

Improving English Achievement Through “*Bengkel Inggris*” Program on Elementary School Students in Klambir Lima Kebun Village

Fitri Ayu¹, Devi Anggriani², Nizamuddin³

^{1,2,3}Management Department, Universitas Pembangunan Panca Budi, Indonesia

Corresponding Author: Fitri Ayu

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ABSTRACT

This research is conducted because there is a problem seen when it is surveyed in Klambir Lima Kebun Village. It is found that the students in elementary school age do not understand about English. They thought that English as a big problem in their head so that they dislike English so far. Realizing this fact, “*Bengkel Inggris*” program is offered to be one solution. This program will investigate further about the cause of their difficulties in English. Then, the activities will be made based on the problem they have. In addition, this “*Bengkel Inggris*” program is not only the place for learning English but also as the place for doing consultation and sharing about English. Then, they are grouped in two groups namely basic English and middle English. As the result, there are improvement for both classes seen from the score in pre-test, cycle 1 test and cycle 2 test. In basic English class, the scores are 65, 73,5 and 89,5 while in middle English class the scores are 65,83, 73 and 88,75. Therefore, it is concluded that *Bengkel Inggris* is a program that improve English achievement of children on elementary school students in Klambir Lima Kebun.

Keywords: English Achievement, Bengkel Inggris Program, Elementary School Students.

INTRODUCTION

This universe faces 5.0 eras in which technology takes an important role. By the technology, people around the world can be connected anywhere and anytime. Technology and social media grow up and it emerges not only as a means of

communication and accessibility of modern society, but also as a means of mass news spread and provocation. When society and technology coexist, technology is able to drive people to have accessibility without time limits. That is what is meant by a globalization. This entire universe looks like small as one unity by globalization. People in Indonesia may communicate with other people overseas due to work, education or another reason.

Thus, it is important to master English because English is one of international languages. Implicitly, mastering English means that master this earth. Realizing the fact, it should be a must for people in this country know and understand about English not only the theory but also the practice in conversation. Unfortunately, there are not many people recognize this condition. That is what happens in Klambir Lima Kebun village.

It is found that many students in primary school in Klambir Lima Kebun village do not understand about English. They get confuse when learning English. Having family background as farmer or gardener make their parents do not really care about education. Thus, when parents know that their children have difficulties in learning English, there is no real action has been done. They just thought that it is common situation. Then, they let it go time by time. This situation becomes such a snowball phenomenon.

In addition, pandemic of Covid-19 also makes a bad note for education. It causes a lost learning in teaching and learning process including English. As it is known that there was a virus named Covid-19 spread from China in the last Of 2019. Unpredictably, this virus also spread into Indonesia in the beginning of 2020. Many people died immediately due to this deadly virus.

This situation forces education ministry to close school for a moment. The school is closed but the process of learning must be held. It starts by using WhatsApp application in mobile phone. Teacher gives the teaching material. Then, students receive it and do what is directed by the teacher but it is thought as ineffective learning because it such a silent communication between teacher and students. They do not meet by face to face as what happens in class. Exactly, it becomes a serious problem especially for math, physics, chemistry, and English. Those all subjects cannot be gathered only by reading books but also need certain explanation from the teacher. Then, zoom presents as the answer of problem in education. People tent to use zoom in education because by using this application they can do direct communication through speaking even though they are not in the same place. Therefore, teacher can also explain the teaching material as if it is in a classroom.

However, it is recognized that there is still lost learning happen in our education including for English subject. Two years not learning in school makes students do not know many things in English. They feel many difficulties then. They sometimes give up. They feel fail in learning English. They do not know many vocabularies even though simple vocabularies in daily activities. They do not understand about basic grammar. Thus, all those problems make them embarrassed to know more about English. That is why “Bengkel Inggris” offered in this research as a solution.

“Bengkel Inggris” is a program of learning English through learning center in one location. In that “Bengkel Inggris”, students share their problems when they study English in school. Then, the problem will be diagnosed and classified in order to get appropriate solution for that case. This program will be aimed for primary school students because they are English young learners. Therefore, they need to know English in their golden age so that it can be saved in their long term memory. Then, it can be applied in real life through a simple conversation among them. The last but not least, it can be a life skill further. Hence, this research entitled “Improving English Achievement of Primary School Students in Klambir Lima Kebun Village through *Bengkel English*” will be done.

LITERATURE REVIEW

Bengkel Inggris Program

Bengkel Inggris program is a workshop as a place for children to do consultation about the difficulties they face when they learn English in school. The result of consultation is noted. Then, it will be diagnosed in order to know the specific cause of the problem. After that, there will be grouping of problems. Then, some solutions are offered for the students based on their own problem. From the presurvey done before conducting this research, the problems faced by students are categorized into two kinds namely basic English and middle English.

Students in basic English category commonly have limited knowledge in English. They do not know even simple words in daily activities. Thus, they must be taught from the very basic English. In contrast, the students in middle class have enough knowledge about English so they just need an elaborating activity.

The “Bengkel” is opened only once a week for two hours at 03.00 pm until 05.00 pm. Here is the activities of “Bengkel Inggris”:

Table 1. The Schedule of “Bengkel Inggris” Program

No	Time	Duration	Activities
1.	03.00-03.20 pm	15 minutes	Game for brain storming
2.	03.20-03.50 pm	30 minutes	Basic English class
3.	03.50-04.20 pm	30 minutes	Middle English Class
4.	04.20- 05.00	40 minutes	Sharing session with students about activities today and the difficulties

The Emergence of Bengkel Inggris Program

English is an international language. It means that it is not common language for children. It is foreign language because the first language of children in Indonesia is not Indonesia language but traditional language (Batak language, Java language, Minang language, Aceh language, etc). Indonesia language is acted as second language. Those are the hierarchy why English become foreign not second language for children in Indonesia.

It is different with Malaysia or any other England’s colonized country. In Malaysia, the Malay language is placed as the first position while English is placed as the second language. That is why it is common to see mixing English word in conversation between Malaysian when they speak. For example: they say *Rumah sakit* with hospital, they say *kantor* with *office* or they say *universitas* dengan university. Thus for Malaysia, learning English is no as difficult as Indonesia.

Children in Indonesia feel difficult learning English because it is different for its writing and its reading. For example: *Satu* in Indonesia is one (spelling with ou, en, ai) in English writing but /wʌn/ in English reading or pronouncing. Another difficulty is the lack of vocabulary so that they are not able to learn English further. Then, some feel not confident to express their English. They need to be embraced. In this condition, Bengkel Inggris tend to be as the solution of their problems.

Bengkel Inggris is friendly program for children. It is not forced children to study but tend to understand them first. Then, Bengkel Inggris will listen their story, analyze the story and map or organize the story so that the road map of getting solution will be earned soon.

The Objective of Bengkel Inggris Program

Bengkel Inggris program is basically a simple program which set free for children learning, playing, sharing or talking about everything related with English. Therefore, the objective of these program are:

- Get the solution of English learning difficulties

The difficulties faced by children in Klambir Lima Village is various because they come from different age, different family background, different economy background, different financial background, different intelligent background, different confidence and any other different background.

There are students having lack of basic in English. There are students knowing the word but do not knowing the pronunciation. There are also students which are less motivated in English. There are also students are eager and clever in English.

- Create an enjoyable atmosphere to learn Pshyologically, it will be easier for children to receive learning if the atmosphere is enjoyable for them. Enjoyful atmosphere comes from a relaxing situation, interesting way of teaching looking alike playing game, using exciting media for teaching, having a good approaching with those children so that they feel comfort learning and sharing in this program.

- Make children fun with English
Another objective of Bengkel Inggris is to replace the “image” of English as horror or difficult learning become fun learning. If they feel fun, they will want more learning after that.

- Enlarge children horizon about English
There is a motivation session in *Bengkel Inggris* in which the motivator opens the children’s mind about what advantages they will earn if they master in English.

Firstly, children may read more books from another countries. As the result, they will have bigger chance to explore this world through the knowledge in those books.

Second, children who master English will have more knowledge in our daily life. It is known that Indonesia's environment attempts to use English in some public places nowadays. Therefore, knowing English will make the children know about the things used English in public places. Next, mastering English earlier will be our preparation for next future for example for working overseas, etc.

- Enable children show of their English
The last but not least, the objective of *Bengkel Inggris* Program is to grow children's self- confidence so that they are brave in showing of their English with people around them or in a public place or stage through a simple conversation, simple speech, or event simple story telling.

- One stop teaching and learning
When the children had become confident in performing their English through many activities in their society, it means that they have mastered English well. So that, they will be asked to teach another children having lower ability in English. By doing this, the *Bengkel Inggris* will be able to be done by the youth of the village itself independently. Thus, this program will not be stopped at one generation but goes further to the next generation.

The advantage of this program

This program will carry out some advantages such as embrace children living in the village to be eager for knowing about English and mastering it. Then, this program will give them time and place for showing or performing their English. Next, this program also prepares them to be "agent of change" of that village by being the trainer when they had mastered. Finally, this program also helps the young generation to prepare their bright future by mastering English as the modal of life furthure.

The procedure of this program

- Pra Survey

The very basic activity done in this research is doing pra- survey. It purposes to know their ability in English, the cause of that ability, their thought about English, their problem as long as the time, their family background, their daily activities and their hope in this life.

This pra- survey is done through observation and also simple conversation such like interview but naturally not on cript so that the children want to share their answer.

- Data Analysis

After doing pra-survey, the simple data is gathered. Then, the data is analyzed. The children will be classified based on their similarities especially in English ability so that they will not feel awkward then.

- Grouping

Children will be grouped based on their similarities in English.

- Designing Program

After getting their classification clearly, the next step is designing programs for those children based on their needs. The programs are separated into two forms namely learning time and sharing time. In learning time, children will be given English material so that they still keep learning about English but it is built with fun learning. While, in sharing time, children will be free for telling their story or problem, sharing their experience, playing with their friends, asking questions or everything.

- Session for Motivation

It is a must to be done in this program. This motivation session will be used for upgrade the children's eager to learn English. It is done once in every two weeks.

MATERIALS & METHODS

Research Design

The design of this research is classroom action research or *Penelitian Tindakan Kelas*. It is actually a combination of

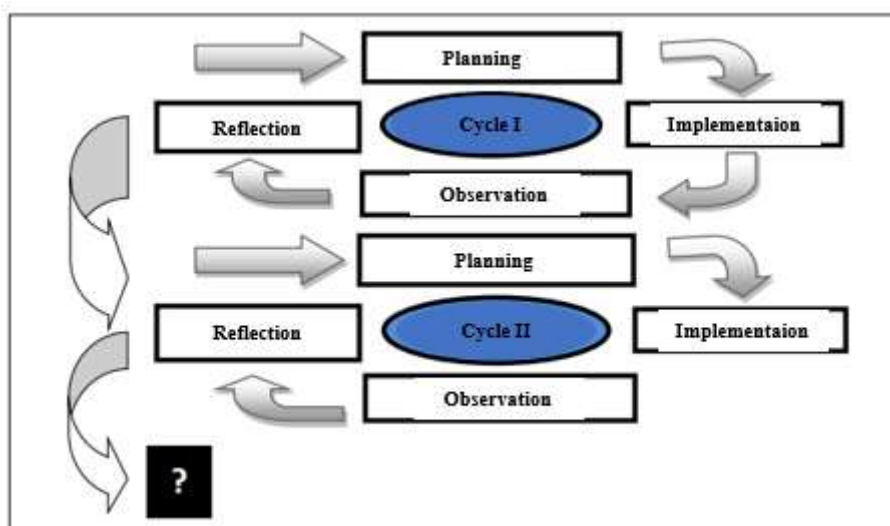
quantitative and qualitative research. Ur (1996: 328) states that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher’s own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers.

Related to this study, the researcher views the phenomenon of bad English achievement in Klambir Lima Kebun Village when investigating the condition of education in there. Thus, it needs to be improved through “Bengkel Inggris” Program.

This program is conducted into two cycles namely cycle 1 and cycle 2. Each cycle contains 4 phases started from 1) Planning, 2) implementing, 3) observing and 4) reflecting.

Research Procedure

This research is conducted in two cycles named cycle 1 and cycle 2. Each cycle contains 4 phases namely planning, action, observation and reflection. If there is a significant improvement obtained after doing cycle 1, there will be no cycle 2. In contrast, if there is less significant improvement obtained, the cycle 2 will be done. Here is the model of this research:



Source: Literature Review.com
Figure 1 Cycle Overview

Time and Place of The Study

This research is conducted in Klambir Lima Kebun Village, Kecamatan Hamaparan Perak Kabupaten Deli serdang. It has been done for two months. One meeting is conducted for every week. It means that there are eight meeting in two months. It has been done in October until November 2022.

The Type and Scope of The Study

The type of this study is action research as one of variant in qualitative research. The data is obtained not only from a test but also from interview sheet, diary notes and observation sheet. This Study is scoped only on improving English achievement of

elementary school students in Klambir Lima Kebun Village through “Bengkel Inggris” program.

The Instrument of Collecting Data

This study is required data. The data need in this study is a test, the diary notes, observation sheet and interview sheet.

- a. The test is provided to the students of elementary school grade in order to measure their English achievement before and after getting “Bengkel Inggris” Program.
- b. Diary notes is taken to get specific information kept as a record of what happens during the research activities. It

is very useful to get track about how and why this “Bengkel Inggris” program will be able to improve English achievement. These diary notes are also made as an account of reflection and starting point of data analysis and interpretations.

- c. Observation sheet is divided into two points namely a teacher’s observation sheet and a students’ observation sheet. Here is the observation sheet to the children activity as long as the program run.

OBSERVATION SHEET FOR STUDENTS

Class :
 Name of teacher :
 Day/ Date :
 School :
 Meeting :
 Cycle :
 Observer observes the children’s activities in a strategic place which will not disturb the teaching and learning process in the teaching room. Observer fulfill the table by giving a checklist for each statement. Here are the activities in general.

Table 2 Childrens’ Activity as Students

Childrens’ Activity as Students		1	2	3	4
A	Activeness Children are active taking note the learning material Children actively give questions Children actively say their opinion				
B	Childrens’ Care Silent or calm Focus on teaching material Excited				
C	Discipline Attendance Come on time Go home on time				
D	Assignment Do all assignment Submit the assignment on time Do the assignment based on instruction				

Note:
 4: Excellent
 3: good
 2: fair
 1: bad

Here is the observation sheet to the children activity as long as the program run.

Meeting :
 Cycle :
 Observer observes the children’s activities in a strategic place which will not disturb the teaching and learning process in the teaching room. Observer fulfill the table by giving a checklist for each statement. Here are the activities in general.

OBSERVATION SHEET FOR TEACHER

Class :
 Name of teacher :
 Day/ Date :
 School :

Table 3 Teachers’ Activity as Students

Teachers’ Activity as Students		1	2	3	4
A	Content Mastery Fluency in explaining the topic Master in answering questions Able to give various examples				
B	Structure of Presentation Material completeness Goal based- material Material order				
C	Method Applied				

	The appropriateness method with material The use of media Media makes the learning easily understood				
D	Performance Articulation in explain the topic Communicative with children Approach to all children				
E	Giving Motivation The teacher’s enthusiastic The teacher’s care to the students The appropriateness of reward and punishment				

Note:

- 4: Excellent
- 3: good
- 2: fair
- 1: bad

d. Interview sheet is worthwhile because it is used to explore candid verbal perspectives from the informant through questions. Interview sheet is commonly used to gauge the participants’ thoughts, feelings, motivations, and reflections. It is not only used as supporting data but also as primary data.

The questions in sharing session are about:

- Students want to share their problem in English
- Students feel helped
- Students get solution for problem in themselves
- Students are motivated to learn and join
- Students are able to show off their achievement through some performances
- Students feel happy

The Subject of The Study

The subject of the study is students in elementary school located in Klambir Lima Kebun Village, Kecamatan Hamparan Perak, Kabupaten Deli Serdang. The subject is chosen since problem is seen in it. Moreover, elementary school students realize as English young learners. It is hoped that they will be easier to learn theory and practice of English. Even, it is hoped to be long life skill for them. There are only 38 children sitting down in elementary school. They are the subject of this study.

Techniques of Data Collection

The data is collected from English test which is given as pre-test, posttest 1 and posttest 2

if cycle 2 is needed to be done. Besides that, there are also observation sheet, diary notes and interview sheets as the data collected in this research.

Techniques of Data Analysis

1. Quantitative Data

The quantitative data is gathered from the result of English test done by students in each cycle. Then, the means score from the test will be found by this formula:

$$\text{The percentage of complete} = \frac{\Sigma \text{Amount of obtained score}}{\Sigma \text{All of maximal score}} \times 100\%$$

This study used the observation check list to know the students’ behavior in the class. The researcher used it as the measurement of students’ affective and psychomotor aspects. The researcher analyzed the observation using the formula below:

$$\text{The percentage of complete} = \frac{\Sigma \text{Amount of obtained score}}{\Sigma \text{All of maximal aspect}} \times 100\%$$

2. Qualitative Data

The qualitative data is obtained from interview sheet and diary notes. The steps of data analysis done for this qualitative data are data reduction, data display, conclusion drawing/ verification.

- Data Reduction

At the very beginning step, the data will be collected through test, observation sheet, diary notes and interview sheet. Then, the process of data analysis is conducted. The

first step of analyzing data in qualitative research is data reduction. It is realized that the qualitative data obtained is large enough. Thus, it is important to reduce the data between the relevant and irrelevant data. If it is relevant, it will have relation not only with the theme of this study but also with this research. In contrast, if it is relevant data, the data will have no relation with the theme of the study but related to the research.

In short, in data reduction, there will be reading process of the whole data. Then, it will be continued with selecting data. After that, the data will run to the next procedure named data display.

- Data Display

Data display is commonly uttered as data presentation. In this phase, the result of data reduction will be shown and organized so that it provides many information for drawing conclusion and taking further action.

This study is revealed the presentation of the data in order to make it easier to understand what happened during the study. Presentation of data in this study is presented in the form of narratives, graphs and tables.

- Conclusion and verification

Conclusion and verification are the last step of analyzing data in this study. The data which have been organized will be interpreted and evaluated. In evaluation, there is also process of searching for the meaning data and providing explanation.

Then, the verification data will be done in order to get the validity of the data and the suitability of the meaning. The verification in qualitative research is done through triangulation check. It means the conclusion got will be compared with another data source such like participant observation, a written document, an archive, official records, notes or personal writings and photos. In this research, the conclusion is gathered by the mean’s score of students in each cycle, observation and interview.

RESULT

It is known that quantitative data is data which can be measured or quantified through numerical value. Therefore, the quantitative data of this research is the students’ score after learning English for two months. There are three score namely pre- test score, 1st month score and 2nd month score.

As it is known that there are two categories of learners in this research. The grouping is gathered based on the result of interview at the previous time when survey them. Thus, there are ten children grouped in basic English while there are twelve children group in middle English.

After that, a pre-test is given for them in order to know their ability. The result of pre-test is in this following table:

Table 4. The Children’s Score of Pre- Test in Basic English Class

No	Name/initial	Score
1.	PN	50
2.	HD	60
3.	WP	70
4.	RE	65
5.	KK	80
6.	LT	60
7.	DS	55
8.	VT	60
9.	JS	70
10.	LM	80
	Total	650
	Average	65

This table shows that the ability of English in basic class is still not good enough. Their average score is only 65. The highest score is only 80. Even, there is still student having score 50. It means that students’ achievement in English is still low or bad. That is why *Bengkel Inggris* tries to be applied as the first month. After a month, the test is conducted in order to know whether there is an improvement or not. The result of the test as in this following table. Table 5 the children’s score after getting cycle 1 in basic English class.

After getting some learning and sharing with the mentor through *Bengkel Inggris* once a week in the first month, students’ achievement started to increase in some points. For example, the score of PN is 50 to 60 and HD is 60 to 70. The whole

improvement is seen from the average of students’ score.

Table 5. The Children’s Score After Getting Cycle 1 in Basic English Class

No	Name/initial	Score
1.	PN	60
2.	HD	70
3.	WP	75
4.	RE	75
5.	KK	85
6.	LT	75
7.	DS	60
8.	VT	70
9.	JS	75
10.	LM	90
	Total	735
	Average	73,5

The average score in pre- test is 65 while in this first cycle has improved become 73,5. There are 8.5 points which is bigger than the previous.

However, more improvement is still needed so that the score of students become more than at least 75. It is because many school generally has minimum criteria for passing a test (Kriteria Ketuntasan Minimal, KKM - red) between 70-75. That is why 75 is considered as minimum target of improvement that want to be achieved in this research. Furthermore, this is the reason of conducting the second cycle in this research. The second cycle is also accomplished in one month. It is done in the second month. The meeting for mentoring is opened once a week as at the previous. The result of the second cycle is as the following table:

Table 6. The Children’s Score After Getting Cycle 2 in Basic English Class

No	Name/initial	Score
1.	PN	85
2.	HD	85
3.	WP	90
4.	RE	85
5.	KK	95
6.	LT	95
7.	DS	80
8.	VT	95
9.	JS	85
10.	LM	100
	Total	895
	Average	89,5

From the result in the table above, it is known that the average is 89,5. The improvement is 12 points from average’s score in the previous cycle that is 73,5 to 89,5. This fact emphasizes that there is significant

improvement of students’ achievement for basic class in learning English through *Bengkel Inggris* program in the last two month. In addition, the middle class is also started by a pre-test. The result is as the following:

Table 7. The Children’s Score of Pre-Test in Middle English Class

No	Name/initial	Score
1.	NW	60
2.	ZF	70
3.	TS	55
4.	FA	55
5.	RA	90
6.	AR	60
7.	VY	70
8.	BS	85
9.	PR	65
10.	MP	55
11.	AS	60
12.	RP	65
	Total	790
	Average	65,83

The data in the table indicates that the students’ achievement of children (in middle class category) in Klambir Lima Village in learning English is still low. It is because the average of children in general is only 65,83. After getting *Bengkel Inggris* Program, there is an improvement as seen in this table:

Table 8. The Children’s Score After Getting Cycle 1 in Middle English Class

No	Name/initial	Score
1.	NW	70
2.	ZF	75
3.	TS	65
4.	FA	65
5.	RA	90
6.	AR	70
7.	VY	75
8.	BS	90
9.	PR	70
10.	MP	60
11.	AS	70
12.	RP	75
	Total	730
	Average	73

The result in the table shows the improvement from score 65 to 73. There are 8 points increased. It means that *Bengkel Inggris* leads a changing for children in Klambir Lima Village especially about their ability in English even though it has not been maximum yet. Therefore, the cycle 2 is also conducted in this research for the middle

class. The result of cycle 2 is seen in this table.

Table 9. The Children’s Score After Getting Cycle 2 in Middle English Class

No	Name/initial	Score
1.	NW	90
2.	ZF	95
3.	TS	80
4.	FA	85
5.	RA	95
6.	AR	90
7.	VY	95
8.	BS	100
9.	PR	85
10.	MP	80
11.	AS	80
12.	RP	90
	Total	1.065
	Average	88,75

This second cycle result shows that the improvement of children’s achievement got increase from 73 to 88,75. It gets 15,75 points. The score 88,75 is categorized as great score. Therefore, it is concluded that *Bengkel Inggris* program is successful to improve children’s achievement in English because it brings a change for children in Klambir Lima Village.

DISCUSSION

Diary Note

From the note taken daily, this research found that the achievement of children in Klambir Lima Village are various. There are students with very low basic or almost zero basic in English while there are students with good basic in English. It is known from the survey and interview done at the previous before conducting this research. That is why this research classifies the children into two group so that all the children are able to follow the lesson.

On the other side, the spirit of children in that village is huge. They look very enthusiastic when they are invited to learn in *Bengkel Inggris* Program. They are also full of spirit in weekly learning. They follow the activity guided by the mentor in class. They are able to show off themselves if there is an English song or games given by the mentor. It makes the learning situation more live, challenging and motivating for the other low basic children.

In addition, the children like to come to *Bengkel Inggris* when sharing session. They come and tell about many things related with their difficulties of learning especially English.

Observation Sheet

The observation sheet made into two forms namely form for the mentor as teachers and for the children as students for each class basic and middle class.

Based on the teacher’s observation sheet in basic class, it is known that the score of teacher’s performance is 3,86 or almost 4,00. It is in range good to excellent. Thus, it means that the teacher or mentor has done the teaching as maximum as possible. Thus, almost all points in that sheet are in excellent score. This observation sheet is conducted in order to ensure that the teaching program applied by the teacher runs well so that the result will also become maximum.

Meanwhile, the result of students ‘observation sheet is strengthening that this *Bengkel Inggris* Program runs well in getting students’ eagerness to learn English. Most of students dominantly engage themselves in the teaching and learning session. They tend to take a note, actively ask questions and give opinion. Further, they always pay serious attention in the learning process by being silent and calm when the mentor explaining, focus and being excited. Their engagement is also seen from their attendance. They always come on time even in time in every meeting. Moreover, they sometimes do not want to go home when the time of learning session is over. It reflects that they do enjoy and feel fun with English learning through *Bengkel Inggris* Program. Even, they do all the assignment given based on the instruction.

Then, the result of observation to the teacher in Middle English Class earned the average score that is almost 4,00, it is concluded that the teacher had conducted an excellent teaching and learning process from many aspects such like the teaching preparation, the media, the way of give explanation until the way of giving motivation. It means that it is done ideally.

In addition, the result of students' observation sheet shows that the score is 3,83. It means that this program succeeds in getting students' eagerness to learn English. They look serious but enjoy with that learning. Most of them always come based on the schedule. Even though, they sometimes feel shame when they are asked to perform in front but they try. It is of course a good learning for themselves to be more confident.

Interview

The interview session is done in informal situation while eating snack in resting time or sharing something. Thus, it is hoped the children will not nervous and the answer will be natural and original from what they feel. The question given to the children are:

The questions in sharing session are about:

1. Do you have any problem in learning English? what is it?
2. Do you need any help in learning English? what help do need?
3. Do you find the solution of your problem in learning English through *Bengkel Inggris* Program? What is it?
4. Do you become more motivated after join here?
5. Can you say introduce your selves in English?(*tentative questions but related with English performance)
6. Are you happy joining here?

This interview data is analyzed by data reduction, data display, conclusion and verification. After doing the data reduction and data display, it is concluded that the problem they face about English is lacking of knowledge so that they are not confident when perform the language into speaking, reading or writing.

This condition makes them become more reluctant from time to time. At the end, they become late knowing about English further. They say that they need a space to replace their belatedness in English. They need a space in which not only based on learning target but also learning mastery in themselves.

Then, they utter that they find the solution of their problem through *Bengkel Inggris*. They say that they are happy because this program does not like in school which runs fast even though there may be some students still do not understand. They can say what kind of learning style that they want to be applied by the mentor in class.

Moreover, the children are common to share their feeling, experience or hope in sharing session. They feel be listened and respected as a child. That is why they feel cheerful when it is the day of *Bengkel Inggris* Program. Even, it makes them forget about time. They often go home late. The children feel motivated and full of confident in learning English now. They are not more reluctant. As the result, they are able to show some performance whether it is saying a simple word in English, singing, short conversation or telling a simple story.

CONCLUSION

Based on the data analysis conducted in this research, it is concluded *Bengkel Inggris* Program can improve achievement of children in Klambir Lima Village. Then, *Bengkel Inggris* Program is also a program which is applicable to be done in a village because this program makes English learning become fun, joyful and enjoyable. Furthermore, *Bengkel Inggris* Program can embrace children of all ages to learn English because it provides space for them.

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