

Comparative Analysis of TOEFL Prediction Score Results and Students' Quizzes Score

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ABSTRACT

The aim of this research was to investigate whether there is a difference between general English scores and Toefl Prediction scores. and Is the difference significant or not This research method used explanatory correlational. The analysis technique used Annova variant and Paired sample t test. The population of this study were students of Al Islam Polytechnic, Bandung, 1st semester Radiology study program. The results showed that there was no significant evidence to reject H0. and there is no significant difference between TOEFL prediction scores and middle test quizzes scores

INTRODUCTION

The development of the world which has entered the era of globalization has resulted in a high level of need for learning and teaching foreign languages. One of the most widely studied foreign languages is English. (Nurhayati & Giri, 2014).

The globalization process has made English as a *Lingua Franca* as a tool of international communication, which directly influences the existence of language policies in non-English speaking countries. In other words, the biggest challenge of globalization conditions or the globalization process is mastering English, language is the main means of communication in an increasingly globalized world; English is one of the requirements for someone to be able to participate in the global world. (Salam, 2017)

In college, English is an important aspect of students. Apart from being an international language that supports communication with other people, many articles are now appearing that support the use of English. Therefore, students must improve their English skills. Apart from that, the campus often invites guest lecturers or foreign speakers to take part in international seminars, and of course uses English as the language of instruction. In fact, some campuses publish standard English language proficiency policies for their students, who will take the required essay, dissertation and dissertation exams with the TOEFL test. (prawiyata, 2022)

The TOEFL test has become one of the most widely used English language proficiency tests in the world. TOEFL is the main requirement for continuing Master's and Doctoral education, and currently TOEFL is even required to get prestigious jobs (Irwan & Kurniawati, 2013)

Since 1963, TOEFL has been used by government agencies, universities and scholarship granting organizations to administer the test. Students, college students, and the general public use these tests as cognitive and performance tools. TOEFL attendance is considered a barometer of a person's ability to understand and master English, both native and non-native English speakers. (Nurhayati & Giri, 2014)

Apart from the introduction of the TOEFL system, the importance of English in the university world is demonstrated by the existence of English language courses as general subjects or self-development courses. This should make it easier for students to distinguish themselves in facing competition in professional life. In addition, knowledge of English is required to support students in the learning process. English courses at universities usually have a minimum of two semesters (Nurhayati & Giri, 2014)

English is usually taught in universities between 2 or 3 semesters. General English, English for specific purposes, and TOEFL preparation. In writing, the researcher wants to compare TOEFL prediction scores and general English scores, that the author used the Quizzes application in carrying out the test

LITERATURE REVIEW

TOEFL is the abbreviation for Test of English as a Foreign Language (Test of English as a foreign language), created by ETS (Educational Testing Service), an institution in the United States. (prawiyata, 2022),

The TOEFL English proficiency test is a type of English proficiency that is used as a benchmark or proof of a person's English proficiency. TOEFL has several types that are commonly used, such as TOEFL PBT or paper-based test, TOEFL CBT or computer-based test, TOEFL IBT or internet-based test, TOEFL ITP or institutional testing program, and TOEFL Prediction. TOEFL Prediction is a type of TOEFL test designed to predict scores and English language skills before entering the official TOEFL exam. TOEFL Prediction is often confused with TOEFL ITP because of the similarity of the test system and almost the same questions. This test can be taken as many times as possible if you do not reach the desired score. However, there is a significant cost difference that makes TOEFL Prediction more user-friendly and useful than the official TOEFL. TOEFL Prediction Questions are similar in structure and design to the official TOEFL test. Usually TOEFL Prediction organizers take example questions or imitate them from TOEFL books, such as ETS Powerprep, Barron, Longman, etc. (Zuhro, 2022),

Zuhro also explained that in the official TOEFL, there are four components of questions that test takers must answer, they are:

- A. Listening (Listening), This component is used to test English listening comprehension.
- B. Reading (Reading), This component tests the ability to understand, analyse and interpret texts on various topics in English. In the Reading component, regular texts contain academic or general topics that are widely known. To do this section, test takers must read the question first, then read the text to find the answer. This method is more efficient than pre-reading the text. Participants can also use skimming techniques (read quickly) and only stick to important information. Structure and expression in writing. This component is found in many TOEFL PBT. In this component there are 40 questions which include 15 structural questions with content related to subjects and predicates, participles, short sentences, conjunctions, complements and inversion. Meanwhile, the other 25 questions in the form of written expressions contain material about subjects, verbs, passive sentences, parallel structures, superlatives, superlatives, adjectives, nouns, articles, prepositions, pronouns and adverbs. In this section, there are 40 minutes to work on the questions.
- C. Writing (Writing) In this section, participants are asked to write an essay of 250-300 words about a topic in accordance with the rules governing the test. Participants are encouraged to understand and be able to write essays that are clear, simple and relevant to the topic. In this section, there is 30 minutes to work on the questions.
- D. Speaking. In this section, participants are asked to reflect on the topics that have been prepared. Apart from that, participants were also asked to read short passages, listen to conversations and answer questions containing

the information provided. The duration of testing this component is 20 minutes.

TOEFL predictions only include 3 test material components: Listening, Reading, and Structure. The time to complete the questions is much shorter, around 1 hour 30 minutes to 2 hours 30 minutes. There is a significant cost difference between TOEFL Prediction and TOEFL in general. TOEFL predictions only cost around IDR 50,000 to IDR 250,000 for one test, some even provide it for free. This is very different from the official TOEFL which costs IDR 550,000 for one test. With the price being quite expensive, participants will usually take courses or study independently to achieve the desired score. Each agency or organization has a different minimum passing score. It is best for participants to know the minimum score required and learn how to master the test components before taking the official TOEFL exam.

TOEFL predictions are also an effort to learn and practice before facing the official TOEFL. With a more affordable price, participants can take as many tests as they want until they achieve the desired score. There are a number of organizations and institutions that accept TOEFL Prediction certificates. Thus, participants do not have to take the official TOEFL test. This must be confirmed first by the participant because the participant must meet the requirements.

This research was conducted to compare students' TOEFL scores, General English course scores, and English for Business course scores. The aim of this research is to find out whether there are differences between the three values/scores and to find out whether these differences are significant or not. Paired sample tests and analysis of variance (ANOVA) were used in this study as analytical techniques to determine whether the differences between the three values were significant or not. The population of this study were students from Telkom Economy and Business School, Telkom University who had passed TOEFL, English I (General English), and English II (English for Business). The results of the study showed that descriptively there were significant differences between the three English language test scores

METHODOLOGY

The research design used in this research was explanatory correlational research, that emphasizes the relationship between research variables and testing hypotheses that have been previously formulated. This research consists of a simple relationship between two variables. (Creswell, 2015). The Primary data used was a TOEFL prediction score and score of middle test using quizizz. This research was conducted at Al Islam Polytechnic, Cisaranten Kulon No 120 Bandung.

The sample for this research was 40 students of Al Islam Polytechnic, Bandung, Radiology Study Program, semester 1.

The hypothesis of this research is:

H0: $\mu_1 = \mu_2 = \mu_3 = \dots$

H1: not all population means are the same

H0: TOEFL score = General English score

H1: not all population means are the same

Statistical testing uses the t test paired (paired sample t test), namely two paired samples are defined as a sample with the same subject but experienced two different treatments or measurements. Determination of significance chosen is 5% ($\delta = 0.05$). Used it significance level of 5% ($\delta = 0.05$). because it is considered quite adequate in comparing the two variables to be tested and commonly used in social science research.

The analysis techniques used in This research a comparative analysis technique. Comparative analysis is used to compare the average between two or more sample groups of data. Therefore, The data analyzed consists of three groups The analysis technique used is ANOVA for comparison tests of more than two data sample group. Hypothesis to be tested:

Ho : $\mu_1 = \mu_2 = \dots = \mu_k$

H1: not all μ_i are the same or n

H1: at least two averages are not the same

RESULTS

Table 1. Comparison of TOEFL Prediction Scores and General English Scores using Paired Sample T Test

	<i>toefl</i>	<i>quizizz</i>
Mean	263,525	270,825
Variance	46608,67	46620,35
Observations	40	40
Pearson Correlation	-0,95134	
Hypothesized Mean Difference	0	
df	39	
t Stat	-0,10825	
P(T<=t) one-tail	0,457178	

Based on the t-Test table, it showed that there was not sufficient evidence to reject the null hypothesis (H0) that the average difference between the Toefl and general english scores is 0. The t Stat value which is lower than the critical value of t indicates that the observed average difference not statistically significant.

This statement described the results of the t-Test which was carried out to compare the average difference between Toefl and Quiz scores. In the t-Test, there is a null hypothesis (H0) which states that the average difference between the two groups is 0, meaning there is no significant difference between the Toefl and Quizizz scores. On the other hand, the alternative hypothesis (H1) states that there is a significant difference between the two groups.

The t-Test results showed that there is not enough evidence to reject the null hypothesis (H0). This is characterized by a t Stat value that is lower than the critical value of t. If the value of t Stat is higher than the critical value of t, then we can reject the null hypothesis and conclude that the observed mean difference is statistically significant. Thus, it can be concluded that based on the t-Test table used, there is not enough evidence to state that there is a significant average difference between the Toefl and Quizizz scores.

Table 2. Comparison of TOEFL Prediction Scores and General English Scores using Anova

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1065,8	1	1065,8	0,022864	0,880201	3,9634721
Within Groups	3635932	78	46614,50962			
Total	3636998	79				

The table showed that The low F-ratio value (0.022864126) and high p-value (0.880201334) indicate that there is no significant difference between the groups. Therefore, there is not enough statistical evidence to reject the null hypothesis that the group means are equal. The lower F-ratio of F crit also supports this conclusion. Overall, this analysis showed that the differences between groups are not statistically significant, and the variation in the data is greater within groups than between groups.

DISCUSSION

This part allows you to elaborate on your results findings academically. You must not put numbers related to your statistical tests here; instead, you have to explain that numbers here. You have to compile your discussion with academic supports to your study and a good explanation according to the specific area you are investigating.

CONCLUSIONS AND RECOMMENDATIONS

Provide some conclusions and the implementation of the research results.

FURTHER STUDY

Every research is subject to limitations; thus, you can explain them here and briefly provide suggestions to further investigations.

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