

TOEFL SCORE ACHIEVEMENT OF CATHOLIC UNIVERSITY STUDENTS OF SAINT THOMAS IN 2021

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ABSTRACT

Test of English as a foreign language (TOEFL) is used as a standard measurement to find out one's English proficiency. Catholic University of Saint thmas make the students have a certificate of TOEFL before taking the final examination beginning in January 2021. This certificate becomes an obligatory requirement in order to take the final examination before being graduated. Of 400 students who joined TOEFL in 2021 as a population who graduated in that year, two hundred sudents were randomly taken as a sample to represent the whole population. The test started in January and ended in October 2021 within several groups of students. The result of the TOEFL shows that the mean score is only 366.37 which belongs to poor category, and is positioned in the basic elementary class. The mean score among the five faculties is nealry the same ranging from 359-374. The total percentage of correct answer of each part is as follows: Listening Comprehension 12.42%; Structre and Written Expression 10.87%; and Vocabulary adn Reading Comprehension 12.75%. On the whole, the average of corrcet answer is only 12.01%.

Key words: TOEFL, score achievement, mean score

A. INTRODUCTION

1. The Background of the Study

The use of English as an international language communication is no longer argued since its contribution to relate one nation to another both in business and diplomatic affairs is succinctly seen and felt. But English is not only restricted in the world of business and diplomatic affairs, it also covers a lot more such as the world of education, international trade, annual conference, summit talk among the heads of nations , itinerary among countries, etc.

Most domestic universities have obliged their students to enclose a certificate of TOEFL before they take their final examination or green table examination. The certificate of TOEFL becomes one of the requirements in order to take their final examination. This requirement motivates the students to study English seriously in order to obtain the minimum score of the TOEFL as a requirement to take the final examination.

On the contrary, Catholic University of Saint Thomas has just commenced the certificate of the TOEFL as an obligatory requirement in order to take the final examination. The obligation to have a certificate of the TOEFL before taking the final examination came into effect in January 2021. Therefore, all students who are going to take the final examination should first take the TOEFL TEST. The university facilitated the students with the TOEFL although they did not have any course before taking the test. Then, it is predictable what score they will obtain. But

since there is no minimum score of the TOEFL that should be reached, the students feel no worry in doing the test.

In fact, this is in line with the vision of Catholic University of Saint Thomas which says, "to be a university with international scale...". One of the characteristics of being international is that the academic community can speak an international language, English, because it is expected that some day international students will come to study in this university. Therefore, the academic community should be well prepared to anticipate this. They have to study English in order to be able to speak English, especially all the staff of the university. Likewise, the students should also be compelled to study English which should be provided by the university in the form of course or learning English besides the ongoing regular program.

For this purpose, the writer is going to conduct a research to find out whether the students' English proficiency suffices to understand spoken English. The only way to find out this is to test the students' English proficiency through TOEFL as a valid and reliable measurement to measure one's English proficiency. Only in this way can one's English proficiency be measured in order to determine if someone is able to understand spoken English. The result of this research will provide necessary information for the university to act accordingly.

Thus far, there has never been TOEFL which is administered and intended to know the students' English proficiency. Only in certain departments like English Department and English Education is TOEFL administered once in a while. Other faculties just have English one or two semesters for two or three credits each. There is no additional learning of English outside the regular program. Therefore, taking or joining TOEFL based on what the students have in their regular lectures for one or two semesters will not result in good expectation. Nevertheless, this is a good start, otherwise, it will never be known how far the students' English proficiency actually is.

Since TOEFL score has become an obligatory requirement before taking the final examination, then TOEFL administration will be regularly arranged. Therefore, the following students will be more serious in preparing themselves for TOEFL. They should study English outside the regular program so that they can achieve the desired score according to the requirement. And the university should decide the minimum score of TOEFL in order to be allowed to enroll for the final examination.

2.The Formulation of the Problems

Based on the background above, the problems of this research can be formulated as follows:

- (1) What is the TOEFL score achievement of the students graduated in 2021?
- (2) Is there any significant difference of the mean score among the faculties?
- (3) What is the percentage of correct answer in each part of the TOEFL made by the students of each faculty?
- (4) What is the percentage of correct answer totally made by the students graduated in 2021?

These four problems will be answered by collecting and analyzing empirical data in the form of test result of the TOEFL. The TOEFL is regularly administered by providing enrollment to those students who will take the final examination.

3.The Objectives of the Research

The objectives of this research are described as follows:

- (1) To find out the TOEFL score achievement of the students who graduated in 2021
- (2) To find out whether there is a significant difference of the mean score among the faculties.
- (3) To find out the percentage of correct answers in each part of the TOEFL made by the students of each faculty.
- (4) To find out the percentage of correct answers totally made by the students who graduated in 2021.

The test result will be conspicuously and accurately examined in order to accomplish those objectives. The test result will be filed from time to time until the end of the last administration.

4. Advantages of the Research

The advantages of this research can be stated as follows:

- a) This research will give useful information to the university to decide what kind of policy will be taken after finding out the test result. If, for example, the test result is below standard, then the university can take some actions to increase the students' English performance by providing English course besides the on going regular program.
- b) The university or persons with authority will be provided with information about the students' TOEFL score achievement. Based on this information, a certain program can be arranged for the improvement.
- c) Each faculty can also have the information about their students' English proficiency. Then, the faculty staff together with the Dean can discuss what program they will carry out as to improve the result.

By this research, university and faculty can coordinate to make a program for TOEFL score achievement for the students. Without English learning program, it is impossible to increase the students' English proficiency because TOEFL test covers a wide coverage of English. At least it takes a year program or more to study English in order to increase the students' TOEFL score achievement.

5. Theoretical Concept

The theory which will be employed in this research is testing theory and TOEFL. TOEFL is an internationally standardized test which is used for colleges or universities admittance. By having a certain score of TOEFL, someone is allowed to join a college or university. This test is standardized instruments which are prepared by professional testing service to assist institutions in the selection, placement, and evaluation of students. Therefore, validity and reliability of TOEFL are already guaranteed and there is no more need to find out its validity and reliability since it must have been tried out several times to achieve the two requirements.

Whilst testing theory discusses some differences between teacher-made test and standardized test. In other words, the focus will be on the essay test and objective test. Advantages and hindrances in constructing each kind will be elaborated as well as possible. The requirements of a good test such as validity, reliability, time allotted, and others are no longer discussed because this test is standardized. The available TOEFL at the market has been carefully and accurately

prepared by professional testing services. Therefore, there is no more doubt about it.

B.REVIEW OF LITRATURE

1. TOEFL

Most university students are familiar with TOEFL. It stands for Test of English as a Foreign Language. Therefore, it is intended to measure the English proficiency of non-native English speakers. It tests their ability to understand spoken English, recognize correct grammatical construction, identify synonyms, and comprehend reading comprehension (Lougheed, 1985: 1). It can be seen that the coverage of the TOEFL is very wide because it includes nearly all aspects of language except one which is not covered here, writing. Three of the four language skills are included in the test, except writing because writing needs a different measurement while the other three can be made in the multiple-choice form. But anyhow, writing is also given at a certain time with a separate sheet.

How important is TOEFL? TOEFL has been used by a majority of U.S colleges and universities as a measure of English ability and readiness for academic study. It is also used by educational institutions in other English-speaking countries. Besides, scholarship agencies such as Fulbright, Rockefeller, depend on the TOEFL to determine the English proficiency of the candidates (Ronald E, 1989: 3). Some international businesses require employees to take the TOEFL to demonstrate their knowledge of English. In short, scholarship, further study, work application in private or state company require TOEFL score as one aspect of consideration.

2. The Function and Use of TOEFL

Most admission committees rely heavily on the TOEFL scores, since even high academic ability on the students' chosen field may be rendered insufficient if his command of English is inadequate. Even though the admission committees will be looking at the grade point averages, they will also be viewing the TOEFL scores as a valid indication of academic success or failure on the American campus (Moreno, et.al, 1978). From this statement, it can be seen that someone who is good at this academic field but poor in his command of English, then his probability for admission will be lower.

Tim ELC (2018) describes the following as the function and use of TOEFL:

- (1) It is used to enroll to undergraduate and graduate program in countries whose language is not English as mother tongue.
- (2) It is used for enrollment and placement in international collaboration program which uses English as a medium of instruction.
- (3) It is used to enroll for scholarship program to various countries as initial selection.
- (4) It is used as admission requirement to enroll in domestic and foreign universities for graduate program
- (5) It is used for work application and promotion.

It can be summed up that the TOEFL has several important functions and uses for those who want to develop themselves further for a better future. Thus far, there is still no standard to supersede the TOEFL as a reliable measurement for English performance. Therefore, university students should master English in order to be able to work out the TOEFL as indispensable requirement for various

purposes. There is no doubt that to have a command of English requires work hard and high spirit to study and practice the materials from time to time. When one gets used to it, there will be no significant hindrances to achieve the target score as it is required.

3. The Score of TOEFL

There is not term of *pass* or *fail* in the score of TOEFL, instead the category of TOEFL is qualitatively shown such as *excellent*, *good*, *fair* and *poor*. According to Tim ELC (2018: 19) the standard of TOEFL score is classified as follows:

| | |
|-------------------------|-------------|
| Elementary Level | : 310 – 420 |
| Low Intermediate Level | : 420 – 480 |
| High Intermediate Level | : 480 - 520 |
| Advanced Level | : 525 - 677 |

The classification above indicates the grade or class of someone with that score. The score of 500 above is considered that someone has both passive and active mastery of English. It means he is able to write and speak English appropriately. He has good command of written and spoken English.

However, universities and colleges vary greatly in the score they require of applicants. In general a score below 400 is not *good* or *poor*, and a score 550 above is considered *excellent*. The maximum score on TOEFL is 677 (Feare, 1989: II). To make it clear, the score of TOEFL can be grouped as follows:

| | |
|------------|-----------|
| 550 -----> | Excellent |
| 500 -----> | Good |
| 400 -----> | Fair |
| 300 -----> | Poor |

By looking at the score group above, it can be seen where the position of someone is. This can tell someone what to do next in case he is not yet in the high group score. It can also inform an institution what should be done next in case the students' score lies on 400 or 300 only because score 300 or 400 does not qualify to be accepted in colleges or universities in the United States or to get any scholarship. Ideally, score of 500 above should be achieved to fulfill the requirement of various purposes. Again, only hard work and practice can someone improve his score of TOEFL to reach the target score as required.

4. Parts of TOEFL

In general, TOEFL is divided into three parts, they are Listening Comprehension, Structure and Written Expression, and Vocabulary and Reading Comprehension. Totally, there are 150 items which should be completed in around two hours by the test takers. Below, each part is as clearly as possible discussed and accordingly elaborated.

a) Listening Comprehension

This section consists of three parts:

Part A: Single statements: You will listen to a series of single sentences on the cassette. For each sentence you will choose the answer that has the closest meaning to the sentence you heard. This part can cover similar sound, synonyms, computations, comparatives, preferences, etc.

e.g. Statement: I thought that I had set the alarm clock for seven o'clock but it rang an hour early.

Restatement: The alarm rang at six o'clock.

Part B: You will listen to several short conversations between two speakers on the cassette. Each conversation is followed by a question asked by the third person about what the speakers said. Then, you select the best answer from the choices available. This part can talk about computation, direct place and implied conversations.

e.g. Woman: I'll need a dozen three-penny nails and six wood screw, too.

Man : The screw come in packages of ten for ninety-nine cents. I hope that's all right.

Third Voice: Where does this conversation most probably take place?

Answer : At the hardware store (Pamela J. 1989: 32-34).

Part C: You will listen to academic talks and longer conversations on the cassette. Each conversation or talk is followed by several questions about it (Feare, 1989: 2). This part may cover over heard conversations, announcement and advertisements, news reports, weather reports, academic statements, etc.

e.g.: Good morning . This is Danny Jackson with weather watch, brought to you everyday at this time by the Austin Chamber of Commerce. This Listening Comprehension covers a wide variety of topic such as similar sounds, synonyms, computations, place conversation, implied conversation, direct conversations, academic statements, class discussion, etc.

Almost any kind of talk or conversation may occur in Part C, but certain types are more likely. A wide variety of questions can appear in part C but certain types tend to occur regularly. The following questions often appear for any talk or conversation:

- Who is the speaker or who are the speakers?
- Where does the conversation/talk take place?
- When does the conversation/talk take place?
- What are the man and the woman discussing?
- What does the man/woman want to know?

For a talk, further questions can come up:

- What is the main topic of the lecture?
- What is the speaker's field of work?

Again, many other questions are possible. In many cases, details in the talk or conversation will be asked. Few questions require inference from what was said.

b) Structure and Written Expression

This sections consists of two parts:

Part A: Incomplete sentences

You will read sentences that are incomplete in some way, and you will choose the answer that completes each sentence properly.

- e.g. (1) Students ----- the TOEFL test to achieve university entrance have difficulty with this section .
- (A) are taking
 - (B) who are take
 - (C) taking
 - (D) take

Answer: C

This part consists of 15 questions which should be completed in 10 minutes.

Part B: Incorrect sentences

You will read sentences that are incorrect in some way. You will choose the one underlined part that is wrong:

- (1) Students in intensive language institutes study many subjects such as English vocabulary, grammar, and how to read.
- A B C
D

Answer: D

This part consists of 25 questions which should be complete in 15 minutes.

Altogether there are 40 questions in the structure and written expression which requires 25 minutes to complete.

c) Vocabulary and Reading Comprehension

This section consists of 60 items, half vocabulary and another half of reading comprehension. But quite often that vocabulary is included in the reading passages, not separated.

Part A: Vocabulary which consists of 30 items is totally synonymous. Thirty sentences with one or phrase underlined in each sentence and four words or phrases listed beneath each sentence. You must choose from the four possible answers the word or phrase with the same meaning as the underlined word or phrase.

- (1) Many doctors are still general practitioners, but the tendency is toward specialization in medicine.
- (A) rumor (B) prejudice
(C) trend (D) security

Answer: C

- (2) Congress was hesitant to repeal the Prohibition Act.
 (A) willing (B) reluctant
 (C) urged (D) supposed

Answer: B

Part B: This part tests one's understanding of concepts and vocabulary in academic reading passages. He has to choose the best answer to each question about a passage. Types of questions in this part may cover reading for the main idea, reading for details, and reading for inferences. Questions of main idea ask you to identify what a passage is about in general. It should accurately describe the overall purpose of most of the sentences in a passage. Questions of details involve identifying a specific detail in the passage. Details are facts that are clearly stated in the passage, and questions about them in most cases require one to choose the answer that is paraphrase of some fact in the passage. A paraphrase provides the same meaning but differs some what in vocabulary and grammar. Questions of inferences involve making an inference from the passage. An inference is a conclusion that can be made from the details in the passage. The inference is not directly stated in the passage, but it is suggested by one or more facts. Inference question can be the hardest type of question on the TOEFL, and one really has to think carefully to decide on the correct answer as it is implied in one or another in the passage. Reading comprehension test is some what parallel to the advanced level auditory

comprehension test in which the test takers are given rather long stretches of the oral language perhaps in the form of dialogues, from which they must sift out and interpret a multiplicity of phonological, grammatical, and lexical signals occurring simultaneously (Harris, 1969: 60).

(A) The alchemists of the Middle ages began to search fumbly for these principles in their quest for the panacea, or universal remedy, the elixir of life, which would keep a man forever young, and the philosopher's stone, which would turn base metals into gold and silver.

1. A panacea is

- | | |
|----------------|--------------|
| (A) a liquid | (B) currency |
| (C) a cure-all | (D) an asset |

2. How many things were the alchemists said to be searching for?

- | | |
|-----------|----------|
| (A) one | (B) two |
| (C) three | (D) four |

3. The alchemists were

- | | |
|-------------------------------------|------------------------------------|
| (A) certain of how to proceed | (B) successful in their quest |
| (C) groping uncertainly for answers | (D) interested only financial gain |

4. A base metal is probably

- | |
|--|
| (A) a metal like gold and silver |
| (B) a substance more valuable than gold and silver |
| (C) a substance less valuable than gold silver |
| (D) any very valuable metal |

5. Middle Ages are period between

- | | |
|-------------------------|---------------------------|
| (A) 800 A.D and 900 A.D | (B) 1100 A.D and 1500 A.D |
| (C) 300 B.C and 600 B.C | (D) 1800 A.D and 1900 A.D |

Answer: 1. C 2. B 3. C 4. C 5. B

Question 1, 2 are asking about the main idea of the passage while question 3

is asking for details which require a paraphrase of some fact in the passage. It provides the same meaning but a bit different in vocabulary and grammar. On the other hand, question 4 and 5 belong to question of inference because both questions need a conclusion which can implicitly be made from the details in the passage.

5. Test

In general, test is an instrument to measure students' learning performance, and usually administered in the classroom. According Gronlund (1985: 5) test is systematic procedure for measuring a sample behavior, e.g. answers the question "How well does the individual perform –either in comparison with other or in comparison with a domain of performance task. In this case, there is a distinction between the rather informal teacher-made test of the classroom and those formal large-scale "standardized" test. The teacher-made test is a test which is constructed by a teacher for his classroom. This is individually constructed based on the learning materials taught to the students. These learning materials are adjusted to the syllabus which contains the objectives of the course. This kind of test is restrictedly used for his own class only. On the other hand, standardized test is prepared and constructed by a team of professionals, and intended for extensive use. For example,

entrance test for state universities like SMPTN belongs to standardized test which has met the requirements of a good test.

a) Teacher-Made Test

Classroom tests or teacher-made test are generally prepared, administered, and scored by one teacher. The test objectives can be directly based on course objectives, and test content derives from specific course content (Harris, 1969: 1). Since as instructor, test writer, and evaluator are all the same individual, the students know quite much what is expected of them – what is likely to be covered by the test questions and what kind of standards are likely to be applied in the scoring and the interpretation of the results. Of course, the teacher's ultimate evaluation of his students will be based on a number of tests and other measures, not just a single one.

Essay tests have several limitations that restrict their use, they are (1) the scoring tends to be unreliable, (2) the scoring is time consuming, and (3) only a limited sampling of achievement is obtained. Despite its several limitations, essay questions have a few advantages: (1) it has emphasis on the integration and application of thinking and problem solving skills, and (2) though it measures complex learning outcomes that cannot be measured by other means, the use of essay question does not guarantee the measurement of complex achievement due to its limited coverage.

The limited coverage of the essay questions affects the test reliability because they have inadequacy of sampling tasks. Harris (1969: 14) states that the more samples of students' performance are taken, the more reliable will be our assessment of their knowledge and ability. That is why the testing specialists have traditionally tended to favor objective examinations in which a large number of items may be included in a testing session, rather than the essay examinations where the number of tasks must necessarily be limited.

b) Standardized Test

Standardized test like TOEFL is designed to be used with thousands and sometimes hundreds of thousands of subjects throughout the nation or the world, and prepared by a team of testing specialists with no personal knowledge of the examinees, and no opportunity to check on the consistency of individual performance (Harris, 1969: 2). Since this standardized test is based on the single result without referring to any other aspects such assignment, mid examination, or attitude of the examinees, the result describes the general performance of the examinees without knowing what their academic background is.

TOEFL belongs to general proficiency which is intended to determine readiness for instructional programs and to place individuals in appropriate language classes. Since this test is designed to be used with thousands of subjects, the form of the test must be objective, otherwise, it is quite impossible to examine thoroughly. Objectives test items are not limited to the measurement of simple learning outcomes. The multiple-choice item can measure at both the knowledge and understanding levels, and is also free of many of the limitation of other forms of objective items (Gronlund, 1985: 169).

Multiple-choice items can measure a variety of knowledge outcomes such as (1) knowledge of terminology, (2) knowledge of specific facts, (3) knowledge of

principles, and (4) knowledge of methods and procedures (Gronlund, 1985: 171-174). Below an example of each is shown:

- (1) Which one of the following statements best defines the word “egress”?
 - (A) An expression of disapproval
 - (B) an act of leaving an enclosed place
 - (C) proceeding to a higher level
 - (D) proceeding to a lower level
- (2) Which did a United States astronaut first orbit the earth in space?
 - (A) 1960
 - (B) 1961
 - (C) 1962
 - (D) 1963
- (3) Which one of the following principles of taxation is characteristic of the federal income tax?
 - (A) The benefits received by an individual should determine the amount of tax
 - (B) A tax should be based on an individual’s ability to pay
 - (C) All citizens should be required to pay the same amount of tax
 - (D) The amount of tax an individual pays should be determined by the size of the federal budget

Those are examples of multiple-choice test items measuring knowledge outcomes in several aspects. However, to construct such items absolutely require deep and wide background of knowledge. This multiple-choice items are not as easy as most of us think because constructing multiple-choice items require a thorough carefulness. Unlike essay items, multiple-choice items should prepare the answers which look alike.

To conclude, whatever test one employs to evaluate his students, he should take the following into consideration: (1) whether he wants to find out the students’ learning outcome after one learning program is over, (2) whether he wants to place his students in a language class, (3) whether he wants to find out if his students have got what he has instructed so far. There is no single test to be used for all objectives. Each kind of test is designed and intended for certain objectives. And each test has always some strengths and weaknesses in use.

6. Research Design

This research design uses a non-experimental design or ex-post facto research. In non-experimental research, it is impossible for the researcher to manipulate variables or to have the subjects in a certain treatment randomly (Ardhana, 1987: 131). The researcher just presents the data acquired from a single test which was administered to the examinees every month. The data which have been collected will be presented and analyzed, then interpreted based on the given formula in order to know the meaning of data presentation. In other words, the researcher just describes, presents and reports the result of the subject under discussion, and suggests some necessary suggestions accordingly.

Therefore, this research can also be called quantitative-descriptive research which concerns with conditions or relationship that exists. It describes and interprets what it is (Ary, et.al, 1977). It is a quantitative-descriptive research

because it describes and present numbers or figures. Then, the researcher tries to interpret why such a phenomenon occurs.

The design of this research can be drawn as follows:



The TOEFL is periodically administered from January to October 2021. In a month, the test can be twice or three times administered depending on the number of the examinees. Since the venue of the test is in the language lab, the maximum number of examinees are 30 students for one session though the capacity of the lab can seat up to 50 students. There must be a distance between one examinee and another to avoid cheating and noise. October 2021, is the last time for administering the TOEFL because November until the second week is the enrollment for graduation which will be held in December.

a) Population and Sample

The population of the research is all the students who graduated in 2021 from seven faculties, they are :

- (1) Faculty of Agriculture
- (2) Faculty of Law
- (3) Faculty of Technique
- (4) Faculty of Economics
- (5) Faculty of Education
- (6) Faculty of Literature
- (7) Faculty of Computer Science

The total number of all graduates are 400 students and from this number 50% is taken as a sample to represent the population.

Of the seven faculties, two faculties namely Faculty of Computer Science and Faculty of Literature are excluded because the number does not suffice to be the sample. The number reaches below 20 students; therefore, the two faculties are not included. Then, from five faculties, 40 students are randomly taken respectively. The attendance list is examined from January to October 2021. Those who belong to the same faculty are grouped into one until the number comes to 40 students. Next, when the number of students of each faculty are already listed, the researcher checks their score in the score list according to the examination date. The score then is removed to the list of each faculty with the same name of the students in the list. The number of students taken as a sample of each faculty are 40 students. Thus, the total number of the students as a sample are 200 students to represent the whole population of 400 students.

b) The Research Instrument

The research instrument to collect the data is the TOEFL, a standardized test which consists of three parts, they are Listening Comprehension, Structure and Written Expression, and Vocabulary and Reading Comprehension. The test lasts

around two hours. The test is compiled from various sources such as Barron, Cliff, Arco, and other sources. If there are two sessions of the test in a day, then two different tests are used for each session to avoid asking and informing to the next examinees.

c) Procedure of Analyzing Data

The answer sheet of each examinee is examined based on the answer key available. All the answer sheets are carefully examined in order not to make the examinees in loss. The answer sheet contains three parts: Listening Comprehension (50 items), Structure and Written Expression (40 items), Vocabulary and Reading Comprehension (60 items). The answer key also contains the same form as the answer sheet with a mark for the correct answer of each part. Thus, the researcher corrects the answer sheet according to the answer key. The, the raw score of each part can be achieved.

After getting the raw score of each part in the answer sheet, then the researcher converted the raw score of each part according to the converted score sheet (Pyle; land Mary, 1990: 378). Then the converted score of each part is numbered, and times ten, then divided by three, the total score is achieved. The following examples will make it clear:

| Name | Raw Score | | | Converted Score | | | Total |
|--------------------|-----------|-------|-------|-----------------|-------|-------|-------|
| | Sec.1 | Sec.2 | Sec.3 | Sec.1 | Sec.2 | Sec.3 | |
| 1. Laksa | 25 | 9 | 23 | 46 | 32 | 40 | 393 |
| 2. Helen | 19 | 10 | 17 | 43 | 33 | 35 | 370 |
| 3. Irfan Sinaga | 16 | 9 | 13 | 41 | 32 | 31 | 347 |
| 4. Rudolf Sitohang | 20 | 8 | 16 | 43 | 30 | 34 | 357 |

Sec.1 = section 1 = Listening Comprehension (60 items)

Sec.2 = section 2 = Structure and Written Expression (40items)

Sec.3 = section 3 = Vocabulary and Reading Comprehension (60 items)

Converted score = table of converting raw score

From the examples above, it can be seen that each examinee gets the raw score of each part of the test, then this raw score is converted according the table.

(1) Laksa gets 25 items correct of 50 for Listening Comprehension

9 items correct of 40 items for Structure and Written Expression

23 items correct of 60 items for Vocabulary and Reading Comprehension

Then each raw score is converted, 25 raw score is converted into 46

9 raw score is converted into 32

23 raw score is converted into 40

Then the converted score is totaled, it makes 118, times 10 becomes 1180, then divided by 3 is 393. Thus, this is the score of Laksa. This procedure is conducted to each examinee with his answer sheet to get the final score for every examinee.

DATA ANALYSIS AND DISCUSSION

a) The Result of the Test

There are five faculties joining the TOEFL test with 200 examinees as a sample to represent the population of 400 examinees. The total scores and mean score of each faculty can be seen in the following table.

Table 1. Total Score and Mean Score

| No. | Faculty | Total Score | Mean Score |
|-----|------------------------|-------------|------------|
| 1 | Faculty of Economics | 14.981 | 374.53 |
| 2 | Faculty of Education | 14.738 | 368.45 |
| 3 | Faculty of Technics | 14.669 | 366.73 |
| 4 | Faculty of Agriculture | 14.500 | 362.50 |
| 5 | Faculty of Law | 14.386 | 359.65 |

From the table above, it can be seen that the total score of each faculty is not significantly different, likewise the mean score of each faculty. All the examinees come from the same background of English, that is homogenous knowledge of English. In general, it can be concluded that they have poor English, and it means that they are not qualified to attain scholarship or to continue their study for graduate program.

When we try to calculate the mean score of all the examinees, it is found out that the mean score of the whole examinees is only 366,37. When we look at the score classification of TOEFL below, we can see where their position is.

Table 2. Score Classification

| SCORE | CATEGORY |
|-----------|-----------|
| 550 ----- | Excellent |
| 500 | Good |
| 400 | Fair |
| 300 | Poor |

Therefore, the mean score 366,37 belongs to *Poor* category that is the lowest category. The TOEFL test is designed in such a way that an examinee can get score of 300 just by blackening or crossing out any choice of the given answer. This indicates that score 300 or so does not show a good competence of English. In other words, the test result is far from being satisfactory.

Then, it can be shown to what class level such a score belongs to.

Table 3. Class Level of Language

| No. | Class Level | Range of Score |
|-----|-------------------------|----------------|
| 1 | Elementary Level | 310 -- 420 |
| 2 | Low Intermediate Level | 420 – 480 |
| 3 | High Intermediate Level | 480 – 525 |
| 4 | Advanced Level | 525 – 677 |

With that mean score, the examinees are classified into elementary level (310 – 420). Elementary level means very basic, not recommended to join TOEFL. They need to study more and more in order to achieve at least the low intermediate level (420—480). If someone is in the low intermediate level, it means he has adequate knowledge background of English. He has passive mastery in English and

adequate active mastery. But if he is in the elementary level, he has neither active mastery of English nor passive mastery. It is assumed that most of the examinees have no adequate knowledge background of English, and they just simply chose the answer without understanding. It is indicated by the test score which is nearly the same both the total score of each faculty and mean score of each faculty.

As a matter of fact, such a score (366,37) is not feasible to allow someone to take the final examination, he should repeat the test until he reaches the score of 400, the category *fair* and *low intermediate level*. However, since the regulation for this has not yet been declared, so there is no minimum score which should be reached by the examinees to allow them to take the final examination. In other words, the examinees just joined the TOEFL as they were so instructed but without minimum score achievement as a basis to permit them to take the final examination.

b) Correct Answer of Each Part

The low mean score achieved by the examinees indicates that they are not able to answer the questions in the TOEFL test. They must have answered the test items incorrectly which led into the low mean score. It can be questioned: which part of the test contributes the most incorrect answer?

To see the whole percentage of the correct answers of the TOEFL of all faculties, the following table will show it completely.

Table 4 Total Percentage of Correct Answers of Each Part

| No. | Faculty | Listening Comprehension | Structure and Written Expression | Vocabulary and Reading Comprehension |
|-----|-------------|-------------------------|----------------------------------|--------------------------------------|
| 1 | Economics | 12.54% | 11.5% | 13.78% |
| 2 | Education | 12.74% | 11.63% | 12.22% |
| 3 | Technics | 12.36% | 11.18% | 12.93% |
| 4 | Agriculture | 11.88% | 10.43% | 12.72% |
| 5 | Law | 12.58% | 9.63% | 12.08% |
| | Average | 12.42% | 10.87% | 12.75% |

Table 7.4 shows the percentage of correct answers of the whole test of each faculty. Thus, all examines of all faculties can only reach 12.42% of correct answers in average in Listening Comprehension with 50 test items. This implies that only twelve persons can do the test well in the Listening Comprehension. In Structure and Written Expression, the examinees of all faculties contribute only 10.87% correct answers in average out of 40 test items. This implies that only ten or eleven examinees can do the test well and may score 400 or above. In Vocabulary and Reading Comprehension, all the examinees of all faculties contribute only 12.75% correct answers in average out of 60 test items. That means only twelve examinees who can do the test well, and may score 400 above. It seems that there is no difference of the percentage in each part of the test, as it can be seen average correct answers in Listening Comprehension is 12,42%, in Structure and Written Expression 10.87%, and in Vocabulary and Reading Comprehension 12.75%. Therefore, we can say that the examinees have the same background knowledge of English because their achievement in each part of the test seems the same. In each part of the test, their achievement in average is only 12% correct answers.

When we tabulate those of each faculty with score 400 above, the following table shows that.

Table 5. Score 400 above

| No. | Faculty | Number of Examinees | Percentage |
|-----|-----------------------|---------------------|------------|
| 1 | Economics | 8 | 20 |
| 2 | Education | 7 | 17 |
| 3 | Technics | 7 | 17 |
| 4 | Law | 5 | 13 |
| 5 | Agriculture | 4 | 11 |
| | Average of Percentage | 31 | 15.6 |

From the table 7.5, it can be seen that only 31 examinees(15.6%) of 200 examinees as a sample who score 400 above. They are categorized *fair* and the rest more than 8% are categorized *poor* with score below 400. We can see clearly how many examinees have adequate knowledge of English, not yet good because category *good* should reach 500 score of the TOEFL. There are still a lot to do to improve and increase their English based on the result of the test.

CONCLUSIONS AND RECOMMENDATIONS

a) Conclusions

Having discussed the result of the test at length both wholly and partly of Each faculty, the researcher makes some conclusions and recommendations as the following:

- a.1 The students' English proficiency which is shown by the score TOEFL achievement belongs to the category "poor" namely 366,67 of 400 examinees

represented by the sample of 200 examinees randomly taken from the attendance list .

- a.2 Those who are categorized "Fair" with score 400 above amount to 31 examinees or 15,6% of the population which is represented by the sample of

200 examinees. Another one-hundred seventy examinees are categorized "poor" since they score below 400.

- a.3 When they are positioned to language class based on the score achieved, they are in elementary level. This means that have very basic English knowledge which implicitly means that they have no adequate English knowledge to join the TOEFL test.

- a.4 Of the three parts of the TOEFL, the examinees can only answer the test correctly within 12%. It means only12% correct answers given by the examinees in each part. Consequently, of 200 examinees as a sample who joined the TOEFL, only around one eighth is categorized "fair", and the rest are "poor".

- a.5 The score achievement of 366,37for TOEFL is not satisfactory at all.

The examinees did not show adequate English mastery because of the poor result. They have to prepare themselves well before joining the TOEFL since TOEFL covers a wide range of topic in the examination.

- a.6 It seems that the examinees showed no attention or interest in doing the test.

It may be so because they do not understand what they are facing in front of them. This can be proved that some of them have already finished the test, though there is still twenty minutes left to go. But they have finished crossing or blackening the answer sheet. That is an indication that they do not do the test seriously.

b) Recommendations

After looking at the result of the test, the following recommendations are worth implementing in order to achieve the score target of the TOEFL.

b.1 The university side should produce a regulation concerning the TOEFL.

There should be a minimum score target to be achieved by the students, otherwise, they have to repeat the test until the score target is achieved. By that regulation, the students can arrange their schedule to join the test farther than the date of the final examination. In case they do not achieve the score target, they can repeat it without disturbing the schedule for the final(thesis) examination.

b.2 There should be an English learning program outside the semester regular program. This can be carried out in the afternoon in which the semester regular program does not occur. Time schedule of this program can be arranged as necessary, for example, twice a week with one and a half hour per session. It is advisable that this program starts as soon as possible at least with the second year or sophomore students. They can spend two until four semester for this program, then they can join the TOEFL. The certificate of TOEFL is valid for two years, so they can arrange when they join the TOEFL to avoid being expired.

b.3 In line with the vision of the university “to become a university with international scale”, it is obvious that English proficiency is one requirement to reach that vision. English proficiency can only be achieved through learning and practicing. Therefore, the university should facilitate the necessary things for that. The university has human resources for the learning program. In other words, this is a matter of management and good will of those all stake-holders to advance the students.

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