

TOEIC-READINESS AND TOEIC MOCK TESTS: MEASURING CIVIL AVIATION POLYTECHNIC OF SURABAYA CADETS' PREPAREDNESS FOR TOEIC TEST

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Abstract

Test of English for International Communication (TOEIC) has been widely used as a reference for Indonesian aviation cadets' English communication skills in the workplace. The present study aimed at examining cadets' TOEIC-Readiness and TOEIC MOCK results to unravel their preparedness in doing the TOEIC test. There were 168 cadets chosen purposively based on their education grades and seven study programs at Civil Aviation Polytechnic of Surabaya. The study used a cross-sectional survey research design with a quantitative research approach. The instruments included a questionnaire of TOEIC-readiness and a TOEIC mock test Listening-Reading. The obtained data were analyzed using descriptive statistical test and paired-sample t-test. Results showed that most cadets' final TOEIC readiness was in the very high category and the majority of their TOEIC Mock test results were in the intermediate to advanced working proficiency levels (scores: 400 - 990). The cadets' TOEIC readiness and mock test results showed a strong positive relationship, thus, the better their readiness, the higher the TOEIC score achieved ($r = .785; p = .000, N = 168$). The present study implied that lecturers must know their students' readiness before determining effective TOEIC training.

Keywords: TOEIC-Readiness test, TOEIC MOCK test, Aviation cadets, Indonesia

ABSTRAK

Test of English for International Communication (TOEIC) telah banyak digunakan sebagai acuan kemampuan komunikasi Bahasa Inggris taruna penerbangan Indonesia di tempat kerja. Penelitian ini bertujuan untuk mengkaji hasil TOEIC-Readiness dan TOEIC Mock pada taruna untuk mengungkap kesiapan mereka dalam melakukan tes TOEIC. Ada 168 taruna yang dipilih dengan sengaja berdasarkan tingkat pendidikan dan tujuh program studi di Politeknik Penerbangan Surabaya. Penelitian ini menggunakan desain penelitian cross sectional survey dengan pendekatan penelitian kuantitatif. Instrumen termasuk kuesioner kesiapan TOEIC dan tes tiruan TOEIC Listening-Reading. Data yang diperoleh dianalisis menggunakan uji statistik deskriptif dan uji t sampel berpasangan. Hasil menunjukkan bahwa kesiapan TOEIC akhir sebagian besar taruna berada pada kategori sangat tinggi dan sebagian besar hasil tes TOEIC tiruan mereka berada pada tingkat kecakapan kerja menengah hingga mahir (skor: 400 - 990). Kesiapan TOEIC taruna dan hasil tes mock menunjukkan hubungan positif yang kuat, dengan demikian, semakin baik kesiapan mereka, semakin tinggi skor TOEIC yang dicapai ($r = 0,785; p = .000, N = 168$). Penelitian ini menyiratkan bahwa dosen harus mengetahui kesiapan mahasiswanya sebelum menentukan pelatihan TOEIC yang efektif.

Kata kunci: TOEIC-Readiness test, TOEIC MOCK test, Taruna Penerbangan, Indonesia

INTRODUCTION

Test of English for International Communication (TOEIC) is a standardized English test aimed at professionals and companies. It actually consists of two separate tests, a

test for receptive English skills (e.g., listening and reading) and a test for productive English skills (e.g., speaking and writing). In this present study, TOEIC for listening and reading becomes the focus of the research due to the fact that it has been used as one of the graduation prerequisites for more than three years at Civil Aviation Polytechnic of Surabaya. The TOEIC listening and reading proficiency test is more popular than the speaking and writing ones. This paper-based test can be administered at a test center and scores are given between 10 and 990. The English listening and reading skills are balanced, with half of the final score coming from each section.

At Civil Aviation Polytechnic of Surabaya, the TOEIC listening and reading are administered to seven study programs with different passing grades. At the Aeronautical Communication and Air Traffic Control study programs, the cadets are asked to get a TOEIC score of 500 minimum. Whereas, cadets of the other study programs are obligatory to get a TOEIC score of 450 minimum. Many TOEIC learning programs are initiated and implemented to help the cadets pass the score. They also have shown their eagerness in participating in the training in order to get the best score. They convey different learning motivations and self-efficacy in participating in the training. Their learning anxieties might vary due to the different pressures they get during the accomplishment of the TOEIC training. Numbers of the cadets also approach the lecturers personally in order to get a deeper understanding of the TOEIC materials. This might be conducted due to the fact that few of them are reluctant to discuss the issues in the classroom activities. Unfortunately, the training does not measure their readiness even if the pretest and posttest are administered. A TOEIC-readiness test should be undertaken besides the two tests carried out in the initial and final stages of the learning and training process. In facing the TOEIC test, it is necessary to have student learning readiness. Students who are ready to learn will be able to carry out learning activities more easily and successfully. This readiness factor is closely related to the problem of maturity, interests, needs, and developmental

tasks. When students are ready to carry out the learning process, learning outcomes can be obtained well. On the other hand, if you are not prepared, you will not get good results. Therefore, learning is carried out if the individual has readiness.

In addition, the learning readiness of each student is different, there are students who have good learning readiness, and there are also students who have poor readiness. In learning activities in the classroom, there are some students who are not ready to carry out the learning process. The condition of students who are ready to receive lessons from the teacher will try to respond to the assignments and questions that have been given by the teacher. The condition of healthy students will be easier to accept lessons from the teacher. In addition, to achieve good results, a healthy physical and mental state is required. Students who are sick, who do not eat enough, who feel depressed, or who have poor senses cannot study effectively. This different readiness is expected to affect the implementation of the learning process, and the exam test process so that in the end it will affect learning outcomes.

Some previous studies have examined learning readiness in a different field, but few of them develop a questionnaire to reveal students' TOEIC-readiness test. Sihombing (2017) conducted a study on the use of a TOEIC application to know the students' test readiness. In his study, he found that the application could enhance students' knowledge and skills administered in the TOEIC listening and reading types. However, he did not explain how ready they were in coping with the real TOEIC test. Kusumadewi & Chandra (2017) also examined the use of a TOEIC-based module to know teachers' readiness in conducting the real test. Similarly, they did not explain how the teachers were ready to take the test. By referring to these theoretical gaps, it is necessary to develop and carry out a TOEIC-readiness test. As an implication, this is also beneficial not only for the aviation cadets but also for other stakeholders who also conduct TOEIC training for preparing participants before taking the real test.

Besides the TOEIC-readiness test, the use of the TOEIC mock test is also significant. At Civil Aviation Polytechnic of Surabaya, the mock test has been administered several times, i.e., during the pretest and posttest sections and during the learning and training process. The use of the mock test is to familiarize the cadets with the TOEIC test compositions and test time management. They have to accomplish 200 questions in a relatively short time and have to know how to deal with the test concept. The mock test also lets the cadets know the copy version of the TOEIC real test to decrease or even eliminate their test anxiety and worries. In terms of quality, the mock test should be relevant to the real TOEIC test syllabus. The syllabus of the real TOEIC test is available online as a handbook that can be retrieved from the official website of ETS, the official test center for TOEIC. Unfortunately, up to this day, some lecturers are having difficulty in providing the appropriate TOEIC mock test due to some changes in the implementation of the real TOEIC conducted by ETS due to online and offline administration.

The present study points out that a TOEIC-readiness test is a necessary test conducted to reveal cadets' TOEIC readiness. Besides, the TOEIC mock test should be reliable in order to support the results of the readiness. When the TOEIC readiness test is followed by a good learning or training program with the appropriate mock test, it is expected that the cadets might attain better TOEIC scores as the graduation prerequisite. Therefore, the present study aimed at revealing Indonesian aviation cadets' TOEIC readiness before and after the undertaken TOEIC training and examining the relationship between TOEIC readiness and the TOEIC mock test scores. The description of the cadets' TOEIC readiness will give a portrayal of how advanced their readiness is. Moreover, the prevalence of the relationship is objected to giving an understanding that the readiness and the mock test share similar findings in determining the cadets' predictive successfulness in conducting the real TOEIC test.

METHODS

The present study used a cross-sectional survey research design with a quantitative research approach. The cross-sectional survey was chosen as the study did not aim to look at the mental changes of the participants over a relatively long time. Thus, a longitudinal survey was not necessary. The present study used 168 cadets who learned Advanced English at Civil Aviation Polytechnic of Surabaya. They were in the third grade and in the final semester preparing for graduation. They came from seven different study programs namely Aeronautical Communication, Air Traffic Control, Electrical Airport Engineering, Civil Airport Engineering, Aircraft Maintenance Engineering, Air Transportation Management, and Air Navigation Engineering. Each study program was represented by one class with a total cadet of 24 for each class. To collect the data, there were two instruments namely a questionnaire and a test. The questionnaire was used to reveal cadets' TOEIC readiness. The questionnaire was developed by the researchers with eight aspects namely sub-skills of general TOEIC, listening part 1, listening part 2, listening part 3, listening part 4, reading part 5, reading part 6, and reading part 7. Each sub-skill comprised 3 questions asking for prior knowledge readiness, material mastery, and predictive ability for the real test. The questionnaire was in the form of a five-point Likert's scale from strongly disagree (1) to strongly agree (5). There was no neutral answer due to the firm data collection. The questionnaire was developed and had been trialed in two classes and obtained very high internal consistency test results ($\alpha = .878$). Second, the test was conducted as a mock test to reveal cadets' pretest and posttest scores. The scores were also classified in some proficiency levels (see Table 1).

Table 1. TOEIC Proficiency Levels and Descriptions

TOEIC Scores	Proficiency Level	Proficiency Description
200-395	Elementary Proficiency	Able to satisfy basic survival requirements
400-595	Intermediate Proficiency	Can initiate and maintain face-to-face conversations; satisfy limited social demands
600-795	Working Proficiency	Able to satisfy limited work requirements and routine social demands

800-990	Advanced Proficiency	Working	Able to satisfy most work requirements with acceptable and effective language usage.
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In coping with the data analysis, descriptive statistics were used to describe cadets' TOEIC readiness which had been administered in the early and final stages of the learning or training process. In the description, the *M* scores of each sub-skill were portrayed and transformed into *M*% using Swanson's categorization (2004); quartile 1 ($M < 25\%$), quartile 2 ($25\% \leq M < 50\%$), quartile 3 ($50\% \leq M < 75\%$), and quartile 4 ($M \geq 75\%$). The first quartile was a very low readiness category, the second quartile was a low readiness category, the third quartile was a high readiness category, and the fourth quartile was a very high readiness category. The paired sample t-test was employed to know that there was a significant difference between before and after training. A similar test analysis was also employed to check cadets' mock test results. Afterward, the readiness scores and mock test results were analyzed their relationship using the Pearson *r* correlation test to know whether the readiness had shown significance at the mock test.

RESULTS AND DISCUSSION

To cope with the characteristics of the participants, it was necessary to depict the demography data of the participants. Table 2 shows the demography data of the participants.

Table 2. Demography Data of Research Participant

Information	Categories	Percentage
Gender	Male	87.3%
	Female	13.7%
Study Programs	Aeronautical Communication	14.29%
	Air Traffic Control	14.29%
	Air Navigation Engineering	14.29%
	Aircraft Maintenance Engineering	14.29%
	Air Transportation Management	14.29%
	Electrical Airport Engineering	14.29%
	Civil Airport Engineering	14.29%
Grade	Third Grade	100%

Cadets' TOEIC Readiness

The cadets' TOEIC readiness was measured by a questionnaire with eight sub-skills of general TOEIC knowledge, listening part 1, listening part 2, listening part 3, listening part 4, reading part 5, reading part 6, and reading part 7. Each of the sub-skill had three items revealing prior knowledge, material mastery, and predictive successfulness of the real TOEIC test. Table 3 shows the results of the cadets' TOEIC readiness before the training and Table 4 shows the results of the cadets' TOEIC readiness after the training.

Table 3. Cadets' TOEIC Readiness Before the Training

Aspects of Sub-skills	N	M	SD	M%	Category
General TOEIC knowledge	168	7.7500	3.09986	51.67%	High
Listening Part 1	168	7.7300	3.16380	51.53%	High
Listening Part 2	168	6.5450	3.61842	43.63%	Low
Listening Part 3	168	7.7250	3.08578	51.50%	High
Listening Part 4	168	6.6700	3.46691	44.67%	Low
Reading Part 5	168	6.4450	3.67499	42.97%	Low
Reading Pat 6	168	7.6700	3.84750	51.73%	High
Reading Part 7	168	7.5600	3.29847	50.40%	High

Table 4. Cadets' TOEIC Readiness After the Training

Aspects of Sub-skills	N	M	SD	M%	Category
General TOEIC knowledge	168	13.6700	3.90680	91.33%	Very High
Listening Part 1	168	13.7300	3.13593	91.53%	Very High
Listening Part 2	168	14.5450	3.74802	96.97%	Very High
Listening Part 3	168	13.7250	3.32983	91.67%	Very High
Listening Part 4	168	14.6700	3.39374	97.80%	Very High
Reading Part 5	168	13.4450	3.39472	89.63%	Very High
Reading Pat 6	168	13.6700	3.23900	91.33%	Very High
Reading Part 7	168	13.5600	3.20227	90.40%	Very High

Based on Table 3 and Table 4, the cadets' TOEIC readiness scores improved from the early learning stage to the final learning stage. Their comprehension of TOEIC increased from high to very high category (51.67% to 91.33%). Another interesting findings were the fact that, in before the training, cadets felt not ready for their listening part 2, listening part 4, and reading part 5, with scores of 43.63%, 44.67%, and 42.97% respectively. This might due to the fact that they had no ideas in coping with the test questions. For instance, in listening part 2, the questions and answers were on the audio so the cadets could not predict what they should do during

the test. In listening part 4, the cadets coped with a number of monologues in which the monologues included implicit messages. These typical questions made the cadets not ready in terms of their prior knowledge, material mastery, and even their predictive successfulness. However, by looking at the improving percentages, the cadets' readiness from the first and last learning stages improved. However, this should be undertaken a paired t-test analysis to see how different both of the scores. Table 5 shows the results of the paired sample t-test for the cadets' TOEIC readiness.

Table 5. Results of Paired Sample T-Test for Cadets' Initial and Final Readiness

Pair	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Initial Readiness-Final Readiness	38.6468	3.45722	4.876	167	.000

Table 5 shows that there was a significant difference between cadets' initial and final TOEIC readiness ($p = .000$). Even if this finding did not reveal the success of the training, the present study indeed did not concern with such focus due to the treatment was not in a highlight of the research. Table 5 portrays that the cadets' initial TOEIC readiness had improved up to the last learning or training stage. This implied that the cadets were more than ready in dealing with the real TOEIC test.

Cadets' TOEIC Mock Tests

In coping with the pretest and posttest mock test, the cadets should accomplish both tests in order to familiarize themselves with the test questions. Before moving to the paired sample t-test analysis results, the present study found that the cadets' initial TOEIC Mock test results were in elementary proficiency with a score ranging from 200 to 395. This implied that the cadets had no ideas in dealing with the questions. Moreover, there were likely no tricks in facing some test obstacles or question difficulties. Whereas, in connection with the final mock test, the cadets showed an improvement in their attained scores. Their final mock test results were mostly in the intermediate (scores: 400 – 595) to advanced working proficiency (scores: 800 – 990). Table 6 shows the results of the descriptive statistical test of the cadets' final Mock test.

Table 6. Cadets' Final Mock Test Results

Study Programs	N	Min	Max	Proficiency Level
Aeronautical Communication	24	505	880	Intermediate - Advanced Working

Air Traffic Control	24	500	920	Intermediate - Advanced Working
Air Navigation Engineering	24	465	795	Intermediate -Working
Aircraft Maintenance Engineering	24	420	760	Intermediate -Working
Air Transportation Management	24	450	800	Intermediate – Advanced Working
Electrical Airport Engineering	24	455	770	Intermediate -Working
Civil Airport Engineering	24	445	765	Intermediate -Working

By referring to the cadets' final mock test, the present study implied that the cadets of each study program had passed the graduation prerequisites. However, only cadets from civil airfat engineering and aircraft maintenance engineering study programs did not pass the passing grade namely 450. The reason for this condition might due to the fact that the least exposure to the English learning process in the department. Moreover, individual ability and intelligence might take a significant influence.

Afterward, the results of the mock test should be correlated to the cadets' TOEIC readiness to see the relationship between the TOEIC training with appropriate mock test and the TOEIC readiness in order to get a clear portrayal of the predictive successfulness in the real TOEIC test. Table 7 shows the results of the Pearson *r* correlation where there was a positive and strong correlation. Meaning that, the higher the cadets' TOEIC readiness, the higher the cadets' mock test scores ($r = .785; p = .000, N = 168$).

Table 7. Results of Pearson *r* Correlation for Cadets' TOEIC Readiness and Mock Test

Variables	Aspects	TOEIC Mock Test	Interpretation
TOEIC Readiness	Pearson Correlation	.785	Positive and Strong Correlation*
	Sig. (2-tailed)	.000	
	N	168	

*Based on Pallant (2010:134)

DISCUSSION

The present study found that the cadets represented the class fairly. Their numbers did not overlap each other so the conclusion of the study could be generalized to the cadets at Civil Aviation Polytechnic of Surabaya. The present study did not focus on

the TOEIC training program initiated by the lecturer. However, the present study only wanted to see the cadets' TOEIC readiness before and after the training process undertaken. The rationale of knowing the cadets' initial TOEIC readiness was to look at how the cadets perceived perspectives on TOEIC while they had very limited capital namely individual experience. This individual experience lied in their learning experience probably during high school or their learning process when taking a short course at private institutions. Based on the data obtained in the present study, the cadets' initial TOEIC readiness showed that they had a high general TOEIC knowledge. This was due to some rationales including but not limited to personal experience and personal learning preparation. Basically, the third-grade cadets knew that they got English in the last semester to accomplish the TOEIC test for their graduation prerequisites. Therefore, they might get a relatively high general TOEIC knowledge.

In terms of prior knowledge, material mastery, and predictive successfulness in TOEIC readiness, there were some interesting findings. First, in accordance with the results of the cadets' TOEIC readiness, the cadets' listening part 2, listening part 4, and reading part 5 were low. Second, the aforementioned sub-skills improved in the final learning stage and were categorized at a very high level. Another finding showed that the cadets' TOEIC final mock test was categorized in the intermediate to advanced working proficiency level. These mock test scores had a positive and strong relationship with the cadets' TOEIC readiness. Consequently, the higher the cadets' mock test scores, the higher the cadets' TOEIC readiness. This indeed helps increase the cadets' learning motivation and elicit worries and anxieties in accomplishing the TOEIC test.

The results of the present study was supported by some researchers. First, Tat (2022) emphasized that there was an effect of the undertaken TOEIC preparation course on the students' perceptions of the test questions. Appropriate training indeed contributed to the advancement of the student's test performance

(Lertcharoenwanich, 2022). In addition, Azusa Yamamoto (2021) conducted a study on TOEIC preparation at a Japanese University. The researcher found that the students' self-efficacy might increase along with the step-by-step training process. Moreover, students' test readiness and real-test practices could enhance their performance during the real test (Kustini & Fakhruddin, 2022).

CONCLUSIONS

The prevalence of the cadets' TOEIC readiness and TOEIC Mock test is absolutely important in portraying the cadets' real TOEIC preparedness. The real-test simulation needs to be undertaken in order to get a clear portrayal of how the real TOEIC test is carried out. Such simulation can be conducted by the use of the TOEIC Mock test, which is ought to be appropriate with the current TOECI syllabus proposed by ETS as the official test license. Moreover, the use of the TOEIC-readiness test is also important in revealing how ready the cadets are. Such readiness should be correlated with their mock test results in order to get a strong prediction that they cadets will comply with the real TOEIC test.

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