

**THE IMPLEMENTATION OF CBM REAL ENGLISH ONLY  
(CREO) AND ITS PROBLEMS  
AS ENGLISH INTENSIVE PROGRAM  
AT SMK CITRA BANGSA MANDIRI PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree**

**by**

**Hana Qotrun Nada**

**Student Number. 2017404097**

**ENGLISH EDUCATION STUDY PROGRAM  
ENGLISH DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2024**

## STATEMENT OF ORIGINALITY

### STATEMENT OF ORIGINALITY

Here with I,

Name : Hana Qotrun Nada  
Student Number/S.N : 2017404097  
Grade : Undergraduate  
Faculty : Tarbiya and Teacher Training  
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "The Implementation of CBM Real English Only (CREO) and Its Problems as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, June 10, 2024

I Who Declare,



Hana Qotrun Nada  
S.N. 2017404097

## PAGE OF APPROVAL

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This thesis, entitled

#### **THE IMPLEMENTATION OF CBM REAL ENGLISH ONLY (CREO) AND ITS PROBLEMS AS ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA MANDIRI PURWOKERTO**

Written by Hana Qotrun Nada (Student Number. 2017404097) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 01 July 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, July 4th, 2024

Approved by:

Examiner I/Supervisor,




**Yulian Purnama S.Pd M.Hum**  
NIP. 197607102008011030

Examiner II/ Secretary,



**H. Agus Husein As Sabiq, M.Pd**  
NIP. 198708112020121006

The Main Examiner,



**Muflifah, S.S., M.Pd**  
NIP. 197209232000032001

Legalized by:

The Head of Education Department,



**Dr. Maria Ropah, S.Si., M.Si.**  
NIP. 198411152005012004

## OFFICIAL NOTE OF SUPERVISOR

### OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Department  
Faculty of Tarbiya and Teacher Training,  
State Islamic University  
Prof. K.H. Saifuddin Zuhri Purwokerto  
In Purwokerto

*Assalamu'alaikum Wr.Wb.*


After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Hana Qotrun Nada  
Student Number : 2017404097  
Department : Education  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : The Implementation of CBM Real English Only (CREO) and  
Its Problems as English Intensive Program at SMK Citra  
Bangsa Mandiri Purwokerto

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

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Purwokerto, 11 June, 2024

Supervisor,  
  
Yulian Purnama, S.Pd., M.Hum.  
NIP. 197607102008011030

**THE IMPLEMENTATION OF CBM REAL ENGLISH ONLY (CREO)  
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**Hana Qotrun Nada  
2017404097**

**ABSTRACT**

English Intensive Program (EIP) is an optional supplementary program that schools can choose to provide extra English language learning hours to enhance their students' English skills. The aim of this research is to describe the implementation of CBM Real English Only (CREO) as English intensive program and to identify the problems faced by the students. This research was conducted at SMK Citra Bangsa Mandiri Purwokerto. The subjects of the research were 10th-grade students, teacher and the coordinator of the program. The objects of the research were the implementation of CREO and the problems experienced by the students during the program. This study used qualitative descriptive method, where the data were presented through words or descriptions. The research data was obtained from interviews, observations, and documentation. The results obtained from the research indicate that there are three stages in implementing CREO: planning namely preparation of pocket book material, execution as the main activity program, and evaluation with games activity. The students face several difficulties during the implementation of CREO, including both internal such as language proficiency and motivation, and also external issues such as lack of teacher support, inadequate and uncondusive classroom condition. Special attention is needed to minimize the potential of problems arising for students during the implementation of the program.

***Keyword : Implementation, English intensive program, students problems***

## MOTTO

***“Do it for your Mom”***

***“I must not fear. Fear is the mind-killer. Fear is the little-death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me. And when it has gone past I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain”***

— Frank Herbert, *Dune*

***“I’ve got the key to my castle in the air, but whether I can unlock the door remains to be seen”***

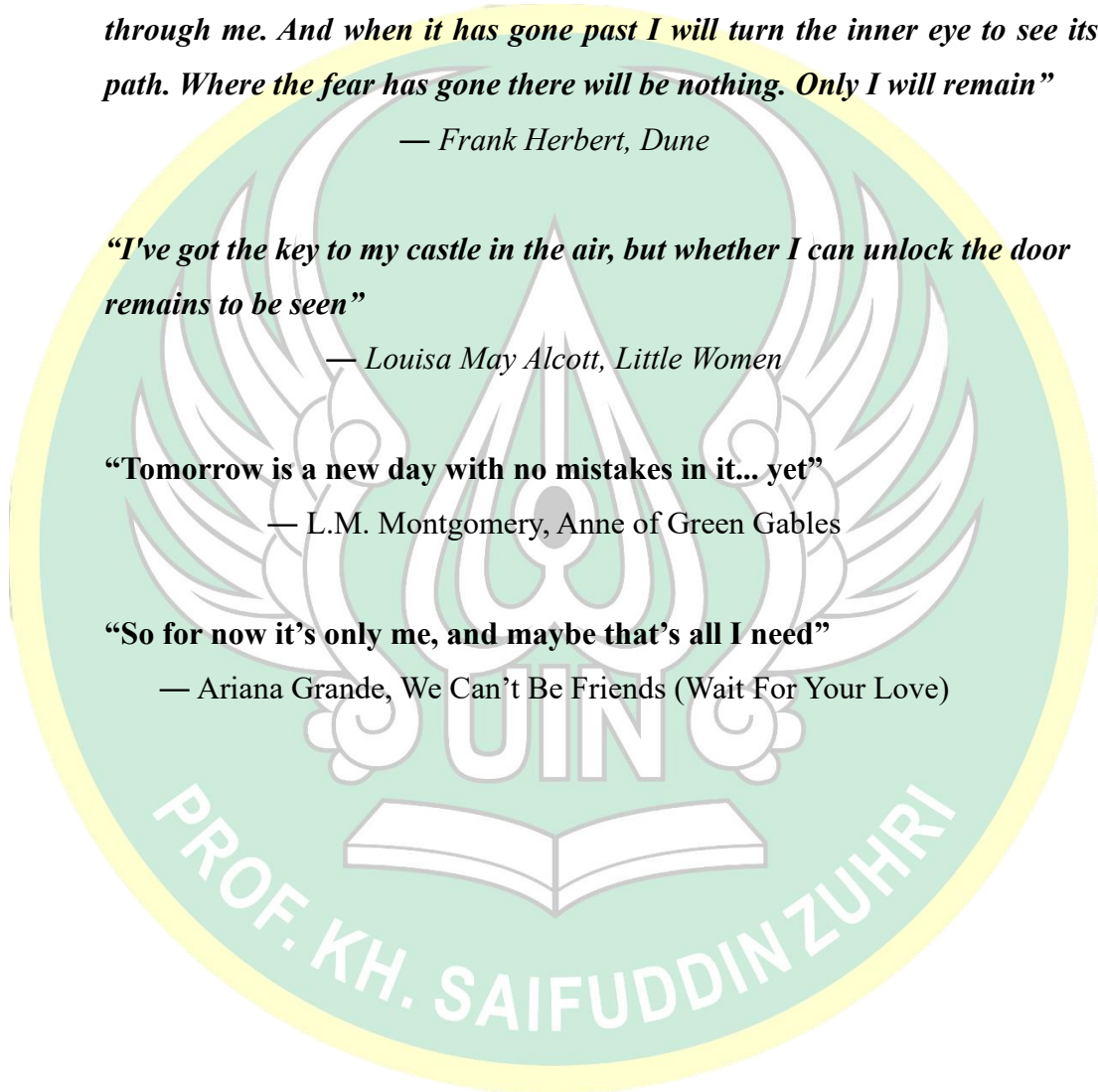
— Louisa May Alcott, *Little Women*

***“Tomorrow is a new day with no mistakes in it... yet”***

— L.M. Montgomery, *Anne of Green Gables*

***“So for now it’s only me, and maybe that’s all I need”***

— Ariana Grande, *We Can’t Be Friends (Wait For Your Love)*



## **DEDICATION**

I dedicate this thesis to :

### **My self**

*Dear self, thank you for your cooperation throughout this time. Completing this thesis has indeed required considerable time and effort, but in the end, you managed to finish it. Let's continue to strive and face the world until the end!*

### **My family**

*Thank you my family. My most special thanks go to the best mother in the world, my mom, Mama Sutarwati. My greatest thanks go to the strongest father in the world, my dad, Bapak Rosidi. Thank you, my dearest parents, for always striving to give me the best, for working so hard to fulfill your child's wish to go to college, for always supporting and guiding me, and for all your love and care. I do all this for you. Also, to my sibling, Fatta Amhar Tsani, I hope I can be a good sister for you. May we always be able to gather and be happy together, both in this world and in the hereafter.*



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This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

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16. *I want to thank me for believing in me, I want to thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for being me at all times.*

***Wassalamu'alaikum Wr. Wb.***

Purwokerto, 10 June 2024

The writer,



**Hana Qotrun Nada**

**S.N. 2017404097**



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# CHAPTER I

## INTRODUCTION

### A. Background Research

In recent years, there has been a growing recognition of the importance of English language proficiency in the global landscape. This could be because English is a global language that is used as a medium of communication for people around the world. To become a global language, a language must be measured by how many people use the language to communicate (Wright, 2016). In the era of globalization, information can spread quickly, this also has an impact on the spread of language and its influence. Globalization results in a diverse world full of varied influences, as distinct societies adopt modern elements in their own unique ways (Appadurai, 1996). Survey shows that in 2023, there were around 1.5 billion people worldwide who spoke English either natively or as a second language (Dyvik, 2023).

As a global language, it is evident that English holds a crucial position in international communication. This encompasses economic ties between nations, international business relations, global trade, and various other interactions (Sneddon, 2003). In reality, most of companies nowadays are dealing with international companies. For example, during interviews, the interviewers will evaluate candidates' communication abilities alongside their academic qualifications. A good English skill is a plus point for a person in terms of communication abilities. This will certainly increase the chances of getting a job.

Education assumes a significant role in the preparation of individuals to confront the challenges of the real world by actively engaging in the processes of instructing, shaping, and providing each student with valuable knowledge and skills. Certainly, one aspect of knowledge and skills that

demands careful consideration is undeniably the proficiency in communication, particularly in the English language. Since December 1949, MONE (Ministry of National Education) established an Inspectorate of English language instruction to be in charge of the supervision of English language teaching (Yulia, 2014). This decision based on 1945 Indonesian Constitution that was mandated English as a compulsory subject in secondary schools in Indonesia. Mr. Frits Wachendorff, a Dutch individual who chose to continue residing in Indonesia, was designated to spearhead the organization, and upon assuming this role, he explicitly delineated the primary objectives and mission of Teaching English as a Foreign Language (TEFL) within the Indonesian educational landscape. Following the attainment of independence, endeavors to standardize the curriculum were systematically undertaken during the implementation of the educational frameworks in the years 1974, 1984, and 1994.

The educational curriculum employed in Indonesia has experienced significant transformations, driven by a concerted effort to enhance the comprehensive fulfillment of students' educational requirements. This evolution is not only a response to the imperatives of globalization but also a strategic alignment with the dynamic demands of progress and the evolving needs of the global community. The ongoing adaptations in the curriculum underscore Indonesia's commitment to preparing its students for the challenges and opportunities of an interconnected and rapidly changing global landscape. In order to adequately prepare students for the challenges of the global workforce, education in Indonesia must not only impart proficient skills and knowledge but also cultivate a strong command of the English language. In addition to conventional classroom-based English education, an effective strategy to reinforce this linguistic proficiency involves the implementation of an intensive English language program. This multifaceted approach ensures that students not only excel in their knowledge competencies but also possess a high level of English proficiency, enhancing their adaptability and competitiveness in the global job market.

The practice of English Intensive Program has been widely implemented in the field of education both in Indonesia and abroad. Naturally, the name of the activity, the implementation procedures, and the goals of the program differ from one institution to another, customized to meet the unique needs of each institution. For example, domestically, it is found in MTs Muhammadiyah Pakis Baru Pacitan, which implements an English Intensive Program known as English Day. According to thesis research conducted by Neli Meilana (2023) with title of “The Implementation of English Day Program For Students’ Speaking Activities at Mts Muhammadiyah Pakis Baru Pacitan”, the implementation of English Day aims to enhance students' speaking skills, to increase students’ motivation to speak English everyday, and to help students be more confident in expressing ideas. Some activities to support this program include language practice through acting from script, discussions and conversations.

Another example of the implementation of English Intensive Program is conducted at MA Bilingual Batu, known as the English Program. According to study conducted by Fitrotul Ainiyah and Munawwir Hadiwijaya (2022) with title of “The Implementation of English Program to Improve the Students’ Language Skills at MA Bilingual Batu”, the English program at MA Bilingual Batu stands out as one of the school's flagship initiatives. Developed by the teachers themselves, it is a locally crafted subject, independent of government curriculum guidelines. The English Program at MA Bilingual Batu operates during specific hours and follows a continuous system from 10th to 11th grade. Classes are scheduled for four sessions per week, running from Monday to Thursday. For 10th graders, classes are held from 1 P.M. to 2:30 P.M., while for 11th graders, they start from 11:45 A.M. and end at 12:45 P.M. The curriculum is tailored to each class level, considering students' varying abilities. The material provided is adjusted to the class or level of it. This is motivated by students' different abilities, other than that the basic class priority is English language skills in terms of reading and writing, so for a deeper level of mastery of English will be given when entering a higher level. Each English

Program class typically accommodates 25 to 30 students, divided into basic and intermediate levels (basic 1,2,3,4 and intermediate 1,2,3,4).

Diverse manifestations of English Intensive Programs exist, as explained by the examples from the schools mentioned above. And among these, SMK Citra Bangsa Mandiri Purwokerto has adopted a specific iteration known as CREO (CBM Real English Only), exemplifying the unique programmatic approach undertaken by this educational institution. CREO is a routine program that runs every Wednesday morning at 7 to 8 am in class. Aware on the urgency of speaking English in a global world, this program is based on the aim of building an English-speaking environmental culture, to explore students' potential, to develop students' English language skills, and to increase students' interest in learning English. Each class will be supervised by SEM (Student English Mentor). SEM is responsible for taking attendance, supervising program in class, evaluating each of students in their class, and providing peer tutor to classmates. The result of their evaluation would be written in a journal then submitted to TEM (Teacher English Mentor) later that day.

CREO focuses on listening, speaking, reading skills and vocabulary enrichment. To support vocabulary enrichment, CREO uses Padlet as the learning aid. To support reading skill, students are given pocket book that contains conversations. The vocabulary used in conversation is surely accordance with the list of vocabulary provided in Padlet with the same theme. To support listening skill, conversation written in pocket book is played over speakers in each class. Then to support speaking skill, each student have to present vocabularies they have memorized from Padlet to SEM.

Based on the description above, the writer is interested to conduct a research on the English Intensive Program. The thesis is entitled **“THE IMPLEMENTATION OF CBM REAL ENGLISH ONLY (CREO) AND ITS PROBLEMS AS ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA MANDIRI PURWOKERTO.”**



## **B. Clarification of Key Term**

Defining key terms is vital to guide the research that will be conducted. In the context of this study, here are important points that direct the implementation of this study, those are :

### **1. English Intensive Program**

English Intensive Programs, also called accelerated or compressed courses, are the programs are designed to improve language proficiency in a shorter period of time (Mukundan et al., 2012). English Intensive Program is truly organized in certain periods shorter than the regular one to make the students learn English more and to develop their communication skills. English Intensive Program, often referred to as accelerated or compressed courses, are structured to expose students to a significantly greater number of sessions within a condensed timeframe compared to traditional programs. These specialized programs are intentionally designed with shorter durations to intensify the learning experience, fostering a more concentrated focus on English language acquisition and the enhancement of communication skills. The abbreviated yet concentrated format of English Intensive Program aims to optimize students' language learning outcomes within specific time frames, providing a dynamic and immersive language education experience.

### **2. CBM Real English Only (CREO)**

CREO or CBM Real English Only is a routine program that runs every Wednesday morning at 7 to 8 am in class. Each class will be supervised by SEM (Student English Mentor). This program focuses on listening, speaking, reading skills and vocabulary enrichment. To support vocabulary enrichment, CREO uses Padlet as the learning aid. To support reading skill, students are given pocket book that contains conversations. The vocabulary used in conversation is surely accordance with the list of vocabulary provided in Padlet with the same theme. To support listening skill, conversation written in pocket book

is played over speakers in each class. Then to support speaking skill, each student have to present vocabularies they have memorized from Padlet to SEM.

### 3. Problems in English Intensive Program

Problem is defined as a situation where there is a perceived gap between a present state and a desired state, and the means to bridge this gap are not immediately obvious (Simon, 1996). The cognitive nature of problem-solving, highlighting that individuals, including experts, are operate with bounded rationality. Bounded rationality refers to the idea that individuals have limitations in processing information, and they often make decisions and solve problems based on satisficing—choosing the first acceptable solution rather than exhaustively evaluating all possible alternatives.

### **C. Research Questions**

Based on the background above, the researcher formulates research questions as follows:

1. How is CBM Real English Only (CREO) as English Intensive Program implemented at SMK Citra Bangsa Mandiri Purwokerto?
2. What are problems or challenges faced by students in the implementation of CBM Real English Only (CREO) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto?

### **D. Objectives of Research**

Based on the context provided earlier, the researcher outlines the research objectives as follows:

1. To describe the implementation of CBM Real English Only (CREO) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto.
2. To identify problems or challenges faced by students in the implementation of CBM Real English Only (CREO) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto.

## **E. Research Significance**

### **1. Teoritical Significance**

This research is anticipated to make a significant contribution by enhancing comprehension, providing valuable information, and enriching the experiential knowledge related to the implementation of English Intensive Programs (EIP).

### **2. Practical Significance**

The practical Significances of this research are:

#### **a) For Teacher**

This research hopefully can develop, improve and gain creativity for teacher in implementing English Intensive Program. Another purpose of this research is to give additional information and knowledge to solve problems for other English teacher in implementing English Intensive Program.

#### **b) For School**

It is hoped that the results of this research can inspire school to continue to improve teacher consistency and creativity in implementing English Intensive Program.

#### **c) For Other Researchers**

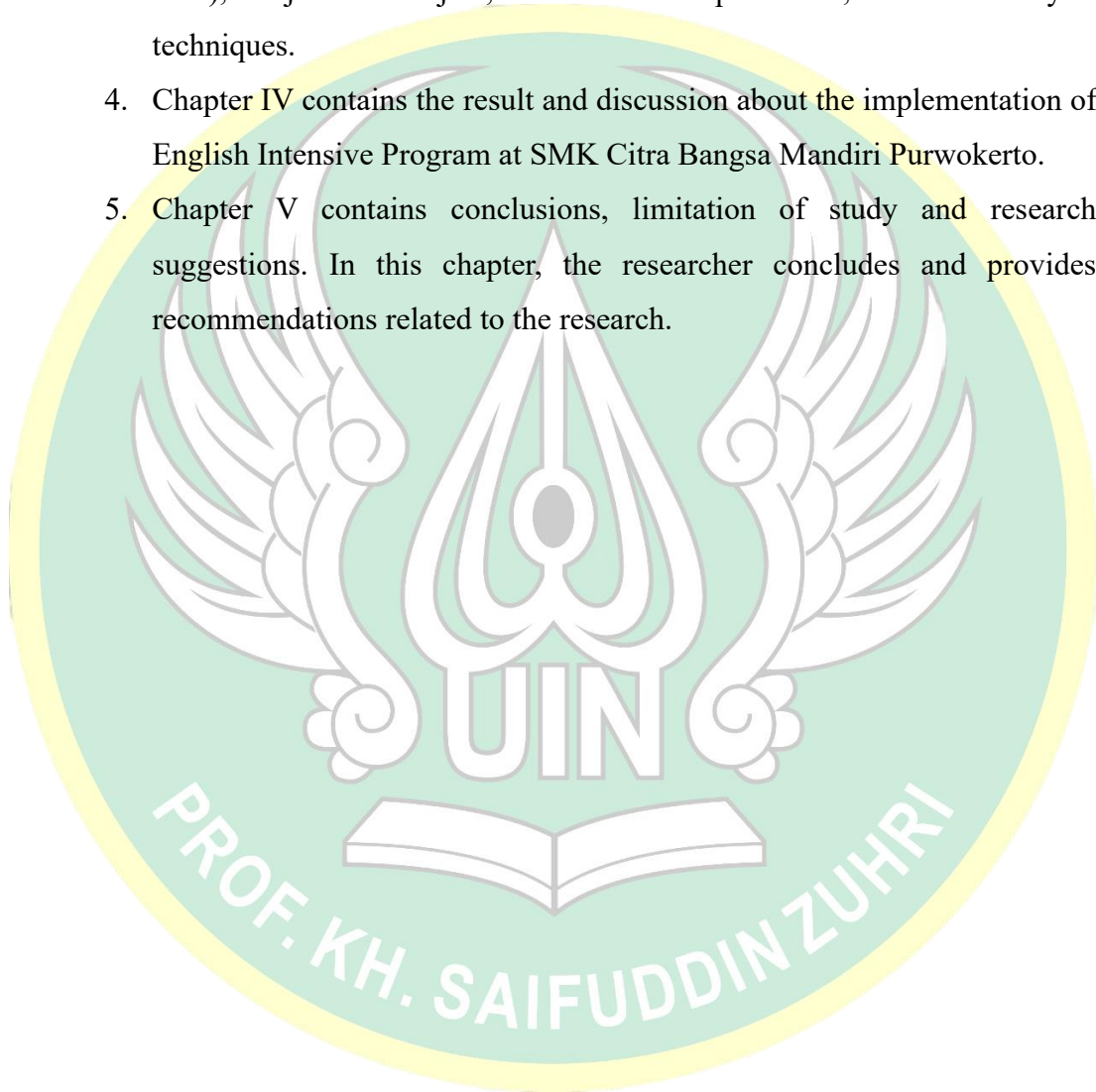
Researcher hope that this research will be able to inspire, provide knowledge, references and detail information about English Intensive Program's implementation and challenges.

## **F. Structure of The Research**

To carry out the organized research effectively, it is necessary to categorize the research structure. The methodology of this study is described as follows:

1. Chapter I contains the introduction to the background of the study, clarification of key term, research questions, objective of research, research significance, structure of research and previous studies review.

2. Chapter II contains theory of English Intensive Program, with one sub-section, that is the problems faced by students in the implementation of program.
3. Chapter III contains about research methods. This chapter consist of the type of the research and research design, setting of the research (place and time), subject and object, data collection procedure, and data analysis techniques.
4. Chapter IV contains the result and discussion about the implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto.
5. Chapter V contains conclusions, limitation of study and research suggestions. In this chapter, the researcher concludes and provides recommendations related to the research.



## CHAPTER II

### THEORITICAL REVIEW

#### A. Literature Review

##### 1. English Intensive Program

###### a. Definition of English Intensive Program

English Intensive Programs, also called accelerated or compressed courses, are the programs are designed to improve language proficiency in a shorter period of time (Mukundan et al., 2012). English Intensive Program (EIP) is truly organized in certain periods shorter than the regular one to make the students learn English more and to develop their communication skills. English Intensive Program, often referred to as accelerated or compressed courses, are structured to expose students to a significantly greater number of sessions within a condensed timeframe compared to traditional programs. These specialized programs are intentionally designed with shorter durations to intensify the learning experience, fostering a more concentrated focus on English language acquisition and the enhancement of communication skills. The abbreviated yet concentrated format of English Intensive Program aims to optimize students' language learning outcomes within specific time frames, providing a dynamic and immersive language education experience.

English Intensive Program (EIP) play a pivotal role as equalizers, particularly for students who may not have had the privilege of receiving language instruction within the confines of their home environment, thereby leveling the playing field and providing a foundation for linguistic competence (Clark et al., 2021). EIP also contribute significantly to fostering inclusivity in educational settings by catering to the diverse linguistic backgrounds of students. By offering targeted language instruction, EIP enable learners to bridge gaps in communication skills, empowering them to participate more effectively in academic discourse. Moreover, these programs often emphasize cultural immersion, facilitating

a deeper understanding of language in its sociocultural context. As a result, EIP not only address language proficiency but also nurture intercultural competence, preparing students for the globalized academic landscape. Ultimately, the role of EIP extends beyond linguistic development, fostering a more equitable and enriched educational experience for a broad spectrum of students.

#### **b. History of English Intensive Program**

History of English Intensive Program (EIP) are vary. EIP first appeared on the scene in the U.S. in the 1960s, along with the establishment of the private-sector language school chain, ELS (English Language School), now a part of the Berlitz Corporation (Alberola, 2021). But in another hand, there is a statement saying that the inaugural English Intensive Program (EIP) was established at the University of Michigan in 1941, marking a historic milestone in the realm of English language instruction (Algren, 2016). Since that pivotal moment, there has been a discernible escalation in the demand for tertiary education by international students in the United States. Consequently, in response to the expanding influx of students from diverse linguistic backgrounds, there has been a proportional proliferation in the establishment of English Intensive Programs across various academic institutions. This growth signifies the evolving landscape of education, wherein the cultivation of English language proficiency has become an integral aspect of facilitating the successful academic integration of an increasingly international student body within the United States.

English Intensive Program (EIP) or language institutes inspired by the University of Michigan's ELI (English Language Institute) were frequently established to meet the needs of this particular student population (O'Halloran et al., 2016). Essentially, these programs were crafted with the aim of freeing international ESL (English Second Language) students from the requirement to enroll in traditional composition programs. By offering a specialized curriculum tailored to

enhance English language proficiency, these programs sought to provide a dedicated and supportive environment for students to develop their linguistic skills comprehensively. This approach aimed not only to address language barriers but also to foster a more inclusive and effective educational experience for international ESL students navigating academic studies in an English-speaking context.

Throughout the 20th century, the role of EIP evolved beyond language training to address the specific needs of students entering diverse academic disciplines. The development of standardized English proficiency tests, such as the Test of English as a Foreign Language (TOEFL) that has been introduced in 1964, the test has experienced significant revisions over time, driven by advancements in language ability theories and shifts in English teaching methodologies (Lawrence, 2011).

Today, EIP continue to play a crucial role in facilitating the academic success of non-native English speakers worldwide. Considering the current state of education, there is a requirement for a succinct and language-focused program as it provides an uncomplicated method to introduce students to fresh content through oral communication (Wahidiyati et al., 2023). They have evolved to address the changing needs of students and the dynamic landscape of English language education, remaining vital in fostering cross-cultural understanding and preparing students for academic and professional pursuits in English-speaking environments.

### **c. Goals of English Intensive Program**

Within the communicative approach to language learning, the process involves utilizing the language as a means of contextual communication across various dimensions, encompassing monologue-dialogue, oral-written, receptive-productive, and interpersonal-transactional aspects (Nurcahyani et al., 2021). This approach emphasizes the practical application of language skills in real-life situations, fostering

a holistic understanding of communication. Learners are encouraged not only to comprehend and express ideas orally and in writing but also to engage in meaningful interactions that mirror authentic communicative scenarios. Through this comprehensive approach, language acquisition becomes a dynamic and interactive process that goes beyond mere linguistic knowledge, encompassing the nuanced intricacies of effective communication in diverse contexts.

The implementation of EIP has the potential to exert a substantial and favorable impact on the development of language proficiency among learners, fostering a comprehensive and robust foundation in linguistic skills (Nur, 2020). This stems from the emphasis placed on specific instructional content within this program, specifically targeting general English skills, covering aspects such as :

1) Communication Skills

- Speaking skill
- Listening and accents
- Reading and interpretation
- Writing and presenting

2) Linguistic resources

- Build-up vocabulary bank
- Enhancing the precision of pronunciation
- Text interpretation
- Mastery of grammar and sentence structure

Within the framework of Intensive English programs, the primary concentration is directed towards the development of general English skills. However, these programs demonstrate adaptability by offering elective components, affording students the opportunity to tailor their language learning experience to address their specific needs and interests. This customization not only enhances the overall effectiveness of the program but also ensures a more personalized and nuanced approach to



language acquisition, acknowledging the diverse linguistic goals and aspirations of the learners. The communication within the classroom setting strives to be meaningful, authentic, and pertinent to the child's requirements, avoiding contrived, overly controlled, or repetitive forms of language expression (Baker, 2001).

#### **d. Implementation of English Intensive Program**

In the Indonesian Dictionary (Kamus Besar Bahasa Indonesia, KBBI), implementation is described as carrying out or applying. It relates to planning, agreements, and the fulfillment of obligations. Implementation involves translating ideas, concepts, policies, or innovations into practical actions, leading to changes in knowledge, skills, values, and attitudes (Jasin, 2021).

Nurdin Usman, in his book "Konteks Implementasi Berbasis Kurikulum," explains implementation as the culmination of activities, actions, or the functioning of a system. He emphasizes that implementation is not just any activity, but a planned effort aimed at achieving specific goals (Usman, 2002). Implementation generally takes place once planning is deemed perfect. It involves executing a plan that has been meticulously and comprehensively prepared.

Based on the definition provided, it can be concluded that implementation involves carrying out or applying plans, agreements, and fulfilling obligations. It is the process of translating ideas, concepts, policies, or innovations into practical actions that lead to changes in knowledge, skills, values, and attitudes. Implementation represents the culmination of activities and actions within a system, emphasizing that it is not just any activity, but a planned effort aimed at achieving specific goals. It typically occurs after thorough and meticulous planning is completed.

The implementation of the learning process is a process organized with specific stages in order to achieve the desired outcomes (M.Si et al.,

2012). When implementing a learning process, it's crucial to have effective learning management in place. This involves addressing how to facilitate learning outcomes through the interaction between students, instructors, and learning resources within an educational environment guided by a curriculum containing plans and guidelines for achieving specific educational objectives (Nirwana, 2014). Broadly speaking, management functions consist of planning, organizing, executing, and evaluation functions (Winardi, 2012). The four management functions formulated by Terry are interrelated, with organizing being inherent to planning, executing, and evaluation. These functions are essential elements that are consistently present and embedded within the learning management process.

#### 1) Planning

Planning involves developing various strategies to address challenges in achieving the goals of national educational development. Planning is a crucial aspect of the education system, with a focus on future development and efficiency (Aisyah, 2018). This considers the socio-economic, cultural realities, and comprehensive development needs affecting national education (Santoso et al., 2023). Learning planning is the process of arranging teaching materials, employing media, using teaching approaches and methods, and assessing within a set timeframe to achieve predefined competencies (Novalita, 2019).

A curriculum serves as a structured blueprint for the educational process, designed with specific goals to facilitate the success of students both academically and as contributing members of society (Maryono & Emilia, 2022). The curriculum encompasses the entirety of educational experiences offered to students, aiming to equip them with a diverse range of skills and knowledge across various learning environments (Marsh, 2004). The practical insights derived from these definitions underscore the complexity of curriculum development, emphasizing the need for extensive processes, thoughtful

considerations, and thorough observations of its constituent elements. The creation of a curriculum necessitates the involvement of authorized institutions equipped with the requisite expertise and capability to undertake the intricate task of curriculum design. Based on the understanding of planning and curriculum, it can be inferred that curriculum development takes place at the outset of learning, specifically during the planning phase of learning.

Developing a well-structured and effective curriculum for an English Intensive Program (EIP) is crucial for the success of the program and the language learning outcomes of the participants. When formulating an educational program, curriculum planners leverage their insights into the immediate and future requirements of learners, as well as the broader societal context (Richards, 2001). Additionally, they incorporate their own beliefs and ideologies pertaining to schools, learners, and teachers, emphasizing a holistic approach that considers both current educational needs and long-term objectives. This multifaceted approach involves a nuanced consideration of evolving educational trends, societal dynamics, and the intricate interplay between pedagogical philosophies and practical implementation. The curriculum planners navigate the delicate balance between fostering a learning environment that addresses the immediate educational needs of students and preparing them for the challenges and opportunities that may arise in the future. By integrating their beliefs and ideologies, curriculum planners contribute to the creation of a dynamic and responsive educational framework that aligns with the diverse needs of learners and the evolving landscape of education.

## 2) Execution or Implementation

Execution or implementation, as a management function, extends beyond overseeing program implementation; it encompasses a broad spectrum, including human resources, finances, materials, and

time (Dermawan, 2017). Execution can be understood as mobilization. Mobilization entails someone's capacity to inspire enthusiasm, activity, understanding, so that others willingly support and work towards the goals of the organization/educational institution, as per the tasks assigned to them (Winardi, 2012). During the execution of a program, instructors employ an instructional method, strategy, or approach that undoubtedly aids and facilitates the effective and structured progress of the program.

The utilization of the instructional approach holds significance in delivering content to students, irrespective of their understanding of the material (Lestari et al., 2018). The instructional methodologies implemented in English Intensive Program (EIP) need to be crafted to cater to the varied requirements of language learners and foster proficient language acquisition. Here are several prevalent instructional approaches commonly utilized in EIP:

- Communicative Language Teaching (CLT):

The term CLT is frequently employed in educational literature to depict an approach that seeks to actualize the concept of communicative competence by integrating the interrelated nature of language and communication (Diane Larsen-Freeman and Marti Anderson, 2011). In terms of classroom practice, the Communicative Language Teaching (CLT) approach offers a greater degree of flexibility and room for interpretation than many other instructional methods typically permit (Ariatna, 2012). An illustration of communicative language teaching could entail students engaging in a role-play exercise, assuming distinct roles like a shopkeeper or customer, and employing authentic situations and contextually appropriate language to accomplish communicative objectives such as buying goods or expressing

grievances. There are some advantages of this instructional approach, such as :

- 1) Emphasizes real-life communication.
- 2) Focuses on interactive and meaningful language use.
- 3) Engages learners in authentic language tasks, such as role-plays and discussions.

- **Task-Based Language Teaching (TBLT):**

TBLT refers to the teaching methodology that relies on incorporating communicative and interactive tasks as the focal points within the process of structuring and delivering instructional content, emphasizing the active engagement and participation of learners as fundamental components of the learning experience (Richards & Schmidt, 2010). At the core of Task-Based Language Teaching (TBLT) lies the fundamental concept of a task, viewed not merely as an activity but as a strategic endeavor undertaken by language learners themselves, serving as a catalyst to propel the process of second language acquisition (SLA) forward, thereby emphasizing the learner's active role in shaping their language learning journey (East, 2021). Examples of such tasks encompass generating a poster, crafting a newsletter, developing a video or pamphlet, or conceptualizing a map of either the school premises or the surrounding neighborhood. The advantages of TBLT :

- 1) Centers instruction around tasks that simulate real-world language use.
- 2) Integrates language learning with problem-solving activities.
- 3) Encourages communication and language production in context.

- Flipped Classroom:

The flipped classroom model is an educational strategy comprising two components: interactive group learning sessions conducted within the classroom, and self-paced individual instruction facilitated through computer-based resources outside the classroom (Bishop & Verleger, 2013).

Some of the advantages of this approach :

- 1) Moves traditional classroom activities, such as lectures, to outside class time.
- 2) Classroom time is dedicated to interactive and application-oriented activities.
- 3) Emphasizes student engagement and collaboration.

The selection of instructional approaches in an EIP should be informed by the program's goals, the characteristics of the learners, and the context in which the program operates. A combination of these approaches often provides a well-rounded and effective language learning experience for EIP participants.

### 3) Evaluation

Program evaluation is the methodical gathering of data about a program or specific elements within it, aiming to inform essential decisions regarding the program (Salimi & Farsi, 2015). This procedure entails evaluating different facets of the program to gauge its effectiveness, efficiency, and impact, identifying strengths, weaknesses, and areas for enhancement. Through the systematic collection and analysis of pertinent data, evaluators can offer valuable perspectives on the program's performance and results. These perspectives aid stakeholders, including program administrators, policymakers, and funders, in making well-informed choices regarding the program's future course, whether it involves maintaining, adjusting, or discontinuing it.

Evaluators of programs might analyze programs across various dimensions to ascertain their efficacy. There are five dimensions of program evaluation (Rossi et al., 2004) :

- Needs Assessment

Needs assessment is an essential step in program evaluation. It helps identify gaps between current and desired outcomes. The purpose is to understand what is lacking or needed in a particular context or community. This involves assessing the individuals impacted by the issue, the extent of its prevalence, and the resulting consequences of the issue. It addresses this question: "Is there a need for this type of program in this context?"

- Program Theory

Program theory refers to the underlying assumptions and logic that explain how a program is expected to work and achieve its intended outcomes. The program theory breaks down the components of the program and shows anticipated short term and long term effects. It addresses this question: "Is the program conceptualized in a way that it should work?"

- Process Theory

Process theory refers to the underlying logic that explains how a program's activities and interventions are expected to lead to specific outcomes. The evaluation determines whether the target population is being reached, people are receiving the intended services, staff are adequately qualified, and many others. It addresses this question: "Was this program implemented properly and according to the program plan?" If a program is not properly operated and delivered, it has no chance of succeeding.

- Impact Evaluation

Impact evaluation aims to assess the effects of social programs in the real world. It focuses on isolating the specific impact of a program by comparing outcomes between program participants and non-participants. It addresses this question: "Did this program have an impact on its intended targets?"

- Cost-Benefit and Cost-Effectiveness Analysis

Cost-Benefit and Cost-Effectiveness Analysis assesses the efficiency of the program. Evaluators outline the benefits and the cost of the program for comparison. It addresses this question: "Is the program cost effective?"

## **2. Problem in English Intensive Program**

### **a. Definition of Problem**

Problem is defined as a situation where there is a perceived gap between a present state and a desired state, and the means to bridge this gap are not immediately obvious (Simon, 1996). The cognitive nature of problem-solving, highlighting that individuals, including experts, are operate with bounded rationality. Bounded rationality refers to the idea that individuals have limitations in processing information, and they often make decisions and solve problems based on satisficing—choosing the first acceptable solution rather than exhaustively evaluating all possible alternatives.

The process of defining a problem is intricate and multifaceted, incorporating numerous elements including clinical judgment, analysis of data, as well as theoretical and practical considerations, all of which interact and contribute to shaping the understanding of the issue at hand (Fowler & Longabaugh, 1975). This complex procedure requires a thorough analysis, exploring the intricacies of the issue while considering the interaction of various factors and viewpoints to achieve a nuanced comprehension. It highlights the fluidity of defining problems, as clinical



knowledge, empirical data, and theoretical constructs come together to clarify the inherent complexities involved in effectively tackling obstacles. Within the realm of public policy formulation, delineating the problem holds paramount importance as it fundamentally influences the entirety of the procedure, spanning from the inception of the issue to the enactment of legislative measures (Rochefort & Cobb, 1993). It is the first step that establishes the course for following activities, leading the development of strategies and the implementation of policies to address societal concerns. The clarity and accuracy of problem definition have a direct impact on the effectiveness and sustainability of policy interventions, emphasizing their importance throughout the policymaking process. This tool holds significant power, not only establishing the groundwork for policymaking but also exerting influence over government actions (Janet A . Weiss, 1989). Its significance goes beyond mere commencement, influencing the course of government responses and choices.

Learning problems refer to situations that hinder students from learning properly (Ratnawati Sri, 2017). Learning problems occur when students encounter certain impediments to fully participating in the learning process and achieving optimal learning outcomes (Rumini & Sundari, 2004). Learning problems occur when the competencies or achievements achieved do not meet the predefined standard criteria. Cases of learning difficulties include the following:

- Cases of difficulty stemming from a lack of motivation and interest in learning.
- Cases of difficulty arising from negative attitudes towards teachers, subjects, and learning situations.
- Cases of difficulty resulting from incorrect study habits.
- Cases of difficulty stemming from the mismatch between the objective conditions of personal diversity and the objective conditions of impulsive instrumentalism and the environment.

## **b. Types of Problems in English Intensive Program**

The types for problems in English Intensive Program (EIP) can be divided into two main categories: internal factors and external factors (Indah Sari S.S., 2019). Internal factors encompass intellectual abilities, emotional aspects such as feelings and self-confidence, motivation, learning readiness, age, gender, study habits, memory skills, and sensory abilities like vision, hearing, and touch. External factors, in contrast, pertain to aspects influencing the learning process, including teachers, the quality of instruction, educational tools and resources (both hardware and software), and the environment, which includes social and natural surroundings.

When considering internal factors contributing to challenges of EIP, motivation emerges as a pivotal element. Motivation, defined as an action or process that provides individuals with reasons to engage in certain activities, holds immense importance in achieving successful and thorough learning outcomes (Filgona et al., 2020). Motivation plays a crucial role in reaching goals, and it's essential for both students and teachers to be motivated throughout the language learning process (Dwinalida, 2021). This significance is particularly pronounced in the realm of foreign or second language acquisition, notably English, where motivation is closely intertwined with the learning process. Motivation in language learning can be influenced by factors such as goal-setting, learning environment, and teacher support (Dörnyei, 2001).

The factors causing problems in EIP can be categorized into two types: internal factors and external factors (Ahmadi & Supriyono, 1991).

### **1) Internal Factor**

#### **a) Physiological Factor**

Psychology is among many things that matters human day-to-day activities (Beharu, 2018). Physiological factors that may contribute to learning challenges in students include situations

like illness, poor health, physical weaknesses, disabilities, and similar conditions.

A learning disability, encompassing a range of disorders that affect a child's cognitive and information processing abilities, can impact both academic performance and social interactions, manifesting in various forms.

The diverse manifestations of learning disabilities can hinder multiple aspects of a child's learning abilities. There are such as dyslexia, dysgraphia, attention-deficit/hyperactivity disorder (ADHD), and auditory and visual processing disorders. In addition to academic challenges, children with learning disabilities frequently encounter emotional and behavioral problems. These issues can appear in various forms, such as social withdrawal, irritability, or disruptive behavior in the classroom.

b) Psychological Factor

Psychological factors in students that might lead to learning challenges comprise typically students' competence and aptitude that included lower levels of intelligence, lesser inclination towards specific subjects, diminished interest in learning, decreased motivation, and subpar mental health conditions.

Competence consists of specific behaviors that serve as a structured framework for identifying, assessing, and developing individual students (Abdulkadhun Jabor AL-Muslimawi & Adhiem Hamid, 2019). A strong command of English will improve a student's communication skills and boost their academic performance. Then aptitude comprises four sub-components: phonetic coding ability, grammatical sensitivity, inductive language analytic ability, and associative memory.

Personal factors, such as instincts and emotions, along with social factors like cooperation and rivalry, are directly linked to the intricate psychology of motivation. A student might develop a dislike for certain subjects if they fail to see their value or lack a foundational understanding. This dislike leads to a negative emotional state.

## 2) External Factor

### a) Non-social Factor

Non-social factors that may lead to challenges in EIP for students can encompass deficient or incomplete learning tools or resources, inadequate or substandard learning spaces or facilities, overly intricate curriculum delivered by teachers and comprehended by students, lack of discipline in the scheduling of the learning process, and similar issues.

Students may struggle with learning due to factors related to the internal classroom environment, some of which are physical aspects. The physical aspects of a classroom include its temperature, size, schedule, and acoustics.

The significance of teacher education cannot be overstated. Teachers are crucial to any education system, and no education can surpass the quality of its teachers. Additionally, school head masters or program coordinators must ensure that tools are properly utilized and maintained for consistent use. This necessitates that institutional teacher oversee teachers' use of technology in classroom instruction.

### b) Social Factor

Social factors that can also lead to problems in students include family dynamics, school-related influences, peer relationships, and the broader community environment.

Students who have experienced family problems face a variety of challenges during their educational years, such as difficulty

managing conflicts with roommates, strained relationships with friends, and issues in the classroom. These challenges stem from how they learned to handle problems, disagreements, or anger from their parents. They may apply the same strategies their parents used, which can lead to more severe issues that negatively impact their mental well-being and divert their focus from studying to dealing with recurring problems.

### **c. Problems of English Intensive Program in Language Acquisition**

In English Intensive Program, students frequently face various challenges that influence their journey of language acquisition. These obstacles can be categorized into several types, each of which presents unique challenges to skill development. Multiple issues have been recognized within intensive English programs, with a notable focus on challenges related to speaking and reading skills (Rullu & Daburan, 2020). But moreover, here are some types of problems that commonly faced in implementing English Intensive Program (EIP) :

#### **1) Speaking**

Speaking is a multidimensional skill that requires the use of verbal and nonverbal signals to express meaning in diverse circumstances (Suban, 2021). It is a fundamental part of second language acquisition, with the purpose of improving students' conversational abilities (Kayi, 2006). Its emphasis on conversational talents attempts to assist the practical communication skills required for real-life encounters. This emphasis on spoken language competency emphasizes its importance in promoting efficient communication across linguistic contexts.

A number of studies have found numerous elements that contribute to students' difficulties in speaking English. Students encounter challenges related to restricted vocabulary, inaccuracies in pronunciation and grammar, alongside feelings of anxiety and

inhibition during verbal communication (Andas, 2020). These challenges not only hamper their language fluency, but also their confidence in expressing oneself vocally. Students majoring in English encounter challenges stemming from linguistic, psychological, and environmental factors, with diminished self-assurance emerging as a prominent concern (Dong, 2022). Language challenges such as pronunciation, vocabulary, and grammar were noted, as were psychological hurdles such as a lack of confidence and a fear of making mistakes (Suryani et al., 2020). There are also the significance of internal elements like apprehension towards critique, insufficient self-assurance, and challenges in locating peers for practice sessions (Rahmaniah & Asbah, 2019).

## 2) Reading

Reading is a process of deciphering written language, necessitating the transformation of written symbols into audible sounds (Weaver & Holmes, 2012). Reading is strongly related to speaking and language, and it is necessary for children's growth (Bouvet, 1990). In the realm of English language learning, reading is a multifaceted skill that encompasses cognitive abilities focused on understanding text as well as strategic approaches tailored to individual readers (Amini et al., 2020). It serves as the portal to acquiring knowledge and stands as an essential component of the language acquisition process (Pokharel, 2018). Reading is also a vital communicative activity that helps learners understand and respond to material, and it is an important aspect of teaching English (Zheleznova, 2019).

A range of factors contribute to students' struggles in reading. The importance of vocabulary, since new terms and a lack of English language understanding provide substantial obstacles (Balqis, 2022). The challenges arise from factors such as

diminished motivation, ineffective reading routines, and struggles with intricate texts and grammatical constructions (Satriani, 2018). Another challenges within English reading teaching, which encompass insufficiently skilled students, ambiguous teaching objectives, and inflexible instructional approaches (Qian, 2021). Providing proficient guidance in word recognition, enhancing reading fluency, and fostering comprehension skills could mitigate these challenges, underscoring the significance of mastering fundamental reading abilities (Rasinski & Young, 2017).

### 3) Vocabulary

Mastering vocabulary is pivotal in the process of learning English, playing a vital role in facilitating effective communication and fostering language proficiency (Q. Wang, 2021). Teaching vocabulary within English language acquisition entails a multifaceted endeavor, utilizing diverse strategies aimed at improving memorization techniques and optimizing learning efficacy (Pan & Xu, 2011). This includes employing mnemonic devices, contextual learning methods, and interactive exercises to bolster retention and comprehension. Such varied approaches are crucial for accommodating diverse learning styles and enhancing overall language acquisition outcomes.

The key challenges included issues with pronunciation, grammatical structure, and a lack of focus or attention (Salawazo et al., 2020). Vocabulary emerges as a predominant challenge in English presentations, alongside issues related to confidence levels, grammar, and pronunciation (Susilawati et al., 2021). The challenges encompassed the absence of an immersive English language environment, reliance on rote memorization in isolation, difficulties in retaining information, and interference from one's native language (S. Wang et al., 2023). These factors collectively hindered language acquisition and proficiency development,

emphasizing the need for diversified learning approaches and immersive language environments. Addressing these challenges requires tailored interventions that target both linguistic and environmental factors to facilitate effective language learning.

#### 4) Listening

Listening comprises a multifaceted process influenced by a combination of individual cognitive functions and broader organizational dynamics, incorporating various elements such as attentiveness, comprehension strategies, environmental factors, and socio-cultural influences, all of which interact to shape the overall listening experience (Gilchrist & Van Hoeven, 1994). To engage in effective listening, individuals must integrate incoming information, interpret nonverbal signals, and adeptly filter out potential distractions (Haynes, 2015). Listening stands as an essential competency for language learners, empowering them to comprehend and appropriately react to spoken communication (Jovanovska, 2019).

Typical challenges identified by students encompass difficulties with interpretation, vocabulary acquisition, maintaining focus, and understanding various accents (Sofyan et al., 2019). Additionally, challenges may arise concerning the listening materials utilized, psychological attributes, and environmental conditions (Tersta & Novianti, 2017). To address it, a recommendation for the educators to enhance their awareness of students' struggles and implement proficient listening techniques (Gilakjani & Sabouri, 2016). For example, to proposed that leveraging multimedia and technological resources could prove advantageous (Trisno et al., 2019).

## **B. Previous Studies**

According to various sources pertinent to this study, there exist academic journals and prior research relevant to the subject matter. The subsequent section presents comparisons of findings from previous research studies.



1. Thesis by Tia Safitri (2023) entitled “The Implementation of The English Intensive Program at Darussalam Islamic Boarding School Dukuhwaluh Purwokerto, Banyumas Regency”. The primary objective of this study was to provide a detailed account of the execution of an English program within the setting of an Islamic boarding school. The methodology employed various data collection techniques, including observation, interviews, and documentation analysis. The findings shed light on the implementation of the English Intensive program at Darussalam Islamic boarding schools, delineating the diverse range of activities integral to its execution, encompassing classroom-based learning activities, educational endeavors within dormitory settings, as well as other supplementary activities.
2. Thesis entitled “The Effectiveness of Intensive English Language Programs: Preparing International Students Linguistically, Academically, And Culturally for Academic Studies” by Maxine Lister Pond (2021). This study delved into the efficacy of the English Intensive Program (EIP) in equipping non-native students, including those hailing from Japan, Arabia, Nigeria, China, and Korea, with the necessary skills for academic pursuits. Additionally, the research sought to explore the impact of EIP participation on the academic performance of these students during their initial two semesters of study. Employing a quantitative research approach, the investigation utilized institutional and programmatic historical data, along with secondary sources, to examine the correlation between the level of involvement in the EIP and students' academic Grade Point Average (GPA) during their first and second semesters at Montana State University (MSU). The findings revealed that students who completed the EIP exhibited high GPAs at a comparable rate to their peers who entered the university directly. This underscores the effectiveness of the institutional EIP in adequately preparing students for the rigors of academic studies.
3. Scientific study entitled “The Implementation of an Intensive English Language Program in The Fifth Grade in Turkey: A Qualitative Evaluation” by Ali Dincer (2020). The primary aim of this research is to delve into the

implementation of the Intensive English Language Program in the Fifth Grade, which represents a contemporary educational initiative aimed at enhancing English language instruction for young learners within the Turkish education system. The study is particularly geared towards eliciting perspectives and experiences from English as a Foreign Language (EFL) teachers concerning the implementation process of this program. By offering a snapshot of the current status of the EFL reform's implementation, the research endeavors to provide valuable insights and recommendations for policymakers and educators involved in English language instruction at this level.

4. Scientific study entitled “Evaluation of The Intensive English Language Teaching Programme for The Fifth Grade According to Teachers’ Views” by Yoones Tavoosy (2021). This research adopts a phenomenological approach, which is a qualitative research methodology known for its focus on understanding individuals' subjective experiences. Over the course of the 2018–2019 academic year, data was collected through interviews conducted with 26 English teachers who volunteered to participate, spanning across seven different districts within Istanbul. Subsequently, the gathered data underwent thorough analysis utilizing both descriptive and content analysis techniques. The findings derived from this investigation suggest a generally positive reception among the majority of teachers towards the intensive English language course tailored for fifth-grade students, as well as its associated curriculum. Furthermore, the paper proposes potential enhancements to the curriculum, advocating for a refinement of its content, particularly through the reduction of units and grammar topics to optimize effectiveness.

## CHAPTER III

### METHODOLOGY

#### A. Research Methods

A research method refers to a systematic and scientific approach used to collect data for a specific purpose (Soegiyono, 2011). The scientific method entails an approach grounded in logic, empirical evidence, and systematic procedures. In this research has collected data concerning in the Implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto.

##### 1. Type of Research and Research Design

This research used descriptive qualitative methods. The reason why researcher used descriptive qualitative methods because it can help this research to explore more detail about the data. Qualitative research is inherently fundamental and naturalistic, emphasizing a closeness to real-world settings and experiences, making it unsuitable for laboratory settings and more suitable for fieldwork (Abdussamad, 2021). This research aimed to gain the data on implementation of English Intensive Program at SMK Citra Bangsa Mandiri.

This study was founded upon extensive observation carried out by engaging in interview with instructor responsible for overseeing various aspects, including the execution of the program, the objectives set forth, the formulation of instructional materials, challenges faced throughout the process, as well as the ongoing evaluation of the program. Through these comprehensive interviews, the research seeks to gather detailed insights and perspectives from students, shedding light on the multifaceted dynamics involved in the implementation and challenges of the program.

##### 2. Setting of Research

This research conducted at SMK Citra Bangsa Mandiri Purwokerto. The school located at Jl. Gerilya Barat Tj., Cileleng, Tanjung, South Purwokerto, Banyumas Regency, Central Java. This research was conducted on the second semester in academic year 2023/2024. The reason this research was carried out at this school is because this school has been

implementing CREO program for a long time. CREO program is a form of English Intensive Program. This program is a typical and superior program of SMK Citra Bangsa Mandiri Purwokerto.

### 3. Subject and Object of the Research

#### a. Subjects of the Research

The subject of this research were the students' grade 10<sup>th</sup> (X) of SMK Citra Bangsa Mandiri Purwokerto in academic year of 2023/2024, the teacher and also the coordinator of CREO program.

#### b. Objects of the Research

The object of this research were the implementation of CBM Real English Only (CBM) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto, the struggles or problems faced by students while implementing the CREO program.

### 4. Data Collection Technique

The data collection was conducted by observation, interview, and documentations. When viewed from in terms of data collection methods or techniques, then data collection techniques can be done by interviews, questionnaires, observation, and a combination of the three (Soegiyono, 2011). This study utilizes three types of instruments for data collection :

#### 1) Observation

Observation stands as a fundamental method in research, offering a range of approaches and techniques. In qualitative research, observation frequently serves to attain a more profound comprehension of social and cultural phenomena and may encompass both participant and non-participant observation techniques (Sudrajat & Moha, 2019).

This research described the activities involved in implementing CBM Real English Only (CBM) and its problems as English intensive program at SMK Citra Bangsa Mandiri Purwokerto. This research utilized a form of participatory observation characterized by passive participation. By employed this method, the collected data were more thorough and precise, enabling a deeper understanding of the

underlying meaning behind each observed behavior (Soegiyono, 2011). This research focused on observing the environment, activities, and the implementation of CREO and its problems as the English intensive program, yet refrained from assuming roles within the classroom. The particular data under observation encompassed the materials used, learning activities conducted, and the engagement of students throughout the program's progression. Therefore, the instrument used was observation guideline.

Table of observation schedule :

*Table 1 Observation*

<b>NO.</b>	<b>Date</b>	<b>Day</b>	<b>Time</b>
1.	May 22, 2024	Wednesday	07.00-08.00
2.	May 28, 2024	Tuesday	14.30-15.00
3.	May 29, 2024	Wednesday	07.00-08.00

## 2) Interview

Interviews represent a fundamental technique in qualitative research, enabling an in-depth comprehension of the subject's viewpoints and experiences (Sayrs, 1998). The utilizing interviews as a method for collecting data is a prevalent approach in qualitative research, presenting a range of styles and formats to choose from. (Burnard, 1994). This data collection method relies on self-reports, personal reflections, or at least on individual knowledge and beliefs (Soegiyono, 2011).

This research used semi-structured interview with teacher and students as the focus of the interview to get the sight of the implementation of CBM Real English Only (CBM) as English intensive program and the challenges faced by students during the program. This because a semi-structured interview allows researchers the adaptability to delve into topics that come up during the interview.

Even though there is a set guide or list of questions, researchers can modify the questions according to the respondent's answers. The aim of this semi-structured interview was to delve into issues with greater openness, inviting interviewees to share their opinions and ideas, while the researcher focuses on attentively listening and recording the expressed thoughts and viewpoints (Fiantika et al., 2022).

Table of interview scheduled :

*Table 2 Interview*

No.	Date	Day	Description
1.	May 27, 2024	Monday	Interview with teacher/program coordinator
2.	June 1, 2024	Saturday	Interview with students
3.	June 2, 2024	Sunday	Interview with students

### 3) Documentation

Documentation serves as a method for qualitative data collection, involving the examination or analysis of documents produced by the subject themselves or by others about the subject (Abdussamad, 2021). This documentation is employed to supplement the data acquired through interviews and observations, sourced from documents and recordings. In qualitative research, data sources extend beyond human subjects to encompass materials such as documents, photographs, and statistical information.

The documentation used as the data of this research consist of observation guideline notes, interview transcript, students' pocket book, attendance sheet, padlet link for vocabulary lists, and pictures of the program activity. The documentation served as corroborative evidence concerning the execution of the English intensive program at SMK Citra Bangsa Mandiri Purwokerto.

## 5. Data Analysis Technique

In this study, a data analysis technique was employed to interpret the findings. These findings were derived from observations, interviews, and documentation, enabling the formulation of conclusions that are comprehensible to others. There are several components of the data analysis methodology according to (Miles & Huberman, 1994) :

### a) Data Reduction

Data reduction involves summarizing, prioritizing key elements, concentrating on essential aspects, and identifying themes and patterns. Consequently, the streamlined data offers a clearer depiction, simplifying the process for researchers to gather additional data and seek it out when needed.

Following the collection of data from observations, interviews, and documentations, there remains general information that requires selection. This study concentrated on specific aspects concerning the implementation of CBM Real English Only (CBM) as the English Intensive Program and the challenges or problems encountered by students during its implementation. By narrowing the focus to these specific points, the study aims to gain a deeper understanding of the CREO's implementation and its problems or challenges faced by students. This targeted approach allows for a more thorough analysis of the challenges students faced, providing valuable insights for improving the program's implementation and addressing students' needs.

### b) Data Display

In qualitative research, data can be presented in various formats, ranging from detailed descriptions to concise summaries, charts, categorical relationships, flowcharts, and similar methods. Presenting data in this manner aids in comprehending the occurrences, facilitating the planning of future actions based on the insights gained.

After categorizing the data into distinct sections, this segment showcases the data, divided into two chapters: the implementation of CBM Real English Only (CREO) as English intensive program and the challenges or problems encountered by students during its implementation. The data display encompasses all transcriptions of the data's findings, accompanied by narrative explanations for each chapter. It elaborates on the CREO implementation, outlining the steps taken, and addresses the challenges faced by students, including the corresponding interventions based on these challenges.

c) Conclusion Drawing or Verification

In qualitative research, conclusions often present novel discoveries that were previously unknown. These findings may manifest as descriptions or depictions of objects that were previously uncertain but are clarified through the research process. They could also manifest as causal or interactive relationships, hypotheses, or theories.

The results derived from gathering and presenting data were confirmed on-site. Following a thorough verification of all information, conclusions were drawn regarding the implementation of CREO and its problems as the English intensive program at SMK Citra Bangsa Mandiri Purwokerto.

The findings obtained from data collection and display were verified in the field. Once all the information was thoroughly examined, conclusions were drawn regarding the implementation of CREO and its problems as EIP in SMK Citra Bangsa Mandiri Purwokerto.



## CHAPTER IV

### FINDINGS AND DISCUSSION

The data findings in this chapter are related to the implementation of CBM Real English Only (CREO) and its problems as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto, specifically focusing on the 10th-grade class. This research utilized observation, interviews, and documentation as instruments for data collection. The observation aimed to understand how the CREO program is implemented and to identify any potential issues. Additionally, this research continue with conducted interviews with teachers and some students to gather further information. This chapter answered the problems of the research while implementing English Intensive Program.

#### **1. Implementation of CBM Real English Only (CREO) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto**

The forms of EIP (English Intensive Program) certainly vary in each school, adjusted to its goals and needs. The program implemented by SMK Citra Bangsa Mandiri Purwokerto since so long time ago is CREO. CREO stands for CBM Real English Only, which is a unique program exclusively available at this school. This program implemented in all classes in SMK Citra Bangsa Mandiri Purwokerto from grade 10 to 12 with different level each grade.

In its implementation, a program surely has goals and background. This is also the case with CREO, where the underlying reason for this program is because SMK Citra Bangsa Mandiri Purwokerto understands the demands of globalization, where English is a fundamental skill that must be mastered to remain competitive in the global industry. Moreover, SMK Citra Bangsa Mandiri Purwokerto graduates are expected to directly obtain employment, for which these fundamental skills must be nurtured from school days so that SMK Citra Bangsa Mandiri Purwokerto can produce a generation ready for the industrial world not only in terms of vocational competence but also in communication skills.

This was conveyed during an interview with the English teacher who is also the coordinator of the program, VW. She said that :

*“The underlying basis or background for this is communication, primarily. Communication is an essential need in human life, especially in this era of globalization, and besides being a medium, foreign languages are crucial and necessary. To face the fierce competition in the era of globalization, that's why SMK CBM has created this CREO program. Based on this, its activities train students to enhance their English language skills and shape the next generation according to the demands of the times. The goal of CREO is to broaden insights and abilities in English, unearth students' potentials, stimulate their interest in learning and enjoying English, enhance English speaking skills, and most importantly, build confidence so that they can speak more fluently.”*

From the statement above it can be seen that, communication serves as the fundamental basis for the CREO program. In today's globalized world, communication is indispensable, and foreign languages play a significant role beyond mere communication tools. To address the challenges of globalization, SMK CBM has introduced the CREO program. Its primary goal is to equip students with improved English language skills and prepare them to meet the demands of the modern world. CREO aims to broaden students' understanding and proficiency in English, discover their potential, nurture their enthusiasm for learning and appreciating English, refine their speaking skills, and importantly, build confidence to enable fluent communication.

#### a) Program Planning

During the planning phase of a learning activity or program, the curriculum stands as one of the first elements to be arranged. The curriculum plays a crucial role in lesson planning. As Marsh stated, the curriculum encompasses the entirety of educational experiences offered to students, aiming to equip them with a diverse range of skills and knowledge across various learning environments (Marsh, 2004). Suwito et al also stated that, curriculum as an integral aspect of educational planning, defines the teaching content and materials to facilitate the execution of teaching and learning activities (Suwito et al., 2019). From this, it can be understood that a

curriculum is part of the initial planning stage, encompassing a comprehensive learning plan from beginning to end along with the material to be taught throughout the learning activities. Similarly, an intensive program, which is essentially a student learning activity conducted outside regular hours, should also have a curriculum to guide its implementation.

In its implementation, EIP begins with planning or curriculum development to determine the course of future activities. Curriculum as an integral aspect of educational planning, defines the teaching content and materials to facilitate the execution of teaching and learning activities (Suwito et al., 2019). The curriculum encompasses the entirety of educational experiences offered to students, aiming to equip them with a diverse range of skills and knowledge across various learning environments (Marsh, 2004). However, in the implementation of CREO, there is no curriculum created; instead, there is only module or pocket book containing the materials to be presented in each session. The English department team is more focused on directly creating materials for the upcoming year, tailored to the objectives of the CREO program itself. This is obtained from the result of interview with the English teacher and coordinator of the program.

*“CREO doesn't have a curriculum; it's just an addition, you know, there's no curriculum, but if let's say I create a pocket book or material, there's a lesson plan for each meeting, today's theme, what's the lesson, so we organize it. So, throughout the year, students already know what topics are discussed in each meeting. With the consideration of selecting materials more focused on daily activities with the aim of building culture or getting children accustomed to speaking well.”*

From the interview above, it can be seen that CREO operates without a formal curriculum; rather, it serves as an additional resource. There is no structured curriculum in place, but rather a lesson plan created for each meeting, outlining the theme and content. This approach ensures that students are aware of the topics discussed in each session throughout the year. The selection of materials is focused on daily activities, with the ultimate goal of

fostering a culture of effective communication among students. Therefore, in conclusion, even though CREO does not have a curriculum, the materials and format of its activities are well-organized at the beginning of the semester. All the materials are contained within the pocket book used by both teachers and students during the implementation of CREO, formulated by the English team.

The responsibility for selecting materials for the CREO pocket book during the planning process falls to the coordinator of the English Department Team and its members, which consists of all four English teachers at SMK Citra Bangsa Mandiri Purwokerto. As stated in theory of Atminah et al, at the school level, teachers have the responsibility for curriculum development (Atminah et al., 2019). This theory is consistent with the practices in the CREO program at SMK Citra Bangsa Mandiri Purwokerto, where the material planning is conducted by teachers, particularly those involved in the English Departement Team.

#### b) Execution or Implementation

The CREO sessions occur weekly on Wednesday mornings, running from 7 to 8 a.m. in designated classrooms. These sessions incorporate the use of technology, specifically Padlet, which includes vocabulary accompanied by audio recordings for listening practice. Each session's Padlet link will be distributed to students by their homeroom teachers on Tuesday, allowing them to prepare independently ahead of time.

After school on Tuesdays, SEM (Student English Mentor) and TEM (Teacher English Mentor), especially those from the English Department Team, assemble for a briefing session ahead of the next day's CREO activities. During these gatherings, SEM members receive additional training to prepare for guiding CREO sessions in their own classrooms and leading their classmates. This is based on the observation conducted on Tuesday, 28 May 2024.

*The TEM initiates the activity with greetings followed by a briefing, which reviews last week's CREO activities and provides guidance to enhance SEM motivation for better peer encouragement. Then, there is a core activity, where SEMs are*

*given a few moments to review a set of 25 vocabulary words on the Padlet link. Afterwards, SEMs are asked to read them one by one to the TEM directly. During this session, TEM will provide guidance to SEMs if there are any mispronunciations or other issues. Once completed, TEM concludes the session, although they typically engage in a game related to English language content for school's social media. Unfortunately, there was no scheduled content on that day.*

From the statement above, we can conclude that the TEM and SEM is essential in managing the CREO activities. TEM ensuring SEMs to get ready and motivated to lead their classmates. And SEM have to learn and master the material better than others so that they can help their classmates on CREO tomorrow morning.

The CREO activities are widely conducted on Wednesday mornings. Each class is led by SEMs, usually with two SEMs per class. The English Departmen Team typically visits each class to verify that the activities are being performed. Additionally, the teacher for the first lesson also oversees these activities to ensure they run smoothly. The activity begins with a prayer led by the SEM, after which an audio recording is played over the classroom speakers. This audio features conversations included in the pocket book. The purpose is to demonstrate the correct use of the vocabulary listed on Padlet in daily activities. This based on the field note.

*Field note :*

*Students open the Padlet link that was shared the previous day using their own phones, allowing them to review the vocabulary they have been trying to memorize. This will be followed by waiting for the audio to be played from the speakers in each class.*

Based on the field note above, we can see that SEM plays an important role in the classroom during this program. The SEM is fully responsible for the successful implementation of the program in their respective classes. The teacher here acts only as a program supervisor or facilitator. Certainly, from the field note we can indicate that this represents an effective form of active learning. The CREO activity leverages technology to transform passive

learning into a more interactive experience, placing the student at the center of the educational process. This aligns with the opinion from Kasi, that in active participation learning, students are encouraged to take responsibility for their own learning (Kasi, 2022). It is related to this study as in practice, the CREO program actively involves students.

The CREO session proceeds with the main activity of vocabulary memorization. Students are required to present their memorized vocabulary to the SEM using the provided Padlet link. The SEM will call each student individually to come to the front, help their peers with any mispronunciations, and provide guidance. After each student recites, the SEM will note down the number of vocabulary words each student has successfully memorized in the CREO attendance book. This based on the field note.

*Field note :*

*After the audio is played, the CREO activity moves to the main activity, which is vocabulary recitation to SEM. Students who are ready can immediately recite their memorized vocabulary to SEM.*

From the above explanation, it can be concluded that the primary focus of the CREO activity is on vocabulary enrichment, requiring students to memorize vocabulary with a different theme for each session. This approach promotes better mastery of vocabulary across various themes, aiding students in expanding their vocabulary skills. It also helps the school align this activity with its goal of fostering an English-proficient environment. Vocabulary enrichment is a key step in the CREO program to achieve this goal. This appears to be consistent with the theory of Baker that the communication within the classroom setting strives to be meaningful, authentic, and pertinent to the child's requirements, avoiding contrived, overly controlled, or repetitive forms of language expression (Baker, 2001). In which, during the CREO activities, especially the main ones, the organizers select method and themes that match the students' needs. They emphasize vocabulary enrichment with themes that are more relevant to the students' everyday activities.

Moreover, it can be inferred that in the core CREO activity, emphasis is placed not only on vocabulary enrichment but also on speaking proficiency. In the end, students are tasked with attempting to articulate the memorized vocabulary to the SEM, guided by phonetic transcriptions on Padlet, pronunciation audio cues on Padlet, and conversational audio played through classroom speakers. This corresponds with Nur's explanation that EIP programs typically aim to enhance general English skills, such as communication abilities including speaking skill, listening and accents, reading and interpretation writing, and presenting. And also linguistic resources content of build-up vocabulary bank, enhancing the precision of pronunciation, text interpretation, mastery of grammar and sentence structure (Nur, 2020).

From the statement above, it is certainly in line with the objectives or goal of the CREO program itself, as conveyed through an interview with the English teacher and coordinator of the program.

*“Here in CREO, I feel like it's for speaking skills. So even if their grammar is incorrect, the structure is wrong, and so on, don't worry about it, as long as they're willing to speak, we already give them good scores as a reward. If they just greet or ask how someone is, or just anything, that's already a plus in our eyes, especially in English.”*

The final activity in CREO is the closing session. This is done simply by the SEM with a prayer according to each individual's belief. It based on the field note.

*Field note :*

*Once all the students in the class have completed their vocabulary recitations with the SEM, and the class bell signals the end of the session, it signifies the conclusion of CREO for Wednesday mornings. The SEM then leads a brief closing prayer, respecting each individual's religious beliefs.*

Based on the statement above, it's evident that SEMs and regular students receive different treatment, which is tailored to their individual abilities. SEMs, being students with higher English language proficiency compared to others, require specialized treatment to ensure their progress

aligns with their specific needs. This corresponds to the humanistic theory by Coombs, which views every learner as an individual learner with distinct motivations for language learning (Saepudin, 2014).

Drawing from the activities in CREO mentioned above in field note, it can be inferred that the approach utilized embodies elements of the flipped classroom model, as elucidated by Bishop & Verleger that basically said that the flipped classroom model is an educational strategy comprising two components: interactive group learning sessions conducted within the classroom, and self-paced individual instruction facilitated through computer-based resources outside the classroom (Bishop & Verleger, 2013). Within the CREO program, students are required to engage in self-directed learning outside of class time using Padlet technology. They independently practice and comprehend CREO materials. The next day, they put their independent learning into practice with little help or some evaluation from SEM. This certainly provides several advantages such as, moves traditional classroom activities, such as lectures, to outside class time, classroom time is dedicated to interactive and application-oriented activities, emphasizes student engagement and collaboration.

#### c) Program Evaluation

The next step in CREO is evaluation, which aims to gauge the progress of students in the program, determining whether they have made notable advancements or not. These assessments can occur on a monthly or every two months. It is conveyed through an interview with the English teacher and coordinator of the program.

*“For the evaluation activities mentioned earlier, we sometimes incorporate games like jumble words, jumble sentences, or jumble paragraphs. There are also games that involve using an LCD projector, or listening to music and filling in the lyrics, for example. These activities are typically conducted every two months or monthly.”*



Based on the interview, it can be inferred that the evaluation in CREO focuses on concrete manifestations of students' learning progress or outcomes. Based on Rossi, it can be seen that CREO implements Needs Assessment in the dimension of program evaluation. Needs assessment is an essential step in program evaluation. This involves assessing the individuals impacted by the issue, the extent of its prevalence, and the resulting consequences of the issue (Rossi et al., 2004). Of course, by employing various forms of assessment, such as games in CREO, the goal is to make evaluations more enjoyable and dispel the notion that assessments are always rigid and tedious. In this evaluation, the emphasis is on results, where students who are found lacking will be promptly investigated to understand why there hasn't been significant improvement or progress in their development.

At the end of the CREO program, there will also be awards given to students who are considered to have excelled or made the best progress. This aims to boost motivation among each individual student, encouraging them to be more enthusiastic about learning English. This as in the interview with the English teacher and coordinator of the program.

*“So, later on, we will also give checkmarks for the active students, and in the end, we will give certificates, rewards, to the active students. That's for sure, because without something to aim for like a reward, they might become lazy. Yeah, it can be in the form of a certificate, which can make them happy”.*

From the interview, it can be concluded that one of the methods used by the English Department Team to build motivation is awarding certificates or rewards to students who are considered good and show significant progress at the end of the semester. This aligns with Dörnyei's theory, which states that motivation in language learning can be influenced by factors such as goal-setting, learning environment, and teacher support (Dörnyei, 2001). And as long as this practice is implemented, the English Department Team believes it sufficiently boosts students' motivation, encouraging them to participate more

actively in CREO and compete healthily to earn rewards through more active involvement in the program.

## **2. Students' Problems in Implementation of CBM Real English Only (CBM) as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto**

When implementing a program, it is natural to encounter various difficulties or issues faced by those involved. In the case of the CREO (CBM Real English Only) program at SMK Citra Bangsa Mandiri, both the implementers and participants (teachers and students) experience challenges. To identify the issues that arise during the CREO program from the students' perspective, the researcher conducted interviews with five 10th-grade students from five different departments (Nursing Assistant, Culinary, Hospitality, Digital Business, Health Analysis).

### **a) Internal Problems**

Internal problems consist of all challenges arising from within an individual. These internal issues are based on internal factors, which include physiological and psychological elements (Ahmadi & Supriyono, 1991). From observations and interviews with several students from SMK Citra Bangsa Mandiri Purwokerto, it was discovered that the internal factor driving the challenges they faced during the CREO program stemmed from their limited talent in particular subjects, particularly English.

#### ***Interview of AW***

*“My difficulty is that memorizing is hard for me. Sometimes there are words that are difficult to pronounce, and if they are long, I tend to forget their meanings. I might remember the English word but forget what it means, so I sometimes confuse it with other words.”*

#### ***Powered by MA***

*“In my opinion, there's still a lot that's difficult. On a scale of 1 to 10, I'd rate the difficulty as a 9. The challenge lies in not fully grasping the meanings in English, making it inherently tough, especially with many new vocabulary words.”*

***Powered by AS***

*“At first, I couldn't read it, and then when I listened to the audio, it sounded too much like pure English. Also, my pronunciation was still incorrect.”*

***Powered by SD***

*“The biggest challenge for me is not knowing the correct way to read, so I just read without a proper method. Then, during recitation, it turns out my pronunciation is wrong.”*

Based on the interviews, it can be concluded that the primary issues students face are related to vocabulary enrichment skills. These challenges stem from various factors, including unfamiliarity with the vocabulary, insufficient time for memorization. The key challenges in vocabulary enrichment included issues with pronunciation, grammatical structure, and a lack of focus or attention (Salawazo et al., 2020).

Another internal issue that arises is the lack of interest in learning and insufficient student motivation, as evident from the following interview.

***Interview of AS***

*“Since we recite the memorized words to our own friend, sometimes after memorizing, it's like, once it's done, we tend to forget it by the next day.”*

***Interview of NC***

*“According to me, who is interested in English, I find the material interesting, but when I ask my friends, they sometimes feel bored with the material because perhaps they don't understand it well.”*

From the interviews above, two perspectives on the material in the CREO program were identified. One student, who happened to be a SEM, found the material interesting. However, she also mentioned that according to her friends, the material in CREO can be quite boring, possibly because it's not easily understandable. Based on the statement of AS, it appears that the motivation to retain memorized information seems to be quite lacking.

## **b) External Problems**

External problems encompass all difficulties originating from sources outside of oneself. These are typically influenced by non-social and social factors. Clear examples of external issues faced by students during the CREO program primarily arise from non-social factors.

### ***Interview of SD***

*“In my opinion, its effectiveness level is decent, but every week the vocabulary changes, so what we learned last week is forgotten. There should be supervision to ensure that the material from the previous week isn't forgotten.”*

### ***Powered by MA***

*“The difficulty is that I'm not yet proficient in English, so it's quite challenging. It also takes time to memorize the vocabulary. Most of the time, the homeroom teacher sends the Padlet link in the morning, so we feel rushed to study it, and it's not as effective. The time gets cut into because we need to get ready for school and prepare for the morning assembly.”*

The conclusion drawn from the statements above is that the absence of subsequent actions during the program's implementation causes students to often forget the previously learned material by the next session, where they encounter new content. The timing of the program execution also shows inconsistency, as the distribution of Padlet links is occasionally delayed, causing disruptions to the CREO program.

Other external factor that is very noticeable is the support from teachers, where teachers are absent from class during the CREO program as they should be.

### ***Interview of MA***

*“In my opinion, it's not well-supported by the teachers because there are more idle hours, so it feels like there's insufficient supervision from the teachers. Sometimes, teachers only come in to take documentation and then leave.”*

**Powered by AS**

*“The lack of support from teachers is because they don't supervise enough, so it's not effective. They only oversee during the initial part of the class. After that, the recitation is done with friend (SEM).”*

Apart from the lack of teacher support, the intermittent absence of SEM in the classroom also tends to pose a problem for other students.

**Interview of MA**

*“In my opinion, it's not very motivating because even the SEM itself sometimes asks for permission. Like, for example, if the SEM is involved in extracurricular activities, it's lacking. Sometimes it's replaced by someone else who's not part of the SEM. They say it's already been cleared with the teacher and it's okay. But when it's like that, it's lacking. We, as friends, understand that the SEM has their own commitments, but it becomes less effective.”*

The conclusion drawn from the statement is that there's insufficient supervision by teachers during the execution of CREO, leading to its lack of effectiveness. Teachers merely appear to take photos and promptly exit the classroom.

Another external problem appears to stem from the classroom environment or setting during the Wednesday morning implementation of the CREO program.

**Interview of MA**

*“In class, it can sometimes get noisy, but it's still manageable. Everyone reads the material, then there's a memorization session with SEM, so it's still under control. But I can't study or memorize well when it's noisy, so it's hard for me to memorize and recall. That's why I go to the bathroom because it's quiet there for me to memorize.”*

**Powered by AS**

*“Not very conducive. Because, you know, the diligent ones always end up competing, like “Me first, me first.”*

*Then the ones who haven't memorized yet start joking around, so the class becomes quite disruptive.”*

***Powered by SD***

*“Some kids stay quiet, while others who haven't memorized anything start chatting among themselves. They just try to memorize once and after that it starts to get noisy again.”*

***Powered by field note***

*There are a few kids, not too many, who don't submit their memorization assignments. This forces the SEM to lobby or persuade them beforehand.*

This shows that each classroom experiences distinct scenarios when it comes to executing the CREO program. While some classes are orderly, participative, and adhere to procedures, others may be lively and disturb the concentration of other students in the same class while attempting to memorize. Additionally, there exists a discrepancy wherein some students within the same class are eager to submit their memorization assignments while others are not.

Based on the research findings and discussion mentioned above, it can be concluded that the implementation of CREO as an English intensive program at SMK CBM follows three stages: planning, execution, and evaluation. These stages include arranging pocket book, main activities like memorizing and reciting vocabulary, and evaluation conducted through games. The main challenge students face during this program is the insufficient attention or support from teachers, which results in a less conducive environment for the program's implementation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provided conclusions and suggestions based on the analysis and discussion. It is connected to the title “The Implementation of CBM Real English Only (CREO) and Its Problems as English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto”.

#### A. Conclusion

Implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto, namely CREO (CBM Real English Only). This program is intended for SMK Citra Bangsa Mandiri Purwokerto students in grades 10, 11, and 12. The implementation of the program begins on Tuesday, with the main activities conducted on Wednesday mornings. The CREO activities include memorizing and submitting vocabulary with a different theme each week. Activities in the CREO program encompass enhancing vocabulary skills, listening, and speaking skills. In its implementation, CREO does not have a curriculum as a guide for the activities from start to finish; it only has a pocket book containing conversation materials for each week. CREO also utilizes technology by using Padlet as a learning aids. For evaluation activities, CREO uses games as benchmarks. These games can include jumble words, jumble paragraphs, and jumble sentences, which are conducted every one or two months. There is no specific assessment rubric used to evaluate the students' final results; the final scores are only based on each student's output in their English speaking skills.

However, in the implementation of the CREO program at SMK Citra Bangsa Mandiri Purwokerto, there are several issues or difficulties faced by the students, who are the main targets of this program. These difficulties can be categorized into two types: internal and external. The internal problems essentially include factors such as low aptitude for the subject (in this case, English), lack of interest in learning, and low motivation in the CREO program. The external problems include

an inadequate and uncondusive classroom environment and lack of support from teachers.

## **B. Limitation**

Based on the research, the researcher found several limitations in implementation of CREO and its problems as English intensive program at SMK Citra Bangsa Mandiri Purwokerto.

1. This research was conducted within a limited timeframe, closely aligned with the final exam for grade 10 and 11 students, resulting in a relatively short observation period and interviews that had to be conducted via online meetings..
2. The object of this research is still too general, resulting in findings that are not specific enough to accurately describe the implementation of English intensive program at SMK Citra Bangsa Mandiri Purwokerto.

## **C. Suggestion**

Based on the conclusions drawn from the research on the implementation of CREO and its problems as English intensive program at SMK Citra Bangsa Mandiri Purwokerto, the researcher can offer several recommendations as follows.

1. For school and English department team

It is necessary to follow up on the evaluation or assessment system for students in the CREO program. A clearer and more structured evaluation system needs to be selected so that the students' progress and achievements can be tracked in a more detailed and organized manner. Evaluation of the supportive tools for the CREO program within the classroom, such as classroom speakers, is also necessary. It has been noted that certain speakers are damaged, potentially compromising the effectiveness of the CREO program.

2. For teachers

There is a need for increased support in the form of enhanced supervision in each class during the CREO sessions every Wednesday morning. This is aimed at reducing the potential of external issues faced by



students, ultimately stemming from a lack of teacher supervision during CREO program session.

3. For students

There is a need for active collaboration between teachers and students, with a particular emphasis on students' participation, to ensure the success of the CREO program. Since students face internal challenges during CREO activities, it's important for them to enhance their motivation and enthusiasm to effectively support their personal growth.



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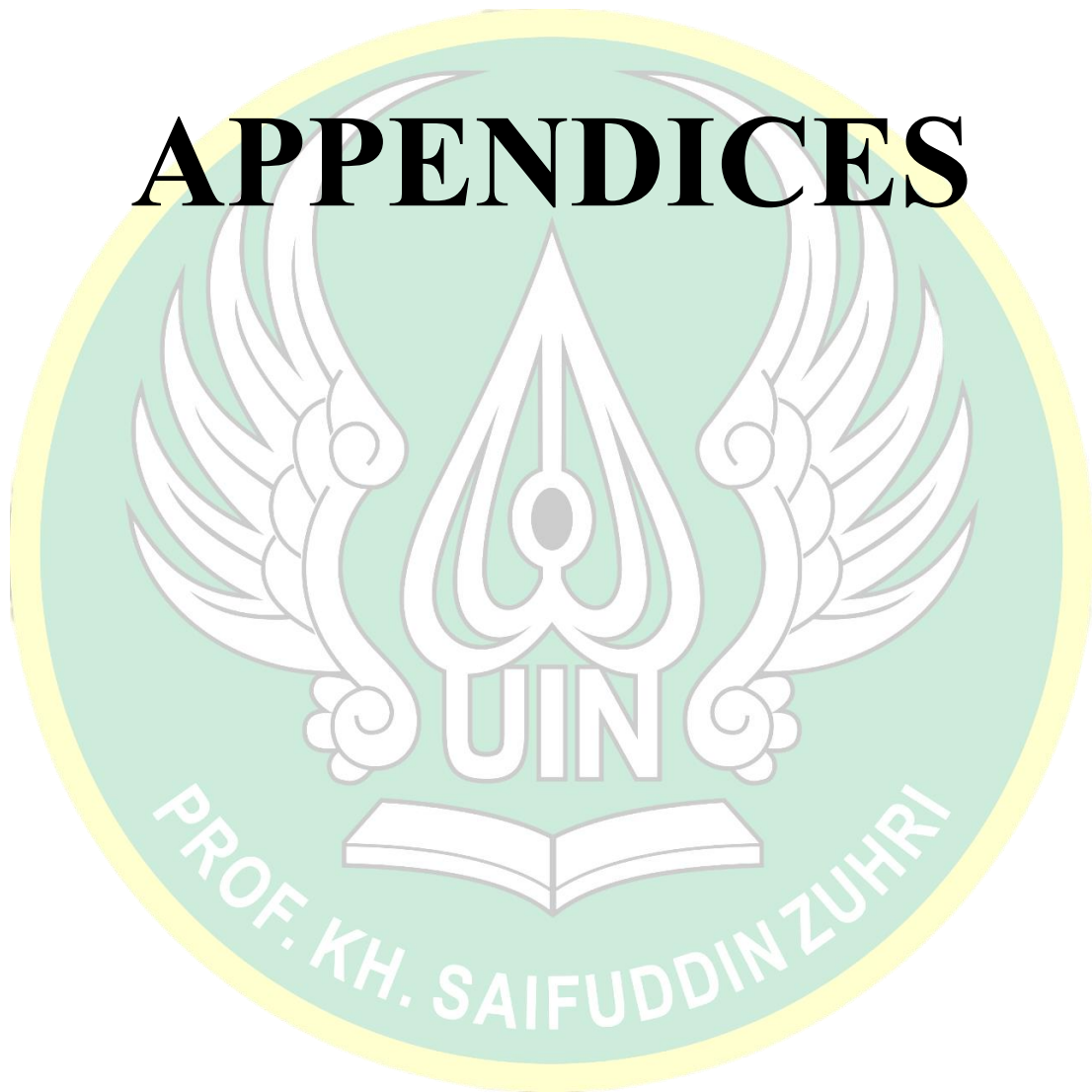
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# APPENDICES



## Appendix 1

### CERTIFICATE OF HAVING CONDUCTED RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.2378/Un.19/D.FTIK/PP.05.3/05/2024  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

16 Mei 2024

Kepada  
Yth. Kepala SMK Citra Bangsa Mandiri Purwokerto  
Kec. Purwokerto Selatan  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Hana Qotrun Nada
2. NIM : 2017404097
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Larangan, Rt 06/02, Pengadegan, Purbalingga, Jawab Tengah
6. Judul : Implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto Academic Year of 2023/2024

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Kelas 10
2. Tempat / Lokasi : SMK Citra Bangsa Mandiri Purwokerto
3. Tanggal Riset : 17-05-2024 s/d 17-07-2024
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



YAYASAN CITRA BANGSA INDONESIA MANDIRI

**SMK CITRA BANGSA MANDIRI PURWOKERTO**

(Ijin Operasional: SK Kepala Dinas Pendidikan Nasional Kab. Banyumas No. 024/096/2010)

Jl. Gerilya Barat Gg. 1A Kampoeng Pendidikan CBM Tanjung, Purwokerto 53143

Telp. (0281) 7771967 email: [smkkescbm@gmail.com](mailto:smkkescbm@gmail.com)

Nomor : 4001/SMKCBM/I/2023  
Perihal : **Pelaksanaan Penelitian**

Purwokerto, 11 Juni 2024

Yth.

**Dekan Ketua Jurusan Tadris**

**UIN Prof. KH. Saifuddin Zuhri Purwokerto**

**Dr. Maria Ulpah, M.Si**

di

Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan surat dari UIN Prof. KH. Saifuddin Zuhri Purwokerto perihal permohonan ijin riset individu kepada mahasiswa dengan data sebagai berikut :

Nama : **Hana Qotrun Nada**  
NIM : 2017404097  
Jurusan/ Prodi : Tadris Bahasa Inggris

Telah melakukan penelitian dengan judul "*Implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto Academic Year of 2023/2024*" yang dilaksanakan pada tanggal 22 Mei 2024 sampai dengan 02 Juni 2024. Penelitian ini dilaksanakan di SMK Citra Bangsa Mandiri Purwokerto. Selama penelitian berlangsung, *Hana Qotrun Nada* telah melaksanakan kegiatan penelitian sesuai dengan metodologi yang telah disepakati yaitu dengan metodologi kualitatif.

Demikian surat keterangan ini kami berikan, atas perhatian dan kerjasama Bapak/ Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb

Kepala SMK Citra Bangsa Mandiri  
Purwokerto



Tembusan :  
1. Arsip

**Appendix 2**

**FIELD NOTE : OBSERVATION GUIDELINE**

**OBSERVATION GUIDELINE**

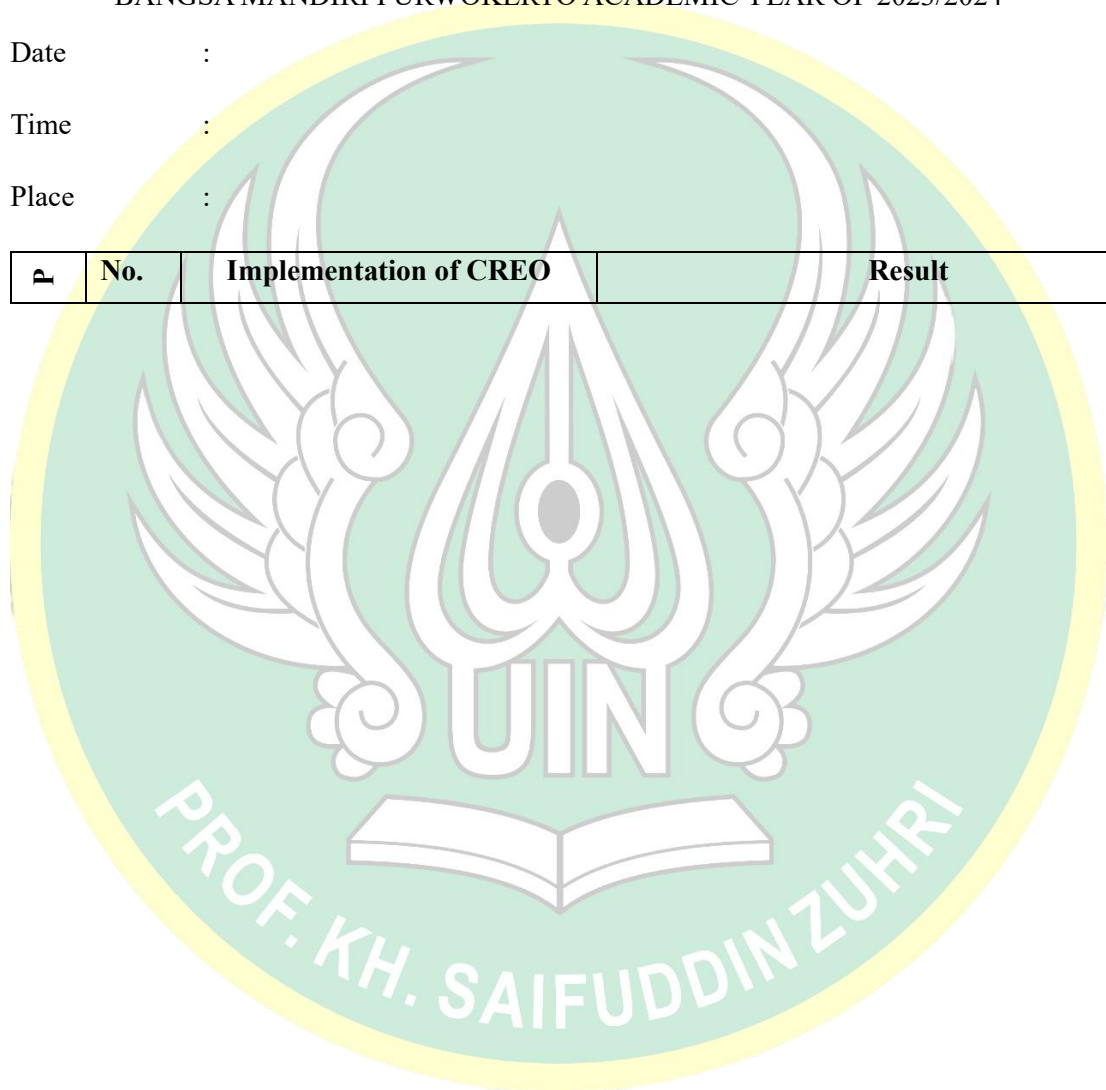
**THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA  
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Date :

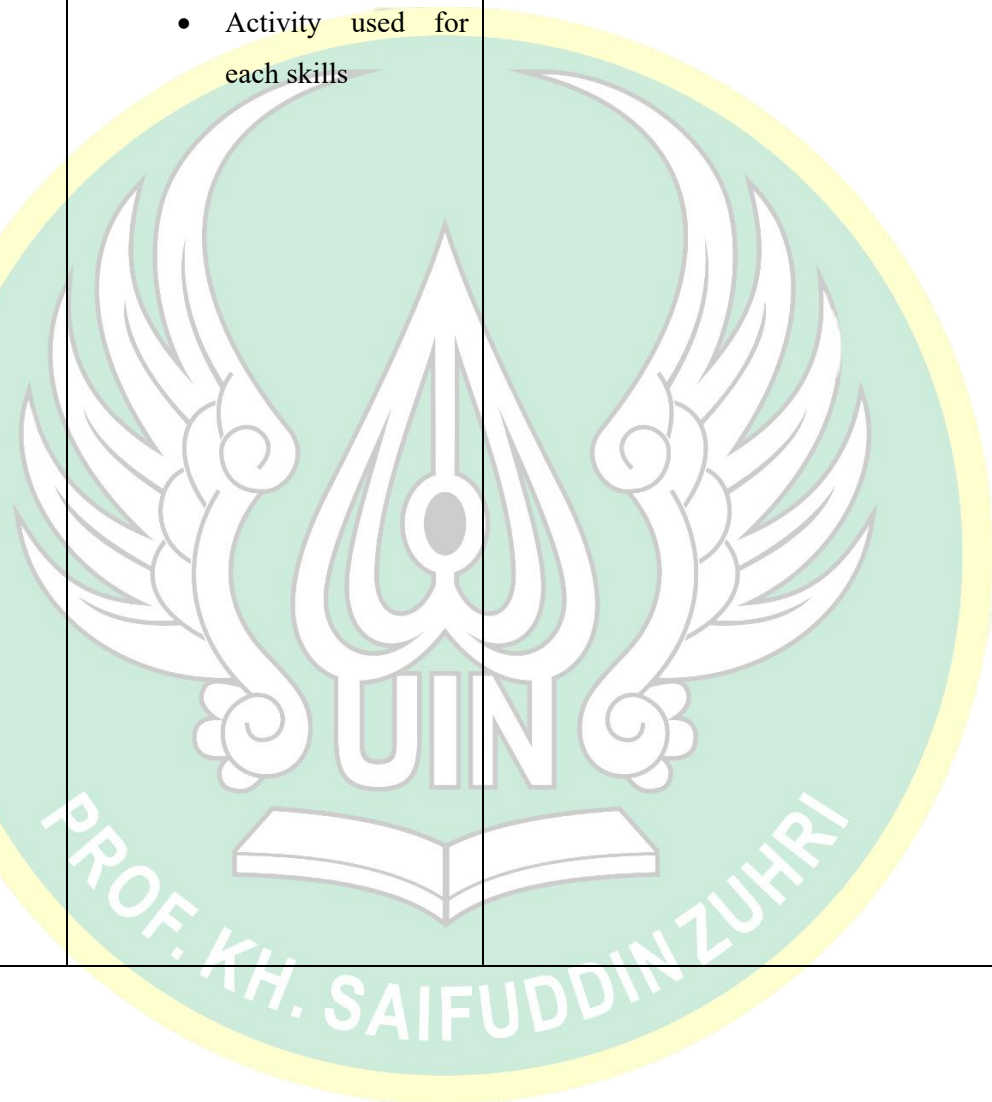
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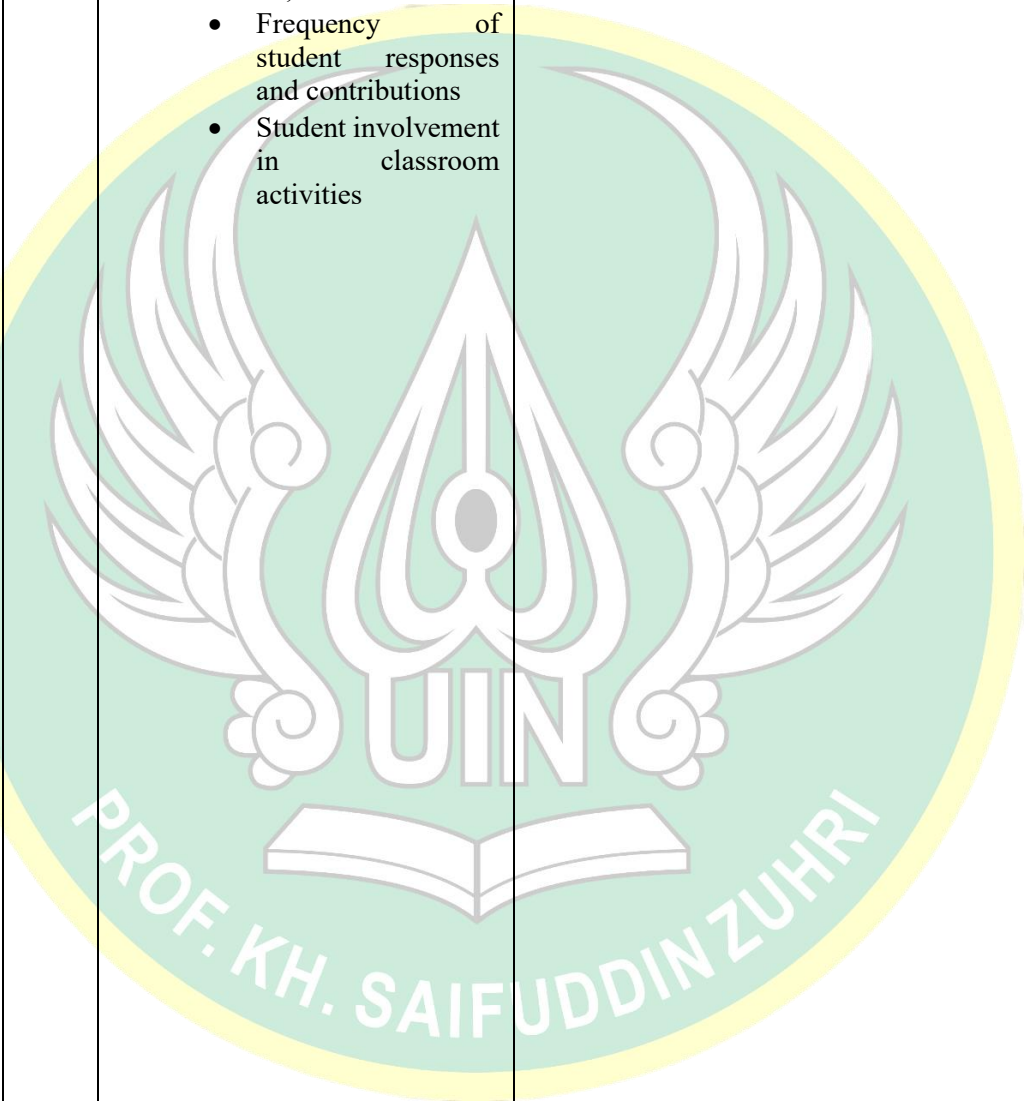
Place :

No.	Implementation of CREO	Result
-----	------------------------	--------



	<p>1.</p> <p>1. The process of CREO program</p> <p>2. Integration of skills (reading, writing, speaking, and listening)</p> <p><b>Indicator :</b></p> <ul style="list-style-type: none"> <li>• Activity used for each skills</li> </ul>	
--	---	--



Problems Found	2.	<ul style="list-style-type: none"> <li>• Students experience difficulties in understanding the material</li> </ul> <p><b>Indicator :</b></p> <ul style="list-style-type: none"> <li>• Students face problems in focus skills</li> </ul> <p><b>Indicator ;</b></p> <ul style="list-style-type: none"> <li>• Frequency of student responses and contributions</li> <li>• Student involvement in classroom activities</li> </ul>	
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### Appendix 3

#### INTERVIEW GUIDELINE

#### FOR TEACHER

#### INTERVIEW GUIDLINE

#### FOR TEACHER

#### THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

These questions aim to gather comprehensive insights from the teachers' perspectives. It focus on various aspects of the program, including planning, execution, challenges, and outcomes.

Interviewed :

Date :

Time :

Place :

NO.	Indicator	Sub-Indicator
1.	Background and General Experience	<ol style="list-style-type: none"><li>1. Apa yang mendasari diadakannya program CREO?</li><li>2. Dapatkah Anda menjelaskan peran dan keterlibatan Anda dalam program CREO di SMK CBM?</li><li>3. Apa tujuan dari program CREO?</li></ol>
2.	Program Planning, Structure and Process	<ol style="list-style-type: none"><li>1. Dapatkah Anda menjelaskan proses perencanaan untuk program CREO? Siapa saja yang terlibat, dan apa pertimbangan utamanya?</li><li>2. Bagaimana kurikulum untuk program ini dikembangkan, dan apa tujuan serta sasarannya?</li><li>3. Bagaimana pelaksanaan program CREO di SMK CBM?</li></ol>
3.	Classroom Environment and Student Engagement	<ol style="list-style-type: none"><li>1. Bagaimana Anda menciptakan lingkungan belajar yang kondusif bagi siswa dalam program CREO?</li><li>2. Bagaimana Anda menjaga motivasi dan keterlibatan siswa sepanjang program CREO?</li></ol>
4.	Challenges and Struggles	<ol style="list-style-type: none"><li>1. Apa tantangan utama yang Anda hadapi saat melaksanakan program CREO?</li></ol>

		2. Bagaimana Anda mengatasi atau menghadapi tantangan-tantangan ini? Bisakah Anda memberikan contoh spesifik?
5.	Assesment and Outcomes	1. Bagaimana Anda menilai progress siswa dalam program CREO? 2. Apakah Anda berpikir program ini secara efektif meningkatkan kemampuan bahasa Inggris siswa? Mengapa atau mengapa tidak? 3. Bisakah Anda memberikan contoh cerita sukses siswa atau peningkatan signifikan yang telah Anda amati?

#### Appendix 4

#### INTERVIEW GUIDELINE

#### FOR STUDENTS

#### INTERVIEW GUIDLINE

#### FOR STUDENTS

#### THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

These questions aim to uncover insights about the students' experiences, challenges, and suggestions for improvement.

Interviewed :

Date :

Time :

Place :

NO	Indicator	Sub-indicator	Total
1.	General Experience	1. Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO?	1
2.	Program Structure and Content	1. Bagaimana pendapat Anda terkait topik dan materi program CREO?	3



		<p>2. Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa?</p> <p>3. Apakah menurut Anda program ini terorganisir dengan baik dan efektif? Tolong jelaskan.</p>	
3.	Methods and Materials	<p>1. Seberapa efektif menurut Anda metode yang digunakan dalam program CREO?</p> <p>2. Bisakah Anda berbagi detail spesifik di mana Anda merasa metode atau materi tersebut sangat efektif atau tidak efektif?</p> <p>3. Apakah materi yang disediakan membantu dan cukup untuk kebutuhan belajar Anda?</p>	3
4.	Classroom Environment and Support	<p>1. Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?</p> <p>2. Apakah Anda merasa didukung oleh guru-guru Anda selama program ini?</p>	2
5.	Personal Challenges and Struggles	<p>1. Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini?</p> <p>2. Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya?</p>	3
6.	Program Outcomes	<p>1. Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda?</p> <p>2. Apakah Anda merasa program ini mencapai tujuannya dalam meningkatkan kemampuan bahasa Inggris Anda? Mengapa atau mengapa tidak?</p> <p>3. Perbaikan atau perubahan apa yang Anda perhatikan dalam kemampuan bahasa Anda sejak menyelesaikan program ini?</p>	3
7.	Suggestions and Improvements	<p>1. Apa saran Anda untuk meningkatkan program CREO di SMK CBM?</p>	1

## Appendix 5

### INTERVIEW TRANSCRIPT : TEACHER

<b>INTERVIEW GUIDLINE FOR TEACHER</b>	
THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024	
These questions aim to gather comprehensive insights from the teachers' perspectives. It focus on various aspects of the program, including planning, execution, challenges, and outcomes.	
Interviewed	: Mrs. Viki Wahyudi S.Pd
Date	: May 27, 2024
Time	: 10.00 AM
Place	: SMK CBM
1.	<p>R : Apa yang mendasari diadakannya program CREO?</p> <p>T : Yang mendasari atau melatarbelakangi itu adalah komunikasi, yang pertama. Komunikasi itu kan merupakan suatu kebutuhan yang sangat mendasar bagi kehidupan manusia apalagi di globalisasi sekarang ini. Dan Bahasa asing selain sebagai media, Bahasa asing juga sangat diperlukan dan penting. Untuk menghadapi kompetisi yang ketat dalam globalisasi, makanya SMK CBM membuat program CREO ini. Dengan didasarkan itu, maka kegiatannya membantu siswa-siswinya untuk melatih kemampuan dalam berbahasa inggris dan membentuk generasi penerus sesuai tuntutan zaman.</p>
2.	<p>R : Dapatkah Anda menjelaskan peran dan keterlibatan Anda dalam program CREO di SMK CBM?</p> <p>T : Saya adalah coordinator untuk CREO dan English Day, bertugas untuk semua kegiatan Bahasa inggris saya yang handle. Dari pembuatan pocket book, materi, voice nya, padlet, vocabulary itu semua saya yang buat.</p>

3. R : Apa tujuan dari program CREO?

T : Tujuan dari CREO itu menambah wawasan dan kemampuan berbahasa Inggris, untuk menggali potensi muridnya juga, menarik minat siswa untuk belajar dan menyenangkan Bahasa Inggris, meningkatkan keterampilan berbicara Bahasa Inggris, dan menurut saya kepercayaan diri itu penting sih, yang paling mendasar, supaya ngomongnya itu lancar.

4. R : Dapatkah Anda menjelaskan proses perencanaan untuk program CREO? Siapa saja yang terlibat, dan apa pertimbangan utamanya?

T : Itu sebenarnya kan yang paling utama adalah saya sebagai coordinator, dan itu melibatkan semua guru Bahasa Inggris lain di SMK CBM, berjumlah tiga orang. Pertimbangan utamanya adalah yang pertama karena memang yayasan menginginkan menjadi culture, jadi nanti yang mengawali kita berkomunikasi ketika ada CREO dan English Day adalah guru-guru, jadi dia menjadi suatu acuan. Jadi ga Cuma mereka yang melihat saja, jadi kita komunikasinya intern dulu yang pusat dulu, kita harus menjadi influencer dulu baru anak-anak yang mengikuti.

5. R : Bagaimana kurikulum untuk program ini dikembangkan, dan apa tujuan serta sasarannya?

T : CREO itu sebenarnya ga ada kurikulum, karena ini kan sifatnya tambahan. Tetapi kan saya bikin pocket book ya, itu kan isinya materi. Itu kan ada tema-tema dan lessonnya. Jadi kita itu bikinnya tersusun, jadi anak-anak dalam satu tahun itu sudah tau mau belajar apa saja. Dan dibikinnya di awal tahun pembelajaran.

6. R : Apakah alasan dalam pemilihan materi?

T : Kalo kita tidak menyesuaikan dengan materi biasa yang ada di buku paket pelajaran Bahasa Inggris. Karena takutnya anak itu bosan, masa sudah ada pembelajaran biasa di kelas kok CREO itu sama aja. Disini tuh, biar anaknya paham kalo ini untuk skill speaking, jadi walaupun mereka grammar dan strukturnya salah itu ga usah dipikir, asalkan dia mau ngomong aja. Kalo kita lewat dia mau menanyakan kabar atau hanya apa, itu sudah menjadi nilai plus di mata kita. Nanti juga untuk anak-anak yang aktif ngomong, di akhir akan kita kasih penghargaan berupa piagam atau sertifikat. Karena apa, buat penyemangat lah, kalo ga ada sesuatu reward yang didapat kan mereka jadi males. Tapi kalo misal pembelajarn di kelas juga saya full English. Karena itu bagian dari pembiasaan, nah karena pembiasaan itu awalnya untuk anak-anak yang memang sama sekali ga bisa karena kebiasaan itu mereka jadi paham, tapi memang belum bisa menjawab. Maka dari itu kita pilah, anak-anak mana yang belum sulitnya dimana atau apa. Kadang-kadang kita panggil anak-anak yang vocabulary nya belum memenuhi target kita kumpulin langsung untuk menghadap kita berempat dan langsung kita cari tahu kenapa progressnya masih segini, langsung kita evaluasi.

7. R : Bagaimana pelaksanaan program CREO di SMK CBM?

T : Ya, sebenarnya guru mapel awal itu pelajaran pertama harus mendampingi, jadi mendampingi itu yang anti kan setelah CREO selesai mereka langsung pembelajaran pertama. Sebenarnya itu kan memang motong jam pertama. Tapi memang keterlibatannya sering kurang. Ya, itu saya ini sebagai koordinator kita berempat yang benar-bener muter untuk memastikan apakah mereka melakukan ga ya, mengulang dan menghafal ga dan memastikan dari gedung A sampai B saya lihat semuanya, terus cek buku attendance list nya. Jadi pernah gitu saya cek bukunya terus waktu masih awal ternyata udah pada 25 kosakata, terus saya cek beberapa anak ternyata sama sekali ga bisa, akhirnya saya tanya SEM ternyata “Saya diancam, Bu.” Nah karena itu kita evaluasi lagi kenapa ga mau. Dan akhirnya dipanggil ke kepala sekolah dan wali kelas, dari situ sudah ketat, yang tadinya sering kosong sekarang wajib didampingi. Kalo guru berhalangan, maka harus cari ganti.

8. R : Bagaimana Anda menciptakan lingkungan belajar yang kondusif bagi siswa dalam program CREO?

T : Pokoknya paling itu SEM nya kita briefing, siswa yang mau ga mau harus coba untuk melakukan. Ya ada gurunya, SEM, wali kelas, ataupun OB harus ikut ngomong Bahasa Inggris. Satu civitas akademika harus ngomong Bahasa Inggris.

9. R : Bagaimana Anda menjaga motivasi dan keterlibatan siswa sepanjang program CREO?

T : Kadang motivasi disitu tuh, kaya kita kadang itu kan membuat siswa bosan dan penat, ya. Tetapi dalam satu bulan itu bagaimana sih membuat mereka seneng. Ya, kadang kita panggil native speaker kesini. Dalam satu bulan bisa kita panggil satu atau dua kali. Ending nya untuk apa sih? Ya itu untuk komunikasi dengan orang luar si native speaker itu. Pernah yang ganteng banget mereka jadi semangat untuk bertanya kaya mereka interested banget. Mereka juga dikasih kaya brainstorming atau topik. Nah kalo missal dikasih topik itu kadang misalnya kamu megang negara mana yang berbeda, kamu dari Indonesia kamu jepang kamu yang lainnya terus nanti kamu mendeskripsikan negara kamu. Sehingga ketika native speaker datang kamu ga cuma bertanya nama dan darimana asal kamu, pertanyaan itu kan terlalu sering ditanyakan kan. Nah makanya kita kasih topik, dan itu diberikan di malam harinya sehingga mereka berpikir sendiri, kadang mereka bawa bendera masing-masing. Jadi memang mereka latihan dulu baru bertanya. Untuk native speaker juga sudah di briefing tentang topiknya nanti. Untuk memotivasi mereka kita menghadirkan native speaker biar ga di kelas terus.

10. R : Apa tantangan utama yang Anda hadapi saat melaksanakan program CREO?

T : Sebenarnya sih kalo sudah dibikin bukunya tinggal ngikutin buku panduan aja. Tapi kan memang untuk sebelumnya persiapan pelaksanaannya seperti pembuatan buku pencarian tema dan materinya kan kadang pengen sesuai dengan jurusan kan karena ini SMK. SMK pasti pengennya sesuai, kalo misal kita sesuaikan dengan jurusan kan misal untuk hari ini jurusan kesehatan apakah untuk jurusan lain akan menyesuaikan?

11. R : Bagaimana Anda mengatasi atau menghadapi tantangan-tantangan ini?

Bisakah Anda memberikan contoh spesifik?

T : Yang paling krusial sih sebenarnya hafalan ya. Karena target utamanya speaking ya, hafalan. Ternyata dalam setahun ini anak-anak ada rasa memaksa gitu ya, ketika anak-anak bertanya pada saya tanpa berbahasa inggris saya ga mau jawab. Kadang anak jadi males “Ah jangan tanya sama Mrs Viki lah”. WA pun kadang menggunakan itu. Saya bilang, “Jangan takut, disini kalo kamu salah grammar ga papa. Mau campuran pun ga masalah”. Terus kadang anak kalo mau ketemu saya bawa hp terus translate dulu, no pronlem, itu usaha dia. Jadi saya lebih mengapresiasi anak yang mau berusaha daripada yang diem aja. Paling ga dia mencoba.

12. R : Bagaimana Anda menilai progress siswa dalam program CREO?

T : Sebenarnya untuk penilaian itu, anak-anak akan terlihat kalo mereka udah punya basic. Ada yang udah ada basic nya dia bisa, ada yang belum tau sama sekali tentang Bahasa inggris, ada yang udah luar biasa taunya, itu level yang berbeda-beda. Ketika penilaian kita hanya memberi evaluasi saja. Evaluasinya apa, ketika mereka dibuatkan seperti yang native speaker tadi, dia berusaha nih bagaimana caranya dia bisa bertanya dan memaparkan deskripsinya dengan baik itu yang saya nilai. Seberapa besar sih usaha dia untuk ngomong. Ya itu penilaiannya dari anak-anak pokoknya yang aktif aja, banyak bertanya.

13. R : Apakah Anda berpikir program ini secara efektif meningkatkan kemampuan bahasa Inggris siswa? Mengapa atau mengapa tidak?

T : Menurut saya efektif, tapi untuk yang benar-benar melakukan. Nah untuk ketika dialog sedang diputar sebenarnya anak-anak ngikutin. Sekarang kalo Bahasa Inggris itu menurut saya adalah Bahasa yang lazim didengar. Mereka itu paham, tetapi mereka jawab itu bingung. Tapi dengan cara ini, anak-anak paling tidak mereka tau tentang Bahasa Inggris cara ngomongnya gimana, pemahamannya seperti apa. Dari awal mereka yang ga tau apa-apa mereka jadi paham karena pembiasaan itu, mereka jadi paham tapi memang belum bisa yang ngomongnya, itu bertahap sih. Menurut saya efektif untuk menambah kosakata mereka tapi belum bisa merangkai.

14. R : Bagaimana kegiatan program evaluasi di program ini?

T : Evaluasi ya tadi, kita juga kadang bikin games dari mulai jumble words, jumble sentences, jumble paragraph. Ada juga yang pakai games yang pake LCD ada juga dengan listening music terus mereka mengisi yang kosong. Dilaksanakan bisa dua bulan sekali, sebulan sekali bisa. Nanti bisa shift, misal pagi dan siang kaya kalo pagi kelas 10 sama setengah kelas 12 nanti siang selebihnya.

15. R : Bisakah Anda memberikan contoh cerita sukses siswa atau peningkatan signifikan yang telah Anda amati?

T : Sebenarnya tadi itu efektifnya itu karena ada penambahan vocabulary tiap minggunya. Jadi tiap minggu wajib untuk menghafal, karena kan menambah dan terus menambah, tapi memang belum benar secara struktur grammarnya ya. Itu udah menambah vocabulary dan misal dia bicara pada saya campuran tanpa penambahan struktur dengan is, am atau are dan lainnya, itu saya sudah Bahagia. Dia sudah bisa menambah vocabulary dengan begitu banyaknya.



## Appendix 6

### INTERVIEW TRANSCRIPT : STUDENTS

<b>Interview with MA</b>	
1. R : Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO? M : Program CREO adalah suatu pembagian dari jurusan namun lebih spesifik lagi	
2. R : Bagaimana pendapat Anda terkait topik dan materi program CREO? M : Pendapat aku sih, CREO itu bagus untuk pendidikan jadi lebih memahami tentang materi tersebut, terus jadi lebih tahu tentang Bahasa Inggris.	
3. R : Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa? M : Menurut aku tetap ada yang susah, skalanya kira-kira ya 9/10. Karena mungkin karena belum menguasai arti-arti dalam Bahasa Inggris jadi susah. Karena kan butuh waktu ya, kak. Kalo buat aku sendiri harus setengah jam minimal menghafalnya, kadang dibagi link padletnya dikirim di pagi hari atau malam hari. Tapi kadang wali kelas sering kirimnya di pagi hari rabunya, dadakan banget. Kan waktunya kepotong buat siap-siap sekolah lalu siap-siap apel pagi, gitu.	
4. R : Apakah menurut Anda program ini terorganisir dengan baik dan efektif? Tolong jelaskan. M : Menurut aku kurang efektif ya, kak. Karena ya mungkin karena pengiriman yang dadakan. Kalo misal dikirim pas malam hari itu masih ada waktu untuk dipelajari tapi karena lebih sering dadakan menurut aku kurang efektif.	
5. R : Seberapa efektif menurut Anda metode yang digunakan dalam program CREO? M : Efektif. Karena efektifnya itu langsung ke SEM apa ya, kak.	
6. R : Apakah materi yang disediakan membantu dan cukup untuk kebutuhan belajar Anda? M : Cukup membantu, kak. Karena kadang masih ada yang dipikirin kaya “Oh, aku pernah belajar ini dan artinya ini” gitu, kak.	

<p>7. R : Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?  M : Kalo di kelas itu kadang rame, tapi masih bisa dikontrol, misal disuruh tadarus ya tadarus terus disuruh menghafal ya mau, nanti pada langsung ke SEM nya buat diuji. Jadi menurut aku ya masih bisa dikontrol.</p>
<p>8. R : Apakah Anda merasa didukung oleh guru-guru Anda selama program ini?  M : Menurut aku kurang sih, karena lebih banyak jamkos dan ga diawasi oleh guru. Kaya kurang aja menurut aku sih, kak. Guru tuh masuk cuma ambil dokumentasi aja terus pergi udah.</p>
<p>9. R : Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini?  M : Tantangannya itu, aku kan ga bisa belajar dengan keadaan ramai ya, kak. Susah jadinya untuk mengingat.</p>
<p>10. R : Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya?  M : Kadang menghafalnya ke kamar mandi. Karena itu kan ga terlalu bising, kalo missal udah dikirim awal pas malam hari itu paginya udah ada ada yang hafal tinggal mengulang.</p>
<p>11. R : Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda?  M : Ini program yang bagus, karena ga semua sekolah punya program seperti ini ya, jadi menurutku bagus. Progresnya itu jadi lebih paham ke kosakatanya kak. Tapi untuk kemampuan speaking itu masih kurang kak karena prakteknya masih susah buat aku.</p>
<p>12. R : Apa saran Anda untuk meningkatkan program CREO di SMK CBM?  M : Lebih diawasi untuk kegiatan CREO, karena kalo ga diawasi itu banyak yang bermain-main malah ada yang rame jadi kurang efektif gitu kak.</p>

<b>Interview with NC</b>	
1. R : Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO?	N : Program CREO itu untuk siswa menghafal 25 vocabulary lalu mereka hafalin beserta artinya lalu setor ke SEM nya.
2. R : Bagaimana pendapat Anda terkait topik dan materi program CREO?	N : Kalo menurut saya yang tertarik Bahasa Inggris itu menarik, tapi setelah saya tanya ke temen-temen saya itu kadang mereka ngerasa bosan dengan materinya karena kurang bisa dimengerti.
3. R : Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa?	N : Menurut saya termasuk mudah sih, karena kata-kata vocab nya termasuk dasar.
4. R : Apakah menurut Anda program ini terorganisir dengan baik dan efektif? Tolong jelaskan.	N : Kalo dalam lingkup kelas saya sendiri itu berjalan dengan baik. Karena mereka mau bekerja sama menghidupkan kegiatan CREO ini.
5. R : Seberapa efektif menurut Anda metode yang digunakan dalam program CREO?	N : Kalo menurut saya lumayan efektif, karena teman-teman saya ini jadi lebih tau banyak kosakata Bahasa Inggris.
6. R : Apakah materi yang disediakan membantu dan cukup untuk kebutuhan belajar Anda?	N : Untuk kebutuhan belajar pastinya berguna karena jadi lebih tau dan lebih bisa mengucapkan kata-kata Bahasa Inggris itu.
7. R : Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?	N : Kalo pas bagian menghafal itu kebanyakan tenang kak, karena mereka focus untuk menghafal di hp masing-masing.

<p>8. R : Apakah Anda merasa didukung oleh guru-guru Anda selama program ini?</p> <p>N : Didukung kak, soalnya ada guru yang ngecek ke kelas CREO nya berjalan apa ga. Kadang Mrs Viki kalo ke kelas saya menyemangati.</p>
<p>9. R : Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini?</p> <p>N : Kadang agak keteteran sama anak-anak yang kurang sabar pas antrian, missal saya lagi disetorin satu anak terus yang dibelakang tunjuk tangan “Aku, aku” terus yang disana “Aku duluan” gitu. Terus buat yang kurang aktif biasanya mereka harus dipaksa dulu,</p>
<p>10. R : Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya?</p> <p>N : Saya jawab aja “Iya abis ini kamu terus dia” gitu.</p>
<p>11. R : Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda?</p> <p>N : Paling ngeluh aja sih kak dan wajar. Soalnya saya merasakan temen-temen saya pas awal CREO sampai sekarang itu ada perbedaan bagusnya. Terus kalo buat saya sendiri itu listening saya jadi lumayan meningkat pas di CREO.</p>
<p>12. R : Apa saran Anda untuk meningkatkan program CREO di SMK CBM?</p> <p>N : Mungkin kurang seru, karena cuma hafalan aja, mungkin bisa ditambah ke dalam bentuk game mungkin. Karena terlalu monoton, Cuma hafalan dan mengulang aja git uterus.</p>

#### Interview with AW

<p>1. R : Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO?</p> <p>A : Hafalan kata-kata inggris, kak.</p>
<p>2. R : Bagaimana pendapat Anda terkait topik dan materi program CREO?</p> <p>A : Menurut saya sih, gampang. Tapi untuk menghafalnya sulit, karena tiap minggu 25 kata baru kadang lupa artinya atau lupa inggrisnya.</p>

<p>3. R : Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa?</p> <p>A : Biasa aja, kak. Kosakatanya juga ya kadang ada yang menarik kadang ga.</p>
<p>4. R : Apakah menurut Anda program ini terorganisir dengan baik dan efektif? Tolong jelaskan.</p> <p>A : Biasa aja sih.</p>
<p>5. R : Apakah menurut Anda program ini terorganisir dengan baik dan efektif? Tolong jelaskan.</p> <p>A : Efektif. Kita jadi hafal kosakata sedikit-sedikit, yang awalnya di SMP ga tau terus masuk SMK ada CREO ini jadi tau.</p>
<p>6. R : Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?</p> <p>A : Kalo kelas saya, itu kan nanti anak-anak yang deketin ke SEM nya, nanti SEM nya tinggal duduk di tempat aja, nanti temen-temen yang ngedeket aja “Saya sudah siap nih” gitu.</p>
<p>7. R : Apakah Anda merasa didukung oleh guru-guru Anda selama program ini?</p> <p>A : Didukung kak, kadang ada guru yang datang ngecek CREO ini berjalan apa ga sama ambil dokumentasi. Tapi saya lebih suka yang dipantau sama guru soalnya kalo dipantau kan kita lebih disiplin.</p>
<p>8. R : Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini?</p> <p>A : Kesulitan saya kalo pas menghafal itu susah kak, karena kadang kan ada kata yang susah disebut dan panjang jadi saya lupa artinya apa, saya sudah hafal inggrisnya tapi artinya lupa jadi ketuker-tuker. Terus kelas saya itu kan rame banget ya kaka gak ganggu.</p>
<p>9. R : Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya?</p> <p>A : Ya saya menghafal itu pake headset dulu baru bisa focus buat dengerin audionya.</p>

<p>10. R : Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda?</p> <p>A : Ada dampaknya sih kak jadi kita tau banyak kosakata .</p>
<p>11. R : Perbaikan atau perubahan apa yang Anda perhatikan dalam kemampuan bahasa Anda sejak menyelesaikan program ini?</p> <p>A : Ga sih, kak. Paling menambah kosakata aja.</p>
<p>12. R : Apa saran Anda untuk meningkatkan program CREO di SMK CBM?</p> <p>A : Udah sih, kak. Menurut aku cukup begitu aja.</p>

#### Interview with AS

<p>1. R : Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO?</p> <p>A : Itu tuh program kaya kita suruh menghafal kosakata dan mendengar audio lalu disetorin ke SEM</p>
<p>2. R : Bagaimana pendapat Anda terkait topik dan materi program CREO?</p> <p>A : Biasa aja, sih.</p>
<p>3. R : Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa?</p> <p>A : Iya mungkin kalo dengerin audio itu kadang ngomongnya cepet dan pake aksen kaya orang bule. Karena hafalannya ke temen juga jadi ya udah lah, paling besok juga lupa lagi.</p>
<p>4. R : Seberapa efektif menurut Anda metode yang digunakan dalam program CREO?</p> <p>A : Sebenarnya efektif sih, kak kalo kitanya semangat kak. Kalo buat diri aku lumayan efektif juga, soalnya pas baca sendiri kan ga tau cara bacanya terus pas dengerin audionya ya jadi tau.</p>
<p>5. R : Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?</p> <p>A : Kurang kondusif sih, kak. Soalnya anak-anak yang rajin pada rebutan terus rame kaya “Aku dulu, aku dulu”. Terus yang pada belum hafalan malah bercanda sendiri jadi kurang kondusif.</p>

<p>6. R : Apakah Anda merasa didukung oleh guru-guru Anda selama program ini? A : Ya waktu di awal masuk aja sih, kak. Abi situ kan sama temen aja, jadi kurang sih. Kurang diawasin jadi ya kurang efektif aja, kak. Jadi banyak yang bercanda gitu.</p>
<p>7. R : Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini? A : Kesulitannya ya itu tadi pas ruangnya kurang kondusif, terus lagi ya kan belum bisa baca terus pas dengerin kaya terlalu inggris banget, terus cara bacaku masih salah.</p>
<p>8. R : Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya? A : Ya udah disiapin dulu lah kak hafalannya.</p>
<p>9. R : Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda? A : Jadi lebih tau banyak vocab, terus melatih speaking juga.</p>
<p>10. R : Apa saran Anda untuk meningkatkan program CREO di SMK CBM? A : Sebenarnya hafalan sama temen enak sih, tapi kadang ya kaya gitu jadi harapannya sih tetep hafalan sama temen tapi sambil diawasin gitu.</p>

#### Interview with SD

<p>1. R : Bisakah Anda menjelaskan apa yang Anda ketahui tentang program CREO? S : Program CREO itu menghafal tentang kosakata kak, listening sama menghafal aja.</p>
<p>2. R : Bagaimana pendapat Anda terkait topik dan materi program CREO? S : Menurut aku seru sih, kak jadi bisa menghafal banyak kosakata, tapi kaya ya menghafal aja besokannya ya udah lupa lagi.</p>
<p>3. R : Apakah ada modul atau topik tertentu yang Anda anggap sangat sulit atau menantang? Jika iya, mengapa? A : Menurut aku ga sih, kak. Masih bisa dipelajari sendiri.</p>

<p>4. R : Seberapa efektif menurut Anda metode yang digunakan dalam program CREO?</p> <p>S : Menurut aku, tingkat keefektifannya lumayan. Tapi tiap minggu itu kosakatanya ganti terus, jadi yang minggu lalu udah lupa. Harusnya kan diawasin biar hafalan kita minggu lalu ga lupa.</p>
<p>5. R : Bagaimana Anda menggambarkan lingkungan kelas selama program CREO?</p> <p>S : Ada beberapa anak yang diem sih, kak. Ada juga yang ga ngehafalin malah ngobrol sendiri jadi rame gitu kak.</p>
<p>6. R : Apakah Anda merasa didukung oleh guru-guru Anda selama program ini?</p> <p>S : Didukung sih, kak, Kaya nanti ditanya udah hafalin apa aja gitu, tap ikan kitanya udah lupa.</p>
<p>7. R : Apa tantangan utama atau kesulitan yang Anda hadapi saat mengikuti program ini?</p> <p>S : Paling tantangannya itu kak, aku ga tau cara membacanya yang benar itu bagaimana, aku ngasal aja, terus pas nanti setoran ternyata pelafalannya salah.</p>
<p>8. R : Bagaimana Anda mengatasi tantangan tersebut, dan strategi apa yang Anda gunakan untuk mengatasinya?</p> <p>S : Ya paling nanti aku tanya cara bacanya gimana git uterus nanti aku coba perbaiki.</p>
<p>9. R : Bagaimana pendapat Anda mengenai dampak program ini terhadap keterampilan bahasa Inggris Anda?</p> <p>S : Dampaknya bagus sih, kak. Jadi lebih tau banyak kosakata dan pelafalannya, juga jadi tahu artinya apa.</p>
<p>10. R : Apa saran Anda untuk meningkatkan program CREO di SMK CBM?</p> <p>S : Iya, kak. Kaya misal materi yang lalu itu dibahas sekali sebelum ganti materi biar ga lupa.</p>



# Appendix 7

## Observation Guideline

**OBSERVATION GUIDELINE**  
THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA  
MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

Date : Wednesday, 29 June 2024  
Time : 07.00 - 08.00  
Place : X MKU 4

No.	Implementation of CREO	Result
1.	1. The process of CREO program 2. Integration of skills (reading, writing, speaking, and listening) Indicator: • Activity used for each skills • Listen skill by the audio played in speaker & from audio of video - packet • Speaking by the recitation session • video enrichment outside the class, student need to remember the words from packet • reading by read the dialogue from packet book • no writing.	1. Process CREO - JEM open the program with story together - JEM leads their classmate to read the conversation in packet book - Audio consist comes from packet book played from class's speaker - Audio played twice - JEM leads their classmate to sit to their table to do the memorization session - some students are pulling the program, other prepare for their vocabulary - teacher come to class & take pictures - teacher give to class comment to take about a check on JEM - JEM assist their classmates who forget the words by giving hints - JEM records the result of student's activity of vocabulary session - there are 3 students does not recite and JEM need to force them to following the program

**OBSERVATION GUIDELINE**  
THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA  
MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

Date : Wednesday, 29 June 2024  
Time : 07.00 - 08.00  
Place : X MKU 4

No.	Implementation of CREO	Result
2.	Problems Found	<ul style="list-style-type: none"> <li>Students experience difficulties in understanding the material</li> <li>Students face problems in focus skills</li> <li>Frequency of student responses and contributions</li> <li>Student involvement in classroom activities</li> </ul> <p>① - student seem struggle in recitation process, most student need hint + recite - classmate gets slightly noisy in the recitation session - there is a big gap between the enthusiastic &amp; not - JEM need to force student who doesn't want to recite - student joke around during the process - some students put emphasis because class gets noisy ② - student struggle to words recitation, they tend to stand in recitation session - difficult in pronouncing couple words - out of 32 students there are 3 students needed percent.</p>

**OBSERVATION GUIDELINE**  
THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA  
MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

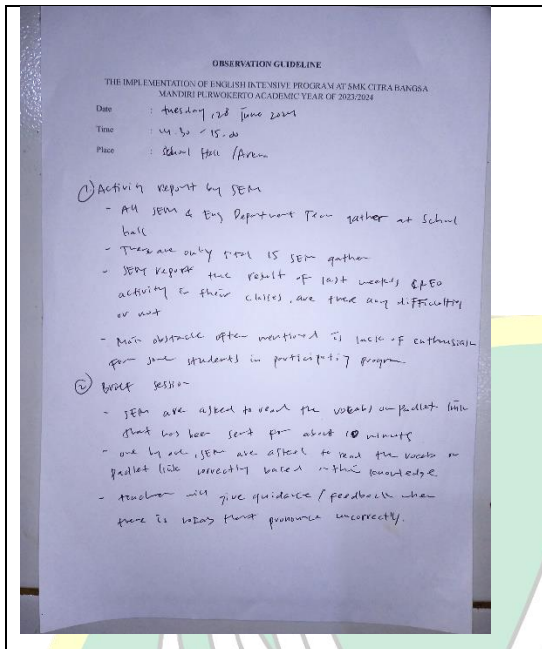
Date : Wednesday, 29 June 2024  
Time : 07.00 - 08.00  
Place : X MKU 4

No.	Implementation of CREO	Result
1.	1. The process of CREO program 2. Integration of skills (reading, writing, speaking, and listening) Indicator: • Activity used for each skills • Speaking skills • Recite session • video enrichment memorize the words from packet • Listening skills • audio play from speaker & from packet • reading skills • read dialogue from packet book • no writing skill	<p>① - there is only an JEM in class but other are is sick/absent - JEM leads classmate to read the conversation in packet book while waiting for the audio play from speaker - Audio played twice, but the speaker aren't clear enough because of poor condition - JEM ask who is ready to recite, JEM will come to their desk - teacher come to class &amp; take pictures, and give word of support - JEM guide classmates when they sit down - there are some students eat their meal &amp; snacks then juice around - JEM write down the result of her classmate's - some students who sit in back classmate want to recite</p>

**OBSERVATION GUIDELINE**  
THE IMPLEMENTATION OF ENGLISH INTENSIVE PROGRAM AT SMK CITRA BANGSA  
MANDIRI PURWOKERTO ACADEMIC YEAR OF 2023/2024

Date : Wednesday, 29 June 2024  
Time : 07.00 - 08.00  
Place : X MKU 4

No.	Implementation of CREO	Result
2.	Problems Found	<ul style="list-style-type: none"> <li>Students experience difficulties in understanding the material</li> <li>Students face problems in focus skills</li> <li>Frequency of student responses and contributions</li> <li>Student involvement in classroom activities</li> </ul> <p>① - student struggle to recite the words - class gets noisy, JEM ask them to discontinue when their ready about every five minutes - many students want to go first than JEM gets coming - JEM needs to force some students - some students eat while recitation &amp; joke around - following session doesn't run well because of the speaker condition - students tend to stomache when recite the words &amp; head will from JEM ② - difficult to pronounce some words - following session doesn't run well because of the speaker condition - students tend to stomache when recite the words &amp; head will from JEM ③ - group of friends make noise &amp; joke around - JEM need to warn them to stop quick - the group become the last to recite even they replied to recite at first - JEM need to force them</p>



## Appendix 8

### Padlet Vocabularies

The figure shows four screenshots related to the Padlet activity. The top-left and top-right screenshots show a Padlet board titled "WYU DAY 15 LESSON 10 CONVERSATION 1" with a table of 25 vocabulary items. The bottom-left screenshot shows a WhatsApp chat interface with a video player. The bottom-right screenshot shows the text of the WhatsApp message.

**WhatsApp Message Text:**

Assalam/Alaikum Wr Wb,  
Good Evening all  
Sorry for disturbing your time 🙏  
I want to inform you about tomorrow's CREO. (Wednesday, May 22, 2024)  
Theme : Day 15 Lesson 10 Conversation 1  
Topic : Turn down the Stereo  
Time : 07.15 - 08.00  
Place : Classroom

- 👉 You can find the Vocabulary in The Padlet, and the Text in The Pocket Book. 📖📖
- 👉 Please listen carefully to what the speaker says on Audio Recording, you have to Practice it. And you have to memorize 25 Vocabularies using Padlet.
- 👉 Check student attendance and write down all class conditions, on the attendance sheet by CREO.

Link Padlet  
<https://padlet.com/vikwahyud73/my-delightful-padlet-h2tam6qdfabunbu>  
Pleaseee practise it.  
Note: Teacher who Teach in the first hour must join in the Class to practice together with students  
Thank you 🙏🙏

## Appendix 9

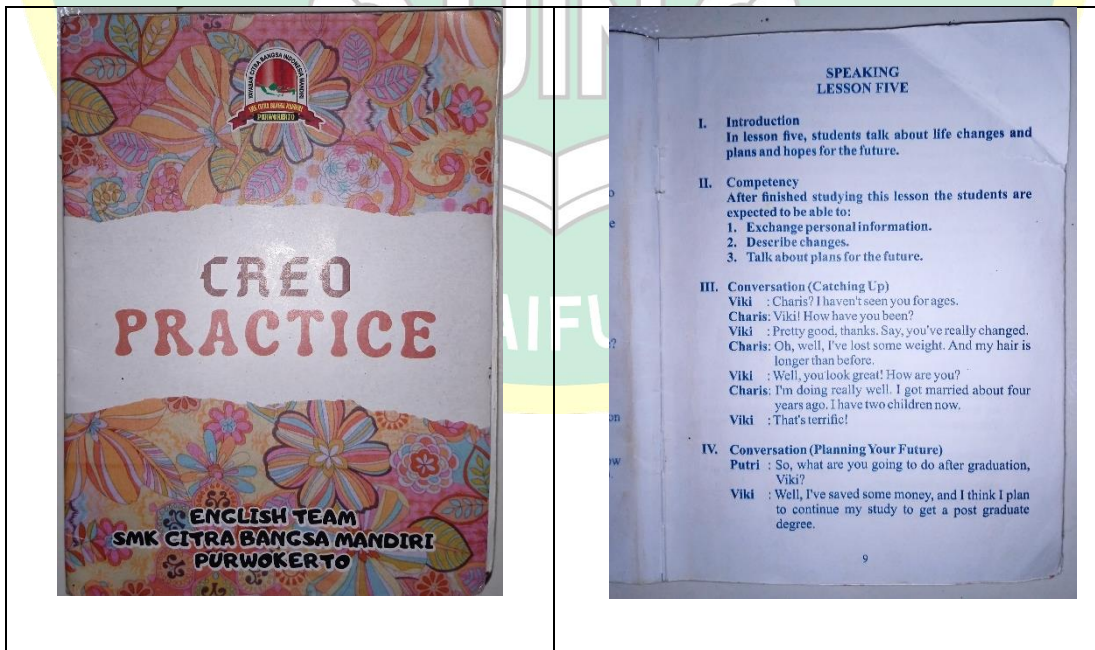
### Attendance List

No	NAMA	Presensi		Absen	
		Waktu	Tempat	Tempat	Tempat
1	ANISA RUTIKA AL KHOLIFI	10.15			
2	ALYIA ARTIYUS SHAROTULLEITA	10.15			
3	ANANDA NUR PRAMADHINI	10.15			
4	ANINDA RUPTES	10.15			
5	ATUNIA ENHATA	10.15			
6	AYUNIA SARIBI SUKANDONO PRIBADI	10.15			
7	CHENYA RUSYIA STEFFIANA	10.15			
8	DEA NUR AZIZAH	10.15			
9	DEA NUR FARAH	10.15			
10	DEA DINAL WIJAYA	10.15			
11	DEA ESTERA ESTARI	10.15			
12	DEA FRIYALIA	10.15			
13	DEVI CHUSANDRA PRATODANA	10.15			
14	HANAFULULHUSAINI	10.15			
15	HANIFA LILIA SALAMILLA	10.15			
16	KEIRA INDRAMATA SUSILO	10.15			
17	KHUSNUN AHMAD ZARAHAN	10.15			
18	KHUSNUN NUR ANU WAWUDI	10.15			
19	MATHIA AGENDA AFIKA AMALIA	10.15			
20	MARILIA ESTER SARIWA	10.15			
21	MARISA ANAN NAL ASTYA	10.15			
22	MELANIA SYALASSOQ	10.15			
23	MIRA CAHYANINGSIH	10.15			
24	MUR DANA ESTER	10.15			
25	MURILIA DEUTA LAUREN	10.15			
26	PRAMADZA PADINI RYHAYARA MINTARASA	10.15			
27	RANAYU WINDI ASTUTI	10.15			
28	RIZKANDHA ONYI YUNITA	10.15			
29	RIZQINA NUR ANAM NAFITA	10.15			
30	TIARA OCTAVIA RAMADHANI	10.15			
31	TIARA NUR KHOTIMAH	10.15			
32	TIARA OCTIA MELIA	10.15			
33	YASMIN ALIBELLA	10.15			
34	ZARIFA RAMADANI	10.15			
35	ZORA ZULFAHA	10.15			

NOTE:  
 Sabtu 10.15  
 Senin 10.15  
 Semua siswa mengikuti kegiatan CREO dengan baik

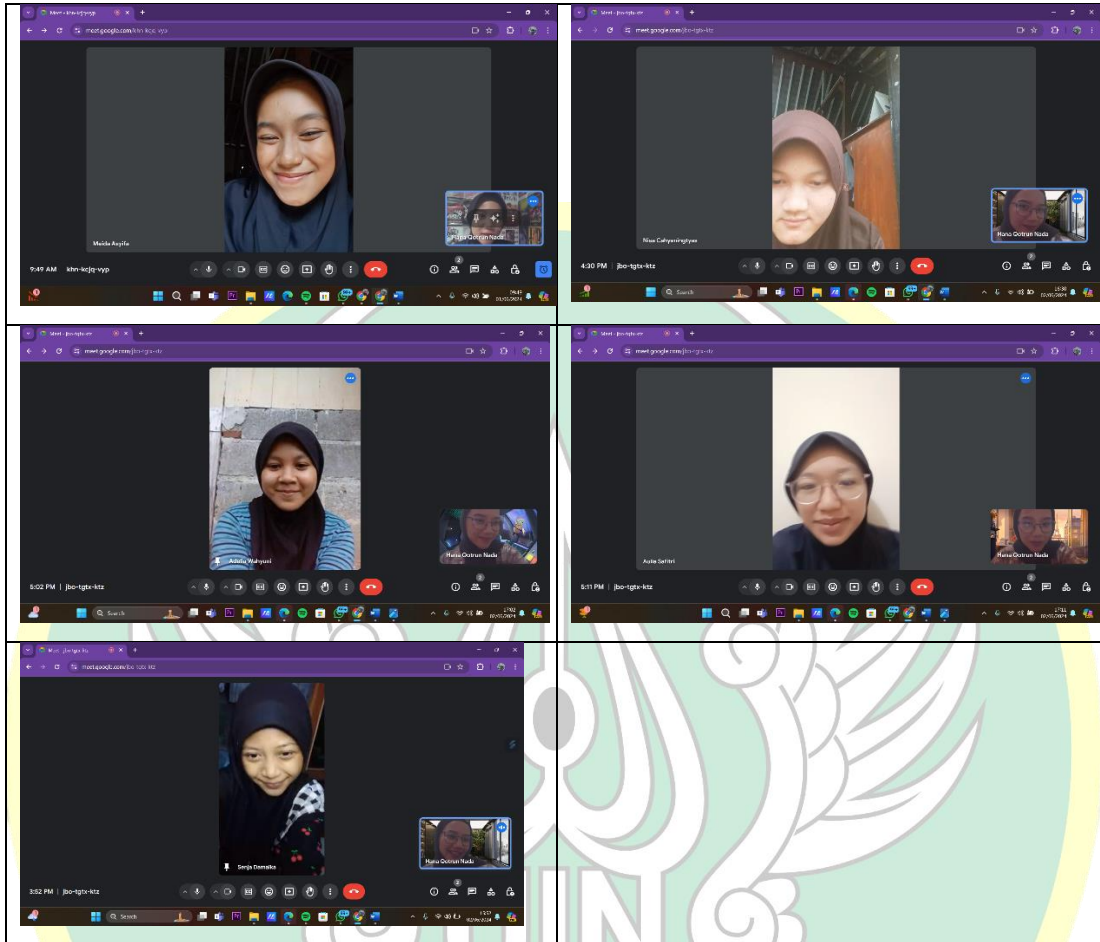
## Appendix 10

### Pocket Book



## Appendix 11

### Interview Students



## Appendix 12

### Interview Teacher/Program Coordinator



## Appendix 13

### CREO Activities

#### 1. Program Planning



#### 2. Main Activity



### 3. Program Evaluation



## Appendix 14

### Transcript

Transkrip [Cetak](#)



**UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI  
PURWOKERTO**  
Jl. A. Yani No.45A, Karangreja, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, Jawa Tengah  
Website : www.uinsu.ac.id / Email : akademik@uinsu.ac.id / Telepon : (0281) 635624

**TRANSKRIP SEMENTARA**

Program Studi : Tadris Bahasa Inggris  
NIM : 2017404097  
Tempat Lahir : PURBALINGGA  
Tanggal Lahir : 4 April 2001

Jenjang Pendidikan : Strata Satu  
Nama : HANA DOTRIN NADA  
Tahun Masuk : 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 6113	Filsafat Ilmu	A	3,60	2	7,2
2	MKU 61116	BT PPI	A	4,00	0	0
3	TBI 61104	Literal Reading	A	4,00	2	8
4	TBI 61107	Speaking for Daily Communication	A	4,00	2	8
5	TBI 61110	Sentence-based Writing	A	3,60	2	7,2
6	TBI 61113	Basic English Grammar	A	3,60	2	7,2
7	TBI 61116	English Phonology and Phonetics	A	3,60	2	7,2
8	MKU 61102	Bahasa Arab	A	3,60	2	7,2
9	MKU 61103	Bahasa Indonesia	A	4,00	2	8
10	TBI 61102	Transactional Listening	A	4,00	2	8
11	TBI 61106	Interpretive Reading	A	4,00	2	8
12	TBI 61108	Transactional Speaking	A	4,00	2	8
13	TBI 61111	Paragraph-based Writing	A	4,00	2	8
14	TBI 61114	Intermediate English Grammar	A	4,00	2	8
15	TBI 61117	Pronunciation Practices	A	4,00	2	8
16	TK 61102	Dasar-Dasar dan Teori Pendidikan	A	3,60	2	7,2
17	TK 61104	Psikologi Pendidikan	A	3,60	2	7,2
18	TK 61113	Literasi Media	A	3,60	2	7,2
19	MKU 61104	Bahasa Inggris	A	4,00	2	8
20	MKU 61105	Ulumul Qur'an	B	3,00	2	6
21	MKU 61106	Ulumul Hadis	B+	3,30	2	6,6
22	TBI 61103	Listening for Academic Purposes	A	4,00	2	8
23	TBI 61106	Critical Reading	B+	3,30	2	6,6
24	TBI 61109	Speaking for Academic Purposes	A	4,00	2	8
25	TBI 61112	Academic Writing	B+	3,30	2	6,6
26	TBI 61115	Advanced English Grammar	A	4,00	2	8

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
27	TBI 61118	Introduction to Linguistics	A	3,60	2	7,2
28	TBI 61119	Theories of Translating and Interpreting	B+	3,30	2	6,6
29	TK 61103	Ilmu Pendidikan Islam	B+	3,30	2	6,6
30	TK 61105	Psikologi Perkembangan Peserta Didik	A	4,00	2	8
31	TK 61107	Pengembangan Kurikulum	A	4,00	2	8
32	MKU 61109	Fiqh	B	2,40	2	5,2
33	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4,00	2	8
34	MKU 61111	Ushul Fiqh	B	3,00	2	6
35	TBI 61120	Translation Practices	A	4,00	2	8
36	TBI 61121	Introduction to Literature	A	4,00	2	8
37	TBI 61123	Teaching English as Foreign Language	B	3,00	2	6
38	TBI 61124	Developing Material Design for English	A	3,60	2	7,2
39	TBI 61125	Instructional Media for English	B+	3,30	2	6,6
40	TBI 61126	Language Testing & Evaluation	A	3,60	2	7,2
41	MKU 61107	Ilmu Kalam	A	4,00	2	8
42	MKU 61108	Ilmu Ahkik dan Tasawuf	A	4,00	2	8
43	MKU 61112	Metodologi Studi Islam	A	3,60	2	7,2
44	TBI 61122	Cross Cultural Understanding	A	4,00	2	8
45	TBI 61127	Technology Enhanced Language Learning	A	4,00	2	8
46	TBI 61128	Innovative Learning on ELT	A	4,00	2	8
47	TBI 61130	Sociolinguistics	A	3,60	2	7,2
48	TBI 61131	Seminar Proposal	A	4,00	2	8
49	TBI 61132	Microteaching	A	4,00	2	8
50	TK 61106	Sosiologi Pendidikan	A	4,00	2	8
51	TK 61108	Administrasi Pendidikan	A	4,00	2	8
52	TK 61110	Sejarah Pendidikan Islam	A	3,60	2	7,2
53	TK 61112	Metodologi Penelitian Pendidikan	A	3,60	2	7,2
54	TBI 62101	English for Young Learners	A	4,00	2	8
55	TBI 62102	English for Tourism	A	3,60	2	7,2
56	TBI 62103	English for Broadcasting	A	3,60	2	7,2
57	TBI 62104	English for Journalism	A	4,00	2	8
58	TBI 62105	English for Deaf	A	3,60	2	7,2
59	TBI 62106	Educational Entrepreneurship	B+	3,30	2	6,6
60	TBI 62107	Business English	A	4,00	2	8
61	TBI 62108	Textbook Analysis	B+	3,30	2	6,6
62	TBI 62109	Language Learning and Acquisition	A	3,60	2	7,2
63	TBI 62110	TOEFL Preparation	B+	3,30	2	6,6
64	MKU 61114	Kuliah Kerja Nyata	A	4,00	4	16
65	TBI 61133	Praktek Pengalaman Lapangan	A	4,00	4	16
66	TBI 61134	Skripsi	A	3,60	6	21,6
67	MKU 61101	Pancasila dan Kewarganegaraan	A	4,00	2	8
68	TK 61101	Listening for Daily Communication	A	4,00	2	8
69	TK 61101	Filsafat Pendidikan	A	3,60	2	7,2
70	TK 61109	Teknologi Pendidikan	C+	2,30	2	4,6

NO	KODE	MATA KULIAH	NILA	A.M	SKS	BOBOT
71	TIK 61111	Statistika Pendidikan	C+	2.30	2	4.6

Judul Skripsi : Implementation of English Intensive Program at SMK Citra Bangsa Mandiri Purwokerto Academic Year of 2023/2024

**KETERANGAN**

SKS	: Satuan Kredit Semester	Jumlah SKS Yang Diambil	: 148
HM	: Huruf Mutu	Jumlah SKS Yang lulus	: 148
AM	: Angka Mutu	Jumlah Mutu	: 545.4
M	: Mutu	Index Prestasi Kumulatif (IPK)	: 3.69

Purwokerto, 9 Juli 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO  
NIP. 2017077303



## Appendix 15

### Curriculum Vitae

#### CURRICULUM VITAE

##### PERSONAL IDENTITY

Name : Hana Qotrun Nada  
Student Number : 2017404097  
Date of Birth : Purbalingga, 4 April 2001  
Address : Larangan, 06/02, Pengadengan, Purbalingga  
E-mail : [hanaqnada@gmail.com](mailto:hanaqnada@gmail.com)

##### EDUCATIONAL BACKGROUND

###### Formal

NO.	Education	Graduated
1.	BA Aisyiah Larangan	2007
2.	MI Muhammadiyah Larangan	2013
3.	MTs Muhammadiyah 07 Kejobong	2016
4.	SMK Negeri 1 Bukateja	2019
5.	UIN Prof. K.H. Saifuddin Zuhri Purwokerto	2024

###### Informal

NO.	Education	Year
1.	Ponpes Modern El-Fira 1 Purwokerto	2020 - 2022

##### ORGANIZATION

NO.	Organization	Year	Position
1.	UKM MASTER UIN SAIZU	2022 - 2024	Coaching Staff : Instruments