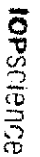# International Conference on Applied Science and Technology

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Paper title	*How Learning Center (LC) Affecting Students' TOEFL Score* Only the chairs can edit
Conference and track	International Conference on Applied Science and Technology on Social Science 2019 (ICAST-SS 2019) - International Conference on Applied Science and Technology on *Engineering Science 2019 (ICAST-SS 2019)*

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How Learning Center (LC) Affects Students' TOEFL Score

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Available Online October 2019.

Abstract

This research aimed to investigate the effectiveness of Learning Center (LC) to improve students's TOEFL score. Learning Center was designed as a site where students were able to learn TOEFL by computer-based. The research

participant involved six classes in each departement, State Polytechnic c Bali. The students were trained on Learning Center (LC) program and giv chance to study TOEFL test in whole part by their self or individually. To measure its effectiveness, two test were applied, those are pre-test and post-test. The treatment in Learning Center (LC) was done two times. The result of pre-test and post-test were compered and analyzed. The test and Learning Center (LC) material were developed and validated by the experties before used. The result of measurement fostered that the Learning Center (LC) was effective to improve the TOEFL score by the students.

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Series
Advances in Social Science, Education and Humanities Research

Publication Date
October 2019

ISBN
10.2991/icastss-19.2019.77

ISSN
2352-5398

DOI
10.2991/icastss-19.2019.77   How to use a DOI?

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AU  - Dewi Paramitha
PY  - 2019/10
DA  - 2019/10
TI  - How Learning Center (LC) Affects Students' TOEFL Score
BT  - Proceedings of the International Conference On Applied Science and
Technology 2019 - Social Sciences Track (iCASTSS 2019)
PB  - Atlantis Press
SP  - 34
EP  - 36
SN  - 2352-5398
UR  - https://doi.org/10.2991/icastss-19.2019.77
DO  - 10.2991/icastss-19.2019.77
ID  - Ardika2019/10
ER  -
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How Learning Center (LC) Affects Students' TOEFL Score

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Abstract—This research aimed to investigate the effectiveness of Learning Center (LC) to improve students's TOEFL score. Learning Center was designed as a site where students were able to learn TOEFL by computer-based. The research participant involved six classes in each departement, State Polytechnic of Bali. The students were trained on Learning Center (LC) program and given chance to study TOEFL test in whole part by their self or individually. To measure its effectiveness, two test were applied, those are pre-test and post-test. The treatment in Learning Center (LC) was done two times. The result of pre-test and post-test were compered and analyzed. The test and Learning Center (LC) material were developed and validated by the experties before used. The result of measurement fostered that the Learning Center (LC) was effective to improve the TOEFL score by the students.

Keywords—Learning Center (LC), effectiveness, TOEFL

I. INTRODUCTION

TOEFL is a Test of English as a Foreign Language which is used to measure the ability of English as near as English speaking country done. Therefore, Zaereva states that ESL or EFL teachers, students, program administrators and other end-users that to succeed in on academic environment in which English is the language of instruction, students need not only to understand English but also to communicate effectively [1]. Since English is the most widely used language in the world and has played important roles in various fields of study, the ability to used English is extreamly needed [2]. Usually the test is includes four sections they are; *listening, structure or written text and reading.* Generally, this test is as a requirement to enroll in universities or to find a job outside the country where English is spoken as the first language. Assesment as an indispensible part of educationin general and laguage assessment in particular can be designed in such a way as to best represent what a critical thinking [3]. One of the competencies that needed in dealing with global competencies is English as an international language [4]. Therefore, many students of the non-native speaker of English take TOEFL test in order to accomplish the requirement and sometimes a lot of students acquire the TOEFL to get a better job abroad with a particular standard. According to Mahdavy [5], TOEFL is meticulous, articulate,

and idealistic in listening section of the test, however [6] states that reading would be a good preparation for the TOEFL.

Most of the students think that study or work abroad is a gateway to get a better oppurtunity. However, there is a standardized score that the students need to be accomplished in order to be accepted. The standardized score is usually 500 or above. The preparation of TOEFL has increasingly become a vital requirement [7]. According to Vu [8] states that the significant role of the TOEFL score in entrance to US universities, there are many concerns about the reability of TOEFL score. Therefore, Motallebzadeh states that the selection of appropriate language learning strategies enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self-direction [9]. Getting focused on that point, so that the application of Learning Center (LC) need to be conducted in order to know how far Learning Center (LC) affected the students' score by using computer-based TOEFL as the treatment.

In this era, there are a lot of way for students to learn TOEFL, one of them is by using computer-based. According to Haverback, the students at a low level of proficiency feel more comfortable and less threatened when they participate in media online discussion than face to face in class, and they are able to grasp a better understanding of learning materials which are mainly dominated by the high proficiency learners [10]. It indicated that when the computer-based is conducted by the students, it can makes the students feel more comfortable and confident in learning, they will be easier to understand the materials given and they can be more motivated to learn so that this research was conducted by using computer-based TOEFL in doing the treatment by each classes with Learning Center (LC) model.

Learning Center (LC) is the place where the learning of Indonesian language by foreign students done individually. They undertake the learning on their own pursuant to the standard operating procedure (SOP) prepared for LC. Almost entire activities, such as setting the goal, deciding what materials the learners will work out, working out the excercise and the practice test, and checking their work

using the answer key are done autonomously. Instructors are assigned only to help learners provide the text books, answer sheet, the answer key and noting the mark learners acquire into the credit point card [11].

There have been a number of studies centering on investigating the effectiveness of LC model in TOEFL. However, none has fostered to what extend such model is effective to measure how far will the Learning Center (LC) affected the students' score in TOEFL. This present research is focused on designing a learning center (LC) for students who will take TOEFL. It is designed based on concept for learning TOEFL as academic achievement [12].

II. RESEARCH METHOD

The subject of the research were the students of State Polytechnic of Bali in each Departments by the total of six classes, those are; accounting, business administration, tourism, civil engineering, mechanical engineering, and electrical engineering The method used in this research was descriptive qualitative method to gain insights into students's achievments when conducting Learning Center (LC). The data were in the form of pre-test and post-test.

After giving the intervention by each classes for two times and in the end of the activity is giving post-test for the students to know how far the Learning Center (LC) affected the students' score. The treatment given to the students in each class was done in Language Laboratory Center, State Polytechnic of Bali for two times of meetings every week. They were answer the TOEFL questions in every section by Computer-Based. They required to complete the whole sections (Listening, Structure and Reading Test) before the post-test administrated.

III. RESULT AND DISCUSSION

A. Learning Center Model

Independent learning focused on giving the brain a place to experience the outside world. This model does not mean that the lecturers do not get a place in ongoing learning. Lecturers who are used as a source of information as conventional facilitators [4]. The main concept of this model is in the nowadays there are so many media and technologies that have qualified function as information centers, for instances google search, Wikipedia and many others. All these technologies are carried out at all times by students in their mobile phone or laptops with internet connections. The students can search for their own information, analyze it themselves and discuss it with colleagues or lecturers who accompany them.

B. How far Learning Center Affecting the TOEFL Score

To know the extend to which a Learning Center (LC) can affects the students' TOEFL scores in each class, the following Table I shows the percentages of students' pre-tests and post-tests after giving the intervetion.

TABLE I. PRE-TEST AND POST-TEST

CS	N	Pre-Test	Post-test	Devia-tion	Percentage (%)
AK	25	388.240	424.960	36.72	9.46
AN	15	358.800	415.667	56.87	15.85
TE	25	385.040	421.080	36.04	9.36
TM	31	443.968	467.710	23.74	5.34
PR	27	386.111	424.926	38.81	10.05
TS	25	367.000	415.200	48.20	13.13

notes
CS   : Class Sample
AK   : Accounting
AN   : Business Administration
TE   : Electrical Engineering
TM   : Mechanical Engineering
PR   : Tourism
TS   : Civil Engineering

As can clearly seen, the average score of the class samples were more heterogenic than that of the post-test. From the data in the pre-test score the lowest average score was on Business Administration by the average of 358.800 and the highest score in the pre-test was on Mechanical Engineering by the average of 443.968. However, after giving the treatment the lowest average score was on Civil Engineering by the average 415.200 and the highest average score was still by the student in Mechanical Engineering about 467.710.

The condition changed up on the treatment. It can be observed obviously that the class samples showed better result in the TOEFL test. As can clearly seen on the table that the Business Administration class before giving the treatment was the lowest achievement rather than the other samples. This achievement increased 15.85%.

Increase in the point of each participant from pre-test to post test can also be seen obviously that the highest increase was the Business Administration class by the percentage of 15.85%. This case has strongly proven that Learning Center (LC) showed an effectiveness. The lowest point of the achievment was the Mechanical Engineering by the percentage of 5.34%.

As part from the test result, an attention should also be given to the the assesment, Learning Center (LC) also provides occasion where there is a teacher-student interaction. Although not very intensive, it is done purposefully to provide learners with feedback they require for final information. So that the students become very helpful as they are answering every sections in TOEFL test.

IV. CONCLUSION

From the foregoing analysis, that showed an insightful achievement of students by the help of Learning Center when conducting TOEFL test. The model was found successful to help students improve their TOEFL score. It helped the students in each department State Polytechnic of Bali to effectivelly achieve TOEFL score. Morever, this computer-based TOEFL learning can create a non-threatening atmosphere in which such a learning environment can increase students' confidence and motivation to get over their inhibitions and to ease their