

EVALUATING TOEFL PREDICTION TEST PROFICIENCY AMONG LECTURERS AND STUDENTS AT THE UNIVERSITY OF SAMUDRA

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Abstract: The TOEFL test to measure English language skills is an important determinant of educational success and admission to the university. The aim of the study is to measure TOEFL ability of lecturers and students at the University of Samudra. This study used a test method with a quantitative-descriptive approach. With regard to the analysis of data from lecturers' TOEFL test results in various study programs, this study compared the scores for listening comprehension, reading comprehension, and finally structure and written expression as well as showed the highest score, lowest scores, and average scores obtained by the lecturers and students across disciplines. Meanwhile, analyzing data from the TOEFL test for students, this study demonstrated the highest, lowest, and average scores of each study program in 5 faculties such as faculty of teacher training and education, faculty of engineering, faculty of law, faculty of agriculture, and faculty of economics. There were 16 lecturers who participated and 1.792 students. Finding found that the highest score on the lecturer's TPT test was 497 by P-15 from Accountancy. However, this highest score is not enough to pass doctoral studies with a minimum score of 500. So all lecturers must repeat the TPT test. Meanwhile, only Chemical and Technical Information managed to get an average score above 450 in order to meet the requirements of the thesis trial. Therefore, many lecturers and students did not pass the TPT test, so they repeated the TPT test.

Keywords: *listening comprehension; reading comprehension; structure and written expression; TOEFL.*

INTRODUCTION

English is a very important language because it is the most widely used language so its role cannot be ignored or denied as evidenced by 67 countries having English as an official language and 27 countries that use it as a secondary official language. English is an international language in science, aviation, the media industry, multiple culture, business, the internet, diplomacy, computers, and tourism. Furthermore, there are six reasons to learn English such as English serves as a universal language across borders, is used in academics, is convenient for travel, is necessary for working in international business and commerce, is the language of Hollywood, and provides access to a plethora of printed and online written materials. (Ilyosovna, 2020). However, it is undeniable that there are still many sources of knowledge that use English such as books, articles, audio-visuals, or the internet so English is something vital that must be updated in the knowledge (Hartono et al., 2021). The main challenge for international academics is the language barrier caused by new vocabulary in

international education (Stoffelsma et al., 2020; Luczaj et al., 2022).

TOEFL (Test of English as a Foreign Language) is a standardized test to measure participants' abilities, skills, and proficiency in English (Badu, 2020). High-stake testing or TOEFL as an English proficiency test has an influence on elements that cover all aspects of students and education practitioners and it is used to answer global challenges for academics at the University. The benefits of English related to TOEFL are the basic test that determines the requirements for a thesis session, obtaining scholarships or continuing studies to advanced levels such as doctoral programs for lecturers (Zimmermann et al., 2017; Yuyun et al., 2018; Ananda & Ashadi, 2021)

TOEFL has some versions: TOEFL Paper-Based Test (PBT); TOEFL Computer-Based Test (CBT); TOEFL Internet-Based Test (iBT) and TOEFL Institutional Testing Program (ITP). The oldest version of TOEFL is TOEFL PBT where the test uses paper and pencil. There are four areas in the test: reading comprehension, writing structure and expression, listening, and reading

comprehension. The number of points that you will get in this test starts from 310 to 667 points. Then, TOEFL adopted the next version known as TOEFL CBT, which is the computer-based TOEFL test. The questions tested on the TOEFL CBT are listening, reading, structure, and writing. The TOEFL CBT exam score is 30-300. The TOEFL iBT started in 2005 is a generation testing with internet-based practice. TOEFL iBT is the most acceptable, authentic, objective, and highly available test. The iBT test is divided into five sessions in the form of structure, reading, listening, writing, and speaking. The highest mark on this exam is 120 points. TOEFL ITP is only recognized for certain agencies and will not apply globally. There are three sections to this exam: reading comprehension, hearing, and structure and writing expression. There are 50 items in the hearing portion, 40 in the structure and written expression section, and 50 in the reading section of the multiple-choice TOEFL ITP questions. The test is carried out within 115 minutes and the score is 310 to 677. (Sulistyo, 2009; In'nami and Koizumi, 2017; Li, 2018). In this study, the type of TOEFL chosen was TOEFL PBT in the realm of the TOEFL Prediction Test. The TOEFL prediction test is used as a prediction test held by each university for participants for the purposes of graduation criteria and registering for post-graduate or doctoral programs in Indonesia (Badu, 2020; Fitria, 2021).

TOEFL as the test to measure English proficiency level is a very significant issue for the general public because its result is a reflection of communication skills. Evidence that TOEFL is related to communicative skills is a comprehensive evaluation tool intended to measure how well international students speak English. The listening comprehension component, which assesses the capacity to comprehend spoken English, is the first communication skill to be tested. The capacity to identify proper English grammar is tested in the second communication skill that is examined, which is the element of structure and written expression. The final measurement of communicative skills is the aspect of reading comprehension which aims to demonstrate the ability to understand written English. In general, Indonesian educational institutions carry out the TOEFL Prediction Test (TPT) so that academics can measure and improve their English language skills to determine educational success and

admission to the university (Supeni & Fauziah, 2020; Susyla et al., 2021).

The problems found were related to the TPT in Indonesia because it was difficult for participants to understand what the speaker was saying in the listening section as well as regarding subject-verb agreements, tenses, and nouns in written expressions. In addition, participants in Indonesia often experience a lack of preparation and minimal knowledge of grammar. The reason this problem occurs is because they have a character that underestimates TPT and poor English mastery (Maulana & Lubis, 2022). Furthermore, the problem factors that arise in Indonesia such as the absence of continuous English language learning programs, the learning process in the classroom does not use English at all, and the absence of facilities such as libraries (Salam, 2017).

Justification of urgency contained in the TPT problem is as follows: TOEFL test preparation textbooks are a way of learning but this independent learning design cannot be carried out competently by international students and teachers cannot teach textbooks effectively because they are only practical tests and are not accompanied by syllabus, activities or lesson plans (Wang, 2019). In overcoming the weaknesses in filling out the TPT, the view of some educators is that the TOEFL is "tricky" and "filled with tricks". Thus, participants only need to identify problems or errors, which is sufficient for test preparation and is the most effective way (Johnson et al., 2005). Thus, the primary goal of this study is to determine academics' English language proficiency in terms of the TOEFL-LIKE exam before they take the TOEFL exam, which is a prerequisite for pursuing further education or being awarded a scholarship.

METHOD

This study used a quantitative-descriptive approach. According to Jayusman and Shavab (2020), the quantitative-descriptive approach was carried out by planning, searching, and collecting numerical information that has meaning to be interpreted and elaborated in the research reports.

The research sample was taken using a purposive technique. According to Tongco (2007), Purposive Sampling or Judgment Sampling is a method of choosing high-quality data by purposefully choosing rather than at random. It didn't need a theoretical foundation; instead, the researcher chose the data based on

the reliability of the knowledge and experience it contained.

The research sample consisted of 16 lecturers and 1,792 students from 5 faculties such as the law faculty, economics faculty, agriculture faculty, engineering faculty, and teaching and faculty of teacher training and education which consists of 25 study programs.

All student research objects totaled 1,792 students. The number of research objects based on study programs in 5 faculties can be described as follows: 75 participants or 4,18% from biology education, 49 participants or 2,73% from Indonesian education, 95 participants or 5,30% from geography education, 17 participants or 0,94% from mathematics, 74 participants or 4,12% from elementary school teacher education, 88 participants or 4,91% from English education, 70 participants or 3,90% from history education, 5 participants or 0,27% from Physical Education, 39 participants or 2,17% from chemistry education, 35 participants or 1,95% from physics education, 191 participants or 10,65% from development economics, 189 participants or 10,54% from management economics, 129 participants or 7,19% from accounting, 137 participants or 7,64% from agrotechnology, 129 participants or 7,19% from agribusiness, 90 participants or 5,02% from aquaculture, 85 participants or 4,74% from law, 73 participants or 4,07% from informatics engineering, 11 participants or 0,61% from industrial engineering, 86 participants from civil engineering, 49 participants or 2,73% from mechanical engineering, 29 participants or 1,61% from mathematics, 19 participants or 1,06% from biology, 15 participants or 0,83% from physics, 35 participants or 1,95% from chemistry and 64 participants or 3,57% from civil engineering. The University of Samudra had a threshold TPT passing score of 480 for English education study programs and 450 for other study programs.

The data collection technique was the test method. Tests had implications for observations in specific skill areas including TOEFL test. The data collection process had the goal of gaining insight into the research topic (Schrader & Conrad, 1948; Taherdoost, 2021). According to Bania et al. (2020), the test was a method for measuring skills, intelligence, and talents by using a series of questions to be answered individually or in groups where each item in the test had been conceptualized in advance so that it was planned and had answers that were considered correct. The data collection

procedure was obtained from the results of scores carried out on the TOEFL-like test relating to three sections such as Listening Comprehension, Reading Comprehension, and Structure and Written Expression by lecturers and students at the University of Samudra in 2022. University of Samudra is an Indonesian public university in Langsa City, Aceh. Data were taken from two types of TOEFL-like test takers with the same test given to lecturers in 2022 and data obtained by students at the University from January to December 2022.

This study used a descriptive data analysis approach that included three research strands: data reduction, data presentation, and verification. because this study sorts, classifies, and categorizes the data obtained as a finding based on the focus or problem to be answered (Miles & Hubermann, 2005; Bania & Imran, 2020). Data reduction (Classifying the highest, lowest, and average scores so that it was easier to draw conclusions) and verification could be improved in general and graphically using visual displays to facilitate the mapping of the data analysis process (Onwuegbuzie & Weinbaum, 2016). With regard to the analysis of data from lecturers' TPT results, this study described the comparison of scores for listening comprehension, reading comprehension, and finally structure and written expression as well as described the highest scores, lowest scores, and average scores obtained by lecturers. Meanwhile, analyzing data from the TPT for students, this study described the highest, lowest, and average scores of each study program in 5 faculties. The TOEFL-like or TPT exam was selected for this study because it is widely used by Samudra University instructors and students and is also free of cost.

RESULTS AND DISCUSSION

Lecturers' TPT results

The following data was obtained from the findings of TPT at the Language Technical Implementation Unit on May 27, 2022. The TPT results were taken from 13 study programs consisting of two participants from historical education and management economics and one participant from various study programs such as development Economics, Physics, Chemistry, Physics Education, Indonesian language Education, Biology Education, Agrotechnology, Chemistry Education, Agribusiness, Aquaculture, Accounting, and Mathematics. Susyla et al. (2021) stated that lecturers are required to have

awareness that English proficiency is not only related to daily communication but included as a support for further study because the ITP TOEFL score is one of the requirements to continue

doctoral education with a minimum score of 500 minimally. Therefore, lecturers are important to take TPT to predict test results before taking the actual TOEFL test.

Table 1. Lecturer test results at University of Samudra in 2022

No. Participant	Study Program	Listening Comprehension (50 Questions)	Structure and Writing Expression (40 Questions)	Reading Comprehension (50 Questions)	Score
P-1	Physics	42	40	47	430
P-2	Economic Development	43	50	49	473
P-3	Historical Education	43	45	46	447
P-4	Economic management	37	40	46	410
P-5	Chemistry	42	41	42	417
P-6	Physics Education	37	51	50	460
P-7	Indonesian Language Education	41	46	48	450
P-8	Biology Education	37	43	48	427
P-9	Agrotechnology	38	40	45	410
P-10	Chemistry Education	33	43	46	407
P-11	Agribusiness	37	49	49	450
P-12	Economic management	37	49	49	450
P-13	Historical Education	44	38	37	397
P-14	Aquaculture	35	48	43	420
P-15	Accountancy	44	53	52	497
P-16	Mathematics	38	43	49	433
Average Scores		41.75	44.93	46.62	436

From Table 1, it can be seen that in listening comprehension it was found that the highest score of 44 was obtained by participants from Historical Education and Accountancy. Meanwhile, the lowest score was 33 in Chemistry Education. This conclusion results in an average score in the listening comprehension section of 41.75.

which was the lowest score compared to the average score in the other two sections. Related to the previous research by Susyla et al. (2021), the average score was 42 which is almost similar. This finding is consistent with previous research, according to Fitria (2021) that the listening comprehension part was the most difficult which resulted in a low score because most of the participants answered incorrectly. However, the

finding is in contrast to According to Hamp et al. (2021), the structure and written expression component had the lowest score, so the listening comprehension section was not the most difficult. Without listening skills, it is assumed that communication will not occur. Therefore, to improve skills in this section, it is recommended to practice with popular TOEFL preparation course books such as the Longman Preparation Course for the TOEFL Test: Paper Test written by Deborah Phillips in 2003. (Irdiansyah and Gusnaldi, 2018; Soali and Pujiani, 2020; Herdianto, 2022).

Students' TPT results

The following is research data from the TPT test for students from January to December 2022.

Table 2. Student test results at Universitas Samudra in 2022

No	Faculty	Study Program	TOEFL Score			Participants
			Highest	Lowest	Avarege	
1	Faculty Of Teacher Training And Education	Biology Education (75 Participants)	547	313	404	75
		Indonesian Education (49 Participants)	567	293	401	49
		Geography Education (95 Participants)	567	287	410	95
		Mathematics (17 Participants)	567	293	412	17
		Primary Teacher Education (74 Participants)	567	287	411	74
		English Education (88 Participants)	557	303	408	88
		History Education (70 Participants)	567	287	413	70
		Physical Education (5 Participants)	467	360	417	5

		Chemistry Education (39 Participants)	567	303	422	39
		Physics Education (35 Participants)	567	303	424	35
2	Economics	Economic Development (191 Participants)	553	293	416	191
		Economic Management (189 Participants)	590	327	438	189
		Accountancy (129 Participants)	557	317	419	129
3	Agriculture	Agrotechnology (137 Participants)	513	300	410	137
		Agribusiness (129 Participants)	607	287	428	129
		Aquaculture (90 Participants)	537	300	409	90
4	Law	Legal Study (85 Participants)	640	287	434	85
5	Engineering	Technical Information (73 Participants)	543	380	456	73
		Industrial Engineering (11 Participants)	503	310	393	11
		Mechanical Engineering (49 Participants)	527	313	414	49
		Civil Engineering (86 Participants)	537	310	401	64
		Mathematics (29 Participants)	510	303	434	29
		Biology (19 Participants)	557	390	449	19
		Physics (15 Participants)	477	363	434	15
		Chemical (35 Participants)	510	330	450	35

In Table 2, it can be seen that the faculty of teacher training and education obtained the highest score of 567, achieved by 7 study programs such as Indonesian education, Geography education, Mathematics, Primary Teacher Education, History Education, Chemistry Education, and Physics Education. While Biology Education got the highest score of 547, English Education got 557 and Physical Education achieved 467.

Lecturers' TPT discussions

Regarding the structure and writing tests, the highest score of 53 was obtained by the accounting lecturer, and the lowest score of 38 was obtained by the history education lecturer. Meanwhile, the average score was 44.93. This finding found that scores above 50 were only obtained by two participants, namely P-6 with a score of 51 and P-15 with a score of 53 as the highest score earners. The majority of participants could not answer correctly in this section. Related to the previous research in this section by Susyla et al. (2021) that the highest score was 61, the lowest score was 31 and the average value was 40. This result is consistent with Slamet and Sulistyarningsih's (2021) classification of all assessments in the written expression and structure segment as difficult to complete by participants so that it affects the completeness score. In contrast to the previous research by Akmal et al. (2020) who obtained a minimum score of 470 overall for participants so that they passed all the grammar tests in this section.

The reading comprehension session in the table above also shows that the highest score was

52 obtained by the accounting lecturer. Meanwhile, the historical education lecturer obtained the lowest score, namely 37. A score of 46.62 was the average score for the reading comprehension session. Related to the previous research in this section by Susyla et al. (2021) that the highest score was 65, the lowest score was 30 and the average score was 40 which indicates that the skills of the lecturer are still in the elementary or basic category. Comparing the reading comprehension, listening comprehension, and structural and written expression sections, it is simplest to find the reading comprehension component. because the average score is the highest. However, the achievement of the participants regarding the score obtained in the section was inadequate. In accordance with Zarnis et al. (2021), obtaining reading comprehension test results is a medium category test for participants to understand so it is normal for the score obtained in this section to be the highest compared to the other sections even though it is not sufficient to pass the score threshold.

For the final result of TPT taken by the lecturers shown in table 1 above, the highest score was 497 from Accountancy, while the lowest score was 397 from Historical Education. For the average score was 436. However, all lecturers scored below 500. This does not meet the requirements for the lecturers to reach the target, so that they must study harder to take the next TPT. Related to the previous research by Susyla et al. (2021) that the overall average score obtained was 378 which indicates that the TOEFL requirements from Dikti/LPDP have not been passed because the minimum score is 530

for TOEFL ITP to apply to national universities in Indonesia.

Students' TPT discussions

In the Faculty of Teacher Training and Education, the score for Geography Education, Primary Teacher Education and History Education was 287, Mathematics was 293, Chemistry Education, English Education and Physics Education was 303, Indonesian Education and Biology Education was 313 and Physical Education was 360. Finding provides the lowest scores were obtained by students from geography education, primary teacher education and history education. Meanwhile, the highest score was obtained by Physical Education students. The highest average score obtained by Physics Education is 424. However, this highest average score is still below the TOEFL passing score of 450 for students. This average score is in accordance with Kaniadewi and Asyifa (2022) who found that the average score of students from various study programs at the Faculty of Teacher Training and Education was 413 during the pre-test and 438 in the post-test which had not yet reached a score of 450 as a threshold.

The highest score on the TPT test at the Faculty of Economics was 553 for economic development, 590 for economic management, and 557 for accountancy. The lowest score was 293 for economic development, 327 for economic management, and 317 for accountancy. Meanwhile, the average score was 416 for economic development, 438 for economic management, and 419 for accountancy. This finding shows that among the three study programs at the Faculty of Economics Economic management is the best based on the highest score and average score. However, the highest average score does not reach the passing score. In contrast to Nurhayati and Giri (2014) who found findings in three study programs at Telkom Economics and Business School Academic Year 2012/2013 that the highest average score was 58.03 (Toefl iBT) or 493 (Toefl PBT) in communication science, 56 .99 (Toefl iBT) or 487-490 (Toefl PBT) in business administration, and 52.69 (Toefl iBT) or 477 (Toefl PBT) in accounting where the three average scores of the study programs have passed.

Findings obtained from the Faculty of Agriculture for three study programs related to the highest scores, namely 513 for Agrotechnology, 607 for Agribusiness, and 537 for Aquaculture. The lowest score was 300 for

Agrotechnology, 287 for Agribusiness, and 300 for Aquaculture. Meanwhile, the average score was 410 for Agrotechnology, 428 for Agribusiness, and 409 for Aquaculture. Based on the ranking of the average score on the faculty of Agriculture, it is obtained that Agribusiness is the best, then Agrotechnology, and finally Aquaculture. Previously, Ras (2016) stated that the average score of the Faculty of Agriculture was 371 which was the second lowest average score of 9 faculties in 2015/2016.

There are 8 study programs in the Faculty of Engineering. The highest score sequentially was 557 for Biology, 543 for Technical Information, 537 for Civil Engineering, 527 for Mechanical Engineering, 510 for Mathematics and Chemical, 503 for Industrial Engineering, and 477 for Physics. The lowest score was 303 which was obtained by Mathematics. The highest average score sequentially was 456 for Technical Information, 450 for Chemical, 449 for Biology, 434 for Physics and Mathematics, 414 for Mechanical Engineering, 401 for Civil Engineering, and 393 for Industrial Engineering. The average test results that pass the 450 threshold are Technical Information and Chemical. Meanwhile, the previous findings by Sofendi (2011) at the Faculty of Engineering in the 2010/2011 academic year related to the highest score being 540 for Electrical Engineering, 513 for Mechanical Engineering, 527 for Chemical Engineering, 517 for Mining Engineering, 547 for Civil Engineering, and 467 for Architectural Engineering. The lowest score for each study program was 307 for Electrical Engineering, 277 for Mechanical Engineering, 307 for Chemical Engineering, 313 for Mining Engineering, 277 for Civil Engineering, and 320 for Architectural Engineering. Meanwhile, the average score per study program was 382 for Electrical Engineering, 387 for Mechanical Engineering, 391 for Chemical Engineering, 395 for Mining Engineering, 383 for Civil Engineering, and 391 for Architectural Engineering. The average test result past the 450 threshold is nonexistent.

The findings on the Faculty of Law were the highest score of 640, the lowest score of 287 and the average score of 434. The average score on the TOEFL test indicates failure to pass the test. In accordance with previous research, Syahrial and Syafryadin (2020) found that in the Masters of Laws, there were 14 students in 2018, only 1 student got a score between 460-540 while 13 students got a score between 337-459. There was

a decline in 2019, only 3 students took the Toefl test from the Master of Laws, namely 1 student scored between 310-333 while 2 students scored between 337-459. The difficulties experienced by the participants were because English was not a main subject but was only taught in general courses in the first semester apart from the English language education study program, so the participants felt it was difficult and had a completely new experience. The solution so that participants can get the desired score for the purpose of continuing their studies and obtaining scholarships is to buy books and modules about TOEFL to study independently and take courses.

CONCLUSION

The conclusion obtained by the lecturer's TPT test with the highest score of 497 was obtained by P-15 from Accountancy. However, this highest score has not passed the minimum score requirement of 530 for continuing doctoral studies with a scholarship. So, all lecturers must repeat the Toefl test.

Meanwhile, the student's TPT test with the highest score of 640 was obtained by Legal Study. The lowest score of 287 was obtained by Geography Education, Primary Teacher Education, History education, Legal Study and Agribusiness. The average score that passed for the requirements of the thesis trial requirements was 456 by Technical Information and 450 by Chemical. The lowest average score of 393 was obtained by Industrial Engineering. This finding has implications as evaluation material as supporting data to determine the ability of lecturers and students to obtain TOEFL-Like test scores before taking the TOEFL TEST such as TOEFL ITP so that solutions can be obtained to continue repeating tests, study independently via coursebooks and even take courses.

The gap between lecturers and students did not appear significant because the results obtained from both showed that the majority of them had to retake the test and study further so that they could obtain the required threshold scores for scholarships and further study abroad. Finally, this research suggests further research on obstacles and solutions for the majority of lecturers and students to pass TPT easily.

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