

Study Of Factors Determining English Language Ability Students Of High School Nutrition Study Program Nabire Persada Health Science

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Abstract : English language skills are very important for students to support academic tasks and to support their future careers. English language skills include listening, speaking, reading and writing skills. The purpose of this study was to determine the determining factors of English language skills of students in the Nutrition Science study program at the Persada Nabire Health Sciences College (STIKes). The type of research used is descriptive research with a qualitative approach. Data collection techniques used are interviews and documentation. The results of this study indicate that in general the determining factors of English language skills of students of the Nutrition Study Program of STIKes Persada Nabire include 4 factors, including: Listening Ability, in this case students have a low vocabulary, Speaking Ability, in this case what affects students' speaking ability is the students' anxiety about mistakes in speaking English and lack of mastery of English grammar, Reading Ability, factors that affect students are reading motivation and low vocabulary and lack of mastery of grammar, Writing Ability, factors that affect students are low interest and lack of support from the environment around students.

Keywords: English, Determinants of English language ability, Language Ability

1. INTRODUCTION

English language skills are basic skills needed by someone in the era of globalization, related to the introduction and mastery of science and technology. As a basic skill that needs to be mastered, English language teaching has received special attention from various academics, practitioners, entrepreneurs, and the government so that the need for English language skills both in the world of work and the academic world has grown rapidly (Salikun, Supriyana, Hermin, 2014).

This is reasonable to note considering the role and function of English as an international language or global communication language. English itself has been established by various countries in Southeast Asia as the number one foreign language taught and studied at various levels of the education system (Handayani, 2016).

English language skills are very important in today's world for a number of reasons such as making it easier to find work, making it easier to establish social interactions, improving careers, and making it easier to add reading materials outside the national scope (Putri & Nadia, 2018).

Higher education as an educational institution should strive to contribute to the development of Indonesia's human resource potential. Various efforts have been made, starting from integrating English into the lecture curriculum, providing extracurricular facilities outside of lecture hours, setting minimum standards for certain English language test scores as requirements for graduation, and so on (Salikun, Supriyana and Hermin, 2014).

Received: Oktober 30, 2024; Revised: November 30, 2024; Accepted: Januari 10, 2025;

Online Available: Januari 17, 2025;

The College of Health Sciences (STIKes) Persada Nabire as one of the health colleges with the Nutrition Science Study Program has a high awareness in responding to the importance of English language skills in the current era. The Nutrition Science study program places English as a mandatory skill that must be known by its students. Thus, the Nutrition Science study program provides courses that support students' English skills, namely Applied English.

According to experts, there are four factors that influence language skills, including listening skills, reading skills, speaking skills and writing skills (Saepudin, 2013).

The results of Putri & Nadia's (2018) research on Office Administration Education students at State Universities showed listening skills, in this case students have low vocabulary and concentration, reading skills, in this case the factors that influence students are reading motivation and low vocabulary, speaking skills, in this case what influences students' speaking skills is lack of self-confidence and lack of mastery of most types of grammar, writing skills, in this case the factors that influence students are low interest and lack of support from the environment around students.

In addition, research conducted by Ristiati et al. (2022) on students majoring in Biology Education showed listening skills, in this case students had difficulty distinguishing the pronunciation of the words they heard; speaking skills, in this case the requirement to use correct grammar when speaking and nervousness due to not being used to speaking had an impact on students' abilities; writing skills, where the inability to produce and organize ideas affected students' abilities; reading skills, where the inability to understand the contents of the reading greatly affected students' abilities.

Based on a pre-survey conducted by the researcher, there are facts related to the English language skills of students of the Nutrition Science Study Program at STIKes Persada Nabire. Referring to the results of the learning evaluation of Nutrition Science students at STIKes Persada Nabire, it shows that the student graduation rate for the Applied English course is less than 50 percent.

Therefore, based on the background above, the researcher intends to conduct research on what factors influence the English language skills of students of the Nutrition Science Study Program, STIKes Persada Nabire.

2. METHOD

This study uses a descriptive research type with a qualitative approach. Qualitative descriptive research is a research method used to describe and understand phenomena or events in more depth and detail, where researchers try to explain the characteristics, context and meaning of a phenomenon. This method is used to determine the determining factors of English language skills of students of the Nutrition Science Study Program of STIKes Persada Nabire.

This research was conducted at the Nutrition Study Program of the Persada Nabire Health Sciences College located on Campus II located on Jalan Banjarmasin which was carried out in June 2024. The population in this study were 286 students of the Nutrition Study Program. This research was conducted by selecting six informants. The six informants were students of the Nutrition study program in 2022.

The data collection techniques used in this study include interview and documentation techniques.

Data collection was conducted using an interview guide instrument containing structured questions. The interview guide used contained a list of questions to find factors that influence students' English skills. The questions developed refer to four aspects of language skills, namely listening skills, speaking skills, reading skills and writing skills. Furthermore, questions were compiled related to factors that influence mastery of listening, speaking, reading and writing.

The data analysis technique used is the descriptive data analysis method. The data analysis process can be carried out through several stages, namely starting from data reduction, data presentation to drawing conclusions.

3. RESULTS AND DISCUSSION

Results

Overview of Research Location

This study was conducted at the Persada Nabire Health Sciences College located on Jalan Yapis, Karang Mulia, Nabire District, Nabire Regency in June 2024 with a sample of six people. Data collection was carried out through interviews by asking direct questions to students through interview guidelines containing questions related to factors that influence the English language skills of students in the Nutrition study program at STIKes Persada Nabire.

The results obtained will be described as follows:

1. Listening Ability of Nutrition study program students

Based on the results of interviews with respondents in the field, data was obtained related to factors that influence the English language skills of students of the Nutrition study program at STIKes Persada Nabire. One of these factors is listening skills. The listening skills of students are influenced by several factors, namely as follows:

a) Interest

In relation to the interest factor, the results of interviews with respondents showed that most students enjoyed learning English.

The following is one of the results of an interview with students which is considered to represent general answers to the interest factor.

“Applied English lectures are both difficult and easy. But fortunately the English lecturer delivers the material in a relaxed manner so we students enjoy following the learning.”

b) Vocabulary Limitations

Based on the interview results related to vocabulary limitations, most students admitted that they were limited in memorizing new vocabulary. Here is one of the student's answers that represents the general answers of respondents regarding vocabulary limitations.

"I have a hard time memorizing vocabulary, so when the lecturer delivers lecture material in English, I don't really understand it."

c) Concentration

Regarding the concentration factor, based on the interview results, it shows that most students can concentrate on receiving applied English lecture materials because the applied English lecture hours are from 09.00 to 11.00 WIT.

The following is one of the student's answers that represents the respondents' general answers regarding the concentration factor.

"If the English class time is right, it's still early so we won't be sleepy"

d) Interest in the topic

Based on the interview results related to the interest factor in the topic, most respondents admitted to being interested in the topic of applied English lecture material because the topics presented were related to the field of nutrition.

The following is one of the respondent's answers that represents questions related to interest factors in the topic.

"I like the English lecture material because the lecturer discusses material about food, drinks and so on."

2. Speaking Ability of Nutrition Study Program Students

Students' English speaking ability is influenced by several factors, including:

a) Psychological

Based on the interview results related to psychological factors, it shows that almost all respondents answered that they did not dare to speak English due to anxiety in pronouncing English.

The following is one of the results of an interview with respondents regarding psychological factors:

"I'm embarrassed to speak English, I'm afraid I'll make mistakes."

b) Grammar

Based on the interview results related to grammar factors, it shows that most students still do not understand the correct sentence structure.

The following are the results of interviews with students which are considered to represent general answers to grammar factors.

"I don't know the correct sentence structure, ma'am"

3. Reading Ability

a) Motivation

Regarding motivational factors, the results of interviews with students showed that most students have a low interest in reading English.

The following are the results of interviews with students which are considered to represent general answers to motivational factors.

"I don't really like reading English because I don't understand the meaning."

b) New vocabulary

Regarding the new vocabulary factor, the results of interviews with students showed that students had limited vocabulary.

The following are the results of interviews with students which are considered to represent general answers to the new vocabulary factor.

"We were asked to memorize more vocabulary, I think it's difficult to memorize new vocabulary."

c) Complexity of language

Regarding the language complexity factor, the results of interviews with students showed that there was difficulty in understanding the correct English sentence

structure.

The following are the results of interviews with students which are considered to represent general answers to language complexity factors.

"I am often confused about the correct sentence structure."

4. Writing Ability of Nutrition Study Program Students

a) Interest

The results of interviews with students regarding interest factors in writing in English show that most students are less interested in writing using English.

The following are the results of interviews with students which are considered to represent general answers to language complexity factors.

"It would be most appropriate if I just took Applied English courses so I could write in English."

b) Environment

The results of interviews with students regarding environmental factors show that most of the students' surroundings are less supportive of getting used to using English.

The following are the results of interviews with students which are considered to represent general answers to environmental factors.

"We use Indonesian or regional languages every day, so we are not used to using English."

Discussion

Determining Factors of English Language Ability of Nutrition Science Study Program Students, Persada Nabire Health Sciences College

The results of this study indicate that students of the Nutrition study program have a good interest in applied English courses. Based on the interviews conducted, students of the Nutrition study program showed good appreciation for the learning model used by the lecturer.

However, on the other hand, there are factors that affect students' difficulty in listening. These factors are limited vocabulary. This causes students not to understand the meaning of the explanation given by the lecturer. so even though students have good interest, good concentration and also interest in the topic of applied English lectures, if students have limited vocabulary, this can affect students' listening skills in learning English.

The results of this study are in line with the results of a study by Putri (2018) who examined the Factors Affecting the English Language Skills of Office Administration

Education Students at Yogyakarta State University. The results of the study indicate that students have low vocabulary.

Limited vocabulary will certainly make the listener (student) unable to understand the contents of the text they hear and can even make the listener bored and frustrated. It can be concluded that when someone has boredom or even frustration when or in listening, it indicates that the person has poor listening skills.

The results of this study indicate that students' English speaking ability is still low. The influencing factors are psychological and grammatical factors. The results of this study are in line with research by Zulfitri and Nurlaili (2020) which showed that the results of English speaking ability in English study program students at Al-Washliyah Muslim Nusantara University, Medan were still low due to psychological factors and weak mastery of English grammar.

The psychological factor in this case is anxiety or fear of making mistakes in pronouncing English. This is in line with the theory that one of the things that affects a person's ability to speak English is anxiety. The majority of students have low English language competence due to two factors, namely internal factors, such as lack of confidence in speaking English and negative attitudes towards the language and external factors, such as rarely practicing English outside the classroom. The majority of these students lack confidence when using English.(Eden M, 2022).

The results of this study indicate that students' English reading ability is still low. This can be seen from the low motivation factors of students, limited new vocabulary and the complexity of the language which is still difficult for most students to understand. This is in line with Kiew's (2020) research shows that motivation and interest, prior knowledge and vocabulary knowledge influence students' reading comprehension skills.

Reading comprehension is a complex process involving interaction between readers and texts in a social context. Reading skills and reading comprehension are closely related. To develop comprehension, students must acquire a variety of skills. The concept of reading comprehension is very broad and important, representing the ultimate goal of reading (Mabborang & Balero, 2023).

Furthermore, the results of the study showed that students' English writing skills were still low. This can be seen from the aspect of low interest and environmental factors that do not support students to improve their English writing skills. The interest factor can be seen from the lack of habit of practicing writing English. As for the environmental aspect, in this case the family environment and while on campus, there is no support for getting used to

speaking English, causing students to be unskilled in writing English. This can be seen from the influence of the "mother" language (regional) and the Indonesian language used daily by students.

Motivation is an important element in language teaching and learning for non-native speakers. Experimental studies show that students with high motivation learn languages faster and better than those who are not highly motivated (Omari, 2021)

In the end, there are many key factors that affect learning English as a foreign language. These key factors include: No habit of practicing speaking or writing or listening, lack of interest from both parties; from teachers and students in developing skills. Negative attitudes of learners towards English, the use of inappropriate methods in teaching the four English skills (listening, speaking, reading and writing), inadequate learning media and facilities, and lack of language laboratories. In addition, there is no confidence in learning English and the perception that what is obtained on campus is enough, so that when students move to a new course/level which causes difficulties in learning and a sense of dislike as expected students easily learn which also leads to a negative attitude towards learning English.

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results and discussions outlined in the previous chapter, the following conclusions can be drawn:

1. The determining factors for the English language skills of students in the Nutrition study program at STIKes Persada Nabire include:
 - a. Listening skills
 - 1) Interest factor, shows that students have a good interest in Applied English courses.
 - 2) Vocabulary factor shows that students still experience limitations in memorizing vocabulary.
 - 3) Concentration factor, shows that students have good concentration when learning Applied English.
 - 4) The interest factor in the topic shows that students have an interest in the learning topic presented by the lecturer.
 - b. Speaking Ability
 - 1) Psychological factors, show that students have anxiety in speaking English.

- 2) Grammar factors show that students' knowledge of proper grammar is still low.
- c. Reading Ability
 - 1) Motivational factors, show that students have low motivation to read English.
 - 2) Vocabulary factor shows that students still have limited vocabulary.
 - 3) The complexity factor of language shows that most students do not understand the correct sentence structure.
- d. Writing Ability
 - 1) The interest factor shows that students still do not have an interest in writing in English.
 - 2) Environmental factors, show that the student environment does not support students to get used to practicing speaking English.

Suggestion

Based on the research results and conclusions above, it is recommended:

1. It is expected that lecturers in charge of applied English courses will combine various learning modalities, including choosing collaborative and blended learning methods and choosing interactive digital video-based learning media in order to maximize student involvement and understanding in learning so that students do not get bored with applied English courses.
2. To students, to be more active in increasing their knowledge and English language skills, either by studying independently, taking courses or getting involved in English learning communities.

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