The Students' Perception of Computer-Based TOEIC (CBT) in Bali State Polytechnic

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Abstract—**This research aimed to investigate the used of Computer-Based TOEIC by the students of bussiness administration, Bali State Polytechnic. The research method was descriptive qualitative method which emphasized on the objective measurement of the collected data. The data were collected through questionnaire and found five important findings. For the total of 6.25 percent students said to make the application of CBT to more simpler, after that 25 percent of students said to make the application to be more colorful due to make it more interesting to used. Another 43.75 percent said that this application needs to do a trial as always as possible so that could find the weaknesses and fix it as soon as possible. After that, 12.50 percent students said that this application needs to socialize to other schools or colleges in order to make this application well known among the students outside Bali State Polytechnic. The last is 12.50 percent students said that this application needs to repair in order to avoid being slow when they used. From the result, the researcher make a decision to improve the weaknesses of the features in the CBT application after doing some trials.**

Keywords—students' perception, computer-based, TOEIC

I. INTRODUCTION

Nowadays, the competition in getting a job is getting harder so that it become a challenge for the higher education (*Polytechnic*) to anticipate the issue. Therefore, [1] states that language plays a crucial role in communication anddiverse occupations world wide. Education must be able to handle the growing of the liberalization of job market [2]. One of the way to improve our ability is to learn English properly as the international language. Byron [3] states that more substantial amounts of reading may have favorably affected the tests results.

Test of English for International Communication (TOEIC) is an English test which used as a standardized test to measure the English proficiency of non-native speakers. According to Chapman [2], TOEIC and TOEFL were similar in many ways before the test of written English was introduced for the TOEFL in 1996, the only significant difference was that TOEFL reputedly focused on academic English and TOEIC on the language of business and commerce as well as [3] states that TOEIC makes a comprehensive assessment of English communication proficiency through the testing of listening and reading skills. However, a range of student scores that indicates a relatively greater or lesser proficiency in English although it does not indicate what that level of proficiency is [4]. Therefore, according to Mason [5], comprehension based method was more efficient than the other approaches. Generally, this test is as a requirement to enroll in universityor getting a job in the countries where English is spoken as the first language. Many students of the non-native speaker of English take this test in order to accomplish the requirement, and sometimes a lot of students think that workabroad is a gateway to get a better future of life [6]; therefore, Pan states that test strategy instruction enriches students' conditional knowledge so that they know whenand how to employ the skills [7]. In addition, the reader can move from elementary levels of vocabulary knowledge in a second language to a very high level after a total 1,223hours of reading [8].

Generally, there is a standardized score that the students should be accomplished in order to be accepted in the field of work for working abroad. The standardized score is usually 700 or above. Getting focused on TOEIC preparation for these instrumental test has increasingly become a vital prerequisite. Hence some students take an intensive training to practice their skill in Unit Lab Bahasa Pusat, Politeknik Negeri Bali so that they are able to be competent in TOEIC by Computer-Based TOEIC.

In this online training, the students are given weekly assignments related to TOEIC such as listening comprehension and reading comprehension. For the three months, the excercises given intensively. This CBT program sets to learn at the first phase of the learning process. It is assumed that the students shoul have a better understanding every types of TOEIC as the basic level of a language and then they can move to another session. The exercises are given weekly. It aims to make the students familiar with the TOEIC questions especially in reading comprehension. This excercise given in this CBT is considered as the preparation before the take the TOEIC. By enrolling this program, the students are expected to get the higher score and meet the demand of the scholarship's requirement.

Based on the foregoing background, this research aim at investigating the students' perceptions of the used of TOEIC preparation by Computer-Based TOEIC. By knowing their perceptions, it can help the teachers to improve every weaknesses.

II. RESEARCH METHOD

The subject of the research were the students of Business Administration on the fourth semester. The method used in this research was descriptive qualitative method to gain insights into students's perceptions who use of online TOEIC preparation training on the test performance in the case of TOEIC reading comprehension [9]. The data were in the form of questionnaire. The instrument employed in this survey is an adapted questionnaire about students' perception in an online learning environtment [10]. The questionnaire consists of 5 items. Hence, the researcher finds 16 samples of students who were doing the Computer- Based TOEIC preparation training in an online training for the purpose of improving their ability when they answers the questions in the real test.

III. RESULT AND DISCUSSION

A. How to Develop Computer-Based TOEIC

CBT or Computer-Based TOEIC is an additional training. The grade is not listed in the mark transcript. Unlike other trainings which the student have to completed well to get a better result, the CBT training is merely for knowing the ability of students in understanding English as well. Therefore, the first question delivered to the students was how to develop this aplication so that this aplication could be getting better and better. The following Fig. 1 shows the result.

How to develop Computer-Based TOEIC

- Make the application simpler
- Make the application more colorful
- Always do a trial
- Socialize to other schools / colleges
- Repair to avoid being slow

12,50%   6,25%   25%   12,50%   43,75%

Fig. 1.   Result of CBT.

Based on the table above, there are found five different answers. As much as 6.25% students said the opinion to make the application more simpler, 25% of students said that make the application to be more colorful so that it can be interesting to be used. Another 43.75% said that this application needs to always do a trial so that we could find the weaknesses and fix it as soon as possible. At the amount of 12.50% students said that this application needs to socialize to others schoold or colleges in order to make this application well known among the students outside Politeknik Negeri Bali. In addition, as much as 12.50%

students said that this application needs to repair in order to avoid being slow when they used.

B. CBT Displays

The following is the display images of the Computer-Based TOEIC application, from the initial display, content display and score display, as seen on Fig. 2-4.
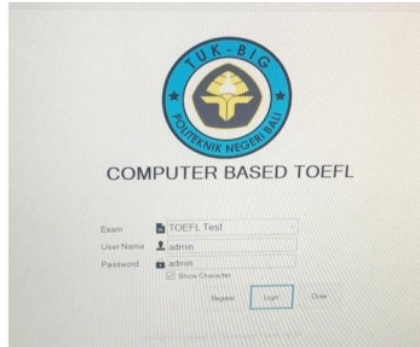

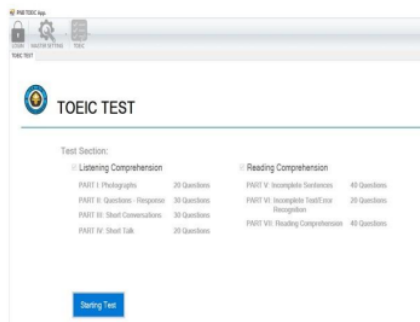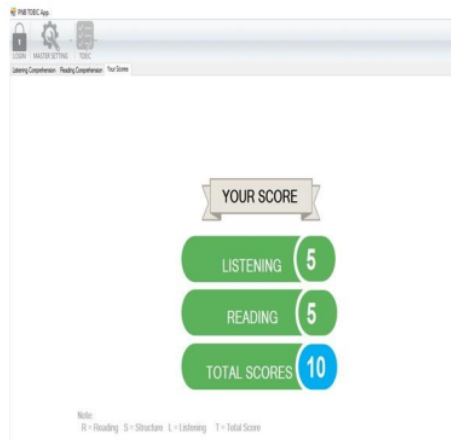Fig. 2.   Initial display.

Fig. 3.   Content display.

Fig. 4.   Score display.

Computer-Based TOEIC is designed to be able to work as easily as possible and give a better result for the users. Therefore, all displays and ways of working are made simpler. In the initial stages after installing the computer, the user registers using their name. After that, the user merely needs to login by entering the username and password they created. The next step is to choose the type of exercise they want to choose. When one word is entered, the TOEIC exercise will automatically appear in that category.

IV. CONCLUSION

In this writing found five important findings. The first is 6.25% students said the opinion to make the application of CBT to more simpler, then 25% of students said that make the application to be more colourful so that it can be fun when it is used. Another 43.75% said that this application needs to always do a trial so that we could find the weaknesses and fix it as soon as possible. After that, 12.50% students said that this application needs to socialize to other schools or colleges in order to make this application well known among the students outside State Polytechnic of Bali. The last is 12.50% students said that this application needs to repair in order to avoid being slow when they used.

Regarding to the findings, the researcher makes some suggestions. First, as soon as possible to improve the lack of features in the CBT application and will be more vigorous to socialize the use of Computer-based TOEIC. However, Self Direct Learning is a learning activity that is carried out independently, based on its own initiative, accompanied by strong motivation and this learning model is able to increase the TOEIC score effectively [7].

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GENERAL COMMENTS

Instructor

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