THE IMPLEMENTATION OF TOEFL PRACTICUM CLASS TOWARD THE RESULT OF STUDENTS' TOEFL SCORE IN ENGLISH AND LITERATURE DEPARTMENT

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ABSTRACT

The policy of many universities regarding to the mandatory of TOEFL test for students has become a new discourse in academic circles, especially from the student's perspective. Although the standards set by each university are different, there are some similar conditions faced by students in meeting these standards such as, TOEFL becoming a burden for students, particularly those with limited English skills, moreover, it is increasing the cost of study by requiring students to pay for the test execution cost. Therefore, in line with this policy, the campus must provide support so that each student can meet the expected qualifications. This study aims to describe how the TOEFL Practicum Class is organized by the English language and literature department to help students meet the TOEFL standard set by the campus, which is 500. The experimental method in this research uses a type of research design with a pretest-posttest control design method, and the total sample used was 64 students from the fifth semester of English and literature department. this study consists of 3 stages, namely preparation stage, implementation stage and final or evaluation. stages. Based on the findings regarding to the effectiveness of the TOEFL Practicum Class implementation, it can be seen from the results of the pre-test and post-test means score, which seems to have increased toward the score of the students.

Keywords: TOEFL Practicum Class, Student's TOEFL Score, English and Literature, Implementation

INTRODUCTION

English proficiency tests have become necessary for English department students to pursue additional education, apply for jobs, and develop in their careers (Manan et al., 2020). Nowadays, English proficiency tests have come into several types, such as TOEFL, International English Language Testing System (IELTS), Pearson Test of English Academic (PTE-A), Cambridge English Language Assessment, and so on. TOEFL, which was founded in 1964 and was the first supplier of language proficiency tests among the aforementioned ones, contributed to a

reflection on test-takers' English proficiency–specifically for English non-native speakers, institutions, and the provider itself. (Rahma et al., 2021).

The Test of English as a Foreign Language (TOEFL) has become extremely popular for both academic and non-academic purposes (Nirmasari et al., 2019). TOEFL is used as one of the requirements of educational institutions' admission tests for academic purposes (Papageorgiou & Cho, 2014). TOEFL is used for non-academic applications to assess passive English skills, such as listening and reading, of competent individuals in various industries. As a result, those who pass the TOEFL with specified scores are expected to pass the standard test or be recruited as planned. Since the 1960s, TOEFL has been touted as the most standardized examination to assess non-native speakers' English proficiency skills (Sulistyo, 2009). The TOEFL test has been used not only in the academic context (Morris & Maxey, 2014) but also in the workplace setting (Mustafa & Anwar, 2018). For this reason, it is not surprising that TOEFL has its highest status among others.

The fact that the TOEFL played an important role in determining someone's English proficiency, the university used it as a standard requirement for the students (Wibowo, 2020). The students could use the certificate to continue their studies in Indonesia or abroad. In addition, global interaction is held by international languages to compete for needs in the ability to communicate. One improvement by universities is to create graduates who can internationally communicate with people around the world. One way to know who proficient their students were by holding an English proficiency test to measure students' skills in acquiring English. In conclusion, TOEFL provides the preparation stage for students to continue their studies at universities, either for admission or graduation. Then, TOEFL has now been acknowledged as an important and attractive component in English language learning at an earlier stage, like senior high school (Akmal et al., 2020).

In the English and Literature department of UIN Alauddin Makassar TOEFL score is one of the requirements that must be met by the student to be able to follow the final exam. The TOEFL score that must be fulfilled by students in this department is 500. This is certainly a challenge for students. Based on the information from the language laboratory staff in the faculty of Adab and Humanities, only a few students can get 500 in one test. Most students have to repeat up to 3 tests to get the required score. Other studies have concluded that, Some of the issues raised by requiring TOEFL scores as a condition of final exams include: (1) inhibiting students' ability to pass quickly; (2) TOEFL becoming a burden for students, particularly those with limited English skills; (3) increasing the cost of study by requiring students to pay for the TOEFL test and the test execution cost (Kasim, 2016). From the above problems, the English and literature department tries to provide an additional class, namely the TOEFL practicum class to enrich students' knowledge and skills about TOEFL, so that the various problems faced by students can be overcome. This paper aims to describe the implementation of the TOEFL Practicum Class for the 5th-semester student of the English and Literature department, Uin Alauddin Makassar in 2020.

REVIEW OF LITERATURE

Test of English as a Foreign Language (TOEFL)

TOEFL The Test of English as A Foreign Language (TOEFL) is an internationally recognized aspect of the English language proficiency test. Foreign universities such as the United States have set a minimum TOEFL score of 550 for students who are interested in studying in that country. Apart from that, other forms of English proficiency tests such as TOEIC (Test of English for International Communication) and IELTS (International English Language Testing System). In the world of education, TOEFL is very popular because almost all universities in Indonesia apply TOEFL requirements both as an entry and graduation requirement. The TOEFL commonly used in the world of education is the paper-based TOEFL test. TOEFL is recognized as a language proficiency test Official English for undergraduate, master, and doctoral students as academic interests. Sharpe (2004) added TOEFL is also used as a prerequisite for continuing further studies for speakers of English as a foreign language who continue to study abroad with English as their first language.

In the book of ETS (English Testing Program) (2006), it is stated that TOEFL is used as an evaluation of English proficiency as a foreign language of students. Komari (2008) states that the TOEFL consists of three types, namely Paper-based TOEFL, Computer-based TOEFL (CBT), and Internet-based TOEFL (IBT). At Universitas Teuku Umar, students still use the TOEFL PBT or paper-based TOEFL system because this test is considered cheap and easy. Besides, local institutions and companies still accept this TOEFL PBT certificate on the condition that the institution holding the test is an acknowledged or official language institution. According to ETS (2006), there are three types of TOEFL tests, namely:

1. International TOEFL / Official TOEFL. These test scores are valid and recognized in all institutions anywhere in the world.

2. Institutional TOEFL. This TOEFL score is valid and recognized by several institutions. This type of TOEFL is generally used to apply for scholarships, continuing education, applying for jobs, and others.

TOEFL Prediction / TOEFL-like This TOEFL score is only valid and recognized internally by the test administering institution.The TOEFL test is also used to pre-qualify students for graduation. In general, three types of tests are tested in the TOEFL PBT; listening, structure and written expression, and reading comprehension. TOEFL PBT consists of ITP (Institutional Testing Program) which is held directly by ETS. The second type of PBT is the predictive TOEFL (equivalent) which is commonly used to predict scores as a condition for graduation in college. The purpose of this test is to systematically place students in certain ranking positions, for example from a score of 400 to 677.

TOEFL Policy

According to Friedrich, quoted in Wahab (2004), a policy is an action that leads to the goals of a person or a group of people or a certain government in connection with the obstacles faced so that opportunities are needed to achieve the stated goals. Therefore, the policy is a rule that aims to offer

solutions to the obstacles faced. According to Law number 2 of 1989 regarding the education system which states that English is the first foreign language to enter the Indonesian education system. The law clearly states that English is a compulsory subject for secondary and elementary schools. English is also studied as a general subject at the tertiary level in Indonesia. As a general subject, English is studied as an introduction. It does not guarantee students to be able to communicate well and do not have good foreign language skills.

TOEFL at a higher educational institution is managed by an English laboratory or language center. In Indonesia, TOEFL is used for continuing study, promoting job level, getting the job, and graduation requirement. In some countries in Asia, English language policy has been initiated at the macro level in the appearance of the globalization era. This globalization has led to educational policymakers in Asian countries involving the English discourse in for internalization of their own higher education, participation in economic globalization, and development (Hamid & Nguyen, 2016). Hamid's and Nguyen's study (2016) suggested that English language policy should pay attention to what society need, linguistics point of view, globalization challenge needs, and teachers' skill development. To improve the use of English in the globalization era, several campuses set a TOEFL score as a graduation requirement. For example, the Rector of Alauddin Islamic State University an many other universities who stipulated a policy of implementing TOEFL scores for students who would carry out undergraduate sessions. The TOEFL exam is a test that must be taken by all students to fulfill the thesis defense requirements. The problem is, although it is compulsory, the university does not make TOEFL one of the general courses or elective courses that students can take. As a result, many students are not able to face the TOEFL exam well. Indeed, there are general English courses that can be followed, it's just that what is taught in these general subjects is limited to Basic English lessons such as grammar, there are no lessons related to the TOEFL. Because of these problems, this policy needs to be considered and students' perceptions need to be studied to find out the needs and problems they face.

TOEFL Practicum Class in English and Literature Department

The English language and literature department always holds a TOEFL practicum to find out students' abilities. so that the TOEFL practicum activities are always given by the lecturers and explain the tricks in the TOEFL work, here is the explanation of each section in the TOEFL:

Listening

Listening material consists of 50 questions with 30 questions for short dialogue sessions, 7-9 questions for long conversation sessions and the rest for lecture sessions. Common tricks for listening as well as structure and reading begin by recognizing various directions and cues. As much as possible, listen to conversational discourses properly because the recording is only played once and the recorded conversation is not written on the exam questions. Know the time well (train speed). We have to answer each question within 12 seconds as well as prepare ourselves for the next question. Never leave blank answers on a worksheet. Even if we are unsure of the answer, choose the most

correct answer possible and concentrate on the next dialogue. There is no penalty for wrong answers. When completing a question, we will have time to glance at the answer in anticipation of the next possible question. For short dialogues, a few tricks can be used, namely:

Focus on the last line. A short dialogue involves a conversation between two people, each of which is followed by a question. One trick in short dialogue is to concentrate on the last line because it may contain answers. Listen to the first line of the dialogue, if we can understand it that's great, otherwise there's no need to worry because it might not contain an answer. Immediately get ready to concentrate on the last line because the possible answers are on this line. Repeat the last line in our mind to go back to remembering the last dialogue that was discussed while looking for the most appropriate answer.

Choose answers with synonyms. Often the correct answer in a short dialogue is one that contains synonyms (words with the same meaning but different voices) in the key words in a conversation. Therefore, when we listen to the last line of the dialogue, concentrate on the key words we hear. If you find various synonyms for key words in a particular answer, then we are likely to have found the correct answer.

Avoid the same sounds. Oftentimes the incorrect answer to a short dialogue is one that has the same sounding words but has a different meaning from what was heard on the recording. Of course, we should avoid answers like these. To anticipate this problem is to identify keywords from the last line of dialogue and identify words in the answers that have the same voice and do not select these answers.

Draw conclusions about who, what and where. Often also encountered in short dialogue questions about a conclusion. In this type of question, the answer is not clearly described, we must draw conclusions based on the clues given by the dialogue. Here's a note to keep in mind for these types of questions. Who (who) is likely to be speaking? What will be done next? Where is this dialogue likely to take place? Meanwhile, the trick for long conversation sessions and lectures is to determine and anticipate topics and questions, draw conclusions regarding who, what, when, where and listen to the answers in order.

Structure

The material for structure consists of 2 parts, namely structure (questions 1-15) and written expression (questions 16-40). The time taken to answer all questions is 25 minutes. A common trick is to learn sentences (sentences).

Our goal is to determine what is needed to complete the sentence correctly. Study each answer based on how to complete the sentence well. Eliminate answers that don't complete sentences well. Don't try to eliminate incorrect answers by looking only at the answers. An incorrect answer in general is an answer that is self-correct. An incorrect answer is not correct only when it is used to complete the sentence. Sometimes we feel that all the answers are correct, but in every TOEFL material we have to find the most correct answer among the correct ones. Some tricks for answering

the questions in the structure session (the first 15 questions) are to make sure that the sentence has a subject and a verb for the one-clause sentence.

Be careful with changes in the tense (grammar) that follow the adverb of time, whether this sentence occurred in the past (past tense), present (present tense) or has occurred (perfect tense). If you find a sentence with multiple clauses then use the correct conjunctions or use the correct conjunctions of time and cause and effect. For written expressions, some of the tricks to answering this session are to pay attention to problems with verb form and usage. Also, pay attention to problems with passive verbs, problems with nouns, adjectives and adverbs. There is also a problem with the article (a, an, the).

Reading

Reading consists of 5 discourses with 50 questions in 55 minutes. Questions can be about the main idea or the whole idea, vocabulary and so on. Discourse starts from easy to difficult with sequential questions and answers. So don't repeat reading the discourse from the beginning to find the right answer. For example, if given a clue to find an answer on a particular line, this means that the next answer will be under that line. Some important tricks are not to read too long because we don't have much time. It remains possible to answer questions correctly without having to read the discourse in depth. Don't worry if the discourse is unfamiliar because all the information to answer the questions is already included in the discourse. Don't spend a lot of time on unsure questions, just guess and move on. We can return to this question if there is time. There is no penalty for every guess. That's a short trick from me. Due to space constraints, this post does not include examples for every trick. If you want to have a direct discussion, feel free to contact me via email.

METHOD

The researchers used experimental design. Experimental research in language learning has a tradition of adopting the experimental principles and procedures used in human psychological research, which aims to understand what goes on in human minds, including those processes associated with learning, cognition, emotion and affect. The approach to experimental research in this book is largely influenced by the way an experiment is considered and conducted in cognitive and psychological research generally, and in applied linguistics specifically. Experimental research methods have various types of designs. The experimental method in this research uses a type of research design with a pretest-posttest control design method. In this design, Sugiyono states "that there are two groups selected randomly, then previously given a pre-test to find out the initial state between then given the experimental group in all students without a control class. Furthermore, it is known the results of the pretest of the two groups, and then the experimental class is given treatment (X). After being given treatment or treatment to all sample groups (experimental group), it was followed by posttest giving to all sample classes used. Furthermore, to see the effect of treatment based on its significance is to use parametric statistical tests or nonparametric statistical tests. If there

is a significant difference between the pre-test and post-test, then the treatment given has a significant effect.

Participants

The research location was carried out at the Faculty of Adab and Humanities, for the implementation of the pre-test and post-test using 4 rooms. Then the treatment given after the pretest was divided into 4 groups of 16 students each. The total sample used was 64 students.

Instruments

Observation

In the early stages, the researcher observed the sample used to be the research subject, and also the researcher saw the TOEFL questions used by the participants.

Test

The test consists of an initial test (pre-test) and a final test (post-test).

a) Pre-test: The initial test is a test given to students before starting teaching and learning activities. This initial test aims to determine the results of students' initial learning in the experimental class.

b) Post-test: The final test is a test given to students after the learning process takes place. This final test aims to determine the increase in student learning outcomes after learning by using the experimental method. The pre-test and post-test question sheets can be seen in the appendix. The tests used in this study consisted of several tests, tests were given to students before and after learning activities with the application of experiments related to the explanation of Listening, structure and reading, tests in the form of multiple-choice questions, 50 numbers of Listening, structure, 35 numbers, reading 50 numbers, consists of pre-test and post-test questions.

c) The formula to assessment the effectiveness implementation of TOEFL practicum:

Percentage	Interpretation
<400	Not effective
400 – 550	Less effective
560 - 750	Enough effective
>760	Effective

Modification from (Hake, R.R, 1999)

Interview

For this stage, researchers interviewed students and teachers after going through the pre-test experiment and post-test processes.

Procedures

The research activities will be described in the following table:

Preparation Stage

Conducting observations to schools that will be used as research sites, determining the subject matter or material to be used for research, compiling research instruments, determining the sample to be studied.

Implementation Stage

Observing the classes before the research, asking permission from the English language and literature department that research held at the faculty, conducting research in the form of experiments with Problem Based Learning models in class, distributing preliminary and final tests to students.

Final Stage

Collect all research data, process and analyze research data, draw research conclusions, and prepare research reports.

FINDINGS AND DISCUSSION

Findings

The Implementation of the TOEFL Practicum Class in the English and Literature Department of UIN Alauddin Makassar

The implementation of the TOEFL practicum, which is carried out in the English language and literature department, first goes through various stages.

The Initial Test is Called a Pre-Test

Researchers collected 80 students, and then were given TOEFL questions which included 50 listening questions, structure 40 questions and 50 reading questions. The result of pre-test could be seen by char below:
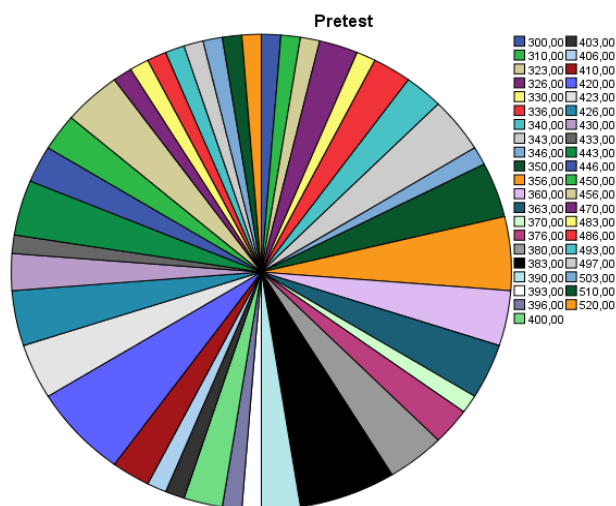
Treatment

After getting the results of the pre-test scores, they were given treatment for 6 meetings to discuss TOEFL questions.

The first meeting: discussing tricks to answer listening questions

Second meeting: discussing listening questions

The third meeting: discussing the tricks of answering Structure questions

Fourth meeting: discussing Structure questions

The fifth meeting: discussing tricks to answer Reading questions

The sixth meeting: discussing Reading questions

1. *Post-test*

The researchers collected 80 students again, and then they were given TOEFL questions which consisted of 50 listening questions, 40 structure questions and 50 reading questions. According to the questions that have been given at the pre-test stage.
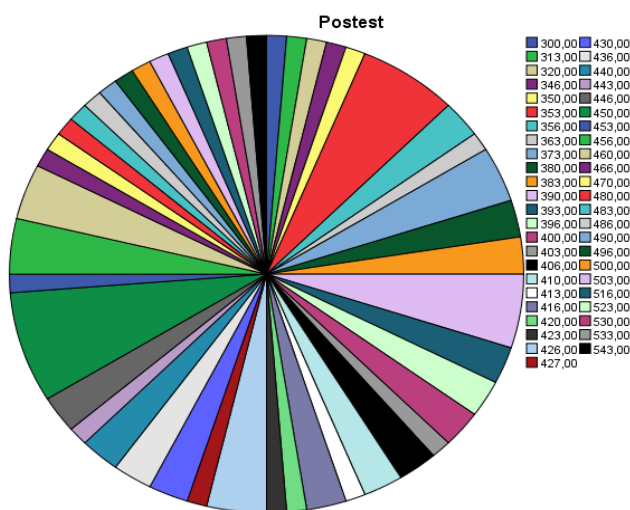
After implementing the TOEFL practicum process in a class with 80 students, the researcher can conclude the results of the scores obtained by students from the pre-test and post-test, by looking at the results of descriptive statistics analysis and paired samples statistics, using SPSS 24.0, the following is the explanation below:

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Pretest		80	300.00	520.00	398.1375	50.82353
Posttest		80	300.00	543.00	421.8375	52.70444
Valid (listwise)	N	80				

By looking at the results of Descriptive statistics, it can be seen that the minimum value on the pre-test and post-test is 300 and the maximum at pretest 520 and post-test 543, it can also be seen that there are differences in the mean and standard deviation. So, it can be concluded that the application of learning or treatment can be seen to increase at post-test, although not significant.

The Effectiveness of the Implementation of the TOEFL Practicum Class in the English and Literature Department of UIN Alauddin Makassar

Researchers analyzed the effectiveness of the application of TOEFL practicum in the language and English literature majors using SPSS 24.0, the results can be seen by analyzing paired samples statistics and paired samples correlation. N shows the number of participants as many as 80 students, then it can be seen that the mean and standard deviation is different between the pretest and posttest.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	398.1375	80	50.82353	5.68224
	Posttest	421.8375	80	52.70444	5.89254

By seeing the mean score, we can now see that the effectiveness of pretest under 398 is not effective and posttest 421 is less effective.

Percentage	Interpretation
<400	Not effective
400 – 550	Less effective
560 - 750	Enough effective
>760	Effective

The standard deviation of pretest 50 and posttest 52 shows an increase before and after the application of learning carried out by the lecturers, although it is not significant.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	80	.735	.000

Because the sig 2 tailed values are 0,000 < 0.025, then Ho is rejected. This means that there are differences in values before and after learning (the learning method used by the lecturers in 6 meetings was successful, but the result of the posttest of the students is not significant).

Discussion

The Implementation of the TOEFL Practicum Class

The implementation of the TOEFL Practicum Class in the English and literature department of UIN Alauddin Makassar is needed to apply to the students. Students majoring in English language and literature in their curriculum have learned English language skills, namely writing, listening, reading, and speaking, however, it does not guarantee that their TOEFL results are good. In the

department of English language and literature, it has implemented a minimum for final students as the final requirement of their study, namely at the point 500. However, in research, researchers have seen whether there is an increase in the pre-test and post-test. Based on the findings above, related to the pre-test results, it is necessary to provide practicum to students, to increase their knowledge related to TOEFL questions.

At the stage of providing material, namely treatment to students, about 6 meetings discussing 3 skills in English are listening, structure, and reading. Students are given knowledge about the tricks in answering these 3 skills, and then are also trained in answering TOEFL questions, so that students can answer the questions presented in the next post-test well.

Treatment given to students as many as 80 people divided into 4 groups taught by each lecturer who is competent in their field. After being given treatment for 6 meetings then the post-test was given.

It can be seen that the post-test analysed in the findings seems to have increased although slightly. It turns out that there is an influence from the application of the TOEFL practicum. The results of the researcher's analysis, that the application of the treatment given to students is still too short, because based on previous research (Nirmasari, 2019) said that the study has pedagogical implications that emerges Indonesian online TOEFL preparation material under learning management system persistently. So, it means that the students need to prepare their study so they can improve their exercises to study for the TOEFL. Nowadays, learning TOEFL online in today's world is wide open on the internet. Students can easily find resources presented on various platforms on the internet.

The Effectiveness of the Implementation of the TOEFL Practicum Class

The effectiveness of the implementation of the TOEFL Practicum Class in the English and literature department of UIN Alauddin Makassar. Based on the findings above regarding the effectiveness of the TOEFL practical application, it can be seen from the results of the pre-test and post-test means score, which seems to have increased although slightly. In the less effective category. According to the observations and interviews of researchers to several students, it may be due to a little time for practicum and the discussion of material on TOEFL questions is shorter and easier to understand, which is held by the English language and literature department. However, the visible post-test results can be given suggestions to students, lecturers and TOEFL organizers that TOEFL learning and motivation to students must be delivered regularly.

Taking the test and getting a high TOEFL score is the goal of the test takers. Not surprisingly, participants will try their hardest to get the desired score. Increasing the TOEFL score is certainly not easy for participants who are unfamiliar with English. In Indonesia, English is a foreign language that is studied on a limited basis in schools. To improve English language skills, usually students will study outside of school such as in institutions that hold English courses. TOEFL itself is a test to test how good the participant's ability to understand English. TOEFL is divided into 3 or 4 sessions

according to the type of TOEFL being followed. Before the TOEFL exam, participants are advised to prepare as early as possible. If possible, test takers can take English courses or take a pre-test in the form of a TOEFL exam simulation. In this case, Listening and Speaking are considered difficult skills. Ears that are not accustomed to hearing foreign languages and tongues that are difficult to pronounce a language that is different from everyday language, of course, find it very difficult.

The Ways to Achieve a High TOEFL Score

Achieving high scores on the TOEFL is not an impossible thing. As long as there is a willingness to learn TOEFL, the desired results on the TOEFL will definitely come true. Apart from studying, and often practicing, maintaining health is also important so that during the test, participants can work on the questions well. Here are 3 ways to get a high TOEFL score, namely:

The Existence of Motivation

When the motivation to score high on the TOEFL appears, learning English is not something that is forced. As is well known, most students or participants learn English not because of their own will, so it's no wonder that high scores are difficult to get.

Often Practicing and Studying English

You can use the time before the TOEFL exam to practice speaking in English to increase vocabulary, often read English newspapers or magazines, or listen to English songs and videos.

Preparedness in Advance

Some students or participants sometimes get high scores on the TOEFL with short preparation. That is not an oddity, because most students who take the TOEFL have prepared themselves in advance by taking courses or pre-tests so that they are familiar with the ins and outs of the TOEFL.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the implementation of the TOEFL Practicum Class in the English and literature department of Uin Alauddin Makassar, the application of learning or treatment can be seen to increase at post-test, although not significant. Based on the findings above regarding the effectiveness of the TOEFL practical application, it can be seen from the results of the pre-test and post-test means score, which seems to have increased although slightly. Through this research, researchers suggest that TOEFL teachers can provide TOEFL training in every skill lesson taught in class regularly, so that students have plenty of time to learn to answer TOEFL questions. and continue to provide motivation for students to practice answering TOEFL questions. Then for students, so that they can really study the TOEFL questions, because it is different from English lessons in general, and are always motivated to get high scores.

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