

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT STUDY

II.1. The Actual TOEFL Test

Moreno (Moreno,1974:1) said that the Test of English as a Foreign Language (TOEFL) is given each year to thousands of students who plan to enter schools in the United States and whose native language is not English. Alderson (Alderson,1987:80) added that the Test of English as a Foreign Language (TOEFL) is a highly secure, internationally administered, standardized, multiple-choice test. TOEFL seeks to estimate the proficiency of nonnative speakers of English as a second or foreign language with the major purpose of providing impartial, comparative, and current information on the language proficiency of foreign students. TOEFL is administered to individuals from hundreds of language and cultural backgrounds, who seek admission at the undergraduate or graduate levels to some 2500 universities and colleges in the U.S., Canada, and other countries for study in wide variety of academic subjects areas. TOEFL results are also required by a number of certifying boards or agencies and academic and governmental groups in the U.S. and other countries.

Since 1976, TOEFL has consisted of three sections. A test booklet consisting of a multiple-choice four option format and a separate answer sheet are used with all sections. As TOEFL is a universal test by necessity, that is, one that

can be administered to examinee from any and all language backgrounds, all instructions and examples are in English. The three sections are **Listening Comprehension**, which measure the examinee's ability to understand English as spoken in the U.S.; **Structure and Written Expression**, which measures mastery of important structural and grammatical items in standard written English; and **Reading Comprehension and Vocabulary**, which test the examinee's ability to understand the meanings and uses of words in written English, as well as the ability to understand a variety of written materials. The instructions and stimuli for the Listening Comprehension section are on audio tape.

IL2. The Model TOEFL

The Model TOEFL is a practice test for the TOEFL. The writer takes a test from Longman's Practice Tests for the TOEFL that is intended to prepare the students for the TOEFL. It is constructed based on the most up-to-date information available on the format and style of the actual TOEFL. The book contains material for the practice of best taking strategies on TOEFL format tests. They are TOEFL strategies, five TOEFL-format tests, a Listening Comprehension tapescript, an answer key, and a scoring information. The strategies provide the students with a plan for improving performance, the tests allow the students to practice the suggested strategies, the tapescript gives a transcription of the Listening Comprehension Section of each practice test, the answer keys include answer to all questions on the practice tests, and the scoring information allows the students to determine approximate TOEFL scores

on their practice tests. The following chart outlines the probable format of a TOEFL test. It should be noted that on certain occasion a longer version of the TOEFL is given.(from Longman, 1990:2)

Table 2.1 The probable format of the actual TOEFL

Sections	TOEFL	Time
Listening Comprehension	50 questions	30 minutes *)
Structure and Written Expression	40 questions	25 minutes
Vocabulary and Reading Comprehension	60 questions	45 minutes

*) Approximate time

II.2.1. Listening Comprehension

Listening Comprehension (35 minutes) has three parts. In the first part, the examinee selects the written option that most closely corresponds to a statement spoken once on audio tape. In the second part, short conversations are heard, followed by a question. The best response is chosen from the four printed options (15 items). In the third part, several brief talks, lectures, public announcements, and so forth, held to be representative of academic or student contexts in the U.S., are presented. Each is followed by spoken questions (15 items).

For each of the 20 questions in part one (Part A) of the Listening Comprehension Section of the TOEFL, the examinee will hear a short sentence on tape. After the examinee hear the sentence, he must choose from the test booklet the answer that is closest in meaning to the sentence he hears on the tape.

Example

The examinee will hear : "Don reads the book from cover to cover."

- The examinee will read :
- A. Don read the cover of the book.
 - B. Don read all of the book.
 - C. Don put a cover on the book.
 - D. Don was under the bed covers
when he read the book.

Answer (B) is closest in meaning to the sentence the examinee hear on the the tape.

The expression "from cover to cover" means "all of the book".

For each of the 15 questions in part two (Part B) of the Listening Comprehension Section of the TOEFL, the examinee will hear a short conversation between two speakers followed by a question. After the examinee listens to the conversation and the question, he must choose the best answer to the question from his booklet.

Example

The examinee will hear :

Man : "I've always wanted to visit Hawaii with you."

Woman : "Why not next month?"

Question : WHAT DOES THE WOMAN MEAN ?

The examinee will read :

- A. Next month isn't a good time for the trip.
- B. She doesn't want to go to Hawaii.

C. She suggests taking the trip next month.

D. She's curious about why he doesn't want to.

Answer C is the best answer to the question. "Why not next month?" is a suggestion that they take the trip next month.

Listening Comprehension part three (Part C) consists of longer passages, each followed by a number of questions. The examinee will hear the passages and the questions on a tape; they are not written on his test booklet. The examinee must choose the best answer to each question from the four choices that are written in his test booklet.

II.2.1.1. Passages

The long passages in Listening Comprehension-Part C of the TOEFL may be in the form of either a conversation between two people or a talk by one. The conversations are often about some aspects of school life or about topics currently in the news in the United States. The talks are most often lectures from university courses on subjects relating to the United States.

II.2.1.2. Questions and Answer

There are three very common kinds of questions about the passages in Listening Comprehension-Part C of the TOEFL. They are: main idea, subject, or topic question; inference questions; and detail questions.

II.2.1.2.1. Main Idea, Subject, or Topic Questions

For almost every passage in Listening-Part C of the TOEFL, there is one main idea, subject or topic questions. This question refers to the entire passage rather than just one detail. The following are examples of this type of question :

- What is the topic of this talk ?
- What the main idea of this passage ?
- What is the subject of this conversation ?

II.2.1.2.2. Inference Questions

It is very common to have an inference question about each passage in Listening-Part C of the TOEFL. An inference question is a question that is not answered directly in the passage; the examinee must draw a conclusion from information given in the passage. The words "probably" and "most likely" indicate that a question is not answered directly in the passage. The following are example of inference questions :

- Where does this conversation probably take place?
- Who is most likely giving this talk?
- In what course would this talk most likely be given?

II.2.1.2.3. Detail Questions

The majority of questions in Listening Comprehension-Part C are detail questions. This means that the questions are answered directly in the passage. The following

are example of detail questions:

- In what year did the acton occur?
- What caused him to act the way?
- How did he find out that he was wrong?

II.2.2. Structure and Written Expression

The Structure and Written Expression section (25 minutes) has two parts: (a) incomplete sentences, with words or phrases option (15 items); and (b) sentences in which some words or phrases are underlined. In the second part (25 items), the examinee must identify the words or phrases in each sentence that are not appropriate to standard, formal written English.

Questions 1 through 15 test the examinee knowledge of the correct structure of English sentences. They are multiple choice questions in which the examinee must choose the letter of the answer that best completes the sentence.

Example

— is taking a trip to New York.

- A. They
- B. When
- C. The woman
- D. Her

In this example the examinee should notice immediately that the sentence has a verb ("is taking"), and that the verb needs a subject. Answer B and D are incorrect

because "when" and "her" are not subjects. In answer A "they" is a subject, but "they" is plural, and the verb "is taking" is singular. The correct answer is C; "the woman" can be a singular subject.

Questions 16 through 40 test the examinee knowledge of the correct way to express himself in English writing. Each question in this section consists of one sentence in which four words or group of words have been underlined. The examinee must choose the letter of the word or group of words that is not correct.

Example

The final delivery of the day is the importantest.

A

B C

D

The examinee should notice immediately that "importantest" is not correct. The correct superlative form of "important" is "the most important". Therefore, the examinee should choose answer D because D is not correct.

II.2.3. Reading Comprehension and Vocabulary

The third section, Reading Comprehension and Vocabulary (45 minutes), also has two parts, consisting of 30 items each. In Part 1, a word or phrase in a sentence is underlined. The examinee chooses the substituted option which best preserves the original meaning of the underlined word or phrase. In Part 2, short reading passages are presented, followed by questions requiring either informational or inferential responses.

The Reading Comprehension Section of the TOEFL consists of five or six

reading passages, each followed by four to eight questions. Topics of the reading passages are varied, but they are often informational subjects that might be studied in an American university: American history, literature, art, architecture, geology, geography, and astronomy, for example.

Each vocabulary question consists of a sentence with underlined words or group of words. This sentence is followed by four answer choices. The examinee must choose the answer that is closest in meaning to the underlined word or group of words. The examinee must also be sure not to change the meaning of the sentence.

Example

The earth is devided into two hemispheres.

- A. chopped
- B. joined
- C. separated
- D. mixed

Of the for answer choices, answer C "separated " is closest in meaning to the underlined word "devided". Also the sentence "The earth is separated into two hemisphere" has approximately the msame meaning as "The earth is devided into two hemisphere." Therefore, answer C is the best answer.

II.2.4. TOEFL Score

Raw scores (number of questions answered correctly) are converted to 20-80 scaled scores for the three sections, and 200-800 scaled scores for the total score. However, the actual distribution of obtain scaled scores is more restricted than these two scale imply. Section scores on each form usually range from 22-67: the total score usually ranges from 227-667. In TOEFL score, below 400 is consider to be poor and above 600 is considered to be excellent in English proficiency.

No pass/fail scores are given in the Manual for Score Users. Rather, the Manual contains information on various reference groups (e.g., percentile range by graduate, undergraduate, male/female, professional license, native language and area), and the result of the biannual survey of how various institutions use TOEFL scores. The point is made consistently that individual institutions must determine whether or not TOEFL is appropriate for their individual needs, and must establish levels of acceptable performance.

Hutchinson said that there is no pass/fail distinction in a proficiency test, but rather a scale of degrees of proficiency in the task (Hutchinson, 1987:149). The scores below 400 is considered to be poor and 600 is considered to be excellent (Moreno,1974:2). The scores in the range 400-599 are considered to be good. To get the overall score 600, one must get the converted score 60 (at least) in every section. One will get 400 if his converted scores in every section are 40. So in the converted scores: below 40 are considered to be poor, 40-59 are good, 60 and above it are excellent.

In calculating the TOEFL score, first the raw scores from each sections are changed into the converted score. The following chart shows how to gain the converted score.

Table 2.2 The TOEFL converted scores

Number Correct	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
60	-	-	67
59	-	-	66
58	-	-	65
57	-	-	64
56	-	-	63
55	-	-	62
54	-	-	61
53	-	-	61
52	-	-	60
51	-	-	59
50	68	-	58
49	66	-	58
48	64	-	57
47	63	-	56
46	62	-	56
45	61	-	55
44	60	-	54
43	59	-	54
42	58	-	53
41	57	-	52
40	57	68	52
39	56	65	51
38	55	64	50
37	54	63	50
36	53	61	49
35	53	59	48
34	52	58	48
33	51	57	47
32	51	56	47
31	50	54	46
30	49	53	45
29	49	52	45
28	48	51	44

27	48	50	43
26	47	49	43
25	47	48	42
24	46	47	41
23	45	46	40
22	45	45	40
21	44	44	39
20	43	43	38
19	43	42	37
18	42	41	36
17	42	40	35
16	41	39	34
15	40	38	33
14	39	37	32
13	38	36	31
12	37	35	30
11	36	34	29
10	35	34	28
9	33	33	27
8	32	31	26
7	31	30	26
6	30	28	25
5	29	26	24
4	28	25	24
3	27	24	23
2	25	23	22
1	22	21	21
0	20	20	20

For example, a student got 31 correct in the first section, 25 correct in the second section, and 40 correct in the third section. The chart of his converted score will be like this:

	Section 1	Section 2	Section 3
Number Correct	31	25	40
Converted Score	50	48	52

Then, in order to determine his overall score, the following calculation is applied:

1. First, adding the three converted scores together: $50 + 48 + 52 = 150$
2. Second, dividing the sum by 3: $150/3 = 50$
3. Third, multiplying by 10: $50 \times 10 = 500$

Finally, his overall TOEFL score is 500.

II.3. The Skill Subjects

In this study, the writer uses three skill subjects on listening, grammar (structure) and reading. They are Auditory Comprehension II, English Structure II and Extensive Reading. As the advanced subjects, they are more progress than the pre-requisite ones.

In Auditory Comprehension II, the students learn about skill on listening. It is the skill subject which gives longer and more difficult subject than Auditory Comprehension I. This subject trains the students to comprehend any kind of recording passages and conversations for listening ability. The course given in a language laboratory which is completed with any kind of listening tools for the students and the instructor.

English Structure II gives the students knowledge and skill in a standart English structure. It is the skill subject that emphasises the discussion on the English Structure which are more difficult and complex, and also on the differentiation between spoken and written language. The course gives based on a representative grammar book. All material in this book is taught completely by divide it into two semester. A half material is taught in English Structure I, and the rest of it is taught in

English Structure II. If a student passed these two subjects, he has learnt all material in this book completely.

In Extensive Reading the students learn about skill in reading. It is the skill subject which is the continuity of Reading Comprehension, emphasises the further discussion on the elements of reading passages. In this subject, the texts given are more difficult, contain more than 1500 until 2000 vocabularies. The texts for the course is taken from any kind of representative sources and also from any kind of topics.

II.3.1. The Scores on Skill Subjects

In this study, the writer uses the relative scores on skill subjects. According to the Handbook of the Curriculum of the Faculty of Political and Social Sciences, the range and description of the relative scores of he students is as follow:

Table 2.3 The range and description of the relative scores on skill subjects

The relative mark	The score in range of
A (excellent)	75-100
B (good)	65-74
C (fair)	55-64
D (poor)	45-54
E (very poor)	0-44

The students having E, especially on the Compulsory Subjects, are considered to be failed and they have to retake it in the following semester when the subjects are offered. These mark in turn use to calculate the Grade Point (GP) in every semester

and also in turn the Grade Point Average in the last semester by change them into the numbers as follow:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

E = 0.0

In the statistical analysis, the writer will use the figures to replace the relative scores of skill subjects to be correlated with the converted scores of TOEFL.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA