



## Analyzing Students' Toefl Test of English Education Department of STKIP Muhammadiyah Enrekang

Umiyati Jabri<sup>1</sup>

<sup>1</sup> English Education Department, STKIP Muhammadiyah Enrekang, Indonesia

\* Corresponding Author. <sup>1</sup> umiyatijabri@gmail.com

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### Abstrak

Penelitian ini bertujuan untuk menunjukkan skor TOEFL siswa, semester enam dan delapan Departemen Pendidikan Bahasa Inggris di STKIP Muhammadiyah Enrekang. Penelitian ini menggunakan desain deskriptif dengan pendekatan kuantitatif. Sampelnya adalah 40 siswa jurusan Pendidikan Bahasa Inggris. Instrumen penelitian menggunakan TOEFL like test. Statistik deskriptif menunjukkan teknik analisis data, rata-rata dan persentase. Untuk penelitian ini, siswa mendapat masalah dalam memperoleh skor TOEFL dengan skor rata-rata 365 yang masih pada kategori kecakapan dasar (dasar). Dari analisis data, peneliti menemukan bahwa masalah tertinggi yang dihadapi oleh siswa adalah bagian mendengarkan di mana siswa mendapat jawaban yang benar hanya 27%. Para siswa mendapat skor terendah dalam dialog pendek dengan persentase 35%. Kemudian pada struktur dan ungkapan tertulis, siswa mendapat skor rata-rata terendah pada aspek struktur (selesai) dengan persentase 34%. Dari semua bagian tes TOEFL, tidak ada siswa yang mendapat nilai rata-rata lebih dari 50%.

**Kata Kunci:** Skor TOEFL, analisis peta, keterampilan siswa

### Abstract

This study aims to show students' TOEFL score, sixth and eighth semester of English Education Department at STKIP Muhammadiyah Enrekang. The research used descriptive design by quantitative approach. The sample is 40 students of English Education department. The research instrument used TOEFL like test. Descriptive statistics showed the data analysis technique, mean and percentage. For this study, students got problems in acquiring a TOEFL score with an average score 365 which was still at the basic proficiency category (elementary). From the data analyzing, the researcher found that the highest problem faced by the students is listening section where students got correct answers only 27%. The students got the lowest score is in the short dialogue with the percentage 35%. Then the structure and written expression, students got average score lowest in the aspect of structure (completion) with a percentage 34%. From all parts of the TOEFL test, none of the students got average score more than 50%

**Keywords:** TOEFL score, map analysing, students' skills

### Introduction

One of Vision and Mission of English Education Department (Document of Vision and Mission 2018) at STKIP Muhammadiyah Enrekang is Organizing quality education programs to produce

superior, professional and Innovative English teacher. Teachers' competence is one indicator of the quality of students should have. Teachers' competence include the ability to listen, speaking, reading, and writing in English.

As a candidat of professional English teacher, student of English Education Department are required to have good English skills. Good English skills will be able to help a teacher to improve the quality of learning that is entrusted to him. Therefore, an English teacher with good English skills can provide good inspiration and models for students in his class. Successful teachers are not simply responsible for transferring knowledge, but they must also transfer it effectively and successfully. (Umiyati, 2017)

English skills could be clearly measured. One of the measurements can be used by holding a test. The test that is generally known to be one of the parameters of English language skill is TOEFL (Test of English as a Foreign Language). nowadays, TOEFL is used in in many educational institutions as an instrument for assessing English language skills. According to Brown (2001), TOEFL is a standardized test that is usually used to find out the English language skills of someone as a speaker of a foreign language. Brown (2004) also argues that the TOEFL is one of the commercially produced English language proficiency tests. As well ass Brown argued, Sharpe (2002) also confirms that the TOEFL is a test of English as a foreign language.

According to the new Currculum (Document of New Curriculum 2018)of STKIP Muhammadiyah Enrekang, before taking the result seminar, all the students must pass the TOEFL test with score same or above 500 for students of English Education Departmentand same or above 425 for student non English Education Departmentan. These rules show clearly that students of the English Education Departmentand program have more demands on their English skills. This can be assumed that students of English Education Departmentand must be able to become models in the context of English language skills to other students of Non English Education

Based on the results of TOEFL prediction test that was held by KUI (Office of International Affairs) and language center of STKIP, the result showed that there were still many students who in general had not succeeded in fulfilling the minimum TOEFL standart score. ironically, some students from non English Education Department get higher scores than English Education Department students.

Students in above the sixth semester of the English Education Department are students who have completed English language proficiency courses such as Listening, Speaking, Reading, and Writing. In addition, they also have completed courses which are supporting components of English language skills such as the English Structure. Referring to the courses they have taken, it can be identified that there are three courses that are in harmony with the TOEFL test namely Listening, Sturcture, and Reading.

Philips (2004) have define the the main material each part in Toefl test that students must master to pass the standart score that Institution have been set. They are For the listening aspect, there are nine supporting skills that must be mastered, namely restatement, negatives, suggestions, passivves, who and where, agreement, the question (part B), the topic, the order of the answer, the question (part C), the topic part C) and the order of the answer (part C).

The second test section is Structure and Written Expression. At this stage the test participant is required to master several skills from 25 supporting skills that have been identified by Philips. Twenty-five skills that Phillip has identified are Subject and Verb, present participle, object preposition, past participle, coordinate connectors, adverb clause connectors, non clause connectors, noun clause connectors / subjects, adjective clause connectors / subjects, agreement after prepositional phrases , agreement after expression, agreement after a number of words, parallel structure with conjunctions, past participle after have, After Modes Participation Or

Past Participles, After Modals Verbs Form, Singular And Plural Nouns, Countable And Uncountable Nouns, Subject And Object Pronouns. In the final test phase of reading comprehension, Philips describes four skills that must, at the very least, be mastered by test participants namely the possessives, pronoun reference, adjectives and adverbs, and adjectives after linking verb. In the aspect of Reading Comprehension, there are six skills in the Reading Comprehension section. These six skills are main idea questions, stated detail questions, unstated detailed questions, implied detail questions, vocabulary in context questions, and where questions.

TOEFL scores from KUI (Office of International Affairs) and language center of STKIP only provide information about the scores obtained from each of the Listening, Structure and Written Expression, and Reading. The score of each aspect is accumulated and divided into the final score. With these conditions, both the participant and the test organizer only know the final score of the TOEFL. While the capability test takers of each aspect in the TOEFL test has not been comprehensively identified. Even though this information will be very important for both the organizer and the test takers.

Hughes (2003) explained that test should have effect on learning activities known as backwash effects. Similarly, Arikunto (2002) stated that one of the objectives of the assessment is as a diagnostic tool for student weaknesses as well as the causes of these weaknesses so that it was easy to find ways to overcome the weaknesses. Based on this statement, the implementation of the TOEFL test should be able to contribute constructively and positively to the improvement of the quality of learning in the English Education Department

There is still few research conducting in map of English language proficiency. Map of the TOEFL scores of sixth semester students is very important to be known by the lecturers because this can be used as a

reflection material for the process of teaching and learning activities so far. For this reason it is very necessary to present a study that can provide detailed information about the TOEFL score map of the sixth semester students of the English Education Department at the STKIP Muhammadiyah Enrekang.

### Methodology

The method of this research was a descriptive research. Descriptive research *descriptive research determines and reports the way the things are* (Gay, 1987). This study will describe an description of the students TOEFL score of English Education Department at STKIP Muhammadiyah Enrekang. The description is a map of TOEFL scores in general and also specifically that involves more specific parts. This research will be carried out using a quantitative approach.

The population were all VI and VIII semester students of the English Education Department at STKIP Muhammadiyah Enrekang 2018/2019 academic year. The population is 42 people. The number of students who involved in this study were 35 people.

The instrument used in this study is an English proficiency test in the form of Test of English as a foreign language (Test of English as a Foreign Language) or known as the TOEFL. The test is in the form of multiple choices.

The test consist of 50 questions for Listening Comprehension, 40 questions for Structure and Written Expression, and 50 questions for Reading Comprehension. So that the total number is 140 questions.

Allocation time for the question for Listening is approximately 35 minutes, for Structure and Written Expression 25 minutes, and 55 minutes Reading Comprehension. So the total allocation of test time is 115 minutes.

The data in this study are in the form of scores. So the data will be analyzed using a quantitative approach. Data analysis used statistics.

According to Ary (2002), Descriptive statistics are used to be able to manage, summarize and describe the results of observations or research. Descriptive statistics are chosen according to the purpose of the study which will provide an overview of the TOEFL abilities of students of the English Education Department.

The statistical formula to be used is averages and percentages. The average is used to get a general picture of the TOEFL score obtained by all students as test takers. While The percentage is used to find out more specific information related to the value that has been obtained by students.

### Result and Discussion

The average score of students in the TOEFL test conducted during this study was 397. The distribution of student proficiency levels showed that 74.28% of students could be categorized as elementary level, 22.86% were at the lower intermediate level, and 2.86% were at upper middle level. Unfortunately, none of the students involved in this study can be categorized at the advanced level.

number of correct answers based on each part varies. The percentage of correct answers for the listening section is the lowest, which amounts to 24.8% while the highest position is in the structure and written expressions, the percentage is 32.5%. The percentage of correct answers for the reading section is in the second position, which is 26%.

For correct answer listening section is classified into 3 parts, namely short dialogue, longer conversations, and long talks. The percentage of correct answers for each of these sections is 32.47%, 38.88% and 40.5%. Meanwhile, for the correct distribution structure part of the answer it is sorted based on two parts, namely structure (completion) and written expression (error recognition). The percentage of correct answers for each part is 32, 60% and 40.92%.

Analysis of data obtained during the research process directing researcher to

know the map of the sixth and eight semester students' TOEFL score English Education Department STKIP Muhamamadiyah Enrekang more clearly and measureable. In this case, there are several important points that can be underlined in this study. The first point is the highest TOEFL score that can be achieved by students is 480 and the lowest point is 320 with an average score of 397. This fact proves that the TOEFL score of the majority of students is still at the elementary level.

The second point proves that the biggest difficulty for students in working on the TOEFL is listening. However, in other sections such as structure and written expression and reading, the level of mastery of the material by students is also still low. In the listening section, the most difficult aspect faced by students is on short dialogue. Nevertheless, there are other parts which also become obstacles for students.

For the structure and written expression section, the part that is the most serious obstacle for students is completion. This can be seen from the achievement of students who are low in this section. Overall it can be concluded that students still have difficulties in the structure and written expression.

### Conclusion

Based on the standards of values and difficulties students during the test, the researcher could conclude that the students are still in the elementary level. The students can be advised to familiarize themselves with audio and visual English input especially those relating to the academic context. For this reason, English Education Department of STKIP Muhamamadiyah Enrekangin particular, can show this research as one of the considerations in improving and intensifying quality standards in subjects that are oriented to English language proficiency, namely Listening, Speaking, Reading, and Writing and supporting competencies English language skills such

as Grammar and Vocabulary. Of course this research will not only stop at this stage. Subsequent studies can follow up on the results of this study either by expanding the aspects studied, the type of TOEFL, or the types of other English proficiency tests

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### Profil Penulis

Umiyati Jabri. She is a lecturer at English Education Department of STKIP Muhammadiyah Enrekang. She lives at Enrekang with her husband and his adorable son.