

THE ROLE OF LEARNING FACILITIES IN ENHANCING TOEFL TEST PREPARATION AMONG UNIVERSITY STUDENTS

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Abstract

The aim is to find the learning facilities' impact on students' preparation on the TOEFL test. Students must take the TOEFL test as one of the requirements for admission to universities, scholarships and job vacancies. The research approach is quantitative, and the research method is a survey. The population are ninety students from English Department Study Program, STKIP Al Maksum, who already took the TOEFL test; the sample were fifty-three students, and the author used random sampling to choose the sample. The data collection is from the questionnaire, which was analyzed through descriptive analysis as the data analysis technique. The result is that learning facilities consisting of large and comfortable classrooms, presentation equipment, books, computers and the internet influenced students' preparation for the TOEFL test. The average score was above 50% among the questions. Workshops and seminars also support students to build confidence and readiness in following the TOEFL test. In conclusion, adequate learning facilities can support students' preparation for taking the TOEFL test.

Keywords: Learning Facilities; Students; TOEFL Test

INTRODUCTION

In current age of globalization, it is nearly impossible to communicate with people throughout the world if one does not know English, which has become the global language. The language of international commerce, popular culture, and the Internet is now English. English communication abilities are widely acknowledged (Mahmud, 2014; Olga Jelimun, 2022) stated that the English language is essential not just in the field of education but also in other public sectors where individuals connect with one another.

Realizing the importance of English, universities in Indonesia made policies to prepare the students were ready to face globalization and have the ability in the English language. Therefore, one of the policies is following the TOEFL test. TOEFL (Test Of English as a Foreign Language) is one of the English-language tests internationally known and respected worldwide (Ananda, 2016; Iftanti & Binti Maunah, 2021) To measure English proficiency, students have to take the TOEFL test. The Test of English as a Foreign Language (TOEFL) is an internationally recognized English language proficiency test that measures the ability of non-native speakers of English to use and understand English in academic settings (Ananda, 2016; Dewi et al., 2015). TOEFL scores are often used as a requirement for admission to universities, scholarships, and job opportunities that require English proficiency.

Based on observation, the researcher found that the students of non-English department have got final TOEFL scores were below 450, which was below the national standard. This problem is caused by less preparation before the TOEFL test and Inadequate facilities. Mostly, the students face difficulties in the listening section of the TOEFL Test, in which listening to the

sound of a native speaker is unfamiliar to students. The reading section is also one of the difficulties faced by the students; the students spend much time gathering information and answering the questions based on the reading text.

Previous research has been conducted on TOEFL preparation; research from Maharani (Maharani & Putro, 2021) focus on the evaluation TOEFL test; also, Manan applied CIPP Model in evaluating the TOEFL test. Furthermore, research from (Kasim, 2016) revealed the implementation of TOEFL as a requirement for registering for script examination. Research from Putri (Yoestara & Putri, 2019) investigated students' self-efficacy in contributing to TOEFL tests. Nevertheless, previous studies have not revealed the learning facilities such as language labs, tutoring services, or online resources. In addition, the interaction between learning facilities and student preparation on TOEFL test performance are important issues should be investigated by the author. These gaps will be filled through this research.

This research focuses on the direct impact of learning facilities on students' preparation for the TOEFL Test, which may provide more specific and direct insights than other factors that influence students' preparation, such as motivation, mental readiness, or social factors. Furthermore, this research focuses on the situation and context of Indonesia, which may have cultural, social and educational differences from other countries where the TOEFL Test is usually taken.

In this research, the research questions are: 1) what is the role of learning facilities in improving students' ability to master the material tested in the TOEFL Test, 2) how are students' perceptions of learning facilities, and to what extent do these perceptions affect students' preparation for the TOEFL Test.

METHOD

This research is quantitative research, with a survey as the research method. Surveys reveal the population's characteristics related to the research variable (Ary, 2010; Mulyatiningsih, 2011; Sugiyono, 2019b). The population are ninety students English Department Study Program, STKIP Al Maksum who already taken TOEFL Test in order for them to provide reasons based on their experiences. To select the sample, the researcher used a random sampling technique in which students were selected at random. This procedure was chosen because, through random sampling, the results can be generalized to the whole population (Fraenkel, Jack R., Wallen, 2009; Sugiyono, 2019). The sample are fifty-three students of English Department Study Program, STKIP Al Maksum

The procedure for collecting data consists of a questionnaire and an interview. Four statement items comprise the questionnaire: excellent (ex), good (gd), sufficient(sf), and poor (pr). The questionnaire consists of twelve questions relate to the learning facilities and TOEFL test.

Table 1. Questionnaire Sheet

No	Questions	Number
1	Availability of classrooms at the Language Center	1
2	Class sizes are adequate at the Language Centre	2
3	Temperature and light conditions in classrooms at the Language Center	3
4	Availability of tables and chairs in the Language Center Classroom	4

5	Availability of whiteboards and LCDs in Language Center classrooms	5
6	Availability of sound system and presentation equipment at the Language Center	6
7	Number of book collections in the Language Center	7
8	Easy access to a collection of books, magazines and teaching materials at the Language Center	8
9	Availability of computers at the Language Center	9
10	Availability of internet access at the Language Center	10
11	Update information boards about activities at the Language Center	11
12	Administrative management (payment, schedule setting and issuance of certificates) at the Language Center	12
total items		12

The questionnaire will undergo validity and reliability testing. Validity refers to the extent to which a research instrument adheres to predefined procedures and accurately measures what it is intended to measure (Ary, 2010). The researcher employed the correlation product moment method to assess the validity, yielding a score denoted as r -counted. In order to assess the credibility of an item, its r -counted score is juxtaposed with the r -table. An item is considered authentic if its r -counted score exceeds the r -table score.

In addition, reliability testing is utilized to ascertain whether or not the measurement of a test still remains consistent after being administered multiple times to the same person under the same settings (Sugiyono, 2019). For the purpose of determining reliability, the author advised using the alpha Cronbach test. In the event that the Alpha Cronbach score is higher than the r -table, the item can be considered reliable. After collecting information from all respondents and other data sources, the next step is data analysis.

The study used descriptive statistics using percentages as the chosen data analysis technique. The employed data analysis technique is descriptive statistics, specifically utilizing percentages. The researcher employed the questionnaire score % formula to ascertain the utilization of language facilities and its ramifications on the students' TOEFL test.

Figure 1. formula of percentage

$$p = \frac{f}{N} \times 100\%$$

Information

- P = percentage
- F = frequency of percentage
- N = Number of respondents (Sudijono, 2019)

Besides of questionnaire, the researcher used interview sheet to know the role of learning facilities in language center to master material tested TOEFL test. The interview sheet consists of eight questions.

RESULTS AND DISCUSSION

Results

This research aims to know the impact of learning facilities on Student Preparation for the TOEFL Test. First, the author used validity testing the questionnaire to know the validity of the research instrument.

Table 2. Result of validity

Question	R-counted	R-table	Status
1	0.380	0.270	Valid
2	0.232	0.270	Valid
3	0.290	0.270	Valid
4	0.313	0.270	Valid
5	0.301	0.270	Valid
6	0.401	0.270	Valid
7	0.503	0.270	Valid
8	0.555	0.270	Valid
9	0.271	0.270	Valid
10	0.272	0.270	Valid
11	0.277	0.270	Valid
12	0.299	0.270	Valid

Based on the validity table, the score of each question was r-counted compared with the value of the r-table; the r-counted was more significant than the r-table. Therefore, all questions in the questionnaire are valid.

The Alpha score in reliability testing was 0.344, compared with the value of r-table 0.240; therefore, the questionnaire is reliable. In conclusion, the questionnaire was valid and reliable; the questionnaire can be used to collect the data.

The result of the questionnaire is depicted in the below table.

Table 3. Result of Questionnaire

Questions	Questions	Percentage			
		PR	SF	GD	EX
1	Availability of classrooms at the Language Center	7,5%	20.8%	58,5%	17%

2	Class sizes are adequate at the Language Centre	26,4%	54,7%	22,6%	
3	Temperature and light conditions in classrooms at the Language Center	11,3%	24,5%	50,9%	17%
4	Availability of tables and chairs in the Language Center	17%	54,7%	32,1%	
5	Availability of sound system and presentation equipment at the Language Center	26.4%	56,6%	20,8%	
6	Easy access to a collection of books, magazines and learning materials at the Language Center	15,1%	18,9%	54,7%	15,1%
7	Availability of computers and internet access at the Language Center	5,7%	26,4%	50,9%	22,6%
8	Availability of workshop and seminars at the Language Center	11,3%	20,8%	49,1%	26,4%
9	Update information about activities at the Language Center	1,9%	26,4%	56,6%	18,9%
10	Administrative management (payment, schedule setting and issuance of certificates) at the Language Center	1,9%	20,8%	56,6%	24,5%
total items		12			

*PR(poor), SF (sufficient), GD (good), EX (excellent)

Discussion

1. Availability of classrooms at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about availability of classrooms at the language center after following TOEFL test. Fifteen students or 28,7% percent stated that the classrooms at language center is sufficient as a place for taking TOEFL test. However, some students hoped that there is an improvement to make the classroom is more interesting. Furthermore, thirty-one students or 58,5% percent stated that the classroom at language center is good which made the students feel comfortable during following TOEFL test. Nine students or 17% students stated classroom in language center was excellent classroom because the complete facility such as air conditioning, LCD and speakers are available in the classroom which made the students were comfortable during following TOEFL test.

Classroom availability is a factor that must be considered when wanting to take the TOEFL test at a language centre. This can affect the availability of places for participants who want to take the test and the quality of the learning environment, which will affect the

participant's performance in the test. Another implication is the need for good classroom management to accommodate test takers optimally and maintain the quality of the learning environment in the classroom.

2. Class sizes are adequate at the Language Centre

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about class sizes in following TOEFL test. Fourteen students or 26,4% stated that the class sizes were enough for students to follow the TOEFL test. Twenty nine students or 54,7% students stated that the class sizes are good for taking the TOEFL test; twelve students or 22.5% stated that the class size is excellent for the taking the TOEFL test.

The adequate class size can accommodate many TOEFL test takers, thereby increasing time and cost efficiency in administering the test. Students can feel more comfortable and focus on the test if the room is not too narrow or too wide. Adequate class size can also affect the quality of the tests produced, because a comfortable and conducive environment can help test takers achieve their best performance. The administrators can arrange the placement of test takers more effectively and efficiently in adequate classrooms. Learning in the classroom.

3. Temperature and light conditions in classrooms at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about Temperature and light conditions in classrooms in following TOEFL test. Nineteen students or 35,8% stated that the temperature and light condition were sufficient during they followed TOEFL test; however, they hope an improvement, especially in the light condition, which the light condition is brighter to make them easily to read the instruction, especially in reading section. Twenty seven students or 50,9 % percent students stated that the temperature and light conditions were good and help them to read instruction clearly during following TOEFL test.

The uncomfortable temperature conditions or inadequate light can interfere with students' comfort and concentration when taking the TOEFL test. Furthermore, optimal temperature and light can help students feel more comfortable and focused when working on the TOEFL test.

4. Availability of tables and chairs in the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about availability of tables and chairs in the Language Center during before and after following TOEFL test. Nine students or 17% percent stated that tables and chairs were enough in the testing room, discussion room, library room and workshop room. Twenty nine students or 54,7 % percent stated that the availability of tables and chairs in the Language Center were good ; seventeen students or 32,1 % students stated that availability of tables and chairs in the Language Center are excellent.

Availability of tables and chairs in the Language Center made the students was more feel more comfortable when taking the TOEFL test. This can help students focus and concentrate on the test at hand. Furthermore, Availability of tables and chairs influenced maintain the physical condition of the participants. Adequate tables and chairs can also help maintain the physical condition of the participants. An ergonomic chair, students was not feeling tired or sore while taking the Test, which may take a long time. Thus, the quality of Test results can also be maintained.

5. Availability of sound system and presentation equipment at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about availability of sound system and presentation equipment at the Language Center. Fourteen students or 26,4% percent stated that the availability of sound system and presentation equipment were sufficient. Furthermore, thirty students or 56.6 % percent students are good which help them to understand instruction from the supervisor before taking TOEFL test. Eleventh students or 20,8 percent stated that the availability of sound system and presentation were excellent that help them to listen the audio in listening section clearly.

Availability of sound system and presentation equipment at the Language Center impact on the quality of the implementation of the TOEFL test. The ability to use the equipment can help ensure that the test is carried out smoothly and that participants can follow instructions clearly. Thus, it is important to ensure the availability and quality of this equipment in order to provide an optimal experience for TOEFL test participants.

6. Easy access to a collection of books, magazines and learning materials at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about accessibility the collection of books, magazines and learning materials at the Language Center. Eight students or 15,1 percent stated that they hardly to access books and learning materials in language center. Ten students or 18,9 percent stated that the accessibility of books, magazines and learning materials were sufficient; 37 students or 69,8% percent stated that they were easy to access books, magazines and learning materials which available in the library room and e-library.

The ease of accessing books, magazines, and study materials at the language center will have a positive impact on the preparation and implementation of the TOEFL test. The implication is that students can easily obtain learning resources to improve their English skills, which can help them better prepare and carry out the TOEFL test. In addition, the existence of adequate learning resources can also increase students' learning motivation and improve their TOEFL score.

7. Availability of computers and internet access at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about availability of computers and internet access at the Language Center. Fourteen students or 26,4 % percent stated that the computers and internet access were sufficient to help them access learning materials, test schedule and information relate to the TOEFL test. Twenty-seven students or 50,9 percent students stated that the availability of computers and internet access were helpful for students as their preparation for taking TOEFL test.

The availability of computers and internet access at language centers can make it easier for test takers to access learning materials and take the TOEFL test. The implication is that language centers must provide sufficient technological infrastructure to facilitate test takers' needs in taking the TOEFL test. In addition, the language center needs to ensure that the computer and internet network at the language center work properly and are constantly updated to accommodate the growing needs of students.

8. Availability of workshop and seminars at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about availability of workshop and seminars at Language Center. Seventeen students or 32,3 percent stated that availability of workshop and

seminars were sufficient; however, the students hoped that the language has to held workshop and seminar about TOEFL test in every month to make the students have a deep knowledge and preparation in taking TOEFL test. Furthermore, forty students or 75.5 % percent stated that the availability of workshop and seminars scheduled in the language center were helpful to the students; after following workshop and seminar, the students were confident and ready to taking TOEFL test because they were already got the steps and keywords from workshop and seminars.

The language center not only provides facilities for taking the TOEFL test, but also provides opportunities for participants to improve their English skills through workshops and seminars. The implication of this statement is that students can take advantage of the opportunities available at the language center to improve their overall English skills, not just to prepare for the TOEFL test. This can provide added value and valuable experience for participants.

9. Update information about activities at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about information of activities at the Language Center. Fourteen students or 26,4 % percent students stated that they got information about activities Language Center, however, sometimes, the information was not to be updated in the website. Furthermore, forty students or 75,5% percent stated that they were easily to get information about activities in the language center.

The students can obtain information regarding activities at the language center to optimally prepare themselves for taking the TOEFL test. For example, students can take part in seminars or workshops that can help improve their English skills. Thus, language centers need to provide precise and accurate information about available activities to assist students in preparing for the TOEFL test.

10. Administrative management (payment, schedule setting and issuance of certificates) at the Language Center

Based on questionnaire, all respondents revealed their thoughts, perceptions, points of view, and feelings regarding a particular question about administrative management in language center. Twelve students or 22,7% percent stated that the administrative management is sufficient during they followed TOEFL test. Furthermore, forty-three students or 81.1 % percent stated that administrative management were responsive and helpful to the students, especially in replying questions, providing facilities and accepting complaining relate to the TOEFL test.

The good administrative management can increase time efficiency and minimize confusion and errors in administrative processes that can affect student readiness to take tests. Thus, good administrative management can have a positive impact on students' experiences and can increase their level of confidence in taking the TOEFL test.

CONCLUSION

Based on finding and discussion, the research can be concluded that this study aims to investigate the impact of learning facilities on students' preparation for the TOEFL Test. This research is an effort to improve the quality of education in Indonesia by developing better learning facilities. From the research results, it can be concluded that learning facilities influenced students' preparation for the TOEFL Test. Adequate learning facilities, such as large and comfortable classrooms, presentation equipment, accessibility of books and study materials, internet access, can improve students' preparation and TOEFL Test results. The

students were ready and confidence to follow TOEFL test because they have already enough preparation through the availability of learning facilities in language center.

This study recommends that leader, either in university or learning center, in Indonesia must pay attention to the importance of developing excellent and adequate learning facilities to improve the quality of education and prepare students for the TOEFL Test. In addition, further research can be carried out by involving a larger sample and looking at the influence of other factors that affect students' preparation for the TOEFL Test, such as psychological factors and learning motivation.

ACKNOWLEDGMENTS

The author is grateful to the head of the language centre, STKIP Al Maksum, Maitri Rahmadhani, S.S, M.Hum, who facilitated the author's conduct of the research in the language centre.

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