

The Role of “Matriculation” as Influential Factor Contributing to the Students’ English Performance

Nina Afrida, Shafrida Waty, and Nurul Hidayani

IAIN Langsa, Indonesia

ABSTRACT

“Matriculation” program is a program held by Language Development Institution of IAIN Langsa to prepare and to check the students’ basic knowledge of English. This paper reports the contribution and influence of “Matriculation” program to the students’ English performance. 60 students from 12 different fields at IAIN Langsa during the 2014-2015 academic year and 10 lecturers were chosen as samples. Data were collected using questionnaire, interview and document, and analyzed by using mixed method. The findings indicate that there is only weak and limited contribution of “Matriculation” to the students’ English performance.

Keywords: “Matriculation” program, English Performance

First Receive:

28 May 2019

Revised:

25 June 2019

Accepted:

20 August 2019

Final Proof Recieved:

12 September 2019

Published:

17 December 2019

How to cite (in APA style):

Afrida, N., Waty, S., & Hidayani, N. (2019). The Role of “Matriculation” as Influential Factor Contributing to the Students’ English Performance. *ELITE Journal*, 1 (2), 187-200.

INTRODUCTION

Along with the flourishing of global connection of this twenty first century, everyone from every part of this world attempts to connect themselves universally. Information from a remote area can be known and dispensed throughout the world in only a second. This speed of global connectivity eventually constrains and drags all people inside it to bare their participation, at least for staying connected and for not being left behind too far.

At the same time, to fully display our participation in the speed of global connectivity is definitely needed certain endeavor. From this point, a global language is one and the only one breakthrough and also capital for staying connected. As a corollary, English is considered a tool to gratify our global need of connectivity.

As a fulfillment of the need of English learning in Langsa and its vanity, IAIN Langsa provides English as one of major of study. Besides, there are also several programs that are earmarked to enrich the students’ English knowledge, “Matriculation” program, for instance.

“Matriculation” is one of pre-sessional program held by Language Development Institution of IAIN Langsa to prime the students’ basic knowledge of English and to check the students’ prior knowledge of English. In this “Matriculation” program, the students from all majors are tested for their knowledge of English in a pre-test. After having the test, the students learn about basic English for several days to strengthen their ability in English. At the last session of “Matriculation”, the students are tested again in a post-test.

By holding this program, the students are expected to be able to use the basic English knowledge to confront upcoming lectures namely English I, English II and English III.

The problem ascribes from the students' score of pre-test to post-test. The difference of both scores is noticed prominently. Subsequently, the average scores from the students' result of English I, English II, and English III are also very good. Moreover, there is a broad discrepancy between the students' high score and the students' English proficiency. In fact, there are several students that have ever followed "Matriculation" program and even got a very good grade, but, unfortunately in English I, English II and English III moreover in Writing or Speaking class, they still cannot write a simple English sentence moreover to speak English fluently. This fact must be a misery for they have taught about basic English in "Matriculation" before. The materials they study in English I, English II and English III are not too different from the materials taught in "Matriculation". And the last, their scores in "Matriculation" are very good but they cannot show the ability as they must. Whereas, the materials taught in "Matriculation" are not merely expected to answer or to get high score in post-test but, moreover, to equip, to facilitate and to ease them in their forthcoming lectures such as English I, English II and English III. The baffling question here is: does "Matriculation" contributes to the students' English performance? In brief, this study aimed at finding "Matriculation's" contribution and influence to the students' English performance.

LITERATURE REVIEW

Quite a number of scholars in the area of education have proposed definitions of language. Nath (2010) has noted that Language is one attribute that sets humans apart from all other creatures and binds humans together across all geographic barriers. While Scarino and Liddicoat (2009) wrote that language is a code that made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication. Talking about learning language is apart from learning theories. Scarino and Liddicoat (2009) mentioned that there are four learning theories: behaviourism, cognitive theories, sociocultural theories and merged theories.

As previously stated, English is considered a tool to gratify our global need of connectivity. It becomes a global language and a lingua franca to connect everyone from various languages to communicate in one language that has been agreed upon. Kuo (2006) writes that in this competitive era, language proficiency is necessary, not only in speaking, but also in reading and writing. It indicates that English performance is highly needed. A person, not only has to have capability to use passive English, but also active English by showing off their English performance. English performance, as stated by Mosha (2014), refers to level of mastery in terms of comprehension, production and attitudes toward the subject. Language performance can be realized by the meaningful of the students' classroom activities, assignment and task as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rule,

structure and vocabulary. The target of having language competence is to be able in producing the correct utterance, meaningful spoken language, and well-performance language structure (Astuti, 2013). It means that the students are not only required to get high score in English test but also to use English in writing and speaking, with correct grammatical rule and structure or in brief, the performance means that they can apply English to communicate, to share and to convey their ideas.

The term "performance", then, often baffles with term "competence". According to Chomsky in Newby (2011), there is a fundamental distinction between competence and performance. He defines competence as the speaker-hearer's knowledge of his language and performance as the actual use of language in concrete situations. In addition, Whitbread in Nyaguthii (2011) describes performance in language activities aimed at developing the oral skills involves doing the following newstelling discussion and play pretend activities. Reading skills performance includes activities such proper use of books, interpret details in objects pictures symbols and signs, and describe objects while writing performance is done through the following language activities coloring objects, writing letters, scribbling, writing patterns drawing and modeling. Therefore, to connect to the purpose of this research, the term "performance" is chosen to this research.

The term "Matriculation" used in this research sounds new, so it is needed to define and describe how a "Matriculation" is. "Matriculation" is an additional activity for new students which held before teaching and learning process to equal knowledge and ease the students in their upcoming lectures. In other countries, although not use the similar term of "Matriculation", there is also certain program resembles "Matriculation" and it is for sure, has its own specification and rules. For instance, at the University of Sheffield, United Kingdom has an English Language Preparation for their new students namely English Language Teaching Centre (ELTC). The ELTC is a highly respected provider of English language education, accredited by the British Council and by BALEAP (previously known as the British Association of Lecturers in English for Academic Purposes). The ELTC is also an accredited IELTS test. The Centre is based in modern purpose-built accommodation designed to promote effective learning, using state of the art educational technologies. The Centre teaches English to a wide range of students from a diverse range of backgrounds preparing to study at The University of Sheffield (The University of Sheffield, 2017). Although it is not identical, but both program have resemblant purpose.

"Matriculation" term is also used at The University of Edinburg, United Kingdom. Here, "Matriculation" is a program which confirms the students' acceptance of the University of Edinburg, gives the students' access to the University's services and facilities (The University of Edinburgh, 2018). Another definition of "Matriculation" comes from University of Ryerson, "Matriculation" is defined as a process by which a new student's status changes from an 'applicant' to a 'student'. This process is performed by the Graduate Studies Admissions & Recruitment Office for new students who do not have any outstanding admission condition or whose admission conditions have been cleared (the University of Ryerson, 2017). In Indonesia, the term "Matriculation" is also used to describe a special program at Universitas Islam Indonesia. This program is held by CILACS UII to give an intensive English learning to the students for one or two semesters.

The aim of this program is to improve and to enhance the students' English ability (Universitas Islam Indonesia, 2017).

Previously, it is needed to pinpoint the extent of English in Indonesia which it is actually considered as foreign language. A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs (Moeller and Catalano, 2015). Then, as explained by Healy et al (1998), that our lives are increasingly international and multilingual. It is imperative, therefore, that substantial segments of our population have a working command of the languages of those individuals with whom they need to interact and communicate. Foreign language training programs have been developed to meet this need. They add that the example of the training program is a language course. A language course could be organized around such principles, and indeed this is the standard practice in many educational settings. At the other extreme is training that focuses on the psychological principles that influence a real speaker's comprehension and production of the language. Therefore, it can be inferred that foreign language training, can be included as one of factors that can affect the performance in using English. In Indonesia, especially in IAIN Langsa, "Matriculation" is held as foreign language training program to get this aim, to give good impact in the students' English performance.

Actually, there are many other factors that have been investigated by researchers that can affect language learning. According to Brown (2002), there are nine affective factors that influence language learning such as self-esteem, attribution theory and self efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy, extroversion and motivation. Furthermore, other researchers also try to classify the affective factors that influence to learning language (Henter, 2014) such as attitude (Nyamubi, 2016), anxiety (Henter, 2014), metacognitive factor (Kaur, 2017 and Callan, 2016) and demographic factor (such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, etc.). A research that has been conducted by Souriyavongsa et al (2013) describes that there are some factors that influence the students' weakness of English language proficiency, such as, the English teachers are not well-trained, the lack of the students' background knowledge, lack of confidence, fright, feeling shame, and the students are lazy to practice English with native speakers.

RESEARCH METHOD

A. Research Objectives

The study aims to (1) describe the contribution of "Matriculation" program to the students' English performance and to (2) examine the influence of "Matriculation" program toward the students' English Performance.

To achieve the set objectives, this research adopted quantitative approach and applied concurrent procedures which comprise descriptive and correlational study. To describe the contribution of 'Matriculation' program to the students' English performance, descriptive framework is used. On the other hand, to examine the influence of "Matriculation" program toward the students' English performance, product moment is used.

All of the sixth semester students of IAIN Langsa from all different majors were taken as population. Simple random sampling technique is used to select the sampled class from each major. From each sampled class, five students are selected by using purposive sampling. Purposive sampling is chosen with a consideration: students who only have finished English I, English II and English III. The students that meet the criteria then chosen as sample. It includes 60 students studying in 12 different fields at IAIN Langsa during the 2014-2015 academic year, consisting of 24 male and 36 female students. Participation from English lecturers of "Matriculation" and English I, English II, and English III is also needed. Population sampling technique is used to choose sampled lecturers, it means all lectures become a sample in this study by selecting the lecturers who taught at matriculation class and also at English class. There are 10 English lecturers chosen as samples.

The data were collected by using three kinds of data collection method. Questionnaire was used to find out contribution of "Matriculation program. There were two sections of questionnaire for the students. First section was basically on demographic information of the students encounter age, sex, educational background etc. Then in second section, the students were asked some questions about "Matriculation" and their performance in English. To strengthen the data, interview was done to the lecturers of English I, English II and English III to find out the students' English performance based on their perception. Document was also collected to strengthen the data. Those documents are the students' "Matriculation" scores both pre-test and post-test and also the document of the students' results of their English I, English II and English III.

FINDING AND DISCUSSION

A. The students' English Performance

The students' English performance as demonstrated by table 1 (questions no. 7, 8, 9, 10) shows that the percentage of students who are able to speak, write, listen and read in English correctly is always lower than the percentage of the students who still cannot master those four English skills. This data are also strengthened by the lecturers' opinion in table 2 (questions no. 1, 2, 3, 6, 7, 9, 10).

The table below depicts the students' opinions about contribution of "Matriculation" program to their English Performance.

Table 1. The students' opinion about the contribution of "Matriculation" program to their English Performance

No.	Statement	Percentage the students who answer the questionnaire				
		SA	A	N	DA	SD
1	Matriculation makes me understand about basic English grammar	16%	50%	5%	25%	4%
2	"Matriculation" makes me know how to write and speak simple sentences	13%	40%	2%	31%	14%
3	"Matriculation" gives me materials to encounter English I, English II, English III	20%	57%	5%	10%	8%

4	Some materials in English I, English II and English III have been taught in "Matriculation"	25%	65%	0%	8%	2%
5	"Matriculation" contributes to make me easily understand and help me more ready in English I, English II and English III	22%	73%	0%	5%	0%
6	I remember some materials taught in "Matriculation" when I studied English I, English II and English III	31%	55%	2%	12%	0%
7	I am able to write English sentences correctly	17%	23%	8%	42%	10%
8	I am able to speak English correctly	5%	40%	5%	50%	0%
9	I am able to read and understand English text	3%	39%	0%	45%	13%
10	I am able to listen and understand English conversations	18%	31%	0%	51%	0%

The table below shows the English lecturers' opinion about the students' English performance during the teaching and learning process when they taught lecture English I, English II and English III to the students. The percentage represents their students when they teach in classroom.

Table 2. The English lecturers' opinion about the students' English performance

No	Questions	Options	Percentage
1.	How are the performance conditions in the class when the students are asked to speak English?	• Very good • Good • Average • Bad • Very Bad	0 % 40 % 50 % 10 % 0 %
2.	How are your students when you ask them to speak English?	• Motivated • Anxious • Confident	20 % 60 % 20 %
3.	Can your students respond your instruction or answer your question orally?	• Yes • No	80 % 20 %
4.	In your opinion, which of the following factors affecting your students' speaking performance?	• Time for preparation • Pressure to perform well • Listeners' support • Motivation to speak • Confidence • Anxiety • Topical knowledge • Listening ability	10 % 20 % 0 % 20 % 10 % 10 % 20 % 10 %

	• Feedback during speaking activities	0 %
	• Time allowed to perform a speaking task	0 %
5.	Which speaking problems do your students encounter?	• They are worried about making mistakes. 50 % • They are fearful of criticism or losing face. 10 % • They don't know grammar 20 % • They lack in vocabulary mastery 20 %
6.	Can your students understand and get information well when you explain the lesson in English?	• Yes 80 % • No 20 %
7.	How are your students' writing?	• Very good 0 % • Good 40 % • Average 40 % • Bad 20 % • Very Bad 0 %
8.	Which writing problems do your students encounter?	• They don't know basic grammar 40 % • They don't master vocabularies 60 %
9.	Can your students write English sentence?	• They can write simple English sentence but with grammatical errors 70 % • They can write simple English sentence with correct grammar 30 % • They can write long sentence and paragraph with correct grammar 0 %
10.	How are your students' reading ability	• They can read very well and can understand what is being read 40 % • Can read but lack in spelling 40 • Too many spelling errors 20

After analyzing the data, it can be inferred that there are several results obtained from interview and questionnaire. The questionnaire indicates that the students who have followed "Matriculation" program, still admitted that they still could not use and apply English correctly in writing (52%), speaking (50%), listening (51%) and reading (58%). Their English performance was still low. The percentage of Disagree (D) and Strongly Disagree (SD) reached more than 50% that indicates that the students' English performance was still low although they have been followed "Matriculation" program and even though they got good score in English I, II and III.

The students admitted that they were taught basic English grammar (66%) and basic English skill, such as how to read, write (53%) and speak (53%) in "Matriculation" program. The percentage of Strongly Agree (SA) and Agree(A) reach more than 50% that indicates that "Matriculation" have given the students' basic knowledge of English.

Materials that taught in "Matriculation" are the same to materials that taught in English I, II and III. It can be inferred by the fact that the students chose 77% of Agree and Strongly Agree options that they were given materials in "Matriculation" that could help them in taking English I, English II and English III. 86% of them admitted that they could remember the materials instead.

The result from interview shows that there is no prominent performance condition in the classroom when the students were asked to speak although they have been followed "Matriculation" before. There are some factors that influence the students' speaking performance in the classroom such as pressure to perform well (20%), motivation to speak (20%), topical knowledge (20%), then time for preparation (10%), confidence (10%), anxiety (10%) and listening ability (10%).

There are some problems that can make the students complicated to speak such as worries (50%), fright (10%), the lack of grammar (20%) and the lack of vocabulary (20%). This result indicates that the most problem confronted by the students in speaking is not grammar and vocabulary mastery, it is about worries of making mistakes/taking risk factor. Grammar and vocabulary, have been taught to the students basically in "Matriculation" program, but problem of self-worries cannot be taught in "Matriculation", it can be formed from many factors such as environment, background of education, personality and so on.

Furthermore, most of the students can write simple English sentence but with many grammatical errors (70%). The factors cause the lack of the students writing skill are the lack of vocabulary mastery (60%) and the lack of basic grammar (40%). It indicates that although basic grammar has been taught in "Matriculation", but the students still did not get it. Moreover, the students can read and understand what is being read (40%), but still full of spelling errors (60%).

The results explained above shows that basic knowledge that the students got from "Matriculation" apparently did not give strong and big impact to the students' English performance. It can be seen that besides basic grammar and vocabulary mastery or it can be simply said as materials, there are other factors that take big part in influencing the students' English performance, namely motivation, risk taking, anxiety, confidence, topical knowledge, fright and time preparation or it can be concluded that the most affective factor that influences the students' English performance come from the students' personality. It

has correlation to their feeling, attitude, behavior and willingness, inhibition, motivation, fright, shyness, anxiety, confidence and other feelings that can be felt before and during performance. These feelings certainly cannot be taught and trained during taking "Matriculation" because it is needed long time to construct a person's personality to be brave and confident while "Matriculation" program is only held for several days.

The high score that the students got in post-test (after taking "Matriculation") and in English I, II and III were some evidences that materials from "Matriculation" helped the students and gave good influence to the students in taking English test (simply said that the English achievements were good). On the other hand, the results of the students performance (in writing, speaking, reading and listening), show that the students still cannot give good performance. Although materials still give positive impact to the performance, but the lack of the students performance did not caused by materials mostly but it was caused by the students' personality. They still could not speak in long sentences with correct grammar, they also could not produce long and complicated sentences using correct grammar, they could not do that, not only because they lack in grammar, vocabulary and basic knowledge, but it came from feelings inside them that they feel when they were trying to perform English; anxiety, less confidence, fright, worries, etc.

B. The contribution of "Matriculation" Program

The contribution of "Matriculation" to the students' English performance as demonstrated by table 1 (questions no. 1, 2, 3, 5, 6) shows that the percentage of positive opinion from the students is always higher than the negative opinion. Conversely, product moment from table 3 shows that the result obtained 0.5 which means there is only weak correlation between "Matriculation" program and the students' English performance. It is because "Matriculation" program still has limited influence to the students' English performance in which it is only able to motivate and give materials to the students so they felt like "*I have learned*" the materials, not felt like "*I have understood*" the materials.

As for second research objective, product moment is used to find out the influence of "Matriculation" program to the students' English performance.

Before product moment is calculated, normality test is counted to find out normality data of matriculation. After calculating normality and linierity by liliefors and linier regression, the result shows that data is normal and the two variables are linier.

Then, product moment is used to find out correlation between "Matriculation" and English performance, the result of the test can be seen in the table below:

Table 8. Product Moment of Influence of "Matriculation" program to the students' English Performance

No.	Name of Students	Average Score of Matriculation (X)	Average Score of English performance (Y)	X ²	Y ²	XY
1	AM	73	76	5329	5776	5548
2	AFP	70	70	4900	4900	4900
3	HD	54	70	2916	4900	3780
4	SD	39	63	1521	3969	2457

5	DL	58	66	3364	4356	3828
6	MNA	59	60	3481	3600	3540
7	NUR	60	60	3600	3600	3600
8	PR	70	76	4900	5776	5320
9	RR	63	63	3969	3969	3969
10	RTA	62	63	3844	3969	3906
11	EL	68	70	4624	4900	4760
12	FD	58	60	3364	3600	3480
13	FM	75	80	5625	6400	6000
14	LPA	63	60	3969	3600	3780
15	MK	73	70	5329	4900	5110
16	CT	49	60	2401	3600	2940
17	IM	76	80	5776	6400	6080
18	MW	48	65	2304	4225	3120
19	MH	56	65	3136	4225	3640
20	MS	68	60	4624	3600	4080
21	SM	39	70	1521	4900	2730
22	KHS	69	65	4761	4225	4485
23	KN	56	65	3136	4225	3640
24	MJ	81	75	6561	5625	6075
25	NJ	93	75	8649	5625	6975
26	FG	68	60	4624	3600	4080
27	MS	59	60	3481	3600	3540
28	PY	61	70	3721	4900	4270
29	YAZ	83	80	6889	6400	6640
30	CA	69	70	4761	4900	4830
31	AF	71	70	5041	4900	4970
32	CN	68	60	4624	3600	4080
33	DS	87	70	7569	4900	6090
34	FZ	75	80	5625	6400	6000
35	MJR	63	60	3969	3600	3780
36	SA	54	70	2916	4900	3780
37	TA	74	70	5476	4900	5180
38	US	60	60	3600	3600	3600
39	WA	60	60	3600	3600	3600
40	YN	74	70	5476	4900	5180
41	MF	58	70	3364	4900	4060
42	NA	53	60	2809	3600	3180
43	NH	63	60	3969	3600	3780
44	PS	68	70	4624	4900	4760
45	WKS	60	70	3600	4900	4200

46	FT	54	70	2916	4900	3780
47	HM	48	60	2304	3600	2880
48	IPS	52	60	2704	3600	3120
49	IZ	60	80	3600	6400	4800
50	NHY	68	70	4624	4900	4760
51	KR	67	80	4489	6400	5360
52	MAB	57	70	3249	4900	3990
53	MTP	65	70	4225	4900	4550
54	MG	58	60	3364	3600	3480
55	NQ	79	70	6241	4900	5530
56	NA	50	60	2500	3600	3000
57	NJN	55	60	3025	3600	3300
58	PA	52	70	2704	4900	3640
59	UM	55	70	3025	4900	3850
60	UZ	59	60	3481	3600	3540
Total		3787	4037	245793	274165	256923

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{(60 \cdot 256923) - (3787)(4037)}{\sqrt{\{60 \cdot 245793 - (3787)^2\} \{60 \cdot 274165 - (4037)^2\}}}$$

$$r = \frac{(15415380) - (15288119)}{\sqrt{\{14747580 - 14341369\} \{16449900 - 16297369\}}}$$

$$r = \mathbf{0.5112}$$

Table 9. Correlation Criteria

R	Correlation Criteria
0	No Correlation
0 – 0.5	Weak Correlation
0.5 – 0.8	Medium Correlation
0.8 – 1	Strong Correlation
1	Perfect Correlation

From the calculation used product moment above, the final result obtained is 0,5112. It can be concluded that there is only a weak correlation between "Matriculation" and the students' English Achievement. In brief, "Matriculation" does not really influence the students' English achievement. It can be seen from the comparison between r observation and r table, data shows r table is lower than r observation in level of significant 5 %. R table is 0. 214 by calculating df = N -2 while r observation is 0.5112.

CONCLUSION

In a limited area, "Matriculation" has contributed to the students' English performance. "Matriculation" gives a good contribution in providing English materials and basic English knowledge. Furthermore, "Matriculation" makes the students feel more ready to confront the upcoming English lectures such as English I, English II and English III.

On the other hand, "Matriculation" still cannot give maximal contribution in improving the students English Performance. This conclusion is obtained based on the data from questionnaire and interview. The results indicate that although the students' score in post-test and also the score's of English lectures (English I, II, III) is very good, but the student still cannot show their ability in action. Their speaking, listening, writing and reading are still low. The main cause of their bad performance in English is not only because of the lack of English basic knowledge, but comes from their personality that feels anxiety, worry, lack of confidence, fright, afraid of taking risk, afraid of making mistake and afraid of losing face.

Ultimately, "Matriculation" has only a weak correlation to the students' English Achievement. This result obtained based on the result of product moment. The final result 0,5112 indicates that there is only a weak correlation between the high score of "Matriculation" and the high score of English Achievement (English I, English II and English III). In teaching and learning process, the students were found to have no satisfied ability in listening, writing, speaking and reading. They still could not write and speak with correct grammar in long and complicated sentences. It could happen because they did not master grammar and vocabulary, besides, they also had problems with their personality when performing their English such as when they speak or produce a written text. They tend to feel anxiety, worry, lack of confidence, fright, afraid of taking risk, afraid of making mistake and afraid of losing face. In brief, it can be concluded that "Matriculation" does not give a strong influence to the students' English performance but still gives contribution in the students' achievement. Therefore, the contribution of "Matriculation" program to the students' English performance is terribly limited.

RECOMMENDATION

"Matriculation" program is one of prime programs that held by IAIN Langsa to prepare the students' basic English knowledge. To hold this program successfully, the university certainly have spend much expense. Therefore, to inhibit to get rid of it, by means of this research, the researchers expect that stakeholders can try to find the ways to solve the problems of the students' English performance. Based on the results of this study, the following recommendations can be offered as suggestions :

1. The English lecturers must more often to ask the students to perform English. Working in groups is good, but the lecturers must also consider to personal performance. The lecturers also have to create welcome, enjoyable and comfortable classroom's condition and give positive and constructive feedback (appreciate) to the students after performance. So that the students become brave to perform their English ability.

2. Fellow students in classroom must create welcome and delightful classroom condition, by encouraging fellow friends, not giving down criticism, not mocking or demeaning and giving praise and appreciate for their appearance. This can grow the students' confidence.
3. The stakeholders must more often to bring in native speaker lecturers so that the students are more encouraged and motivated to speak.
4. The stakeholders must recheck and renew the materials taught between "Matriculation" and English I, II and III. If it is not suitable, then it can be replaced with the new appropriate one. It is done with the aim of refining "Matriculation" program.
5. The stakeholders, need to do further research such as evaluative research to find out efficiency of "Matriculation" program.

REFERENCES

- Astuti, D. K. (2013) *The Gap between English Competence & Performance (Performance: The Learners' Speaking Ability)*. (Indonesia: State Islamic Jakarta University), 662-663.
- Brown, H. D. (2002). *Strategies for Success: A Practical Guide to Learning English*. New York: Pearson Education.
- Callan, G. L. et al. (2016). *Metacognition, Strategies, Achievement, and Demographics: Relationships Across Countries, Educational Sciences: Theory & Practice*.
- Henter, R. (2014). *Affective Factors Involved in Learning A Foreign Language*. *Procedia - Social and Behavioral Sciences*.
- <http://www.ed.ac.uk/student-systems/support-guidance/students/matriculation/matriculation-intro> (accessed September 14, 2017)
- <http://www.ryerson.ca/graduate/programs/ensciman/current-students/handbook/> (accessed September 16, 2017)
- <https://www.sheffield.ac.uk/international/english-speaking-countries> (accessed September 14, 2017)
- <https://www.uin.ac.id/mahasiswa-ftsp-uin-ikuti-matrikulasi-bahasa-inggris-cilacs-uin/> (accessed September 14, 2017)
- Kaur, K. Influence of Demographic Factors on Metacognition and Its Relationship with Critical Thinking of Higher Secondary Students: Foundation for Learning, *International Journal for Research in Applied Science & Engineering Technology (IJRASET) ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 6.887 Volume 5 Issue VII, July 2017, 358*.
- Kuo, V. (2006). Addressing the Issue of Teaching English as a Lingua Franca. *ELT Journal*, 60(3), 213-221.
- Mosha, M. A. (2014). Factors Affecting Students' Performance in English Language in Zanzibar Rural and Urban Secondary Schools (*Journal of Education and Practice* Vol.5, No.35).
- Nath, B. K. (2010). *Major Language Theorists influencing Learning of Mathematics*. India: University of Calicut.

- Newby, D. *Competence and Performance : Applied Linguistics for Language Teachers*, 9.
https://www.enl.auth.gr/symposium19/19thpapers/002_Newby.pdf
- Nyaguthii, M. L. (2011). *Influence of Activities on Performance of Language Activities in Pre-Schools in Ndeiya Division*. Kiambu Country.
- Nyamubi, G. J. (2016). Students' Attitudes and English Language Performance in Secondary Schools in Tanzania, *International Journal of Learning, Teaching and Educational Research Vol. 15, No. 2, pp, 117-133, February 2016*.
- Scarino, A. and Liddicoat, A. J. (2009). *Teaching and Learning Languages: A Guide*. Australia: Australian Government Department of Education, Employment and Workplace Relations.
- Souriyavongsa, T, et al. (2013). Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*, 1(1), 188.