Mapping English language proficiency test scores of lecturers onto the common European framework level

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KEYWORDS	ABSTRACT
English language proficiency test scores, TOEFL, Lecturer,	This study was conducted to display the lecturer's English language proficiency test scores at one of the state universities in Indonesia. The research applied descriptive design by quantitative approach. The sample is the lecturers of the English and non-English departments at one of the state universities in Indonesia. The instrument of the research was English language proficiency test of TOEFL ITP. Descriptive statistics was used as data analysis technique, mean and percentage. The result of this research disclosed that 86% of the lecturers are in the level of B1 of CEFR which achieved the targeted score of English competences certification file requirements of certified lecturer and 3.92% of the lecturers are in the A2 level of CEFR. The researchers discovered that the most difficult language skill of the test is in the structure and written expression section where 4 % of the lecturers are in the A2 CEFR level. Then it is also revealed that the lecturers got the lowest scaled score in the structure and written expression section, which was 37. From all parts of the test, none of the lecturers achieved C1 level in the structure and written expression. This is implied that the lecturers have problems in their writing skills and need to improve their grammatical skills to be able to write correct sentence structure in standard academic English.

INTRODUCTION

Educators and education staff form a system that controls human resources with the capacity to achieve national educational goals. One of the institution's educators and education personnel consists of professional lecturers and scientists whose primary responsibility is to change, develop, and spread science, technology, and art through the "University's Tri Dharma" (teaching, research, and community service). Lecturer certification is the process of issuing educator credentials to lecturers. Lecturer certification seeks to examine lecturers' professionalism, which is used to establish lecturers' feasibility, safeguard lecturers' professions as learning agents in universities, enhance educational processes and outcomes, and speed the achievement of educational goals. A lecturer must first be certified as a lecturer before obtaining an educator credential. According to the Decree of the Director General of Higher Education, Research and Technology of the Ministry of Education and Culture Number 101/E/KPT/2022 dated 6 April 2022 concerning Operational Guidelines for Educator Certification for 2022 Lecturers, the most recent lecturer

certification method is called SMART (Simple, Modern-More Innovative, Accountable, Responsive, Transparent).

This lecturer's professionalism will be determined by his or her academic qualifications and performance, degree of proficiency, and self-description. Educator credentials demonstrate a lecturer's professionalism and teaching authority at all levels of education and academic office. Certification of lecturers in the role is the process of issuing educator credentials to lecturers. As stated in the **Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 51 of 2017 concerning Educator Certification for Lecturers**, the idea of SMART certification is summarized in the following scheme:
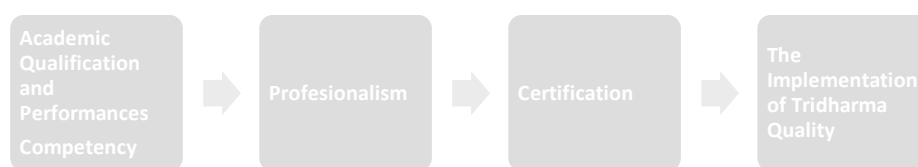

Figure 1. The Scheme of The Lecturer Certification

Lecturer competence is described as a collection of knowledge, skills, and behaviors that lecturers must possess, absorb, master, and demonstrate in order to carry out their professional tasks. These abilities are pedagogical competence, personality competence, social competence, and professional competence as explained by Dalimunthe (2014). To develop their social competency, lecturers must have oral and written communication abilities in both Indonesian and or English, which is one of the world's most extensively used foreign languages. Prasetion (2017) said that English language abilities are utilized as a measured indicator of social skills, and they are part of the Indonesian lecturer certification program criteria.

One of the examined factors of the certified lecturer candidate is the combined score of the lecturer's performance and professionalism. To favourably contribute to the total score requirement, the lecturers must submit a targeted English language proficiency test (ELPT) score from an international or national standardised test of English language proficiency test. These tests are as shown in the table below:

Table 1. Types of English language proficiency test for lecturer certification in Indonesia

No.	Internasional Standardised Tests of English Language Proficiency	Passing Grade	National Standardised Tests of English Language Proficiency	Passing Grade
1.	ETS TOEFL® ITP	455	TEFLIN-TOEP	41/434
2.	ETS TOEFL® CBT	137	UGM AcEPT	217
3.	ETS TOEFL®iBT	47	UI EPT UI	474
4.	IELTS	4.5	ITB-ELPT	68
5.			UNS-TEAP	63
6.			UNY-ProTEFL	50
7.			UPI-PTESOL	58/467
8.			UMM-TAEP	292

Source: Panduan Sosialisasi Sertifikasi Dosen Tahun 2022
https://sister.kemdikbud.go.id/landing/dokumen/serdos/Panduan/Sosialisasi_Serdos_2022_PSD_PTU_dan_Peserta.pdf

Brown (2014) stated that English language proficiency tests measure total language competency. This test features common multiple-choice questions covering four language skills, these include grammar, vocabulary, reading comprehension, listening comprehension, and writing skills. For than a century, some institutions have recognized English language tests as a low-cost, dependable, and legitimate way to assess persons who enter, continue, or leave their institutions. Global commercial standard proficiency tests include the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), and TOEIC (Test of English for International Communication), and many more.

The Ministry of Research, Technology and Higher Education started to implement the national lecturer certification program for lecturer as stipulated in the Law on Teachers and Lecturers Number 14/ 2005 concerning Teachers and Lecturers. Lecturers as professional educators and scholars have the main task of transforming, developing and disseminating science, technology, and arts through education, research, and community service not only in national context but also in global context. Therefore, selected types of international and national standardised tests of English language proficiency tests are designated to guarantee the qualification of the lecturers in Indonesia. Among those designated English language proficiency tests, none of the tests are not developed based on the common European Framework References (CEFR).

The Common European Framework assesses language ability in reading, writing, speaking, and listening on a six-level scale. The Framework provides a consistent vocabulary for discussing test-takers' progress. Descriptive taxonomies of language skill levels of the Common European Framework (CEF) help to define well-constructed language competency requirements for learners. The CEF focuses on all modern European languages, including English, and "describes in a comprehensive manner what language learners must learn to do in order to use a language for communication, along with the knowledge and skills they must develop in order to use it effectively." The CEF categorizes six levels of skill into three bands: A1-A2 ("Basic User"), B1-B2 ("Independent User"), and C1-C2 ("Proficient User"). These levels help language educators and instructors determine existing levels of language competency among language learners and build curricula and courses to increase communicative competence. The Framework also defines levels of proficiency, which allow learners' progress to be measured at each stage of learning and on a life-long basis. Furthermore, and most pertinently, this Framework gives a way of "describing the levels of proficiency in existing tests and examinations, thus enabling comparisons to be made across different systems of examinations". Thus with this level of proficiency, the educator certifications program with the CEFR-level based tests are expected to achieve its ideal goal.

Each CEFR Level-based test of ELPTs used for lecturer certification in Indonesia develops different test scores, it can be seen extensively from the table below:

Table 2. The CEFR Level Tests of ELP For Lecturer Certification in Indonesia.

The CEFR Level Tests Of English Language Proficiency For Lecturer Certification in Indonesia	CEFR Level					
	A1	A2	B1	B2	C1	C2
TOEFL ITP	-	343	433	543	620	-

TOEFL iBT	-	-	42-71	72-94	95-113	114-120
IELTS	-	-	4-5	5.5-6.5	7-7.5	8-9

From all types of English language proficiency tests recognised in lecturer certification, the lecturers of Universitas Negeri Medan take TOEFL ITP and IELTS to prove their English language competency. As one of the state universities in Medan, Indonesia, Universitas Negeri Medan delivers its language testing services to the young lecturers regularly to assist them achieving the targeted score of ELPT certificate. Based on the data taken from the language centre of Universitas Negeri Medan, from 2018 to 2022, the scores obtained from the English language proficiency tests of TOEFL ITP and IELTS for Universitas Negeri Medan young lecturers in the last 5 (five) years can be seen in the following figure:
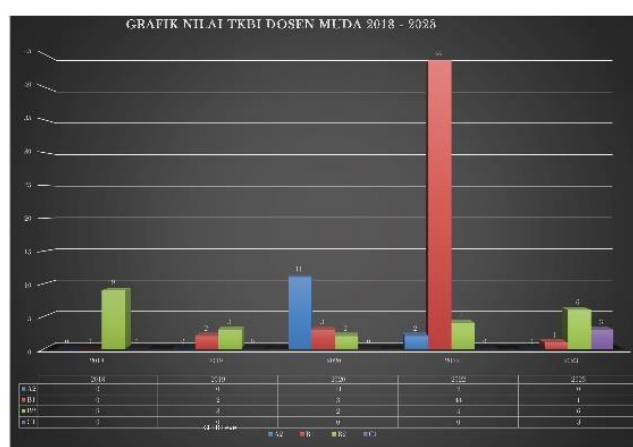

Figure 1.

The figure shows that from 2018 to 2023, no lecturer got the C1 level of CEFR, but in 2022, 88% of the fifty lecturers got the B1 level of CEFR. Based on this data, it is necessary to conduct a further study regarding the distribution map of English Language Proficiency (ELP) level of the lecturers of Universitas Negeri Medan. This study is particularly aimed to display the distribution map of the ELP level of the lecturers at Universitas Negeri Medan in 2022. The distribution map of ELP is to display detailed English language competency of the lecturers. Thus, the findings of this study is expected to significantly help the leadership boards of Universitas Negeri Medan providing suitable language training services for the lecturers in the following years.

In 2022, the lecturers at Universitas Negeri Medan were assessed based on the Test of English as a Foreign Language (TOEFL). This international standardized ELPT, administered by the Educational Testing Service (ETS) is intended for non-native speakers of English to measure their level of English language proficiency (Gear, J., & Gear, R., 2006). According to Abboud and Hussein (2011). TOEFL ITP is the most accredited ELPT in the world. Additionally, Warfield, Laribee, and Geyer (2013) claimed that this test held worldwide respect and recognition. In the early 1960s, this test was established

as a tool to assess the ability of the second language speakers of English who intended to pursue their further study in domestic and international reputable universities (Fajri, Kasim, & Fitriani, 2021; Sulistyo, 2009) and applied for a job as one of the qualification requirements (Ananda, 2016; Samad et al., 2017; Sulistyo, 2009). Since its initial development, TOEFL has been developed into four types of TOEFL tests (Ananda, 2016; Abboud and Hussein, 2011); they are the paper-based TOEFL (PBT), computer-based TOEFL (CBT), internet-based test (iBT), and institutional testing program (ITP). Each type of test is distinguished not only by the platform of the test but also by the English language skills tested by the sections and the scoring systems of the tests.

TOEFL ITP scores vary from 310 to 677. This is set on a separate scoring scale than the CBT, which runs from 0-300, and the TOEFL iBT, which varies from 0-120 (Abboud & Hussein, 2011; ETS, 2009; Sharpe, 2004). While there is no minimum score for completing the TOEFL ITP test, different universities have distinguishing TOEFL ITP score criteria (Phillips, 2001). Furthermore, an institution may provide multiple TOEFL score criteria for various objectives (Samad et al., 2017).

Numerous universities around the world require a TOEFL ITP score in the applicant's letter of application, including universities in the United States that have enforced the rule for non-native English students (Samad, Sofyan, Kasim, Fitriani, & Mustafa, 2016; Vu, L., & Vu, P., 2013). Furthermore, universities in Indonesia use the TOEFL ITP test score as a prerequisite for undergraduate students to complete their Bachelor's degree (Samad et al., 2017). The TOEFL ITP exam score is used by businesses and other non-educational organizations for administrative purposes, such as job applications or promotions (Ananda, 2016; Samad). In addition to its academic value, the TOEFL ITP test result is used by businesses and other non-educational institutions for administrative purposes, such as job applications or promotions (Ananda, 2016; Samad et al., 2017). Nonetheless, the validity of using this score is restricted to two years since language proficiency can change in a very short amount of time (ETS, 2019).

Meanwhile, the Common European Framework of Reference (CEFR) is an internationally recognized framework for describing learners' language abilities (Cambridge ESOL, 2011; ETS, 2019). The official TOEFL ITP score report includes CEFR performance levels as extra information that is connected to section scores and the test's overall score (ETS, 2019). To identify the minimum score necessary in each segment and overall to be put into the CEFR levels, ETS conducted a study with Tannenbaum and Baron (2011) to establish the mapping for the minimum TOEFL ITP scores to be incorporated into the CEFR levels.

METHODS

The method applied in this research is the descriptive-quantitative approach. This descriptive quantitative research is aimed at describing the ELP level of Universitas Negeri Medan lecturers based on their achieved TOEFL ITP scores in

2022. A TOEFL ITP test was carried out as a means to gather the measured data. The data were then grouped into TOEFL ITP mappings of CEFR levels.

The population of this study was the lecturers at Universitas Negeri Medan. The population was sampled using the simple random sampling method, which takes the same amount of sample from groups with an equal amount of population (Sugiyono, 2015). The randomly selected lecturers formed a total of 50 lecturers for this study.

Instruments

The research instrument utilized in collecting the data in this research was the 'Complete Test of TOEFL ITP' conducted by the language center of Universitas Negeri Medan as a certified and recognized test center of TOEFL ITP in Medan region, Indonesia. Meanwhile, the answer sheet and the identification requirement for the test were taken from the Test Taker Handbook: The TOEFL ITP Assessment Series by ETS (2022) to accommodate the research needs.

Data Analysis Procedures (Level 2)

The data were collected through a paper-based organized test, standardized by the IIEF (Indonesian International Education Foundation) as the license owner of the internationally certified TOEFL ITP. The ELPT scores of the lecturers were then presented to be described both from the section scores and the total TOEFL scores. The data was then grouped subsequently according to the TOEFL ITP mapping for the CEFR proficiency levels.

FINDINGS

The result of the test consisted of the TOEFL scores gained by a total of 50 lecturers at Universitas Negeri Medan. The data are presented with the scores gained by the students and the proficiency level categorisation of the scores based on the TOEFL ITP mapping for the CEFR levels. The scores and the levels of proficiency are presented both from the total TOEFL scores and each section scores gained by the lecturer:

Table 2. Section test scores of TOEFL ITP

No.	Lecturers' Name Code	Scores Section 1 Listening		Section 2 SWE		Section 3 Reading Comprehension	
		SS	CEFR	SS	CEFR	SS	CEFR
1.	UL01	62	B2	53	B2	63	C1
2.	UL02	60	B2	53	B2	62	B2
3.	UL03	53	B1	52	B1	62	B2
4.	UL04	53	B1	53	B2	57	B2
5.	UL05	52	B1	52	B1	57	B2
6.	UL06	52	B1	53	B2	55	B1
7.	UL07	51	B1	52	B1	56	B2
8.	UL08	50	B1	48	B1	60	B2
9.	UL09	53	B1	51	B1	53	B1

No.	Lecturers' Name Code	Scores					
		Section 1 Listening		Section 2 SWE		Section 3 Reading Comprehension	
		SS	CEFR	SS	CEFR	SS	CEFR
10.	UL10	50	B1	53	B2	54	B1
11.	UL11	55	B2	48	B1	53	B1
12.	UL12	54	B2	48	B1	54	B1
13.	UL13	55	B2	50	B1	51	B1
14.	UL14	52	B1	51	B1	53	B1
15.	UL15	57	B2	43	B1	55	B1
16.	UL16	51	B1	47	B1	56	B2
17.	UL17	52	B1	47	B1	55	B1
18.	UL18	51	B1	47	B1	55	B1
19.	UL19	51	B1	50	B1	51	B1
20.	UL20	49	B1	50	B1	53	B1
21.	UL21	52	B1	50	B1	50	B1
22.	UL22	58	B2	43	B1	51	B1
23.	UL23	52	B1	50	B1	50	B1
24.	UL24	57	B2	41	A2	53	B1
25.	UL25	54	B2	49	B1	48	B1
26.	UL26	58	B2	41	A2	52	B1
27.	UL27	52	B1	49	B1	50	B1
28.	UL28	52	B1	49	B1	50	B1
29.	UL29	50	B1	48	B1	52	B1
30.	UL30	50	B1	40	A2	60	B2
31.	UL31	54	B2	44	B1	52	B1
32.	UL32	54	B2	42	A2	53	B1
33.	UL33	54	B2	38	A2	56	B2
34.	UL34	53	B1	43	B1	52	B1
35.	UL35	49	B1	49	B1	50	B1
36.	UL36	52	B1	44	B1	51	B1
37.	UL37	54	B2	43	B1	50	B1
38.	UL38	52	B1	43	B1	51	B1
39.	UL39	53	B1	43	B1	49	B1
40.	UL40	56	B2	40	A2	49	B1
41.	UL41	49	B1	48	B1	46	A2
42.	UL42	52	B1	44	B1	47	A2
43.	UL43	48	B1	44	B1	51	B1
44.	UL44	43	A2	49	B1	50	B1
45.	UL45	50	B1	40	A2	50	B1
46.	UL46	50	B1	44	B1	46	A2
47.	UL47	43	A2	48	B1	48	B1
48.	UL48	52	B1	37	A2	50	B1

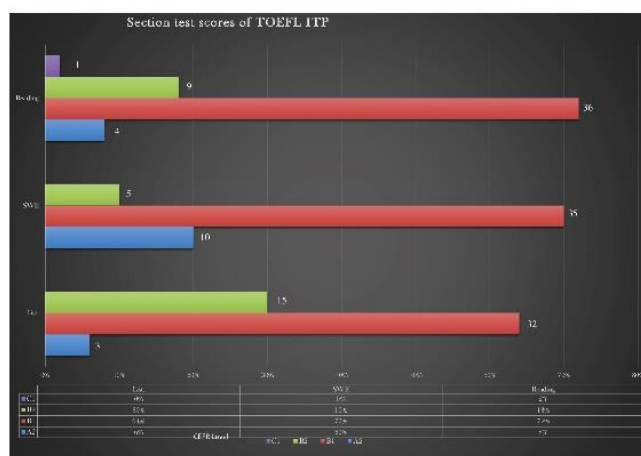| No. | Lecturers' Name Code | Scores | | | | | |
		Section 1 Listening		Section 2 SWE		Section 3 Reading Comprehension	
		SS	CEFR	SS	CEFR	SS	CEFR
49.	UL49	45	A2	40	A2	50	B1
50.	UL50	48	B1	37	A2	41	A2
		52.18		46.42		52.46	
		3.62		4.64		4.29	

Figure 3. Section Test Scores of the TOEFL ITP

Figure 3 shows the complete score data obtained from the TOEFL ITP test conducted at the language centre of Universitas Negeri Medan. The table shows that the average score of 52.18 is in the listening skills section, 46.42 in the structure and written expression section, and 52.46 in the reading comprehension section. Additionally, the minimum score observed is 43 in the listening skills section, 37 in the structure and written expression section, and 41 in the reading comprehension section. Whereas, the maximum score observed is 62 in the listening skills section, 53 in the structure and written expression section, and 63 in the reading comprehension.

Table 3. Overall test scores of TOEFL ITP

No.	Lecturers' Name Code	Overal Score
1.	UL01	593
2.	UL02	583
3.	UL03	557
4.	UL04	543
5.	UL05	537
6.	UL06	533
7.	UL07	530
8.	UL08	527
9.	UL09	523
10.	UL10	523
11.	UL11	520

| No.	Lecturers' Name Code	Overal Score
12.	UL12	520
13.	UL13	520
14.	UL14	520
15.	UL15	517
16.	UL16	513
17.	UL17	513
18.	UL18	510
19.	UL19	507
20.	UL20	507
21.	UL21	507
22.	UL22	507
23.	UL23	507
24.	UL24	503
25.	UL25	503
26.	UL26	503
27.	UL27	503
28.	UL28	503
29.	UL29	500
30.	UL30	500
31.	UL31	500
32.	UL32	497
33.	UL33	493
34.	UL34	493
35.	UL35	493
36.	UL36	490
37.	UL37	490
38.	UL38	487
39.	UL39	483
40.	UL40	483
41.	UL41	477
42.	UL42	477
43.	UL43	477
44.	UL44	473
45.	UL45	467
46.	UL46	467
47.	UL47	463
48.	UL48	463
49.	UL49	450
50.	UL50	420
Scaled Scores Mean		503.50
Scaled Scores Standard Deviation		30.31
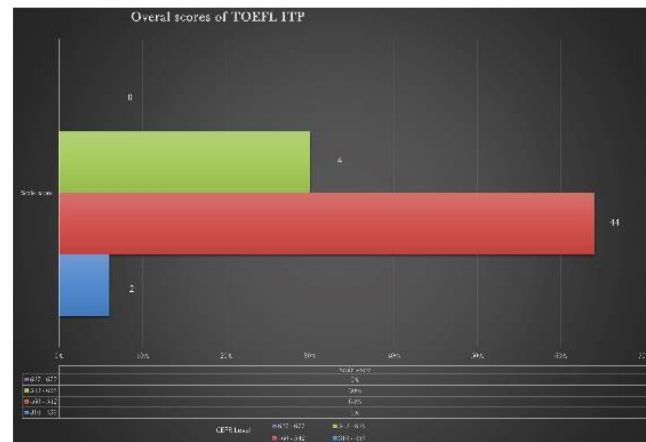
Figure 4. Overall test scores of TOEFL ITP

Figure 4 shows the English language proficiency levels of the lecturers of Universitas Negeri Medan based on their total TOEFL ITP scores. The data showed that there are two lecturers who got the lowest scores, they are 450 and 420, 33% lecturers are in the B1 level, and 38% lecturers are in the B2 level. Consequently, based on their total TOEFL scores, most of the lecturers of Universitas Negeri Medan are, on average, in the upper intermediate level of English language proficiency (38%).

Table 4. CEFR Level of the Lecturers' TOEFL ITP scores

No.	Lecturers' Name Code	CEFR
1.	UL01	B2
2.	UL02	B2
3.	UL03	B2
4.	UL04	B2
5.	UL05	B1
6.	UL06	B1
7.	UL07	B1
8.	UL08	B1
9.	UL09	B1
10.	UL10	B1
11.	UL11	B1
12.	UL12	B1
13.	UL13	B1
14.	UL14	B1
15.	UL15	B1
16.	UL16	B1
17.	UL17	B1
18.	UL18	B1
19.	UL19	B1
20.	UL20	B1
21.	UL21	B1
22.	UL22	B1

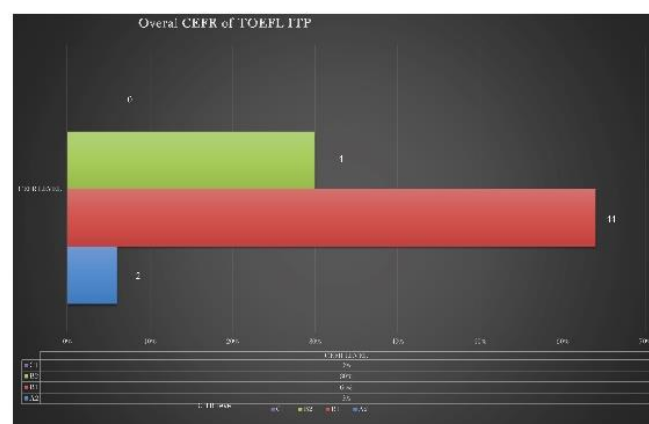| No.	Lecturers' Name Code	CEFR
23.	UL23	B1
24.	UL24	B1
25.	UL25	B1
26.	UL26	B1
27.	UL27	B1
28.	UL28	B1
29.	UL29	B1
30.	UL30	B1
31.	UL31	B1
32.	UL32	B1
33.	UL33	B1
34.	UL34	B1
35.	UL35	B1
36.	UL36	B1
37.	UL37	B1
38.	UL38	B1
39.	UL39	B1
40.	UL40	B1
41.	UL41	B1
42.	UL42	B1
43.	UL43	B1
44.	UL44	B1
45.	UL45	B1
46.	UL46	B1
47.	UL47	B1
48.	UL48	B1
49.	UL49	A2
50.	UL50	A2

Figure 5. CEFR Level of the Lecturers' TOEFL ITP scores

Figure 5 shows the complete score data obtained from the TOEFL ITP test conducted at the language centre of Universitas Negeri Medan based on the CEFR level. The table shows that the average score of the lecturers is B2, followed by B1 and A2. The most dominant CEFR level of the lecturers is B2.

Table 5. Gender of the Lecturers who take TOEFL ITP

No.	Lecturers' Name Code	Gender
1.	UL01	F
2.	UL02	F
3.	UL03	M
4.	UL04	M
5.	UL05	F
6.	UL06	M
7.	UL07	F
8.	UL08	F
9.	UL09	M
10.	UL10	F
11.	UL11	M
12.	UL12	F
13.	UL13	F
14.	UL14	M
15.	UL15	M
16.	UL16	F
17.	UL17	F
18.	UL18	M
19.	UL19	M
20.	UL20	M
21.	UL21	M
22.	UL22	M
23.	UL23	F
24.	UL24	M
25.	UL25	F
26.	UL26	F
27.	UL27	F
28.	UL28	F
29.	UL29	F
30.	UL30	F
31.	UL31	F
32.	UL32	F
33.	UL33	F
34.	UL34	F
35.	UL35	F
36.	UL36	M
37.	UL37	F

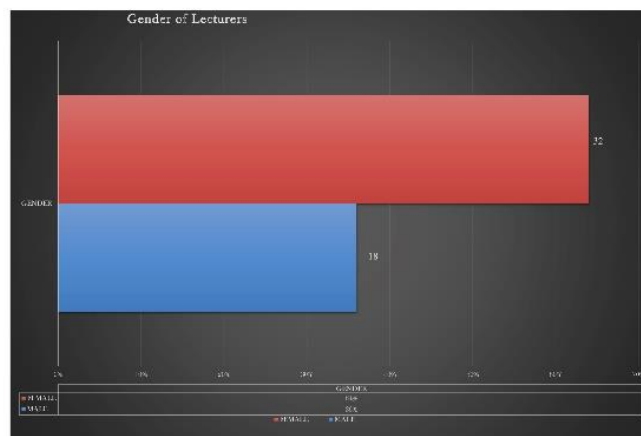| No.	Lecturers' Name Code	Gender
38.	UL38	F
39.	UL39	F
40.	UL40	F
41.	UL41	M
42.	UL42	F
43.	UL43	F
44.	UL44	M
45.	UL45	F
46.	UL46	M
47.	UL47	F
48.	UL48	F
49.	UL49	M
50.	UL50	F

Figure 6. Gender of the Lecturers who take TOEFL ITP

Figure 6 shows that there are 64% of the lecturers who are female and the rest of the lecturers are male (34%). The score range of the female lecturers were between 467 and 637, and the male lecturers were in between 473 and 567. Male lecturer was also discovered to get the lowest overall score and the female lecturer achieved the highest score. The average total score of the female lecture was 501.84, meanwhile the male lecture was 507.83. It can be concluded that although the female lecturer got the highest overall score, the male lecturers were higher in the average total score.

Table 6. TOEFL ITP Times Taken By Lecturers

No.	Lecturers' Name Code	Times Taken
1.	UL01	None
2.	UL02	2+
3.	UL03	None
4.	UL04	None
5.	UL05	1
6.	UL06	2+
7.	UL07	2+
8.	UL08	1
9.	UL09	None
10.	UL10	None
11.	UL11	1
12.	UL12	2+
13.	UL13	2+
14.	UL14	1
15.	UL15	None
16.	UL16	None
17.	UL17	None
18.	UL18	None
19.	UL19	None
20.	UL20	None
21.	UL21	None
22.	UL22	None
23.	UL23	2+
24.	UL24	None
25.	UL25	None
26.	UL26	None
27.	UL27	None
28.	UL28	1
29.	UL29	None
30.	UL30	2+
31.	UL31	1
32.	UL32	None
33.	UL33	None
34.	UL34	None

No.	Lecturers' Name Code	Times Taken
35.	UL35	None
36.	UL36	None
37.	UL37	None
38.	UL38	None
39.	UL39	None
40.	UL40	2+
41.	UL41	None
42.	UL42	None
43.	UL43	None
44.	UL44	None
45.	UL45	None
46.	UL46	None
47.	UL47	2+
48.	UL48	2+
49.	UL49	None
50.	UL50	None
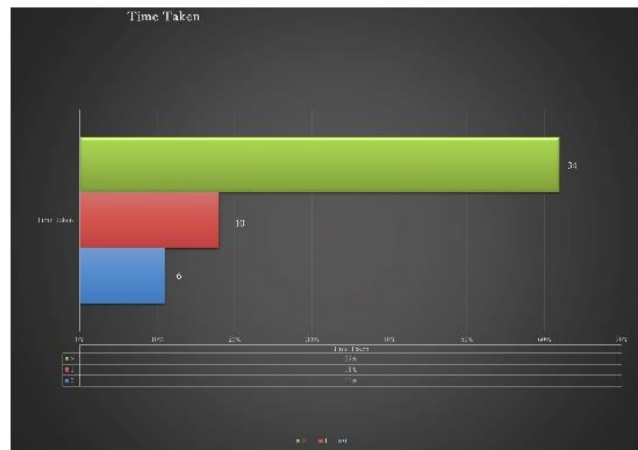
Figure 7. TOEFL ITP Times Taken By Lecturers

Figure 7 shows the frequency of the test taken by the lecturers. There were (12%) or six lecturers who previously have taken the test once, and there were even more lecturers (18%) who took the test as their third experience. Most of the lecturers were discovered to have never taken the test previously.

Table 7. Age of the Lecturers who take TOEFL ITP

No.	Lecturers' Name Code	Age
1.	UL01	31
2.	UL02	32

No.	Lecturers' Name Code	Age
3.	UL03	40
4.	UL04	34
5.	UL05	33
6.	UL06	33
7.	UL07	31
8.	UL08	36
9.	UL09	34
10.	UL10	32
11.	UL11	34
12.	UL12	35
13.	UL13	36
14.	UL14	36
15.	UL15	34
16.	UL16	35
17.	UL17	23
18.	UL18	32
19.	UL19	32
20.	UL20	30
21.	UL21	37
22.	UL22	42
23.	UL23	32
24.	UL24	32
25.	UL25	33
26.	UL26	35
27.	UL27	33
28.	UL28	33
29.	UL29	37
30.	UL30	36
31.	UL31	30
32.	UL32	32
33.	UL33	33
34.	UL34	33
35.	UL35	36
36.	UL36	33
37.	UL37	38
38.	UL38	34
39.	UL39	35
40.	UL40	33
41.	UL41	36
42.	UL42	34
43.	UL43	35
44.	UL44	37
45.	UL45	34

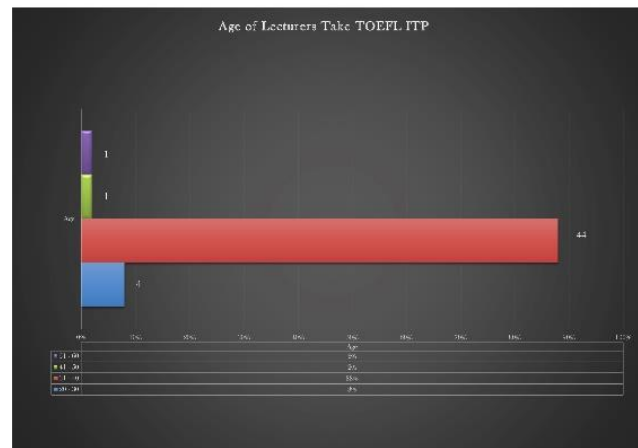| No.	Lecturers' Name Code	Age
46.	UL46	37
47.	UL47	37
48.	UL48	40
49.	UL49	53
50.	UL50	26

Figure 8. Age of the Lecturers who take TOEFL ITP

Figure 8 shows the age range of the lecturer. The lecturers were divided into 4 age categories, they are between the age of 20-30, 31-40, 41-50, and 51-60 years old. From these categories, it was discovered that most of the lecturers (88%) were dominantly at the age range of 31-40 years old, it is then followed by the age range of 20-30 years old (8%) and there was only one lecturer (2%) at the age range of each category of 41-50 and 51-60 years old.

DISCUSSION

Based on the average overall data obtained from the TOEFL ITP test score, the proficiency levels of the lecturers, subsequent to the TOEFL ITP mapping for the CEFR levels, was 503.50 or at the B1 level that classified as the intermediate level of English language proficiency. Level B1 of CEFR corresponds to independent users of the English language, who can understand information about familiar topics. The average score gained by the lecturers meets the requirement of the lecturer certification program. Although the minimum overall score of the lecturer was found 420, but in general, most of the lecturers achieved the targeted overall score of the lecturer certification requirement, which was 455. This can be seen from the average overall score achieved by the lecturers, which was at the B1 level (503.50) or higher than 455. Additionally, the data also showed that 96% of the lecturers passed the requirement of the lecturer certification program. This percentage is significantly proven that almost all of the lecturers at the Universitas Negeri Medan are eligible and have the English language competences according to the national standard of the lecturer

certification program. However, the lecturers' average score might not be enough to qualify the admission application to apply for further study. Most of the national and international admission application for the lecturers' doctoral study was in the B2 level, which was one level higher than it was commonly achieved.

The data was also shown that the lecturers were in need to take more practices on the Structure and Written Expression section. The lecturers was found to get the lowest average score section, which was 46.42. Although this score was levelled in the B1 level, which has achieved the targeted score of English language competences in the lecturer certification program, but this section was not less crucial to be mastered by the lecturers in the practices of the Three Pillars of Higher Education or Tri Dharma Perguruan Tinggi. As it is stated by (Nyoto, 2021), that one of the realizations of the Three Pillars of Higher Education or *Tri Dharma Perguruan Tinggi* practices is to publish scientific work in at least a national accredited journal. This means that the lecturers were in need to get improved on the Structure and Written Expression.

Furthermore, the oldest lecturer (53 years old) was identified as the lecturer who was not yet certified in the national program of the lecturer certification program. Thus, the overall score of 420 was not eligible to apply for the lecturer certification program. This can be concluded that the old lecturer had difficulties in passing the lecturer certification program. This failure was caused by the incompetency of the lecturer's English language competence.

Additionally, most of the lecturers (70%) took the test for the first time. Although the overall average score of the lecturers achieved the targeted score of the lecturer certification requirement, the score did not fulfil the admission application for doctoral study. It can be presumed that if the lecturers had been given more experiences in taking the TOEFL ITP test, the experiences would have not only helped increased the lecturers' score, but also passed the requirement for the doctoral study application.

A previous study on the similar topic conducted by Meniado, J.C. (2019) uncovered that the majority of the lecturers at one of the universities in the Philippines are in B1 and B2 levels. It is further explained that writing skills were also the most difficult language skills faced by the lecturers at the university. On the same, this study suggested the lecturers to join the academic and professional communication courses to get improved on their English language competences. Meanwhile, on the same case, a study conducted by Dimova, etc (2018), concluded that the oral competencies of the non-native English speaking lecturers were lack of nuanced vocabulary. It was recommended that, despite awareness of their lack of nuanced vocabulary, lecturers' content knowledge and teaching experience facilitate their language performance. While Vinke, etc (1993) summarised that the chance of being academically successful only with TOEFL scores of about 450 and above and an increase in age reduces the chance of being academically successful, irrespective of the faculty member's level. Furthermore Dimova (2017) stated due to the growing concerns about lecturers'

ability to teach in English, several European universities have implemented policies for internal assessment of lecturers' English proficiency to ensure the quality of teaching in English as Medium Instruction (EMI) programs.

CONCLUSIONS

The main conclusions of the study should be presented in a short Conclusions section. Do not repeat earlier sections.

The research concluded that, based on the average total TOEFL scores, the lecturers are shown to possess an intermediate level of English proficiency. As the independent user of English language, they are positioned on the B1 level of the CEFR. The total score from all of the lecturers that average on the number of 503.50 is positioned on the B1 level of the CEFR reference. These average score shows relatively standard that is required by the lecturer certification program. Therefore, on average, the lecturers possess the same level of English proficiency.

Moreover, regarding the English language skills that were tested by each section of the test, the lecturers obtained an average score of 52.18 in the listening comprehension section which placed them on the B1 intermediate proficiency level. This level of proficiency is found out to be the standard of lecturer certification of what the lecturers achieved in the following sections of the test. This is shown by the average score of 46.42 that the lecturers managed to gain in the structure and written expression section of the test that put them in the B1 level of intermediate proficiency. Likewise, the lecturers average with the score of 52.46 in the reading comprehension section that correspondingly placed them on the same level of proficiency as the previous section.

That being said, some suggestions are to be advised. Firstly, it is important for the lecturers to have individual assessments in the form of TOEFL ITP test to recognise ones' level in the language. Secondly, the result of this study could give a picture of how the lecturers of Universitas Negeri Medan performed in the TOEFL ITP test and in which part they showed their strengths and weaknesses. Lecturers could use this to help them get improved their performance in the test and consequently their English language proficiency could be implemented in the particular setting. Lastly, a screening or placement test is crucial for the leadership board of the university to obtain an overview of their lecturers' initial abilities. Even better, the regular tests will serve as an invaluable assessment tool to see how far the lecturers have developed after enrolling for a set amount of time in the university. This data is obviously needed to monitor and screen the English competency of the lecturers.

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