

## **AN ANALYSIS OF STUDENTS' ENGLISH COMPETENCE (TOEFL EQUIVALENT) AT RIAU UNIVERSITY PEKANBARU**

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### **ABSTRACT**

This study aims to investigate the competence of students' English language (TOEFL Equivalent) at Riau University Pekanbaru and the factors associated with (gender, parents economic background, and majors in high school). The research Population is Riau University students who take the TOEFL Prediction in 2015/2016 - approximately 7,000, - students. The samples were taken at 5% of the total population of 350 students. TOEFL Prediction - compiled by UP2B Universitas Riau - used to collect data. The results of this study are as follows: a) the average score of TOEFL Equivalent Riau University students are 372, b) the averag scores of female students slightly higher (374) than the average scores of male students, c) the average score of economic students parents medium slightly higher (376) than the economics student parents low, and d) the average score of students whose background natural science (IPA) also slightly higher (378) than the students background knowledge social knowledge (IPS). The implications of the findings of this study are students need training intensive TOEFL Prediction on aspects of listening (mini - talk), reading comprehension (reading comprehension - the main idea and supporting ideas), and grammar / writing expression (sentence error).

Keywords: English Competence (TOEFL Equivalent), Factors (gender, parents' economic background, high school majors).

### **INTRODUCTION**

Riau University Rector decree No. 65/719 / AK / 2004 about English Language Learning provision in Riau University is the starting point of one of the efforts general competence membership of the University of Riau. General quality competence mainly mastery knowledge of English (TOEFL Prediction) followed by the ability to

use the English in the form of speaking and writing (Speaking and writing).

It has been approximately 15 years, this program ever made by (UPT Bahasa Riau University). It has had an impact to undergraduate students (S1), strata two (S2), and strata three (S3) to mastery of knowledge of English itself. Riau University, through UPT Language – training in the form of non-

program packages credits in with two credits (2 credits). Besides that, they also acquire a common language (English I) and English Advanced - according to their faculty (English 2). Both types of programs Learning English at the Riau University with a target of at least 450 TOEFL Prediction.

However, Riau University students academic year 2015/2016, (As the focus of research) still have many problems in the mastery of language knowledge. They brought language knowledge from each high school

without coupled with English I, without TOEFL Prediction research program.

Their problems generally on the aspects of the TOEFL Prediction, as follow; understanding mini-talk in listening, understanding supporting idea, in reading comprehension, and determine Errors in the aspect of structure and writing expression. However, it has been 5% among those who can achieve a minimum passing rate of 450. Others are still 400 or 37. It means that they are in very limited users of English category.

## BRIEF LITERATURE

### 1. Listening

According Akilandeeswar, K (2011) in his research concluded that a process of listening, in order to build a concept which is to help maintain and students can become proficient in English and prepared for academic and students must has a real competence to obtain information, capture the content, as well as to understand the meaning of communication has been delivered by the speaker through speech or spoken.

Furthermore Akilandeeswar K. (2011) adds in research by concluding a process in the language will help students to become an expert in English and they can be Consistent to be well prepare.

Fakhri Ras (2012) concludes in his research that to improve Listening ability, students can use those strategy as follows; 1) follow listening lesson and paying attention when the teacher explains, multiply memorizing vocabulary, and heard discourse or dialogue English carefully, 2) expand vocabulary, listening to learn from native speakers, and listen to stories or conversations that related to English 3) attend each meeting of listening,

listening to learn more enterprising by extending the exercise, and listening to the discourse and English conversation carefully.

### 2. Reading

The reading process by Yousif Alshumaimeri (2011) formulated in his research a process that can perform with exercise instead of passing education alone or method learning is used for communicates meaning contained or implied in written symbols.

Mohammad Bagher Shabani (2013) research shows that as individuals use reading strategies such as understanding the purpose of reading, to enable background of relevant knowledge, to focus attention on the main idea, evaluation, monitoring and making conclusion, the more likely they can make the composition writing well.

According to Fakhri Ras (2012), concludes that learning strategies for improve the ability of Reading as follows; 1) read the paper, comics, story books, magazines, novels and other sources, answer questions on reading text, and, reading texts or books in English regularly, 2) reading novels and English articles, practice reading more

vigorously, and reading texts English from a variety of sources, and 3) read more English books both at school and at home, understand the content of the English text, more reading texts, books, articles, novels, newspapers, magazines and other sources.

### **3. Structure**

According Jianyun Zhang (2009) for grammar learning, some students can have more analytical learning styles than others, but if one of hopes to use English accurately and fluently, then it is needed for him to accept the rules of language instruction.

Abdu Mohammed Al-Mekhlafi (2011) concludes that the research findings for the implications are the following; 1) EFL curriculum and developers materials must demonstrate an understanding of learners and teachers' trouble, and give the enough guidance and help in curriculum documents and teachers' book shows

how the difficulties potential can be addressed in the planning of their class activities. Teachers can give examples of mediation tasks that will reduce the difficulty, 2) as Morelli (2003: 33-34) has shown that students need to be taught grammar through various methodologies and approaches for meets their individual style of learning, and the learners should consider students' attitudes and perceptions when making decisions about how to teach grammar, 3) EFL teacher will do well to understand and address the learners in their concerns in planning lessons and classroom activities, and the use of additives, if necessary, to help learners overcome difficulties, and 4) both in service and training programs of pre-service must be planned such that student-teachers and the teachers articulate the potential difficulties and actual and discuss the ways about how to overcome or at least cope their scary.

## **RESEARCH METHODOLOGY**

### **1. Location of the Research**

The study was conducted in UPT Bahasa (Language Centre) of Riau University Pekanbaru.

### **2. Research time**

The study was conducted in March-May, 2016.

### **3. General purpose**

The general objective of the study is to investigate students' English competence (TOEFL Equivalent) of Riau University and factors closely linked with it (gender, background of parents' economy, and their majors in SLTA).

### **4. Special purpose**

The specific objectives of this study are as follows;

- 1) Determine the average of student competence of Riau University about TOEFL equivalent.
- 2) Distinguishing the average student competence of Riau University of TOEFL Equivalent which associated with Gender factors.
- 3) Distinguishing the average of Students' competence of Riau University about TOEFL Equivalent which associated with parents' Economic Background factors.

- 4) Distinguishing the average of Students' competence of Riau University about TOEFL Equivalent wwhich associated with Majors in high school.

**5. Research Population**

The population of Research is all students of Riau University in academic year 2015/2016, which totaled 7,000 students.

**6. Research samples**

The Samples are 5% of the total population (350 students) who taken randomly because the character of the population is homogeneous.

**7. Data collection technique**

Data collected by test that is objective in the form TOEFL Prediction

(compiled by UPT. Bahasa of Riau University) which consists of listening, reading comprehension, and structure and written expression.

**8. Data analysis technique**

- 1. Processing system

Processing system of TOEFL Prediction through the standard methods which already determined by TOEFL System.

- 2. Analysis Data

Data collected determined by the average of students' competence TOEFL Prediction, differences between competences by gender type, parents' Background Economic Parents and majors in high school.

**SIGNIFICANT OF THE RESEARCH**

The results of this study beneficial to the various parties associated with such students Riau, lecturers Uniersity, teachers, designer of the learning plan

TOEFL Prediction, UPT. Bahasa management. They will get real benefit in forms of information that can be delivered for comparison in the future.

**PRESENTATION AND DATA ANALYSIS**

The data have been collected presented in various forms in accordance with the factors associated

the competence of students on Equivalent TOEFL. Presentation of data are showed as follows;

**Tabel 1. Riau University Students Competence TOEFL Equivalent 2015/2016**

No	Faculty	Total	Average Score
1.	Teacher's Training and education	39	372
2.	Social and Politic	39	372
3.	Fishery	39	372
4.	Mathematics and science	39	373
5.	Economy	39	373
6.	Medical	39	373
7.	Engineering	39	373
8.	Agriculture	39	371
9.	Law	38	370
<b>Total</b>		350	3.346
<b>Average</b>		-	37

Based on the table above, there are three faculties that the average value 373, it is the highest of the nine faculties in the Riau University; FMIPA, FEKON, MEDICAL faculty. Compared with two others faculties the lowest among nine faculties, which is equal to 370 (Faculty Agriculture and Faculty of Law). In overall the average of 372 the ability of students at the University of Riau is still classified as very low (very limited users of English). Students difficulties area are in some aspects in each language skills tested (Listening, reading comprehension, and structure and written expression). For example listening skills, in generally they are very difficult to interpret the contents of the language activities during two to three minutes talked by an expert in field. They often lose control of the storyline or activities given by a speaker. Thus, they rely on their presumptive in determining answers to the questions.

On reading comprehension aspect "the majority of students are still difficult to determine the title of a reading and which leads to the conclusion of reading ideas. To specify a title of reading that they were read, they spent much time for reading carefully, reading over and over again. Similarly, the idea conclusion of a reading, they are in generally also spent a lot time to look at the relationship paragraphs with the other paragraphs to lead to the conclusion of a reading.

Furthermore, questions in structure and written expression with characteristic for determining a wrong phrase. In general, they are not able to distinguish contrasting options available to a question. Overall, it can concluded, most of the students should get intensive training on every language skills tested. The training requires lecturers' persistence to guide students, so they really gain enough knowledge to take The TOEFL Prediction.

**Tabel 2. Riau University Students Competence TOEFL Equivalent Based on Gender**

No	Gender	Total	Average Score
1.	Male	170	370
2.	Female	180	374
Total		380	744
Average		-	372

Table above shows that women with an average value of 374 is higher than the value of the average male.

However, overall their average value (370) are still relatively very low.

**Table 3. Riau University student competence on TOEFL Equivalent based on Parents Economic Background**

No	Gender	Total	Average Score
1.	Medium	180	376
2.	Low	170	368
Total		350	744
Average		-	372

The data above shows the economic background of students medium slightly higher (376), when compared with students whose parents

economic background is low (368). Overall average of them (372) are also still very low.

**Table 4. Riau University Student Competence on TOEFL Equivalent based on High School Majors**

No	Gender	Total	Average Score
1.	Science	180	376
2.	Social	170	368
Total		350	744
Average		-	372

Riau University students' competence background in high school science is slightly higher (376), if compared to students' academic background in high school social (368).

Several factors attached to the student (gender, economic background of parents and majors in high school), background knowledge such as science and social studies while in high school, need in-circuit associate with

materimateri tests especially when reading comprehension. Likewise the parents economic background (associated with purchasing power) for supports learning. Students' parents background Economic who belong medium can equip the facilities support learning at home. It will affect the learning process TOEFL Prediction insignificantly.

**CONCLUSION AND SUGGESTIONS**

The results of this study are as follows: a) the average score of TOEFL Equivalent Riau University students is 372, b) female average score is higher (374) compared with the average score of male student, c) the average score of students the intermediate parents' economic background is well slightly higher (376) if compared to students Low economic parents background, and d) the average Student scores who had been natural science (IPA) in high school are also slightly higher (378) compared to students background in social sciences (IPS). The implications of the findings this study is the student needs training TOEFL Prediction intensively in the aspect of listening

(mini - Talk), reading comprehension - the main idea and supporting idea), and grammar / writing expression (Sentence error). So, writer that :

1. The students are expected to continue constantly master in hearing in aspects mini-talk (listening comprehension of lecturing activities ), supporting ideas and conclusion ideas in reading comprehension, and determine the error of part sentence in aspects structure and written expression.
2. The *UPT. Bahasa* are expected to always upgrade the teaching materials with fixed maintain standards its difficulties.

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