CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. Those are background of the study, research problem, research objective, research significance, research scope and limitation, and definition of key terms.

A. Background of the Study

As an English Foreign Language (EFL) Student, some Indonesian students frequently struggle communicating in English well. Due to the growing need for English in Indonesian educational institutions, especially in higher education, the majority of Indonesian universities now employ English proficiency tests. Tests of English proficiency aim to evaluate someone's capacity for using the language successfully in a variety of contexts. As a means of assessing students' English proficiency, numerous universities have recently applied the English Language Proficiency (ELP) test, particularly for English Foreign Language (EFL) students. Furthermore, it is crucial for students since in some places, passing the ELP exam may be required for a variety of opportunities, including scholarships, study abroad applications, and university graduation (Cho and Bridgeman, 2012).

The results of proficiency tests and the academic achievements of the students have always been acknowledged, but in the last several years,

scientific interest in this subject has grown significantly. Hasan and Akhand (2014) investigate the relationship between English language proficiency and the academic achievement of Bangladesh EFL students and a significant connection is found between Language proficiency and cumulative grade point averages which indicate academic achievement. Min et al. (2015) also investigate the relationship between the technical programme students' MUET (Malaysian University English Test) bands and their CGPA scores. They found that there is a medium positive correlation between English language proficiency and academic achievement. Devi (2023) also found that there is a significant positive linear correlation between English language proficiency and academic achievement. So, students can achieve higher academic levels if they are more fluent in English.

One kinds of English Language Proficiency (ELP) test is TOEP (Test of Language Proficiency). TOEP is an English test which is considered to be standardized in Indonesia. It can be an alternative for measuring the students' listening and reading proficiency. According to (Swondo, 2017) TOEP has similarities with other recognized forms of English test such as TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). TOEP can predict test takers' English proficiency in the range of minimum 310 and maximum 656.34 at the ITP TOEFL scales (Madya et al., 2020). TOEP is widely used by educational institutions in Indonesia where currently

students cannot graduate and get a degree if they have not passed the TOEP or equivalent test. Therefore, students are required to take TOEP in order to obtain information about the level of their mastery of English, especially before they attain to the thesis examination. The result of the TOEP test will be a requirement to apply the thesis examination.

Another common and popular test to measure English proficiency is TOEFL. Many universities provide TOEFL preparation classes to help students obtain the score they require. However, since all of the material has already been covered in their classes, it's likely that students in the English Department Program do not need to take those classes. Students are taught all of the English language skills and aspects from the basic level to the advanced level, including speaking, listening, reading, writing, vocabulary, and grammar. So it is expected that students who graduates from English Department have mastered the language's elements and skills. TOEFL is devided into three section; Listening Comprehension, Structure and Written Expression, and Reading Comprehension. A research about the relationship of reading courses' scores and the TOEFL reading comprehension section' score of senior students at English department of Mataram University have been investigate by Rulyati and Sujana (2020). They found that there is a correlation between the reading courses' scores and the TOEFL reading comprehension section' score, except for the Extensive Reading 2 course.

One of the language skills tested on TOEFL is listening. Listening is an activity which is not simply just for receiving a spoken language. Moreover, according to Ahmadi (2016) Listening is critical in learning a language because it offers input for learners while also playing an essential role in the development of learners' language knowledge. The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding. Meanwhile, Listening comprehension is a process when students can understand what they heard. According to Gilakjani & Sabouri (2016) listening comprehension is the processes of understanding and making sense of spoken language that entails knowing speech sounds, capturing the meaning of individual words, and comprehending sentence grammar.

There are several techniques to evaluate listening comprehension, one of them is through a test. One example of tests that may be taken as listening comprehension assessment is TOEFL. According to Ulminarika (2023) the purpose of listening comprehension tests is to evaluate the students' comprehension of English speech. To do this, they will listen to a recording of diverse speech patterns and answer by choosing from a list of possibilities. Meanwhile, The aim of listening courses in English Department of UIN Sayyid Ali Rahmatullah is to develop the proficiency of students' listening in English. More specific, the courses are designed to develop the students' competence in getting comprehension of the spoken texts at intermediate level emphasizing the use of appropriate strategies to

find implicit information, identify the main ideas, interpret speaker's emotion, comprehend for specific information, and get the meanings of certain words/expressions.

A Research about listening habit and listening comprehension on TOEFL have been investigate by Istighfaroh et al. (2022) and found that listening habit does not give high contribution to the students' listening TOEFL test. Although the research finding indicate that listening habit do not significantly improve students' listening scores on the TOEFL, students as research respondents also provided narrative descriptions that still suggest having listening habits as additional learning to learn English listening autodidactically. The difference between the quantitative data obtained from this research and the description inquiry could come from the research participants' lack of seriousness when completing the questionnaire and providing information about their listening habit. Additionally, failure in listening habits and the relevance of listening skills can also cause by the type of audio that participants frequently mention. Another research about TOEFL listening also conducted by Ulminarika (2023) who found that the students faced difficulties in answering the TOEFL questions, especially in the listening section. It was caused by mainly four aspects as follows: (1) conversational implicature factor, (2) idiomatic expression factor, (3) lack of vocabulary factor, and (4) lack of practice factor.

Reviewing the study by Istighfaroh et al. (2022) it is important to do a further research about listening TOEP with the different variable. The writer conducted a research to determine whether there is a correlation between the English department students' listening proficiency and English department students' listening achievement in UIN Sayyid Ali Rahmatullah Tulungagung. The English Department students' listening proficiency were measured by their Listening comprehensiom scores in TOEP and the English Department students' academic achievement were measured by students' listening course score which is relevant to the content of the TOEP it self. The course that measured was Inferential Listening Comprehension. The course were chosen because it was relevant to the content of the TOEP and it had already been taught to the English Department students of the 2021 academic year on their fourth semester at the same time when the TOEP was started to administer to them. So the researcher choose the title "The Correlation between TOEP Listening Scores and Listening Course Scores of English Department Students at UIN Sayyid Ali Rahmatullah Tulungagung".

B. Research Problem

Based on the background of the study, the problem was formulated as follows "Is there any correlation between TOEP listening scores and listening course scores of English department students at UIN Sayyid Ali Rahmatullah Tulungagung?"

C. Research Objective

Based on the research problems above, this study intended to investigate the correlation between TOEP listening scores and listening course scores of English department students at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Research Hypothesis

Hypothesis is a temporary prediction of the relationship between two or more variables. This research use Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

1. Null Hypothesis (Ho)

There is no correlation between TOEP listening scores and listening course scores of English department students at UIN Sayyid Ali Rahmatullah Tulungagung.

2. Alternative Hypothesis (Ha)

There is a correlation between TOEP listening scores and listening course scores of English department students at UIN Sayyid Ali Rahmatullah Tulungagung.

E. Research Significance

The results of this research were expected to give contribution for the students, the lecturers and the future researchers, such as:

1. For the students

    This study aims to provide information regarding listening scores and TOEP scores, which will help students in getting ready for the TOEP exam.

2. For the lecturers

    The result of this research is expected to help English lecturer in teaching listening and lecturer can add listening material to the TOEP examination.

3. For the future researchers

    The result of this research is expected to be a reference for the future researchers that need to investigate the same topic.

F. Research Scope and Limitation

In this study, the researcher focused to investigate the correlation between listening comprehension scores in TOEP and Inferential Listening Comprehension course scores of 6th semester English department students at UIN Sayyid Ali Rahmatullah Tulungagung 2023/2024. The researcher only focused on one Inferential Listening Comprehension test scores.

G. Definition of Key Terms

There were some key terms used in this research, so the writer would like to provide some explanation of the topic in order to avoid misunderstandings.

1. TOEP

    TOEP (Test of English Proficiency) is a test that commonly used to measures people's English proficiency in Indonesia. In UIN Sayyid Ali Rahmatullah Tulungagung, TOEP is conducted at the fourth semester and used as a requirement before the students apply the thesis examination.

2. Listening

    Listening is one of the English language skill that refers to the process of reciving and responding to spoken messages.

3. Inferential Listening Comprehension

    Inferential Listening Comprehension is one of the English course that designed to develop the students' competence in getting inferential comprehension of the spoken texts at intermediate level. In UIN Sayyid Ali Rahmatullah Tulungagung, Inferential Listening Comprehension course is held in fourth semester.