



Analysis of Factors Affecting English Language Proficiency of Non-English Education Students

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Receive: 11/08/2024

Accepted: 11/08/2024

Published: 01/10/2024

ABSTRACT

Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi kemampuan berbahasa Inggris mahasiswa pada program studi Non-Pendidikan Bahasa Inggris di Universitas Muhammadiyah Enrekang. Penelitian ini merupakan studi deskriptif dengan pendekatan kualitatif. Partisipan dalam penelitian ini adalah mahasiswa dari program studi diluar prodi Pendidikan Bahasa Inggris Metode pengumpulan data yang digunakan adalah kuesioner. Tahapan dalam analisis data mencakup pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.. Hasil penelitian mengungkapkan bahwa faktor-faktor yang mempengaruhi kemampuan berbahasa Inggris mahasiswa adalah: Kemampuan Menyimak, yang dipengaruhi oleh kurangnya perbendaharaan kosa kata dan konsentrasi, Kemampuan Membaca, yang dipengaruhi oleh rendahnya motivasi membaca dan perbendaharaan kosa kata, Kemampuan Berbicara, yang dipengaruhi oleh kurangnya kepercayaan diri dan kurangnya kosa kata, Kemampuan Menulis, yang dipengaruhi oleh rendahnya minat serta kurangnya dukungan dari lingkungan sekitar

Kata Kunci: Bahasa Inggris, Faktor Mempengaruhi Kemampuan Berbahasa Inggris, Kemampuan Berbahasa

ABSTRACT

The research aimed to analyze the factors that affected the English language proficiency of students in non-English Education programs at Universitas Muhammadiyah Enrekang. This research was a descriptive research with a qualitative approach. The participants in the research were students from programs outside the English Education program. The data collection method used was a questionnaire. The stages in data analysis included data collection, data reduction, data presentation, and drawing conclusions. The results of the research revealed that the factors affecting the students' English language proficiency were: Listening ability, which was influenced by a lack of vocabulary and concentration, Reading ability, which was influenced by low reading motivation and vocabulary, Speaking ability, which was influenced by a lack of confidence and vocabulary, and Writing ability, which was influenced by low interest and a lack of support from the surrounding environment. This research indicated that the students still faced various challenges in their English language skills, including listening, reading, speaking, and writing, and that additional support outside the classroom was needed to improve their language abilities

Keywords: *English, Factors Affecting English Language Ability, Language Ability*

INTRODUCTION

English was a universal language used for communication and became the main international language for interacting with people around the world. Rohma (2005) stated English as a global language has been used by people in the world as a first language, a second language and a foreign language. As one of the international languages, English played an important role in communicating with the outside world, particularly in absorbing knowledge and technology. One crucial aspect that students needed to master was good English proficiency, both oral and written. Mastery of English required proficiency in four language skills, as well as vocabulary and grammar. Integrated English learning involved acquiring skills in writing, grammar, speaking, listening, reading, and critical thinking. (Wright, 2014) Teaching integrated English skills required an interactive form of learning between teachers and students to ensure mastery of both oral and written skills

English language proficiency was an important skill that needed to be possessed by students in the current era of globalization. English, as an international language, played a crucial role in various aspects of life, including education, employment, and international communication. Nurjamal (2011) Language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills.

Therefore, mastery of English became one of the competencies expected from students, particularly to support their readiness to face challenges in the job market and to enhance their competitiveness on a global level.

At Universitas Muhammadiyah Enrekang, the English language proficiency of students in non-English Education programs had become a significant concern. Students from various programs at this university were expected to possess adequate English language skills as part of the desired graduate competencies. However, the reality showed that many students in non-English Education programs still faced difficulties in mastering English. These difficulties could have been caused by various internal and external factors that affected their English language proficiency. Fatimah, et al., (2021) said that Students' difficulties in linguistic factors are English grammar, English vocabulary pronunciation, and a lack of English vocabulary. Meanwhile, students' difficulties in non-linguistic factors are a lack of self-confidence, motivation, and an unsupportive environment.

To gain a deeper understanding of these factors, it was important to refer to theories and expert opinions. According to the literature, good language proficiency involved four main aspects: listening, reading, speaking, and writing. Soenardi (2011) emphasized that language proficiency encompassed all four types of skills, which

were interrelated and equally important for comprehensive language mastery.

The research was conducted with the aim of analyzing the factors that affected the English language proficiency of students in non-English Education programs at Universitas Muhammadiyah Enrekang. Through this research, it was hoped that key factors hindering or supporting the students' English language proficiency would be identified. **The findings** of this research could provide useful insights for developing more effective English language learning strategies tailored to the needs of students in non-English Education programs at this university.

By understanding the factors affecting the students' English language proficiency, it was hoped that the university would be able to design more targeted teaching and learning programs. This would not only help students improve their English language skills but also contribute to the overall enhancement of English education quality at Universitas Muhammadiyah Enrekang.

METHOD

The research employed a descriptive research design with a qualitative approach, as it involved only one variable. The sampling method used was random sampling. Data collection was carried out

through open-ended questionnaires, and data analysis included 1) data reduction; 2) data presentation; and 3) drawing conclusions.

Results and Discussion

Based on the results of data analysis, there are several main factors that influence students' English language skills, which are discussed as follows:

A. Listening Skills

1. Interest

The results of the questionnaire regarding interest factors did not show any problems, although some students had limited understanding of English, most of them said that learning English was very enjoyable and highly beneficial to them. This view aligned with a quote from a student who was considered to represent the general perspective on interest factors. The student stated that learning English was very helpful to them because through English, they could acquire new knowledge that had previously been beyond their reach, especially concerning international matters.

2. Vocabulary Limitations

Regarding the factor of limited vocabulary, most students were able to understand the general content of lectures but had

difficulty understanding the meanings of words in detail. The students stated that they were not bored but only knew a few English vocabulary words, and the speakers always used English.

3. Interest in the topic

Regarding the factors of interest in the topics, most students felt very satisfied with the teaching methods used, which led them to show a high level of interest in all the topics presented. The students said that they were pleased with the way the material and English language instruction were delivered by the lecturers or tutors.

B. Reading Skills

1. New Vocabulary

Based on the responses regarding the factor of new vocabulary, most students expressed limitations in their vocabulary. The students stated that they sometimes encountered vocabulary they did not understand because they had not memorized all the meanings of English words.

2. Language Complexity

Based on the students' responses regarding the factor of language complexity, it was evident that students had difficulty understanding most sentence

structures in English. They mentioned that they were confused because English sentence structures often included affixes that were perplexing to them, and constructing a sentence in English was sometimes still confusing.

C. Speaking Skills

1. Psychology

Based on the research findings related to psychological factors, it was shown that most students lacked the courage to speak because they were worried about making pronunciation mistakes. They reported that they were afraid to speak English and often felt nervous when speaking English. This was due to their fear of making mistakes being greater than their self-confidence.

D. Writing Skills

1. Interest

Based on the students' responses regarding the factor of interest, it was found that most students had not yet developed a high level of awareness and interest in the importance of writing in English. They mentioned that they rarely wrote in English except for assignments given by their professors.

2. Environment

Based on the students' responses regarding the factor of environment, it was found that most students' environments did not support the importance of English. This was because they only learned English from their educational background.

DISCUSSION

A. Listening skills of students in non-English language education study programs

The results of this research revealed that students from non-English Education programs had a positive appreciation of the teaching methods implemented by the lecturers. The students also realized that the material taught would be beneficial for their future. They were able to identify careers that made these two courses highly relevant. It was concluded that if someone felt bored or frustrated while listening, it indicated poor listening skills. Based on the students' responses, they did not feel bored with speakers like lecturers or native speakers. However, some students complained about difficulties in understanding foreign speakers due to many unfamiliar vocabulary words. This indicated that they still had

limitations in their vocabulary. According to Underwood (1990), there were several difficulties in listening activities, such as an inability to concentrate caused by factors including: uninteresting topics, physical fatigue, noisy environments, and room temperatures that were either too hot or too cold

B. Reading skills of students in non-English language education study programs

Based on the students' responses, it was found that they were unable to understand the language as a whole due to their limited vocabulary. This caused them difficulty in comprehending complex vocabulary and language structures, resulting in meanings or messages being often confusing to them. Additionally, the students were also unable to use correct language structures. Another factor that needed attention was the limitation in mastering new vocabulary. This limitation certainly hindered their ability to read effectively and efficiently, ultimately requiring more time to understand the reading material.

From the research findings, it was concluded that the students still

had limitations in the number of vocabulary they mastered. They faced many difficulties in understanding the material presented, especially in terms of understanding and interpreting reading passages.

C. Speaking skills of students in non-English language education study programs

The results of the research showed that students had poor speaking abilities. The students tended to feel embarrassed and afraid to engage in dialogue, which was the main reason why they were reluctant to speak in public. Additionally, the research also found that students often felt a lack of confidence when speaking English because they did not know how to speak it. They still often felt nervous when asked to speak English in front of the class. Some students even admitted not knowing how. This reflected a weakness in their English speaking skills

D. Writing skills of students in non-English language education study programs

Writing ability was one of the skills that needed attention to improve a person's language proficiency. Based on research conducted on students, it was found that their

interest in writing was still low. This was evident from the absence of writing activities in English over the past month, a lack of enthusiasm, and the absence of habits for practicing English writing. Besides interest, environmental factors also played a role. It could be concluded that the environment supporting English language activities for students had been limited to their time in educational settings. They stated that the use or practice of English was only carried out during classroom instruction, and there were no other environments that encouraged or supported them to learn or become more proficient in English.

CONCLUSION

The results of this research revealed several key findings regarding the language proficiency of students in non-English Education programs:

Listening Ability: The students showed a positive appreciation for the teaching methods applied and recognized the benefits of the material taught for their future. However, they encountered difficulties in understanding foreign speakers due to limited vocabulary. Listening difficulties were often caused by an inability to concentrate, which could be influenced by factors such as uninteresting topics, physical fatigue,

noisy environments, and room temperature.

Reading Ability: The students had trouble understanding readings as a whole due to limited vocabulary and complex language structures. This hindered their comprehension and interpretation of the material, as well as slowed down their reading process. They also were not yet able to use correct language structures.

Speaking Ability: The students exhibited weaknesses in their speaking skills. They felt shy and lacked confidence when speaking in public or in English, often feeling nervous and unsure of how to speak English effectively.

Writing Ability: The students' interest in writing in English was still low. They did not practice writing regularly and were less enthusiastic about writing activities in English, with support from their environment being limited to classroom instruction.

Overall, the research indicated that the students still faced various challenges in their English language skills, including listening, reading, speaking, and writing, and that additional support outside the classroom was needed to improve their language abilities

SUGGESTION

Providing Assistance: Additional support was provided to students according to their level of English proficiency. This was done by assigning students with good English skills to help their peers through discussion forums outside of class hours. By forming discussion groups, students were able to learn from each other and support the development of their English language skills.

Providing Motivation and Developing Interest: Students were encouraged and motivated to develop their interest in listening, reading, speaking, and writing in English. This was achieved by offering additional activities or programs outside of regular classes that made students more interested and engaged in the active use of English.

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