

## **ENGLISH LANGUAGE PROFICIENCY LEVEL OF FOREIGN LANGUAGE ACADEMY OF WIDYA DHARMA**

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### **Abstract**

In Indonesia, English has been taught and introduced as a foreign language lesson. This is because English is an essential international language which is used as a means of communication by most of the people in the world. The researcher wanted to see the English Proficiency of the twenty students of Foreign Language Academy of Widya Dharma. Descriptive method was used to describe the result of students' proficiency level. The result shows that average level of the students English proficiency is at B1 and B2 levels. Some students reach C<sub>1</sub> and C<sub>2</sub> levels, highest level proficiency. It describes that the students are able to develop their English well during these four-semester study at Foreign Language Academy of Widya Dharma. The data will be used by the lecturers to give the materials based on the students' level to maximize their learning.

Keywords : Proficiency, grammar, Listening, Vocabulary, reading

### **INTRODUCTION**

It is important for us to learn a language, especially English, since "it is the world's most widely spoken language. It is the common means of communication between the people of different nations" (Verghese, 1989: 1). Besides, the use of English is crucial, so that the interest in learning English overgrows.

In the age of "globalism," we live nowadays, the independence of nations and countries creates a need for a global language, and no language qualifies for this better than English. The role of English is a major factor that contributes to the increase in the importance of English in Indonesia. Laufer stated some roles of English that plays in some areas (2008; 12):

1. Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations which wish to do enter the international market are not likely to be able to do so without using English.

The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English.

2. International relations: English is one of the official languages of the United Nations and other key international bodies. Diplomats may learn a number of languages during their careers, but when it proves impossible to learn the language of a country, then English may be used as a lingua franca.
3. The media – the world of current information and popular culture: A significant proportion (57%) of the world's newspapers are published in countries where English has a special status. The majority of major advertising agencies are US-owned. English dominates global television and radio broadcasting. English language films dominate cinema with the bulk (80%) of all feature films given a theatrical release in 2002 being in English. In popular music, in the 1990s, 99 percent of all groups worked exclusively in English. The English lyrics of some singers have attained a symbolic, socio-political (Bob Dylan) or even literary status (Leonard Cohen), and some musical events have reached global audiences (1984 Live Aid).
4. Education: A large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment.
5. Communications: Much of the world's communications are done in English. 80% of the world's electronically stored information is in English. Although the internet can now handle a variety of languages and non Roman scripts (Hussain et al., 2005), it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English.
6. International travel and safety: English is the language used for navigation at sea and for air traffic control.

In Indonesia, English has been taught and introduced as a foreign language lesson. This is because English is an essential international language which is used as a means of communication by most of the people in the world. Ramelan (1992: 2) said that English is the first foreign language to be taught in Indonesia. It is taught from elementary school up to university. As the first foreign language, English is considered difficult to learn by Indonesian students because learning English is something new for them. It is different from learning their native language. They have been surrounded by their mother tongue and spoken in their native language since their childhood. In teaching and learning process, students must demonstrate proficient skills: listening, speaking, reading and writing. One of the critical aspects in learning a foreign language is listening. According to Alatis (1990: 334) "The importance of listening comprehension in language learning and language teaching has moved from a status of incidental and peripheral importance to a status of significant and central importance over the last two decades." Listening provides the necessary input for learners to acquire the vocabularies and language needed for practicing a language.

Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). Vocabulary has a significant role in gaining the success of language learning. That is why it is vital for students to enhance their vocabulary mastery.

According to Carter & McCarthy (2013: 62), "the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory." Furthermore, vocabulary teaching can help the teacher in teaching English in a way that is readable absorbed, fun, and much less frustrating than standardized textbook instruction.

These roles and the large number of speakers who use English worldwide, can be considered valid reasons for its special status in Indonesia. Commentators on the use of English in Indonesia have seen it as potentially serving a number of important purposes (Dardjowidjojo, 2003d: 32, Huda, 2000: 65-66, Renandya, 2000: 116, Simatupang, 1999: 64):

1. As a means of international communication in practically all fields or walks of life;
2. As a medium through which scientific knowledge, and new technologies can be accessed implemented with a view to succeeding in the global marketplace;
3. As a source of vocabulary for the development and modernization of Indonesian;
4. As a way to get to know native speakers of English, their language, culture and literature, or as a means of expanding one's intellectual horizons.

That is why not only schools but also universities in Indonesia are providing English as a subject to be taught. Widya Dharma as an institution was aware about this issue that was why they choosed to provide an Academy of Foreign Language in order to help students who want to learn English further. This is simply to enable students to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accuratel. The writers take Widya Dharma as a subject to do the research to see the level of English Proficiecncy of the fourth-semester students at Widya Dharma Foreign Language Academy. Thus the writers want to analyze this issue because the writers believe this research will provide the important information that has positive influence for Widya Dharma in the future.

## **METHOD**

The researcher used descriptive method in this research. Twenty of fourth-semester students at Widya Dharma Foreign Language Academy were taking the proficiency test. For cost and time consideration, they only took Vocabulary-Grammar and listening test. There are 15 questions for Vocabulary-Grammar test and 15 questions for the listening test. The questions get easier or harder according to the responses. At the end of the test, the students' English level will be assessed

automatically. The researcher listed the result of the students' test and then would describe based on the data.

## RESULT AND DISCUSSION

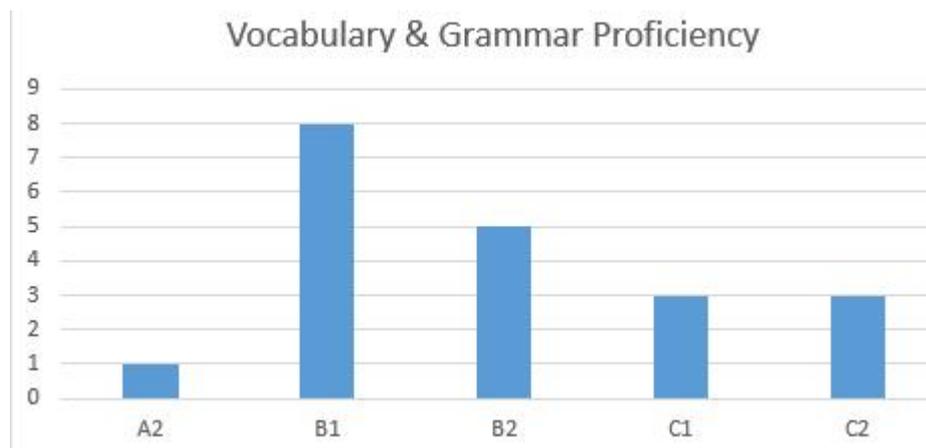
There were twenty students conducting this test, 15 female students and 5 male students. The test was divided into two parts, vocabulary-grammar and listening.

**Table 1 Vocabulary-Grammar Proficiency Level**

Name	Vocabulary/Grammar test result
Aileen	B1
Andy Millenius	C2
Jayadi	C2
Anggie Caroline	B1
Cindy	C2
David Ratupa	B2
Dessy	B1
Dicky	B2
Effia	B1
Eka octavia	B2
Fenny Feronica	C1
Kelvin	C1
Liuz Kharan	A2
Mei rianti Jenifer	B1
Mira Santika	C1
Nia Angelina	B1
Sella Lisbeth	B2
Serling Mercedes	C2
Sherlie Natalia	B1
Thanesia Erna waty	B2
<b>Yeni Natasari</b>	<b>B1</b>

There were twenty students took Vocabulary-Grammar proficiency test, fifteen female students and five male students. Student 1 got b1, student 2 got c2, student 3 got b1, Student 4 got C2, Student 5 got B2 ,Student 6 got B1, Student 7 got B2, Student 8 got B1, Student 9 got B2, Student 10 got C1, Student 11 got C1, Student 12 got A2, Student 13 got B1, Student 14 got C1, Student 15 got B1, Student 16 got B2, Student 17 got C2, Student 18 got B1, Student 19 got B2, and Student 20 got B1.

Figure 1 The Graph of Vocabulary and Grammar Proficiency level



There is one student got A2. There are eight students **got B1**, there are 5 students got B2, there are three students got C1, and there are three students got C2. B1 and B2 are the most levels that the students reach. some reach C1 and C2. After

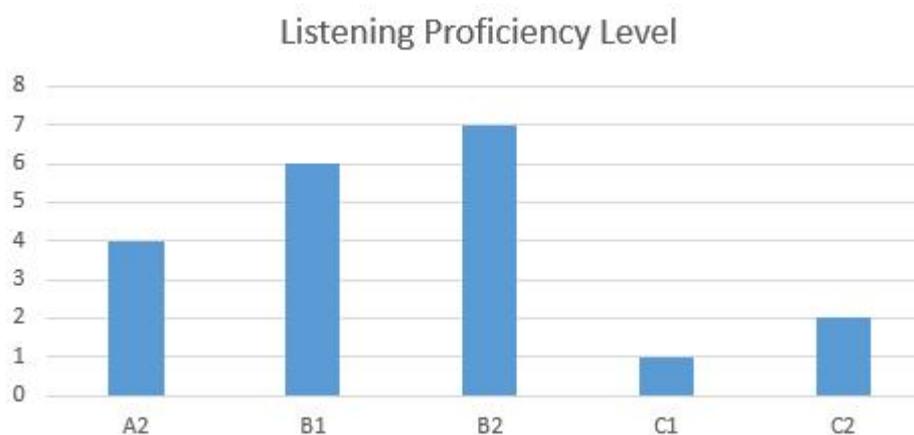
two years studying at Foreign Language Academy of Widya Dharma, the students have developed their English to a stratification level. It means they have successfully improved their English proficiency.

**Table 2 Listening Proficiency Level**

Name	Listening
Aileen	B1
Andy Millenius	
Jayadi	C2
Anggie Caroline	B2
Cindy	C2
David Ratupa	B2
Dessy	A2
Dicky	B2
Effia	A2
Eka octavia	B1
Fenny Feronica	B1
Kelvin	C1
Liuz Kharan	B2
Mei rianti Jenifer	B1
Mira Santika	B2
Nia Angelina	B1
Sella Lisbeth	B2
Serling Mercedes	A2
Sherlie Natalia	A2
Thanesia Erna waty	B2
Yeni Natasari	B1

There were twenty students took Vocabulary-Grammar proficiency test, fifteen female students and five male students. Student 1 got b1, student 2 got c2, student 3 got b2, Student 4 got C2, Student 5 got B2 ,Student 6 got B2, Student 7 got A2, Student 8 got A2, Student 9 got B1, Student 10 got B1, Student 11 got C1, Student 12 got B2, Student 13 got B1, Student 14 got B2, Student 15 got B1, Student 16 got B2, Student 17 got A2, Student 18 got A2, Student 19 got B2, and Student 20 got B1.

Figure 2 The Graph of Listening Proficiency level



There were four students got A2. There were six students got B1, there were seven students got B2, there was one student got C1, and there were two students got C2. B1 and B2 are the most levels that the students reach. some reach C1 and C2. After two years studying at Foreign Language Academy of Widya Dharma, the students have developed their English to maximum level. It means they have successfully improved their listening proficiency during their study at Foreign Language Academy of Widya Dharma.

## CONCLUSION

The result shows that the average level of the students English proficiency is at B1 and B2 levels. There are some students who reach Cq and C2 levels, highest level proficiency. It describes that the students are able to develop their English well during these four-semester study at Foreign Language Academy of Widya Dharma. The data will be used by the lecturers to give the materials based on the students' level to maximize their learning.

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