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THE RELATIONSHIP BETWEEN COLLEGE ADMISSIONS PROCEDURES WITH STUDENTS' ABILITY IN ANSWERING THE OVERVIEW AND VOCABULARY-IN CONTEXT QUESTION OF TOEFL-LIKE

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ABSTRACT

This study aims to find out whether or not there is a relationship between college admissions procedures with students' ability in answering overview and vocabulary-in context question of reading comprehension of TOEFL-Like. This study was comparative study. The data use from sixth semester students TOEFL-Like score from English Education Department Faculty of Teaching Training and Education of University of Mataram in academic year 2019/2020 who had participated in TOEFL Socialization and Training Program. The samples of this research use thirty students and they were selected by simple random sampling. The data were analyzed by using One-Way Analysis of Variance (ANOVA) in statistical tool SPSS 16.0. The result value of significance of overview question was .963 and it is higher than .05 which means there is no significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and Tes Mandiri in answering overview question of TOEFL-Like. In contrary, the result value of significance of vocabulary-in context question was .039 and it is lower than .05 which means there is a significant different between students who pass college admission procedures of SBMPTN and Tes Mandiri in answering vocabulary-in context question of TOEFL-Like.

Keywords: *reading comprehension, overview question, vocabulary-in context question, college admission test, TOEFL-Like*

INTRODUCTION

Higher education is one of the formal educational institutions in charge of responsibilities to prepare students according to the national education system. The Undang-undang Republik Indonesia (1989) states that the college is a continuation of secondary education that is organized to prepare students to become members of the community who have the academic ability and professionalism who can apply, develop and create science, technology, and art. One of the reasons why students are competing to win public university seat is because they are expecting a good future career from becoming public university graduates. University of Mataram is one of the public universities in West Nusa Tenggara Province and becomes popular among students. University of Mataram has nine faculties and one of them is Faculty of Teacher Training and Education (FKIP).

English Education Department is one of the majors in the Faculty of Teacher Training and Education (FKIP).

The main vision of English Education Department is to become a major which implements research-based principle to produce English educators, researchers, and entrepreneurs who have a good character, professional and competitive in international forums by 2025. One of the missions is organizing superior education and learning by applying the PAIKEM model, IT-based learning, and oriented toward developing student competencies to produce English educators, researchers, and entrepreneurs who have a good character, professional and competitive. To support this vision and mission, English Education Department is expected to get exceptional prospective students and it should begin with the implementation of the selection of admissions tests.

According to Permendiknas No.34 in 2010, there are three types of admission test selection on public universities (PTN); SNMPTN, SBMPTN, and *Tes Mandiri*. SNMPTN is national public universities admission based on academic achievement or another achievement by report grade of five semesters during the high school period, SBMPTN is national public universities admission examination based on national standardized written test that is held nationwide, and *Tes Mandiri* is an institutional examination uses local standardized test that is held independently by university.

There have been reports on the relationship between student learning achievement and test college admission on physic subject entitled "The comparative study of student achievement on learning basic of physic subject based on student college admission test at Department of Physic Faculty of Mathematics and Natural Sciences of Makassar State University" by Usman (2015) stated that student who passed SBMPTN have better learning achievement than student who passed SNMPTN and *Tes Mandiri*. However, there is no research on the relationship between student learning achievement in term of language proficiency that assess by TOEFL-Like.

There are several ways to measure student English proficiency. One of them is the TOEFL. Test of English as a Foreign Language (TOEFL) is a test to measure English language skills of non-native speakers. TOEFL has four sections; Listening Comprehension, Structure and Written Expression, Reading Comprehension, and Writing. Anjomshoa & Zamanian (2014) argue that reading comprehension is the most important section among four language skills tested in the TOEFL. In the reading comprehension section, types of questions that frequently asked are overview and vocabulary in context questions. From the explanation above, the researcher is encouraged to do a

research to find out the difference of students' ability who pass the college admission procedures of SNMPTN, SBMPTN, and *Tes Mandiri* in answering overview and vocabulary in context questions of TOEFL-Like. This research was conducted in one of the public universities in Lombok.

LITERATURE REVIEW

College Admissions Test

University is a formal education after senior high school. High school graduates are competing to be accepted at their favorite university. Before entering the university, students need to take an admission test. Hornby (2015) define Admission as the act of accepting someone into an institution, organization, etc. In line, Collins (2015) also define Admission as permission given to a person to enter a place, or permission given to a country to enter an organization. Admission is also the act of entering a place. From the definition above, it can be concluded that college admission procedure is a process of selecting the students for entrance to institutions of higher education at nation's colleges or universities.

SNMPTN

National Public Universities Admission (SNMPTN) is a national college admission based on academic achievement by report grades and other achievements of the participant during high school period. SNMPTN are subsidies by the government and students who succeed to enter university from one of the two schemes will enjoy lower to free university program fees. This selection system is designed only for students graduating during that respective year only. Registration for SNMPTN is done by schools through a data base of schools and students (PDSS). This system is applied by all of public universities in Indonesia. The first SNMPTN was held in 2013 by The Ministry of Education and Culture (Kemdikbud) based on Undang-

Undang No.12 in 2012 and Permendiknas No.34 in 2010. Directorate General of Higher Education (DIKTI) provides around 30% quota for the participant through SNMPTN.

SBMPTN

National Public Universities Admission Examination (SBMPTN) is a national admission selection based on national standardized written test or skill test that is held nationwide once a year. SBMPTN is open to high school graduates in the last 3 years. The first SBMPTN was held in 2014. This system is applied by all of public universities in Indonesia. Directorate General of Higher Education (DIKTI) provides around 30% quota for the participant through SBMPTN. In 2019, there is a change in which participants should take one test namely UTBK before registering themselves in SBMPTN. UTBK is a computer-based written exam that conducted 24 times in a year. Each student can take two tests in a year. There are two types of tests on UTBK; The Scholastic Potential Test (TPS) and The Academic Potential Test (TKA). After conducting the test, participants must submit their scores to register on SBMPTN.

Tes Mandiri

Tes Mandiri or Institutional Examination Test is an integrated selection process to be admitted to the university. The test is conducted independently by the university to fulfill remaining quotas such as SIMAK or PPKB from University of Indonesia or UTUL from Gadjah Mada University (UGM). This are called special programs as they tend to be more expensive due to the incentive that these programs are not under government subsidies. Meanwhile, Private Universities usually do their admission before and after Public Universities Admission. They sometimes do several admissions. Governmental Agency Institutions do their admission independently and will usually have their

own scheme for selection. The quota for the participant through *Tes Mandiri* is maximum 30%. However, some universities set higher quota for SBMPTN from 40% to 70% from the total of seats.

Overview and Vocabulary-in Context Question of TOEFL-Like

Reading comprehension is the process of understanding and constructing meaning from a text. Several ways can be done in assessing reading comprehension skills. One of the tests that can be taken as a reading comprehension assessment is TOEFL-Like. According to Irawati and Widyantari (2016), TOEFL-Like is a prediction test of TOEFL. This test can be easily obtained because it is organized by an institution aside from ETS. In reading section of TOEFL-Like, the participant is expected to answer the question regarding short text that given in the question sheet. There are two types of question in reading comprehension of TOEFL-Like that frequently asked that is Overview and Vocabulary-in Context question. According to Rogers (2011), Overview is a question about the main idea, main topic, or main purpose of a passage and Vocabulary-in-context is a question about vocabulary or phrases that can best substitute for a word or words in the passage. Overview question covers most of what a paragraph or passage is about. Along with Rogers, Phillips (2001) stated that Overview is a question about the overall ideas in the passage. It may answer who, what, where, when, why, or how. Overview question includes a topic and something specific about that topic. In overview question, all of the questions essentially ask about the same thing. The main idea of a passage can be either stated or unstated implied in the passage. Meanwhile, on vocabulary-in-context, the participant must determine which of four words or phrases can best substitute for a word or words in the passages. Most of the

questions ask about single words (usually nouns, verbs, adjectives, and adverbs).

RESEARCH METHODS

This research is a comparative research. According to Frankle (2009), comparative research is an effort which decides the differences, comparative tends to emphasize the differences or contrast rather than the similarities. The population of this research were the sixth semester of student of English Education Department academic year 2019/2020 who had taken the TOEFL-Like Test at TOEFL Socialization and Training Program on December 14th 2019. The total numbers of the population were 112 students with the different background of college admission procedures. The sample of this research was selected by doing lottery method by using Microsoft Excel. In this research, 30 students were chosen as the sample. The instrument of this research was TOEFL-Like test by observing their scores. The analyzes were carried out separately based on the type of questions. The data were analyzed by using One-Way ANOVA that rules: if the result of significance is higher than .05 it means there is no significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering overview question of TOEFL-Like; while if the result of significance is lower than .05 it means there is a significant difference

between students' who passed college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering overview question of TOEFL-Like.

FINDINGS AND DISCUSSION

After obtaining all of the data, the researcher used One-Way ANOVA by using statistical tool SPSS 16 Program in order to find out whether or not there was a significant different between students' who passed college admission procedures of SNMPTN, SBMPTN, and *Tes Mandiri* in answering overview and vocabulary-in context question of reading comprehension of TOEFL-Like.

Table 1 and Table 2 showed the description of the data. The mean value of SNMPTN, SBMPTN, and *Tes Mandiri*'s students' scores in answering overview question of TOEFL-Like were in Table 1. The mean value of SNMPTN was 1.30 while SBMPTN and *Tes Mandiri* have the same value of mean that was 1.40. Furthermore, the standard deviation of SNMPTN was 1.059, SBMPTN was .843, and *Tes Mandiri* was .966. The Table 2 showed the mean value of SNMPTN, SBMPTN, and *Tes Mandiri*'s students' scores in answering vocabulary-in context question of TOEFL-Like. SNMPTN was 6.60, SBMPTN was 5.60 and, *Tes Mandiri* was 4.90. In standard deviation, the result of both SNMPTN and SBMPTN was 1.075 while *Tes Mandiri* was 1.912.

Table 1. SNMPTN, SBMPTN, and *Tes Mandiri*'s students' score in answering overview question of TOEFL-Like

	Descriptive							
	Overview Question							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound			
SNMPTN	10	1.30	1.059	.335	.54	2.06	0	3
SBMPTN	10	1.40	.843	.267	.80	2.00	0	3
<i>Tes Mandiri</i>	10	1.40	.966	.306	.71	2.09	0	3
Total	30	1.37	.928	.169	1.02	1.71	0	3

Table 2. SNMPTN, SBMPTN, and Tes Mandiri's students score in answering vocabulary-in context question of TOEFL-Like

Descriptives								
Vocabulary-in Context Question								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SNMPTN	10	6.60	1.075	.340	5.83	7.37	5	8
SBMPTN	10	5.60	1.075	.340	4.83	6.37	4	7
Tes Mandiri	10	4.90	1.912	.605	3.53	6.27	2	9
Total	30	5.70	1.535	.280	5.13	6.27	2	9

Normality Test

Before analyzing the data, the researcher needs to fulfill the requirements of One-Way ANOVA Test that is normality test and homogeneity test using SPSS 16 Program. In normality test, the researcher used Shapiro-Wilk analysis method. As can be seen in Table 3, the significance value of normality test in college admission procedures of SNMPTN was .051,

SBMPTN was .172, and *Tes Mandiri* was .245. In Table 4, the result of significance of normality test in college admission procedures of both SNMPTN and SBMPTN is .177, while in *Tes Mandiri* is .528. Based on the explanation above, all of the significance values were higher than $> .05$ which means all of the data were normally distributed.

Table 3. The normality test of the data in overview question

Tests of Normality							
Admission Procedures		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Overview Question	SNMPTN	.311	10	.007	.846	10	.051
	SBMPTN	.282	10	.023	.890	10	.172
	Tes Mandiri	.233	10	.133	.904	10	.245

a. Lilliefors Significance Correction

Table 4. The normality test of the data in vocabulary-in context question

Tests of Normality							
Admission Procedures		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary-in Context Question	SNMPTN	.245	10	.090	.892	10	.177
	SBMPTN	.245	10	.090	.892	10	.177
	Tes Mandiri	.183	10	.200 [*]	.938	10	.528

a. Lilliefors Significance Correction

Homogeneity Test

In homogeneity test, the researcher used Levene's test method. As showed in Table 5, the value of significance was .807.

In Table 6, the value of significance was .443. All of the value was higher than $> .05$ and it can be concluded that all of the data were homogeneous.

Table 5. The homogeneity test of the data in overview question

Test of Homogeneity of Variances			
Overview Question			
Levene Statistic	df1	df2	Sig.
0.216	2	27	0.807

Table 6. The homogeneity test of the data in vocabulary-in context question

Test of Homogeneity of Variances			
Vocabulary-in Context Question			
Levene Statistic	df1	df2	Sig.
.838	2	27	.443

Statistical Analysis of the Data

The Table 7 showed the One-Way ANOVA analysis of student ability in answering overview question of TOEFL-Like based on college admission procedures. As can be seen, the value of significance was .965 and it is higher than $>.05$ then can be concluded that the null hypothesis is accepted which means there is no significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and Tes Mandiri in answering overview question of TOEFL-Like.

In Table 8 showed the One-Way ANOVA analysis of students' ability in answering vocabulary-in context question of TOEFL-Like based on college admission procedures. The result of significance was .039 and it is lower than $<.05$ then can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted which means there is a significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and Tes Mandiri in answering vocabulary-in context question of TOEFL-Like.

Table 7. The One-Way ANOVA analysis of students' ability in answering overview question of TOEFL-Like based on college admission procedures

ANOVA					
Overview Question					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.067	2	.033	.036	.965
Within Groups	24.900	27	.922		
Total	24.967	29			

Table 8. The One-Way ANOVA analysis of students' ability in answering vocabulary-in context question of TOEFL-Like based on college admission procedures

ANOVA					
Vocabulary-in Context Question					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.600	2	7.300	3.670	.039
Within Groups	53.700	27	1.989		
Total	68.300	29			

DISCUSSION

In recognizing the different ability between students who pass college admission procedures of SNMPTN, SBMPTN, and *Tes Mandiri* in answering overview question of TOEFL-Like, the result of significance of One-Way ANOVA was .955. It is higher than $>.05$ which means that there is no significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering overview question of TOEFL-Like. In vocabulary-in context question, the result of significance of One-Way ANOVA .039. It is lower than $<.05$ which means that there is a significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering vocabulary-in context question of TOEFL-Like.

The finding of this research was supported by Usman (2015). This research aims to find out the different in student performance based on college admission procedure of SNMPTN, SBMPTN, and *Tes Mandiri* in learning basic of physic subject. The result of this research stated that there was a difference in student performance based on college admission procedure of SNMPTN, SBMPTN, and *Tes Mandiri*. Another research by Kasihani, Kamaruddin and Azis (2020) stated that there was a different of student learning achievement based on college admission procedures of SNMPTN and SBMPTN. However, the result of this research contradicts with the result of Yenni Claudya, Ngadimin, Melvina (2017) stated that there is no significant difference in student performance based on college admission procedures of SNMPTN, SBMPTN, and UMB in *Physic Education Department*. The contradicts may have been caused by the different of the majors chosen by the researcher as the participants. While, in this research the participant were English Education Department students.

CONCLUSION

The aim of this research is to find out the different of students' ability in answering overview and vocabulary-in context question of TOEFL-Like based on their college admission procedures of SNMPTN, SBMPTN, and *Tes Mandiri*. Based on the data analysis, the researcher writes a conclusion as follows:

1. There is no significant difference between students' who passed college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering overview question of TOEFL-Like. It was proven by the result of significant in the One-Way ANOVA Test that was .963 higher than $>.05$. and can be concluded that there is no relationship between college admissions procedures of SNMPTN, SBMPTN, and *Tes Mandiri* with students' ability in answering overview question of reading comprehension section of TOEFL-Like.
2. There is a significant different between students who pass college admission procedures of SNMPTN, SBMPTN and *Tes Mandiri* in answering vocabulary-in context question of TOEFL-Like. It was proven by the result of significant in the One-Way ANOVA Test that was .039 lower than $<.05$. and can be concluded that there is a relationship between college admissions procedures of SNMPTN, SBMPTN, and *Tes Mandiri* with students' ability in answering vocabulary-in context question of reading comprehension section of TOEFL-Like.

SUGGESTION

Based on the result of the analysis, there is significant different ability between students who passed college admission procedures of SNMPTN, SBMPTN, and *Tes Mandiri* in answering vocabulary-in context question of TOEFL-Like. Before entering higher education especially in English education department, student is

suggested to increasing their vocabulary and reading comprehension ability because it is very useful in learning activity. Other than that, by knowing the type of question in TOEFL it is help the students to get the higher score of TOEFL or TOEFL-like. It is important for lecturers to give more explanation and practice for students about specific type of question in TOEFL especially reading comprehension section because it is most important section among four skills tested in TOEFL.

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