

**INTEGRATION OF TOEFL LISTENING
ABILITY OF NON-ENGLISH STUDENTS
AT UNIVERSITAS MUHADI SETIABUDI**

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Abstract

The aims of this study are (1) to describe method needs in the form of TOEFL teaching materials according to perception of University students (2) to design draft of teaching materials in the form of listening method (MELIS) (3) to test the effectiveness of the method in the form of teaching materials to improve TOEFL listening ability of non-English language's study program students. Method to be conducted in this research is to use a research development method (R&D). This research is

used to produce products certain, and test the effectiveness of these products (Sugiyono, 2015: 407).

Keywords: integration, TOEFL listening ability, non-English students

A. Introduction

The ability of English in the current era is one of the benchmarks of success students either to fulfill graduation requirements or continue their study to higher level. Even after graduating to enter the workforce, the English speaking ability of someone is needed. One proof someone's English ability is from the TOEFL score. The author found that the TOEFL score of non-English major students of Universitas Muhadi Setiabudi is still under the 450 score, therefore many students who must take supplementary or remedial exams when taking the TOEFL exam at last semester. The researchers focus the research on the integration of TOEFL Listening ability of non-English study program students at Universitas Muhadi Setiabudi. Whereas, in the listening section is considered to be the most difficult part for students when answer the TOEFL test.

The method in this research is used a research development method (R&D). This research is research used to produce products certain, and test the effectiveness of these products (Sugiyono, 2015: 407). This method uses several research steps, namely from the study of literature, planning research, to the last, namely the implementation of the final product. But on research this only comes to the feasibility trial stage. This is done to find out the usefulness of the methods applied to students. Mandatory outcomes the targeted at this research is the English listening learning method which is entitled listening method

(MELIS). Technique Data collection from various data sources are using questionnaire and test techniques. The technique of analyzing the effectiveness of the test data is using the data normality test, the homogeneity test data, and hypothesis testing. Formulation of research hypotheses in this study has been identified and the study of technology literature that will be developed makes it possible to apply. Furthermore learning technology is scientifically feasible.

B. Literature Review

This part reviews the definition of TOEFL and the kinds of TOEFL.

1. Definition of TOEFL

The Test of English as a Foreign Language (TOEFL) is an exam that determines whether a student whose native language is not English has strong enough English skills to succeed in courses at a college or university in the United States or Canada. The test, which is administered by an agency called the Educational Testing Service, contains four parts: Listening, Structure (which tests knowledge of grammar and mechanics), Reading, and Writing (Pyle, 2001: 3).

2. Kinds of TOEFL

There are four kinds of TOEFL. They are:

a. Paper Based Testing (PBT)

The TOEFL PBT Test is a paper-based test that measures student ability to use and understand English in a classroom setting at the college or university level. It accurately measures how well you can listen, read and write English while performing academic tasks (ETS, 2011). The Paper Based Testing is a pencil and paper test that is offered for two

purposes. One purpose of the PBT is for placement and progress evaluations. Colleges or other institutions use the PBT to test their students. The scores are not valid outside the place where they are administered, but the college or institution accepts the PBT that they administer as an official score. This PBT is also called an Institutional TOEFL. The Paper-Based TOEFL has three sections: Listening Comprehension, Structure and Written Expression, and Reading. In addition, the TWE is a required essay that provides a writing score. The PBT is a linear test, which means that everyone who takes the TOEFL during the same administration will see and answer the same questions. The total score is based on a scale of 310-677 (Sharpe, 2006: 11-12).

b. Computer Based Testing (CBT)

The CBT is a computer-adaptive test that is offered as an official standard for language proficiency worldwide. The CBT is also called the Official TOEFL. The Computer-Based TOEFL has four sections: Listening, Structure, Writing, and Reading. The Writing is equivalent to the Test of Written English (TWE) on the Paper-Based TOEFL. The CBT is an adaptive test, which means that everyone who takes the TOEFL during the same administration may not see and answer the same questions. The computer selects questions for you at your level of proficiency. There are three sub scores-Listening, Structure/writing, and Reading. The total score is based on a scale of 0-300 (Sharpe, 2004: 11).

c. Internet Based Testing (iBT)

The TOEFL iBT is a new version of the TOEFL test. It is an Internet-based test (iBT) delivered in secure testing centers around the world. The new TOEFL iBT test is scheduled to be phased in from September 2005 through June 2006. The phase-in date for the United States is September 2005; for Canada, France, Germany, and Italy, it is October 2005 (Educational Testing Service, 2006: 1).

d. Institutional TOEFL

The institutional TOEFL is the same length, format, and difficulty as the official Paper-Based TOEFL, but the dates and the purposes of the institutional TOEFL are different from those of the official TOEFL. The dates for the institutional TOEFL usually correspond to the beginning of an academic session on a college or university calendar. The institutional TOEFL is used for admission, placement, eligibility, or employment only at the school or agency that offers the test. The scores are not valid outside the place where they are administered, but the college or institution accepts the PBT that they administer as an official score. (Sharpe, 2004: 12).

C. Method of Investigation

Research and development method (R&D) is a research method used to produce products certain and test the effectiveness of these products (Sugiyono, 2015: 407). Whereas Putra (2015: 67) defines research and development is a research method that intentionally, systematically, aims or directed to find,

formulate, improve, develop, produce, and test the effectiveness of the product. The purpose of developmental research is to investigate patterns and sequences of growth and change as time function (Suryabrata, 2015: 77).

In this study, researchers develop listening method (MELIS) application for learning TOEFL listening test. The testing of the method was carried out by a team of validations consisting of experts at material field, media studies expert and language expert. The three validations test the feasibility of the method before it is given to research subjects to be tested its effectiveness, seen from the evaluation results obtained from product trials the trial run continued.

D. Findings and Discussion

In this study, there are three things found as the results, namely (1) The need of methods in the form of TOEFL Listening method for teaching materials according to students' perceptions (2) The TOEFL Listening Method in the form of Application of Listening Method (MELIS). (3) Results of the effectiveness of Listening Method Application (MELIS) to improve the ability of TOEFL listening students in non-English study programs.

1. The Need of Methods in the Form of TOEFL Listening Method for Teaching Materials according to Students' Perceptions.

TOEFL Listening teaching materials from needs analysis in the form of questionnaires filled out by Universitas Muhadi Setiabudi students of five faculties, namely the Teaching and Education Faculty (FKIP), the Science and Technology Faculty (FSAINTEK), Faculty of Health Sciences (FIKES), Faculty of Economics and Business

(FEB), and Faculty of Engineering, with a total number of students of 40 students of Universitas Muhadi Setiabudi. The analysis of development needs includes four feasibility aspects, namely (1) the content / material aspect, (2) the presentation aspect, (3) the readability aspect, and (4) the graphic aspect. The four aspects are described as follow:

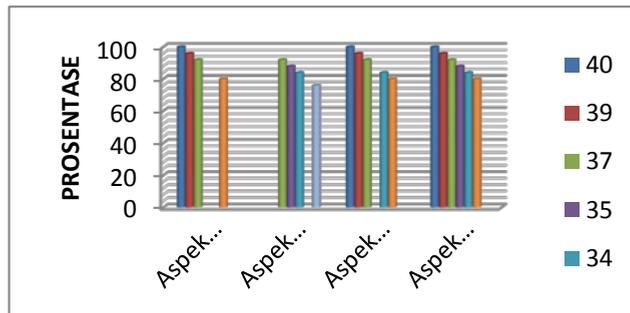


Figure 1. Diagram of Recapitulation Teaching Material Requirements Analysis of TOEFL Listening Method according to Students' Perceptions

2 Draft of Listening Method Design (MELIS)

Pay attention to the analysis of development needs based on student perceptions. Based on need these are then used as a reference for the preparation of the Listening Method (MELIS) as TOEFL Listening teaching material for Non English Language Study Program students. The method is explained as follows.

a. *Structure of Listening Method (MELIS) Design*

Based on the needs of the TOEFL Listening for non-English language study program students, a draft of teaching material was developed in the application. The application includes the initial section and the contents section. More details will be explained at each the details.

1) Introduction

The introduction consists of the initial appearance of the application which includes the title of the Listening Method (MELIS), image instrument, university logo, Ministry of Research and Technology logo, and author. In the initial display there are menus can be accessed. The menu aims to facilitate the operation of the application. For more details consider the following picture:



Figure 2. Figure Initial of Listening Method Application (MELIS)

2) Contents of Listening Method (MELIS)

The contents section of the Listening Method Application (MELIS) consists of several menus that are easily accessed namely the description menu, Preparation, Exercise, Tests and Biography. In the description section describes the application of the Listening Method (MELIS). It's starting from Understanding MELIS Usage, and Description explanation

about Listening Comprehension and TOEFL Listening. Then in preparation is learning that will be passed by students, students can listen to audio and accompanied by PDF-form text to get used to listening to native speakers of English starting from the easiest to the most difficult. Other menus are also available in this application. In the Exercise menu students can answer questions in the form of TOEFL Listening tests to get used to answering questions and can repeat until getting a good score, the next menu is the test menu used in evaluating the TOEFL Listening training to find out the final results of learning using the Application MELIS. Then the last menu is the Biography menu which contains biography from first and second Authors in this study. For more details, see the following picture.



Figure 3. Figure of Description Menu

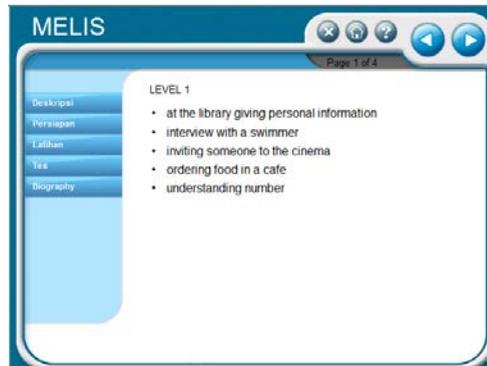


Figure 4. Figure of Preparation Menu



Figure 5. Figure of Exercises Menu

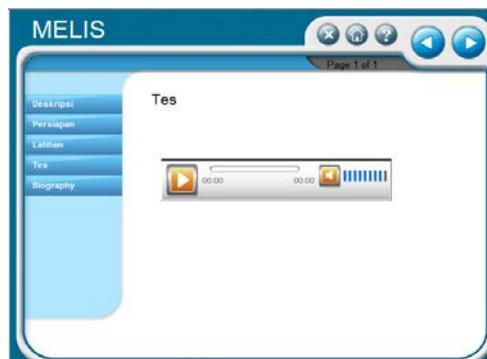


Figure 6. Figure of Test Menu



Figure 7. Figure of Authors Biography Menu

b. *Validation of Listening Method (MELIS)*

Validation of Listening Method (MELIS) is used to review methods that have been prepared based on the assessment of expert validations. Expert validations will provide, assess, input, and advise if teaching materials are lacking. The expert validation that will assess consists of three experts in the field of science by the field of expertise in teaching materials, the field of graphic safety, and the field of expertise in English TOEFL. Based on the results of the validation's assessment it can be concluded that the average score is categorized as good by getting a score of 81.75. For more details, there is a recapitulation of the validation test scores in the following table.

Tabel 1. Validation of Listening Method (MELIS)

No	The Feasibility Aspect of Listening Method	Scores	Categories
1.	Content / Material	80	Good
2.	Presentation	85	Very good
3.	Language and Readability	78	Good
4.	Grafting	84	Good
Average		81,75	Good

3. The Effectiveness of the Listening Method (MELIS)

Teaching Materials in the form of Listening Method (MELIS) applications are revised then used at a later step the testing phase of usage.

a. *Results of Student TOEFL Listening Score*

In the form of TOEFL Listening test pretest scores taken before carry out learning using the Listening Method (MELIS) and TOEFL Listening posttest scores taken after the end of the learning meeting by using the Listening Method (MELIS). The results pretest and posttest are presented in the following table.

Table 2. Results of TOEFL Listening Student Scores in the Form of Pretest Scores and TOEFL Listening Posttest Scores

Measures	Average	Highest score	Lowest score	Number of students passing the test	Percentage
Pretest	60,575	93	17	16	40%
Posttest	83,15	100	63	39	97,5%

Table 2 shows that the average score of TOEFL Listening pretest test for non-English study program students at Universitas Muhadi Setiabudi is 60.575 and the average test result for TOEFL Listening posttest is 83.15. Students who received the TOEFL Listening test completed at the time of the pretest were 16 students (40%) and students who obtained the complete score at the posttest were 39 students (97.5%), thus it can be concluded that the results of the TOEFL Listening test pretest and posttest were Non-English study program students at Universitas Muhadi Setiabudi is different.

b. *Result of Average Improvement Test (N-Gain)*

The average improvement test is used to determine the average improvement in the pretest and posttest scores. Calculation of average increase test using gain index analysis. The gain used is normalized gain (N-gain). N-gain is the normalization of the gain obtained by comparing the difference between the pretest and posttest scores with the difference between the SMI and the pretest. The results of the average improvement test are presented in the following table.

Tabel 3. Result of Average Improvement Test (N-gain)

Measures	Average	Number of students	Σ N-gain Individual	N-gain class	Criteria
Pretest	60,575	40	21,765	0,543	Medium
Posttest	83,15				

Table 3 shows the improvement of pretest and posttest average scores of non-English Study Program students at Universitas Muhadi Setiabudi by 0.543 and included in the medium criteria with an average difference of 22,585. The increase in average posttest and pretest use of the Listening Method (MELIS) is presented in the following diagram.

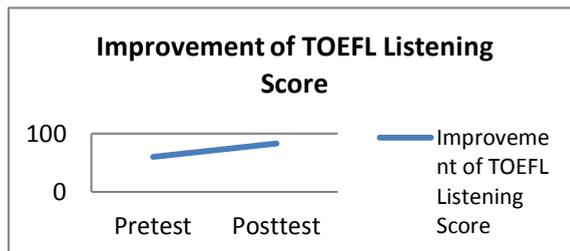


Figure 8. Chart of Improvement of TOEFL Listening Score

Figure 8 shows that an average improvement in post-test and pre-test results with an average difference of 22,585, thus the Listening Method (MELIS) is effectively used in learning TOEFL Listening to improve the TOEFL score of non-English study program students at Universitas Muhadi Setiabudi.

E. Conclusion

Based on the results of research and discussion, it can be concluded that,

1. The listening method (MELIS) for learning the TOEFL listening test was developed, according to the assessment of material experts, linguists and media experts meeting the appropriate criteria on the content component, TOEFL Listening experts. Based on the results of the validation's assessment it can be concluded that the average score is categorized as good by getting a score of 81.75.
2. The method of listening (MELIS) is effective for learning TOEFL listening test on the results of the TOEFL listening score of students with a thitung of 6.854 and a table of 1.66, which means thitung > tabel so that H_a is accepted.
3. While an average improvement learning outcomes of 0.543 included in the medium criteria. The average improvement in posttest and pretest results with an average difference of 22,585, thus the Listening Method (MELIS) is effectively used in learning TOEFL Listening to improve the TOEFL score of non-English study program students at Universitas Muhadi Setiabudi.

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