

THE EFFECTS OF PREPARATION CLASS AND STUDENT ATTENDANCE TOWARDS TOEIC SCORE IN STIE WIKARA PURWAKARTA

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Abstrak

Studi ini mengetengahkan tentang pengaruh kelas persiapan yang diadakan sebelum tes TOEIC dan juga melibatkan pengaruh kehadiran mahasiswa (absensi) di kelas persiapan tersebut. Adapun kelas persiapan, ini tidak memiliki pengaruh apapun terhadap hasil tes TOEIC mahasiswa STIE Wikara. Dibuktikan dengan hasil yang diperoleh berdasarkan uji korelasi, nilai korelasi antara X_1 dengan variabel Y sangat kecil, nilai p-value (sig) lebih besar dari 0,05 sehingga dapat disimpulkan tidak terdapat hubungan atau asosiasi yang signifikan antara variabel kelas persiapan (X_1), dengan variabel skor TOEIC (Y). Lain hal nya dengan kehadiran (absensi) mahasiswa. Nilai korelasi antara variabel X_2 dengan variabel Y dapat dikatakan cukup tinggi dan memiliki nilai p-value (sig) yang lebih kecil dari 0,05 sehingga dapat disimpulkan terdapat hubungan atau asosiasi yang signifikan antara variabel persentase kehadiran (X_2) dengan skor TOEIC (Y) mahasiswa di kampus STIE Wikara. Berdasarkan tabel uji F diperoleh nilai F hitung sebesar 13,155 dan nilai p-value (sig) sebesar 0,000. Nilai p-value ini $< \alpha = 0,05$ sehingga H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan antara kelas persiapan (X_1) dan pesentase kehadiran (X_2) secara bersama-sama terhadap skor TOEIC Mahasiswa (Y).

Kata Kunci: Kelas Persiapan, Kehadiran mahasiswa, Tes TOEIC

1. Introduction

The test is one of measurements of students' achievements in learning process. In campus they take evaluation tests twice every semester after teaching learning activities.

Regarding to this test, there is one kind of test given to students related to competency or proficiency. This test is conducted to measure how far students' abilities in one skill. As for this study, the authors focused on the English proficiency test using TOEIC (Test of English for International Communication).

Different from the mid test or final test where it is done after finishing the learning process, the TOEIC test does not require other knowledges except English which is used daily. The TOEIC test will measure objectively and accurately about communicating ability in English. (Preparation for Facing the TOEIC Test, English Bridge, 2017) <https://englishbridge.co.id/en/persiapan-tes-toeic/>

The important thing, TOEIC test material and other competency tests such as TOEFL, IELTS, are not the same as general English. So even though in students are proficient in English, they should still take preparatory classes to optimize scores and increase self-confidence. (SUN Education Group) <https://suneducationgroup.com/app/sun-english-app/persiapan-kursus-app/pentingnya-kelas-persiapan-bahasa-inggris/>

Based on this condition, the writer finally opened the TOEIC preparation class to make students more familiar with English both oral and written before the test.

2. The Research Questions

1. How much influence does the class preparation have for the TOEIC test results?
2. How much influence does the presence of students have on the TOEIC test results?
3. How much influence does the preparation class and student attendance in the class have on the TOEIC results?

3. The aim of research

1. To find out how much influence the class preparation for the TOEIC test results.
2. To analyze how much influence the presence of students in class on the TOEIC test results.
3. To find out how much influence the preparation class and student attendance on TOEIC result.

4. The benefit of research

1. From a theoretical point of view, this study is expected to be able to provide additional research results that already exist and can provide an overview of the relationship between the preparation class and the presence of students in the class on the TOEIC test results.
2. From a practical point of view, the results of this study are expected to be able to provide information to fellow lecturers and students to be aware of the influence between the opening of preparation classes and class attendance with the results of the TOEIC test.

5. The Clarification of the term

1. Preparation Class

Taking a test preparation course in the USA is the best way to prepare for the TOEFL, IELTS, GRE or GMAT tests. Besides having a custom-prepared plan by an elite instructor, test prep courses in the USA often offer a tutor with the skills and style to meet your needs, adjustments to match your progress and a collaborative learning environment. Many preparation programs can also offer practice tests and simulated computer testing sessions. And because these test prep courses are located in the USA, you'll be improving your English skills outside of class at the same time.
<https://www.englishlci.edu/blog/learning-english-in-the-us/why-take-a-test-preparation-course-in-the-usa/>

Every student who comes to class unprepared delays the learning path momentum. We don't move on with the journey, we halt, take three steps back and stand still. Aside from student and instructor frustration, this detracts from the overall course experience. A study conducted by professors Heiner, Banet, and Wieman at UBC on class preparedness, found that students themselves recognize the benefits to their learning of reading before class, and using productive reading strategies.

More than 75% of students in the study agreed that pre-readings were helpful to their learning. Although the study determined the legitimacy of pre-reading, it did not analyze the methodology.

In January of 2016, McGraw-Hill learning scientists conducted our own study to help determine the student impact of our learning science technology resource SmartBook.

SmartBook is an adaptive learning platform that not only creates an interactive reading and learning environment, but adapts to the learning style and pace of each individual user. This technology provides a solution to the question, "How do I teach the same content in the same time, to 500+ students who all have different learning styles?"

The study concluded that 86% of students agreed that SmartBook helped them be better prepared for class.

“Requiring students to complete the material in advance has allowed me to increase the level of difficulty or “ramp up” the discussion as students have the basic material now to go above and beyond what we could before. I am finding that students are more prepared for in-class quizzes and exams than without the on-line practice,” – Brandy Mackintosh, Assistant Professor of Intro to Financial Accounting, University of Saskatchewan.

Class preparedness allows instructors to continue the momentum of their course path, time spent in class to be more effective and productive, and allows students to be present and assured of the material being discussed. <https://www.mheducation.ca/blog/how-important-is-it-for-students-to-come-to-class-prepared/>

2. Students' Attendance

[Meta-analysis by researchers at SUNY Albany](#) (2010) has found a high correlation between student attendance and grades. Using data that covers almost 100 years and more than 28,000 student outcomes, Crede, Roch and Kieszczynka argued that attendance is the single most important predictor of high grades: better than SAT scores, high school GPAs, study skills or study habits. They concluded that “the use of the online classroom resources and improved textbooks have not decreased the importance of attending class.”

A study by [Arulampalam, Naylor and Smith](#) (2007) covering undergraduate Economics students over a period of three years also found a causal effect of absence on student performance. The effect was most pronounced for high-performing students, whose grades were hardest hit by cutting classes.

Both studies allow that multiple factors comprise academic success. But it's more complicated than bums in seats. Likewise, [a 2016 study of Finnish post-graduate students](#) found that although absenteeism predicted poorer grades overall, a cluster of students with poor attendance did relatively well. More fine-grained research about absenteeism is needed in relation to sub-groups. <https://tophat.com/blog/student-attendance-harvard/> *Student Attendance Matters, Even If Lectures Are Online. Ask Harvard. By Karen Quevillon. 2017.*

3. TOEIC Result (TOEIC Score) TOEIC® Scores and Conversion Table

The TOEIC Listening & Reading Test is a 2 hour multiple-choice test consisting of 200 questions. Each candidate receives independent scores for listening and reading comprehension on a scale from 5 to 495 points. The total score add up to a scale from 10 to 990 points.

The following are TOEIC® test scores and what they mean:

Score Level	General Description
905 - 990 (91% - 100%)	International Professional Proficiency Able to communicate effectively in any situation.
785 - 900 (79% - 90%)	Working Proficiency Plus Able to satisfy most work requirements with language that is often, but not always, acceptable and effective.
605 - 780 (61% - 78%)	Limited Working Proficiency Able to satisfy most social demands and limited work requirements.
405 - 600 (41% - 60%)	Elementary Proficiency Plus Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
255 - 400 (26% - 40%)	Elementary Proficiency Speaker has functional, but limited proficiency. Able to maintain very simple face-to-face conversations on familiar topics.
10 - 250 (0 - 25%)	Basic Proficiency Able to satisfy immediate survival needs

The **Test of English for International Communication® (TOEIC)** is "an English language test designed specifically to measure the everyday English skills of people working in an international environment."

There are different forms of the exam: The TOEIC Listening & Reading Test consists of two equally graded tests of comprehension assessment activities totaling a possible 990 score; There are also the TOEIC Speaking and Writing Tests. The TOEIC speaking test is composed of tasks that assess pronunciation, intonation and stress, vocabulary, grammar, cohesion, relevance of content and completeness of content. The TOEIC Writing test is composed of

tasks that assess grammar, relevance of sentences to the pictures, quality and variety of sentences, vocabulary, organization, and whether the opinion is supported with reason and/or examples. Both assessments use a score scale of 0 - 200.

Why it's important to know your English level

The English level system you use to describe your English skills is usually imposed on you from the outside. An employer, a school, a teacher, or an immigration authority ask you to take a particular English test, so you do, and then you describe your English level using that test's system. Depending on your goals and location, you are likely to be more familiar with one system of English levels than another. For example, if you're applying to university in the USA, you probably know what a TOEFL score of 100 means, whereas if you're trying to get a visa to move to the UK, you're more likely to be familiar with the CEFR level B1.

- 905 – 990 International Proficiency.
- 785 – 900 Working Proficiency Plus.
- 605 – 780 Limited Working Proficiency.
- 405 – 600 Elementary Proficiency Plus.
- 255 – 400 Elementary Proficiency.
- 185 – 250 Memorized Proficiency.
- 10 – 180 No Useful Proficiency.

4. Metodology of Research

The research method used is quantitative research methods by providing treatment to students in the form of TOEIC tests. The free variable of this study is the preparatory class (X1), the presence of students (X2), while the dependent variable is the result of the TOEIC test (Y).

The total population of the seventh semester students is 77 people, consisting of 39 students in the morning class and the remaining 38 people in the evening class, where only morning class students are chosen as research subjects.

This study was conducted on the STIE Wikara campus for 4.5 months starting 2 October 2018 to 14 February 2019.

5. Data Analysis and Finding

1. Identifying students' attendance
2. Listing the TOEIC score of students
3. Finding the result

FINDING RESULT

Frequency Table

LEVEL_BEFORE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Basic	34	87,2	87,2
	Elementary	3	7,7	94,9
	Elementari Plus	2	5,1	100,0
	Total	39	100,0	100,0

LEVEL_AFTER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Basic	14	35,9	35,9
	Elementary	20	51,3	87,2
	Elementari Plus	5	12,8	100,0
	Total	39	100,0	100,0

Data Description

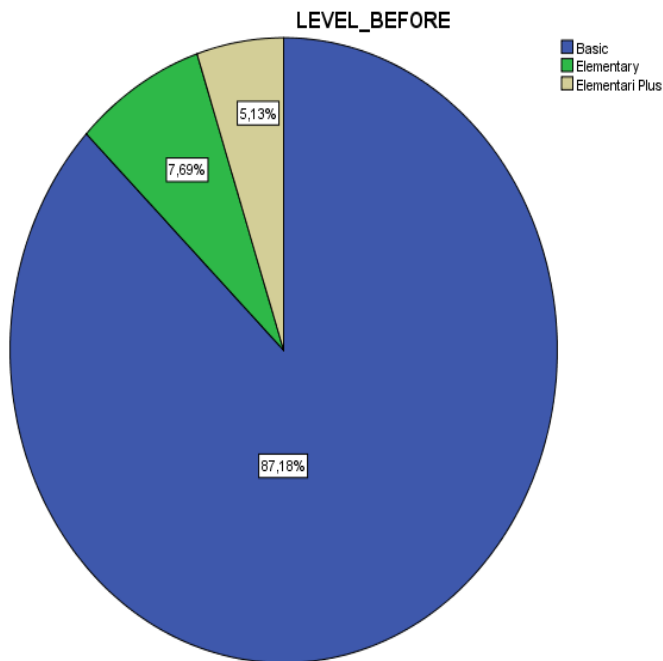
This research was conducted on 39 students at STIE Wikara. The following is a descriptive table of statistical variables used in this study.

Descriptive Statistics

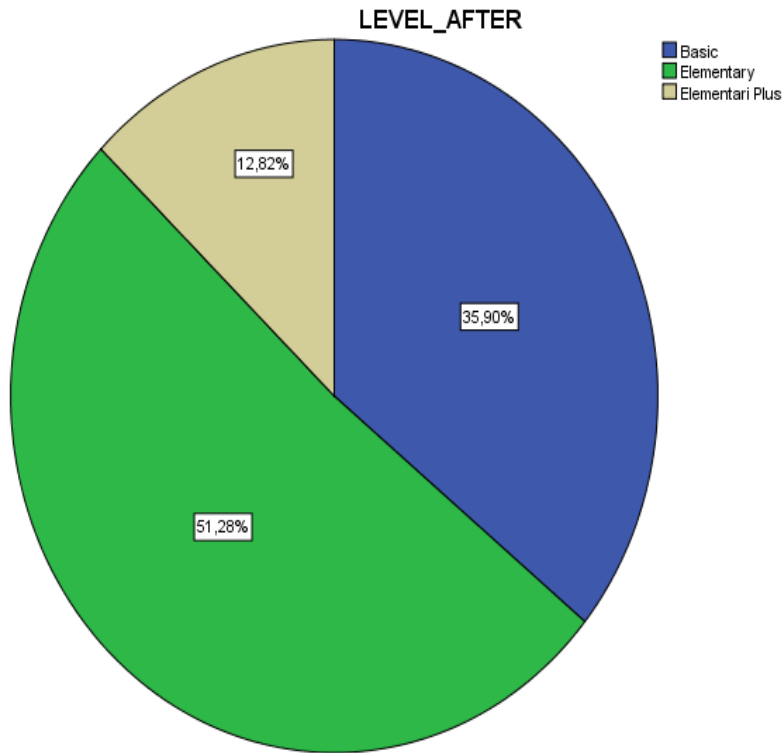
	N	Minimum	Maximum	Mean	Std. Deviation
Procentage	39	8	100	69,74	37,308
TOIC_SCORE_BEFORE	39	55	415	156,03	97,961
TOIC_SCORE_AFTER	39	165	525	289,74	84,120
Valid N (listwise)	39				

From the table above obtained information that the average percentage of attendance is 69.74 percent, the highest percentage of student attendance is 100 percent and the lowest is 8 percent with a standard deviation of 37.308 percent. For the TOEIC score variable before taking the preparatory class has an average of 156, the highest score is 415 and the lowest is 55 with a std deviation of 97.96. The average TOEIC score after taking the preparatory class is 290 (rounding because the TOEIC score is no comma), the highest score is 525 and the lowest score is 165 with a std deviation of 84.12.

The following is presented a pie chart for the Toieic level of students before taking preparatory classes.



Based on the chart above, it can be seen that the student's TOEIC level of 87.18% is basic while the elementary level is 7.69% and elementary plus is 5.13%. TOEIC level after taking preparation class is as follows:



Based on the chart above, it can be seen that the number of elementary level student has being increased, elementary level after attending the preparatory class is as much as 51.28%. Likewise, elementary plus levels increase to 12.18%, while the basic level drops to 35.90%.

1. Correlation Test

Correlation analysis is an initial analysis conducted to see whether there is a relationship or association between preparatory class variables (X1), percentage attendance variable (X2) and toic score (Y) of students at STIE Wikara. The existence of a significant correlation can be seen through the p-value (sig) generated, if the p-value (sig) < 0.05 ($\alpha = 5\%$), it can be concluded that there is a significant correlation while the degree of closeness of the relationship can be seen in Table. The correlation test results can be seen in the following table:

Correlations

		Percentage	TOIC_SCORE_BEFORE	TOIC_SCORE_AFTER
Percentage	Pearson Correlation	1	,570**	,166
	Sig. (2-tailed)		,000	,314
	N	39	39	39
TOEIC_SCORE_BEFORE	Pearson Correlation	,570**	1	,611**
	Sig. (2-tailed)	,000		,000
	N	39	39	39
TOEIC_SCORE_AFTER	Pearson Correlation	,166	,611**	1
	Sig. (2-tailed)	,314	,000	
	N	39	39	39

From the table above the correlation value between X1 and Y variable is 0.166 with p-value (sig. (2-tailed) of 0.314 and correlation X2 with Y variable of 0.611 with p-value (sig. (2-tailed) of 0.000 From the results obtained based on the correlation test, the correlation value between X1 and Y variable is very small, the p-value (sig) is greater than 0.05 so it can be concluded that there is no significant relationship or association between preparatory class variables (X1) with TOEIC score variable (Y), while the correlation value between variable X2 and variable Y can be said to be quite high and has a p-value (sig) that is smaller than 0.05 so it can be concluded that there is a significant relationship or association between the percentage attendance variable (X2) with the TOEIC score (Y) of students at STIE Wikara.

**Tabel Uji t
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	229,804	23,542		9,761	,000
	TOIC_SCORE_BEFORE	,657	,132	,765	4,960	,000
	Percentage	-,610	,348	-,271	-1,754	,088

**Tabel Uji F
ANOVA^a**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	113540,890	2	56770,445	13,155	,000 ^b
	Residual	155356,546	36	4315,460		
	Total	268897,436	38			

**Tabel
Nilai Koefisien Determinasi
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,650 ^a	,422	,390	65,692	1,980

The Effect of preparation class (X1) and percentage of attendance (X2) together on Student TOEIC scores (Y)

The hypothesis of this influence is:

H₀: $\beta_1 = 0$ or $\beta_2 = 0$

H₁: $\beta_1 \neq 0$ or $\beta_2 \neq 0$

Meaning :

H₀: there is no significant influence between the preparation class (X1) and the percentage of attendance (X2) together on the Student TOIC score (Y)

H₁: there is a significant influence between the preparation class (X1) and the percentage of attendance (X2) together on the Student TOIC score (Y)

Based on the F test table, the calculated F value is 13.155 and the p-value (sig) is 0,000. This p-value is $\alpha = 0.05$ so that H₀ is rejected and H₁ is accepted. It can be concluded that there is a significant influence between there is a significant influence between the preparation class (X1) and the percentage of attendance (X2) together on the Student TOIC score (Y)

6. Conclusion

1. The p-value (sig) is greater than 0.05 so it can be concluded that there is no significant relationship or association between preparatory class variables (X1) with TOEIC score variable (Y).
2. The correlation value between variable X2 and variable Y can be said to be quite high and has a p-value (sig) that is smaller than 0.05 so it can be concluded that there is a significant relationship or association

between the percentage attendance variable (X2) with the TOEIC score (Y) of students at STIE Wikara.

3. There is a significant effect between the preparation class (X1) and the percentage of attendance (X2) together on the Student TOIC score (Y)

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