

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher would like to discuss theories related to this research. This chapter consist of three part; literature review, conceptual framework, and hypothesis. In literature review, there are: definition of English Proficiency Test (EPT), The use of English Proficiency Test (EPT), types of English Proficiency Test (EPT), definition of TOEFL, history of TOEFL, the use of TOEFL score, the previous study related to the effect of joining TOEFL preparation program towards the TOEFL score, and TOEFL preparation program.

#### **Literature Review**

**Definition of English Proficiency Test (EPT).** EPT is a test of a person's ability to understand the English and how to use it. EPT does not only focus on two or three English language skills, but also EPT tests skills in English, such as: listening, reading, writing, and speaking. This test also has levels of test in which the test-taker can choose the rate. Each test level has a different question test model. According to Wu (2010), The GEPT (General English Proficiency Test) is a criterion-referenced tests in which content and items for each level are designed for a certain level of criteria that describe the general-level overall English proficiency and skill level expected at a certain level for listening, reading, writing and speaking components.

**The use of EPT.** EPT is used for admission in university and graduate requirement. According to Wu (2010), a hundreds of private and public school, including National Chiao Tung University, National Cheng Kung University, National Tsing Hua University, and National Taiwan University, used EPT for

admissions, graduation and/ or placement. It is in line with Ting's (2007) statement. Ting explained that before graduation, a lot of universities required students to pass the GEPT test in certain level. Hence, Taiwan's premier Research Institutes also requires GEPT score for admissions in the graduate program. Wu (2010) defined now to screen international applicants for their English ability, Taiwan's premier research institutions, including the Academia Sinica, use GEPT as part of the admissions process to graduate program. Moreover in the United Arab Emirates, GEPT is also used for admission in university. Antoni (2014) said, one of the three government-subsidized universities used GEPT test as the requirements for university admission in the United Arab Emirates. Another function of EPT is as requirements to enroll in work. According to Wu (2010) to determine the ability of using English to all of the employees, private enterprises companies in Taiwan use EPT test. Taiwan and United Arab Emirates have the same context with Indonesian, where English is a foreign language. In the United Stated, the EPT is also used to ensure whether students have mastered the language used in teaching and learning process. It is explained by Edford (2013) that EPT is used to ensure that students understand the necessary language support and learning support device.

**Types of EPT.** This paper focuses on English proficiency test. There are three types of English proficiency test which are commonly used, namely TOEFL, IELTS, and TOEIC. ETS (2008) proposed explanation about those 3 commonly used EPT. TOEFL is Test of English as a Foreign Language. TOEFL is the English proficiency test which is the most frequently used to measure the English ability. It is in line with Kunan's statement; Kunan (2012) said that TOEFL is debatably the

most commonly used in large-scale language assessment and well-known in the world. There are three skills tested in TOEFL, including; listening comprehension, structure and written expression, and reading comprehension. In listening comprehension, there are 50 multiple choice questions. The available time is 30-40 minutes. In structure and written expression, there are 40 multiple-choice questions in which the available time is 25 minutes. Then in reading comprehension section, there are 50 multiple choice questions. The available time is 55 minutes. There is a range score in TOEFL to know the English ability. According to Carson (1990), 310- 420 is elementary level; 420- 480 is low intermediate level; 480- 520 is high intermediate level; and 525- 677 is advanced level.

The second type of EPT is IELTS. IELTS is International English Language Testing System. Feast (2002) stated, “Some students from precise countries need their score of IELTS to get their visas to enter Australian university or Australia” (p. 71). There are two test modules in IELTS; Academic and General Training. Academic module is used for test takers who will continue their study in graduate or post graduate program and for test takers who seek for job. General training module is used for to immigration requirement in country which where use English as the mother tongue, e. g. UK, New Zealand, Canada, and etc. IELTS consists of four skills; listening, reading, writing, and speaking. In listening, there are four parts with 40 questions. The available time is 30 minutes. Then, reading consists of three parts with 40 questions and the test takers have 40 minutes to do the task. There are two questions in writing available 60 minutes. The last one is speaking: In this part, there is an English native who interview the test takers in 11-15 minutes.

The last one is TOEIC. TOEIC is Test of English for International Communication. The *TOEIC*® test is a test of English-language proficiency for people whose native language is not English. The use of TOEIC is for international worker. According to Costanzo (2013), TOEIC is used to measure everyday English skill of people who work in international areas. There are four skills in TOEIC, including; listening, reading, speaking, and writing. The format used in listening skill test is paper-and-pencil test. The questions of listening are 100 multiple-choice where the score ranges from 5-495. Then, reading skill test also uses paper-and-pencil test format. There are 100 multiple-choice questions and the score ranges from 5-495. In speaking section use computer-based test format with 11 spoken and/or written prompts questions that require test takers to respond. The score ranges from 0-200. In writing section, the format used is computer-based test. The questions are 8 written prompts questions that require test takers to respond with score ranges from 0-200.

**Definition of TOEFL.** TOEFL stands for Test of English as a Foreign Language. According to Mahmud (2014) TOEFL is a language testing type to knowing the students' English ability. In the process to knowing the students' ability, students have to do the TOEFL first. The time to do the TOEFL test is around two hours. There are four skills in TOEFL test i.e.; speaking, writing, reading, and listening. The TOEFL test is the most English measurement test used. It is in line with Light's (2012) statement, that Test of English as a Foreign Language (TOEFL) is the most widely used measure to decide the extent to which international students have developed the English language skills necessary for successful college-level study in Canada and the United States.

**History of TOEFL.** TOEFL is one of the most of English as a foreign language testing used by large-scale in the world. English as foreign language testing was designed by a national council in 1962 (ETS, Test and Score Data Summary for TOEFL Internet-based and Paper-based Tests, 2008, p. 3). It means that TOEFL was formed in 1962. It consists of separate components which are listening comprehension, reading comprehension, multiple-choice items assessing vocabulary and knowledge of correct English structure and grammar. The new formerly TOEFL which is called by TWE (Test of Written English) was introduced in 1986, consisted of a single essay written to answer a brief available question or available topic (ETS, TOEFL iBT® Research Insight, p. 4). The original form of TOEFL consists of; listening comprehension, structure and written expression, and reading comprehension and this new formerly TOEFL are added by writing ability and speaking ability. And the next form of TOEFL is CBT (Computer-based TOEFL test. The computer-based TOEFL test (TOEFL CBT) was launched in 1998, and it was the first step in this broad test-improvement effort (ETS, 2008). Hence the last version of TOEFL is IBT (Internet-based TOEFL test). This is the newest version that is still used until now. IBT was introduced in September 2005 (ETS, 2008). All of the TOEFL test form is different by the time, but the purposes of all the TOEFL test is the same, that is to know the students' English competence of English. The English competence covered receptive skill and productive skill, like; listening, reading, writing, and speaking.

**The use of TOEFL score.** According to Kunnan (2008), TOEFL is required for non-American and non-Canadian English native speakers' applicants

to graduate and undergraduate programs in U.S. and Canadian English-medium universities. From that statement, the use of TOEFL test score is for entering university in U.S and Canadian. It is in line with Simner (2015). Simner explained that almost all Canadian universities used TOEFL as a standard university admission. The TOEFL test score is an enter requirement for university. Hence, Khan (2009) also emphasize, TOEFL score used as admission into higher education institutions. The other use of TOEFL is for global market competitiveness. Nowadays, global market competitiveness is too strict. According to Pan (2014), in an attempt to improve their global market competitiveness and students' English aptitude, many Asian countries now necessitate university students and their college to reach a certain level or score on English proficiency exams in order to graduate. In TOEFL, there are three skills tested which are listening section, structure and written expression, and reading comprehension. Then, there are two skill aren't tested in TOEFL: speaking and writing.

**The effect of joining TOEFL preparation program towards the TOEFL score.** There are numerous researches that have been conducted to explore the effect of joining TOEFL preparation program towards the students' TOEFL score achievement. First, it comes from Liu (2014) who investigated how TOEFL iBT test takers' preparation strategies are associated with their test scores. The method used in this research is survey construction. The survey consisted of demographic information, test-specific preparation strategies (e.g., using the TPO "TOEFL Practice online" ), TOEFL iBT-related background information (e.g., whether the examinee is a first-time test taker), and general preparation strategies

for improving English language ability (e.g., reading English magazines). The data was collected by survey data and test score data to 14,593 test takers in mainland China. To gather the survey data, the researcher uses an online survey by sending e-mail to the respondents. The findings of this study are; (1) Practicing with TOEFL-like tests to be effective in predicting test scores, and (2) Practicing using TOEFL simulation or released TOEFL items has the largest effect on TOEFL score.

Another study was also conducted by Michael Roberts (2002) who was focusing on knowing how Korean learners prepare for the Test of English as Foreign Language (TOEFL). The data were collected through structured interviews and participation in focus groups. The structured interviews took in thirty minutes, and the focused groups' session took in one hour. The participants of this study were 14 adult Korean learners of English, who were preparing for the TOEFL at private language in Toronto. TOEFL preparation manuals meant that students learnt by TOEFL preparation book not online. The findings of this study were; (1) TOEFL preparation manual influenced the way they prepared for the TOEFL, (2) TOEFL preparation manual influence the way the participants do the TOEFL test.

Another study is done by Antoni (2014) to investigate the Students' TOEFL Experience at English Department of Teachers Training and Education Faculty of Pasir Pengaraian University. The method used in this study was descriptive qualitative research. To gather the data, the researcher used interview, field note, questionnaires, and observation sheet. The participants of this study were the sixth-semester students at English Department of teachers training and

education faculty of Pasir Pengaraian University. The findings showed that most of the students do not have good preparation in completing the test, in another word a good preparation is needed to be planned and done by the students in order to gain success on the TOEFL test. In this study, the researcher faced the following problems: (a) most of students do not have a good preparation for the TOEFL, and (b) most of students are poor of English skill.

Xie (2013) also conducted the same research aiming is to know the different effects of test preparation practices on test takers' scores. The method used in this study is self-report questionnaire in which the researcher investigated the test taker's preparation practice. The researcher also used a pre- and posttest at the beginning and the end of the test preparation, beside the test takers answer the questioners. The participants of this study were 1,003 students who were second year undergraduates from a university in South China. The findings of the study are (a) the most frequently used test preparation practice was rehearsing test taking skill, followed by test preparation management, memorizing, drilling, and socio affective strategies in turn, and (b) test preparation did affect test scores, but the effects to the test score were small, which were primarily from preparation practices via narrowing the curriculum, especially drilling.

**TOEFL preparation program.** Pearlman (2003) said that test preparation has not a single or universally agreed-on definition, but test preparation instead refers to a number of practices that vary in the degree of specificity with which they address a specific test. This definition is showing us that there is no best definition about the meaning of test preparation itself, because every expert has different point of view about the definition of test preparation. Hence Sadeghi



(2014) stated that preparation courses are mostly those courses which are set up for familiarizing students with the test, giving them practice under exam conditions, and training in test taking strategies. Sadeghi's statement is showing us that the course commonly gives the students strategy to do the test, practice test, giving students a practice test, and making students familiarizing with the test. Sadeghi's statement is in line with Al-Rawashdeh's statement. In TOEFL course, there are also some strategies which are given by the teacher. Al-Rawashdeh (2010) argued that TOEFL preparation course gives some special strategies to do the exam. Then, an appropriate TOEFL course helps the students to get maximum score in the exam. It is shown by Al-Rawashdeh. Al-Rawashdeh (2010) stated that determining an appropriate TOEFL preparation course can give benefit to the students; they can get the top percentiles among the TOEFL test.

In other word, the researcher said that TOEFL preparation program/ preparation course is the same as ILT. ILT is an obligatory subject for students at EED of UMY. The main purpose of this subject is helping the sixth semester students to get TOEFL score higher than 500. The lecturer uses a book "Preparation Course for the TOEFL Test" for teaching and learning activities in a classroom. This book provides the three TOEFL test skill in detail and there is an assessment for students in every chapter. In every meeting, the lecturer discussed one until three part of skill in this book. The lecturer also gives assessment in every skill when he has finished discussing one skill. The lecturer has a close book journal program to improve student's writing ability. Phillips (2015) defined that language note truly can be an effective part in TOEFL course. In Phillips' statement, he emphasized that students' English note taking is too important in

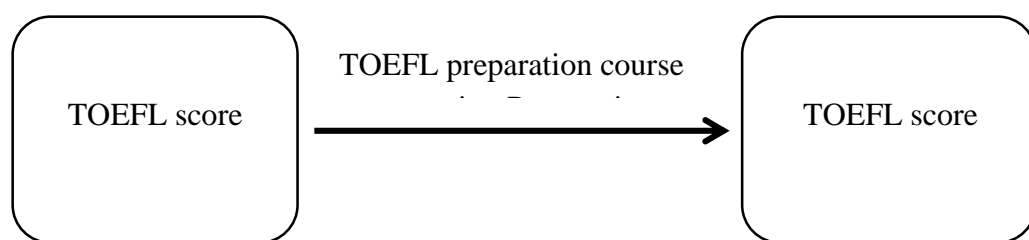
TOEFL course. In the beginning of the semester, the lecturer requires students to having a “Small Place” novel by Jamaica Kincaid. The novel was divided into four chapters by the lecturer and the students had to read one chapter in every week before they came to the class. Then, the lecturer would give students a question about the chapter that students read in every meeting. The students did this close book journal in a piece of paper, but the students couldn’t open the novel. Here, the lecturer analyzed the structure of every sentence in the students’ work. Before the students learnt ILT, the lecturer wanted to know the students’ TOEFL score by the pre-test of TOEFL. The lecturer determined the minimum score for TOEFL per-test is 450. This TOEFL like test in pre-test was done in language center at UMY. Then to know the improvement of students’ TOEFL test score, the lecturer also did the post-test of TOEFL like test. It was done in EED of UMY class. Although, the TOEFL like test in pre-test and post-test has done in different place but the TOEFL exercise was same from language center of UMY. The TOEFL like test of language center of UMY was standardized TOEFL test. This TOEFL like test was widely used. So, the validity and reliability had been tested.

### **Conceptual Framework**

International language testing (ILT) as mentioned and discussed in the literature review is stated as an obligatory subject for students at EED of UMY. ILT is as same as TOEFL preparation program/ preparation course, so both of them has the same meaning. Furthermore, this research investigates the influence of learning international language testing on the students’ TOEFL score achievement at EED UMY batch 2013. It focuses on the effect of joining ILT

towards the students' TOEFL score and whether there is any effect or not. Then, Liu (2014) stated that there is effect on joining test preparation on the students' TOEFL score achievement. First, this research focused on the students' TOEFL score which consists of pre-test and post-test. The pre-test and post-test data were taken from the ILT's lecturer. Second, this research focused on the effectiveness of learning ILT to the students' TOEFL score.

*Figure. 1* Conceptual framework



### **Hypothesis**

In order to answer the second research question about the effect of joining ILT class towards students TOEFL test score achievement at EED batch 2013 of UMY, the researcher provides hypothesis as follow:

Ho: There is no effect of joining ILT class towards students TOEFL test score at EED of UMY.”