FACTORS INFLUENCE TADRIS ENGLISH STUDENTS' LANGUAGE ABILITY

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ABSTRACT

The main objective of this study is to identify the variables that affect the command of English of Tadris English students. This study uses a qualitative method and is descriptive. Tadris English students at the As'adiyah Sengkang Islamic Institute served as the research's informants. Two methods of gathering data were conducted: interviews and documentation. Using data gathering techniques, data reduction, data presentation, and conclusion are the steps in the data analysis process. Veracity testing is done using three different sources and approaches. According to the research's findings, the following variables affect students' proficiency in the English language: 1) Listening skills: children in this instance have a limited vocabulary and lack focus. 2) Students' limited vocabulary and reading motivation are elements that affect their reading abilities. Speaking ability, in this instance, is determined by students' lack of confidence and their inability to grasp the majority of grammatical constructions. 4) Poor writing proficiency, low interest, and a lack of support from their surroundings are issues that affect students.

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1. INTRODUCTION

Proficiency in the English language is an essential ability in today's workforce (Kassim, 2010). Speaking English has several advantages in today's world. English language proficiency is required in the modern world because learning the language can help you get employment (Zainuddin et al., 2019; Himmatova, 2023), connect with people more easily, advance in your career, find information more easily, and read books that aren't just available domestically to broaden your horizons in science and technology. There are numerous other advantages.

The institution of higher education bears the responsibility of advancing national intelligence and progress to make the country competitive. Universities play a crucial role in helping students acquire the English language proficiency necessary to participate in the modern workforce (Roshid & Kankaanranta, 2023; Chen et al., 2023). It emphasizes English language learning that is focused on the interests or demands of

the working world in their specific fields of study rather than just academic English proficiency. This demonstrates that the foundation of English language instruction in colleges should not be focused on academic interests but rather on preparing graduates with the English language skills needed for specific professions in various groups (Cadiero-Kaplan & Rodríguez, 2008; Campbell et al., 2014).

As a higher education establishment, the As'adiyah Sengkang Islamic Institute is cognizant of this. If students have a minimum TOEFL score of 475, it thus sets graduation criteria. An exam used to gauge a person's proficiency in English is the TOEFL. As'adiyah Sengkang Islamic Institute's English Tadris study program responds to the contemporary need for proficiency in the English language with a high degree of awareness. Consequently, the Tadris English study program offers classes that enhance learners' proficiency in the English language. Researchers' pre-survey yielded information about the English language proficiency of Tadris English students. Recapitulated TOEFL results for Tadris English students in the class of 2023 show that some students have scores below the cutoff, at 40%, and some students meet the cutoff with a percentage of 60%. The low level of English language proficiency among Tadris English students is indicated by their TOEFL scores falling below the prescribed threshold. It is evident from the aforementioned facts that students' proficiency in the English language is still deficient.

Theoretically and according to professional opinion, having strong language abilities requires being aware of four aspects: speaking, reading, writing, and listening (Richards, 2008; Aydoğan & Akbarov, 2014; Newton & Nation, 2020). The four categories of abilities that make up language skills are reading, writing, speaking, and listening. In addition, four components make up language skills: speaking, listening, reading, and writing. These four areas require close attention to assess and enhance a person's language proficiency (Newton & Nation, 2020).

The hearing capacity comes first. Since hearing is the primary language action that most individuals engage in daily, listening comprehension is a crucial component of language learning. While listening accounts for half of adult communication activities, students on campus listen to others and lecturers to obtain 90% of their information. According to theory and professional beliefs, having strong listening abilities is a sign of having strong language skills as well (Österlind & Henoch, 2021; Qobilovna, 2023).

Experts believe that concentration, vocabulary, interest in the subject, and interest in the issue are the four main components of strong listening skills (Alzamil, 2021; Saeedakhtar et al., 2021; Latupono & Nikijuluw, 2022). To determine which elements need to be improved and fixed, all four need to be given careful consideration. Students' ability to listen is hampered by several variables, including psychological and physiological ones. Student body years and intellect are examples of physiological factors; student attitudes, talents, interests, motivation, and intelligence level are examples of psychological aspects. To ensure that students can learn without hindrance, lecturers must pay special attention to these challenges.

In addition to interest, vocabulary is an aspect that must be taken into account for someone to have effective listening abilities (Agustin & Ayu, 2021; Munawir et al.,

2022). A person's vocabulary can be one of the obstacles that prevents them from hearing effectively. Naturally, a listener with a restricted vocabulary may find it difficult to comprehend the text they are reading and may even become disinterested and frustrated. Ineffective listening abilities are demonstrated when someone is bored or even irritated while listening.

One of the things that affects someone's capacity to listen is their level of concentration (Goh, 2000; Zhou & Thompson, 2023). Several factors might make it difficult to concentrate when listening, such as dull subjects, physical exhaustion, loud surroundings, and excessively hot or cold room conditions. Interest in the subject matter is one of the four primary elements that affect how messages are delivered when someone is listening. This element explains why students find discussion topics offered by professors, native speakers, and other communicators to be interesting to listen to. One may tell that someone is interested when they have a strong curiosity.

The capacity to read is the second component. Being able to read is the first step toward being able to comprehend written communication, which includes short notes, letters, newspaper articles, short stories, novels, and other written works. A person's capacity to read is crucial due to the many advantages it offers for learning, particularly for enhancing speaking fluency and ability as well as memory and comprehension (Aldhanhani & Abu-Ayyash, 2020; Smith et al., 2021).

There are elements of reading proficiency that should be taken into account. Motivating oneself is one of the many aspects that can affect someone's reading proficiency (Barber & Klauda, 2020; Duke et al., 2021). Language complexity and additions to vocabulary are further considerations. Students must be able to identify key phrases, comprehend the major concepts, and take notes when reading a work. One aspect that affects a person's ability to read is the complexity of the language (Duke et al., 2021; Smith et al., 2021). Sentences with high levels of syntactic and structural complexity are the reason behind reading difficulties in some people. This demonstrates that someone with a large vocabulary can read a text, even if the sentences or information it contains are very complex. Consequently, when students come across complex vocabulary and language structures, they continue to struggle to understand the meaning of the text or the message being conveyed, as well as to identify the appropriate language structure.

Speaking proficiency is the third component. the capacity to articulate words or sounds to communicate and express feelings, ideas, and concepts. Speaking fluently is one facet of having strong language proficiency. Speaking has thus far been viewed by some as a terrifying experience. Psychological variables might have an impact on a person's capacity to talk. Several specialists believe that psychological factors—such as motivation, courage, and culture have the greatest influence on a person's capacity to communicate (Bandura, 2009; Knapp et al., 2021). In addition, other things need to be considered when evaluating someone's speaking abilities. A person's capacity to communicate is also hampered by cultural differences, a lack of drive, nervousness, and humiliation when speaking in front of an audience. One element that affects a person's ability to communicate in a language is grammar (Benítez-Burraco, A., & Progovac,

2020). One of the challenges a person faces when speaking is not understanding different forms of syntax. The distinction between English and the maternal tongue.

The ability to write is the fourth component. Writing is an expressive, constructive, and active activity that uses schemata, knowledge, and writing expertise to convey ideas. One of the abilities that must be taken into account to advance one's English language proficiency is writing ability (Aizawa et al., 2020). It is important to take into account one's surroundings and hobbies to enhance one's writing skills. Naturally, having a strong interest and being in a supportive atmosphere contribute to one's language proficiency (Getie, 2020; Mercer & Dörnyei, 2020). One type of productive skill is writing ability, which is the ability to produce language. Writing can be thought of as simply communicating the message that will be communicated.

Based on the problem's historical context as described, Therefore, a study was conducted to find out what factors affect the students in the Tadris English study program's proficiency in the English language. To make it simpler for students, instructors, and other relevant parties to make changes to students' English language skills, the purpose of this research is to thoroughly identify the elements that affect the English language proficiency of Tadris English students.

2. METHOD

This study used a descriptive research design for its research methodology (Koh et al., 2000). As there is just one variable in this study, qualitative approaches are an appropriate methodological choice (Carvalo et al., 2005). Snowball sampling was utilized in this study, with a sample of five Tadris English student informants selected in 2023. Interviews were used as a method of gathering data. In this study, the three steps of data analysis are: 1) data reduction; 2) data display; and 3) conclusion drawing. The triangulation of sources and procedures is the data validity methodology that is employed.

3. RESULTS AND DISCUSSION

Results

Based on the data obtained, the research results can be described as follows:

Description of Research Data

   a. Students' listening ability

   1) Interest

   Although some students recommended that instruction be changed to cover the subject matter more thoroughly, the interest factor interview findings did not show any issues. One student interview that is thought to provide a general response to the interest element is the one that follows. "*Learning English may be enjoyable as well as challenging. The lecturer's approach to learning was incredibly enjoyable. Simply put, sis, not everything that is taught is comprehensive. only the outer layer.*"

2) Limited vocabulary

The majority of students had trouble grasping word meanings in depth, although they were generally able to understand the lecture material, according to the results of interviews addressing vocabulary limitations. The student interview results listed below are thought to be representative of general responses to the limited vocabulary factor. "*I still don't grasp a lot of language, but I'm not bored or frustrated either. There are moments when I feel that this lecturer's meaning accurately reflects my opinions.*"

3) Concentration

According to the findings of the interviews conducted on concentration variables, the majority of students believed that the improper lecture hours were the reason behind the decline in concentration. The student interview results listed below are thought to be representative of the general responses to the concentration factor. "*12 o'clock in the afternoon, or for 30 minutes. When it's hot and hungry, it doesn't work at all. "The lesson is that as you ponder more, your appetite increases.*"

4) Interest in the topic

The majority of students truly loved the learning strategies used, which made them highly interested in all of the topics provided, according to the findings of interviews about the interest factor in the topic. The student interview results listed below are thought to be representative of widespread responses about the topic's interest elements.

b. Student reading ability

1) Motivation

According to the findings of motivation factor-related interviews, most students are not very interested in reading in English.

2) New vocabulary

The majority of students have a limited vocabulary, according to the results of interviews addressing the new vocabulary element. The student interview results listed below are thought to be representative of general responses to the new vocabulary component. "*In English courses, there are a lot of people who can't; if the English conversation is the same as before, both of them don't understand, and many people don't understand.*"

3) Language complexity

The majority of English sentence constructions are beyond the comprehension of students, according to the findings of interviews about language complexity issues. The outcomes of student interviews that are thought to represent typical responses to the language complexity factor are listed below. "*Yes, I often feel confused about what the correct sentence structure is.*"

c. Student speaking ability

1) Psychological

According to the findings of psychological factor-related interviews, the majority of students lack the confidence to speak up because they are afraid of pronouncing words incorrectly. The student interview results listed below are thought to be representative of general responses to psychological factors. "*Afraid of making a mistake, nervous and nervous.*"

2) Grammar

The majority of students are still working to understand the proper structure of language phrases, according to the findings of interviews about grammatical elements. The outcomes of student interviews that are thought to represent typical responses to grammatical issues are listed below. "*Yes, but some of them are having trouble recalling the formula. Only the simple present, past, and continuous tenses are familiar to me; others are not.*"

d. Student writing ability

1) Interest

Based on the results of interviews regarding interest factors, it shows that the majority of students do not have a high awareness of and interest in the importance of writing English.

2) Environment

Most students' circumstances do not support the value of English, according to the findings of interviews about environmental factors. The outcomes of student interviews that are thought to indicate typical responses to environmental influences are listed below. The family doesn't speak English, and I'm just from campus.

Discussion

a. Students' listening ability

The survey's findings demonstrate that Tadris English study program participants have a solid understanding of the teaching strategies used by their instructors. Students studying English at Tadris also understand that this information will be helpful to them in the future. They were able to determine what exactly was so meaningful about these two courses. Ineffective listening abilities are demonstrated when someone is bored or even irritated while listening.

Students in the Tadris English Study Program have indicated in interviews that they are not bored by communicants (speakers, lecturers, and native speakers). Many of the vocabulary words in the foreign language textbooks caused some students to complain that they were having trouble understanding messages from overseas. This indicates that students' vocabulary is still quite small. It is possible to conclude that students feel their ability to concentrate is diminished by the late hours of the English and English Conversation courses based on the data gathered from the research findings. Aside from that, students want to extend the hours of classes they think are short. Due to the unique nature of this teaching approach, students have a greater appreciation for every subject the lecturer covers. This approach can help students

focus more on the material being delivered, but despite its unique teaching strategy, it cannot make them stay focused until the completion of the course. Because of the element of exhaustion that students encounter.

b. Student reading ability

It is evident from studies done on Tadris English students that the students are not very motivated to read. Students' lack of effort to advance their reading abilities is evidence of this. Student activities conducted after school are more closely associated with entertainment than trips to the library, bookstore, or bookshop. In addition, Tadris's English students claim that their limited vocabulary prevents them from understanding the language in its entirety. As a result, when they come across complicated vocabulary and language structures, they are still unable to identify the structure and are still unclear about the language's meaning or the message being sent. appropriate wording.

The third factor that must be taken into account has to do with learning a new language. Naturally, a person's ability to read will be hampered by a limited vocabulary (Gellert et al., 2021; Rosyada & Apoko, 2023). Naturally, comprehension of the reading will take longer when done effectively and efficiently. Concluding the research findings, it was determined that students' vocabulary remained limited. Even now, there are still a lot of challenges that students face when learning the content. Students struggle to decipher and interpret what they read.

c. Student speaking ability

Tadris English students have weak speaking abilities, according to the research that has been done. Students continue to be shy and ashamed in social situations. This is a key element in motivating students to avoid public speaking. The study's findings suggest that Tadris English students are limited in their knowledge of grammar. Only the simple present tense, past tense and other tenses can be mentioned by students; they are unable to understand them. Other students responded by saying they were unsure. This displays the poor grammar of the students.

d. Student writing ability

One of the talents that must be taken into account to advance one's language proficiency is writing ability (Storch, 2005; Karatas & Tuncer, 2020). It is clear from the study of Tadris English students that there is still little enthusiasm for writing among the students. based on the lack of English writing assignments throughout the previous month. Lack of excitement and the need to adjust to writing in English. It's visible not just through curiosity but also through the surroundings.

It may be said that, up until now, only educational settings have supported English language learning among students (LeClair et al., 2009; López & Iribarren, 2014; Elfers & Stritikus, 2014). They said that learning or practicing English was limited to in-class study sessions. Furthermore, no setting promotes or helps students become more proficient in English.

4. CONCLUSION

Based on the research results and discussions that have been described, the following can be concluded:

Factors that influence Tadris English students' English language skills include: **Listening Ability**: The students' attention to the information delivered by the lecturer, native speaker, or communicator is quite good in this instance. Students display excitement about the content they are hearing. Vocabulary: The students in this situation still have a limited vocabulary. Even now, students still struggle to understand sentences. The concentration factor: Since classes begin in the afternoon, most students report feeling less focused during the learning process. The topic's fascination factor: students are drawn to the unique teaching strategies offered, which helps them understand and value each lecturer's topic more than they otherwise would. **Reading Ability**: Motivational factors: students' motivation to read is still low in this instance. Because they would rather engage in other entertaining activities, some students lack the motivation to read, particularly when it comes to reading in English. The factor of linguistic complexity: a large number of students continue to struggle with understanding language order and structure. Students cannot complete a complex structure if it is shown to them. 3. Vocabulary factor: The students' vocabulary is still quite small in this instance cannot determine the meaning of a sentence.

Speaking Ability: Due to psychological reasons, students in this instance still lack confidence when it comes to public speaking. During the conversation, there is a concern about making mistakes. grammatical factor: students' proficiency with the majority of grammatical forms is low in this instance. unable to clarify the grammar's meaning and only able to identify the kind. **Writing Ability**: Factor of interest: It is evident from this example that kids are not very interested in writing. There aren't any exercises that demonstrate the students' willingness to learn or practice writing. Environmental elements, such as the absence of assistance in the surroundings of students. English is the only language taught to students in classrooms. Among family members or in other contexts. For instance, they don't take part in community service or tutoring.

This research suggests that it is preferable to categorize students' skills into low, middle, and high categories. for students to assess their performance and become inspired to improve. In addition, it facilitates the provision of relevant and effective teaching resources and techniques by educators. Assisting students with their English language proficiency by their assigned language ability class by designating a few proficient students to assist other students with their studies after class by creating discussion forums.

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