AN ANALYSIS OF ENGLISH STUDY PROGRAM STUDENTS FKIP UNIVERSITAS RIAU RECEPTIVE SKILLS THROUGH TOEFL SCORE

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Abstract: *This research aimed to analyse the English receptive skills through the TOEFL score map of the English Study Program Students FKIP Universitas Riau. This research was descriptive quantitative research, with 95 students as the sample. This research used students TOEFL scores that the researcher got from UPT Bahasa Universitas Riau. Analysing students' TOEFL scores showed that only 55,7% of students had passed the test and students classified as advanced level only 50,5%. Students' receptive skills, either who passed or failed the TOEFL test, still faced difficulties answering the listening comprehension section questions, especially about short conversations and mini-talks. There is an imbalance in the students' receptive skills because the students can understand had better in the reading comprehension section than in the listening comprehension section.*

Key Words: Analysis, Receptive Skills, TOEFL score

ANALISIS KETRAMPILAN RESEPTIF MAHASISWA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU MELALUI SKOR TOEFL

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Abstract: *Tujuan dari penelitian ini adalah untuk menganalisis ketrampilan reseptif mahasiswa Program Studi Bahasa Inggris FKIP Universitas Riau melalui peta skor TOEFL. Penelitian ini berbentuk deskriptif kuantitatif, dengan jumlah sampel 95 siswa. Penelitian ini menggunakan skor TOEFL siswa yang telah peniliti peroleh dari UPT Bahasa Universitas Riau. Dengan menganalisis skor TOEFL siswa, hasil menunjukkan bahwa hanya 55,7% siswa yang lulus tes dan hanya 50,5% siswa dari total keseluruhan yang diklasifikasikan dalam level mahir berbahasa Inggris. Untuk ketrampilan reseptif siswa, baik siswa yang lulus TOEFL ataupun tidak, mereka masih menghadapi kesulitan dalam menjawab pertanyaan di seksi kemampuan mendengarkan, khususnya pada percakapan pendek dan obrolan ringan. Terdapat ketidakseimbangan pada ketrampilan reseptif siswa, hal ini karena para siswa lebih baik dalam memahami seksi kemampuan membaca dibandingkan dengan seksi kemampuan mendengarkan.*

Kata Kunci: Analisis, Ketrampilan Reseptif, Skor TOEFL

INTRODUCTION

English has become the most widely spoken language in this modern era than many local languages from other regions. As the standard method of communication around the world, people always emphasise their use of English. One of the ways that a country uses to ensure that they can master English well is to make English a part of their teaching process. In Indonesia, all public schools teach English as their mandatory foreign language. In learning a second or foreign language, students must master the following four skills: listening, reading, speaking, and writing to achieve proficiency in these languages. The first two skills, namely listening and reading, are categorised into receptive skills, while the other two are productive skills.

Richards and Schmidt (2010) defined skill as an acquired ability to perform an activity well, usually several collaborative processes. In education, skill refers to the ability acquired through systematics efforts, planned and deliberate practice, by which students become skilled after extensive practices. In this research, the writer will focus on students' receptive skills. According to Harmer (2001), receptive skills are a person's ability to extract information from what they see or hear. Receptive skills are those skills that students only receive, either through listening or reading a language.

Bite (2003) stated that listening skill is the key to effectively receiving a message. It combines a person's ability to listen to what others are saying and their psychological involvement with the person who speaks. To become better listeners, the listeners must think actively while they are listening.

Tarigan (1998) stated that reading is a process used by a person to get the writer's purposes through written words. From reading, the students can get information and knowledge through written text. On the other hand, Nunan (2003) defined reading as a process of readers combining information from written information and their knowledge to form a specific meaning. The readers need to focus on the material they read and then combine their previous knowledge and skills to get what others wrote before.

Based on Brown (1996), there are two types of language tests. In short, the norm-referenced test (NRT) purposes of measuring global language proficiency (e.g., overall English proficiency, academic listening ability, et cetera); on the contrary, the criterion-referenced test (CRT) is designed to measure relatively specific and well-defined objectives (these goals are often specific to a particular course, program, and school district or state).

TOEFL stands for Test of English as a Foreign Language. The TOEFL score is primarily used to measure international students' ability to use English in an academic

environment. Eguchi (2011) argues that TOEFL is an evaluation tool provided by the school by analysing the score of the students in English education and determining the development of their English language proficiency. Universitas Riau requires their students to achieve at least a lower-intermediate level with a minimum score of 450, and specifically for students majoring in the English Study Program, they must at least reach a high-intermediate level with a minimum score of 500. The students' score must be proven by a TOEFL certificate issued by the UPT Bahasa as the official institution administering the TOEFL in the Universitas Riau environment.

Based on the explanation above, the writer is interested in investigating concentrating on students' receptive skills through TOEFL score and those who choose the English Study Program at the Teachers Training and Education faculty as their area of study.

RESEARCH METHODOLOGY

This research uses descriptive quantitative research. Sugiyono (2008) states that descriptive research is research to determine the result of the independent variables without making comparisons or linking them with other variables. At the same time, Yusuf (2017) defined a quantitative approach as an approach if the data is quantitative or other data types that can be quantified and processed using statistical techniques. Therefore, this research will analyse the students' TOEFL Sore, specifically section 1 and section 3.

This research was conducted within the period June 2021 - July 2021. The research's target group is all second-semester students at the English Study Program of Teachers Training and Education Faculty and enrolled in TOEFL Equivalent at the same time at UPT. Bahasa Universitas Riau. Therefore, the number of the population is 95 students. To determine the sample, Gay, Mills, & Peter (2012) stated that if the total population is 100 people or less, the research sample size is the entire population. The researcher decides to choose this method because the total number of second-semester students who have taken the TOEFL Preparation test is 95 people.

The data used in this research was secondary. To collect the data needed (TOEFL scores), the researcher collects the data from UPT. Bahasa Universitas Riau. The format of TOEFL used is Paper-Based Test (PBT). In analysing the data to determine the mean scores of TOEFL prediction scores, the descriptive operated to compute the raw scores. The statistic formula that was used is the percentage. The percentage is used to find out more specific information related to the value obtained by the students.

RESEARCH FINDINGS

Number of Students Who Passed and Failed the TOEFL Test

After collecting the data from UPT Bahasa Universitas Riau, students' scores are matched with the Decree of Rector of Universitas Riau (No. 68/J19/AK/2004), which states that the minimum score for passing the TOEFL test is 450 and the unwritten decree for English Study Program students at FKIP Universitas Riau which states that the minimum score for passing the TOEFL test is 500. The researcher found out that when the students' score data compared to the rector's decree, almost all students passed the TOEFL test with a total of 88 students out of 95 students. In other words, there are **92,6%** of the students who took the TOEFL test were passed. Meanwhile, when the data compared with the unwritten decree specifically for English Study Program students, only 53 out of 95 students have passed the TOEFL test or **55,7%** of the students. Then, the data for the students who passed and failed the TOEFL test can be seen in the table below.

Table 1 Number of Students Who Passed and Failed the TOEFL Test

Scores	Status	Frequency	Percentage
450	Passed	88	92,6
	Failed	7	7,3
500	Passed	53	55,7
	Failed	42	44,3

The English proficiency Level

The students' TOEFL scores data obtained were then classified to see their English proficiency based on Carson et al. (1990). The classification can be seen in the table below.

Table 2 English Proficiency Levels

Level	Score
Elementary Level	310 – 420
Lower Intermediate Level	420 – 480
High Intermediate Level	480 – 520
Advanced Level	520 – 677

The classification of students' English proficiency based on the table above can be seen below.

Table 3 English Proficiency Level of the Second-Semester Students of English Study Program FKIP Universitas Riau

English Level	Quantity	Percentage
Elementary	3	3.2
Lower Intermediate	29	30.5
High Intermediate	15	15.8
Advanced	48	50.5
Total	**95**	**100.0**

Based on the table above, it can be seen that 50,5% of students of the English Study Program at FKIP Universitas Riau are classified as *Advanced Level* with the higher students' score is 557. The lowest level is the *Elementary level*, with 3,2% of students with the lowest score is 337.

Listening section

The data in the form of diagrams below determines whether there are still difficulties in answering questions in the listening section for students who have passed and failed the TOEFL test.

Students who passed the TOEFL test

Figure 1 The Diagram of the Students Who Passed the Listening Section Part 1
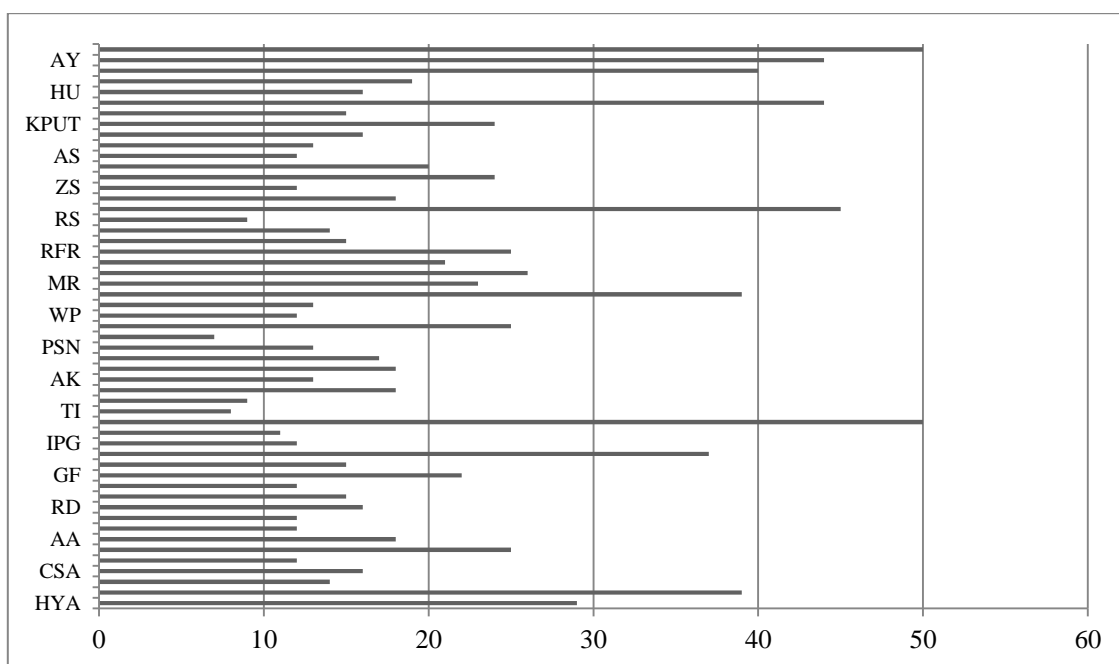
Figure 2 The Diagram of the Students Who Passed the Listening Section Part 2
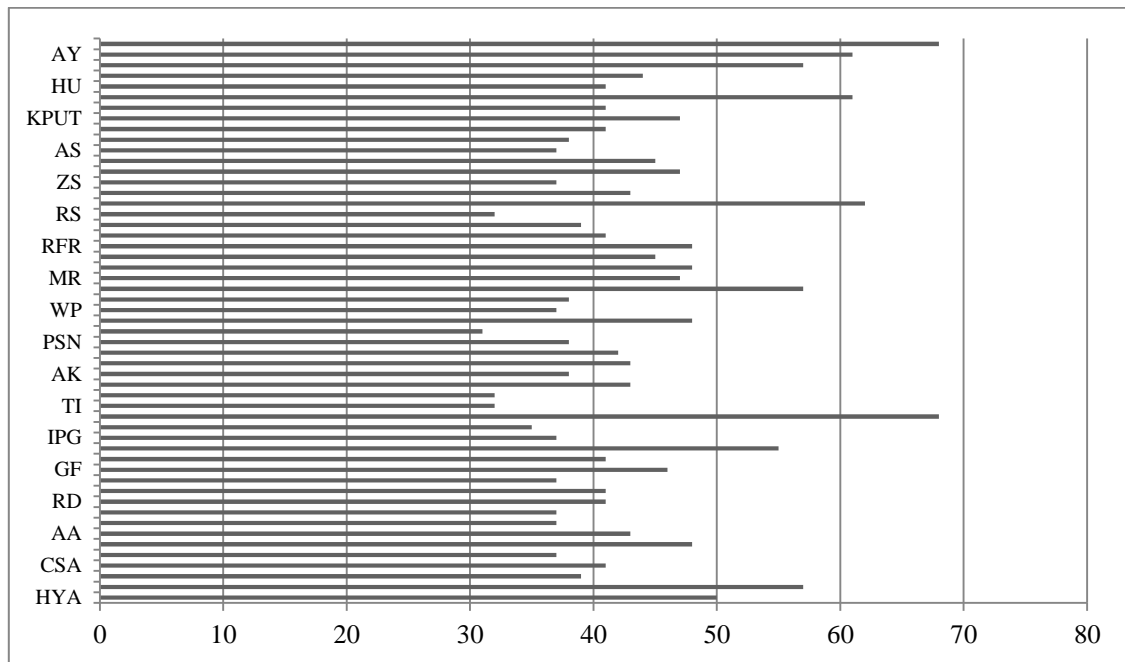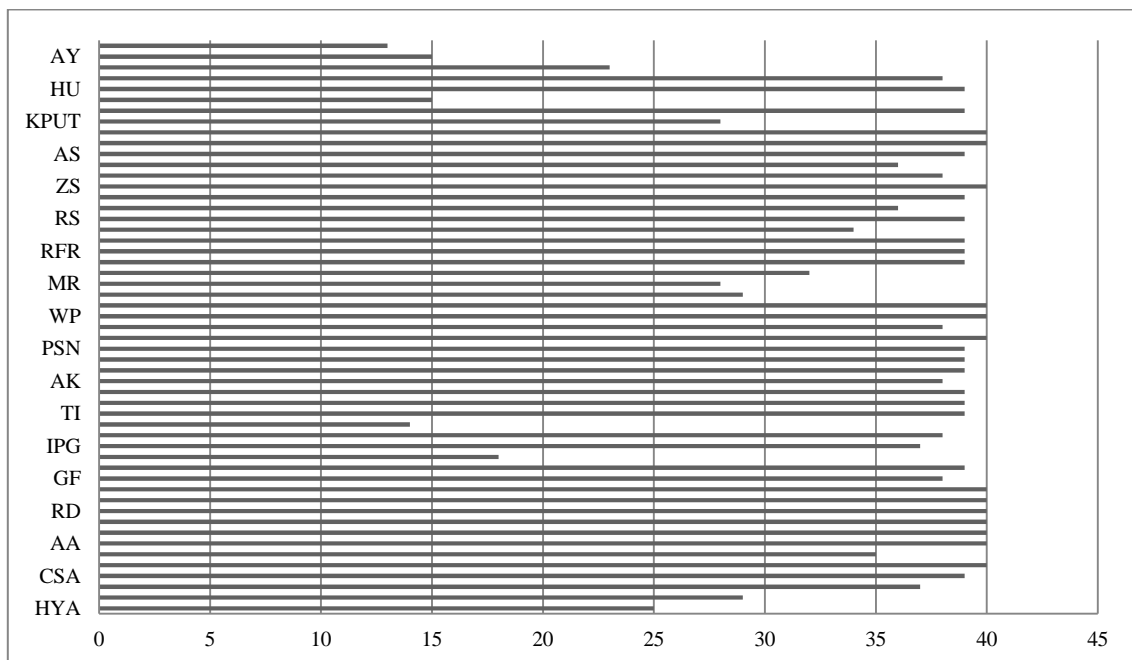

Figure 3 The Diagram of the Students Who Passed the Listening Section Part 3

From the diagrams above, the first part of the listening section is about the short conversation. There are a small number of students who get high scores in this part. Meanwhile, most students still have difficulties answering the questions. In the second part of the listening section, which is about longer conversations, it can be seen that the majority of the students got an average score, while a small number of students got a high score. Based on the discussion above, the researcher concludes that the students still cannot understand conversations in the listening section, both in part 1 and part 2. Only a small

number of students who score high in both sections indicate this. However, in the last part, which is about mini-talks, the majority of the students get a high score. It can be concluded that most students still have difficulties answering short conversations than mini-talks even though they have passed the TOEFL test.

Students who failed the TOEFL test

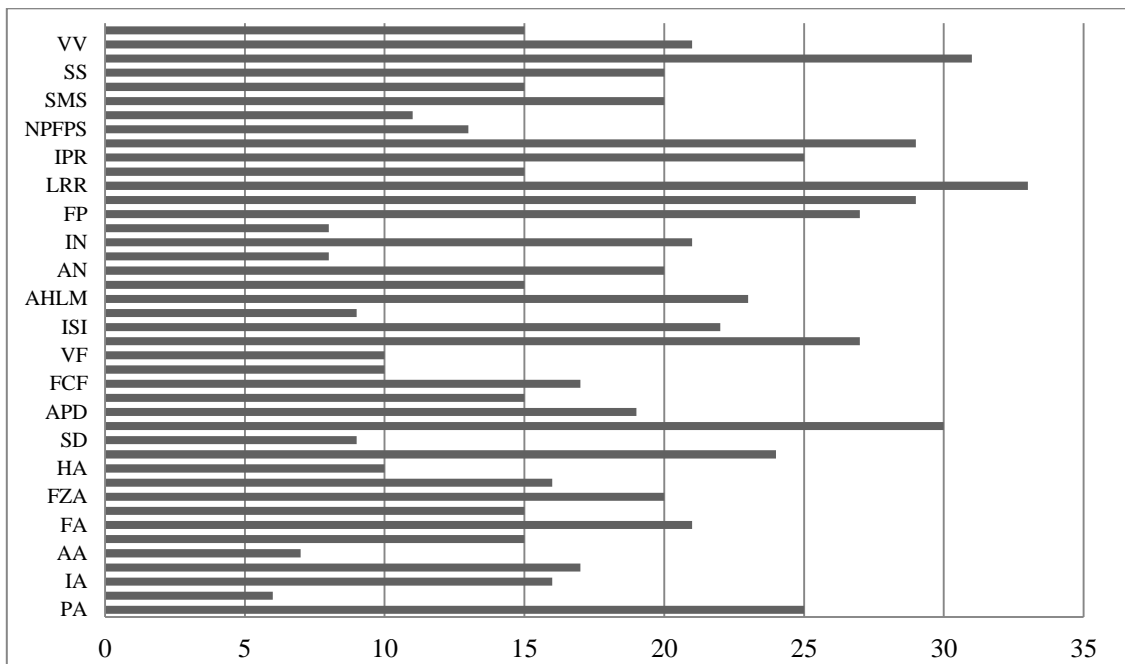**Figure 4 The Diagram of the Students Who Failed Listening Section Part 1**

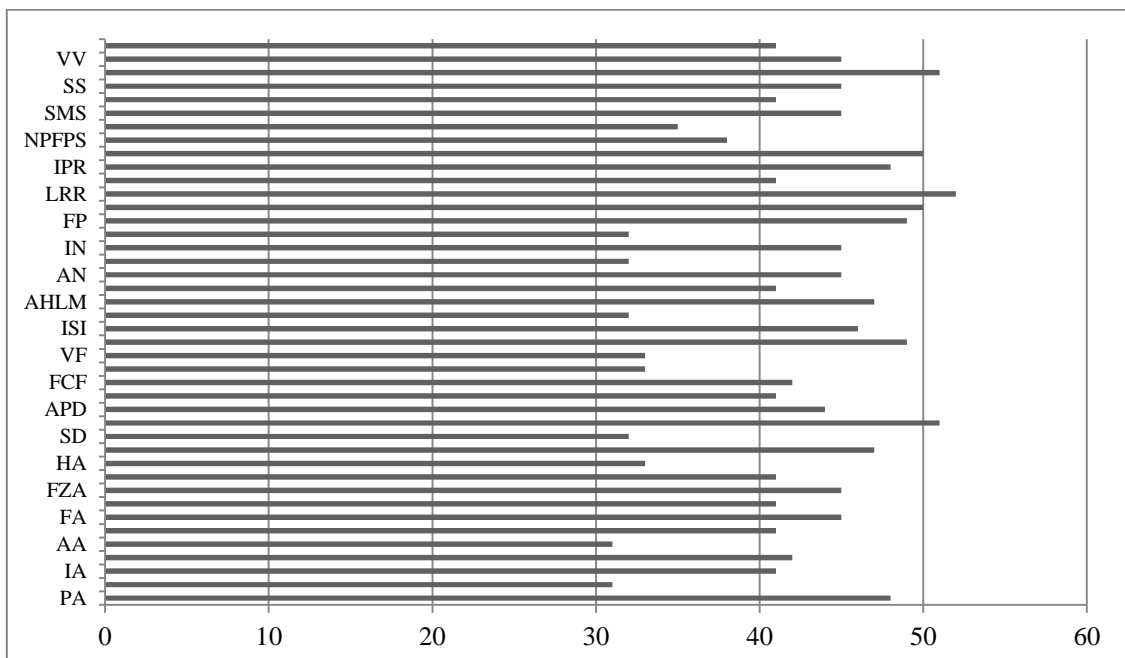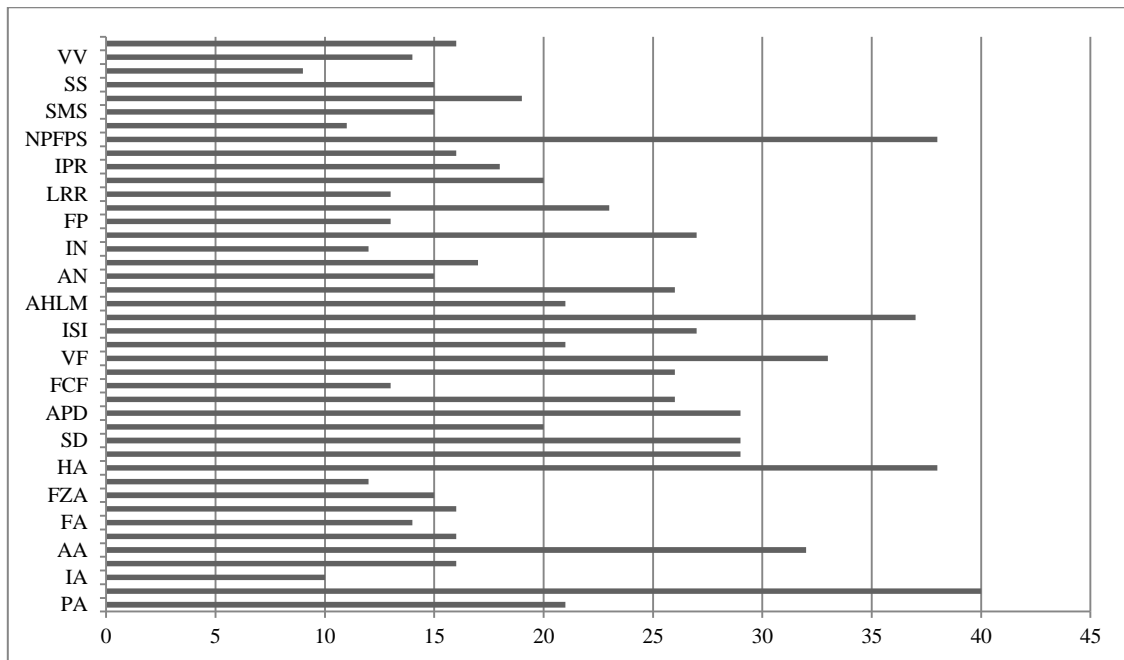**Figure 5 The Diagram of the Students Who Failed the Listening Section Part 2**

Figure 6 The Diagram of the Students Who Failed the Listening Section Part 3

From the diagram above, it can be seen that there are discrepancies in student scores, where there are some students with low scores and some students with high scores. In the second part of the listening section, which is about longer conversations, it can be seen that the majority of the students can answer the questions better than the first part. From the two first sections, the researcher concludes that most of the students understand the longer conversation better than the first section. In the third part of the listening section, most of the students still have difficulties answering the questions about mini-talks. From the three diagrams above, most of the students understand better about the longer conversation than the two other parts of the listening section.

From the discussion above, it can be concluded that there are imbalances between the students who passed and failed the TOEFL test. Students who passed the test can better understand the part about mini-talks, while the students who failed the test better understand the longer conversations part.

Reading section

The data presented below is to find out whether there are still students who faced difficulties answering questions in the reading section (both for the students who have passed and failed the TOEFL test.
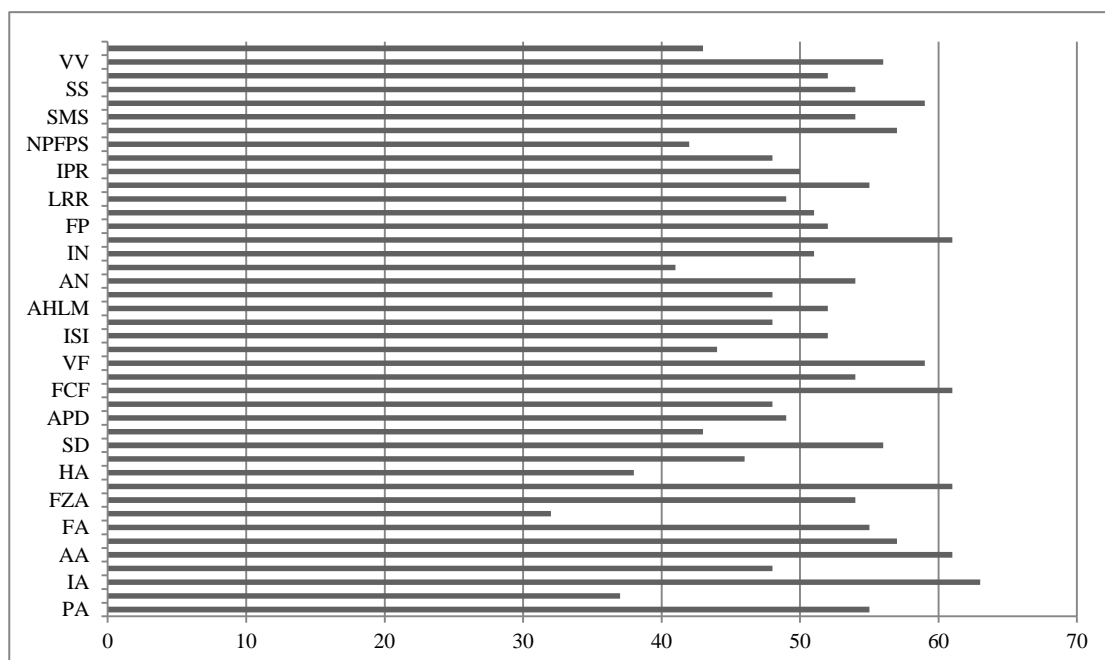
Students who passed the TOEFL test

Figure 7 The Diagram of the Students Who Passed the Reading Section
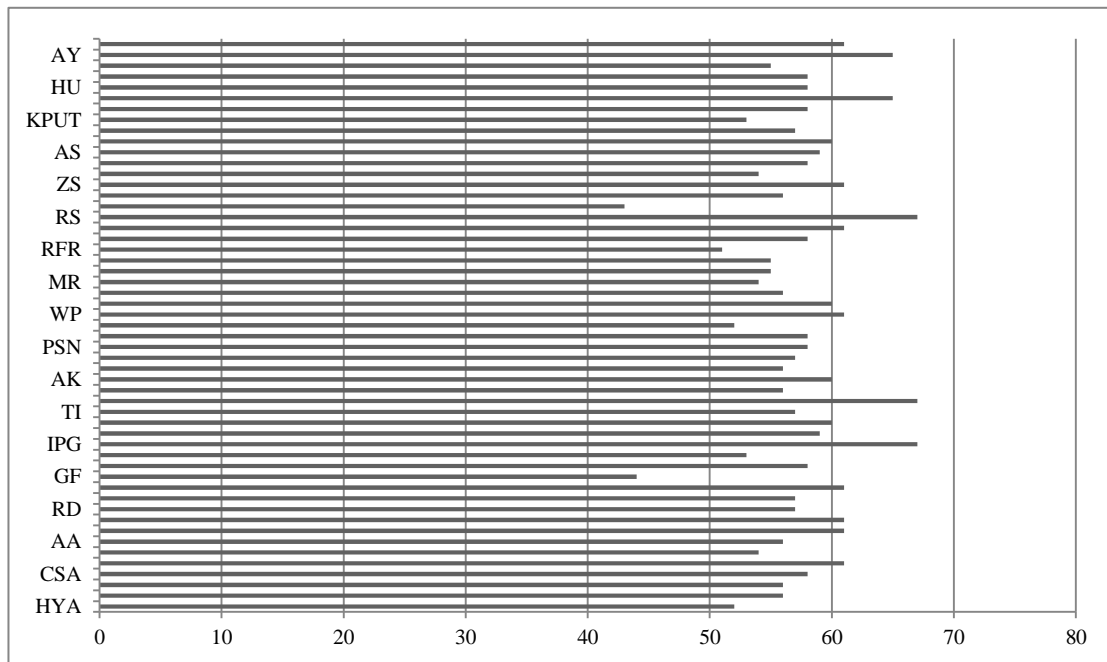
Students who failed the TOEFL test

Figure 8 The Diagram of the Students Who Failed the Reading Section

This reading section consists of only one part, which is about reading comprehension. The interpretation of the diagram above, for the students who passed the TOEFL test, almost all students can answer most of the questions; however, most of the students who failed the test can answer questions more than half of the total number. From the discussion above, the researcher concludes that most of the students, who have passed and failed the TOEFL test, can answer the reading comprehension questions more than half of the total number of the questions.

DISCUSSION

The data analysis shows the English proficiency level and the significant difficulties faced by the students. The students who passed the TOEFL test are 53 out of 95 students or **55,7%**. Based on Carson et al. (1990) classification, **50,5%** of students are classified in the **Advanced Level**. Meanwhile, there are **3,2%** of students still classified in the **Elementary Level**. Data related to the English Study Program students' English proficiency level at FKIP Universitas Riau indicates that they should have performed better than their current level. The total of advanced-level students is still not enough since they have studied English for years and are now registered as English Study Program students.

Based on the diagrams in the previous discussion, the students still faced some difficulties in answering the questions in the listening section, especially about short conversations and mini-talks. However, in the reading section, the students showed even better results. The researcher concludes that there is still an imbalance in the students' receptive skills, where the students can understand better in reading than listening.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the data analysis explanation above, this research concludes that the students' receptive skills still need more improvement, precisely their listening skills. The students who passed the TOEFL prediction test still faced difficulties answering both short conversations and longer conversations. While the students who failed the test still faced difficulties in answering short conversations and mini-talks.

Recommendation

Based on the previous explanations, the researcher would like to give some recommendations for the following people:

1. The Students

    The students need further exploration and development on their receptive skills though they have studied English since a young age. They should explore more in terms of listening skills.

2. The teachers

    The teacher may consider their learning points based on the difficulties faced by the students.

3. Other researchers

    Considering the methodology of this research, other researchers who want to examine the students' TOEFL scores should also look for factors that influenced or could be the correlation between students' English proficiency, or to be more specific, students' receptive skills on a specific variable.

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