

CHAPTER I

INTRODUCTION

An overview of the research is provided in this chapter. It covers the background of the study, research questions, research purposes, research significances, conceptual framework, hypothesis, and previous studies

A. Background of The Study

This study examines the correlation between students' achievements in reading subjects and their reading proficiency represented by TOEFA (Test of English for Academic) score. Students of English Education in UIN Sunan Gunung Djati Bandung, Indonesia has compulsory reading courses spread over several semesters including intensive reading, interpretive reading, extensive reading and critical reading. Each of these courses should be finished in one semester or about 16 meetings and it there were examinations such as the mid-semester examination and the end-semester examination. TOEFA (Test of English for Academic) as the proficiency test of English also tested after students undergo the TOEFA course process which was done for approximately 16 meetings. There was similar process in gaining the reading scores in English Education Department and TOEFA reading scores, so that these two things can be investigated to find out whether there is a correlation between the two or not. The research can be used to evaluate or explore enhancing students' potential to achieve high scores in both reading topics and in TOEFA, as well as improving teachers' strategies for teaching English skills, particularly in reading class.

Language Center of UIN Sunan Gunung Djati Bandung, Indonesia, provides TOEFL-LIKE test, named TOEFA (Test of English for Academic). TOEFA is similar to paper-based TOEFL in which only listening comprehension, structure and written expressions, and reading comprehension are being tested. TOEFA be held as the final stage of the English language skills course program that is held to achieve the students' mastery of English. Before following TOEFA, students of UIN Sunan Gunung Djati have to enrol TOEFA Preparation Course for 16 meetings. As explained on Language Center website (<https://lc.uinsgd.ac.id/profil/kursus-persiapan-toefa>), the TOEFA preparation course is organized to help students prepare for the TOEFA exams. This program is a mandatory program that must be followed by all UIN Sunan Gunung Djati students after attending an English language skills course. After joining this program, participants are expected to be more familiar with the type of TOEFA questions and can increase the TOEFA score. Participants who register for this course can automatically take one TOEFA examination.

Reading subjects in the department of English Education UIN Sunan Gunung Djati Bandung were divided into four kinds of Reading. Those are intensive reading, interpretive reading, extensive reading, and critical reading. Intensive Reading is a course in the first semester with a weight of 3 credits hour. While the Interpretative Reading is a semester 2 course with 3 credits hour, the Critical Reading course is in semester 3 with 3 credits as well, and then Extensive reading is the last reading course in semester 4, with 2 credits hour.

Based on preliminary observations from interactions with Students of English Education Department 2019 at the Faculty of Tarbiyah and Teacher Training at Islamic State University of Sunan Gunung Djati Bandung who have taken reading courses and the TOEFA test, they experienced the same difficulties when doing the reading comprehension in TOEFA compared to the reading courses test especially interpretative reading course. In interpretative reading, the students attempted to summarize, identify story structure, generate questions, and respond to questions. In TOEFA Reading, they also discovered texts of a similar style that included inquiries concerning the primary idea, inference, restatement, terminology, negative questions, referents, the author's attitude/opinion/purpose, organization, preceding following theme, support, and analogies.

There are several research results related to students' achievements and their TOEFL score. First, the research by (Wait, 2009) discussed the relationship between TOEFL score and academic success for international engineering students. The study took 856 engineering students as the participants. The instruments were using TOEFL score and students GPA. Second, the research by (Doug Biber, 2017) discussed the relationship between TOEFL iBT scores and disciplinary writing performance. There was also research by (Novilianti, 2018) which focused on the correlation between students' habit in watching English video and their TOEFL scores. The research participants were 117 Indonesian students of English Education. The instruments were using students' habit in watching English video and students' listening TOEFL score. The latest research by (Sobari, 2021)

discussed students' English vocabulary mastery related to their listening comprehension as represented in TOEFA score.

However, the present study differs from the earlier studies, though. the earlier research conducted to engineering students and evaluating their TOEFL scores with their GPA, other research focused on TOEFL scores related to disciplinary writing performance. The other one focused on students listening comprehension correlated to students' TOEFA scores. Meanwhile, this study is being undertaken using English Education Department students as participants, and the method for assessing the correlations is document analysis of students' interpretative reading Scores and students' TOEFA Reading score.

B. Research Question

Considering on the background of the research above, then the problems of this research are;

1. How is English education students' interpretative reading scores?
2. How is English education students' TOEFA reading scores?
3. What is the correlation between English education students' interpretative reading scores and their TOEFA reading scores?

C. Research Purposes

According to the research questions above, the main purpose of this research is to find out the following:

1. To find out English education students' interpretative reading scores
2. To find out English education students' TOEFA reading scores

3. To find out what is the correlation between English Education Students' Interpretative Reading Scores and Their TOEFA Reading Scores

D. Research Significances

This research aims to provide a significant theoretical and practical contribution to all parties:

1. Theoretical significance

This study is expected to be useful as a reference of improvement for English Education Department, the reading lecturers, the Language Center of Islamic State University Sunan Gunung Djati Bandung, and for TOEFA preparation course, additionally, to give information about the correlation between students' interpretative reading Scores and their TOEFA reading scores. It expected to help students to recognize their English skills in reading so they can improve it and get better achievements.

2. Practical significance

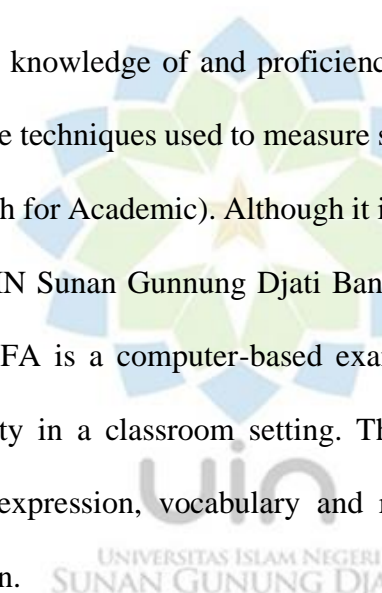
This research is expected to become an evaluation and reflection of the of reading lectures and also the implementation of the TOEFA course that has been running in Language Center of UIN Sunan Gunung Djati Bandung.

E. Conceptual Framework

Reading is one of the most crucial abilities in learning. Knowing enough science concepts and language is a crucial goal for any reading activity. Reading can be described as the meaningful understanding of printed and written verbal signals (Erika Sinambela, 2015). In other hand, the reading activity can provide knowledge and information for students.

Reading is the most convenient and cheapest way to obtain information (Hairus Salikin, 2015). In this way, the students get materials given from books, technology, and science, newspaper and magazine. Reading is a human ability with written language and associated technology, and more recently that has developed in tandem (Freud, 2016).

A method to assess the students' interpretative reading scores in addition to the test the teacher gave in class is the TOEFL. The TOEFL test is a standardized exam that evaluates students' knowledge of and proficiency with the English language (Gani, 2017). One of the techniques used to measure students' English ability is the TOEFA (Test of English for Academic). Although it is identical to the TOEFL, the Language Center of UIN Sunan Gunung Djati Bandung designed it initially for internal use. The TOEFA is a computer-based exam used to assess non-native speakers' English ability in a classroom setting. This test assesses three areas: structure and written expression, vocabulary and reading comprehension, and listening comprehension.

The watermark logo of UIN Sunan Gunung Djati Bandung is centered in the background. It features a stylized green and blue geometric design above the text "UIN" in a large, light blue font. Below "UIN" is the full name "UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG" in a smaller, grey font.

In this study, the researcher concentrated on the relationship between English education students' interpretative reading Scores and their TOEFA reading scores. There are two independent variables used in this study. The first variable is English education students' interpretative reading Scores as the "X" variable, and the second is English education students' TOEFA reading score as the "Y" variable.

F. Hypothesis

What the researcher expects to learn as a result of the investigation is predicted by the hypothesis. The two types of hypotheses are the null and the alternative to the null. The null hypothesis, which is a population prediction, is typically introduced with the words "no difference" (or "no relationship" or "no link"). The alternative hypothesis, however, proposes a difference (or relationship or correlation), and this difference's direction may be either positive or negative (alternative directional hypotheses), or both positive and negative (alternative nondirectional hypotheses) (Cresswell, 2012).

Ho: is accepted if $r_{xy} < r_{table}$: it means that there is no correlation between English education students' interpretative reading Scores and their TOEFA reading scores.

Ha: is accepted if $r_{xy} > r_{table}$: it means that there is a correlation between English education students' interpretative reading Scores and their TOEFA reading scores.

If the alternative hypothesis in this study is accepted and the null hypotheses are refused, it suggests that there is a substantial correlation between English education students' interpretative reading Scores and their TOEFA

G. Previous Studies

There have been earlier studies that discuss TOEFL scores that are relevant to this study. First, according to research by Wait (2009) on the relationship between TOEFL score and academic success for international engineering students, there is a positive and statistically significant relationship between TOEFL score and GPA. However, this relationship is weaker for engineering students than for students in other fields and for engineering courses compared to non-engineering courses.

Additionally, TOEFL score was statistically significant in logistic regressions of CAE pass rate and graduation rate, showing a higher likelihood of success as TOEFL score rises. A large number of students, however, whose performance defies overall trends, as indicated by relatively low model goodness-of-fit metrics.

Second, according to study by Doug Biber (2017) on the association between TOEFL iBT scores and disciplinary writing performance, language scores on the disciplinary papers were better predicted by TOEFL iBT scores than organization scores. Despite the fact that raters are trained to take a variety of distinct textual factors into account while determining the TOEFL iBT ratings, there is only one overall score for each written text. According to the scoring criteria for the iBT, grades should be determined by the essay's coherence, organization, topical/task relevance, informational accuracy, elaboration, syntactic diversity and word choice, and absence of grammatical errors. No explicit recommendations are given on the relative importance of these factors, and nothing is known about how raters actually determine a single omnibus holistic assessment. However, the fact that there are so many variables taken into account when giving a rating may help to explain why there are typically few relationships between language and organizational quality ratings and ratings for disciplinary papers.

Third, research by Novilianti (2018) which focused on the correlation between students' habit in watching English video and their TOEFL score but it reveals that there was no correlation between it. Novilianti's research tells that in actuality, students' internal habit of watching English videos has no bearing on their academic performance. The student's courses, in this case, are thought to be the external

element influencing the students' performance. Therefore, this research conveys the idea that in order for students to succeed well, they should balance the internal and external factors in their environment. Last, research by (Sobari, 2021) discussed about students' English vocabulary mastery related to their listening comprehension as represented in TOEFA score. It found that there is a significant correlation between students' English vocabulary mastery and their listening comprehension, and the correlation is categorized as moderate correlation since the correlation value is in the range of 0.40-0.59.

Considering the previous research above, this research is different from the previous researches. This research is conducted to find the correlation between English education students' interpretative reading Scores and their reading TOEFA scores.

