

**THE CORRELATION BETWEEN 'STRUCTURE AND WRITTEN
EXPRESSIONS' SCORES IN TOEP AND STUDENTS' ACHIEVEMENT
IN 'BASIC GRAMMAR 1' OF THE ENGLISH LANGUAGE AND
LITERATURE DEPARTMENT STUDENTS AT STATE UNIVERSITY OF
JAKARTA**

An Ex-Post Facto Study



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of *Sarjana Pendidikan***

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ABSTRAK

Devita Anindya Rosadha. 2012. *Hubungan antara Skor 'Structure and Written Expressions' pada tes TOEP dan Prestasi Siswa dalam Mata Kuliah 'Basic Grammar 1' dari Mahasiswa Jurusan Bahasa Inggris di Universitas Negeri Jakarta: Sebuah Penelitian Ex-post Facto*. Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini dilakukan untuk menyelidiki hubungan antara skor '*Structure and Written Expressions*' pada tes TOEP dan prestasi siswa dalam mata kuliah '*Basic Grammar 1*' dari mahasiswa jurusan Bahasa dan Sastra Inggris di Universitas Negeri Jakarta. Populasi penelitian meliputi mahasiswa jurusan Bahasa dan Sastra Inggris angkatan 2010. Penelitian dilakukan di jurusan Bahasa dan Sastra Inggris, Universitas Negeri Jakarta. Sampel penelitian terdiri dari 74 mahasiswa. Analisis data dilakukan dengan menggunakan rumus Korelasi Pearson Product Moment atau Koefisien Korelasi Pearson.

TOEP adalah sebuah tes kemahiran berbahasa Inggris yang ada di Universitas Negeri Jakarta. TOEP terbagi menjadi tiga bagian, yaitu *listening comprehension*, *structure and written expressions*, dan *reading comprehension*. Sedangkan '*Basic Grammar 1*' adalah sebuah mata kuliah berjenjang yang ada di jurusan Bahasa dan Sastra Inggris. Mata kuliah tersebut terdiri dari 3 SKS dan harus diambil sebelum mengambil '*Basic Grammar 2*'.

Hasil penelitian menunjukkan bahwa ada hubungan positif antara skor '*Structure and Written Expressions*' pada tes TOEP dan skor '*Basic Grammar 1*' dari mahasiswa jurusan Bahasa dan Sastra Inggris di Universitas Negeri Jakarta ($r_{xy} = 0.582$). Hal itu menunjukkan bahwa mahasiswa yang mendapatkan skor '*Structure and Written Expressions*' tinggi pada tes TOEP akan memiliki kecenderungan untuk juga mendapatkan skor tinggi pada mata kuliah '*Basic Grammar 1*' dan begitu juga sebaliknya. Jika mahasiswa mendapatkan skor rendah pada '*Structure and Written Expressions*' pada tes TOEP, mahasiswa tersebut juga akan memiliki kecenderungan untuk juga mendapatkan skor rendah pada mata kuliah '*Basic Grammar 1*'.

Kata kunci: Korelasi, Ex-post Facto, TOEP, Structure and Written Expressions, Basic Grammar 1

ABSTRACT

Devita Anindya Rosadha. 2012. *The Correlation between 'Structure and Written Expressions' Scores in TOEP and Students' Achievement in 'Basic Grammar 1' of the English Department Students at State University of Jakarta: An Ex-post Facto Study*. Thesis, English Language and Literature Department, Faculty of Language and Arts, State University of Jakarta.

The research was designed to investigate the relationship between 'Structure and Written Expressions' scores in TOEP and students' achievement in 'Basic Grammar 1' of the English Department students at State University of Jakarta. The population of the study covers the students of English Language and Literature Department of the 2010 academic year. The research was conducted in the English Language and Literature Department at State University of Jakarta. The sample of study consists of 74 students. The data were analyzed by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient* with level of significance $\alpha = 0.01$.

TOEP is the English proficiency test administered in State University of Jakarta. is divided into three sections; which are the listening comprehension section, the structure and written expressions section, and the reading comprehension section. 'Basic Grammar 1' was a subject taught in English Language and Literature Department. It takes 3 credits and must be taken as a pre-requisite subject before taking 'Basic Grammar 2'

The result of the study shows that there is a positive correlation between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta ($r_{xy} = 0.582$). In other words, the students that get high 'Structure and Written Expressions' scores in TOEP will much likely get high 'Basic Grammar 1' scores and the students that get low 'Structure and Written Expressions' scores will also much likely to get low 'Basic Grammar 1' scores.

Keywords: Correlation, Ex-post Facto, TOEP, Structure and Written Expressions, Basic Grammar 1

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CHAPTER I

INTRODUCTION

A. Background of The Study

One of the problems that most of the English as a Foreign Language (EFL) students have to face in their field of study is their incapability to communicate well in English both speaking and writing. Their incapability to communicate in English shows their low English proficiency. In order to know their English proficiency, we need a proficiency test. A proficiency test is designed to measure an individual's general ability in English (Brown, 2004, p. 44; Hughes, 2003, p. 11). Almost all kinds of proficiency test is summative. But, unlike an achievement test, a proficiency test is not limited to one certain skill, course, curriculum, or term. It rather tests our overall ability. A proficiency test generally and traditionally consists of a number of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension (Brown, 2004, p. 44).

Although the proficiency tests results and the students' achievement have always been recognized, scientific interest in this topic has developed rapidly over the past few years. Feast (2002) investigates the relationship between English language proficiency, as measured by IELTS tests scores, and performance at the university level, as measured by Grade Point Average (GPA), using multi-level analysis and a significant and positive relationship was found.

Woodrow (2006) investigates the predictive validity of the International English Language Testing Service (IELTS) test, and identified a number of other variables that were considered as possible influences on academic success. IELTS subtest scores were correlated against students' semester 1 grade point averages (GPA). The result indicated weak but significant correlations between overall IELTS bands and GPA.

Maleki & Zangani (2007) conduct a research to determine whether the proficiency affects the academic achievement of the Iranian EFL students and a significant connection was found between proficiency and grade point averages of academic achievement. Similarly, the results also revealed significant correlation between English language proficiency and achievement in English speaking and writing subjects.

Yen & Kuzma (2008) examine the correlation between grades and IELTS scores of the Chinese students at the University of Worcester. In short, the findings of this research confirm the positive correlation between grades and IELTS scores based upon quantitative data collected from Chinese students at the University of Worcester. It shows that low IELTS scores could point to the possibility of students having poorer grades, especially when they have low listening and writing results.

Fakeye & Ogunsiji (2009) examine the extent to which Nigerian secondary school students' proficiency in English predicted their overall academic achievement in Oyo and Osun States of Nigeria. The results showed that English language proficiency of the students has a significant positive relationship with

their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement.

Later in the same year, Wait & Gressel (2009) evaluate the relationship between TOEFL scores and several measures of academic success for students at an American university abroad, especially the relationship between TOEFL score and academic success for international engineering students. A positive, statistically significant relationship was identified between TOEFL score and GPA, although weaker for engineering students than students in other fields, and for engineering courses than non-engineering courses. TOEFL score was also statistically significant in logistic regressions of CAE pass rate and graduation rate, indicating increasing probability of success with increasing TOEFL score.

From all the studies about the correlation between the proficiency tests results and the students' achievement above, it was found that there is a correlation between the proficiency tests results and the students' achievement.

In Indonesia, most of the EFL university students also have to face a similar problem. The university students, especially those from the English Language and Literature Department, have various level of English proficiency. It is shown by their English proficiency test score reports. Since most of the subjects in the English Language and Literature Department are taught in English, their English proficiency will automatically affect their academic achievement in some ways.

The students in State University of Jakarta have to take a proficiency test in the first semester of their study. According to the official website of *Universitas*

Negeri Jakarta <http://unj.ac.id/pb/media.php?module=detailberita&id=2-tes-unj-toep.html> and *Proposal Program Pelatihan TOEP Preparation bagi Program S1 Angkatan 2005-2007* (2010), the English proficiency test administered in State University of Jakarta is TOEP or Test of English Proficiency. Similarly as TOEFL and also as stated in *Kisi-kisi Tes UNJ TOEP* issued by UPT Pelayanan Bahasa, TOEP is also divided into three sections; which are the listening comprehension section, the structure/written expressions section, and the reading comprehension section. But unlike TOEFL, the writing section is not included in TOEP.

Based on the RENSTRA UNJ document (2006-2017, stated in *Proposal Program Pelatihan TOEP Preparation bagi Program S1 Angkatan 2005-2007*, 2010), State University of Jakarta had set a target to have 90% of the students graduated with a minimum Grade Point Average (GPA) of 2.90 and a minimum TOEFL score of 450 in 10 semesters of study between the academic year of 2009 to 2010. Later in the same document, it is also stated that, started off 2010 to 2013, State University of Jakarta have set a new target to have 90% of students graduated with a minimum Grade Point Average (GPA) of 2.90 and a minimum TOEFL score of 500 or equivalent to IELTS score of 5.0 in 9 semesters of study.

On the contrary, at the end of the academic year of 2009/2010, there were still 5.407 students who had graduated and got their bachelor degree but still hadnot met the minimum TOEP score as required. This fact found in State University of Jakarta is against the facts found on the previous studies above. Based on this fact, the writer feels the need to conduct a research to determine whether there is a correlation between the English Language and Literature

Department students' proficiency and the English Language and Literature Department students' academic achievement in State University of Jakarta. The English Language and Literature Department students' proficiency will be measured by their 'Structure and Written Expressions' scores in TOEP and the English Language and Literature Department students' academic achievement will be measured by the final score of a subject (lesson) which is relevant to the content of the TOEP itself. The subject is 'Basic Grammar 1'. Besides because it is relevant to the content of the TOEP, 'Basic Grammar 1' is chosen also because it had already been taught to the English Language and Literature Department students of the 2010 academic year on their first semester at the same time when the TOEP was administered to them.

B. Research Question

The research question that is needed to be answered is "Is there any correlation between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta?"

C. Limitation of The Study

The writer will identify the correlation between the 'Structure and Written Expressions' scores in TOEP and the 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta.

D. Purpose of The Study

This study aims at identifying whether there is a correlation between the ‘Structure and Written Expressions’ scores in TOEP and the ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta.

E. Time and Place of the Study

The study was taken place at the English Language and Literature Department at State University of Jakarta in June 2011.

F. Significance of The Study

The study is hoped to provide the references to the UPT Pelayanan Bahasa to enhance the quality of TOEP test, especially on the structure and written expressions section, and to synchronize it with the subjects taught at the English Language and Literature Department, especially the ‘Basic Grammar 1’. The study is also hoped to provide the references to the readers, especially the English Language and Literature Department students who want to conduct further study on related issues, and also to enlighten the writer’s and the readers’ knowledge related to proficiency tests; specifically, TOEP test.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes some theoretical perspectives underlying this study. The theories which are described in this chapter are tests, including proficiency tests, the Test of English as a Foreign Language (TOEFL), language skills, grammar, students' achievement, and the hypothesis.

A. Tests

Brown (2004, p. 3) defines a test as a kind of method that requires the test-takers' performance which then implies their competence as the results. A test measures both individual's general and/or specific ability. Porter (1995, p. 33) also supports by stating that the content of a test is always based on the needs of the test-takers. Therefore, the testers need to understand who the test-takers are (Brown, 2004, p. 3).

A test also measures a given domain. For example, in the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language – general competence in all skills of a language (Brown, 2004, p. 3-4). Other tests may have more specific criteria. In short, a test is used to measure a learner's ability, knowledge, or performance based on what the learner has learned so far.

According to Brown (2004, p. 43-48) and Hughes (2003, p. 11-16), there are five test types. First, the language aptitude test, which is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Second, the achievement test, which is related directly to classroom lessons, units, or even a total curriculum and are or should be limited to particular material addressed in a curriculum within a particular period. The achievement test is often summative because it is usually administered in the end of a course or a term. Third, the diagnostic test, which is designed to diagnose specific aspects of a language and also used to identify learners' strengths and weaknesses. Fourth, the placement test, which gives information that will help to place students at the most appropriate level of a teaching program based on their abilities. Fifth, the proficiency test, which is almost always summative and norm-referenced. It is designed to measure people's overall ability in a language, regardless of any training they may have had in that language. The content of a proficiency test itself is based on a specification of what the test-takers must be able to do in the language in order to be considered proficient. Therefore, it is not limited to any one course or skill in the language. It tests our global competence in a language. Proficiency tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension.

B. Standardized Tests

A standardized test is a test administered in a standard manner, which means that it has certain objectives, or criteria, that are held constant across one form of the test to another (Brown, 2004, p. 67). A test is usually able to be classified as a standardized test after a long and intensive process of empirical research and development which dictates standard procedures for administration and scoring. The administration and the scoring guide must be able to be applied on a wide range of test-takers level in different places on different time. A standardized test is a typical of a norm-referenced test, the goal of which is to place test-takers on a continuum across a range of scores and to differentiate test-takers by their relative ranking (Brown, 2004, p. 67).

Some of the examples of standardized proficiency tests are IELTS (International English Language Testing System), TOEIC (Test of English for International Communication), TWE (Test of Written English), TSE (Test of Spoken English), TOEFL (Test of English as a Foreign Language), etc.

IELTS (International English Language Testing System) is an international standardized test of English language proficiency which is widely accepted and recognized by more than 6000 institutions in over 135 countries in the world (<http://www.ielts.org/>). There are two types of IELTS test: academic or general training, depending on whether you want to study, work, or migrate. Both of them covers four language skills, which are listening, speaking, reading, and writing. IELTS is a trusted English proficiency test because it is managed by three reputable international organizations which are British Council, IDP: IELTS

Australia, and the University of Cambridge ESOL Examinations (Cambridge ESOL) (http://www.ielts.org/test_takers_information/what_is_ielts/ielts.aspx).

TOEIC (Test of English for International Communication) is used to measure the ability of non-native English-speaking test takers to use English in everyday workplace activities. TOEIC also covers four language skills which are listening, speaking, reading, and writing. English is the language of global opportunity. For more than 30 years, the TOEIC Listening and Reading test has set the standard for assessing English language skills used in the workplace (http://www.ets.org/toEIC/listening_reading/about). Meanwhile, in the increasingly competitive global marketplace, employers also need a workforce that can speak and write effectively across borders and cultures. The TOEIC® Speaking and Writing tests are valid assessments of English-language speaking and writing skills for business (http://www.ets.org/toEIC/speaking_writing/about).

TWE (Test of Written English) was established in 1986. It is a well-respected measure of written English ever since it was established. In 1998, TWE was incorporated into the computer-based TOEFL and simply labelled as “writing” section. Nevertheless, TWE is still offered as a separate test, especially in the area where a computer-based TOEFL is not available. TWE is a timed impromptu test. The test-takers are not able to prepare for the topic that will appear and they only have a 30-minute time limit to finish the test. Topics are prepared by a panel of experts following specifications for topics that represent commonly used discourse and thought patterns at the university level (Brown, 2004, p. 237-238).

TSE (Test of Spoken English) is administered to measure the ability of the nonnative speakers to communicate orally in English. Test takers have to demonstrate their communicative language ability in English by responding orally to a variety of printed and aural stimuli. Since TOEIC is a test of a general language ability, this test can be taken by anyone regardless of their native language, type of educational training, or field of employment. TSE scores are valid for two years from the test date. During that time, TSE scores can be sent to institutions and agencies (<http://www.ets.org/tse>).

TOEFL (Test of English as a Foreign Language) is produced by the Educational Testing Service (ETS). TOEFL is used as an indicator of a prospective student's ability to undertake academic work in an English-speaking world. TOEFL basically consists of sections on listening comprehension, structure, reading comprehension, and written expression (Brown, 2004, p. 45).

All of the examples of standardized proficiency tests explained above have a certain standard or criteria that is able to be applied in a wide range of test-takers level in different places on different time. A good standardized English proficiency test should be able to measure the communicative ability of English of the test-takers regardless of their native language both written and spoken.

C. Test of English as a Foreign Language (TOEFL)

As well as other proficiency tests, the Test of English as a Foreign Language (TOEFL) is also used to test overall individual's language proficiency. In the United States, the TOEFL is the most widely used commercially available

standardized test of proficiency. Each year the TOEFL test is administered to approximately 800.000 candidates in more than 200 countries. It is highly respected because of the intensive program of ongoing research and development conducted by ETS. The TOEFL's primary use is to set proficiency standards for international students seeking admission to English-speaking universities. More than 4.200 academic institutions, government agencies, scholarship programs, and licensing/certification agencies in more than 80 countries use TOEFL scores (Brown, 2004, p. 84).

1. Kinds of TOEFL

Three kinds of the Test of English as a Foreign Language (TOEFL) are Paper-based Test (PBT), Computer-based Test (CBT), Internet-based Test (iBT). The Test of English as a Foreign Language (TOEFL) itself was originally contained five sections. After conducting some extensive research, a three-section test was finally developed and introduced in 1976. In July 1995, the test item format was modified somewhat within the same three-section structure.

In recent years, various constituencies called for a new TOEFL test that would reflect more of the communicative competence of the test-takers. The test should include more constructed-response tasks of writing and speaking, The test should also provide more information than the paper-based TOEFL test (TOEFL PBT) about the ability of international students to use English in an academic environment.

Accordingly, the TOEFL Board initiated a broad effort to evolve the language testing in the twenty-first century. In 1998, the computer-based TOEFL test (TOEFL CBT) was introduced. That was the first incremental step in this broad test-improvement effort. The next step was the introduction of the internet-based version of the TOEFL test (TOEFL iBT) in September 2005. TOEFL iBT, which was firsts launched in the United States, assesses all four language skills (reading, listening, speaking, and writing) that are very important for effective communication. By emphasizing integrated skills, TOEFL iBT provides better information to institutions about students' ability to communicate in an academic setting and their readiness for academic coursework. The TOEFL iBT, then, was gradually rolled out worldwide during 2005 and 2006. As TOEFL iBT was introduced in an area, TOEFL CBT was discontinued after a period of overlap to ensure a smooth transition to TOEFL iBT. The final administration of TOEFL CBT was held in September 2006. TOEFL PBT will continue to be offered on a limited basis to support the TOEFL testing network in areas where TOEFL iBT is not available (www.ets.org/toefl).

2. TOEFL Specifications

The descriptions of TOEFL specifications below are adapted by Brown (2004, p. 72-73) from the description of the computer-based TOEFL at www.toefl.org.

a. Listening Section

The listening section measures the examinee's ability to understand English as it is spoken in North America. This section consists of various stimuli, such as dialogues, short conversations, academic discussions, and mini lectures, and poses questions that test comprehension of main ideas, the order of a process, supporting ideas, important details, and inferences, as well as the ability to categorize topics/objects.

The multimedia capability of the computer is used beneficially to create the context and also to support the content of the lectures. By using pictures and other graphics, the test-takers is hoped to be more closely exposed to the "real world" situations compared to just listening to voices.

b. Structure Section

The structure section measure the examinee's ability to recognize language that is appropriate for standard written English. The language is formal rather than conversational. The topics of the sentences are associated with general academic discourse.

The types of questions used in this section are questions in which the test-taker must complete an incomplete sentence by choosing one of the four answers provided and questions in which the test-takers must identify one of the four underlined words or

phrases that is not accepted in English. In the paper-based test, these two types of questions are separated into two different subsections. But unlike the paper-based test, these two types of questions are randomly mixed in the computer-based test and also in the internet-based test.

c. Reading Section

The reading section measures the ability to read and understand short passages similar in topic and style to academic texts used in North American colleges and universities. In this section, a variety of short passages on academic subjects is provided to be read by the test-taker. After reading the passages, the test-taker has to answer several questions about each passage. The questions are all about what is stated or implied and also the words that can be found in the passages.

d. Writing Section

The writing section measured the ability to write in English, including the ability to generate, organize, and develop ideas, to support those ideas with examples or evidence, and to compose a response to one assigned topic in standard written English. The rating scale for scoring the essay is a range from 0 to 6. A score of 0 is given to papers that are blank, simply copy the topic, are

written in a language other than English, consist only of random keystroke characters, or are written on a topic different from the one assigned. Each essay is rated independently by two trained, certified readers.

D. Test of English Proficiency (TOEP) at State University of Jakarta

According to the official website of *Universitas Negeri Jakarta* (<http://unj.ac.id/pb/media.php?module=detailberita&id=2-tes-unj-toep.html>) and *Proposal Program Pelatihan TOEP Preparation bagi Program S1 Angkatan 2005-2007* (2010), the English proficiency test administered in State University of Jakarta is TOEP or Test of English Proficiency. As stated in *Kisi-kisi Tes UNJ TOEP* issued by UPT Pelayanan Bahasa, TOEP is divided into three sections; which are the listening comprehension section, the structure and written expressions section, and the reading comprehension section. But unlike TOEFL, the writing section is not included in TOEP. Similarly as the paper-based TOEFL, the structure and written expressions section in TOEP is also used to measure the examinee's ability to recognize language that is also appropriate for standard written English.

TOEP is administered by UPT Pelayanan Bahasa UNJ twice a month, every Friday on its first and third week. Every new students have to take TOEP in their freshman year on the first semester and they will also have to take TOEP as a requirement to be able to graduate from State University of Jakarta on their last semester.

Based on the RENSTRA UNJ document (2006-2017, stated in *Proposal Program Pelatihan TOEP Preparation bagi Program S1 Angkatan 2005-2007*, 2010), the State University of Jakarta stated the academic quality indicator for the stage of ‘reposition and consolidation’ between the year of 2009 to 2010 is to have 90% of the students graduated with a minimum Grade Point Average (GPA) of 2.90 and a minimum TOEFL score of 450 in 10 semesters of study. Later in the same document, it was also stated that the State University of Jakarta has entered the stage of ‘establishment and independent’ started off 2010 to 2013. As a result, the State University of Jakarta increase the academic quality indicator to have 90% of students graduated with a minimum Grade Point Average (GPA) of 2.90 and a minimum TOEFL score of 500 or equivalent to IELTS score of 5.0 in 9 semesters of study.

On the contrary, at the end of the academic year of 2009/2010, there were still 5.407 students who had graduated and got their bachelor degree but still hadnot met the minimum TOEFL score yet as required.

E. Language Skills

English language skills are divided into two major skills. They are receptive skills and productive skills. Receptive skills consist of listening skill and reading skill, while productive skills consist of speaking skill and writing skill (Nunan, 2003, p. 24).

1. Listening

Listening is one of the receptive skills. It requires a person to receive and understand incoming information (Nunan, 2003, p. 24). As a person listens, he will not only process what he hears but also relate the information he hears to his knowledge. It breaks the assumption that listeners simply 'decode messages they hear'. As Buck (1995, as cited in Nunan, 2003, p. 24) states, the meaning is not in the text being listened to but is something that is constructed by the listeners based on their knowledge sources.

Learners can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables them to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

Extensive listening will usually take place outside the classroom, in the learners' home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when they make their own choices about what they are going to listen to (Harmer, 2002, p. 228).

Intensive listening will usually take place inside the classroom. The examples of intensive listening are reading aloud, story-telling, interviews, and conversations.

2. Reading

Similarly as listening, reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003, p. 68). Reading is also a receptive skill. The most typical classroom focus is on intensive reading. It involves a short reading passage followed by textbook activities to develop comprehension skills, while extensive reading means reading many books or longer texts without a focus on classroom exercise to test the comprehension skills (Nunan, 2003, p. 71-72).

Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g., vocabulary, grammar, and idioms) (Richards & Renandya, 2002, p. 273).

3. Speaking

Many people feel that speaking in a new language is harder than the other skills. It is mostly because speaking happens in real time. So the person you are talking to is waiting for your direct response. Another reason is because we cannot revise or edit what we have said, as we can in writing (Nunan, 2003, p. 48).

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Spoken language and written language

differ in many significant ways. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact (Richards & Renandya, 2002, p. 204).

In the countries where English is still considered as a foreign language, learning to speak English is much harder. It is because the learners are rarely exposed to the conditions where they have to speak in English. They have very few opportunities to use the target language to communicate with other people outside the classrooms (Nunan, 2003, p. 54).

4. Writing

Writing is both a process and a product. It is called a *process* because it takes time. The writer needs some time to imagine, organize, draft, edit, read, reread. It is called a *product* because it is also has a result and the result is what the audience or the readers see. It may be in the form of an essay, a letter, a story, or a research report (Nunan, 2003, p. 88).

Learners must be able to write in the target language in different ways for different purposes. They also need to be exposed to have practice with various genres in order to be very skillful in writing.

F. Grammar

Grammar is often seen as the description of ways or the set or rules in which words can change their forms and can be combined into sentences in a language (Harmer, 2002, p. 12; Nunan, 2003, p. 154). The *Longman Dictionary of Applied Linguistics*, as cited in Nunan (2003, p. 154), defines grammar as “a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language”. Although creating good grammar is extremely difficult, the communication may still have a chance to suffer if the grammar rules are too carelessly violated. The readers or the people we talk to may not be able to understand what we wish to say.

Grammar is distinguished into prescriptive grammar and descriptive grammar. Prescriptive grammar deals with the law itself. It shows what is wrong and what is right. On the other hand, descriptive grammar deals with the way people actually use the language. A sentence can be judged ungrammatical or unacceptable by the prescriptive grammarians while it is actually considered as grammatical or acceptable by the descriptive grammarians (Nunan, 2003, p. 154).

Many grammar-based course are relatively ineffective because they teach grammar distinctively. They teach grammar as an isolated subject and it surely fails to give the learners a proper context for the grammar points. Grammar should be taught along with the language skills; listening, reading, speaking, and writing. It should be integrated to the communicative contexts so the learners will be able to communicate with other people in any different contexts by using good grammar rules. The integrated skills approach to language teaching which covers

all four language skills as well as grammar and vocabulary is used by the content-based instruction practitioners because it reflects what actually happens in the real world where interactions involve multiple skills simultaneously (Nunan, 2003, p. 206).

In the field of language learning, declarative knowledge is identified as knowing the language rules, while procedural knowledge means being able to use the knowledge for communication. Many people have declarative knowledge but not procedural knowledge. It means that they can state or declare the rule, but they cannot or do not use the rules when they communicate with other people in the target language. For example, a person may know that he has to put an *-s* or *-es* for plural nouns, but when he speak in English and mention some plural nouns, he leave the *-s* or *-es* off the words. There are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers often fall into this category. They can communicate with quite good grammar but they actually do not know about the grammar rules they have been using (Nunan, 2003, p. 160).

G. Students' Achievement

Learning is complex. It involves cognitive processes that are not completely understood (Ehrenberg, Brewer, Gamoran, & Willms, 2001, p. 1). The processes usually take time. Warkitri and Wiryawan (1990, as cited in Fahma, 2007) states that the students' achievement is the level of students' understanding and students' success in learning a subject in the classroom. At the end of every

process or term, an achievement test is conducted to know how well the students have achieved what they have been learning so far. Brown (2004, p. 48) also explains that achievement tests can also diagnose what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met.

Since it is administered at the end of a unit or term of study, achievement tests are often considered as summative tests. In addition, Hughes (2003, p. 13) also states that final achievement tests are those administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions.

At the university level, the achievement tests are conducted every semesters and the result is called Grade Point Average (GPA). According to a website (<http://www.wisegeek.com/what-is-a-gpa.htm>), Grade Point Average (GPA) is the means by which total performance in school, usually from middle school through college, is calculated.

In this study, the students' achievement is shown by the final score. The final score of the subject which is relevant to TOEP is obtained through documentation. The subject is 'Basic Grammar 1' which has already been taught to the English Language and Literature Department students during their first semester. According to the newest curriculum, 'Basic Grammar 1' is the newest form of the subject previously named 'English Grammar 1'. It takes 3 credits and must be taken as a pre-requisite subject before taking 'Basic Grammar 2' which was previously named 'English Grammar 2'. After finishing this subject, the

students are expected to be able to communicate well in English both written and spoken with an accurate and appropriate lexicogrammatical level in every elements, especially in nominal groups, verbal groups, and adverbial groups (English Grammar 1 Study Guide).

H. Relevant Studies

There have been several studies regarding the correlation between the proficiency tests results and the students' achievement over the past few years. Feast (2002) investigates the relationship between English language proficiency, as measured by IELTS tests scores, and performance at the university level, as measured by Grade Point Average (GPA), using multi-level analysis and a significant and positive relationship was found.

Woodrow (2006) investigates the predictive validity of the International English Language Testing Service (IELTS) test, and identified a number of other variables that were considered as possible influences on academic success. IELTS subtest scores were correlated against students' semester 1 grade point averages (GPA). The result indicated weak but significant correlations between overall IELTS bands and GPA.

Maleki & Zangani (2007) conduct a research to determine whether the proficiency affects the academic achievement of the Iranian EFL students and a significant connection was found between proficiency and grade point averages of academic achievement. Similarly, the results also revealed significant correlation

between English language proficiency and achievement in English speaking and writing subjects.

Yen & Kuzma (2008) examine the correlation between grades and IELTS scores of the Chinese students at the University of Worcester. In short, the findings of this research confirm the positive correlation between grades and IELTS scores based upon quantitative data collected from Chinese students at the University of Worcester. It shows that low IELTS scores could point to the possibility of students having poorer grades, especially when they have low listening and writing results.

Fakeye & Ogunsiji (2009) examine the extent to which Nigerian secondary school students' proficiency in English predicted their overall academic achievement in Oyo and Osun States of Nigeria. The results showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement.

Later in the same year, Wait & Gressel (2009) evaluate the relationship between TOEFL scores and several measures of academic success for students at an American university abroad, especially the relationship between TOEFL score and academic success for international engineering students. A positive, statistically significant relationship was identified between TOEFL score and GPA, although weaker for engineering students than students in other fields, and for engineering courses than non-engineering courses. TOEFL score was also

statistically significant in logistic regressions of CAE pass rate and graduation rate, indicating increasing probability of success with increasing TOEFL score.

From all the studies about the correlation between the proficiency tests results and the students' achievement above, it was found that there is a correlation between the proficiency tests results and the students' achievement. The correlation is mostly significantly positive, which means the higher the proficiency tests results, the lower the students' achievement; and vice versa, the lower the proficiency tests results, the higher the students' achievement

I. Hypotheses

The hypotheses of the study are :

H_0 : There is no correlation between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta.

H_1 : There is a correlation between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study, the population and the sample of the study, the variables of the study, the data collection technique, and the data analysis technique.

This study aims at identifying whether there is a correlation between ‘Structure and Written Expressions’ scores in TOEP and ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta.

A. Research Method

This study employed the ex-post facto method. An ex-post facto method is often treated as one kind of descriptive research since it is also used to describe the conditions that already exist. No treatment involved. But, unlike the descriptive method which only describes the conditions, the ex-post facto method also determines the causes or reasons of the current condition of the phenomena under study. The phrase ‘ex-post facto’ itself is the Latin of “after the fact”, which means both the causes and the effects have already occurred before and are studied retrospectively (Gay, 1987, p. 247; Hatch & Lazaraton, 1991, p. 99). This study focused on the correlation between the independent variable, which was the

‘Structure and Written Expressions’ scores in TOEP, and the dependent variable, which was the ‘Basic Grammar 1’ scores.

B. Population and Sample of the Study

The population of the study was the English Language and Literature Department students of the academic year of 2010. The sampling procedure was non-probability accidental sampling. This sampling method is actually a matter of taking what the writer can get. Although selection may be unguided, it is probably not random. Using the correct definition of everyone in the population may give an equal chance of being selected to every individuals in the population.

Non-probability samples are limited with regard to generalization. We cannot make valid inferences about the larger group from which they are drawn because they do not truly represent a population. Validity will be increased by getting as many students as possible as the samples (<http://psychology.ucdavis.edu/sommerb/sommerdemo/sampling/types.htm>).

Along with it, as Gay (1987, p. 231) states that 30 subjects are generally considered to be a minimum acceptable numbers of sample size that is able to represent the whole population, the samples of the study were 74 students from the whole population of 145 students.

C. Variables of the Study

There are two variables in this study.

1. The independent variable (x) is the students' proficiency in grammar/structures. It can be measured by using the 'Structure and Written Expressions' scores in TOEP test which is conducted by UPT Pelayanan Bahasa of State University of Jakarta. The students' proficiency itself will be represented in 'Structure and Written Expressions' scores in TOEP test of the English Language and Literature students.
2. The dependent variable (y), is the students' achievement. It can be measured by using the achievement tests. The students' achievement itself will be represented in the final score of the English Language and Literature students in 'Basic Grammar 1' subject.

D. The Data Collection Technique

The data was obtained in the form of printed/written documents. The documents was the TOEP score reports issued by the UPT Pelayanan Bahasa of State University of Jakarta and the final score reports of the 'Basic Grammar 1' subject issued by the English Language and Literature Department at State University of Jakarta.

E. The Data Analysis Technique

Before analyzing the data by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*, the normality test and the linearity test were done. The normality test was done by using *One-Sample Kolmogorov-Smirnov Test* and the linearity test was done by using *One-Way ANOVA Test*. *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*, *One-Sample Kolmogorov-Smirnov Test*, and *One-Way ANOVA Test* were used to analyze the data because the data were interval scores. All of the data were analyzed by using *IBM® SPSS® Statistics Version 19 for Windows*.

After the normality test and the linearity test were done, the data were further analyzed by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient* to know the correlation coefficient which indicates the degree to which two variables are related. *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient* is used to analyze a correlation if the data obtained is in the form of interval or ratio data (Gay, 1987, p. 237). The data obtained in this study was also in the form of interval data, as both shown by the TOEP scores and the 'Basic Grammar 1' scores.

The value of the *Pearson's Product Moment Correlation* or *Pearson's Correlation Coefficient* is shown as r . As Gay (1987, p. 231-232) states, the value of r will always be shown by a decimal number between .00 and + 1.00 or .00 and - .00. If the coefficient is near + 1.00, the variables are positively correlated. If the coefficient is near .00, the variables are not related. If the coefficient near - 1.00, the variables are inversely related. In line with it, Hatch & Lazaraton (1991, p.

434-435) also explains that the closer the r value is to 1, the stronger the relationship is between two variables. The subscripts x and y stand for the two variables being compared or arbitrarily specified as dependent and independent variables.

The formula of the *Pearson's Product Moment Correlation* or *Pearson's Correlation Coefficient* and the table of the correlation coefficient interpretation are shown below.

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

Where:

r = the Pearson's Correlation Coefficient

x = the students' proficiency distribution

y = the students' achievement distribution

$\sum x$ = the sum of scores in x -distribution

$\sum y$ = the sum of scores in y -distribution

$\sum xy$ = the sum of the products of paired x -distribution and y -distribution

$\sum x^2$ = the sum of squared scores in x -distribution

$\sum y^2$ = the sum of squared scores in y -distribution

N = the number of paired x - and y - scores (subject)

Table 3.1. Correlation Coefficient Interpretation

Coefficient Interval	Correlational Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.80 – 1.000	Very High

CHAPTER IV

RESULT OF THE STUDY

Based on the previous chapters outlining the theoretical perspectives and the method of data collection, the results of this study are presented in this chapter. This chapter is divided into three parts: data descriptions, findings, and discussions. This chapter answers the research question as previously mentioned, *“Is there any correlation between ‘Structure and Written Expressions’ scores in TOEP and ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta?”*.

A. Data Descriptions

This study aims at identifying whether there is a correlation between the ‘Structure and Written Expressions’ scores in TOEP and the ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta. The data were collected through documentation in the forms of ‘Structure and Written Expressions’ scores in TOEP and the ‘Basic Grammar 1’ scores. The ‘Structure and Written Expressions’ scores in TOEP were issued by UPT Pelayanan Bahasa UNJ and the ‘Basic Grammar 1’ scores were issued by the English Language and Literature Department. The writer obtained the scores from 74 students. The further descriptions of the sample of the study involved is shown below.

1. Study Program

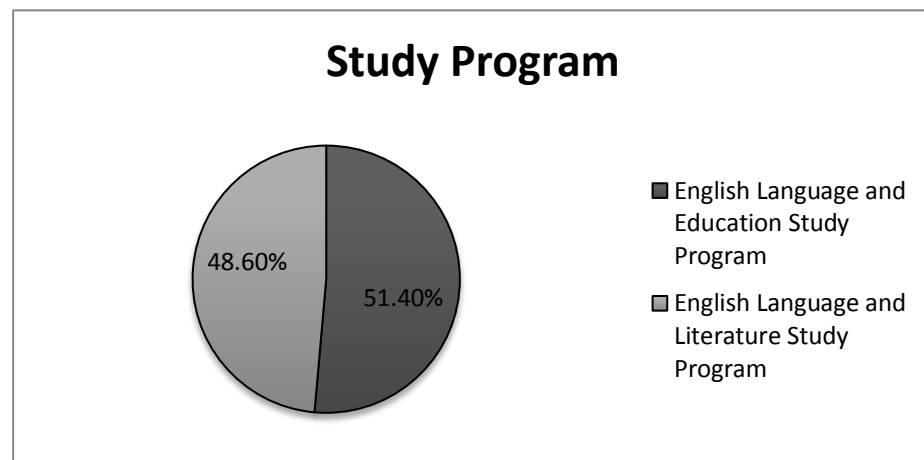
Table 4.1 shows the percentage of the English Language and Literature Department students of the 2010 academic year at State University of Jakarta which became the sample of the study based on the study programs they are currently taking.

Table 4.1. Sample of The Study – Study Program

Study Program	Frequency	Percentage
English Language and Education Study Program	38	51.4 %
English Language and Literature Study Program	36	48.6 %
TOTAL	74	100 %

The table above shows that 51.4 % of the whole sample used in this study is from English Language and Education Study Program and 48.6 % of the whole sample used in this study is from English Language and Literature Study Program. This means that the sample is enough to represent the whole population of English Language and Literature Department students of the 2010 academic year at State University of Jakarta. The data is further presented in the pie chart below.

Figure 4.1. Sample of The Study – Study Program



2. Sex

The table below shows the percentage of the English Language and Literature Department students of the 2010 academic year at State University of Jakarta which became the sample of the study based on their sex.

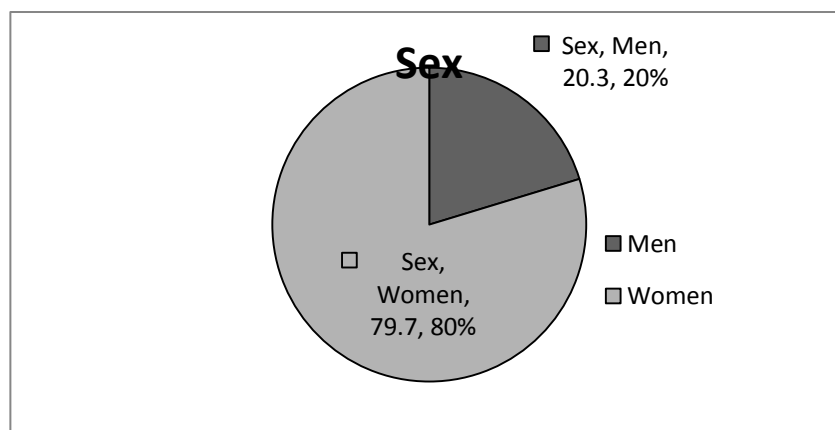
Table 4.2. Sample of The Study – Sex

Sex	Frequency	Percentage
Male	15	20.3 %
Female	59	79.7 %
TOTAL	74	100 %

Table 4.2. above shows that 20.3 % of the whole sample used in this study are men and 48.6 % of the whole sample used in this study are women. This means that women dominate the whole population of the English Language and Literature Department students of the 2010

academic year at State University of Jakarta. The data is further presented in the pie chart below.

Figure 4.2. Sample of The Study – Sex



3. Descriptive Statistics

The table below shows the descriptive statistics of the variables of the study. The descriptive statistics describe the general description of the variables of study.

Table 4.3. Descriptive Statistics

Variables	Min	Max	Mean	SD
Structure and Written Expressions Scores	29	56	42.22	5.913
Basic Grammar 1 Scores	50.00	89.70	69.8345	8.25012

Table 4.3. above shows the descriptive statistics of the variables of the study. The minimum 'Structure and Written Expressions' scores is 29,

while the maximum is 56. The mean of the ‘Structure and Written Expressions’ scores is 42.22 and the standard deviation is 5.913. The minimum ‘Basic Grammar 1’ score is 50.00, while the maximum is 89.70. The mean of ‘Basic Grammar 1’ scores is 69.8345 and the standard deviation is 8.25012.

B. Findings

1. TOEP UNJ Test

Table 4.4. below shows the categories of the proficiency level and the TOEP UNJ score classification. The scores between 000 to 343 fall into ‘elementary’ level, the scores between 347 to 433 fall into ‘low intermediate’ level, the scores between 437 to 510 fall into ‘intermediate’ level, the scores between 513 to 587 fall into ‘upper intermediate’ level, and the scores between 590 to 677 fall into ‘advanced’ level.

Table 4.4. TOEP UNJ Proficiency Classification

Proficiency Level	TOEP UNJ Score Classification
Elementary	000 - 343
Low Intermediate	347 - 433
Intermediate	437 - 510
Upper Intermediate	513 - 587
Advanced	590 - 677

Table 4.5. below shows the TOEP results of the sample of the study which are 74 students of English Language and Literature Department.

Table 4.5. TOEP UNJ Results

No.	Registration Number	Names	TOEP
1	2215100065	Student 1	457
2	2215100066	Student 2	437
3	2215100067	Student 3	370
4	2215100069	Student 4	407
5	2215100070	Student 5	393
6	2215101183	Student 6	523
7	2215101184	Student 7	423
8	2215101185	Student 8	380
9	2215101186	Student 9	387
10	2215101187	Student 10	483
11	2215101188	Student 11	393
12	2215101190	Student 12	490
13	2215101192	Student 13	427
14	2215101193	Student 14	340
15	2215101194	Student 15	443
16	2215101198	Student 16	413
17	2215101200	Student 17	357
18	2215101203	Student 18	410
19	2215101206	Student 19	397
20	2215101208	Student 20	457
21	2215101209	Student 21	427
22	2215101210	Student 22	457
23	2215101211	Student 23	443
24	2215101217	Student 24	433
25	2215102118	Student 25	433
26	2215102119	Student 26	450
27	2215102120	Student 27	490
28	2215102121	Student 28	463
29	2215102123	Student 29	433
30	2215102124	Student 30	520
31	2215102126	Student 31	497
32	2215102127	Student 32	397

33	2215102128	Student 33	473
34	2215102129	Student 34	453
35	2215102130	Student 35	457
36	2215102134	Student 36	383
37	2215102136	Student 37	467
38	2215102137	Student 38	497
39	2225100072	Student 39	443
40	2225100075	Student 40	413
41	2225101215	Student 41	373
42	2225101217	Student 42	563
43	2225101221	Student 43	503
44	2225101224	Student 44	460
45	2225101232	Student 45	493
46	2225101238	Student 46	440
47	2225102146	Student 47	350
48	2225102149	Student 48	440
49	2225102154	Student 49	410
50	2225102156	Student 50	383
51	2225102158	Student 51	430
52	2225102160	Student 52	430
53	2225102164	Student 53	400
54	2225102166	Student 54	400
55	2225102167	Student 55	453
56	2225102168	Student 56	443
57	2225102170	Student 57	393
58	2225106401	Student 58	333
59	2225106404	Student 59	417
60	2225106412	Student 60	387
61	2225106414	Student 61	360
62	2225106415	Student 62	430
63	2225106417	Student 63	403
64	2225106419	Student 64	403
65	2225106420	Student 65	387
66	2225106422	Student 66	367
67	2225106424	Student 67	393
68	2225106425	Student 68	363
69	2225106431	Student 69	383
70	2225106434	Student 70	410
71	2225106435	Student 71	363
72	2225106437	Student 72	467
73	2225106442	Student 73	383

74	2225106444	Student 74	313
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Table 4.6. below shows the frequency and the percentage of the students who fall into each proficiency level. For TOEP scores (variable x), the descriptive statistics shows that there are 4.1% of the English Language and Literature Department students who fall into the ‘elementary’ proficiency level, 56.8% who fall into the ‘low intermediate’ proficiency level, 35.1% who fall into the ‘intermediate’ proficiency level, 4.1% who fall into the ‘upper intermediate’ proficiency level, and no one is in the ‘advanced’ proficiency level.

Table 4.6. TOEP UNJ Results Classification

Proficiency Level	Frequency	Percentage
Elementary	3	4.1 %
Low Intermediate	42	56.8 %
Intermediate	26	35.1 %
Upper Intermediate	3	4.1 %
Advanced	0	0 %
TOTAL	74	100 %

Table 4.7. below shows the ‘Structure and Written Expressions’ scores in TOEP of the sample of the study which are 74 students of English Language and Literature Department.

Table 4.7. ‘Structure and Written Expressions’ Scores

No.	Registration Number	Names	Structure & Written Expressions Scores
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1	2215100065	Student 1	48
2	2215100066	Student 2	43
3	2215100067	Student 3	36
4	2215100069	Student 4	42
5	2215100070	Student 5	35
6	2215101183	Student 6	51
7	2215101184	Student 7	41
8	2215101185	Student 8	40
9	2215101186	Student 9	40
10	2215101187	Student 10	47
11	2215101188	Student 11	40
12	2215101190	Student 12	50
13	2215101192	Student 13	43
14	2215101193	Student 14	33
15	2215101194	Student 15	46
16	2215101198	Student 16	33
17	2215101200	Student 17	36
18	2215101203	Student 18	40
19	2215101206	Student 19	44
20	2215101208	Student 20	44
21	2215101209	Student 21	43
22	2215101210	Student 22	51
23	2215101211	Student 23	47
24	2215101217	Student 24	45
25	2215102118	Student 25	49
26	2215102119	Student 26	45
27	2215102120	Student 27	50
28	2215102121	Student 28	42
29	2215102123	Student 29	48
30	2215102124	Student 30	54
31	2215102126	Student 31	51
32	2215102127	Student 32	37
33	2215102128	Student 33	49
34	2215102129	Student 34	44
35	2215102130	Student 35	45
36	2215102134	Student 36	36
37	2215102136	Student 37	50
38	2215102137	Student 38	54
39	2225100072	Student 39	43
40	2225100075	Student 40	40
41	2225101215	Student 41	38

42	2225101217	Student 42	56
43	2225101221	Student 43	46
44	2225101224	Student 44	50
45	2225101232	Student 45	48
46	2225101238	Student 46	44
47	2225102146	Student 47	33
48	2225102149	Student 48	45
49	2225102154	Student 49	38
50	2225102156	Student 50	33
51	2225102158	Student 51	40
52	2225102160	Student 52	37
53	2225102164	Student 53	31
54	2225102166	Student 54	41
55	2225102167	Student 55	50
56	2225102168	Student 56	42
57	2225102170	Student 57	40
58	2225106401	Student 58	29
59	2225106404	Student 59	40
60	2225106412	Student 60	37
61	2225106414	Student 61	33
62	2225106415	Student 62	45
63	2225106417	Student 63	40
64	2225106419	Student 64	40
65	2225106420	Student 65	42
66	2225106422	Student 66	40
67	2225106424	Student 67	38
68	2225106425	Student 68	37
69	2225106431	Student 69	40
70	2225106434	Student 70	44
71	2225106435	Student 71	38
72	2225106437	Student 72	40
73	2225106442	Student 73	41
74	2225106444	Student 74	33

2. 'Basic Grammar 1'

Table 4.8. below shows the categories of the 'Basic Grammar 1' achievement classifications. The scores between 0 to 55 fall into

‘unsatisfactory/fail’ level, the scores between 55 to 59 fall into ‘minimal pass’ level, the scores between 60 to 69 fall into ‘satisfactory/pass’ level, the scores between 70 to 79 fall into ‘very good’ level, and the scores between 80 to 100 fall into ‘excellent’ level.

Table 4.8. ‘Basic Grammar 1’ Achievement Classification

Achievement Level			Basic Grammar 1 Score Classification
A	4	Excellent	80 - 100 %
B	3	Very Good	70 - 79 %
C	2	Satisfactory/Pass	60 - 69 %
D	1	Minimal Pass	55 - 59 %
E	0	Unsatisfactory/Fail	< 55 %

Table 4.9. below shows the ‘Basic Grammar 1’ results of the sample of the study which are 74 students of English Language and Literature Department.

Table 4.9. ‘Basic Grammar 1’ Results

No.	Registration Number	Names	Basic Grammar 1
1	2215100065	Student 1	80.00
2	2215100066	Student 2	75.30
3	2215100067	Student 3	70.10
4	2215100069	Student 4	72.60
5	2215100070	Student 5	71.60
6	2215101183	Student 6	89.70
7	2215101184	Student 7	71.20
8	2215101185	Student 8	66.00
9	2215101186	Student 9	50.00
10	2215101187	Student 10	73.40
11	2215101188	Student 11	60.50

12	2215101190	Student 12	82.00
13	2215101192	Student 13	70.30
14	2215101193	Student 14	55.00
15	2215101194	Student 15	75.00
16	2215101198	Student 16	65.60
17	2215101200	Student 17	64.70
18	2215101203	Student 18	71.50
19	2215101206	Student 19	72.50
20	2215101208	Student 20	80.30
21	2215101209	Student 21	78.40
22	2215101210	Student 22	81.10
23	2215101211	Student 23	70.10
24	2215101217	Student 24	77.30
25	2215102118	Student 25	71.20
26	2215102119	Student 26	72.50
27	2215102120	Student 27	77.20
28	2215102121	Student 28	52.00
29	2215102123	Student 29	72.50
30	2215102124	Student 30	82.00
31	2215102126	Student 31	81.00
32	2215102127	Student 32	66.10
33	2215102128	Student 33	71.90
34	2215102129	Student 34	70.50
35	2215102130	Student 35	72.25
36	2215102134	Student 36	68.20
37	2215102136	Student 37	60.00
38	2215102137	Student 38	72.50
39	2225100072	Student 39	70.00
40	2225100075	Student 40	62.00
41	2225101215	Student 41	70.00
42	2225101217	Student 42	85.00
43	2225101221	Student 43	72.00
44	2225101224	Student 44	80.00
45	2225101232	Student 45	80.00
46	2225101238	Student 46	62.00
47	2225102146	Student 47	65.00
48	2225102149	Student 48	75.00
49	2225102154	Student 49	75.00
50	2225102156	Student 50	70.00
51	2225102158	Student 51	60.00
52	2225102160	Student 52	72.00

53	2225102164	Student 53	60.00
54	2225102166	Student 54	80.00
55	2225102167	Student 55	72.00
56	2225102168	Student 56	80.00
57	2225102170	Student 57	73.00
58	2225106401	Student 58	70.00
59	2225106404	Student 59	70.00
60	2225106412	Student 60	61.30
61	2225106414	Student 61	60.00
62	2225106415	Student 62	70.80
63	2225106417	Student 63	57.00
64	2225106419	Student 64	61.50
65	2225106420	Student 65	57.00
66	2225106422	Student 66	80.00
67	2225106424	Student 67	60.00
68	2225106425	Student 68	61.70
69	2225106431	Student 69	62.30
70	2225106434	Student 70	70.00
71	2225106435	Student 71	62.50
72	2225106437	Student 72	71.00
73	2225106442	Student 73	60.60
74	2225106444	Student 74	55.00

Table 4.10. below shows the frequency and the percentage of the students who fall into each achievement level. For ‘Basic Grammar 1’ scores (variable y), the descriptive statistics shows that there are 17.6% of the English Language and Literature Department students who fall into ‘excellent’ level, 47.3% who fall into ‘very good’ level, 27.0% who fall into ‘satisfactory/pass’ level, 5.4% who fall into ‘minimal pass’ level, and 2.7% who fall into ‘unsatisfactory/fail’ level.

Table 4.10. ‘Basic Grammar 1’ Results Classification

Achievement Level			Frequency	Percentage
A	4	Excellent	13	17.6 %
B	3	Very Good	35	47.3 %
C	2	Satisfactory/Pass	20	27.0 %
D	1	Minimal Pass	4	5.4 %
E	0	Unsatisfactory/Fail	2	2.7 %
TOTAL			74	100 %

C. The Data Analysis

Before analyzing the data by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*, the normality test and the linearity test were done. The normality test was done by using *One-Sample Kolmogorov-Smirnov Test* and the linearity test was done by using *One-Way ANOVA Test*. All of the data were analyzed by using *IBM® SPSS® Statistics Version 19 for Windows*.

1. Test of Normality

The test of normality was done to identify whether the data is normally distributed or not (Nisfiannoor, 2009, p. 91). The test of normality in this study was done by using *One-Sample Kolmogorov-Smirnov Test* with the assumptions that if $p > 0.05$, it means the data are normally distributed; and if $p < 0.05$, it means the data are not normally distributed. The result of the test of normality of 'Structure and Written Expressions' and 'Basic Grammar 1' is shown in the table below.

Table 4.11. Test of Normality Result

Variables of the Study	<i>K – S Z</i>	<i>p</i>	Distribution
TOEP scores	.512	.956	Normal
Structure and Written Expressions scores	.792	.558	Normal
Basic Grammar 1 scores	1.348	.053	Normal

The table above shows that the *p* value for TOEP scores is .956, the *p* value for ‘Structure and Written Expressions’ scores is .558 and the *p* value for ‘Basic Grammar 1’ scores is .053, which means the *p* value of both data have met the assumptions of K-SZ for normal distribution, which is $p > 0.05$. Therefore, the data are normally distributed.

2. Test of Linearity

The test of linearity was done to identify the relationship between the independent variable and the dependent variable whether it is linear or not (Nisfiannoor, 2009, p. 92). Besides that, the test of linearity is also used to determine the significance level of the deviation of the relationship between the independent variable and the dependent variable. If the deviation is not significant, therefore the independent variable and the dependent variable can be identified as linear if the significance level of linearity is not more than 0.05. The test of linearity in this study was done by using *One-Way ANOVA Test*. The result of the test of linearity of ‘Structure and Written Expressions’ scores and ‘Basic Grammar 1’ scores shows that the value of $F = .767$ and the value of $p = .733$, which means that the correlation between ‘Structure and Written Expressions’ scores and ‘Basic Grammar 1’ scores is linear. Moreover, the result of the test of

linearity of TOEP scores and 'Basic Grammar 1' scores shows that the value of $F = 1.673$ and the value of $p = .070$, which means that the correlation between TOEP scores and 'Basic Grammar 1' scores is also linear.

3. Correlation Coefficient

After all of the assumptions have been met through the test of normality using *One-Sample Kolmogorov-Smirnov Test* and the test of linearity using *One-Way of ANOVA Test*, the correlational analysis was done by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*. As Gay (1987, p. 231-232) and Hatch & Lazaraton (1991, p. 434-435) stated, the value of r will always be shown by a decimal number between .00 and + 1.00 or .00 and - .00. If the coefficient is near + 1.00, the variables are positively correlated. If the coefficient is near .00, the variables are not related. If the coefficient near - 1.00, the variables are inversely related. The result of the correlational analysis in this study of 'Structure and Written Expressions' scores and 'Basic Grammar 1' scores shows that the value of $r = 0.582$ with the significance level of 0.000 ($p < 0.01$). While the result of the correlational analysis in this study of TOEP scores and 'Basic Grammar 1' scores shows that the value of $r = 0.607$ with the significance level of 0.000 ($p < 0.01$).

4. Coefficient Determination

The coefficient determination value of r^2 shows the overlap which tells us that the two measures are providing similar information, or the magnitude of r^2 indicates the amount of variance in x which is accounted by y or vice versa (Hatch & Lazaraton, 1991, p. 441). It is used to measure the strength of the relationship between two variables and also used to identify the contribution between variable x and y . If the correlation of the two measures is $r = 0.582$, the variance overlap between the two measures is $r^2 = 0.582^2 = 0.3387 = 0.339$. The contribution of 'Structure and Written Expressions' scores (variable x) towards 'Basic Grammar 1' scores (variable y) is 33.9%. Moreover, if the correlation of the two measures is $r = 0.607$, the variance overlap between the two measures is $r^2 = 0.607^2 = 0.368$. The contribution of TOEP scores towards 'Basic Grammar 1' scores (variable y) is 36.8%.

D. Discussion

Based on the result of the study, a discussion can be done as follows. For TOEP scores, the descriptive statistics shows that there are 4.1% of the English Language and Literature Department students who fall into the 'elementary' proficiency level, 56.8% who fall into the 'low intermediate' proficiency level, 35.1% who fall into the 'intermediate' proficiency level, 4.1% who fall into the 'upper intermediate' proficiency level, and no one is in the 'advanced' proficiency level. Since there are more than 50% of the students, who fall into the category of 'low intermediate' proficiency level, it can be identified that the proficiency level

of most of English Language and Literature Department students is still on 'low intermediate' level. It means the proficiency level of the English Language and Literature Department students is still low. It is against the fact that they should get higher proficiency scores because they are much more exposed to English than the students from other majors. The minimum TOEP score of the English Language and Literature Department students is 313 and the maximum TOEP score of the English Language and Literature Department students is 563. For the minimum 'Structure and Written Expressions' scores in TOEP (variable x) is 29, while the maximum 'Structure and Written Expressions' scores in TOEP is 56.

For 'Basic Grammar 1' scores (variable y), the descriptive statistics shows that there are 17.6% of the English Language and Literature Department students who fall into 'excellent' level, 47.3% who fall into 'very good' level, 27.0% who fall into 'satisfactory/pass' level, 5.4% who fall into 'minimal pass' level, and 2.7% who fall into 'unsatisfactory/fail' level. Since there are 47.3% of the students who fall into the category of 'very good' level, it can be identified that the achievement level of most of English Language and Literature Department students in grammar is on 'very good' level. It means the achievement level of the English Language and Literature Department students is quite good. The minimum 'Basic Grammar 1' score of the English Language and Literature Department students is 50.00 and the maximum 'Basic Grammar 1' score of the English Language and Literature Department students is 89.70.

For the correlation between 'Structure and Written Expressions' scores in TOEP (variable x) and 'Basic Grammar 1' scores (variable y), by using the

formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*, it is found that the value of $r = 0.582$ with the significance level of 0.000 ($p < 0.01$). It means that there is a positive correlation between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta. In other words, the students that get high 'Structure and Written Expressions' scores will much likely get high 'Basic Grammar 1' scores and the students that get low 'Structure and Written Expressions' scores will also much likely to get low 'Basic Grammar 1' scores. In accordance with the findings of the previous relevant studies, it shows that there is a positive correlation between students' proficiency and students' achievement. The result of this study is in line with the results of the previous studies conducted in several countries where English is still considered as a foreign language. Therefore, the research hypothesis can be accepted and proven to be true.

Furthermore, the correlation between TOEP score and 'Basic Grammar 1' scores (variable y), by using the formula of *Pearson Product Moment Correlation* or *Pearson's Correlation Coefficient*, equals to the value of $r = 0.607$ with the significance level of 0.000 ($p < 0.01$). It means that there is also a positive correlation between TOEP scores and 'Basic Grammar 1' scores of the English Language and Literature Department students at State University of Jakarta. In other words, the students that get high TOEP scores will much likely get high 'Basic Grammar 1' scores and the students that get low TOEP scores will also much likely to get low 'Basic Grammar 1' scores.

However, the correlational value between TOEP score and 'Basic Grammar 1' scores ($r = 0.607$) is still higher than the correlational value between 'Structure and Written Expressions' scores in TOEP and 'Basic Grammar 1' scores ($r = 0.582$). It is caused by there are two elements, which are 'Listening Comprehension' scores and 'Reading Comprehension' scores, that might support the total scores of TOEP.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The result of the study shows that there is a correlation between ‘Structure and Written Expressions’ scores and ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta. The correlation is positive. In other words, the students that get high ‘Structure and Written Expressions’ scores will much likely get high ‘Basic Grammar 1’ scores and the students that get low ‘Structure and Written Expressions’ scores will also much likely to get low ‘Basic Grammar 1’ scores. Therefore, the research hypothesis can be accepted and proven to be true.

The writer has tried to be as objective as possible in conducting this study. However, the writer realizes that this study has some weaknesses. First, the sampling procedure used in this study was non-probability accidental sampling. This sampling method is actually a matter of taking what the writer can get. Although selection may be unguided, it is probably not random. Using the correct definition of everyone in the population may give an equal chance of being selected to every individuals in the population. Since non-probability samples are limited with regard to generalization, a probability sampling procedure is still much preferable to be applied to enhance the possibility to make valid inferences

about the larger group from which the samples are drawn. Second, the population of the study was only the English Language and Literature Department students of the academic year of 2010. If it is possible, it is much better if the population and the samples of the study are taken from a wider area, for example the English Language and Literature Department students of the academic year between 2006 to 2010. A larger population will also enhance the possibility to make more valid inferences about the larger group from which the samples are drawn.

B. Recommendation

In general, as the result have shown, there is a positive correlation between ‘Structure and Written Expressions’ scores in TOEP and ‘Basic Grammar 1’ scores of the English Language and Literature Department students at State University of Jakarta. By knowing the result of the study, it is hoped that UPT Pelayanan Bahasa and the English Language and Literature Department can get the references and information in regards to how well students’ proficiency affects students’ achievement. However, there are some suggestions that need to be addressed to improve the students’ proficiency and the students’ achievement. It is recommended for UPT Pelayanan Bahasa to improve the quality of the proficiency test by conducting a research at State University of Jakarta continually in regards to the test itself. TOEP preparation program should also be followed periodically by all of the students at State University of Jakarta, including the English Language and Literature Department students. Therefore, the students will be familiar with TOEP and its content and the proficiency level of the

students at State University of Jakarta, especially the English Language and Literature Department students, will soon be improved, as expected.

Besides, it is also important to revise the TOEP test materials periodically and synchronize them with the materials of the English subjects, especially between the 'Structure and Written Expressions' section and the 'Basic Grammar 1' subject. By doing so, it is hope that TOEP test will not only function as a regular proficiency test that is administered in the first and the last semester of study as one of the requirements to be able to graduate from the State University of Jakarta but also can contribute in improving the students' achievement in English subjects, especially for the English Language and Literature Departments.

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APPENDICES

APPENDIX A**DESCRIPTIVE STATISTICS
SAMPLE OF THE STUDY****STUDY PROGRAM**

		Study Program			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Language and Education Study Program	38	51.4	51.4	51.4
	English Language and Literature Study Program	36	48.6	48.6	100.0
	Total	74	100.0	100.0	

SEX

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	20.3	20.3	20.3
	Female	59	79.7	79.7	100.0
	Total	74	100.0	100.0	

APPENDIX B**DESCRIPTIVE STATISTICS
RESULT OF THE STUDY****STATISTICS****Statistics**

		TOEP UNJ Classification Results	BG1 Classification Results	BG1 Achievement Classification Results
N	Valid	74	74	74
	Missing	0	0	0

TOEP UNJ CLASSIFICATION RESULTS**TOEP UNJ Classification Results**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	3	4.1	4.1	4.1
	Intermediate	26	35.1	35.1	39.2
	Low Intermediate	42	56.8	56.8	95.9
	Upper Intermediate	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

‘BASIC GRAMMAR 1’ CLASSIFICATION RESULTS**‘Basic Grammar 1’ Classification Results**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baik	35	47.3	47.3	47.3
	Cukup	20	27.0	27.0	74.3
	Kurang	4	5.4	5.4	79.7
	Sangat Baik	13	17.6	17.6	97.3
	Tidak Lulus	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

‘BASIC GRAMMAR 1’ ACHIEVEMENT CLASSIFICATION RESULTS**‘Basic Grammar 1’ Achievement Classification Results**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	13	17.6	17.6	17.6
	B	35	47.3	47.3	64.9
	C	20	27.0	27.0	91.9
	D	4	5.4	5.4	97.3
	E	2	2.7	2.7	100.0
Total		74	100.0	100.0	

APPENDIX C

TEST OF NORMALITY ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

One-Sample Kolmogorov-Smirnov Test

		Structure and Written Expressions	Basic Grammar 1
N		74	74
Normal Parameters ^{a,b}	Mean	42.22	69.8345
	Std. Deviation	5.913	8.25012
Most Extreme Differences	Absolute	.092	.157
	Positive	.092	.083
	Negative	-.084	-.157
Kolmogorov-Smirnov Z		.792	1.348
Asymp. Sig. (2-tailed)		.558	.053

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		TOEP	Basic Grammar 1
N		74	74
Normal Parameters ^{a,b}	Mean	423.54	69.8345
	Std. Deviation	48.186	8.25012
Most Extreme Differences	Absolute	.060	.157
	Positive	.060	.083
	Negative	-.038	-.157
Kolmogorov-Smirnov Z		.512	1.348
Asymp. Sig. (2-tailed)		.956	.053

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX D**TEST OF LINEARITY
ANOVA****ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Basic Grammar 1 * Structure and Written Expressions	Between	(Combined)	2389.629	20	119.481	2.455	.005
	Groups	Linearity	1680.787	1	1680.787	34.540	.000
		Deviation from	708.842	19	37.307	.767	.733
		Linearity					
	Within Groups		2579.076	53	48.662		
Total			4968.705	73			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Basic Grammar 1 * Structure and Written Expressions	Between	(Combined)	3991.307	42	95.031	3.014	.001
	Groups	Linearity	1829.218	1	1829.218	58.017	.000
		Deviation from	2162.089	41	52.734	1.673	.070
		Linearity					
	Within Groups		2579.076	977.398	31	31.529	
Total			4968.705	4968.705	73		

APPENDIX E

**CORRELATIONAL ANALYSIS
PEARSON PRODUCT MOMENT CORRELATION**

Correlations		
	Structure and Written Expressions	Basic Grammar 1
Structure and Written Expressions	1	.582**
Pearson Correlation		.000
Sig. (2-tailed)		
N	74	74
Basic Grammar 1	.582**	1
Pearson Correlation	.000	
Sig. (2-tailed)		
N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		TOEP	Basic Grammar 1
TOEP	Pearson Correlation	1	.607**
	Sig. (2-tailed)		.000
	N	74	74
Basic_Grammar_1	Pearson Correlation	.607**	1
	Sig. (2-tailed)	.000	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).