

THE EFFECTIVENESS OF INTENSIVE ENGLISH FOR ISLAMIC STUDIES PROGRAM AT STAIN JEMBER

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Abstrak

STAIN Jember memberikan Program Bahasa Inggris dalam Pembelajaran Islam kepada mahasiswa yang berada pada semester pertama. Program tersebut dikelola oleh UPB (Unit Pusat Bahasa) STAIN Jember dengan memiliki 0 kredit dimana didalamnya mahasiswa dapat belajar tentang empat keahlian dasar bahasa Inggris: meliputi Mendengarkan, Berbicara, Membaca, dan Menulis, dan tiga komponen dasar, yaitu: Kosakata, Pengucapan, dan Tata Bahasa Inggris. Penelitian ini adalah penelitian evaluatif.

Dengan menggunakan instrumen penelitian yang meliputi: wawancara dengan dosen pengajar Intensif Bahasa Inggris dan staf administrasi, angket kepada mahasiswa, dan dokumentasi nilai ujian masuk mahasiswa, peneliti mencoba untuk mengetahui keefektifan dari Program Bahasa Inggris dalam Pembelajaran Islam.

Key Words: Effectiveness, Intensive English for Islamic Studies Program

INTRODUCTION

STAIN Jember as one of Islamic Studies Colleges under the administration of Religious Affair gives Intensive English for Islamic Studies Program to the freshmen, which is provided by Language Unit (UPB). This program is given for all of the freshmen with 0 credit point. In this program, the students will learn English in three levels, basic, pre-intermediate, and intermediate.

Unfortunately, at least in the last three years, there are 1165 students have not passed the examination of the three levels. There is a polemic that the problems which make some students have not passed the examination are varied. There are assumptions that appear; such as the unsuccessful of the teaching and learning process depends on the teachers' ability, the students' motivation influence their learning, and the test which is administered by the system inside the institution have an effect on the students' score.

Actually, the success or failure of the teaching and learning of EFL at

the university level depends what so ever on the success or failure of EFL at school level. At first, the Indonesian students started to learn English on the Junior High School. But the result is unsatisfactory^{1 2}. Then, in 2004 the government made a new regulation that English should be given to fourth grade students of the Elementary School as local content. Yet the result of EFL teaching and learning is still unsatisfactory, even when English is now given to students of Kindergarten.

¹ (Alisjahbana, 1990; Sadtono, 1983; Tomlinson, 1990) in Priyono, "The Logical Problems of Teaching English as a Foreign Language in Indonesia". *The Tapestry of English Language Teaching and Learning*. (Malang: State University of Malang Press, 2004), p.17

² A survey conducted by the Department of Education and Culture of the Republic of Indonesia (1990:7) in Priyono, "The Logical Problems of Teaching English as a Foreign Language in Indonesia". *The Tapestry of English Language Teaching and Learning*. (Malang: State University of Malang Press, 2004), p.17 has reported that teachers (95.4% of public and 91.1% of private school teachers) admitted that the English instruction has been unsuccessful.

THEORETICAL REVIEW

ESP Teaching and Learning

English is one of the international languages and most people in the world are required to understand spoken and written English in order to be able to communicate with others. English as the first foreign language in Indonesia is very important in many aspects of life. It functions not only as a means of international communication but also as an international vehicle of a body of technology. In the future the national development in Indonesia is directed towards the improvement of quality of human resources as a means of achieving a better economic condition.

An aspect of this objective is the improvement of the mastery of foreign languages. The mastery of foreign languages, particularly the English language, is intended as a means of acquisition and advancement of science and technology⁴.

Related to the international communication, English is unavoidable for conducting business with foreign countries. Moreover, for the development of the country, reading scientific books in English is of prior importance, because most of the books are written in English. Hence, English needs to be learned in formal schools, from kindergarten to the university level.

At the university level, English is not only taught to students of the English Department, but also to students of other departments. An English subject that is given to the foreign students from other field of studies is called English for Specific Purposes (ESP).

Students who enrol in an ESP course have a distinctly purposeful orientation to English as a medium to a better understanding of the subject matter. The common factor in all ESP programs is that they are designed for adults who have a common profession or job-related rea-

son for learning English. ESP class brings the students a reason for learning and a context for the use of English, knowledge of the vocational or professional field, and provides well-developed adult learning strategies⁴. The students' objective becomes the basis for the two important aspects of ESP course design; i.e. its focus on the learner and on task-based activities that are designed to reflect the real use of English outside the classroom.

ESP courses are taught for its utilitarian nature. The materials of ESP must be appropriate to the aims of the program⁵. Therefore, since it was first introduced in Indonesia in the mid-seventies, it has been expected to be instant. Within a very short time it is expected that the students are able to use the language well. It is not an easy job for ESP teachers. Unfortunately, students want the process to be as effortless as possible, and the results are as rewarding as possible⁶. They are not interested in the slow and hard process of learning a foreign language. Even worse, as undergraduates, sometimes they do not have any idea about the immediate need of the language. In spite of this condition, teachers are still expected to 'juggle' in a very short period with learners who mostly have limited knowledge of Basic English. Therefore, there is no teacher who is not creative will undertake an ESP class⁷.

Intensive English for Islamic Studies at STAIN Jember

The teaching and learning of Intensive English for Islamic Studies at

⁴ T. Kral, *Teacher Development: Making the Right Moves*. (Washington D.C: United States Information Agency. 1994)

⁵ Siusana Kweldju, *Lexically-Based Language Teaching: English for Specific Purposes* (A Paper Presented in a Workshop at British Council on 24 July 2004)

⁶ Ibid.

⁷ T. Kral, *Teacher Development: Making the Right Moves*. (Washington D.C: United States Information Agency. 1994)

⁸ Nuril Huda, *Language Learning and Teaching* (Malang: Universitas Negeri Malang Publisher, 1999)

STAIN Jember is the supporting component of the main curriculum, which is given to all students of STAIN Jember at all departments. The aim of this program is to enable the students of STAIN Jember to have skill and competence of English as the basic element for the science development at STAIN Jember. The focus is to build the students' reading ability without neglecting their listening, speaking, and writing ability.

Furthermore, in order to gain the maximum result, this program is designed and arranged specially in a form of remedial and enrichment program under the administration of the Language Unit of STAIN Jember and direct supervision of the Academic Vice Leader of STAIN Jember.

The teaching and learning of Intensive English for Islamic Studies is the supporting program which is applied without any credit. This program includes three levels, namely Basic, Pre-Intermediate, and Intermediate Level with the frequency of meeting at about 50 meetings.

This program is a compulsory program which all the students have to pass. The students who do not fulfil the 75% class meeting requirement are not allowed to follow the test. The final evaluation of the teaching and learning process is based on the students' ability in answering the questions of the test which is given only by the Language Unit of STAIN Jember. As the final result, the Language Unit of STAIN Jember uses the marking scheme as follows:

Interval Score	Predicate	Notes
90 - 100	Excellent	Passed
80 - 89	Very Good	Passed
70 - 79	Good	Passed
60 - 69	Fair	Passed
00 - 59		Not Passed

The Effectiveness of English Teaching and Learning

There are many aspects that influence in the effectiveness of English teaching and learning.

Effective EFL Teachers Characteristics

Among many researches of the characteristics of effective English teacher, the researcher was using the guidance as follows⁸:

First characteristic is being prepared. The most effective teachers come to class each day ready to teach. It is easy to learn in their classes because they are ready for the day. They don't waste instructional time. They start class on time. They teach for the entire class period. Time flies in their classes because students are engaged in learning, i.e., not bored, less likely to fall asleep.

Second characteristic is being positive. The most effective teachers have optimistic attitudes about teaching and about students. They see the glass as half full (look on the positive side of every situation), make themselves available to students, communicate with students about their progress, give praise and recognition, and have strategies to help students act positively toward one another.

Third characteristic is holding high expectations. The most effective teachers set no limits on students and believe everyone can be successful. They hold the highest standards, consistently challenge their students to do their best, and build students' confidence and teach them to believe in themselves.

Fourth characteristic is being creative. The most effective teachers are resourceful and inventive in how they teach their classes. They do something unusual if the class reaches its academic goals, wear a costume, agree to participate in the school talent show, and use technology effectively in the classroom.

⁸ Robert J. Walker. The Twelve Characteristics of Effective Teacher. *Educational Horizon Journal*, Fall 2008.

Fifth characteristic is being fair. The most effective teachers handle students and grading fairly. They allow all students equal opportunities and privileges, provide clear requirements for the class, recognize that "fair" doesn't necessarily mean treating everyone the same but means giving every student an opportunity to succeed, and understand that not all students learn in the same way and at the same rate

Sixth characteristic is displaying a personal touch. The most effective teachers are approachable. They connect with students personally, share personal experiences with their classes, take personal interest in students and find out as much as possible about them, and visit the students' world (sit with them in the cafeteria; attend sporting events, plays, and other events outside normal school hours)

Seventh characteristic is cultivating a sense of belonging. The most effective teachers have a way of making students feel welcome and comfortable in their classrooms. Students repeatedly mentioned that they felt as though they belonged in classrooms taught by effective teachers. The students knew they had a good teacher who loved teaching and preferred it to other occupations.

Eighth characteristic is being compassionate. The most effective teachers are concerned about students' personal problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

Ninth characteristic is having a sense of humour. The most effective teachers do not take everything seriously and make learning fun. They use humour to break the ice in difficult situations, bring humour into the everyday classroom, and laugh with the class (but not at the expense of any particular student).

Tenth characteristic is respecting students. The most effective

teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect. They respect students' privacy when returning test papers, speak to students in private concerning grades or conduct, and show sensitivity to feelings and consistently avoid situations that unnecessarily embarrass students.

Eleventh characteristic is forgiving. The most effective teachers do not hold grudges. They forgive students for inappropriate behaviour, habitually start each day with a clean slate, understand that a forgiving attitude is essential to reaching difficult students, and understand that disruptive or antisocial behaviour can quickly turn a teacher against a student, but that refusing to give up on difficult students can produce success.

Twelfth characteristic is admitting mistakes

The most effective teachers are quick to admit being wrong. They apologize to mistakenly accused students, and make adjustments when students point out errors in grading or test material that has not been assigned.

Effective EFL Students Characteristics

One of the factors that influence the success of the teaching and learning process is the students as learners. To be a good and effective EFL learner is not as easy as we think would be. There are some influences from the environment that can encourage or discourage the students in learning English. There are some characteristics that effective students have in common⁹: first is dedication. The students treat learning and studying like a job, and work on it every day. Second is curiosity. The students wonder about how the world works and how to do things. Third is ability to be self-directed. The students

⁹ Wiki Answers. *What Characteristics would an Effective Learner Have?* (http://wiki.answers.com/Q/What_characteristics_would_an_effective_learner_have, 2012)

are able to motivate themselves and do the work without anyone telling them to do it. Fourth is self-awareness. The students realize when they are actually learning and when they need to work a little more on an assignment. Fifth is honesty. This goes with self-aware, because effective students won't skip over work just because it is hard, or themselves that they know it better than they really do. Sixth is open-mindedness. The students are willing to try new things and explore new ideas. And the seventh is willingness to risk mistakes. Effective students understand that making mistakes actually help you to learn better than doing something perfectly – when you make a mistake, you learn a lot about why that didn't work and also about how to correct the mistake and do better next time.

Effective EFL Assessments Characteristics

Assessment is a central in the overall quality of teaching and learning in higher education. The purpose of assessment is to gather reliable information for teachers to make informed judgment about the progress of the students and provides opportunities for students to self-monitor, rehearse, practice, and receive feedback. The characteristics of assessment that will effectively gather this information are as follows¹⁰: first is **valid**. The assessment should measure what is intended. For example, to assess practical ability, it should look at how the results were obtained in addition to the results themselves. Second is **reliable and consistent**. Assessment criteria and marking schemes should be robust so that grades are consistent when more than one assessor marks the work or when one assessor marks the work on different occasions. Third is **transparent**. The assess-

ment should be clearly aimed at meeting the learning objectives for the topic. Fourth is **fair**. All students should have the same opportunity to succeed. Fifth is **efficient and manageable**. Deadlines for course work should be staggered across modules and not just within one module to make assessment manageable for both students and the tutors. The assessment should be streamlined to ease the burden of marking and giving feedback. Sixth is **effective feedback**. Students should always be given advice on their progress and have the opportunity to learn from their mistakes.

RESEARCH METHOD

This study is an evaluative research, and it will analyze the implementation of Intensive English teaching and learning of Islamic Studies Program at STAIN Jember both qualitatively and quantitatively. It will be an implementation evaluation which described about what was going on in a class and how the class had developed¹¹.

The population of this research is the freshmen of the 2011 generation at STAIN Jember, all teachers of Intensive English Program of Islamic Studies, and the administrators of Language Unit. Since the number of the freshmen of the 2011 generation is 814 students, it will be difficult for the researcher to get the data from all of the students. The researcher took one class of each of the programs at STAIN Jember. So there were seven classes and taken by lottery.

The instruments used in this research were document of the students English proficiency test before they got the Intensive English Program, questionnaire to the students, and interview to the teachers and staff administration of the Language Unit.

¹⁰ Roehampton University. *Guide to Good Practice in Assessment: The Characteristics of Effective Assessment*. (<http://www.roehampton.ac.uk/guideto-goodpracticeinassessment/effectiveassessment/index.html>, 2012)

¹¹ M.Q Patton. *Qualitative Evaluation Methods*. (Beverly Hills: Sage Publications, Inc. 1980)

RESEARCH FINDINGS

The Effectiveness of the English Teachers' Characteristics in Teaching Intensive English at Islamic Studies Program STAIN Jember

There are twelve characteristics of effective teachers based on Robert J. Walker, as follows:

Prepared. There are three aspects of question which concerned about whether the teachers are prepared or not. 73.1% of the students agreed that their teachers were always prepared and 24.1% of them said that their teachers were sometimes prepared. 55.9% of the teachers started the class on time and 36.1% of the teachers sometimes started the class on time. Unfortunately, only 39.2% of the students said that the material was easy to learn and 54.9% of them said that sometimes the material was easy to learn. Those data from the students' questionnaire were similar with the data from the teachers' interview which mentioned that they were always prepared before the class started. The teachers tried to always come on time, even though sometimes they were late because of some technical problems on the way to class.

Positive. There were four aspects of questions which concerned about the positive attitude of the teachers toward the students. 83.6% of the students agreed that their teachers always made themselves available for the students. 42.9% of the students said that their teacher always communicated their learning progress while 44.8% of the students mentioned that their teachers sometimes communicated their learning progress. 45.1% of the students said that their teachers always had strategies and 37.7% of them said that their teacher sometimes had strategies to help them act positively toward one another. Unfortunately, only 18.5% of the students mentioned that their teacher always gave praise and recognition to them and only 35.8% of the students said that their teacher did it occasionally. So, 45.7% of the students claimed that their teach-

ers never gave praise and recognition. All of the data mentioned above were similar with the data from the teachers' interview, except that most of the teachers (80%) said that they gave praise and recognition to their students verbally (saying 'good, great, excellent, fantastic', and so on) or using body language (such as, showing the thumb, tapping the students' shoulder, or even a smile).

Hold high expectation. There were three aspects of question which concerned about whether or not the teachers hold high expectation toward their students. From the data of the students' questionnaire, most of the agreed that their teachers held high expectation on their learning and believed that everybody could be successful. More than 70% of the students said that their teachers held the highest standard, consistently challenged their students to do their best, and always built students' confidence and taught them to believe in themselves. All of those data was approved by the teachers in their interview result.

Creative. There are two aspects of question which concerned about whether the teachers were resourceful and inventive in how they taught their classes. 42% of the students agreed that their English teacher used interesting strategies in their teaching and 35.5% of them said that their teacher used media. 44.1% of the students agreed that their teacher sometimes used interesting strategies in their teaching and 31.5% of them said that their teacher sometimes used media. It was approved by the teacher of Intensive English in the interview which stated that they needed appropriate teaching strategies to make the students not to get bored with their learning, feel easy to understand the lesson, and can have positive attitude to one another. Nevertheless, the teacher of Intensive English also admitted that they could only sometimes use the media in the class since not all of the classroom used for the teaching and learning process in Intensive English had built-in

LCD. However, the teacher still claimed that they were creative enough that some of them trained the students to follow English competition in other city or even province.

Fair. 79% of the students agreed that their teacher always allowed all students equal opportunities and privileges. The teachers stated that there was no reason for them not to treat the students fairly. Even so, the teachers recognized that 'fair' did not necessarily mean treating everyone the same but meant giving every student an opportunity to succeed with understanding that not all students learn in the same way and at the same rate.

Display a personal touch. 55.9% of the students stated that their teacher connected with them personally. It was approved by some of the teacher of Intensive English, especially the permanent English teacher of STAIN Jember who had more time in the campus to sit with the students outside the class and discuss about their personal interest.

Cultivate a sense of belonging. 58.6% of the students mentioned that they felt welcome and comfortable in their classroom taught by their teacher. It was agreed by the teacher in the interview which stated that they often heard that their students called them in the hall and said how they loved and missed their teachers.

Compassionate. From the data of the interview, only small parts of the teachers (20%) were concerned about the students' personal problem. It was not surprising since most of the Intensive English teachers were the free-lance English teacher of STAIN Jember. They said that they did not have time to discuss the students' personal problem outside the class. However, they were willing to share personal experiences, especially which concerned about English learning with their students in the class.

Have a sense of humour. 45.7% of the students said that their teachers

always had sense of humour and 41% of them said that their teacher sometimes brought humour into the everyday classroom. It was approved by the teachers in the interview which mentioned that most of them used humour to break the ice in difficult situations and it was convenient to laugh with the class.

Respect students. 64.5% of the students agreed that their English teachers respected their privacy. It was approved by the teachers through the interview that they avoided situations that unnecessarily embarrassed their students. Some of the teachers spoke to students in private concerning their grades.

Forgiving. 75.9% of the students stated that their Intensive English teachers forgave them for their inappropriate behaviour. All of the teachers said that they did not hold grudges. Most of the teachers found that some of the students sometimes act appropriately, but the teachers understood that a forgiving attitude is essential to reaching difficult students. In addition, besides giving forgiveness, the teachers also gave advice and suggestion for the students to a better conduct.

Admit mistake. 81.5% of the students mentioned that their Intensive English teachers always admitted mistakes quickly if they were being wrong. All of the teachers stated in their interview that the teaching and learning process would run well when everyday started with a clean slate.

The Effectiveness of the Students' Characteristics in Learning Intensive English at Islamic Studies Program STAIN Jember

From the result of the document of the students' entrance score test, it could found that the mean score of the students of 2011 generation on English material was 22.8. While the students could pass the Banyuwangi Cerdas and Bidikmisi Scholarship if their entrance score for English material was 50. It would be not a

surprising thing if 570 of 814 students did not pass the test.

Based on Wiki Answer, there are seven aspects of question that were included in the students' questionnaire which concerned about the effectiveness of the students' characteristics in learning Intensive English. The result showed that 71.3% of the students had curiosity in learning English. 76.2% of the students had ability to be self-directed. They were able to motivate themselves in learning English. 84.6% of the students had self-awareness. They realized when they were actually learning and when they needed to work a little more on an assignment. 85.5% of the students were honest and they knew that effective students would not skip over study just because it was hard. 62.6% of the students were willing to try new things and explore new ideas in learning English. 52.8% of the students were willingness to risk mistakes. Unfortunately, only 5.2% of the students had dedication in learning English. 80.3% of the students admitted that they only sometimes studied regularly at home, while 14.5% of the students did not treat learning and studying like a work every day.

The Effectiveness of the English Tests Conducted at Intensive English for Islamic Studies Program in Evaluating the Students of STAIN Jember

Roehampton University states that there were six aspects of question which concerned about the effectiveness of English test. The result of the interviewed done by the researcher to the administration staff of the Language Unit of STAIN Jember revealed that the test which was given to the students measured what is intended to measure because the items made were suitable and sometimes also taken from the material given. The test criteria and grades were consistent because the test items were made in multiple choice formula. The test material was based the learning objectives for the

topic. All students had the same opportunity to follow and pass the test. Students were given advice on their progress right after they followed a certain level test, so that they had the opportunity to learn from their mistakes. Since the module used in Intensive English is only one, deadlines for course work could be staggered easily. Every level had to be finished in a certain time known by both teachers and students.

THE DISCUSSION OF THE RESULT

The Effectiveness of the English Teachers' Characteristics in Teaching Intensive English at Islamic Studies Program STAIN Jember

From the result of the research finding, most of the students agreed that their English teachers did the preparation and looked prepared in class based on the three aspects given. Nevertheless, the teachers knew that even though they had done some teaching preparation, some of their students still found difficulty in comprehending the materials. It was understandable since most of the students had low ability in English.

Most of the students agreed that their English teachers were always available whenever they needed them to explain about English. Some of the teachers discussed about their students' progress in learning. Unfortunately, only a few of the teachers gave praise and recognition to the students. However, the English teachers through the interview said that they actually gave praise and recognition verbally or using body language. These different perspective between the students and the teachers, probably because the students did not actually know that tapping on shoulder or even saying 'good' is also a form of positive attitude that their English teachers gave them.

From the questionnaire and interview, both the students and English teachers agreed that the teachers had high standards for the success of the students.

The English teachers also showed equal opportunity for all students in class. All students had the same privileges in every activity they had. By doing so, students would feel easy to reach their success in learning English.

Being an English teacher should be creative, because not many of the students like English subject. Aware of this condition, all of the Intensive English teachers had tried to be the creative ones. Furthermore, it was agreed by most of the students in their questionnaire. Some of the teachers used interesting teaching strategies and some of them used technology media in the class.

Some of the students stated that their English teacher connected with them personally. Those teachers were mostly the permanent English teachers of STAIN Jember, while for the free-lance ones said that they had limited time to stay at the campus and chat with the students outside the class. Some of the students also mentioned that they felt comfortable with their English teachers in class. Some of the teachers also had the experience when they were called by their former students and said that they loved the way their English teacher taught them. Most of the English teachers stated that they liked to use humour to break the ice in the class, because jokes could be entertaining for both the teacher and the students. Jokes could also be used to ease the boredom in learning.

Having respected in their privacy is mentioned by most of the students in the questionnaire. The English teachers said that they always talked about the students weaknesses in private and never made the students felt embarrassed in front of their friends. Both the students and the English teachers agreed that teachers should be forgiving of the students' inappropriate behaviour and admit mistakes when they were wrong.

Unfortunately, from the result of the interview, only a few of the English teachers who said that they were inter-

ested on the students' personal problem. Most of the teachers believed that their students were adult learners who were able to solve their own personal problems.

The Effectiveness of the Students' Characteristics in Learning Intensive English at Islamic Studies Program STAIN Jember

From the result of the questionnaire, most of the students said that they had curiosity in learning English, were able to motivate themselves in learning English, had self-aware not to skip over study just because it was hard, were willing to try new things and explore new ideas in learning English. However, only some of the students were willingness to risk mistakes in learning English and there were a very few of them had dedication in learning English. Most of the students admitted that they only sometimes studied regularly at home and they would need to work a little more only when there was an assignment or test.

Many students new to college do not know what it takes to be successful in the college environment. They understand good and bad grades in a general way, and they sense that they should attend classes, but that is where their knowledge begins and ends.

To be a good English learner is a dream of every learner has opportunity to be that. A student can understand English easier than the others. The fact to be a good English learner is not easy as we think. In order to be a good English learner, there are some characters. Among others are clear purpose, good attention, diligence, and good motivation¹⁾.

An English student in her blog also witnesses that there are at least two important things for the English learners to be successful. First, they must have pas-

¹⁾ T.K. Haholongan. *How to Be A Good English Learner*. (<http://www.facebook.com/notes/tk-haholongan/how-to-be-a-good-english-learner/158714734173807>, 2010)

sion to do all of their study. They will face such boring situation in their daily routine such as; lecturing, assignments and so on. So, the learners should not let the laziness breakout all of their plans. Furthermore, learners have to discipline themselves to reach their goals. They must obey the class rules and study English regularly at home¹³. Learning a language cannot be done only once or twice, but the learners need to have the language into their habitual activity in and outside the classroom.

The Effectiveness of the English Tests Conducted at Intensive English for Islamic Studies Program in Evaluating the Students of STAIN Jember

From the interview to the staff administration of the Language Unit of STAIN Jember which concerned about the effectiveness of the English test conducted at Intensive English for Islamic Studies Program at STAIN Jember revealed that the test used fulfilled all aspects of effective test. The English test that was administered measured what is intended to measure, the criteria and grades were consistent, the material was based on the learning objectives for the topic, all students had the same opportunity to follow and pass the test, the test was manageable since the module used in Intensive English is only one which both the teachers and students had known the schedule of meeting for each level, and all students were given advice on their progress right after they followed a certain level test.

The test administered by the Language Unit of STAIN Jember was teacher-made test. Actually, teacher-made test has are some advantages and also weaknesses at the time. Teacher-made test can be done by the teachers themselves. The items of question are closely based on the materials or mod-

ule used. The difficulty level of the test can be adjusted with the students' ability. Unfortunately, the teacher-made test is doubtable on the sense of reliability and discriminating power of the test.

CONCLUSIONS

From the result of the teachers' interview and the students' questionnaire, it could be concluded that the English teachers of Intensive English at Islamic Studies Program STAIN Jember are effective, because they fulfilled almost all of the criteria of effective teachers, except that most of the English teachers did not have compassionate concerning about the students' personal problems.

From the seven criteria of effective students, there were two aspects of criteria that the students did not fulfil, namely the criteria of having high dedication in learning English and willingness to risk mistakes. The students of Intensive English were actually fond of English and had good motivation in learning English. Unfortunately, they did not have high dedication and willingness to risk mistakes in learning English. Finally, with those two weaknesses and their low ability in English, it would a hard work for the English teachers to make the students got their success.

Finally, the result of the interview with the staff administration about the test conducted at Intensive English for Islamic Studies Program, it could be concluded that the test were effective since it fulfilled all of the criteria of effective test. However, if there were still many students did not pass the test, it probably because of the low ability of the students. It is not deniable that the input of the students who entered to STAIN Jember was very low on English subject.

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