



The Ability of Non-English Students in Online Learning for TOEFL Course

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Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-12-09 Keywords: <i>Ability; TOEFL; Prediction Test; Non-English Students.</i>	<p>The research entitled The Ability of Non-English Students in Online Learning for TOEFL Course at Pasim National University applied the theory from Phillips (2001). The aim of this research is to investigate the ability of the students of non-English department in learning TOEFL and conducting TOEFL prediction test. In addition, this research used descriptive qualitative method as the students are given the material of TOEFL which include the listening, structure, and reading comprehension and then they are given the prediction test. The research is also used the converted score according to CEFR or Common European Framework of Reference for Language to measure the level of student's ability. The data is obtained from 18 non-English students who join online TOEFL Course that comprises into Psychology, Informatic Engineering, Accounting, and Management. The result showed that the ability of students categorized into level A2-Elementary, B1-Intermediate and B2-Upper Intermediate. In addition, the students of Psychology and Informatic Engineering has a level of A2, B1 and B2 meanwhile other Study Program is still in the level of A2-Elementary. Thus, the ability of non-English students are still low, and the achievement of level are mostly in level A2-Elementary. There is still low for level B1 and B2. However Psychology and Informatic Engineering has an improvement of achievement level compare to other study programs. The highest achievement level is level B2 and it is achieved by the student from Psychology and Informatic Engineering. Therefore, the non-English students of Pasim National University require the improvement of online teaching learning activity of TOEFL to increase the proficiency of English language.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-12-09 Kata kunci: <i>Kemampuan; TOEFL; Tes Prediksi; Siswa Non-Bahasa Inggris.</i>	<p>Penelitian berjudul The Ability of Non-English Students in Online Learning for TOEFL Course at Pasim National University menerapkan teori dari Phillips (2001). Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa jurusan non-Bahasa Inggris dalam mempelajari TOEFL dan melakukan tes prediksi TOEFL. Selain itu, penelitian ini menggunakan metode kualitatif deskriptif karena siswa diberikan materi TOEFL yang meliputi pemahaman menyimak, struktur, dan membaca kemudian diberikan tes prediksi. Penelitian ini juga menggunakan skor yang dikonversi menurut CEFR atau Common European Framework of Reference for Language untuk mengukur tingkat kemampuan siswa. Data diperoleh dari 18 mahasiswa non-Bahasa Inggris yang mengikuti Kursus TOEFL online yang terdiri dari Psikologi, Teknik Informatika, Akuntansi, dan Manajemen. Hasil penelitian menunjukkan bahwa kemampuan siswa dikategorikan ke dalam level A2-Elementary, B1-Intermediate dan B2-Upper Intermediate. Selain itu, mahasiswa Psikologi dan Teknik Informatika memiliki jenjang A2, B1 dan B2 sedangkan Prodi lainnya masih jenjang A2-Elementary. Dengan demikian, kemampuan siswa non-Bahasa Inggris masih rendah, dan pencapaian levelnya sebagian besar berada di level A2-Elementary. Masih rendah untuk level B1 dan B2. Namun Psikologi dan Teknik Informatika mengalami peningkatan tingkat pencapaian dibandingkan dengan program studi lainnya. Tingkat pencapaian tertinggi adalah tingkat B2 dan dicapai oleh mahasiswa dari Psikologi dan Teknik Informatika. Oleh karena itu, mahasiswa Universitas Nasional Pasim non-Bahasa Inggris memerlukan peningkatan kegiatan belajar mengajar online TOEFL untuk meningkatkan kemampuan berbahasa Inggris.</p>

I. INTRODUCTION

Online learning has started widely since the government instructed to all level of educational institution to implement online learning as the

result of the outbreak covid-19. The face-to-face classes has been replaced by online teaching learning process. This transformation impacts to the increasing of the use of information and

communication technology (ICT) in teaching learning process. The implementation of online learning in educational institution applied many platforms. According to Gomez et al., ((2020) in Christinawati, 2022) stated that through online learning, we are reminded that education is capable of bringing people together. Therefore, the activity of teaching and learning can be conducted by applying platforms such as Zoom, Google Meet, Google Classroom, YouTube, WhatsApp and others. This platforms has a significant role in conducting online learning almost for all courses including English course. English as one of a course which is taught in all level of educational institution especially university is an important subject as it is given to students in all programs. In this case English subject is a mandatory subject for the students. To measure the ability of English proficiency, the university applied TOEFL test as the standardized of the students in measuring their skill in the competency of English language. According to Phillips (2001) the TOEFL test is a test to measure the level of English proficiency of non-native speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test. Most colleges and universities in the United States use TOEFL scores to admit or refuse the international applicants for admission.

Various cut-off scores apply but most institutions require scores from 475 to 525 (paper-base) in order to consider students for admission (Brown 2004). Considering the crucial position of the TOEFL test, many lecturers in the university teach TOEFL test preparation to the students in order that the students will have a preparation of the test and also get a high score. There are some studies related to this issue such as Rahman, et al., (2021) analyzed the students' difficulties in accomplishing TOEFL minimum score as the final requirement. Another study is conducted by Badu (2020) which is about students' ability in reading TOEFL. Besides that, Matingfan (2018) discussed about English students' problem of taking TOEFL test. Therefore, the studies above showed the language testing of English has an important rule as a tool to measure students' ability and evaluate of students' achievement in English proficiency. Pasim National University applied TOEFL class for non English students given in fourth or last semester to measure the proficiency of English

language. Non English students comprised into Psychology class, Management class, IT class, Accounting class, and Industry Engineering class. The lecturers applied course design that consists of the material of TOEFL preparation included the strategies and skills. The material given are listening, structure, written expression and reading comprehension. The students learn the strategy of every section proposed by phillips (2001) to prepare the test of TOEFL. Furthermore, the material and practice test is given by conducting online learning. The lecturers use platform such as Zoom, Google meeting and also Googleclassroom. Beside that, the students also conduct the TOEFL prediction test as a part of final requirement for taking Diploma degree or Sarjana degree. However not all faculties establish minimum score for TOEFL, some faculties only require the students to have TOEFL score. Meanwhile there are some faculties set the score of 450 as an obligatory achievement of minimum score. In addition, the students of English Department require the minimum score of 500 for TOEFL.

In this case the students commit the online of prediction TOEFL test which is purposed to measure their ability of English proficiency, and find out which study program that achieve high level compare to other study programs, therefore the skill and strategies of paper test for doing the prediction test are given to the students which included listening comprehension, structure and written expression, and reading comprehension sections. The research which tends to investigate the ability of the students of English proficiency and which study program that achieve high level, would be benefit for the lecturers to decide the appropriate strategy of online learning in solving the weakness of the students in TOEFL course. Thus, this research focus on the ability of non-English students in online learning for TOEFL Course at Pasim National University.

1. Standardized Language Proficiency Testing

Brown (2004) stated that test of language proficiency presuppose a comprehensive definition of the specific competencies that comprise overall language ability. The specifications for the TOEFL provided an illustration of an operational definition of ability for assessment purposes. Furthermore, one of four commercially produced standardized test of English language proficiency is TOEFL.

a) Listening Skill and Strategy

Phillips (2001), proposed the strategies and 27 skills of paper test to solve the

problem of types of questions of short dialogues, long conversation and talks. There are some strategies for listening section, namely, be familiar with the directions, listen carefully to the passages, know where the easier and the more difficult questions are generally found, be familiar with the pacing of the test, never leave any answers blanks on your answer sheet, use any remaining time to look ahead at the answers to the questions that follow. Furthermore, Phillips (2001) stated that the skill of listening comprehension for short dialogue are included kinds of skill. They are focus on the last line as the last line of the dialogue probably contains the answer to the question, choose answers with synonyms, avoid similar sound (Identify words in the answers that contain similar sound, and do not choose these answers), draw conclusions about Who, What, Where (Who is probably talking?, What will she probably do next?, Where does the dialogue probably take place?), Listen for Who and What in passive (If the dialogue contains a passives statement, the answer to the question is often an active statement and vice versa), Listen for Who and What with multiple nouns, Listen for negative expressions, Listen for double negative expressions. Listen for "almost negatives" expressions, Listen for negatives with comparatives, Listen for expressions of agreement, Listen for expressions of uncertainty and suggestion, Listen for emphatic expressions of surprise, Listen for wishes, Listen for untrue conditions, Listen for two-and three-part verb, and Listen for idioms.

Furthermore, there are some skills for conducting the test of Long Conversations and Long Talks. The skills include anticipate the topics, anticipate the questions, determine the topic, draw conclusions about Who, What, When, Where (Who is talking? When does the conversation probably take place? Where does the conversation probably take place? What is the source of information for the conversation?, What course is the talk concerned with?, What is the source of information for the talk?) and the last, listen for answers in order. There are two method for this skills:

- a. Listen to the conversation and ignore the answers
- b. Follow along with the answers while we listen

b) Structure Skill and Strategy

The second section of the test is Structure and Written Expression. There are sixty skills and strategy for conducting the test that will help the test taker. The question is divided into two parts, namely, structure questions which consist of sentences in which part of each sentence has been replace with a blank and written expression questions which consist of sentences in which four words or groups of words have been underlined. Skill for structure is comprised into sentences with one clause, sentences with multiple clauses, more sentences with multiple clauses, sentences with reduced clauses, sentences with inverted subjects and verbs. In addition, the skill for Written Expression questions is comprised into problems with subject/verb agreement, problems with parallel structure, problems with the form of the verb, problems with the use of the verb, problems with passive verbs, problems with pronouns, problems with adjectives and adverbs, more problems with adjectives, problems with articles, problems with prepositions, and problems with usage.

c) Reading Skill and Strategy

The last section in the test is about reading comprehension. According to Phillips (2001) general strategies for reading are be familiar with the directions, do not spend too much time reading the passages, do not worry if a reading passage is on a topic you are unfamiliar with, do not spend too much time on a question you are unsure of and guess to complete the section before time is up. Furthermore, there are some procedures for a reading passage such as skim the reading passage to determine the main idea and the overall organizations of ideas in the passage, look ahead at the question, find the section of the passage that deals with each question, read the part of the passage that contains the answer, and choose the best answer.

II. METHOD

The study applied descriptive qualitative method. According to Selvilia (1993:71) stated that the descriptive research is analyzed the data based on material obtained without adding or reducing the data. This method is applied to describe the English ability of non-English students in different majors. In this study, the students were given a pre test before studying the material of TOEFL. The TOEFL preparation is given for 14 meetings by using online learning and the lecture delivered the material by using google classroom and opening zoom meeting or Google Meet in every meeting to explain and give practice to the students about listening, structure, and reading comprehension. This method is applied to 18 students or participants in different major. The participants comprised into psychology class, Management class, Akutansi class, and Informatic Engineering class. In the last meeting, the prediction test of TOEFL is given to the students as a tool to measure the ability of students after accepting material of TOEFL preparation by using online learning. After conducting the test, the correct answer of each skill is calculated then the researcher converted the score according to CEFR. Thus, the obtained data which is score of the participants of TOEFL prediction test is analysed.

III. RESULT AND DISCUSSION

The pre test of prediction TOEFL test is given before the students learned the strategy and skill which is proposed by Philips (2001). The test comprised into three section, namely, listening, structure and reading skill. Listening section has 50 questions divided into three parts, and structure section has 40 questions that is divided into two parts. Furthermore, reading section has 50 questions. The correct score is converted into CEFR level that comprised into A2, B1, B2, C1 level.

1. Result of Non-English Students TOEFL

Table 1. Students' TOEFL in 2022

No	Level	Frequency	Percentage
1	No level	0	0
2	A2: Elementary (Basic User)	10	55.6
3	B1: Intermediate (Independent User)	6	33.3
4	B2: Upper Intermediate (Independent User)	2	11.1
5	C1: Advance (Proficient User)	0	0
Total		18	100%

The table above showed the result of TOEFL prediction test in 2022. The students categorized into A2, B1 and B2. The students who has the most frequency is in the level of A2 with frequency 10 or 55.6% meanwhile the students who are in the level B1 has frequency of 6 or 33.3%. Furthermore, the lowest frequency is level B2 which has frequency of 2 or 11.1%. Thus, the ability of students is in the skill of A2, B1 and B2.

2. Result of Non-English Students TOEFL Score Percentage by Faculty 2022

Table 2. Percentage by Faculty 2022

No	Level	Psiko- logi	Manaje men	Akuta nsi	Tek Inform atika
1	No level				
2	A2 : Elementary	27.8		5.5	22.2
3	B1 : Intermediate	5.5	5.5		22.2
4	B2: Upper Intermediate	5.5			5.5
5	C1 : Advance				

Based on the table above, the students of Psychology has a level of A2, B1 and B2 meanwhile students of Management has a level of B1. In addition students of Accounting has a level of A2 and students of Informatic Engineering has a level of A2, B1 and B2.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

It can be concluded that the activity of learning teaching is implemented for 14 meetings and all students conducted the prediction test by using gform and also zoom meeting. The students learned all the material directly through the explanation from the lecturer and the lecturer also put the material into the google classroom so that the students can read and learn the material after class. According to CEFR the ability online learner of non-English students for TOEFL Prediction categorized into level A2-Elementary, B1-Intermediate and B2-Upper Intermediate. In addition, the students of Psychology and Informatic Engineering has a level of A2, B1 and B2 meanwhile other Study Program is still in the level of A2-Elementary. Therefore, the ability of non-English students are still weak or low, and the achievement of level are mostly in level A2-Elementary. However, there are some students in Psychology and Informatic Engineering Study Programs who achieved B1 and B2 but it is still low. Thus,

the highest achievement level is level B2 and it is achieved by the student from Psychology and Informatic Engineering. Based on the result, the non-English students of Pasim National University require the improvement of online teaching learning activity of TOEFL to increase the proficiency of English language.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input, a suggestion for the next writer is to study more deeply and comprehensively about the Ability of Non-English Students in Online Learning for Toefl Course.

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