

The Ability of Students of SMAN 4 Kota Sukabumi Towards English TKA

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ABSTRACT

English plays a crucial role in academic and professional fields, making the assessment of students English proficiency increasingly important. In Indonesia, the government has introduced the Tes Kemampuan Akademik (TKA) as a standardized assessment to measure students academic abilities. This study aims to examine the ability of students at SMAN 4 Kota Sukabumi toward the English TKA, focusing on language aspects such as reading comprehension, vocabulary, grammar, and students perceptions of the test. This research employed a qualitative descriptive method. Data were collected through a questionnaire distributed via Google Form to twelfth-grade students of SMAN 4 Kota Sukabumi during the 2024/2025 academic year. The questionnaire used a Likert scale and open-ended responses to explore students experiences, perceived difficulties, and attitudes toward the English TKA. The findings show that most students perceive English TKA as more difficult than regular school examinations, particularly in the reading section due to time management issues. Vocabulary was generally not considered a major obstacle. However, students reported insufficient guidance and specific strategies from teachers in preparing for the English TKA. Despite these challenges, the majority of students agreed that English TKA effectively measures their overall English proficiency and motivates them to study English more seriously. In conclusion, English TKA is perceived as a relevant and comprehensive assessment tool. Greater instructional support and strategic preparation are needed to improve students readiness and performance.

Keywords: English; TKA; Students; Ability; Test.

How to Cite:

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INTRODUCTION

English has long been recognized as an international language that plays a significant role in education, academic advancement, and employment opportunities. In the Indonesian context, English proficiency enables students to access a wide range of information, including academic resources, scholarship opportunities, and professional mobility, as well as to compete in the global job market.

Despite its importance, the implementation of English as a compulsory subject in Indonesian high schools has faced various challenges. Previous studies indicate that many students experience difficulties in several language components, such as grammar mastery, limited vocabulary, comprehension of reading texts, listening interpretation, and low motivation to learn English. These challenges negatively affect students academic performance and overall English language proficiency.

Assessment is an essential instrument for measuring students abilities based on the learning materials that have been taught. In Indonesia, school examinations are designed in accordance with national education policies and institutional readiness, including teacher competence and students learning conditions. However, the assessment system has encountered several obstacles related to policy changes, instructional preparedness, and learner readiness.

Recently, the Ministry of Primary and Secondary Education issued a new regulation introducing a standardized assessment known as the Tes Kemampuan Akademik (TKA). According to Article 1, Section (1) of Law No. 9 of 2025, TKA is defined as an assessment aimed at measuring students academic achievement in specific subjects. Furthermore, Article 3 of the same regulation states that TKA is intended to obtain standardized information regarding students academic abilities for academic selection purposes, ensure equal access for both formal and non-formal education learners, improve educators capacity in conducting high-quality evaluations, and serve as a reference for quality assurance in education.

Furthermore, not all Indonesian know about how important English test in school examination. School in Indonesia exam used exam as an indicator to review the success of teaching process. As an idealized measurement in a vision that is expected to be able to remove the image to the low quality of national education in this global era (Rentiana, 2023).

This study focuses on examining students English language abilities as measured in the TKA, particularly in aspects such as reading comprehension, grammar, vocabulary, and other relevant language components. The research aims to identify the extent to which students abilities meet the expected academic standards. The findings of this study are expected to provide evaluative insights into the quality of English language instruction in schools and contribute to improving students preparation for English-based standardized assessments. Without assessment, it is difficult to tell how well the student works and how their progress has been made (Öz, S., & Atay, D. 2017).

(Rasyid et al., 2023) stated that reviewing their previous studies, there is unavailable study yet is comprehensively exploring a challenge that affected the students and hopeful solution for effective English language assessment in common condition. English assessment currently limited to separated point testing, mainly focused to the grammatical correct and vocabulary recall. With this procedure that oftenly avoiding the communicative competencies and fail to grasp the right ability from the students in using of language in a significant context (Amos Frans Abdial Tarigan et al., 2025)

LITERATURE REVIEW

English is a global language which plays a very important role in interact and communicating globally with the progress and competing globalization. Understanding English as a global language

should be unbounded with extinction or threat and interference to the native language or mother language, if it's a choice then exceptional. To mastering English excellently it should be maintaining a great teaching progress method by opening a Trial and Error to the students so they will actively participated when giving their opinion or matter freely with the reality condition in the aspect of exercise (Handayani, 2016).

Because students are more likely have to be involved with all the language skills: reading, discussing, problem solving, writing reports, et following with what the the teachers commanded. Teachers must be carefully to select any materials, textbooks, technologies that will be presented to the students which it will evaluate students comprehension competence.

Language assessment has evolved into a dynamic and reflective component of language education in current years. Not viewed as a way to measure student achievement anymore but as a formative process that guides instruction, supporting students growth and increasing the better curriculum alignment. Language assessment requires both standardized testing and classroom-based observations. This dual approach emphasizes the integration of formal and informal methods to obtain a more authentic picture of learners language competence. Their view aligns with the growing importance on meaningful, communicative assessment practices in modern classrooms (Yolanda Jesica Sitanggang et al., 2025).

Language assessment is use to view the scoring systems using the help of AI that can improve the practicality and validity of assessments. This innovation provide real-time feedback and support of the assessment tasks, making a test more relevant to real-world communication .

As H. Douglas Brown stated, Reading is a start from the smallest piece of a language then build it up to become a sentence and the meaning each, to understand what to read, the brain has to look at the letters or words each and organize it afterwards until its coherent. Students will pick among from all the information that has been consumed with its meaning and conclusion, to decide what will be remembered and what will be erased from the memory and moved on. It means that, reading a text just doesn't come from the text itself, the reader will bring or already have known about the text that they might ever encountered before (*The Five Language Skills in the EFL Classroom*, n.d.)

Some research that have been found stated that lots of students struggles in English is to choose the main idea from a paragraph, reference sentence, and to find detailed information. All the difficulties roots from their experience in the class where the learning method is monotonous. Learning method could affect students preference liking to learn English. If the class situation looks tedious, then it lost motivation to study further to the subject (Rusanti, n.d.).

METHODS OF RESEARCH

The research of TKA used qualitative descriptive method by Google Form application forming an questionnaire and interview the student to collect the data. The research was conducted at the twelve grade three of SMAN 4 KOTA SUKABUMI. The research was did on November in 2024/2025 academic year.

In this method, students were given question in three session. In which the first session is a student biographical data. Second section is to know students difficulty towards the question material of English TKA with the answer calculated by the Likert Scale inserting 7 question in the questionnaire. The range of the answer itself consist of 5 (Anang & Sari, 2023):

NO	ANSWER	VALUE
1	Strongly Agree/always/very	5
2	Agree/ often/ positive	4
3	Doubt/ sometimes/ neutral	3
4	Disagree/ almost/ negative	2
5	Strongly Disagree/ never/ very	1

Following to the last section filled with suggestion and opinion based question to the students about English TKA. The source of data that is collected came from the students and the experts.

RESULT AND DISCUSSION

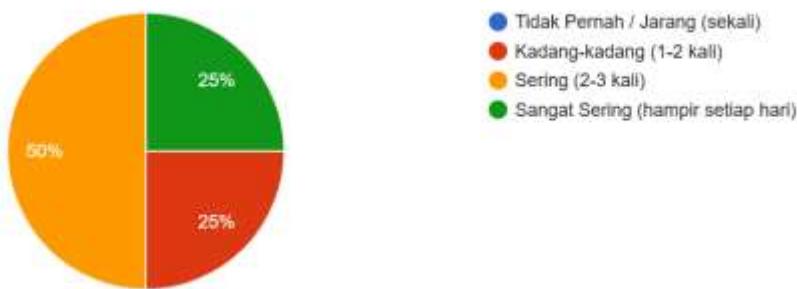
A. Result

In this segment, the researcher will stated the problem and describing it. The problem from this study is how does English TKA could help students increasing their English skills and the difficulty matters that they withstanding it.

After collecting the result of the questionnaires by the respondent, can answer the problem statement about The Ability of Students of SMAN 4 KOTA SUKABUMI Towards English TKA. The results of the questionnaire data that has been obtained could be found underneath.

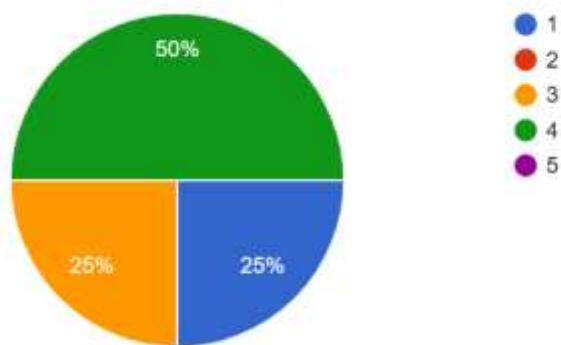
B. Discussion

1. How Often Do You Practice English TKA Questions (outside of school lessons)?



This is from the first section biographical data and personal information was asked to the students. From this question, it can be inferred that half majority of students were studying actively for the preparation of the test. And minor of them not quite actively to study for the test. Resulting that the students are participated active to study for the preparation and none to be found any of them who didn't actually study.

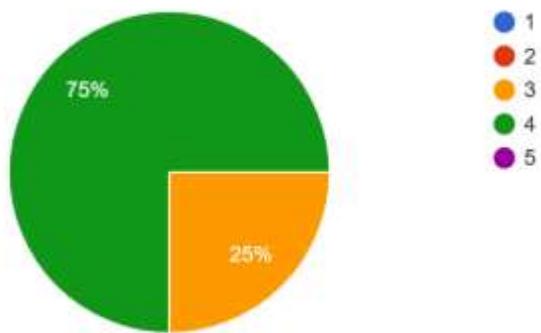
2. English TKA questions are more difficult than the daily exam questions given by school teachers.



The second question using the Likert Scale means that this is from the second section. The majority of students agreed that English TKA questions that they had answered had more difficulties rather than the exam questions made by the school teachers. However, this is true due to school examination were concentrating the control matter of the school curriculum especially memorization and the formula implementation.

Whereas TKA emphasizing to the reasoning, logic thinking and understanding further towards the concept based HOTS (Higher-Order-Thinking Skills) to help students gauging their preparation to college. This discovery marked that there are differences of study learning and academic preparation between students, also showing that the characteristic of English TKA questions from the language itself, structure, cognitive demands are more challenging to the most respondent.

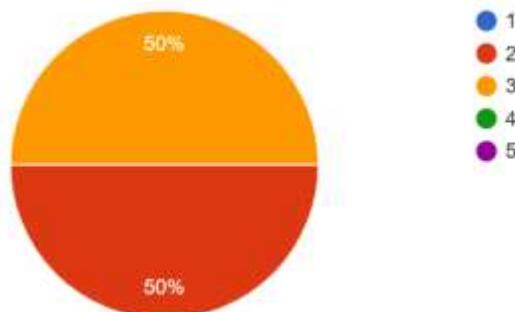
3. Teachers didn't provide enough specific information and strategies for English TKA.



Looking further to the third question, most all of the students agreed that teachers didn't provide enough specific information and strategies for English TKA. 75% student choosing the 4th option that points the information and specific strategies yet haven't been provided to answer the English TKA question. Incapability to give the information yet. This cause was by how TKA is an abruptly test.

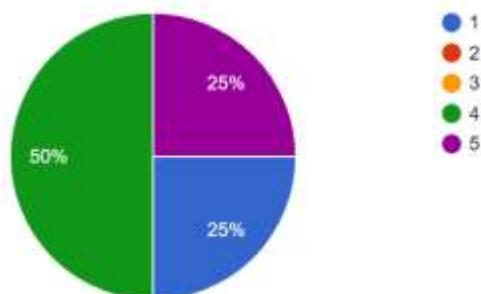
According to the copy of Permendikdasmen Law No. 9 2025, TKA was confirmed on 28 May 2025 in Jakarta by the Minister of Primary and Secondary Education of the Republic of Indonesia. In which it closely the range of TKA was officially legalized and being completely tested out in 3-9 November 2025. It is essential to enhance the teacher's role in giving a way better direction and strategies for answering the question, time management and understanding the format of the English TKA, whereas students are prepared early to take the test effectively.

4. Vocabularies that are used in English TKA question were complicated and unusual.



Based on the 4th question, half the students disagree finding vocabularies that used in English TKA difficult. 50% of the student choose the 3rd option that denote the vocabularies used in the TKA question quite challenging but still can be understood. While the rest 50% student answered the 2nd option that indicates few of the student found the vocabularies in the question easy or it always everywhere. It concludes that the English TKA question using way more easy vocabularies so that students could understand it. Vocabularies in English TKA not yet being a main hurdle to them throughoutly.

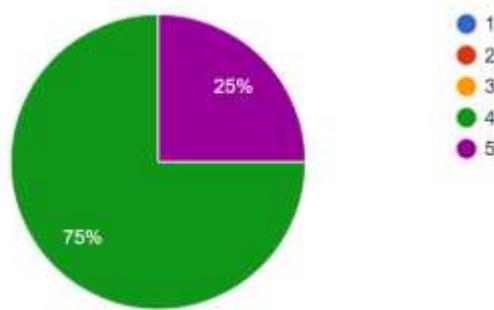
5. I often ran out of time in the Reading section because I have to read each paragraph very carefully.



According to the result of the 5th question, majority of student shows that time they spent in Reading section still a constraint to them. The respond are dominantly to the high scale, which 50% student choose the 4th option (Agree) and 25% of them choose the 5th option (strongly agree), indicates that the student usually ran out of time due to the text that they had to read each of the passage thorough and detailed. This condition shows that students need longer time for the Reading section. Hence, it has to do with their understanding to the text that potentially could impact the effectivity thinking the question.

In other hand, 25% of the student choose the 1st option claimed that the small respondent didn't face the same problem, which conclude that their reading ability are quicker and the strategy to understanding the text relatively better. Overall, this result signified that there are variety of reading ability in each student, with the majority still struggling over their improvisation reading strategy effectively and time management so it could be done optimally.

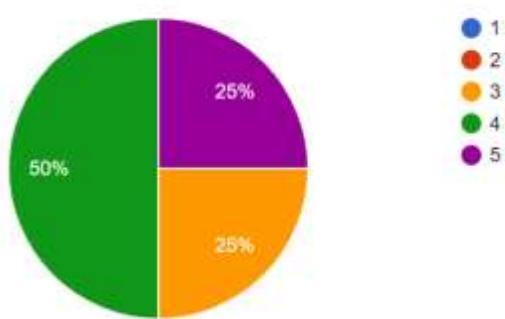
6. With English TKA, it successfully can measured my overall English language skills.



Nearly entire of the students received a positive towards their ability in English TKA that rating their English competencies. 75% students choosing the 4th option and 25% of the students choosing the 5th option. This indicated that students mark the English TKA could representate full English skill aspect that they owned.

This conclude that English TKA can be used as a quite comprehensive evaluation instrument and relevant to value their English ability, with the help of supporting in the learning and equally strategies will resulting better calculation that reflecting the students potential optimally.

7. English TKA motivates me to study English more seriously.



As the report from the questionnaire, showing that most of the students obtained motivational impact from the English TKA implementation concern to their interest in study. 50% of the student choose the 4th option and 25% of them choosing the 5th option that specify English TKA helps students to learn English earnestly. While, 25% of the students choose the 3rd option to shows that students give neutral option about the impact of English TKA throughout their motivation study.

It is annunciate that English TKA just not functionally work as an evaluation tool towards the student ability, but can be a potential to escalate students cognition and sincerity in preparing English learning, although the motivational effect did not impacted evenly to all the students.

CONCLUSION

From this research, results reveal most students consider English TKA more challenging than regular school examinations, mainly due to it's urgency on higher-order thinking skills, reasoning, and deeper comprehension. Time management in the reading section emerged as one of the main difficulties

faced by students, suggesting a need for improved reading strategies and test-taking skills. However, vocabulary was not identified as a major obstacle, as students generally found the lexical items manageable.

Additionally, the study highlights a perceived lack of specific guidance and strategies provided by teachers regarding English TKA, which may be attributed to the relatively recent implementation of the assessment. Despite these challenges, English TKA was found to have a positive motivational impact on most students, encouraging them to engage more seriously in learning English.

Overall, this research suggests that English TKA functions not only as an assessment tool but also as a catalyst for enhancing students' awareness of their English competencies and learning needs. The findings underscore the importance of better instructional preparation, strategic guidance from teachers, and targeted practice to support students in facing standardized English assessments. Future studies may expand the scope by involving larger samples or incorporating mixed methods to gain a deeper understanding of students' readiness and performance in English TKA.

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