TOWARDS ENHANCING THE QUALITY OF ENGLISH TEST PREPARATION CLASS: THE ROLE OF TECHNOLOGY-BASED EDUCATION

Erna Nurkholida[1],Ulin Ni'mah R.[2]
[1]Tarbiyah Faculty IAIN Kediri, Indonesia, 64127
Corresponding author: ernanurkholida@iainkediri.ac.id; ulinni'mah@iainkediri.ac.id

ABSTRACT

The English Proficiency Test is an ability test to determine a student's level of language ability. In the digital era, technology can certainly play a role in improving language skills, especially English test. Educational technology is within anyone's grasp, so its use in learning is absolutely essential. This research aims to improve students' language skills, namely TOEFL, by using an application, namely Digital Educa. This research is specifically for language strengthening language class of IAIN Kediri. The method used was action research where implementation was carried out over 2 cycles, the first cycle was attended by 30 students with 3 class meetings and 4 exercises using Digital Educa. The results of cycle 1 were that the average student got a score of 407, meaning it was under the success target of 450; students were still not familiar with the Digital Educa application and the exercise for 1 week was very insufficient. So this research was continued with the second cycle which lasted for 3 weeks. The results of the 2nd cycle were that student scores increased slightly, namely an average of 452 from 30 participants. In second cycle, it is given time to use its own online practice for 16 days. The role of the lecturer here is to look at the scores on daily exercises and then provide input to students who have weaknesses in each section, namely listening, structure and written and reading. Students respond by practicing again only on the part that has a low score. At the end of cycle 2, students received an increase score, namely 45 points. It can be concluded that the use of technology can enhance the quality of classroom learning and increase language proficiency scores.

***Keywords**: English Language Proficiency Test, PBT, Classroom Action Research, Role of Technology*

INTRODUCTION

This Confirmation Supplement alludes to the Indonesian Capability Structure and UNESCO Show on the Acknowledgment of Studies, Certificates and Degrees in Advanced education. The motivation behind the enhancement is to give a depiction of the nature, level, setting and status of the examinations that were sought after and effectively finished by the individual named on the first capability to which this supplement is added. The Indonesian Public Capability System is a system signifying levels of Indonesian labor force capabilities and skill, that looks at, balances, and coordinates the schooling and preparing areas and work insight in a plan perceiving work ability in light of the designs of different work areas. The Structure is the sign of the quality and character of the Indonesian nation in relations to the public school system, public labor force preparing framework and public learning results fairness assessment framework that Indonesia has to deliver qualified and useful HR. The Indonesian Public Capability System is a structure signifying levels of Indonesian labor force capabilities and skill, that looks at, balances, and coordinates the schooling and preparing areas and work insight in a plan perceiving work capability in view of the designs of different work areas. The Structure is the appearance of the quality and personality of the Indonesian nation in relations to the public school system, public labor force preparing framework and public learning results fairness assessment framework that Indonesia has to create qualified and useful human resources.

A capability test estimates a student's degree of language. It tends to be contrasted and an accomplishment test, which assesses comprehension student might interpret explicit material, an

indicative test, which recognize regions to deal with, and a prognostic test, which attempts to foresee a student's capacity to finish a course or take a test. It is remarkable inside the homeroom however exceptionally incessant as the end point (and inspiration) of language learning. The PBT is a pencil and paper test that is presented for two purposes. One motivation behind the PBT is for arrangement and progress assessments. Universities or different foundations utilize the PBT to test their understudies. The scores are not legitimate beyond where they are regulated, yet the school or establishment acknowledges the PBT that they control as an authority score. This PBT is likewise called an Institutional TOEFL. The other reason for the PBT is to enhance the authority Web Based TOEFL in regions where Web based testing is preposterous. The scores are generally substantial beyond the spot where they are managed. This PBT is likewise called a Supplemental TOEFL. The PBT is a direct test, and that implies that every individual who takes the TOEFL during a similar organization will see and respond to similar inquiries. The complete score depends on a size of 310-677. Two sorts of inquiries are introduced in isolated parts. Section A has inadequate sentences, and Part B has sentences with underlined words and expressions. The inquiries are all numerous choice. Everyone taking the TOEFL addresses similar inquiries. Each question has just a single response. It have 25 minutes to finish the part. It can get back to past inquiries, eradicate, and change replies on Itr Response Sheet. Everybody taking the TOEFL composes an exposition about a similar point. It does not have the foggiest idea about any of the points for the article before the test organization. The majority of the points request that It concurs or contradicts an assertion or to offer a viewpoint. The points are extremely broad and require no particular information regarding the matter to respond to them. It has 30 minutes to finish the exposition.. It handwrites the exposition on paper. Innovation are presently essential to help the matter of instructive establishments, and backing the full scholastic lifecycle, regarding learning and educating, from starting understudy enquiries through to certification and graduation and as far as examination from beginning bid composition through to project conveyance and dispersal.

In line with this, previous research stated that the implementation of the Computer Based Test (CBT) application is not only very effective, but also very effective for use in STT Pagar Alam's Carrier and Training Center (CTC) English. Another study revealed that design and development of desktop-based TOEFL simulation applications The entire system tested showed that the test results were valid and the system was ready for use. Another research found that designing and developing of desktop-based TOEFL simulation applications were valid and the system was ready for use (Nasser 2019).

METHOD

The research design used in this study is Classroom Action Research (CAR). It is called CAR because this study focuses on a problem of students in a classroom. Creswell (2019) explained that action research is any study of practice conducted by practitioners themselves, with the main objective being to promote ongoing introspection and progress. Any professional sector, including psychology, social work, medicine, nursing, and education, can use it. In the realm of education, action research is very common. Regarding education, instructors could be eager to test out new techniques in the classroom but are dubious about their efficacy. Action research makes it feasible to investigate the efficacy of a specific teaching strategy, the creation of a curriculum, or students' learning, so enabling ongoing improvement. Put another way, by utilizing an interactive action and research approach, practitioners can get insight into what they and their students actually accomplish in the classroom, rather than just what they believe they can do. Kemmis and Taggart in (Syamsudin and Damayanti, 2005:191) said that action research is a kind of action to test the idea or new way or methodology in practicing to revise or change something to get the natural effect. There are several steps in each cycle of the action research, they are (1) planning, (2) acting, (3) observing, and (4) reflecting (as cited in Arikunto, 2010: 17-19). The research was conducted at TOEFL preparation class. This class was used as the setting of the study, because the researcher manages there and wants to improve the quality of teaching –learning and students ability in their TOEFL achievements. The subject of the research was the Toefl preparation class. There were 7 classes. Indeed, during the research processes, 150 students were joining the teaching and learning process. Based on the observation on 7 May 2023, the researcher chose Class A-E because the researcher found the students' problems, not only in their score in the Toefl score but also in their listening, was very poor, and their motivation to learn English very poor. So that why the researcher wanted to give or make the stronger basic to when the students sit in the next class, they would not have the severe problem, especially in English language inside or outside the class. There are several steps in each cycle of the action research,

they are (1) planning, (2) acting, (3) observing, and (4) reflecting (as cited in Arikunto, 2010). This part would explain the research procedure to achieve the research objective. Preliminary Observation was the first phase before action research was conducted. The preliminary observation was done at 7 May 2023. In this phase the researcher observed the students difficulties while teacher was explaining the lesson. Then, the researcher gave TOEFL test. The researcher asked the students to answer the question about the TOEFL that consisted of Listening, Structure and written and Reading. After researching the students' activities in the classroom, the researcher found the problems in English teaching and learning process, especially in students' vocabulary ability.

1. Planning

In the planning, the researcher prepared to do the action. This part consisted of making research timeline, setting the strategy, and designing the lesson plan. In the first step, the researcher formulated the teaching strategy and the procedure implemented in the research. Next, the researcher set the proposed solution and the criteria of success. Then he prepared everything needed to conduct the research, such as the instructional materials, media, and the instruments used to collect and analyze the data. Finally, based on the result of the preliminary study, the researcher tried to improve students' TOEFL achievements through Digital Edu application. The researcher provided the strategy of this observation to solve the students' problem by using an index card match game. To know that the strategy used could improve the students' vocabulary mastery, the researcher needed to set a criteria of success. The criterion of success for the research was more than 75% students got 80 in the cycle test. The researcher classified to be successful if the students got 80 or more than 80. And this action research could be succeded when the students who get 80 or above were more than 75%. This is the second step after planning. In this phase the researcher carried out the action based on the planning and the procedure that had been made. This phase was the main phase of the study. The researcher acted as the English teacher who implemented the strategy; index card match games.

The collaborator acted as researcher who helped the researcher while the researcher took over the class. This phase consisted of two meetings. The first conducted on May 14th and 28st based on the lesson plan which had been made. There were 2 x 45 minutes in each session. The researcher did the research phase in the same time with the acting phase. The objectives of this phase were to know the result of implementation the strategy. In this phase the researcher asked the observer to use observation sheet to cheek whether the practitioner and the students do the activity appropriate with had been planned in the planning by the researcher. To record the unexpected event during the observation the researcher used the field note. The researcher distributed the questionnaire to the students before and after implementation of index card match game. It was done to know the students' opinion about index card match game implementation. In the end of the meeting researcher did a vocabulary final test to know whether the students' vocabulary ability have improved or not through index card match game. Finally the researcher compared the result of vocabulary test in the preliminary study and vocabulary test in the final test. Reflecting is the final phase. After having observing the researcher made reflection to know what happened during the research and evaluated the result of the action so the researcher made the decision whether to stop the research or to continue with the next cycle.

RESULTS AND DISCUSSION

The results of cycle 1 were that the average student got a score of 407, meaning it was below the success target of 450; students were still not familiar with the Digital Educa application and the exercise for 1 week was very insufficient. So this research was continued with the second cycle which lasted for 3 weeks. The results of the 2nd cycle were that student scores increased slightly, namely an average of 452 from 30 participants. In second cycle, it is given time to use its own online practice for 16 days. The role of the lecturer here is to look at the scores on daily exercises and then provide input to students who have weaknesses in each section, namely listening, structure and written and reading. Students respond by practicing again only on the part that has a low score. Here is the chart score of each cycle:
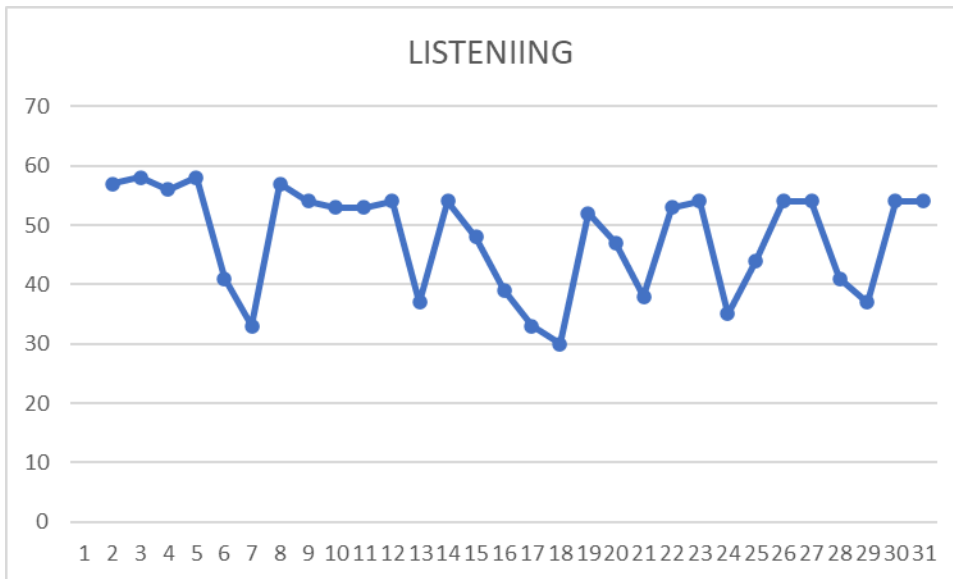
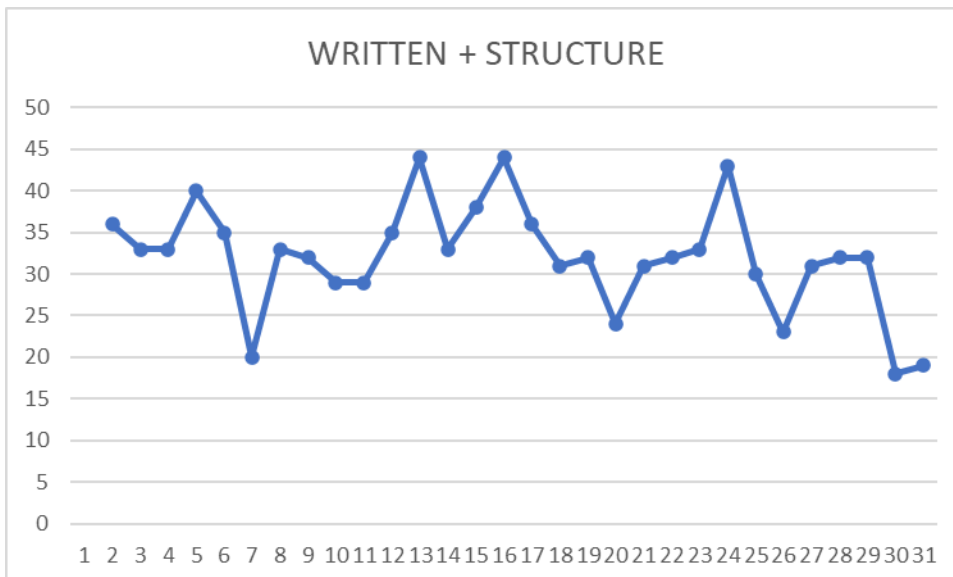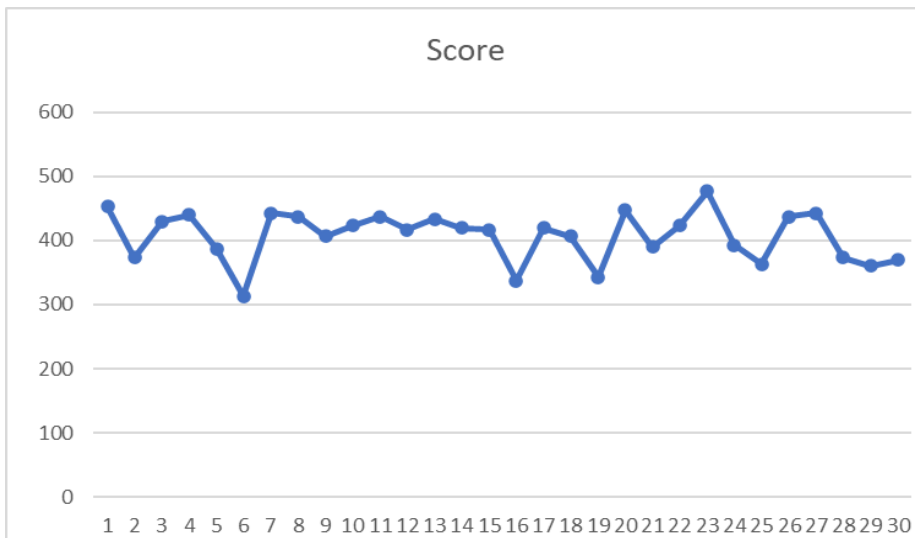Figure 1. Chart of Listening Score

Figure 2. Chart of Written and Structure Score

The results of the first cycle of test one, it was found that the average student obtained a score of 407, with and 93% and 7% got score 450. Researchers conducted a study on the reflection of the results of the first cycle, finding that the level of writing and structure had a low score so that these skills needed to be strengthened. Researchers also provided additional special listening and reading for certain students, this was done for three weeks with practice tests every week. Every week student progress is checked. In the third week a test was carried out with the following results;
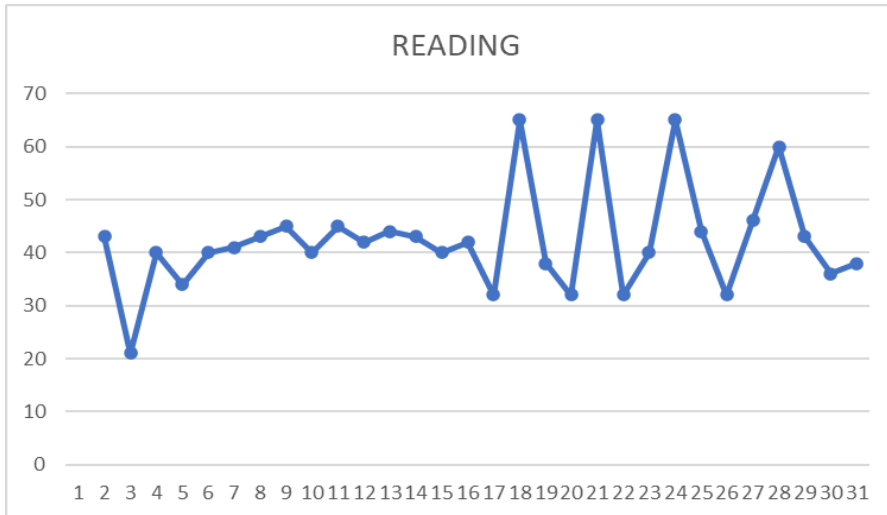
Figure 3. Chart of Reading Score

Figure 4. Score of TOEFL Cycle 1
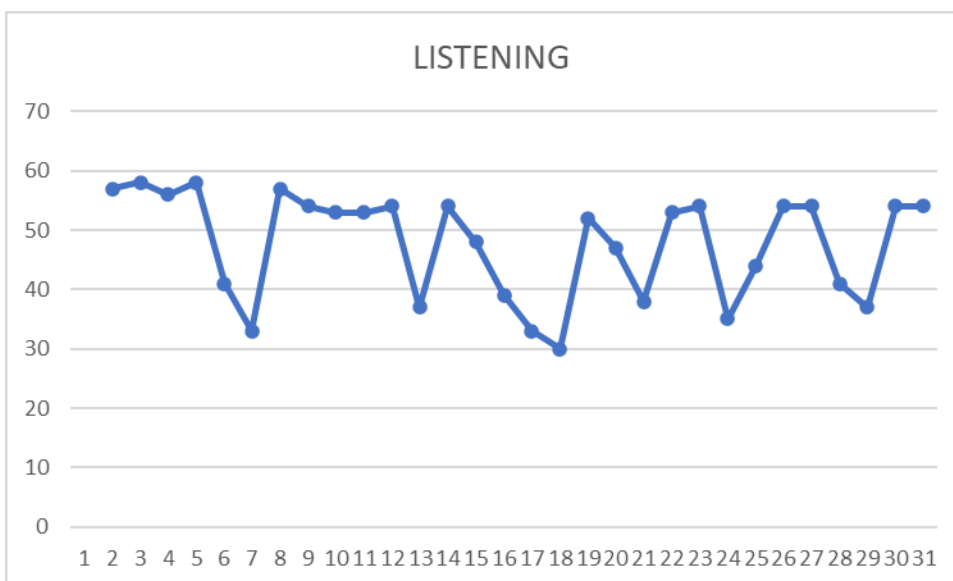
Figure 5. Chart of Listening Score
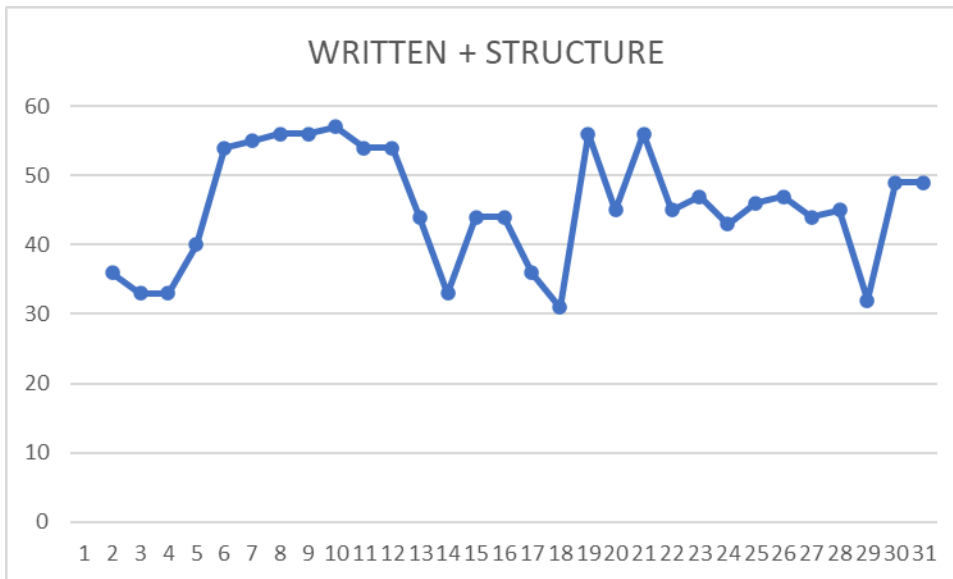
Figure 6. Chart of Written and Structure Score
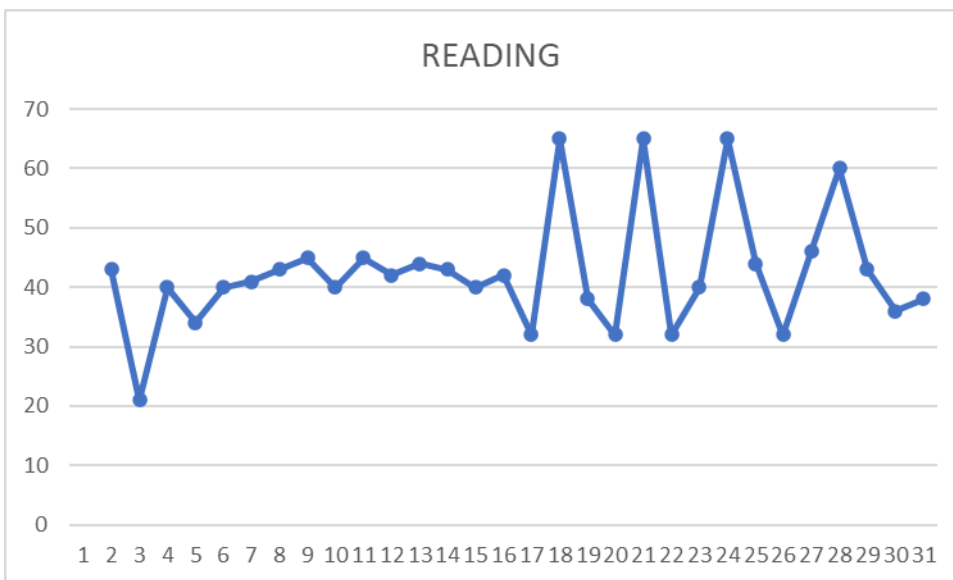
Figure 7. Chart of Reading Score

The findings from the second cycle showed that the criteria of success were achieved in the English exam preparation class. Namely, 50% of students achieved a TOEFL score of 452 with an average of 488. This shows that there is a better quality improvement in understanding TOEFL material, and students are more accustomed to independent study in the application. The following are the differences in TOEFL scores in cycle 1 and cycle 2.
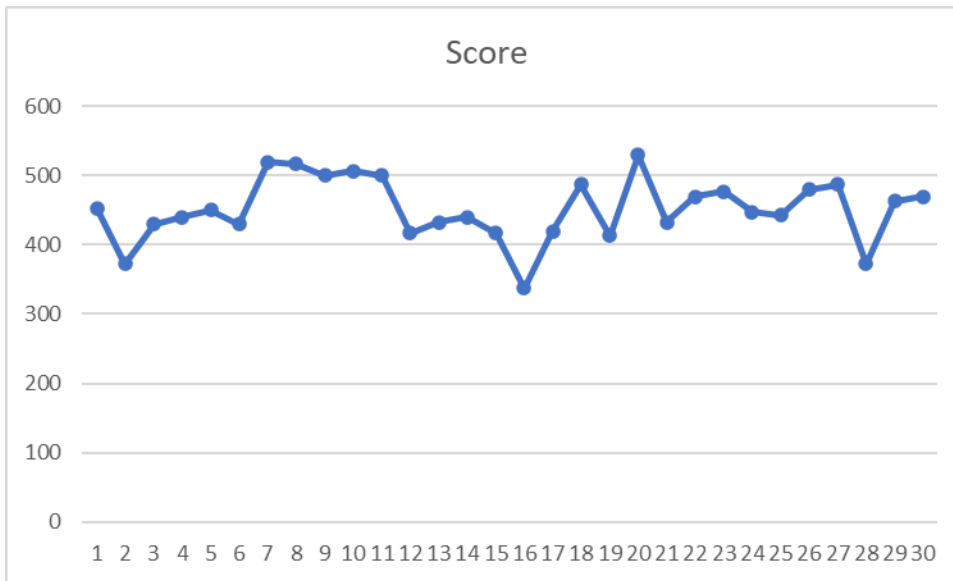
Figure 8. Chart of TOEFL Score Cycle 2
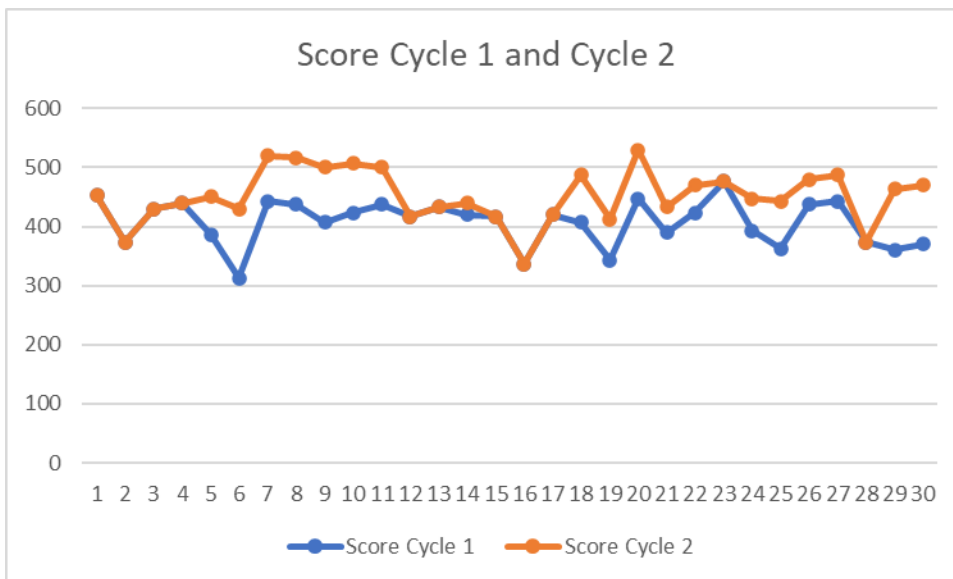
Figure 9. Chart of TOEFL Score Cycle 1 and Cycle 2

CONCLUSION

From the findings above, it can be concluded that improving the quality of test preparation strengthening classes can be increased by using the role of information technology. Technology provides easy assistance for independent study with questions available online so that students can easily access them at any time. The role of lecturers is very important to be able to provide support to students with deficiencies that must be corrected by analyzing the results of achieving scores from the application used, namely Digital Educa. In other words, the use of technology to improve the quality of learning in preparatory classes has been successful.

ACKNOWLEDGEMENTS

REFERENCES

Arikunto, S dkk (2015). Penelitian Tindakan Kelas (edisi Revisi). Jakarta: Bumi Aksara

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). London: Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Damayanti, Lilik, Gafur, Abdul. (2020). English Proficiency of Students at Politeknik Negeri Balikpapan Based on TOEIC, TEKNOSASTIK ISSN 2656- 6842 Volume 18 (1).

http://jurnal.univbinainsan.ac.id/index.php/jutim/article/view/571

https://jurnal.ikipjember.ac.id/index.php/ej/article/view/415 https://ojs.unm.ac.id/ptp/article/view/8189

Kemmis and Taggart. (1990). The Action Research Planner. Victorio. Deakin. Univ Press.

Nasser, R., Saldriani P., (2019). Perancangan Dan Pembuatan Aplikasi Simulasi Toefl Berbasis Desktop Seminar Nasional Teknologi Informasi dan Komputer, SEMANTIK. 184.

Subandiyah, (1993). Pengembangan dan Inovasi Kurikulum, Jakarta: Grafindo Persada.

Sugiyono. (2014). Metode Penelitian Kuantitatif, Kualitatif dan R&D, Bandung : Alfabeta.

Sulistyo, Gunadi Harry & Suharyadi, (2018). The Profile Of EFL Learners As Measured By An English Proficiency Test, *JEELS*, *Volume 5, Number 1, May.*

Sunardi, (2012). ITEP (INTERNATIONAL TEST OF ENGLISH PROFICIENCY): SEBUAH ALTERNATIF TES ONLINE KEMAMPUAN BAHASA INGGRIS, Seminar Nasional Teknologi Informasi & Komunikasi Terapan (Semantik 2012) ISBN 979 - 26 - 0255 – 0

USA Journal of Information Technology Education: Research Volume 12, 201

UU Sisdiknas No. 20 tahun 2003

BIOGRAPHIES OF AUTHORS

Erna Nurkholida Senior lecturer of teacher training of IAIN Kediri, majoring in Listening, students development and introductory of education.