Evaluation of Sriwijaya State Buddhist College Students' TOEFL Preparation Program

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Abstrak

Artikel ini merupakan hasil penelitian mengenai evaluasi program persiapan TOEFL mahasiswa STABN Sriwijaya. Evaluasi ini dilakukan dalam proses kegiatan belajar mengajar selama enam bulan atau setara dengan 23 jam, dengan mata kuliah Bahasa Inggris III yang notabene merupakan mata kuliah mengenai persiapan TOEFL bagi mahasiswa STABN Sriwijaya. Tujuan dari penelitian ini adalah mengevaluasi program persiapan TOEFL mahasiswa STABN Sriwijaya selama satu semester, berfokus pada pemberian materi pembelajaran, dan nilai TOEFL yang diperoleh. Program persiapan TOEFL ini ditujukan untuk meningkatkan kemampuan penguasaan Bahasa Inggris mahasiswa STABN Sriwijaya menggunakan TOEFL prediction test. Berdasarkan hasil penelitian diperoleh kesimpulan bahwa (1) secara keseluruhan TOEFL preparation test telah dilaksanakan dengan hasil bervariasi. Hasil pembelajaran TOEFL preparation test selama satu semester (14 pertemuan x 100 menit = 1400 menit, atau setara dengan 23 jam) menghasilkan peningkatan rata-rata nilai pretest TOEFL dan posttest TOEFL; (2) skor TOEFL prediction test ini hanyalah sebagai prediksi mahasiswa dalam melakukan TOEFL, tidak bisa dijadikan sebagai jaminan bahwa nilai mahasiswa akan sama dengan skor TOEFL aslinya; (3) kelas persiapan TOEFL preparation ini perlu diadakan lagi, dan ditambah intensitas waktunya agar hasil skor TOEFL mahasiswa lebih maksimal. Saran bagi penelitian ini adalah: (1) perlunya pembelajaran yang intensif bagi kelas tes persiapan TOEFL, (2) motivasi mahasiswa perlu ditingkatkan agar skor TOEFL mahasiswa meningkat, terutama dengan menambah kosa kata, pengetahuan grammar atau structure, listening, dan reading comprehension, (3) sosialisasi pentingnya skor TOEFL yang tinggi bagi mahasiswa untuk berbagai keperluan, seperti persyaratan untuk melamar beasiswa di luar negeri dan prasyarat untuk studi lanjut ke jenjang yang lebih tinggi, (4) mahasiswa perlu dimotivasi untuk mengikuti kursus atau UKM Bahasa Inggris agar keterampilan berkomunikasi menggunakan Bahasa Inggris lebih terasah dan lebih mahir dalam berbahasa Inggris, sehingga dapat bersaing secara kompetitif di dunia kerja.

Kata Kunci : Evaluasi, Program Persiapan TOEFL, TOEFL Prediction Test

Preliminary

English is an international language that is commonly used in the world. Currently Indonesia is a country that is competing globally due to the signing of a free trade agreement or also called the ASEAN Economic Community (AEC). With this AEC, all ASEAN countries are free to work and compete in ASEAN's neighboring countries, including Indonesia. Competition carried out against all sectors both in the field of services, trade in products and services or labor is treated equally. Therefore, qualified language skills must be mastered by the people of Indonesia, namely English.

Unfortunately the English language skills of the Indonesian people are still low and have low competitiveness. Data shows that Indonesian English proficiency is still low, which is ranked 61 out of 100 countries (Source: EF EPI 2019), and for

competitiveness, Indonesia dropped five ranks compared to 2018 and then ranked 50th in 2019 (Source: CNN Indonesia). Low English language skills are closely related to low competitiveness. Low English language skills can be improved through English language training, English language courses, attending Vocational Training Institutions (VTI), or taking the TOEFL Preparation Test.

This research was made based on several backgrounds that the writer faced in the English class at the Sriwijaya State Buddhist College, including:

1. Most of the Sriwijaya State Buddhist College students come from the regions, and are more comfortable using regional languages/Indonesian language in daily life;
2. The vocabulary owned by Sriwijaya State Buddhist College students are not many, therefore Sriwijaya State Buddhist College students are less skilled in speaking English;
3. Psychological factors (fear of being wrong and ashamed to speak in English) are still obstacles for Sriwijaya State Buddhist College students in speaking English;
4. The low English proficiency of Sriwijaya State Buddhist College students results in the low English scores of students;
5. Students have never taken the TOEFL test.

For most students facing the TOEFL test is not easy to do, because the TOEFL test takes two hours including the listening section, structure and written expression, and reading comprehension. Difficult questions, including lengthy conversations, varied topics, and varied reading comprehension require strategies in answering the questions create reluctant the students to follow TOEFL test.

Students are unable to take the TOEFL test because the raw input for English is still weak, the vocabulary is poor, and knowledge of English grammar is lacking, and are not used to take the TOEFL test. The TOEFL test requires seriousness and persistence in doing it, as well as a strong will and motivation to achieve a high score on the TOEFL test.

Difficulties of students in doing the TOEFL variation test, namely in the Listening section, it is difficult to understand long conversations; in the Structure and Written Expression section, lack of understanding of English grammar; and in the Reading Comprehension section, students must be able to master the vocabulary, master the scanning strategy, skimming, inferencing, restating, finding main ideas, quickly because they are racing against the specified time.

The purpose of this study was to evaluate the TOEFL preparation program for Sriwijaya State Buddhist College students for one semester, focusing on providing learning materials, and TOEFL scores obtained. The TOEFL preparation program is intended to improve the English proficiency of Sriwijaya State Buddhist College students using the TOEFL Prediction Test.

In following the TOEFL Preparation Test learning process, qualified English language skills are required. Learning English as a second language is not easy. According to Ellis (1994: 540) there are several factors that influence the learning of second language acquisition, such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality

According to Brown Douglas (2008: 314-315) there are several learning variables that influence second language acquisition, namely: the variable age factors of childhood, adolescence and adulthood. For adulthood, second language learning is influenced by biological critical times, peer pressure, teaching / learning context and second language. The second variable is the cognition factor which involves general

intelligence, language talent and one's learning strategies. The third variable is the ability of the native language in terms of phonological, grammatical and semantic transfers. The fourth variable is input to one's language whether through free learning or guided learning.

This research involves TOEFL test, so it can be concluded involving learning about testing, assessment approach in achieving the TOEFL score. According to Brown (2008: 316), Test is a method of measuring or performance of one's abilities, and knowledge in a given domain. Tests are method or instrument of a set of technical, procedures or details that require the performance of students who take the test. To ensure the test is good, the method applied must be straightforward and structured: multiple choice types, questions with definite answers, standard written answers and other types. The test must be able to measure general abilities or special abilities, competencies or measure objectivity (Brown H. Douglas, 2004: 3).

Assessment is defined as an ongoing assessment process or ongoing progress that covers a broader range. The test is a small part of the assessment. Tests can be categorized as summative assessments including quizzes, periodic review tests, midterms and final exams (Brown H. Douglas, 2004: 6).

The TOEFL test is categorized as a Norm Referenced Test because the score is linked based on tiered counts or has a percentage stage, with the aim to position students in certain ranking positions, for example the position of the TOEFL score of 450 out of 600 (Brown H. Douglas, 2004: 7). The TOEFL results are determined quickly, precisely and effectively.

Students' English language skills can be measured by the TOEFL (Test of English as A Foreign Language) test. The TOEFL test includes three parts, namely Listening Comprehension, Structure and Written Expression, and Reading Comprehension, with the following details:

Table 1. Sections in the TOEFL Test

Section	Number of Questions	Length of Time	Score
Listening	50	35 minutes	31 – 68
Structure and Written Expression	40	25 minutes	31 – 68
Reading Comprehension	50	55 minutes	31 – 67
Total	140	115 minutes	310 – 677

TOEFL scores are prerequisite for graduation in almost all tertiary institutions in Indonesia. The minimum TOEFL score required for study programs outside the English department at several public tertiary institutions is 450. To improve English language skills, Sriwijaya STABN students are given an English course III, which contains a TOEFL preparation program in order for students to master four English language skills so that their TOEFL scores increase. If the TOEFL score is high, they will easily find a job or continue their study to a higher level to postgraduate. TOEFL test is prerequisite for students in order for them to use their English actively to be able to compete in the international workplace.

The TOEFL Preparation material is given in one semester, beginning with the pre-test before training, and then the TOEFL Preparation training, and post test at the end of learning.

Method

Research is an activity to solve problems and find theories or new results in the occupied field. The method used in this research is pre-experimental. Sugiono (2013: 109) states that, "Pre-experimental research results are the dependent variable not solely influenced by the independent variable". That is why in this study only one class was used, as the experimental class. This research method was carried out by giving TOEFL Preparation Test learning to Sriwijaya State Buddhist College students for 14 meetings for 100 minutes per meeting, with meetings equivalent to 1,400 minutes or 23 hours. The teaching material used is "Barron's: How to Prepare for the TOEFL Test" by Pamela J. Sharpe.

The TOEFL material consists of three sessions, namely: listening comprehension, structure and written expression, and reading comprehension. The TOEFL Preparation Test learning process is given once a week for 100 minutes per meeting, with the following process of carrying out activities, namely: Pre-test, TOEFL Preparation Test, Post Test, and evaluation. The number of TOEFL Preparation Test participants was 22 students. Pre-test and Post TOEFL tests are performed using the Computer program test, the ARCO TOEFL test.

The TOEFL Preparation Test learning process is given once a week for 100 minutes per-meeting, with the following process of carrying out activities, namely:

1. Know and set strategies to face the TOEFL. In the international TOEFL standard there are 64 materials that come out in the exam, so as an instructor it is necessary to set a strategy in dealing with the TOEFL test;
2. Pre-test to find out the student's initial TOEFL score, as well as to determine the student's weaknesses;
3. Doing the TOEFL Preparation Test, and discussing TOEFL questions, including Listening, Structure and Reading Comprehension;
4. d. Conduct a Post Test to find out the final results after learning about the TOEFL Preparation, and evaluation.

The research design that the author will use in this study is the one group Pre-test and Post test Design, which means that testing in this study is only done in one class. Pre-test and Post test is used to measure the success of research.

Table 2. Research Design One Group Pre Test-Post Test Design

Pre Test	Treatment	Post Test
Q1	X	Q2

(Source: Suryabrata, 2014: 102)

Information:
Q1   : Pre Test to measure evaluation of learning before being given treatment
X   : The treatment given is the TOEFL Preparation learning process
          Test
Q2   : Post Test to measure the TOEFL Test after the subject has been treated

The subject of this research is the students of Sriwijaya State Buddhist College Tangerang, Banten, and the object is the Evaluation of the TOEFL Preparation Program. The populations in this study were students of Sriwijaya State Buddhist College, majoring in Dharmacarya, a Buddhist study program totaling 22 students.

Discussion

      The Sriwijaya State Buddhist College students who took the TOEFL Preparation Test class had passed the prerequisites of English I and English II in the following semesters then took English III courses with the contents of the TOEFL Preparation Test.

      The TOEFL Preparation Test learning process is given once a week for 100 minutes per meeting, with the following process of carrying out activities, namely: Pre-test, TOEFL Preparation Test, Post Test, and evaluation. The number of TOEFL Preparation Test participants was 22 students. Following are the results of the TOEFL Prediction Test for Sriwijaya State Buddhist College students.

Table 3. Pre Test and Post Test Toefl Prediction Score

No.	Initials	Toefl Pretest Score	Toefl Posttest Score	Category
1.	PCU	419	519	High Intermediate
2.	TRA	423	379	Elementary
3.	PS	425	343	Elementary
4.	A	416	356	Elementary
5.	DP	369	556	Advanced
6.	K	435	422	Low Intermediate
7.	L	399	379	Low Intermediate
8.	AD	402	450	Low Intermediate
9.	WS	448	500	High Intermediate
10.	VL	339	362	Elementary
11.	OM	428	565	Advanced
12.	T	359	389	Elementary
13.	DR	425	440	Low Intermediate
14.	R	448	565	Advanced
15.	YR	435	440	High Intermediate
16.	RR	445	500	High Intermediate
17.	TP	392	400	Low Intermediate
18.	D	418	426	Low Intermediate
19.	R	458	548	Advanced
20.	LA	409	449	Low Intermediate
21.	LI	425	566	Advanced
22.	I	405	585	Advanced
Average		414,63	460,86	
Highest score		448	566	
Lowest score		359	343	
Standard deviation		29,6	77,46	

Table 4. Category of Score Toefl Prediction Test	
Score	Category
521-677	Advanced
480-520	High Intermediate
420-479	Low Intermediate
310-419	Elementary

Overall the TOEFL Preparation Test has been conducted with good results, with the grouping of grades as follows: Advanced are 6 students, High Intermediate are 3 students, Low Intermediate is 6 students, and Elementary are 7 students. All 22 students of the Buddhist Education Study Program (PAB) majoring in Dharmacarya have participated in this TOEFL Prediction Test, with varying prediction scores for the TOEFL test. The average value of the Pre Test and Post Test TOEFL increased by 45.97 with a standard deviation of 77.46 (heterogeneous). With a standard deviation of 77.46, it shows that the English professions of Buddhist Education students are vary, some are very high, but also some are low. The average value of the TOEFL prediction test was 460.86, and an increase in the average value of 45.97 indicated that the average value of the TOEFL prediction test was still in the low intermediate category.

Conclusion

Based on the results of research that has been done, it can be concluded that: (1) Overall the TOEFL Preparation Test has been carried out with varied results. The learning outcomes of the TOEFL Preparation Test for one semester (14 meetings x 100 minutes = 1400 minutes, or the equivalent of 23 hours) resulted in an increase in the average value of the TOEFL pre-test and TOEFL post test; (2) The TOEFL Prediction Test score is only a prediction of students in conducting the TOEFL, cannot be used as a guarantee that the student's score will be the same as the original TOEFL score; (3) The TOEFL Preparation class needs to be held again, and the intensity of the time is added so that the results of the TOEFL score of the students are maximized, at least reaching a minimum TOEFL score of 450. Suggestions for this research are: (1) The need for intensive learning for the TOEFL preparation test class; (2) Student motivation needs to be improved in order to increase students' TOEFL scores, especially by adding vocabulary, grammar knowledge, listening, and reading comprehension. (3) Socialization of the importance of high TOEFL scores for various purposes, such as requirements for applying for scholarships abroad and prerequisites for further study to postgraduate level; (4) Students need to be motivated to take English courses or extracullicullar activity (UKM) so that communicative skills using English are better, and more proficient in English, therefore the students can compete competitively in the international workplace.

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