CHAPTER I INTRODUCTION

I.1 Background

In realization of the vision of Telkom University, which is to become a world-class university that plays an active role in the development of information technology-based science and art (https://telkomuniversity.ac.id/about-us/), various forms of efforts are made to produce competent graduates, both to continue to higher education and in the world of work. Global competition in various fields requires graduates to have adequate mastery of skills and academic competencies. Mastering foreign languages, such as english language is one of the most important skills a graduate must possess to enhance the career opportunities (Srhestha, Pahari, & Awasthi, 2015) . Efforts to improve students' english competency are one proof of the seriousness of an university to realize the vision of becoming a world-class university.

EPRT or English Proficiency Test is one of the efforts made by Telkom University to measure the student competence in english. The material tested includes basic skills that are very useful in supporting students' ability to communicate both speaking and writing. The material tested includes grammar, reading, and listening competency. EPRT is expected to be able to help students to optimize their potential in communicating using english which can be very useful in the future career of the students.

However, the current condition is that there are still many students who have not yet achieved the specified EPRT minimum score. From Table I.1, it can be seen the achievement of EPRT of Industrial Engineering students 2014 that consist of 2 study programs, Industrial Engineering (IE 2014) and information system 2014 (IS 2014).

Table I.1 Achievement of EPRT Industrial Engineering students 2014

IE 2014			IS 2014		
Target of EPRT	Total students	Percentage of students who have not met the minimal target of EPRT	Target of EPRT	Total students	Percentage of students who have not met the minimal target of EPRT
500	214	19.2%	500	71	14.1%

According to Decree of Dean of Industrial Engineering Faculty Telkom University no. 328 regarding the provisions of the EPrT score as the requirement for the final project exam for Industrial Engineering Faculty at Telkom University explained that :

1. The EPRT score as he requirement for final project exam is 500.
2. Students who have not met the EPRT of 500, can be recommended to carry out the final project exam with a note that has been done test of EPRT at least 3 times and one of the EPRT scores has reached 450, the final project exam should be done using english.
3. Students who passed the final project exam with an EPrT score less than 500, the undergraduate certificate, transcript and graduation certificate will be held until the students can meet the minimum EPrT score of 500.

According to Keputusan Rektor Telkom University no 24 pasal 34 regarding the obligations to pass the english proficiency test as the study graduation requirements, the process of evaluation for students' english competency is required. The purpose of evaluation is to reduce the number of students who have not yet reached the minimum EPrT score to anticipate the student graduation is not delayed. In addition, the evaluation process is also needed in order to improve the competence of students in english languages.

The evaluation process for students' english competency requires the knowledge that can be used as a basis of evaluation. In acquiring the knowledge about the evaluation process for students' english competency, it needed the conversion of data into information and conversion of the information into knowledge, so the knowledge that obtained can be used as a basis of evaluation for the students' english competency in industrial engineering faculty which will produce an effective program to be implemented. The evaluation of students' english competency and the proposed program for the students' english competency will affect the result of the research. EPRT scores that gained by students will be compared with the minimum target of EPRT score that set by the industrial engineering faculty, so that knowledge conversion process using 5C-4C method is needed. The process of converting of data into information is done using the knowledge conversion 5C, namely, Contextualized, Categorized, Calculated, Corrected, dan Condensed and the process of converting information into knowledge is done using the knowledge conversion 4C method that consist of Comparison, Consquences, Connection, dan Conversation (Davenport & Prusak, 1998). The comparison of the conversion results can produce a program that is effective

for students in achieving the minimum target of EPRT, so a design of program to improve the students' english competency is done in this research.

I.2 Problem Formulation

Based on the problem described above, the problem formulation is obtained as follows.

1. How do the results of conversion data into information in order to obtain the english competency of students at Telkom University?
2. How do the results of conversion information into knowledge as the basis of evaluation for english competency of students at Telkom University?
3. How to design a program as the improvement for english competency at Telkom University?

I.3 Research Purpose

1. To identify the result of conversion of data into information in order to obtain the english competency of students at Telkom University.
2. To identify the result of conversion of information into knowledge as the basis of evaluation for the english competency of students at Telkom University.
3. To design a program as the improvement for english competency at Telkom University.

I.4 Research Benefit

1. University get the information related to english competency of the students.
2. Research is expected to be a consideration to be used as an improvement on the learning process of english courses at Telkom University.

I.5 Research Limitation

1. Object of the research is the students of Industrial Engineering Faculty batch 2014 from industrial engineering and information system Study program.
2. Knowledge conversion 5C-4C is used as the problem solving method for the research.
3. The data used in this research is not considering the proportion of data.

I.6 Writing Systematics

CHAPTER I **Background**

This chapter contains of the description of the research that consist of the research background, problem formulation, research purpose, research benefit, research limitation and writing systematics.

CHAPTER II **Literature Review**

This chapter contains of the literature that related to the research. The theories described include knowledge definition, types of knowledge, knowledge management, knowledge conversion, EPRT and ECCT and business processes. Comparisons of previous study that related to the research conducted is also explained.

CHAPTER III **Research Methodology**

This chapter contains of the detail steps of the research such as formulating the research problem, identifying the research variables, designing data collection and processing and analysis that representated using flowchart diagram.

CHAPTER IV **Data Collecting and Processing**

This chapter contains of the general and secondary data that used as the input for the research. Data collected and processed using the knowledge conversion 5C-4C. Data used in this research are total score of EPRT, component score of EPRT, english I index, english II index, and GPA of industrial engineering faculty students 2014. The result from the process will be generated as the solution for the research problem.

CHAPTER V **Analysis**

This chapter contains an analysis related to data collection and data processing using knowledge conversion 5C-4C and analyzing the output that generated from the overall data processing.

CHAPTER VI **Conclusion and Suggestion**

This chapter contains conclusions from the research that has been done and the advice given to the research.