

Chapter Two

Literature Review

This chapter will talk about some expert's opinion related to the research. The researcher begins to discuss the definition of TOEFL test, the types of TOEFL test, the preparations of TOEFL test, the problems of TOEFL test, the strategies of TOEFL test, and the conceptual framework of TOEFL Test.

Test of English as a Foreign Language (TOEFL)

One of the kinds of language testing is TOEFL, it 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 TOEFL test is the most English measurement test used. This test is highly recognized as a standard language testing in English language and had been “internationally recognized and respected” (Warfield et al., 2013, p. 196). Test of English as a Foreign Language (TOEFL) has long been an essential for students who want to study at Universities in others countries. For example, when students want to continue their study to foreign countries, the university asks the applicants to submit their TOEFL grade as indicator of their English language proficiency. Studying in foreign countries definitely demands high English proficiency level that can be seen from the TOEFL grade. The TOEFL test is originally conducted by ETS (Educational Testing Service), especially for TOEFL institution. The university should organize a TOEFL, like TOEFL prediction.

According to Philip (2001), the TOEFL test has some parts or sections such as Listening Comprehension section, Structure Comprehension section and Reading Comprehension section. Every part has challenges and problems when the students do the test. In every section, TOEFL has tips and tricks to answer the test. Actually TOEFL is aimed to examine communicative language ability in English. It is used as one standard decision making for students to undergraduate and graduate admissions.

In short, the researcher concludes that TOEFL test is one of the English tests to measure the student's English proficiency. TOEFL is also an accurate learner's true command of English language of the students. By TOEFL test, the students can learn how English is being a standardized of English Language. From those theories, the researcher concludes that TOEFL test has benefits for student's English ability.

Types of TOEFL Test

TOEFL that stands for Test of English as a Foreign Language is a based English test to examine students' English language proficiency. There are three types or kinds of TOEFL test namely, the Paper Based Test (PBT), Computer Based Test (CBT) (Philip, 2001), and Internet Based Test (IBT) (Zareva, 2005).

Paper Based Test (PBT). This type is a type of TOEFL that is used in most Universities. PBT type was introduced in 1998. It has three sections, such as listening comprehension, structure and written expression, and reading comprehension. The students should answer the questions by marking the circle point with pencil on the paper. The maximum score for students to pass the test is 677.

Computer Based Test (CBT). In the TOEFL Computer Based Test (CBT) writing cause significant differences in the performance of candidates from PBT. Different from PBT types, CBT has four sections, listening comprehension, structure and written expression, reading comprehension, and writing comprehension. In this type, the students just click the answer provided in the computer. It can minimize the time because the students do not need more time to mark the answer by pencil. The students also will know the TOEFL results score instantly. In addition, the limitation of CBT is that the students cannot change the answer after the students upload or submit the answer.

Internet Based Test (IBT). Actually, there is another type of TOEFL test based on Zareva (2005) theory. The other type is IBT TOEFL. IBT is Internet Based Test, it is the new format test in new concept. In the IBT TOEFL, there are four sections including, listening comprehension, reading comprehension, structure and written expression, and speaking comprehension. Different from the other types, this type has speaking section which consists of six parts such as independent tasks and examinee. In this type, the students get speaking comprehension examination by computer.

TOEFL PBT Format

There are two formats offered in TOEFL test (Deborah, 2001), there are paper format (PBT) and computer format (CBT). The paper format (PBT) has four sections. They are listening section, structure section, reading section, and test of written English.

Listening section. Listening comprehension section is the first section tested in the TOEFL PBT. This section demands the test takers to demonstrate

their ability to spoken English. The examinees should listen to various types of passage on a tape recording and respond to multiple choice questions on paper about the passage. According to Payle and Page (2002), the listening comprehension provides 50 multiple choice questions which are divided into three parts. The first part consists of short conversations between two people. The test-taker must respond to one question that follows a short exchange. The second part consists of longer conversations between two people. The test-taker must answer several questions about a longer conversation. The third part consists of oral readings or short lectures that the content may be about any subject. The test-taker must answer several questions in each lecture regarding to specific information contained in it. This section takes 30-40 minutes to answer the questions.

Structure and written expression section. Structure and written expression section is the following section tested after listening comprehension section. This section demands the test takers to recognize grammatically correct English. Examinees also choose the correct way to complete the sentences or find the error grammar in sentences. According to Payle and Page (2002), in the structure and written expression comprehension provides 40 multiple choice questions which are divided into two parts. The first part is structure that consists of 15 questions. Each part of sentence has a blank that the test-taker must complete the sentence in a grammatically correct. The second part is written expression that consists of 25 questions. Each part of sentence has four words or phrases underlined and the test-taker must choose the underlined word or phrase that is incorrect. This section takes 25 minutes to answer the questions.

Reading section. Reading comprehension is the last section of TOEFL PBT. This section demands the test takers to understand written English. The overall questions tested in this section are 50 questions that usually consist of four to five long reading passages. Each reading passage commonly has about eight to twelve questions. The test takers also answer the multiple choices questions about the ideas and the meaning of word in reading passages.

TOEFL CBT Format

In the other hand, there is the other format of TOEFL test, namely computer format (CBT). It has some sections below.

Listening. Listening is examined to demonstrate their ability to understand spoken English. First the examines must listen to the passages on headphones as they see pictures on a computer screen and then answer various types of questions about the passage that they just heard. In listening comprehension, there are 50 multiple choice questions. The available time is 30 until 40 minutes.

Structure. Structure test is given to demonstrate their ability to recognize grammatically correct English. Examines also must look at sentences on a computer screen and either choose the correct way to complete sentences or identify errors in the sentences. In structure and written expression, there are 40 multiple-choice questions in which the available time is 25 minutes.

Reading. This comprehension demands the examinees to understand written English. Examines must read passage on a computer screen and answer various types of questions about the ideas and meaning of words in reading passages. In reading comprehension section, there are 50 multiple choice questions. The available time is 55 minutes.

Writing. This comprehension demands the test takers to produce and organize meaningful English. Examinees also must write an essay on a given topic, either on the computer or by hand. Write essay responses based on reading and listening tasks; support an opinion in writing. In this comprehension, it takes 50 minutes to write an essay.

Student's Problems in TOEFL

To pass the TOEFL test, the students should study hard to get the high score. There are some problems that can occur in test takers. According to Limandra (2013) said, that the problems of TOEFL may come from internal and external factors. The researcher found some expert references or reliable sources about student's problems toward TOEFL test, and the result, some of the resources mention that the big student's problem is anxiety (Santrock, 2003). Based on Novita (2005) the problems may cause anxiety, because students feel that they cannot do the test well, because of anxiousness such as being not relaxed, scared, nervous, and afraid to face the test. It means that the test takers' condition itself makes them difficult to focus during the test. Sometimes, the situation is not in good condition to support him/her to do TOEFL test.

According to Limandra (2013), students who experience test anxiety usually put lots of pressure on themselves to face the test. When the students believe and have positive expectation to do the TOEFL test, it will help the students decrease their anxiety. Then, if the students have a negative perception before doing the test, the student's anxiety will increase. Based on Santrock (2003), a test anxiety comes from the social environment, students may not have doubt on their English skill, but when they have heard that the other students have

failed on a test, they will experience in an internal factor. Some students think that they don't have good skills such as, listening, structure, and grammar sections, it will produce the anxiety feeling and make the students not focus with the TOEFL test. As Gunarsa & Gunarsa Ninawati (2002) said, "The problem faced by the learners in taking TOEFL test is because students low motivation". According of Chi Nguyen (2008), that students are motivated to learn if they perceive having adequate support from their social environment, a positive environment to master the test and tasks, and an environment where their needs are met. It means that if the students have attractive motivation to pass the test and get high score, they will be confident and successful. On the other hand, if the students have low motivation and give up before the test, they will do the test indolently.

Based on Limandra (2013) for external factor occurs by the outside of the student's situation and conditions. For example, some students do not have basic skills. This is one of the external factors of the learners who have no basic skills of English. Mahmud (2014) said that the difficulties of test takers in answering the TOEFL test are from their less basic skills. The learners think that their English proficiency is not good, so the TOEFL test is difficult because the test is testing their capability in listening comprehension, structure and written expression, and reading comprehension. The other external factor is about the lack of preparations. Mahmud (2014) also said that as a matter of fact, before joining the test, the course had been offered to the students in order to give them preparation. During joining the TOEFL preparation course, the students experienced less practice because the time was very short. This is needed in order to make them familiar with the test and to guide them in answering the tests.

Some of the students do not manage and control their time to take their course information about TOEFL test, so they do not do well in the test. This situation will build bad self-confidence when they are doing the test. When the students do not have any preparation before doing the test, they will feel nervous and not concentration with the test.

Strategies to Solve the Problem of TOEFL

The students should build the strategies to finish the test and can get a high score. For example, one of the strategies is preparation. Based on Limandra (2008), it is important for students to join some courses to prepare them for the test. There are some other researchers who have theory to support my research study.

Based on Gulek (2003), time management skills are crucial and help the students to become more test efficient. Therefore, test taking strategies help the students familiarize with various testing aspects such as time limit, format, terminology, deductive reasoning, and answer selection. Gulek (2003) explained that the important thing that should be paid attention is time management. Time management was influential for the successful of student"s examination. If the students can control or manage the time, they will be more focus in the test. To minimize the time, the students can answer or predict questions that they think easier, and then they can continue the difficult questions.

According to Moore (2007), "Students who are motivated conduct themselves in ways that maximize learning and success in academia, students will motivated attend classes on a regular basis without a need for external rewards. They seek additional help when needed, and they turn in quality work on

time. On the other hand, unmotivated students minimize the effort they exert, which result in continued poor performance". The students can focus with the target that they want if getting the TOEFL test, for example, the students remember with the scholarship, so they will study hard to face the TOEFL test.

Review of Related Study

To support this research, the researcher provides two similar researches related to the students' problems that might be faced by students in doing TOEFL test.

The first study from Mahmud (2014), the title of his study is "The EFL Student's Problems in Answering Test of English as a Foreign Language". This is a descriptive study based on in-depth semi-structured interview and classroom observation. The subject of this research was the students of Graduate Program at one state university in Makassar, Indonesia. The study focused on the students of Graduate Program who took TOEFL Test as the requirement for finishing the learning proses at University. The researcher took twelve students (four for each class) who were interviewed their study. These participants were chosen based on the frequency they took TOEFL test and their obtained scores which had not reached the passing grade. This study observed these three classes and conducted in depth semi-structured interview to representatives of these three classes. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status. Based on these findings, the researcher concludes that the problems of TOEFL test come from some factors.

The second study from Limandra (2013). The title of her study is "Students Anxiety Toward TOEFL Test: The Cause Factors and The Effects. This study discuss about students anxiety toward TOEFL test that happens among the English Department Students at SatyaWacana Christian University. In brief, the study focused on the students anxiety toward TOEFL test, factors created of anxiety, and effects of anxiety which experienced by the students. The researcher used semi structured open-ended questionnaires and she also used an interview only when it is needed to clarify statements in the questionnaires. Findings showed that the main cause factors and the effect of student's anxiety are by internal and external factors that has different effects for students. Based on these findings, the researcher concludes that the student's anxiety can become the problems of taking TOEFL test.

Although, both research has different methods, the strategy used, and the result of the studies, both are helpful to be guideline and consideration to help the researcher in conducting the research study. Besides, the researcher got the point of view and knowledge about the student's problems toward TOEFL test.

Conceptual Framework

These research has two points which are based on the two research questions, the problems faced by EED students in TOEFL test and the strategies to solve their problems. TOEFL test is essential part of the students to get next level in their education, for example scholarship or job. Conversely, some of students have problems toward TOEFL test, and the problems are mostly from themselves. The students should have some strategies to solve or handle their problems, so the problems will be minimized. This research study will be conducted in EED of UMY batch 2013. The focus of this study can be seen in the following chart.

Figure 1. Conceptual framework



