AN EVALUATION OF TOEFL MATRICULATION PROGRAM FOR STAIN STUDENTS

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Abstract

This is an Expose facto research which analyses and evaluates a program done in 2016 at Language Center in State College of Islamic Studies (STAIN) Curup. The purpose of this study was to evaluate the improvement of students' score on TOEFL who followed TOEFL matriculation Program at Language Center, the improvement was investigated from three aspect of TOEFL, listening comprehension, structure and written expression and reading comprehension. This research also searched the strategies used by lecturers in teaching TOEL during the program, and students' motivation in following the program. Document analysis in the form of students' TOEFL scores for pre- and post- program, checklist, interview guide and questionnaire were the instruments of this study. The data were analyzed using a mixed method. There were two English lecturers and 30 students who represented all study programs in STAIN Curup. The findings showed that there was a significant improvement of students' TOEFL scores after they followed the TOEFL Matriculation Program at Language Center. The scores of each aspect of TOEFL also increased significantly. The lecturers used suitable strategies in teaching TOEFL based on the need of students. Furthermore, the students' motivation in following the TOEFL Matriculation Program was also high. It is suggested that this program should be continued by involving more students and improving the quality of program in the future.

Keywords: Evaluation, Matriculaion, TOEFL

Abstrak

Penelitian ini adalah penelitian Expose Facto yang menganalisis dan mengevaluasi sebuah program kegiatan yang telah dilakukan di tahun 2016. Tujuan penelitian in adalah mengevaluasi: bagaimana peningkatan nilai TOEFL mahsiswa yang mengikuti program matrikulasi TOEFL, bagaimana peningkatan nilai ditinjau dari tiga aspek uji TOEFL yakni *listening, structure and written expression dan raeding comprehension,* strategi apa yang digunakan para dosen dalam mengajar TOEFL serta bagaimana motivasi peserta dalam mengiuti program ini. Analisis dokumen yang berupa data tentang nilai TOEFL pre dan post test merupakan teknik pengumpulan data. Penelitian ini juga menggunakan observasi, angket dan wawancara. Adapun instrumen penelitian adalah sebuah ceklist, pedoman wawancara dan angket. Subjek penelitian adalah 2 orang dosen Bahasa Inggris yang bertindak sebagai tutor kegiatan matrikulasi dan 30 orang mahasiswa STAIN Curup yang menjadi peserta kegiatan. Hasil penelitian menunjukkan bahwa terdapat peningkatan skor TOEFL yang cukup signifikan yang diperoleh peserta setelah mengikuti program matrikulasi ini. Skor setiap aspek TOEFL juga mengalami perbaikan. Disamping itu, para

dosen juga menggunakan strategi mengajar sesuai dengan kebutuhan TOEFL. Ditemukan pula motivasi peserta yang baik dalam mengikuti kegiatan ini. Dari beberapa temuan tersebut, disarankan untuk terus mempertahankan kegiatan matrikulasi TOEFl ini untuk ditingkatkan, baik dari sisi kulitas pelaksanaan dan jumlah peserta.

Kata Kunci: Evaluasi, Matrikulasi, TOEFL,

A. Background

The TOEFL test is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English. TOEFL test has a very good reputation in international levels and is recognized by top universities for its quality and 100% academic accuracy testing techniques. The TOEFL test is required by more than 7,000 colleges, universities and licensing agencies in 110 countries throughout the world. **TOEFL** measures the ability of non-native speakers of English to use and understand English as it is spoken, written and heard in college and university settings. The purpose of the TOEFL test is to evaluate the English proficiency of people whose native language is not English.[1] The TOEFL scores are primarily used as a measure of the ability of international students to use English in an academic environment. The test consists of three sections: Listening Comprehension which measures ability to understand English as it is spoken, Structure and Written Expression measures ability to recognize language that is appropriate for standard written English and Vocabulary and Reading Comprehension measures ability to understand nontechnical reading matter. In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university, and only used for internal usages in order to examine the students' English proficiency.

The importance of TOEFL in Indonesia is undauptable. For candidate of civil servant (*Aparatur Sipil Negara/ASN), Kemenpan* has already consider 400 of TOEFL score for S1 degree and 500 for master degree for those who want to apply as government civil servant in 2017[2]. For quite long, almost all universities and college in Indonesia put a standard TOEFL score for their students, some data were taken from short interview with the lecturers of each university and also the students are described in the following table :

| No	University	Score minimum TOEFL	Condition
1	Universitas Indonesia	450	Application of entrance
2	Universitas Pendidikan Indonesia	500	Application of entrance
2	Universitas Negeri Yogyakarta	450	Application of entrance
3	Universitas Malang	450	Application of entrance
4	Universitas Sriwijaya	400	Apply comprehensive

			Examination
5	Universitas Muhammadiyah Bengkulu	400	
6	Universitas Bengkulu	400	Before graduate

Teaching and learning process in college and universities involves process of analysis of articles in International scientific journals, which are written in English. Some universities even state regulation for their students to also write and publish their articles to international scientific journals. Furthermore, the students should also be ready to present their thinking in international academic community or other scientific seminars which of course use English as the language of communication. These are some reason why universities include TOEFL as one of English measurement for the candidates of their students.

The development of English competence for university students is stated clearly in *Sasaran penjaminan mutu Sekolah Tinggi Agama Islam Negeri (STAIN) Curup 2013*[3] particularly on the improvement of STAIN output quality. It is mentioned that the minimum score of TOEFL (Test of English as a Foreign Language) for STAIN alumnus is 350. In supporting this regulation, STAIN has put a great concern on the strategies used to achieve the goal of TOEFL. For instance, UPB *(Unit Pengembangan Bahasa)* is a unit which has been legalized through its job description to help the students develop their English competence. In 2015, UPB designed a program called TOEFL training for all STAIN Curup students that help them prepare and face TOEFL before their graduation. TOEFL has also became one item to be followed by the students as condition before their graduation. Even the Head of STAIN Curup had stated TOEFL as one of the condition to follow the graduation process in for STAIN Students[4].

The result TOEFL for STAIN students in 2016 shows that most of students had to follow the test more than 3 times because they had not passed the minimum score, 375, as we can see from the following diagram and table,
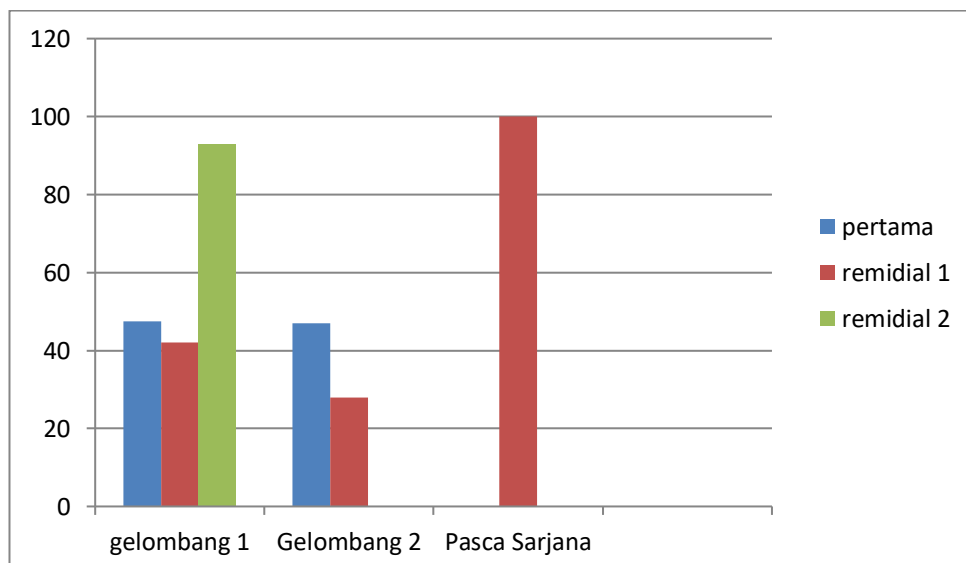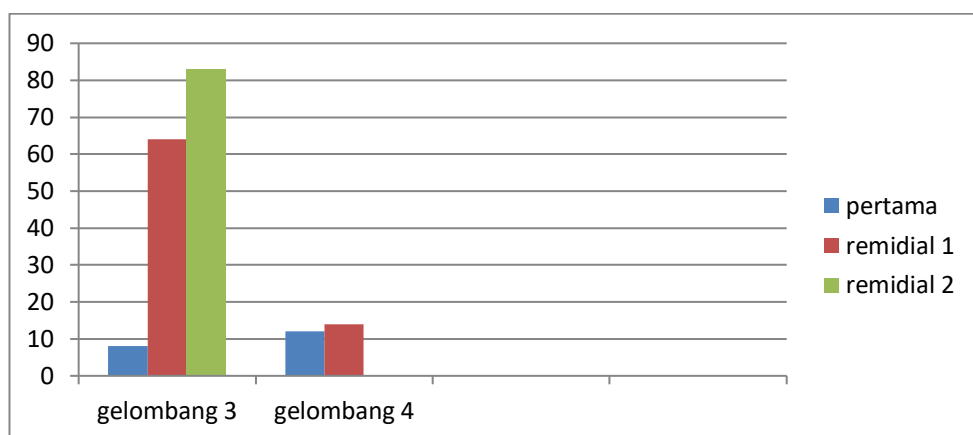
From the data above it can be concluded that students face problem in achieving the minimun score for TOEFL. From the first section of the test followed by 95 students, only 45 students reached the minimum score or only 47,5 % students pass the test. The second section which was followed by 204 students, 97 students pass the minimum score or only 47 %. Moreover only 7,8 % of the students could reach 375 score for TOEFL from 229 participants. In summary from 545 students who followed the first section of the test in 2016, only 162 (29,7%) passed the TOEFL in 375 score, 383 students had to take the second section as the remedial test.

Based on a grand tour as pre-research term, it was found that most students got problems in English knowledge. They only study English for One year in *Bahasa Inggris 1* and *Bahasa Inggris* 2 as one of subjects and did not search the knowledge outclass. Moreover, the lesson was not about TOEFL but general English. They had never been introduced to TOEFL, meanwhille, they were also not used to do TOEFL even never follow TOEFL before. This made them do not recognize the topics and the element of English being tested in TOEFL. Beside, TOEFL does not only need the knowledge of English but also strategies. The students' difficulties in TOEFL were on the three aspects of TOEFL, Listening comprehension, structure and written expression and reading. In listening, students have to be able to do structure for restatements, understand the type of conversation and the topics for mini talks. For structure and written expression, there is detail grammatical rules from verbs and vocabularies. While in reading, the students have to master large of vocabularies, analyze the text trough previewing, reading for main ideas, scanning, inferencing, restating and other factors. These problems motivate UPB to design a program called TOEFL Matriculation.

TOEFL matriculation program was one of UPB (*Unit Pengembangan Bahasa)* STAIN Curup which was approved by STAIN Curup to help their students achieve the standard English competence. Unfortunately, from approximately 600 students graduated every year, in 2016 only 30 students were permitted to follow the program because of financial factors. While this program is very needed as one of STAIN efforts in helping their students have additional quality after their finish their study. This phenomena initiates researcher to do a research on the benefit of this program in the name of evaluation which cover several important points to be solved in order to design the improvement for the future plan of this program. By finding the advantages and fixing the weaknesses of this program, it is hoped that STAIN will add the amount of students who can follow this program.

B. The Objectives of the Research

The objectives of this research are to investiagate:
1. The students' result on TOEFL score before and after the program
2. The students' result for each section of TOEFL
3. The teaching materials used during the program
4. The lecturers' teaching strategies during the program
5. The students' motivation in learning TOEFL through this program

C. Review of the Related Theories

1. TOEFL

TOEFL or Test Of English A Foreign Language is a Standardized test that evaluates the English Proficiency of people whose native language is not English[5]. The TOEFL test is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English. The TOEFL test is required by more than 7,000 colleges, universities and licensing agencies in 110 countries throughout the world. The TOEFL test is only to test your English proficiency. A high score alone does not translate into an admission offer from a great school. But the test is mandatory and cannot be overlooked.

This research involves TOEFL test and the process to develop students' competence in learning TOEFL. Brown states that a testis a method to measure or to see the performance of an ability and someone's knowledge in a given domain.[6] TOEFL test is chategorized into Norm – Referenced test because the score is in an order of level or percentage. The objective is able to put the students systematically in the intended position, for example, TOEFL score in a range 400 from 700. The result is accurate and can be calculated as soon as the test is done. The prosess is not expensive but effective.

The strategy of learning in TOEFL is a development of 'Cognitive Skills'. According to Weinstein and Meyer in O'Malley[7] Learning stratgeies provide learning facilities as the final goal to the students. The objective is to improve the efect of motivational and emotive condition how the students understand, select, organize and integrate his learning independently. TOEFL is able to motivate students to be independent learner through readibg, listening, writing and speaking.

2. The Structure of the TOEFL[8]

There are two versions of the TOEFL: the paper-based exam, and the more common internet-based exam. The paper-based test is now given only where the internet-based version of the test is unavailable. The internet-based TOEFL has four sections: reading, listening, speaking, and writing. The paper-based TOEFL has a test of structure and written expression instead of a speaking section. There are 140 number of Questions whichis admiistered in 115 minutes and the score scale is 310 — 677. Listening Comprehension — measures the ability to understand English, including short and long conversations and short talks or lectures, Structure and Written Expression — measures the ability to recognize

standard written English, and Reading — measures the ability to read and understand short passages at the university level.

3. The strategies in Teaching TOEFL
There are so many theories that suggest the strategies in teaching TOEFL in the classroom, Lucas Fink[9] explain the strategies as follow:

a. Preparation
In the first class, to give the students a feel for what they are aiming for, a practice test is a good idea. This should set the tone for the remainder of the course and show them that the TOEFL test is not a walk in the park. Tell the students that learning TOEFL is not easy, and that they must do an incredible amount of work in order for them to get the score that they require.

b. Plan the Lesson Backwards
An alternative method of lesson planning, this little gem often comes up (but not often remembered) from various ESL courses. Planning TOEFL class backwards means that the lecturers can effectively go through the class, work from the aims, and then work the necessary steps, activities and exercises in order for the students to reach those aims and objectives. This is especially helpful when it comes to a subject like TOEFL, which involves a great deal of structure in the lessons.

c. Know the Subject
Try to take a few practice TOEFL tests on either the internet or even the language centre may have a copy of the software that can be used in a demo mode. This allows the lecturers to get an understanding as to how the test is structured and learn the different steps involved. Even old hands at TOEFL should regularly undertake a practice on the computerised test to help learn of different pointers that will help the students and how they can make the most of the timing in between the questions.

d. Record the Students When They Speak
When the lecturers get their students to complete a spoken activity, for example, where they must speak for 45 seconds on a given topic, record them! This is important, as they have to become used to speaking on a microphone while being recorded. The recording places the additional pressure on the student that they will find during the exam, as well as giving you and the student the chance to review and look for errors with their work.

e. Note Taking
Successful TOEFL students are good note takers. Questions in the listening do not allow the students to answer them as they hear them, but encourage the students to take notes, with the questions appearing on the screen after the passage. The teacher needs to teach the students some methods on how to take effective notes and to organise information in a way that they can understand and refer to later on. They shouldn't need to write down everything they hear, but only take down what's relevant.

    f.   Integrated Mayhem

        This is a unique point for both lecturers and student, as English language training is generally broken down into the four parts of speaking, reading, writing and listening. The TOEFL examination is unique as it forces the students to use multiple skills when answering a single question. More than just using the two skills, it involves effective note taking skills and structure. To teach the integrated task effectively to students, teachers must start simple. The best way to introduce students to the integrated task is to give them news articles to read, then watch a TV news bulletin on the same subject and then get them to use their notes to give a quick talk about it. Structure is king

        Like all English proficiency examinations, students must be aware of the structure that must be given in their answers. For example, in terms of the TOEFL writing, they must know to include all the essential tidbits that an examiner looks for, such as a thesis statement, topic sentences and the supporting sentences.

    g. Focus on the time aspect

        No matter whether it's reading, writing, speaking or listening – all of these are strongly bound by time restrictions. After students become aware of the structure of the test, they should then focus on achieving the structural requirements within the appropriate time limits. If they can't finish the tasks within the required period of time, then this is something that as a lecturer, must begin to focus on to give the students the best chances at achieving their goal for the TOEFL examination.

    h. Teach the students to use their psychic abilities

        One nifty tip for making the most of the timing of the TOEFL test is to get the students to use their power of prediction. As the TOEFL test is run on computerised software, there are numerous slides and images that allow the student some extra time for planning and to predict some of the vocabulary of the topic coming up. During the reading and the listening, students are often shown an image that will be related to the topic. By predicting the vocab, this puts them in a better position to know what they could be listening out for, such as a comparison between two constellations, etc.

    i. Practice, Practice, Practice!

        The lecturers should give writing tasks to be completed for homework. This task should be done within a time limit and submitted to the teacher, with appropriate feedback given. If students don't do the work, don't get angry – remind them that it is simply in their best interests to complete set work.

    In learning foreign language, it is important to recognize the factors that involve the proses of acquiring second language except mother tounge. According to Yorio in Douglas Brown[10] the classification of learning variables are age: children, teenagers and adult. For adult, learning the second or foreign language is influenced by critical biology period, presure of environment,

learning context and the mother tounge. The second variable is cognitive factors which involve general cognitive ability, language skill and strategy of learning. The third variable is the ability in using the first language in relation to the transfer of fonologic, grammatical and semantic aspect. The fourth variable is the input to someone's language whether through free or guidance learning. Particularly for guidance learning, the context of learning truely involves the process and output of learning. Aspects such as the length of guidance, source, the technique are needed to be considered.

4. Motivation

Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests, and many other aspects of education. If students aren't motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is. Moreover, unmotivated students can disengage other students from academics, which can affect the environment of an entire classroom or school. Higher motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates[11]. Motivation often declines as students progress from elementary through high school. Upwards of 40% of high school students are disengaged from learning, are inattentive, exert little effort on school work, and report being bored in school, according to a 2004 analysis by the National Research Council. The lack of motivation has serious consequences. For example, in a 2006 survey exploring why students dropped out of school, 70% of high school dropouts said they were unmotivated. Motivation is difficult to define and measure, but scholars generally recognize two major types of motivation: intrinsic and extrinsic.   Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not so much for the enjoyment of the activity itself, but because it will produce a certain result. The difference between the two is more like a spectrum than a divide; any action can be motivated by a combination of intrinsic and extrinsic factors, and the same person may be motivated differently in different contexts.   Students' beliefs can affect their motivation. For example, students who believe they have a limited capacity to learn or feel they are unlikely to succeed often have problems with motivation. In a similar vein, students who conceptualize intelligence as a fixed quantity that one either has or doesn't have tend to be less motivated than students who view knowledge as something that can change and grow. Researchers generally agree on four major dimensions that contribute to student motivation, shown in the box below. At least one of these dimensions must be satisfied for a student to be motivated.

Research Methodology

This research is a mix method study which tries to investigate the process and the result of TOEFL matriculation program held in STAIN Curup. The research questions number 1, 2, and 5 are answered by using quantitative way while the third and the fourth

research questions are answered by using qualitative way. The data found will be analyzed deeply in the form of narrative by using triangulation system in order to enhance its validity and reducing bias. The 2 lecturers who tougth TOEFL in the program and 30 students who represented all study program in STAIN Curup and followed the program are the subjects of this research. The key instrument of this study is researcher herself.[12]

Research Questions	Techniques of collecting data	Instruments
1	Document Analysis (Students' TOEFL score in Pre and Post Test)	Fieldnotes: (Mean, modus, median, the highest and the lowest, amount of students, etc)
2	1. Document Analysis (list of Toefl score)	1. Fieldnotes : (score for each student for each aspect)
3	1. Document Analysis (Modul and syllabus) 2. Interview	1. Fieldnotes: Each Aspect of Toefl 2. Semistructured interview
4	1. Observation 2. interview	1. checklist 2. interview guidance
5	Questionaire	questionaire

This study will use Content analysis, that is a procedure for the categorisation of verbal or behavioural data, for purposes of classification, summarisation and tabulation.'[13] The steps will cover, data Managing, Reading and Memoing, Describing, Classifying, Interpreting

Data from questionaire about students' motivation in learning TOEFL through the program is analyzed by using the following formula[14]:

$$\text{Score}: \frac{\sum \text{Students' answers}}{\sum \text{maximum score}} \times 100\%$$

> 81 %   Very Good
66 - 80 %   Good
51 - 65 %   Enough
< 50 % Low

The questionnaire uses Likert Scale with 4 options as follow:
Strongly disagree   1
Disagree   2
Agree   3
Strongly agree   4

FINDING AND DISCUSSION

1. **The Students' result on TOEFL score Before and After the Program**

   From the data above, the students' score can be calculated as follow:

No	Item	Score	
		Pre test	Post test
1	Mean (π)	315	374
2	Median (Me)	353	416
3	Modus (Mo)	350, 363, 356	330, 436, 416
4	Highest Score	413	530
5	Lowest Score	306	330

   It was clearly stated that the mean score improved significantly after the students followed the program. From the score of 30 students above, it was also found that only 5 students or 16% got lower achievement because their pre test were higher than their post test, while 25 students or 83% got higher TOEFL score after following this program. In can be concluded that based on the score, TOEFL matriculation Program gave a positive effect in improving students's TOEFL score.

2. **The Students' result for Each Section of TOEFL**
   It was found that 17 students got higher score in listenig after they follow the program, and only 13 students got lower score for listening. For Structure item, 23 students got improvement and only 7 students got lower score after the program. While in reading comprehension section, 23 students improved their score and only 7 students got lower. The mean score for each section can be explained as in the following table:

No	Sections of TOEFL	π	
		Pre Test	Post Test
1	Listening	37,4	39
2	Structure and written Expression	35	43
3	Reading Comprehension	33	42,6

   The students got higher score in all aspects of TOEFL. The mean score showed that Reading comprehension section improved 9,6 points after the program, while structure and written expression improved 8 points and Listening only 1,6 points. From this analysis can be concluded that TOEFL Matriculation Program gave significant improvement to the students' TOEFL score for each sections of TOEFL.

3. **The Teaching Material Used in TOEFL Matriculation Program**
   Based on interview and searching the document used by the tutors during the program, it was found that the following references were used during the program:
   1. TOEFL Preparation Guide by Michael and Marry
   2. Understanding and Using English Grammar by Betty Schrampher

3. Living English Structure By Stannard Allen
4. Common Mistakes by T. J. Fitikides
5. Kamus Tata Bahasa Inggris by Geofrey Leech
6. Let's Write English by George E. Wilson
7. Cambridge Grammar of English: A Comprehensive Guide 2006
8. Introductory Course for the TOEFL Test by Deborah Phillips. Longman 2004
9. The Secret of Toefl by Samuel Gandi 2013
10. Bank Soal dan Simulasi TOEFL oleh Muhammad Yusdi. 2012
11. Preparation Course for teh TOFL Test by Deborah Phillips. Longman
12. Cliff Test Preparation for TOEFL by Michael A. Pyle.
13. Reading Comprehension Strategies by Danielle McNamara. 2006

4. **The Lecturers' Teaching Strategies in TOEFL Matriculation Proram**
The strategies used by English Lecturers are as follow:

a. Teach the usage not the rules
b. Help the students with the four skills
c. Teach the students the strategies in doing the TOEFL
d. Use appropriate material
e. Note taking
f. Do the preparation
g. Use students' psychic Abilities

From the four respondents, none of them do recording while teaching. It clearly can be seen that the lecturers do not use the same techniques in teaching the four basic English skills when they they teach TOEFL. The lecturers use particular strategies to suit the TOEFL.

5. **Students' motivation in learning TOEFL through the TOEFL Matriculation Program**

The result of Questionnaire shows that there are several points the students' select as part of their motivation in following the matriculation program, the following table presents 7 highest answers from 24 items provided about the cause of their motivation

Table 1
**The highest items of students' motivation
after following the TOEFL matriculation program**

Number of item		Total of Students' answer	(%)
1	I actively follow the lesson every meeting	115	**95**
24	Whether I will be succsses or not in getting the good score on TOEFL, depends on me myself	111	**92,5**
8	I always pay attention on teachers' explanation	110	**91,6**
9	I actively follow the lesson happily	110	**91,6**
13	When I follow this program, I believe that I will be succsess if I try hard	103	**85,8**

19	I study and do the task independently	101	**84**
20	Before the tasks are collected, I always check them again	100	**83**

The Motivation from each item of questionnare is calculated by using the formula: Tital of students' answers is devided to the total highest score of items and multipled by 100. For example the total highest score of all item is 4 and the amount of item is 24, the percentage of item 1 is 115 : 96 x 100 = 95%.

The table shows that 95 % students follow the TOEFL matriculation program for every meeting. This data is also supported by the attendant list of each meeting, 30 students always present in the class. They also follow the lesson actively (91,6 %) and happily (91,6 %) because they realize that the succsess of their score are truely depend on how hard they work during the program.

The students also pay attention to the lesson taught although they still work on the task individually (84 %). They always check the task before they collect them.

Table 2
Students' motivation
in Learning TOEFL through Matriculation Program

No	Score of Students' answer	Amount of students	Percentage	Range of motivation	Level of motivation
1	0 - 50	-	-	0 – 50 %	low
2	51- 65	9	30 %	51 – 65 %	Enough
3	66 - 80	21	70 %	66 – 80 %	Good
4	81 - 100	-	-	-	Very Good

Table 6 shows that 70 % students have good motivation in following the TOEFL Matriculation program and no one has low motivation.

The findings of this research show how important to provide programs of TOEFL training in motivating the students to get familiar with TOEFL and get good TOEFL score. The result of Post test in this reserach performed the improvement of students' TOEFL score after they followed the TOEFL matriculation program actively.

Conclusion

This research find that TOEFL Matriculation Program has significant advantages for the students. This conclusion is supported by several valid data such as: first, the TOEFL score they got as pre test and post test is quite different and the post test after they follow the program is higher. Second, from three aspects of TOEFL, most of the students got highest score in Listening rather than another two aspects, structure and written expression and reading comprehension. Third, the teaching material used during the program are fully about update TOEFL. The tutors taught based on the syllabus. Fourth, the strategies used by the tutors are directly goes to TOEFL and different from their strategies in teaching English in common. And the last, 76 % students have good motivation in following the program, only 7 students in enough motivation and no one has low motivation. In 2016, only 30 students were allowed to follow the TOEFL Matriculation Program. The process of selection was quite

competitive. From more tham 5000 STAIN students, it was too limited and did not represent the need of all students. It is suggested that this program will involve larger amount of STAIN students in order to achieve the goal of qualified output of STAIN Curup. The tutor of TOEFL should build strategies to motivate students work together in group to discuss and solve the problem of TOEFL rather than let they study individually. TOEFL is not fully about knowledge of English but also strategies and tricks how to get good score in very limited time of test. UPB could hardly initiate the TOEFL Computer Based test for the future in order to get the high efficiency and effectivity of processing the test.

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