

**MEASURING STUDENTS' ENGLISH PROFICIENCY LEVEL
USING ENGLISHSCORE APPLICATION AT ENGLISH
LANGUAGE EDUCATION STUDY PROGRAM OF IAIN
PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in English Education*



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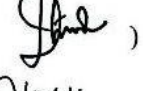

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THESIS APPROVAL

This thesis entitled “Measuring Students’ English Proficiency Level Using EnglishScore Application at English Language Education Study Program of IAIN Palopo” written by Triana Febrianti Darwis, Registration Number 20 0202 0011, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Monday, February 17th, 2025 M. Coincided with 18 Syaban 1446 H. It is has been approved by the examiner as a requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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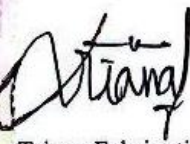
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Assalamu 'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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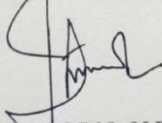
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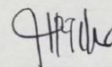
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ABSTRACT

ABSTRACT

Triana Febrianti Darwis, 2025. *“Measuring Students' English Proficiency Using the EnglishScore Application in the English Education Study Program at IAIN Palopo”*. Thesis of English Language Education Study Program, Faculty of Education and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Husnaini and St. Hartina.

This study aims to examine how the EnglishScore application classifies and determines students' English proficiency levels in the English Education Study Program at IAIN Palopo. A descriptive quantitative approach was employed to analyze the data. The researcher used the English test in the EnglishScore application as the data collection instrument. The focus of this study was to assess students' core language skills, including grammar, vocabulary, reading, and listening. The research involved 32 third-semester students from the English Education Study Program. The findings indicate that the EnglishScore application employs a scoring system ranging from 0 to 599, which aligns with the Common European Framework of Reference for Languages (CEFR), providing a comprehensive assessment of English proficiency. The application primarily focuses on levels A2 to C1, covering users from basic to advanced proficiency. Additionally, 46.90% of students were classified at the A1 CEFR level for core language skills, while the remaining students were distributed across Pre-A1 (12.50%), A2 (25%), and B1 (15.60%). No students achieved B2 or C1 levels. It can be concluded that students require further learning to attain higher proficiency levels. Future research may evaluate students' writing and speaking skills using the EnglishScore application, which would provide a more in-depth assessment of their overall language proficiency.

Keywords: CEFR, EnglishScore Application, English Proficiency

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ABSTRAK

ABSTRAK

Triana Febrianti Darwis, 2025. “*Mengukur Tingkat Kemampuan Bahasa Inggris Mahasiswa Menggunakan Aplikasi EnglishScore pada Program Studi Pendidikan Bahasa Inggris IAIN Palopo*”. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Husnaini dan St. Hartina.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana aplikasi *EnglishScore* mengklasifikasikan dan menentukan tingkat kompetensi Bahasa Inggris mahasiswa dengan menggunakan aplikasi *EnglishScore* pada Program Studi Pendidikan Bahasa Inggris IAIN Palopo. Pendekatan kuantitatif deskriptif digunakan untuk menganalisis data. Peneliti menggunakan tes bahasa Inggris pada aplikasi *EnglishScore* untuk mengumpulkan data. Fokus dari penelitian ini adalah menilai keterampilan inti siswa (tata bahasa, kosakata, membaca, dan mendengarkan). Terdapat 32 mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa aplikasi *EnglishScore* menggunakan sistem penilaian 0-599 yang sesuai dengan level CEFR memberikan evaluasi kompetensi bahasa Inggris secara menyeluruh. Aplikasi ini berfokus pada level A2 hingga C1, mulai dari pengguna tingkat dasar hingga mahir. Selain itu, jumlah mahasiswa yang berada di level A1 CEFR untuk keterampilan inti yaitu 46,90%, sementara sisanya berada di level pre-A1, A2, dan B1 masing-masing 12,50%, 25%, dan 15,60%. Tidak ada satupun siswa yang mencapai level B2 dan C1. Dapat disimpulkan bahwa para mahasiswa membutuhkan pembelajaran lebih lanjut untuk mencapai tingkat kompetensi yang lebih tinggi. Penelitian lebih lanjut dapat mengevaluasi tingkat kemampuan menulis dan berbicara mahasiswa dengan menggunakan aplikasi *EnglishScore* yang akan memberikan penilaian yang lebih mendalam terhadap kemampuan mereka.

Kata kunci: CEFR, Aplikasi *EnglishScore*, Kompetensi Bahasa Inggris

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ملخص

الملخص

تريانا فبرياني دارويس، ٢٠٢٥. "قياس مستوى كفاءة اللغة الإنجليزية لدى الطلاب باستخدام تطبيق EnglishScore في برنامج دراسة تعليم اللغة الإنجليزية بالجامعة الإسلامية الحكومية بالوبو". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف حسيني وسبّ هارتينا.

يهدف هذا البحث إلى معرفة كيفية قيام تطبيق EnglishScore بتصنيف وتحديد مستوى كفاءة الطلاب في اللغة الإنجليزية في برنامج دراسة تعليم اللغة الإنجليزية بالجامعة الإسلامية الحكومية بالوبو. وقد اعتمدت الدراسة على المنهج الكمي الوصفي في تحليل البيانات، حيث استخدم الباحث اختبار اللغة الإنجليزية المتوفر في تطبيق EnglishScore لجمع البيانات. ويركز البحث على تقييم المهارات الأساسية للطلاب، وهي: القواعد، والمفردات، والقراءة، والاستماع. شملت الدراسة ٣٢ طالبًا من الفصل الدراسي الثالث في برنامج دراسة تعليم اللغة الإنجليزية. وأظهرت النتائج أن تطبيق EnglishScore يعتمد نظام تقييم يتراوح بين ٠ - ٥٩٩ وفقًا لمستويات CEFR، مما يتيح تقييمًا شاملاً لمهارات اللغة الإنجليزية. ويركز التطبيق على المستويات من A2 إلى C1، أي من المستوى الأساسي إلى المتقدم. كما أظهرت النتائج أن نسبة الطلاب الذين كانوا في مستوى A1 من CEFR في المهارات الأساسية بلغت ٤٦,٩٠٪، في حين توزعت النسب الأخرى على المستويات Pre-A1، وA2، وB1 بواقع ١٢,٥٠٪، و٢٥٪، و١٥,٦٠٪ على التوالي، ولم يصل أي طالب إلى المستويين B2 أو C1 وبناءً على ذلك، يمكن الاستنتاج أن الطلاب بحاجة إلى مزيد من التعلم للوصول إلى مستويات كفاءة أعلى. ويوصى بإجراء دراسات مستقبلية لتقييم مهارات الكتابة والمحادثة لدى الطلاب باستخدام تطبيق EnglishScore، مما سيوفر تحليلاً أعمق لمهاراتهم اللغوية.

الكلمات المفتاحية: CEFR، تطبيق EnglishScore، كفاءة اللغة الإنجليزية.

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CHAPTER I

INTRODUCTION

A. Background

Evaluating English language competence is important for several reasons, both in academic and professional settings. The first is for academic success, being able to communicate in English is frequently essential for succeeding academically, especially for non-native speakers. It facilitates comprehension of the curriculum, conversation participation, and clear concept expression in both writing and speaking¹. Second is career opportunities, business language in the global employment market is often English. Speaking fluently in English can help an individual to communicate effectively with co-workers, clients, and stakeholders around the globe as well as lead to more professional chances². The third is for Socio-Economic development, in industries like tourism, where it can be essential for dealing with visitors, English plays a critical role. This helps promote socio-economic growth in areas where tourism is a major business³. Fourth is cross-cultural communication, in international interactions, English is used as a common language. Having a good understanding of the English

¹ Mark Brooke, "Attribution and Authorial (Dis) Endorsement in High- and Low-Rated Undergraduate ESL Students' English Academic Persuasive Essays," *English Linguistics Research* 3, no. 1 (January 19, 2014), <https://doi.org/10.5430/elr.v3n1p1>.

² L A Prihandoko et al., "English Language Competence for Tourism Sector in Supporting Socio-Economic Development in Merauke: A Survey Study," *IOP Conference Series: Earth and Environmental Science* 343, no. 1 (October 1, 2019): 012170, <https://doi.org/10.1088/1755-1315/343/1/012170>; Chen Yuanyuan, "Translation Methods of Business English in Cross-Cultural Context," *Academic Journal of Humanities & Social Sciences* 5, no. 1 (2022), <https://doi.org/10.25236/AJHSS.2022.050112>.

³ Prihandoko et al., "English Language Competence for Tourism Sector in Supporting Socio-Economic Development in Merauke: A Survey Study."

language can assist avoid miscommunication and promote cross-cultural interaction⁴. The last is for pedagogical reasons, evaluation of English language proficiency can help direct educational strategies and identify areas in which students may want additional help, making the learning process more efficient⁵.

All English language skills are linked and developed together, impacting a person's overall competence in the English language. The term "English language competency" describes an individual's capacity for efficient English language communication⁶. It requires competency in various language abilities, such as speaking, writing, listening, and reading. Considering that English is a language that is widely used throughout the world, these abilities are crucial for interacting and navigating in personal as well as business settings⁷. Language competence is indicated by more than just knowing the basics of the English language. It signifies a competency level that enables people to communicate clearly, confidently, and fluently. Speaking and understanding English not the only aspect of becoming proficient in the language. It also includes understanding spoken language, writing ideas and opinions down, participating in real conversations, and understanding written material. Furthermore, an individual's competence in the English language includes more than just their

⁴ Yuanyuan, "Translation Methods of Business English in Cross-Cultural Context."

⁵ Nyanuar Algiovan, "Need Analysis On Assessment Based E-Learning Platform In Reading Class For Vocational Students At East Lampung," *Paedagogia: Jurnal Pendidikan* 11, no. 1 (March 29, 2022): 1–20, <https://doi.org/10.24239/pdg.Vol11.Iss1.257>.

⁶ Maria Economidou-Kogetsidis, "Teaching Email Politeness in the EFL/ESL Classroom," *ELT Journal* 69, no. 4 (October 2015): 415–24, <https://doi.org/10.1093/elt/ccv031>.

⁷ Kirthana Tanabalan et al., "Language Learning Strategies for Enhancing Reading Comprehension among Rural Primary 6 ESL Learners," *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (2023): 645–56, <https://doi.org/10.6007/ijarbss/v13-i7/17756>.

ability to use proper grammar and vocabulary; it also includes their comprehension as well as implementation.

The competence of English language learners can be evaluated through a variety of online and offline assessments. These days, with advancements in technology and the internet, online exams are frequently used⁸. They can be assessed and made available through a website and Android app. Popular language competency tests include TOEFL, IELTS, UCELA, TOEIC, ECL, and OET⁹. These tests evaluate the four language skills of a language user: speaking, writing, listening, and reading. These tests' results are rated according to a specific scale (e.g., CEFR, ACTFL, ILR). The most widely used scale for classifying an individual's competency is the Common European Framework of Reference for Languages (CEFR). Standardized tests or frameworks that classify people according to how they perform in these different domains are necessary for figuring out the precise degree of competency. Determining someone's competence in the English language is essential for job advancement, educational institution placement even for class classification (placement test), and effective communication in various environments.

The process of evaluating and classifying students' competence in English is complex and varied, creating several difficulties for teachers. Evaluating students' English competence means measuring their abilities in a variety of

⁸ Khaeruddin Said, A D E Kurniawan, and O Anton, "Development of Media-Based Learning Using Android Mobile Learning," *Journal of Theoretical and Applied Information Technology* 96, no. 3 (2018): 668–76.

⁹ Anna Schiavon, "Character Traits and Language Proficiency in EFL" (University of Zagreb, 2023), <https://urn.nsk.hr/urn:nbn:hr:147:606039>.

language skills, including speaking fluently, listening comprehension, writing abilities, and reading comprehension¹⁰.

The significant individual variances among students present a crucial problem. Within the same classroom, teachers frequently report notable differences in their students' actual language abilities and perspectives, despite formal evaluation tools that attempt to classify students into distinct competency levels¹¹. Because of these variations, which can be caused by things like motivation, learning preferences, and past language exposure, it is challenging to use standardized tests consistently. In order to effectively assess students' actual competence levels, need to add specific and flexible ways to familiar evaluation procedures.

In the English Language Education Study Program at IAIN Palopo, Indonesia, proper evaluation to classify the students' ability in English understanding for class classification should also be implemented for English language learners. The classification according to their level of understanding will assist lecturers in managing students and the teaching-learning process to meet the learning objectives. Understanding the skills of the students in the classroom enables the lecturers to set more effective goals and stay informed

¹⁰ Soni Mirizon, "Teachers of English Assessment Literacy: Unveiling What They Know and Do," *Indonesian Research Journal in Education /IRJE/* 5, no. 1 (2021): 124–41, <https://doi.org/10.22437/irje.v5i1.12834>.

¹¹ Fatimah M. A. Alghamdi and Sarah A. M. Alnowaiser, "Achieving Flex in the Inflexible: Dealing with Individual Differences in Highly Structured EFL Preparatory College Courses," *English Language Teaching* 10, no. 6 (2017): 151, <https://doi.org/10.5539/elt.v10n6p151>.

about the progress of the students. Furthermore, it allows lecturers to modify their classroom teaching strategies based on students' comprehension levels.

However, according to the writer's observation, the way students are grouped based on their English language competence level in the IAIN Palopo, especially in the English Language Education Study Program has not been aligned with the general framework of language competence standardization in recent years. The placement test is used to classify students' level and it is often completed before first-year students in the English Language Education Study Program at IAIN Palopo begin their studies. However, the criteria for language proficiency used in the TOEIC, TOEFL ITP, and even IELTS fail to be followed in the creation and evaluation of this test. This is what causes learners to lack knowledge of their level of English. They require a strong foundation in the language itself because they are going to be teachers with a focus on teaching the English language. Therefore, it is crucial to accurately determine their level of English language proficiency to properly evaluate the learning program for them and guarantee that they graduate with the required abilities. In this case, students need media for evaluation so that they can see the progress of their language skills also the lecturer could see how effective their teaching strategies to improve students' English understanding.

There are many ways to solve the problem of measuring students' English competence level. As a solution, the researcher used an application, namely EnglishScore. It can be a useful tool for lecturers conducting placement tests since it helps classify and measure students' proficiency in the English language.

Lecturers may find it simpler if they use this application instead of making multiple-choice tests and manually scoring the answers. Additionally, because the results of the completed tests will soon be known, this application can assist learners in determining the current level of their proficiency in the English language. The EnglishScore application is a free English test that evaluates language proficiency¹². It is based on an Android app, and its scale is in alignment with the Common European Framework of References for Languages (CEFR). Using the CEFR band, it will assist learners in understanding their level. It will provide the precise placement of each band's learners' seats.

Every question of the EnglishScore test is aligned with an international standard CEFR also used to develop specific skills¹³. Reading, writing, listening, and grammar are the four main English language skills that are evaluated. additionally, these abilities evaluate grammatical constructional including prepositions, tenses, modality, and meaning. As a result of its international English language assessment like the fact that it serves as an indication of the performance on other international English language assessments like the IELTS. The descriptions of each EnglishScore level, which range from English Basic User (A1, A2), English Independent User (B1, B2), to Proficient English User (C1, C2), indicate the learners' competence¹⁴.

¹² British Council, "The Global Mobile English Test and Certificate," 2021, <https://www.englishscore.com/>.

¹³ British Council.

¹⁴ Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume With New Descriptors," *Council Of Europe*, 2018, 235.

From the description above it can be concluded that the writer intends to conduct research by using EnglishScore application to determine the learners' English competence level in accordance with the international standards, CEFR. The writer would focus on the core skills of English learners where these core skills consist of vocabulary, reading, grammar, and listening. Based on the explanation above the writer would conduct research entitled “*Exploring Students' English Language Competence Level Using EnglishScore Application at English Language Education Study Program of IAIN Palopo*”.

B. Research Question

Based on the background previously, the research questions are:

1. How does the EnglishScore application classify the students' English competence level?
2. What is the level of students' English competence assessed using the EnglishScore application at the English Language Education Study Program of IAIN Palopo?

C. The Objective of the Research

The main objectives of this study are:

1. To know how the EnglishScore application classifies the students' English competence level.
2. To determine the students' English competence level using the EnglishScore application at the English Language Education Study Program of IAIN Palopo.

D. Significance of the Research

There were two parts of the significance of this research, which are as follows:

1. Theoretically

The researcher hopes this research could enrich the knowledge of measuring English language competence through the EnglishScore application.

2. Practically

a. For students

The research result could help students be more aware of their competence in English by knowing where they sit on the CEFR band. It also could motivate students to improve their English competence.

b. For lecturers

The research result could help lecturers to determine students' understanding of English language. It will also assist lecturers in setting effective goals in the teaching-learning process.

c. For further researcher

The research result will be a reference for further researcher to trying out or applying EnglishScore application to identify students' improvement on their core skills, writing, and speaking.

d. For institutions

The result of the research could help English Language Education Study Program in finding an effective application to measure their students' level in English language.

E. Scope of the Research

The scope of the research is to know the students' level of English competence by using the EnglishScore application at the English Language Education Study Program of IAIN Palopo. The researcher will focus on students' core English skills, including vocabulary, grammar, reading, and listening, and on which band they sit in according to the CEFR framework. The researcher only evaluated the students' core skills using the EnglishScore application, due to the fact that passing the core skill test is a requirement for accessing the speaking and writing section. In addition, the researcher will focus on measuring the level of third-semester students' competence level in English.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There is some relevant previous research toward this research, here is as follows:

Suryani and Amalia in their research entitled “*Students’ English Proficiency: The Case of One Madrasah in Jambi City*”. The study aimed to find out the senior high school students’ English proficiency. Using an English test, descriptive quantitative analysis was carried out to get data on students’ English proficiency. Data was collected using the Key English Test (KET), an English proficiency test for basic users. Based on the research results, a large number of participants failed to reach any CEFR entry-level¹⁵. The outcomes passed below the beginning level. Out of the one hundred and four participants, only four of them were at the basic level. The students’ reading and writing test results showed that they had low scores. One student received a moderately good score on the writing test. The similarity between these researches is they measure students’ English competence using descriptive quantitative methods. Prior research primarily focused on using the Key English Test (KET) in collecting the data. It was also conducted at Madrasah Aliyah Labor Jambi.

¹⁵ Hilma Suryani and Shynta Amalia, “Students’ English Proficiency: The Case of One Madrasah in Jambi City,” *Ta’dib: Jurnal Pendidikan Islam* 23, no. 2 (2018): 194–201.

Efendi and Sejati in their research entitled “*Scrutinizing English Proficiency of Junior High School Students Based on CEFR*”. In this study, the researcher employed both quantitative and qualitative methods. The focus of this study was to evaluate the students’ English proficiency using the CEFR. The students’ English proficiency was assessed using the Cambridge Key English Test (KET) which only measure three skills mainly listening, reading, and writing. Based on the research results, according to the CEFR description of proficiency levels, the mean indicates that the students’ levels of reading, writing, and listening were at A1, A1, and A2, respectively¹⁶. The focus of the previous study and the research that conducted by the writer is the same as the focus in evaluating students’ English proficiency. But the differences are the location of the research, the applications, and the skills that are measured.

Waluyo in his research entitled “*Thai First-Year University Students’ English Proficiency on CEFR Levels: A Case Study of Walailak University, Thailand*”. The researcher used a quantitative research design to assess students’ proficiency levels in this research. The “Walailak University-Test of English Proficiency” was a university-standardized test used in this study. This test, also known as WU-TEP, evaluates students’ English language proficiency in listening, reading, writing, and speaking skills. The evaluation is based on the CEFR framework and the Classical Test Theory (CTT). This study found that Thai EFL learners at A2 English proficiency level were classed as basic users in

¹⁶ Tri Achmad Efendi, and Panggah Sejati, “Scrutinizing English Proficiency Of Junior High” 7 (2024), <https://doi.org/10.51158/koulutus.v7i1.1109>.

CEFR¹⁷. Out of the total of 2248 students, the majority, accounting for 67.7% were placed at A2 level, while 9.7% were classified as A1 level, combining to form a significant 77.3% of all the subjects. The remaining 19.2% and 3.5% of students were considered independent users, with B1 and B2 levels respectively. The application used and the skills that will be measured differentiate this study from the writer's next research. Regarding the equation, the descriptive approach is applied, and it is equivalent to investigating students' proficiency in the English language.

Biradjar did the research entitled "*Application of CEFR (Common European Framework of Reference) in Testing the English Language Proficiency Level of Polytechnic Students*". The researcher used the British Council EnglishScore Application to conduct this research and to get students' scores. To assess their English vocabulary, grammar, listening comprehension, and reading skills, about 100 engineering students from last year's A.G. Patil Polytechnic Institute, Solapur were randomly chosen. The result showed that 38% of students were at the elementary level compared to 30% of learners at the pre-beginning and beginner levels; 27% of students at the intermediate and upper-intermediate levels, on the other hand, were proficient in English¹⁸. Although the focus of this research is exclusively on polytechnic students, both

¹⁷ Budi Waluyo, "Thai First-Year University Students' English Proficiency on CEFR Levels: A Case Study of Walailak University, Thailand," *The New English Teacher* 13, no. 2 (2019): 51–71.

¹⁸ Laxmi M. Birajdar, "Application of CEFR (Common European Framework of References) in Testing the English Language Proficiency Level of Polytechnic Students" 62, no. February (2020).

this research and the writer's future research will test students' language competence utilizing quantitative methodologies and EnglishScore applications.

Phong-a-ran, Luksup, Chalsoda in their research entitled "*English Proficiency of Thai Undergraduate Students Using CEFR in Khonkaen*". The research utilized both an online English placement test, namely the Oxford Online Placement Test, and interviews as research instruments. The researcher used a quantitative method in this research. After conducting the Oxford online placement test, it was revealed that most students ($n = 42$) had a proficiency level of A1, with A2 being the next most common level ($n = 32$). A smaller number of students were at B1 ($n = 9$), A0 ($n = 7$), and B2 ($n = 4$), respectively. Interestingly, none of the students reached the higher proficiency levels of C1 or C2¹⁹. When interviewing the students, it became apparent that they faced the most difficulties in the linguistic aspects, specifically in areas such as vocabulary, pronunciation, and spelling. Additionally, the affective factor of motivation to read and feelings of anxiousness were also mentioned as challenges by the students. The Oxford Online Placement Test, which is distinct from the one the writer would use, was used in this study. Nevertheless, the objective of both this study and the future study is to assess students' proficiency in the English language through the use of quantitative methods.

The characteristics that differentiate this study and previous research lie in the subject of the research. While prior studies have examined the English

¹⁹ Nathaporn Phong-A-Ran, Supaweena Luksup, And Pornpalin Chalsoda, "English Proficiency Of Thai Undergraduate Students" 5 (2019).

proficiency of diverse student groups, such as all university freshmen or random students in their 1st - 4th years or even school students, this research uniquely focused on third-semester students majoring in English Language Education. None of the previous studies have specifically targeted this particular student group to assess their English language competence.

B. Theoretical Review

1. Language Competence Level

a. Definition

Chomsky introduced the concept the concept of linguistic competence as the implicit knowledge possessed by native speakers regarding their language system, including grammar, phonology, and morphology, which enables them to understand and produce grammatical sentences in their language. Chomsky distinguishes between “competence” (internal language knowledge) and “performance” (actual language use in communication situations)²⁰.

Savignon emphasized the importance of practical experience in developing communicative competence. According to her, communicative competence is the ability to interact with native speakers in authentic communication situations, including the ability to adjust language use to situational needs²¹.

²⁰ Jacobus A Naudé, “On Nature and Language,” *Southern African Linguistics and Applied Language Studies* 24, no. 1 (February 12, 2006): 125–27, <https://doi.org/10.2989/16073610609486410>.

²¹ Sandra J Savignon, “Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education”, *Yale Language Series*, 2008.

Crystal defined communicative competence as an individual's ability to communicate effectively and appropriately according to the social and cultural norms prevailing in a particular society. This includes not only linguistic knowledge but also pragmatic and strategic skills in language use²².

These definitions show that language competence encompasses various aspects of knowledge and skills in language use, from basic knowledge of language system to the ability to adapt to social and cultural norms in communication²³. From the perspectives of these experts, the researcher concludes that language competence is the ability of an individual to use language effectively and appropriately in various communication contexts. It includes knowledge and skills in understanding and producing language, as well as the ability to adjust language use according to the situation, communication goals, and audience.

Language competence level, or proficiency level, refers to the ability of an individual to use a language effectively and appropriately in real-life situations. These levels are often described in terms of specific skills and competencies in speaking, listening, reading, and writing. There

²² David Crystal, *The Language Revolution* (John Wiley & Sons, 2018), [https://books.google.co.id/books?hl=id&lr=&id=W9dJdWAAQBAJ&oi=fnd&pg=PP2&dq=David+Crystal,+The+Language+Revolution+\(John+Wiley+%26+Sons,+2018\)&ots=cghbtqk61K&sig=8Ev0iyU8dbt3YV6bM8VaQIxHupc&redir_esc=y#v=onepage&q=David+Crystal%2C+The+Language+Revolution](https://books.google.co.id/books?hl=id&lr=&id=W9dJdWAAQBAJ&oi=fnd&pg=PP2&dq=David+Crystal,+The+Language+Revolution+(John+Wiley+%26+Sons,+2018)&ots=cghbtqk61K&sig=8Ev0iyU8dbt3YV6bM8VaQIxHupc&redir_esc=y#v=onepage&q=David+Crystal%2C+The+Language+Revolution).

²³ Artyom D Zubkov, "Professional Foreign Language Competence of Technical Students: Content, Structure and Formation," in *Integrating Engineering Education and Humanities for Global Intercultural Perspectives: Proceedings of the Conference "Integrating Engineering Education and Humanities for Global Intercultural Perspectives", 25-27 March 2020, St. Petersburg, Russia* (Springer, 2020), 503–10.

are several standardized frameworks for assessing and categorizing language competence, with the Common European Framework of Reference for Languages (CEFR) being one of the most widely used²⁴.

b. Components

Language competence encompasses various components that complement each other to form effective and appropriate language abilities in different contexts. Here is a detailed explanation of the main components of language competence²⁵:

1) Linguistic competence

Linguistic competence is the fundamental knowledge of the language system itself. This includes several crucial aspects such as grammar, which involves knowledge of the rules governing sentence structure, including syntax (sentence structure) and morphology (word structure). Vocabulary entails the mastery of words and their meanings, as well as the ability to select the appropriate words according to the context. Phonology refers to the knowledge of the sound system of the language, including correct pronunciation and intonation. Morphology involves the understanding of how words are formed and how they can

²⁴ Tim Vipond, "Language Proficiency Levels," corporate finance institute, accessed June 29, 2024, <https://corporatefinanceinstitute.com/resources/career/language-proficiency-levels/>.

²⁵ Zubkov, "Professional Foreign Language Competence of Technical Students: Content, Structure and Formation."

be modified to express different meanings, such as through the addition of prefixes and suffixes²⁶.

2) Sociolinguistic competence

Sociolinguistic competence is the ability to use language appropriately according to specific social and cultural norms. This involves understanding the social context, such as how social situations, including social status, relationships between speakers, and settings (place and time), influence language use. Cultural norms entail awareness of the cultural rules and habits that influence communication, including the use of greetings, forms of address, and appropriate language styles²⁷.

3) Discourse competence

Discourse competence is the ability to comprehend and organize text or discourse coherently and cohesively, both in spoken and written forms. This involves coherence, where the overall text or discourse must be logical and easy for listeners or readers to follow. Cohesion is the use of linguistic tools, such as conjunctions, pronouns, and repetition, to ensure that parts of the text or discourse are well-connected²⁸.

²⁶ Nishad Chathamkulam Abdulrahman and Emad A. S. Abu-Ayyash, "Linguistic Competence, Communicative Competence and Interactional Competence," *International Journal of Computers & Technology* 19 (2019): 7537–52, <https://doi.org/10.24297/ijct.v19i0.8505>.

²⁷ Matthew Kanwit, "Sociolinguistic Competence: What We Know so Far and Where We're Heading," in *The Routledge Handbook of Second Language Acquisition and Sociolinguistics* (Routledge, 2022), 30–44.

²⁸ Yumin Wang and Qin Xie, "Diagnosing EFL Undergraduates' Discourse Competence in Academic Writing," *Assessing Writing* 53 (July 2022): 100641, <https://doi.org/10.1016/j.asw.2022.100641>.

4) Pragmatic competence

Pragmatic competence is the ability to use language effectively to achieve specific communicative goals. This includes implicature, which is the ability to understand implied meanings that are not explicitly stated. Additionally, speech acts refer to the ability to perform communicative acts such as stating, questioning, requesting, commanding, and so forth appropriately²⁹.

5) Strategic competence

Strategic competence is the ability to overcome communication problems that may arise and to use strategies to maintain the flow of communication. This includes paraphrasing, which is restating a message in different words to ensure understanding. Clarification involves asking for or providing clarification when confusion or ambiguity occurs. The use of synonyms is employing alternative words to explain a concept when the desired word is unavailable or difficult to recall³⁰.

Mastering all these components allows an individual to use language effectively, appropriately, and suitably in various communicative situations.

²⁹ Filippo Domaneschi and Valentina Bambini, "Pragmatic Competence*," in *The Routledge Handbook of Philosophy of Skill And Expertise* (Abingdon, Oxon; New York, NY: Routledge, 2021. | Series: Routledge handbooks in philosophy: Routledge, 2020), 419–30, <https://doi.org/10.4324/9781315180809-40>.

³⁰ Dawit Dibekulu Alem, "Strategic Competence and Its Implication in Language Teaching," *International Journal of English Literature and Culture* 8, no. 5 (2020): 143–49, <https://doi.org/https://doi.org/10.15520/jassh.v6i10.495>.

c. Framework for Language Competence Level

1) Common European Framework of Reference for Languages (CEFR)

The Council of Europe created the CEFR, which institutions, organizations, and language instructors use to evaluate and convey a learner's language proficiency. The Common European Framework of Reference for Languages (CEFR) is globally accepted. According to the Council of Europe (2001) in Yusak Runesi, Tinni Moge, and Nihta V. F. Liando (2022) outline the promotion of transparency and coherence in the teaching and learning of modern languages in Europe as the goal of the Common European Framework of Reference for Languages (CEFR)³¹. The CEFR, a term initially associated with European languages, has become accessible to individuals worldwide due to its translation into over 30 languages, including non-European languages. Most significantly, the CEFR offers specific definitions of competency levels that could potentially be applied to assessments of languages learning progress at every level. Based on Little (2007) in Hilma Suryani and Shynta Amalia (2018), there are six reference levels of language proficiency, including A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced), and C2

³¹ Yusak; Runesi, Tinni; Moge, and Nihta; Liando, "Students' Perception in Using Common European Framework of Reference (CEFR) Application as an English Language Learning Assessment," *International Journal of Education, Information Technology and Others (IJEIT)* 5, no. August (2022): 226–34.

(Proficient), consist of the three categories of proficiency levels on a global scale: Basic User, Independent User, and Proficient User³².

2) American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines

ACTFL consists of five main levels³³.

- a) The first level namely novice (Low, Mid, High), represents people with limited knowledge. Beginners can use familiar phrases and greetings to meet basic needs. As they progress through the beginner level (novice), they develop the ability to understand and use simple questions and statements in predictable situations.
- b) The intermediate (low, mid, high) level learners can engage in everyday communication. At the high sublevel, they can engage in broader conversations on familiar topics. In reading, they can understand short texts containing routine information. In writing, they can compose short paragraphs on familiar topics and personal experiences.
- c) Advanced-level, learners can manage communication in more complex and non-routine situations. At the high sublevel, they can participate in more abstract discussions. In reading, they can

³² Suryani and Amalia, "Students' English Proficiency: The Case of One Madrasah in Jambi City."

³³ Yuki Johnson, "Proficiency Guidelines and Language Curriculum Making ACTFL Proficiency Guidelines Effective in Futhering Japanese Language Proficiency," n.d., [https://books.google.co.id/books?hl=id&lr=&id=9WecnYW83rAC&oi=fnd&pg=PA261&dq=American+Council+on+the+Teaching+of+Foreign+Languages+\(ACTFL\)+Proficiency+Guidelines&ots=3uh2Srbszi&sig=th52H_nTN879pOaAwSXO1YJQsoE&redir_esc=y#v=onepage&q=American Council on t.](https://books.google.co.id/books?hl=id&lr=&id=9WecnYW83rAC&oi=fnd&pg=PA261&dq=American+Council+on+the+Teaching+of+Foreign+Languages+(ACTFL)+Proficiency+Guidelines&ots=3uh2Srbszi&sig=th52H_nTN879pOaAwSXO1YJQsoE&redir_esc=y#v=onepage&q=American Council on t.)

understand longer and more complex texts covering a variety of topics. In writing, they can produce clear and detailed texts on various topics, using appropriate structure.

- d) The Superior level learners can participate in extended conversations on a wide range of topics, including professional and abstract subject. In reading, they can understand a wide variety of long and complex texts, recognizing nuances of meaning. In writing, they can produce clear and structured texts on a wide range of topics, demonstrating good use of organizational patterns and cohesion.
- e) The distinguished level learner can communicate very fluently and accurately in a wide range of situations and topics, including technical and academic subjects. In reading, they can easily read and understand highly complex and technical texts. In writing, they can produce well-crafted texts on complex topics, demonstrating effective use of style and appropriate register.

3) The Test of English Proficiency (TOEP)

The Test of English Proficiency (TOEP) is an English proficiency test designed to measure test takers' ability to understand spoken and written English in academic and social contexts. This online test consists of two main sections: listening and reading. The listening section assesses the ability to comprehend various types of spoken texts over 45-50 minutes with 50 questions, while the reading section evaluates the

understanding of written texts with a duration of 60 minutes and 50 questions. TOEP scores range from 0 to 100, with higher scores indicating higher levels of proficiency³⁴.

TOEP offers several advantages, including being information technology-based, allowing for real-time test results, and covering various topics that can be completed in less than two hours. The test also features validated parallel forms, enabling accurate measurement of English language skills and predicting scores on other proficiency tests, such as TOEFL ITP. Over 200,000 test takers have taken TOEP, and it is used by numerous institutions across Indonesia, making it a cost-effective and reliable option for English proficiency assessment.

TOEP is frequently used for various purposes, such as new student admissions, certification, and professional development. Its primary users include the Indonesian Ministry of Education, universities, and scholarship programs³⁵.

2. Concept of CEFR

a. CEFR Implementation and Utilization

1) Implementation of CEFR

a) Curriculum development and learning materials

Schools and language institutions utilize CEFR to design curricula that align with students' proficiency levels. Learning materials are developed based on descriptions of skills and

³⁴ PLTI: Pusat Pelayanan Tes Indonesia, "Deskripsi Tes TOEP Di PLTI," PLTI: Pusat Pelayanan Tes Indonesia, 2025, https://plti.co.id/toep-teflin?utm_source.

³⁵ TEFLIN, "About TOEP," TEFLIN, 2025, https://teflin.org/about-toep/?utm_source.

objectives at each CEFR level³⁶. For example, an English course for beginners (A1 Level) would include basic vocabulary introduction, everyday expressions, and relevant simple phrases.

b) Assessment and evaluation

Language exams and tests are often aligned with CEFR levels. Tests such as TOEFL, IELTS, and DELE (for Spanish) use CEFR descriptors to determine participants' language proficiency levels. CEFR-based assessment helps measure speaking, listening, reading, and writing skills consistently and allows for international comparability³⁷.

c) Qualification recognition

Certifications aligned with CEFR are internationally recognized, facilitating academic and professional mobility. For instance, multinational companies and universities can use CEFR levels to establish language requirements for prospective employees or students. Job applicants can indicate their CEFR levels on CVs or resumes to showcase their language proficiency³⁸.

³⁶ Norshaidatul Md Nawawi et al., "CEFR for Languages and Its Effective Implementation in Secondary Schools in Malaysia," *Asian Journal of Assessment in Teaching and Learning* 11, no. 1 (2021): 63–72, <https://doi.org/10.37134/ajatel.vol11.1.6.2021>.

³⁷ J. A. Foley, "Issues on Assessment Using CEFR in the Region," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 2 (2019): 28–48, <https://files.eric.ed.gov/fulltext/EJ1225665.pdf>.

³⁸ Stefanie Schneider, "A Critical Analysis of the Role of Intercultural Communication in the Common European Framework of Reference for Languages (CEFR) Companion Volume (2020)," *Journal of Spanish Language Teaching* 7, no. 2 (July 2, 2020): 193–99, <https://doi.org/10.1080/23247797.2020.1864112>.

2) Utilization of CEFR

a) Language learners

Language learners can use CEFR to assess their own proficiency and set learning goals. By knowing their CEFR level, learners can select appropriate learning materials and resources³⁹. For example, a learner at the B1 level might focus on enhancing speaking skills and understanding more complex listening tasks.

b) Teachers and educators

Teachers can plan lessons and classroom activities that correspond to their students' CEFR levels. CEFR assists teachers in adapting teaching methods and materials to meet students' needs. CEFR-based evaluations enable teachers to provide more specific and relevant feedback to students⁴⁰.

c) Test developers and evaluators

Test developers use CEFR descriptors to create valid and reliable assessments. These tests can be used to evaluate language proficiency in academic, professional, or personal contexts. Evaluators utilize the CEFR framework to assess participants' language abilities in a standardized and objective manner⁴¹.

³⁹ İbrahim Halil Topal, "CEFR-Oriented Probe into Pronunciation: Implications for Language Learners and Teachers," *Dil ve Dilbilimi Çalışmaları Dergisi* 15, no. 2 (July 3, 2019): 420–36, <https://doi.org/10.17263/jlls.586087>.

⁴⁰ Shahazwan, Mazlen, and Anwar Farhan, "Secondary School Teachers' Perspectives towards the Implementation of CEFR-Aligned English Curriculum," *Journal of Creative Practices in Language Learning and Teaching (CPLT)* 10, no. 1 (2022): 32–48, <https://ir.uitm.edu.my/id/eprint/66702/>.

⁴¹ Foley, "Issues on Assessment Using CEFR in the Region."

d) Organizations and companies

Organizations can utilize CEFR to develop language training programs for their employees, enhancing internal and external communication skills. companies can also determine the required language proficiency levels for various job positions, ensuring employees possess the necessary language skills for their roles⁴².

b. CEFR level

Six levels of language competence are described by the CEFR, ranging from A1 (beginner) to C2 (advanced). These levels provide a standardized way to describe and assess language ability, facilitating communication about language proficiency between educational institutions, employers, and other organizations. Here is an expanded table that includes these aspects⁴³:

Table 2. 1 CEFR level

Level	Category	Listening	Reading	Speaking	Writing
A1	Basic User	Can understand elementary English words and phrases.	Can read very short, simple text.	Can use simple phrases and sentences to describe where they live and people they know	Can write a simple postcard or fill in forms with personal details.
A2	Basic User	Can understand short, messages and	Can read very short, simple texts and find	Can communicate in simple and	Can write short, simple

⁴² Siti Drivoka Sulistyaningrum and Purnawati Purnawati, "Incorporating CEFR Bands and ICT-Competences in Grammar Syllabuses of English Language Education Study Program in Indonesia," *Journal on English as a Foreign Language* 11, no. 2 (September 8, 2021): 335–57, <https://doi.org/10.23971/jefl.v11i2.2863>.

⁴³ H Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices* (Pearson, 2019).

		announcements.	specific, predictable information.	routine tasks on familiar topics and activities.	notes and messages relating to matters in areas of immediate need.
B1	Independent User	Can understand the main points of clear standard speech on familiar matters regularly encountered.	Can understand texts that consist mainly of high-frequency every day or job-related language.	Can deal with most situations likely to arise whilst traveling. Can describe experiences and events, dreams, hopes, and ambitions.	Can write simple connected text on topics that are familiar or of personal interest.
B2	Independent User	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.	Can write detailed text on a wide range of subjects and explain a viewpoint on a topic.
C1	Proficient User	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly	Can understand long and complex factual and literary texts, appreciating distinctions of style.	Can express ideas fluently and spontaneously without much obvious searching for expressions.	Can express themselves in clear, well-structured text, express points of view at some length.
C2	Proficient User	Can understand with ease virtually everything	Can summarise information from different	Can express themselves spontaneously, very fluently	Can write clear, smooth, and

		heard or read.	spoken and written sources, reconstructing arguments and accounts in a coherent presentation.	and precisely, differentiating finer shades of meaning even in more complex situations.	flowing text in an appropriate style.
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c. CEFR Eligibility in Indonesia

Implementing the Common European Framework of Reference for Languages (CEFR) in Indonesia is an excellent decision because it provides a methodical and globally accepted approach to language learning that can improve English competence across the country⁴⁴.

1) Structured Language Learning

CEFR gives specific descriptions for distinct language skills, supporting logical development in language learning. Teachers may adjust instruction to each student's particular needs by matching curriculum to CEFR levels. Which will support successful language development. According to a study on the implementation of the CEFR in Indonesian vocational higher education, by offering precise standards for competency, curricula that are matched with the CEFR can greatly enhance student outcomes.

2) International Standardization and Educational Integration

⁴⁴ Alfi Miqawati, Fitri Wijayanti, and Titik Ismailia, "Adopting CEFR for English Language Learning in Indonesia to Support 21st Century Skills," 2023, <https://doi.org/10.4108/eai.5-11-2022.2326530>.

Despite the absence of a national CEFR mandate in Indonesia, certain institutions and schools have chosen to implement CEFR-aligned curricula on their own to enhance English learning and guarantee that students acquire globally relevant skills. These universities seek increase to increase students' competitiveness in global academic and professional environments by designing their programs around the CEFR criteria. Following this well-recognized approach promotes mobility and collaboration by assisting Indonesian students in maintaining language proficiency on the level of students from other nations. According to research, students looking for chances abroad may benefit from adopting the CEFR since it can close the gap between local and international educational norms.

3) Teacher Empowerment

By offering a precise framework for training and assessment, the CEFR allows teachers to precisely determine students' competency levels and modify their pedagogical approaches accordingly. This method creates a more responsive and successful learning environment. According to studies, teacher agency is essential to the effective application of CEFR-like policies, underscoring the significance of support and professional development for educators⁴⁵.

4) Challenges in Implementation

⁴⁵ Kamaludin Yusra, Yuni Budi Lestari, and M. Obaidul Hamid, "Teacher Agency and the Implementation of CEFR-like Policies for English for Tourism and Hospitality: Insights from Local Vocational High Schools in Indonesia," *Current Issues in Language Planning* 23, no. 3 (May 27, 2022): 233–53, <https://doi.org/10.1080/14664208.2021.1965739>.

There are difficulties in implementing the CEFR in Indonesia. According to a study, the CEFR has not been formally accepted as a national curricular model, which causes variations in how it is implemented in various educational contexts, in order to effectively implement the CEFR into the current educational framework, sufficient facilities, teacher training, and resources are also required.

5) Government actions and Policy Considerations

While the Indonesian government has not only officially accepted the CEFR as part of the national curriculum, conversations and studies reveal a rising interest in its potential benefits. The benefits of a standardized framework such as CEFR may be taken as consideration in future policy choices to improve the efficacy of English language classes in the nation⁴⁶.

d. Advantages and disadvantages of CEFR

1) Advantages

Some advantages of CEFR are⁴⁷:

a) International standardization

CEFR provides an internationally recognized framework, enabling consistent language proficiency measurement across different countries. This facilitates academic and professional mobility between nations.

⁴⁶ Fuad Arifudin Abi Maryo, "The Issues of the Implementation of CEFR in Indonesia," *Journal of Applied Linguistic Indonesia* 05, no. 05 (2021): 18–22.

⁴⁷ Nadrah Zainal Abidin and Harwati Hashim, "Common European Framework of Reference (CEFR): A Review on Teachers' Perception & Plurilingualism," *Creative Education* 12, no. 04 (2021): 727–36, <https://doi.org/10.4236/ce.2021.124051>.

b) Flexibility

The CEFR framework can be applied to various languages and teaching contexts, making it useful for diverse educational institutions and organizations with varied language needs.

c) Openness and transparency

CEFR clearly describes the skills required at each proficiency level. This helps learners, teachers, and evaluators understand precisely what is expected at each level.

d) Guidance for curriculum development

By providing detailed descriptions for each proficiency level, CEFR assists curriculum developers and instructional material designers in creating learning programs tailored to students' needs at every level.

e) Standardized assessment

CEFR facilitates the development of valid and reliable language tests. Certifications based on CEFR are widely recognized, enhancing the credibility of language assessments.

f) Focus on communicative competence

CEFR emphasizes the importance of practical communicative competence, not just grammatical skills and vocabulary. This is relevant to language learners' real-life and professional needs.

2) Disadvantages

These are some disadvantages of CEFR⁴⁸:

a) Complex implementation

Implementing CEFR in curriculum and assessment can be a complex task requiring careful adjustment. Educators and institutions may need additional training to understand and correctly apply CEFR.

b) Rigidity in assessment

Despite clear guidelines provided by CEFR, some parties may find the set levels too rigid or not aligned with specific needs or certain learners.

c) Limitations in skill descriptions

Descriptions at each CEFR level, while detailed, may not always encompass all relevant aspects of language proficiency in specific contexts, such as industry-specific or cultural needs.

d) Cost and resources

Adopting and implementing CEFR requires investment in terms of time, effort, and resources. This can be burdensome, especially for small institutions or those with limited budgets.

e) Interpretation variances

⁴⁸ Natalia Wright, "Towards a European Plurilingual Habitus? A Critical Analysis of the Common European Framework of Reference (CEFR) and Its Symbolic Power," *Education, Language and Sociology Research* 3, no. 3 (July 26, 2022): p10, <https://doi.org/10.22158/elsr.v3n3p10>.

Despite CEFR's efforts to provide clear descriptions may vary among individuals or organizations, leading to inconsistencies in assessment.

f) Adaptation to different languages

While designed for use across different languages, adaptation may be easier for some languages than others. Languages with vastly different structures from European languages may require further adjustment.

g) Dependency on formal assessment

There is a tendency to overly rely on formal tests and certification in assessing language competence, while practical and informal language skills of learners may not be fully reflected in these tests.

3. EnglishScore Application

a. Definition

EnglishScore is a mobile application designed by the British Council that provides an English competency test. This application offers various tests that measure English language skills in multiple aspects, including reading, listening, and grammar. The tests can be completed in a short time, typically around 30 to 40 minutes, using adaptive technology that adjusts the difficulty of questions based on the user's responses. EnglishScore provides detailed and comprehensive reports on users' English competence, with scores presented in an easily

understandable format and comparable to international standards such as the CEFR (Common European Framework of Reference for Language)⁴⁹.

Developed by the British Council, an organization with a global reputation in English language teaching and testing, this application offers high credibility. EnglishScore is available for iOS and Android devices, allowing users to take tests anytime and anywhere, offering high flexibility. Additionally, the application provides recommendations for improvement based on test results and occasionally offers supplementary learning resources or courses appropriate for enhancing users' English language skills⁵⁰. With these features, EnglishScore is highly beneficial for individuals seeking to assess and improve their English language proficiency for academic, professional, or personal purposes.



Figure 2. 1 Display of EnglishScore Application

b. How to use EnglishScore Application

⁴⁹ “Global Scale - Table 1 (CEFR 3.3): Common Reference Levels - Common European Framework of Reference for Languages (CEFR),” accessed July 7, 2024, <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>.

⁵⁰ Tika Syahada and Senorica Yulia Sari, “Journal of English Language Teaching The Effectiveness of English Score Application on Pre-Teaching Activities to Improve Vocabulary Mastery at SMAN 8 Padang” 13, no. 1 (2024): 63–71, <https://doi.org/10.24036/jelt.v13i1.127223>.

Before starting the test, ensure you are well-prepared and in a quiet environment. Check your internet connection to ensure it is stable throughout the test to avoid any disruptions. These are steps for using EnglishScore application⁵¹:

1) Download the application

To begin using the EnglishScore application, first download the application on your device. For android users, open the Google Play Store, search for “EnglishScore” and download the application developed by the British Council. For iOS users, open the Apple App Store, search for “EnglishScore” and download the application developed by the British Council.



Figure 2. 2 Download the EnglishScore Application

2) Registration

⁵¹ Oey Anton, “Predicting English Language Learners’ Proficiency Level Using EnglishScore Android Application,” *Journal of Digital Ecosystem for Natural Sustainability (JoDENS)* 1, no. 2 (2021): 2798–6179; “Take the Test - EnglishScore,” accessed July 7, 2024, <https://www.englishscore.com/take-the-test/>.

Once downloaded, open the application and proceed with registration. Register using your email or social media accounts such as Google or Facebook, and verify your account if prompted.

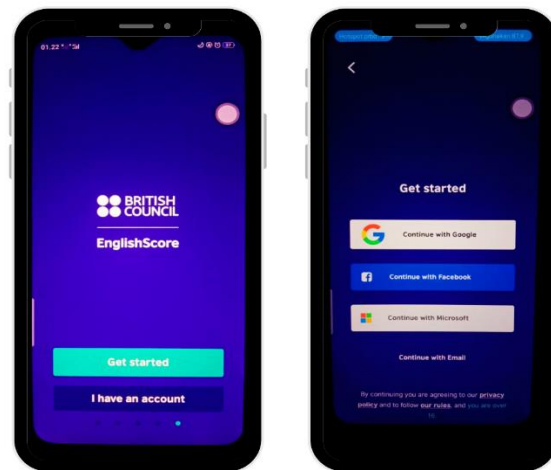


Figure 2. 3 Register Using Social Media Accounts

3) Taking the test

The test will cover various skills: core skills (grammar, vocabulary, reading, and listening), speaking, and writing. Answer each question according to the instructions. The test typically takes around 30-40 minutes to complete.

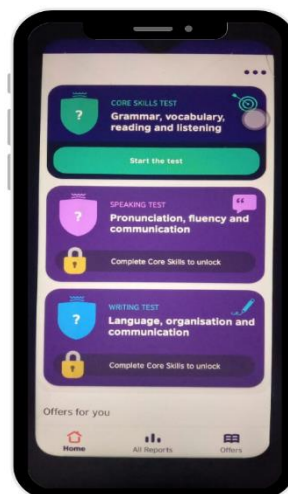


Figure 2. 4 Taking the Core Skills Test

4) Starting the test

After that, you can start the English test by selecting the appropriate option. Ensure you are in a quiet environment with a stable internet connection, and follow the on-screen instructions to begin the test.

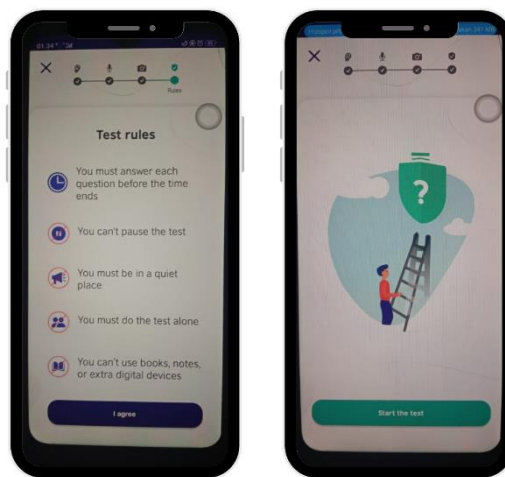


Figure 2. 5 Starting the Test

5) Completing the test and viewing results

Upon completing all parts of the test, your results will be processed and displayed as a score aligned with the CEFR (Common European Framework of Reference for Languages), ranging from A1 to C1. You will receive a detailed report on your performance in each language skill.

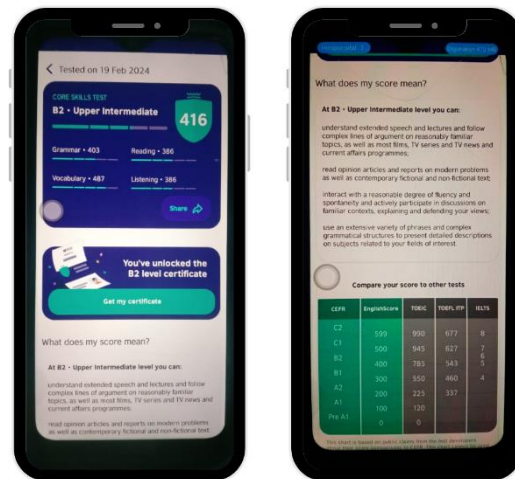


Figure 2. 6 Viewing the Test Result

6) Obtaining a certificate

If you require an official certificate, you can purchase one directly from the application. The British Council recognizes this certificate and can be used for academic or professional purposes.



Figure 2. 7 Certificate

7) Using learning recommendations

Finally, the application will provide tailored learning recommendations based on your test results. Use these recommendations to focus on areas that need improvement and enhance your English language skills.

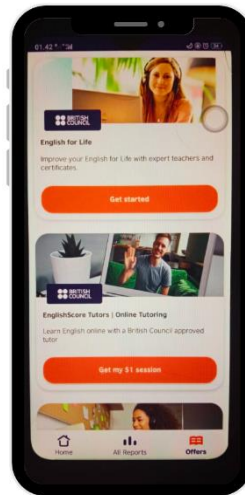


Figure 2. 8 Learning Recommendation

c. English Language Competence Test in EnglishScore

These are the skills that can be assessed and are available in the EnglishScore application⁵²:

1) Core skills test

The four main areas of English language ability that are evaluated on the EnglishScore Core Skills Test are vocabulary, grammar, reading, and listening. Every ability is assessed separately to give the test-takers an overall overview of their language proficiency.

a) Grammar

⁵² British council, “The Global Mobile English Test and Certificate.”

The grammar part assesses how well test-takers understand and utilize English grammar rules. Grammar tests containing tenses, verb forms, prepositions, and sentence structure will be given. Correcting errors, completing sentences using the proper grammatical form, or identifying the proper grammatical structure could all be included in the questions.

b) Vocabulary

The vocabulary section evaluates test-takers understanding of English words and its meaning. There will be several types of vocabulary tested, including both common and specialized terms. Selecting the appropriate word to complete a phrase, finding synonyms and antonyms, or matching terms with their definitions are some examples of the questions that may be asked.

c) Reading

The reading section evaluates test-takers' comprehension of written English. A variety of texts, including articles, emails, and advertising will be shown. Responding to questions related to comprehension, identifying main ideas, finding specific information, or concluding are some examples of the assignments that may be included.

d) Listening

The test-takers comprehension of spoken English is assessed in the listening section. A variety of speakers with various accents will be heard on audio recordings. Responding to comprehension questions, identifying the attitudes or perspectives of speakers, or completing sentences based on the content the test-takers listen to are some examples of the questions that may be asked.

2) Speaking test

The EnglishScore Speaking Test measures proficiency in spoken English. It aims to assess test-takers language skills in real-life situations. The test-takers will be required to read short texts aloud, listen to and repeat audio clips, and participate in interactive activities like answering questions or describing pictures. The EnglishScore speaking test evaluates three primary areas of spoken English:

a) Pronunciation

Having the capacity to appropriately produce English sounds is referred to as pronunciation. This covers intonation, word stress, and individual sounds. The test evaluates the ability to communicate in a way that native English speakers can understand.

b) Fluency

Fluency measures how effortlessly and naturally the words spoken flow. It involves saying something without long hesitations or pauses. The capacity to speak with ease and confidence is assessed in the test.

c) Communication

Effective communication includes being able to deliver the intended message. This covers the word choice, grammar, and general coherence. The test evaluates the capacity to organize thoughts and present them in a way that is both clear and understandable.

d. The EnglishScore certificate eligibility in Indonesia

The purpose of Indonesia's EnglishScore certificate eligibility is to guarantee applicability and accessibility for professionals, teachers, and students nationwide. The certificate is a useful instrument for enhancing educational possibilities and employability because it is recognized nationally and globally. The EnglishScore platform has been included in several programs in partnership with the Ministry of Education, Culture, Research, and Technology, such as professional development courses, student scholarships, and teacher evaluations.

The Program Pendidikan Profesi Guru (PPG) is one of the well-known programs that uses the EnglishScore mobile platform to examine more than 2,000 high school English teachers. The goal of this program, which was introduced on July 17th, 2021, was to map the competence levels of teachers and determine which ones required further assistance and training. The professional title Gr (Profesi Guru), which reflects their qualifications and dedication to excellent teaching standards, was given

to teachers who successfully finished the program⁵³. This program demonstrated the government's commitment to raising the standard of English education in Indonesia.

EnglishScore is intended to be easily accessible and affordable, solving common problems like unstable internet in isolated locations⁵⁴. It guarantees inclusion and a broader reach by providing a mobile solution. The certificate is recognized by several programs, such as the Talent Scouting program run by Indonesia's Ministry of Education and Culture, Research, and Technology, as evidence of English proficiency⁵⁵.

Furthermore, eligibility for programs such as the ICE edX Scholarships requires applicants to verify their proficiency in English with a recognized certificate, such as EnglishScore, which is comparable to the TOEFL and IELTS. In order to be eligible, applicants must receive at least 320 points on EnglishScore, which is the same as TOEFL 475 or IELTS 4.5. Through the Indonesia Cyber Education Institute (ICE), this scholarship gives diploma, undergraduate, and postgraduate students access to outstanding training that goes towards the "Merdeka Belajar" (Freedom of Learning) program.

⁵³ British Council EnglishScore, "Ministry of Education, Culture, Research, and Technology to Test over 2000 Teachers Using EnglishScore, British Council's Mobile English Test," British Council EnglishScore, 2021, <https://www.englishscore.com/resources/ministry-education-culture-research-technology-test-2000-teachers/>.

⁵⁴ British Council EnglishScore, "Using EnglishScore for Secure, Remote English Testing," British Council EnglishScore, 2021, <https://www.englishscore.com/resources/universitas-surabaya-using-englishscore-remote-english-testing/>.

⁵⁵ British Council EnglishScore, "Increasing Access to Education and Careers in Indonesia with a Mobile English Test," British Council EnglishScore, 2021, <https://www.englishscore.com/resources/blog/english-test-increasing-access-education-careers-indonesia/>.

Additionally, the EnglishScore platform has worked with more than 60 Indonesian higher education institutions, including highly ranked institutions according to Scimago Institutions Ranking 2022 such as Indonesia University and Airlangga University, to evaluate and certify students' proficiency in English⁵⁶. The EnglishScore certificate is used by these universities for graduation requirements, progress tracking, and placement. EnglishScore plays a crucial role in supporting the national workforce and educational standards by bridging the gap between education and employment and supporting government programs that upgrade students' skills and increase their employability.

In conclusion, Indonesia's EnglishScore certificate is a flexible and easily accessible instrument that supports national initiatives to enhance English proficiency. It offers a method that is reliable for demonstrating English proficiency and is accepted by government programs, educational institutions, and companies. The certificate helps teachers, students, and professionals improve their skills by connecting education and employment, guaranteeing that they accomplish international competency criteria and opening up more chances in the academic and professional domains.

e. Advantages and disadvantages of EnglishScore

1) Advantages

⁵⁶ British Council EnglishScore, "Building English Proficiency Skills for Future Employability in Indonesia," British Council EnglishScore, 2022, <https://www.englishscore.com/resources/blog/building-english-proficiency-skills-employability-indonesia/>.

These are the advantages of the EnglishScore application⁵⁷:

a) High accessibility

The application can be downloaded and used on smartphones, allowing users to access English tests anytime and anywhere.

b) Affordable cost

English test through EnglishScore is cheaper compared to traditional English test like TOEFL or IELTS.

c) Quick and accurate

Users receive their test results shortly after completing the test, providing an immediate overview of their English competence.

d) International standardization

Test results are aligned with the CEFR (Common European Framework of Reference for Languages), which is internationally recognized.

e) Recognized certification

Certificates issued by EnglishScore are recognized by many academic and professional institutions worldwide.

f) Learning recommendations

⁵⁷ Qin Wang, "Application of the Intra Cluster, Characteristic of k-Means Clustering Method in English Score Analysis in Colleges," *Journal of Physics: Conference Series* 1941, no. 1 (June 1, 2021): 012001, <https://doi.org/10.1088/1742-6596/1941/1/012001>; Colm Peter Downes, "Innovation in Assessment: Why EnglishScore Is the Future of English Testing," LinkedIn, 2023, <https://www.linkedin.com/pulse/why-englishscore-changes-everything-colt-peter-downes>.

Based on the test results, the application provides personalized learning recommendations, helping users focus on areas that need improvement.

g) Comprehensive skill testing

The test covers core skills (grammar, reading, vocabulary, listening), speaking, and writing skills, providing a comprehensive assessment of the user's English proficiency.

2) Disadvantages

These are the disadvantages of EnglishScore application⁵⁸:

a) Dependence on internet connection

The application requires a stable internet connection during the test, which can be a limitation in areas with limited internet access.

b) Testing technology limitations

The accuracy of voice recognition and text analysis can be affected by hardware quality and testing environment, such as background noise.

c) Limited contextual assessment

⁵⁸ Hanugrah Ardy Crisdian et al., "Pemanfaatan Aplikasi English Score Dalam Peningkatkan Nilai TOEFL Mahasiswa Tadris Bahasa Indonesia IAIN Lhokseumawe" 6, no. 1 (2023): 83–89, <https://doi.org/10.22460/as.v7i2.22963>; Birajdar, "Application of CEFR (Common European Framework of References) in Testing the English Language Proficiency Level of Polytechnic Students."

While the test assesses basic skills, it may not cover specific contexts or specialized skills needed in certain situations, such as business or technical English.

d) Flexibility in oral and written assessments

The assessment of speaking and writing skills may be less in-depth compared to tests conducted face-to-face by trainer examiners.

e) Validation of test results

Some organizations or institutions may still prefer test results from more established traditional test providers, such as IELTS or TOEFL.

f) Certificate usage

Although recognized by many situations, some institutions or companies may not fully accept certificates from EnglishScore.

C. Conceptual Framework

The conceptual framework defines what the researcher wanted for conducting this research systematically. This research aimed to determine students' English competency levels using the EnglishScore application. The picture below shows the conceptual framework that serves as the foundation for this study:

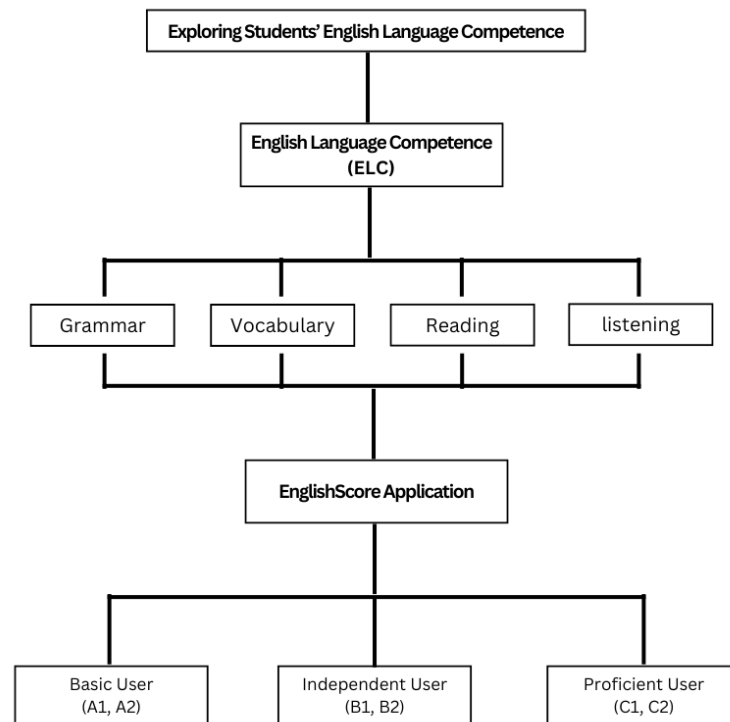


Figure 2. 9 Conceptual Framework

The three-tiered structure proposed by this conceptual framework for English Language Competence (ELC) is broken down into three sub-tiers: Basic User, Independent User, and Proficient User. Most importantly, it shows how important vocabulary, grammar, reading, and listening comprehension are to reaching ELC. Using this framework as a base for measuring these essential elements allows for implementing ELC assessment. This can be achieved with standardized tools such as the English Test in the EnglishScore application, which may produce an ELC level-corresponding score that is matched with the CEFR.

CHAPTER III

RESEARCH METHOD

A. Design of Research

This type of research used descriptive research to describe the phenomena as they are. Descriptive research does not provide treatment or manipulation but rather represents a condition as it is. The descriptive research referred to in this study is descriptive quantitative. Descriptive quantitative research involves measuring all participants at once to produce a descriptive report or to determine a correlation between variables⁵⁹. In quantitative descriptive research, the variables are measured in terms of numbers, but the variables under study are not influenced by the researcher. It is not an experimental kind of study. A test result or a reaction time measurement can be the variable. The purpose of these quantitative data is to identify, characterize, and predict a phenomenon's nature. On the other hand, the purpose of this study is to determine **one** variable's value without comparing it to another. As a result, the researcher discusses and describes every aspect of this investigation.

B. Location and Time

1. Location

⁵⁹ Kristina Sihmion, "Qualitative and Quantitative Approaches to Rule of Law Research," *Available at SSRN 2817565*, 2016.

The location of the research was at the English Language Education Study Program of IAIN Palopo. It is located at Jl. Agatis, Balandai, Kota Palopo.

2. Time

On August 11th, 2024, this research was carried out. The EnglishScore application was used to conduct the English test.

C. Operational Definition of Variable

1. EnglishScore Application is a mobile application developed by the British Council to assess students' English Competency level in aspects of grammar, vocabulary, reading, and listening. English competency level is going to be assessed through tests available in the app, with a duration of app approximately 40 minutes. Test scores are reported on a scale of 0 to 599, converted to an English proficiency level based on the Common European Framework of Reference for Languages (CEFR) A1 to C2.
2. Students' English language competence level signifies an individual's capacity to comprehend and utilize English effectively across various domains. Several frameworks exist to quantify this proficiency, with the Common European Framework of Reference for Languages (CEFR) being a widely adopted standard. A person's competence in English is essential in a variety of situations, such as academic pursuits, professional settings, and traveling abroad. A strong command of English empowers individuals to grasp information effectively, engage

in meaningful communication, and actively participate in various aspects of life where English serves as the primary language of interaction.

D. Subject of the Research

The subject of this research was the third semester at the English Language Education Study Program of IAIN Palopo. There were 32 students in this research who were a combination of two classes namely BIG 3A and BIG 3B. The researcher selects the BIG 3A and 3B classes for this study due to its suitability in terms of availability and readiness. Availability describes the practical aspects of conducting research, like participants accessibility, ease of scheduling, and minimizing disruptions in the academic process. Readiness includes elements that are necessary for efficient data collecting, such as the students' level of involvement, willingness to participate, and English language competency.

E. Instrument of the Research

The primary instrument of the research is the EnglishScore application. In this study focusing on the English Language Education Study Program at IAIN Palopo, researcher primarily rely on the EnglishScore application to measure students' English competence. This application offers a standardized testing format, likely employing multiple-choice questions across grammar, vocabulary, and reading comprehension. This approach efficiently assesses the overall competence level of a large student population. Analyzing the EnglishScore results provides valuable

insights into the students' current strengths and weaknesses in English. This information serves as a crucial baseline for researchers to evaluate the effectiveness of the English Education Study Program itself. Moreover, the application's ability to distinguish between skill levels helps researchers to identify areas where students might need extra support and allows researchers to investigate potential discrepancies between different students groups within the program. In this research, the researcher only measures one skill, namely core skills consisting of grammar, vocabulary, reading, and listening.

F. The Procedure of Collecting Data

To achieve the result of this research, the data was collected in the procedure as follows:

1. Before the researcher asked the student to do the test, the researcher would like to clarify how long the test will be, and how the scores also result from the EnglishScore application obtained.
2. The researcher asked the students to download the EnglishScore application from the Play Store or Apple Store.
3. After the students have downloaded the app, let them do the test directly and they have to turn on their camera while doing the test.
4. The test took around 30-40 minutes and for each question, there was a time limitation for 45 seconds.
5. When the students have finished the test, they have to share their test results and then send it to the researcher's WhatsApp.

G. Data Analysis Techniques

1. The data analysis of students' scores in EnglishScore application

In this study, the EnglishScore app was the only tool used by the researcher to evaluate students' English proficiency. Each segment is automatically scored by the app using built-in answer keys. The Chief Product Officer is responsible for ensuring these scores are accurate by routinely checking that the answer keys work as expected⁶⁰. The researcher in this study will simply collect the students' test results. Afterward, the researcher will use a certain formula to convert these results into percentages that represents the overall language competence of the students. In order to clarify how the results are distributed, researcher will use percentages.

Here is an expanded table that gives an overview of the six levels of competence in the CEFR⁶¹:

Table 3. 1 Common Reference Levels

Proficient User	C2	Can easily understand almost anything that is read or heard. Able to summarize information from various written and spoken sources, recreating arguments and narratives into logical presentation. Able to communicate in a spontaneously, fluent, and precise manner, distinguishing small differences of meaning even in more complicated circumstances.
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⁶⁰ Association of Language Testers in Europe ALTE, "Manual for Language Test Development and Examining for Use with the CEFR," 2011, 79–80; English Language Learning, "Core Skills Test Purpose and Content," no. June (2023), [https://resources.englishscore.com/hubfs/Core skills validity report/Validity Report - Core Skills \(2\).pdf?_ga=2.53466858.351480823.1719633503-1410117219.1719544809](https://resources.englishscore.com/hubfs/Core%20skills%20validity%20report/Validity%20Report%20-%20Core%20Skills%20(2).pdf?_ga=2.53466858.351480823.1719633503-1410117219.1719544809).

⁶¹ "Global Scale - Table 1 (CEFR 3.3): Common Reference Levels - Common European Framework of Reference for Languages (CEFR)."

	C1	Can recognize hidden meaning in variety of challenging lengthy texts. Able to communicate clearly and naturally without having to make a conscious effort to find the right words. Possesses the ability to utilize language effectively and flexible for social, intellectual, and professional goals. Able to write prose that is precise, organized, and well-detailed on a variety of difficult topics while using coherent devices, connectors, and organizational patterns in a controlled manner.
Independent User	B2	Ability to express opinions clearly and in detail on a wide range of topics and explain positions on current issues, pointing out the advantages and disadvantages of various options. Ability to communicate spontaneously and fluently, and to carry on a normal conversation with native speakers without great effort on both sides. Ability to understand the main ideas of complex texts on both concrete and abstract topics; understand technical discussions in his/her field of expertise.
	B1	Able to understand the main points of obvious standard input on topics they are familiar with and frequently deal with at work, school, recreation, etc. able to handle the majority of situations that might happen when traveling in a language-speaking region. Able to write simple text about subjects that are familiar. Able to briefly provide reasons and clarifications for thoughts and intentions, as well as experiences, events, dreams, desires, and goals.
Basic User	A2	Understand basic personal and family information, shopping, local geography, employment, and often used phrases in relation to areas of immediate relevance. Able to communicate in basic and common tasks requiring a straightforward information exchange on every day, known topics. Able to simply clarify aspects of their childhoods, present

		environment, and situations involving urgent requirements.
	A1	Able to understand and apply common everyday language as well as simple sentences meant to satisfy real requirements. Able to introduce themselves and others, as well as ask and respond to questions on personal information such as where they live, who they know, and what they own. Can communicate simply as long as the other person speaks clearly and slowly and is willing to help.

H. Instrument Validity and Reliability Test

This research is based on British Council-defined protocols to validate and assure the reliability of quantitative data. These protocols include a strict framework to ensure reliability and data quality. The Validity of EnglishScore refers to whether the test measures language competency accurately and can be used for placement or certification decisions⁶². Using the Rasch Conditional Standard Error of Measurement (CSEM) to estimate the reliability of the EnglishScore provides insight into the measurement error at different points on the scale, with the most accurate measurements being for users with values associated with small CSEMs, especially those in the middle of each scale. Together, these measurements contribute to the overall reliability of the English Core Skills test score. Additionally, the high correlations between the test sections (Grammar and Vocabulary, Reading, Listening) and the total score,

⁶² “EnglishScore Assessment Test,” British Council, accessed June 30, 2024, [https://resources.englishscore.com/hubfs/Assessment 4-pager/Assessment 4-pager.pdf?_ga=2.65969516.351480823.1719633503-1410117219.1719544809](https://resources.englishscore.com/hubfs/Assessment%204-pager/Assessment%204-pager.pdf?_ga=2.65969516.351480823.1719633503-1410117219.1719544809).

with correlation coefficients around 0.94, further indicate the reliability of the test⁶³.

⁶³ Learning, “Core Skills Test Purpose and Content.”

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Classification of the Students' English Competence Level in EnglishScore Application

EnglishScore combines the internationally recognized Common European Framework of Reference (CEFR) levels (A1-C1) with a numerical score (0-599) to provide a thorough assessment of English competence. This dual method meets different needs by providing a comprehensive understanding of language proficiency. Language competence levels are described by the CEFR. From A1 to C2, there are six main levels that range from beginner to advanced. EnglishScore evaluation ranges from A2 to C1. With regard to each ability and language system (grammar, vocabulary, reading, and listening), students can assess their level of performance within a CEFR level using the EnglishScore point-based scale. An overall score will also be given to students. A more detailed description is provided below⁶⁴:

Table 4. 1 EnglishScore Level

Score	Level	Descriptions
200-299	A2	Understand expressions and everyday language on basic subjects like employment, shopping, and basic personal and family information. Summarise the

⁶⁴ British Council, "Englishscore Coreskills Guide Mobile," n.d., <https://www.englishscore.com/english-test/core-skills>.

		<p>core idea of brief, simpler announcements and communications.</p> <p>Read simple terms, straightforward texts like personal letters and look for precise, dependable information in menus, commercials, and other common texts.</p> <p>Describe family, friends, educational history, and previous and current jobs using basic phrases, sentences, and grammar rules.</p>
300-399	B1	<p>Comprehend the main concepts of radio and TV shows on current affairs or issues of personal or professional interest, as well as the essential points of straightforward, standard speech on familiar issues like work, school, and leisure.</p> <p>Comprehend personal letters outlining events, emotions, and wishes as well as writings produced in straightforward, common language about topics that are known or work-related.</p> <p>Utilise standard grammar to explain experiences and events, goals and aspirations, dreams and hopes, or correlations to a book or movie, and just to provide justifications and explanations for decisions and viewpoints.</p>
400-499	B2	<p>Comprehend long speeches and lectures, be able to follow complex arguments on themes that are possibly familiar, and watch most TV shows, movies, and current events and news programs.</p> <p>Read current fiction and nonfiction, as well as reporting and articles about current issues.</p> <p>Engage in conversations on well-known topics with a fair amount of spontaneity and fluency, clearly stating and supporting the opinions.</p> <p>Give in-depth explanations of topics linked to your areas of interest using a wide range of expressions and intricate grammatical structures.</p>
500-599	C1	Comprehend long statements even

		<p>with complex structures and when relations, ideas, and themes are suggested rather than stated straightaway.</p> <p>Comprehend complex and complicated literary and factual works, as well as specialized articles and more in-depth technical instructions from a range of disciplines.</p> <p>Communicate easily and naturally, utilizing language flexibility and effectively for social and professional objectives, including the articulations of complex concepts and viewpoints that may be neatly connected to those of other speakers.</p> <p>Use a range of commonly used phrases and intricate frameworks to deal with and analyze difficult problems in order to develop specific arguments, incorporate subthemes, and provide relevant conclusions.</p>
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The competence of the students is shown by the descriptions in table 4.1, which vary from English basic user (A2), English independent user (B1, B2), to proficient English user (C1). At the A2 level, students are still learning the basics of a language. They are able to introduce themselves, understand basic language, and carry on basic conversations. However, they may only speak about straightforward topics and situations in everyday conversation. Because of their inability to utilize the language in complex or unfamiliar situations, they are regarded as “basic” users.

Students categorized as B1 and B2 have advanced their language competency beyond simple language. They don't need to rely on language they have to memorize to manage common scenarios. They can even participate in debates and discussions at the B2 level. Even though they

can communicate well in general, they may still find it challenging to understand subtle nuances in language or more complex topics. C1 students are proficient in the language. They are able to communicate in English in a variety of contexts, including social, academic, and professional settings. They are able to comprehend and apply nuanced meanings and complicated concepts. They speak the language nearly as well as a native speaker does. They have no challenges in understanding complex or technical language.

2. Students' English Competence Level Results by Using EnglishScore Application

a. Students' Grammar Level

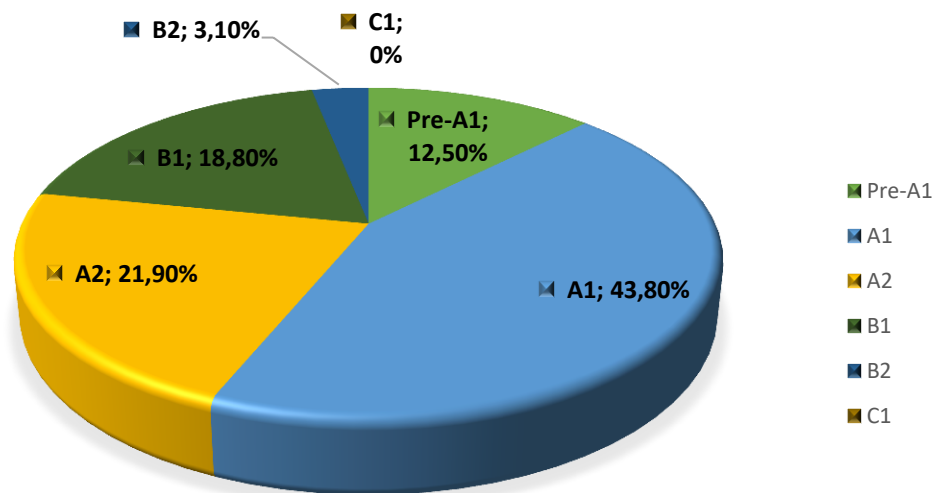


Chart 4. 1 Students' Grammar Level

The chart 4.1 shows the result of students' grammar level in the EnglishScore application. The highest proportion is A1, representing 43.80% of the students. This means that over half of students are at the beginner level, meaning they can comprehend and utilize common phrases relating to themes they are familiar with. The second-largest group is at the A2 level, where they are still regarded as basic users but are capable of handling regular conversation and more complex phrases. 18.80% of the students are in the B1 level, which is made up of independent users who are capable of communicating ideas in more detail but may find it difficult to speak clearly about complex topics. The Pre-A1 level, representing 12.50% of students are below the A1 level. Only 3.10% of the students have reached the B2 level, indicating a higher independent user level, where students can speak more fluently but may face challenges with nuanced language. None of the students have reached the C1 level, which requires near-native fluency.

b. Students' Vocabulary Level

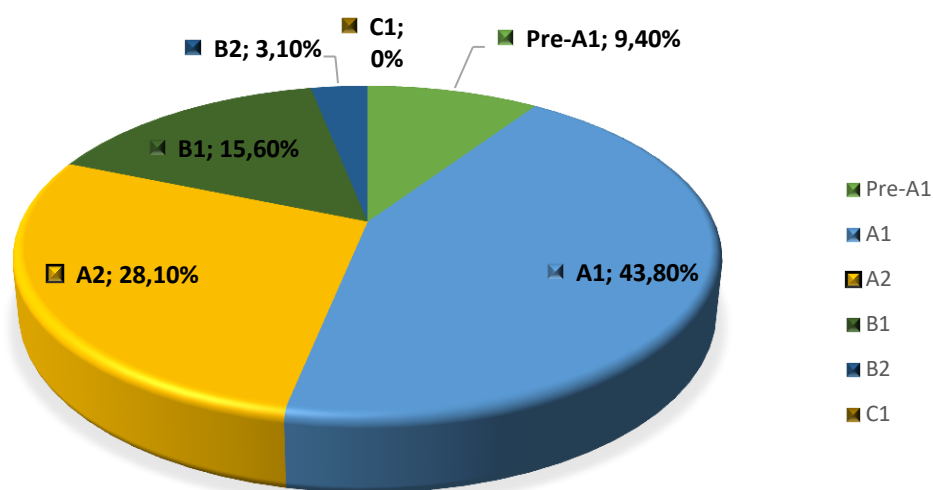


Chart 4. 2 Students' Vocabulary Level

The vocabulary test results for a group of students are displayed on chart 4.2. The majority of students (43.80%) are at the A1 beginner level, which shows that they can understand simple words and sentences. The A2 level (28.10%) is the next largest group, consisting of those who can manage simple vocabulary in everyday situations. 15.60% of independent users are at the B1 level, while 9.40% are at the Pre-A1 level, where they have just started to learn vocabulary. Only 3.10% have attained the B2 level, indicating the ability to have more detailed conversations, and none of the students have attained the C1 proficiency, representing advanced language abilities.

c. Students' Reading Level

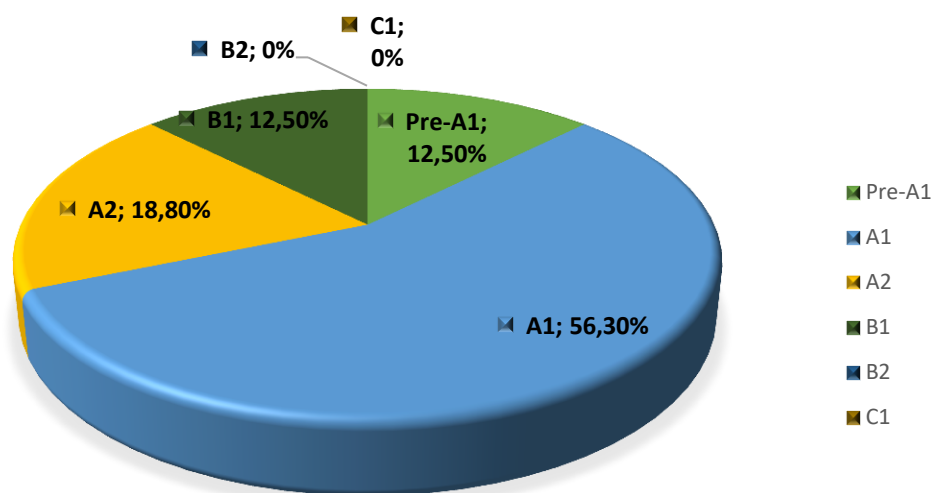


Chart 4. 3 Students' Reading Level

The pie chart 4.3 shows that the majority of students (56.30%) are at the A1 beginner level according to the results of the reading test that the students took on EnglishScore. It implies a basic understanding of the language. Only 18.80% of the students have elementary reading skills at the A2 level. Another 12.50% of students are at the Pre-A1 level, which stands for very basic competency in English, and 12.50% of students show intermediate ability at the B1 level. None of the students reached the B2 or C1 levels, indicating that none of them are proficient readers. Overall, most students have basic reading skills, so it is necessary to concentrate on improving students' reading ability.

d. Students' listening level

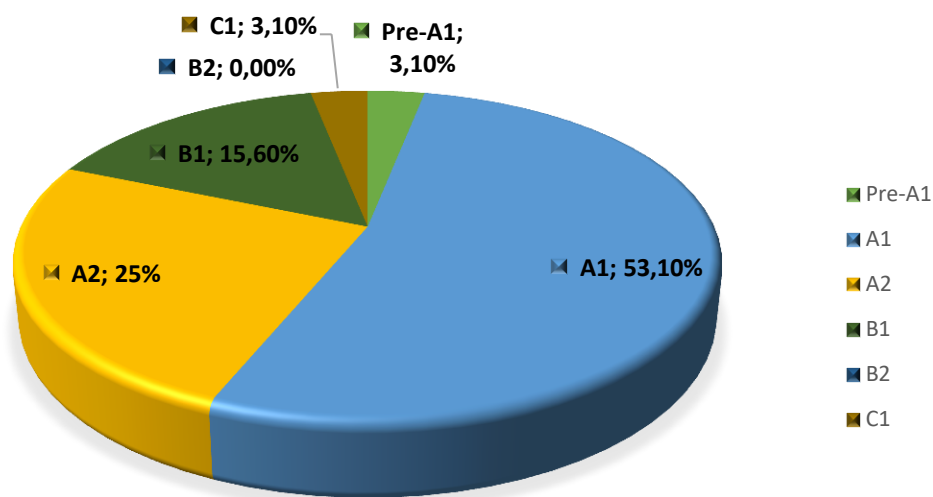


Chart 4. 4 Students' Listening Level

According to the EnglishScore listening test scores displayed in chart 4.4, most of the students (53.10%) are at the A1 level of competence, which indicates a basic understanding of listening in English. The second-largest proportion is at the A2 level, 25% of students with elementary skills. A further 15.60% of students have a good understanding of the language at the B1 level. At 3.10% each, the two smallest groups, are at the Pre-A1 (below basic) and proficient C1 levels. Overall, the finding shows that most students, with significant numbers at the basic A1 level, require more advanced English listening skills.

Overall, the data shows that most of the students are at the A1 level in all skills, with reading taking up the largest percentage at this level (56.30%), demonstrating a strong dominance of foundational reading

abilities. Followed by listening skills in 53,10% shows that there are still a lot of students who lack listening skills. Grammar and vocabulary have the smallest percentages among the highest proportions for each skill, with 43.80% of students at the A1 level in each. When compared to vocabulary and grammar, which have the lowest representation of the majority A1 group, reading and listening are comparatively stronger among students, despite the fact that the majority are beginners. These results highlight the necessity of concentrating on enhancing listening and reading skills while also continuing to develop other abilities.

e. Students' Overall Level

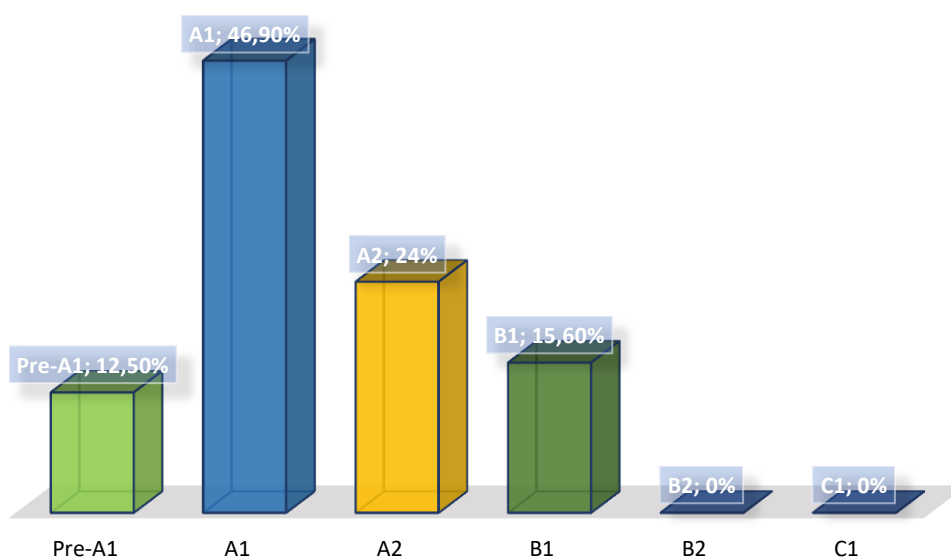


Chart 4. 5 Students' Overall Level

The chart 4.5 highlights students' overall achievement in the various language competency levels, ranging from Pre-A1 to C1, which includes grammar, vocabulary, reading, and listening. The majority, 46.90%

are at the A1 level, which indicates a basic understanding of the language. Another 24% achieved an A2 level, showing competency in handling routine, basic tasks. Only 15.60% of the students achieved the B1 level, demonstrating moderate independence in language use. The higher B2 or C1 levels, which indicate more advanced competence in languages, were not reached by any students. Additionally, 12.50% of students only reach the Pre-A1 level, which reveals extremely low language skills.

B. Discussion

This study was conducted in 3rd semester of the English Language Education Study Program at IAIN Palopo. The number of participants is 32. The research design uses a quantitative-descriptive approach. The instrument in this study was an English test through the EnglishScore application. The researcher collected the data through the EnglishScore application itself.

The researcher wrote this thesis in response to issues that the IAIN Palopo, English Language Education Study Program was having. Specifically, the researcher found that students were unaware of their English proficiency because placement tests lacked a general framework of language competence standardization. To address the lack of standardized general frameworks of language competence for placement testing, EnglishScore makes it easier to conduct English language tests with results aligned with the Common European Framework of Reference (CEFR), giving assessments of students' competence levels a more accurate assessment.

EnglishScore offers a detailed assessment of English skills using a scoring system (0-599) that is compatible with CEFR (Common European Framework of Reference) levels (A1-C1). The EnglishScore focuses on levels A2 through C1m while the CEFR recognizes six levels of competence. These levels represent the range of English skills from basic users (A2) to proficient users (C1). Simple communication is handled by A2 users, while B1 and B2 are able to interact more confidently. Nearly native speakers, C1 students are proficient at using complicated language in a variety of environments. EnglishScore can assist students in determining their strengths and weaknesses, creating realistic learning objectives, and monitoring their development over time by offering a comprehensive and transparent evaluation of their English competence.

The students' levels of grammar proficiency according to the EnglishScore application. The majority of students (43.80%) are at the A1 level, indicating that most of them are beginners who can understand and apply common phrases relating to everyday situations. A smaller percentage of students are at the A2 level (21.90%), indicating significantly higher skills and the ability to handle more difficult phrases and basic discussions. Only 18.80% of students are at the B1 level, which allows them to describe thoughts in more detail but may still struggle to understand complex topics. At least 3.10% of students have reached the B2 level, where they are more proficient but may still struggle with more complex language. The C1 level, which demands near-native proficiency, has not been attained by any students. The dissimilarity between the grammatical structures of English and students' native tongue explains the students' poor

comprehension of grammatical structure⁶⁵. This is related to the fact that every region has its own grammatical structure, which has an impact on students when learning English because they are frequently used to their mother tongues. To improve students' grammar proficiency level can be done by using supporting media, such as the use of Webtoon comic application⁶⁶.

In regards to vocabulary competence, the majority of students (43,80%) fall into the A1 beginner level, which indicates that they are still in the early stages of learning a language and are able to understand simple words and sentences. The second-largest group, which makes up 28.10%, is at the A2 level, indicating some improvement in language competence and the ability of these students to communicate using vocabulary linked to everyday situations. 15.60% of students at the B1 level, are starting to use language on their own and participate in everyday discussions, although they are still using phrases that they have learned. On the other hand, 9.40% of the students fall into the Pre-A1 level, indicating they have had little to no exposure to the language and just starting their vocabulary learning journey. Only 3.10% of students have achieved the B2 level, which shows that they can handle more in-depth discussions and comprehend difficult topics. No students have attained the C1 level, which signifies advanced competency and indicates a deep mastery of the

⁶⁵ Sherly Octaviana Putri and Nadia Sasmita Wijayanti, "Faktor Yang Mempengaruhi Kemampuan Berbahasa Inggris Mahasiswa Pendidikan Administrasi Perkantoran," *Jurnal Pendidikan Administrasi Perkantoran-S1* 7, no. 2 (2018): 155–64, <https://journal.student.uny.ac.id/index.php/adp-s1/article/view/12800>.

⁶⁶ Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 139–58, <https://doi.org/10.24256/foster-jelt.v1i2.15>.

language. Learning vocabulary can be difficult for students for a variety of reasons, such as their unwillingness to utilize dictionaries, a general lack of interest in learning English, and their lack of frequent speaking practice. Inappropriate learning environments and unfavorable effects of peers are examples of external factors that might further demotivate students and affect their progress in expanding their vocabulary⁶⁷. These combined factors make it difficult for students to effectively improve their vocabulary and their language skills. The Round Robin Brainstorming technique is one of the techniques that teachers can utilize in assisting their students' vocabulary development⁶⁸. Mainly because it can promote student involvement and idea exchange, which will make studying more pleasurable. Moreover, students can learn vocabulary in an entertaining way by playing a traditional game called congklak⁶⁹. By using the Congklak game to teach vocabulary, teachers can improve their students' cognitive skills, increase their willingness to learn, and create an enjoyable learning experience.

The Students' level of reading comprehension on EnglishScore, a significant amount of students (56.30%) have a basic knowledge of English, classifying them at the A1 beginner level. Furthermore, 12.50% of students are at the Pre-A1 level, which indicates extremely low English ability, and 18.80%

⁶⁷ Moch. Imam Machfudi and Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 01–12, <https://doi.org/10.35719/crewjournal.v1i1.1359>.

⁶⁸ Nurul Annisa, Andi Tenrisanna Syam, and Masruddin Masruddin, "Teaching Vocabulary through Round Robin Brainstorming Technique," *English Education Journal* 13, no. 1 (February 28, 2022): 46–55, <https://doi.org/10.24815/eej.v13i1.22320>.

⁶⁹ n Nilasari, "Increasing Student's Vocabulary Through Congklak Game At Nils Course of the Village of Lamunre," 2021, [http://repository.iainpalopo.ac.id/id/eprint/3333/1/NILASARI THESIS.pdf](http://repository.iainpalopo.ac.id/id/eprint/3333/1/NILASARI%20THESIS.pdf).

of students have elementary reading abilities at the A2 level. An additional 12.50% have attained the B1 intermediate level. Crucially, none of the students achieved B2 or C1 competence. Four key factors contribute to students' difficulties in reading comprehension related to their background. First, their motivation to interact with the content is hindered by a lack of interest in reading English materials. Second, students find it difficult to read texts and translate English words. Third, students' access to reading material is restricted by lack of resources and facilities in their school. Finally, parental support is necessary to encourage reading development⁷⁰. Addressing these factors is crucial for improving students' reading comprehension skills. The utilization of a reading box can significantly enhance students' reading comprehension as it could encourage students' active participation and be used as an effective teaching media for lecturers to enhance their teaching methods⁷¹. In addition, students' reading comprehension can be enhanced through the use of various teaching strategies. One effective method to improve reading comprehension is the application of the story mapping technique⁷².

The majority of students (53.10%) who take the EnglishScore listening test are at the A1 level, demonstrating a basic comprehension of English listening

⁷⁰ Neneng Widya Septia et al., "An Analysis of Students' Difficulties in Reading Comprehension," *EEJ: English Education Journal* 2, no. 1 (2022): 11–22, <https://doi.org/10.32923/eedj.v2i1.2519>.

⁷¹ Nur Azizah E Ar et al., "Increasing Students' Reading Skills Using Reading Box in SMPIT Al-Hafizh Palopo," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 2 (2024): 1249–60, <https://doi.org/https://doi.org/10.24256/ideas.v12i2.4221>.

⁷² Husnaini Bin Pekko, "Teaching Reading Comprehension through Story Mapping Technique at Senior High School in North Luwu," *ELTICS: Journal of English Language Teaching and English Linguistics* 6, no. 2 (August 7, 2021): 59–66, <https://doi.org/10.31316/eltics.v6i2.1749>.

skills. With 25% of the students, had elementary listening skills at the A2 level. Furthermore, 15.60% of students are competent at the B1 level. Pre-A1 (below basic) and C1 (proficient), each have 3.10%. Overall, these results show that most students require help to develop their English listening skills, particularly those at the A1 level. A number of obstacles impacted the students' ability to learn to listen, such as unfamiliar words, memory problems, difficulty keeping up with rapid delivery rates, difficulty understanding different accents, lack of vocabulary, and lack of confidence. Limited practice outside of the listening classroom also contributed to the students' anxiety and nervousness during listening tasks. Additionally, poor recordings and noisy environments made it even harder for students to concentrate⁷³. Students may gain advantages from routinely improving their listening skills outside of the classroom by watching English films or TV shows, listening to podcasts, or doing online listening exercises in order to overcome these difficulties.

This study exclusively assessed the students' core skills which consisted of grammar, vocabulary, reading, and listening skills. The findings show that most students' overall skill levels align with the CEFR A1 level. 15 out of the 32 students or 46.90% of the total, were classified as basic English users. Furthermore, 15.60% were placed at the B1 level, and 25% at the A2 level. Additionally, none of the students attained the B2 or C1 levels. As a result, the study found that students were more likely to be basic users (A1-A2). When

⁷³ M Adi, N Nasrullah, and E Rosalina, "Investigating EFL Students' Listening Comprehension: Problems and Causes," *ELite Journal: International* ... 2, no. 1 (2022): 12–25, <https://journal.unesa.ac.id/index.php/elite/article/view/14925>.

learning English, these students require the guidance of their lecturers, while independent users (B1) can quickly adapt to university-level English with minimal effort.

A large amount of students in this study as well as studies by Phong-a-ran, Luksup, and Chalsoda at a private university in Khonkaen, Thailand, showed that the undergraduate students' competency at the A1 level of CEFR⁷⁴. Students at the A1 level are capable of understanding and applying basic phrases intended to meet actual requirements in addition to regular everyday language. Capable of making introductions both to others and to themselves, as well as asking and answering questions about personal details such as where she/he lives, who they know, and things they have. Communicate easily as long as the other person is willing to support and speaks slowly and clearly.

Contrary to the findings in other studies, Efendi and Sejati's research on Junior High School students in Surabaya, Indonesia, revealed that most eighth graders were at the A2 CEFR level⁷⁵. Similarly, Budi Waluyo's study on first-year students of Walailak University, despite the difference in educational levels, also identified A2 as the predominant competency level. Under Thailand's educational system, Junior High School students are considered to be capable at the A2 level, while elementary school students are regarded as capable at the A1 level. This indicates that the majority of the research's

⁷⁴ Phong-a-ran, Luksup, and Chalsoda, "English Proficiency Of Thai Undergraduate Students" (2019).

⁷⁵ Efendi, and Sejati, "Scrutinizing English Proficiency Of Junior High" (2024), <https://doi.org/10.51158/koulutus.v7i1.1109>.

subjects, first-year university students, need to have achieved at least the B1 level, which refers to a high school student's competency⁷⁶.

The national English language teaching goals specified in the Merdeka curriculum require senior high school graduates to be fluent in using English at the B1 level⁷⁷, even though in Indonesia does not have precise interpretations for any of the six CEFR levels. This shows that there is a huge expectations that students would graduate from secondary school with an intermediate level of English ability or in independent users of English at CEFR levels.

The subject of this study is the third-semester students of IAIN Palopo, are still at the A1 CEFR level, it suggests a significant gap between the desired competence in English and the actual level achieved by many students. Although English is officially taught to accomplish this goal in Indonesia, the English competency of secondary school and university graduates in Indonesia remains poor⁷⁸. The low level of competence in English showed that Indonesian society could only comprehend basic English conversations, such as greetings and partings. That indicates doing a negotiation, mediation, and conversation are still unachievable⁷⁹. The difference emphasizes the need for enhancements in English language teaching and learning in the secondary education as well as in

⁷⁶ Waluyo, "Thai First-Year University Students' English Proficiency on CEFR Levels: A Case Study of Walailak University, Thailand," *The New English Teacher* 13, no. 2 (2019): 51-71.

⁷⁷ Efendi, and Sejati, "Scrutinizing English Proficiency Of Junior High" (2024) <https://doi.org/10.51158/koulutus.v7i1.1109>.

⁷⁸ Daniel Suryadarma and Gavin W. Jones, *Education in Indonesia*, 2013, <https://doi.org/10.2307/3023860>; Urip Sulistiyo, "Learning English in an Indonesian University: A Study of Learners' Preferred Activities" (La Trobe University, 2008).

⁷⁹ Iwan Permadi, "Kecapakan Bahasa Inggris Orang Indonesia Rendah?," *Kompasiana*, 2017, <https://www.kompasiana.com/ipe/5a348b2ccaf7db50482fc574/kecakapan-bahasa-inggris-orang-indonesia-rendah>.

university environments. In order to motivate students to practice and improve their English, lecturers should think about introducing a greater challenge in English language courses, offering more support services for students who struggle with the language, and creating an environment that promotes language acquisition.

Based on the findings of the research, overall English competence among third-semester students of the English Language Education Study Program of IAIN Palopo is still at the A1 CEFR level, indicating that nearly half of the students possess only basic English skills. A quarter of the students achieved A2 level, which is slightly more advanced yet still categorized under basic users. The rest is divided between the Pre-A1 level, which represents very beginner English users, and the B1 level, which indicates independent users.

However, because EnglishScore offers numerous benefits, it is the most suitable tool for measuring students' English competence. As a mobile application, it allows students to take the test at any time and from anywhere, making it convenient for both students and teachers. It removes financial obstacles by being free or reasonably priced, guaranteeing that more students can evaluate their language proficiency without facing high prices.

Additionally, EnglishScore provides quick and precise results, allowing teachers to effectively assign students to suitable learning groups and giving them immediate feedback on their competence level. Credibility and reliability are ensured by the test's alignment with the Common European Framework of

Reference for Languages (CEFR), which follows international standardization. Furthermore, the recognized certification it offers enhances students' academic and professional opportunities.

Overall, EnglishScore is a useful, effective, and globally recognized tool that helps teachers and students evaluate and enhance their English language proficiency. Because its accessibility and affordability make it an acceptable option for students from a variety of backgrounds, guaranteeing that everyone has the opportunity to evaluate and enhance their abilities. Moreover, a well-rounded evaluation of proficiency is guaranteed by the test thorough skill evaluation, which covers grammar, vocabulary, reading, speaking, and listening. Convenience, accuracy, and worldwide credibility are all combined in EnglishScore, making it a useful tool for professional and academic development that enables students to realize their greatest potential in the increasingly interconnected world.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the results of this research, it can be concluded that:

1. EnglishScore provides a thorough evaluation of the knowledge of English by integrating a numerical score with the internationally recognized Common European Framework of Reference (CEFR) levels. This dual technique offers a comprehensive understanding of language competence, starting from beginner users at the A2 level and going up to proficient users at the C1 level. A2-level students are able to introduce themselves and comprehend simple language. Students in B1 and B2 levels are capable of taking part in discussions and debates because they have developed their language skills beyond just comprehension. C1 students can communicate in a range of situations, have an advanced understanding of the language, and comprehend complex ideas and subtle meanings.
2. The level of students' English competence assessed using the EnglishScore application at the English Language Education Study Program of IAIN Palopo can be classified into four groups of the CEFR level scales: B1, A2, A1, and Pre-A1, with the EnglishScore application being used for assessment. With an overall score of 46.90% for the core skills (grammar, vocabulary, reading, and listening), the majority of

students achieve the A1 level, indicating that they are still at the basic user level. There are 25% of students are at the A2 level, a more advanced group of basic users. These students are capable of handling simple conversations and daily tasks. Only 15,60% of students reach the B1 level, which identified as independent users. They are able to utilize English in everyday contexts, but they still need to work on becoming more accurate and fluent in performing more difficult assignments. The small group, 12.50% of students at the Pre-A1 level (below basic), indicating very limited English competency. Even basic English is difficult for some of these students, and they may have difficulty in understanding or producing simple words.

B. Suggestion

Based on research findings, the researcher would like to offer some suggestions to students, lecturers, further researchers, and institutions.

1. For students

Students should actively engage in English language learning outside the classroom to enhance their competence such as debate or public speaking forums, seeking language exchange partners, using tools like EnglishScore regularly to track progress and highlight areas for improvements, and looking into advanced courses or further studies in English language teaching to improve their knowledge and competency.

2. For lecturers

Lecturers can play a major role in promoting effective English language learning by using technology such as EnglishScore in their lessons to give students more opportunities for practice, providing specific and helpful feedback to enhance their abilities, and creating a supportive atmosphere for learning. It is also expected that lecturers could apply appropriate teaching methods in the classroom after finding out the students level.

3. For further research

Future researchers can contribute by conducting long-term investigations to track students' development over time and exploring the use of assessment instruments other than EnglishScore application to measure students' English language competence. Furthermore, future studies might examine what level are the students' writing and speaking skills through the EnglishScore application, which would offer a more complete assessment of their overall competency in the language. Additionally, future researchers could investigate students' difficulties in answering the EnglishScore test and identify the specific challenges they face. To enhance each skill, researchers could also explore effective strategies for answering skill-based questions.

4. For Institutions

Gaining partnerships with foreign institutions to facilitate English Language Education Study Programs and student exchange programs, providing ongoing professional development opportunities for lecturers to improve their teaching skills, and promoting the use of English on specific

areas at campus through events or activities that create an atmosphere rich in language are all ways that institutions can significantly support the learning of the English language.

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A P P E N D I C E S

APPENDIX I

RESEARCH PERMITS



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. K 11 14, Hasym, No. 5, Kota Palopo, Kode Pos. 91921
Telp/Fax : (0471) 326048, Email : dpmptsp@palapokota.go.id, Website : http://dpmptsp.palapokota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500 16 7 2/2024 0856/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

<p>Nama Jenis Kelamin Alamat Pekerjaan NIM</p>	<p>: TRIANA FEBRIANTI DARWIS : P Dsn. Matoto, Kec. Masamba, Kab. Luwu Utara Mahasiswa 2002020011</p>
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Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

Exploring Students' English Language Competence Level Using EnglishScore Application at English Language Education Study Program of IAIN Palopo

<p>Lokasi Penelitian Lamanya Penelitian</p>	<p>Institut Agama Islam Negeri Palopo 30 Agustus 2024 s.d. 30 November 2024</p>
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DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku serta menghormati Adat Istiadat setempat
3. Penelitian tidak menyimpang dari maksud izin yang diberikan
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo
Pada tanggal 2 September 2024



Ditandatangani secara elektronik oleh
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Penitua IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.

1. Wali Kota Palopo
2. Lurah 1403 S/RI
3. Kapolres Palopo
4. Kepala Badan Kesbang Prov. Sul. Sel
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

Dokumen ini ditandatangani secara elektronik menggunakan Sistem Elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (BSiE), Badan Sertifikasi Elektronik (BSiE)





SURAT KETERANGAN

Assalamu'alaikum Wr.Wb.

Yang bertanda tangan di bawah ini :

Nama : Husnaini, S.Pd.I.,M.Pd
 NIP : 19840820 200902 007
 Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama : Triana Febrianti Darwis
 Nim : 2002020011
 Prodi : Pendidikan Bahasa Inggris

adalah benar telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul **"Exploring Students' English Language Competence Level Using Englishscore Application at English Language Education Study Program of IAIN Palopo."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

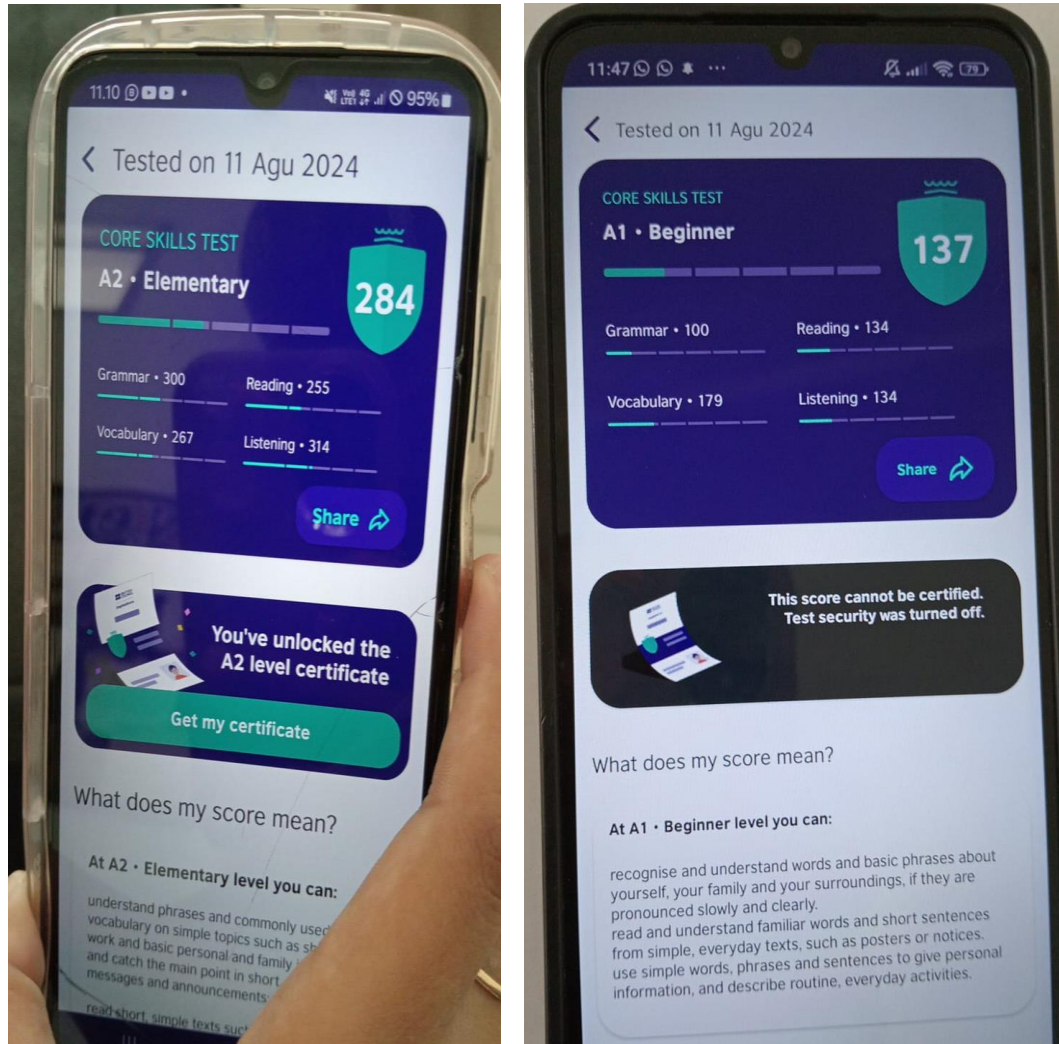
Palopo, 10 September 2024
 Ketua Program Studi

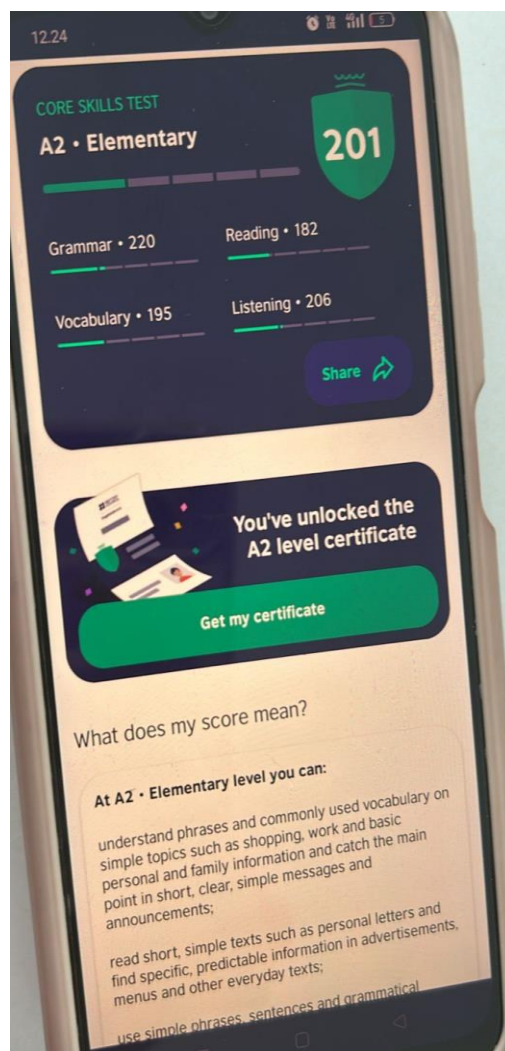
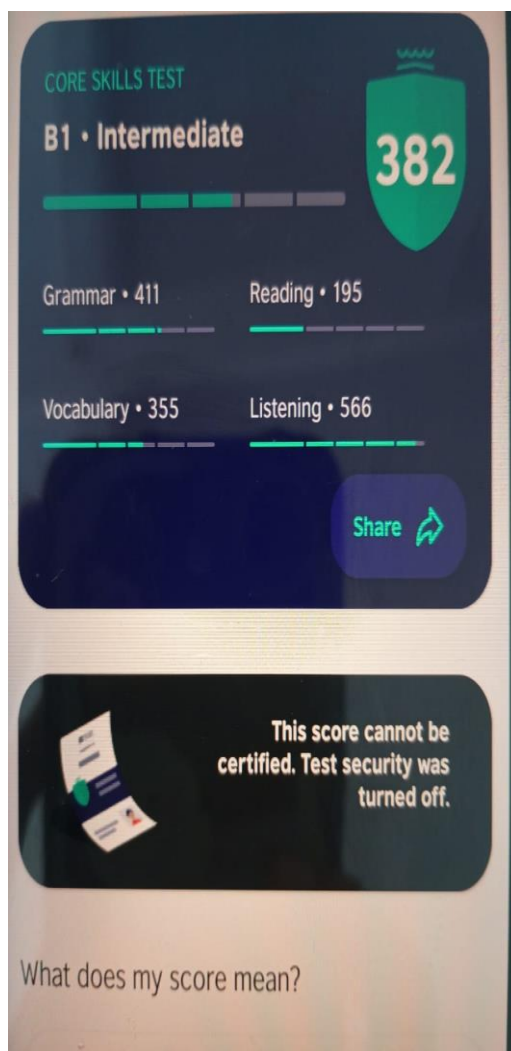


Husnaini, S.Pd.I.,M.Pd
 NIP 19840820 200902 007

APPENDIX II

STUDENTS' ENGLISHSCORE TEST RESULTS





APPENDIX III

DOCUMENTATION



Figure 1&2: the students were doing the test through EnglishScore Application on their phone



Figure 3&4: the students were doing the test through EnglishScore Application on their phone

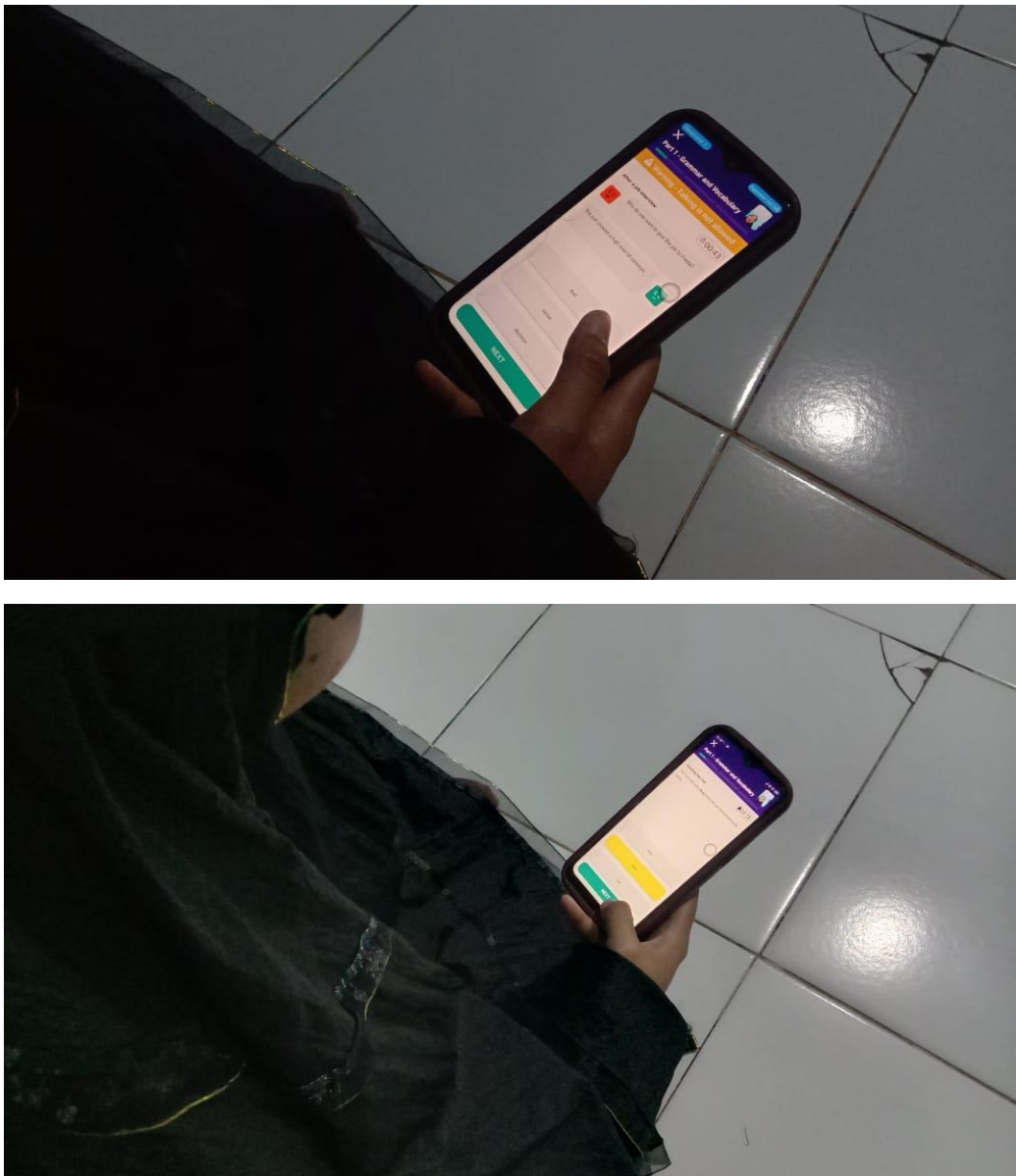


Figure 5&6: Overview of the question that the students have done at EnglishScore Application

BIOGRAPHY



Triana Febrianti Darwis was born in Masamba on February 5th, 2003. The author is the third of four children born to a father named Darwis and a mother named Rosmiati Rallu, S.E. Currently, the author resides at Graha Mutiara Indah Housing Block A No. 2, Jl. Camar, Temmalebba Village, Palopo City. The author's primary education was completed in 2014 at SDN 087 Katokkoan. Even though she is still in Primary Education, the author joined an English club at her school, namely the English Language Club and actively participated in English competitions, singing contests, also modeling. Then, in the same year, she graduated from primary education, she continued her education at SMPN 1 Masamba until 2017. In 2017, the author continued her education at SMA Negeri 8 Luwu Utara. During her high school years, the author participated actively in the student council until 2018 she served as the treasurer of the student council. Besides being active in student council, the author also actively participated in English competitions such as debate and speech competitions. After graduating from high school in 2020, the author continued her education in the field of interest, namely the English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo.

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