

CHAPTER II

LITERATURE REVIEW

2.1 The Nature of TOEFL

The TOEFL test is a test to measure the level of English proficiency which is intended for people who do not use English as their first language. This is perhaps the most frequently used exam in the process of admitting foreign students to colleges and universities. All of this depends on the school admission criteria. The grades received by schools also depend on the school's rules (Pyle, 1991). So TOEFL is the requirement most often needed in each program. In Indonesia, for example, in the process of admitting students at overseas universities, a score is required according to the request of the university.

TOEFL is one of the most well-known English test tests, especially in Indonesia. According to Brown (2005) the TOEFL test as a test that serves to assess general knowledge or skills that are generally required or requirements for admission to a group of similar institutions such as from domestic universities to overseas universities. TOEFL cannot be linked to the syllabus or school curriculum because TOEFL is made on the basis of general language skills concepts. according to more operational terms, the material contained in the TOEFL does not include teaching material from a particular syllabus or curriculum. Second, as a test determined on general language proficiency, TOEFL is a test that refers to the norm. This type of

test is used to produce a score that can produce how the ability of each participant is from the most capable to the least capable. The TOEFL has also been used by scholarship selection committees for government, universities, high schools and institutions such as the Fulbright, Agency for International Development, AMIDEAST, and the Latin American scholarship program as a standard measure of English proficiency (Zuhrayana, 2018). From some of the opinions above, the TOEFL is a much needed assessment process by making it a requirement by several institutions, and to get a scholarship to enter the desired institution must provide the TOEFL score requested by each institution.

In the world of education, people may have heard of the TOEFL or even done it. Even the TOEFL has become very popular in the world. The Education Testing Service (ETS), states that the TOEFL is "the most widely used and internationally recognized test for determining English proficiency which is not the original language". The TOEFL is used worldwide to test the English language proficiency of people living in non-English speaking countries. Because this test is widely used and recognized internationally, the TOEFL is used all over the world, including in Indonesia (Safitri, 2018). Therefore, some people really strive so that their TOEFL score can increase because TOEFL score is needed both to improve English language skills and as a condition for applying for scholarships.

2.2 The Subject Matters of TOEFL

2.2.1 Listening Comprehension

Listening understanding means listening to a voice or sound and understanding the recording. Listening comprehension is used to determine the participant's ability to understand spoken American English including the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and understanding of meaning. This section consists of three parts and participants must answer 50 questions in 30-40 minutes. The first part consists of 30 questions. Here participants will hear several short conversations between two people and one question after each conversation. The second part has 8 questions. Conversation takes place between two people but participants should focus on a few questions after each conversation. Meanwhile, in the last section there are 12 questions. Participants will not hear a dialogue between two people like the previous conversation, but participants will hear a short monologue (Zuhrayana, 2018).

According to Fanani (2014) students will listen to three conversational models:

- a) Short conversation (Part A)
- b) Longer conversation (Part B)

c) Mini Talks (Part C).

Fanani (2014) suggests several types of questions in listening which participants are asked to identify the main idea of the conversation what the speaker said about the topic.

are categorized as follows:

a) The main topic

Here the participants are asked to identify the main subject of the conversation about who or what conversation it is.

b) The main idea

c) Details

participants are asked to identify facts more specifically in a conversation.

b) Idiomatic expression

participants were asked to identify what the speaker meant by the use of certain idiomatic expressions.

e) Recommendations or suggested actions

participants are asked to identify what one speaker recommends to another speaker.

f) Conclusions based on tone

participants are asked to draw logical conclusions based on the tone of speech used by one of the speakers.

g) Conclusion

participants were asked to draw logical conclusions based on the limited information contained in the conversation.

h) Conclusions about the future (prediction)

participants are asked to draw conclusions based on what the speaker will do.

2.2.2 Structure

Part of this test is about both grammar and usage. Students will be asked to choose the right word or phrase to complete a sentence correctly, and identify an error in a sentence (Safitri, 2018). According to Philips (2001) this section consists of 40 questions which are divided into two parts, namely the structure of written expressions. In part A there are 15 questions. here are the missing words in each question and we have to choose the answer that might be the answer (usually called an incomplete sentence). The second part has 25 questions to identify grammatical errors in a sentence (Sentences with underlined words or phrases). The questions consist of sentences with the words underlined by the letters A, B, C, and D. Participants must identify their mistakes.

2.2.3 Reading Comprehension

This section is used to evaluate the participants' ability to understand English reading. This section has 50 questions that take about 30 minutes to complete. Test takers must answer multiple choice questions about the ideas and meaning of words in the reading (Philips, 2001).

According to Fanani (2014) According to Fanani (2014) there are nine categories of understanding the TOEFL reading:

- a) Main idea (identify main idea)
- b) Vocabulary (determines the meaning of a word and identifies synonyms)
- c) Specific facts or details (identifying specific facts in more detail)
- d) Exceptions (identifying which items were not specifically mentioned)
- e) Location or information (identifying a place where and anything)
- f) Conclusion (making logical conclusions)
- g) Reference (decides where a word is in the reading and refers to a word that often takes the form of a pronoun).

Of the several skills in the TOEFL questions, each skill has its own way of solving it. to find out how to answer it must be by taking the TOEFL test preparation study.

2.3 The Purpose of The TOEFL Test

Based on the context, the TOEFL test is used as an important aspect of professional life. Discussions related to the TOEFL test cannot be separated from the International English Language Testing System. This test is used to evaluate participants' English skills with several skills, namely listening, reading, speaking and writing about how they carry out academic tasks (Suryaningsih, 2014). In Indonesia, the TOEFL test was initially carried out by the English Testing System (ETS) known as the Institutional TOEFL. Universities can also hold TOEFL tests by language laboratories in universities and language study centers.

This kind of TOEFL test is administered locally by the university, and is only used for internal use as a form of testing for students' English skills (Mahmud, 2014). Not only in universities but in high school, a TOEFL test has also been held. One of the high schools in Palembang, namely SMAN SUMSEL, also held a TOEFL test which was intended to measure students English skills. Besides that, it is also a requirement for graduation and a requirement to take the international IGSE exam with a minimum TOEFL score of 450.

Therefore, the TOEFL test score at SMAN SUMSEL is very important to follow the next stages.

2.4 The Benefits of Teaching TOEFL Test Preparation

In Indonesia, TOEFL is one of the most important tests for students. This is one of the demands that students' must meet before taking the defense exam. Students must achieve a predicted TOEFL score of at least 450 to complete one of the graduation requirements. Previously, TOEFL was only used as a graduation requirement for students' majoring in English. But in high school you also need a certain TOEFL score to pass recognition from school . Likewise, those who wish to continue the undergraduate program must have a TOEFL certificate with a certain value one of the conditions that must be met. Among them, there are several student exchange programs that are being promoted to young people nowadays have made the TOEFL score a benchmark for the English language skills of the participants in the selection process. At SMAN SUMSEL, TOEFL is a compulsory program. Not only students' who run, but teachers' and staff as well as school workers such as security guards are also required to take part in the TOEFL test preparation. Therefore they also have very good professional qualities. With the TOEFL score quality students' can also take part in various learning programs outside of school. They can also continue their education at home and abroad.

2.5 Teacher Challenges in Teaching TOEFL

The teacher's challenge in teaching is that the teacher must be able to adjust the needs of each student in the class and guide and shape the character to conform to the norm. Ball & Forzani (2009) revealed that challenges in teaching can be caused by an inadequate background in the teaching process and an inability to adapt to students. To teach TOEFL, teachers must prepare learning strategies and methods to be addressed to students so that the teaching process is effective. However, students have different levels of language proficiency which can be a serious obstacle for teachers in the classroom. It can be said that the difference between the abilities of each student who takes the TOEFL preparation class is one of the main causes of unbalanced interactions in the classroom.

Teachers need to think carefully about how to deal with students with an ability disparity, that is, between high-achieving students and students with ordinary knowledge. While other differences are poor students with less knowledge of English, let alone information about TOEFL. Therefore, it must be better prepared. Those with better language skills will be more participatory than other students. When teachers need to repeat previous material to students with low knowledge, at the same time students with better language skills will feel bored (Akmal, Risdaneva, Habiburrahim, & sari,2020).

According to some of the researchers above regarding TOEFL

learning carried out by teachers, it is necessary to prepare a strategy that can support the TOEFL learning process during class so that the learning process becomes more effective, including when the teacher handles each student with different knowledge abilities. Several researchers also revealed that there are several aspects that become challenges in learning TOEFL in high school. (Akmal, Risdaneva, Habiburrahim, & sari, 2020) stated that the aspects of the challenges in teaching the TOEFL are: (Akmal, Risdaneva, Habiburrahim, & sari, 2020) claimed that available 5 challenges in teaching TOEFL there are:

1. Different level of students' language proficiency

Differences in students' language proficiency levels can be a serious obstacle faced by teachers in the classroom. It can be said that the differences between students attending TOEFL preparation classes are one of the main causes of unbalanced interactions in the classroom.

2. Students' lack of vocabulary and basic grammar mastery

Those who wish to take the TOEFL test must have prior knowledge of English. Unfortunately, some students still have difficulty with basic vocabulary and grammar in English. Students who have difficulty with vocabulary are usually due to difficulty in pronouncing English or because words have multiple meanings and words that form idioms.

3. Students' fatigue and class timing

During class, students can no longer focus on exam preparation. They lack focus, less concentration and of course less motivated. Teachers must find ways how students can refocus on learning in the classroom with simple but fun teaching. Therefore, the teacher needs to prepare a strategy before teaching.

4. Students' lack of enthusiasm

Students' responses in class determine what the teacher might do next. Therefore students attitudes affect the teacher. For some teachers, the lack of students interest, such as silence or anxiety can be an obstacle in TOEFL learning. The teacher does not know whether the students understand the material described.

5. Class size and time limitation

In one class there are many students which result in less effective learning, so that the teacher finds it difficult to teach. As a result, most teachers think that they are not effective if in a crowded class, students are asked to do TOEFL questions. This is too wasteful of the time that has been provided for repeating material related to the TOEFL.

According to Roza (2019) the challenges are when students have lower abilities, students hope to get higher scores. therefore students must realize these expectations not only as expectations. It's a little bit difficult for us to help achieve their expectations. It needs a lot of time". some students who were lazy in studying the test preparations

was caused by their parents who forced them. The parents wanted to send their children abroad for school or to get better jobs, but they were not interested doing one of those, so the students who came to study did not pay attention too much and did not do much effort to get better score. All in all, the teachers who were responsible for the students held a huge challenge for both the students and parents.

2.6 TOEFL Preparation in SMAN SUMSEL

Several schools including SMAN SUMSEL hold TOEFL preparation programs because they want to prepare, measure students' abilities, and help students achieve English competency standards. In SMAN SUMSEL, TOEFL is used as a requirement to take the national exam with a minimum score of 450. Preparatory classes are held once a week with the aim of preparing students for the TOEFL exam. Preparation for the TOEFL test at SMAN SUMSEL itself is effective for the twelfth grade and is a compulsory program in there. TOEFL itself has been around since 2009 which is the flagship program at SMAN SUMSEL in collaboration with the Cambridge Australia curriculum sourced from Cambridge University. Teachers who teach the TOEFL receive training to master the TOEFL and have the guidelines and skills to teach.

2.7 Previous Related Studies

Based on previous studies some researchers have studied about TOEFL. There were some studies which are related with the researcher's present study. Firstly, based on the research conducted by Saiful Akmal, Risdaneva, Habiburrahim, and Maulina Sari (2020) entitled The English teachers' challenges in TOEFL preparation for senior high school students, in this study the teacher was asked about their challenges in teaching students for the TOEFL preparation class, they revealed that the teacher felt that the students' different language skills, lack of vocabulary and basic grammar mastery of students, student fatigue and class time, students who were silent, class size, and time constraints are the most difficult challenges for them to overcome. Then in several cases, for example class size, student placement, and scheduling and timing, the teacher does not have the authority to regulate or cancel it, because it must submit to the school management. There are some similarity and differences between the author's current study and previous study. The similarity is both investigates the challenges of teaching TOEFL test preparation. Both use qualitative methods. The differences between this study and the writer's present study on the participants, time, and place. Participant of them are three-state and private senior high schools in Aceh, but participant of my research are teacher's at SMA Negeri Sumatera Selatan.

Secondly, a study conducted by Delvia Roza (2019) entitled *The Challenges and Strategies in Teaching TOEFL and IELTS Test Preparation*. In this study, there are several challenges faced by teachers when teaching TOEFL test preparation. Following are the challenges faced by teachers, namely from student attitudes, classroom situations and teacher anxiety. However, most teachers agree that the expectation of students to achieve the target score is the biggest challenge of all because that is the goal of students in learning for TOEFL test preparation. There are some similarity and differences between the previous and the writers'. The similarity is both investigates the challenges of teaching TOEFL test preparation . The differences between this study and the writer's present study on the participants, time, and place, and in this study about challenges and strategies in teaching TOEFL and IELTS test preparation and my study is about challenges in teaching TOEFL test preparation.

Thirdly, a study conducted by Amiruddin Hadi Wibowo (2020) entitled *The Lecturers' Challenges And Strategies To Teach TOEFL Preparation In The College For Qur'an Study And Science Al-Ishlah, Sendangagung Paciran Lamongan*. From this research, can be concluded that there are some challenges faced by teachers when teaching TOEFL. Preparing for an English proficiency test In short, the challenges faced by teachers arise from the attitudes of students,

the classroom situation and the anxiety that the teacher has. It was found that teacher challenges in test preparation course were: students' high expectations which did not relate to their basic skill they had. This became burden for the lecturers to know. Other challenge is students' lack of effort that they know they have lack of skill in TOEFL but it is getting worse that they also did not study diligently as well as the time limited by schedule allotted by the college time limitations; the lecturers' experience in teaching TOEFL may become the key to teach in easy ways even the material is difficult. And the last challenge is the great number of students in a class. The similarity is both investigates the challenges of teaching TOEFL test preparation. The differences from this study and the writer's present study on the participants, time, and place. Participant from Wibowo are the lecturers in STIQSI, but participant in my research are teacher's at SMA Negeri Sumatera Selatan.