

## **THE ANALYSIS OF ENGLISH COMPETENCY TEST AT LKP VIJAYA LEARNING CENTER**

**Syafaruddin Marpaung**

English Instructor, Vijaya Learning Center Tanjungbalai  
*email: syafarudinmrp@yahoo.co.id*

**Abstract** :This study aims to (1) know the implementation of English competence test at LKP Vijaya Learning Center, (2) to describe the constraints faced by LKP Vijaya Learning Center in conducting English competence test, and (3) to know the efforts undertaken by LKP Vijaya Learning Center in overcoming the problem. Qualitative research methodology with case study research type is applied in this research. The research location is at LKP Vijaya Learning Center Tanjungbalai. The results obtained by the implementation of English competence test was the first time conducted at LKP Vijaya Learning Center finds out that the competency test involving 150 participants. The Obstacles in conducting this test are lack of readiness from the participants, lack of information spread among society, schools or other institutions about English Competency Test. To overcome these obstacles, some accurate steps are accomplished by LKP Vijaya, i.e : preparing English course materials in accordance with the competency test, socializing this test to other LKPs and persuading them to take part in this competency test, and proposing to the government to acknowledge the existence of this English competency test as a replacement for TOEFL test and TOEIC test. It can be concluded that the implementation of English competence test in LKP Vijaya Learning Center for in its initial attempt goes well, but it needs to be improved for the next stage, such as the certificate of competency test being aligned with the TOEFL and TOEIC certificates.

**Keywords**: analysis, competency test of English, LKP VIJAYA LEARNING CENTER

### **INTRODUCTION**

The development of national education is an effort to educate the nation life and to improve the quality of Indonesian people who are religious, pious and noble and master the science, technology, and art in realizing a developed, just and prosperous society. The concept of education recognizes the existence of three educational networks, they are family education, formal education and non-formal education.

Law No. 20 of 2003 on National Education System states that educational units are education service groups that provide education on formal, non-formal, and family education at every level and type of education. Formal education is a structured and tiered education path consisting of basic education, secondary education and higher education. Non-formal education is an educational path beyond formal education that can be implemented in a structured and tiered manner, while informal education is the path of family and environmental education (Sutarto, 2007: 1-2). Formal and non-formal education are in fact complementary to one another. However,

the output of formal education (schools) from different levels of skill, must therefore be supplemented by life skill education in order to compete and have the experience and capabilities required by both state and private agencies, or develop independent business (entrepreneurship), so that the output of formal education has competitiveness in society. There are many non-formal education institutions in Indonesia, one of which is a life skills based institution that is Training Institution (LKP).

Through the introduction above, the author is an English instructor at a Training Institute (LKP) at Vijaya Learning Center. LKP Vijaya Learning Center is one of the non-formal education institution that aims to assist the community in improving the competence or ability to communicate in English. LKP Vijaya Learning Center LKP is located in a strategic location, in the center of Tanjungbalai, which is located at No. 9 Jl.Mesjid Subdistrict of Tanjungbalai Selatan, the area is mostly populated and has access for two-wheeled vehicles or four wheels. LKP Vijaya Learning Center, a provider of education and skill services, is engaged in education and skills (especially in English)

which aims to improve human resources in relation to completion with those from other countries. LKP Vijaya Learning Center is one of LKPs in Tanjungbalai which was established in 1971. This LKP is led by Mr. Vijay Kumar, S.Pd, M.Tesol and provides English and computer skills. For English skills, the learning process is done by tutorial and group approach. In this learning process students and teachers interact actively in learning English.

English course is one of non-formal education unit that aims to assist the community in improving the competence or ability of English communication. As an international means of communication English must be mastered actively or passively, orally and in written because in this modern era, information and technology are spread in English. Facing these challenges, the community must prepare themselves to become potential human resources, especially in the field of communication that is by using the English language. The community's need for the importance of English encourages people to meet their needs in sharpening skills in English. Likewise, English course institutions compete and offer programs to enable the community to communicate in English.

Non-Formal Education (PLS) now has a national non-formal English competency test. This competency test is conducted with the aim of knowing the level of students' skill, that includes Survival English, English for Communication and Advanced English for Communication level. Judging from the results obtained competency test is not inferior to the international competency test of English language that is TOEFL and TOEIC. Actually this competency test is a continuation of the previous program named PLSM English Exam which was discontinued in 2008 but the skill pillars tested today have embraced 4 language skills namely reading, listening, writing and speaking. After following this English competency test, the test taker will get pass certificate. This certificate is expected to be used as a requirement by students to apply for a job, scholarships, and become an added value for those who wish to continue their education at state university or college without testing.

The competency test declares a learner competent in the test takes and is recognized by the government because the certificate is

issued by the government as well and because the English competency test is a national non-formal English exam. However, in everyday life, the business and industry are not familiar with the new English competency test certificates. Both groups are well familiar with TOEFL competence test, TOEIC and IELTS. Moreover, the world of higher education also requires the former. Thus, the new competency test is not considered, let alone considering it as equivalent. This is one of the problems in the world of education in Indonesia which still does not recognize the existence of English competency test.

Based on the above description the author attempted to write a paper title about "The Analysis of English Competency Exam in LKP Vijaya Learning Center". The purpose of writing this paper is also as a requirement to attend the Royal National seminar abbreviated with SENAR 2018 with the sub theme "Future IoT Indonesia: Integration of Science and Technology in the Development of ICT, Industry, Education and Culture.

The problems of this research can be formulated as following :

1. How is the implementation of the English competency test at LKP Vijaya Learning Center?
2. What are the problems faced by LKP Vijaya Learning Center in conducting the English competency test?
3. What accurate efforts can be done by LKP Vijaya Learning Center to solve the problems?

## **METHODOLOGY**

The analysis of this research was carried out at LKP Vijaya Learning Center which is located at Jl. Mesjid No. 9 Kecamatan Tanjungbalai Selatan. This research uses qualitative research method with case study research type. According to Rohidi (2015: 114), which states that case study research is a total, thorough and profound study using a variety of data sources. The assumption used in this study is that the implementation of English language test was conducted well and with integrity as well as in accordance with established standards.

## **THE RESULTS AND DISCUSSION**

To answer the three problems in the previous chapter, what needs to be discussed in the writing of this paper is the understanding of the competency test, the definition of English, and followed by answering the three problems ranging from the implementation of English competency test, narrating the constraints faced in carrying out the competency test English, and knowing the efforts undertaken LKP Vijaya Learning Center in overcoming the obstacle of English competency test.

First of all we need to know what the competency test is? Test according to KBBI (contemporary Indonesian Dictionary) means experiment to know the quality of something like sincerity, endurance and so on ([www.kbbi.web.id](http://www.kbbi.web.id)). Mimin Haryati (2008: 27) states that the examination is an assessment done periodically, not continuously and only at certain times. A competency test is the process of determining a competent or incompetent person in a particular competency or qualification unit based on a technical or non-technical assessment process with relevant evidence gathering related to his or her competence unit or qualifications (BNSP Guidelines 304, 2008). Relevant proofs include documents from a person's background through education, training, or work experience, then in the form of a written exam and a practical exam (performance assessment).

Based on the above explanations, in order to examine quality requires experiments conducted by way of assessing a thing called the test. Competence as described previously is the ability of work gained by a person to perform his work according to existing standards with accompanied aspects of knowledge, skills and work attitude. Competence can indicate the direction of behavior and thinking of a person and can predict a person's performance, how well or badly an activity that someone does to an existing standard. A person who does his job by not including or based on aspects of knowledge, skills and work attitude cannot be said to have the competence associated with his work, this is because the three aspects are unified form a competence.

The analysis discussion of competency test in this paper is English competency test at LKP Vijaya Learning Center and the writer is

an English instructor in that institution. English is an international language used for international communication and is also used for academic purposes ; science books are imported from abroad (Izzan and Mahfuddin, 2007: 1). Individuals can communicate using spoken or written English. This speech or writing reflects that the person understands the rules in English. Knowledge of the rules and forms in this language is what Chomsky mentions with the term competence (competence test).

It should be pointed out that the competency test actually declares that a candidate is competent in the competency test taken and is recognized by the government because the certificate is issued by the government as well and because the English competence test is a national non-formal English exam. However, in everyday life, the business and industry are not familiar with the certificate of competency test of English to the fullest. TOEFL, TOEIC and IELTS tests are still dominant as a requirement to get a scholarship or to continue education to get post graduate (S2) and doctoral (S3) program in the Indonesia's education world, as well as one of the requirement to obtain employment in various institutions of both of public and private. Thus, this English competency test certificate cannot be used maximally, but this is a local product that must be utilized.

TOEFL is an English competency test organized by Educational Testing Service (ETS) from the United States. The TOEFL itself was originally a paper-based test consisting of listening, grammar and reading test. Then it (academic) overhauls the test material into listening, reading, writing and speaking skill. TOEIC is another product of ETS (especially for workers). Likewise IELTS is, a product of English competency test from the United Kingdom.

The implementation of English competence test at LKP Vijaya Learning Center was first conducted in 2017. The test was attended by 150 participants consisting of English LKP Vijaya Learning Center, LKP Mandiri, LKP Swadaya, LKP Star English, and several other LKP . This English competence test is conducted for one day on Sunday, 10<sup>th</sup> March 2018. The examiner team was came from Jakarta.

To overcome the obstacles in the English competence test above, then there are efforts

undertaken by LKP Vijaya Learning Center in overcoming the obstacle of competency test. Here are the steps:

1. Participants of English competency test are given training in accordance with the material contained in the English competence test.
2. This English competency test should be socialized in the community, other course institutions, and in schools.
3. Other training courses participate in English competency test activities and support the execution of these exams in place of TOEFL and TOEIC test exams.
4. VLC proposes the government control to reinforce the use of English competency certificate as a requirement to attend education at higher level, scholarships, and applying for the job among many others.

There are several relevant studies on the implementation of competency exams in other fields as well as in English such as research conducted by Nur Hidayanto (2013) under the title "Analisis Hasil Uji Kompetensi Pelajaran Bahasa Inggris Dengan Model Logistik". This study aims to analyze the results of competency test English lessons by using the Logistics Model 1 Parameter. The next relevant research is from Ari Sulistiyo (Semarang, 2016) entitled "Manajemen Pembelajaran Kursus Bahasa Inggris pada Lembaga *International Language Programs Semarang*". The results of this study comprise the planning of learning implementation, the implementation of learning process, coaching conducted ILP Semarang, and learning evaluation.

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## CONCLUSIONS

To ensure smoothness in the analysis of English competency test has been implemented at LKP Vijaya Learning Center, the researcher gave a questionnaire to the competency test participants. In the questionnaire, participants can provide suggestions and inputs to improve the implementation of competency tests in the next stage. The leader of LKP Vijaya Learning Center has also sent a request letter about the English competence test to the President of RI, Mr. H. Jokowi, which contains the proposal of English competency test as a substitute for TOEFL and TOEIC test. Furthermore, the leadership of LKP Vijaya Learning Center has socialized to the community and other course institutions about English competence test especially in the surrounding LKP community.

Based on the explanations above, it can be concluded the implementation of English competency test in LKP Vijaya Learning Center has been running well in accordance to standard procedures. However, it still needs to be upgraded for the next stage which includes the number of examinees and test completeness facilities. To other LKPs, they are expected to cooperate in the implementation of English competency test by sending more their students to join this test. The Government should also support the implementation of this English competency test and ensure the feasibility of English competency test certificate in lieu of TOEFL and TOEIC test.