Chapter Two

The Literature Review

This chapter presents some literature reviews related to the topic of discussion. This chapter presents definition of students' achievement and the definition of TOEFL-like score. Then, the researcher explains the correlation between students' achievement and TOEFL-like score. The last is about conceptual framework and hypothesis.

Academic achievement

Academic achievement is an achievement in educational field that every student wants to achieve. Sobur (2003) argued that academic achievement is something that a learner wants to achieve at educational institution i.e. school, college or university. Achievement can also measure how much students can master the materials. Feng, Fan, and Yang (2013) asserted that "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers"(p.3).

Students' achievement is a result of the learners in mastering materials of the learning object. Scores are used to measure students' achievement (Syah, 2008). The measurements scores are seen from students' mastery in certain knowledge and skill. Winkel (2007) defined that achievement is a maximum result that is achieved by someone in their learning process. He further mentioned

that the maximum learning achievement is the result that is achieved by someone after carrying out efforts to learn.

Assessment and Evaluation

Students' achievements are through various stages in learning process. The process consists of assessment and evaluation.

Assessment. Assessment is a wider in scope which includes the information collected over the teaching and learning process. Assessment might include several stages such us formal test, classroom observations, student self assessments, or from other data sources (Brown,2004). Assessment has several functions, but the most important function of assessment is to be a feedback for student to improve their outcome.

Evaluation. Evaluation is planning and action based on the assessment (Brown, 2004). Evaluation implements assessment data which have been graded analysed to create judgements, or draw inferences about students and educational programs.The function of evaluation is to diagnose the strengths and short comings of students during the learning process. From the assessment and evaluation process students get score.

From the expalanation above, it can be concluded that assessment and evaluation are really important in order to know what things need an improvement. Last, assessment and evaluation are different. Assessment defined as a process of grouping students based on the level understanding of the materials while evaluation is to create judgements to give the score or GPA for student.

Grade Point Average (GPA)

GPA or grade point average is measurement to see their achievement in colleges. According to Volwerk and Tindal (2012), that GPA is calculated by dividing the total number of grade point earned by the total number of graded credits. Ukpong and George (2012) also contend that students' knowledge sometimes can be measured by seeing on his or her achievevement because grade point average (GPA) concluded his or her aptitudes, experiences, efforts, and students' study time. They believe that when the students get high achievement or grade point average (GPA), it is thought that he or she has learned well. However, Watanabe (2005) argued that high or low grade point average (GPA) is not the effect of the amount of hours a students is employed, and students' knowledge or understanding cannot be measured here. Conlon (2012) asserted that CGPA is calculated by dividing the total number of grade points earned to date in a program by the total number of normative instructional hours attempted to date in that program.

The definitions about students' achievement are quite different. There are two experts who believe that students' knowledge or aptitude can be measured by seeing on his or her grade point average (GPA). However, one expert argues that students' aptitude or understanding cannot be measured by students' grade point average (GPA).

Level of GPA. Every level of classification denotes different description. Privat university in Yogyakarta, the academic guideline book determines the level

of cumulative GPA (CGPA) with its character. The categories to achieve goal or performance based on "*Keputusan Menteri Pendidikan Nasional Nomor 232/U/2000 (Decision of National Education Minister Number 232/U/2000)*" decided that Students' GPA defined into four levels. They are:

Table 1

Clarification of Students' GPA

1.	Excellent/ cumlaude	3.51 – 4.00
2.	Good	2.76-3.50
3.	Satisfactory	2.00-2.75
4.	Failed	< 2.00

TOEFL – Like

TOEFL is Test of English as a Foreign Language. TOEFL test is to measure how high the proficiency of nonnative speakers in mastering an English language. (Gressel and Wait, 2009).This kind of test is an internationally standard which is recognized and respected for English language testing (Mahmud, 2014). Mahmud (2014) also contends that The score of TOEFL is used to be an indicator for academic life around the world. For example, When the students want to continue study in overseas, the students should submit the TOEFL score because the university requires the applicants to submit their TOEFL score.Studying in a foreign country definitely demands high English proficiency level that can be seen from the TOEFL grade.

Therefore, TOEFL test which organized by English Test Center institution official is called by TOEFL-Like test. TOEFL-like is usually organized by universities for self-importance, such as TOEFL-like test that organized by Language Training Center of a private university in Yogyakarta. Then, the questions of TOEFL-like are typically taken from TOEFL books, such as Longman and Barron. This test becomes a requirement test for students to complete their undergraduate degree. Moreover, this test is designed as one of course materials in English Education Department of a private University in Yogyakarta to develop student's improvement in gaining high score in their TOEFL-like.

Jūn (2011) argues that TOEFL-like as an evaluation tool of the English education provided at the school by analyzing student scores and determining their development of English proficiency. TOEFL-like as an evaluation tool of the English education provided at the school by analyzing student scores and determined their development of English proficiency. Moreover, previous research strongly suggests that reading would be good preparation for the TOEFL-like (Mason, 2006). Mason (2006) also states that reading is a good preparation to improve scores on the TOEFL-like examination would have strong implications for both theory and practice. Sometimes, the TOEFL-like score represents of how well the students perform in the university or in the academic during the learning process.Even in cases where the TOEFL-like is not utilized as a primary indicator of potential for academic success, TOEFL-like score minimums are frequently imposed as a condition for acceptance. TOEFL-like scores may correlate strongly

with academic performance, and nonnative speakers of English may be unsuccessful because of an inadequate command of English (Johnson, 1988).

According to Mahmud (2014) TOEFL-like is a language testing type to knowing the students' English ability. The process to knowing the students' ability, students have to do the TOEFL-like test first. The time to do the TOEFL-like test is around two hours. There are four skill in TOEFL-like test; speaking, writing, reading, and listening. The TOEFL-like test is the most English measurement test used. It is in line with Lights' (2012) statement, It is in line with Light (2012) who stated that the test of English as a Foreign Language (TOEFL) is the most commonly used to measure the extent to which international students have mastered the English language skills for successful college-level in Canada and the United State; some studeies have examined the relationship between TOEFL-like score and academic success.

Type and the section of TOEFL-like test. There are some types of TOEFL-like test. The researcher finds that there are three types of TOEFL-like test. These three types are paper-and-pencil test, computer-based TOEFL-like test, and internet-based TOEFL-like test (Jalali,2012).

PBT (Paper Based Test). According to Dewi, Darna, and Suprato (2015) asserted that Paper Based Test is done through pencil and paper and the maximum score is 677.There are three sections in TOEFL-like Paper Based Test. Those are listening, structure, and reading comprehension. These three sections are clearly explained by some experts, and these three sections are clearly quoted by the researcher.

*Listening.*Listening comprehension section is the first section tested in the TOEFL –like Paper Based Test. Phillipsh (2001) asserted that "listening as a demonstrate their ability to understand spoken english, examinees must listen to various types of passages on a tape recording and respon to multiple choice about the passages" (p.14). The overall questions tested in the listening comprehension section are 50 questions which are divided into three part short conversation, long conversation and the last is discourse. This section is around 30-40 minutes to answer the questions.

Structure and written expression. Structure and written expression section is the following section tested in the TOEFL-like Paper Based Test after listening comprehension section. Phillipsh (2001) stated that "listening as a demonstrate their ability to recognize grammatically correct english, examinees must either choose the correct way to complete sentencesor find errors in sentences"(p.14). The overall questions tested in this section are 40 questions which are divided into two parts and the time is around 25 minutes to answer the questions.

Reading. reading section is the last section in TOEFL-like Paper Based Test. Reading text is to measure students reading comprehension. According to Phillipsh (2001) reading text is to demontrate the skills to comprehend written English, examiness should answermutiple choice questions about the ideas and the meanings of words in reading passages (p.14). On the whole of the questions tested in this section are 50 questions and 55 minutes to answer the questions. Besides, this section usually consist of four to five long reading passages. Each reading passage commonly has about eight to twelve questions. The test-taker has

to choose the correct answer that is usually related to main ideas of the whole passage, vocabulary, detailed information, inferences and reference items.

Level of TOEFL-like score. The scoring method of TOEFL-like PBT was done to determine the level of the test takers English proficiency. Sabarun (2012) stated that scoring of TOEFL-like PBT was done when the test takers received a score between 20 and 68 in each section. The total number of correct answer called as the raw score was converted into converted score. After getting the converted score, the score was added, multiplied by 10, and divided by 3. The test taker will achieve overall score about 217 to 677. The level of TOEFL-like score was used as a reflection of the students score. The table of TOEFL-like proficiency level description is shown as follows:

Leveling

Table 2	
TOEFL-like level of Proficiency	
Score	Grade
550-677	Advanced
501-550	Pre-Advanced
426- 500	Post-intermediate
351- 425	Intermediate
200- 350	Pre-intermediate
< 200	Elementary
Source: Sabarun (2012)	

Review of Related Study

There are some studies that were conducted to investigate the correlation between students' achievement and students' TOEFL-like score. Some of those studies revealed that there was relationship between students' achievement and students' TOEFL-like score, while another showed the opposite result.The first relevant study of this research is from Martirosyan, Hwang, and Wanjohi (2015) that investigate about impact of English proficiency on academic performance of international students. They found that GPA and TOEFL-like score are correlated. The result showed that who had high GPA also have high TOEFL-like score or vice versa.Futhermore, there are various factors in influencing students' achievement such us English ability, self-efficacy, motivation, confidence, and a positive attitude toward learning in a second language.

Vu and Vu (2013) conducted the study to investigate the correlation between TOEFL score and graduate students' achievement in terms of their GPA. They found that GPA and TOEFL-like score are not correlated according to the objective data of international graduates' input. TOEFL-like scores cannot become an effective predictor of academic succes. The finding of this research shown that who had high TOEFL-like score and high GPA or who had low TOEFL –like score and low GPA. Overall, there was no significant correlation between two measures of GPA and TOEFL-like.

From the comparation above, it can be seen that those explanations are different. By this case, the researcher wants to know why it can be different. Two different experts state different point. First expert assumed that there is positive correlation between students' achievement and students' TOEFL-like score and the second expert states that there is no correlation between students' achievement and students' TOEFL-like score. By this case, this research is about the correlation between students' achievement and students' TOEFL-like score is still debateableland worth to doing. These articles are same with this research because both of them are find out the correlation between achievement and TOEFL-like but different sample and place.

Conceptual framework

This part discusses the related concepts of brief description from chapter two. The goal of the research is to find out the correlation between students' achievement and students' TOEFL-like score. Then, the reseacher concerns on explaining the literature that related to students' achievement and students' TOEFL-like score.

Students' achievement is the result which students get after they have followed learning process that is signed by score. The score is classified into cumulative score or grade point average (GPA). TOEFL is test of English as a Foreign Language. Furthermore, TOEFL as an evaluation tool of the English education provided at the school by analyzing student scores and determining their development of English proficiency. TOEFL-like test have three sections such us listening, structure and written expression and the last is reading. Besides

that, there are several types of TOEFL-like test first one is paper based TOEFL, second one is computer based TOEFL and the last is internet based TOEFL. The diagram below will shows the plan of this study as follows:
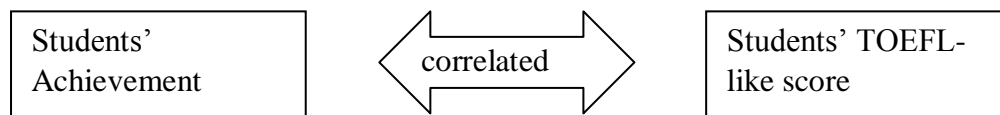
| Students' Achievement | ⟨ correlated ⟩ | Students' TOEFL-like score |

Figure 1. Conceptual Framework

Hypothesis

Based on the problem above, it could be identified that the hypothesis is as follows:

H1: The correlation between students' achievement and students' TOEFL-like score at ELED of a private university in Yogyakarta batch 2014 is positive and significant.