

Journal of English Teaching and Learning Issues, 4 (2), 2021
ISSN: 2615-3920 EISSN: 2685-4473
DOI: 10.21043/jetli.v4i2.12204

Revealing Teachers' Methods in Teaching Test of English as Foreign Language (TOEFL)

Sinta Maharani¹, Miftachudin²

^{1,2} English Education Department, State Institute of Islamic Studies (IAIN) Salatiga, Salatiga, Indonesia

Contact:	Sinta Maharani Miftachudin		ranimahasinta@gmail.com miftac4@iainsalatiga.ac.id
----------	-------------------------------	---	---

ABSTRACT

This study aims to investigate Teachers' methods and find out the most common use method in teaching TOEFL in International Class Program (ICP) of IAIN Salatiga. This qualitative research applies interviews and documentation in populating data. The data were derived from lecturers' journals on teaching TOEFL from 2010 to 2020 and probed the details on the interview session with the lecturers of TOEFL in ICP of IAIN Salatiga. The researcher found there were ten methods namely Synchronous and Asynchronous Method, Autonomous Learner Method, Drill and Practice Method, Error Analysis Method, Games Based Learning Method, Inquiry-Based Instruction Method, Questions & Answers Method, Mind Mapping Method, and Communicative Language Teaching (CLT) Method. The most common use methods in teaching TOEFL are Drill and Practice Method, and Discussion Method. The result of this study provides the teachers' insight in teaching TOEFL effectively.

KEYWORDS:

Methods in Teaching, Language Teaching, TOEFL, International Standardized Test.

Introduction

One of the tests in assessing English Language skills is TOEFL (Test of English as Foreign Language). There are four types of TOEFL tests, including CBT (Computer-based test), IBT (Internet-based test), PBT (Paper Based Test), TOEFL like, and TOEFL ITP (Institutional testing program) (Khobir, 2020). Based on Cambridge University Press (March 11, 2008), TOEFL is an examination administered by the educational testing service (ETS) and used to evaluate a non-native English speaker's proficiency in English language.

TOEFL ITP examines three skills in the areas of listening, structure and written expression, and reading. All questions in this test involve 150 multiple choices that must be completed approximately 100 minutes. In this test, the participants will be tested for the accuracy and speed in English listening, structure and written expression, and reading skills. Those skills become the on-paper representation of test-takers' proficiency in using English in their real life.

One of the standardized tests recognized worldwide to measure non-native speakers' English capabilities is Test of English as a Foreign Language (TOEFL) Riyanto and Sudiyati, (2015). The abilities tested included listening comprehension, structure and written expression, and reading comprehension. To provide extensive information about candidates' English capability in work placement or responding for university is the primary aim of TOEFL program (Sari, 2019).

This test is used for some purposes and requirements in some institutions, such as universities and offices. In some cases, TOEFL becomes one of the requirements to apply for a job vacancy in certain companies, graduate from university, join volunteering programs, or apply for higher education scholarships in-country or abroad universities. To name of few, some scholarships obligate the applicants to have English language proficiency, such as LPDP (Indonesia Endowment Fund for Education), AAS (the Australia Awards Scholarship), USAID (the United State Agency for International Development), AMINEF (American Indonesian Exchange Foundation). In this sense, English proficiency in TOEFL is an important key to pursuing future career and earning a university degree.

In IAIN Salatiga, TOEFL is taught as an elective course in certain majors, but it is a compulsory subject in International Class Program (ICP). The course has been taught from the first semester until the eighth semester in order to intensify the process of learning to get the expected score after

their graduation. The scores and abilities of TOEFL can be used to fulfil the requirements in job applications, scholarship, fellowship, or other programs that require English skills.

During those 8 semesters, the lecturers who taught TOEFL changed according to the conditions and needs. In this case, the methods and strategies of the teaching also altered for efficiency and effectiveness to achieve the expected target score. In general, there are two methods used by the lecturers in teaching TOEFL. The first method is drilling using books and consecutively completing the tasks of listening, structure and written expression, and reading skills. In a semester, the lectures completed all materials and exercises from one book of TOEFL, and they will use another book of TOEFL in a different semester.

The second method is skill focus. In this case, the lecture focuses only one skill in a semester, such as listening skills and the practices. In a different semester, they will emphasise different skills such as structure and written expression followed by its exercises. Practically, there may be other methods occupied by the lecturers in teaching TOEFL.

The teacher's method is important to help students understand the technique to do the real TOEFL examination. According to Anthony (2014, as cited in Lisa, 2017), he states that method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; the technique is the level at which classroom procedures are described. The teaching method immersed in the learning process literally becomes one of determination to get a high score in every TOEFL skill. Based on the explanation above, the researcher is interested in observing and finding what methods used by teachers in teaching TOEFL in International Class Program.

Previous Study

First research was conducted by Sari (2019) entitled “English Language Teachers’ Self-Reported Perceptions on TOEFL Preparation Program in Senior High School.” This research focus on three points, these are English teachers’ perception about TOEFL preparation program, challenge faced by teacher during teaching TOEFL, and last teachers’ strategies in coping with the challenges in TOEFL preparation. The researcher categorized the result into three points: perceptions of the teacher, the challenge that teacher faced, and the strategy in teaching TOEFL. All teachers perceived that student at senior high school appropriated to be taught TOEFL. Some challenges that faced by the teacher such as students’ exhaustion, class size, the students still lack in vocabulary, student’s different language proficiency.

The second research was written by Hidayat (2020) entitled “An Analysis of Learning Strategies among Students with 500 TOEFL Score or Above (A Study at English Language Education Department of UIN Ar-Raniry)”. The object of his study is to find out the strategies of students with 500 TOEFL score have prepared before the test, determine the strategies of the students, and determine the strategies conducted during the test. The researcher divided the result into two parts, preparation and strategies to answer the TOEFL test. The students’ preparation in every section of TOEFL is different. Students improve their listening skills by watching movies and YouTube, listening to podcast, or listening to the western song. In the structure section, students often watched movies. While for reading section is the effective strategies such as reading TOEFL books, articles, and short stories from English news. Students’ strategies for answering TOEFL questions in the listening section is scan for possible answers. In the structure section, students focus on subject-verb agreement and word classes. Last, in the reading section, the students first choose easier questions to be answered and pick familiar passages.

The third research was conducted by Wang (a journal entitled “The Impact of TOEFL on Instructors’ Course Content and Teaching Methods.” By investigating the impact of TOEFL ITP assessment on teachers’ TOEFL content and teaching methods were aimed of the researcher to fill the research gap. She stated that teachers relied on the TOEFL textbooks to teach and practice test-taking strategies. The teachers and students spent the majority of class time conducting the student-alone activity and teacher-centred activity. The practise during the class followed a “teach-model-practice-explain” (Wang, 2019).

Method

Researcher applies qualitative research methods in this research to find out an effective method that used by the teachers in teaching TOEFL in International Class Program (ICP). (Sugiyono, 2016) defines that the qualitative method is based on a post positivistic philosophy, so it is called the postpositive method. It can also be called an artistic method because the research process is artistic. The instrument of qualitative research is the human instrument, which means that its own researcher. He stated that it can also be called an interpretive and constructive paradigm that views social reality as intact, complex, dynamic, full of meaning, and interactive. In qualitative research, it is the characteristic of finding theories because the problems in research are still temporary.

The participants for this study are lecturers who have been teaching TOEFL in International Class Program (ICP) of IAIN Salatiga. They were chosen because of their experience background in teaching TOEFL. Thus, they would convey their experience in detail based on their authentic experience. The researcher used the following ways to collect data in this study:

The documentation referred here is to find out who the TOEFL teachers, syllabus, and teaching journals. This documentation is used as material to

ask the lecturer in an interview session. To get valid data, the critical method is recording the process of the interview. William (2014, as cited in Murti, 2020) declared that observation, documentation, and communication are the most popular research technique. Researcher record and take note of what the interviewees explain. There are two sources of document: formal (letter of decision, instruction or activities from office or organization) and informal (personal letter, bill). In educational research has a different documents, these are primary, secondary, tertiary (Sukardi, 2009).

Talking is natural without presupposing statistical knowledge. The researcher decides whom to interview, stops a particular interview, sets the location for the interview process, makes sure which question to ask, and how the data will be collected (Griffiee, 2005). Interview is a data collection technique by conducting a dialogue between the subject as researcher and the object being studied (Muliawan, 2014). Interview is dialogue gathered information by giving questions to the interviewee. It can be conducted by phone, internet, or face to face (Wang et al., 2011). Types of the interview that applied by the researcher is semi-structured interview. The interviewees are determined according to the specific criteria, then they will be given main questions has prepared and some in-depth questions. The questions outline is only as a guide to get data related the problem (Sugiyono, 2014).

Table 1. Interview questionnaires

Name (Initial):	Questions of Interview
No	Questions related to find out what teachers' methods in teaching TOEFL in International Class Program
1.	What methods that you applied in teaching TOEFL in ICP?
2.	Is there any different method in teaching TOEFL in ICP and other classes?
3.	In a semester, do you teach TOEFL by completing 3 skills (listening, structure and written expression, reading) from materials in a certain coursebook?
4.	In a semester, do you teach TOEFL by completing only one skill such as listening or structure or reading?
5.	Did you ever apply Mind Mapping or Communicative Language Teaching or TOEFL Preparation in class?
6.	Did you ever teach the skills of TOEFL in an integrated manner or separately in a semester?

Questions related to determine which one is the most effective method in teaching TOEFL in International Class Program.

7. Which method is the most effective for teaching TOEFL?
 8. Why is the method effective?
 9. How significant is the impact of your method in increasing students' skills and their TOEFL scores?
 10. How is the students' response to your method?
-

Findings and Discussion

The teachers' method in teaching TOEFL

Based on all the respondent's documentation and interview results pointed out that there were several methods applied in teaching TOEFL in International Class Program of IAIN Salatiga since before the pandemic until during the pandemic. The methods that had been applied by the respondents were Synchronous and Asynchronous Method, Autonomous Learner Method, Drill and Practice Method, Error Analysis Method, Games Based Learning Method, Inquiry-Based Instruction Method, Questions & Answers Method, Mind Mapping Method, and Communicative Language Teaching (CLT) Method.

The finding based on the statement of the interviewees as following:

T1 stated:

"I combine synchronous and asynchronous methods, because if only using zoom, the quota is less, maybe the internet condition. So I used whatsapp but semi synchronous. I mean in real time. On Monday at 7 am to 8.40 am. So at 6.45 a.m. I standby to manage the attendance list in Google Classroom".

According to T.4 related autonomous learner:

"During this pandemic there is no face to face. So autonomous learning or independent learning is added, so that students take the advantage of resources from the internet according to their own targets to be more effective".

T5 stated:

"I did mind mapping by use white board, google board I have used".

T2 explained:

“We do listening first, then we discuss the exercise, what is the answer, then why is it like that. So they can think more critically. In order they know, not only the answer a, b, c, this is the answer. But how can be this. What is the listening description like, what does the speaker say. Then for the structure, it's the same. Moreover, for error analysis, it is given to know why the answer can be a, or b as well as reading”.

Related with discussion, T.5 pointed:

“International Class Program they have and they want to give extra, especially in TOEFL and IELTS. So, I give more tasks as well discussion time to the ICP members or TOEFL class”.

Inquiry Based Learning Method and Questions and answer method as T.3 told that:

“I think I've got several classes in probably it's not the same with the other depends on the student, but mostly it makes like inquiry base instruction. I give them instruction they do the instruction and I keep asking about if find any difficulties or issues and so far is not really matter, and when I find the result quiet good, like they learn something they have more skills and they know more form of questions if in the TOEFL test, they can analysis themselves, so I get when they find another questions in another practice, they know how to solve it, if they do not know the answer, they know how to deal it”.

“I think I've got several classes in probably it's not the same with the other depends on the student, but mostly it makes like inquiry base instruction, discussion, or Q n A, something like that”

The most common use method in teaching TOEFL

Based on the documentation and data of interview, the most effective method in teaching TOEFL in International Class Program is 'drill and practice method, and discussion method'. Drill and practice will make the students familiar with the similar question. After having practical session,

discussion is needed to share the result and know the correct or incorrect answers with the reasonable reasons. More practice also made the students can manage the time, don't shocked, be relax with the situation in the real test. They will know tips and trick at class that can be applied when the students took TOEFL test. Discussion also help the students to find out they comfortable strategy to do TOEFL test in the different types (Abboud & Hussein, 2011).

The statement is supported with the respondent documentation and the interview result. Based on the documents:

T.1 was giving structure and written expression exercises to the students, did pre-test in the second meeting, then review and checked the result of pre-test. T.2 reviewed the materials from Pre-Test, and also TOEFL Test 1, 2, and she also gave the vocabularies for TOEFL. In the last meeting, she held Post-Test or mentioned as TOEFL test 3. The students had more practice at her class. T.3 also had more practices in TOEFL 3 such as Listening practice test, reading practice test, writing practice test, speaking practice test, TOEFL IBT practice (listening), TOEFL IBT practice (listening), TOEFL IBT practice (reading), TOEFL IBT practice (reading), TOEFL IBT practice (writing), TOEFL IBT practice (speaking), and TOEFL IBT practice (Review and Q & A overall). T.4 had practical in class, especially during pandemic, the materials such as MOCK TOEFL Test, Mock writing test, Mock TOEFL reading test, Mock TOEFL listening, and grammar pre-test for TOEFL. T.5 delivered material about listening pre-test discussion, strategies of TOEFL listening section, pre-test of TOEFL Reading section, discussion of reading comprehension pre-test, strategies on the TOEFL reading section, TOEFL reading exercise, pre-test of structure and written expression section in TOEFL, analyzing the diagnostic test of structure and written expression section, explanation of TOEFL section 2, problems with subjects and verbs, discussion of problems with subject and verbs, discussion of the assignment for skill 1 and 2.

Regarding on the interview data, the teachers explained, as following:

T.2: "For the discussion, a person chosen as a leader for the team, for example one team is in charge of 3 or 4 students. Then discusses each question for every group or have a partner with person b. So there's a discussion between each other. So it's not boring to decide alone, work on alone, learning alone, so there are friends for discussion. Discussion will make the reason is clear".

T.3: "Probably those that I told you before, inquiry-based learning, discussion and Q n A. Those three are like a suitable for TOEFL Preparation, that's what I believe, from my experience, observation, and references that I read. For the preparation program that they need when they're going to take TOEFL test. The more practice they do, I believe their score will be better."

T.4: "The method used is to practice more. Emphasized learning not only in the classroom, but outside the classroom. Assignment. If the training is carried out in class, it is attempted to coincide with the discovery of answers. So the answer is always discussed. Not only just practice. Then students are relieved because they also get new knowledge, find answers, and understand it".

T5: "International Class Program they have, and they want to give extra, especially in TOEFL and IELTS. So, I give more tasks as well discussion time to the ICP members or TOEFL class".

The strategies in teaching TOEFL in class is practice more. The teachers give assignment or task within a time limit and submitted to the teacher. Then the students are given feedback (Gunawan, 2017). The teacher support student listening skill in TOEFL by using six kind of teaching strategy such as simulation, discussion, give tips and tricks, ICT (Information Communication and Technology), games, and giving motivation. By giving simulation, students feel a real active process, reflect, applying theory and practice. The teacher and students discuss a certain

problem in TOEFL and how to take the exam easily. The teachers as a mentor also share their experience and gives tips and trick to get higher score in TOEFL test (Gill & K, 2017).

Conclusion

The researcher draws the conclusion related the questions of this research related to the methods that applied in teaching TOEFL in International Class: Synchronous and Asynchronous Method, Autonomous Learner Method, Drill and Practice Method, Error Analysis Method, Games Based Learning Method, Inquiry-Based Instruction Method, Questions & Answers Method, Mind Mapping Method, Communicative Language Teaching (CLT) Method. As the teachers' experiences in teaching TOEFL in International Class Program and based on their journals, the researcher concludes that most several effective methods can be applied as in the following: Drill and Practice Method, Discussion Method.

References

- Abboud, Z. A. R., & Hussein, N. J. (2011). The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test. *Journal of Basrah Researches (Humanities Series)*, 36(4), 110–138. Retrieved from www.toefl.org.
- Gill, A. K., & K. (2017). Teaching Approaches, Methods and Strategy. *Scholarly Research Journal for Interdisciplinary Studies*, 4(36). Retrieved from <https://doi.org/10.21922/srjis.v4i36.10014>
- Gunawan, I. (2017). *Metode Penelitian Kualitatif Teori dan Praktik*. (Suryani, Ed.) (5th ed.). PT. Bumi Aksara.
- Hidayat, T. M. (2020). An Analysis of Learning Strategies among Students with 500 TOEFL Score or Above. UIN Ar- Rinay Banda Aceh.
- Lisa, A. (2017). Investigated Learning-Teaching Method ; A Content Analysis of English Educational Investigated Learning-Teaching Method ; A Content Analysis of English Educational.
- Muliawan, J. U. (2014). *Metodologi Penelitian Pendidikan (I)*. Gava Media.
- Riyanto, S., & Sudiyati, A. (2015). *The Quick Way to the TOEFL success*. Yogyakarta: Pustaka Pelajar.
- Sari, M. (2019). English Language Teachers ' Self -Reported Perceptions on Toefl Preparation Program in.
- Sugiyono. (2015). *Metodologi Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (23rd ed.). Bandung: Alfabeta.

William, C. (2016). *Teaching English reading in the Chinese-speaking world: building strategies across scripts*. Springer.