Analysis of English Course in An Effort to Improve Student Learning Outcomes

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Absract—This study aims to analyze the impact of English language courses on the academic achievement and language skills of junior high school students in Bojonegoro. As a global language, English is essential for education and career development, yet many students face difficulties in mastering vocabulary and speaking skills. A qualitative approach was applied using data triangulation that involved interviews, classroom observations, student perception surveys, and academic document analysis. The findings reveal that English courses positively influence students' vocabulary development, speaking confidence, and learning motivation. Additionally, the integration of interactive media and participatory teaching methods created a more enjoyable and effective learning environment. Students' average scores improved significantly after participating in the course. Observation and interview results indicated that students became more engaged in discussions and used English in real-life contexts. These outcomes support the implementation of structured, interactive English courses tailored to student needs as a strategy to enhance their academic performance comprehensively.
Keywords: English language courses, academic achievement, learning motivation, vocabulary acquisition, speaking skills

Abstrak—Penelitian ini bertujuan untuk menganalisis dampak kursus bahasa Inggris terhadap pencapaian akademik dan keterampilan berbahasa siswa SMP di Bojonegoro. Bahasa Inggris sebagai bahasa global menjadi penting dalam dunia pendidikan dan karier, namun banyak siswa mengalami kesulitan dalam penguasaan kosakata dan keterampilan berbicara. Penelitian ini menggunakan pendekatan kualitatif dengan teknik triangulasi data yang mencakup wawancara, observasi kelas, survei persepsi siswa, serta analisis dokumen akademik. Hasil penelitian menunjukkan bahwa kursus bahasa Inggris memberikan pengaruh positif terhadap peningkatan kosakata, kepercayaan diri berbicara, serta motivasi belajar siswa. Selain itu, penggunaan media interaktif dan metode pembelajaran partisipatif menciptakan suasana belajar yang lebih menyenangkan dan efektif. Nilai rata-rata siswa meningkat secara signifikan setelah mengikuti kursus. Berdasarkan observasi dan wawancara, siswa menjadi lebih aktif dalam diskusi dan menggunakan bahasa Inggris dalam konteks nyata. Hasil ini merekomendasikan penerapan kursus bahasa Inggris yang terstruktur, interaktif, dan disesuaikan dengan kebutuhan siswa untuk meningkatkan hasil belajar mereka secara menyeluruh.
Kata kunci: kursus bahasa Inggris, pencapaian akademik, motivasi belajar, penguasaan kosakata, keterampilan berbicara

INTRODUCTION

In today's increasingly globalized world, English has emerged as the dominant medium of international communication, education, and career advancement (Crystal, 2003; Graddol, 2006). Mastery of the English language has become essential not only for academic success but also for preparing students to compete in the global workforce (Kirkpatrick, 2010; Harmer, 2007). For junior high school students in non-English-speaking countries such as Indonesia, English proficiency is a key competency that supports broader learning goals and cognitive development (Richards & Rodgers, 2014; Brown, 2001).

However, many students still face significant challenges in mastering English, particularly in speaking fluently, using accurate grammar, and expanding their vocabulary (Nation, 2013; Schmitt, 2008). These challenges are often compounded by rigid curriculum design, traditional teacher-centered methods, and students' low motivation levels (Musthafa, 2010; Hamied, 2012). Addressing these issues requires educational interventions that not only improve students' language proficiency but also stimulate their interest and motivation.

Motivation has long been recognized as a key driver of language learning. Research by Menggo (2018) shows a strong correlation between students' motivation and their speaking ability, suggesting that enhancing motivation is critical in achieving language competence. Similarly, Purnama and Nurdianingsih (2019) highlight the effectiveness of Higher Order Thinking Skills (HOTS)-based instruction in increasing students' EFL speaking motivation, indicating that pedagogical strategies need to evolve to stimulate learner engagement.

In Bojonegoro, structured English language courses outside the standard curriculum have gained attention as a promising solution. These courses often integrate innovative teaching strategies, digital tools, and student-centered approaches that foster an interactive and dynamic learning environment (Dornyei, 2009; Cameron, 2001). Rahmawati, Nurdianingsih, and Fitrianingsih (2021) emphasize the role of online digital modules in increasing students' reading motivation, reinforcing the potential of technology-enhanced language instruction.

Moreover, inclusive educational approaches are becoming increasingly vital to ensure all learners—including those with difficulties—can thrive in English language learning. According to Abidin, Kuswanto, and Nurdianingsih (2023), inclusive learning models tailored to students with diverse needs can foster equitable learning outcomes and ensure no student is left behind.

Other studies also highlight techniques that support the development of specific language skills. For example, Ni'mah, Nurdianingsih, and Rozak (2024), as well as Nabilla, Budiman, and Lestari (2023), demonstrated the effectiveness of the tongue twister technique, both traditionally and through digital applications like Twistify, in improving pronunciation among junior high school students. These innovative methods can make English practice more enjoyable and accessible.

In terms of reading skill improvement, integrating authentic materials such as English newspapers has also proven effective. Rohmah, Rozak, and Prastiwi (2023) show that such materials enhance reading comprehension and vocabulary acquisition. Meanwhile, Rozak (2014) underscores the importance of bilingual

education in fostering communicative competence, a core component of effective language learning.

Given this background, the present study investigates the influence of English language courses on junior high school students in Bojonegoro. The aim is to explore how these programs affect not only students' language achievement but also their motivation and classroom participation. The study employs a qualitative method, including interviews, classroom observations, surveys, and document analysis, to capture a holistic picture of students' learning experiences.

Ultimately, this research contributes to the growing body of knowledge supporting the implementation of effective, inclusive, and engaging English language programs. The findings will be valuable for educators, school administrators, and policymakers who are committed to improving English language instruction in the Indonesian educational context.

RESEARCH METHOD

This study employs a qualitative approach with diverse data collection methods to obtain a comprehensive understanding of the impact of English language courses on the academic achievement and motivation of junior high school students in Bojonegoro.

Data Collection Techniques:

Data were collected through several methods:

1. Interviews with English teachers and students participating in the courses to understand their experiences and perceptions regarding the learning process and its effects.
2. Classroom Observations during English learning sessions to directly observe student interaction, engagement, and teaching methods applied.
3. Surveys administered to students to measure their motivation levels and perceptions of improvements in English skills using a Likert scale.
4. Document Analysis, including the examination of students' academic records before and after participating in the course, as well as classroom notes to support qualitative data.

Data Validity:

To ensure data validity and credibility, this study employed triangulation techniques by combining various data sources and collection methods, resulting in more trustworthy and comprehensive analysis outcomes.

The qualitative data collected through interviews, observations, surveys, and document analysis provided a comprehensive understanding of the impact of English language courses on junior high school students' academic achievement and motivation in Bojonegoro.

RESULTS AND DISCUSSION

Survey Results on Students' Perceptions

Table 1 summarizes the students' perceptions regarding the course's influence on their English skills and motivation (N=50).

Table 1. Summary of Students' Perceptions on the Impact of the English Course

Aspect Evaluated	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The course helped improve my vocabulary	40 (80%)	8 (16%)	2 (4%)	0 (0%)	0 (0%)
The course improved my speaking ability	35 (70%)	10 (20%)	4 (8%)	1 (2%)	0 (0%)
The course increased my confidence in speaking English	38 (76%)	9 (18%)	3 (6%)	0 (0%)	0 (0%)
Use of multimedia made classes more engaging	42 (84%)	6 (12%)	2 (4%)	0 (0%)	0 (0%)
I feel more motivated to learn English	36 (72%)	11 (22%)	3 (6%)	0 (0%)	0 (0%)

The survey results reveal that a significant majority of students strongly agreed that the English course helped improve their vocabulary, with 80% expressing strong agreement. This suggests that the course content and teaching methods effectively expanded students' lexical knowledge, which is fundamental for developing other language skills. Similarly, 70% of students strongly agreed that their speaking ability improved, indicating that the course successfully enhanced both their fluency and accuracy in spoken English. Furthermore, 76% reported increased confidence in speaking English, highlighting that the learning environment was supportive and reduced students' fear of making mistakes, a common barrier in language learning. The use of multimedia tools was also highly appreciated, with 84% of students strongly agreeing that these resources made classes more engaging. This aligns with educational theories that emphasize the benefits of multimodal learning approaches. Finally, 72% of students strongly agreed that the course increased their motivation to learn English, a critical factor for sustained effort and participation.

Interview Findings

Interviews with English teachers and students revealed valuable insights into the course dynamics:

One teacher noted:

"Integrating multimedia and interactive activities like group discussions has made students more willing to speak and take risks in using English."

A student shared:
"Before this course, I was too shy to speak English. Now, I feel more confident and enjoy practicing with my classmates."

Interviews with English instructors reinforced these survey findings. Teachers reported that the integration of multimedia, language games, and interactive discussions significantly boosted student engagement and active participation. This combination of techniques fostered a dynamic learning atmosphere where students felt more willing and confident to practice their English. One teacher noted that students became noticeably more active and confident in speaking when the classroom environment was fun and pressure-free. Likewise, students themselves expressed that they felt braver and more enthusiastic about speaking English after joining the course, indicating positive psychological shifts alongside skill development.

Classroom Observation Summary

During classroom observations, several patterns were consistently noted:

1. Students frequently engaged in English conversations during pair and group work.
2. Multimedia presentations (videos, slides) attracted students' attention and made the sessions more dynamic.
3. Teachers used language games and role-plays that encouraged spontaneous speaking.
4. The overall atmosphere was positive and interactive, with less hesitation observed compared to early sessions.

Classroom observations supported these perspectives, as students were frequently seen applying newly learned vocabulary and actively participating in speaking activities. The use of audio-visual aids helped maintain students' attention and created an interactive atmosphere conducive to learning. The teachers' use of role-playing and language games contributed to an engaging classroom dynamic that prevented boredom and encouraged student involvement. These observations confirm that the instructional strategies employed were effective in fostering both skill acquisition and motivation.

Period		Average English Score
Before the Course		65
After the Course		78

Table 2. Average English Scores Before and After the Course (N=50)

Moreover, the analysis of academic records showed a clear and measurable improvement in students' English scores, with the average increasing from 65 before the course to 78 after its completion. This substantial gain underscores the effectiveness of the course in enhancing students' academic performance, reflecting the positive impact of combining linguistic, motivational, and interactive elements in teaching. The overall findings demonstrate that well-structured English courses that incorporate modern teaching tools and address students' motivational needs can significantly improve language proficiency and academic achievement. These outcomes are consistent with previous studies, including those by Purnama and Nurdianingsih (2019), Menggo (2018), and Abidin et al. (2023), who emphasize the importance of motivation, higher-order thinking skills, and inclusive teaching models in language learning success.

DISCUSSION

The findings of this study highlight the critical role that structured English courses play in improving junior high school students' language skills and academic outcomes. The significant increase in vocabulary and speaking ability reported by the majority of students demonstrates that targeted instruction, combined with multimedia tools and interactive activities, can effectively address common language learning challenges. This supports the view of Purnama and Nurdianingsih (2019), who argued that incorporating Higher Order Thinking Skills (HOTS) in teaching not only enhances cognitive abilities but also increases student motivation and engagement. The interactive and multimedia-supported learning environment provided students with varied stimuli, reducing monotony and increasing attentiveness, which aligns with Rahmawati et al.'s (2021) findings on the benefits of digital modules in language education.

Furthermore, the observed increase in students' confidence to speak English is particularly noteworthy. Confidence is often a significant barrier in language acquisition, especially in EFL contexts where students may fear making mistakes or being judged. The study's findings resonate with Menggo (2018), who established a strong connection between motivation and speaking performance. The engaging, pressure-free atmosphere reported by teachers and students alike helped to foster a positive attitude towards speaking activities, suggesting that emotional and

psychological factors are as important as instructional content in language development.

The improvement in academic scores after participation in the English course confirms that these motivational and instructional strategies translate into measurable academic success. This is consistent with Abidin, Kuswanto, and Nurdianingsih's (2023) research advocating inclusive education models that address diverse learner needs and promote equitable learning opportunities. Additionally, techniques aimed at pronunciation improvement, such as tongue twisters highlighted by Ni'mah et al. (2024) and Nabilla et al. (2023), may complement traditional instruction by enhancing phonological skills, which are essential for fluent communication but often overlooked in classroom settings.

These findings underscore the importance of combining cognitive, affective, and technological components in language instruction. They also suggest that policymakers and educators should prioritize implementing comprehensive English courses that integrate multimedia resources and interactive pedagogy to create an engaging learning experience. By doing so, schools can not only boost students' language proficiency but also foster a more positive and motivating learning environment, thereby supporting sustained academic success and better preparation for future educational and career opportunities.

CONCLUSION

This study investigated the impact of English language courses on the academic achievement and language development of junior high school students in Bojonegoro. Using a qualitative approach with triangulated data from interviews, classroom observations, surveys, and document analysis, the study provides compelling evidence that structured English courses significantly improve students' language proficiency, motivation, and academic outcomes.

The findings showed notable improvements in vocabulary acquisition, speaking skills, and confidence in using English. Students reported that the use of multimedia tools and interactive learning methods made lessons more engaging and reduced anxiety during communication. Teachers observed increased participation, and academic records confirmed a positive trend in English scores before and after the course. These outcomes support existing research emphasizing the effectiveness of inclusive and student-centered language instruction (Purnama & Nurdianingsih, 2019; Menggo, 2018; Abidin et al., 2023).

In conclusion, English courses that apply innovative teaching strategies—such as multimedia, digital modules, interactive techniques, and confidence-building exercises—offer a promising solution to improving EFL students' performance. These results highlight the importance of designing language programs that are not only academically rigorous but also psychologically and emotionally supportive. Educators and policymakers should consider implementing similar approaches to ensure a holistic and inclusive language learning experience that aligns with 21st-century educational needs.

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