THE CHANGES OF STUDENTS' TOEFL SCORE
AFTER ONE YEAR LEARNING

Ienneke Indra Dewi[1]; Darna[2]; Djuria Suprato[3]

[1, 2, 3]English Department, Faculty of Humanities, BINUS University
Jln. Kemanggisan Ilir III No. 45, Kemanggisan – Palmerah, Jakarta 11480
[1]ienneke@binus.edu; [2]darna.d1878@binus.ac.id; [3]djuria@yahoo.com

ABSTRACT

BINUS students are supposed to increase their English competence indicated by their TOEFL scores. This paper aims to observe the differences between studens TOEFL scores obtained when they entered BINUS and the scores after they joined TOEFL courses at BINUS for one year. The participants were 121 students. The data for the entrance test were taken from the BINUS data center and the final test data were taken from their final test at English class. The data were analysed using statistics especially the descriptive statistics, comparing means, and correlation. To support the quantative data, a set of questionnaires was distributed to those 121 students. The results show that the students' TOEFL scores have increased significantly in the final test compared to those in the entrance test. The low achiever students showed a better performance than the higher ones. Students' motivation and background support their English study. Students proved to have the most problem in listening. The results of the research are expected to be the input for English lecturers to improve their teaching especially the existence of SALLC (Self Access Language Learning Center).

Keywords: English competence, TOEFL scores, Self Access Language Learning Center

ABSTRAK

Mahasiswa BINUS diharapkan dapat meningkatkan kemampuan bahasa Inggris yang diukur melalui hasil nilai TOEFL. Penelitian ini bertujuan untuk melihat perubahan nilai TOEFL mahasiswa dari tes masuk dan setelah mengambil satu tahun mengikuti pelajaran TOEFL. Sejumlah 121 mahasiswa BINUS belajar bahasa Inggris TOEFL selama satu tahun. Data TOEFL untuk tes masuk diambil dari Pusat Data di BINUS dan data tes akhir diambil dari nilai tes akhir semester yang berupa data Paper Based Test. Metode kuantitatif, yaitu statistik deskriptif dan T-test dipakai untuk melihat tingkat signifikansi nilai mahasiswa tersebut. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan antara tes masuk dan tes akhir. Mahasiswa low achievers lebih menunjukkan kemajuan yang lebih tinggi dibandingkan mahasiswa high achievers. Tingkat pencapaian dengan kategori sangat tinggi ada pada mahasiswa low achievers, sedangkan tingkat pencapaian dengan kategori sangat rendah ada pada high achievers. Motivasi dan latar belakang mahasiswa cukup mendukung, hanya mereka berpendapat bahwa bahan yang diajarkan cukup sulit. Diharapkan, hasil yang ada dapat dipakai untuk meningkatkan mutu pembelajaran dan acuan untuk evaluasi pengajaran, baik bahan, metode, dan teknik pengajaran bahasa Inggris di BINUS University.

Kata kunci: TOEFL, kemampuan bahasa Inggris, pengajaran bahasa Inggris

INTRODUCTION

Bina Nusantara University is a university that has a visión to be a world class university. Therefore students are expected to have sufficient English language skills. Before the first semester begins, new students are tested English as entrance test. The form of the entrance test was taken from the TOEFL test. Students whose entrance English test results are below 500 will join *English Entrant* class in the first semester, *English In Focus* in the second semester and *English Savvy* in the third semester.

Materials given are the same as the skills tested in the TOEFL iBT test which consist of *Listening, Reading, Speaking* and *Writing*. Teaching techniques for *English Entrant* and *English In Focus* are the same, they aim to improve students' TOEFL scores. The discussions in the *Speaking* class cover the topics of *Business English* such as: *Presenting / Telephoning / Negotiating / Meeting / Socializing*. For *Listening* class, students are given the theory and examples. Students are required to actively practice in *SALLC* (*Self-Access Language Learning Center*) that is a language lab where students can practice *listening* independently. The topics for *listening* are *Note-taking for Information in Academic Lectures/Discussions and Social Conversations*. The students are assigned to do homework for *Reading* with topics of *Vocabulary / Skimming / Scanning / Summarizing / Paraphrasing / Inference.* At *off class* time, students are assigned to do *Academic English writing* in *Narrative / Argumentative / Agree/Disagree / Preference / Compare & Contrast* texts.

Research conducted by an institution Educational Testing Service (ETS) is an institution entitled to perform internationally TOEFL test showed that in 2011, the Indonesia - Indonesian mother tongue - has a total of 78 test results iBT (nearly 550) with the most powerful item in *writing* skill (http://www.ets.org/s/toefl/pdf). In BINUS, out of 6000 students joining BINUS in 2011, there were approximately 300 students having *BNEPT* scores (like TOEFL-test) of 500 or more. Therefore, in order to improve students' ability in English, BINUS provides TOEFL teaching materials. To be able to monitor the teaching results, we intend to examine the effectiveness of materials and teaching techniques that have been applied by measuring the increase in TOEFL scores before and after they get lessons and look for the cause of the change of students TOEFL score.

Based on the expectations given to the students to continue to improve their English language skills, this research aims to compare students' entrance TOEFL scores and TOEFL score after one year learning (after finishing English *In Focus* level) and the causes of the differences or similarities scores. In details these objectives include the following: (a) measuring changes the TOEFL entrance score and English In Focus score (the final exam score); (b) measuring whether students who got low / high score at the Entrance test are still low after finishing the TOEFL subject (English In Focus) in one year; (c) finding causes of the scores which do not change from the entrance and the final test, and the scores which are increased or decreased, in terms of motivation, background, student views on material.

By measuring changes in student TOEFL scores and the causes of the changes, we will know the strengths and weaknesses of teaching English which was held by BINUS. In details, the result of this study is expected to be input for a good organizer for materials, teaching and teachers to continuously improve teaching quality and student outcomes.

TOEFL is a Test of English as a Foreign Language which is used to measure the ability of English to foreigners. This test is managed by an agency in the United States called ETS (Educational Testing Service). TOEFL (*Test Of English as A Foreign Language) is a test to measure the English proficiency and academic skills of nonnative speakers of English* (Philips, 2008). The test includes four sections as follows. The *Reading* section consists of three long passages and questions about the

the passages. The passages are on academic topics; they are the kinds of materials that might be found in an undergraduate university text books. Students answer questions about *stated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, and overall ideas.* The *Listening* section consists of six long passages and questions about the passages. The passages consist of two student conversations and four academic lectures or discussions. The questions ask the students to determine *main idea, detail*, *function, stance, inferences*, dan *overall organization*. The *Speaking* section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In two integrated Reading dan Listening and Speaking tasks, students must read a passage, listen to a passage, and speak how the ideas in the two passages are related. In two integrated Listening and Speaking tasks, students must listen to long passages which are relate each other, and then summarize them, then give their opinions concerning the information in the passage. The *Writing* Section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage and write about how the ideas in the two passages are related. In the independent task, student must write a personal essay.

TOEFL has several times improved by ETS. The TOEFL Test forms that are introduced to the public are as follows. TOEFL Paper Based Test consists of three sections: Listening, Structure, and Reading; maximum score is 677. TOEFL Computer Based Test consists of four Sections: Listening, Structure, Reading, Writing; maximum score is 300. TOEFL Internet Based Test consists of four sections: Listening, Reading, Writing, Speaking; maximum score is 120. TOEFL iBT (Internet Based Test) and PBT (Paper-Based Test) are different in terms of score ranges. The paper-Based TEst test has scaled scores ranging from 200 to 677; the iBT has scaled scores ranging from 0 to 120.

BINUS TOEFL assessment in classroom uses two assessment schemes: Task-Based dan Computer-Based. The Task-Based assessment is done in the classroom and as homework and the scores of the students will be taken from the speaking and writing scores, while the Computer-Based assessment is done at Language Lab during both midsemester exam and final exams. These four skills will be combined into a total score in the form of iBT score. The application of in-class TOEFL training is quite different from the actual TOEFL test, especially on the speaking. The difference is on the given topics. Business English speaking topics are provided in the classroom. In the speaking and writing sections, BINUS uses a rubric that has been applied in all classes of *Mata Kuliah Umum* (General Courses). The scores obtained from these sections will then be converted back to its iBT scores.

There are two opinions on the relationship between the success of the TOEFL test and other academic skills. Wait and Gressel (2009) found that there was a significant relationship between them except in the field of engineering. On the other hand, Yi-Ting and Chen-Chen (2006) who investigated whether students who had a high TOEFL score or those who had completed the English got higher GPA. The results showed that the overall relationship was not significant, but those who never took the English Language Program has a better GPA. Sugiarto (2012) argued that the actual TOEFL was not enough to measure a person's mastery of the English language as a whole because there were other things in English to be considered.

ETS (2006) as the organizer of the test TOEFL IBT test examined the results achieved by participants in 2011 from January to December based on the mother tongue of participants. The number of participants' mother tongue was 140. In this test, the number of participants from each mother tongue was uneven (at least 30 participants) and the background of the participants such as experience in learning English was ignored. The results showed that the highest score was 100 (600 on the paper-based), and the lowest score was 63 (about 500 in PBT). The average participant whose mothertongue Indonesian was 78 or almost 550 when converted to PBT.

The success of learning consists of internal and external factors (Slameto, 2010; Purwanto, 1996). To determine the factors student learning outcomes need to be considered. According to Slameto (2010: 54) there are two factors that affect the success of the study, the internal factors and external factors. The internal factors consist of: physical factors include health and disability factors; psychological factors include intelligence, attention, interests, talents, motives, maturity and readiness; fatigue factor. Fatigue gives effects on learning outcomes and for students to learn well they should avoid being too tired to learn. The external factors consist of family factors, school factors, and society factors. Family factors can be the way parents educate their children, relations between family members, the house and the family's economic situation, the understanding of parents, and the cultural background. School factors are teaching methods, curriculum, teacher relationships with students, relationships among students, school discipline, learning tool, school time, overstandard lesson, learning methods, and homework. Society Factors covers the student activities in society, mass media, friends hanging out, and public life.

According to Purwanto (1996:107), achieved learning outcomes of students are affected the internal and external factors of the learners. The internal factors are physiological factors that consist of the physical condition and the condition of the five senses, and the psychological factors consist of talents, interests, intelligence, motivation, and cognitive abilities. The external factors are of both natural and social environment, and instrumental consisting of curriculum / instructional materials, teachers, facilities, as well as administrative / Information System. In this research, the internal and external factors are combined in the classification of motivation, background and views of students on the material.

Based on the background, hence this research intends to find out the improvement of the students in TOEFL scores after learning dan practicing English for one year. There are three goals to achieve. The first two goals were achieved by using quantitative method and the third goal used qualitative method. The first goal is to measure the change of the students' TOEFL scores after they studied English after one year. In the first goal, two questions to be answered were "*Is there any significant difference between the the students' scores at the entrance test and their final test i.e after learning English for one year?*" and "*How strong is the correlation between students' entrance test scores and their final test scores?*"

The second goal is to measure the English competence of high achiever students (i.e students whose entrance test scores were high) and low achiever students (i.e. students whose entrance test scores were low). The detailed questions for the second goal are "*Do high achiever students improve significantly after studying English (TOEFL) for one year?*"; "*Do low achiever students make significant improvement after studying English for one year?*"; "*Is there any significant differences between high and low achiever students in terms of their increasing points?*"; "*What is the profile of the students having the high and low increasing points?*"

The third goal is to find out the causes of the changing of the scores from the entrance test to final test especially the ones that increased and decreased based on the students' motivation, background, and their opinions concerning the materials.

METHOD

There were two kinds of data used in this research. The first were from the students' estimated TOEFL scores taken when they joined BINUS University. The second data were from the students' final test at *English In Focus* class. The data were obtained from 130 students from three classes; and after being checked, there were only 121 data used.

The data taken were analyzed using qualitative and quantitave methods. Quantitative data were analyzed using statistics by means of SPSS 19 (Uyanto, 2009) using descriptive statistics, mean, and the standar deviation, as well as T-test to see whether the increasing of the scores was significant or not. The dependent variable was the data of the TOEFL scores from the entrance test, and the data scores from the *English in Focus* class was the independent variable. Based on the scores of each variable, students were divided into two groups, i.e. low achiever and high achiever students. The low achievers students were those whose entrance tests were below or the same as the mean (439.34), and the high achiever students were those whose entrance tests were 439.34.

From each group, the correlation between the scores of the students at the entrance test and the scores of the students in the *English in Focus* class following Cohen's (1988) Pearson Produce Moment value and levels of strengths.

Table 1 Strengths of Correlation (Cohen, 1988)

Correlation	Positive	Negative
None	0.00 to 0.09	- 0.09 to 0.00
Small	0.1 to 0.3	- 0.3 to - 0.1
Medium	0.3 to 0.5	- 0.5 to – 0.3
Strong	0.5 to 1.0	- 1.0 to – 0.5

The hyphotheses were:

H_0 : There was no significant correlation between the dependent and independent variables. If the value of Pearson Produce Moment is $\alpha \leq 0.05$, then H_0 is rejected meaning that students whose entrance test scores were low were able to have either high or low scores at *English In Focus* class.

H_1 : There was a signifincant correlation between the dependent and independent variables. If the value of the Pearson Produce Moment was $\alpha \geq 0.05$, H_0 was accepted meaning that students having high scores from the entrance test would have high scores from the English in Focus Class, and vice versa.

The qualitative data were taken in order to support the quantitative results, i.e. to know the students'motivation and background related to their English proficiency, their problems in learning English, and their opinions towards the the materials they studied.

Regarding motivation, there were four questions asked i.e. their opinions whether the English subject that they studied was easy of difficult, whether they liked English or not, whether they thought that English was important or not, and whether they were motivated to achieve the scores of 500 in TOEFL. The levels of motivation were classified into four groups: very high, high, quite high, and low. Students who were considered to be high motivated in learning English were those who said that: English was easy; they liked English; and English was very important for them; and the achievement of the TOEFL scores of 500 was their own ambition. On the other hand, students were categorized as quite motivated and low motivated if they said that: English was difficult; they did not like studying English, English was not important for them; and they could not find a reason to achieve the TOEFL scores of 500 or more.

The supporting background factor was classified into three, i.e. the length of their studying English formally, informally, and their effort to study English outside the classroom. Students were considered as having very high supporting background in studying English, if they studied English since they were at the kindergarten schools, joined English course more than two years, and practiced English at home and/or at other places.

Concerning materials, the purpose of the questions was to find out the students' general opinions about the overall materials, and the most difficult and the easiest materials that they used to practice. The results of the answers were used by the lecturers to select which part of the materials to be given to students and emphasize the parts that were most need by the students. Questions regarding *SALLC* facilities intended to find out whether students had already used them appropriately in order to support their TOEFL practices they did. The data were analyzed by observing the scores of the students who had highest and lowest scores.

RESULTS AND DISCUSSION

The score changes from the students' entrance test to their final test

The statistical results show that the results of the students' entrance test and final test are significantly different and the corelation between those results is strong. The mean of the students' entrance test is 439.34 and the mean of their final test is 506.06. The increasing points from the entrance test scores and the final test ones were 62.02 points. When the data were tested statistically using T-test, the results show the P-value of 0.000 (<0.05) which means that Ho is accepted and the difference between the results of the students' entrance test scores and their final test scores is significant with the influencing level of 11.4% (R square 0.114). However the strengths of correlation is .338 and according to Cohen this strength is medium which means that students whose TOEFL test scores were low at the entrance test tend to have low scores for their final test, and students having high TOEFL test scores at the entrance test obtained high scores for their final test (Table 2 and Table 3).

Table 2 Paired samples correlation of the entrance and final tests

		N	Correlation	Sig.
Pair 1	testmsk & testakir	121	.338	.000

Tabel 3 Model summary of the entrance and final tests

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338[a]	.114	.107	39.302

a. Predictors: (Constant), Entrance Test

The English competence of high and low achiever students

High achiever students were those whose scores of the entrance test were above the average, i.e. 439.34. Low achiever students were those scores below the average. Statistically, it is found out that high achiever students, having low TOEFL scores at the entrance test may have high or low scores at their final test; and the low achiever students may obtain high or low scores at their final test. The mean of TOEFL scores of the high achiever students at the entrance test is 465.85 and the mean of their final scores is 509.36. The increasing points of the scores are 43.5. In order to know whether the difference is significant, a T-test was conducted with the results P value 0.301 (>0.005) meaning that the high achiever students did not improve significantly or their points did not increase significantly. The test also shows the correlation between the entrance test scores and the final test scores was weak

as the level of correlation was 0.126. It means that the scores of high achiever who obtained high scores at their entrance test might have high or low scores at their final test. It also means that the teaching of TOEFL in the classroom did not give significant change for their English competence (Table 4).

Tabel 4 Paired Samples Correlations of the entrance and final tests
of the the high achiever students

		N	Correlation	Sig.
Pair 1	Highachentr. & highachfin	69	.126	.301

On the other hand, low achiever students improved significantly after studying English for one year with the medium strength of correlation. The TOEFL scores average of the entrance test of the low achiever students was 404.15 and the average of their final tests scores was 490.04 meaning that their increasing points were 85.89. The results of the T-paired test show the P-value of 0.002 (<0.005) indicating that the difference between the scores at the entrance test and those of the final test was significant. The significant difference indicates that students learnt a lot during one year studying TOEFL and the study helped them improve their English competence. The entrance and the final test score results prove to be correlated with the medium strength (0.411) which means that on the average, low achiever students whose entrance test scores were low still tend to have to have low TOEFL scores at their final test and those whose entrance test scores were high tend to have high scores (Table 5).

Table 5 Paired Samples Correlations between the entrance and final test
of the low achiever students

		N	Correlation	Sig.
Pair 1	lowachentr & lowachfin.	52	.411	.002

In general, the average of the students' TOEFL scores in the entrance test and the final test increases. The increasing points were obtained by reducing the scores of the final test from the scores of the entrance test. The maximum increasing points are 183 points and the minimum -60 which shows the decreasing points. The mean of the increasing TOEFL scores is 61.72. The mean of the increasing points of the high achiever students is 43.50 and the mean of the increasing points of the low achiever students was 85.88 points and the difference is 42.33 points. The T-paired test shows that the difference is significant from the P-value of 0.000 (P≤0.05). This statistic results indicate that low achiever students have improved more than the higher achiever have.

The structure of students increasing and decreasing in their TOEFL scores of the entrance and final test

In order to know which students did the most progress and which ones did the least during after studying for one year, the increasing points in TOEFL scores were classified into five categories i.e. very low, low, average, high, and very high (Table 6). The increasing points of the students' scores followed the normal curve i.e. the points of most students were in the middle area (45 – 90) i.e. 42 students or 34.71%; only few students increased high points (≥ 136 very high) i.e. 5 students or 4.13%; and low points (≤ 0) i.e. 14 students or 11.57% (Figure 1).

Overall, the low achiever students show more improvement than the low achiever students in their TOEFL scores. 51.93% or 27 students increased 90 points or more (high and very high categories), while only 13.04% or 9 high achiever students obtained such increament. On the other hand, 47.27% or 33 high achiever students reached 45 points or below (low and very low), and even 13 students or 18.84% did not make any improvement or had lower scores in the final test than in their entrance test. The highest number of high achiever students increased their scores by 46 – 90 (average), but in the highest number of low achiever students obtained 90 – 135 points (Table 6). This tendency might show that the materials in the classroom are suitable for the low achiever students so that the high achiever students lose their interest in studying or there might relate to their background such as motivation, the length of studying English, their experience with English and their opinions about the materials.
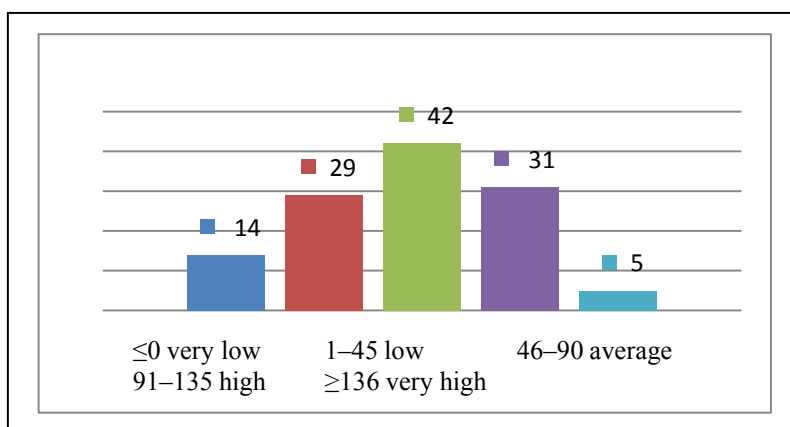

Figure 1 Frequency of Increasing Points in TOEFL Scores

Table 6 the Increasing TOEFL Scores of the High and Low Achiever Students

Categories	Increasing points	High achiever Students		Low achiever Students	
		high achievers	%	low achievers	%
very low	≤ 0	13	18.84	1	1.92
low	1-45	21	30.43	8	15.38
average	46-90	26	37.68	16	30.77
high	90-135	9	13.04	22	42.31
very high	≥ 136	0	0	5	9.62
Total		69	100.00	52	100.00

The causes of the changing of the scores

Students in general increased their TOEFL scores after studying for one year. The factors that are assumed to be causes of the changes are their motivation, background, and their opinions about the materials. Students' motivation was measured from their opinions about English: whether English was difficult; whether the students liked English; and whether the achieving the TOEFL scores more than 500 was their own desire. Overall, the students had high motivation in learning English. This fact is shown by the number of students choosing the option that they liked English very much and English was important. 50% students considered that English was difficult, but 82.3% students (including the 50%) liked English as they realized that English was important. Therefore, they considered that having the TOEFL scores more than 500 was important although only 37% students having this desire from their own.

The students' background results were obtained by asking three questions about: the time students began to learn English formally; how long they joined English courses and the place they practiced their English. The results show that the students had learned English for quite a long time formally and informally. 96% students began to learn English before they were 12 years old i.e. when they were at the elementary schools and kindergartens. The strength of the learning experience formally was supported by the informal learning i.e. 69.4 students learned English at the course at least for one year. The weakness was that 63% students only learned English only in the classroom without any efforts to have additional time of studying or practicing English outside the class. Four students (4.2%) stated that they never had any practice. Further data regarding students' problems in learning English show that 46.34% or 38 students stated that they lacked of time for studying, and 41.46% or 34 students stated that the English materials given at schools were too difficult. Only 10 students had problems regarding books and facilities.

The questions about the students'points of view regarding the materials aim to know students' difficulty in practicing the materials given. The frequency of the use of the materials in SALLC informs whether students had already made the best of SALCC as the facility provided by BINUS to help students practice their TOEFL. The answers regarding the students' opinions about the level of difficulty in using the TOEFL materials were similar to the answers of their problems in learning English i.e. 49% stated that the materials they used in the classroom were difficult. The materials that were easy to to practice were reading (66.7%) followed by listening (22.22%) and the materials that were difficult to practice were listening as mentioned by 96.23% students (53 students).

The causes of the changing of the high and low achiever students

This part compares the qualitative results of the high and low achiever students in terms of three factors: their motivation, background and opinions regarding the materials they were studying in the classroom. Motivation dug out the students' opinions whether English was difficult, whether they liked English, whether English was difficult, and whether the achievement that the TOEFl scores should be more than 500 was their own desire. In general, the fact show that in terms of percentage, there is the the difference of <10%, meaning that the opinion of high achiever and low achiever students were similar level of motivation regarding ding the four factors. The biggest gap is in the motivation in the level of average in which high achiever students were more motivated than the low achiever ones. The more specific difference in this case lies in the factor of the students' opinions whether English was difficult (high achiever 47.4% and low achiever 38.5) and the other factors were below 5% (Table 7).

Table 7 The motivation of high and low achiever students

Level of motivation	High motivated		Average motivated		Low motivated		Very low motivated	
%High/low achiever students	High achievers	Low achievers	High achievers	Low achievers	High achievers	Low achievers	High achievers	Low achievers
English is difficult		2.6	**47.4**	**38.5**	45.6	45.6	5.3	2.6
I like studying English	10.5	7.7	**84.2**	**79.5**			5.3	12.8
English is important	66.7	66.7	31.6	30.8	1.8	1.8		2.6
TOEFL > 500 is my desire	36.8	38.5	57.9	59	3.5	3.5	1.8	

Students' background comprises three factors i.e. the time students began to learn English formally; how long they joined English courses and the place they practice their English. From the three factors, the outstanding one was in the length of time of the students in joining the English informally in English courses. In general, the high achiever students joined English courses longer than the low achiever ones especially the low motivated students. The percentage of the high achiever students who joined English courses less than 3 (three months) was 1.8 and the percentage of the low students was 25.6. High and low achiever students had the similar points of view regarding the problems in studying TOEFL. Both stated that they lacked of time and the materials were difficult. There were only 5% students of the two groups had different opinions. Nevertheless, all of them had same points of view that English is important.

The students' points of view regarding the materials show their opinions about the level of difficulty of the materials given in the classroom, the frequency of their visiting to SALLC, and the easiest and most difficult materials or skills to practice. Regarding the materials, high and low achievers students had the same opinions that the materials were considered to be difficult. The results of students' frequency to SALLC indicates that in each groups – high and low achievers students, > 50% students have never visited SALLC and overall 60.4% had never studied there. Out of 50 students, 21 said that they had no time to go to SALLS, 13 students stated that they did not know about SALLC, 7 students were lazy and 5 students waited until they were askes to do so. The low achiever students visited SALLC more frequently than the high achiever ones i.r. 1-4 times per semester.

Analysis of students showing the lowest increasing in TOEFL Scores

There were 13 students whose TOEFL scores of the final test were not only low, but also lower than their scores in the entrance test (12 students were high achievers and one was a low achiever). Ten (10) out of thirteen (13) students filled out the questionnaires informing students' opinions in the teaching and learning TOEFL. Nine out of ten students said that English was difficult, but still, they like learning English and they realized that English was very important. Regarding the TOEFL scores, students had the opinion that obtaining the scores of 500 is important. Nevertheless, there were only three students stating that they learn TOEFL because they want it.

Students whose TOEFL scores at the end of the test decreased had quite good background and it support both in terms of experience and in terms of effort. Six out of ten students learnt English since they were at the junior high school and had the experience of learning English at the English courses from one to two years. Overall, the students whose scores decreased were those having the opinions that English was difficult (5 students) and that they lacked of time for studying (5 students). According to students, the materials given in the test were average, not too difficult and not too easy. The easiest exercises to do are reading and the most difficult one is listening.

Analysis of students showing the highest increasing in TOEFL scores

There were five students having the highest increasing in TOEFL sores (between 135 – 185 points). These five students were low achiever students and out of five students, and two out of those five students filled out the questionnaires. One of the two students considered that English was very difficult and actually he did not like it. However, in his opinions, English was very important and he was eager to have the TOEFL scores more than 500. He studied English since he was at the elementary school and he had the experience of attending an English course for three months. He was diligent in practicing TOEFL exercise at SALLC although he considered that TOEFL exercises were very difficult. For him, the easiest exercise was reading and the most difficult is listening and writing. His TOEFL score increased by 150 points proved to be the highest.

The other successful student had the opinion that English was difficult and did not like studying English, but he considered English was important and obtaining the TOEFL scores more than 500 was important. Besides studying, he also practiced English at SALLC. For him, the materials given for the English TOEFL test was difficult. He used the facility for English learning (SALLC) 1-4 times in a week. The easiest materials to practice are the materials for speaking and the most difficult are for listening. His motivation in learning English was that English was not difficult: he liked learning, English is very important; and he wanted to have TOEFL scores of more than 500.

CONCLUSION

This paper intends to find out the changes of the students' TOEFL scores after they studied English for one year. There are three aspects investigated as follows. The changes from the students' TOEFL scores at the entrance test and their scores at the final test of *English In Focus*. The changes of the high achiever students i.e. students whose TOEFL scores were above average and the low achiever students i.e. students whose TOEFL scores were below average after they joined TOEFL class for one year in the lesson called *In Focus*. The reasons for the increasing or decreasing of the TOEFL scores based on students' motivation, background, and students' opinions regarding the materials.

Statistically, there was a significant difference between the scores of the students' entrance test and those of their final test because the T-paired result test showed the P Value of 0.000. The average of in the entrance test scores was 439.34 while the average of the final test scores was. 506.6. The results of the test also show that the significant correlation between the entrance test scores and the final test as the results show the P Value of 0.000 with the strength of the correlation r= 0.334. It means that students having low scores for their entrance test tend to have low scores at their final test, and students having high scores in their entrance test tend to have high scores at the final test.

After studying English for one year at BINUS, the high achiever students were able to increase the scores significantly (P Value of 0.000) with the weak correlation of *r* 0.126. The high achiever students had the entrance test scores average of 465.85 and their final score average was 509.36. From the results, it can be concluded that the high achiever students whose entrance test scores were low may have high of low scores in their final test and the low average students may also have high and low scores in their final tests.

The low achiever students having the entrance test score average of 404.15 and the final test score average of 490.15 also show the significant increasing indicated from the P Value of 0.02) and medium strength of correlation of 0.411. This means that low achiever students having low scores at the entrance test tend to have low scores for their final test. Compared to the high achiever students, the correlation between the entrance test scores and the final test of the low achiever students of the low achiever students is higher. On the other hand, the low achiever students having high scores in the entrance test tend to have high scores in the final test with the stronger correlation.

The increasing of the TOEFL scores of all students is 67.71 points. The minimum increasing of the individual student is 60 points. The average of the increasing scores of the high achiever student is 43.50 and the low achiver students' is 85.58. This shows that the the increasing scores between the high and low achiever students are significantly different as indicated by the P Value of 0.000.

In terms of the increasing points of the students' TOEFL scores, the graph of students follows the normal curve i.e. most students achieved the average number of increasing points (45-90), and only few students show very highly increasing points ($\geq$ 136) and decreasing points ($\leq$ 0). The

highest increasing points were achieved by the low achiever students and the lowest increasing points and even the decreasing ones were achieved by the high achiever students.

The changing of the student TOEFL scores depends on several factors i.e. the students' motivation, their background and the materials. Motivation becomes one of the factors supporting the changing of the scores. Although 50% students consider that English is difficult, they like English and realize that English is important for them. The second factor is the students' background in learning English formally and informally as well as their practicing of English at home, in the classroom and at BINUS' Language Laboratory. The third factor i.e. English Course materials given within one-year of learning influences the students' success in increasing their scores.

However, there is a slight difference between the items of the skills tested in the entrance test and in the final test. The entrance test of the students covers reading, listening and structure, while the course materials and its final test involved the skills of reading, listening, reading and writing. This different factor therefore, the result regarding the English material only shows the tendency. Detail and more appropriate results of the English materials need further investigation. Nevertheless, this survey shows that the materials designed by Language Center have proved to be useful for students if students study and practice further using BINUS language laboratory. Unfortunately, the frequency of using the language laboratory by the students is low, and these causes the increasing points of the high achiever students were lower than those of the low achiever ones.

Suggestions

Afer studying TOEFL for one year, the average of the students' scores is more tan 500 i.e. 506. However, the materials given to the students were Reading, listening, writing and speaking. Meanwhile, the entrance test materials covered Reading, listening and structure. It is suggested that Language Center design the entrance test so that the base line of the students' ability can be measured and the materials given in the classroom can really help students in increasing their TOEFL scores.

In this research, *Low achiever* students show the significantly higher increasing scores than the high achiever students although their strength of motivation and background were similar. Therefore, it is recommended that further research should be conducted in order to know the root cause of the lower increasing scores obtained by the high achiever students compared to the low achiever ones.

Although the English lecturers have introduced the language laboratory with special features for practicing TOEFL called Self Access Language Learning Center (SALLC), many students did not make the best of this facility. It is highly recommended that SALLC be promoted to all students. In this research, the most reasons of not using SALLC were that students were lazy to go to SALLC, and students were not asked to do so, lecturers are supposed to motivate their students by informing the benefits as well as forcing students to practice their TOEFL at SALLC to improve their English competence.

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