



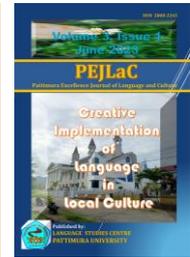
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## Mapping Toefl Prediction Score Result Based on CEFR Standard and Test Takers' Preparation Pattern

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**Abstract**

TOEFL Prediction score can also be seen as the benchmark of English Language Competence of the institution. This study looked into the types of preparation and the length of preparation and TOEFL Preparation Score result. The data were collected from 2 sources: online survey and the score compilation record from Pusat Studi Bahasa (PSB) Unpatti. There were 702 respondents to the survey which was distributed from November 9<sup>th</sup> to December 28<sup>th</sup> 2022. The respondents were TOEFL Prediction test-takers from Unpatti Ambon, PSDKU Aru, PSDKU MBD, and general Public. The result from the data analysis shows that 87.5% of test-taker have some sort of preparation before the test, the most common type of preparation is self-study (85,5%), and the most common length of preparation taken by test-takers is on average 1 week (70,5%). Lastly, overall test score indicated that majority of test takers (71.65%) were in A2 level and 26.64% were in A1 level based on CEFR. This suggested that 89.9% the graduates (test-takers) may be failing when competing in the world of job seeking and scholarship hunting.

**Keywords:** TOEFL Prediction, TOEFL Prediction Score, TOEFL Preparation, TOEFL Test, Language Testing

**The significant finding:**

This study established that Test-Takers at PSB Unpatti whom majority are undergraduate students of Unpatti, are placed on the lower (A2) and lowest (A1) level of English proficiency based on CEFR standard. The significant effect of this low English proficiency will impact the opportunity of the graduates to compete globally in the field of academic and work place. A clear example can be seen when minimum accepted score for scholarship and Job application (400) is applied, then out of 702 test takers, only 71 test-takers (10,1%) will be eligible. Meanwhile, a significant 631 out of 702 test-takers (89,9%) will lose their opportunities.

| Level                                  | Band        | Score   | Test-taker                 |      |
|--|-------------|---------|----------------------------|------|
| A1 (Breakthrough)                      | Basic       | 0 - 337 | n                          | %    |
| A2 (Waystage)                          | Basic       |         | 556                        | 79,2 |
| B1 (Threshold)                         | Independent |         | 53                         | 7,5  |
| B2 (Vantage)                           | Independent |         | 18                         | 2,6  |
| C1 (Effective Operational proficiency) | Proficient  |         | 35                         | 5,0  |
| C2 (Mastery)                           | Proficient  |         | 40                         | 5,7  |
|  |             |         | Total Number of Test Taker | 702  |

**ARTICLES**

**I. INTRODUCTION**

English proficiency is one of the essential requirements that marked a person readiness and quality in the work place or academic environment. English as a lingua franca become an asset in international relations (Crystal, 2003). Being able to engage in conversation in English or providing an above average score of English proficiency test usually warrant the person a better opportunity in competing for job position or scholarship. English mastery is not only about mastering the language to communicate but also as a sure key to access information, technology, and economic development (Huda, 2000).

TOEFL<sup>®</sup> stands for Test of English as a foreign Language. It is an internationally acknowledge and accepted test to measure the English proficiency of test-taker whose native language is not English (ITP, 2021; Kunnan, 2008). A brief history of TOEFL<sup>®</sup> based on ETS-TOEFL Data Summary (2007) is as follows: TOEFL was developed in 1963 by the National Council on Testing of English as a Foreign Language by the grants from Ford and Danforth Foundation. As a Program, it was administered for the first time by the Modern Language Association in 1963-1964. The test was taken by potential graduates students, therefore in 1973 an agreement was made for a cooperative arrangement between ETS<sup>®</sup>

(Educational Testing Service), the College Board, and the Graduate Record Examination for ETS to be responsible for administering the TOEFL Program. The test was originally comprised of five-sections test, however it was relaunched as a three-section test in July 1995 called TOEFL pBT (paper based test). TOEFL adapted with the change in the 21<sup>st</sup> century with the rise of computer thus in 1998 TOEFL cBT (computer based test) was introduced. September 2015 saw another effort to keep up with the changing world with the launch of TOEFL iBT (internet based test). With the new existence of TOEFL cBT, ETS began phase-out of TOEFL cBT to its final administration in September 2006. In Indonesia, TOEFL is run and administered by IIEF (Indonesian International Education Foundation), the largest and most experienced non-profit private educational exchange organization in the world since 1982. IIEF website mentioned “*IIEF in cooperation with the Educational Testing Service (ETS) and prometrics administered a variety of admission test to support applications to universities abroad including TOEFL<sup>®</sup> test, GRE<sup>®</sup> test, and SAT<sup>®</sup> test*” (IIEF, 2020). TOEFL ITP (Institutional Testing program) administered in Indonesia took the format of the pBT with the intention to be used as an evaluation in local or institutional setting (ETS, TOEFL ITP Assessment Series, 2019).

The TOEFL test is widely used for different purposes such as for job application, for university and scholarship application, and for exit-requirement for university graduation. TOEFL for exit requirement is applied in many countries including Indonesia. Students are generally in agreement with this policy and consider that this policy will also help them to prepare for the job market as they graduated (Azhari, Sahputri, & Rasyimah, 2021). Nevertheless, there are also some disagreements that came from the non-English Education Study program who struggle because

they do not use and study English on daily basis and would like to have other test or other English for the specific purpose that is more suited to their field of study (Meisuri, Kholid, & Hidayat, 2022). Gunantar & Rosaria (2023) emphasized that the struggle for non-English Education Department students also stemmed from specific difficulties that they faced and which required assistance

Despite the almost united agreement, the implementation of TOEFL Test as exit requirement or graduation requirement does not yield a good result in terms of the achievement of score. Previous studies from several recent article resulted in the apparent struggle that students still faced in taking the TOEFL test. Previous studies shown that students struggle to complete all three of the TOEFL test Sections: Listening, Reading and Structure (Narayana & Soepriyanti, 2023), students struggle to achieve the minimum passing grade enforced by the university (Anggraini & Sari, 2023), Students lack preparation and have no test completion strategies (Azhari, Sahputri, & Rasyimah, 2021).

University of Pattimura or Unpatti is a prominent public university located in Ambon, the capital city of Maluku province in the East of Indonesia. Unpatti who took its name from National Hero from Maluku, Pattimura, was established in 1963. Since then, Unpatti has provided quality education and producing quality graduates which are now sitting in important position in all sectors of life in Maluku, Indonesia, and even the world. Since 1988, Unpatti through SELTU (Staff English Language Training Unit) worked in cooperation with CIDA (Canadian International Development Agency) to established SELTU as the TOEFL ITP

Test Centre in Maluku. This was an effort to assist lecturers and lecturers-to-be in their English proficiency and requirement in order to open the new faculty, further educations etc. The test center continued to offer this test even through the changing of the unit from SELTU to ELTC (English Language Training Centre) and finally being merged to Pusat Studi Bahasa (Language Study Centre) or Language Laboratory.

Currently, Unpatti through Pusat Studi Bahasa (PSB) in cooperation with IIEF became one of the official test center in Ambon and the only one in Maluku Province. PSB Unpatti offers Digital (online) or Paper-Based (offline) test for TOEFL ITP test and TOEFL Prediction Test. The implementation of English language proficiency Test, TOEFL Prediction, as one of the exit requirement policies for graduation and/or thesis/*skripsi* defense is also practiced in most university in Indonesia. The objective of such policy is to prepare students with skills to compete globally and to establish benchmark for language proficiency of the graduates. Pusat Studi Bahasa (PSB) or Language Study Center as one of the units under Unpatti is tasked in administering the test and issued the certificate. The locally developed academic English proficiency test is called Unpatti TOEFL Prediction Test and is based on TOEFL type test and scoring system (Tannenbaum & Baron, 2011; ITP, 2021) *see table 1*.

Unpatti TOEFL Prediction test is adapted from TOEFL ITP using sample test package and commercial TOEFL Test Preparation packages. The test consist of 3 sections test: Listening Comprehension section (50 items – 35 minutes), Structure and Written Expression Section (40 Items

– 25 minutes), and Reading Comprehension section (50 items – 55 minutes. In total, test-takers will be spending an approximately 115 minutes for the test and the score result ranges from 310 – 677 (ETS, 2022).

Unpatti implementing TOEFL Prediction as requirement for Thesis Defense and/or Graduation in 2018 under Rector's Decree. There is no set minimum score for Unpatti's undergraduate test-taker with the exception of Medical Faculty of Unpatti. The minimum score for the Unpatti's Post-graduate studies is set to 450. There is no different minimum score set for English Department students either. Therefore, majority of test-taker at PSB Test center is undergraduate students of Unpatti, followed by post-graduate students of Unpatti and general public (non-unpatti).

There is currently no official survey and study on the use of Unpatti TOEFL Prediction since its administration of as exit-requirement. Therefore, this study is the first of its kind to study the use of Unpatti TOEFL Prediction test. It is hoped that this initial study will become the preliminary study for further research to follow. The aim of this study is to established and mapped our the current situation of English Proficiency of test-takers. The result will also reflect Unpatti's graduates proficiency because majority of the test takers are unpatti's undergraduates and post graduates. This study was conducted to map the level of English proficiency of PSB Unpatti test-takers, the types of preparation, the period or duration of time they have taken to prepare themselves before taking the test.

## II. METHODOLOGY

This research is a cross-sectional survey study which means that the data is collected at one point in time. Survey study is a study that collect data to test hypotheses or to answer questions about a

certain topics or issues in a specific population (Gay, Mills, & Airasian, 2012). Cross-sectional Survey is a stand-alone study to provide an interesting snapshot of the current situation and conditions in the population. The survey was conducted at the TOEFL Prediction service conducted by the test and certification division of *Pusat Studi Bahasa* (PSB) or Language Study Center of Pattimura University. On average, the test service handled between 80 - 100 test takers for TOEFL Prediction per week. Therefore, the subject of the study is the test-takers and the TOEFL Prediction score documentation from the test service.

The data for this study was collected through two research instruments: Questionnaire and Score documentation provided by the PSB Test Division. The questionnaire was administered as an embedded additional item in the test registration form. Test-takers completed the questionnaire items as they fill in the online registration form. There are 3 additional questionnaire items added to the online registration form which gather data on test-taker's general information and 3 questions: 1) Did you do any preparation to take the test? 2) What are the types/kinds of preparation that you do? 3) How long did you dedicate the time for this preparation? The research used all questionnaire responses from test-takers who registered and completed the TOEFL Prediction between Nov 9<sup>th</sup> 2022 to Dec 28<sup>th</sup> 2022.

Meanwhile the TOEFL Prediction Score documentation consist of score results for Listening Comprehension, Structure and Written Expression, Reading Comprehension, and Overall score. This study will only use the overall score from the result. The test used was Unpatti TOEFL Prediction test packages.

The questionnaire data will be analyzed using a simple descriptive quantitative to find the total number of responses, percentage, and mean

for each questionnaire item. The data will be presented in an item cluster based on the questionnaire questions and general information clusters. The TOEFL Prediction Score documentation were categorized based on the CEFR (Common European Framework of Reference) standard for English Proficiency Level. CEFR stands for Common European Framework of Reference. TOEFL tests used CEFR as the standard for the test scores. There are 6 levels of language proficiency in the CEFR which are divided into three bands as seen in table 1: *Basic User* (A1 and A2 Level), *Independent User* (B1 and B2 Level), *Proficient User* (C1 and C2 level) (Tannenbaum & Baron, 2011; ETS, 2022) *see table 1*

**Table 1:** TOEFL Test Scoring system used CEFR Level, Band, and Score Range (Council of Europe, Common European Framework of Reference for Languages: Learning, teaching, assessment, 2001)

| Level   | Band             | Score                                |
|---|------------------|--------------------------------------|
| <b>A1 (Breakthrough)</b>                      | Basic User       | 0 – 337                              |
| <b>A2 (Waystage)</b>                          |                  | 338 – 459                            |
| <b>B1 (Threshold)</b>                         | Independent User | 460 – 542                            |
| <b>B2 (Vantage)</b>                           |                  | 543 – 626                            |
| <b>C1 (Effective Operational proficiency)</b> | Proficient User  | 627 – 677                            |
| <b>C2 (Mastery)</b>                           |                  | (No C2 for TOEFL Prediction and ITP) |

### III. FINDINGS AND DISCUSSIONS

#### FINDINGS

The result of the questionnaire recorded that during the 50 days data collection period, 702 test-takers responded to the questionnaire and completed the test. Majority of test-takers came from Unpatti Undergraduate Students (79,2%).

The distribution of test-takers can be seen in *table 2*.

**Table 2 : Test-Taker Demography**

| Test-taker                        | n          | %    |
|-----------------------------------|------------|------|
| Undergraduate Unpatti Ambon       | 556        | 79,2 |
| Undergraduate Unpatti PSDKU Aru   | 53         | 7,5  |
| Undergraduate Unpatti PSDKU MBD   | 18         | 2,6  |
| Post-graduate Unpatti             | 35         | 5,0  |
| Non-Unpatti (general Public)      | 40         | 5,7  |
| <b>Total Number of Test Taker</b> | <b>702</b> |      |

Item Number 1 in the questionnaire which asked 702 test takers whether they did any kind of preparation before taking the test shows that an overwhelming 87,5% or 614 out of 702 respondents claimed to have done some sort of specific preparation for the test. Even when the data is clustered based on the demography status of the test-taker, it is still a significant percentage who claimed that they did. The detailed responses to questionnaire item number 1 can be seen in *table 3*.

**Table 3 : Questionnaire Item 1 - Specific Preparation**

| Did you do any specific preparation for the purpose of this test? | Yes |      | No |     |
|---|-----|------|----|-----|
|   | n   | %    | n  | %   |
| Undergraduate Unpatti Ambon                                       | 500 | 71,2 | 56 | 8,0 |
| Undergraduate Unpatti PSDKU Aru                                   | 50  | 7,1  | 3  | 0,4 |
| Undergraduate Unpatti PSDKU MBD                                   | 18  | 2,6  | 0  | 0,0 |
| Post-graduate   | 24  | 3,4  | 11 | 1,6 |

| Did you do any specific preparation for the purpose of this test? | Yes        |             | No        |             |
|---|------------|-------------|-----------|-------------|
|   | n          | %           | n         | %           |
| Unpatti   |            |             |           |             |
| Non-Unpatti (general Public)                                      | 22         | 3,1         | 18        | 2,6         |
| <b>Total Number of Test Taker</b>                                 | <b>614</b> | <b>87,5</b> | <b>88</b> | <b>12,5</b> |

Item Number 2 in the questionnaire which asked 702 test taker what types/kinds of preparation they did before taking the test shows that 85% or 600 respondents claimed that independent study was the type of preparation they did. The independent study was done through reading English books and comics, watching English movies, learning from YouTube. 67% of Undergraduate Test-Taker from Unpatti Ambon claimed to prefer this type of preparation. Meanwhile, only 58% out of the overall test-takers claimed to have enrolled in TOEFL Preparation class. The detailed responses to questionnaire item number 2 can be seen in *table 4*.

**Table 4 : Questionnaire Item 2 - Types of preparation**

| Types of preparation  | Undergrad Unpatti Ambon |     | Undergrad PSDKU Aru |     | Undergrad PSDKU MBD |     | Post Grad Unpatti Ambon |     | Non-Unpatti |     | Total    |     |
|---|-------------------------|-----|---------------------|-----|---------------------|-----|-------------------------|-----|-------------|-----|----------|-----|
|   | n                       | %   | n                   | %   | n                   | %   | n                       | %   | n           | %   | n        | %   |
| Independent Study (using Books or online resources such as YouTube) | 47                      | 6,7 | 4                   | 6,6 | 1                   | 1,2 | 3                       | 4,3 | 3           | 5,0 | 6        | 8,5 |
| Enroll in TOEFL Preparation Courses                                 | 46                      | 6,6 | 5                   | 7,7 | 3                   | 4,4 | 1                       | 1,1 | 3           | 4,4 | 5        | 8,3 |
| Enroll in General English Course                                    | 9                       | 1,3 | 2                   | 3,3 | 1                   | 1,1 | 0                       | 0,0 | 2           | 3,3 | 1        | 2,4 |
| Try-out Practice using free Online test practice                    | 1                       | 0,1 | 0                   | 0,0 | 0                   | 0,0 | 0                       | 0,0 | 0           | 0,0 | 1        | 1,1 |
| No specific Preparation   | 23                      | 3,3 | 0                   | 0,0 | 2                   | 3,3 | 4                       | 6,6 | 0           | 0,0 | 2        | 4,9 |
| <b>Total Test Taker</b>   | <b>556</b>              |     | <b>5</b>            |     | <b>1</b>            |     | <b>3</b>                |     | <b>4</b>    |     | <b>7</b> |     |

Item Number 3 in the questionnaire which asked 702 test taker the length of time they took for preparation before taking the test shows that test-takers only dedicated on average 1 week (or less) worth of preparation time. Less than 1 week preparation was done by 41,7% of test takers and about 1 week preparation was done by 28,8% of the test-takers. The detailed responses to questionnaire item number 3 can be seen in *table 5*.

**Table 5 Questionnaire Item 3 - Duration of Preparation**

| Duration of preparation | Undergraduate Unpatti Ambon |      | Undergraduate PSDKU Aru |     | Undergraduate PSDKU MBD |     | Post Graduate Unpatti Ambon |     | Non-Unpatti |     | TOTAL    |            |
|-------------------------|-----------------------------|------|-------------------------|-----|-------------------------|-----|-----------------------------|-----|-------------|-----|----------|------------|
|                         | n                           | %    | n                       | %   | n                       | %   | n                           | %   | n           | %   | n        | %          |
| Less Than 1 Week        | 214                         | 30,5 | 16                      | 2,3 | 10                      | 2,3 | 3,3                         | 1,4 | 3           | 4,3 | 2        | 4,7        |
| 1 Week                  | 161                         | 22,9 | 24                      | 3,4 | 4                       | 8   | 1,1                         | 0,6 | 5           | 0,7 | 2        | 28,8       |
| 2 Week                  | 68                          | 9,7  | 3                       | 0,4 | 2                       | 2   | 0,3                         | 0,3 | 0           | 0   | 7        | 10,7       |
| 3 Week                  | 28                          | 4,0  | 1                       | 0,1 | 1                       | 0   | 0,0                         | 0,1 | 0           | 0   | 3        | 4,3        |
| 1 Month                 | 55                          | 7,8  | 5                       | 0,7 | 0                       | 5   | 0,7                         | 0,0 | 0           | 0   | 6        | 9,3        |
| 2 Month                 | 16                          | 2,3  | 0                       | 0   | 0                       | 0   | 0,0                         | 0,0 | 0           | 0   | 1        | 2,3        |
| 3 Month                 | 4                           | 0,6  | 0                       | 0   | 0                       | 0   | 0,0                         | 0,0 | 0           | 0   | 4        | 0,6        |
| 4 Month                 | 2                           | 0,3  | 0                       | 0   | 0                       | 0   | 0,0                         | 0,0 | 0           | 0   | 2        | 0,3        |
| 5 Month                 | 5                           | 0,7  | 1                       | 0,1 | 0                       | 0   | 0,0                         | 0,0 | 0           | 0   | 6        | 0,9        |
| 6 Month                 | 3                           | 0,4  | 2                       | 0,3 | 0                       | 2   | 0,3                         | 0,0 | 0           | 0   | 7        | 1,0        |
| More than 6 Month       | 0                           | 0    | 1                       | 0,1 | 1                       | 0   | 0,0                         | 0,1 | 0           | 0   | 2        | 0,3        |
| <b>Total Test Taker</b> | <b>556</b>                  |      | <b>53</b>               |     | <b>18</b>               |     | <b>35</b>                   |     | <b>4</b>    |     | <b>7</b> | <b>0,2</b> |

The overall TOEFL Prediction Score based on CEFR level for the 702 test-takers can be seen in table 6 and it showed that majority of the test-takers are on the lower CEFR level with 71,65% test-takers on the A2 CEFR level, followed by 26,64% test-takers on the A2 CEFR level. The mid and higher CEFR level were low in percentage at

1,42% (B1 level) and 0,28% (B2 level)- *see table 6*.

**Table 6 : Test-Taker TOEFL Prediction Overall Score result**

| Test Taker                   |  | B2 CEF R |             | B1 CEF R  |             | A2 CEFR  |              | A1 CEFR  |              |
|------------------------------|--|----------|-------------|-----------|-------------|----------|--------------|----------|--------------|
|                              |  | n        | %           | n         | %           | n        | %            | n        | %            |
| Undergraduate Unpatti Ambon  |  | 1        | 0,14        | 7         | 1,0         | 4        | 58,6         | 1        | 19,3         |
| Undergraduate PSDKU Aru      |  | 0        | 0           | 0         | 0           | 2        | 99           | 3        | 4,56         |
| Undergraduate PSDKU MBD      |  | 0        | 0           | 0         | 0           | 1        | 71           | 6        | 0,85         |
| Post-graduate Unpatti        |  | 0        | 0           | 0         | 0           | 2        | 3,99         | 7        | 1,00         |
| Non-Unpatti (general Public) |  | 1        | 0,14        | 3         | 0,4         | 3        | 42,7         | 6        | 0,85         |
| <b>Total Test Taker</b>      |  | <b>2</b> | <b>0,28</b> | <b>10</b> | <b>1,42</b> | <b>5</b> | <b>71,65</b> | <b>1</b> | <b>26,64</b> |

Table 7 shows the TOEFL Prediction score in each of the test sections or English language skills: listening, structure, and reading. The result confirmed that test-takers skills were also heavily concentrated in the A2 CEFR level.

**Table 7 : Test-takers TOEFL Prediction Score for Each Section**

| TOEFL TEST SECTION | C1 CEFR |      | B2 CEFR |      | B1 CEFR |     | A2 CEFR |      | A1 CEFR |       |
|--------------------|---------|------|---------|------|---------|-----|---------|------|---------|-------|
|                    | n       | %    | n       | %    | n       | %   | n       | %    | n       | %     |
| Listening          | 2       | 0,28 | 9       | 1,28 | 3       | 4,8 | 49      | 70,6 | 1       | 22,93 |
| Comprehension      | 8       |      | 2       |      | 8       |     |         |      | 1       |       |

|               |   |    |   |   |   |     |    |     |    |     |
|---------------|---|----|---|---|---|-----|----|-----|----|-----|
| Structure and | 0 | 0, | 1 | 0 | 2 | 3,1 | 45 | 64, | 2  | 32, |
| Written       |   | 0  | , | 2 | 3 | 0   | 10 | 2   | 62 |     |
| Expression    |   | 0  | 1 |   |   |     |    | 9   |    |     |
|               |   |    | 4 |   |   |     |    |     |    |     |
| Reading       | 0 | 0, | 3 | 0 | 9 | 1,2 | 45 | 64, | 2  | 33, |
| Comprehensio  |   | 0  | , |   | 8 | 3   | 53 | 3   | 76 |     |
| n             |   | 0  | 4 |   |   |     |    | 7   |    |     |
|               |   |    | 3 |   |   |     |    |     |    |     |

## DISCUSSIONS

### PSB Unpatti Test-takers Level of of English Proficiency

Recent scholarship intake such as LPDP or Australian Awards Scholaship listed TOEFL Score of 500 for overseas university and 450 for Indonesian University. Meanwhile the government official recruitment listed the score ranging from 400 to 500 depending on the office, agency, or position. This means that the work place and academic intake requirement only took the B1 or higher CEFR level score result (see table 1 for reference on CEFR Level). The study shows that significant number PSB Unpatti test-taker score lies in the A2 and A2 level. Mean score for A2 Level is 367 and Mode score for A2 Level is 360 which is still in the the Basic user band. Council of Europe (2001, p.24) describe A2 level as being able to:

*“understand sentences and frequently used expression related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). A2 can also communicate in simple and routine task requiring a simple and direct exchange of information on familiar and routine matters. A2 can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”*

Keywords underlined in the quotation above outlined the proficiency or the ability of someone in A2 level. Therefore, A2 level may able to engage

in simple, familiar, and routine context with language functions, expressions, and vocabulary they already acquire. Council of Europe companion volume (2020, p. 38) added that A2 level may able to understand better when the speaker “*articulate clearly and slowly*” in the engagement. Therefore, when we applied the lowest minimum score accepted by the scholarship and government official intake which is 400, then 89,9% (631 test-takers) will be deemed to fail.

Provided that the test-takers were not only English major but from 10 faculties within Unpatti and general public, these scores may or may not be acceptable. The acceptability may stem under the reasoning that these test-takers spend their time to study other academic fields and may not be spending their time harnessing their English proficiency. However, on the other hand, it has put the test-taker in a worrying position when English proficiency is crucial for access for bussiness, education, science, entertainment, information and technology, popular culture etc (Crystal, 2003). The test-takers were in majority the graduates of Unpatti. The TOEFL Prediction score can be seen as the benchmark for English Proficiency of Unpatti’s student to see how far they can go and how much access they can tapped with their current level of proficiency. Vu & Vu (2013) mentioned that English Proficiency Test Score determine the likelihood of a non-english speaking foreign students to be accepted to a university. Murray (2016) signified that graduates woth above average or with good English proficiency will be able to get a better opportunity in job hunting or promotion for better position and higher salary. Therefore, with the current state of English proficiency indicated by

test score results, test-takers or in this case graduates of Unpatti will face a big competition in the job market and academic field.

### **Type of Test preparation and The Duration of Preparation**

Effective test preparation plays a pivotal role in ensuring the desired outcomes on standardized test or proficiency test such as TOEFL test. Preparation may involve multifaceted approach encompassing language acquisition, test-taking test skills development, familiarity with the test format, and targeted practice. There are two types of preparation strategies discussed in Liu (2014): a) general practice strategies which aim to improve overall English ability (long term), and b) content-based preparation which is the targeted preparation on the test and its mechanics (short term). Liu's study confirmed that general practice strategies most definitely took longer time to show any effect on test scores but it enables the test-takers to develop their English proficiency as oppose to just study the test. Meanwhile the test specific preparation strategies likely to have an immediate effect but may limited to specific targeted skill or to the mechanic of the test. A recent survey on 166 teachers and freshgraduates in Ambon city, Aru islands, and Southwest Maluku as part of the community service from English Education study program shows that there are still teachers and freshgraduates who have never heard of TOEFL Test, almost 90% have never taken any TOEFL preparation course and around 75% have never taken the test (Monica, Nikijuluw, & Rijoly, 2022). The community service program provided test simulation and training to teachers and freshgraduates. The result of the test simulation shows that the score was low and participants was grateful for the training.

Meanwhile, the result of this study suggested that 85,5% of test-taker at PSB Unpatti conducted

unstructured independent or self-studies by using English books, TOEFL preparation books, reading English books and comics, watching English movies, and learning from YouTube channels. Meanwhile, the preparation was done over short amount of time which was on average 1 week. Netta & Trisnawati (2019) through their research also found that students' (test-takers) preferred self-study as their preparation. Meanwhile, Ma & Cheng (2016) confirmed that students (test-taker) self-study was done using TOEFL preparation manual or practice book and using authentic material such as listening to music and watch movies in English. However, this study is limited to verify their claim of the type of preparation and to what extend they are using them as preparatory phase. Once again, the study is limited to confirm which strategy was employed. However, major benefit of this survey study is that it lays the baseline information of the current condition. It is a stepping stone to evaluate and analyzed the needs and expectation of the institution (Unpatti) and the test-takers and making changes in policy and practice of using TOEFL Prediction as exit requirement at Unpatti.

Hsieh (2017) suggested as to the use of English proficiency test as exit requirements, there need to be a preparatory step. It argued that it will benefit the test-takers (students) when they are informed about the test design, intended use, and score interpretation. Preparation courses will greatly benefit a better score result (Ma & Cheng, 2016; Netta & Trisnawati, 2019; Liu, 2014). Self-study preparation or enrolling in preparation classes improve familiarity with the test which in turn will boost confidence and reduce anxiety of the test. Test-taker who prepare in such manner will be able to link their learning or preparation, belief, and the tests taking itself to yield a better score result. Feedback from a recent TOEFL preparation training in Ambon that was conducted to teachers,

university students and fresh graduates shown that participants agree that preparation classes are greatly needed not only to enhance the English skills aspects but also the test strategy aspects (Monica, Nikijuluw, & Rijoly, 2022). Pusat Studi Bahasa (PSB) or Language Study Center Unpatti recognize this need and have offered a TOEFL preparation classes. These classes were attended by those planning to take TOEFL ITP, and not those who will take TOEFL prediction. In short, students whom are taking TOEFL Prediction as exit requirement do not take this classes. Assuming that students may not be able to commit financially to the class, PSB Unpatti has recently started offering TOEFL simulation sessions for free since March 2023,. However, in the 2 months that is was announced no students register for the session and only a handful of lecturers and postgraduate students who planned to take TOEFL ITP. Thus, in the point of view of preparation, there need to be an evolution of mindset from the test-takers, especially test-taker who are students of Unpatti.

#### IV. CONCLUSION

TOEFL Test result is a benchmark to the institution's/graduates' proficiency level. TOEFL Prediction is currently being used by Unpatti and many other universities in Indonesia as one of the requirements for graduation and/or thesis defense (Exit requirement). This study established that Test-Takers at PSB Unpatti whom majority are undergraduate students of Unpatti, are placed on the lower (A2) and lowest (A1) level of English proficiency based on CEFR standard. The significant effect of this low English proficiency will impact the opportunity of the graduates to compete globally in the field of academic and work place. A clear example can be seen when minimum accepted score for scholarship and Job application (400) is applied, then out of 702 test takers, only 71 test-takers (10,1%) will be eligible. Meanwhile, a

significant 631 out of 702 test-takers (89,9%) will lose their opportunities.

Test preparation can have significant impact on the score achieved in the TOEFL Prediction test. However, the result for types of preparation and duration of preparation in this study indicated that test-takers do not have a well-structured or targeted preparation and it is not being done in an adequate duration to develop skill and understanding of the language and the test. Test-takers claimed to do self-study and in the average duration preparation of 1 week. These claims need to be studied further as to answer the limitation of this research on what specific preparation practice, test-takers belief of the test, and the duration of targeted preparation. There is also an opportunity for further research on the effectiveness of preparatory classes and simulations offered by the PSB Unpatti to support Unpatti's graduates in facing TOEFL Prediction test as the exit requirement.

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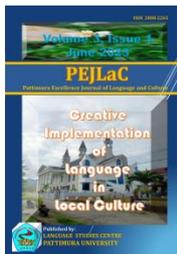
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#### MAPPING TOEFL PREDICTION SCORE RESULT BASED ON CEFR STANDARD AND TEST TAKERS' PREPARATION PATTERN

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