THE CORRELATION OF TOEFL TOWARD STUDENTS ENGLISH LANGUAGE DEVELOPMENT

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ABSTRACT

This study explains the correlation between the TOEFL preparation course to the improvement of the ability to speak in English of the students at UniversitasFajar Makassar. The result of this study is expected to answer the phenomenon between the ability to score at the TOEFL test and the ability to speak of the students in the TOEFL preparation course. This study is also expected to be able to produce a TOEFL preparation class teaching method which is more suitable for improving students' speaking ability. This study uses a quantitative descriptive approach, using data in the form of numbers from each measurement instrument. This study analyzes data sets from two data collection instruments; TOEFL scores and Cambridge FCE speaking test scores, taken from the same group of study subjects. The data sets from both instruments are then compared to test the level of correlation. The data analysis and presentation are compiled based on statistical calculations using the correlation research analysis. The findings of this study indicate that the TOEFL score did not significantly correlate with the improvement in the speaking ability of the subjects. The results of the TOEFL training of study subjects with low / high scores did not show a significant increase in the ability to speak even though there was a linear relationship between the two pairs of the score.

Keyword: TOEFL, Correlation statistic analysis, correlation coefficient.

ABSTRAK

Penelitian ini menjelaskan hubungan antara kursus persiapan TOEFL dengan peningkatan kemampuan berbicara dalam bahasa Inggris dari para siswa di Universitas Fajar Makassar. Hasil penelitian ini diharapkan dapat menjawab fenomena antara kemampuan untuk mendapatkan skor tinggi pada tes TOEFL dan kemampuan untuk berbicara siswa dalam kursus persiapan TOEFL. Penelitian ini juga diharapkan dapat menghasilkan metode pengajaran kelas persiapan TOEFL yang lebih mampu meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan pendekatan deskriptif kuantitatif, menggunakan data dalam bentuk angka dari masing-masing instrument pengukuran. Penelitian ini menganalisa kumpulan data dari dua instrument pengumpulan data; Skor TOEFL dan skor tes berbicara Cambridge FCE, diambil dari kelompok studi yang sama. Set data dari kedua instrument kemudian dibandingkan untuk menguji tingkat korelasinya. Analisis dan penyajian data disusun berdasarkan perhitungan statistic menggunakan analisis penelitian korelasional. Temuan penelitian ini menunjukkan bahwa kursus persiapan peningkatan skor TOEFL tidak berkorelasi signifikan dengan peningkatan kemampuan berbicara siswa didik. Hasil pelatihan TOEFL dari subyek penelitian dengan skor rendah/ tinggi tidak menunjukkan peningkatan yang signifikan dalam peningkatan kemampuan berbicara meskipun terdapat hubungan linier antara kedua variable pasang skor tersebut.

Kata kunci: TOEFL, analisis statistik korelasi, koefisien korelasi

INTRODUCTION

Test of English as a Foreign Language (TOEFL) is one of the parameter of English competences used by the speaker of English to further their study abroad. This test is produced and managed by ETS, (Educational Testing Services) a nonprofit institution based in New Jersey, USA. This test has various forms; paper-based, computer-based and internet-based testing. TOEFL is one of the most popular tests in the world. Accepted and recognized by more than 10.000 universities and educational agents in 130 countries (www.ets.org)

As the 4th largest population in the world Indonesia has become the potential market for the growth of this test. Hoping to further their studies abroad, students are eager to master and achieve the required score to be accepted by their destination schools or universities. For this reason, the TOEFL preparation course provided by a private and state-own institutions designed their TOEFL preparation course to achieve the desired score. Furthermore, most Indonesian education institutions set their entry requirements for postgraduate at least 500 scores, without further considering the students' communication skill. This fact drives the assumption that the TOEFL preparation course has not yet emphasized the students' English communication competence.

Makassar has more than enough English language institutions that offer the TOEFL preparation course program in one of their many programs. The program may include the listening skills, structure and written expression skills and reading comprehension skills as appear in TOEFL paper-based testing. The program has been designed to cater to the purpose of the students; the higher TOEFL score. Even though this program does not specifically design to improve language development, evidently those who score high at TOEFL tend to show better communication competence.

This research is designed to descriptively explain the correlation between both skills; test-taking skill and language performance development. The assumption that there is a correlation between these sets of skills then quantifies in numbers and figures to show how close the connection is. This research evidence then becomes valuable information to design the format of curriculum to provide students achieve at best of their English communication performance and academic success.

This research addresses question to focus the finding to what extent the correlation between TOEFL preparation courses toward students' language development and the direct relationship of both objects of research.

This research significance is expected to be valuable information to design and generate a better curriculum format for preparing students at both skill sets. When learners become more aware of the learning process, make choices and decisions, self assess their progress in the classroom they develop learner autonomy, (Celce-Murcia, M. &Olshtain, E. 2000). These skill sets serve and function as a parameter of the successes of students' communication performance and academic achievement.

Research findings from the studies of Lightbown & Spada, 1990; Schmidt, 1993; Swain, 1991 state that, without explicit and form focus instruction, extensive exposure to meaning-based input does not lead to the development of syntactic and lexical accuracy in an L2. Since the mid-1980s, practitioners and professionals at second language witnessed and realized that some specific teaching methods as overly prescriptive and inapplicable in divergent learning contexts (e.g. Brown, 2001; Kumaravadivelu, 2003, 2005). In reality that even though students prioritize the communication skills as the need for interaction, this may reduce relatively the preparation of entrance exams such

as TOEFL or tests of employment for foreign companies. The learner must simultaneously attend to content, morpho-syntax and lexis, discourse and information structuring, and the sound system and prosody, as well as appropriate register and pragmalinguistic features (Tarone, 2005). Furthermore, Hikle (2006:113) states that "in meaningful communication, people employ incremental skills not in isolation, but in tandem".

RESEARCH METHOD

This research methodology is based on the positivist or empiricist epistemology that is the knowledge from our sensory experience of the world and our interaction with it. Therefore, this quantitative research concerned more on the 'generalization, prediction and control' (Usher, 1996). Thus, descriptive statistic presents the verifiable data in numerical form, which uses statistical procedures to tabulate, describe, reflect and summarize the properties of data. The two variables data examined; TOEFL paper-based testing score and FCE Cambridge Speaking test (Carne, et al, 1996). score are the focus of the research, which are free from context generalization of the phenomenon. The result is presented statistically using quantitative methodology.

The score of both variables scores is set equivalent to avoid biases using simple linear formula. The correlation research was applied to describe and present the connection between both variables scores. Indication of the direct relation is shown by negative or positive in relationship strength. The Correlation coefficient was used to calculate the correlation of both research results (Smith, M. J. D., 2018); TOEFL score and FCE Cambridge speaking test score. The research project divided the raw scores into two pair domain, which are paired TOEFL score and FCE Cambridge speaking score. The pair consists of two scores for the same individual. The scores are derived partly from the initial TOEFL test score and post-TOEFL preparation course TOEFL test score and from initial FCE Cambridge speaking test score and post-TOEFL Preparation course FCE Cambridge speaking scores.

The TOEFL test score is based on the TOEFL paper-based format with a score range from 310-677, Phillips (2001). The test is paper-based and their scores are calculated and reported by the English course appointed; Scholar English Course and Smart English Training both well established in Maros regency and Makassar City. The FCE Cambridge Speaking tests are administered and reported by a certified Cambridge English Language Assessment speaking examiner with the score range 0 – 5. TOEFL score which ranges 310-677 then converted to 0-5 to equal the score calculation.

The population target is also the sample of the research; all students who took Test of English as Foreign Languages (TOEFL) as a subject in the academic year 2018-2019. This research subject is 30 students, female and male, age 19 years old to 22 years old. These subjects are chosen purposely based on their grammar and pragmatic competence, considering they are in the third year of English studies at university; they should be able to deal with most situations likely to arise while traveling, produce connected text on familiar topics topics or of personal interest Ermansyah (2019). The subjects are divided into two groups of 15 students and assigned to take a TOEFL preparation course at 2 different English institutions. These students are chosen and asked to participate based on their availability and willingness to take part in the research and activities to subjects of the research, those who are unwilling are free to opt-out.

The quantitative calculation used correlation statistical analysis in this research to test the hypotheses with .05 level of confidence. The researcher uses

the table that lists the critical tvalue of r for different numbers of degrees of freedom (df). By comparing the obtained r with the critical values of r listed in the table, the researcher can determine the statistical significance of a product-moment correlation. If the obtained correlation exceeds the critical value listed in the table, it can be reported that the correlation is statistically significant. The null hypothesis would be rejected, and it would tentatively claim that the two variables are related in the population.

Treating the set of scores, the independent variable is the TOEFL paper-based scores, and the dependent variable is the FCE Cambridge speaking test score. The correlation statistical analysis was used for certain justifications. First, it would 'determine the extent of any relationship between these variables' (Ary, Jacobs, Razavieh, & Sorensen, 2006). For this research, is there a relationship between TOEFL scores improvement and Speaking score improvement? Secondly, in this, the researcher would examine the consistency of both sets of scores improvement. Thirdly, the researcher tried to establish stable predictions on each of the two paired variables, if proven correlated. For example, the TOEFL scores can be used to predict the Speaking scores. This research would later on support that the correlation statistical analysis best applies in prediction research

The correlation coefficient taken from the data calculation becomes the indication of the direction and the strength of the relationship between the two research variables in the pair. The coefficient can take any value from -1 to +1, with the following interpretation as shown in table 1.

Table 1. The Correlation Coefficient

-1	Perfect negative correlation	If found, it would mean that the two sets of scores, TOEFL scores and Speaking Score, have the same order, only reversed.
-0.8	Strong negative correlation	High Scores on one measurement (TOEFL Score) usually mean low scores on the other measurements (Speaking Score)
-0.3	Weak negative correlation	A slight tendency for those scoring highest on one measurement (TOEFL score) to score lowest on the other measurement(Speaking score)
0.0	No relation at all	Those who score high or low on one measurement (TOEFL score) are No more likely to score high or low on the other measurement (Speaking score)
+0.3	Weak positive correlation	A slight tendency for those scoring highest on one measure (TOEFL score) to
+0.8	Strong Positive Correlation	High score on one measurement (TOEFL score) usually mean high scores on the other measurement (Speaking Score)
+1	Perfect positive correlation	If found, the two sets of scores (TOEFL and Speaking test Scores) would have identical rank ordering from lowest to highest.

To illustrate and understand the research data relationship is by presenting them in a scatterplot diagram. This research uses the scatterplot diagram to describe and explain, (1) a positive correlation (where an independent variable goes up, the dependent variable goes up simultaneously). (2) a negative correlation (where the independent variable goes up, the dependent variable goes

reversely). The scatterplot provides the data relation strength between both variables, whether they are of: (1) strong linear relationship; the dots of the scatterplot form a narrow string, and scatter near the straight line through the band, (2) weak linear relationship; when dots in the scatterplot diagram scatter widely from the line, (3) curvilinear relationship, when a curved line is needed to express the relationship.

The findings of each variable are interpreted and described thoroughly in order to find the third variable, if needed and applicable to justify the cause of the relationship. The conclusion and suggestion of the findings are elaborated at the end of this research

FINDINGS AND DISCUSSION

The research data in TOEFL Score of all 30 participants are presented in table 2, where at column 1 shows students registration number, column 2 presents TOEFL Score (X), column 3 presents TOEFL score squared (X2), column 4 presents students' FCE Speaking test score (Y), column 5 presents students' FCE Speaking test score squared (Y2), and column 6 presents the multiplication of TOEFL score and FCE speaking test score (XY).

Table 2. TOEFL Score and FCE Cambridge Speaking Score

Reg. No.	TOEFL SCORES		FCE SCORES		XY
	X	X2	Y	Y2	
1510621019	1.907356948	3.638010528	2.0	4.0	3.814713896
1610621001	2.179836512	4.75168722	3.0	9.0	6.539509537
1610621002	0.817438692	0.668206015	1.5	2.25	1.226158038
1610621003	0.91280654	0.833215779	1.5	2.25	1.369209809
1610621007	1.089918256	1.187921805	2.0	4.0	2.179836512
1610621011	2.316076294	5.364209401	1.5	2.25	3.474114441
1610621012	2.588555858	6.700621432	2.5	6.25	6.471389646
1610621014	2.452316076	6.013854138	2.0	4.0	4.904632153
1410621015	2.138964578	4.575169464	1.5	2.25	3.208446866
1510621002	2.861035422	8.185523688	3.0	9.0	8.583106267
1510621003	2.588555858	6.700621432	2.5	6.25	6.471389646
1510621004	2.04359673	4.176287596	1.0	1.0	2.04359673
1510621005	2.72479564	7.424511282	2.5	6.25	6.811989101
1510621007	2.04359673	4.176287596	1.0	1.0	2.04359673
1510621008	2.411444142	5.815062848	2.0	4.0	4.822888283
1510621009	2.179836512	4.75168722	2.0	4.0	4.359673025
1510621010	1.089918256	1.187921805	1.0	1.0	1.089918256
1510621011	0.817438692	0.668206015	1.0	1.0	0.817438692
1510621012	2.179836512	4.75168722	1.0	1.0	2.179836512
1510621013	2.04359673	4.176287596	1.0	1.0	2.04359673
1510621016	2.997275204	8.983658651	3.0	9.0	8.991825613
1410621002	2.72479564	7.424511282	2.5	6.25	6.811989101
1410621003	2.04359673	4.176287596	1.0	1.0	2.04359673
1410621004	2.27520436	5.176554878	2.0	4.0	4.550408719
1410621005	2.861035422	8.185523688	2.5	6.25	7.152588556
1410621006	2.588555858	6.700621432	2.0	4.0	5.177111717
1410621009	2.247956403	5.053307991	1.0	1.0	2.247956403
1410621011	2.997275204	8.983658651	2.5	6.25	7.493188011
1410621012	3.269754768	10.69129625	3.5	12.25	11.44414169
1310621001	2.588555858	6.700621432	2.5	6.25	6.471389646

SUMS	∑X = 65.98092643	∑X2 = 157.8230219	∑Y = 58	∑Y2 = 128	∑XY = 136.8392371

The calculation of data from TOEFL scores (independent variable) and FCE Cambridge speaking test scores (dependent variable) are presented using the Pearson correlation coefficient formula (see figures 1) to examine the relationship between both variables, as follows:

Graph 1. Pearson Correlation Coefficient Formula.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[\, n\sum x^2 - (\sum x)^2 \,][\, n\sum y^2 - (\sum y)^2 \,]}}$$

From table 2 data,

∑X = Sums of scores in X column = 65.98092643
∑Y = Sums of scores in X column = 58
∑XY = Sums of scores in X times score in Y = 136.8392371
∑X2 = Sums of squared Scores in X column = 157.8230219
∑Y2 = Sums of squared Scores in Y column = 128
n is the sample size, in this case = 30

The correlation coefficient calculation:

= 30 (136.8392371) – (65.98092643 x 58) / [√[[30 (157.8230219) – (⟦65.98092643⟧^2)] x [30 (128) - ⟦58⟧^2]]].
= 4105.177112 – 3826.893733 / [√[[4734.690658 – 4353.482653] x [3840 – 3364]]].
= 278.2833787 / [√[381.2080051 x 476]].
= 278.2833787 / [√ 181455.0104].
= 278.2833787 / 425.9753636
= 0.653285149

The range of the correlation coefficient is from -1 to +1. The result examination is 0.653285149 or 65.3285149%, which means the variables have a moderate positive correlation.

The presentation of students' TOEFL score variance as shown in table 3, where at column 1 presents the students registration number, column 2 presents TOEFL Score (X), column 3 presents the deviation of TOEFL score from the mean score (x), column 4 presents the deviation of TOEFL score from the mean score squared (x2), column 5 presents Z scores of the TOEFL test (Zx).

Table 3. The Z value of TOEFL Scores

Reg. No	**TOEFL Scores**			
	X	**x**	**x2**	**Zx**
1510621019	1.907356948	-	0.085268243	-

		0.292007266		0.441135774
1610621001	2.179836512	-0.019527702	0.000381331	-0.029500526
1610621002	0.817438692	-1.381925522	1.909718149	-2.087676767
1610621003	0.91280654	-1.286557675	1.655230651	-1.94360443
1610621007	1.089918256	-1.109445958	1.230870334	-1.676041519
1610621011	2.316076294	0.11671208	0.01362171	0.176317098
1610621012	2.588555858	0.389191644	0.151470136	0.587952346
1610621014	2.452316076	0.252951862	0.063984644	0.382134722
1410621015	2.138964578	-0.060399637	0.003648116	-0.091245813
1510621002	2.861035422	0.661671208	0.437808787	0.999587594
1510621003	2.588555858	0.389191644	0.151470136	0.587952346
1510621004	2.04359673	-0.155767484	0.024263509	-0.23531815
1510621005	2.72479564	0.525431426	0.276078183	0.79376997
1510621007	2.04359673	-0.155767484	0.024263509	-0.23531815
1510621008	2.411444142	0.212079927	0.044977896	0.320389435
1510621009	2.179836512	-0.019527702	0.000381331	-0.029500526
1510621010	1.089918256	-1.109445958	1.230870334	-1.676041519
1510621011	0.817438692	-1.381925522	1.909718149	-2.087676767
1510621012	2.179836512	-0.019527702	0.000381331	-0.029500526
1510621013	2.04359673	-0.155767484	0.024263509	-0.23531815
1510621016	2.997275204	0.79791099	0.636661948	1.205405218
1410621002	2.72479564	0.525431426	0.276078183	0.79376997
1410621003	2.04359673	-0.155767484	0.024263509	-0.23531815
1410621004	2.27520436	0.075840145	0.005751728	0.114571811
1410621005	2.861035422	0.661671208	0.437808787	0.999587594
1410621006	2.588555858	0.389191644	0.151470136	0.587952346
1410621009	2.247956403	0.048592189	0.002361201	0.073408286
1410621011	2.997275204	0.79791099	0.636661948	1.205405218
1410621012	3.269754768	1.070390554	1.145735938	1.617040466
1310621001	2.588555858	0.389191644	0.151470136	0.587952346
	Mean = 2.199364214		∑x2 = 12.7069335	

The presentation of students' FCE Cambridge Speaking scores variance as shown in table 4, where at column 1 presents the students registration number, column 2 presents FCE Cambridge Speaking scores (Y), column 3 presents the deviation of FCE Cambridge Speaking scores from the mean score (y), column 4 presents the deviation of FCE Cambridge Speaking scores from the mean score

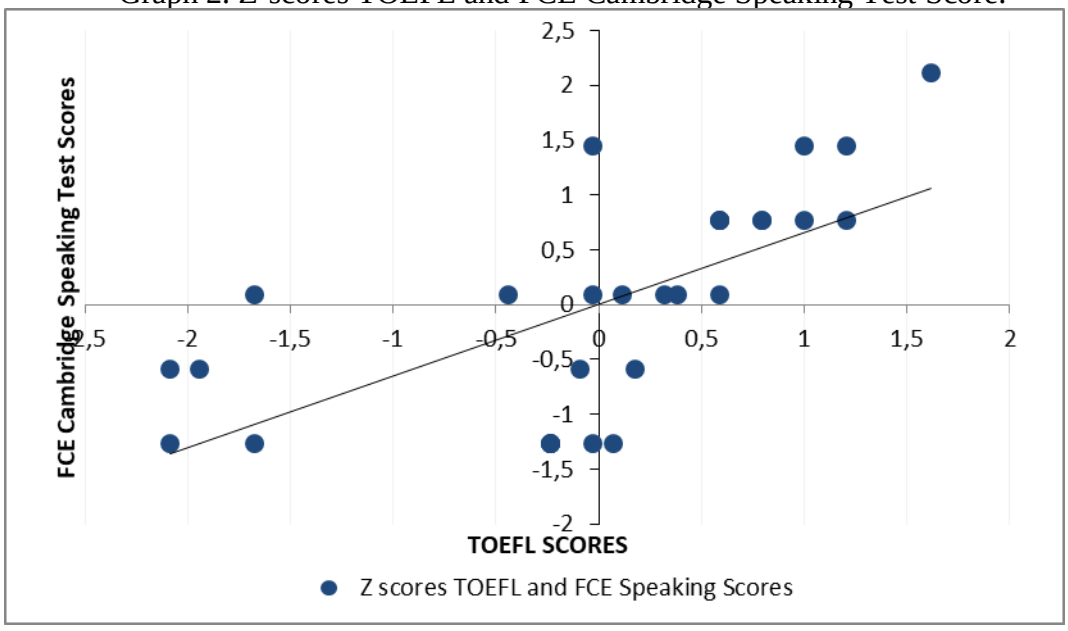
squared (y2), column 5 presents Z scores of the FCE Cambridge Speaking scores (Zy).

Table 4. The Z value of FCE Cambridge Speaking Scores

Reg. No	FCE Cambridge Speaking Scores			
	Y	y	y2	Zy
1510621019	2.0	0.1	0.004444444	0.09012907
1610621001	3.0	1.1	1.137777778	1.442065124
1610621002	1.5	-0.4	0.187777778	-0.585838956
1610621003	1.5	-0.4	0.187777778	-0.585838956
1610621007	2.0	0.1	0.004444444	0.09012907
1610621011	1.5	-0.4	0.187777778	-0.585838956
1610621012	2.5	0.6	0.321111111	0.766097097
1610621014	2.0	0.1	0.004444444	0.09012907
1410621015	1.5	-0.4	0.187777778	-0.585838956
1510621002	3.0	1.1	1.137777778	1.442065124
1510621003	2.5	0.6	0.321111111	0.766097097
1510621004	1.0	-0.9	0.871111111	-1.261806983
1510621005	2.5	0.6	0.321111111	0.766097097
1510621007	1.0	-0.9	0.871111111	-1.261806983
1510621008	2.0	0.1	0.004444444	0.09012907
1510621009	2.0	0.1	0.004444444	0.09012907
1510621010	1.0	-0.9	0.871111111	-1.261806983
1510621011	1.0	-0.9	0.871111111	-1.261806983
1510621012	1.0	-0.9	0.871111111	-1.261806983
1510621013	1.0	-0.9	0.871111111	-1.261806983
1510621016	3.0	1.1	1.137777778	1.442065124
1410621002	2.5	0.6	0.321111111	0.766097097
1410621003	1.0	-0.9	0.871111111	-1.261806983
1410621004	2.0	0.1	0.004444444	0.09012907
1410621005	2.5	0.6	0.321111111	0.766097097
1410621006	2.0	0.1	0.004444444	0.09012907
1410621009	1.0	-0.9	0.871111111	-1.261806983
1410621011	2.5	0.6	0.321111111	0.766097097
1410621012	3.5	1.6	2.454444444	2.11803315
1310621001	2.5	0.6	0.321111111	0.766097097
Mean = 1.9			∑Y2 = 15.86666667	

Based on Variance of the TOEFL scores and FCE Cambridge Speaking test score at table 3., the scatterplot is presented to describe the each student's Z-score on both independent and dependent variables (see figure 2).. The Z-scores on the horizontal axis are those representing TOEFL scores (independent variable), with the lowest score is on the left and the highest score is on the right. The Z-score on the vertical axis are those representing the FCE Cambridge Speaking test score (dependent variable), with the lowest score is at the bottom and the highest score at the top.

Graph 2. Z-scores TOEFL and FCE Cambridge Speaking Test Score.



Based on the observation of these correlation coefficients, the statistic significant can be calculated. The Pearson r, the degree of freedom (df) or the number of paired observations (N) minus 2 should be of consideration. A statistically significant Pearson r is equal or larger than the N – 2 degree of freedom (df), which is 30 – 2 = 28. The degree of freedom therefore, is 28.of a 2 tail.

Based on the T distribution of a 2 tail performed with df = 28 an observed Pearson r more than +0.20484 or less than -0.20484 is required to reject the null hypothesis at the 0.05 level. Thus, with the same df = 28 an observed Pearson r more than +0.27633 or less than -0.27633 is required to reject the null hypothesis at the 0.01 level.

The correlation coefficient or Pearson r = 0.653285149 fulfils the value of both +0.20484 and +0.27633, therefore statistically significant at both 0.05 and 0.01 levels. Thus, the null hypothesis is rejected and that the TOEFL scores are significantly related to the FCE Cambridge Speaking test. The obtained coefficient (r = 0.653285149) is between +0.30 (weak positive correlation) and +0.80 (strong positive correlation), a conclusion can be drawn that high scores on TOEFL moderately mean high scores in FCE Cambridge Speaking test of the 3o participants examined.

The scatterplot of the Z-score shows that the dots do not perfectly form a narrow strand near the linear line, but the linear line shows a positive correlation between TOEFL Scores and FCE Cambridge Speaking test scores, the dots form a moderately linear relationship between both observed variables.

CONCLUSION

The Pearson correlation coefficient of r = 0.653285149 is statistically significant to examine that, TOEFL scores are positively correlated with FCE Cambridge Speaking test scores among 30 students who take the TOEFL as a subject in the academic year 2018-2019. However the relationship is not strong enough to conclude that the paired scores have direct correlation, but the relationship is not weak either, which is safe to claim that the relation between both variables have moderately direct correlation. Therefore, this statistical research may conclude that the higher a student achieves TOEFL score the more likely a student scores higher at speaking test.

Since the research has shown that the evidence suggests that the TOEFL scores moderately improve students' performance at speaking, and there is a significant correlation between both TOEFL scores and speaking scores. The researcher proposes some approaches that may be best applied during the teaching and learning process of TOEFL preparation courses, they are; firstly, the TOEFL preparation course must indeed include more on communicative approaches in teaching the TOEFL preparation test instead of grammar, reading or listening alone. Secondly, there must be topics related to every exercise in every section (listening, structure and written expression, reading) of the TOEFL preparation course, this is to build up students' language acquisition toward learning tasks. Thirdly, it is recommended that the students of the TOEFL preparation course treat the course as an integrated learning experience, where the teacher and students are free to explore all segments of language; phonology, vocabulary, grammar, etc.

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