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52 Bangkalan, East Java, Indonesia Abstract: This research investigates the implementation of ASSURE learning model in Intensive Course and also investigates the responses of the students. ASSURE learning model. It consists of several steps like analyzing the learners, stating the standards and objectives of the study, choosing and utilizing media, requiring learners' participation and the last is revising and evaluating. The whole data is analyzed by ASSURE learning model is applied.

The result of this research was found that the Assure learning model is done effectively through the use of sequence of teaching and learning process. The implementation of this learning model has contributed a very good athmosphere in Intensice Course classroom. By analyzing students firstly, and then choosing the right media and finally doing some evaluation, the teaching and learning process was quite interesting and students felt different or various ways in learning new course.

As a conclusion, the steps which are stated in the learning model is done gradually and appropiately with what the objectives and the sequence of process. And it is also hoped that through this research, the Intensive Course in first semester in English Department actually has the orientation of creating effective teaching and learning process.. Keywords: ASSURE Learning Model, Intensive Course Education is an important term for every individual person.

As educational university, STKIP PGRI Bangkalan should actively participate in supporting qualified education based on the Law Number 20 Year 2003 concerning to National Education System (SISDIKNAS) namely: "Education is a well planned and conscious effort to create learning atmosphere to make learners can actively develop their potentials to have religious skills, self control, good behavior, intelligent and hard skills that are needed by the nation" Looking at the definition of education above, is the lesson of learning by the lecturer and also by the department of the department in the early semester.

At the first semester, a matriculation is given to the students which are covered in a name of Intensive Course (IC) that has aim to equate the students perception towards the English skills. It is done due to the differences of individual intelligences of them. The implementation of Intensive Course (IC) is giving very broad opportunities to train their basic English skills which are different from each other and they are in the new area for their learning environment.

On the other hand, it cannot be ignored that the management of the Intensive Course (IC) program is not based on the ability of the back of the students. Hence, it is crucial to ISSN 2528-6595 SELL Journal Vol. 2(1) February 2017 66 have such a breakthrough which can bridge and create a good learning habit. Inside of the classroom, it is the main actor of the person who teaches the class in order to make it succeed, especially for English lesson.

Basically, a person who teaches in the classroom should have basic and subsequent abilities and knowledge to teach English and in the classroom for the students are quite limited for them to have the opportunity to learn more. An effective lecturer should master English precisely. It is not only limited to the subject and the subject matter of the department.

There are three processes according to La Costa in Sanjaya (2008: 219) they are teaching of thinking, teaching for thinking and teaching about thinking. Those three things emphasize that learning should be directed toward the formation of critical thinking skills, creative thinking, the creation of a learning environment that can encourage cognitive development and should also be directed to efforts to help students become more aware of their thinking process.

To realize it all, it takes the role of the teachers. In this study, researchers attempted to use the ASSURE learning method that offers several learning stages of how to plan, identify, define objectives, choose methods and materials as well as evaluations.

ASSURE model is a reference for education in teaching learners in planned and systematized learning by integrating technology and the use of media so that learning becomes more effective and meaningful for students. The ASSURE model is also one model that can guide learners systematically to plan the learning process effectively. Therefore, one of the aim in this independent study is to see how the IC classroom learning process in term of using ASSURE model.

METHOD This research was conducted in English Department classroom. The time of this study took place in the first semester of Academic Year 2016/2017. The object of this research is the lecturer and the first semester students amounting to 35 (thirty five) who joint Intensive Course students English Education Study Program This research used descriptive qualitative research.

Descriptive research describes a phenomenon that occurs in class or social and does not describe any hypothesis. It is also added by (Fraenkel and Wallen, 2006: 430) that qualitative research investigates the quality of relationships, activities, situations or matter. The data were described in writing and it must be natural in accordance with what happened in the classroom.

This stud investigated the use of the ASSURE learning model applied by the teacher and also evaluated the student's response toward the use of this model. Overall, this research presented the natural processes and behaviors that occurred in the classroom where there is no setting manipulation. For data collection process, qualitative research put researchers as the primary key for obtaining data from data sources.

Therefore, the researcher collected and analyzed the data. For data collection, the researcher used observation techniques. In addition, researchers also used interview techniques with students related to the application of the ASSURE learning model. Here, the researcher was non-participant observer which means the researcher did not participate directly ISSN 2528-6595 SELL Journal Vol.

2(1) February 2017 67 and did not interfere the course of the teaching and learning process. As described above, the observation and interview techniques were used for data collection. Observation technique is a type of data collection technique during observation takes place.

Researchers observed the teaching and learning process from start to finish. So in this case, the field note was used as a medium to record all activities that occured in the classroom. Susanto (2010) said that the field note is a suitable instrument in qualitative research. For interviewing techniques was done after the teaching and learning process.

Unstructured interviews were also conducted in this study. It is an open situation where the content, sequence of questions and the use of words are present in the interviewer. Questions were developed later in accordance with the response of students to get answers or information about the process of teaching and learning process.

Such interviews were well-recorded for data analysis purposes. The data in this study were analyzed inductively. All data found in the teaching and learning process was useful for this research report. The results data from observations and interviews were used to describe what was going on which also was adjusted to the formulation of the problem to be answered.

FINDINGS AND DISCUSSION A. Stage A (Analyze the learner) in the application of ASSURE learning model in Intensive Course class The implementation of this research is done by maximizing the function of lecturers of Intensive Course program as the dominant speaker in the class in terms of ASSURE learning model implementation.

The results achieved in the research are contributions that will eventually refer to a concept of the learning level of a student and how a class should be processed to achieve a defined learning outcome. Intensive Course program as a matriculation course emphasizes on the achievement of students' basic understanding of English. Through the ASSURE learning model is also done by following the stages and from each point in the related to theory.

This is done not without any reason, but it is a standard of instruction that is done from simple level until evaluation. This research then answers from the problems in the introductory chapter. The descriptive process of each point in the ASSURE learning model makes it easier for the researcher to answer the problem.

The initial A on the ASSURE method is an early stage of the learner analysis phase. The learner here is a fresh graduate student from Senior High School. They have different levels of competence. So to find out how far they understand about English, then they follow the pretest for each skill that is speaking, listening, reading and grammar.

This is done on different days with the aim to give space and time to the students to prepare the pre test. Each result of each skill is portfolioed which is also compared to the end result at the end of Intensive Course. The value of the Intensive Course consists not only of class values or the scores of the test but also the value of their performances. B.

Stage S (State the Objective) in applying the ASSURE learning model in the Intensive Course Class 68 At this stage is a statement about the purpose of learning. In this case, it can be seen clearly that the use of textbooks in the form of Intensive Course 1 and 2 become the main facility in this Intensive Course (IC) program.

In the textbook is written learning objectives are neatly arranged by developing student skills in four English skills. In relation to the data retrieval time of this independent study starting in October, the textbook used is the Intensive Course textbook 2. The book consists of 3 lessons and each lesson is divided into 3 to 5 units. In each unit, many activities are conducted in groups or independently.

When each lecturer begins, the lecturer is always delivering what materials are discussed and what to finish on that day. For every day lecturing, Intensive Course lectures do not only consists of Pronunciation, Speaking and Listening (PLS) only. However, Grammar, Reading and Writing (GRW) are also taught.

Therefore, sometimes PLS learning is only touched a little considering the GRW material is also a lot and it is down to the use of Genre Based Approach. The Intensive Course book used can be seen in the picture below. Picture 1. Intensive Course Book used in the classroom C. Stage S (Select methods, media, and materials) in the application of ASSURE learning model in the Intensive Course class The selection of methods, media and materials in the teaching of Intensive Course 2 is mostly using Contextual Teaching and Learning method.

In relation to the focus of this research on pronunciation, listening and speaking skills, the methods used generally use role plays where the lecturer asks the students to come forward to the class and present what to do. Usually, it depends on speaking material at that time. The focus of speaking learning is on using phrases appropriately.

Therefore, if the student has been able to use the phrase in context, then the student is declared capable and complete in the material. The media used is only limited to the use of textbooks created independently by the Intensive Course team. As for the material, follow the existing material in the textbook so that learning occurs coherently in accordance with the order in the book. D.

U stages (Utilize Media and Materials) in the application of ASSURE learning model in Intensive Course class This stage illustrates how the lecturer uses media and materials in Intensive Course (IC) program. In this case presented about the material that dealing with the 69 PLS (Pronunciation,

Listening and Speaking).

In Unit 2, Speaking material on "Expressing Stance" in which it relates to how to express an opinion on a revelation or opinion of a thing. Then, in unit 3, students are exposed to a dialogue; there are 4 dialogues that use the phrase when hearing bad news. Then, the students are given a situation and they must respond to the situation by using a context-appropriate phrase.

In unit 4, PLS (Pronunciation, Listening and Speaking) is only given a short course where speaking only presented a short dialogue that contains the phrase "Propose". In unit 5, PLS (Pronunciation, Listening and Speaking) learning is almost the same as in unit 3 where the student must be able to express response to a news. But here it is about good news. The student must complete the blank part of a dialogue.

In unit 1, PLS (Pronunciation, Listening and Speaking) activities are somewhat different. Here, PLS (Pronunciation, Listening and Speaking) deals with the talk about Indonesian Movie. It is quite interesting considering in Indonesia a lot of movies in cinemas.

Here, students are just practicing a dialogue about the movies they have just watched or their favorite movies. They are free to speak in accordance with their knowledge. In Unit 2, still the same talk about the favorite movie. But. PLS (Pronunciation, Listening and Speaking) activities are directed to how students encourage their peers to do more useful things for themselves.

It is very good considering the importance of mutual motivation with each other and they are better able to know their peers in the classroom. In unit 1 lesson 3, PLS (Pronunciation, Listening and Speaking) activities are merged into Listening activities and not much to discuss in this Speaking activity. And in unit 2 on Lesson 3, as the last activity, speaking here focuses on the use of the "preference" phrase. Students are able to use 3 types of preference types.

The discussion above does not cover much about pronunciation and listening. Considering to the speech activities in class, it is quite time-consuming because of the large number of classes. On the other hand, listening is done in the language laboratory. For pronunciation, it is included directly in speaking learning.

When students make the dialogue, then they make in front of the class. So with all the limitations of time, effort and effort, then this research is the discussion on speaking course E. Stage R (Require Learners Participation) in the application of ASSURE Learning Model in Intensive Course class All forms of learning in the classroom can be said to be

good if all the components in the class do what should be done.

The most ==important component of the== class one of them is the participation of students in doing a task regarding to speaking. We can see it from the following picture: ==ISSN 2528-6595 SELL Journal Vol. 2(1) February 2017== 70 Picture 2. Students activity in discussing speaking materials The picture above is the participation of students on classroom learning.

Each student is ==responsible for their own== work. Although the work is done in groups, but the lecturer has a separate assessment of each student. Before they practice the dialogue ==in front of the class, they== are asked to write first in each book then perform it ==in front of the class== without using the text in. The text they have written is collected and becomes a portfolio for each student's assessment. For more details can be seen from this picture. Picture 3.

Students practice a dialogue ==in front of the== classroom The picture above can be illustrated form students ' man ==in front of the== classroom to conduct dialogue in accordance with the activity on the handbook. Another friend should pay attention fully and give feedback on the appearance of his peers. Sometimes it becomes ironic when they only speak in front of others without being heard.

Thus, the cultivation of social values in the class should also always be given to the students about the importance of their listening, the importance of their respect for others who are ahead. From that case the lecturer can little by little mapping the ability to speak students so that later ==can also be used in== making groups consisting of students who have different abilities. Lecturers here also sometimes ==ISSN 2528-6595 SELL Journal Vol.==

2(1) February 2017 71 justify the pronunciation of students while they are in dialogue. It really helps them and will be well remembered for the next. F. Stages E (Evaluate and Revise) in the application of the ASSURE method in the Intensive Course class It has been described above that the student's appearance is made into a special portfolio to facilitate lecturers in recording their ability traces. It is very important.

The lecturer ==does not need to== group anyone can so the assessment can be objective. As a form of evaluation, it is necessary to look at the benchmark of student success to the extent that they are able to use context-appropriate phrases. There are some results from students that can be used as a view of ==the extent to which they== are able to understand and use the phrase.

Here is an example: Picture 4. Example of students written expression in expressing opinion Students are asked to create a dialogue using the expression of opinion. The lecturer has assessed and can be said to evaluate the student's results without paying much attention to the use of grammar in it. The focus of evaluation is the use of phrases to be consistent with existing theories.

But some students do their own improvisation of the content of the dialogue but still remain in the same theme. It can be seen from the results of the following students: Although there is a typing error in the word "opinion" it is not a big thing. The focus is just how capable the students use it in making the dialogue. result: 72 Picture 5.

Example of students mispelling in writing the expression As a whole concerning the points of the ASSURE learning model opens our thinking that learning must follow certain stages. It is very important to do considering Intensive Course program students are new students who are not accustomed to the learning system in higher level of education.

CONCLUSION AND SUGGESTION The conclusion is a summary of the answers to the issues raised in this study. In line with what focuses on this research is how the ASSURE learning model is used in the Intensive Course class, it can be outlined that the use of ASSURE learning model is done gradually and is in accordance with the Intensive Course learning objectives itself, each stage is done by using learning scenario is precisely started by using pretest to know the initial ability of students, the use of textbook as a whole thing because it has become an obligation to be used in matriculation materials, the use of grouping in each speaking activity and portfolio in the form of handwriting to create a track record of the overall student results at the end of course Intensive Course later . In general, the application of the ASSURE learning model in the Intensive Course class is consistent with the theory put forward by experts.

Here are some suggestions that can be considered for further improvement. For the lecturer, she should provide longer time for the students to prepare the dialogue. In addition, assist them in performing the task should always be done. It will help them to get the job or finish the task faster. Making tasks is not just making dialogue and practicing it. It can be developed more complex that requires further creativity of the students.

Another suggestion may for the students who are still embarrassed and tend to be passive in class. It cannot be denied that they enter the new environment and system. The possibility of fear of starting something new must be existt. Therefore, by actively

participating in every assignment given by the lecturers, it will help them to understand a course material well.

And for the last but not least, the suggestion is for other researchers who have a similar desire to explore the Intensive Course learning need to pay attention to the time of research. 3 months is a short time and tend to be difficult to brighten the time. Prepare everything from the beginning, considering the Intensive Course must be done in the first semester, and then the preparation can be done before that.

The use of recording equipment ISSN 2528-6595 SELL Journal Vol. 2(1) February 2017 73 should be good so that will not miss the important events in relation to data retrieval research. REFERENCES Brown, D.H. (2004). Language Assessment: Principles and Classroom Practices. America: Longman. Fraenkel, Jack R and Wallen Norman E. (2006). How to Design and Evaluate Research in Education.

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