

Evaluation of Effectiveness of the TOEFL ITP Short Course Test Program at CLT Unika Soegijapranata on Obtaining The Expected Score

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Abstract

In the current era of globalization, proficiency of foreign languages in specifically English can lead to success. Even though many people learn English and in particular TOEFL which is one of the prerequisites for applying scholarship and higher degree of education, many still find difficulty to do TOEFL test. As a result, many get TOEFL score below their expectation. CLT Unika Soegijapranata, an institution appointed to administer the official TOEFL ITP, initiated a short course program for the TOEFL ITP test. This study aims to measure effectiveness of the TOEFL ITP short course program regarding to the achievement of scores. The research used descriptive quantitative in which questionnaire was used to acquire primary data. The results show that the TOEFL ITP short course program is quite effective since it can help the participants to get TOEFL score above 500. CLT Unika Soegijapranata can continue to innovate for this program remains relevant amidst an increasingly massive era.

Keywords: English, effectiveness, foreign language, TOEFL course

INTRODUCTION

Proficiency of foreign language is seemingly a must for everyone today. In the digital era, it is not difficult to learn new things such as foreign language including English. Independent learning media can be found from many sources. However, English proficiency in either speaking or writing must be indicated by an official proof and a proper test is needed to assess this proficiency. One of which is TOEFL (Test of English as a Foreign Language).

According to Utomo and Damayanti (2019), TOEFL is an English test used to measure a person's mastery of English through *listening, structure and written expression*, and *reading comprehension*. TOEFL is an English language proficiency test that is the most widely used for many purposes such as for taking higher degree of education and applying for a job (Irwan & Kurniawati, 2013).

Scholarship providers or employers generally require a minimum score of TOEFL for the applicants to meet. On the other hand, many applicants often have difficulty in achieving the required score due to various factors such as lack of time to practice and of proper mentoring. CLT Unika, as an English language course institution and the official venue for the TOEFL ITP, recognized this opportunity by offering one of the flagship programs, named the TOEFL ITP Bundling 8x Meeting program. This program is a short course providing only 8 meetings and is ended with a TOEFL ITP test. In addition, the program is conducted online and after working hours. Thus, the participants of the program who did not have much time to learn English because of their work or study still can participate in each session.

Each participant must understand tricks and strategies needed for getting the best score. Stafford-Yilmaz and Zwier (2005) suggest six ways to take TOEFL test successfully: understanding all articles, taking notes, studying *grammar* in context, practicing writing essays that express opinions on a topic, compiling academic vocabulary, and commitment and focus on the test. Therefore, an intensive and structured assistance is needed for participants are not misguided and can understand every question. It is thus necessary to evaluate effectiveness of the TOEFL ITP Bundling 8x Meeting program in helping the participants to obtain the expected score.

LITERATURE REVIEW

Effectiveness is a measure of success or failure in achieving an organization's goals (Chandra et al., 2020). If a valid goal can be achieved, it is considerably practical. Effectiveness is thus a measure of the extent to which goals can be achieved (Suhendra, Putra, & Khairi, 2021). According to Hasanah et al (2015), effectiveness is a meaningful action of the recipient as expected by the sender.

Tayibnapi (2000) noted that a goal-oriented approach is used to assess a program's effectiveness. This approach uses program objectives as the criteria for determining success. It is appropriate for evaluating the design of program development. It guides program developers and explains the relationship between the specific activities offered and the results achieved.

Evaluation is a way to assess the effectiveness of a program. According to Wayne (1956), evaluation is a calculation of growth and progress towards agreed goals and values. In addition, Sudijono (1996) mentioned that evaluation is an interpretation of quantitative data derived from the measurements. Widyoko (2012) said that evaluation is a structured and continuous process to collect, describe, interpret and present information about a program to serve as a basis or reference in making decisions, formulating policies, or other programs.

Evaluation is also a form of research to collect, analyze, and present helpful information about the object being evaluated. Further evaluation and comparison will be carried out with evaluation indicators whose results will be used to make decisions on the evaluation object (Wirawan, 2012).

METHODS

This study applied quantitative methods, a positivism approach with a descriptive approach. Quantitative research is to examine specific populations or samples, takes random samples, and analyzes data using statistics (Sugiyono, 2015).

Population is an area of continuous generalization of subjects or objects with specific quantities and characteristics set by the researcher to be analyzed and concluded (Sugiyono, 2016). The population of this study were all participants of the TOEFL ITP tests who attended the short preparation program organized by CLT Unika Soegijapranata Semarang in the period January – May 2022. There was a total of 35 participants.

This study applied saturated sampling technique because the entire population was used as the research sample. The data collected includes the scores obtained before joining the program, teaching effectiveness, and the TOEFL ITP short preparation program where the answers were 4-point Likert scale with 1 = Strongly Disagree and 4 = Strongly Agree. They were obtained using questionnaire that was sent via WhatsApp to all respondents. Prior to it, the questionnaire was tested for its reliability using Cronbach’s alpha. The Cronbach's alpha test resulted in 0.798 (table 1), which indicates that the questionnaire of this study can be trusted and thus can be used for collecting data. The collected data were then processed using IBM SPSS Statistics 24.

Table 1. Results of The Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.798	.801	13

RESULTS AND DISCUSSION

Table 2 shows that there are 35 respondents and no data missing. Thus, the number of samples N remains the same as the actual conditions (100%).

Table 2. Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

Table 3 presents characteristics of the participants of the TOEFL ITP Bundling short course. In terms of gender, 21 participants are male and 14 participants are female. Thus, the dominant gender is male. Based on age, the participants were predominantly those aged 26-35

years old. The education level of the participants were dominated by those having bachelor degree.

Table 3. The Characteristics of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	21	60.0	60.0	60.0
	Female	14	40.0	40.0	100.0
	Total	35	100.0	100.0	
Age	17 - 25 Years	4	11.4	11.4	11.4
	26 - 35 Years	16	45.7	45.7	57.1
	36 - 45 Years	14	40.0	40.0	97.1
	Over 45 Years	1	2.9	2.9	100.0
	Total	35	100.0	100.0	
Education	High School	1	2.9	2.9	2.9
	Bachelor	25	71.4	71.4	74.3
	Postgraduate	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

Based on the descriptive statistics presenting in table 4, it is apparent that almost all respondents have taken the TOEFL ITP test before (mean 1.77). However, they agreed they did not get a good score on their previous TOEFL ITP test (mean 1.74). They showed disagreement on the statement of ‘I understand the TOEFL ITP questions on the previous test’ (mean 1.77). This indicates that the respondents did not understand the TOEFL ITP questions on the previous test. As a result, they agreed on the statement of ‘I think I need to take the TOEFL ITP Bundling Program for achieving the score I want’ (mean 3.43).

About the program, the respondents think that the teacher/tutor explains the material well (mean 3.34). Therefore, they can understand well every explanation the lecturer/tutor gives (mean 3.46). Based on mean value of 3.40, it can be concluded that the respondents agreed the teacher/tutor delivers up-to-date material according to their expectations.

Table 4. Descriptive Statistics

	N	Mini mum	Maxi mum	Mean	Std. Deviation
I have taken the TOEFL ITP test before	35	1	2	1.77	.426
I got a good score on the previous TOEFL ITP test	35	1	4	1.74	.950
I understand the TOEFL ITP questions on the previous test	35	1	4	1.77	.942
I think I need to take the TOEFL ITP Bundling Program for achieving the score I want	35	3	4	3.43	.502
I feel that the teacher/tutor explains the material well	35	2	4	3.34	.591
I understand well every explanation the lecturer/tutor gives	35	1	4	3.46	.657
The material delivered by the lecturer/tutor is updated and in accordance to my expectations	35	1	4	3.40	.651
I am always assisted by the lecturer/tutor if I have difficulty in understanding the TOEFL ITP material (Listening Section, Structure & Written Expression, and Reading Comprehension)	35	3	4	3.40	.497
The material provided by the teacher/tutor helps me in answering the questions during taking the TOEFL ITP test	35	1	4	3.29	.622
Administration services (Specific WAG Bundling/Hotline) are fast and responsive	35	1	4	2.97	.747
I want a minimum score of 500 after joining the TOEFL ITP Bundling program.	35	2	4	3.71	.572
I got TOEFL ITP score above 500, according to what I wanted	35	1	4	2.83	1.150
I am satisfied with my score after taking the TOEFL ITP Bundling test	35	1	4	2.97	1.150
Valid N (leastwise)	35				

The respondents mentioned that they are always assisted by the lecturer/tutor in case they have difficulty in understanding the TOEFL ITP materials comprising listening section,

structure & written expression, and reading comprehension (mean 3.40). Accordingly, they agreed (mean 3.29) that the material provided by the teacher/tutor helps them in answering the questions during taking the TOEFL ITP test. The administration services (Specific WAG Bundling/Hotline) supporting the course are considered by the respondents as fast and responsive (mean 2.97).

For the evaluation, the respondents were asked questions relating to their targeted score and the result of their TOEFL ITP test after joining the program. They expected a minimum score of 500 after joining the TOEFL ITP Bundling program (mean 3.71). With mean value of 2.83, it can be concluded that most of them can meet their expectation by getting TOEFL ITP score above 500. Accordingly, they were satisfied with their score after taking the TOEFL ITP Bundling test (mean 2.97).

Referring to Maha mentioning that a goal is considerably practical if it is valid and achievable, the results indicate that the TOEFL ITP Bundling short course program is adequate since the participant's goal to have TOEFL ITP score minimum 500 is generally achievable. A measure of the extent to which goals can be achieved relates to effectiveness. The result on evaluation of the TOEFL ITP Bundling short course program is considered as sufficient. Thus, the program can be used as a sustainable program. However, following Wirawan's (2012) statement about evaluation which is a form of research to collect, analyze, and present useful information about the object being evaluated, further assessment and comparison with evaluation indicators must be carried out since the results may be used in making relevant decisions.

CONCLUSION AND RECOMMENDATIONS

It can be concluded that the TOEFL ITP Bundling short course program is quite effective since it can help most of the participants to get TOEFL scores above 500 (mean 2.83).

Those did not get score above 500 were still satisfied with the score they got even though they had attended the program (mean 2.97). Although the TOEFL ITP Bundling short course program is quite adequate, CLT Unika Soegijapranata as the provider still needs to innovate and update tactics continuously for the participants are able to achieve their expected score. This program can thus be kept running in the future.

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