

The University Students' Achievement on Toefl-Like Test

(The Findings of the Test Result of Toefl Prediction achieved by the Students of S1 English Education Study Program, Unsoed, Academic Year of 2016/2017)

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Abstract

Ideal English teachers are those who have no longer problems with English. Therefore, having good competence of English is a must for English teacher candidates. TOEFL is one of the tests to measure the competence. The aims of this research are to find out the maximum score of TOEFL PREDICTION achieved by the students of S1 English Education Program, Academic Year 2016/2017 and to find out the lowest score of the test component achieved.

The kind of this research is descriptive. The data collection was conducted by applying Total Sampling Technique. The instrument of this research was TOEFL-PREDICTION TEST (paper based). The test is scored on a scale of 217 to 677.

The finding of the research shows that there is no respondent who can achieve the high score (0%). Most of the respondents achieved middle score (88.3%). The respondents achieving the low score are only 9.3%. The respondents are good enough in Listening and Structure. The scores are 46 and 41, but they are "weak" in Reading. The score is 39.

Key Words : TOEFL, university students, test components, scores.

Introduction

Having educate English competence is a must for the English teacher candidates, as it deals with the output quality of the learning process of English. At this matter, the teachers are the front liners whose roles are very significant in determining the quality levels of the learners' competence in English as the result of the learning process of the language. The competence is needed, as the English teachers should be good models for their students in explaining ideas in English, either written or spoken. Therefore, English competence is something integrated in English teacher. English competence and English teachers are *two sides of the same coin*. For English teachers, English competence is part of professionalism as demanded by the act of education. It states that teacher is professional profession enabling to develop the learners to be educated, skillful, creative and independent (UU no 14, 2005)

Furthermore, the act explains that teacher is special job conducted based on several principles, as follow :

- a. Being a teacher should have talent, interest and idealism.
- b. Being a teacher should have commitment to improve the quality of education, faith and good character.
- c. Being a teacher should have educate competence concerning with the duty.
- d. Being a teacher should have responsibility to the professional duty.

The above principles show that having adequate English competence is a must for the teacher candidates. This requirement is clearly supported by the statement existing in 2013 Curriculum, especially in the teacher's book entitled English Language Steering Guidance, as follows :

"As a model for the learners, English teacher is a spoken and written model for the users of English. therefore,he/she has to use good English"
([http: //almasoem.sch.id/2](http://almasoem.sch.id/2))

In Article 10 Clause 1 of the Act, it is stated the competence is the professional one obtained through professional education. The competence also includes the pedagogical, personality and social competence. (UU no.14, 2005)

English competence is one of the competences that its levels can be measured. The instruments to measure the competence are available. One of them is test. There are several model tests having internationally recognized credibility. some of them are : IELTS, TOEFL and TOEIC.

TOEFL is test of English that can be used to measure the levels of English competence of non-native speakers of English. (Mahnke & Duffy, 1996 :8) In Indonesia, English is a foreign language. Therefore, the learners speaking in English are considered as non-native speakers.

The English competence tested in Toefl includes the competences dealing with listening skill, structure and written expression and reading skill. This test is made and published by Princeton University, New Jersey, USA. The university's institution that is in charge of making and publishing is Educational Testing Service (ETS). This test is the requirement to enrol or enter 2400 universities in USA and in the other parts of the world. This test is also the requirement of scholarship programs and the other professional-certificate programs.

Review of Literature

1.1 Evaluating Instrument for English Competence

English competence is one of the comptences that its levels can be measured. To do this, evaluating activity called test is administered. According to Brown (2004: 3) test is a method to measure one's competence, knowledge or performance dealing with particular things. Furthermore, Brown explained that "method" is meant to be the instrument, set of techniques or procedures to measure one's competence, knowledge or performance dealing with particular fields or aspects. In order to be a test, the method should be explicit and structured for the test takers. The explicitness of the method given to the test takers can be represented in the various forms, such as :

- Multiple-Choice Test
- Writing Prompt with Scoring Rubric
- Oral Interview Test.

(Brown, 2004: 5)

Referring to the above explanation, it is found out that “to measure” is the key word in a test, including the test to find out the levels of competence in language. To measure English competence, TOEFL is one of the alternatives.

1.2 Test of English as a Foreign Language (TOEFL)

Toefl is a proficiency test which is used to measure English competence, regardless the learning process of the language. It is therefore, Toefl is different from achievement test, the one used to evaluate the levels of competence or mastery upon the learning materials that have been learnt in a learning process. (Muhammad, 2013 :19)

Toefl consists of 140 items. These are divided into four sections : Listening Comprehension (50 items), Structure and Written Expression (40 items), Reading Comprehension (50 items) and Test of Written English (Phillips, 1996 : xiv). the first three parts of this test are multiple choice tests. In these parts the test takers choose one appropriate answer of four options of answer. The appropriate answer is meant that in one part the test takers have to choose one correct answer, and in the other part, they are asked to choose one incorrect answer. This may be the difference of Toefl from the other English testing systems. The last part of Toefl is Test of Written English. in this test the test takers have to give the answers in essay. (Phillips, 1996 : xvii)

In Toefl, the rules of time allocation for the sections of the test are very strict. The test takers cannot stay in a section of the test to finish it when the time allocation for it is over. They have to continue doing another section of the test although the previous one is not yet finished. (Phillips, 1989 : 3) the Listening Comprehension Section of this test is administered by using audio appliance to sound the test material listened by the test takers. At this test, the test takers are tested to comprehend the dialogues spoken by two or three speakers or they are tested to comprehend a particular lecture spoken by a lecturer in a lecture session. It is also possible they are tested to comprehend a particular topic which is orally explained by a presenter in a seminar or conference. This test provides 50 items of question that should be finished between 30 and 40 minutes (Muhammad, 2013 :19).

Furthermore, Phillips explained that Listening Section is divided into three sub-sections : part A : Mini Dialogues, part B : Longer Conversation, part C : Short Talk. In part A, there are 30 items of questions. In this part, the test takers have to choose one correct answer of the questions about a short dialogue. In part B, 7- 8 questions are available. In this part, the test takers have to choose one correct answer of the questions about a longer dialogue. In part C, the test takers have to answer one correct answer of the questions about the speech or lecture of a particular topic. (Phillips, 1989 : 15) After Listening Section is over, the test is directly continued to Structure and Written Expression Section.

Structure and Written Expression Section is used to test the test takers about their understanding on standard English grammar. By having the mastery of the grammar, it is expected that someone can make academic report written in English well. (Muhammad, 2013 : 19) At this section, the test takers have to choose one of four answers which is grammatically correct. At sub-section, there are 25 items of questions available for the test takers to choose one incorrect answer of four options provided. The time allocation for this section is 25 menit. (Phillips, 1989 : 83)

The understanding to the content of reading passage is placed at the third section of Toefl. It is Reading Comprehension Section. This section is aimed to test the test takers' receptive competence. (Muhammad, 2013: 19) at this section, the test takers have to

answer 50 questions in 55 minutes. (Phillips, 1989 : 205) based on the above explanation, it is found out that Toefl is a testing system with four sections. The first three sections are multiple choice tests and the rest is an essay test. Actually, in this testing system there are several kinds of Toefl.

According to Sutrisno in Muhammad, there are three kinds of Toefl : International Toefl, Institutional Toefl and Toefl-Like Test. The difference of the tests is found out in the test materials. In International Toefl, the test material is the newest one. The material has never been used. Meanwhile the test materials in Institutional Toefl and Toefl-Like Test are the ones that have been used in International Toefl. (Muhammad, 2013 :20).

In administering the test, furthermore, Muhammad explained that Toefl can be administered in two ways. One of the ways is that Toefl is administered by using paper worksheet and answer sheet (Paper-Based Toefl Test). The other way is by using computer device (Computer-Based Toefl Test) the Computer-Based Toefl is administered only in several cities in Indonesia. It is only administered in Jakarta, Surabaya and Medan. Although the test is differently administered, the validity of the test scores is the same. (Muhammad, 2013: 20).

The validity period of Toefl Scores is different from one kind of Toefl to another. The validity period for International Toefl score is 2 years. The achievement of this score can be used to enrol for getting scholarship of universities worldwide. For Institutional Toefl and Toefl-like Test the validity period of the scores is only 6 months. (Muhammad, 2013 : 21). Muhammad added, high competence in English is required for those who want to achieve high score in Toefl test, as the test has high level of difficulty and the time allocation for doing it is very limited and strict.

1.3 Toefl Scores

The range of Toefl scores is 217 – 677. Toefl has no passing score. The scores are only categorized into high (524 – 677) middle (371 – 523) and low (217 – 370) (Phillips, 2004: xiv) the institutions have authority to determine the scores as a requirement for those who want to apply for a job or to obtain academic scholarships. The followings are the description and calculation of Toefl achievement scores :

	<i>SECTION 1 (Listening)</i>	<i>SECTION 2 (Structure and Written Expression)</i>	<i>SECTION 3 (Vocabulary and Reading)</i>	<i>OVERALL SCORE</i>
<i>NUMBER CORRECT</i>	30	28	43	-
<i>CONVERTED SCORE</i>	49	51	54	154

The scores that have been converted are then summed up as seen in the followings : $49+51+54=154$. The amount of this is then divided by 3 ($154/3$) to get the score of 51.3. To get the final/total score of toefl, the score of 51.3 is multiplied by 10 (51.3×10). Therefore, the final score of toefl achieved by a test taker is 513 (Phillips, 1991 : 270)

For the additional information, Sharpe added the current policy dealing with toefl score achievement that is valid in American universities is as seen in the following table.

<i>TOEFL SCORE</i>	<i>POLICY</i>
<i>600 or more</i>	<i>Admission assured for graduate students</i>
<i>550 – 599</i>	<i>Admission assured for undergraduate students</i>
	<i>Admission probable for graduate students</i>
<i>500 - 549</i>	<i>Admission probable for undergraduate students</i>
<i>450-499</i>	<i>Individual cases reviewed</i>
<i>449 or less</i>	<i>Admission doubtful to university</i>
	<i>Admission possible to two – year college</i>

(Sharpe, 1989 :14)

Methodology

This is a descriptive research aiming to describe the Level of Achievement of the toefl score reached by the university students in Toefl Prediction Test. This research also aims to find out the test component in which the test takers achieved the lowest score.

The respondents as well as the test takers in this research were 42 S1 students of English Education Study Program, Unsoed, Academic Year of 2016/2017. Since all the students were involved as respondents and the amount of the respondents is less than 100, the sampling technique applied in this research was Total Sampling. (Arikunto, 1998: 24)

The instrument used in this research was Written Test of TOEFL PREDICTION TEST(Paper Based). This test was aimed to find out the score level that could be achieved by the respondents as well as to find out the test component in which its score was the lowest achieved by them. This test was divided into three test components : Listening Comprehension, Structure and Written Expression and Reading Comprehension. The amounts of items of each component are as seen the following :

TEST COMPONENTS	ITEMS	TIME
Listening Comprehension	50	30 menit
Structure and Written Expression	40	25 menit
Reading Comprehension	60	45 menit

The classification of the scores for these components is determined by simple calculation;

The ranges of the lowest and the highest scores were divided by 3 to get the range of scores between 217 – 677. This result was then divided by 3 to get the interval score.

Result and Discussion

Table 1. The Levels of Achieved Scores

Levels	%
High (524 – 677)	0%
Middle (371 – 522)	90.4%
Low (217 – 370)	9.3%

The above table (Table. 1) shows that no respondent is able to reach the high level of score (524 – 677). The percentage for this level is 0%. The table shows that there are 38 respondents (90.4%) who can reach the middle level of the score (371- 523). It can also be seen in the table that only a few respondents can reach low level of the score (217-370) there are only 4 respondents (9.3%) can reach this range of the score.

Table 2. Scores of the Test Components

Test Components	Score
Listening	46
Structure and Written Expression	41
Reading Comprehension	39

Table 2 shows the average respondents' scores in each component of the test. Based on the calculation, it is found out that the lowest score of the three test components is in Reading. In this component, the average score achieved by the respondents is 39. Meanwhile the highest average is found out in Listening. The average score of this component is 46 and the average score of Structure and Written Expression is in between Listening and Reading. The average score of this component is 41.

Conclusion

Based on the findings and calculation of the findings in Toefl Prediction Test administered to the Students of S1 English Education Study Program, Unsoed, Academic Year of 2016/2017, it can be concluded that the students' English competence cannot be categorized into High Level yet. Their English competence is not low, but it is not high either. Their competence in English is in Middle Level. The research is also aimed to find out the students' competence in the Test Components tested in Toefl Prediction Test. The components are : Listening, Structure and Written Expression and Reading Comprehension.

Dealing with the results of the Test Components, the above table shows that the students are good enough in Listening and Structure and Written Expression, but they are "weak in Reading Comprehension.

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No	Name	Score			Total Score
		Listening	Grammar	Reading	
1	PUTRI NURAFIFA	42	38	37	390
2	KARTIKA KUSUMAWATI	32	37	32	337
3	FITRIA SHOLICHATI	30	37	37	347
4	REFINA INDI NURHALITA	43	27	34	347
5	AMALIA WIJAYANTI	33	37	36	353
6	DWIKI JUDIT PRAVANA	37	31	40	360
7	FINA RIZKI NUR AMALIA	32	33	43	360
8	RIANA WAHYU L	40	31	37	360
9	SRI EKA NOVIYANTI	43	29	37	363
10	WULAN DESI ARIYANTI	35	35	39	363
11	AKHMAD KHANAN AZKA	39	31	40	367
12	ANY TRI WAHYUNI	33	40	37	367
13	DWINA APRILIA DEWI	37	37	36	367
14	SYARASWATI KARIMAH	42	31	39	373
15	LATIFAH NURHIDAYAH	37	37	39	377
16	AYU LAKSITA	38	35	42	383

No	Name	Score			Total Score
		Listening	Grammar	Reading	
17	NUR ENDAH PUJI	34	35	46	383
18	DANANTI PRABANINGTYAS	44	39	34	390
19	ENUNG NURAIDAH	44	33	42	397
20	ANTON PRATAMA	38	41	42	403
21	ELZA RASITAMA SARI	37	43	41	403
22	MOHAMAD ALVY F	58	35	40	410
23	BURHAN FATHURROHMAN	42	31	51	413
24	SOFYAN RIJAL ASYARI	38	40	46	413
25	RYZKI RAMADANI	43	41	41	417
26	SITI FATIMAH	44	39	42	417
27	MUHAMAD ARIFIN	40	43	44	423
28	RACHMA AYULISJATI	46	33	48	423
29	SUSI TRESYA SARAGIH	44	43	40	423
30	ANINDA NUR CAHYANINGTYAS	50	35	43	427
31	ANISA TOHAROH NURHUDA	37	44	47	427
32	SAMSUL HIDAYAT	44	37	48	430
33	AYUK KURNIA DEWI	46	41	45	440
34	DINI RAHAYU	46	43	43	440
35	HANNA SAFIRA	47	37	48	440
36	ISTIQOMAH	42	41	50	443
37	NOVENI ROSMAGITA	44	44	46	447
38	ANNE NABILA PERMATA A	46	43	46	450
39	NELIS SUSANTI	48	40	48	453
40	NUR ENDAH APRIYANI	43	46	45	457
41	WIDYO WISNUGROHO	43	46	50	463
42	OKI ANDRIANTO	49	37	54	467
43	DESTIA INDRIANI	52	43	51	487
44	ALLAN HUSNIRACHMAN	57	47	51	497
45	FRISKA ANGELINA	50	51	50	503
46	NURUL KHASANAH	55	49	54	527