

## **Chapter One**

### **Introduction**

In this chapter, the researcher will introduce this research generally. It consists of six parts, including; background, formulation of problem, research question, objective of the problem, significance of the problem, and outline.

#### **Background**

English is an international language. It is used to communicate with people from different countries and who have different languages as well. English also has a role as a primary language used in all areas involving international relations between countries, such as: business, politics, education, social, etc. It is known that English is the language that must be mastered by everyone so that they are able to compete internationally.

Many people take English courses after realizing that English is an international language. In the course, students learn English based on what they want. The students who are interested in speaking will practice a lot to speak English fluently. Students who are interested in writing will get a lot of practice to write in English. Students who are interested in TOEFL/TOEIC will learn more about strategy to do those tests. At the end of the course, there must be a test which is used to know the students' understanding during the course. According to Cronbach (1984), a test is selected for a specific purpose and situation. The test is used to know the students' understanding during joining the course. In addition, Bachman (1990) stated, "Test is a measurement instrument designed to elicit a specific sample of an individual behavior" (p. 20).

In learning English, there is a measuring instrument to test a person's ability of using English, which is called as EPT (English Proficiency Test). Wang (2013) stated that the GEPT (General English Proficiency Test) test has become a significant instrument for examining English proficiency of students. In this case, EPT has the same meaning with GEPT. EPT is a proof that people understand English and are able to use them. EPT is recognized internationally and almost every country has an institution engaged in this EPT. Until now, there are several EPT that are frequently used internationally, namely: TOEFL, TOEIC, IELTS, etc. In this study, the researcher focuses on TOEFL because the International Language Testing (ILT) is prepared for the TOEFL.

Kokhan (2010) stated that the purpose of TOEFL is to evaluate how the applicants whose native language is not English can understand and use English in academic settings. Based on that explanation, TOEFL is one measurement of a person's ability in mastering English. TOEFL is also the widely used test of English proficiency in the world. It is in line with Sharifian (2009) statement. Sharifian stated that, TOEFL is widely popular placement and assessment of students. Then, Roberts (2002) also argued that TOEFL is designed for people whose primary language is not English to measure their English proficiency. ETS (2007) supported the Roberts' statement. ETS (2007) stated that TOEFL is measurement English proficiency of people who did not use English as their native language. There are several uses of TOEFL test itself. First, the TOEFL is a requirement for studying abroad, because English is the language of teaching and learning activity in several countries, such as: England, US, Singapore, and etc. Moreover, the TOEFL is a requirement that must be completed by the

scholarships applicants, either domestic or abroad scholarships. In addition, the TOEFL is also a requirement to graduate from university. Almost all university in Indonesia has a minimum requirement of TOEFL score that must be achieved by the students. Remembering the importance of TOEFL, a lot of students join TOEFL preparation course. After joining TOEFL preparation course, they hope that their TOEFL scores can improve and reach the score that they want.

In EED of UMY, there is the same purpose as TOEFL preparation called as ILT. ILT is International Language Testing. ILT is a compulsory subject that should be taken by a sixth-semester student at EED of UMY. The main objective of this course is to make students' TOEFL score reaches 500 or higher after the students joining this course, as this is the minimum passing score that must be accomplished by each student of PBI UMY. To examine whether or not the ILT course is effective to give effects on the EED UMY students' TOEFL scores, a research needs to be done. Therefore, the researcher wants to do research about it.

### **The Statement of the Problem**

English is an international language. It is important to be mastered by every graduate in order to be able to compete in the next study or in job seeking. EED of UMY has a regulation for all students in which every student must reach 500 for their TOEFL score as the minimum to be able to graduate from the university. It has purpose to create fresh graduate who will be ready for the competition of their next study or job seeking. So, EED of UMY has an International Language Testing/ILT class or TOEFL preparation class to help the students to increase their TOEFL score. This class is an obligatory class for sixth semester students' batch 2013. By joining ILT class, the students will get a lot of

practice to do TOEFL. Thus, the students get strategies for each chapter to doing TOEFL. However, there is no research among the thesis project in EED UMY whether or not ILT class helps students to increase their TOEFL score. This research focuses on the effectiveness of joining ILT class toward students TOEFL score achievement. The researcher will investigate the effect of learning ILT toward students' TOEFL score.

### **The Research Question**

There two research questions emerge in this research, which are:

1. How are EED of UMY students' TOEFL scores?
2. How is the effect of joining ILT class towards EED of UMY students' TOEFL score?

### **The Purpose of the Research**

Based on the formulation of research question, the objectives of this research can be formulated as follows.

1. To find out the EED UMY students' TOEFL score.
2. To find out the effect of joining ILT class towards EED UMY students' TOEFL score.

### **The Significance of the Research**

There are significances of this research that give some benefits for the readers.

**Students.** This research is hoped to provide information about the effectiveness of learning ILT with the improvement of TOEFL score achievement. The findings will motivate the students to join every activity in the ILT class.

**Teachers.** The teachers will know the effectiveness of learning ILT with the improvement of TOEFL score achievement. Thus, the teachers are able to implement the treatment in the class to increase the students' TOEFL score.

**Education institution.** The findings of this research will present effectiveness of learning ILT with the improvement of TOEFL score. So, this research can be a consideration for to the education institution to implement the ILT become one subject to help students' TOEFL score.

**Further researcher.** The finding of this research will give additional knowledge about the effectiveness of learning ILT with the improvement of TOEFL score achievement. Therefore, for the other researchers, they can use this research can be the reference to the further research.

### **The Outline of the Research**

This paper consists of five chapters. Chapter one is an introduction. In this chapter, the researcher discusses background of this research, formulation of problem, research question, objectives of the problem, significance of the problem, and outline. Background of this research explains more about why the researcher chooses this topic in general. There is a formulation of problem, this point discuss the specific problem that researcher will research. Research question is a main question of this research. Then, the objective of this research will discuss at objectives of the problem point. The next point is significant of the problem. In this point, the researcher want to share for whom this research will be beneficial is good for whom. And the last point of chapter I is outline.

Chapter two is a literature I review. In this chapter, the researcher talks a lot of theories about language learning, ILT (International Language Testing), and

TOEFL. The researcher will use the current theory to support the research. For instances; the theory requirement is the theory that was published up to 2012.

Chapter three is a methodology. Researcher must have use a method to get the valid findings. So, in this chapter the researcher will explain more about the method that the researcher uses in gathering the data. Then the population and sample of this researcher are explained here. How the researcher collect the data and also the way the researcher analyze the data are clarify detail.

Chapter four is findings and discussions. This chapter contains more detail explanation about the result of this study. Moreover, the researcher also tells to the reader about how the data of this research were analyzed.

Chapter five, this is the last chapter in this research that explains about the conclusion of this study. This chapter consist of how the students' TOEFL score before and after the treatment and the effectiveness of joining ILT towards students' TOEFL score at EED UMY. In the end, the researcher purposes recommendation based on the result of this study.