IMPROVING STUDENTS' TOEFL-LIKE SCORE THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

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Abstract: *TOEFL (Test of English as a Foreign Language) is an internationally-standardized English proficiency test that is widely used in Indonesia for scholarship selection purposes, graduation and recruitment requirements and placements for English language schools. However, many students, especially D3 English Study Program, State Polytechnic of Bengkalis students still faced difficulties in achieving TOEFL score required. This paper tries to propose Student Team Achievement Division (STAD to improve students' TOEFL-Like score. This research was conducted through Classroom Action Research (CAR) design It is a five interlocking components: class presentations, teams, quizzes, individual improvement scoring, and team recognition. The research was conducted in two cycles. The results found that STAD increases students' TOEFL-like scores. The average score of students' TOEFL-like score before applying STAD was 372. At the cycle 1, there was a slight increase to be 401,9. Then, at the end of the cycle 2, it increased to be 457.73. It means that STAD was effective in improving students' TOEFL-like score. Therefore, it is suggested to be beneficial strategies applied in teaching and learning TOEFL to improve students' TOEFL scores.*

Keywords: *Improving, Students, STAD, TOEFL-Like*

INTRODUCTION

More people are currently aware ofthe roles of English proficiency tests score for their education and career path. In one way, these tests can be evidence to prove English language proficiency required for university graduation, recruitment requirements, scholarships selections and other purposes. Besides, some higher educational institutions also consider the importance of having a standard English proficiency score for their graduates. Consequently,almost all universities insist their graduates to have certain English proficiency score

before graduations.In addition, more companies also take into account certificates of English proficiency in recruitment process.In sum, having a certain English proficiency score is extremely essential.

Nevertheless, achievingthe standard score required for this test is not an easy task. Samad and Fitriani(2017) found that among 1916 TOEFL test takers at Syiah Kuala University, only 53 students (2.77%) were able to achieve TOEFL score of 450-497. This result has shown that most students at Syiah Kuala University still cannot achieve the TOEFL required score to graduate from their study.Similarly, Aziz (2016) also found that 98% of participants who took TOEFL in PPB Administration Faculty of Brawijaya University failed to meet the minimum score of 500. The research conducted by Salam et.al (2012) to determine the extent to which students at the University of Tanjungpura in academic year 2007/2008 can qualify for TOEFL certificate prior to graduation, with a minimum score of 420 as a requirement to follow the final exam also resulted similar trend found that there was an increase of the number of students who got TOEFL score below 370, while, at the same time the number of students who got the score higher than 370 decreased. Another research conducted by Marwan et.al (2016) also found that of 24 participants of State Polytechnic of Pontianak, only 4 of them achieved TOEFL score above 400 but less than 500, and the rest achieved scores of less than 400.

Similar finding was also found in State Polytechnic of Bengkalis. The result of TOEFL-like test taken by D3 English department students found that of 25 students who took thetest, only two of them got higher than 450. It shows that the majority of them had difficulty in achieving the requiredTOEFL score. Since TOEFL isone of certifications provided for the students besides TOEIC, a TOEFL training to enable them to achieve the required score is crucial. It is supported by Marwan et.al (2016) who states that a carefully arranged TOEFL training is essential to enable students achieve better scores. Moreover, Dewi, et.al (2015) also find that the students who had TOEFL courses at BINUS University for one year had significant increaseof TOEFL scores

compared to the score in the entrance test.

REVIEW OF RELATED LITERATURE
TOEFL

TOEFL ITP is used by more than 2,500 institutions in 50+ countries. The TOEFL ITP Program offers colleges and universities, English-language learning programs, and other organizations the opportunity to administer a convenient, affordable and reliable assessment of English-language skills. The TOEFL ITP test can be used for placement, progress, evaluation, exit testing and other situations (ETS, 2017)

The test consists of three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. (1) The Listening Comprehension section measures the ability to understand spoken English in academic settings. The questions about the recordings ask about the main ideas and important details, and both explicit and implicit information. (2) The Structure and WrittenExpression section measures recognition of correct and incorrect

sentence structure in standard written English on general academic topics. (3) The Reading Comprehension section measures the ability to understand academic reading passages written in English. The questions ask about information that is stated or implied in the passage, and about the meaning of specific words used in the passage.

According to Educational Testing Service (2017), TOEFL ITP total in Indonesia in 2017 was 480 with 49 in Listening Comprehension, 44 in grammar and written expression, and 48 in reading comprehension.

From a short interview with the students, it was found that they felt more confidence and comfortable studyingby having a discussion with their classmates in group. Considering the facts above, facilitating learning in group or cooperative learning to solve the problems in TOEFL could be practiced. By engaging students in interesting and cooperative activities, they would be likely more interested and motivated in learning TOEFL. Therefore, implementing a strategy of cooperative learning, i.e.: STAD (Student Team – Achievement Division) in the classroom could give

the students an opportunity to practice in group to improve their TOEFL-like scores.

Student Teams Achievement Divisions (STAD)

Student Teams Achievement Divisions (STAD) is one of the simplest of all cooperative learning (Slavin, 1995). It is an extremely well researched, effectiveapproach to mastery of basic facts and information which results positive effects on ethnic relations and various types of prosocial development (Kagan, 2009).

Kagan (2009) states that STAD is made up of five interlocking components: Class presentations, teams, quizzes, individual improvement scoring, and team recognition. In class presentation, teacher introduces the material in form of a lecture discussion or audio-visual presentations. After teacher presentation, the teams which are composed of four or five students coming from different level of performance, gender, and ethnicity must conduct group discussion, pair check, and work together until each member is sure that everyone in the team can understand the content, or

working problems together and correcting any misconceptions if teammates make mistakes. After approximately one period of teacher presentation and one period of team practice, the students take individual quizzes to test the knowledge gained by students from class presentations and during team practice. They are not allowed to assist their group members during the quizzes. The individual scores of the group after the quizzes are collected to gain the achievement achieved. Each week, teams receive recognition for the sum of the improvement scores of the team members. the team and individual which has the highest score will earn certificates or other rewards.

Retnaningsih (2010) found that Cooperative learning improvedthe TOEIC score of SMKN 1 Wonogiri. The students' score improved from Elementary level of English proficiency in pretest to be intermediate level after the implementation of cycle II. Rionaldi, et.al (2016) also found that STAD, one of cooperative learning,increased students' TOEIC scores. The average score of students' TOEIC score before applying STAD was 314.5, then it

increased to be 429,2 after cycle II. A research conducted by Astuti (2014) on the use of Student Team Achievement Division (STAD) to improve the students' reading comprehension practice also found that STAD helped the students have behavior improvement and higher achievement. Another finding by Alijanian (2012) on the effect of Student Teams Achievement Division Technique on English achievement of Iranian EFL learners also found that the difference between the two classes was significant, and the experimental group was superior to the control group in terms their achievement toward learning English as a foreign language. Considering the important role of TOEFL and the problems faced by the students, the researchers conducted a research to help the students improve their TOEFL score using Student Teams Achievement Divisions.

METHODOLOGY OF STUDY

This research was conducted through Classroom Action Research (CAR) design assuitable method. The researcher used this method to solve the problems in his classroom. It can also help the researchers to improve his teaching in his own classroom.As Gay (2000) says that action research is a type of practitioner's practice, action implies doing or changing something. Action research is a process in which individual or several lectures collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve them. Furthermore, he says that the main reason for teacher engaging in action research is to learn and improve their own teaching activities.

Related to the research, there were 25 third year students of D3 English Study Program of State polytechnic ofBengkalis in academic year 2017/2018involved as participants in this research.

The procedure of this research followed the model of the classroom action research procedure noted by Kemmis and Mc.Taggart (1988:10). The model uses cyclical process consisting of four steps: Plan, Action, Observation and Reflection. Operationally, this research was conducted in two cycles.
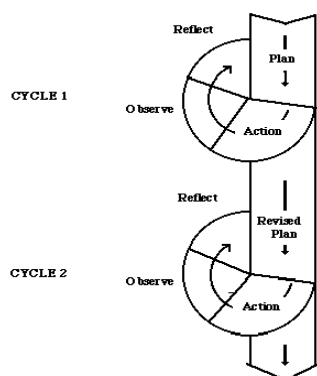
Figure 1. The procedures of the research;

(Kemmis and Taggart, 1988: 11)

In this research, the TOEFL tests consisting of three sections: Listening Comprehension, Grammar and Written Expression, and Reading Comprehension were usedto obtain the data of Students TOEFL tests and to see whether STAD could improve students' TOEFLscores. Then,Quantitativeanalysis using mean score was used to analyze the data. To find the mean score, the data is analyzed by using the following formula:

$$\bar{x} = \sqrt{\frac{\Sigma x}{n}} \quad \text{and} \quad y = \sqrt{\frac{\Sigma y}{n}}$$

These are to find the average TOEFL score in the pretest and post test, in which:

x   is the students' score of pretest

$\bar{x}$ is the students' average score of pretest

y is the students' score of posttest

$\bar{y}$ is the students' average of posttest

n is the number of the students

The teams' achievement score were grouped into 3 categories. The improvement score from 15-44 is categorized as good team, 45-74 as great team75-100 as super team.

RESULTS AND DISCUSSION

Several steps were done in conducting this research in order to get the data about improving the student TOEFL-like score trough Student Team Achievement Division. The pre test done in order to know the general ability of the students in TOEFL before learning TOEFL throughStudents Team Achievement Division was conducted. Then, a lesson plan was made as guidance in applying the technique to be used in the teaching and learning process. Besides, the learning materials (texts), tasks and media were prepared. Then, it was followed by two-cycle meetings and post tests at the end of every cycle. This post test has function to measure the students' improvement after learning reading through StudentTeam Achievement Division.
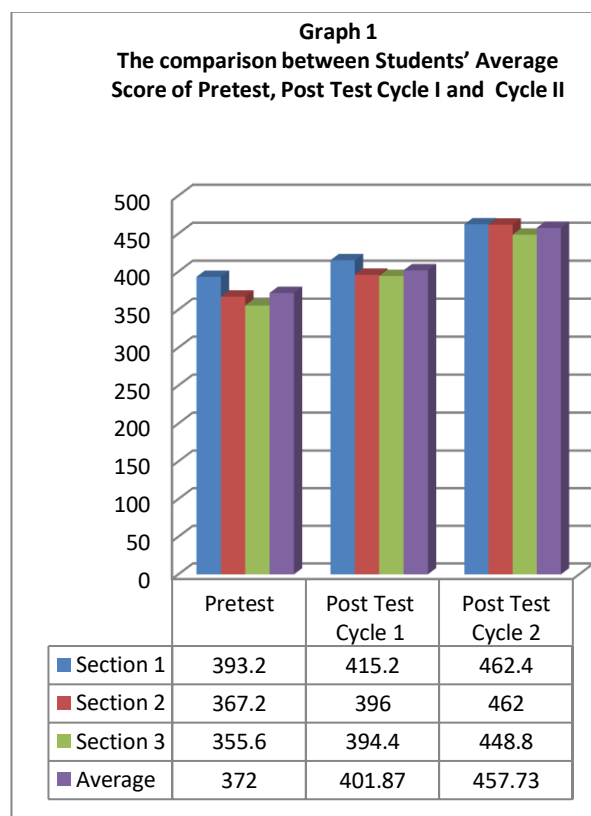
Table 1. The Average of TOEFL Pretest, Post Test Cycle 1 and 2

	Pretest	Post test 1	Post test 2
Average of Students' TOEFL score	372	401.9	457.73
Increasing of students' mean score (pretest and post test 1 compared)	29.9		
Increasing of students' mean score (post test 1 and post test 2 compared)		55.9	
Total Increase	85.8		

The result of pretest shows that the average of students' TOEFL-like score was 372. After cycle one was conducted, the average TOEFL score increased to be 401.9 Totally, There was an increase of 29.9 in cycle 1.
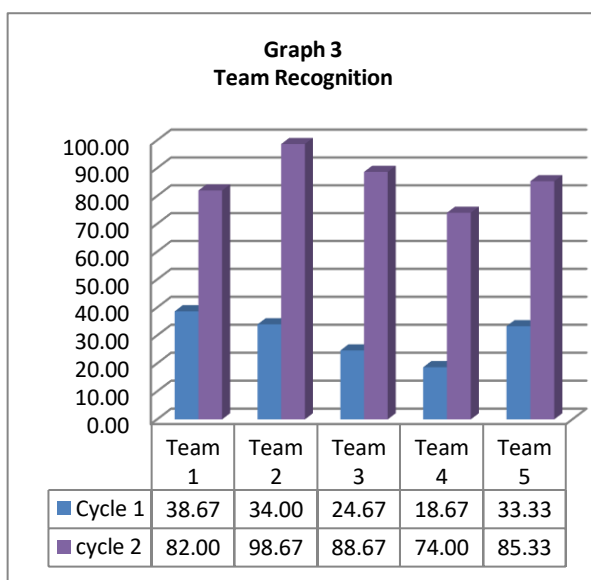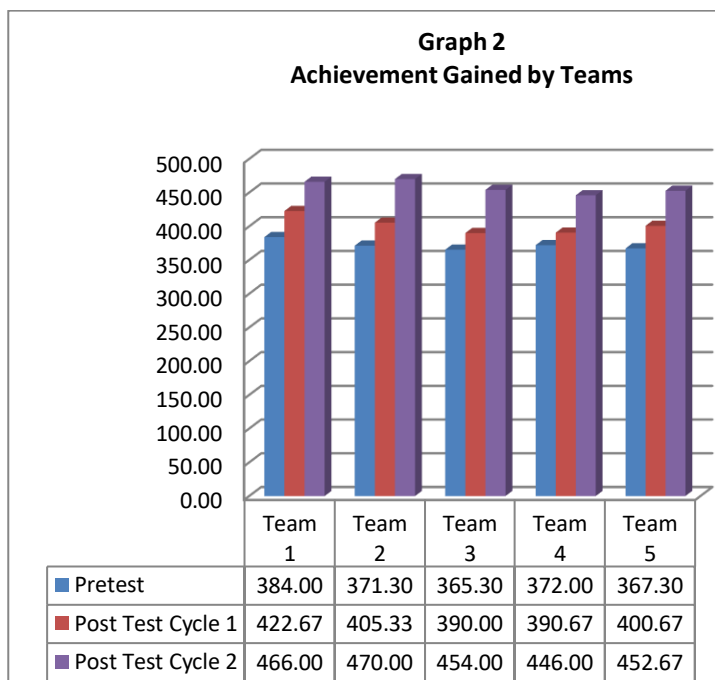
In the second cycle, the researcher still used similar activities as the first cycle, but there were some different emphasis due to the revised plan. Grammar and Written Expression and Reading Comprehension were given more focus since the difficulties faced by the students and achievement gained was lower than the Listening Comprehension. The result of post test in cycle 2 shows that there was a higher increase of the students' score compared to cycle 1. The average TOEFL score increased from 372 in

pretest to be 457.73 in post test at cycle 2. There was an increase of 85.8 compared to pretestand it wasa higher increase compared to the average score gained in cycle 1.

Graph 1
The comparison between Students' Average Score of Pretest, Post Test Cycle I and Cycle II

	Pretest	Post Test Cycle 1	Post Test Cycle 2
Section 1	393.2	415.2	462.4
Section 2	367.2	396	462
Section 3	355.6	394.4	448.8
Average	372	401.87	457.73

Graph 2 shows the result of pretest, post test cycle 1 and 2. The average of TOEFL pretest was 372 with listening section was higher than that of other sections. Post test cycle 1 shows the increase of the score to be 401.87, with Section 1 scored higher. It increased 29.9 point if compared to pretest. At post test cycle 2, the score increased to be 457.73 with both section 1 and 2 got higher increase than that of section 1. It increased 55.9

from the average score of post test cycle 1. In total, there was 85.8 point increase from pretest 1 to post test cycle 2.

Graph 2
Achievement Gained by Teams

	Team 1	Team 2	Team 3	Team 4	Team 5
Pretest	384.00	371.30	365.30	372.00	367.30
Post Test Cycle 1	422.67	405.33	390.00	390.67	400.67
Post Test Cycle 2	466.00	470.00	454.00	446.00	452.67

Graph 3
Team Recognition

	Team 1	Team 2	Team 3	Team 4	Team 5
Cycle 1	38.67	34.00	24.67	18.67	33.33
cycle 2	82.00	98.67	88.67	74.00	85.33

Graph 2 and 3 shows the comparison of achievement gained by teams in post test cycle i and cycleii. In terms of team achievement gained in cycle 1, team 1 got the highest achievement (38.67), followed by Team 2 (34.00), Team 5 (33.33), Team 3 (24.67), and Team 4 (18.67).However, no teams achieved super and great categories. All teams were at good team category.

In terms of team achievement gained by teams in cycle 2, team 2 got the highest increase (98.67) from 371.00 in pretest to be 470.00 in post test cycle 2. It is categorized as Super Team. Team 3,5, and 1increased 88.67, 85.33, 82.00 points respectively categorized as Great Teams, while Team 4got the lowest increase (74.00point) categorized asthe good team.

Finally, the results of the research show that the students' TOEFL scores could improve through STAD and the majority of teams were rewarded as super teams. However, the average scoresgained were stilllower than the average of TOEFL ITP conducted in Indonesia in 2017.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of Student Team Achievement Division

improved students' TOEFL-like scores at English Study Program, State Polytechnic of Bengkalis. The improvement is shown by the increasing of the students' mean score in TOEFL tests from cycle one up to cycle two. The average score of students' TOEFL score before applying STAD was 372. After conducting cycle 1, the average score improved to be 401.87. Then, at the end of cycle 2, it increased to be 457. Besides, the majority of teams were rewarded as super teams. It means that STAD could improve the students' TOEFL test.

Suggestions

Based on the research findings, the researchers would like to give some suggestions related to the teaching of TOEFL. For English teacher, It is suggested to apply cooperative learning especially STAD in teaching TOEFL because it can improve students' TOEFL scores. For the students, especially State Polytechnic of Bengkalis students, they are suggested to participate in TOEFL training to enable them achieve better scores in TOEFL since achieving required TOEFL score is

difficult. The other researchers who are interested in carrying out a research in other aspects of English, STADcan be used in their future studies.

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