

**FACTORS THAT INFLUENCE TOEFL GRADUATION LEVEL IN
INTENSIVE TOEFL TRAINING PROGRAM FOR ENGLISH STUDY
PROGRAM STUDENTS AT STAIN BENGKALIS**

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ABSTRACT

This study provides an overview of the factors that influence the level of TOEFL graduation of English Study Program students in the Intensive TOEFL Training Program. The purpose of this study is to conduct an empirical investigation whether the factors variable affect the variable of TOEFL graduation level. The total populations in this study were 113 respondents. The data were collected through questionnaires. Data analysis was done by multiple regressions using SPSS version 22. The result showed that the factors simultaneously affect the level of TOEFL graduation.

Key words: TOEFL graduation, English Study Program

ABSTRAK

Penelitian ini memberikan gambaran tentang faktor-faktor yang mempengaruhi tingkat kelulusan TOEFL mahasiswa Program Studi Bahasa Inggris di Program Intensif TOEFL Training. Tujuan penelitian ini adalah melakukan penyelidikan empiris apakah variabel faktor mempengaruhi variabel tingkat kelulusan TOEFL. Total populasi dalam penelitian ini adalah 113 responden. Data dikumpulkan melalui kuesioner. Analisis data dilakukan dengan regresi berganda menggunakan SPSS versi 22. Hasil penelitian menunjukkan bahwa faktor secara simultan mempengaruhi tingkat kelulusan TOEFL.

Kata Kunci: Nilai TOEFL, Program Studi Tadris Bahasa Inggris

A. INTRODUCTION

TOEFL (Test of English as a Foreign Language) has been used by government scholarship selection agencies, universities, and agencies such as Fullbright (The Agency for International Development), the Latin American Scholarship Program, and others as a benchmark for English language proficiency . Bengkalis State College of Islamic Studies is located on Bengkalis Island which is the outermost area in Indonesia which is directly adjacent to Malaysia separated by the Straits of Melaka. This makes STAIN Bengkalis must be ready to compete in the international world. For most people, it's not easy to get a high TOEFL score. Intensive learning and training is required to get a high TOEFL score. English lessons obtained in lectures are far from enough to get the expected TOEFL exam scores. Likewise with those who want to study abroad.

Students of the English Study Program learn Introduction to listening, Intensive listening, Listening for TOEFL, grammar, speaking, writing and reading in different semesters. The Intensive TOEFL Training Program is provided by the English Study Program which is an intensive program to increase student TOEFL scores consisting of 16 (sixteen) meetings. The

material for this intensive TOEFL course includes listening, structure and written expression, and reading comprehension.

This study aims to examine the factors that influence the level of English TOEFL graduation in the Intensive TOEFL Training Program. This research is important to do, to find out how to increase the score of the students' TOEFL, namely by looking for factors that influence the level of TOEFL graduates first.

B. LITERATURE REVIEW

1. Previous research

The research of Sugeha (2015) about Students' Motivation on Learning English at TOEFL Program of ELFAST English Course in Pare. The objective of this research is to find out whether there are any correlations between motivation used by the students at TOEFL Program of ELFAST English Course in Pare. In her study, the writer used descriptive quantitative approach. The instrument used to investigate motivation is AMTB questionnaire designed by Gardner (1985). The data sources of this study were 24 students of TOEFL Program which was divided into three classes, A, B, and C. In collecting the data the writer did the process of distributing the questionnaire and putting them into a table. The result of research and data analysis showed that the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare was instrumental motivation and integrative motivation and the primary types of motivation among the students was instrumental motivation. Related to the relationship between motivation and the students' TOEFL scores, the positive significant correlation is revealed between motivation and students' English proficiency measured by TOEFL final scores.

The research of Riskiana (2010) about Optimizing Listening Skills to Improve the TOEFL score of STAIN Pekalongan Students. . This research aims at: (1) finding out whether optimizing listening skills can improve the students' TOEFL scores on listening; and (2) describing the class situation during the teaching of TOEFL listening by optimizing listening skills. This action research is conducted in two cycles each of which is divided into planning, acting, observing, and reflecting. There are two kinds of data. The qualitative data taken from observation, interview, and questionnaire are analyzed by using Constant Comparative Method. The quantitative data taken from the pre-test in the pre-research, post-test in cycle 1, and post-test in cycle 2 are analyzed by using descriptive statistics. The subjects of the research are the STAIN Pekalongan students taking English 3 class, the TOEFL Preparation Class, in the Academic Year 2014/2015. The result of the research shows that: (1) teaching toefl listening section by optimizing listening skills is able to overcome the students' problems in the three micro-skills of listening and consequently improve the students' TOEFL scores on listening. Their average scores improve from 101 in the pre-test to 118 in the post-test of cycle 1 and 129 in the post-test of cycle 2; (2) The class situation is attractive and the students are actively involved in the various activities done during the teaching and learning process. In line with the success of optimizing listening skills in teaching TOEFL listening, it is suggested that teachers should examine their students' listening problems so as to be able to teach them what they need in listening to English.

Muliyani, et al. (2015) conducted research on Motivation, Commitment and Culture of the Learning Environment towards Learning Achievement Participants of the TOEFL Preparation Course at the Hasanuddin University Language Center. This study aims to determine the effect of motivation, commitment, and culture of the learning environment on learning achievement (increase in English Language score / TOEFL score) of English Language Course participants at the Hasanuddin University Language Center. This research was conducted at the Hasanuddin University Language Center. Population involved 150

participants of the English Language Course (TOEFL Preparation) consisting of three research population groups namely TOEFL Preparation from the general public, TOEFL Preparation from the Unhas postgraduate program and TOEFL Preparation from the Unhas S1 students .

The number of sample in this study was 100 people from TOEFL Preparation course participants, the number of samples was obtained from the results of Slovin formula. The sampling technique used was random sampling. The source of data collection was the participants of the English Language course at the Hasanuddin University Language Center. Data collection techniques consist of subject analysis, observation, questionnaire / questionnaire and literature study. The analysis technique used is multiple regression analysis. The results showed that all hypotheses were accepted. Based on the test that the motivation, commitment and culture of the learning environment had a positive and significant effect on learning achievement both from partial and simultaneous testing. R-squared values could explain 55.4% of learning achievement, while the rest explained by other variables outside the model. Adjusted R-Squared values on learning achievement models of 54.0% variants of the dependent variable can be explained by independent variables.

2. Factors that influence the level of TOEFL graduation

The success of teaching and learning is a matter that is highly expected by the teacher in carrying out their duties, but the teaching factor is not the only factor that influences the success of learning. According to Hartanto and Inayati (2016: 133) the factors that influence the level of TOEFL graduation or the success of teaching and learning are:

a. Method

The method means a systemic way of working to facilitate the implementation of an activity in order to achieve the specified goals (Depdikbud, 1990). The method has a very large role in an educational process. If the education process does not use the right method, it will be very difficult to be able to expect maximum results.

There are a number of methods that can be used by educators. Among them are: a) Informative methods namely methods for conveying information, the form can be in the form of teaching sorogan, wetonan, lectures, panel discussions, b) Participatory methods are used to involve in processing material. The form of questions and answers, group discussions, brainstorming, and c) experiential methods is a method that allows participants to get involved in learning experiences. The form can be a method of training sensitivity, demonstration, practice

b. Media

Media can be interpreted as an "intermediary" or "introduction". Association for Education and Communication Technology (AECT) provides understanding of the media as all forms used for a process of information distribution. While the Education Association (NEA) defines as objects that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in teaching and learning activities (Mulyasa, 2003).

Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly give students its own dynamics. With its limitations, humans are sometimes unable to capture and respond to things that are abstract or that have not been recorded in their memories. To bridge the process of internalization of teaching and learning as such, it is necessary to have educational media to clarify and facilitate students in capturing the educational messages delivered. Therefore, the more students are presented with a variety of media and infrastructure that supports it, the greater the likelihood that educational values can be absorbed and digested.

c. Learning and Teaching Materials

According to Panen and Purwanto (2001) teaching materials are materials or subject matter that are arranged systematically, which is used by the teacher / teacher and students in the learning process. So teaching materials are all forms of materials used to help the implementation of teaching and learning activities. The material in question can be in the form of written material or unwritten material. Teaching materials if grouped by type are 4 types of printed material (material printed) such as handouts, modules, books, worksheets, brochures, photos / drawings and models. Hearing teaching materials such as cassettes, radio, LPs and compact disk audio. Material teaches views such as video compact disks and films. Interactive teaching materials such as interactive compact disc.

4. Instructor

In the Republic of Indonesia Law number 20 of 2003 article 1 states that Educators are qualified teaching staff as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations that are appropriate to their specificity, and participate in organizing education. The function of educators according to Hasbullah (2003) is as a guide, influence, to foster student activities and at the same time as a responsibility for the implementation of education.

The good conditions for educators are:

a. Teaching Skills

An educator must have the skills to educate or teach, give instructions, and transfer knowledge to students. He must be able to give encouragement, foster and develop so that students.

b. Social skills

An educator must have skills in the social field in order to ensure the trust and loyalty of students, which is helpful, objective if students advance and can respect the opinions of others.

c. Technical Competent

An educator must have technical skills, theoretical skills, and agility in taking decisions.

2.3 TOEFL

In general, TOEFL is more oriented to American English, and is different from the type of IELTS that is oriented towards British English. In general, the TOEFL does not have a dual interview test section. The TOEFL consists of 3 parts, namely the listening comprehension section (50 items), structure and written expression (40 items), and comprehension (50 items). The Test of English as a Foreign Language (TOEFL) consists of 140 subjects in multiple choices to know English.

1. Listening Comprehension

Listening sessions consist of two conversations (short and long conversation). In the conversation there will be two speakers, namely a student and a professor or a campus staff. Meanwhile, in lectures or discussions there will be academic discussions. In this test, participants will only be given one-time conversation and discussion material. Each conversation will be followed by 5 questions and each discussion will be followed by 6 questions. These questions are intended to measure participants' ability to understand the main ideas, important information details, implications, interconnected ideas, unity of information, the purpose of the speaker, and the attitude of the speaker.

2. Structure dan Written Expression

Writing sessions measure the ability of test participants in writing that consists of two exercises. The first exercise is interrelated practice and the second is independent training. In interrelated exercises, participants read an academic themed reading and then listen to a discussion that has the same theme. Participants will write a conclusion about the important points of what they hear and explain their relationship to what they read.

3. Reading Comprehension

Reading (reading) sessions consist of 3 to 5 readings, each containing 700 words and followed by several questions related to the reading. The theme of these readings is academic, that is about the things commonly found in college books. In addition, these readings also contain several rhetorical functions, such as causation, comparisons, and arguments (opinions). In this session, test participants will be asked about the main ideas, details of readings, conclusions, important information, information (insert statements), vocabulary, rhetorical goals, the overall idea, and the latest is to fill in the table or complete the conclusion.

C. RESEARCH METHOD

1. Population

The population of this study were semester 1 (one), III (three), V (five), and VII (seven) English Study Programs. The population is 113 students, with details of 27 first semester students, 19 third semester students, 26 V semester students, 41 VII semester students.

2. Variables

The variables analyzed in this study are divided into dependent and independent variables. Dependent variable (Y) is a dependent variable whose existence is influenced by other variables in the model. In this study the dependent variable is the TOEFL Value of Intensive Course Students. Independent Variables (X) are independent variables which will influence the dependent variable consisting of: Method (X1), Material (X2), Media (X3) and Instructor (X4).

3. Data Collection and Analysis Techniques

The data collected for this study are primary data and secondary data. Primary data was obtained by distributing questionnaires. Meanwhile, secondary data is obtained by looking at the TOEFL value of each respondent. Basically, this study aims to describe a particular situation or phenomenon, which can provide supporting information for further research.

Data analysis was carried out, using the help of a SPSS computer program version 22. Data processing used, multiple regression testing tools.

D. RESEARCH RESULTS AND DISCUSSION

Achievement of TOEFL student test scores at the TOEFL Training Program intensive is not satisfactory because most still have a value in the 350-450 range. Respondents felt that the method and media in the TOEFL program that had been followed did not support good TOEFL achievement. Therefore, it is necessary to know what factors influence the level of student TOEFL graduation. The results of the variance analysis is that the sig value obtained is equal to 0,000. Because the sig value obtained is smaller than the critical point (0.005), the TOEFL score of students at the intensive TOEFL Training Program is influenced by the method variables (X1), material (X2), media (X3) and TOEFL instructors (X4) simultaneously.

In testing the value of the Determination Coefficient, the value to be considered is the value of the Determination Coefficient (R²) of 0.892. This means that the Method variables (X1), Material (X2), Media (X3) and Instructor (X4) jointly influence the student's TOEFL graduation rate of 89.2% while the rest (10.8%) are influenced by other factors. The next test result is the regression coefficient value

a. Variable X1 (TOEFL Method)

The significance value of the X1 variable is 0.019. Because the value is smaller than 0.05, it can be concluded that the variable X1 individually has a significant effect on the level of TOEFL graduation. The regression coefficient value of the X1 variable is 0.019. This means that if the quality and quantity of the TOEFL learning method (X1) is improved it will have an impact on the level of TOEFL graduation. Conversely, if the quality and quantity of the TOEFL learning method (X1) decreases it will result in a decrease in the TOEFL value. The conclusion is the learning method variable (X1) is one of the variables that significantly affect the level of TOEFL graduation.

b. Variable X2 (TOEFL material)

The significance value of variable X2 (TOEFL material) is 0.015. The value is smaller than 0.05, it can be concluded that the variable X2 individually has a significant effect on the level of TOEFL graduation. The regression coefficient value of the variable X2 is 0.015. The conclusion is the TOEFL material variable (X2) is one of the variables that significantly affect the level of TOEFL graduation.

c. Variable X3 (TOEFL learning media)

The significance value of the X3 variable (TOEFL learning media) is 0.559. Because the value is greater than 0.05, it can be concluded that X3 variables individually do not significantly affect the level of TOEFL graduation. The conclusion is that the learning media variable (X3) is one of the variables that has no significant effect on the level of TOEFL graduation.

d. X4 Variable (TOEFL Instructor)

The significance value of the variable X4 (TOEFL Instructor) is 0.044. Because the value is smaller than 0.05, it can be concluded that the X4 variable individually has a significant effect on the level of TOEFL graduation. The conclusion is the TOEFL instructor variable (X4) is one of the variables that significantly influence the level of TOEFL graduation.

E. CONCLUSION

The purpose of this study is to conduct an empirical investigation whether the factors variable affect the variable of TOEFL graduation level. The results of the variance analysis is that the sig value obtained is equal to 0,000. Because the sig value obtained is smaller than the critical point (0.005), the TOEFL score of students at the intensive TOEFL Training Program is influenced by the method variables (X1), material (X2), media (X3) and TOEFL instructors (X4) simultaneously. In testing the value of the Determination Coefficient, the value to be considered is the value of the Determination Coefficient (R²) of 0.892. This means that the Method variables (X1), Material (X2), Media (X3) and Instructor (X4) jointly influence the student's TOEFL graduation rate of 89.2% while the rest (10.8%) are influenced by other factors

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