

CHAPTER II

LITERATURE REVIEW

A. Difficulties of EPT

According to Halim and Ardiningtyas (2018) The English proficiency test is probably one of exams in the admissions of foreign students to colleges and universities in the United States and other countries, including Indonesia. It is also used in the process of accepting applicants to get a job in companies that use English to communicate with their overseas joint companies. However, test takers still find it difficult to fulfil the acceptance process. It is in line with the students or test takers who have problem with the difficulty in facing English proficiency test which makes them fail to pass the test. Antoni (2014) said there are two main problems which makes students or test takers fail in their English proficiency test.

1. Limited time preparation

Antoni (2014) states that some students have problems in completing EPT. They do not have well preparation before following the EPT test. Most of them find some difficulties because of bad preparation. A good preparation and strategies should be planned by students so that they can pass the test.

2. Poor Mastery

Apart from the difficulties faced by English students, they also lack skill mastery of English such as listening, speaking, reading, and writing (Antoni, 2014). Some of the students experience difficulties, especially in their speaking and listening, which makes them hard to listen to English or speak. In addition, a lack of mastery of grammar and vocabulary also causes students to get a low score on the English proficiency test which makes them fail to pass the test.

According to Mahmud (2014) there are four problems commonly experienced by students or test takers, they are:

1. Fewer Basic Skills

The main problem in answering an English proficiency test is that the test taker does not have basic skills in English. Respondents showed low ability to understand English grammar. Indeed, the material must start from the most basic level such as subject pronouns, object pronouns, verb forms, etc. The problem arose since, in the TOEFL material, students are expected to know more about more complicated issues such as subjects and verb agreement, parallel structure, etc

2. Less practice

Mahmud (2014) claims that however students are given courses as preparation before taking the test, it turned out that many of

them did not take their time to the course. Even when they took the course, students showed less struggle. As a result, less practice experienced during the course.

3. Less Motivation

Some students take the test only for certificates. But, the motivation for continuing to study abroad can be the best trigger for them to achieve good TOEFL scores, they say still cannot prove it. Therefore, lack of motivation is one of the inhibiting problems students to get a good score in a proficiency test, in this case the TOEFL test.

4. Student's individual differences

Individual student differences such as age and social status contribute to learning processes and create problems in their testing.

B. EPT

According to Brown (2005) English Proficiency Test is exams designed to assess commonly required general knowledge and skills or conditions for admission (or exemption) to a group of similar institutions.

A proficiency tests measure a learner's language level. This can be achievement tests that assess a learner's understanding of specific material, diagnostic tests that identify areas that need work, or prognostic tests that attempt to predict a learner's ability to complete a course or take an exam. TOEFL is the most widely used academic English test in the world.

C. TOEFL

TOEFL is a test organized by Educational Testing Service (ETS) in United States. TOEFL is a test to measure the level of English proficiency of non-native speaker of English.

TOEFL is used specifically for academic purposes as a means of measuring the English proficiency of ESL non-native speakers. International educational institutions, as well as several domestic universities and non-educational institutions, use the TOEFL test taker's score not only as a requirement for admission and employment, but also for graduation. This means that many people have come to rely on his TOEFL as a reliable tool to prove their proficiency in English as a foreign language (Sulistiyo, 2009)

There are some different types of TOEFL test in the world:

1. The Paper-Based TOEFL

★ Paper Based TOEFL is a version of TOEFL which are written and printed. It requires pen or pencil to write the answer on paper. The test consists of 140 questions. It is divided into three sections with four possible answers in the form of multiple choice (ETS, 2007b). The listening section consists of 50 question, 40 questions for structure and written expression, and 50 questions for reading comprehension test. Test Written English (TWE) and Test of Spoken English (TSE) are tested aloof (Sulistiyo, 2009). In addition, there is a writing section in International PBT TOEFL (Sharpe, 2004). In listening section, it is

divided into three parts, called part A, part B, and part C. Part A is listening to comprehension sentences, part B listening to dialogues, and part C listening to comprehension text. In structure and written expression, the test takers must recognize grammatically correct English sentences (Ananda, 2016). The test takers have to choose the correct answer and identify the grammatical errors. In reading comprehension section, the test takers have to comprehend written English passages and answer multiple choice questions about the ideas and meaning of words.

2. The Computer Based-TOEFL

The Computer Based TOEFL consists of four sections: Listening, Structure, Reading and Writing. The writing section in CBT is similar with the version on the Test of Written English (TWE) in the Paper-Based TOEFL Test. The format of the test is similar with PBT test which use multiple choice and items presentation with higher difficulty. Furthermore, the test takers who took the TOEFL during the same administration may not see or answer the same question. The questions are selected based on student's proficiency level. In CBT test, In Computes Based Test, the assessment is divided into 3 subscores: Listening, Structure/Writing and Reading. Actually, the total score is limited on a scale (0 – 300) (Sharpe, 2009).

Table 2.1 The Computer Based-TOEFL Format

Listening	Number of Passages	Number of questions per passage	Total number of questions	Time
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Short Dialogues	11-17	1	30-59	40-60 Minutes
Short Conversation	2-3	2-3		
Lectures and Discussion	4-6	3-6		
Structure		Number of Items	Total number of questions	Time
Completing sentences correctly		10-15	20-25	15-20 Minutes
Identifying errors		10-15		
Reading Comprehension	Number of passages	Number of questions per passage	Total number of questions	Time
	4-5	10-12	44-55	70-90 Minutes
Writing	Number of essays			Time
	1			30 Minutes

3. The Internet Based-TOEFL

The IBT test is a modern version of TOEFL which used internet connection from Educational Testing Services (ETS) to the official testing centre where the candidates gather to complete the tasks (Sulistyo, 2009). IBT test includes new section on it which is Speaking Section to measure the test takers' ability to communicate in academic setting. Speaking section used to evaluate the test takers' ability in Speaking English using microphone. In IBT test, it is consisting of four sections: Reading, Listening, Speaking, and Writing. Here is the format of these section the number of questions for each of them, and the time of their respective allocations can be seen in the following table.

Table 2.2 The Internet Based-TOEFL Format

Test Section	Number of Question	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 question each 2-3 conversations, 5 questions each	60-90 Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task 1 independent task	30 Minutes

4. Institutional Testing Program (ITP)

The last version of TOEFL is ITP. In The Institutional Testing Program, ITP is different from other versions of TOEFL test. Because, it gives qualified universities, English language institutes and other opportunity institutions to use the old form of the International Testing Program paper-based TOEFL Test or Pre-TOEFL Test of English as a Foreign Language (Pre-TOEFL) for their own students use their own facilities and staff and set their own exam date (Abboud and Hussein, 2011).

Mostly, TWE and TSE are not found in ITP. Sharpe (2004) states that ITP and PBT are similar in terms of both aspects. ITP test is designed for intermediate and advance level of English students. The type of ITP test is multiple choice test and it measures listening comprehension, structure and written expression, and reading

comprehension. There are more explanations about how the test is scored and format of ITP.

a. The Determination of Score

ITP test include three section scores and total scores. Each correct answer counts the same towards the score for each section. The number of correct answer is counted as “raw score”. Then, the raw score for each section is transformed in a certain statistical way to number on scale. The range of ITP scores within 31-68. And the total scores range between 310-677. To get the total score, add the scale score for each section and multiplied by ten-thirds, as follows:

Example:

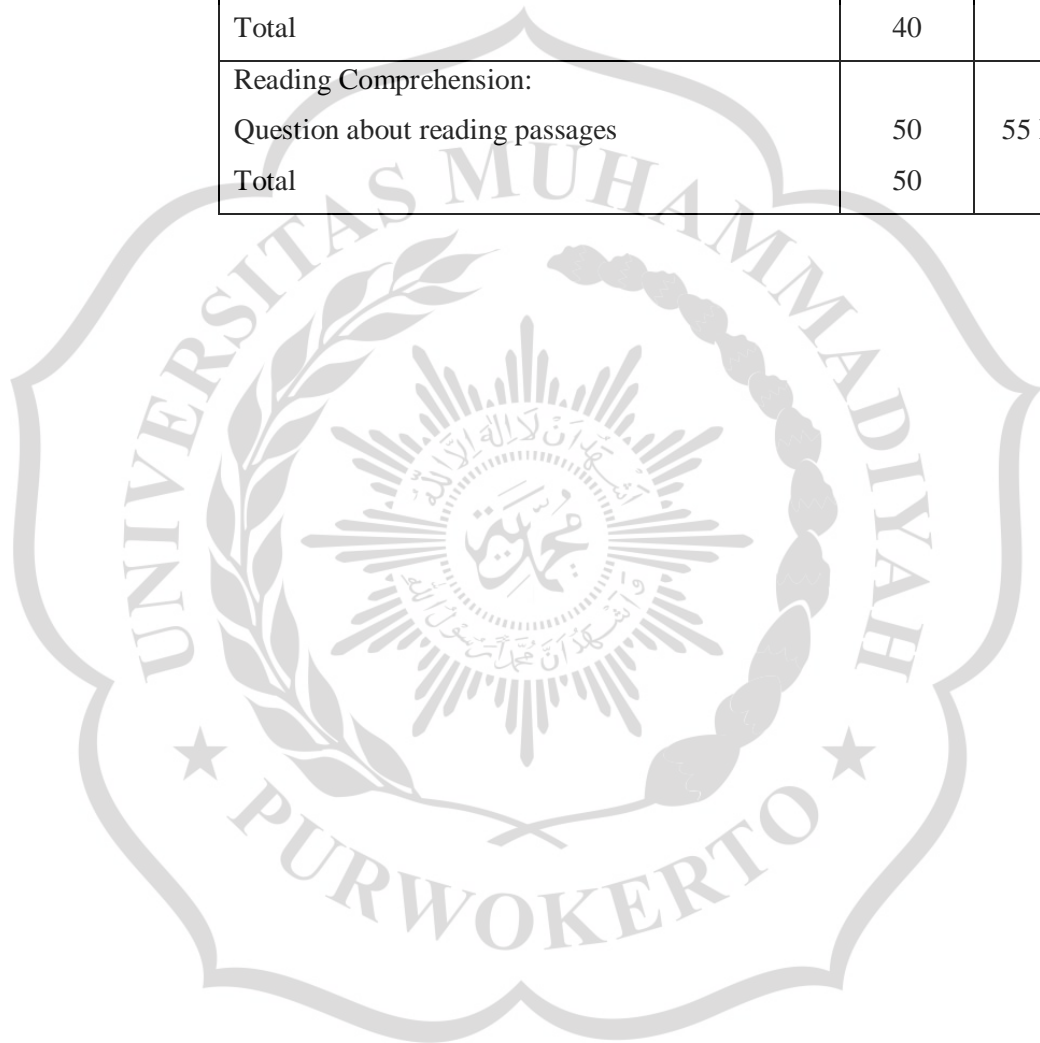
$$\begin{array}{r}
 \text{Section 1} \quad + \quad \text{Section 2} \quad + \quad \text{Section 3} \\
 44 \quad \quad \quad + \quad 54 \quad \quad \quad + \quad 52 \\
 =150 \quad (150 \times 10) \div 3 = 500
 \end{array}$$

Table 2.3 The Institutional Testing Program (ITP)

Format

Section	Number of Items	Time
Listening: Part A Questions about short conversations	30	

Part B Questions about long conversations	7	30-40
Part C Questions about lectures or talks	13	Minutes
Total	50	
Structure and Written Expressions:		
Completing sentences correctly	15	25 Minutes
Identifying errors	25	
Total	40	
Reading Comprehension:		
Question about reading passages	50	55 Minutes
Total	50	



D. Previous Related Studies

There are some previous researches which related to this study.

1. The first research is by Mahmud (2014) about “*The EFL Students’ Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context*”. The purpose of this paper was to explore students ‘problems in answering the TOEFL (Test of English as a Foreign Language). The research used was survey method with using semi structured interview. The subject of this research was students of Graduate Program at one state University in Makassar, Indonesia. The result of this study 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. The similarities between this research and the previous research is that this study used EPT to find out the difficulties faced by the students. For the difference of this research is from the participants, the researcher focused with students at eighth semester, while in this previous research focused with graduated students. Moreover, the data collection technique is also the same, in this study the researcher also use interview like the previous research.
2. Second related research was from Abboud (2011). The title of the research was “*The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test*”. The purpose of this research

was to find out the difficulties faced by Iraq Foreign learners in passing the test which is considered as one of the obligatory requirements to complete higher education studies. The result of this research showed that Iraq Foreign Learners had some difficulties in passing the ITP TOEFL Test. The difficulties faced by common students were found in every section but the most difficult one was in listening section. The similarities between this research and the previous research are both also looking for the difficulties faced by the students in passing ITP TOEFL Test and EPT Test.

3. The third related research by Antoni (2014) conducted the research about "*An Analysis on 6th Semester Students' TOEFL Experience at English Department of Teachers Training and Education Faculty of Pasir Pengaraian University*". The result from this research showed that students had some difficulties in listening section, they get difficulties to understand the spoken language because the speaker speaks too fast, and the hard materials are the reason given. In structure and written expression section, get difficulties in determining the subject and the verb of sentences because of limited knowledge on the strategies and could not differentiate which words function as a subject or a verb of a sentence. In reading section, students get difficulties to understand the meaning of written English. The similarity from this research is both also looking for the students' difficulties. Then the difference from this research is from the

instruments used, Rivi as an author used questionnaires, observation sheet, field note, and interview.

4. The fourth related research is from Tomi et.al (2017) about reading comprehension in the PBT TOEFL. Studies have shown that reading comprehension is the most difficult part of TOEFL PBT. The results of the research show that vocabulary and inference are the most difficult sub-skill for the respondent, followed by detailed information. The similarity from this study with the writer is both also use EFL students. For the difference of this study is the writer just focus on reading section also as the author using quantitative approaches.
5. The last related research is from Anugerah (2017), the title of the research is about "*An Analysis of Problems Faced by Senior Students in Structure and Written Expression (SWE) Section of Test of English as a Foreign Language (TOEFL)*". The result of the research revealed that the types of items in SWE section of TOEFL creating difficulty for the senior students are related to 11 types of topics which are about the use of prepositions, verbs as complement, compound sentences, articles, adverbial clauses, prepositional phrases, direct object, word choices, tenses, pronouns, and determiner. The similarities this study with the writer is both same looking for the difficulties faced by EFL students. For the difference, this study only focused on structure and written expression.