CHAPTER II
LITERATURE REVIEW

A. Definition of English Course.

The relevant language setting may be limited to the school or community that the students will live for a short period. Students enrolled in a private course or in a program offering an academic degree or certificate. The materials preparer functions as a mediator between the teachers and the learners, this mediating process brings the learner in touch with strategies for successful. The materials preparer tries to help the students described for successful learning. Teachers have to be able to take the students into awareness and make them understand how much important studying is. In order to get more understanding about English course, there are some definitions from some dictionaries as follows:

According to Cambridge Dictionary (2009) course is a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification. While in the Oxford dictionary (2016) course is a series of lectures or lessons in a particular subject, leading to an examination or qualification.

According to Surya cited by Andhi & Babay Hidrianti (2009) course has a meaning as a process of assistance to individuals on an ongoing basis so that the individual can understand subject matter, so that he could direct himself and can act fairly, in accordance with the demands and environmental circumstances madrasah, family, society, and life. This guidance is a series of systematic and planned activities are directed towards the achievement of its goals.

Sukardi in Vita Junivanka (2012) stated that Course is a counseling service that intended for learners in order to develop themselves, both with regard to attitudes and habits.
in a good learning materials learning according to the speed and learning difficulties, as well as various aspects of the destination and other learning activities. The material in tutoring is a development on several things, namely:

1. Develop an understanding of themselves primarily on the attitudes, habits, talents and interests.
2. Develop the ability to communicate, behave and relate socially.
3. Develop discipline in learning and practicing efficiently.
4. Develop technical mastery of the subject matter.

On the other hand, according to Makmun In Vita Junivanka (2012) course is part of the teaching and learning activities and become the responsibility of teachers of subjects as well as the guidance counselor at the school fortackle the problems surrounding the problems of children.

There are some differences on the concept of course offered by Surya, Sukardi, and Ma'mun in Vita Junivanka (2012) some even though all three are equally discusses the influence of course on student achievement. The concept of course offered Surya expressly boils down to solving problems and evaluation of learning progress. Different with Surya, Sukardi concept of course was more focused on solving problem. Specifications tutoring in view Ma'mun explained through learning and problem-solving strategies. The difference related to the concepts is the way they explain the course itself.

The course or English course in this research is the course which held in the SMA Muhammadiyah Purwokerto. The course itself is a third-party program conducted by some freelance English tutor. The program was held to the 1st grader student during the 1st semester. This program scheduled every Monday afternoon, after the school day at 02.30 p.m. until 05.30 p.m. The course aimed to gain a better score in students’ final report.

B. Course Description
Arrangements of the relevant language may be limited to the school or the community that students will live for a short time.

An English course is one of strategies in teaching learning process to help the students get a good achievement in English especially. There are strategies planning in English course. Teachers and students have to know an important role in teaching learning process. They have correlation that give a good profit each other. Students are not burden for teachers but the teacher should help them in reaching the achievement.

In the classroom, the teachers have responsible for many types of activities in the classroom such as for interaction, helping students grow in self-awareness and their ability to communicate with other.

C. Definition of Achievement

Hornby in Agustina (2009) Achievement is a thing done successfully with skill and effort. From the statement we can now that achievement can be reached through long process. To get the learning achievement optimally should be paid attention the supporting factors and influencing factors of learning achievement. Widham stated in Yunani (2009) that we can use a test score to indicate the educational achievement. It can be stated that Achievement is definition of achievement is measurement of student change in terms of test result. The acceptable credibility of testing, as a measurement device appears to depend on four characteristics:

1. Testing is a seemingly objective measure.
2. Test results lend themselves to inter-student and inter-group comparison.
3. Testing has been traditional characteristic of educational systems and has been assumed to promote student discipline effort.

4. Standardized testing can promote a centralization of education authority.

In this research, the writer uses the English Proficiency test Score provided by the courses provider as a measurement of English achievement, because the score of the test is an indication of English ability. Tutor need to know from time to time, how effective their teaching has been or how much progress their students have made. Tutor need to know their student’s ability by providing a test for their student.

**D. Student English Achievement**

1. The factor of English Achievement

Slameto in Yunani (2009) stated that Teaching is a consciously effort of teachers to make students learn and reach an achievement. Two factors influence the English achievement. According to the theory of psychology, achievement is influenced by two factors; internal and external factor.

   a. Internal factor are factors in which appear from self individual, they are:

      1. Bodily factor (physical)

         Physical factors is everything which was on the body or the students (organs), they are:

         - Mouth
         - Hand
         - Eyes
         - Ear
         - Etc.

      2. Psychology factor, they are:

         1) Intellectual factors
• Intelligence is learning ability along with skill to adjust self with situation. Good intelligence is most important factor for student to learn.

• Aptitude is ability certain which have person as nature ability.

2) Non-intellectual factor is elements individuality certain such as attitude, habit, necessity, emotion, interest, and motivation.

• Interest is a tendency which constantly pays attention some activity. Learning interest is one of some factors that can influence result of learning. When someone has high interest at something, he will try to do it until desire can reached appropriate with his or her desire.

• Motivation in learning is situations that motivate the student to learning. In teaching learning activity, student will succeed if are motivated to learning. In giving motivation, teacher must try with all ability that there is to instruction the student attention toward certain target.

3. Factor physical and psyche maturity

b. External factors are factors come from out self which can influence student achievement, such as:

1) Social factor such as circle of the family, school, society, and group.

2) Culture factor such as customs and traditions, knowledge, technology, and art.

3) Circle physical factor such as: home facilities, learning facilities, and climate.

4) Circle spiritual factor. Circle influence usually has the positive characteristic and does not given compulsion to individual.

Based on the definition above, it can be stated that achievement is the result of the students’ learning. The measurement of achievement will shown the development of student in their study especially in English material.
E. The indicators of student achievement

This thesis wants to measures the student’s achievement. In purpose to get the correct measurement, researcher takes some indicators below:

a. Interest in English.

b. The student difficulty in English.

c. The Student Habit in repeating lesson.

d. The Student attention in English.

e. Learning environment

F. Basic assumption.

By joining English course program the student’s achievement should be increased. It can be shown from their final report. The English course program gain both sectors of achievement. For students who often attend in the English course program, it will be more chance to increase their achievement in English subject.

G. Hypothesis.

The hypothesis is provisional estimates which still must be tested for the truth. This hypothesis is meant to provide direction for the research analysis (Marzuki, 2005). Here is the provisional conclusion:

\[ H_1 \text{ students fully attend English course program, get the higher the level of student achievement. } \]

\[ H_0 \text{ students fully attend English course program, didn’t get the higher the level of student achievement. } \]