test, and final test. The following act is processing the data through classifying and analysing the data. Finally there are the describing and presenting the analysis findings and results in a descriptive qualitative manner.

3. Finding and Discussion

The finding revealed that EMI, English as a Medium of Instruction [6], [7], [8] is one of the information systems which is very important instrument for instructing the subjects in the English department, especially in IUP program, Faculty of Humanities, Universitas Diponegoro, Semarang. This means of instruction and information is to support the acquiring process for students to achieve their competence on the English language skills.

EMI becomes the global phenomenon to teach academic subjects in some countries in which the first language or mother tongue of mostly community or population is not English [6]. Mostly Indonesian people acquire regional language and national language-Indonesian in their daily communication and in teaching and learning process.

EMI refers to English as a medium of instruction specifically has functions on the acquisition of English proficiency and English language skills on the higher education. The subjects of the English language skills in IUP program, Faculty of Humanities, Universitas Diponegoro, Semarang are receptive and productive language skills.

The receptive language skills are reading and listening subjects and the productive language skills are speaking and writing subjects. In receptive language skills, there is meaning-focused input that involves getting input through listening and reading where the students as a learners' focus is on understanding the message and where only a small proportion of language features are behind the learners' present level of proficiency. Extensive activities seem to be the major source of meaning- focused input.

The productive language skills are speaking and writing subjects that involve meaning-focused output that entangle the learners producing language in which the learners' focus is on others understanding the message. Meaning-focused output occurs when learners produce oral or written essays and assignments, letters, a diary, email and text messages to each other, or the experiences.

This study focuses on the IUP student scores on the even semester 2021/2022. The students are on the second semester and provided with varieties of the English language skills specially on the intermediate level. Those English language skills are intermediate reading, intermediate listening, intermediate speaking, and intermediate writing.

The domains of learning objectives and assessments on language skills are cognitive, affective, and psychomotor domains. Cognitive assessments involve student intellectual activities, such as memorizing, interpreting, applying, problem solving, reasoning, analysing, and thinking critically [9]. The affective assessments cover feelings, attitudes, interests, preferences, values, and emotions [10]. Teachers rarely arrange formal affective assessments but are constantly doing them informally. Psychomotor assessments entangle physical and manipulative behaviours.

The lesson plans of the English language skills cover some components as relevant information for the students, the teachers, and the instructional resources. The information then synthesized into a set of instructional plans. The lesson plans of the English language skills consist of learning subjects, semester, credits, evaluation or assessment, components, learning value, subject description, learning materials, and references.

Those receptive and productive language skills [11] are on the second semester and have two credits. The elements of learning evaluation or assessment are student participative activity (case method) and project result (project-based learning). Moreover, the cognitive components consist of assignment, quiz, mid-term test, and final test.

On the learning assessment, the highest scores are case method (30%) and project-based learning(30%). The rest scores are assignment (5%), quiz (5%), mid-term test (15%), and final test (15%).

3.1 Learning Descriptions of Case Method and Project-based Learning

These are the learning descriptions of case method and project-based learning on the intermediate levelof reading, listening, speaking, and writing subjects.

3.1.1 Intermediate Reading

Case method: Students conduct an analysis of the characteristics and functions of explanative, narrative,and popular texts in English. Students are able to actively discuss to provide solutions to these problems. Case discussions can be taken from books, journals, and real cases that are published in the actual andgenuine media.

Project-based learning: The class is divided into seven (7) groups. Each group discusses assignments with certain topics from explanative, narrative, popular, or real case texts in English published in the media. The representative of each group (alternately) presents the results of the small group discussion and then reports are collected.

3.1.2 Intermediate Listening

Case method: Students conduct an analysis of comprehending audio/ audio-visual recording in English. Students are able to actively discuss to provide solutions to these problems. Case discussions can be taken from recording, audio, and real cases published in the media.

Project-based learning: The class is divided into 7 (seven) groups. Each group discusses assignments with certain topics on comprehending audio/ audio-visual recording in English which arepublished in the media. The representative of each group (alternately) presents the results of the small group discussion and finally reports are collected.

3.1.3 Intermediate Speaking

Case method: Students are able to analyse various topics in English in an appropriate sentence pattern,tense, grammar, and diction to explain and expose something by narrating, requesting and offering something, granting a request or accepting and rejecting/refusing a request/an offer, explaining a chronological process or procedure, as well as clarifying and exposing cause-effect by giving an appropriate reason, opinion or argument; by demonstrating and showing explanatory-expository model.Students are able to actively discussed various cases obtaining from books, journals, or articles published in mass media by explaining, exposing, and elaborating (explanatory-expository) problems along with its problem solving.

Project-based learning: Students are divided into 6 (six) groups, each of them are assigned to discuss a problem and its problem solving. Each group submit their discussion results in a report and present it in front of the classroom.

3.1.4 Intermediate Writing

Case method: Students analyse various cases that are related to the structure and types of paragraph development, as well as create different types of paragraphs, which include descriptive, narrative, process, compare and contrast, and argumentative paragraphs. Cases for discussion can be taken from books, journals, and cases from other media.

Project-based learning: The class is divided into several small groups (one group consists of 3 people). Each group discusses the task for one hour. Make one descriptive paragraph, one paragraph about the process and one argumentative paragraph, and discuss some aspects of the language and paragraph structure. Each group respectively presents the results of small group discussions and reportsat a later time are collected.

3.2 Language-skill Learning Achievement

The 2nd semester student achievements on the English language skills are on Table 1.

Table 1. IUP student achievement on the English language skills

English Language Skills	SCORES									
	4 = A		3 = B		2 = C		1 = D		Total	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
Intermediate Reading	5	62.5	3	37.5	0	0	0	0	8	100
Intermediate Listening	7	87.5	1	12.5	0	0	0	0	8	100
Intermediate Speaking	4	50.0	4	50.0	0	0	0	0	8	100
Intermediate Writing	8	100	0	0	0	0	0	0	8	100

Notes: Σ = sum; % = percentage

Table 1 shows that the 2nd semester IUP student of English Literature achieve A and B scores. Itmeans that on the 2nd semester, IUP students along the Covid-19 pandemic era have high competence in the intermediate level in which students represents solid academic performance. Students reaching intermediate level have demonstrated competency over challenging subject matter, including subject- matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the real cases.

The IUP student competences range simultaneously from writing, listening, reading, and speaking. It means that IUP students on the 2nd semester have high capacity producing written text, listening and comprehending oral text, reading and comprehending written text, and producing oral text.

Those English language-skill learning achievements by IUP English students implies that it ranges from productive to receptive language skills and from written text to oral text. It is a unique andspecific phenomenon during the online learning process in which usually the learning processes are acquired from receptive skill to productive skill, and from oral text to written text. It seems that the students in pandemic era privately have high motivation to produce the language and produce the written text. The limited human mobility along the pandemic situation produces personal acts productively.

In writing, students have chances to analyse various cases and create various writings such as descriptive, narrative, process, compare and contrast, or argumentative written texts. While staying at home, students possibly apply their idea and imagination through describing people,

things, places, appearances, or behaviors.

In listening, students pass the time by listening and comprehending audio, video, or oral text in various contexts. In reading activities, students read and comprehend a real text or topic for pleasure. Unconsciously it provides benefits to practice reading and develop the reading habit.

In speaking skills, students practice various speech acts by explaining, exposing, or demonstrating the process, procedure, clarification, cause and effect, and discuss various real cases or elaborating solving-problems.

The IUP program that implement and carry an undertaking EMI basically purposes to internationalise the higher education. It aims to attract and allow domestic and foreign students. The domestic students have ideals to attain international views and admitted the international students. The courses attract international and foreign students from around the world. The university challenges and becomes a global university and stretches universal partnerships.

4. Conclusion

EMI as one of the information system is a very important medium for instructing the subjects in English department, especially in IUP program, Faculty of Humanities, Universitas Diponegoro, Semarang, Indonesia. This means of instruction and information is to support the acquiring process for students to achieve the English language skills such as writing, listening, reading, and speaking. The pandemic era is a trigger for IUP students to practice and elaborate various language skills from productive to receptive skills and from textual to oral texts.

References

1. S. Mariam, C. Kepirianto, M. Fadhilah, N. Mardhiana. IEFLJ. **8**, 127-36 (2022)
2. S. Makodamayanti, D. Nirmala, C. Kepirianto. CJCLLS, **4**. 22-26 (2020)
3. C. Kepirianto, S. Mariam, U. Ashari. PJLE, **12**, 119-129 (2022)4. F. Rahmawati. IEFLJ, **8**, 91-104 (2022)
5. Sudaryanto. *Metode dan Aneka Teknik Analisis Bahasa*. (2015)
6. J. Dearden. *EMI-a Growing Global Phenomenon*, 2-26 (2014)7. E. Agai-Lochi. PSBS, **199**, 340-347 (2015)
8. H. Coleman. *The Condition of English in Multilingual Afghanistan*. 25 (2019)
9. P. Airasia, M. Russell. *Classroom Assessment*. 64-70 (2008)
10. S. Mariam. *Affective Assessment in EFL Classroom*. 8 (2020)
11. I. S. P. Nation. *Teaching ESL/ EFL Reading and Writing*. 1 (2009)