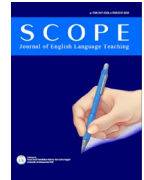




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Research Article

Investigating Students' Ability of English Literature Program in Answering Questions of TOEFL

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KEYWORDS

Investigating;
 English literature program;
 TOEFL

ABSTRACT

TOEFL Proficiency is one of the compulsory courses that must be taken by the English Literature students In Satu Nusa Lampung University in order to ease the students in facing TOEFL test as one of the requirement to graduate from the faculty. Knowing their ability in answering TOEFL question is really needed in order to make a mapping plan in teaching TOEFL proficiency courses in their class. Moreover it is also used to see the students' ability in English since they are English department students who get a lot of courses in English. Therefore the aim of this research was to investigate the students' ability of English Literature Program in answering question of TOEFL. Quantitative method with descriptive quantitative research design was applied in this research. The data of student's TOEFL test was analyzed by using scoring guidance in TOEFL PBT. First It was calculated based on the correct answer of each section and then converted into the converted score table provided by ETS. Based on the result it was found that the average score of students can be categorized into Low scores of TOEFL (Extremely Limited user Level). Then it is suggested for the students to do improvement like more practicing and follow TOEFL- specific training for having better score in TOEFL.

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INTRODUCTION

English has spread in every sector of human life. Therefore a lot of people in this world learn English as one of their needed since they realize that English is one of ability that should be mastery. Furthermore the study of English language has been increasingly inseparable from the study of literature. According to Babae & Yahya in Ashrafuzzaman, et al (2021) Literature has been considered as an influential tool in foreign language teaching and curriculum. It seems that Literature has an ability to enhance the student's cultural knowledge that is

important part in learning the new language. Therefore a lot of studies have been conducted relates to the teaching English through literature for English as Second Language (ESL) students and also for English as Foreign Language (EFL) students. No wonder as the development, there is English Literature Program majoring in some Universities.

Satu Nusa Lampung University is one of Colleges which concerns to English Literature Program as one of their majoring in Faculty of Economic, Business and Humanities. Based on the data of tracer study it is known that the degree of this majoring works in some fields which relates to English Literature program, even though some of them also work as an English teacher. As the English

Literature Program students they have to know how to use English well in every context, topic and situation. From this fact it can be concluded that some courses that are taught in this majoring has a significant role for the students to achieve their job. Moreover there are some courses both of compulsory and general courses related to English Literature program that should be fulfilled by the students in order to graduate from this majoring. TOEFL Proficiency is one of the compulsory subjects that must be taken by the English Literature students. In Satu Nusa Lampung University it is scheduled at the fourth semester. According to Sneichder & Hutt in M. Adib Nazri et al (2019) the students' mastery of English is commonly seen from the result of TOEFL test. This kind of test can be used to know deeper about the academic success of a student by several institution.

In line with previous elaboration, the researchers interested about the student's ability in TOEFL. The researchers focus on identifying the fourth semester English Literature students' ability in answering each section of TOEFL test. As specifically the purpose of this research is formulated into the following research question:

"How is the fourth semester students' ability of English Literature Program in answering question of TOEFL?"

Hopefully the finding of this research is able to give positive impact for the lecturers, for the students in completing their test, the chairperson of English Literature Program and of course the future researcher.

The Introduction of TOEFL

TOEFL stands for the Test of English as a Foreign Language. It is a kind of test that is used to measure English foreign Language learners ability in English. It means that it is a standardized test to measure the English language ability of non-native speakers. Rivers (2018) said that TOEFL is important to measure the students' ability in English. Therefore it is taken for some purposes such as; finishing college, applying a scholarship, applying an occupation, immigration purposes, etc. In addition, TOEFL certificate can be used as the requirements of taking the postgraduate or doctoral programs in our country as well as in foreign countries. According to Abraham in Badu (2020) the scores on TOEFL are required by 4.400 universities and colleges around the world at the graduate and undergraduate levels.

According to Educational Testing Service in Abbas (2016) the types of TOEFL can be divided become 2. The first is TOEFL IBT (Internet Based Test) with the range score between 0 up to 120. There are 4 skills that will be measured in this TOEFL test. They are listening, speaking, reading and the last section is writing. Each section of this TOEFL test has a range score from 0 up to 30. Beside TOEFL IBT, there is also TOEFL PBT (Paper based Test).

Different from TOEFL IBT which has 4 skills or section to be measured, in TOEFL PBT only consist of 3 sections, such as listening, structure- written expression and the last skill is reading. The range score of TOEFL PBT is 310 up to 677 score. In this research, the researcher used PBT TOEFL test as the format test since this kind of TOEFL test is applied in Satu Nusa Lampung University.

According to Susyla et al (2021) there are three types of skills tested in TOEFL test, they are; listening comprehension, structure and written expression, and reading comprehension. Each of those skills have their own characteristics take for example listening, it measures our ability to understand both short and long English conversation as a foreign language and also monolog for the last part. It section has 50 questions which should be answered in 35 minutes. Reading section measures our ability of English reading comprehension as a foreign language. In the TOEFL according to Papageorgiou et al (2019), the part is placed in section 3 or the last session after listening and structure. It needs 55 minutes for answering 50 questions. There are 4 until 6 passages in reading comprehension where it has 8- 10 questions of each passage. Reading comprehension has two types of sections; there is reading comprehension; which includes some questions such as main idea, topic sentence, specific information, inference or reference of the sentence. Then the second types are Vocabulary, to identify the meanings of vocabulary words. The next skill that will be measured in TOEFL test is Structure and grammar. It is a kind of tests that is used to know our understanding of English grammar and the usage. It is done after finishing the first section of TOEFL test that is listening section. There are 40 items which divided become 2 Types of questions such as structure (sentence completion) which consist of 15 Items and the second types are written Expression (Error identification) which consists of 25 items. The test takers will be given 25 minutes for completing those 40 items.

Those skills also had different strategies to be applied in order to get impressive score. Based on the information in ETS (Educational Testing Service) website the range of TOEFL score is from 310 as the lowest possible score up to 677 as the highest score. The standard criteria of TOEFL PBT depend on its category or the level. Non User category was due to the test takers who get below 400 of their score. While the test takers who got 400 up to 449 score can be categorized as Extremely Limited user. Score 450 up to 489 is included into Marginal User level. Next, the test takers who get 490 up to 529 is categorized into Modest user. After that, the range score of 530 up to 559 can be concluded into Competent User. Besides, 560 score up to 609 score is categorized as Good User. Meanwhile the test takers who get 610 score up to 644 jumps into Perfect User level. And the last is User like Native Speaker level which range score is 645 up to 677 score.

Students' English Literature Program

In some Universities of Indonesia English Language Teaching is divided becomes English Teacher Training Program and English Literature Program. At a glance, people may think that a degree in English Teacher Training Program and English Literature Program are same, but actually there are important differences between them. Both of them have different characteristic and also different main concern.

English Teacher Training Program prepares the students to become a licensed English teacher. This kind of majoring focuses on some fields, such as the psychological and sociological foundation inherent to education, different philosophies or education, methods of teaching, educational terminology and statistic in teaching. Meanwhile English literature program allows the students to read literature, analyze and write what the students have read. In addition the students learn composition, analysis and synthesis, figures of speech such as literal, figurative, metaphor, simile, hyperbola, etc. The students also learn how to take notes, research, organize and write literary paper, poems, bibliographies and essay. In conclusion the students who are comes to this program will learn how to analyze, discuss and write about literature. Because of these differences, the English Teacher Training Program and English Literature become two different faculties in every university. English Teacher Training Program included into Teacher Training and Education faculty. Moreover English Literature Program involved to Humanities Faculty.

University of Satu Nusa Lampung is one of campus which has English Literature Program as one of study program in their Economic, Business and Humanities faculty. This study program based on its curriculum description has TOEFL Proficiency as one of its courses which is taught in the fourth semester. It was two credit hours. The aimed of this course to develop the students' English proficiency in order to ease them in facing TOEFL test as one of requirement to graduate from this study program, furthermore to see the students' ability in English since they are from English department this means that they have gotten a lot of courses in English.

Jaelani, et al (2022) found that TOEFL is effective to measure how the students' ability and knowing how to solve the weakness especially in reading skill.

Seeing at the previous research, it is assumed that there are some differences which make this research is different from the previous one. The first difference is from the participants who joined in the research where the participants of the previous research were the students of English Language Education Study Program. Besides that the previous research also focusing much on Reading skill

without discussing deeper about other skill that also included in TOEFL like grammar and listening skill.

However, the present researchers focus to know the students' ability in answering TOEFL questions from all of aspects and skill such as listening, structure and reading.

METHOD

In this research, the researchers used descriptive quantitative research design. The population of this research was the fourth semester students from English Literature Program of Satu Nusa Lampung University especially Faculty of Economic, Business and Humanities which consisted of three classes. The sample of this research were purposively selected as sampling view of student's skill that the average English ability better than other classes. The researchers used one class which consisted of 30 students.

The instrument used in this research was TOEFL test taken from *The Complete Guide to the TOEFL Test (PBT Edition)* book by Bruce Rogers which was published in 2011. The TOEFL test consisted of 140 items which divided into three skills namely; listening, structure and the last was reading skill. The technique for analyzing the data was descriptive quantitative. It was analyzed by guideline of TOEFL PBT where the researcher calculated the correct answer of each section and then converted it based on table score that was provided by ETS. Those converted scores were calculated by using calculating formula. The researchers determined those final score into some levels descriptively by the authorized website of ETS

In order to show more detail there were some procedures which have been done by the researcher such as;

1. Distributed the question and answer sheet of TOEFL test.
The TOEFL test which was an instrument of this research was given to the sample of this research and it was done in one meeting.
2. Provided specific time for the students to answer the question of Listening, Structure and Grammar, also Reading section.
The time given for the students to do listening section was 35 minutes with 50 questions. Meanwhile the time for doing structure section was 25 minutes with 40 questions. And then 55 minutes was given to do reading section with 50 questions. In conclusion the total time was 135 minutes for 140 questions.
3. Analyzed the result of students' TOEFL test.
The data of student's TOEFL test was analyzed by using scoring guidance in TOEFL PBT. The scoring guideline of TOEFL PBT depends on the correct answer of each section. The steps for calculating were;
 - a. First, calculated the correct answers of each section

Table 1. The table of Student's Correct Answer

Students' Name	The correct Answer of 50 Items in Listening Section	The correct Answer of 40 Items in Structure & Grammar Section	The correct Answer of 50 Items in Reading Section
Student 1	35	30	48
Student 2	35	28	45
Student 3	30	30	40
Student 4	40	35	35
Student 5	30	28	40
Student 6	30	35	30
Student 7	20	35	20
Student 8	20	25	20
Student 9	20	22	18
Student 10	35	20	15
Student 11	24	35	15
Student 12	10	21	38
Student 13	20	25	20
Student 14	35	20	15
Student 15	22	18	21
Student 16	26	35	15
Student 17	15	30	15
Student 18	20	25	21
Student 18	20	25	21
Student 19	35	20	15
Student 20	10	21	35
Student 21	22	18	21
Student 22	20	22	18
Student 23	24	35	15
Student 24	24	20	15
Student 25	16	16	20
Student 26	20	25	18
Student 27	22	20	20
Student 28	30	20	15
Student 29	12	18	12
Student 30	15	22	10

- b. Next, converted those correct answers based on the converted score table that was provided by ETS

Table 2. The Converted Score Table

The Correct Answer	Converted Score of Listening Section	Converted Score of Structure and Grammar Section	Converted Score of Reading comprehension Section
50	68		67
49	68		66
48	66		65
47	65		63
46	63		61
45	62		60
44	61		59
43	60		58
42	59		57
41	58		56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	60	52
35	54	58	51
34	54	58	51
33	53	57	50
32	52	56	49
31	52	55	48
30	51	54	48
29	51	53	47
28	50	52	47
27	49	51	46
26	49	50	45
25	48	49	44
24	48	48	43
23	47	47	43
22	47	46	42
21	46	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	37	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

Table 3. The Representative of Student's Result

	Each Section of TOEFL PBT Test		
	Listening	Structure & Grammar	Reading
Correct Answer	35	30	48
Converted Score	54	54	65

c. The last step counted the score by using calculating formula.

After getting the converted score, the result of TOEFL test was counted based on the formula below;

$$\text{The converted scores of each section} \times \frac{10}{3} = \dots\dots$$

$$54 + 54 + 65 \times \frac{10}{3} = 576$$

4. Analyzed the Level based on the result of student's TOEFL test

The researcher analyzed the students' TOEFL test result based on some levels determined by the authorized website of ETS (2007). The levels were:

Non User Level

For the students who got score below 400 they were classified into this level. The student who gained this score could not use English in every kind of context and situation.

Extremely Limited User Level

The range score for students who classified into this level is 400 up to 449 score. They were able to use basic communication with the support from their addressee

Marginal User Level

Score from 450 up to 489 score came into this kind of level. They were recognized as the medium level language user. They could create a simple sentence in the context of situation which they had already known before.

Modest User Level

This kind of level had the range score from 490 up to 529 score. The students who classified into this level were able to obtain the message delivered in general. They only did few mistakes when they did the test.

Competent User Level

The student who obtained 530 score up to 559 score jump into this kind of level. They were able to use English in spoken and written bravely in each single topic, context or situation however they still made few mistakes.

Good user Level

The range score from 560 until 609 were included into this kind of level. It meant that the students were able to use English in spoken as well as written effectively in each single topic, context or situation but only with the little errors.

Perfect User Level

This kind of level is delivered for the students who got 610 score up to 644 score. They were able to use English in each topic, context and situation accurately, constructively and magnificently.

User Likes Native Speaker Level

The students who obtained 645 score up to 677 would be classified into this level. It meant that they were able to use English perfectly as a native speaker.

RESULTS AND DISCUSSION

After getting the test TOEFL result which has been converted and calculating by using the formula, it was found that the average score which was students achieved could be categorized as *Extremely Limited User Level* since their score were under 450. It was far below the desired level because they were the students of English Literature Program. It meant that they had gotten a lot of English courses since the first semester until the third semester so it should be common for them to use English in every context, topic and also situation. The students' Final score after calculating can be seen as follow:

Table 4. The Final Result of Student TOEFL Test

No	Samples	Score	Category/Level
1.	Student 1	566	Good User
2.	Student 2	556	Competent User
3.	Student 3	540	Competent User
4.	Student 4	533	Competent User
5.	Student 5	520	Modest User
6.	Student 6	493	Modest User
7.	Student 7	476	Marginal User
8.	Student 8	450	Extremely Limited User Level
9.	Student 9	450	Extremely Limited User Level
10.	Student 10	450	Extremely Limited User Level
11.	Student 11	450	Extremely Limited User Level
12.	Student 12	447	Extremely Limited User Level
13.	Student 13	447	Extremely Limited User Level
14.	Student 14	443	Extremely Limited User Level
15.	Student 15	443	Extremely Limited User Level
16.	Student 16	433	Extremely Limited User Level
17.	Student 17	433	Extremely Limited User Level
18.	Student 18	433	Extremely Limited User Level
19.	Student 19	427	Extremely Limited User Level
20.	Student 20	420	Extremely Limited User Level
21.	Student 21	420	Extremely Limited User Level
22.	Student 22	420	Extremely Limited User Level
23.	Student 23	413	Extremely Limited User Level
24.	Student 24	413	Extremely Limited User Level
25.	Student 25	407	Extremely Limited User Level
26.	Student 26	403	Extremely Limited User Level
27.	Student 27	403	Extremely Limited User Level
28.	Student 28	403	Extremely Limited User Level
29.	Student 29	393	Non User Level
30.	Student 30	369	Non User Level

From the final result of Student's TOEFL test it could be seen that there were only seven students who got score above 450. All of them could be categorized into Marginal user consisted of 1 student, Modest with 2 students, Competent User achieved by 3 students until Good User level only 1 student. The highest score was gotten by student 1 with 566 score and it could be categorized into Good User Level. Student 2 achieved 556 score, student 3 got 540 then student 4 got 533 score. Three of them were included into Competent User level. Meanwhile student 5 got 520 and student 6 got 493 who can be concluded into Modest user level. There was only student 7 who could be categorized as Marginal level since his/ her score was 476.

Moreover there were 21 students who could be categorized into Extremely Limited User Level since their range score between 403 up to 450. Student 29 and student 30 jumped into Non User level since their score were under 400.

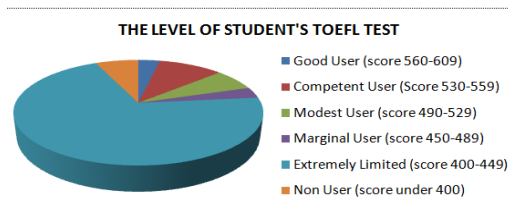


Figure1. The Diagram of Student TOEFL Test Level

Based on the figure of diagram above it can be said that from 30 students who were being sample in this research the more students were categorized into Extremely Limited user level since they got the score under 450. This fact showed that their English ability to answer TOEFL question was far below the desired level even though they were English Literature Program students who had gotten a lot of courses that were taught related to English. Those courses included into compulsory and general courses in English Literature program. So it can be said that actually those courses should give significant role for them to achieve English and get better score in TOEFL.

In order to know deeper information about some factors which influence the students' TOEFL score were low the researchers delivered a semi- structures interview. Those interview questions adopted from the previous research conducted by Maruf and friends in 2020 that focused on Investigating Factors causing low English Proficiency among Indonesian Students. This kind of questions interview chose since it had similar destination as what the researcher wanted to know.

From the result of interviewing it could be known that they lack of learning experiences due to TOEFL proficiency. Even though they got structure and grammar courses since first semester until third semester but mostly they forgot about the formula. They also lack of motivation for doing exercise in structural and grammar individually; they just did the exercise which was given in the classes. Next they also said that they were not common with the time given for doing TOEFL test. They felt in a rush to finish the test and it was totally different when they did the exercise in structure and grammar class which was longer. Another reason also said that they lack of vocabularies therefore it was difficult for them to comprehend the English text. They said that the vocabulary which was existed in TOEFL Test had higher level compare to vocabulary that was used in their daily even in vocabulary or reading courses. Besides that they lack of a chance in listening the native speaker too. Even though they got listening courses they still difficult to catch the content of conversation in TOEFL test since they did not practice much individually.

Based on the result of this research, the researcher concluded that TOEFL test is a good way to know and to measure the students' ability in English especially their skill of reading comprehension, structure or grammar

expression as well as listening. The students have low ability in answering TOEFL test since they lack of learning experience in TOEFL proficiency, lack of exercising and also vocabulary. Even though they came from English department which meant that they got a lot of English courses it did not mean that they would have big score in TOEFL test. It might be the difference level of difficulties question in TOEFL test with the exercises that they got in English classes; either they did not pay attention much during the English classes. It was approved when some of the students also said that this test were the most difficult test that they ever had even though they were English students.

This finding would give significant impact for their future carrier. By getting the low score will make them be difficult to get a job in our country or abroad. Based on the reality in our social life, mostly companies and government offices set 450 as their minimum score. In addition this poor score also is not appropriate to be used for getting scholarship or continue their study over the seas.

CONCLUSION

After knowing the result of this research, it can be concluded that the fourth semester students of English Literature Program in answering TOEFL question can be categorized as low level. It is because most of the students got under 450 score in their TOEFL test which can be included into Extremely Limited User. As stated in ETS authorized website, this kind of score can be concluded into the low level ability. It can be caused their lack of learning experience in TOEFL proficiency, lack of exercising and also vocabulary. Therefore some suggestions should be done by the students such as;

1. Doing more practice related TOEFL question so they will be common with the types of each section
2. Following some courses, class or training which discuss deeper about TOEFL so we can learn TOEFL from many various sources.
3. Figuring up the time for reading English text in every context so it can be useful for increasing understanding as well as vocabulary

The result of this investigation also taken into the consideration that the students need some strategies or steps for answering the TOEFL questions. Therefore it will be better for the further researcher to give some treatments about the strategy in answering TOEFL questions of each skill before conducting the TOEFL test.

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