

**IDENTIFYING LANGUAGE PROFICIENCY AND SLA OF ENGLISH EDUCATION
DEPARTMENT STUDENTS FOR DESIGNING AN INTERCULTURAL
COMMUNICATION E-BOOK**

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Abstract: Identifying the student's needs and proficiency in a language is a pivotal factor before designing the syllabus and developing an intercultural communication e-book, which led the researcher to conduct this study. 27 students English education department is selected as representative research subjects. This research is part of R&D in the first part specifically, identifying and exploring the needs. Data collection for this study was obtained through a TEP test, document analysis of speaking class, and structured interviews. The data collection was analyzed quantitatively and qualitatively using 6 steps: collection, reduction, display, conclusion drawing, and verification. As a result, almost half of students, specifically 44% of students obtain an average score of 546 to 600 or C level, while 52% of students obtain an average score of 450 to 546 out of 677 or in B level based on CEFR standard global scale. In addition, 51.85% of students pass academic speaking, 25.92 % of students pass critical speaking, and 22.23% of students pass basic speaking. In addition, the students pass with an average score of A or A- grade. Then English as a second foreign language is acquired after the Arabic language. In short, IC e-book design should be considering the feasibility of languages such as students' language development, communication, unity, cohesion, and coherence aspects.

Keywords: English language proficiency, SLA, intercultural communication, and ELT Materials.

INTRODUCTION

At the beginning heading of this study, an introduction is the opening part which covers key issues, they are; (a) introduction: background of this study, identification of the problems, limitation of the problems, formulation of the problem, the study objective, specification of the product development,

and significance of this study; added with (b) literature review as the basis study under the topic about language proficiency, SLA, textbook development, and intercultural communication, besides input the research purpose. Those issues will be elaborated at the following sections in the form of paragraphs.

This study attempts to investigate the English language proficiency and SLA of English education department students (EEDS) at teacher college with the aim of mapping the language level of students. The data result will be used to design and develop the text type (genre-based), length of text, diction, etc, that integrated with the feasibility of languages such as communicative language, unity of idea, cohesion, coherence, language features, and most important student's language development (Tomlinson, 2011; and Nation & Macalister, 2010). Actually, this study is the first part of the research and development categories, identifying and exploring the students' needs.

This final goal of this R&D has a plan to develop a digital textbook with extended reading types as the main materials for intercultural communication (IC) courses, oriented to 5C Skills (Communication, Culture, Connection, Comparison, and Communities), and integrated with a Genre-based Approach (GBA). The underlying urgency factor are: 1) the rarity of IC textbooks that accommodate language and culture levels based on 3 modes of communication, interpersonal, interpretive, and presentational, of EEDS in Indonesia; 2) the rarity of materials developer of IC which accommodate the environment needs, target needs, and learning needs of students and teachers; another the student's language background and social-cultural ethnic. According to Basturkmen (2010), analyzing need analysis as a course design process is the main consideration part, especially in English Specific Purpose (ESP) course development, intercultural communication is part of ESP. In one agreement with Basturkmen, Nation and Macalister (2010:5) concluded that analyzing the learning need and target needs in the process of developing textbooks is a must. Necessity, lack, and wants may all involve some kind of comparison or reference to lists of items that can act as the learning goals of the course. Ways of doing need analysis can be evaluated by the same general criteria used to evaluate test reliability, validity, and practicality.

In fact, the World-readiness standard for language learning from ACTFL and CEFR which is the reference for K13, Merdeka Curriculum, and KOSP stipulates the importance of intercultural competence for global English communication and combines GBA and multimodal mastery based on the learning phase (ACTFL, 2015; CEFR; 2013; Kemendikbudristek, 2021; Hermawan, 2021; Agustine, 2020). Based on the fact and background mentioned, it led to the reason for committing it, and the way through which it can be resolved.

According to Tomlinson (2011) and Pusat Kurikulum dan Perbukuan (PUSKURBUK) Indonesia stated that in the process of developing a textbook, 4 aspects that should be considered are: 1) Feasibility of materials presentation, 2) Feasibility of content, 3) Feasibility of language, and 4) Feasibility of graphic design. The details aspects of developing a textbook can be obviously seen as follow, table 1.1.

Table 1.1. The Aspect on the Principle of Developing Book

No	Main Aspect	Sub-Aspect
1	Feasibility of material presentation	Appropriateness of learning materials with the main variable of the research and book aims.
2	Feasibility of contents	Appropriateness of contents with the main variable of materials development and objective of the learning.
3	Feasibility of language	Appropriateness of student's developments.
		Communicative.
		Coherency and cohesion.
4	Feasibility of graphic design	Feasibility of design.
		Feasibility of display.
		Feasibility of utilization.

As mentioned as earlier, in this study, the feasibility of language becomes the first priority in identifying the students' needs. One way to identify language feasibility, especially the aspect of the appropriateness of student's development, can be assessed based on the proficiency level. Broadly speaking, English language proficiency refers to one's ability or skill to use the English language for various communicative purposes such as intrapersonal, interpersonal, or interpretive purposes (Floyd, 2014). Break down the language stem, based on Cambridge Advanced Learner's Dictionary & Thesaurus (2020), proficiency has meaning fact having the skill and experience for doing something. While language has a meaning a system of communication used by people living in a particular country consists of sounds, words, and grammar. Then, it is used in a structured and conventional way and conveyed by speech, writing, or gesture (Hornby, 1995). Moreover, some scholars stated that language proficiency refers to one's ability to use language for a communicative purpose (Renandya, et.al: 2018). Moreover, Richard, et.al (2013) mapping the five performance indicators are usually used to assess language proficiency, i.e., (1) accuracy, (2) fluency, (3) complexity, (4) appropriacy, and (5) capacity. One way to assess language proficiency can be analyzed based on Test English Proficiency (TEP) or TOEFL or IELTS.

To do so, identifying the TEP scores of students during one semester, then converting to the TOEFL & IELTS score, and CEFR level, are part to know the global language standard (European Council, 2013). In this way, it can be known the language ability of EEDS is based on CEFR global descriptors, another is also used by the Indonesian Ministry of Education, Culture, Research, and Technology, namely *Kemendikbudristek* (Kemendikbudristek: 2021). Although, it is worth noting that the conversion standard score from TEP to TOEFL PBT/TOEFL iBT/TOEFL CBT, IELTS, Cambridge Bulats, and CEFR, there could be a slight difference in determination, but then, most of them are just a

few points in the number at score range. Another identifying the TOEFL score for the indicator of TEP was an absolute requirement. The gradual inclusion of TEP test scores conversed to the TOEFL, IELTS, and CEFR as a language standard globally at the Language Center of every university and college in Indonesia has been no new information. What makes the research novelty than previous research is identifying students' language skills to develop a textbook or reference book is not the main consideration for a book developer, teacher, and lecturer in Indonesia.

According to English Test Service (ETS), nowadays, there is three kinds of TOEFL test: 1) TOEFL Paper Based Test (TOEFL PBT), 2) TOEFL Computer Based Test (TOEFL CBT), and 3) TOEFL Internet-Based Test (TOEFL iBT). Thus, the score range of TOEFL PBT is 217 to 677, TOEFL CBT is 0 – 300, and 0 – 120 for iBT TOEFL. While, in TEP or TOEFL PBT, the test consists of 3 skills there are: 1) the listening comprehension section consisting of 50 questions, 2) Structure and written expression consisting of 40 questions, and 3) Reading comprehension consisting of 50 questions.

Furthermore, document analysis for the speaking classroom, such as the score of basic spoken English class, academic spoken English, and critical spoken English is also done by the researcher, in order to complete the skill of language proficiency, the speaking skill, because TEP only assesses the listening, writing, reading, and grammar or structure EEDS.

Additionally, conducting the structured interview with EEDS based on their SLA is also part of identifying and analyzing their first language (L1), second language (L2), and foreign language due to Indonesia being expanding circle country based on Karchu in Wenfang (2011), that uses English as a foreign language (Maxom, 2019). Furthermore, the interview's purpose is to identify the socio-cultural identity of EEDS as a consideration of local culture and target culture in developing the intercultural communication e-book, and it is an important aspect of material development (Tomlinson: 2011; and Martin & Nakayama: 2010).

Regarding the role of English proficiency for the prospective teacher, Renandya, et.al (2018) states that language proficiency is one of the key components that make up a language teacher's professional knowledge. Nowadays, minimally, a professional language teacher is expected to have sufficient Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and sufficiency in the language to be able to teach through the target language effectively. It has established the point that language proficiency for a prospective teacher who lives in expanding circle country such as Indonesia is a benchmark, then, including the CK and PCK as the main materials on their textbook is a must.

Furthermore, technology is also an additional part of professional teacher requirements in this era. It is a reason why since a few years ago, Technological Pedagogical Content Knowledge (TPACK) has already become the key issue in TEFL (Drajati, 2018). It is also the aim of this study; the researcher develops the English materials in e-book format. Furthermore, books are the main reference source for teaching and learning. The digital book development is an effort to converge analog data toward a smart digital library which will be very useful for distance learning because it is in the visual form with adjustments to learning preferences and materials standards, pedagogical approaches, and tasks that are

able to support learning patterns in the 21st century to become more adaptive or agile and independent to achieve the knowledge. Holistically, it is according to the objective of teacher college and Indonesian curriculum, MBKM and KOSP (Jones: 2011; Mardis, 2013). In addition, the advantages of e-books are: 1) Easy to bring and saved 2) notes features to make it easier to highlight the references, 3) compatible screen sizes with various devices, 4) Independent and classical learning resources in theory and practice, 4) facilitating the digital native generation that able to access 24 hours, and 5) the contents can be updated. Those advantages will be very useful to use e-books as a medium of learning in the classroom and distance learning, besides developing autonomous/independent/agile learning (Orey, 2013).

Integrating with the developing digital textbook for Intercultural Communication (IC), introducing language and Intercultural Communication (IC) for Indonesian English language learners is a lively and accessible introduction, especially for who undergraduate students are facing their multicultural classroom in an expanding circle country such as Indonesia. As an overview of the history of communication, actually, Hymes in Aguilar (2007) introduced the communicative competence concept in the 1970s. He argued that in order to understand first language (L1) acquisition, it was necessary to take into account not only how grammatical competence but also the ability to use language appropriately or language proficiency, was acquired. Additionally, placing emphasis on sociolinguistic competence among the speaker due to the aim of communicative competence was the ability to acquire the necessary skill to communicate socially and culturally. While sociolinguistic competence covers social and linguistic or discourse aspects. Then, a few years later, in the 1980s, some scholars such as Canale and Swain in Aguilar (2007) in North America and Van Ek in Aguilar (1986) in Europe, applied it to foreign language acquisition and turned it into a fundamental concept in communicative competence development. In short, there is found a redline among linguistic competence, strategic competence, sociolinguistic competence, interactional competence, and socio-cultural competence that drew the framework by Celce Murcia. It can be seen in figure 1.1. as follows.

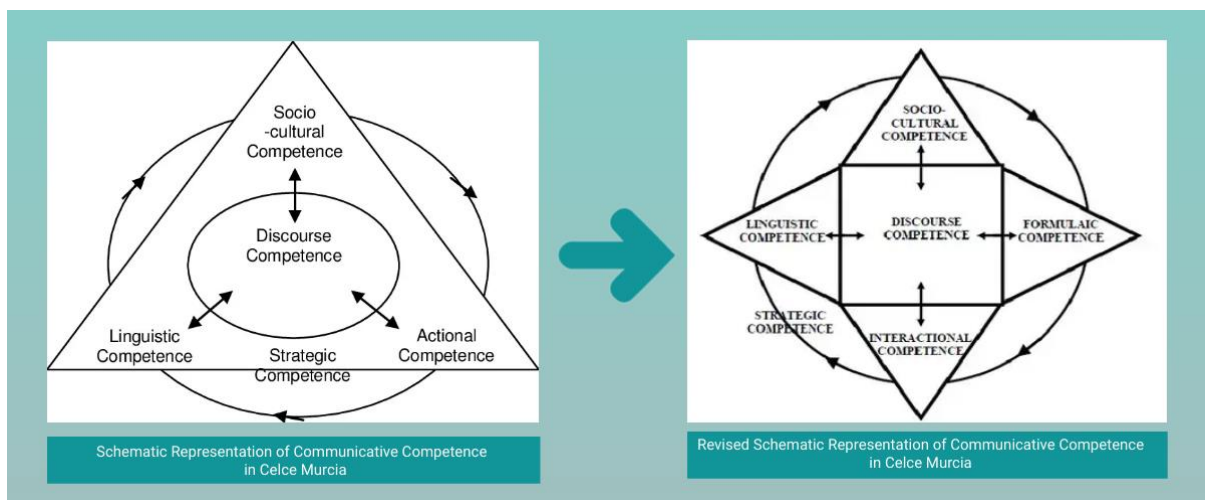


Figure 1.1. The Schematic Representative of Communicative Competence

However, as mentioned by some scholars based on anthropology stated that language itself is part of a cultural product. The social factor is part of communication. That is a reason that there is found a relationship between language and culture as well as society and second language learning. Due to it is considered the role of social factors in L2 proficiency learners differ enormously in how quickly they learn an L2, the type of proficiency they acquire, and the ultimate level of proficiency they reach (Ellis, 2003: 197). One model of L2 proficiency that has figured significantly in socially oriented SLA research is that of Cummins. In his early work, Cummin and Swain (1986) distinguished two types of proficiency, there are 1) Basic interpersonal communication skills (BICS) and 2) Cognitive/Academic Language Proficiency (CALP). BICS are the skills required for oral fluency and sociolinguistic appropriateness, meanwhile, CALP consists of linguistic knowledge and literacy skills required for academic work.

Furthermore, based on the fact mentioned, language competence, communicative competence and intercultural competence, and independent learning development, are the main component of the English curriculum in Indonesia to achieve English language learners globally as well as the goal of the English Curriculum in Indonesia. An overview of the history of the English Curriculum in Indonesia it can be seen on table 1.2.

Table 1.2. The History of English Curriculum in Indonesia

No	Period	Approach & Method
1	Pre Independence (Colonialism Era)	Direct Method
2	Decade 1950s	Grammar Translation Method
3	Late 1950s to Mid 1970s	Audio Lingual Method
4	Mid 1970s	Eclectic Method
5	Mid-1980s	Communicative Approach
6	1994	Communicative Approach integrated with national and functional thematic model.
7	2006	Communicative Approach and Genre Based Approach (Focus on Text Production and Critical Thinking).
8	2013 – Now	Communicative Approach, Genre-Based Approach, HOTS, and Character Building.

Based on the fact and background described, led the researcher to formulate the questions and provide the answer. It will then address three broad questions:

1. To what extent is the English language proficiency level of the students' education department at the private teacher college in Surabaya?
2. To what extent is the SLA of the students' education department at the private teacher college in Surabaya?

3. How should the intercultural communication e-book design be based on language feasibility?

This will begin with a brief discussion of the research method followed by the result and discussion, and closing.

METHOD

This study is starting part of the research and development (R&D) categories in the process of developing an e-book on intercultural communication, especially need analysis part of R&D. In short, this study focus on the first step of R&D, collecting information and identification of the needs. Based on research planning, this e-book was designed for extended reading of the English education department at a teacher college in an intercultural communication classroom which oriented on 5C skills and integrated a genre-based approach. The research model can be seen in figure 3.1. as follows.

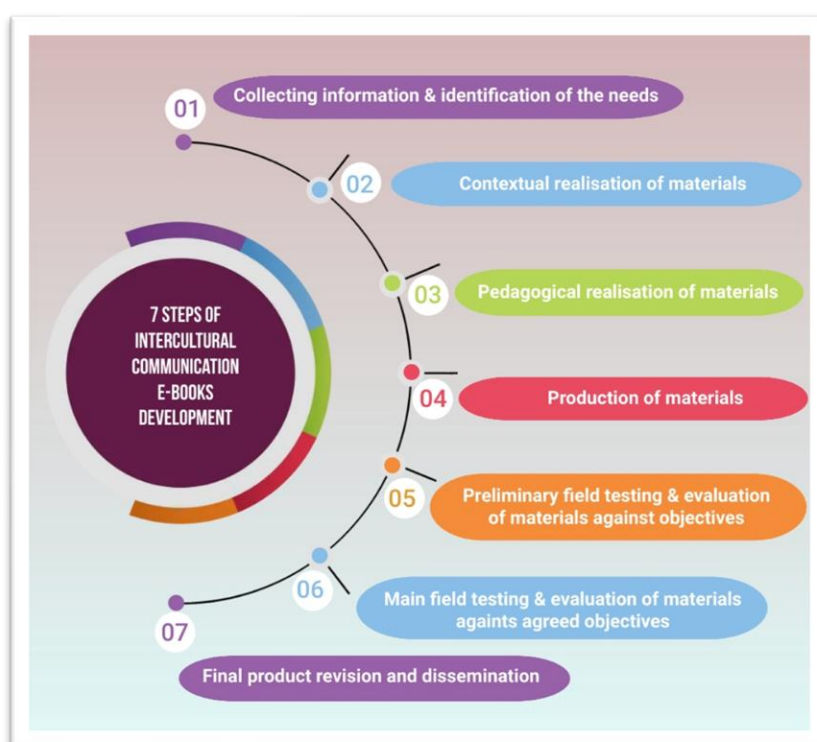


Figure 3.1. The Research and Development Model

As displayed in figure 3.1., this study combines 2 R&D models, the Jolly & Bolitho model with 6 syntax's as the criteria for developing ELT or IC materials; and Alessi and Trollip model with 3 syntaxes and 3 attributes (standards, ongoing evaluation, project) as a criterion for developing digital book. Those criteria and parameters of both models have unity in the purpose of aims, syntax, and linear procedure in detail. The result of both models was combined into 7 syntaxes that can be seen in figure 3.1.

The technique for taking participants in this research is non-probability sampling. The 27 English education department students at a private teacher college in Surabaya was selected as research

participants or research subject. They are 4 students in the 1st semester, 2 students in the 3rd semester, 7 students in the 5th semester, 3 students in the 7th semester, and 11 students in the 9th semester. In addition, those students ever take one speaking class such as basic spoken English or academic speaking English, or critical spoken English. Another is that they have been taking the TEP test for one semester. Moreover, those students will take intercultural communication classes and 21st-century skill classes who prepared to be pre-service teachers abroad.

The research instrument is a TEP test for one semester, a structured interview for identifying SLA, and a document analysis of speaking (basic or academic, or critical speaking) score results. This research analysis quantitatively and qualitatively. The data from the research finding such as the TEP test was identified and analyzed based on the level and then converted to the TOEFL PBT, TOEFL iBT, Cambridge BULATS, IELTS, and CEFR. The result and discussion of this study will be explained in the following section.

RESULT AND DISCUSSION

1. The Test of English Proficiency (TEP) Result

As demonstrated in the previous sections, in the result and discussion part, there were shown the finding result obtained from the Test of English Proficiency or TOEFL PBT test by 27 students at the English Education Department, Teachers College which is converted to the TOEFL iBT, IELTS, Cambridge BULATS, and CEFR. The detailed rank, percentage, and amount of students in every test can be seen on table 3.1.

Table 3.1. The Result of TOEFL, IELTS, and CAMBRIDGE BULATS Score

RANK	TOEFL PBT	TOEFL iBT	IELTS	CAMBRIDGE	CEFR
1	560 – 580	94 – 101	(7)	80	C1
%	30%	30%	22%	30%	44%
N	8	8	6	8	12
2	450 – 489	32 – 34	4.5	50	B1
%	22%	19%	19%	26%	41%
N	6	5	5	7	11
3	490 – 515	35 – 41	5	65	B1
%	19%	11%	15%	19%	7%
N	5	3	4	3	2

As can be seen from table 1, the compilation score of the TEP or TOEFL PBT of the English Education Department at teacher college was conducted every month for 5 months or one semester can be obviously seen in this section. The description was arranged based on the biggest percentage score and rearrange based on the rank of the TEP score. The first rank to the third rank will be considered as a feasibility language for designing an intercultural communication e-book.

1. The 1st rank of TEP result was placed by 30% of students on a range score of 560 to 580. It means that the students can obtain a converted score of TOEFL PBT in the range of 168 to 174 of 200 points. Moreover, it is equivalent to TOEFL iBT on a range score 94 to 101 of 120, and 80 points when it is converted to the CAMBRIDGE BULATS score. Thus, when the TEP score was converted to the IELTS score, 22% of students obtain 7 of 9 points. Moreover, based on the global language standard of CEFR, almost half of students, specifically 44% of students categorized as proficiency users and placed on the advanced (effective operational proficiency) level or namely the C1 level.

According to CEFR global descriptor, a language learner who is identified on the C1 level has some abilities. They are 44% of English education department students at the private teacher college in Surabaya are able:

- a. To comprehend a wide range of demanding, longer texts especially genre texts that should be studied and necessary in college-level such as report text, added with the school text based on the nowadays curriculum, *Kurikulum Merdeka Belajar* and the next curriculum, KOSP, such as narrative text, descriptive text, exposition text, procedure text, argumentative text, and discussion text. Even, to recognize the implicit meaning of the text.
- b. To use and practice language flexibility and effectively for social, academic, and professional purposes.
- c. To produce a language for taking the conversation on written or oral clearly, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

2. The 2nd rank of TEP result was placed by 22% of students on a range score of 450 to 489. It means that the students can obtain a converted score of TOEFL PBT in the range of 135 to 146 of 200 points. Moreover, it is equivalent to TOEFL iBT on a range score of 32 to 34 of 120 for 19% of private college students, and 4.5 of 9 points for their IELTS. In addition, 50 points when it is converted to the CAMBRIDGE BULATS score was obtained by 19% of private college teachers in Surabaya. Thus, based on the global language standard of CEFR, almost half of students, specifically 41% of students categorized as independent users and placed on the intermediate (threshold) level or namely the B1 level.

According to CEFR global descriptor, a language learner who is identified on the B1 level has some abilities. They are 41% of English education department students at the private teacher college in Surabaya are able:

- a. To comprehend the main point of any kind of text and conversation with a clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- b. To deal with most situations likely to arise whilst traveling in an area where the language is spoken.
- c. To produce simple connected text on topics that are familiar or personal interest.
- d. To describe experiences, events, dreams, hopes, and ambitions or briefly give reasons and explanations for opinions and plans.

3. The 3rd rank of TEP result was placed by 19% of students on a range score of 490 to 515. It means that the students can obtain a converted score of TOEFL PBT in the range of 147 to 153 of 200 points. Moreover, it is equivalent to TOEFL iBT on a range score of 35 to 41 of 120 for 11% of private college students, and 5 of 9 points for IELTS who obtained by 15% of students. In addition, 65 points when it is converted to the CAMBRIDGE BULATS score was obtained by 19% of private college teachers in Surabaya. Thus, based on the global language standard of CEFR, almost half of students, specifically 7% of students categorized as independent users and placed on the intermediate (threshold) level or namely the B1 level. This level, B2 to B1 is the national language standard for Indonesian language learners as stated by Educational Ministry in the newest curriculum, *Kurikulum Operasional Satuan Pengerak* (henceforth, KOSP) that will be launched soon.

According to CEFR global descriptor, a language learner who is identified on the B1 level has some abilities. They are 7% of English education department students at the private teacher college in Surabaya are able:

- a. To comprehend the main point of any kind of text and conversation with a clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- b. To deal with most situations likely to arise whilst traveling in an area where the language is spoken.
- c. To produce simple connected text on topics that are familiar or personal interest.
- d. To describe experiences, events, dreams, hopes, and ambitions or briefly give reasons and explanations for opinions and plans.

Furthermore, the detail of another rank of TEP result based on the students semester can be seen obviously in table 3.2.

Table 3.2. The Result of TOEFL PBT Score

TOEFL PBT	2021	2020	2019	2018	2017	Total	Percentage	Rank
645 – 677	0	0	0	0	0	0	0%	
610 – 644	0	0	0	1	0	1	4%	6
581 – 609	0	0	0	0	0	0	0%	
560 – 580	0	0	2	0	6	8	29%	1
546 – 559	0	0	1	1	1	3	11%	4
530 – 545	0	0	1	0	0	1	4%	7
516 – 529	0	0	0	0	0	0	0%	
490 – 515	0	1	1	0	3	5	18%	3
450 – 489	4	0	0	1	1	6	22%	2
433 – 449	0	0	2	0	0	2	7%	5
416 – 432	0	0	0	0	0	0	0%	
415 – 310	0	1	0	0	0	1	4%	8
Total (N=27)	4	2	7	3	11	27	100%	

According to table 3.2, as displayed, it can be concluded that the 4th rank of TEP result was placed by 11% of students in the academic year 2017 to 2019 who obtained a range score of 546 to 559. It means that the students can obtain a converted score of TOEFL PBT in the range of 161 to 168 of 200 points. Moreover, the highest score was obtained by 4% of students with a TEP score of 600 of 677. Thus, based on the global language standard of CEFR, the students are categorized as proficient users and placed on the advanced (effective operational proficiency) level and proficiency level, namely the C1 and C2 levels.

In short, totally, it can be summarized that almost half of students, specifically 44% of students obtain an average score of 546 to 600 of 677, only need 77 points to achieve the perfect score of TOEFL PBT. It means that the students can obtain a converted score of TOEFL PBT in the range of 161 to 168 of 200 points. While 52% of students obtain an average score of 450 to 545 out of 677. When we integrated to the standard most universities to be an awardee of scholarship and applying for a job, 450 for the minimum score of TOEFL PBT, 96% of students pass it as the requirement. It also stands for Indonesian English language learner. Along with it, the converted score result of TEP to TOEFL iBT will be displayed in table 3.3.

5	0	1	1	0	3	5	18 %	3
(4.5)	0	0	1	1	1	3	11%	
4	0	0	1	0	0	1	4%	
3	0	0	0	0	0	0	0%	
2	0	1	0	0	0	1	4%	
Total	4	2	7	3	11	27	100%	

Thus, when the TEP score result is converted to the language global standard, Common European Framework Reference (CEFR), almost half of students, 48% of students on independent user categories and at intermediate (threshold) and upper-intermediate levels, or familiar with B1 and B2 levels. It means that based on the government standard related to the English language standard in Indonesia, B1, and B2 levels, almost half of the students passed on a standard. This level, B2 to B1 is the national language standard for Indonesian language learners as stated by Educational Ministry in the newest curriculum, *Kurikulum Operasional Satuan Pengerak* (henceforth, KOSP) that will be launched soon. Furthermore, 45% of students placed on more than language standard, at proficient user or C1 and C2 level. It can be seen obviously on table 3.5.

Table 3.5. The Result of CEFR Conversion Score Students

CEFR Level	2021	2020	2019	2018	2017	Total	Percentage	Rank
C2	0	0	0	1	0	1	4%	4
C1	0		3	1	7	11	41%	2
B2	0	0	1	0	0	1	4%	4
B1	4	1	2	1	4	12	44%	1
A2	0	1	1	0	0	2	7%	3
A1	0	0	0	0	0	0	0%	5
Total	4	2	7	3	11	27	100%	

In short, totally, 93% of students in the English education department of a private teacher college in Surabaya have a language level based on the Indonesian government standard, the independent user. Even, almost half of students, 45% of students achieved the highest category of CEFR, proficient user.

Furthermore, because of TEP test only assisted 3 skills, there are: 1) the listening comprehension section consisting of 50 questions; 2) Structure and written expression consisting of 40 questions; and 3) Reading comprehension consisting of 50 questions, it is not complete without assessing the speaking

skill to know the language proficiency of Indonesian English language learner that use English as an L2 or L3 or L4 as a foreign language due to Indonesia as an expanding circle country, and most of the language learner use the indigenous language or local language as a first language (L1), Indonesia language as a national language as well as the national language, and Arabic language as a third language (L3) or the first foreign language even in passive learner mostly. The speaking class score of students will be considered and explained in the following section.

2. The Speaking Class Result

Based on the curriculum of the English education department, 145credits is the number of credits that must be taken by students at this campus and 12 credits for speaking skills, even though 9 credits is the compulsory subject, there are Basic Spoken English (BSE), Critical Spoken English (CSE), and Academic Spoken English (ASE), each has 3 credits. The result of those course can be seen on table 3.6.

Table 3.6. The Result of Speaking Class

Speaking Score	2021 students	2020 students	2019 students	2018 students	2017 students	Total	Percentage	Rank
Basic Spoken	4	2	0	0	0	6	22.22 %	3
Critical Spoken	0	0	7	0	0	7	25.92 %	2
Academic Spoken	0	0	0	3	11	14	51.85 %	1
Total	4	2	7	3	11	27		

Based on table 3.6 displayed, shows that more than half of students of the English education department, specifically 51.85%, declared to have passed the Academic Spoken English (ASE), the course that should be taken at 5th semester or the last semester for speaking class. While more than a quarter of students, specifically 25.92% of students declared to have passed the Critical Spoken English (CSE). Thus, 22.22% of students declared passed Basic Spoken English (BSE). Furthermore, if it was analyzed one by one, their passing of the speaking class and their score result was very satisfying. It can be obviously detected in table 3.7.

Table 3.7. The Result of Speaking Class

Subject	Speaking Score	A	A-	B+	B	B1	C+	C	C-
Basic Spoken	2021 students	1	3	0	0	0	0	0	0
Basic Spoken	2020 students	1	0	1	0	0	0	0	0
Critical Spoken	2019 students	4	1	0	0	0	0	0	0

Academic Spoken	2018 students	2	1	0	0	0	0	0	0
Academic Spoken	2017 students	1	2	2	0	6	0	0	0
	Total	9	7	3	0	6	0	0	0
	Percentage	33.33%	25.92%	11.11%	0%	0%	0%	0%	0%

Furthermore, they not only pass the speaking class with the minimum score to fulfill the passing grade, in Basic Spoken English (BSE) for the 2021 class, Critical Spoken English (CSE) for the 2019 class, and Academic Spoken English for 2018 class, for example, all of the students got score A and A-. It means that they already achieved the highest standard for BSE as the fundamental in taking conversation, CSE for giving and asking questions critically, and ASE for taking formal and informal conversation.

3. The English Language Acquisition Result

Based on the structured-interview result conducted by the researcher for 27 students who become the research participant or research subjects of this study, most of the students acquired English as a foreign language as their fourth language (L4), and English as a second foreign language. Thus, all of the students in one agreement that their first language (L1) is their indigenous language or local language due to Indonesia has a multilanguage and multi-ethnic, and most of the students come from different provinces, regions, and ethnic such as East Java, Central Java, West Java, Madura, Belitung, Makasar, Gowa, Bayuwangi, Jakarta, Yogyakarta, Solo, Sumatra, Tarakan Kalimantan, Lampung, Jakarta, etc. Indirectly, their first language is East Javanese Language, Central Javanese Language, Sundanese Language, Madura Language, Bugis Language, Osing Language, Belitung Language, etc.

Meanwhile, their second language acquisition (SLA) or L2 is their national language or the mother tongue language of their country, Indonesia. Whereas their third language (L3) is different as well as their first foreign language. Most of the students acquire the Arabic language due to all of the students at this campus as Muslims, have memorized Al Qur'an with several Juz, Islamic boarding school graduates, added with their Arabic class that has to take as an additional course at even semester during 6 semesters. Furthermore, since becoming an English education department of a private teacher college, they take English conversation not only in the formal classroom, but also practice it during teaching a learning process every semester at school, *ma'had*, and read and share forum. Even, in every daily activity on campus and *ma'had*, they use code-switching and code-mixing methods.

Taking consideration of SLA in the process of identifying and exploring the need analysis step for e-book design is an absolute requirement for mapping the lacks, necessity, and needs of students due to one of the requirements parts of the e-book is language feasibility. Language background, social background, gender, age, and motivation are categorized as external factors for SLA.

CONCLUSION

Based on the findings, this study concludes that in total, it can be summarized that almost half of students, specifically 44% of students obtain an average score of 546 to 600, while 52% of students obtain an average score of 450 to 545 out of 677. When we integrated to the standard most universities to be an awardee of scholarship, applying for a job, or English language learner national and global standard, etc., 96% of students pass it as the requirement. All of the students passed the series of speaking classes at the English Education Department, Basic Spoken English (BSE), Critical Spoken English (CSE), and Academic Spoken English (ASE) with mostly grade scores of A or A-. Thus, considering the SLA as part of language feasibility in designing books as well as an external factor for dealing with English proficiency. Based on interview results, most of the students acquire English as a second foreign language and commonly use it not only formal classrooms but also in informal forums even with code-switching and code maxing methods. Further studies investigating language awareness and intercultural awareness of language learners based on three kinds of modes of communication- interpersonal, intrapersonal, and interpretive are needed hindsight, insight, and foresight.

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