

ENGLISH LANGUAGE PROFICIENCY ACHIEVEMENT IN 180 HOURS AMONG 2006 BATCH AT UNIVERSITAS ADVENT INDONESIA

Caroline V Katemba

Linda Simarmata

Anne Lou Hendriks

English Department, Universitas Advent Indonesia
Jl. Kolonel Masturi Km. 6.5 Parongpong-Bandung

ABSTRACT

Nowadays, English is an official language around the world. Many people have problem for communicating because they do not know English. To exceed the problem, it is important to study English more and take Test of English as a Foreign Language (TOEFL) because it can help them to develop their English ability.

The objective of this study is to contribute to this discussion by examining: **If there is any significant difference in achievement of English language proficiency of the participants after taking English for 180 hours during six semesters.**

The participants were 63 young adult, they were 2006 batch enrolled in Universitas Advent Indonesia. The participants of this study have taken English Entrance Exam ($E3_{in}$) in the first semester and English Exit Exam ($E3_{exit}$) in the 6th semester.

This research obtained the data as follows: X ($E3_{in}$) as pre-test=63, Y ($E3_{exit}$) as post-test=63. The means of pre-test was 353.65 with mean standard deviation was 24.488 and with mean standard error was 3.085. And after the treatments, the mean of post-test was 443.83 with mean standard deviation was 32.001 and with mean standard error was 4.032. The mean gain score between the two tests was 90.17. This result was supported by t-counted result was 2.636 and t-table result was 1.671. It means that t-counted > t-table. Thus, H_a is accepted, that there is a significant difference of achievement in English language proficiency after taking English for 180 hours during six semesters.

KEYWORDS:

English, Achievement, 180 hours, 2006 batch

INTRODUCTION

Test of English as a Foreign Language (TOEFL) is very important for all students who come from non English speaking countries because it can help the students to improve their ability in English language proficiency.

TOEFL or Test of English as a Foreign Language is required by the students of non English speaking countries if they aspire to get admission in the colleges or universities of English speaking countries (Educational Testing Service, 2009). According to Gear and Gear (2006), "TOEFL is an examination to evaluate a non native English speaker's proficiency in the English language."

The four skills in English (Listening, Structure, Reading and Writing) are important to be studied for adult learners who use English as foreign language or second language. It provides rules and general guidance that facilitate a better understanding of the skills of the target language.

In Universitas Advent Indonesia (UNAI), Test of English as a Foreign Language (TOEFL) is an academic requirement. Since 2006, UNAI has conducted an English Entrance Examination (E3_{in}) for its enrollee to find out the students' qualification in English ability. Later the same test will be given before they graduate, but the name is called English Exit Examination (E3_{exit}).

For the Entrance, the minimum score is 350 points. Those who can achieve this standard will be allowed to take regular class or English I. And those who do not reach this standard will have to take Remedial class for one semester, but those who have score 400 points and above are given option to skip English I and English II with a standard grade according to their level.

For the Exit, the minimum score is 375 points. Once they reach this minimum score or above, they are qualified for mini thesis examination and graduation. UNAI has purpose to increase this minimum standard from time to time.

Besides that, the English major students will get Teacher's Certificate when they achieve the score of 500 points and above.

At the same time, English Department has tried a new method of improving its curriculum to accommodate the need of General English from English I to English VI. The General English is as below:

1. English I is grammar/structure
2. English II is reading
3. English III is listening
4. English IV is writing
5. English V is English for Specific Purpose I (ESP I)
6. English VI is English for Specific Purpose II (ESP II)

The General English above is conducted to all students in 180 hours during six semesters.

This study attempts to answer the question, **"Is there any significant improvement in students' achievement of English language proficiency after taking English for six semesters?"**

2.1 REVIEW OF STUDY

Crystal (2009) stated that English is a global language because English is an official language around the world. Thus, English is very important to be learnt and understood by all people especially for students who come from non English countries, like Indonesia; it means that English is still foreign language for them. They should take TOEFL to test their English ability or to measure their competence in English. By knowing English, it can help the students to be better for communicating with people around the world.

Gear and Gear (2006) wrote that TOEFL is an Examination administered by Educational Testing Service (ETS) to evaluate a non native English speaker's proficiency in the English language. Language proficiency is the ability of an individual to speak or perform in an acquiring language. TOEFL helps the non native speaker to master English, not only for speaking but also for writing.

According to this website (www.answers.com/topic/toefl) TOEFL is pronounced "toe-full" means to evaluate the ability of an individual to use and understand English in an academic setting. It sometimes is an admission requirement for non native English speakers at many English speaking colleges and universities.

Lougheed (2007) stated that TOEFL stands for Test of English as a Foreign Language

METHODOLOGY

This study took place in Universitas Advent Indonesia (UNAI). All participants are batch 2006 consist of different majors. They have passed the $E3_{in}$ in the beginning of the first semester and $E3_{exit}$ in their last semester. The participants' ages are between 19 – 26 years old.

The instrument of research was the English Entrance Exam ($E3_{in}$) and English Exit Exam ($E3_{exit}$) was designed by the English Department of UNAI. A pretest and posttest were administered to the participants. The pretest was administered at the beginning of the semester in July 2006 while the posttest was administered in January to April 2010, after the participants have taken English for six semesters in UNAI.

The research hypothesis of this study is: there is statistical difference in the English proficiency achievement of participants who have taken English for six semesters in UNAI. The null hypothesis is: there is no statistical difference in the English proficiency achievement of participants who have taken English for six semesters.

3.1 Research Design

The researcher uses the descriptive method.

Pre-test($E3_{in}$)	Treatment (English I – English VI)	Post-test($E3_{exit}$)
S_{in}	T 180 hours	S_{exit}

Where:

S_{in} = Students of English Entrance Exam or pre-test

S_{exit} = Students of English Exit Exam or post-test

T 180 = Treatment in 180 hours

$E3_{in}$ = English Entrance Exam

$E3_{exit}$ = English Exit Exam

Data Analysis Procedure

In data analysis procedure, the researcher took the data from English Department office. The data that collected was TOEFL score on English Entrance Exam ($E3_{in}$) and English Exit Exam ($E3_{exit}$) score of graduating students in 2010. The expectation was that the participants who had taken English for six semesters got a better score.

ANALISYS OF THE DATA

Mean Gain Score

To find the gain score, the researcher used the results of the pre-test and post-test. The gain score were obtained from the difference between the two exams score.

Score of Pre-test and Post-test

PARTICIPANTS	PRE-TEST	POSTTEST	GAINSCORE
1.	377	456	79
2.	353	450	97
3.	343	453	110
4.	376	473	97
5.	320	466	146
6.	347	460	113
7.	340	466	126
8.	373	416	43
9.	417	480	63
10.	393	447	54
11.	333	450	117
12.	357	450	93
13.	330	466	136
14.	340	447	107
15.	330	440	110
16.	340	436	96

17.	367	486	119
18.	407	493	86
19.	393	506	113
20.	397	473	76
21.	350	426	76
22.	350	407	57
23.	323	380	57
24.	357	387	30
25.	337	450	113
26.	333	426	93
27.	340	430	90
28.	367	473	106
29.	343	466	123
30.	407	453	46
31.	350	467	117
32.	366	433	67
33.	357	460	103
34.	380	423	43
35.	303	460	157
36.	340	406	66
37.	333	466	133
38.	370	460	90
39.	370	500	130
40.	353	500	147
41.	317	387	70
42.	340	400	60
43.	347	423	76
44.	337	407	70
45.	387	466	79
46.	360	416	56
47.	369	440	71
48.	320	413	93
49.	350	420	70
50.	360	427	67
51.	383	410	27
52.	347	467	120
53.	310	447	137
54.	323	403	80
55.	347	416	69
56.	383	477	94
57.	320	506	186
58.	363	413	50
59.	353	396	43
60.	357	387	30
61.	333	463	130
62.	356	480	124
63.	356	410	54
Sum	22280	27961	5681

MEAN	353.65	443.82	90.17
-------------	---------------	---------------	--------------

The table above shows that mean gain score was 90.17.

Range Mean

The Range Mean of Pre-test and Post-test

TESTS	N	MEAN	STD. DEVIATION	STD. ERROR MEAN	MEAN GAIN SCORE
Pre-test	63	353.65	24.488	3.085	90.17
Post-test	63	443.82	32.001	4.032	

After analyzing the data using Paired Samples t-test, the researcher had the following findings:

The research shows that there is a significant difference of the achievement between pre-test and post-test.

The mean score of pre-test was 353.65 with standard deviation was 24.488 and with standard error was 3.085, while the mean post-test score was 443.82 with standard deviation was 32.001 and with standard error was 4.032. Both of the two tests have average of gain was 90.17. It can be concluded that the range mean of post-test was higher than the mean of pre-test. So there is a significant improvement.

CONCLUSION

The researcher has made the following conclusions:

1. The analyzed statistical results confirm the hypothesis that there is a significant difference in achievement of English language proficiency after taking English for six semesters.
2. Teachers should realize that teaching TOEFL is important by mastering the four skills (listening, grammar, reading and writing) and must be taught more extensively because it helps the students to achieve their English language proficiency.
3. TOEFL should remain an important part of UNAI's curriculum as it assists students in achieving their English language proficiency.
4. UNAI should continue to administer the TOEFL for all candidate students and graduating students to improve their English language proficiency.
5. Students should aware that English is important and benefit for their life. Thus, they will develop their English.

RECOMMENDATION

It is recommended that further studies be done after the participants have taken the E3_{in} to see the ability of the students in improving their language proficiency achievement.

BIBLIOGRAPHY

- Crystal, David (2003). English as a Global Language (2nd Ed.). Cambridge University Press. http://en.wikipedia.org/wiki/international_English#Modern_global_language. Assessed on March 2010.
- Ellis, R. (1991). "The Place of Grammar Instruction in the Second/Foreign Language Curriculum." In New Perspectives on Grammar Teaching in Second Language Classrooms. Hinkel, E. & Fotos, S. (Eds). Mahwah, New Jersey: Lawrence Erlbaum Associates. 2002.
- Gear, Jolene and Gear, Robert (2007). Cambridge Preparation for the TOEFL test. New York: Cambridge University Press.
- Loughed, Lin. Ed. D (2008). Barron's writing for the TOEFL iBT (3rd ed.). Hauppauge, New York.
- Mariano-Hendriks, A.L. (2007). The Effect of Grammar Teaching and Learning Towards English Language Proficiency Among the Freshmen at Universitas Advent Indonesia. Universitas Advent Indonesia, Bandung.
- Rodriguez, LM. (2002). What Happens When Direct Grammar Instruction is used to Develop Oral Proficiency in a Spanish Immersion Classroom? Available at <http://gse.emu.edu/assets/does/Imtip/voll/L.Rodriguez.doc>. Accessed on January 31, 2009.