

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the researcher presents some theories as the basic of the research. It covers about the nature of TOEP, TOEP difficulties and previous study.

#### **A. ENGLISH PROFICIENCY TEST**

##### **1. TOEFL**

TOEFL (Test of English as a Foreign Language) is a test to measure the English proficiency of non-native speakers. This test consists of academic questions and assignments that many universities consider to be appropriate tests for admission decisions. It is commonly used by people who apply for a particular job or attend an educational institution that primarily uses English as their Chinese language. It is also important for those who study on board. Based on the Educational Testing Service official website (2013) or what is known as ETS, there are more than 9,000 universities in more than 130 countries that accept TOEFL scores. ETS (2013) states: "Governments and agencies also rely on TOEFL scores. Immigration Bureaus use them to issue residence and work visas, medical and licensing authorities use them for professional certification purposes, and individuals Use them to measure your progress in learning English.

TOEFL is divided into three sections; Listening Comprehension (Section I), Structure and Written Expression (Section II), and Reading Comprehension (Section III).

1. Listening Comprehension Section

Listening comprehension section is the first part to be tested on the TOEFL test. This section tests the candidate's ability to understand and interpret spoken English. Candidates must be able to distinguish between similar words, understand the entire sentence, not just a single similar word, and understand the entire sentence, not just a single word or phrase. Notes, underlines, and strikethroughs in the testbook are not allowed. Candidates need to be able to just listen and then choose an answer.

2. Structure and Written Expression

The structure and written expression test the students ability to recognize standard written English used in North America. Two types of questions are shown in separate parts. Part A is a structural part that contains incomplete sentences. Students use multiple choices to choose the best answer to complete an incomplete sentence. Part B consists of a phrase containing four underlined words and phrases for each question in which the student chooses the wrong one. The students only have twenty minutes to answer the questions.

### 3. Reading Comprehension and Vocabulary Section

Reading comprehension and vocabulary section aims at testing the students ability to understand written English as it is presented in textbooks and other academic materials in North America universities and colleges. In reading comprehension, there are five reading passages with an average of ten questions after each passage. The passage is about 250-300 words in length. There are no pictures or visual cues.

## 2. **TOEIC**

According to the Educational Testing Service (2010), the TOEIC (International Communication English Test), developed in 1979, is designed to measure intermediate to advanced level English proficiency. TOEIC is the standardization of English proficiency in workplaces around the world. For almost 40 years, TOEIC has become the standard for measuring the English proficiency of the workforce. TOEIC is currently used by more than 14,000 companies, government agencies and English learning programs in more than 160 countries. More than 7 million people take the exam every year.

The purpose of TOEIC is more diverse than other tests. TOEIC measures (1) the English proficiency of staff, promotion and recruitment needs, (2) measures the English proficiency of students so that teachers

can provide appropriate instruction, (3) staff training programs, employees. Recruitment and development. (Yuliant, 2011).

Based on research and rigorous standards, the TOEIC is specially designed to measure an individual's ability to communicate in English in their daily lives. TOEIC explores four areas of communication: listening, reading, speaking and writing. In addition, the TOEIC test is mapped to GER, so it can provide comprehensive and comparable data needed to evaluate people accurately and objectively, regardless of background.

TOEIC program structure:

1. TOEIC Listening and Reading Test
2. TOEIC Speaking and Writing Tests
3. TOEIC Bridge

### 3. IELTS

IELTS (International English Language Testing System) is an English language proficiency test jointly organized by the University of Cambridge, the British Council and IDP Educational Australia. IELTS is preferred because it is recognized by educational institutions in the UK, USA, Australia, New Zealand, Hong Kong, Ireland, South Africa and a number of professional bodies around the world including the New Zealand Immigration Service and the UK General Medical Media Council. IELTS is accepted by more than 6,000 organizations worldwide. [www.kompas.com].

There are two types of IELTS tests, the first is an academic test that is intended for someone as a requirement for English language competence to register at a foreign school/university. While the general training test is intended for new job requirements. The IELTS exam takes on average 2 hours 45 minutes. In general, the types of components that are tested in IELTS are very complete, covering four kinds of skills, namely Listening, Reading, Writing and Speaking.

*a. Listening*

In the listening test, the test taker will be tested regarding specific and overall understanding of English in a variety of contexts and formats. This test will take place for 30 minutes with 4 sections and 40 questions.

- First session

Contains a conversation between two people in the context of life daily.

- session

A monologue conversation that narrates a topic that general. For example, telling a story about a health facility at some place.

- Third session

A conversation between four people that tells about education. For example, conversations between lecturers and students who discussing college assignments.

- Fourth session

A long monologue conversation about academics.

### *b. Reading*

In the reading test, the test taker needs to understand the text in detail to show that the participant has good reading skills and is able to provide complex information provided in English. The test will last for 60 minutes. Test takers will answer 3 parts consisting of 40 questions.

### *c. Writing*

In the writing test, test takers are expected to use English for various purposes and demonstrate good writing skills in different topics and contexts. Sentence structure, vocabulary, use of grammar and style will be assessed in this 60 minute test.

Test takers will take 2 different types of tests, namely:

#### Task 1

Test participants will be given pictures in the form of graphs, tables, charts or diagrams then asked to tell, summarize and explain the information using English.

#### Task 2

In task 2, test participants were asked to make 1 essay containing views or arguments of 250 words.

### *d. Speaking*

The speaking test lasts 11-14 minutes and consists of 3 parts. Candidates for Academic and General Training will receive the same form of test. The test involves an individual interview with a teacher and covers a wide range of topics and contexts. Test takers should be able to talk about personal topics, give short unaided talks on selected topics and contribute to two-way discussions on more abstract issues.

After undergoing a series of tests above, participants will be assessed and given a "band score". With a range of 1-9, here is the definition of each of the 9 "band scores":

- score 9 - expert user
- score 8 - excellent user
- score 7 - good user
- score 6 - competent user
- score 5 - simple user
- score 4 - limited users
- score 3 - very limited users
- score 2 - intermittent users (knowing only the information that very basic)
- score 1 - no English skills

For test takers who aim to study at an institution in the United States, Canada, United Kingdom or Australia, the IETLS score to be achieved is generally 6 - 6.5. If you want to enter a profession such as medical, then

the score requirement can be IELTS 7 or more. Usually each university determines different standards.

## **B. The TOEP Test**

TOEP is an affordable test designed to measure the English language skills of Indonesian test takers. Similar to TOEFL, TOEP has a purpose to measure the overall proficiency of UIN Sayyid Ali Ramhatullah Tulungagung students. The students take this test when they are in fifth semester as a requirement of graduation. In reference to Norris (2000), TOEP is developed and administered as a procedure or an instrument used for collecting information on test takers' English proficiency. For practical reasons, TOEP is temporarily limited to the English receptive skills, i.e. listening and reading.

Retnawati (2016) emphasized that TOEP has good criterion validity. The TOEP score can be used to predict the TOEFL score. The validity of the TOEP criteria is concurrent validity. This type of validity shows the extent to which the results of estimating the ability of other measurement instruments were taken at almost the same time (Fernandes, 1984). To provide proof of validity, two instruments are needed to measure the same construct, one as a predictor, namely an instrument for which the validity of the criteria will be proven, and the other is a criterion, namely a standard measurement instrument such as the TOEFL.



According to Foster, 2009; Rahman, Babu, & Ashrafuzzaman (2011), in general, the English test measures the proficiency of test takers in listening, speaking, reading and writing. TOEP is developed and administered as a procedure or instrument used to gather information about test takers' English proficiency (Norris, 2000).

As part of an educational institution, Language Development Center of UIN Sayyid Ali Ramhatullah Tulungagung is responsible for developing students' mastery and skills in English. Therefore, English students and other faculties are required to take the TOEP to obtain information about their level of proficiency in English, especially before taking the thesis examination.

### **1. TOEP Section**

1. Listening Comprehension
2. Structure and Written Expression
3. Reading Comprehension

### **2. TOEP Times**

1. Listening Comprehension : 50 minutes
2. Structure and Written Expression : 50 minutes
3. Reading Comprehension : 50 minutes

### **3. TOEP Questions**

1. Listening Comprehension : 50 questions
2. Structure and Written Expression : 50 questions
3. Reading Comprehension : 50 questions

### **C. The Internet-Based (iBT) TOEP**

For all adult learners of English with different needs for English proficiency in this digital era, measuring the learners' English proficiency through an online standardized test has a lot of benefits (Bartram, 2008). One of the benefits is that a greater number of people can take the test without time and space constraints. With a vast area in the Indonesian archipelago, in which transportation is not yet an easy solution for space constraints, an online test may be much more efficient in terms of resources than a paper-and-pencil test. Another benefit is that it is easier to manage the test, especially in high-stakes situations. In terms of the scoring and reporting, online tests allow easier and faster scoring and reporting compared to paper and pencil tests.

The Internet-Based TOEP Program comprises three sections: Listening, Structure, and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEP Test. In addition, everyone who takes the TOEP during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. In this test, there are three sub-scores: Listening, Structure, and Reading. Actually, the total score is limited on a scale of (350-650). (Sharpe, 2009: 11).

#### **D. Previous Study**

There are several studies related to the factors of the students low score in TOEP. The first is conducted by Andam Dewi Putri (2015), entitled “The Proficiency Level of English Language Learners Based on TOEIC Test : A Survey at SMKN 1 Mataram West Nusa Tenggara Academic Year 2014/2015”. This research was aimed at identifying the proficiency level and factors influence in determining student’s proficiency level at SMKN 1 Mataram in academic year 2014/2015. The population of this research was 240 students in 4 major programs, i. e, Accounting, Office Administration, Marketing, and Banking. The sample of this research was 35 students of accounting program. The proficiency level of the students was identified by using TOEIC listening and reading test. According to the research finding, the average of students of SMKN 1 Mataram proficiency result shows that 27 out of 35 students belong to the novice level and 8 other students belong to the elementary level. This research indicates that the target of curriculum 2006 failed to be achieved since it required students to be able to achieve intermediate level of proficiency.

The second study is conducted by The second study is conducted by Liyeni Pratiwi (2017), entitled “An Analysis of the Difficulties Encountered by Non-English Departments Students”. The researcher employed a qualitative method to find out the students to do solve their problems in TOEFL Test. It is a case study involving fifteen students from

English semester of Arabic Department students in IAIN SMH Banten, who join a test of TOEFL preparations. To collect the data the researcher used archival records, interview and questionnaire are served as the data collection method. The result of this research indicates that the students' recapitulation score in TOEFL test was poor, by percentage 60% of students include 9 students of fifteen participants are very low understanding, and 40% of students' include 6 students are low understanding. It means that the students are unfamiliar to do the TOEFL test.

The third study is conducted by Raquel S. Cachuela (2017), entitled "English Proficiency of First Year College Students : A Case of Collegio Del Sagrado Corazon De Jesus". This study aims to identify the English proficiency of first year college students when taken as a whole and when classified according to sex and program. The study utilized the guidance office's entrance test for incoming first year students which was administered by the guidance staff. The test covers both grammar and reading comprehension. To determine the significant difference in the English proficiency of the first year college students, the Mann-Whitney U test was employed. The findings of the study revealed that the English proficiency of the first year college students when taken as an entire group was good. When classified according to program and sex, the English proficiency of the BSHM and BSSW students is also good. The Mann-Whitney U test revealed, however, that while there was no

significant difference in the English proficiency of first year students when classified according to sex, there was a significant difference when classified according to programs.

The fourth study is conducted by Ignasia Yuyun (2018), entitled “A Study of English Proficiency Test Among the First Year University Students”. The study aims at analyzing the English skills in an English Proficiency Test (EPT) shown by students at tertiary level or university students, particularly the first year university students (freshmen). The study centers around the students’ English skills represented in English Proficiency Test, which are then related to the students’ common problems investigated in this study. The three sections in English Proficiency Test analyzed in this study including listening, structure and written expressions, and reading. This study revealed reading skill was the major problems faced by the first year of university students, particularly, in reviewing overall reading text. To solve this problem, the cognitive strategies, particularly the top-down reading strategies are suggested to anticipate the author’s purpose, preview the text, think about what one already knows about the topic, skim for main points, etc. An effective reading strategies training which is more focused and explicit should be regularly practiced and enhanced since it can significantly boost reading proficiency and language acquisition.

From the previous study above, the researcher found some differences. The first is the type of English Proficiency Test. In previous

study, the researcher investigate about the students' english proficiency in TOEIC and TOEFL test. While in this study, the researcher investigate about the students' english proficiency in TOEP test. The second is from test practice. In all of previous study carried out by offline test, while in this research carried out by online test.

The last are from the subject and setting. For the research by Andam Dewi Putri (2015), conducted the research toward students of SMKN 1 Mataram West Nusa Tenggara. This study use three major as sample, they are Accounting, Office Administration, Marketing, and Banking. The next research by Liyeni Pratiwi (2017), conducted the research toward Arabic Students' The State Institute of Islamic Studies Sultan Maulana Hasanuddin Banten. And then the research by Raquel S. Cachuela (2017), conducted at Collegio Del Sagrado Carazon De Jesus use first year college students as subject. In next year, the research conduct by Ignasia Yuyun (2018), conducted at Krida Wacana Christian University. This study use the first year university students as subject. Whereas in this research, the researcher conducted at IAIN Tulungagung and the subject of this research are the 7<sup>th</sup> semester students of Islamic Banking Department.