



## Supplemental Teaching: A Learning Model to Teach English for Professionals in Economic Education

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**Abstract:** The purpose of this study was to improve the English language skills of fourth semester students majoring in economic education for the 2021/2022 academic year at STKIP PGRI Bandar Lampung. The problem raised in this study is whether the use of the supplemental teaching method can improve English language skills and student motivation. The method in this study used a classroom action research design which was carried out in three cycles. The results of the study can be concluded as follows: first, the increase can be seen from the average score of 58.93 in the first cycle, to 67.6 in the second cycle, and increased to 86.70 in the third cycle. The increase in the average value that occurred was 19.2%. Second, increasing students' ability in English is also followed by changes in student learning behaviour in a positive direction. Students become happier, more active, and give a positive response to learning English.

**Keywords:** English, Indonesian Students, Supplemental Teaching

### INTRODUCTION

The world is moving forward and this cycle is unavoidable. All aspects focus on change for the better. Not only in the lines of business, economy, security, welfare, and state administration, but also in the fields of education and teaching. When we talk about education, we talk about learning models and teaching techniques. Those are always interesting things to discuss because these two things are something that must be developed in order to improve student learning outcomes. This is supported by Munawaroh (2017:667) that stated that “the factors that influence learning achievement, namely learning method, teaching method role is as a tool to create teaching and learning process.” This is also one way of proving the success or failure of a teacher, although there are many other factors that influence it. In Indonesia, students still really need new techniques and fresh learning models to help them improve their learning outcomes and achievement of a subject. Based on Sugiyanto (2008), “Learning models is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve

specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities”. Learning model is considered important because it can help the students to improve their achievement. If the teacher uses good models in teaching then apply it well, it is certain that there will be an increase in students' ability to learn. In teaching, the teacher must determine what kind of learning model is suitable for his students, especially in learning English. Teachers should not be passive and are required to always be creative, considering the development of the times is getting faster.

For Indonesian students, English is still considered difficult even though it is introduced since elementary until university level. Meanwhile Megawati (2016) stated that English is such an international language that important for community which can connect people with the world in various aspects, including aspects of education. In Indonesia, English always becomes a compulsory subject and is always tested during national exams. At universities, English must be taken in the first or second semester. Some universities even make the English TOEFL test one of the requirements for the thesis exams. Indonesian students generally study English for nine years but they still find it difficult when they have to communicate using English orally or written. This is why English teaching model and technique are very important. The right learning models and techniques will help students master the material, not only that, this will also leave an imprint on the students' memories so that students don't easily forget the material being taught.

There are so many learning models that the teacher can apply in the classroom, one of them is supplemental teaching. According to Chang (2018:108), “Supplemental teaching is used when one teacher works with students at their expected grade levels while the other teacher works with those students who need to be re-taught, extended, or remediated.”

The 4<sup>th</sup> semester students majoring in economics education at STKIP PGRI Bandar Lampung also experienced difficulties at the beginning of joining professional English class. The students do not master the basics, vocabulary and grammar well. The students feel cramped when it comes to practicing speaking, writing, reading a text and listening. With the many difficulties faced by students in learning English. Based on the explanation above, the researchers identified the main problems in this research, those are:

1. The students have difficulties in learning English skills, such as writing, speaking, listening and reading.
2. The students do not master the English basic, and this makes them passive in the class.
3. The students do not realize the importance of mastering English for professionals.
4. The students do not show a high sense of enthusiasm and motivation when learning English.

This research focus only on improving student's English for professionals by using supplemental teaching. Supplemental teaching can be a smart solution so that the students do not lag behind for the material, and teachers can pay more attention to the condition of their students. There are two formulation of the problems in this research, first, *can supplemental teaching improve the student's activity in learning English for professionals?* And second, *can supplemental teaching improve the student's English skills?*

Based on the formulation of the problem above, then there are two objectives of the research as follows:

1. To describe whether the implementation of Supplemental Teaching improve the student's activities in learning English for professionals.
2. To describe whether the implementation of Supplemental Teaching improve student's English skills.

## **THEORITICAL REVIEW**

### **English for Professionals**

In STKIP PGRI Bandar Lampung, English for professions is one of the mandatory courses that must be taken by students majoring in economics education in semester 4. This course has load of two credits. English for profession is commonly well known as an English subject for non English students. English for profession is very important to learn because English is an international language used to facilitate communication in all fields, such as economics, marketing, business, education, national defense, and so on. Therefore mastering English is a must. Ranjan (2020:6) stated that, "English as a lingua franca for professional communication has been accepted worldwide but we have to understand the difference between English and Professional Communication. General English may be helpful at basic or middle level of communication but for business or technical purposes, we must make a distinction between Professional communications and English". Of course, there are some differences from basic english with english for profession. In Indonesia, basic English is usually studied in elementary, middle and high school schools, the goal is for students to be able to communicate using English, as well as to pass school exams. Meanwhile, English for Professionals has a more detailed goal, the learner must be able to communicate using English both passively and actively in sectors related to professional work.

Writing or understanding business or technical essays with a whole set of expressions like writing agenda or abstracting or advertising, preparing reports or proposals or memos or circulars, notices or minutes or summarizing or paraphrasing professional articles; or preparing for oral communication like public speech or arranging meetings or interviewing or preparing for group discussion. Practicing voice modulation, body language or delivering presentations or analyzing business and technical factual materials; interpreting visual messages, emails, text messages, chat apps, project management apps, phone calls, video calls, in person calls etc. to

name a few need specialized professional communication training rather than General English (Ranzan, 2020:7)

Based on Syakur, Ninsiana and Herlisya (2021:4) the number of companies in Indonesia that use English as an international language is large and growing. English is a component in creating a friendly environment for business, it has a very important role in creating opportunities and broadening the knowledge. It is crystal clear that English is the main key for the economic development of a country, not to mention the rise of the Asean free market, if the Indonesian people are literate in English, the economic growth rate can also increase rapidly. This confirms that learning English for professional purposes is something that cannot be postponed, both for students and for people who already have jobs.

### **Supplemental Teaching**

Based on Marilyn and Lynne (1995) co teaching is two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space. It means that Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space. Co-Teaching is an attitude. An attitude of sharing the classroom and students, and the teachers must always be thinking that they are both teachers. Co-Teaching strategies have been used successfully at all grade levels and in every content area; from pre-school to senior high, teacher candidates and their cooperating teachers have effectively incorporated co-teaching into the classroom. There are some benefits that cannot be neglected, for instance, the co-teaching can increase options for flexible grouping of students, the collaboration skills are enhanced for the teacher candidate and cooperating teacher, Professional support for both the cooperating teacher and the teacher candidate, another set of eyes to watch and help problem solve, flexibility to try things you wouldn't be able to do alone, collaboration in classroom and lesson preparation, Help with classroom management, greater student engaged time and greater student participation levels. This is supported by Marilyn and and Lynne (1995) which mentioned that the following are among the most salient elements of a rationale for co-teaching:

- 1) Increase instructional options for all students.
- 2) Improve program intensity and continuity.
- 3) Reduce stigma for students with special needs.
- 4) Increase support for teachers and related service specialists.

University of Nebraska is one of the university that applied Co-teaching in their class, it is stated that, there is no hierarchical order for implementing these strategies – pairs are asked to determine where, within the curriculum or daily schedule, strategies would best fit. Strategies can be used individually or in combination. The goal of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning. There are many types of co-

teaching developed by Marilyn and lynne (1995), those are *one teach one observe, one teach one assist, station teaching, parallel teaching, team teaching, supplemental teaching and alternative teaching*. In this research, the researchers used supplemental teaching as a focus research.

Supplemental teaching is the strategy that allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated. Supplemental teaching allows students to get the full attention from two or more teachers, and can capture student weaknesses that must be improved. In supplemental teaching the teacher is likened to a vitamin that will help students' endurance in learning. Indirectly, vitamins can be interpreted as a support system that is expected to increase students' knowledge of something.

## **METHOD**

The type of research used is Classroom Action Research (CAR). According to Arikunto (2006:3), classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together. The research subjects were fourth semester students majoring in economic education at STKIP PGRI Bandar Lampung for the Academic Year 2021/2022. With the number of students 45 participants. The design used in this study is the design of Kemmis and Mc. Taggart (2013). Kemmis and Mc. Taggart is essentially in the form of devices or strands with one device consisting of four components, all four of which constitute a cycle, namely: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. The data obtained from this study were analyzed qualitatively and quantitatively. Data derived from test data were analyzed quantitatively, while data from non-test data were analyzed qualitatively. The tests used are writing, reading comprehension and listening tests to improve students' English skills.

## **RESULT AND DISCUSSION**

### **Results**

Based on the test results of reading comprehension, writing and listening skills in class, it was found that the average score of fourth semester students majoring in economics education study programs increased by 8.59%, from the first cycle of 58.93 to 67.6 in the first cycle. II and 19.2%, from the second cycle of 67.6 to 86.70 in the third cycle. Corrective actions taken include (1) better conditioning of students, (2) re-explaining learning skills using the supplemental teaching method in more detail, (3) applying supplemental teaching method teaching in three skills, namely listening, reading and writing, (4 ) provides a more detailed explanation of the implementation of the performance test. All improvement efforts made by researchers based on reflections from the implementation of cycle I and cycle II were proven to be able to improve students' English mastery, as well as change students' attitudes towards a better direction.

In the third cycle, the average score achieved by the fourth semester students majoring in economic education at STKIP PGRI Bandar Lampung was 86.70. These results are in accordance with the research target that the researchers set at least to get a score with an average of 70. Therefore, this study is considered successful and does not need to be repeated in the next cycle. The increase in English language skills both actively and passively can be seen in the following table, as well as a comparison of the test results for increasing the value of each aspect.

**Table 1. Comparison of Average Test Results for Improving English Skills Through Supplemental Teaching.**

Average Score				
Cycle 1	Cycle 2	Improvement	Cycle 3	improvement
58,93	67,6	8,59 %	86,70	19,2 %

## Discussion

The English language skills of fourth semester students majoring in economic education at STKIP PGRI Bandar Lampung in the 2021/2022 academic year after participating in learning using the supplemental teaching method experienced an increase in learning outcomes, especially in reading, writing and listening skills.

One of the benefits of co-teaching is that the unique perspectives and strengths of general educator and special educators or other specialists are brought together to create teaching approaches and instructional strategies that could not occur if just one teacher were present (Friend, Reising, & Cook, 1993). So that this method serves to facilitate students in understanding a concept so that the results of achievement, learning are more fun and more effective.

Supplemental teaching can create a relaxed and fun learning situation. Students become independent, active and able to provide feedback and decisions. In learning English as a language that is closely related to the global economy, students feel a real life experience because of the full attention of the teacher so that student weaknesses can continue to be captured and improved. This makes students' worries disappear because they are no longer afraid or worried that other friends will miss the material. Through this method, students become more confident to move forward and never stop improving their English skills.

## CONCLUSION

The use of the supplemental teaching method is proven to be able to improve students' English mastery skills in listening, writing and reading skills. Therefore, the use of this method needs to be used and its development improved in the English learning process for students outside the English department. In its application

itself, there is a lot of preparation that must be done before implementing supplemental teaching, as stated by Mailyn and Lynne (1995) that Co-teachers need preparation, administrative support, and opportunities to nurture their collaborative relationships. Co-teaching programs should be planned and implemented systematically. Deliberate and ongoing communication among everyone involved is essential.

The motivation and enthusiasm of students is increasing in learning, even though at the beginning of learning many students think that English is difficult, conditions show that students are more active in learning so that the classroom atmosphere looks lively and the tasks given by the lecturer can be completed properly.

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