# TOEMMAR (TOEFL Grammar) Product for University Students

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## Abstract

Research Development of TOEMMAR (TOEFL Grammar) Product for University Students is aimed to 1) design a product which focuses on Grammar (Structure and Written Expression section) and 2) ease the students in learning Grammar in TOEFL. The research method used is Research and Development (R&D) using Borg and Gall model that consists of ten procedures, they are: 1) Research and Information Collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, and 10) Dissemination and Implementation. From the processes conducted, the researcher got the results of the research. 1) The result of material validation is 95,29% in "very good" category. 2) The result of media validation is 84,61% in "very good" category. 3) The result of preliminary field testing that was tested to 7 students got 84,2% in "very good" category, and   the result of main field testing that was tested to 14 students got 83.69% in "very good" category. Based on the results, the researcher concluded that TOEMMAR product is deserved to be used for university students as a TOEFL learning media.

*Keywords*: TOEFL; grammar; TOEMMAR; university students

## INTRODUCTION

TOEFL (Test of English as a Foreign Language) is an English proficiency test to measure someone's English skill. People and students learn and take TOEFL test because of some reasons, such as 1) to measure their English ability as a second foreign language, 2) to pass the graduation requirements in the university, 3) to apply for master/doctoral degree and apply for a job abroad or inside the country. It was same as what Phillips (2001) stated "*Institutions such as government agencies business, or scholarship program may require this test*".

Most universities in Indonesia use TOEFL asa graduation requirement. Noviyenty (2018) stated that "*TOEFL test has a very good reputation in international levels and is recognized by top universities for its quality and 100% academic accuracy testing techniques.* That is why TOEFL is important to be learned by university students especially for English Department because the score target of students from English Department is higher than other students from other departments. Each university in Indonesia puts a standard TOEFL score for their students. For example, in KH. A. Wahab Hasbullah University (Unwaha), the  minimum score of the TOEFL is 450 for English Department students and 400 for other departments.

In reaching TOEFL standard score, the students need some exercises and practices because it cannot be perfect instantly by learning it in a week or even a month, but it must be done consistently.

According to Nurhayati & Nehe (2016), *"TOEFL is one of a standardized test that measures students's proficiency level in English. Standardized tests consist of different types of multiple-choice questions, given to a large number of people at the same time, graded by computer and timed".* By the standardized tests that TOEFL has, the measurement of students' English skill by TOEFL can be concrete and required by most universities in Indonesia or international.

Learning TOEFL also cannot directly in all sections because it is going to make the students confused. It will be easier if the students learn it per section. In this research, the researcher focuses on Grammar which exists on Structure and Written Expression Section. Based on the researcher's observation, this section is the hardest because most English Department students from first to last semester that have already got structure subject still find some difficulties in grammar section. Moreover, in Structure 3 and TOEFL Preparation class, some students still got the minimum score. That is why the researcher develops a product that can ease the students in learning TOEFL especially in Grammar (structure and written expression section). The product is called TOEMMAR which is an abbreviation of "TOEFL Grammar", and this product will be used for university students, so the researcher takes the research title is "TOEMMAR (TOEFL Grammar) Product for University Students". TOEMMAR can be a helpful product to learn TOEFL especially in Grammar (structure and written expression section). According to Afidah & Ma'arif (2017), *Grammar class is known as some formula that should be memorized by learners in each meeting. It caused grammar course is frightening for some students.* That is why the researcher concerned to this section because somehow Grammar section is a bit difficult to comprehend about the structure and the pattern of the sentences. Besides, grammar is also tricky to solve in TOEFL, so the product will give materials, exercises and also tips and tricks which can solve each students' problems in Grammar section of TOEFL.

In this research, the Grammar materials provided consist of ten basic competencies of TOEFL Grammar, they are: 1) Subject Verb Agreement, 2) Object of Preposition, 3) Appositive, 4) Verb, 5) Connectors / Conjunction, 6) Noun Clause, 7) Adjective Clause, 8) Reduced Clauses, 9) Inversion, and 10) Quantity Words.

1.    Subject Verb Agreement

Subject and verb in a sentence should be agreed. This competency explains more about the correct sentence and the examples about questions of subject verb agreement that often appear in TOEFL.

2.    Object of Preposition

Object of prepositions is noun, pronoun, gerund, or noun clause that appears after preposition. This topic sometimes traps the TOEFL learners in checking the correct sentence of TOEFL questions type.

3.    Appositive

Appositive is a noun that the function is to give the additional information relate to the subject of the sentence.

4.    Verb

In this topic, the researcher explains about the kinds, and function of verb in a sentence.

5.    Connectors / Conjunction

This competency explains about the types, main principle, and the pattern of connectors and conjunction that often appear in TOEFL question

6.    Noun Clause

Clause that has position as a noun is sometimes tricky, so the explanation in this topic focuses on the difference of the pattern.

7.    Adjective Clause

Clause that has position as an adjective never distract the main sentence. The position of adjective clause sometimes trap the learners, so the topic explained is about the pattern and more examples of adjective clause.

8.    Reduced Clause

Sentence is reduced when the subject in themain clause is same. There are two kinds that explained, they are: reduced adjective clauseand reduced adverbial clause.

9.    Inversion

Inversion means putting the verb before the subject, but not all sentence agree to this form. There are some inversions that explained in thistopic, such as: inversion with question, inversion with place expression, inversion with negative expression, inversion with negative expression, inversion with conditional sentence, and inversion with comparisons.

10.    Quantity Words

Words which are denoting the quantity of the nouns. English has different adjectives to describe the countable words and uncountable words.

Furthermore, TOEMMAR is expected to give benefits to university students in enhancing their understanding about TOEFL. They have already had the basic English, so the materials provided will be comprehended easily. It will also prepare themto measure their English skill by TOEFL.

**METHOD**

In conducting the research by using R&D model, the researcher used a method which is relevant to the research developed and hopes thatthe product can be effective and useful for the university students. The method used in this research is referred to Borg and Gall theory as a guide to conduct the R&D.

Borg and Gall (1983) as cited in Haryati (2012) stated 10 procedures of R&D: 1) Research and Information Collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, and 10) Dissemination and Implementation.

1.    Research and Information Collecting

In research and information collecting, the researcher observed the need analysis by questionnaire and interview to know what students actually need, what their problems are, and how the solution is.

2.    Planning

In developing the product, the researcher planned the product decision, product arrangement, and made a concept of the product. The product can be so many kinds ofmedia or applications.

3.    Develop Preliminary Form of Product

In this step, the researcher developed the beginning of the product. It was started by making the concept and decided the menus of the product. The concept made was based on the researcher observation and need analysisthat the researcher got in the previous step.

After getting the concept and the menus,the researcher developed the content of the features then the researcher did the validationtesting to validate the product. The validation was done by the experts. There are two kindsof experts who check the product:

    a)  Material Expert

       Material expert is an expert who validates the material provided in the product.

    b)  Media Expert

       Media expert is an expert who validates the technology of the product to check the content and the effectiveness of the product.

4.    Preliminary Field Testing

After the product was developed and validated by the experts, the researcher did the preliminary field testing. The researcher did a mini try out to some students that consist of 7 students to test the product. The data collection is conducted by observation, questionnaire and interview to know how the product deals to the students.

5. Main Product Revision

During validation testing and product try-out, the lacknesses of the product appeared, so the revision was done to revise the product to be better. The revisions included the design, layout, the use of the product andalso the materials provided.

6. Main Field Testing

In main field testing, the product was tried out to English Department students of KH. A. Wahab Hasbullah University (Unwaha) in all semester. This try out is important to be conducted to make sure that the product developed is proper or not.

7. Operational Product Revision

This step is to revise the product, so the product that the researcher developed is better and deserves to be used.

8. Operational Field Testing

Operational field testing is a test to consider that the product developed is really well-prepared to be used in the institution or not

9. Final Product Revision

Final product revision is the last revision of the product developed to launch the final product. In this step, the product is assumed to be perfect.

10. Dissemination and Implementation.

This step is to disseminate or spread the product to large community, society and institutions especially in education field. The important thing of this step is socialization of theproduct.

**FINDINGS**
**RESULT OF DEVELOPMENT**

Based on the procedures conducted, the researcher got the results of the development.

1. The Result of Research and Information Collecting

Based on researcher's observation that was done to English Department students that were on second to eighth semester in KH. A. WahabHasbullah University, the researcher collected the information of need analysis by some instruments below: Observation

According to Latief (2016:79), "*observation refers to data gathering which involves the use of not only visual sense,but also all the senses necessary to get valid reliable data*". Observation that wasdone by the researcher was observing the class, especially in TOEFL preparation class. Latief (2016:151) stated that "*Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems*". During observing the class, the researcher found that some students in the class were confused about the material and did not understand about the using of grammar structure in TOEFL. In answering the exercises, most students got difficulties to answer.

a) Questionnaire

After observing the class, the researcher conducted the questionnaire. According to Latief (2016: 207), "*Questionnaire is a written instrument consisting of questions to be answered or statements to be responded byrespondents*". The questionnaire madewas based on some aspects below:

**Table 1.** Aspect of Need Analysis Questionnaire

| | Question Aspect |
|---|---|
| 1 | How well the students know TOEFL |
| 2 | How well the students understand aboutthe material and the types of TOEFL question |
| 3 | How important the TOEFL score result for |

| | the students is |
|---|---|
| 4 | How intense the students master the Grammar (Structure and WrittenExpression Section) in TOEFL |
| 5 | How important the providing of tips and tricks in TOEFL is |

From the questionnaire that hasbeen done, the researcher got 18 respondents who responded the questionnaire. In calculating the result, the researcher used Likert scale calculation by using rating scale 1 to 5 as follows:

1. Determine the maximum score

   *Max score =*

   *Max Rating Scale x QuantityRespondents*

   Max Score = 5 x 18 = 90

2. Percentage

   $\frac{TotalScore}{MaxScore} x 100\%$

3. Index Criteria

**Table 2.** Index Criteria

| Percentage | Category |
|---|---|
| 81% - 100% | Very Good |
| 61% - 80% | Good |
| 41% - 60% | Fair |
| 21% - 40% | Poor |
| 0% - 20% | Very Poor |

Here are some figures that show thegraphics and the calculation of the result.

**1. How Well the Students Know TOEFL**



| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Seberapa tahu anda dengan TOEFL? | 3 | 3 | 5 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 3 | 3 | 4 | 3 | 1 | 4 | 2 | 3 |
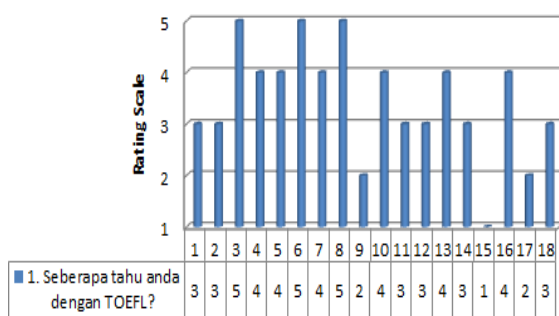
**Figure1. Respondents Knowledge about TOEFL**

$Percentage = \frac{62}{90} x 100\% = 68,89\%$

Most respondents have known what TOEFLis. From 18 students, only 1-3 students still have minimum knowledge about TOEFL.

## 2. How Well the Students Understand about TOEFL Material and Its Types
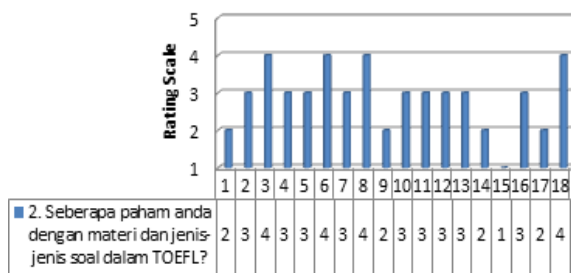


| 2. Seberapa paham anda dengan materi dan jenis-jenis soal dalam TOEFL? | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Figure 2. Respondents' Understanding about TOEFLMaterial and Its Types**

$$Percentage = \frac{52}{90} \, x100\% \ = 57,78\%$$

Not all of the respondents understood well about TOEFL material and the questions types, and one to three students still have minimum understanding about TOEFL instead.

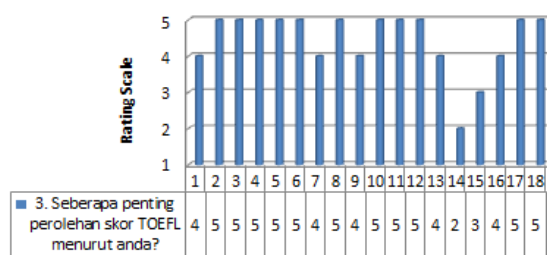## 3. How Important the TOEFL Score Result for the Students



| 3. Seberapa penting perolehan skor TOEFL menurut anda? | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 2 | 3 | 4 | 5 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Figure 3. The Importance of TOEFL Score**

$$Percentage = \frac{71}{90} \, x100\% = 78,89\%$$

Most respondents considered that TOEFL score is important although a few of them considered that it was not so important.

## 4. How Intense the Students Master the Grammar (Structure and Written Expression Section) in TOEFL
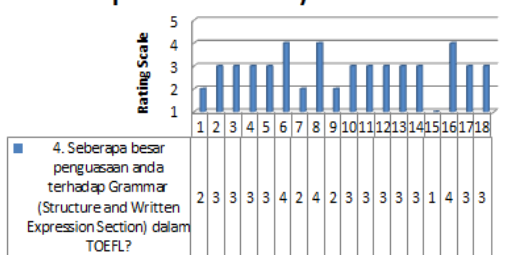


| 4. Seberapa besar penguasaan anda terhadap Grammar (Structure and Written Expression Section) dalam TOEFL? | 2 | 3 | 3 | 3 | 3 | 4 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 4 | 3 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Figure 4. Respondents' Grammar Mastering**

$$Percentage = \frac{52}{90} \; x100\% \; = 57{,}78\%$$

How the respondents master the Grammar section in TOEFL still became the problem for the respondents because most of them considered that they did not master the Grammar very well.
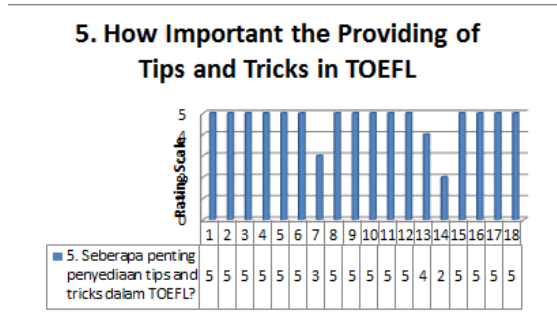


**Figure 5. The Importance of Providing Tips and Tricks inTOEFL**

In learning TOEFL, tips and tricks are exactly needed by the respondents because it will help them understand well about the material and the questions. It was proved from the precentage that shows most respondents need the providing of tips and tricks in TOEFL.

b) Interview

"*Interview is a data gathering instrument that involves direct verbal interaction* between *individuals*" (Borg and Gall (1989:446) as cited in Latief (2016:214)). Interview was done to some university students that take English Department. The researcher interviewed 3 students to know their need in learning TOEFL. The questions asked were not so far from questions that existed in the questionnaire. It was done to make sure and have a direct interaction to the research subject, and the researcher can know wellabout the students' need.

2. The Result of Planning

In planning to design the product, the researcher made a concept of the product related to the need analysis got in the previous step. After that, the researcher planned the process of designing the product, so the product designed could be ordered and organized. The planning concept that the researcher planned was described as follows:
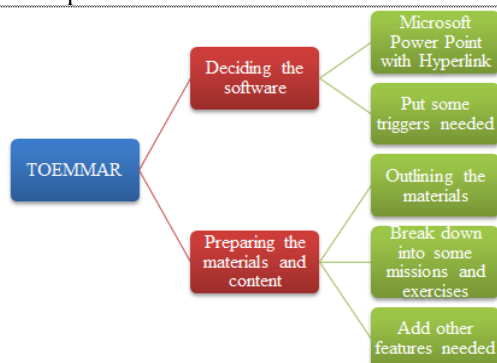


**Figure 6. Planning Process**

3. The Result of Develop Preliminary Form of Product

In developing the preliminary form of the product, the researcher started to design the product based on the planning and concept that the researcher made in the previous step.

After designing and finishing all the features of the product, the researcher carried out the

product to the validators to validate it. There are two kinds of validators that validated the product: a) Material Expert and b) Media Expert.

a) The Result of Material Validation

In material validation process, the researcher discussed the TOEFL materials provided in the media to the expert. To get the result of the material validation, the researcher gave the validation sheet for the material expert based on the aspect below:

**Table 3. The Result of Material Validation**

| Material Validation Aspect | Score |
|---|---|
| Relevance | 28 |
| Accuracy | 19 |
| Completeness of the presentation | 5 |
| Basic concept of the material | 9 |
| Suitability of the presentation with the demand of student learning center | 20 |
| **Total Score** | **81** |

In calculating the result, the researcher processed it by Likert scale calculation as follow:

Max Score = 5 x 17 (items) = 85

Based on the calculation for result of material validation in Table 4, the researcher got 95,29% which is categorized in "very good" category. It means that the materials on TOEMMAR product is deserved to be provided in the product.

After the researcher conducted the material validation, there were some revisions and suggestions from the validator, they are:

- Enclose the target of achievement by detailing the basic of competence
- The audio explanation method should be applied to all question types in order the students could get the explanation of whatthey have done.

b) The Result of Media Validation

In media validation process, the researcher discussed about the design and the media of TOEMMAR product. The media expert is a an IT expert. In getting the result of the media validation, the researcher gave the validation sheet to be scored by the validator.

**Table 4. The Result of Media Validation**

| Media Validation Aspect | Score |
|---|---|
| General Appearance | 26 |
| Specific Appearance | 12 |
| Media Presentation | 17 |
| **Total Score** | 55 |

In calculating the result, the researcher processed it by Likert scale calculation as follow:

Max Score = 5 x 13 (items) = 65

$Percentage = \underline{55} \quad x 100\% = 84,61\%$

65

Based on the calculation for the result of media validation, the researcher got 84,61% which is categorized in "very good" category. It means that TOEMMAR is deserved to be used.

After the researcher conducted the media validation, there were some revisions and suggestions from the validator, they are:
- The color should be more interesting
- Make the background more eye-catching

4. The Result of Preliminary Field Testing

In preliminary field testing, the researcher tried out the product to 7 students. The researcher did it offline and online. Theresearcher gathered and directly met the threeuniversity students to do the offline try-out, and the others did it via online, but all of them got guidance from the researcher.



**Figure 7. Students tested the product**

After the students tested the product, theresearcher gave them the questionnaire to rate the product, and the researcher recapitulated it to know the result.

**Table 5. The Result of Preliminary Field Testing**

| Aspects | Score (7 Students) |
|---|---|
| General Aspect | 122 |
| Appearance Aspect | 115 |
| Material Aspect | 117 |
| **Total Score** | **354** |

In calculating the result, the researcher processed it by Likert scale calculation asfollow:

Max Score = 5 x 12 (items) x 7 (students) = 420

$$Percentage = \frac{354}{420} \times 100\% = 84,2\%$$

Based on the calculation for result of preliminary field testing, the researcher got 84,2% which is categorized in "very good" category, but there were still some suggestions from the students such as:
- There were some missings on the click button
- The font should be standardized
- The background should be moreinteresting

5. The Result of Main Product Revision

In main product revision, the researchergot some suggestions from the students who had tested the product in the previous step. The result of the students' suggestion is the researcher should revise the click button, the font, and the background, then the researcherchanged and revised it.

6. The Result of Main Field Testing

In main field testing, the researcher did the try-out to 14 students for the second time. The researcher still did it offline and online.



**Figure 8. Students tested the product via online**

After the studtested the product, thequestionnaire was shared to the students to give the score of the product, and the result got was recapitulated by the researcher.

**Table 6. The Result of Main Field Testing**

| Aspects | Score (14 Students) |
|---|---|
| General Aspect | 240 |
| Appearance Aspect | 228 |
| Material Aspect | 235 |
| **Total Score** | **703** |

In calculating the result, the researcher processed it by Likert scale calculation as follow:

Max Score = 5 x 12 x 14 students = 840

$$Percentage = \frac{\underline{\quad}}{840} \times 100\% = 83,69\%$$

Based on the calculation for result of main field testing, the researcher got 83,69% whichis categorized in "very good" category. It means that TOEMMAR product is able to help the students in learning Grammar in TOEFL.

7. The Result of Operational Product Revision

In operational product revision, the researcher did not conduct it because in the previous step the result of main field testing has been good and no more revision.

8. The Result of Operational Field Testing

Operational field testing was skipped by the researcher because this step was repetition of the previous steps.

9. The Result of Final Product Revision

In this step, the researcher finished the product. These are some captures of TOEMMAR (TOEFL

Grammar) product:


**Figure 9. The Beginning Preview of TOEMMAR**


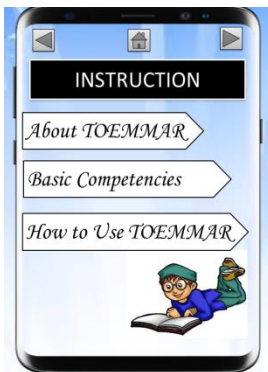**Figure 10. The Features of TOEMMAR**


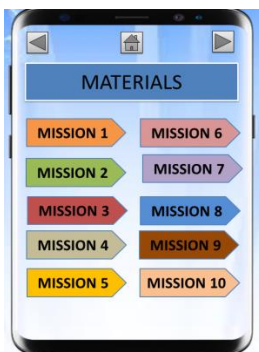**Figure 11. The "Instruction" Features**


**Figure 12. The "Materials" Features**

10. The Result of Dissemination andImplementation.

In this step, the researcher disseminated the product while conducting try out to English Department students. They saved the product and implemented it to learn and study TOEFL.

For students in the 4th semester, they implemented it in knowing TOEFL in preview, the 6th semester of English Department students implemented it to prepare them in dealing to TOEFL preparation class, and for the 8th semester of English Department students they implemented it to learn more about TOEFL. The students from Islamic Boarding School were also helped by TOEMMAR because they got knowledge about TOEFL and TOEFL exercise from this product.

## CONCLUSION

Based on the results of this research and development, it can be concluded that the result of need analysis that was got, TOEMMAR product is needed by the students to know and understand about TOEFL especially in Grammar. The materials validation score is 95,29% which is in "very good" category, and it is deserved to be provided in TOEMMAR. The result of media validation is also in "very good" category which got 84,61%, so it is cloncluded that TOEMMAR media is deserved to be used for the students.

In preliminary field testing, the researcher did the mini try out to 7 university students and got 84,2% score from the students' responses which are in "very good" category.

In main field testing, the researcher did the larger try out to 14 university students, and the result of the students responses is 83,69% , and it is in "very good" category. Therefore, it can be concluded that TOEMMAR is deserved to be used and able to help the students in learning Grammar of TOEFL.

Spesifications of TOEMMAR Product are:

- Instruction :

  It is the beginning preview of the product that can firstly attract the users to use and try the product. It consists of some features available in TOEMMAR, the function, the basic competencies, and the intructions of how to do the product.

- Materials :

  This feature consists of TOEFL materials provided that are divided into some missions.

- Exercises :

  This feature provides some exercises that the users can do to know how well they understand the materials.

- Evaluation :

  It is the combination of all grammatical skills that are provided in materials and evaluate all missions in a full structure and written expression questions of TOEFL.

- Reference :

  It consists of some references that the researcher took in developing the product.

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