Improving Bahasa Competence through Fast Track-Based Participatory Model

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Abstract: The problem found in higher education especially in learning Bahasa is that the undergraduates cannot meet the expected language learning outcome. This research aims to improve Bahasa competence through fast track-based participatory model in Tanjungpura University, Indonesia. The subjects of the research are the lecturer of Bahasa Education Department and the undergraduates of Chemistry Education Department, teacher training and education faculty, Tanjungpura University in the academic year of 2017/2018. This three-cycle classroom action involves some steps as planning, acting, observing, and reflecting. The instruments of the research are Bahasa competence test, field note, and observation guideline. The data are analyzed quantitatively and qualitatively. The research findings show that after joining the lectures: (1) there is improvement on undergraduates' linguistic competence; almost 90% undergraduates get score >70 and (2) more than 70% undergraduates pass the test. The undergraduates' Bahasa competence is improved since there are more of them that participate through various tracks in listening, speaking, reading, and writing. Implementation of participatory model based on fast track gives positive impact with the improvement of Indonesian language competence of students in the learning of general basic subjects of Indonesian language.

1 INTRODUCTION

Bahasa competence is a type of competence that covers listening, speaking, reading, and writing skill to obtain certain information by showing and communicating the obtained information back through language activities. Bahasa mastery is the indicator of undergraduates' achievement in Bahasa course. Language mastery is aimed to improve the undergraduates' competence to organize ideas or concepts that are going to be communicated so that there is the effective process of transferring knowledge in the interaction between the undergraduates and the lectures and among undergraduates

Bahasa learning through fast track-based participatory model is in line with higher education learning management standard. As stated by Parrish (2016), learning model is related to learning focus, instructional design, assessment and feedback, curriculum content, learning strategy, technology, sociological consideration, and undergraduates' involvement. Participatory model involves undergraduates in all or parts of learning processes such as planning, acting, and evaluating (Kearney et

al., 2013). Fast track done early can improve the expected learning outcome and lessen the gap. It focuses on individual learning that is suitable with the learning purpose (Turrent, 2009). Initiative fast track may improve assessment as well as learning process. Fast track assessment can be done based on teamwork of group work which is feasibly and concretely related to important issue/access, equity, quality, and learning achievement.

The writer finds that the lecturer still implements conventional learning as one of some learning model alternatives. This is reflected from the learning process in Chemistry Education Department, teacher training and education faculty, Tanjungpura University, especially in learning Bahasa. The systematic tasks given are used to reinforce the undergraduates' concepts and to assess that learned concepts. It is found that the undergraduates do not do the tasks and cooperate maximally. The continuous implementation of conventional model without any other various learning models makes the undergraduates passive so that the learning atmosphere becomes competitive and not interactive.

According to Surono (2009), undergraduates lack of Bahasa competence. The lack of competence is

cause by the implementation of conventional learning which is formal and monotonous. The undergraduates tend to be passive in the learning activities done. They are passive in writing scientific paper (writing competence), doing presentation (speaking competence), and discussing the material. In line, Obadiegwu (2012) states that conventional learning may inhibit emotional development. This type of learning makes the undergraduates to be passive since they are just being transferred skill or values without comprehending concepts that are meaningful for their needs, culture, and environment.

Bahasa competence of the undergraduates joining Bahasa course at the first semester in the academic year of 2016/2017 is considered low, especially in writing and speaking skill. Related to writing skill, there are only 35 % undergraduates who get 70 or while related to the speaking skill 43% undergraduate who get 70 or based on the assessment standard of Chemistry Education Department in 2016. This is caused by the lack of undergraduates' communication competence so that they feel it difficult to write scientific paper and to speak in a presentation or discussion forum. In addition, the undergraduates still need to adapt to the higher education learning atmosphere since it is very different with their previous learning atmosphere.

Due to the gap found, the undergraduates' are expected to have competences involving listening, speaking, reading, and writing in learning Bahasa. Based on the concept that language is a sub-system of behavior; developing learning pattern is needed in higher education so that habitual and factual learning experiences that encompass learning motivation can be achieved. The development of this pattern is aimed to improve linguistic competence. Hence, the undergraduates are able to obtain, convey, and communicate information well without facing difficulty.

The solution of the above problem is implementing innovative learning model through classroom action research. In this classroom action research, fast track-based participatory model is implemented. The novelty and learning responsibility given in classroom action research result in significant benefit for the lecturer as well as the undergraduates. The classroom action research finding conducted by Gamechu Abera Gobena (2017) shows that reflective research can improve educators' effectiveness and professionalism.

In the implementation of fast track-based participatory model, both the lecturer and the undergraduates plan the learning process by organizing paper outline which then is developed,

deciding suitable learning media, implementing appropriate learning model, designing learning challenges and experiences, designing assessment criteria, and making cheering song to show cooperative team or group work. The steps of learning process are doing scientific presentation, scientific discussion, and learning challenges. The assessment is done to evaluate all individual or group learning activities.

Many research related to participatory model implementation, especially fast track-based, have been conducted in economics, social, management, engineering, and health field. Being compared to the previous research, a research on the implementation of fast track-based participatory model in educational field has not been conducted yet by another researcher. Another research done by B. K. Tsien dan Ming Sum Tsui (2007) about participatory model implementation in 2007 shows that participatory model gives the undergraduates opportunities to get score, knowledge, and professional skill. The undergraduates also get better and deeper understanding about their responsibility. Moreover, they learn to help others to learn. The novelty of this research is that it is conducted to involve the undergraduates in learning through various learning models in order that they get faster assessment by utilizing fast track score board designed especially for learning Bahasa. Based on the background of the study, the researcher attempts to improve the undergraduates' Bahasa competence by using fast track-based participatory model.

2 LITERATURE REVIEW

2.1 Linguistic Competence

Linguistic competences cover four skills as listening, speaking, reading, and writing. As stated to Ellis dkk. (1989), linguistic competence is indicated by listening, speaking, reading, and writing skill to communicate certain purpose in specific context. In Bahasa learning, that activity may be in the form of concepts integrated in spoken or written form. Therefore, active and productive linguistic competence is needed. Active and productive linguistic competence is the skill to convey meaning (Nurgiyantoro, 2011).

Competence stated by Andayani and Gilang (2015), are as follows. (1) Basic competence: the undergraduates are able to convey their thoughts and ideas effectively and efficiently; they are able to communicate through written media such as paper,

report, letter, and proposal as well as spoken media spontaneously or intentionally. (2) Specific competence: the undergraduates are having sufficient knowledge and proud of meaning, history, stance, and function of Bahasa; able to explain the characteristics of scientific language and apply it in academic matter; able to critically read for scientific writing purposes; able to explain the characteristics of academic paper, article, report, proposal, formal letter, and speech; able to discuss effectively, efficiently, and communicatively; able to use standard language in writing academic paper, article, report, proposal, formal letter, and speech; and able to apply the steps of scientific presentation effectively and make it interesting in formal situation; and able to present scientific matter by using multimedia.

Arifin and Tasai (2010), Alek and Achmad (2010), Hilaliyah (2015), and Widjono (2007) state that Bahasa is a basic course in every higher education. The purpose of this is helping the undergraduates to develop their competence to write scientific paper that involves cognitive, affective, and psychomotor domain; be professional, smart, well-mannered, unique, and creative in their field, expertise, and job; and have positive attitude towards Bahasa indicated by loyalty, pride, and awareness.

2.2 Participatory Learning Model

The characteristics of this model cover basic approach and theory, purpose, learning steps, social system, reaction principle, and supporting system (Arends, et al., 2001; Traisorn et al., 2015; Joyce and Weil, 1980). According to Kosasih (2014), learning model reflects the activity patterns of lecturer and undergraduates that show interaction and learning components.

The learning process in this research uses participatory learning model. Ghorbanii et al., (2014) state that participatory learning model is effective. By using this model; the undergraduates understand, analyze, and apply the knowledge better. As stated by Liu (2013), Kaewjumnong (2013), Rodiyatun et al. (2016), participatory learning is a type of learning that involves the undergraduates in groups to develop their own work through the various learning experiences. Furthermore, Kyza and Georgiou (2014) and Yalman and Yavuzcan (2015) propose that being participative in designing the learning steps such as instructional purpose, activities, and expected learning outcomes are needed. Considering the opinion of Kaewjumnong (2013) and Pow (2007), participatory learning focuses on find the problem, analyze the cause of the problem, find the solution to

the problem, create a community, action, and solve the problem/evaluation.

Missingham (2013) ponders that learning through participatory model can make passive undergraduates become active with the help of the lecturer's guidance. The undergraduates should consider several things in planning the learning process. The learning process that involves learners in determining the material and other supporting aspects is designed in such a way that the expected outcome can be achieved (Kyza and Geogiou, 2014). The steps of participatory learning as stated by Kaewjumnong (2013) focus on (1) exchanging ideas, (2) surveying, analyzing document, and interviewing, and (3) communicating through media and model or communication method such as doing presentation. The assessment process in participatory learning provides opportunities for each group to make decision. Appreciation and all the related things are urgently needed since those are considered affective to improve motivation, intelligence, and experiences in participatory learning (Bruce, 2009 and Cunningham, 2009).

2.3 Fast Track-Based

Based on the regulation of Ministry of Research, Technology, and Higher Education in Indonesia No.44 Year 2015 about learning assessment standard, 20 (1); it is stated that assessment covers integrated educative, authentic, objective, accountable, and transparent principle. In this research, Bahasa is learned through fast track-based learning which is in line with the above regulation. According to Turrent (2009), United States Education Department (2014), and McConney et al. (2012) state that fast track is a comprehensive intervention program in the form of planned and developed complex strategy used to minimize educational problems and learning challenges.

As stated by Hariadi (2016), fast track is a feature used in learning process. The winner of fast track, either individually or in group, gets more point or score. The scoring rubric starts from very good, good, good enough, and not good enough. The requirement is for those who complete challenges in fast track learning such as the best learning model, scientific presentation and discussion, cheering song, group, and undergraduate are able to get the point in every meeting. Tjaturano and Mochtar (2008) assert that fast track method is a scheduled method in which the time to complete a project is briefer than the normal time. This eases lecture and undergraduates to know

the learning outcome faster from the beginning to the end of the courses.

3 METHOD

This research is considered as classroom action research done in cycles that over planning, acting, observing, and reflecting (Kemmis and McTaggart, 1988). The cycle is repeated so that self-reflection pattern is form. The procedures of classroom action research proposed by Kemmis and McTaggart (1988) can be seen in Figure 1.
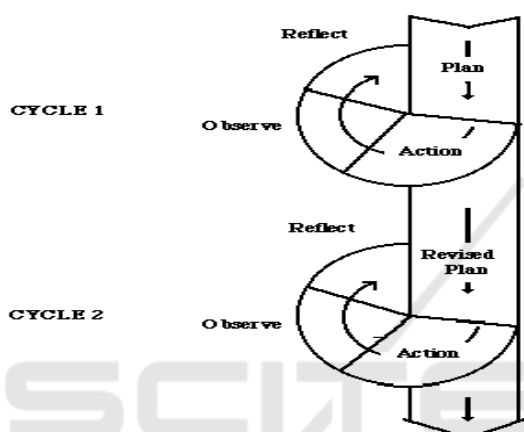

Figure 1: The flow of action research activities. (Kemmis and McTaggart, 1988).

This research involves three cycles conducted from September – November2017. In every cycle, fast track-based participatory learning model is implemented. The subjects of the research are the lecturer of Bahasa Education Department and the 24 first-year undergraduates of Chemistry Education Department that join Bahasa course. The setting of the research is Chemistry Education Department, teacher training and education faculty, Tanjungpura University, Pontianak, Indonesia. The undergraduates join the course twice a week (100 minutes for every meeting).

The instruments to collect the data are lecturer's journal; observation sheet about the learning activities done by the lecturer and the undergraduate; questionnaire about the lecturer's and undergraduates' perception on learning that assess the undergraduates' conceptual understanding and competence in the material of Bahasa development, dialect, spelling, diction, effective sentence, paragraph, narration, scientific paper, quotation writing, and reference style. The data are in the forms of lecturer's teaching journal and observation sheet,

questionnaire, and the students' Bahasa scores which are obtained from listening, speaking, reading, and writing tests. The aforementioned data are then analyzed using both qualitative and quantitative techniques. The qualitative analysis is used to analyze the observation sheet, the lecturer's journal, and the questionnaire; and it is done to know the students' Bahasa competence in the teaching and learning process. Meanwhile, the quantitative analysis is used to know the extent of the students' Bahasa competence seen from the mean scores among cycles. The improvement of the students' Bahasa competence is obtained by comparing the scores among the cycles. The degree of the students' mastery of Bahasa competence is seen from the extent of their understanding towards the teaching material. The level of the students' understanding is good if the students get score 70% or score B (Academic Guide of Tanjungpura University). Besides, the result shows improvement of the students' scores from cycle to cycle with minimum grade 70%.

4 RESULTS

A year before the research was conducted, specifically on November 2016 (academic year 2016/2017), the researcher together with Bahasa lecturer and the first semester students conducted a diagnostic activity. In this phase, the researcher: (1) collected data on the students' Bahasa competence in the class and their educational background like their level of Bahasa competence in senior high schools, (2) analyzed the collected data and formulated the problems, and (3) identified the teaching model suitable with the formulated problems and formulated the hypothesis.

In cycle 1, the students learnt about: (1) the development of Bahasa Indonesia which includes several the importance of Bahasa, the function and stance of Bahasa, and Bahasa in the current state; (2) the dialects of Bahasa which includes the nature of the variety of Bahasa, the variety of spoken and written languages, standardized and non-standardized languages, social and functional varieties, and the standard use of Bahasa; and (3) Bahasa-spelling guide which includes two parts, part one is about spelling and wording, and part two is about punctuation and loan words. The teaching and learning about these materials took four meetings, each 100 minutes, and were conducted in 12th, 14th, 19th, and 26th of September 2017. Each meeting involved 10 minutes for orientation, motivation, brainstorming from the lecturer, and grouping; 20 minutes for presentation,

20 minutes for discussion, 15 minutes for a challenge from the students, 15 minutes for a challenge from the lecturer, and the last 20 minutes for evaluation from both the lecturer as well as the students and closing from the lecturer by announcing the best group and the best student through the fast track-based scoreboard.

Each cycle starts with a pre-test and ends with a post-post. The results of cycle 1 observation are as follows: (1) the lecturer had already started the class by giving motivation and closed the class by doing classical evaluation, (2) in every learning activity, the lecturer had tried to facilitate the students; (3) the students' groups, both those who presented and those who only participated, were not really active; (4) based on the post-test, 18 students or 75% of the students had passed the listening test, 10 students or 41% of the students had passed the speaking test, 15 students or 62% of the students had passed the reading test, and 8 students or 33% of the students had passed the writing test. The results of the reflections in cycle 1 are as follows: (1) the students were less active in participating in the group work, (2) the students were not yet able to do good presentation and discussion, (3) the lecturer encouraged the students to ask and answer questions on a challenge, (4) more than 70% students had passed the listening test, but no more than 70% of the students had passed the speaking, reading, and writing tests.

Based on the reflection, lesson plan for cycle 2 was developed. Cycle 2 encouraged the lecturer to: (1) revise the teaching and learning steps by applying all of the notes and comments of the observation, (2) be more focused on the three language skills that the students have not passed yet and has to keep the quality of the skill the students have already passed, (3) give more attention to the students that have not passed the test, (4) suggest the students to study more systematically, and (5) encourage the students to prepare many supporting factors that can improve their quality of learning a day before the class.

In cycle 2, the students learnt about: (1) diction which includes connotative and denotative words, basic and specific words, concrete and abstract words, word forms, common error in forming words and diction, as well as expression/idiom; (2) effective sentence which includes the indicators of effective sentence, basic sentence pattern, and types of sentence; (3) paragraph which includes structure, requirements, types, and development; (4) essay which includes types, requirements, format and structure, as well as deductive and inductive inference. The teaching and learning about these materials took four meetings, each 100 minutes, and

were conducted in 28th of September 2017, 3rd, 5th, and 10th of October 2017. The results of cycle 2 observation are as follows: (1) the quality of the students' presentation and discussion improved, (2) the students had actively involved in the group work, (3) each group was able to finish the task, (4) based on the post-test, 21 students or 87% of the students had passed the listening test, 16 students or 66% of the students had passed the speaking test, 20 students or 83% of the students had passed the reading test, and 15 students or 62% of the students had passed the writing test. The reflections of the cycle 2 are: (1) the students had become active in joining the teaching and learning process, (2) the students were active in asking questions (discussion) and answering questions (challenge), (3) the students were faster in fulfilling the task, and (4) more than 70% students had passed the listening and reading test, but no more than 70% of the students had passed the speaking, and writing tests.

Based on the reflection, lesson plan for cycle 3 was developed. Cycle 3 encourages the lecturer to: (1) revise the teaching and learning steps by applying all of the notes and comments of the observation, (2) give more attention to the students that have not passed the test, (3) be more focused on the two language skills that the students have not passed yet and has to keep the quality of the skill the students have already passed. Therefore, the lecturer decided to continue on the cycle 3.

In cycle 3, the students learnt about: (1) academic article which includes the definition and the examples of academic article, (2) citation which includes the format, writing direct and indirect quotation, and the variations of quotation from different sources; (3) writing bibliography which includes the format, writing bibliography from different sources, and writing bibliography from different types of author; and (4) writing academic article which includes the format, writing essay, journal article, and other academic writings. The teaching and learning about these materials took four meetings, each 100 minutes, and were conducted 12th, 17th, 19th, and 24th of October 2017. The results of cycle 3 observation are as follows: (1) the lecturer conducts the teaching practices well, (2) the teamwork of the students runs well, (3) the students actively participate in doing the presentation, discussion, and asking and answering questions, (4) the group activity in doing the challenge as well as the assessment of it run well, (5) based on the post-test, 23 students or 95% of the students had passed the listening test, 20 students or 83% of the students had passed the speaking test, 22 students or 91% of the students had passed the

reading test, and 19 students or 79% of the students had passed the writing test.

The reflections of the cycle 3 are: (1) the students' teamwork runs well and the students participate actively in team working, (2) the group, which is emphasized on this research, can improve the quality of their understanding, (3) the students' scores in the four skills of language are more than 70% which means that they have passed the tests as per to the regulation of chemistry education department of Tanjungpura university, and (4) cycle 4 is not needed.

Based on the students' learning outcome, it can be seen that Bahasa learning through fast track-based participatory model can make the class conducive and provide the students a chance to actively use Bahasa in a communicative way in several track-based activities. According to Pantiwati and Husamah (2017: 195), the result of a study which actively and directly involves the students can affect their self and peer-assessments towards their metacognitive awareness and the students' competence in learning. Based on the students' scores, their Bahasa competence, which includes listening, speaking, reading, and writing; improves from cycle to cycle. For detailed description can be seen on the table and figure below.

Table 1: The students' bahasa competence in cycle I, II, and III.

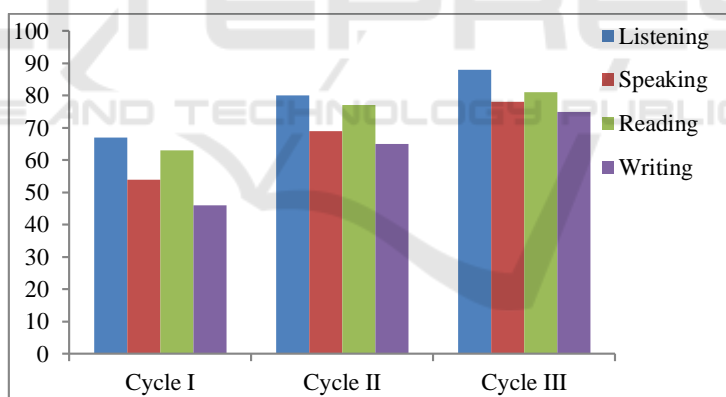| Bahasa Competence	Average score			Mastery over 70 students			Percentage of mastery		
	Cycle I	Cycle II	Cycle III	Cycle I	Cycle II	Cycle III	Cycle I	Cycle II	Cycle III
Listening	67	80	88	18	21	23	75%	87%	95%
Speaking	54	69	78	10	16	20	41%	66%	83%
Reading	63	77	81	15	20	22	62%	83%	91%
Writing	46	65	75	8	15	19	33%	62%	79%

Figure 2: The mean scores of the students' bahasa competence in every cycle.
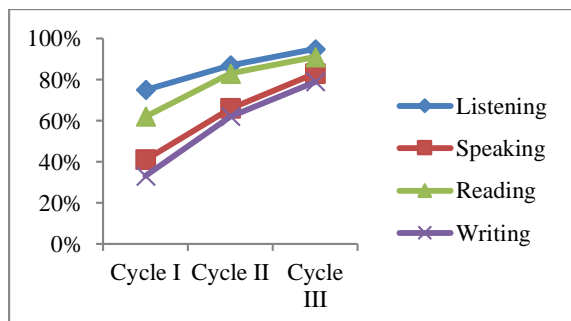

Figure 3: Percentage of the students passing the test in every cycle.

5 DISCUSSION

The application of fast track-based participatory model can improve the students' Bahasa competence. It is proved with the result of the action research in every cycle as the aforementioned expounding. Based on the result, the improvement of the students' Bahasa competence is significant. In other words, effective Bahasa learning is when the students use the language itself in the teaching and learning process as what happen with the first semester students of chemistry education of Tanjungpura University

Pontianak. This finding is in line with Iskandar Polapa (2015) who states that the use of participatory model on undergraduates can improve the quality of teaching and learning process with the evaluation scores on the range of 85% to 100%. The finding of the research is also in line with Tjaturano and Indrasurya B. Mochtar's research (2008) which shows that the use of fast track in learning can fasten the learning process and eventually make the teaching practice ends as it planned.

Compared to the other experts' findings, this research has a distinguishable characteristics; it is the use of fast track-based participatory model to improve the students' Bahasa competence. The result of the research is beneficial for the students in some manners like: (1) the students can get a "processing skill" and an insight on scientific procedure, (2) the students' zeal to study improves which is reflected in the activeness of the students in participating inside the class whether individual or in a group, and (3) the learning activity becomes more meaningful since once the language is learnt, it can be applied in the class. This finding is supported by Indrawati and Setiawan (2009) who state that scientific procedure, learning outcome specification, and learning environment are the essential factors for the students in learning.

This research is also beneficial for the lecturer since the lecturer becomes: (1) more active in stimulating the students' activeness in the class, (2) more creative due to the improvement of their understanding and insight towards the students' participation in diverse teaching and learning conditions. It is in line with Ajiboye and Ajitoni (2008) who state that every lecturer has to provide freedom and rule, time and agreement, and involvement among students to students and students to lecturer inside the class.

The implication of this research is that the university can get a lecturer who is creative, independent, and professional; and the university can also improve the Bahasa competence of the lecturers, staff, and students which is beneficial for both learning and administrative matter. Besides, the result of this research is also beneficial for the researcher himself, since it can: (1) broaden the knowledge about classroom action research, (2) deepen the researcher's insight towards Bahasa teaching and learning in Bahasa course, and (3) be a chance to have a partnership with a university, lecturer, and student.

The students' Bahasa competence in learning, which involves competence on listening, speaking, reading, and writing; improves from cycle to cycle. It can be seen on the percentage of students who passed

the tests in cycle 1 which is below the standard. Only in listening competence the percentage shows more than 70% of the students passed the test. In other words, the students did not get many things from the previous learning.

In cycle 2, the percentage of the students who passed the tests improved significantly. The improvement was on all four skills of language. However, regardless the improvement of the percentage, only in listening and reading the number of percentage exceed 70%. When the students are asked about the improvement of their scores, they say that in cycle 2 they were more prepared than on cycle 1. They also claim that they learnt the characteristics of the tests on the cycle 1, so on the next cycle they can do better and faster. In this case, the improvement was not yet significant since the students who passed the speaking and writing test were still below 70% although they had been thought with revised lesson plan. Also, in cycle 2 there were also some problems occurred. Therefore, these problems are solved in cycle 3.

In cycle 3, the percentage of students who pass the tests are more than 70% in all skills. This has shown significant improvement compared to the result of cycle 1 and 2. Cycle 2 and 3 were implemented with new materials which are designed to measure the degree of effectiveness of the implemented model. In this case, fast track-based participatory model can improve the students' Bahasa competence, and the improvement is already significant which means it cannot be better more.

Based on the findings from three cycles, it can be driven a conclusion that learning by using fast track-based participatory model can improve Bahasa competence of the students of chemistry education department in Bahasa course. The mean scores and the percentage of the students who pass the tests improve significantly. In other words, the students are more prepared to use their Bahasa competence and can learn more by using fast track-based participatory model in their Bahasa learning.

5 CONCLUSIONS

The implementation of fast track-based participatory model can improve the students' Bahasa competence in joining Bahasa course. The implementation of this model also can give positive effect in learning which is reflected on the improvement of the students' mean scores in all language skills from cycle 1 to cycle 3. The students taught by using fast track-based participatory model, which gives the students a

chance to fully participate in every step of learning, get mean score > 70 or B score. In cycle 3, almost 90% of the students get B score for their Bahasa competence, and it is more than 70% of the students pass the tests for Bahasa competence which includes listening, speaking, reading, and writing skills. In other words, there is significant improvement in cycle 3 compared to cycle 1 and 2.

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