

ABSTRACT

Agnes Siwi Purwaning Tyas (2015). *Students' Attitudes towards Spoken English Competence Test (TKBI) at University Level*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

As an effort to improve the quality of the graduates, Sanata Dharma University has implemented Spoken English Competence Test (TKBI) since 2008. All students from non-English departments are required to take TKBI test before their undergraduate thesis defense. They are allowed to take the test since semester five and required to achieve C1 level of CEFR to succeed. The test is to ensure that all graduates of Sanata Dharma University have ability to communicate actively in English. Considering the nature of the test, TKBI test seems to bring high consequence to the students' lives. The test is considered to bring significant impacts that contribute to build their performance, success, and failure. As high stake test, it affects what students think, feel, and act during the test preparation and test taking which considerably shape their' attitudes towards the language, language learning, and most importantly, the test itself. The study aims to identify students' attitudes towards TKBI test which is implemented in the university as one of the graduation requirements.

In order to identify students' attitudes towards the language, language learning, and the test, survey research was conducted. As data gathering instruments, a set of questionnaires was distributed to 130 students from five departments and ten students were interviewed for triangulation. The Spearman's rho computation was used as the statistical analysis to identify the correlation between the components of attitudes. The research was conducted in five departments in the university; Mathematic Department, Elementary Teacher Education Department, Indonesian Letters Department, Psychology Department, and Accounting Department.

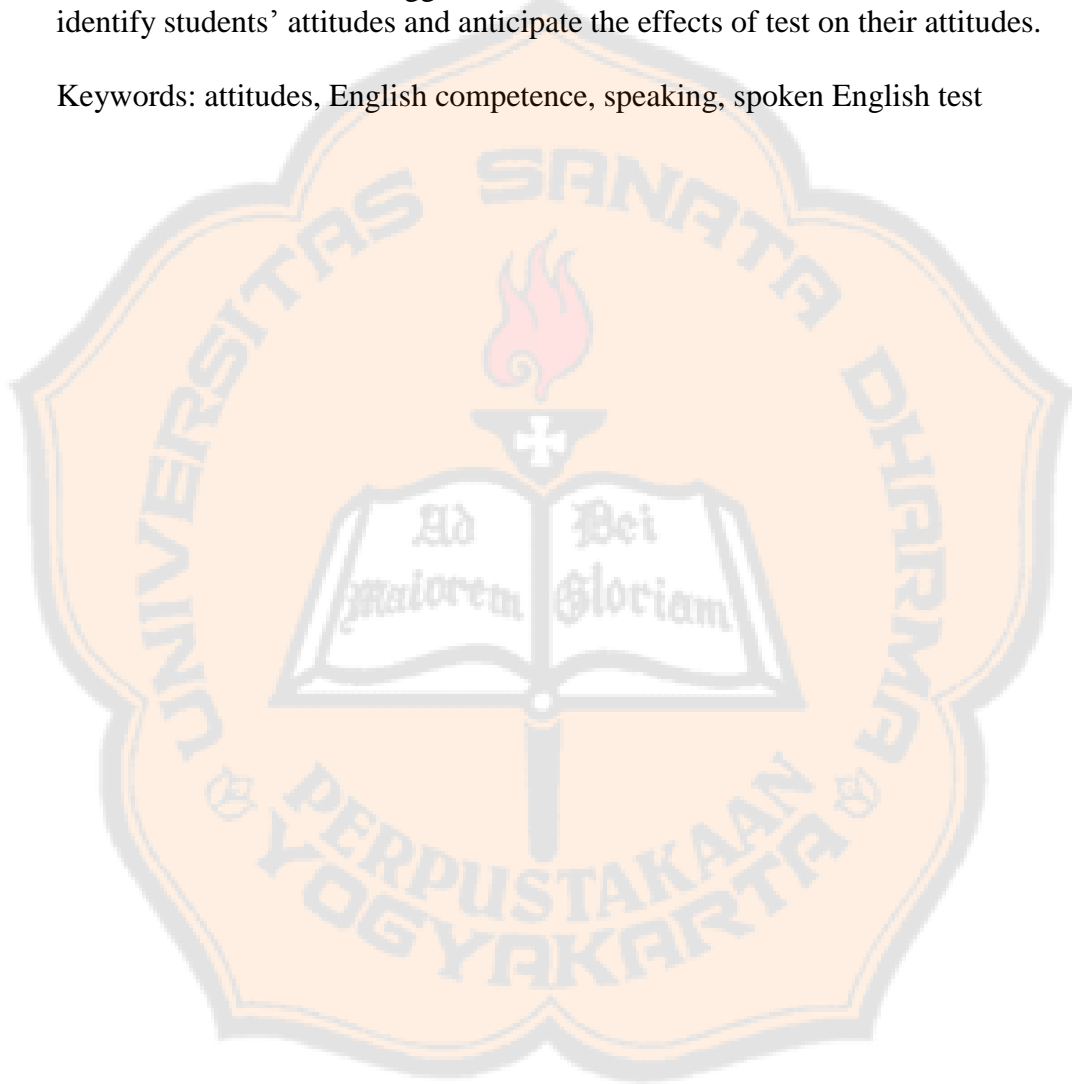
The data suggests that the test had considerable impacts on students' attitudes. The Likert score of > 2.8 from scale of 4.0 implies that most students had positive attitudes towards the test. In general, the students were confident that they could pass the test. Many students perceived themselves to have low competence, so they would possibly fail on the test. Nevertheless, the students were not really satisfied with their current language competence, so they were eager to strive for improvement. Since they often made grammatical mistakes, mispronounced words, limited vocabularies, and frequent pauses during their speech, they were motivated to improve their competence through every learning activity inside or outside classroom, with others or individually. Besides affecting students' thought or judgement on their language competence and their learning strategies, the implementation of the test also affects students' feelings. The data analysis implies that most students could control their anxiety that it would not affect their performance.

The results imply the correlation between the components of attitudes. How the students judged their competence was correlated with their anxiety level. Students who had high self-efficacy were less anxious compared to those who

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were less confident with their competence. Students' behaviors are also correlated with their thoughts and feelings, namely cognitive and affective attitudes. What they thought about their competence and felt about the test would determine their learning efforts. Being considerably important, the test also affects students' learning goals, motivation, and perceptions about the test. Considering these situations, the research suggests that the lecturers and the stakeholders should identify students' attitudes and anticipate the effects of test on their attitudes.

Keywords: attitudes, English competence, speaking, spoken English test



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Sebagai upaya untuk menaikkan mutu lulusan, Universitas Sanata Dharma telah melaksanakan Tes Kompetensi Bahasa Inggris (TKBI) sejak tahun 2008. Seluruh mahasiswa dari program non-bahasa Inggris diwajibkan untuk mengikuti tes TKBI sebelum pendadaran. Mereka diperbolehkan mengikuti tes sejak semester 5 dan diwajibkan mencapai standar C1 dari CEFR sebagai batas kelulusan minimal. Tes ini bertujuan untuk menjamin bahwa seluruh lulusan Universitas Sanata Dharma memiliki kemampuan berbahasa Inggris aktif. Dilihat dari hakikat tes, tes TKBI seolah membawa konsekuensi yang tinggi terhadap pribadi mahasiswa. Tes dipercaya membawa dampak terhadap kemampuan mahasiswa, kesuksesan, dan kegagalan mereka. Menimbang konsekuensinya yang tinggi, tes tersebut mempengaruhi apa yang dipikirkan, dirasakan, dan dilakukan mahasiswa selama persiapan tes dan mengikuti tes yang cukup berperan dalam membentuk sikap mahasiswa terhadap bahasa, pelajaran bahasa, dan yang paling penting, tes. Penelitian ini bertujuan untuk mengidentifikasi sikap siswa terhadap tes TKBI yang dilaksanakan di universitas sebagai salah satu syarat kelulusan.

Untuk mengidentifikasi sikap siswa terhadap bahasa, pelajaran bahasa, dan tes, dilakukan survei. Untuk mengumpulkan data, kuesioner diberikan kepada 130 mahasiswa dari lima program studi dan sepuluh siswa diinterview untuk triangulasi. Penghitungan Spearman's rho digunakan sebagai analisa statistik untuk melihat korelasi antar komponen sikap. Penelitian ini dilaksanakan di lima program studi di universitas seperti Program Studi Pendidikan Matematika, Pendidikan Guru Sekolah Dasar, Sastra Indonesia, Psikologi, dan Akuntansi.

Data menunjukkan bahwa tes memiliki dampak yang cukup besar terhadap sikap siswa. Skor >2.8 dari skala Likert 4.0 mengartikan bahwa sebagian besar mahasiswa memiliki sikap positif terhadap tes. Secara garis besar, mahasiswa yakin bahwa mereka dapat lolos tes. Banyak mahasiswa menganggap dirinya memiliki kompetensi yang rendah, sehingga kemungkinan gagal dalam tes. Meskipun demikian, mahasiswa tidak terlalu puas dengan kompetensi bahasa mereka, sehingga berusaha untuk meningkatkannya. Karena mereka masih sering menemukan kesalahan tata bahasa, pelafalan, kosakata yang terbatas, dan ketidaklancaran dalam berbicara, mereka termotivasi untuk meningkatkan kompetensi mereka melalui kegiatan belajar didalam maupun diluar kelas, dalam grup atau sendiri. Selain mempengaruhi penilaian mereka terhadap kompetensi dan strategi belajar, pelaksanaan tes juga mempengaruhi perasaan mahasiswa. Data menunjukkan bahwa sebagian besar mahasiswa dapat mengontrol rasa cemas mereka agar tidak mempengaruhi performa.

Hasil penelitian juga menunjukkan korelasi antar komponen sikap. Bagaimana siswa menilai kompetensi mereka berkaitan dengan level kecemasan mereka. Siswa yang memiliki percaya diri tinggi tidak terlalu cemas dibandingkan dengan mereka yang kurang percaya diri dengan kemampuannya. Tindakan

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mahasiswa juga berkaitan dengan pikiran dan perasaan mereka, yang disebut pula dengan sikap kognitif dan afektif. Apa yang mereka pikirkan tentang kompetensi mereka dan apa yang mereka rasakan akan menentukan usaha mereka dalam belajar. Cukup penting untuk dipertimbangkan, bahwa tes juga mempengaruhi tujuan belajar, motivasi, dan persepsi mereka terhadap tes. Mempertimbangkan situasi tersebut, riset ini menyarankan dosen dan pemangku kepentingan untuk mengidentifikasi sikap siswa dan mengantisipasi efek tes terhadap sikap mereka.

Kata kunci: sikap, kompetensi berbahasa Inggris, berbicara, tes berbicara bahasa Inggris

