

**THE INFLUENCE OF STUDENTS' UNDERSTANDING OF
ENGLISH LESSONS ON THEIR TOEFL SCORE**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Gaining the Degree of Bachelor of Education
In English Language Education



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Wassalamu'alaikum, wr. wb.



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ABSTRACT

Title : **The Influence of Students' Understanding of English Lessons on Their TOEFL Score**

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This thesis discussed the influence of students' understanding of English Lessons on their TOEFL Score. The objectives of this research are to explain the English Lessons understanding and their TOEFL Score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020, also analyze the influence of English Lessons on their TOEFL Score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020. This research was a quantitative type, which specified in correlation study and regression. The data were collected through test and documentation. The data were analyzed using regression. In this research, it was found that there was a correlation between students' understanding of English lessons on their TOEFL score. It could be seen from correlation result that the price of $t_h = 3.092 > t \text{ table } 2.109$ in 5%, correlation coefficient was significant. Regression result was that was $9.663 > 4.45$ it meant that students' understanding of English lessons had affected students' TOEFL Score. Therefore the hypothesis was accepted. The degree of students' understanding of English lessons was 22.79 and the degree of students' TOEFL score were 418.84. The influence of students' understanding of English lessons on their TOEFL score was 36%. It meant there was enough influence students' understanding of English lessons on their TOEFL score.

Key Words: English Lessons, Quantitative Research, TOEFL Score

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ ﴿٥﴾ الشرح : ٥ ﴿٥﴾

For indeed, with hardship [will be] ease.¹

¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Al – Qur'an Terjemah Indonesia Inggris), (USA: Amana Corp, 1983).

DEDICATION

Praise to Allah SWT who has been blessing the writer continual mercies, so that the writer could finish the thesis.

The thesis is dedicated to English teacher in EFL classroom and everyone who supported me to accomplish this thesis. Especially, dedicated to my beloved father (Mr. Narwi susilo) and mother (Mrs. Ngatijah), also my beloved brother (Muhammad Yusuf Hanifuddin) who always pray, give me motivation, endless love and support.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

First and foremost, thanks to Allah SWT, the almighty God for blessing, kindness, and inspiration in supporting me to accomplish the final project.

Second, *sholawat* and *salam* are always devoted to the great prophet Muhammad SAW, who has brought us from the *Jahiliyyah* era to the *Islamiyyah* era.

I realize that I cannot complete the final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Education and teacher Training Faculty of Walisongo State Islamic University.
2. Sayyidatul Fadhilah, M.Pd. as the head of English Language Education.
3. H. Muhammad Nafi Annury, M.Pd. as the advisor who has the responsibility for his patience in providing careful guidance, helpful corrections, very good advice, as well as suggestion and encouragement during the consultation.
4. The entire lecturers in English Language Education Department of Faculty of Education and Teacher Training who always give input and advice to the researcher during conducting this study.

5. My beloved family, especially for my parents (Mr. Narwi Susilo and Mrs. Ngatijah) who always devote their affection, give advice, and pray till the writer finished in arranging this thesis and my beloved brother and only (Muhammad Yusuf Hanifuddin) who always give me motivation and inspiration.
6. Thank you for my dearest fiance, Mohammad Haidir Yasir, for being kind and helpful to me, give me support to finish this thesis. Thank you for being the best to me.
7. All my friends in English Language Education department 2016, especially for PBI A, May God bless you.
8. 6th semester students of Faculty of Education and Teacher Training, thanks for your willingness to help this thesis as respondents.
9. Last but not least, those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English teaching and learning process. Amen.

Semarang, May 8th, 2020
The researcher

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CHAPTER I

INTRODUCTION

This chapter will explore the introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, certain reasons why the writer chooses the topic, objective of the study, and significance of the study for certain agents like students, lecturers and researchers. Moreover, this chapter also describes the important subject which is scope of the study.

A. Background of Study

English is the International Language. Therefore, English is taught from elementary school to college. The teaching of EIL (English as International Language) today takes place in a wide variety of contexts: in Outer and Expanding Circle of countries, in private and public institutions, with young children and adults, with monolingual and bilingual teachers. Although there is great diversity among these contexts, all of them share the goal of developing proficiency in the learning of an international language.² At UIN Walisongo Semarang, there are English I and English II courses as university courses. English I includes Reading and Writting Comprehension and English II includes listening and Speaking

² Luciana Casotti Moulin & Carlos Roberto Pires Campos, *English as an International Language : A Critical Approach*, IOSR Journal of Research & Method in Education, Vol. 7 No. 2, 2017, p. 38.

Comprehension. New Step Up is a book which is designed to help students to improve students' English. New Step Up was prepared to develop four skills of listening, speaking, reading, and writing for university students. The book content also provides introductory materials for TOEFL.³

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (Rost, 1994). Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the

³ Ibnu Hajar, dkk., *New Step Up (Reading & Writing)*, (Semarang : Walisongo press), 2017, p. iii.

sounds without real comprehension.⁴ And how about the reading comprehension ? Reading comprehension is a series of cognitive processes in reading. Simultaneously, he uses consciousness in understanding phonemes and phonics. So, being able to understand and construct the meaning of a text. In the process of reading comprehension, there are two important elements, namely vocabulary knowledge and text comprehension. When the reader understands the meaning of the vocabulary used, the reader will be able to understand the contents of the text.⁵

Successful language learning is measured by a person's proficiency in four language skills.⁶ Successful teaching depends on many factors, including the level of instructional resources available, staffing levels, continuing professional development, and support from administrators and parents.⁷ According to Harmer (2001:52), there are four which can influence the students' motivation to do the task of learning English. One of them is the teacher who is

⁴ Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, International Journal of Research in English Education, Vol. 1 No. 1, November 2016, p. 8.

⁵ <https://www.k12reader.com/what-is-reading-comprehension/> accessed at 11.55 p.m on January 7, 2020.

⁶ Didin Nuruddin Hidayat, Designing a Language Lessons : Pedagogical and Linguistic Perspectives, Vision: Journal for Language and Foreign Language Learning, Vol. 7 No. 2, 2018, p. 96.

⁷ D. Swathi Patnaik & L. Manjula Davidson, The Role of Professional Development in Ensuring Teacher Quality, International Journal of English Language Teaching, Vol. 3 No. 5, July 2015, p. 13.

considered as a major factor in the continuance of a student's motivation. The teacher's attitude towards the language and the task of learning will be vital to the students' motivation for learning English.⁸ The lecturers do not need to spend much time giving explanation orally. Multimedia will present pictures, graphs or sounds that make the subjects look like the real one. Students only need pay their attention to the slide and listening to the lecturers' explanation to get better understanding. In the last session lecturers give some instruction to make some assessments. It is also important for the education institution to take account on the teaching-learning facilities as well. Otherwise, teachers will face any problems in delivering their subjects.⁹

Talking about English as an International language certainly cannot be separated from the important role of the TOEFL in the world. Test of English as Foreign Language or commonly known as TOEFL is a standard test to determine a person's ability to use English, both receptive and productive skills, which is an International language and one of the official languages of the United Nations, where many International activities are carried out in languages English so it is important for academics to have the

⁸ Lalu Thohir, Motivation in a Foreign Language Teaching and Learning, Vision: Journal For Language and Foreign Language Learning, Vol. 6 No.1, 2017, p. 24.

⁹ Muhammad Nafi Annury, Students' Language Learning Styles, Jurnal Vision, Vol. 5 No.1, April 2016, p. 144.

TOEFL score required to be declared to be proficient in English. In the era of globalization and free trade, having a high TOEFL score is a requirement to be able to study or work in other countries, especially those that use English as the language of instruction.¹⁰ TOEFL has remained the most widely recognized and trusted test of English used for admissions purposes worldwide since Educational Testing Service (ETS) began offering it in 1964.¹¹ With the ever-increasing importance of IELTS and TOEFL tests for non native speakers, as decisive gate ways to better education opportunities and obtaining survival skills in the countries where English is spoken as first language,¹² Therefore, for university institutions, it is very important to prepare graduates who are highly competent in mastering foreign languages and can compete at the world level, one of the benchmarks is having a high TOEFL score.

One reason why the TOEFL test is very important and worldwide is because this test serves to ensure that someone can understand words in English, use them correctly both orally and in

¹⁰ Desi Surlitasari Dewi, The Influence of grammatial Knowledge on Score Listening TOEFL Test of English Education Student, Cahaya Pendidikan, Vol. 3 No. 1, June 2017, p. 18.

¹¹ April Ginther & Xun Yan, Interpreting the Relationship between TOEFL iBT Scores and GPA: Languge, Proficiency, policy, and profiles, Language Testing, Vol. 10 No.1, May 2017, p. 5.

¹² Seyyed Ahmad M., Saleh Arizavi, & Namdar, The Effect of Test Preparation on the Test Performance the Case of the IELTS and TOEFL iBT Reading Test, International Journal of English and Education, Vol. 3 No. 2, April 2014, p. 10.

writing, which is important when an academic wants to publish his scientific work Internationally. Someone who has a high TOEFL score will certainly be able to understand books in English so they can have quality references in conducting research and writing scientific papers.¹³ Test of English as a Foreign Language (TOEFL) is probably the most often examination in the admission process of foreign students to college and university in the United States.¹⁴

The TOEFL test (Test of English as a Foreign Language) is one of the requirements that must be fulfilled by students of UIN Walisongo Semarang before getting their graduation. This policy is also determined by several universities in Indonesia. UIN Walisongo Semarang uses the previous version of TOEFL called TOEFL PBT (Paper-based Test) evaluates language skills in three separate sections, which are Listening Comprehension, Structure and Written Expression, Vocabulary and Reading Comprehension. This requires students to have a minimum TOEFL score of 400 for majors other than English Language Education and 450 specifically for English language majors (standard scores may vary by university). This policy is made as a standard of English language ability which is believed that at this level, students are ready to graduate, study on a

¹³ Desi Surlitasari Dewi, The Influence of grammatial Knowledge on Score Listening TOEFL Test of English Education Student, *Cahaya Pendidikan*, Vol. 3 No. 1, June 2017, p. 19.

¹⁴ Michael A. Pyle, & Page, M.E.M, *Cliffs TOEFL Preparation Guide*, (New Delhi: Wiley Dreamtech India, 2002), p. 35.

ship or continue their studies to a higher level and also to teach. Therefore, taking the TOEFL test is required for graduation.

It is true that the credibility of the TOEFL is unquestionable as it is a gateway to students who wish to benefit from the recognition that it enjoys in most universities across the world. Reading on an actual TOEFL test presents difficulties to students in an area such as vocabulary, along with other areas such as drawing conclusions. Students generally struggle with making inferences and finding the difference between stated and unstated detail.¹⁵ All the respondents stated and mentioned similar statement that they got problem in English proficiency. They explained that they had poor word and sound recognition, had problem in fast speech rate in listening section. They also said that they found unfamiliar words which became obstacle for them in answering the test. Also, they felt difficult in following unfamiliar topic in listening and reading sections, they were confused about the main idea in listening and reading section. A respondent gave statements that they understood words but not the intended message in listening and reading section. In grammar or structure section, some respondents said that they got confused whether the structure answers of the test are correct or not and also could differentiate among subject, object and verb of

¹⁵ Sunayana Manoj & Shadi Hijazi, Test Preparation Strategy for the TOEFL can be diverse and effective, International Journal of ELT, Linguistics and Comparative Literature, Vol. 6 No. 1, Jan-Feb 2018, p. 9.

sentence.¹⁶ Besides that, in another study it was found that one of the main problems encountered by the students was that they had no basic skills in English. Some respondents stated their reasons as follows:

“Kami tidak pernah belajar bahasa Inggris. Kami tiba-tiba harus tahu bahasa Inggris”

(We never studied English. We accidentally had to learn English)

“Kami tidak ada dasar sama sekali”

(We did not have very basic English)

“Bahasa Inggris susah, saya tidak mengerti artinya”

(English is difficult, I do not understand the meaning)

“TOEFL ini adalah sesuatu yang baru. Kami belum pernah mengikutinya”

(TOEFL is something new for us. We have never joined that before)

¹⁶ Elsa Christiani Matingfan, English Students' Problem of Taking TOEFL Test, Journal of English Education Department, Mataram University, 2018, p. 10.

“Jangankan menjawab soal TOEFL, bercakap saja saya tidak bisa”

(Even talking in English I did not know, how could I answer the TOEFL Test)¹⁷

“For me, it is quite hard, the listening section. I sometimes couldn’t understand what the speakers are saying. Understanding the real meaning of the speakers is hard. If I was not focused, I won’t be able to understand what the speakers intended to say. It is important to understand the implied meaning that the speakers wanted to say, but it is not easy.”

“Listening section is not so hard for me, as I have much knowledge about English, and I get many exposures to English. But, the score of my listening section was not that high. The problem was not related to the knowledge, but it was because the quality of the sound system when I was taking the test was really bad. I couldn’t

¹⁷ Murni Mahmud, *The EFL Students’ Problem in Answering the Test of English as a Foreign Language (TOEFL) : A Study in Indonesian Context, Theory and Peactice in Language Studies*, Vol. 4 No. 12, December 2014, p. 2583.

hear the voice of the speakers clearly as the sound system in the room was bad.”¹⁸

From the above comments, it can be stated that the difficulties of the respondents in answering the TOEFL test were due to their less basic skills. Respondents stated that even speaking in English they were not able to, whereas answering TOEFL Test was difficult because the test was testing their ability in listening, grammar, and reading. It can also be summarized that in listening section the problem faced are that they get difficulties to understand the spoken language, strategies to answer, the material of the test. The speaker speaks too fast and the hard materials are the reason given. In structure and written expression section, the problems are they have no good strategies; get difficulties in determining the subject and the verb of sentences. The reasons given are lack of knowledge on the strategies and could not differentiate which words function as a subject or a verb of a sentence.¹⁹

Every thing certainly raises the pros and cons, as well as TOEFL test as one of the requirements that must be fulfilled by students of UIN Walisongo Semarang before getting their graduation. On the one hand the TOEFL is considered a terrible

¹⁸ Alek, Vera, & Ghasella M.H., Universitys’ Perception on TOEFL as a Graduation Requirement, *Elite Journal : Journal of English Linguistics, Literature, and Education*, Vol. 1 No. 1, June 2019, p. 59.

¹⁹ Rivi Antoni, An analysis on 6th Students’ TOEFL Experience, *Jurnal Ilmiah Edu Research*, Vol. 3 No.1, Juni 2014, p. 15.

scourge for some students, on the other hand, the TOEFL is considered capable of encouraging student motivation in learning English and it also enables the students to know their ability. Moreover, this policy may help students to know their current English proficiency so they can take corrective measures for the future (Aziz, 2016). Furthermore, it can be concluded that most of students considered TOEFL as an important requirement for graduation as it gives many benefits. Through this test, the students will be able to measure and enhance their English proficiency. For the students who want to either pass the test or get high score, this policy will surely motivate them to learn English more so that they will be able to achieve their goal.²⁰ Allah states in the Holy Qur'an surah At-Taubah verse 105 :

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ اِلٰى عَالَمٍ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ۚ

“And Say: "Work you, then Allah SWT and Muhammad SAW and the believers will see your work, and you will be returned to (Allah) Who Knows the unseen and the real, then He tells you what you have do it”.

²⁰ Alek, Vera, & Ghasella M.H., Universitys' Perception on TOEFL as a Graduation Requirement, *Elite Journal : Journal of English Linguistics, Literature, and Education*, Vol. 1 No. 1, June 2019, p. 58.

Based on the contents of the surah, we can conclude that whoever wants to try, Allah will give a reward according to his efforts, because the results will not betray the effort.

Although the students of UIN Walisongo Semarang have learnt English for several semesters, they still have many problems in facing TOEFL test. Thus they cannot reach minimum score which has been targeted. Lack of understanding the test is one of common problems in TOEFL test.

Based on the problem above, the researcher wants to conduct a study under the title “The Influence of Students’ Understanding of English Lessons on Their TOEFL Score” (A Study at the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020).

B. Reasons for Choosing the Topic

Reasons for choosing the topic are as follows: As we know that the graduation of TOEFL is one of the requirements for the thesis examination at UIN Walisongo Semarang, but in reality this has become an obstacle that extends graduation for some students who have not been able to pass the TOEFL quickly. At UIN Walisongo Semarang, there are English I and English II courses for all students studied around in semester 1-4. So, the researcher wants to know how influence of Students’ Understanding of English

Lessons to the Students' TOEFL Score as a requirements for thesis examination.

C. Research Questions

Based on the background of the problems above, the author formulates the problems as follows :

1. How is the English Lessons (English I & English II) understanding of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020?
2. How is the TOEFL score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020?
3. What is there any influence of Students' understanding of English Lessons on Their TOEFL Score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020?

D. Objectives of the Study

1. To explain the English Lessons understanding of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020.

2. To explain the TOEFL Score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020.
3. To analyze the influence of Students' Understanding of English Lessons on their TOEFL Score of the 6th Semester Students of Faculty of Education and Teacher Training at UIN Walisongo Semarang in the academic year of 2019/2020.

E. Scope of the Study

The scope of this study can be described as follow:

1. This is a quantitative study about “The Influence of Students’ Understanding of English Lessons on their TOEFL Score”.
2. The object of this research is 6th semester students of Faculty of Education and Teacher Training Students at UIN Walisongo Semarang in the academic year 2019/2020 and their TOEFL Score of listening comprehension, writing and structure, and reading comprehension.

F. Significance of the Study

1. Theoretical

From this research, it will enrich our knowledge about the influence of students’ understanding on their TOEFL score.

2. Pedagogical

The studys' finding can be used to evaluate and increase lectures' motivation in teaching English lessons at UIN Walisongo Semarang and be able to foster student interest in learning English both inside and outside the classroom given that TOEFL one of the requirements that must be fulfilled by students of UIN Walisongo Semarang before getting their graduation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Iis Kurnia Nurhayati & Refi Rifaldi Windya Giri (2014) wrote a research entitled “Comparative Study of TOEFL Score and Students’ English Lessons Score”. The finding of this study revealed that the results of the analysis using Paired sample t test and ANOVA variance test showed student achievement in obtaining TOEFL scores, the value of English I subjects (General English), and the value of English II (English for Business) had significant differences. The calculated F value is 235,913 and the p-value is 0,000. Because the p-value (0,000) <0.05.²¹ This thesis also used paired sample t test and ANOVA variance test to show the students’ understanding of English lesson. But the differentiation between this journal and this thesis is the thesis analyze the influence of students’ understanding of English lesson on their TOEFL Score.

Almodad Biduk Asmani (2014) wrote a research “Correlative analysis of TOEFL iBT Scores of Listening Skill Versus Score of Business English Speaking Skill among Binus University Sophomores”. The finding of the study showed that

²¹ Iis Kurnia Nurhayati & Refi Rifaldi Windya Giri, Comparative Study of TOEFL Score and Students’ English Lessons Score, Jurnal Socioteknologi, Vol. 13 No. 2, Agustus 2014.

Based on the significance of the Pearson r ($r = .74$), TOEFL iBT listening scores are positively associated with the Business English speaking scores among Binus university sophomores studying English in Focus in the Even Semester of Academic Year 2012/2013. The relationship between the paired scores is not strong, but not weak either. Furthermore, based on the computation of the z scores of Listening and Speaking scores of the students, the scatter plot showed that there is a moderate degree of linear relationship between the paired z scores. Thus, based on the statistical results, it could be concluded that the more Binus university sophomores achieve high scores on TOEFL iBT listening test, the more likely (not most likely, not least likely) they tend to achieve high scores on their Business English speaking performances as well.²² The similarities between this journal and this thesis is correlative analysis and the differentiation of them is the variables. This journal analyze TOEFL iBT scores of listening skill versus score of business English speaking skill and this thesis analyze the students' understanding of English Lesson and their TOEFL score.

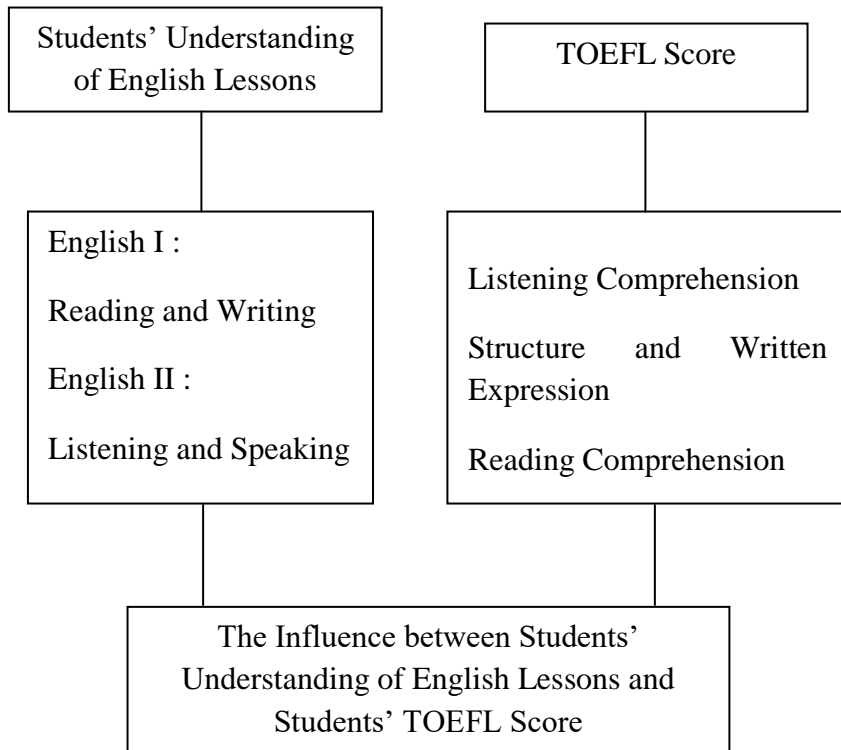
Aulia Putri (2017) wrote a research untitled “The Correlation between Students’ Language Awareness and Learning Style towards Their TOEFL Listening Skills”. The finding of this study showed

²² Almodad Biduk Asmani, Correlative analysis of TOEFL iBT Scores of Listening Skill Versus Score of Business English Speaking Skill among Binus University Sophomores, Jurnal Lingua Cultura, Vol. 8 No. 2, November 2014.

that the coefficient of multiple correlation (r) = 0.1763, where r ranges from 0.00 - 0.1999. This means that there is a very low correlation between language awareness (X1) and learning styles (X2) toward the dependent variable of students' TOEFL listening skill. While the coefficient of determination (r^2) = 0.028 which means that 2.8% variation of the independent variable of language awareness (X1) and learning styles (X2) can explain the variation of dependent variable; students' TOEFL listening skill.²³ The similarities between this journal and this thesis is correlative analysis and the differentiation of them is the variables. This journal analyze students' language awareness and learning style towards their TOEFL listening skills" and this thesis analyze the students' understanding of English Lesson and their TOEFL score.

²³ Aulia Putri, The Correlation between Students' Language Awareness and Learning Style towards Their TOEFL Listening Skills, Anglo-Saxon, Vol. 8 No. 2, December 2017.

B. Conceptual Framework



C. Theoretical Review

1. English Lessons Understanding at UIN Walisongo Semarang

At UIN Walisongo Semarang, there are English I and English II courses as University subjects. So, every faculty and department receives English I and English II courses. New Step Up is a book which is designed to help students to improve

students' English. New Step Up was prepared to develop four skills of listening, speaking, reading, and writing for university students. The book content also provides introductory materials for TOEFL. English I material consists of reading and writing. Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, p. 137). Reading is part of language skills that important to learn by student because reading could help student to get many information. Reading involves comprehension. In the comprehension process, students should not read the material for a long time to get thorough comprehension. Consequently, reading in that way may not lead the reader to a full understanding of what s/he reads, it is wasting time. Therefore, students should improve their reading speed and skim in all reading course.²⁴ According to Hill (2000:65) has stated that reading what the reader does to get the meaning students need from textual sources and reading as the process of acquiring and author's meaning and interpreting, evaluating, and effecting upon meanings. And the other expert has argues that reading "as an enjoyable, intensive, private activity, from which much pleasure can be derived, and in which one can become totally absorbed." (Alderson, 2000:13). Reading an academic

²⁴ Muhammad Nafi Annury, Januarius Mujiyanto, Mursid Saleh & Joko Sutopo, The Use of Metacognitive Strategies in EFL Reading Comprehension, Education and Humanities Research, Vol. 343, 2019, p. 63.

text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author.²⁵ Reading comprehension is how to get information in the reading students have understanding or comprehend the content of the subject that students read. According to Indrayani (2014) has stated that reading comprehension as the process to get precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement. In *New Step Up (Reading and Writing)* book, students get multiple-choice scanning questions, in which they have to get specific information from the text. In next section, they get some skimming question to get main idea, topic or subject of the text. In the third section, they get vocabulary building, in which they can get exercises of synonyms, antonyms, vocabulary, crossword puzzle, and reference.²⁶

²⁵ Julian Hermida, The Importance of Teaching Academic Reading Skills in First-Year University Courses, *The International Journal of Research and Review*, Vol. 3, September 2

009, p. 23.

²⁶ Ibnu Hajar, dkk., *New Step Up (Reading & Writing)*, (Semarang : Walisongo press), 2017, p. iii.

How about writing, “Writing is one of the most difficult skills that language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies.” (Barkaoui, 2007, P.1).²⁷ Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). The ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success. (Kellogg, 2008) because writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking. The students learn to write the sentences grammatically correct in orthography. Wren and Marten (2006) also narrated that the student has to construct sentences keeping in mind grammatical synchronization and variation, not to mention using appropriate terminology and correct spellings. Writing is very closely related to structure. As one of elements of language, structure is very important learning, since it is basic framework to master the production and comprehension of the typical sentences of the language. When people communicate

²⁷ George Mathew N. & Abdullah Mahasneh, Developing Competence in Basic Writing Skills, International Journal of Applied Linguistics & English Literature, Vol. 6 No.7, June 2017, p. 334.

with others, they may utter a word or some words to convey their ideas, thought or feelings. The words, which are from then, are called sentence.²⁸ At this stage the learner is likely to view words as entities of grammar, and to concentrate on the morphological changes necessary to sentence construction, rather than to see them as vehicles of meaning, through which he can communicate.²⁹ In New Step Up (Reading and Writing) book, students get more writing exercise.

English II material consist of listening and speaking. Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort,

²⁸ Muhammad Nafi Annury, The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Departement, Journal IAIN Salatiga, Vol. 6, No. 2, Oktober 2016, p. 201.

²⁹ Muhammad Javed, Wu Xiao Juan, & Saima Nazli, A Study of Students' Assessment in Writing Skills of the English Language, International Journal of Instruction, Vol. 6 No.2, July 2013, p. 132.

and practice.³⁰ According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable. The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand (Chastain, 1988).

³⁰ Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, *International Journal of Research in English Education*, Vol. 1 No. 1, November 2016, p. 7.

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension.³¹ In New Step Up (listening and Speaking) book contain brainstorming, which is presented at the beginning of the activity in the form of questions to suggest idea or knowledge for the up-coming activity. Students get more exercise including predicting, comprehending, listening for detail, inferring and filling the gap in dialog, chart or table.

Then how about speaking, According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in

³¹ Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, International Journal of Research in English Education, Vol. 1 No. 1, November 2016, p. 8.

the shared time and the shared context.³² Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.³³

2. TOEFL Test

Before going further to the deeper explanation about TOEFL, it is better for people to know what term "test" means. Test is defined as a way of discovering, by questions or practical activities, what someone knows, or what someone or something

³² Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill, International Journal of Research in English Education, Vol.2 No. 1, March 2017, p. 35.

³³ Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill, International Journal of Research in English Education, Vol.2 No. 1, March 2017, p. 35.

can do.³⁴ Test is defined as “An activity whose main purpose is to convey (usually to the tester) how well the test takers know or can do something”.³⁵ In conclusion, Test is questions or practical activities, what someone knows, or what someone or something can do whose main purpose is to convey (usually to the tester) how well the test takers know.

TOEFL was first developed in 1963 when a national council on "The testing of English as a foreign language" was set up to oversee its development. A number of very famous testing scholars have been and some of them still are in one way or another involved in policy making and in the test construction procedure of the test. It has been jointly administered since 1965 by the Educational Testing Service and the College Board.³⁶

In short, TOEFL is probably the most often examination in the admission process of foreign students to college and university in the United State.³⁷ TOEFL score is the result of English academic to students who want to study at certain

³⁴ Author. *Cambridge International Dictionary of English Third Edition*. UK: Cambridge University Press. 2008.

³⁵ Author. *The Oxford English Dictionary*. UK: Oxford University Press. 1997.

³⁶ As cited on Hossein Farhadi (Iran University of Science and Technology). *The Effect of Coaching on TOEFL Type and Task Based Test*. (<http://mpazhou.ir/wp-content/uploads/2011/11/The-Effect-of-Coaching-on-TOEFL.pdf>, accessed on January 26, 2020.

³⁷ Michael A. Pyle, M. A and Mary Ellen Munoz Page, M.A. *CLIFFS TOEFL PREPARATION GUIDE*. Delhi: Nice Printing Press. 2005. p. 4.

universities or the requirement of work. It is the accumulation of students' achievement in learning English quality. The test currently has the following section: listening comprehension, structure and written expression and reading comprehension. All of the sections were designed in multiple choices. More detail, TOEFL also deals with questioning compositions. In listening section comprehension consist of 50 questions with 35 minutes long, structure and written expression consists of 40 questions with 25 minutes long, reading comprehension consists of 50 questions with 55 minutes long.³⁸

The TOEFL test measures how well students use English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting. That's why it is the most highly regarded and widely accepted test in the world. More than 6,000 colleges, universities, and agencies in 130 countries accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also the most accessible English-language test. It

³⁸ Zhang Heng, "Assessing Test Reliability: Comparing Two Versions of Reading Comprehension Test in the TOEFL Test". *English IV*. Spring 2010. 1-57.

is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964.³⁹

Calculates the TOEFL score accumulated through a conversion table for the value of each answer. Then multiplied by a certain number to get a score ranging from 217 to 667. Conversion table calculation of the TOEFL score, as follows:

Table 2.1
Conversion table calculation of the TOEFL

Correct answer	Listening	Structure	Reading
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52

³⁹ McGraw-Hill, *“The official Gate to the TOEFL”*, (USA : Educational Testing Service, 2009), p.1-2.

35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	37	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26

5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

The following are steps for calculating TOEFL Score :

1. Convert each acquisition value for each sub-test according to the table above.
2. Add up the conversion values for all sub-tests.
3. Then the number is multiplied by 10.
4. Then the number of multiplications is divided by 3.⁴⁰

For example, in the TOEFL test, Rina answer 25 listening questions correctly, 23 structure questions correctly, and 30 reading questions correctly. From the table, we know that Rinas' listening score is 48, Rinas' structure score is 47, and Rinas' reading score is 48. The total of them is 143. Then, 143 is multiplied by 10. The result is 1430. The last step, 1430 is divided by 3. So, the final of Rinas' TOEFL score is 476.

⁴⁰ Slamet Riyanto & Anna Christina Handhini, *"TOEFL Preparation"*, (Yogyakarta : CV. ANDI OFFSET, 2016), p.10-12.

D. Research Hypothesis

Hypothesis is a temporary answer of problem in research until it is proved from the collected data.⁴¹ So, hypothesis can be defined as weak truth statement towards problems on research and need to prove the truth after collecting data. This research is conducted based on the following hypothesis:

“There is influence of students’ understanding of English Lessons on Their TOEFL Score of the 6th semester students of Faculty of Education and Teacher Training Students at UIN Walisongo Semarang in the academic year 2019/2020”.

⁴¹Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktik*, (Jakarta:PT Rineka Cipta, 2010), p.110.

CHAPTER III

RESEARCH DESIGN

This part discusses the method applied in conducting this research which consists of sources of data, research design, research setting, sample and sampling technique of research, variable and indicator of research, data collection technique, and data analysis technique.

A. Research Design

This study used quantitative approach, because the analysis of the study stressed on the numerical data that processed statistically. This research focused on English Lessons (English I & English II) and TOEFL Score of listening comprehension, writing and structure, and reading comprehension. The writer used statistical analysis to calculate the numerical data that are gathered and to analyze them by using predictor analysis. The result of the analysis is then interpreted to find out the influence of students' understanding of English Lessons on the students' TOEFL test.

B. Time and Place

This research was undertaken on 12st of April to 19th of April 2020 at UIN Walisongo Semarang. The participants of this research were 6th semester students of faculty of education and teacher training who have passed the TOEFL test.

C. Population and Sample

1. Population

According to Arikunto, population is the whole of research data.⁴² The researcher conducted this research at faculty of education and teacher training Students of UIN Walisongo Semarang. The population of this research is the 6th semester students of faculty of education and teacher training who have passed the TOEFL test. The researcher has received data from PPB (Language Development Center) that there are 185 students of faculty of education and teacher training who have passed the TOEFL test.

2. Sample

Sample means a part of population that will be observed, whose characteristic can represent and describe the real population.⁴³ In this research, the researcher used random sampling in choosing the sample, because it is one of the techniques that all individual of population may have the same opportunity and have been chosen as the sample.⁴⁴ If population less than 100 respondents, all population can be sampled, but if population more than 100 respondents, the researcher can take 10%-15%, 20%-25% from

⁴² Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p.173

⁴³ Sugiarto, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), 2nd Ed, p.2.

⁴⁴ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta, PT Bumi Aksara, 2009), p.58.

all population as sample.⁴⁵ In this case, the students' population are 185 respondents, researcher take 10% as a sample. The sample in this research is 19 students.

D. Variable and indicator

Variable is a certain attribute, characteristic, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded.⁴⁶ There are two types of variables based on the term of causation:⁴⁷

1. Independent variable (x)

Sugiyono said that, independent variable can be called *stimulus*, *predictor*, or *antecedent*. Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable.⁴⁸ So, the independent variable in this research is Students' understanding of English lessons, and the indicators are:

English I (Reading and Writing)

a. Reading

- 1) Specific information
- 2) Topic sentence

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006), p. 134.

⁴⁶ Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 131

⁴⁷ Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 131

⁴⁸ Sugiyono, *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*, (2008), 5th ..., P.39

- 3) Main idea
- 4) Vocabulary building⁴⁹
- b. Writing
 - 1) Vocabulary
 - 2) Sentence or fragment
 - 3) Paragraph⁵⁰

English II (Listening)

- 1) Brainstorming
- 2) Predicting
- 3) Comprehending
- 4) Listening for detail
- 5) Inferring and filling⁵¹

2. Dependent variable (y)

Dependent variable is a variable which get influence the independent variable.⁵² Dependent variable in this study is students' TOEFL Score. The researcher measured it based on

⁴⁹ Ibnu Hadjar, dkk., *New Step Up (Reading & Writing)*, (Semarang : Walisongo press), 2017, p. iii.

⁵⁰ Ibnu Hadjar, dkk., *New Step Up (Reading & Writing)*, (Semarang : Walisongo press), 2017, p. 70-72.

⁵¹ Ibnu Hadjar, dkk., *New Step Up (Listening & Speaking)*, (Semarang : Walisongo press), 2016, p. v.

⁵² Sugiyono, *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*, 2008, 5th ..., p.39.

students' TOEFL Score of listening comprehension, writing and structure, and reading comprehension.

E. Data Collection Technique

To get the accurate data, in this study the writer used two ways in the collecting data, they are as follows:

1. Test

The test is a number of questions that used to measure students' achievement. In this research, Test is used to measure students' understanding of English Lessons. The researcher uses exercises from New Step Up books.

2. Documentation

Besides data from the result of the test. The documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁵³ The documents that is used to acquire data about the students' TOEFL score and the result of test. In this research, the document of TOEFL Score is obtained from PPB (Language Development Center)

⁵³ Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p.274.

F. Data Analysis Technique

The data analysis method that was used in this research is quantitative analysis. Quantitative is concerned with the amount or number.

1. Validity

Heaten states that validity is the extent to which it measures what is supposed to measure and nothing else.⁵⁴ The result of test was consulted to critical score for r-product moment, If the obtained coefficient of correlation was higher than the critical score for r-product moment, it meant that the question was valid at 5% alpha level significance. To calculate the validity, the researcher used the formula as⁵⁵ follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where

R_{xy} = Coefficient of correlation between X and Y

N = the number of students

$\sum X$ = total score Questionnaire item

$\sum Y$ = total score

$\sum XY$ = the sum of multiplication X times Y

⁵⁴ J.B. Heaton, *Writing English Language Test*, p. 153.

⁵⁵ Suharsimi arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta,2010), p. 123.

2. Reliability

To calculate the reliability the researcher used the alpha formula, such as follow:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where,

r_{11} : reliability

S : standard deviation

n : number of student

p : total of right answer

q : total of wrong answer

Explanation :

$r_{11} \geq 0.70$ means reliable, $r_{11} \leq 0.70$ means unreliable

3. Introductory Analysis

Introductory analysis is to simply the data in order to be able to be read and interpret easily. There are two data namely:

a. Independent variable

The researcher categorized the score resulted of the test or also called independent variable (x) as follows:

Table 3.1
English Lesson Score Category

	Score
Right answer	1
False answer	0

b. Dependent variable

The dependent variable (y) was students' TOEFL Score. The researcher categorized the score as follow:

Table 3.2
TOEFL Score Category

TOEFL Score	Score
Elementary	310 – 420
Low intermediate	420 – 480
High intermediate	480 – 525
Advance	525 – 677 ⁵⁶

4. Analysis Descriptive

At the first, the writer put in the data that collected into the table distribution. After that, the score were put in the table of score each the data collections. Then, interval and the quality score of each variable are found in this step:

a. Finding out the highest score (H) and the lowest score (L)

⁵⁶ <https://www.yec.co.id/toefl/cara-menghitung-skor-toefl-itp-pbt/>
accessed on Thursday, January 23, 2020 at 9.26 AM.

- b. $K = 1 + 3.3 \log N$ ⁵⁷
K = interval local
- c. $R = H - L + 1$
R = range
H = the highest score
L = the lowest score⁵⁸
- d. Class interval with the formula $i = \frac{R}{K}$
 i : interval⁵⁹
- e. Look for the mean with the formula $Me = \sum \frac{f \cdot xi}{n}$ ⁶⁰
- f. Look for the quality of the English lessons and the students' TOEFL score in UIN Walisongo Semarang
- g. Using normality test to know the normality distribution of the English lessons and students' TOEFL score
- h. Hypothetical Analysis
To know the influence of English lessons on their TOEFL score.

⁵⁷ Sugiyono, *Statistika untuk Penelitian*, (Bandung:Alfabeta, 2014) p.35.

⁵⁸ Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan* (Semarang: CV Karya Abadi Jaya, 2016), p.44.

⁵⁹ Sugiyono, *Statistika untuk Penelitian*, (Bandung:Alfabeta, 2014), p.36.

⁶⁰ Sugiyono, *Statistika untuk Penelitian*, (Bandung:Alfabeta, 2014), p.49.

- 1) Looking for the correlation between predictor and criterion by using technique of correlation product moment. The formula is as following :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where :

$$\sum xy = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

- 2) Looking for simple regression

A simple regression analysis is a regression analysis that includes both a dependent and independent in its measurement. This method is used to calculate what extend the influence of English lessons to the students' TOEFL score.

- a) Using the one variable linear regression analysis technique with the formula as follows:

$$Y = Ax + K$$

$$a = \frac{N \sum xy - \sum x \sum y}{N \sum x^2 - (\sum x)^2}$$

$$K = \frac{\sum y}{n} - a \frac{\sum x}{n}$$

Y = criterium

X = predictor

a = predictor coefficient

K = constanta

Looking for the F score is using deviation score with the formula

Table 3.3
Formula of F Score Using Deviation Score

Varian source	Db	JK	RK	F_{reg}
Regresi (reg)	1	$\frac{(\sum xy)^2}{\sum x^2}$	$\frac{JK_{reg}}{db_{reg}}$	$\frac{RK_{reg}}{RK_{res}}$
Residu (res)	N - 2	$\sum y^2 - \frac{(\sum xy)^2}{\sum x^2}$	$\frac{JK_{res}}{db_{res}}$	
Total	N - 1	$\sum y^2$		

N = amount of respondent

`db = Aquitted quadrate

Jk = quadrate amount

RK = mean of quadrate amount

F = score of F in regression⁶¹

From the result above, the writer interpreted that category based on the following statement:

0,900-1,000 means very high correlation

0,700-0,899 means high correlation

0,400-0,699 means enough correlation

⁶¹ Sutrisno Hadi, *Analisis Regresi*, (Yogyakarta : Andi Offset, 2004), p. 4-16.

0,200-0,399 means low correlation

0,000-0,199 means very low correlation⁶²

5. Final Analysis

After getting F_{reg} , the next step is comparing the price of F_{reg} with the value. The table is 1% or 5%. It is significant if $F_{reg} > F_t$ 1% or 5%. There is positive influence of English lessons toward students' TOEFL score. It is not significant if $F_{reg} < F_t$ 1 % or 5%. There is no positive influence of English Lessons toward students' TOEFL score.

⁶² Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan*, (Semarang: CV Karya Abadi Jaya, 2016), p.114.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter the writer observed and collected some data with statistically to find out the influence of students' understanding of English lessons on their students' TOEFL test.

1. Profile of UIN Walisongo Semarang

Universitas Islam Negeri Walisongo Semarang (abbreviated as UIN Walisongo) is a public university in the City of Semarang, Central Java Province. IAIN Walisongo officially became the Universitas Islam Negeri Walisongo (UIN) Walisongo since December 19, 2014 along with two other UINs, namely Palembang UIN and North Sumatra UIN. The inauguration and the signing of prasasti was carried out by President Joko Widodo at the Merdeka Palace. [1] Walisongo UIN was officially established on April 6, 1970 through the Decree of the Minister of Religion of the Republic of Indonesia (KH. M. Dachlan) No. 30 and 31 of 1970. At the beginning of its establishment, the Islamic Higher Education had 5 faculties spread in various cities in Central Java, namely the Faculty of Da'wah in Semarang, the Faculty of Syari'ah in Bumiayu, the Faculty of Syari'ah in Demak, the Faculty of Ushuluddin in Kudus and the Faculty of Tarbiyah in Salatiga. However, his ideas and pioneering efforts have been carried out since 1963,

through the establishment of faculties of Islamic Religion in some of these areas which were carried out sporadically by the ulama as representations of religious leaders and santri bureaucrats.

The existence of UIN Walisongo was initially inseparable from the needs of the santri community in Central Java and the implementation of tertiary institutions which would become post-pesantren educational institutions. This is due to the fact that Central Java is an area that has a very large pesantren base. Thus on the one hand this higher education institution must be able to position itself as a successor to the pesantren tradition, while on the other hand it must play its role as an institution of higher education that conducts scientific dissemination, as befits a tertiary institution.

The founders of UIN consciously gave the name Walisongo. This big name is both a symbol and spirit for the historical dynamics of the largest Islamic tertiary institution in Central Java. Of course in its historical landscape, UIN is involved in the struggle to continue the tradition and ideals of inclusive Islam in the way of Walisongo, while making innovations so that its presence can be significantly effective for efforts to educate the life of the nation and actually serve to develop human civilization. This spirit was developed towards UIN Walisongo as the center of excellence of Islamic higher education institutions in Indonesia.

The vision of UIN Walisongo Semarang is an Islamic University of Leading Research Based on the Unity of Science for Humanity and Civilization in 2038. The mission of UIN Walisongo Semarang is as follows:

- 1) Carry out science and technology education and teaching based on the unity of science to produce professional graduates and morality al-karimah.
- 2) Improving the quality of research for the benefit of Islam, science and society.
- 3) Carry out services that are useful for community development.
- 4) Exploring, developing and applying the values of local wisdom.
- 5) Developing cooperation with various institutions on a regional, national and international scale.
- 6) Realizing international standard professional institutional management. And,

The objectives are as follows:

- 1) Giving birth to graduates who have academic, professional and moral capacity who are able to apply and develop scientific unity.
- 2) Producing research work that is useful for the benefit of Islam, science and society.

- 3) Producing community service that is useful for community development.
- 4) Realizing the internalization of the values of local wisdom in the Tridharma of higher education.
- 5) Obtain positive and productive results from collaboration with various institutions on a regional, national and international scale.
- 6) The birth of international standard professional university management.

2. Research Description

This study tried to find out the students' understanding of English lessons as mentioned in the research above. To collect the data, researcher used test given to the respondents on 12st of April to 19th of April 2020, the respondent were 6th semester students of faculty of Education and Teacher Training at UIN Walisongo Semarang.

The source of this research there were 185 students. If the population more than 100 respondents, the researcher can take up to 10% of population for sample, so the researcher took 10% sample of 185 which were 19 respondents.

3. Validity of the Instrument

To know validity of the instrument, the writer used the Pearson product moment formula to analyze each item. It was

obtained that from 37 items, were 32 items were valid and 5 items were invalid. It was invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) was lower than table of value. The complete data can be looked at appendix

Table 4.1
Validity of each item

Criteria	r_{table}	Number of questions	Total
Valid	0,456	2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35.	32
Invalid	0,456	1, 3, 4, 5, 31.	5

Table 4.2
Example validity of question number sixteen

Code	X	Y	X.X	Y.Y	X.Y
R-1	1	34	1	1156	34
R-2	1	37	1	1369	37
R-3	1	24	1	576	24
R-4	0	16	0	256	0
R-5	1	32	1	1024	32
R-6	1	34	1	1156	34
R-7	1	18	1	324	18
R-8	1	31	1	961	31

R-9	1	20	1	400	20
R-10	1	37	1	1369	37
R-11	1	37	1	1369	37
R-12	1	37	1	1369	37
R-13	1	37	1	1369	37
R-14	1	31	1	961	31
R-15	1	24	1	576	24
R-16	1	32	1	1024	32
R-17	1	36	1	1296	36
R-18	1	37	1	1369	37
R-19	0	20	0	400	0
Total	17	574	17	18324	538

$$\begin{aligned}
r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
&= \frac{(19.538) - (17.574)}{\sqrt{\{(19.17) - (17.17)\} \{(19.18324) - (574.574)\}}} \\
&= \frac{(10222 - 9758)}{\sqrt{\{(323 - 289)\} \{(348156 - 330050)\}}} \\
&= \frac{464}{\sqrt{615604}} \\
&= \frac{464}{784.60} \\
&= \mathbf{0.588}
\end{aligned}$$

4. Reliability Analysis

After validity items had been done, the next analysis was to test the reliability of the instrument. It was done to find out whether a test had higher critical score and gave the consistency

of the questionnaire scores or not. In this research the researcher used the alpha formula, such as follow:

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\ &= \left(\frac{32}{32-1} \right) \left(\frac{48.09 - 4.819}{48.09} \right) \\ &= 0.928805005 \end{aligned}$$

From the computation above, it was obtained 0.928805005. So, it could be concluded that the instrument that were used in this research was reliable because $r_{11} \geq 0.70$.

5. Data Analysis

a. The Students' understanding of English Lessons

In this research, the writer used the test for the research to measure students' understanding of English lessons. The result of the test has 32 point as the highest score and 0 point as the lowest score. Here the result of the test from the students.

Table 4.6

The Score of Students' understanding of English Lessons

No.	Code	X
1	R-1	30
2	R-2	32
3	R-3	21
4	R-4	11
5	R-5	27
6	R-6	29

7	R-7	15
8	R-8	26
9	R-9	16
10	R-10	32
11	R-11	32
12	R-12	32
13	R-13	32
14	R-14	26
15	R-15	21
16	R-16	28
17	R-17	31
18	R-18	32
19	R-19	16
	Σ	489

Based on the table above, the highest amount of students' understanding of English lessons is 32 and the lowest is 11. The score (X) is 489 and the participants (N) are 19. The next step is to determine distribution frequency of the students' understanding of English lessons. Distribution frequency of the students' understanding of English lessons is made based on the following steps:

1) Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 19 \\
 &= 1 + 3.3 (1.279) \\
 &= 1 + 4.221
 \end{aligned}$$

$$= 5.221$$

$$= 6$$

2) Mean

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

$$= \frac{489}{19}$$

$$= 26$$

3) Range

$$R = H - L + 1$$

$$= 32 - 11 + 1$$

$$= 22$$

$$R = \text{Range}$$

H = The highest total

L = The lowest total

4) Interval Class (*i*)

$$i = \frac{R}{K}$$

$$= \frac{22}{6}$$

$$= 3.67$$

$$= 4$$

Below is the table of frequency distribution of the students' understanding of English lessons.

Table 4.7

Frequency Distribution of Students' Understanding of English Lessons

No.	Interval	f_i	X_i	$F_i \cdot X_i$	$X_i - M$	$(X_i - M)^2$	$f_i(X_i - M)^2$
1	32 – 35	6	33.5	201	7.5	56.25	337.5
2	28 – 31	4	29.5	118	3.5	12.25	49
3	24 – 27	3	25.5	76.5	-0.5	0.25	0.75
4	20 – 23	2	21.5	43	-4.5	20.25	40.5
5	16 – 19	2	17.5	35	-8.5	72.25	144.5
6	12 – 15	2	13.3	26.6	-12.7	161.29	322.58
Total				500.1			894.83

Based on the result above, the next step is making the category. They are as following:

$$\begin{aligned}
 SD &= \frac{\sum f_i(X_i - M)^2}{n-1} \\
 &= \frac{894.83}{19-1} \\
 &= \frac{894.83}{18} \\
 &= 49.713 \\
 &= \sqrt{49.713} \\
 &= 7.051
 \end{aligned}$$

$$\begin{aligned}
 M &= \frac{\sum F_i \cdot X_i}{f_i} \\
 &= \frac{500.1}{19} \\
 &= 26.32
 \end{aligned}$$

$$M + 1.5 \cdot SD = 26.32 + 1.5 (7.051) = 36.90$$

$$M + 0.5 \cdot SD = 26.32 + 0.5 (7.051) = 29.85$$

$$M - 0.5 \cdot SD = 26.32 - 0.5 (7.051) = 22.79$$

$$M - 1.5 \cdot SD = 26.32 - 1.5 (7.051) = 15.74$$

Table 4.8
The Quality of Students' Understanding of English
Lessons

Interval	Category	Quality
>36.90	Excellent	
29.85 – 36.90	Very good	
22.79 – 29.84	Good	Good
15.74 – 22.78	Low	
>15.74	Very low	

Based on the table above, it is known that the mean of students' understanding of English lessons is good.

b. The students' TOEFL Score

In this research, the writer obtained TOEFL score data from PPB (Language Development Center). Here the TOEFL score of the students.

Table 4.3
Students' TOEFL Score

No.	Code	Y
1	R-1	413
2	R-2	467
3	R-3	410
4	R-4	400

5	R-5	433
6	R-6	400
7	R-7	400
8	R-8	447
9	R-9	407
10	R-10	450
11	R-11	450
12	R-12	563
13	R-13	487
14	R-14	413
15	R-15	413
16	R-16	450
17	R-17	427
18	R-18	443
19	R-19	410
	Σ	8283

1) Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 19 \\
 &= 1 + 3.3 (1.279) \\
 &= 1 + 4.221 \\
 &= 5.221 \\
 &= 6
 \end{aligned}$$

2) Mean

$$Me = \frac{\Sigma Y}{N}$$

$$= \frac{8283}{19}$$

$$= 436$$

3) Range

$$R = H - L + 1$$

$$= 563 - 400 + 1$$

$$= 163 + 1$$

$$= 164$$

$$R = \text{Range}$$

H = The highest total

L = The lowest total

4) Interval Class (i)

$$i = \frac{R}{K}$$

$$= \frac{164}{6}$$

$$= 28$$

Table 4.4

Frequency Distribution of Students' TOEFL Score

No.	Interval	f_i	X_i	$F_i \cdot X_i$	$X_i - M$	$(X_i - M)^2$	$f_i(X_i - M)^2$
1	540-567	1	553.5	553.5	117.5	13806.25	13806.25
2	512-539	0	525.5	0	89.5	8010.25	0
3	484-511	1	497.5	497.5	61.5	3782.25	3782.25
4	456-483	1	469.5	469.5	33.5	1122.25	1122.25
5	428-455	6	441.5	2649	5.5	30.25	181.5
6	400-427	10	413.5	4135	-22.5	506.25	5062.5
Total				8304.5			23954.75

Based on the result of mean calculation above, the next step is making category. There are as following

$$\begin{aligned}
 SD &= \frac{\sum f_i(X_i - M)^2}{n-1} \\
 &= \frac{23954.75}{19-1} \\
 &= \frac{23954.75}{18} \\
 &= 1330.82 \\
 &= \sqrt{1330.82} \\
 &= 36.48
 \end{aligned}$$

$$\begin{aligned}
 M &= \frac{\sum F_i.X_i}{f_i} \\
 &= \frac{8304.5}{19} \\
 &= 437.08
 \end{aligned}$$

$$M + 1.5 \cdot SD = 437.08 + 1.5 (36.48) = 491.8$$

$$M + 0.5 \cdot SD = 437.08 + 0.5 (36.48) = 455.32$$

$$\mathbf{M - 0.5 \cdot SD = 437.08 - 0.5 (36.48) = 418.84}$$

$$M - 1.5 \cdot SD = 437.08 - 1.5 (36.48) = 382.36$$

Table 4.5

The Quality of Students' TOEFL Score

Interval	Category	Quality
>491.8	Excellent	
455.3 – 491.7	Very good	
418.8 – 455.2	Good	Good
382,3 – 418.7	Low	

>382,3	Very low	
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Based on the table above, it is known that the mean from students' TOEFL score is good.

c. Test of Normality

A normality test is used to find out the data that obtained is distributed or not. Data that used in this normality test is students' understanding of English lessons (X).

Table 4.9
The Normality Test Data of Students' Understanding of English Lessons

<i>Interval</i>	f_i	f_h	$f_i - f_h$	$(f_i - f_h)^2$	$\frac{(f_i - f_h)^2}{f_h}$
32 – 35	6	2.56	3.44	11.82	4.61
28 – 31	4	3.85	0.15	0.02	0.01
24 – 27	3	4.22	-1.22	1.49	0.35
20 – 23	2	3.38	-1.38	1.91	0.56
16 – 19	2	1.98	0.02	0.00	0.00
12 – 15	2	0.85	1.15	1.33	1.57
X^2					7.11

Based on the computation above are gained X^2 score = 7.11 and X^2 table = 11.070 and dk = 6-1 = 5, α = 5%. So,

X^2 score > X^2 table, it means the result of data have normal distribution.

d. Hypothesis Analysis

The analysis is used to test the hypothesis is accepted or rejected. In this research, the hypothesis is there is positive influence of students' understanding of English Lessons on their TOEFL Score of the 6th semester students of Faculty of Education and Teacher Training Students at UIN Walisongo Semarang in the academic year 2019/2020".

Table 5.1

Regression Analysis Table of Students' Understanding of English Lessons (x) and Students' TOEFL Score (y)

Code	X	Y	X ²	Y ²	XY
R-1	30	413	900	170569	12390
R-2	32	467	1024	218089	14944
R-3	21	410	441	168100	8610
R-4	11	400	121	160000	4400
R-5	27	433	729	187489	11691
R-6	29	400	841	160000	11600
R-7	15	400	225	160000	6000
R-8	26	447	676	199809	11622
R-9	16	407	256	165649	6512
R-10	32	450	1024	202500	14400
R-11	32	450	1024	202500	14400
R-12	32	563	1024	316969	18016
R-13	32	487	1024	237169	15584

R-14	26	413	676	170569	10738
R-15	21	413	441	170569	8673
R-16	28	450	784	202500	12600
R-17	31	427	961	182329	13237
R-18	32	443	1024	196249	14176
R-19	16	410	256	168100	6560
Σ	489	8283	13451	3639159	216153

$$N = 19$$

$$\sum X = 489$$

$$\sum Y = 8283$$

$$\sum X^2 = 13451$$

$$\sum Y^2 = 3639159$$

$$\sum XY = 216153$$

1) Looking for the correlation between X and Y

$$\begin{aligned}
 \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\
 &= 13451 - \frac{(489)^2}{19} \\
 &= 13451 - \frac{239121}{19} \\
 &= 13451 - 12585.32 \\
 &= 865.68
 \end{aligned}$$

$$\begin{aligned}
 \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\
 &= 3639159 - \frac{(8283)^2}{19} \\
 &= 3639159 - \frac{68608089}{19} \\
 &= 3639159 - 3610952.05
 \end{aligned}$$

$$= 28206.05$$

$$\begin{aligned}\sum xy &= \sum XY - \frac{(\sum X)(\sum Y)}{N} \\ &= 216153 - \frac{(489)(8283)}{19} \\ &= 216153 - \frac{4050387}{19} \\ &= 216153 - 213178.263 \\ &= 2974.74\end{aligned}$$

$$\begin{aligned}r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\ &= \frac{2974.74}{\sqrt{(865.68)(28206.05)}} \\ &= \frac{2974.74}{\sqrt{24417413.4}} \\ &= \frac{2974.74}{4941.40} \\ &= 0.60\end{aligned}$$

2) Looking for the coefficient correlation

$$\begin{aligned}\text{KD} &= r_{xy}^2 \cdot 100\% \\ &= 0.60^2 \cdot 100\% \\ &= 0.36 \cdot 100\% \\ &= 36\%\end{aligned}$$

3) Examining the correlation

$$\begin{aligned}t_h &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.6 \cdot \sqrt{19-2}}{\sqrt{1-0.36}} \\ &= \frac{0.6 \cdot \sqrt{17}}{\sqrt{0.64}}\end{aligned}$$

$$\begin{aligned}
&= \frac{0.6 \cdot 4.123}{0.8} \\
&= \frac{2.4738}{0.8} \\
&= 3.092
\end{aligned}$$

Because $t_h = 3.092 > t$ table 2.109, correlation between x and y is significant.

4) Looking for the regression similarity

$$Y = aX + K$$

With the calculation of coefficient a and k as below

1. The calculation of coefficient a

$$\begin{aligned}
a. \quad &= \frac{N \sum xy - \sum x \sum y}{N \sum x^2 - (\sum x)^2} \\
&= \frac{19 \sum 216153 - (489)(8283)}{19 (13451) - (489)^2} \\
&= \frac{4106907 - 4050387}{255569 - 239121} \\
&= \frac{56520}{16448} \\
&= 3.436
\end{aligned}$$

2. The calculation of coefficient k

$$\begin{aligned}
K &= \frac{\sum y}{n} - a \frac{\sum x}{n} \\
&= \frac{8283}{19} - 3.436 \frac{489}{19} \\
&= 435.95 - 3.436 (25.74) \\
&= 435.95 - 88.443 \\
&= 347.507
\end{aligned}$$

From the computation above, the writer concluded that the regression similarity is:

$$Y = aX + K$$

$$= 3.436 X + 347.507$$

5) Examining the regression significant

After computing the students' score, the writer began to examine the regression significant based on the steps:

Looking for varian regression

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

a) Total of regression quadrate (JK_{reg})

$$JK_{reg} = \frac{\sum xy^2}{\sum x^2}$$

$$= \frac{(2974.74)^2}{865.68}$$

$$= \frac{8849078.07}{865.68}$$

$$= 10222.11$$

b) Total of residue quadrate (JK_{res})

$$JK_{res} = \sum y^2 - \frac{\sum xy^2}{\sum x^2}$$

$$= 28206.05 - \frac{(2974.74)^2}{865.68}$$

$$= 28206.05 - 10222.11$$

$$= 17983.94$$

c) The average of regression quadrate (RK_{reg})

$$RK_{reg} = \frac{JK_{reg}}{db_{reg}}$$

$$= \frac{10222.11}{1}$$

$$\begin{aligned}
&= 10222.11 \\
db_{res} &= N - 2 \\
&= 19 - 2 \\
&= 17 \\
RK_{res} &= \frac{JK_{res}}{db_{res}} \\
&= \frac{17983.94}{17} \\
&= 1057.88 \\
F_{reg} &= \frac{RK_{reg}}{RK_{res}} \\
&= \frac{10222.11}{1057.88} \\
&= 9.663
\end{aligned}$$

The hypothesis is that there is a positive and significant influence of students' understanding of English lessons on their TOEFL score. From the computation above, $F_{reg} > F_{table}$ that is $9.663 > 4.45$, it means that the value is significant or the hypothesis is accepted.

B. Discussion

Based on the data description above, it is found that the students understanding of English lessons at the 6th semester students of Faculty of Education and Teacher Training at UIN walisongo Semarang averagely fairly good. It is indicated by the average score (mean) of students' understanding of English lessons was 22.79. The

table below show that the score details of students' understanding of English lessons.

Table 5.2
Score Details of Students Understanding of English Lesson

No.	Code	Score			
		Listening	Writing	Reading	Total
1	R-1	9	12	9	30
2	R-2	9	12	11	32
3	R-3	4	9	8	21
4	R-4	0	6	5	11
5	R-5	7	11	9	27
6	R-6	8	11	10	29
7	R-7	3	6	6	15
8	R-8	5	12	9	26
9	R-9	8	6	2	16
10	R-10	9	12	11	32
11	R-11	9	12	11	32
12	R-12	9	12	11	32
13	R-13	9	12	11	32
14	R-14	8	11	7	26
15	R-15	6	9	6	21
16	R-16	9	10	9	28
17	R-17	8	12	11	31
18	R-18	9	12	11	32
19	R-19	5	4	7	16

The students' TOEFL Score in average was fairly good as well. The mean of students' TOEFL score was 436. Below is the score details of students' TOEFL score.

Table 5.3
Score Detail of Students' TOEFL Score

No.	Code	TOEFL Score			
		Listening	Structure	Reading	Total
1	R-1	41	40	43	413
2	R-2	48	44	48	467
3	R-3	42	43	38	410
4	R-4	42	38	40	400
5	R-5	43	44	43	433
6	R-6	41	39	40	400
7	R-7	38	46	36	400
8	R-8	45	43	46	447
9	R-9	43	37	42	407
10	R-10	44	49	42	450
11	R-11	46	45	44	450
12	R-12	58	55	56	563
13	R-13	49	50	47	487
14	R-14	41	40	43	413
15	R-15	46	40	38	413
16	R-16	47	46	42	450
17	R-17	45	42	41	427
18	R-18	45	40	48	443
19	R-19	44	37	42	410

Table 5.4
Score detail of Students' Understanding of English Lesson and
Their TOEFL Score

No.	Code	Score				
			Listening	Writing/ Structure	Reading	Total
1	R-1	English Lessons	9	12	9	30
		TOEFL	41	40	43	413
2	R-2	English Lessons	9	12	11	32
		TOEFL	48	44	48	467
3	R-3	English Lessons	4	9	8	21
		TOEFL	42	43	38	410
4	R-4	English Lessons	0	6	5	11
		TOEFL	42	38	40	400
5	R-5	English Lessons	7	11	9	27
		TOEFL	43	44	43	433
6	R-6	English Lessons	8	11	10	29
		TOEFL	41	39	40	400
7	R-7	English Lessons	3	6	6	15
		TOEFL	38	46	36	400
8	R-8	English Lessons	5	12	9	26
		TOEFL	45	43	46	447
9	R-9	English Lessons	8	6	2	16
		TOEFL	43	37	42	407
10	R-10	English Lessons	9	12	11	32
		TOEFL	44	49	42	450
11	R-11	English Lessons	9	12	11	32
		TOEFL	46	45	44	450

12	R-12	English Lessons	9	12	11	32
		TOEFL	58	55	56	563
13	R-13	English Lessons	9	12	11	32
		TOEFL	49	50	47	487
14	R-14	English Lessons	8	11	7	26
		TOEFL	41	40	43	413
15	R-15	English Lessons	6	9	6	21
		TOEFL	46	40	38	413
16	R-16	English Lessons	9	10	9	28
		TOEFL	47	46	42	450
17	R-17	English Lessons	8	12	11	31
		TOEFL	45	42	41	427
18	R-18	English Lessons	9	12	11	32
		TOEFL	45	40	48	443
19	R-19	English Lessons	5	4	7	16
		TOEFL	44	37	42	410

From the data above, the researcher concluded that all three aspects of English lessons and TOEFL influence spread or not simultaneously on the scores obtained.

The correlation between X and Y is significant, because $t_h = 3.092 > t_{table} 2.109$, Meanwhile, from the regression analysis, it obtained the score of $F_{reg} = 9.663$ and $F_{table} = 4.45$. From the computation above, $F_{reg} > F_{table}$ that is $9.663 > 4.45$, it meant that the value is significant or the hypothesis was accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided into two parts, there are conclusion and suggestion. In the conclusion will clarify about the result of influence of students' understanding of English lessons on their TOEFL score. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the learners.

A. Conclusion

Based on the research that was carried out at the 6th semester students of Faculty of Education and Teacher Training of UIN Walisongo Semarang in the academic year 2019/2020, the writer concluded:

1. The degree of students understanding of English lessons of the 6th semester students of UIN Walisongo was 22.79 because the mean (Me) was 27. It meant that the category of students' understanding of English lessons was good. It was in the interval of 23.69 – 31.06.
2. The degree of students' TOEFL score of the 6th semester students of UIN Walisongo Semarang was 418.84 because the mean (Me) was 436. It meant that the category of students' TOEFL score was good. It was in the interval of 418.8 – 455.2.
3. The influence of students' understanding of English lessons on their TOEFL score was 36%, $r_{xy} = 0.60$. F_{reg} was 9.663 and F_{table} is 4.45. it meant that $F_{reg} > F_{table}$ so, there is a positive

significant, and enough correlation of the influence of students' understanding of English lessons on their TOEFL score.

B. Suggestion

1. Students must be diligent and study hard in learning English in the classroom and outside in order to understand English lessons well because based on this research, there is positive influence of students' understanding of English lessons on the students' TOEFL test.
2. Teacher as a facilitator, motivator, and mediator has to be more creative, innovative, and effective in English teaching and learning process. Teacher has to be able to create and use varied methods in English teaching. If the teacher has a good capability in teaching, it will bring good effects to the student. For example, the students will be more enthusiastic in learning English so, that is easier for them to understand the material.
3. The school institution should support teachers to create enjoyable, fun, and interesting teaching in learning English.

C. Closing

The true praise only belongs to Allah SWT, who gives power and health until this final project can be finished. The researchers' thesis is the first creation of the researcher in contributing academic field of UIN Walisongo Semarang. The writer is sure that this thesis is far for being perfect. So, the writer hopes

critics and advice are really expected for the perfection of the writers' future research. Hopefully, this thesis will be useful for us.

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1.1 List of respondents

No.	Name	Code	Student number	Jurusan
1	KHOIRUNNISA ABDILLAH	R-1	1703016055	PAI
2	ARUMAI SYAH SALSABIELAH	R-2	1703016065	PAI
3	AINUN FITRIANA	R-3	1703016071	PAI
4	SANTI MARIATMY	R-4	1703026111	PBA
5	SULFINA AINI	R-5	1703026015	PBA
6	LAILY NURROHMAH	R-6	1703026023	PBA
7	TIKA YULIASARI	R-7	1703036001	MPI
8	IVAN MAULANA AZHAR MUTTAQIN	R-8	1703036035	MPI
9	DIEMAS NUR FALAHUR ROZAQ	R-9	1703036112	MPI
10	ADIB KAFABIH	R-10	1703046030	PBI
11	DAVI HIDAYAT	R-11	1703046044	PBI
12	AGUNG SETIAWAN	R-12	1703046073	PBI
13	GILANG MUHAMMAD PAHALAWAN	R-13	1703046108	PBI
14	LAILA HANIFUS SAADAH	R-14	1703096032	PGMI
15	IDA AYU ANASTASIA	R-15	1703096107	PGMI
16	RIKZA WINANDA	R-16	1703096115	PGMI

17	ROSIANA FARIHATUL FAUZIYAH	R-17	1703106055	PIAUD
18	AINUN NADIA	R-18	1703106057	PIAUD
19	SYIFA`A MILLATI	R-19	1703106075	PIAUD

1.2 Instrument of research

Test of Students' Understanding of English Lessons⁶³

Reading

Islamic Education

Islam has, from its inception, placed a high premium on education and has enjoyed a long and rich intellectual tradition. Knowledge occupies a significant position within Islam, as evidenced by the more than 800 references to it in Islam's most revered book, the Qur'an. The importance of education is repeatedly emphasized in the Qur'an with frequent injunctions, such as in chapter Al-Mujadilla: 11; Taha: 114, Al Baqarah: 282, in which such verses provide a forceful stimulus for the Islamic community to strive for education and learning.

Islamic education is uniquely different from other types of educational theory and practice largely because of the all-encompassing influence of the Qur'an. The Qur'an serves as a comprehensive blueprint for both the individual and society and as the primary source of knowledge. The advent of the Qur'an in the seventh century was quite revolutionary for the predominantly illiterate Arabian society. Arab society has enjoyed a rich oral tradition, but the Qur'an was considered the word of God and needed to be organically interacted with by means of reading and reciting its word. Hence, reading and writing for the purpose of accessing the

⁶³ Ibnu Hajar, dkk., *New Step Up (Reading and Writing) (Listening and Speaking)*, (Semarang : Walisongo press), 2017.

full blessings of the education in Islam unequivocally derived its origins from a symbiotic relationship with religious instruction.

Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. Knowledge, in Islamic educational theory, is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the prophet Muhammad, and the goal of Islamic education is that people be able to live as he lived.

Education in Islam is twofold namely acquiring intellectual knowledge (through the application of reason and logic) and developing spiritual knowledge (experience). According to the worldview of Islam, provision in education must be made equally for both. Acquiring knowledge in Islam is not intended as an end but as a means to stimulate a more elevated moral and spiritual consciousness, leading to faith and righteous action.

Circle the letter of the best answer

1. In Quran, knowledge references are stated.....
 - a. More than 800
 - b. More than 11
 - c. More than 114
 - d. More than 282
2. The chapter that mentions the importance of education is.....
 - a. Al-Mursalat

- b. Fussilat
 - c. Taha
 - d. Al-Fill
3. For knowledge, Quran becomes.....
- a. Secondary source
 - b. Primary source
 - c. Minor source
 - d. Trivial source
4. The advent of Quran was in.....
- a. Sixth century
 - b. Seventh century
 - c. Eighth century
 - d. Ninth century
5. Before Quran, Arabian society was....
- a. Literate
 - b. Educated
 - c. Knowledgeable
 - d. Illiterate
6. What is the main idea of the first paragraph?
- a. Knowledge is mentioned hundreds of times in Quran
 - b. The injunctions for education are stated in some chapters
 - c. How Islam places education in high position and priority
 - d. Mujadila, Taha, and Al-Baqarah are chapters that mention the importance of education
7. What makes Islamic education different?
- a. Its dominance for illiterate society

- b. Its focus on reading and writing
 - c. It is based on religious instruction
 - d. It is influenced and based on Quran
8. All of the followings are the processes on education in Islamic context except
- a. Racial
 - b. Rational
 - c. Spiritual
 - d. Social dimension
9. In Islamic education theory, what is the gained knowledge used for?
- a. To undertake the process as complete person
 - b. To actualize Social dimension of human being
 - c. To realize and perfect all dimension of human being
 - d. To live a prophet Muhammad lived
10. The fourth paragraph includes information about?
- a. Acquiring intellectual as result of education
 - b. Developing spiritual knowledge as consequence of education
 - c. Two and results of Islamic education including intellectual and spiritual knowledge
 - d. Acquiring knowledge in Islam is not an end learning

Match the synonymous!

11. Divine	Arrival
12. Inception	Outlook
13. Advent	Awareness
14. Consciousness	Beginning
15. Perspective	Godly

Writing

Circle the best answer

16. Which word in the sentence below is a noun ?

Your flower are colorful

A B C D

17. Which word in the sentence below is a pronoun ?

Ahmad ate a sweet apple

A B C D

18. Which word in the sentence below is a verb ?

Happy people smile often

A B C D

19. Which word in the sentence below is an adverb ?

Let's go to see a movie tomorrow

A B C D E

20. Which word in the sentence below is a adjective ?

Dark places frighten some people

A B C D E

Choose (S) if the following is a sentence and write (F) if the following is a fragment!

21. Swimming is a lot of fun ()

22. Some new books with pictures in them ()

23. Will open the store at 10:00 ()

24. Instead of the blue one ()

25. I doubt that I will be able to go ()

Circle the best topic sentence for each paragraph

26. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

The best topic sentence for the paragraph above is.....

- a. Skiing is expensive.
- b. Skiing is my favorite sport.
- c. Skiing is dangerous.

27. Summer is my favorite season. I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

Below is the supporting sentence for the paragraph above, *except*.....

- a. I enjoy summer sports like water skiing and baseball
- b. Summer is my favorite season
- c. Gardening is my hobby and I spend many summer days working in my garden

Listening

1.3 Listen the conversation and please fill in the blank with appropriate words or phrases from the conversation!

- Tom : Paulo, who is that 28).....?
- Paulo : Oh, that's my father! And that's my mother with him.
- Tom : I'd like to meet them.
- Paulo : 29)....., this is Tom Hayes. Tom, these are 30).....
- Tom : Pleased to meet you, Mr. and Mrs. Tavares.
- Mrs. Tavares : Nice to meet you, Tom.
- Paulo : My parents are have from 31)..... They are on 32).....
- Tom : OH, where are you from Brazil.
- Mr. Tavares : We're from Rio.

2.2 Listen the conversation and answer the answer the following questions!

33. Where does their brother work ?
34. What does the first speakers' brother do ?
35. What does the second speakers' brother do ?
36. Does the second speaker's brother like his job ?
37. What will the second speakers' do for his job ?

1.3 Result of Students' Understanding of English Lessons

No.	Code	Reading														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	R-1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1
2	R-2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	R-3	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1
4	R-4	1	0	1	1	1	0	1	0	0	0	1	1	1	0	1
5	R-5	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1
6	R-6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
7	R-7	1	1	1	0	1	0	0	1	1	1	0	0	1	1	0
8	R-8	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
9	R-9	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0
10	R-10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	R-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	R-12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	R-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	R-14	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1
15	R-15	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1
16	R-16	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1
17	R-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	R-18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	R-19	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1
Σ		18	18	17	16	16	11	15	15	13	15	17	15	13	15	17

Writing											
16	17	18	19	20	21	22	23	24	25	26	27
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	0	1	1	1	0	1	1
0	1	1	1	0	0	0	0	1	1	1	0
1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1
1	0	1	0	0	1	0	0	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	1	1	1	1	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	0	0
1	1	1	1	0	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	1	0	0	1	0	1	0	0	1
17	17	15	17	15	13	17	15	17	16	16	16

Listening										Σ
28	29	30	31	32	33	34	35	36	37	
1	1	1	1	1	1	1	1	1	1	34
1	1	1	1	1	1	1	1	1	1	37
0	0	0	1	1	1	1	0	1	0	24
0	0	0	1	0	0	0	0	0	0	16
1	0	1	1	1	1	1	1	0	1	32
1	1	1	1	1	1	1	1	1	0	34
0	0	1	0	0	1	0	0	1	0	18
1	0	1	1	1	0	0	0	1	1	31
1	1	1	1	1	0	1	1	1	1	20
1	1	1	1	1	1	1	1	1	1	37
1	1	1	1	1	1	1	1	1	1	37
1	1	1	1	1	1	1	1	1	1	37
1	1	1	1	1	1	1	1	1	1	37
0	1	1	1	1	1	1	1	1	1	31
1	0	1	1	1	1	1	0	0	1	24
1	1	1	1	1	1	1	1	1	1	32
1	1	1	1	1	1	0	1	1	1	36
1	1	1	1	1	1	1	1	1	1	37
0	1	0	1	1	1	0	1	0	1	20
14	13	16	18	17	16	14	14	15	15	574

1.4 Students' TOEFL Score

No.	Code	TOEFL Score			
		Listening	Structure	Reading	Total
1	R-1	41	40	43	413
2	R-2	48	44	48	467
3	R-3	42	43	38	410
4	R-4	42	38	40	400
5	R-5	43	44	43	433
6	R-6	41	39	40	400
7	R-7	38	46	36	400
8	R-8	45	43	46	447
9	R-9	43	37	42	407
10	R-10	44	49	42	450
11	R-11	46	45	44	450
12	R-12	58	55	56	563
13	R-13	49	50	47	487
14	R-14	41	40	43	413
15	R-15	46	40	38	413
16	R-16	47	46	42	450
17	R-17	45	42	41	427
18	R-18	45	40	48	443
19	R-19	44	37	42	410