The Assessment of non-English Lecturer English Skills through TOEFL Training and Test at a Private College in Jakarta

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The lecturers are supposed to increase their English competence which is indicated by their TOEFL scores. This research is aimed to know the measurement of English skills toward the non-English lecturers from different background by joining the TOEFL training and test. There are twenty selected-lecturers to join it at one of Private colleges around Jakarta and due the requirement of lecturers' certification. It has Listening, Structure-Written Expression, and Reading Comprehension.

The research form is done by providing a field research; by two matters of obtaining the data, they are: by using written test and giving observation. While for the assessment, it has two steps; the first is providing the lecturers to do the pretest which purposes to know the current level of TOEFL mastery and the second is giving the post-test, which reflects to know the final comprehension after joining the TOEFL training. Before it, the lecturers have the opportunity to have the TOEFL training for about two months intensively, thrice of sessions within a week. The result, mostly, the lecturers have the predicate of Beginner in achieving their TOEFL final score through the training. The mean score points out 421.

Keywords: TOEFL, Assessment, Mastery, Pretest, Post-test.

Para dosen seharusnya meningkatkan kompetensi Bahasa Inggris mereka yang diindikasikan oleh skor TOEFL. Penelitian ini bertujuan untuk mengetahui pengukuran keterampilan bahasa Inggris terhadap para dosen non-Bahasa Inggris, dari berbagai latar belakang. Hal tersebut dilakukan dengan mengikuti pelatihan dan tes TOEFL. Ada dua puluh dosen terpilih untuk bergabung di salah satu lembaga swasta di sekitar Jakarta dan dikarenakan sebagai persyaratan sertifikasi dosen. Kegiatan ini berupa Mendengarkan (Listening), Tertulis (Structure-Written Expression), dan Pemahaman Membaca (Reading Comprehension). Bentuk kegiatan ini dilakukan dengan melakukan penelitian langsung; ada dua hal untuk memperoleh data, yaitu: dengan menggunakan tes tertulis dan observasi. Sedangkan untuk penilaian, ada dua langkah; yang pertama adalah memberikan tes pra-ujian untuk dosen-dosen, yang bertujuan untuk mengetahui sejauh mana tingkat penguasaan TOEFL dan yang kedua adalah memberikan tes pasca-ujian, yang bertujuan untuk mengetahui pemahaman terakhir setelah ikut pelatihan TOEFL. Sebelumnya, para dosen memiliki kesempatan untuk mengikuti pelatihan TOEFL selama sekitar dua bulan secara intensif, tiga kali dalam seminggu. Hasilnya, sebagian besar, dosen menyandang predikat Beginner dalam mencapai skor akhir TOEFL. Skor rata-rata mereka 421.

INTRODUCTION

English as the language has been spoken and used by almost all people around the world widely, largely, and greatly. Not only by speaking or uttering it, but also in literally written on special occasion. The impact shows that, the information development, trade, job opportunity, business, tour and travel, and suchlike, use English partly or even entirely.

Concerning about the aforementioned passage, it certainly deals with the implication of English. It means, the direction of the life demand, superfast growing technology, and the era of

4.0., aim to the use of English should be having good impact. It has affected not only the college students but also for the lecturers, especially for the non-English lecturers.

About English, there is one of the essential things here, it is the role of the language testing. The language testing is one of the aspects in the teaching process. Some issues in language testing had been the focus of research in educations in different countries and in different contexts.

(Pan, 2009) shares, "...For educators, if it is a trend to set the English certification exit requirement, teachers need to help students pass the test..." It can be understood that, of this context, the TOEFL proctor needs to make efforts to combine the lesson content with what is covered on tests. As for the participants, they must cultivate the concept of autonomous learning and strive to study English after class if they really want to pass the test. Although reaching the goal may be difficult, receiving the greatest benefits of lecturers' certification involves the active participation and diligence.

Whereas (Fahim, Bagherkazemi, 2010) explore, "The test takers' ability in reading test of the TOEFL in relation to critical thinking." For this matter, the definition of critical thinking can be defined to the ability to analyse information objectively. Besides that, it also needs to make a reasoned judgment for a particular topic. Furthermore, tt involves the evaluation of sources, they are: data, facts, observable phenomena, and research findings.

Good critical thinkers are able to draw the reasonable conclusions from a set of information. Not only that point, but also it discriminates between useful and less useful details to solve problems or make decisions eventually. Also, it, surely, includes the ability to engage in reflective and independent thinking.

Another previous study, (Zareva, 2005), examines the new format for the TOEFL test. In recent years TOEFL has become one of the most popular high-stakes tests affecting not only what and how English language teachers teach but also what and how students learn. The new 2006 TOEFL–IBT exam is on its way; yet, until now, information about the new test format and test preparation materials is scarce. Above and beyond interest in the test alone, the burning question is what demanded the revision of the current test, given that the latest computer-based TOEFL is introduced fairly recently worldwide.

The next one, (Noroozi, 2014), delivers, about reading comprehension test types in relation to self-awareness and learners' performance. Furthermore, it discusses about some disabilities in reading comprehension. There are several aspects due to the less-sense of literacy willingness, they

are: the written material beyond the current independent reading skill level, having limited prior knowledge about the content or having limited vocabulary knowledge, and the lack of awareness of how the reading material is structured.

Based on the previous studies, all these things certainly indicate the pivotal functions of good language testing as instruments to measure one of the lecturers' English proficiency. It is now, as a demand. For this reason, it is necessary for them to create reliable testing for the language proficiency in order to evaluate the achievement of the English test, in this case, it is TOEFL.

Whereupon, it looks confusing for the people who beforehand, needs extra-treatment of raising the capability of English; especially for the sake of TOEFL. Frankly speaking, to improve the mastery about it, certainly takes time and patience; it cannot be rushed or doing it an instant way. It needs: self-confidence, consistency, optimism, and many other possible things.

For another example, there must be a reason of joining the TOEFL for particular people. It has purposed, as the purport, it is to continue studying to get academic degree, that is Master and/or Doctoral Degree or even for someone who assumes the education of a long-life education. Even, to go continuing to study abroad.

TOEFL test has its function to know how well of mastering the whole aspect within it. Prior to TOEFL, it needs a moment to keep practicing to attain the wished-score. TOEFL (Test of English as Foreign Language) (Sailendra, 2016) *adalah sebuah tes standar yang digunakan untuk mengukur kemampuan Bahasa Inggris seseorang, di mana orang tersebut tidak menggunakan bahasa Inggris sebagai Bahasa utama di negaranya.* (TOEFL is a standardized test which is used to measure the English capability of someone, where she or he does not use English as the source language in the place where she or he lives in.). While, (Rogers, 2005) shares, "...a test designed to measure the English-language ability of people who do not speak English as their first language and who plan to study at colleges and university."

It is obviously interposed, TOEFL is defined as the measurement matter to assess or measure someone; how well or how good in understanding, even in mastering of TOEFL. It is found in (Mufidah, 2014) which states, "It is the language students' use in study group and everyday university situations, such as buying books at the bookstore, the reading passages from real textbooks and course materials". (as cited in Mufidah). It is understood, that TOEFL language is commonly used in the daily activity of situation. In saying that, for instances to buy book at the bookstore, trying to read passage from the real book, and the topic of current materials.

As the overview in (Phillips, 2001) "Additionally, institutions such as government agencies, business, or scholarship programs may require this test." It is not deniable, the big and grown (or even International) company may need this as the requirement assess within it for the certain purpose. There is also the scholarship offered, businesses, universities and perhaps more and more.

Based on (Lulu Ekadini, 2018) who delivers: "The teaching learning process will be creative if the lecturer gives students opportunities to participate." It is defined that; the participant should have the attempt to answer in individually first. Once of doing this, thence, it should be bringing altogether of teaching TOEFL.

Hence, this small research is intended to peer out the TOEFL teaching toward the lecturers in this private college within two months intensively. The purpose is to transfer the insight of understanding TOEFL to have the test of lecturers' certification for the upcoming agenda.

METHOD

Research Design

It has two kinds of test; Pretest and Post-test of the TOEFL session. Pretest is headed to be held before the test; for the Post-test, it is held after the test. In short, it needs opening and closing of the test.

Thereon, the data of result of both Pretest and Post-test are processed. The researcher analyzes the data by using descriptive qualitative method. It is called the tool for analysis that allows the researcher to give information on how the research is done. This analysis helps the researcher to highlight some important conclusions from this research.

Within this research, it selects the Qualitative research, (Gay, L.R., Mills, G. E., & Airasian, 2006) in Afdaliah, Halim, and Sultan's journal, it defines, "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest."

To support the result of lecturers and the research, the writer has prepared and selected the proper formula. Thus, to know the lecturers' mastery in TOEFL score, the researcher uses this following formula below:

Figure 1: The Formula of TOEFL

$$M = \frac{\sum \times}{N}$$

M = Mean

∑ = Accumulative (Epsilon)

× = Total score

N = Number of respondents

While for the score categorization of TOEFL score, it is seen as the table below, as it is got from (Sharpe, 2000) in Mufidah's journal below:

Setting and Participants

One of the vacant classrooms is ready to be used to be the venue of providing this agenda. This indoor activity is made seriously conducive, fun, and focus on the target. At least, there would be an increasing score achievement for the lecturers as the participants. As well as the TOEFL proctor, who teaches effectively and creatively where the warming up agenda is always held before starting to learn TOEFL.

The lecturers, principally, tell that they have other businesses in their work environment, too, beside teaching. In short, they do not teach only, but also doing other responsibilities in the office hour of the weekday, but rarely in the weekend. Due to know that, English is not the background of those lecturers, so they tend to be fumbling the questions and feeling a less attention or answer the TOEFL question. Here, the proctors need to give more attention to spread the feeling of zing.

The session of TOEFL training is held thrice within a week. Hopefully, the lecturers as the participants have their time well to learn maximally and optimally. Here, the participants feel free to ask about TOEFL; it is allowed to discuss the particular matter of it. Sharing and caring are necessary during the training for procuring the best result of TOEFL score at last.

Table 1. The Category of TOEFL Achievement (Taken from Baron's TOEFL)

Score	Category
550 – 670	Advance
500 - 549	Intermediate
< 500	Beginner

Data Collection and Analysis

For the matter of data collection and the analysis, the writer, first, collects directly the list of score of the lecturers as the participants of TOEFL training and test. The score-taking here means, it has two kinds, they are: the pre-test and post-test. While for the next one, it is getting the data from the participant of the exact score or it is stated as the raw score, then the writer uses Microsoft Office, it is definitely Microsoft Excel. The purpose is to get the real result of TOEFL. It is called the converted score.

FINDING AND DISCUSSION

The aim of this small research to figure out of lecturer in doing the TOEFL test. It can be meant by how good the lecturers to get the final score of TOEFL is. Moreover, for the score is definitely stated as the converted score. So, after finishing the test, the lecturers then may leave the place and the TOEFL proctor is going to be ready to calculate the score.

For the calculation of assessing TOEFL score, the formula is shown here. As the writer gets from the book of TOEFL, it tells about how to assess it. While, it has several items, they are: listening comprehension, structure and written expression, and reading comprehension. The time allotment for the test is as follows: Listening (40 minutes), Structure and Written Expression (25 minutes), and Reading Comprehension (55 minutes).

Table 2. The Score Result of Pretest

No.	Lecturers' ID	Listening		Structure		Reading		TOTAL
		Raw	Converted	Raw	Converted	Raw	Converted	
1	20183***	11	35	12	36	9	28	330
2	20121***	12	37	8	29	11	30	320
3	20144***	8	32	12	36	17	37	350
4	20158***	11	35	7	27	19	39	337
5	20121***	14	39	8	29	15	35	343
6	19984***	14	39	10	33	15	35	357
7	20148***	22	46	14	38	21	41	417
8	20014***	13	38	10	33	14	34	350
9	20137***	14	39	11	35	17	37	370
10	20198***	6	30	14	38	16	36	347
11	20008***	12	37	11	35	14	34	353
12	20087***	14	39	7	27	11	30	320
13	20036***	14	39	16	40	16	36	383
14	20094***	11	35	15	40	12	31	353
15	20112***	13	38	12	36	14	34	360
16	20123***	18	43	17	41	20	40	413
17	20151***	12	37	11	35	15	35	357
18	19970***	9	32	11	35	15	35	340
19	20005***	10	33	16	40	18	38	370
20	20114***	11	35	9	31	12	31	323
Total								7093
The average								355

The result of pretest professes that the current understanding in mastering the TOEFL, whereas English is not their groundwork to be the primary subject. After getting know the score of pretest score, participants are aware to be more attractive and proactive to join the training of TOEFL session. The lecturer will be endeavoring in joining the training of TOEFL test.

After getting the result of Pretest, the participants then are ready to recommence their best to have the TOEFL test for the next agenda after having the process of many things. Many things here, they are: training, practicing, consulting, discussing, and analyzing. They feel optimist to have their best performance of joining to get the best score.

Table 3. The Score Result of Post-test

No.	Lecturers' ID	Listening		Structure		Reading		TOTAL
		Raw	Converted	Raw	Converted	Raw	Converted	
1	20183***	20	45	20	44	22	42	437
2	20121***	15	41	19	43	22	42	420
3	20144***	23	47	27	51	9	28	420
4	20158***	23	47	29	53	14	34	447
5	20121***	14	39	13	37	13	32	360
6	19984***	14	39	24	48	11	30	390
7	20148***	11	35	14	38	17	37	367
8	20014***	27	49	21	45	12	31	417
9	20137***	23	47	12	36	17	37	400
10	20198***	16	41	11	35	26	45	403
11	20008***	23	47	27	51	19	39	457
12	20087***	12	37	19	43	11	30	367
13	20036***	31	51	10	33	12	31	383
14	20094***	25	48	25	49	29	47	480
15	20112***	34	53	24	48	18	38	463
16	20123***	25	48	27	51	22	42	470
17	20151***	23	47	12	36	23	43	420
18	19970***	28	49	18	42	28	46	457
19	20005***	30	51	28	52	30	48	503
20	20114***	20	45	13	37	9	28	367
Total								8427
The average								421

It is seen, by calculating the whole score of the participants, they have reached out for the score of 8427. They have the predicate of Beginner of the post-test sessions which is in the *mean* or the average calculation. At least, the first score (the pretest) shows that, it is 7093, and after joining the TOEFL, it has much better of the change.

It is contemptuously done of the Final Test of TOEFL. The highest score is obtained by 20005***, -the person seems excel in it- it is showed the score achievement of 503. For the lowest score, it is form 20121***, the score is 360. As the maximum score or having the entire correct answer score of TOEFL, it is 677. For having no answer at all, the score has 277.

It is obvious, that there are 19 lecturers whose score below to < 500 which indicates to be said the Beginner as the achievement. There is only 1 lecturer whose score is around > 500, which is saying to be declared as the Intermediate predicate.

It is surprisingly seen, after joining the training fervently, the lecturers then finally have done their best; in short, it is the participants have answered as demurely as they can of the TOEFL test. The score before the lecturer gets the TOEFL training has shown the different score significantly. The self-complacency has already been here and they deserve to get it through the process.

(Wagner. Ruel, 2016) said: "When collecting the pretest data, it is important to use the same administration technique that will be used in the full-scale survey." So, it refers to be using or having the survey. On the other hand, it is the detailed critical observation toward the participants.

Based on (Walker, Ary, Jacob, 2019) "The pretest and post-test are the same or equivalent forms of the test, but administered at different times." From this statement, it is said to have the similar function; however, it has different occurrence. For pretest, it is held before the training, while for the post-test, it is held after the training.

Discussion

After presenting the data, the writer analyzes all the obtained data to give some consideration on the research. Some consideration and analysis could be known that the lecturers have got the new experience when they have TOEFL training and test. They should use their time wisely since the TOEFL is timed test. The lecturers tend to feel a little unsure to answer a question, actually they should guess best. Based on interview, while preparing for the test, they feel nervous a bit for the night beforehand. It is suggested that before conducting the TOEFL test, the lecturers should relax and go to bed early. Automatically, when they wake up, they will be fresh and ready for the test.

It is the biggest problem of the reading comprehension. Just individual words and it is just because they are words, they have not learned in English previously specifically. In general, the lecturers in this study seem confident when talking about preparing for the reading test, at least, in terms of what they need to teach if not how to go about doing it. This section examines a range of approaches to preparing lecturers for the reading section of the TOEFL from those lecturers who mostly consign it to homework to those who feels a large proportion of class time should be dedicated to it. This section discusses what the lecturers believed is being assessed, what they teach, and how they pay attention about the teaching activity.

No matter whether it is listening, speaking, reading, or writing–all of these are strongly bound by time restrictions. After lecturers become aware of the structure of the test, they should then focus on achieving the structural requirements within the appropriate time limits. If they cannot finish the tasks within the required period of time, then this is something that a lecturer must begin to focus on giving the best chances at achieving their goal for the TOEFL examination.

CONCLUSION

Henceforward, the writer would like to conclude all the findings. Lecturers' mastery on TOEFL; consisting of: listening comprehension, structure and written expression, and reading comprehension at English lecturer of this private college is classified into a dominantly stated Beginner category, with the *mean* score of 421.

Following the findings and discussions, some suggestions are given. The lecturers at this college are needed to apply some various strategies in the teaching and learning English through the other variative, unique, and different method of learning. Also, the head of that college is expected to support the lecturers to be joining the similar agenda, such as TOEP, IELTS, TEFL and the vicinity.

At the end, it is suggested to find several books of TOEFL, in which there are a number of tips and strategies used to master the TOEFL test for the following opportunity. Keep trying to inure of being active of participating the TOEFL agenda, for instances: the training or conference. In short, it cannot be hastening to learn it. It needs, surely, an earnestness.

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