

THE STUDY OF STUDENTS' ENGLISH AS A FOREIGN LANGUAGE ABILITY IN SECONDARY EDUCATION TOWARDS THEIR ENGLISH LEARNING IN HIGHER EDUCATION

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ABSTRACT

The purpose of this study is to find out the background of English language ability from English education students while in secondary school on the process and sustainability of their learning in college. This type of research is descriptive research where the data collection uses questionnaire, sampling, interview, and documentation methods. For data analysis techniques in this study refer to descriptive techniques and interactive methods from Miles, Huberman, and Saldana (2014), which includes data condensation by collecting report card scores of English education students while in secondary school and interview transcripts. As for the data display in this study describes information and analysis of the research data, which is related to the learning outcomes of students in college getting better grades when they already have English language skills in secondary school, the last is conclusion drawing which explains about the conclusions of the research after the data collection process, namely about students who already have good English language skills in secondary school have the opportunity to get higher grades also in college when compared to students who have just learned English at university.

Key Words : Secondary School, Undergraduate Student, English as a Foreign Language

Tujuan dari penelitian ini adalah untuk mengetahui latar belakang kemampuan bahasa Inggris mahasiswa pendidikan bahasa Inggris saat berada di sekolah menengah terhadap proses dan keberlanjutan pembelajaran mereka di perguruan tinggi. Jenis penelitian ini adalah penelitian deskriptif dimana pengumpulan datanya menggunakan metode kuesioner, sampling, wawancara, dan dokumentasi. Untuk teknik analisis data dalam penelitian ini mengacu pada teknik deskriptif teknik deskriptif dan metode interaktif dari Miles, Huberman, dan Saldana (2014), yang meliputi kondensasi data dengan mengumpulkan nilai rapor mahasiswa pendidikan bahasa Inggris selama di sekolah menengah dan transkrip wawancara. Sedangkan untuk display data dalam penelitian ini menjelaskan tentang informasi dan analisis dari data penelitian, yaitu terkait dengan hasil belajar mahasiswa di perguruan tinggi mendapatkan nilai yang lebih baik ketika sudah memiliki kemampuan berbahasa Inggris di sekolah menengah, yang terakhir adalah conclusion drawing yang menjelaskan tentang kesimpulan dari penelitian setelah proses pengumpulan data, yaitu tentang mahasiswa yang telah memiliki kemampuan berbahasa Inggris yang baik di sekolah menengah berpeluang mendapatkan nilai yang lebih tinggi juga di perguruan tinggi jika dibandingkan dengan mahasiswa yang baru belajar bahasa Inggris di universitas.

Kata kunci: Sekolah Menengah, Mahasiswa, Bahasa Inggris sebagai Bahasa Asing

INTRODUCTION

Tasyarawati (2019), from her thesis described that English as a Foreign Language is the language which is used by the people of other country or society, it is the teaching of English to people whose first language is not English for example in Indonesia. For example in Indonesia, this subject is compulsory in secondary education, including the vocational or Islamic secondary school. In Indonesian schools that are not international schools, such as public schools, English is still used as a foreign language or third language after Indonesian and local languages. So English is not used in every communication in the school environment. The status of English which is still a foreign language makes the background of English language skills of students from secondary schools very diverse, some have very good English because they continue to learn English independently by taking courses, some are ordinary just following school lessons, and there are also students who do not understand English well. English is an important aspect of education and career.

For example, when entering university, at Pekalongan University, first-year students must take an English test in the form of TOEFL before starting regular learning at the university. The purpose of English proficiency being considered for entry into college is so that students do not have difficulty when looking for English references to complete their assignments. As what was said by Hartin (2017) that reinforces that the importance of mastering English is not only for social communication tools, but is also needed for scientific development, because some publications of research results use English. The use of international journals as references in daily assignments or final assignments will require students to understand English well in order to facilitate them in college. Especially for students of English education study program. Learning in class that uses English to communicate with lecturers and friends will be more difficult for them if before entering college they did not understand English at least at a basic level. In contrast to students who since secondary school have understood English even at a basic level, adaptation to the learning process in college that uses English will be easier for them to follow.

RESEARCH METHOD

English to people whose first language is not English for example in Indonesia. For example in Indonesia, this subject is compulsory in secondary education, including the vocational or Islamic secondary school. In Indonesian schools that are not international schools, such as public schools, English is still used as a foreign language or third language after Indonesian and local languages. So English is not used in every communication in the school environment. The status of English which is still a foreign language makes the background of English language skills of students from secondary

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RESULT AND DISCUSSION

1. Questionnaire

Tabel 1 Questionnaire

Coefficients	Score	Category
7 Students	91-94	A
17 Students	81-90	B
6 Students	70-80	C

Tabel 2 Questionnaire

Coefficients	L	S	R	W
Excellent	6	10	16	11
Good	20	17	14	16
Poor	4	3	0	3

2. Sampling

Tabel 3 English Ability

English Ability	Students
Excellent	FV and MR (94)
Intermediate	AF and AD (87)
Lowest	AJ and NA (71&70)

3. Interview

From the interview data with 6 respondents, data was obtained in the form of: Students who at secondary school already have very good English language skills do not need adaptation time to follow learning activities in universities that use English. FV and MR can immediately follow the learning and understand the English material well. They also got A grades in English subjects such as reading, writing, listening and speaking easily.

Students who at secondary school have quite good English skills can also follow learning in college quite well, it's just that there are some obstacles such as feelings of insecurity because they are not confident and sometimes experience misunderstanding when the lecturer explains the material too quickly. For learning outcomes, students at this level get quite good grades even though they are still below students who since secondary school have had very good English skills such as FV and MR. Students who in secondary school did not choose good English skills and only learned English intensively in college, they have difficulty because they do not understand English translations when lecturers or students in the classroom communicate in English. The learning results in the form of grades in the subject of English also never reached A grades.

Accumulated scores obtained from report cards, English education students at Pekalongan University have very diverse English language skills, but the majority have exceeded the average limit (KKM) set by the school and the regulations of the minister of education and culture related to the 2013 curriculum with a sufficient score category (C). Despite having scores that have exceeded the maximum limit, there are still students who in secondary school have not mastered English in detail, they only understand English in the form of texts such as reading skills. This phenomenon is not unusual because English in secondary schools in Indonesia is still a foreign language, where English lessons given at school are only one of the subjects, not applied in daily communication.

Meanwhile, from the results of the study which took 6 students to be a sample which was divided into three categories, namely students who had very good English grades and abilities, students who were at the intermediate level, and students who did not have English language skills even at the basic level.

The results showed that:

1. Students who have the highest score in secondary school (FV and MR with score 94), and are able to understand basic English skills well, while in college are more adaptable and follow learning well, their English scores are also very good with many getting category A. TOEFL scores also get high scores with scores of 513 and 473.
2. Students who were in secondary school have quite good English skills but not yet at the master level, they still get TOEFL scores that are relatively safe (457 and 453), for subject scores related to basic English skills, they still get A grades quite often and there are never any B grades. They can also adapt quickly to the learning environment using English although they still find difficulties when the lecturer explains the material too quickly and when receiving material that they have never learned in secondary school.
3. Students who did not have good English language skills at secondary school, where they did not have English language skills in listening, speaking, writing and only a few reading skills,

experienced the first year of learning in with difficulty. They often do not understand listening and speaking, especially when interacting in classes that use English.

The interview data from this study also showed that all respondents experienced an improvement in their English language skills while in college. The most influential factors were the environment, supportive friends, teaching methods from lecturers, and their interest in learning English so that they were able to continue learning English until the final semester.

CONCLUSION

Based on the research results and data obtained, it can be concluded that the English language skills of English education students while in secondary school are different, but can be grouped into three categories, namely excellent, good, and poor. The English skills they have when in secondary school also affect learning in college because students who have excellent level English skills are also easier to get good scores in college, the same is true for students whose English is not good, there are many difficulties that must be overcome, especially in the first year of college to be able to keep up and follow learning in college. But whatever the background of their English ability in secondary school, there are factors that also encourage students to continue learning in college, such as the environment, friends, lecturers, and a sense of interest in English.

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