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Implementing the Principles of Andragogy in ELT to enhance Students' English Competence

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Abstract: Various methods and activities have been undertaken by English teachers to improve the ability of students in English, but the reality shows that a monotonous and tedious method causes students to become passive. This study aims to determine the effect of using the principles of andragogy on the motivation and ability of English speaking students at the Faculty of Law, University of Sawerigading Makassar. The data in this study were obtained through oral tests given in the initial and final tests. The author also uses a questionnaire filled by 25 students from the experimental class. Data obtained from oral tests were then analyzed and interpreted using the SPSS 16 program, while questionnaires were analyzed and interpreted using a Likert scale. The results showed that the treatment given to the experimental class succeeded in improving students' English proficiency. The questionnaire results also show that the average value obtained is 90.16 and can be classified as "very interested". This indicates that the students in the experimental class responded positively to the method used.

Keywords: *principles of andragogy, student ability, motivation, English.*

1. Introduction

Less optimal learning outcomes are the problem that arises very often from an implementation of a learning process. The inability of learners to understand and master the various competencies in the form

of knowledge, attitudes and skills expected to arise from a learning process is an indication of the lack of success of the learning process. One of the causes of the failure of a learning process is the method of teaching applied by teachers in the

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classroom is not much in stimulating and encouraging learners to be able to.

Actively engage in the learning process. Teachers mostly place themselves as the "most knowledgeable" of all and place learners as individuals who "do not know much" about a thing. Thus, the role of teachers is only as transmitters of knowledge and learners as recipients of knowledge without any flexibility to choose and determine the learning objectives to be achieved from a learning process.

There is a very striking contrast between the learning process approaches occurring in western countries (America, Australia, the Netherlands, etc.) with the learning process approach that takes place in Indonesia. The learning process in western countries is more applying collaborative democratic learning approach by putting many students and educators in an equal position. Learners and educators together determine the learning objectives to be achieved. Such learning conditions emphasize the humanistic aspect, as educators are not the sole determinants of all learning activities. Furthermore, the role of educators is more as a facilitator.

In contrast, the learning process in Indonesia seems very mechanistic and does not lead learners to think at a higher level, because educators play more as transmitters of knowledge and learners simply receive knowledge from educators. The role of educators who are only as transmitters of this knowledge, in the end, it is less encouraging learners to be creative and not much involved both physically and mentally in the learning process. The problems above also occur in the process of Teaching English as Foreign Language (TEFL) in Indonesia.

Learning English in Indonesia, both at the level of primary, secondary and university education, emphasizes more on the knowledge of language, understanding

the content of discourse, also more only oriented to the results of the test to be achieved (semester exam, national exam, final test, etc.), but rather ignore the mastery of communication skills aspects both spoken and written in English. The approach of learning English in the classroom is very teacher-centered (teacher-centered classroom). This is different from western countries that apply English as Second Language (ESL), such as French, German, and Italian and so on. Their approach to English teaching emphasizes on critical thinking skills, the use of realistic language, student-centered classroom learning and emphasizes the quality of the learning process (Wang: 2006). More specifically, English language learning in the western world does not emphasize much on the aspects of memorization and the transfer of language knowledge as it does in Indonesia. Teachers in western countries are more likely to believe that the approach they use will dictate students to critical thinking that makes it possible to create new knowledge for students. Language teachers are often encouraged to use creative teaching in the classroom (Aswad 2017), The dichotomy of the above approach to English learning is interesting to observe. In the context of psychology, teacher-centered learning is identified as a learning process that applies pedagogical principles, while student-centered learning is a learning approach that applies the principles of andragogy. Furthermore, in this research will discuss the implementation of the principles of andragogy in English learning in improving the students' English competence, especially the first semester students of the faculty of law of Sawerigading University of Makassar who program the English course as MKDU. As it is widely known that English lecturers at Sawerigading University of Makassar in teaching English to students are more

oriented towards formal exam results (Final test) and they are less attention to the control of learners' language competence. This learning paradigm seems rigid and does not explore many potential students in learning English. Therefore, such a learning paradigm should be immediately transformed into a learning paradigm that is oriented towards collaborative learning.

2. Methods

This research was designed as a descriptive quantitative research by giving a pre-test and a post-test for both classes (Gay, et all 2006). The pre-test was conducted to find out prior knowledge of the students before giving them treatment. Post-test was done to find out the result of treatment using the principles of andragogy to improve students' English proficiency. Treatment by using the principles of andragogy was only given to the experimental class while the control class was taught by using other treatments. This research was conducted at Faculty of Law University of Sawerigading Makassar, Makassar - South Sulawesi.

Population and Sample. The population of this research was the first year students of Faculty of Law University of Sawerigading Makassar in academic year 2017/2018. The first year students at the Faculty of Law University of Sawerigading Makassar consisted of two classes, namely Class A and Class B.

Each class consisted of 25 students (new students). The total population was 50 new students. The author used purposive sampling technique to find the sample of this research. The author selected both classes as an experimental class and control

class. The author chose Class A as an experimental class consisting of 25 new students and class B as a control class which also consisted of 25 new students. Based on the admission test results, these two classes got nearly the same result. The authors though it was easier and fairer to know the outcomes of the different treatments given to two classes with similar initial knowledge. Total sample was 50 new students.

The data collection procedure is presented in three steps. The first is the pre-test. In the pre-test, the author used the material of the speaking test made by the lecturer for the semester exam. The author used the test because the test was a common test form for both classes.

The next step is to provide treatment. The experimental class was treated using the principles of andragogy while the control class was treated using regular treatment. The experimental and control classes were taught once a week for 90 minutes in 10 weeks. For the experimental group, the authors used this procedure: First, the author described the lessons related to the material given and based on the curriculum of the university. After that, the author explained about the activities to be given in class. Then, the authors gave them an explanation of how to do the activity. Next, students were divided into pairs or groups according to their activities, and they practiced speaking. The discussion topics at each meeting differ based on the material in the curriculum. For example: in the lesson "information question", paired discussion about "My Family" was given. In "present continuous" lessons, "miming

guessing" game was delivered, or discussions about the clothes they and their families are wearing at the time. Treatment was given up to 10 meetings with different topics at each meeting.

The third step is post-test. After doing the treatment, the post-test was given by the author in the 12th meeting. The author used the same test as in the pre-test. After the post-test, the questionnaire was then given only to the experimental class.

Data Analysis. In analyzing data from the control class and experimental class, the authors used quantitative methods. Quantitative methods aim to calculate and classify the student scores in the pre-test and post-test. In addition, it is important to know the significant differences between pre-test and post-test scores by using Statistical Package for Social Sciences (SPSS) 16.0 software. Quantitative methods were also used to analyze quantitative data from questionnaires. Data were collected using a questionnaire consisting of 20 items.

3. Result

Based on the results of the experimental and control class tests, this study found that there was a significant improvement of students' English proficiency after receiving treatment using the principles of andragogy. The average score gained by students in the experimental class after obtaining treatment was 7,0000, much higher than the student score in the control class which was only 6,0400. This suggests that students who learn English through activities using the principles of andragogy have far more significant differences in their English skills than those taught without using the principles of andragogy in the classroom control.

Descriptive Analysis in the Experimental Class. Data taken from the experimental class before and after the treatment showed that the mean, deviation

standard and error standard of the pre-test in the experimental class were 4.1400, 1.22066 and 0.24413 respectively and for the post-test were 7,0000, 1.04083 and 0.20817.

Based on the pre-test and post-test values above, it was found that there was an increase in average value = 2.86 but on the other hand, there was a decrease in value of. Deviation Standard = 0.17983 and Error Standard Means = 0.03596. This means that students in the experimental class have improved their English proficiency which can be seen from the increase in average scores and standard average reduction. Deviation and Error Standard in post-test. We can say that the treatment given in the experimental class succeeded in improving the students' English proficiency because if we wanted to know the effect of the method we applied, the result from the average standard. Deviation and Errors Standard in the post-test should be lower than the scores obtained by the students in the pre-test before giving them treatment.

The result of paired samples test with t-test also shows that the average score is 2.86000, the mean standard deviation is 1.51052 and Standard Error is 0.30210. The upper score is 2.23649 and the bottom score is 3.48351 while the t-test is 9.467. Therefore, the significance level = 0.05 is less than the 9.467 t-test. The value of significance is 0,000 (divided by 2), meaning: $0,000 < 0.025$, so the null hypothesis (H_0) is rejected. According to statistical theory if $t\text{-count} > t\text{-table}$, then H_0 is rejected. In this case, $t\text{-arithmetic}$ is 9,467 and $t\text{-table}$ is $t = DF, \alpha / 2$ (24, 0025), $t\text{-table} = 2,064 < t\text{-arithmetic}$ 9,467. Thus, the hypothesis (H_0) is rejected. This means that there is a significant difference between the test scores before and after using the principles of andragogy as the treatment in the experimental class.

Descriptive Analysis in the Control Class. Data taken from the control class for

10 meetings, before and after general treatment presented the average data in the control class i.e. 3, 6400 for the pre-test and 6, 0400 in the post-test. For standard deviation of control class is 0, 97382 for pre-test and 0, 85294 for post-test. The average Standard Error of the control group in the pre-test is 0.19476 and 0.17059 in the post-test.

Based on the pre-test and post-test values, it was found that there was an increase in the mean value = 2.4 but on the other hand, there was a decrease in the mean Standard Deviation = 0.12088 and Standard Error = 0.02417. We can see that the average value of total pre-test and post-test in the control class is still lower than the average value of the experimental class. However, because there is an increase in the average value and a decrease in the mean value of std. deviation and std. Error, we can still say that there is also an increase in English abilities of students after giving a general method as a treatment in a control class.

In paired samples, test results with t-test shows that the average between pre-test and post-test control class is 2,400,000. The standard deviation is 1.43614, while its Error standard is 0, 28723. The lower score is 2.99281 and the upper score is 1.80719. The t-test is 8.356. Therefore, the significance level = 0.05 is less than the 8.356 t-test. The value of significance is 0,000 (divided by 2), meaning: 0,000 <0.025, so the null hypothesis (Ho) is rejected. According to statistical theory if $t\text{-count} > t\text{-table}$, then Ho is rejected. In this case, $t\text{-arithmetic}$ 8.356 and $t\text{-table}$ are $t = df, \alpha / 2$ (24, 0025), $t\text{-table} = 2.064 < t\text{-count}$

8.356. Thus, the hypothesis (Ho) is rejected. This means that there is a significant difference between the test scores before and after using the common methods in teaching English.

Questionnaire Descriptive Analysis

To answer the second question of this study about students' motivation in improving their English proficiency, the author wanted to analyze the results of the questionnaire clearly. The results of the questionnaire showed that the total score of student responses given by 25 students was 2,254, and the average score of student responses was 90.16. This score shows the intensity of students' attitude toward the use of andragogy principles. Based on the score classification, the mean scores in the 85-100 interval are classified as 'very interested'. From the average score data we see that the average score is 90.16 and can be classed as 'very interested'. Student responses can also be seen. There was 69.2% response from the students "strongly agree".

This suggests that they respond positively to positive statements in the questionnaire. The study found that improving students' English proficiency was more significant in the experimental class than in the control class. The results showed that there was also an increase after treatment by using the principles of andragogy to the students.

From the previous data and explanation, we can answer the first question of the research question about the effect of using the principles of andragogy in improving students' English proficiency. The effect of using the principles of andragogy can be seen clearly from the

results of data analysis. It shows clearly that the use of the principles of andragogy has a positive effect on improving the English proficiency of the students of the Faculty of Law, Universitas Sawerigading Makassar. The next question to be answered is how to use the principles of andragogy to motivate students to improve their English skills.

Based on the result of the questionnaire no 1, and no 5. Statement no. 1 in the questionnaire is about the use of the principles of andragogy that can increase student English interest. The result is 60% of students strongly agree, 8% agree, and 20% neutral. The remaining 12% of students said they disagreed with the statement no. 1. For statement no. 5 about whether students enjoy joining learning English in the classroom using the principles of andragogy or not, the authors found that 80% of students said they strongly agree with this statement, and 5 students (20%) of the respondents said they agree. From the results of questionnaires number 1 and 5 can be concluded that the use of principles andragogy is a fun activity in learning English.

From the 20 statements in the questionnaire, the authors found that there are 5 statements selected by students as the reason why they love to learn by using the principles of andragogy. The five best reasons are: first, they have more time and opportunity to talk in activities that use the principles of andragogy. Secondly, the role of students in the use of the principles of andragogy in accordance with their daily activities. Third, the interaction among the students in the use of the principles of andragogy. Fourth, the use of the principles of andragogy makes students able to speak in English as in real life and last; students get a lot of new vocabulary through activities that use the principles of andragogy.

4. Conclusion

Based on the findings and discussion, the authors conclude that: first, the use of the principles of andragogy can improve students' English proficiency. This shows that students who learn English through the use of the principles of andragogy have far more significant differences in their English skills than those who are taught using common methods in the control class. Second, students have a good attitude towards the use of the principles of andragogy in improving their English proficiency. The intensity of their attitude is categorized as 'very interested'. Based on the conclusion, here the authors want to show that English teachers better apply the principles of andragogy to improve students' English proficiency because it creates a fun atmosphere in learning English. Throughout the activities, teachers should keep controlling and monitoring students in running their activities. The topic is also important. Topics or materials given to students must be in accordance with their level and interesting as well.

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