

**STUDENTS' RESPONSES TOWARD TOEFL PREPARATION
CLASS IN SMAN 1 GEDANGAN**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English**



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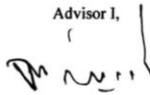
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ABSTRACT

Rosiyanti, Eka (2019). Students' Responses toward TOEFL Preparation Class in SMAN 1 Gedangan. A thesis. English Teacher Education Department, Faculty of Language and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Dr.Phil. Khoirun Niam. Advisor II: Fitriyah, PhD.

Keywords: *Teacher's strategy, TOEFL (Test of English as a Foreign Language), Students' responses.*

TOEFL is proficiency test to measure student competency in English. Test takers usually need the test for continuing their education at higher institutions, getting job opportunities and applying for scholarship. To increase obtain certain score of the test and improve competency, often students take an English course outside their school or joining special English training. However, understanding the skills in answering questions in TOEFL is probably not enough. It also needs strategy in doing the test. SMAN 1 Gedangan prepare the students to do TOEFL test by participating in TOEFL preparation class. This is the context of the study and the purpose is to identify the implementation of the program, identify teachers' strategy in classroom practices and students' responses toward TOEFL preparation class. To explore this issue, the study used descriptive qualitative that interviewed two teachers who teach TOEFL preparation class and administer questionnaires to 49 students. The findings showed that teachers used different strategies in conducting TOEFL class but the steps they use were the same. The steps identified include brainstorming, explaining the material and doing exercise. Also, students believed that participating in TOEFL class was benefit for them to improve their language skills.

ABSTRAK

Rosiyanti, Eka (2019). Respon Siswa Terhadap Kelas Persiapan TOEFL di SMAN 1 Gedangan. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Dr.Phil. Khoirun Niam. Pembimbing II: Fitriyah, PhD.

Kata Kunci: *Strategi guru, TOEFL (Tes Bahasa Inggris sebagai Bahasa Asing), Respon siswa*

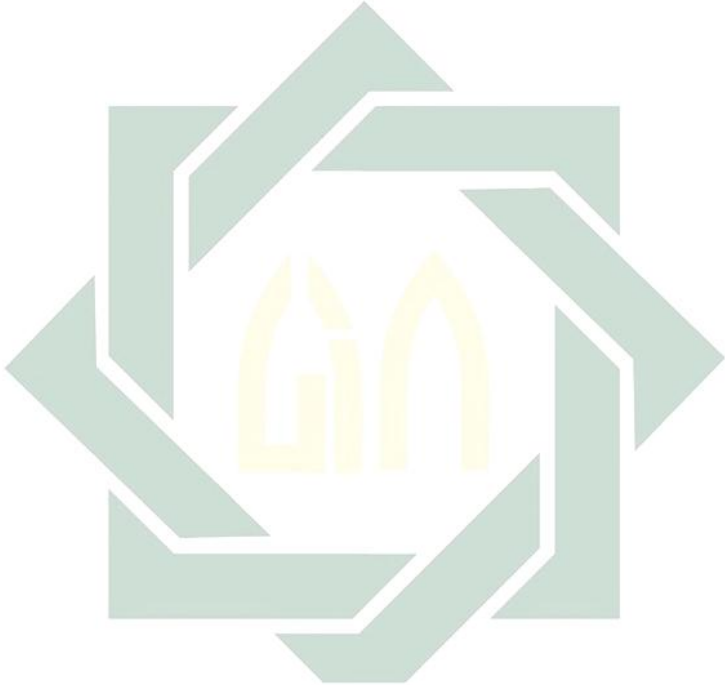
TOEFL merupakan tes Bahasa Inggris untuk mengukur kemampuan bahasa Inggris. Peserta tes memerlukan hasilnya untuk melanjutkan pendidikan di perguruan tinggi, mendapatkan peluang kerja dan melamar beasiswa. Guna meningkatkan nilai maupun kualitas kemampuan Bahasa Inggris, para siswa mengambil kursus Bahasa Inggris diluar sekolah atau bergabung dalam pelatihan khusus Bahasa Inggris. Lagi pula, menguasai kemampuan-kemampuan dalam TOEFL mungkin tidaklah cukup. Diperlukan juga strategi untuk menghadapi tes. Mengetahui dan menyadari hal ini SMAN 1 Gedangan menyiapkan siswa-siswinya untuk menghadapi tes TOEFL dengan mengadakan persiapan kelas TOEFL, tujuan dari penelitian ini adalah untuk mengidentifikasi penerapan programnya dalam hal ini strategi guru dan respon siswa terhadap kelas persiapan TOEFL. Untuk menjawab rumusan masalah, peneliti menggunakan metode kualitatif deskriptif dengan melakukan wawancara terhadap guru TOEFL serta menyebarkan kuesioner kepada 49 siswa. Hasil dari penelitian menunjukkan bahwa didalam penerapannya guru memiliki strategi yang berbeda, namun menggunakan langkah yang sama. Langkah-langkahnya adalah brainstorming, menjelaskan materi dan melakukan latihan. Dan juga siswa yakin bahwa ikut serta dikelas persiapan TOEFL bermanfaat untuk meningkatkan kemampuan Bahasa Inggris.

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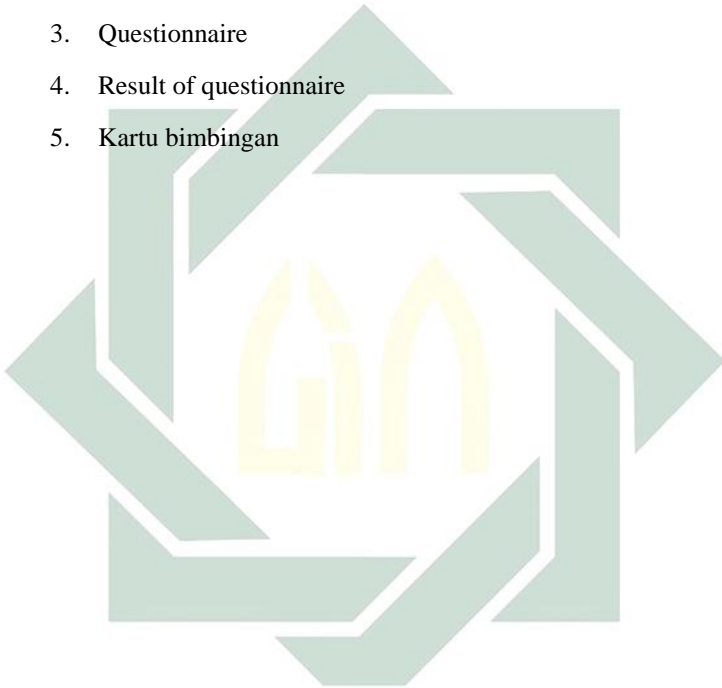


TABLE OF ABBREVIATION



EFL	English as Foreign Language
EPT	English Proficiency Test
ESL	English as Second Language
ETS	English Testing System
L2I	Lentera Ilmu Indonesia
M	Mean
SD	Standard Deviation
SMAN	Sekolah Menengah Atas Negeri
SR	Students' Response
T1	Teacher 1
T2	Teacher 2
TOEFL	Test of English as a Foreign Language

CHAPTER I INTRODUCTION

This chapter presents the area of the study that is covered in some headings; background of the study explains the reasons of accomplishing this research, it contains two research questions of some cases, objective of the study that point out the purposes of this research, significance of the study. In addition, scope and limitation of the study are also showed in this chapter then definition of key terms describes the variable used to avoid misunderstanding of the terms,

A. Background of the study

Mastering English is very important for students since the ability can be the key to learning certain skill.¹ Because many good books and literatures in the world are written in English, students who is mastering English will understand the content. Translation is not just the similar as many elements of language that literally can be translated from a language to another language. In the international interaction level, most of people choose English as a medium of communication which is generally known as English as *Lingua Franca*.² Furthermore, to be able to access the world's great wealth of literature, students should master English, mastering English is key skills and can be through listening, writing and reading. Students can develop vocabularies well and improve their level of literacy through learning a foreign language, especially English.

For non-native English country for example, there are some English proficiency test for measuring the English's ability of the test takers such as TOEFL and IELTS.³ English test like TOEFL or IELTS is urgently needed for English skill measurement. Language

¹ Rahayu Nindya Ratih – Hanafi, “*The Effect of Using Communicative Language Teaching on Speaking Ability*”, Journal of English Language, Literature, and Teaching, Volume 01, No. 2, November 2016

² Devy Angga Gunantar, “*The Impact of English as An International Language on English Language Teaching in Indonesia*”, Journal of Language and Literature X/I, April 2016

³ Brown, D, “*Language Assessment Principles and Classroom Practices*”. New York: Longman Press, 2004

tests are used for various purposes based on its contexts and implied as one of the important aspects in professional life. A discussion relating to test of language, it cannot be separated from International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) test. Both tests are “almost the household of the professional circle.”⁴

The IELTS and TOEFL are two tests for English as Foreign Language (EFL)/ English as Second Language (ESL) learners to measure their English proficiency. The purpose of test is at measuring English proficiency of EFL/ESL students who thinking out to continue their education at higher institutions. It evaluates the test takers’ English skills; listening, reading, speaking and writing regarding how they perform on academic tasks (ETS, 2013). The IELTS test measures academic and general English language proficiency. The academic test is addressed to those willing to pursue their study at a post-secondary institution in an English – speaking country. Meanwhile, the general training test is for people willing to work, go to secondary school or migrate to English – speaking countries (IELTS, 2013).⁵

In academics, individuals may already know about TOEFL test or have done on it. Although TOEFL has become worldwide most common English proficiency test, Educational Testing System/ ETS announced TOEFL as “the most widely-used and internationally recognized test to evaluate non-native English speakers’ language proficiency”.⁶ The statement from Educational Testing System gives reality that TOEFL can be used internationally to assess individual’s English skills of individuals living in non-

⁴ Leung C. & Lewkowicz J, “*Expanding Horizons and unresolved conundrums: Language Testing and Assessment*”. TESOL Quarterly: 2006

⁵ Hartati Suryaningsih, “*Students Perceptions of International English Language Testing System (IELTS) & Test of English as a Foreign Language (TOEFL) Test*”. (Pensylvania: Indiana University, 2014)

⁶ Author, “*Educational Testing Service Standard Setting \\Materials for the Internet-based TOEFL Test*”. Princeton: ETS Press, 2005, In Rahmawati, Elis Undergraduate Thesis of UIN Sunan Ampel Surabaya, 2014

English speaking countries.⁷ Because it is widely used and recognized internationally, TOEFL is used worldwide including in Indonesia.

In Indonesia, the TOEFL test is originally conducted by English Testing System (ETS) Known as Institutional TOEFL, ETS is a specific institution for TOEFL test. The university may also administer a TOEFL-equivalent test or TOEFL-like test, TOEFL prediction, such as by the language laboratory within the university or by the center of language studies. This kind of TOEFL test is locally managed by the university, and only used for internal usages in order to examine English proficiency of the students.⁸

Intending to increase score and improve the quality of English proficiency, the students then determine to take an English course outside their school class or joining special English training for special purposes, English conversation, TOEFL, or IELTS, etc.⁹ In addition, mastering the skills of TOEFL perhaps is not enough. The skills tested are listening, structure, and reading must be finished within 2 hours. In consequence, it needs time management to finish the test and it is also necessary to face the test with strategy.¹⁰ Knowing and realizing the phenomenon, SMAN 1 Gedangan encourages the students to take English Proficiency Test, TOEFL, as the prerequisite for graduation. Stake holder of SMAN 1 Gedangan prepare the students to face TOEFL test by conducting TOEFL preparation class. The purpose of TOEFL Preparation class is help

⁷ Elis Rahmawati, “*An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya*”. Undergraduate Thesis of UIN Sunan Ampel Surabaya, 2014

⁸ Murni Mahmud, “*The EFL Students’ Problems in Answering the Test of English as A Foreign Language (TOEFL): A Study in Indonesian Context*”. Theory and Practice in Language Studies Journal, Vol. 4, No. 12, pp. 2581-2587, 2014

⁹ Angga Gunantar, Devy, “*The Impact of English as An International Language on English Language Teaching in Indonesia*”, p.143

¹⁰ Rahmawati, Elis, “*An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya*”, p.2

the students achieve TOEFL-like test score of 400 as one of prerequisites of graduating from the school, SMAN 1 Gedangan. If the students cannot achieve the score, the students may enclose the certificate of passing the TOEFL Preparation Class Program. To see what the students responses, this research will be conducted in SMAN 1 Gedangan, the TOEFL test is in form of TOEFL-like test. TOEFL-like test is the combination of test items from various resources, such as Barron's TOEFL and Longman. The TOEFL-like test is held by English course named Lentera Ilmu Indonesia (L2I).

There are some previous research which tried to investigate about students' responses, such as: *The EFL students' problems in answering the Test of English as a Foreign Language (TOEFL): A study in Indonesian context* by Murni Mahmud¹¹ the findings showed that the main problem of students in answering the TOEFL test were due to several conflicting reasons such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

Students' perceptions of International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) test is the other previous research by Hartati Suryaningsih¹² the data from this study were collected by interviewing six graduate level students who have taken both IELTS and TOEFL test, this study aims to explicate the differences between test takers' IELTS and TOEFL testing experiences.

The students' perception towards factors causing them rarely speaking English of the sixth semester students of English teacher education department at UIN Sunan Ampel Surabaya, undergraduate thesis by Cindy R. Karunia¹³ also investigated in student's responses/

¹¹ Murni Mahmud, "The EFL Students' Problems in Answering the Test of English as A Foreign Language (TOEFL): A Study in Indonesian Context", p. 2585

¹² Hartati Suryaningsih, "Students Perceptions of International English Language Testing System (IELTS) & Test of English as a Foreign Language (TOEFL) Test", p.86

¹³ Cindy R. Karunia, "The Students Perception Towards Factors Causing Them Rarely Speaking English of the Sixth Semester of English Teacher Education

perception area, the result of the study showed that there are three factors caused sixth semester students rarely speak English. Those previous studies mainly investigated students response and perception, there is one study focusing in senior high school. However, those studies do not focus in students' response, and it is different with this study. Actually, there is a diagnostic study by Hartati Suryaningsih as this research, but the subject of that analysis is on students' perception between IELTS and TOEFL test. The research investigated about students' response toward TOEFL preparation class in twelfth grade of senior high school.

This research aimed to identify teachers' strategy in TOEFL class and students' responses toward it. As the explanation above, the researcher wanted to conduct the research under the title "STUDENTS' RESPONSES TOWARD TOEFL PREPARATION CLASS IN SMAN 1 GEDANGAN". Furthermore, the researcher wanted to know the students' response toward TOEFL preparation class program which conduct in SMAN 1 Gedangan.

B. Research Questions

In accord with the research background, the researcher has formulated research questions of this study as follows:

1. How is the implementation of TOEFL preparation class program in SMAN 1 Gedangan?
2. What are the students's responses toward TOEFL preparation class program in SMAN 1 Gedangan?

C. Objective of the study

Considering the research question above, this study aimed to fine out the following case:

1. To describe the implementation of TOEFL preparation class program in SMAN 1 Gedangan
2. To investigate what are the students' responses toward TOEFL preparation class program in SMAN 1 Gedangan.

D. Significance of the study

The research results are expected to give significant input to the following usage:

1. Theoretically

This study will increase knowledge especially in students' responses and it is related in TOEFL preparation class program. After knowing students' responses, this research is expected to bring better understanding on students' responses and TOEFL preparation class program.

2. Practically

This study assists tutor of preparation class program in particularly TOEFL class. In addition, this study can be applied in other major which do not focus in English area.

3. For Further Researcher

This study is hoped can be source of information to help other researchers to gain the source of data about students' responses in English class, especially in extracurricular class such as TOEFL preparation class. Moreover, it can help the tutor/ teacher to design appropriate strategy in English class in senior high school based on students' responses.

E. Scope and Limitation of the Study

There are some types of responses, they are: cognitive, affective, and conative. The extent of this study is discussing teacher's strategy in teaching TOEFL preparation class. After gathering data about TOEFL preparation class, the researcher will analyze teaching strategies of the teacher and students' responses toward TOEFL preparation class. In TOEFL preparation class, there are several teachers because each class is handled by different teacher.

This research is limited to teaching strategies of two teachers. It only describes about teacher's strategies in TOEFL preparation class and students' responses toward it as general, not analyzing students' responses and challenges while they are facing TOEFL test. This research is not discussing about teachers' strategy in teaching certain material like listening or reading section. It is because the

focus of research is only about teachers' strategy in teaching TOEFL preparation class in general and deep analysis of students' responses toward TOEFL preparation class. The research will be conducted and limited to the twelfth grade students of SMAN 1 Gedangan with a consideration that they have learned material in book 1 up to 5 and they have studied all materials and strategies about TOEFL test.

F. Definitions of Key Terms

The researcher lists the definition of key terms used for this analysis, or in other words, the following terms are described operationally as follows:

1. Students' Response

According to Cambridge dictionary, response means something said or done as a reaction to something that has been said or done, an answer or reaction.¹⁴ In this research, the response of students is described as the reaction of students toward the strategy when teaching English in TOEFL preparation class program.

2. Factors

According to Cambridge dictionary, factor means a fact or something which influences the result of something.¹⁵ As it is mentioned above, the factor here means the factors which influence or affect the students' response; in further details, the reason why the students responses toward TOEFL preparation class.

3. Teaching Strategies

Collins dictionary provides definition strategy as a general plan or set of plans intended to achieve something, especially over a long period.¹⁶ At this research, strategy means the plan that teacher uses in teaching TOEFL preparation class.

4. TOEFL- like test in TOEFL preparation class program

¹⁴ Author, "*Cambridge dictionary*". <https://dictionary.cambridge.org>. Accessed on Sunday, April 21, 2019

¹⁵ Ibid. Accessed on Sunday, April 21, 2019

¹⁶ Collinsdictionary.com. Accessed on 20 June 2019

TOEFL itself is one of the test products manufactured and owned by ETS (Educational Testing Service). TOEFL preparation class program in SMAN 1 Gedangan in cooperation with L2I (Lentera Ilmu Indonesia) institution. TOEFL-like is a prediction test or test designed to be similar to TOEFL as a training material or preparation for TOEFL and TOEFL-like is a term used by institutions that are not ETS test centers. L2I is not an ETS test center, L2I test is labeled English Proficiency Test (EPT) and this test can measure the students' TOEFL prediction.

5. TOEFL preparation class program

TOEFL preparation class program is an additional academic program which is designed to prepare the students for TOEFL-like test and improving the students' English competence. TOEFL preparation class program is not only teach students about topics, material, and elements of English being tested in TOEFL-like test, but also strategies to answer questions in TOEFL-like test. It defined as extracurricular means not included in regular learning material and a must-take class for students of SMAN 1 Gedangan to help them to achieve standard English competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter researcher will give brief explanation about several theories through reviewing some literatures related to this study and previous studies that support this research. This theoretical construct deals with five main areas; response, students' responses, teacher strategies in teaching TOEFL, TOEFL-like test, TOEFL preparation class in SMAN 1 Gedangan. Furthermore, the previous studies will explain the differences of this research from other ones.

A. Theoretical framework

1. Review of related literature

A. Response

Response means something that has been said or done as a reaction to something, as an answer or as a reaction. Referring to this research, Skinner formulated that there are two forms of response, namely; 1) Participants' response or flexible which is the response produced by stimuli (certain stimulus). These stimuli are called elitist stimulation, since they provide, 2) the operand response or the response concerned is a response that occurs and is accompanied by certain stimuli or stimulants. This stimulus is called stimulus reinforcement or strengthening because the response improves.¹⁷ Besides, Susanto explained that response is a reaction, it means acceptance or rejection, and uninterest attitude to what is delivered by communicator in his

¹⁷ Skinner theory in Riza Rosita, "*Students' Response Toward Multimodality in Book Track to Assist the Students' English Language Learning at Tenth Grade in SMAN 13 Surabaya Academic Year 2017-2018*". Undergraduate thesis of UIN Sunan Ampel Surabaya, 2018

message. Response is divided into opinion and attitude, where the opinion and attitude are apparent response toward a problem expressed by words, spoken, or written. When attitude transform response that is emotional and personal. It is a tendency to give a positive response or negative response toward people, object or a certain situation.¹⁸

In Ahmadi's statements based on John H. Harvey that the responses identified as one of the soul's principal functions, could be described as estimates of observational memory, it has stopped, just an impression.¹⁹ Meanwhile, Rahmat formulated theory that the response is an organizing process and not only a positive movement, the consequence or perception (left behind) from observation can also be understood of all types of behavior activated by stimuli and that is what the answer interpretation of the answer is the subjects' experience, event or relationship accomplished by description of the information and an interpretation of the message.²⁰

Activity in communication means interaction between two or more individuals, it gives effect in the form of a communication response to a message from the communicator. In communication, the term response is a communication process whose effect or result is expected. Those are the reason Steven M. Chaffe divided response into three:

1. Cognitive, is a response that is closely linked to the knowledge and information of a person. This response appears when there is a change in audience's understanding or perception.
2. Affective means an emotional response because the emotion defined is a conscious reaction, as stated

¹⁸ Astrid S. Susanto, "*Komunikasi Dalam Teori dan Praktek*", (Bandung: Bima Cipta, 1999)

¹⁹ John H. Harvey in Abu Ahmadi, "*Psikologi Sosial*", (Jakarta: PT Rineka Cipta, 2009) p. 150

²⁰ Jalaludin Rahmat's Theory on Riza Rosita, "*Students' Response Toward Multimodality in Booktrack To Assist the Students' English Language Learning at Tenth Grade in Sman 13 Surabaya Academic Year 2017-2018*". Undergraduate thesis of UIN Sunan Ampel Surabaya, 2018

emotion is a subjectively experienced conscious reaction (such as anger or fear) as a strong feeling, meanwhile attitude is a position assumed for a particular purpose and one's own opinion about something. This response appears when a change exists in what the audience liked about something.

3. Conative, which is true behavior-related responses, includes *action* or *habits*. As explained, behavior occurred one at a time, while continuous action or habits occurred.²¹

The conclusion, the response is generated by the stimulation process or by action or causes that result in reaction and the outcome from the stimulus cycle of communication. In other words, response means feedback that has an essential role or impact in determining whether a communication should be given.

B. Students' Response

As a statement from Rosenberg and Hovland, three components of attitudes are known as tripartite models. The first component is cognitive. This component can be characterized by the representation of what someone believes or thinks about. The cognitive aspect of measurable dependent variables is based on perceptual responses, verbal statements or beliefs. The second component is affective and it is identified as being emotional toward something. Generally, emotional response is influenced by belief or what somebody believes of something. The measurable dependent affective factor variables are sympathetic nervous responses and affective verbal statements. The last aspect is conative (behavior). It refers to someone's tendency to behave in a particular manner that is in accordance with his/her attitude. The measurable dependent variables from conative

²¹ Subandi Ahmad. *Psikologi Sosial*. (Jakarta: Bulan Bintang, 1982)

component are overt action and verbal statements concerning behavior.²²

C. Teacher Strategies in teaching TOEFL

Wanberg provides a definition of this concept, teaching strategies refer to the structure, system, methods, techniques, procedure and processes that a teacher uses while teaching. These are strategies the teachers use to assist students learning.²³ In this research, teaching strategy means the teachers are in charge of determining the appropriate strategies for students, depending on their needs. The teacher has to select the most appropriate strategies to achieve students' engagement.

Strategies are specified as learning techniques, behavior, problem solving or study skills that make learning more efficient and effective.²⁴ Teaching strategy in TOEFL preparation class play a significant role There are so many theories that suggest the strategies in teaching TOEFL in the classroom, Lucas Fink explain the strategies as follow:

a. Preparation in the first class

To give the students a sense of what they are striving for, a practice test is a good idea. This should set the tone for the remainder the importance of the course and tell the students that learning TOEFL is not easy,

²² Rosenberg, M.J and Hovland, C.I, "Attitude Organization and Change: An Analysis of Consistency among Attitude Components (New Haven: Yale University Press) 1960

²³ R. Wanberg, "Teaching Health Education in Language Diverse Classroom, Chapter 9: Active Teaching Strategies and Learning Activities" (Massachusetts: Jones and Bartlett Publishers) 2010

²⁴ Oxford, R and Crookall, D. "Research on Language Learning Strategies: Methods, Findings, and Instructional Issue. *Modern Language Journal*". P. 404-419

and that they have to do an enormous amount of work to get the score that they need.

b. Plan the Lesson Backwards

Planning the TOEFL class backwards ensures that teachers can easily go through the classroom, work from the point of view of the goals, and then take the required actions, activities and exercises to enable the students to achieve those goals and objectives. This is particularly useful when it comes to a subject like TOEFL, which involves a great deal of structure in the lessons

c. Know the Subject

Trying to take a few TOEFL practice can allow the teachers to get an understanding of how the test is structured and learn the various steps involved. Even old hands at TOEFL should regularly engage in computerized test practice to help learn from different points that will help the students and how they can make the most of the timing in between questions.

d. Record the Students When They Speak

When the teachers get their students to complete a spoken activity, this is important to record, as they have to become used to speaking on a microphone while recording. The recording puts the additional pressure on the student that they will find during the exam, as well as providing teacher and students the chance to review their work and look for errors.

e. Note Taking

Good note-takers are successful TOEFL students. Teachers need to teach the students some methods of taking effective notes and organizing information in a way that they can understand and refer to later. They shouldn't have to write down everything they hear

while listening section, but only take down what is important.

f. Integrated Mayhem

The TOEFL examination is unique as it requires the students to use various skills to answer a single question. More than just using the two skills, it requires taking a note skill and structure. Teachers need to start simple to effectively teach students an integrated task. The best way to introduce students to the integrated task is to provide them with news articles to read, then watch a TV news bulletin on the same subject and then get them to use their notes to give a quick talk about it. As far as TOEFL writing is concerned, students must know how to provide all the essential tidbits that the instructor is searching for, such as the thesis statement, the topic sentences and the supporting sentences.

g. Focus on the time aspect

No matter whether it's reading, writing, speaking or listening – all of these are strongly bound by time restrictions. Once students are aware of the test framework, they will concentrate on fulfilling the procedural specifications within the required time limits. If the assignment cannot be accomplished within the appropriate timeline, then this is something that as a teacher must continue to concentrate on giving the students the best chances at achieving their target for the TOEFL test.

h. Teach the students to use their psychic abilities

One neat strategy to make the most of the timing of the TOEFL test is to get students to use their predictive ability. By predicting the vocab, this puts students in a better position to know what they could

be listening to, such as a comparison between two constellations, etc.

i. Practice, Practice, Practice!

The teachers should give writing tasks for homework to complete. This task should be undertaken within a time limit and submitted to the teacher, with corresponding feedback. Do not get angry if the students do not do the work – remind them that completing the set work is simply in their best interests.²⁵

D. TOEFL Preparation in SMAN 1 Gedangan

Heffernan²⁶ points out that a test preparation system is supposed to educate students and the goal is to improve the previous score obtained on the TOEFL exam. In this context, it is important to note that it is ultimately the responsibility of the teacher to make the course attractive to the learners. Several schools including SMAN 1 Gedangan conduct TOEFL preparation program because they want to prepare, measure student's proficient, and to help their students achieve the standart English competence. The preparation class held every Monday afternoon after school with aim to prepare the students facing TOEFL test. It is not related to any particular course of instruction, curriculum, or single skill in language but measures the general level of language mastery by the student. Regarding to the subject of this study, the proficiency test is namely TOEFL-like test.

In this research, test is described as a means of figuring out, by questions or practical activities, what someone understands, or what someone or something can do. According to Agil Abdur Rohim on his undergraduate thesis,

²⁵ Fink Lucas. 2014. FAQ: Frequently Asked Question about the TOEFL Resources. USA

²⁶ Neil Heffernan. "Successful strategies for the TOEFL ", The Journal of Asia TEFL Vol.3, no.1 2006 p.151-170

“An Analysis of Internal Consistency Reliability on TOEFL Equivalent Test at English Intensive Course Program at Faculty of Tarbiyah and Teacher Training State Islamic University Sunan Ampel Surabaya”, A test is a method of measuring a person’s ability, knowledge, or performance in a given domain. It is an instrument: a set of techniques, procedures, or items that requires performance of the test takers.²⁷ Test is a method that must be described explicit and structured: multiple-choice questions with prescribed correct answers, a writing prompt with a scoring rubric, or an oral interview based on a question script.²⁸ In short, the whole part of a test such as questions, instructions, and scoring rubric needs to be described clearly so that the test takers comprehend what they are going to answer.

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students’ English language capabilities. The test is developed and established by ETS (Educational Testing Service) in 1964. The TOEFL is a large-scale language assessment. It is “arguably the most well-known and widely used large-scale language assessment in the world”.²⁹ In SMAN 1 Gedangan TOEFL-like test is used and it held by English course Lentera Ilmu Indonesia (L2I). L2I uses TOEFL as the standard score and questions, however L2I does not make its own questions but rather duplicates questions from several resources such Barons and Longman. The test is divided into three sections: listening, structure, and reading. Every student takes this test to measure their standard English competence and are required to obtain minimum score of 400 to pass the requirements.

²⁷ Agil Abdur Rohim, “An Analysis of Internal Consistency Reability on TOEFL Equivalent Test at English Intensive Course Program at Faculty of Tarbiyah and Teacher Training State Islamic University Sunan Ampel Surabaya”. Undergraduate Thesis of UIN Sunan Ampel Surabaya, 2017

²⁸ Brown, D, “Language Assessment Principles and Classroom Practice”, p.3

²⁹ Warfield at.al. Theory in Murni Mahmud Journal, “The EFL Students’ Problems in Answering the Test of English as A Foreign Language (TOEFL): A Study in Indonesian Context”, p.3

The learning strategy at TOEFL is cognitive skills developments. Weinstein and Mayer stated in O'Malley,³⁰ that learning strategies provide learning facilities as the ultimate goal for the students. The objective is to improve the effect of motivational and emotional conditions on how students independently understand, select, organize and integrate their learning. TOEFL motivates students to become independent learners through reading, listening, writing and speaking.

2. Previous Study

The first previous study had done by Aina Qorry, she has examined validity of TOEFL-like test construction at intensive English course program in UIN Sunan Ampel Surabaya. The research was conducted to get information in order to measure the validity of TOEFL-like test construction. Besides that, she also finds out the result that the construct validity of TOEFL-like test at EIP is not appropriate. There is some test item that rotated the step of factor analysis in the rotating factors. The variation of test items indicates that test items cannot measure what they tend to evaluate.³¹

Second previous study has done by Cindy R Karunia which investigated about perception of students towards factors causing the sixth semester students infrequently speaking English of English teacher education department at UIN Sunan Ampel Surabaya. This research found result that the three factors involved in this research, caused the students rarely speak English. There are; contextual, psychological and linguistic factor that caused students of the sixth semester of English Teacher Education Department at UIN Sunan Ampel Surabaya infrequently speaking English.³²

³⁰ O'Malley at.al. Theory in Leffi Noviyenty Journal, "An Evaluation of TOEFL Matriculation Program". ELITE Journal Volume 05 Number 01, 2018

³¹ Aina Qory, " An Analysis of Construct Validity of TOEFL-like Test in English Intensive Course Program of UIN Sunan Ampel Surabaya", p.59

³² Karunia Cindy R., "*The Students Perception Towards Factors Causing Them Rarely Speaking English of the Sixth Semester of English Teacher Education Department of UIN Sunan Ampel Surabaya*", p.87

Third previous study is thesis from Elis Rahmawati, analysis of the test-taking strategy used in the TOEFL Equivalent Test by sixth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya. The study is methodological strategy and use descriptive statistic to examine test-taking strategies used and three problems; motivation, difficulties, and belief. Multiple Regressions (Inferential statistic) was used to test the significant relationship of test-taking strategies and test score. Finding also showed that test-taking strategies had significant relationship to the score when they were used simultaneously but had no significant relationship when they were used partially.³³

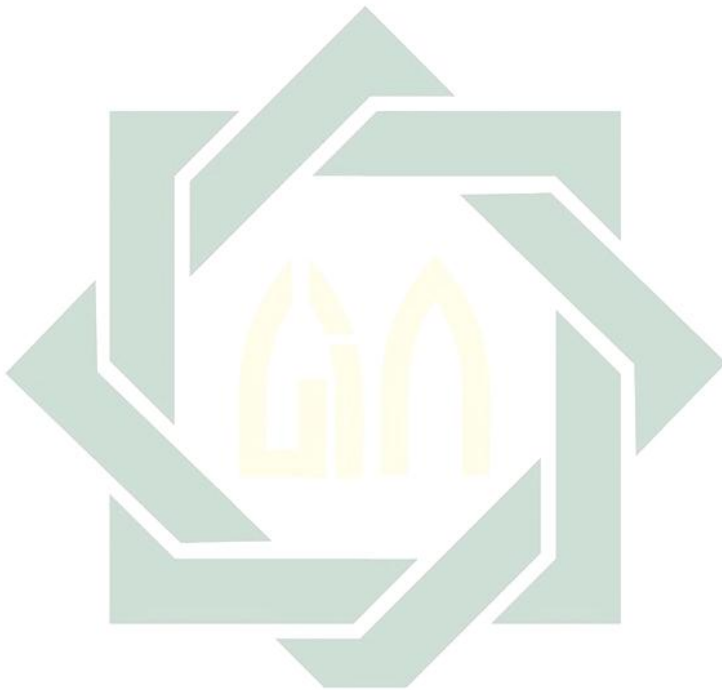
Fourth previous study is a research which conducted by Risma Rahmawati which investigated about students' responses toward the implementation of theme-based teaching in EYL class. This research conducted to find out what the students' responses toward activities presented in the classroom as the implementation of theme-based teaching. The research findings, it is revealed that the students responded to the reading activities presented in the classroom positively by actively participating in each activity.³⁴

The challenges and strategies in teaching TOEFL and IELTS test preparation by Delvia Roza is the fifth previous study which investigated the teacher's challenges and teacher's strategies in motivating students. The method used was a qualitative approach with face to face interviews as data collection instrument. The finding showed though teachers faced some challenges in teaching TOEFL and IELTS test,

³³ Elis Rahmawati, "An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya", p.135

³⁴ Risma Rahmawati, "Students' Responses Toward the Implementation of Theme-based Teaching in EYL class", UPI Journal of English and Education, p.97

they also had strategies to overcome them.³⁵ Difference with the research which investigates about students' response and teachers' strategies in teaching TOEFL in preparation class.



³⁵ Delvia Roza, "*The Challenges and Strategies in Teaching TOEFL and IELTS Test Preparation*". (Riau: Journal of English for Academic).2019

CHAPTER III

RESEARCH METHOD

This chapter deals with the procedures of conducting the research. It covers research design and approach, researcher presence, participants, setting of the study, data and source of data, data collection technique, research instrument, data analysis technique and research stages.

1. Research Design and Approach

Based on the research questions, this research will use qualitative research method to determine the research objective. According to Hobert and Elana, qualitative descriptive provides descriptions of the phenomena that occur naturally, without an experiment or an artificial treatment of the research in the form of description from the different perspective.³⁶ Furthermore, to obtain the valid data the researcher uses questionnaire and interview. In this research, the writer investigates teachers' teaching strategy by interviewing and students' responses using questionnaire to represent their response regarding the implementation of TOEFL preparation class program in SMAN 1 Gedangan and researcher recognizes that this case need deep explanation, looking from this the most appropriate method to describe the problem with descriptive qualitative method, this method defines problems in detail way.

2. Participants

Based on the aim of the study in which the researcher intended to explore and investigate students' response toward TOEFL preparation class. Participants described and shared their experiences and thoughts about TOEFL preparation. According to Gay and Diehl the sample of descriptive research

³⁶ Hebert W. Selinger – Elana Shohamy, *Second Language Research Methods* (New York: Oxford University Press, 1990), p. 116

should be 10% or more from population.³⁷ In this case, the researcher took 10%+1 sample of the total population. The population of this research were twelfth grade students of SMAN 1 Gedangan, there all were 480 students from twelve classes. In the result, 49 students were selected to participate in the research to answer the questionnaire, and 2 teachers to participated in interview session. Thus, the number of participants in qualitative research is not considered as a big issue, since the purpose of this research was to listen to individual(s)' experiences of particular issue, and was not going to be generalized.³⁸

3. Setting of the study

The research location of this research is at SMAN 1 Gedangan, which is located in Jalan Sedati KM 2, Gedangan, Sidoarjo. the subjects of this study are students at twelfth grade and TOEFL teacher. Researcher wants to investigate the students' response toward TOEFL preparation class program.

Deciding of SMAN 1 Gedangan as the research place is based on the case that the school have been implementation TOEFL preparation class program for their students from the students at the first grade. Based on the writer opinion, the school chosen is suitable for this research because the school had already applied TOEFL preparation class for a long time.

4. Data and Source of Data

The data of this research is any information that related with students' responses toward TOEFL preparation class program and teachers' strategy in teaching TOEFL. The data classified into two, those are primary and secondary data.

³⁷ Gay and Diehl theory in Munadia Thesis, "*An analysis of EFL Students' Difficulty in the TOEFL Structure and Written Expression Section*". 2016

³⁸ M. Lambert, "*A Beginner's guide to doing your education research project*". (Chennai, India: Sage). 2012

In this research, the primary data will be collected with questionnaire to know about students' responses and use interview for the teacher. The aim of the interview is to gather the data about the implementation of TOEFL preparation class, such as; how are the teachers' strategy, how does the teacher check student ability in classroom and et cetera. The secondary data will be taken from books, journal articles, any other resources those collected by other researcher and documentation such as record, photo and et cetera.

5. Data Collection Technique

Technique of collecting the data means the way the writer gathers the data empirically and objectively.³⁹ Prof. Dr. Sugiono stated that data collection technique is the key of the research to collect the data.⁴⁰ The researcher uses interview and questionnaire to collect data as follow:

Interview

The researcher used interview as the way in collecting the data for the first question. There are two teachers as participants to be interviewed. The interview was conducted at location decided by the participants, and the time was based on participants' convenience. The interview questions were constructed to meet the purpose of the research. During interview section the researcher asked about participants' strategy in teaching TOEFL preparation class.

a. Questionnaire

³⁹ Rosa Amalia, "*Students' perception of online assessment use in schoology in EFL classrooms*. (Surabaya: State Islamic of University of Sunan Ampel Surabaya), 2018

⁴⁰ Prof. Dr. Sugiono, "*Metode penelitian pindididkan pendekatan kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta), 2015

For the second question the data will be collected from survey questionnaire, questions in accord with their feeling toward TOEFL preparation class. The questionnaire was done on 18th June 2019 at SMAN 1 Gedangan. The steps in collecting data were same with in the way in doing interview to the teacher. The researcher asked permission to students then gave explanation related to the guideline of doing questionnaire.

6. Research Instrument

It is required to answer the problems of this scope. Based on Suharsimi Arikunto's statement, research instrument is a useful tool which is choose and use to help the researcher in gathering the data systematically and easily.⁴¹ The writer used semi-structured interview because the writer can ask questions which can be changed depending on the direction of the interview and additional questions can be asked.⁴² This technique is very effective to gain a lot of data in limited time, with limited interviewee the researcher got enough information to answer the research questions. In this research, interview guideline for teacher contains some questions which divided into three types namely: opening questions, main questions, and closing questions.

The opening questions contain some general questions which related to the material that are taught in TOEFL preparation class, teachers' experience in handling class. While

⁴¹ Suharsimi Arikunto, "Manajemen Penelitian" (Jakarta: Rineka Cipta, 2000) p. 134

⁴² Annabel Bhamani Kajornboon (2005) theory on Kharisatur Rofiqo, "*Students' Challenges in Working on Online Assessment Using Blog in Computer Assisted Language Learning (Call) Class: A Case Study at English Language Education Department in Uin Sunan Ampel Surabaya*". Undergraduate thesis of UIN Sunan ampel Surabaya, 2019

the main questions have some questions about the implementation, challenges, and strategies to overcome. The last is closing questions which ask teacher tips and tricks in teaching TOEFL class.

This research also uses questionnaire as the research instruments in collecting data to answer the second question. Questionnaire is a paper and pencil instruments that asks respondents to complete.⁴³ Arikunto defines that questionnaire is a number of within questions, which are used to obtain information from respondents about the respondents themselves or their knowledge, belief, etc.⁴⁴ Arikunto also state that questionnaire based on the way to answer the question, there are two types of questions:

- a. Open – ended questions, the participants can answer the questions using their own sentences
- b. Close – ended questions, the participants can directly choose the appropriate answer. These question items were patterned by a 5-point Likert Scale, scaling instead of 5 (Very Agree/ Sangat Setuju), 4 (Agree/ Setuju), 3 (Neutral/ Netral), 2 (Disagree/ Tidak Setuju), 1 (Very Disagree/ Sangat Tidak Setuju)

Because of the researcher not finding the appropriate questionnaire from other resources, it drove this research to design the instrument by own. The questionnaire tried to look for some information about students' responses toward TOEFL preparation class. In designing instrument, the instruments points were based on theoretical framework.⁴⁵ After some

⁴³ W.M.K Trochim., and J.P. Donnelly, *"The Research Methods Knowledge Base 3rd ed"* (Mason: OH, 2008), 108

⁴⁴ Suharsimi Arikunto, *"Prosedur Penelitian: Suatu Pendekatan Praktek"* (Yogyakarta: Rineka Cipta), 2005. P. 128

⁴⁵ Rahmawati, Elis, *"An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya"*, p. 54

discussion with the supervisors, the test items of questionnaire were arranged become 15 questions items with 4 items included into responses toward teachers' strategy, 6 items were in learning activities, and 5 items were loaded into evaluation. These questions divided into two types based on the way to answer. The first is close-ended questions consist of 10 items and were patterned by a 5-point Likert Scale, and the second type is open-ended questions which participants can answer with their own words.

7. Data Analysis Technique

After the researcher collected interview data and did document analysis, the researcher analyzed the data with thematic analysis using descriptive design from Creswell.⁴⁶The first step is organizing the data after the researcher got data from the interview, the researcher prepared to organize the data to be analyzed in the next steps. Here, the information was differentiating based on types of data to respond the research question. The interviewing data of the teacher is to answer the first research question.

For the next step is organizing the data, the second step was to transcribe the data and to read all of the data. After the data from the interview were organized well, the writer transcribed the data into the words and appropriate sentence. Here, all of the information from the participants must be included completely whether it was important or needed to answer the research question or not. Then, the researcher needs to read all the data to see what the general idea were participants saying. This step provides a general information to reflect overall meaning of the data from interview. After the data from the interview were organized well, the researcher transcribed the data into the words and appropriate sentence. Here, all of the information from the participants must be included completely whether it was important or needed to

⁴⁶ John W Creswell, "*Research Design 4th edition*" (USA: Sage publication Inc) 2014, p. 247

answer the research question or not. Then, the researcher needs to read all the data to see what the general idea were participants saying. This step provides a general information to reflect overall meaning of the data from interview.

The third step is coding the description of data. In this step, information from transcription sorted into several facts. The researcher analyzed the fact from utterances from the participants. This step was to see the real meaning or to dig the information because sometimes the participants utterance can be in implicit way. Then the researcher emphasized on appropriate information to focus on answering the research question.

The fourth step is coding to theme. After data was gathered and coded into several facts, the data were divided into several theme that was founded from the coding. These themes were the data that appeared as the major findings in qualitative studies and these themes were often used as heading in the finding sections of study. Here, the facts were collected based on the research question.

The fifth step is interrelating data with theory. After coding the data, the researcher related the data from the interview and document with theory from the expert to answer the research question. The data from the teachers' interview are matched with theories from the expert about the detail implementation of students' responses toward TOEFL preparation class. After the data transcribed well the researcher also need to analyze the theory. Then related it well to conclude the study.

After collecting the data, there are a set of methods to analyze the data. In this research, the questionnaire made up of two different types of data, there are quantitative data from the close – ended Likert scale questions and qualitative data from the close – ended questions. Those data are analyzed with a statistical package for social science (SPSS) application, because of the data types are different, the data will be treated differently. For open – ended questions data, the writer uses

descriptive statistical analysis to find the meaning of the data⁴⁷. It is as the indicator of the agreement based on five scales of the Likert scale. Five scales in this research refer to five categories of agreement in the questions namely (strongly disagree, disagree, neutral, agree, and strongly agree).

To relieve presentation of the close – ended analysis, it will divide into three levels, namely; low mean rank, medium mean rank, and high mean rank.⁴⁸ According to al-Nouh, low mean refers to low agreement, based on Likert scale the range of the low mean rank is 1.00 to 2.33, medium agreement which range from 2.34 to 3.66, and high mean refers to high agreement with 3.67 to 5.00 mean ranges.⁴⁹

For open – ended qualitative data, the writer uses descriptive analysis technique with SPSS. The data will be coded into some categories. It is to find the frequency of the data. Furthermore, the results of the data frequency will be explained in form of descriptive data report.

⁴⁷ Julia Pallant, *“SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS or Windows”*, Third, Open University Press. 2007

⁴⁸ Rendi Hernawan, “Students’ Perception of the Use of The Integrated Skills Approach in General English Course at Uin Sunan Ampel Surabaya”. Undergraduate Thesis of UIN Sunan Ampel Surabaya, 2018

⁴⁹ Nowreyah A Al-Nouh, Muneera M Abdul Kareem, and Hanan A Taqi, “EFL College Student’s Perception of Difficulties in Oral Presentation as a Form of Assessment”. Kuwait University. 2015

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion. Finding will above the implementation of TOEFL learning in preparation class and students' responses. The discussion section will elaborate the importance of main findings of the research with theories in chapter two. The detail information of these topic as follow:

A. Research Findings

The researcher has conducted from June 11th – 22nd 2019 to gain the data related to the detail implementation about TOEFL preparation class and students' responses, this research interviewed 2 teachers and 49 students of SMAN 1 Gedangan when they took part TOEFL preparation class program. The result of interview indicated that teachers have different ways on how to implement TOEFL preparation class program, they have different strategies in teaching English. The detail information of the TOEFL implementation as follows:

1. The implementation of TOEFL preparation class program in SMAN 1 Gedangan

TOEFL preparation class is held in the afternoon after learning activity, the researcher identifies the implementation of TOEFL preparation class by interviewing two teachers who teach in TOEFL preparation class program. In collecting the data with interview, the researcher used interview guideline in appendix 1 as the foundation in doing the semi structure interview.

a. Teachers' strategies in teaching

Based on the interview data, the teachers have different teaching strategy in TOEFL preparation class program. The information was gotten based on teacher experiences during teaching in TOEFL preparation class

program. The teachers' strategy is shown in the table below:

Table 4.1 Teachers' Strategy in TOEFL Class

Teacher 1 (T1)	Teacher 2 (T2)
<u>Brainstorming</u>	<u>Brainstorming</u>
Reviewing	Asking questions
Explaining the material	Explaining the material
Doing exercise	Doing exercise

The table shows that the teachers have different strategies while they were teaching in TOEFL preparation class. Further explanation of the challenges is explored in the following paragraph. Additionally, the statements of the teachers are quoted as proofs of the findings. The complete answer can be seen in the interview result in appendix.

The data from the table 4.1 shows that the teachers have different strategy in teaching TOEFL preparation class; the steps are same but the activities are different. Teacher 1 (T1) when started the lesson, the teacher did the brainstorming by reviewing previous material. for example, in the previous material he gave basic knowledge of English such as part of speech, phrase and sentence before going to subject and verb agreement because TOEFL material are designed related in each it's chapter. after reviewing the teacher explain the next material which the students should learn and the teacher also checking students' understanding by giving exercises. This statement was stated when the researcher asked about the teaching process in his

classroom, is there any correlation between current material with the previous in the TOEFL preparation class.

“There is reviewing activity in the beginning, after doing review the previous material, I link it with the current material which they should learn and I check their understanding by giving some questions for exercise. from the exercise students will be more understand with the material” (T1, Excerpt 1)

According to the Teacher 1, reviewing has benefit to make sure the students still remember about previous material, because their material in English proficiency are linking one to others. However, Teacher 2 has different strategy in teaching English proficiency class like TOEFL preparation class. In the beginning, T2 do brainstorming with asking some questions related with the material which students should learn in that day, the aim of asking question in the class are as a trigger for the students to think, so the students can express their ideas, opinion, and their knowledge in short time, with brainstorming teaching learning process will be easier. when the researcher asked about the teaching process in her classroom, is there any correlation between current material with the previous in the TOEFL preparation class. According to T2, there is no reviewing activity in the beginning of learning process. She states

“I give the students some questions that related with their material, in this section students feel free to express their opinion, ideas, and knowledge related with the questions. Then, I give the students two or three questions so that the students accustomed to analyze the questions and in explanation section I explain the material.” (T2, Excerpt 2)

In the next steps, both T1 and T2 have the same strategy which is explaining material after doing brainstorming then doing exercise both teachers have little

bit different strategy in checking their students understanding. With doing brainstorming before explaining the material, both T1 dan T2 believe that students will be more understand with the material.

In the first meeting, both T1 and T2 have the same way to treat their new class, to make students more enthusiast in following TOEFL preparation class. Here is the statement from T1, how he was treating his class state in paragraph below,

“I have bad strategy; here I scared the students with showing ‘this is TOEFL’ and it’s horror thing, mean students have to answer a lot of questions with limited time, then I also point out the minimal score to register in ITS is 477, afterward I show them simulation question and I also explain how to answer it, and from here my statement about the horror thing about TOEFL broken immediately because of the quick TIPS and TRICK in answering TOEFL questions.

For example, in answering listening section, there is a trick with knowing the important sound, and clue in the questions. Structure’s most difficult, and I show them that is not as hard as I told to them. The point is that as teachers we have to be able to motivate students, not only with beautiful word but also with simplifying difficult material, delivering by easily explanation. In that way students will be enthusiastic and want to know more about TOEFL” (excerpt 3)

It is not that different from T1 statements, T2 state her teaching strategy in the first meeting in below;

“In the first time, I am creating a fun class atmosphere, build a familiarity by getting to know each other. In my opinion, built a familiarity between teacher and students is important because it affects the learning process in the class, students become more obedient, so the learning process becomes more interactive. Not just

personal acquaintances, I also invited students to get acquainted with TOEFL, start the anatomy (listening, structure, and reading), minimum and maximum score to the point of learning TOEFL for the students.” (excerpt 4)

Both T1 and T2 agree with each other that material should be given first to students is the basic of English, start from part of speech, phrase, sentence if students have known the basic then the material can move into English proficiency book.

“With knowing the basic, the students enable to understand next material because TOEFL material is so interrelated. Moreover, TOEFL is one of those really hard lessons, teachers do a role to motivate students by simplifying material so that students enjoy the learning process.” T2 state (excerpt 5)

b. Teacher’s challenge in TOEFL preparation class

While teaching TOEFL class, not only T1 but also T2 meet the same challenge. Because TOEFL class is going on at noon, many students are sleepy. It is supported by the teachers’ statement.

T1 explains *“The challenge exists because we are facing students with a variety of different characters. There are some students who are excited about learning TOEFL and some who are not because TOEFL class is going on at noon after school.”* (excerpt 6)

His statement is supported by another teacher’s statement. Teacher 2 answered the same when asked about challenges in TOEFL class, she states *“as for the challenge, it is students’ cognitive, another challenge is that students are tired because TOEFL class is held during the day.”* (excerpt 7)

The next problem is teachers' experience in teaching TOEFL. According to T1 statement some of teacher admitted that they still have anxiety and lack confidence in teaching even though they have taught for more than a year and had qualification to teach. The reason is the students are getting smarter while teacher were still guided by books. Therefore, teachers need update their knowledge so that they could overcome the anxiety while teaching. T1 also suggest the other teacher to update themselves with new vocabulary and test form, so that they would not be left behind with the trend and would be more advance than the students. Based on his experience, students who smarter tended to underestimate their teacher and would not be motivated to study anymore.

c. Teacher strategy in assess the students

When dealing with assessing students, either T1 or T2 have the same strategy by giving some questions related with the material, but they have different method. T1 gives students questions based on material that have been taught.

He explains "teacher must prepare questions; it doesn't have to be about TOEFL but rather its questions of material that have been taught. That is what will get students motivated and excited to learn, until they did not even feel like they were getting the harder questions."
(excerpt 6)

Although both teachers' strategies to check students' understanding are same by giving questions, but their methods are different. before giving questions, T2 asks her students become a volunteer for the purpose reviewing the material that have been taught then discuss questions together. From those activity, it will be known if the students fully understand with material that they acquired. Her explanation about checking students understanding is as follows

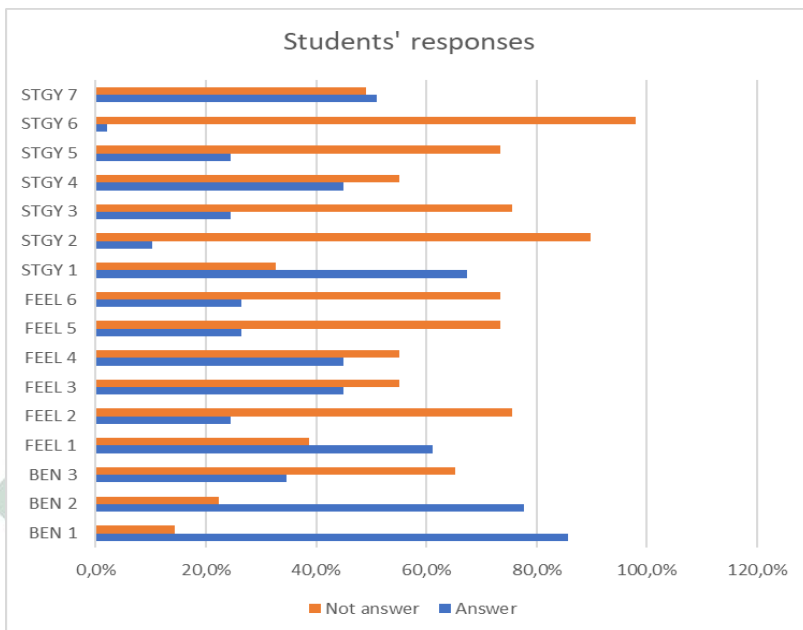
“students were asked about their understanding ‘any questions?’ or ‘do you have any questions?’ if there none, I ask one of the students become volunteer to review briefly material. Then we will discuss questions together, and from here we will know the students’ understanding. We can conclude that stock of questions is one of the important instruments in learning process to know about students understanding.”

2. Students’s responses toward TOEFL preparation class program

The previous findings reveal about teacher’s strategy in TOEFL preparation class. This section explores the students’ responses. To identify students’ responses, the researcher has distributed 49 questionnaires to 4 different classes that the students have been following TOEFL preparation class before, and which the number of questions is 13 items. The types of questions are close-ended questions and open-ended questions (see Appendix) then the result of questionnaire will be described in appendix.

The data from the questionnaire shows that students responses are divided in three aspects; benefit from the program, students feeling during the program, and teacher strategy. With the result, they have some response categories in following TOEFL preparation class program because they are facing different teacher each class. The result of students answers in questionnaire related to students’ responses will be explained bellow completed with students’ utterances to support the data.

Figures 4.1 Students’ responses toward TOEFL preparation class according to open-ended questions.



These responses are categorized in several different aspects. The responses that they experience are summarized in the table below to help the readers quickly understand the data.

Table 4.2 Students' responses toward TOEFL preparation class

Responses	Aspects	Answered	Not answered
Benefit from the program	1.Obtaining knowledge and skill	85,7%	14,3%

	2.Improving knowledge and skill	77,6%	22,4%
	3.Being to do TOEFL exercise	34,7%	65,3%
Students feeling during TOEFL program	1.Feel confidence	61,2%	38,8%
	2.Feel comfort	24,5%	75,5%
	3.Feel exited	44,9%	55,1%
	4.Active in classroom	44,9%	55,1%
	5.Feel unwilling	26,5%	73,5%
	6.Feel bored/tired	26,5%	73,5%
Teacher strategy	1.Teacher explained material easily	67,3%	32,7%
	2.Teacher use media in teaching process	10,2%	89,8%
	3.Teacher's explanation hard to understand	24,5%	75,5%
	4.Explanation accompanied by example	44,9%	55,1%
	5.Teacher's deliver material boring and drowsy	24,5%	73,5%
	6.Teacher's voice is really quiet	2%	98,0%
	7.Teacher build partnership with students	51%	49%

The table 4.2 is founded from open-ended questions of students' questionnaire data. As describe in table above, there are some aspect of responses based on students' experience when they followed TOEFL preparation class namely: obtaining knowledge and skill, improving knowledge and skill, being to do TOEFL exercise, feel confidence, feel comfort, feel exited, active in classroom, feel unwilling, feel bored/tired, teacher explain material easily, teacher use media in teaching learning process, teacher's explanation hard to understand, teacher's explanation accompanied by example, teacher's delivery boring and drowsy, teacher voice really quite, and teacher built partnership with students. Those 16 points are differentiated into 3 aspect: benefit from the program, students feeling during TOEFL program, and teacher strategy.

The response aspect in benefit of the program is defined as impact for students while following TOEFL preparation class. Students mention three benefit in following TOEFL preparation class, it is namely; obtaining knowledge and skill, improving knowledge and skill, then being to do TOEFL exercise. Regarding individual explanation or reason of benefit from the program, aspect obtaining knowledge and skill is the most popular reason because in TOEFL test, the huge amount material tested is the biggest difficulty and students have to obtain required scores. TOEFL preparation class helps the students overcome the anxiety which they have. In this aspect, there were certain opposing views but they were not significant as student reported that he/she has not really benefited from TOEFL class yet. He/she stated "*There has not been any benefit I have felt*", but most of the students have felt that their grammar, pronunciation, vocabulary, ideas of sentence organization and logic of idea were increase and also they got insight about TOEFL.

The previous reveal that obtaining knowledge and skill is recognize as the most popular reason from benefit

from the program. This section explores about students feeling during the program. For the response aspect in students' feeling during TOEFL program is defined as students experience while attending TOEFL preparation class. This including feel confidence, comfort, excited, active in classroom, unwilling, and bored/tired about the program. The data indicates that the majority of the students strongly agree that the teacher can create good class atmosphere so that the students feel positive during TOEFL preparation class.

Although some students claim that the TOEFL class is not effective because it is done after school, many of students are different, they feel enthusiastic because the teacher taught in a fun way. Some of the students' responses are cited below;

"I can actively ask and discuss about questions, and I feel confident in answering teachers' questions"

"I am happy with the way teacher teaches, and I understand the material"

"I felt exited in TOEFL class"

"I felt exhausted because TOEFL was on the way home, which was supposed to be in the morning."

"Sometimes I do not feel up to going to TOEFL class because I'm tired of school"

Teacher strategy in this response aspect mean teacher way in leading the class. Dealing with the teacher strategy in students' responses toward TOEFL preparation class, item teacher can explain material easily is the most popular reason with 67,3% students' responses. The second ranking with 51% belongs to item teacher build partnership with the students. Explanation accompanied by example ranks at third position with 44,9%. Item point 1 become the most popular reason because learning in regular English

class and TOEFL class are different, TOEFL is one of the advances materials in English, so TOEFL's teacher have to be able simplify lesson material to students and students can extend their English knowledge in fun way. Below will be included students' statements about teacher strategy in teaching:

“Teacher’s material is easy to understand, and after explaining teacher gives examples and exercises of questions.”

“Teacher’s voice is very faint, so I cannot hear her explanations”

“when teaching, teacher built a close relationship with students, so I feel comfortable when we study together in TOEFL class.”

“My teacher masters the material and explain in easier ways”

Figures 4.2 Students' responses toward TOEFL preparation class

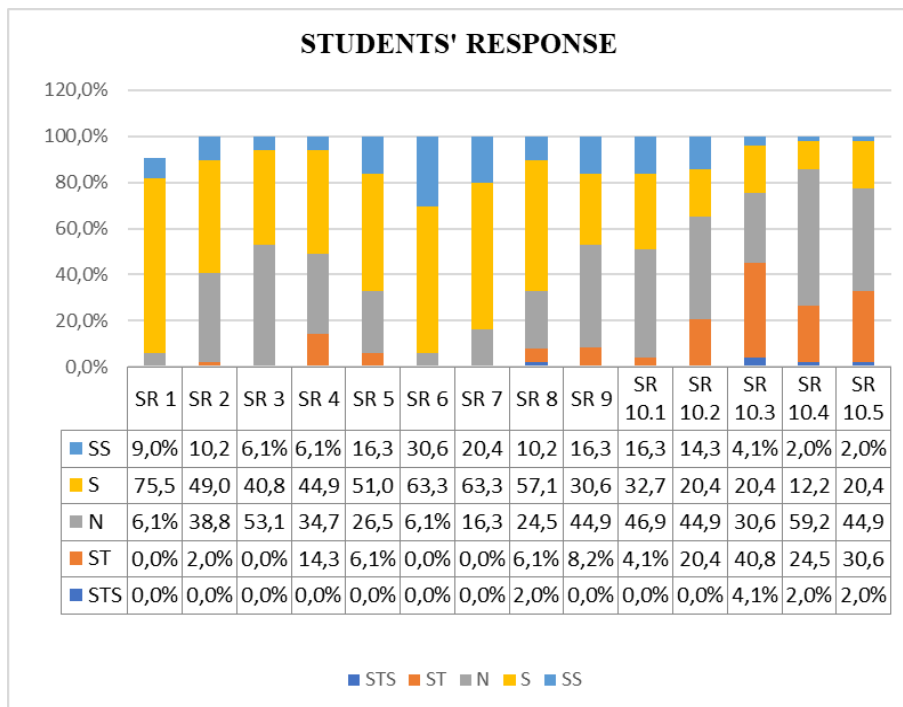


Table 4.3 Students' responses toward TOEFL preparation class according to close-ended questions

Item	Students' responses	M	SD
SR 1	Teacher master the basic concepts of material	4,12	0,484
SR 2	Teacher is able to explain the material clearly	3,67	0,689
SR 3	Teacher can solve the questions in easy way	3,53	0,616

SR 4	Teacher gives the students motivation and insight about TOEFL	3,43	0,816
SR 5	Teacher create good relationship with students	3,78	0,798
SR 6	Teacher gives students opportunities to participate in learning process	4,24	0,560
SR 7	The material is presented with examples	4,04	0,611
SR 8	Teacher facilitates students to discuss	3,67	0,826
SR 9	Teacher gives tricks and tricks to work on TOEFL	3,55	0,867
SR10	Teacher's frequency corrects grammar	3,61	0,812
SR10	Teacher's frequency corrects vocabulary	3,29	0,957
SR10	Teacher's frequency corrects pronunciation	2,80	0,957
SR10	Teacher's frequency corrects ideas of organization	2,88	0,726
SR10	Teacher's frequency corrects logic of idea	2,90	0,823

From table 4.4 the students' response questionnaire consisted of positive statements with 5 alternative answers,

there were: strongly disagree was 1, disagree was 2, neutral was 3, agree was 4, and strongly agree was 5. Table 4.4 compressed the accurate data of students' response during TOEFL class. This table presents the data by showing the proportion of students' answer scaling ratio from strongly disagreed to strongly agreed.

This finding revealed that students' responses depend on how a teacher deals with students in classroom. Standard deviation on the nine items (item 10.2, 10.3, 9, 8, 10.5, 4, 10.1, 5, and 10.4) ranging from 0,726 to 0,957 shows that differences students' experience toward the relationship between teacher's strategy and students' responses among the participants were not widely different. However, five items (2, 3,7,6, and 1) ranging from 0,484 to 0,689 indicate that students' responses are different.

Regarding individual explanation of relationship between students' response with teacher strategy, item 6 (teacher gives the students opportunities to participate in learning process) is the most popular reason given at a mean score of 4,24. Item 1 (teacher master the basic concepts of material) ranks at second position at 4,12. The third highest ranking at 4,04 belongs to item 7 (material is presented with examples). Item 5 (teacher creates good relationship with students) ranks at fourth position with 3,78. There is item 8 (teacher facilitates students to discuss) in rank 5 with 3,67. Item 10.1 up to 10.5 (about teacher's frequency in giving correction are the least popular ranking at mean 3,61 to 2,80. Considering the students' responses, the data reveals that students feel enthusiast when the teacher involved and gave them opportunities to participate in learning.

Additionally, some new phenomena were found during the process of data collection. Based on the information given by the students, most of them agreed that the teacher give motivation and insight about TOEFL, students have understanding about TOEFL including questions format and tips about test-taking strategy. It

means, the students become have reminder the importance of TOEFL preparation class and have sight about what they are striving for. The mean score ranging 3,53 to 3,67 from table 4.3 also indicates that students agree if the teacher facilitate the students to discuss because the material or terminology used in TOEFL question was far from the level of English language education they gained in high school, and the result students find the answer through discussion then the teachers confirm the material clearly. So that the students be able to understand, when there is a question that require clarification or detail, the students claimed that information discuss not disrupt their understanding. From the previous finding about teacher strategy has been shown that the teacher provided the students simple question related the material with the result that the students get motivated and excited until they did not even feel like they were getting the harder questions. But there is also a small fraction of the students who dislike TOEFL preparation class and its teacher because the students' claimed TOEFL material is difficult, force those students to memorize instead of understand the information.

Beside being articulate, teacher often check students' understanding about previous material thru brainstorming in beginning of learning, to prove if the students really understand what the teacher explained, teacher also frequently correct students' English ability in aspect of grammar, vocabulary, pronunciation, ideas of organization and logic of idea. This is known from students' response in questionnaire and researcher found that the teacher had been doing very well in helping students understand materials. Students thought that the TOEFL preparation class was the ideal choice for learning English and they were satisfied. They believe that TOEFL preparation class helped understand English. They saw that the class was interesting and the way the teacher taught them (encouraging students to think on their own) should have been applied in senior high school.

B. Research Discussion

In this part, the researcher considers these findings by focusing on several theories already declared in the chapter 2 of this study. The detail discussion is explained below.

1. Teacher's strategy in TOEFL preparation class

Teacher's teaching strategy in TOEFL preparation class play a significant role. As in Lucas Fink theory⁵⁰, teacher prepare the students to face TOEFL test from the first meeting, teacher remind the students about the importance of TOEFL class, and the test is not easy so that the students have to do an enormous amount of work to achieve required score. Teacher also motivated the students by telling them if the students want to get a scholarship, get a job, need to go abroad, TOEFL is important because some universities use TOEFL as the entrance test and telling successful people story to the students. According to the teacher, she was telling the people who gained their target score and what they did afterward. The strategy could raise the willingness of the students especially for high school students to learn more.

Teacher realize that TOEFL test is unique because it requires the students to use various skills to answer a single question, so that in the class teacher start teaching effectively in simple way to teach students an integrated task. The first, teacher provides some of questions but it does not have to be a matter of TOEFL material but a matter of material taught at the meeting, so students feel motivated to continue learning until they realize that they have been able to do the pre-test of TOEFL well. In Lucas Fink theory it is namely integrated mayhem, by practice with ease

⁵⁰ Fink Lucas. 2014. FAQ: Frequently Asked Question about the TOEFL Resources. USA

questions students will know and recognize all essential tidbits which will be in the TOEFL test questions.

Note-taking also mentioned strategy that are in the Lucas Fink theory, successful TOEFL students are good note-takers. In TOEFL preparation class, T2 require the students to take note the material learned so that when students forget can to go back study with the notes in their book. Teacher also teaches students to take notes important detail effectively and organizing information in a way that students can understand and refer to later.

Wanberg provides a definition of this concept, teaching strategies refer to the structure, system, methods, techniques, procedure and processes that teacher uses during instruction. There are strategies of teacher employs to assist students learning.⁵¹ In sum, teachers' strategy is the way the teachers lead their class in learning process. For the detail implementation, the teachers use three mains steps to teach in TOEFL class.

Rebecca Oxford and David Crookall argue that teaching strategy means the teacher is in charge of determining the appropriate strategies for students, depending on their needs. The teacher has to select the most appropriates strategies to achieve students' engagement. Strategies are defined as learning techniques, behavior, problem solving or study skills which make learning more effective and efficient.⁵² Both T1 and T2 have similar strategy. The first, teachers give brainstorming in which every teacher has a different strategy. For example, teacher 1 (T1) uses reviewing to make sure that the students still remember about previous material and teacher 2 (T2) uses

⁵¹ R. Wanberg, "Teaching Health Education in Language Diverse Classroom, Chapter 9: Active Teaching Strategies and Learning Activities" (Massachusetts: Jones and Bartlett Publishers) 2010

⁵² Oxford, R and Crookall, D. "*Research on Language Learning Strategies...*". P. 404-419

asking some questions related the material in aiming for the students' trigger to think as brainstorming. With doing brainstorming before explaining the material, both the teachers believe that students will be more understand with the material.

The second, both the teachers' step is explaining the material, and the teachers agree that students should learn about the basic of English before learn the English proficiency material. The third step is doing exercises, when dealing with assessing students, either T1 and T2 have the same strategy by giving some questions related the material to make sure with students' understanding. From the teacher's excerpt, it shows that teachers are also have similar challenges in TOEFL class such as students' cognitive, students' characters, and students' condition which is already tired.

The previous study which is conducted by Elis Rahmawati,⁵³ the finding in her research which investigated about responses of students toward the implementation of theme-based teaching in EYL class revealed that the students responded to the reading activities which presented in the classroom positively by actively participating in each activity. In contrast with this research, teachers find some challenge when teaching in TOEFL preparation class like the differences of students' cognitive, and students tired condition. But the teachers do not make it as an obstacle but as a challenge. It is proven by the students' answer from the questionnaire that they feel enthusiastic because the teacher taught in a fun way. It also related to the teacher's statement that creating fun atmosphere which the aim of making students close to the teacher is important.

⁵³ Rahmawati, Elis, "An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya", p.133

2. Students' responses toward TOEFL preparation class

Susanto explained that response is a reaction, it means acceptance or rejection, and uninterest attitude to what is delivered by communicator in his message. Response is divided into opinion and attitude, where the opinion and attitude are a direct response to the problem articulated by expressions, spoken or written. When attitude transform response that is emotional and personal. It is a tendency to give a positive or negative response to an individual, object or certain situation.⁵⁴ In this section, the researcher will present the students's responses toward TOEFL preparation class program in SMAN 1 Gedangan which examines issues relating to:

The first response is benefit of the program, as in Rossenberg and Hovland theory⁵⁵ there are three components of attitudes which os known as tripartiate models. The first component is cognitive which can be characterized by the representation of what students believe or think about. In other word, cognitive means acquisition of knowledge. From the questionnaire results, most of the students who took part in TOEFL class feel that their ability and knowledge in English are increase.

The second component is affective which is defined as emotional feeling toward something. In this section explore the students feeling or affection toward TOEFL preparation class. Students' feeling here indicates students' experiences gained from English proficiency material, teacher' strategy in teaching, and learning environment. Table 4.3 indicates that the majority of the students feel confidence, can be active in classroom and feel excited. Students feel confidence means they can freely express their opinion, more than that they response can be

⁵⁴ Astrid S. Susanto, "*Komunikasi Dalam Teori dan Praktek*" p. 33

⁵⁵ Rosenberg, M.J and Hovland, C.I, "*Attitude Organization and Change: An Analysis of Consistency among Attitude Components*" p. 102

active in classroom, it means teacher can invite students to learn in fun ways, so that students feel that they can interact during TOEFL class and ask if anything is yet to be understood. Moreover, it's the students' favorite way of learning that makes them excited.

The last component is conative or behavior, it refers to student' tendency to act in a particular manner that is congruous to his/her attitude. From table 4.3 also shows that some of the students give negative responses like feel unwilling to learn and feel bored. "*I felt exhausted because TOEFL was on the way home, which was supposed to be in the morning.*" cited from one of the student's statement. From those response, students' feel unwilling if TOEFL class after school because of tired, and prefer if TOEFL class is supposed to be in the morning

There are several responses that included in aspect of benefit of the program. The most of students believed that obtaining knowledge and skill. The students stated that partook in TOEFL preparation class were beneficial for them in increasing their English proficiency. This is in line with the goal of establishing extracurricular activities stated by Depdikbud⁵⁶ that extracurricular activities have four main roles: (1) Enlarge the students' knowledge, (2) Bridging the relationship between subjects that students learn, (3) Developing the talents and competencies of the students, and (4) To fulfill the role of students as a human being.

The next response is students feeling during TOEFL program, according to the data in findings, the result indicated that generally the participants of the research had positive responses or feelings toward TOEFL preparation class. The positive response is a meaningful insight of certain thing, it boost the confidence and self

⁵⁶ www.kemdiknas.go.id/kemdikbud/uji-publik-kurikulum-2013. Accessed on 14th April 2020

strenght of oneself in facing this world, bearing the life's obstacles, and most impotantly focusing on the outer side of self. It also evolves the conviction of certain bond and being kind to people.⁵⁷ There are several reason why the students perceive TOEFL preparation class positively. The majority of the students have revealed that improving knowledge and skill are the second aspect from benefit of the program. Among the advantages they have experienced are obtained and improved knowledge and skill of their English. Furthermore, they also expressed that took part in TOEFL class not make they are being to do TOEFL exercise.

Learning English is important for the students as it allows students to prepare themselves in facing TOEFL test and with partake in TOEFL class students can extend their English knowledge. At stated by Rahmat, response is the activity of organizing it, not only a positive movement, it is also possible to view all forms of behavior affected by stimulants as a result of observation or as an impression.⁵⁸ as for this, what the response means is the experience of the subject, event or relationship obtained through a summary of details and message interpretation. From the table 4.3 in finding we knew the students' response based on students' experience whe they followed TOEFL

Another reason why TOEFL preparation class is useful, TOEFL preparation class ease the students who learn English, particularly in English proficiency to help the students face TOEFL-like test which held by school in partnership with English course. Therefore, TOEFL preparation class not only makes students understanding English but also makes them more motivated and have positive attitudes toward TOEFL test.

⁵⁷ Catherine E. Burns, et.al, "*Pediatric Primary Care Fifth Edition*" (United States of America: Library of Congress Cataloging, 2009), P.304

⁵⁸ Jalaludin Rahmat's Theory on Riza Rosita, "*Students' Response Toward Multimodality in Booktrack ...*". P.16

CHAPTER V

CONCLUSION

This chapter is divided into two sections, there are conclusion and suggestion. It presents the conclusion of the research which summarize the result of study from finding and discussion in previous chapter. This research also provides some suggestions concerning to the study.

A. Research conclusion

There are two main points that can be concluded from this research. This research concludes this study as follows:

1. The implementation of TOEFL preparation class in SMAN 1 Gedangan

From the findings obtained from interview, it can be concluded that there were several challenges that the teachers encountered while teaching TOEFL preparation class. In brief, the challenges faced by the teacher came from some teachers who felt insecure about their teaching abilities and tired condition of students. TOEFL is not fully about knowledge of English but also strategies and tricks how to get good score in very limited time. Both interviewed teachers have the same strategy. The first, teachers do brainstorm activity in classroom, then the teachers deliver the material according to English proficiency book, the last is asking students do exercise with current material that have learnt. There are several teacher strategies in teaching TOEFL preparation based on the Lucas Fink theory. It includes prepare the students in the first meeting to raise the students' willingness to learn more. Note-taking also mentioned strategy that teacher uses in TOEFL preparation class. Teachers provides easy exercises to practice so that students will know and recognize the detail which will be in the TOEFL test in theory it is

called integrated mayhem. The strategies used during the proses were beneficial as well.

2. Students' response toward TOEFL preparation class.

The research finds that TOEFL preparation class program has significant advantages for students. This conclusion is supported by several data from questionnaire and elaborate with response theory by Rossenberg and Hovland. The first component is cognitive, from the questionnaire results, most of the students who took part in TOEFL class feel that their ability and knowledge in English are increase. The second component is affective which is defined as students' emotional feeling, students feel happy during learning process in TOEFL preparation class because teacher can invite students to learn in fun way and students can freely express their opinion. The last component is conative or behavior, in TOEFL preparation class students revealed that they actively interact during learning process but the other hand students also feel tired because TOEFL preparation class is held at the end of study session. Students also stated that partook in TOEFL preparation class were beneficial for them in obtaining and improving their English proficiency, and make them being to do TOEFL exercise.

B. Suggestions

Based on the results of the study, the researcher finds some suggestions to some sides, they are as follows:

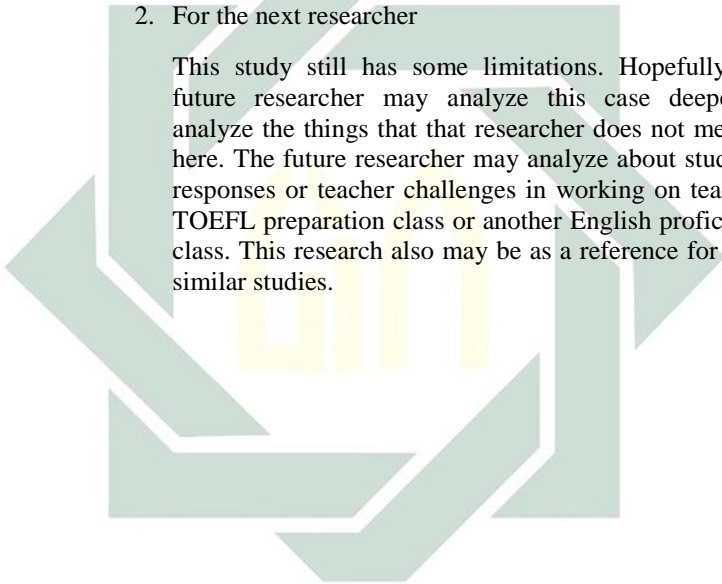
1. For the TOEFL teacher

The discoveries of this research might improve the teachers' strategy to teach English proficiency. Meanwhile, the outcomes showed that majority of the students receive TOEFL preparation class program positively, it was needed for the teachers to keep these

situations. After knowing that there was a correlation between teacher strategy and students' response, the teacher also needed to motivate students more. Besides, the teachers must to promote the students to be autonomous learners to upgrade their engagement and improve their belief in English language learning, especially TOEFL material by choosing and planning the material attractively.

2. For the next researcher

This study still has some limitations. Hopefully, the future researcher may analyze this case deeper or analyze the things that that researcher does not mention here. The future researcher may analyze about students' responses or teacher challenges in working on teaching TOEFL preparation class or another English proficiency class. This research also may be as a reference for other similar studies.



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