# ENGLISH LANGUAGE TEACHERS' SELF-REPORTED PERCEPTIONS ON TOEFL PREPARATION PROGRAM IN SENIOR HIGH SCHOOL

**THESIS**

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*(Declaration of Originality)*

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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

**English Language Teachers' Self-reported Perceptions on TOEFL Preparation Program in Senior High School**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Juli 2019
Saya yang membuat pernyataan,

Maulina Sari

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Banda Aceh, July 15th 2019

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# ABSTRACT


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This study was conducted based on the fact that most of senior high schools in Aceh have not introduced TOEFL to the students even though TOEFL is important in preparing students' higher education and future career. Therefore, the purpose of this study was to explore English language teachers perceptions' on TOEFL preparation program in senior high school and the challenges as well as their strategies in teaching TOEFL for the students. To achieve this end, a qualitative descriptive design was utilized in this study. The data of this research were collected by using in-depth interview. The participants were six English language teachers who were chosen purposively based on a criterion that they have been teaching TOEFL in senior high school in Banda Aceh and Aceh Besar. The result of the data pointed out that all teachers had positive perception toward TOEFL program in senior high school. They believed that TOEFL should be introduced in the first grade to prepare students' future study and career. Furthermore, in teaching TOEFL, teachers faced some challenges including students' different language proficiency, students' lack of vocabulary mastery, students' fatigue, students' passive attitude and class size. To deal with all those challenges, teacher implemented some strategies in teaching TOEFL such as administering pre-test, providing basic knowledge of TOEFL, selecting the material, associating the material to the first language, assigning group and pair work, enhancing students' vocabulary through creating personal glossary, providing interesting videos and conducting post-test.

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# CHAPTER I
# INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as background of study, research questions, aims of study, significance of study, and terminologies as elaborated in the following sections.

## A. Background of Study

English has been widely used in most countries. Since English becomes an international language, several English proficiency tests exist. One of the most familiar English proficiency tests for students is TOEFL. Warfield, Laribee & Geyer (2013 as cited in Mahmud, 2013) state that TOEFL which stands to test of English as a foreign language is a state-administered test which is universally acknowledged and regarded. TOEFL is an English language test that has been highly promoted in most universities in the world. More than a hundred countries have approved TOEFL as English proficiency test in the academic institutions (ETS, 2005).

The primary aim of the TOEFL program is to provide extensive information about candidates' English capability in responding to university eligibility or work placement. In line with this, Sharpe (2006) states that TOEFL ends up as one of the necessities that must be completed in excess of a thousand schools and colleges in the United States, Canada, Australia, and 130 different

nations worldwide to be considered as affirmation. As its name, TOEFL has been utilized for non-native speakers of English in several countries including Indonesia either for academic purposes nor other specific purposes.

In Indonesia, TOEFL is one of the tests which is very important for the students. It becomes one of the demands which must be accomplished by university students before taking defense examination. The students need to achieve a minimum 400 of TOEFL prediction score to complete one of thesis examination requirements[1]. Prior, TOEFL is merely utilized as graduation pre-requirement for English language department students. However, almost all majors nowadays need a certain score of TOEFL to get graduation acknowledgment from the university.

Likewise, people who want to continue undergraduate or magister program must obtain TOEFL certificate with a certain score as one of the documents that must be fulfilled. In addition, several exchange programs that have been promoted massively for the youth nowadays have used TOEFL as a measure of the candidates' English proficiency in the selection. Furthermore, some grant committees like Fullbright, AMIDEAST and Latin American Scholarship Programs utilized TOEFL to indicate candidates' English proficiency (Sharpe, 2006). Thus, both newly graduated high school students or undergraduate students who are interested in to take apart in certain programs must achieve the minimum TOEFL score standard as required. Moreover, there are also many graduate students who immediately enter into the world of work. However, some

[1] Circular No:756?Un.08/R/PP.00.9/02/2017

agencies need TOEFL to ensure prospectives' English capacity and capability. Applicants who want to work in a national business entity and a private company, for instance, require a minimum of 500 TOEFL (Pratama, 2016).

Based on the statement above, it can be concluded that TOEFL is one of the important things which help students to open their access to international programs, either in getting enrolled to some famous universities in the world nor taking apart in youth programs. Therefore, it should be taught at an early age, in senior high school level for example. Unfortunately, not all of senior high schools in Indonesia have introduced TOEFL for students. They do not put TOEFL as additional course at school. This certainly makes the students increasingly unfamiliar with TOEFL. Moreover, many students will be surprised by the presence of TOEFL as one of the requirements to register in a university abroad or some programs. Because of that, some of them may abandon their intention not to register the programs.

What researchers have studied in the area of TOEFL are varied. Takanashi (2004) conducted a study and revealed that even though students in Japan are highly-motivated to learn English, they are still difficult to acquire communicative skills in English and the result for their annual test, TOEFL is still unsatisfying. Besides, Masfufah (2018) ran a study about Indonesian college students' perceptions toward the TOEFL program class. The samples were the students of economics ranged from 18 to 23 years old. The study revealed that most of them were motivated to join the program because of the lack of their English capability. Some students even declared that TOEFL must be taught

nationally in senior high school before national final examination and handed by government. Therefore, all students would be familiar with the test format and better helped by the existence of TOEFL program.

Since most of the previous studies have focused on students' perceptions of TOEFL, this study attempts to fill in the gap in the literature by focusing on teachers' point of view toward TOEFL preparation program in senior high school. Therefore, this research aims to explore teachers' perceptions on the TOEFL preparation program for senior high school students and investigate the challenges as well as the strategies during teaching TOEFL for students. Perhaps, the result of this research would be a consideration for English teachers and school administrators to include TOEFL as an additional course for senior high school students to develop their English proficiency.

## B. Research Questions

1. How do English language teachers perceive TOEFL program for senior high school students?
2. What are the challenges faced by teachers during teaching TOEFL for senior high school students?
3. What are teachers' strategies to deal with the challenges in TOEFL preparation class in senior high school?

## C. Aims of Study

1. To explore English language teachers' perceptions about TOEFL preparation program for senior high school students.
2. To investigate the challenges faced by teachers during teaching TOEFL for senior high school students.
3. To find out teachers' strategies in coping with the challenges in TOEFL preparation class in senior high school.

## D. Significance of Study

The findings of this research are expected to be significant either practically or theoretically. Practically, this research is expected to be beneficial for English teachers in senior high school. The outcome of this research probably can be a consideration for English teachers to introduce TOEFL for the students by using attractive strategies. In addition, teachers may also anticipate the problems happen in the TOEFL class by referring to the information in this study. Besides, the result of this research is hoped to be a review for school administrator to include TOEFL as an additional course in senior high school. School administrator may add TOEFL program that is taught regularly every week and use this research as a reference to create a good TOEFL preparation class setting.

Theoretically, the findings from the current research will shed light on the literature of TOEFL introduction for senior high school. This research explores the teachers' point of view in running a TOEFL preparation class. Thus, the

researchers can do further study which is more relevant to this study to create a comprehensive picture of TOEFL preparation program in senior high school.

## E. Terminologies

### 1. English Language Teachers' Perceptions

English language teacher refers to the instructor who teaches English as a second language (ESL) or English as a foreign language (EFL). English language teachers usually contribute their perception on upgrading the teaching-learning process and school system. Agee (2000) states that an emphasis on educators' personalities and point of view is moderately new in instructive and hypothesis on education. Moreover, Godson (1992 as cited in Agee, 2000) believes that "understanding teachers' histories or lived experiences can help researchers better understand teacher practice." (p.5)

Norman (2002) states that perception is "a conscious awareness response to objects and events in the recipient's environment" (p.73). It means the perception refers to how human interprets their surrounding by their feeling and point of view. Furthermore, the perceptions gained from different individuals would generate various information. The brain must make an assumption about the real world. In addition, English language teachers' perceptions include the transmission of thoughts about teaching and learning. In this research, the researcher would like to focus on English language teachers' perceptions toward the TOEFL preparation program in senior high school.

## 2. TOEFL Preparation Program

TOEFL which stands for Test of English as a Foreign Language is a standardized test of English proficiency test for non-native speakers of English. It has been utilized to measure whether the test takers' English proficiency good or not. Warfield, Laribee & Geyer (2013) cited Mahmud (2013) state that TOEFL is a state-administered test which is universally acknowledged and regarded. Not only educational institutions but also exchange programs and work placement need the admission of a minimum TOEFL score as the evidence of participants' English proficiency.

Since TOEFL is an important thing nowadays, a lot of TOEFL preparation programs exist. TOEFL preparation program is a set of activities which has been designed to help individuals to develop the necessary skills required for TOEFL. In line with this, Masfufah (2006) also agrees that TOEFL preparation courses may assist students to increase their TOEFL score target. This program is intensive in nature and sistematically drills the students to have simultaneous practice on answering TOEFL test. In this research, the researcher constantly focused on TOEFL preparation program in senior high school.

# CHAPTER II

# LITERATURE REVIEW

In this chapter, the researcher provides literature review related to this research. This review covers several main concepts including English Test as a Foreign Language (TOEFL), rationale for a TOEFL preparation program and teaching TOEFL preparation.

## A. Concept of Perception

### 1. Definition of Perception

Human has cognitive ability to make assumption about this world. How human interpretes object, events or situation is called perception. Norman (2002) defines perception as "a conscious awareness response to objects and events in the recipient's environment" (p.73). In addition, Beirnstein & Nash (2008) states that perception is the process through which people take raw sensations from the environment and give them meaning using knowledge, experience, and understanding of the world. Perception is more than a passive process of absorbing and decoding incoming sensations. It sends only raw sensory information about a series of intersecting lines. Perception is so quick and familiar that it is difficult to appreciate the processes that allow you to turn sensory signals into your personal experience of reality. By shaping experience, perceptions influence thoughts, feelings, and actions. But before something can be perceived, it must be sensed. Based on the definition above, it can be concluded that the perception refers to how human interprets their surrounding by their feeling and point of view.

## 2. Theory of Perception

There are two basic theory of perception. The first is the bottom up theory which starts at the lowest sensory levels. The last is the top–down theory which starts by "feeling" sensory data on receptors.

### a. The Bottom-up Theory

The bottom-up theory can be handled in the human daily activities. At the point when the human watching an object, the tangible framework gathered the principle information of the object, for example, the horizontal and the vertical purposes of the object as the individual qualities of the article. The information will be associated with construct complex informations of that object as a distinguished article. It called information driven preparing observation (Demuth, 2013). The characteristics of bottom-up theory were the content and quality of the input of sensory which has a determinative role toward the final perception. In other word, the perception was driven by physical characteristics of stimulus.

Gibson (cited in Demuth, 2013) contributes his view of the bottom-up theory of perception. He states that the human perception was determined by the optical flows which defined as patterns of the environment light. He believed that humans can feel an object through their senses by their ability of touching and hearing. Every object that could be caught by the human eyes will form some perceptions based on the information obtained by the receptor system. The information could be the object form, size, texture, color, taste, etc.

**b. The Top-down Theory**

The key feature separating the top–down theories and the bottom–up theories is the participation of higher cognitive functions in the process of perception in the form of support of discrimination and interpretation of perceived contents. While top–down theories prefer directperception without participation of knowledge and previous experience, according to the theories of indirect perception, perception is possible only by means of mental representation, computation or creating a picture of a given reality. Sensory data must be organized and captured by cognitive apparatus and then interpreted on the basis of available knowledge (Demuth, 2013).

Gregory believed that perception is an act of approaching hypothesis formation and testing. The reason of the perception has a function as hypotheses are:

a. Perception generally allows behavior according to the characteristics of non-sense objects. For example, we respond to certain objects we have seen as the door even though we cannot see the whole part of the door when it was neither shut nor wide open.
b. It might be ambiguous. For example, the Necker cube can create two perceptions. It became unstable based on the cube the orientation which can suddenly change, or flip. The pattern might be different if we see across its side.
c. Objects that are impossible unlikely tend to be thought as possible. Hollow mask of a face is a good example. The masks are generally considered

normal, even when someone knows and feels the actual mask.

Unconsciously, we want to reconstruct the face as a necessity.

There are some theories which supported the top-down theory of perception. One of them is constructivist theory. In this theory, perception is an active process of extracting the sensory stimuli, their evaluations, interpretations and organizations from sensory stimuli. It is the final product of the simulation, knowledge, motivation, and emotion of the observer.

## B. Test of English as a Foreign Language (TOEFL)

### 1. Overview of TOEFL

TOEFL which stands for test of English as a Foreign Language is an examination which is broadly utilized to measure non-native speakers' English capabilities. Warfield, Laribee & Geyer (2013, as cited in Mahmud ( 2013) state that TOEFL is a state administered test which is universally acknowledged and regarded. The primary aim of TOEFL program is to provide extensive information about candidates' English capability in responding for university eligibility or work placement.

The TOEFL was first created in 1962 by the National Council on the Testing of English as a Foreign Language, gathering of instructors and government authorities for the reason to make an English-language evaluation for global understudies who wish to learn at colleges in the United States (ETS, 2005). In Indonesia, the TOEFL test is originally conducted by the English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like, a

TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is only used for internal usages to examine the students' English proficiency for education. (Mahmud, 2014).

Sharpe (2006) states that TOEFL is the most widely taken test to examine someone's English proficiency in many occasions. Not only for worldwide instructive establishments, but also non-educational organizations have utilized the specific score of TOEFL as a necessity for affirmation, enlistment and leave purposes (Sulistyo, 2009). Students who want to register on campus using English as instruction in daily activities, TOEFL becomes a necessity as one of the conditions (Heffernan, 2016). Then, to complete education in more than a thousand colleges and universities in the United States, Canada, Australia and worldwide, TOEFL is considered as an admission requirement (Sharpe, 2006). Moreover, Some scholarship committees like Fullbright, AMIDEAST and Latin American Scholarship Programs use TOEFL to indicate prospectives' English proficiency (Sharpe, 2006).

Despite academic purposes, TOEFL is also used in institutions such as government agencies and businesses (Sulistyo, 2009). Some offices either managed by the government or private have used TOEFL to measure English language skills of prospective applicants in the recruitment process and the staffs for a job promotion. Based on the functions of TOEFL above, it implies that many have relied on TOEFL as a dependable tool that can provide good evidence of someone's proficiency in English as a foreign language.

## 2. Types of TOEFL

There are many different types of TOEFL test administered around the world (Abboud & Hussein, 2011).

1. The Paper-Based TOEFL (PBT)
2. The Computer-Based TOEFL (CBT)
3. The Internet-Based TOEFL (IBT)
4. Institutional Testing Program(ITP)

Pertaining to many types of TOEFL, it can be explained thoroughly as follow:

### a. The Paper Based Test (PBT)

Paper-Based Test (PBT) TOEFL was introduced in 1976 with three subtests including listening, writing, and reading skills while structure (grammar) subtest was added in subsequent years ( Barnes, 2006 ). According to Sharpe (2007), PBT TOEFL has two functions. First, it is used to measure students' English proficiency and placement in an institution. Then, PBT also functions to supplement the internet-based TOEFL in areas where they do not support Internet-based testing. The total score of this type of TOEFL is based on scale 310-677 (Sharpe, 2007).

Paper-based test TOEFL contains three sec tions: listening comprehension, structure, and written expression and reading (Abboud & Hussein, 2011).

1) Listening Section

The examinees must listen to different types of recorded passages and answer multiple choice questions about the passages in this part. It functions to evaluate the examinees' ability to understand spoken English.

2) Structure and Written Expression

In this section, test-takers need to choose the correct answer to complete sentences and to identify grammatical errors in sentences. It uses to asses the examinees' ability to recognize grammatically correct English sentences.

3) Reading comprehension

The examinees must answer multiple choice questions concerning the ideas and the meaning of words in some reading passages. It uses to measure the examinees' ability to understand written English passages.

4) Test of Written English (TWE):

The examinees must write a certain essay on a given topic in only thirty minutes. It uses to evaluate the examinees' ability to write correct, organized and meaningful English essays.

The format of these four sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table:

*Table 2.1*

*The Paper-Based TOEFLTest (PBT) Format*

| Sections | Number of Items | Time |
|---|---|---|
| Listening: | | |
| Part A Questions about short conversations | 30 | |
| Part B Questions about longer conversations | 8 | 30-40 Minutes |
| Part C Questions about lectures or talks | 12 | |
| Total | 50 | |

| | | |
|---|---|---|
| Structure and Written Expression:<br>Completing sentences correctly<br>Identifying errors | 15<br>25 | 25 Minutes |
| Total | 40 | |
| Reading comprehension:<br>Questions about reading passages | 50 | |
| Total | 50 | |
| Test of Written English (TWE):<br>One essay, 250-300 words | | 30 Minutes |

***Source***: Gear & Robert (2002, as cited in Abboud & Hussein, 2011)

**b. Computer-Based Test (CBT)**

Barnes (2006) states that The Computer Based Test (CBT) was introduced in 1998, two phases after PBT and consisted of the previous TOEFL test design with some enhancements such as a computer-mediated format. CBT is a standardized test using computer as a tool to do the test which is offered as an official standard for language proficiency worldwide. The CBT is also called the official TOEFL. Abboud and Hussein (2011) state that CBT is adaptive test which means that CBT provides different questions for those who administered in the same time based on test-taker's level of proficiency

The Computer-based TOEFL comprises four sections: listening, structure, writing, and reading. The total score is based on a scale of 0-300 (Sharpe, 2009).

1) Listening

The examinees must listen to the passages on headphones as they see pictures on a computer screen and then answer various types of questions about the passages that they just heard. Listening section aims to examine their ability to understand spoken English.

2) Structure

In this section, examinees must look at sentences on a computer screen and choose the correct answer to complete sentences or identify errors in the sentences. In addition, structure test is given to demonstrate their ability to recognize grammatically correct English.

3) Reading

Examinees must read the passages on a computer screen and answer various types of questions about the ideas and meaning of words in the passages. This section demands the examinees to understand written English.

4) Writing

In this part, examinees must write an essay on a given topic, either on the computer or by hand. This section demands the examinees to produced, organized and meaningful English.

The format of these four sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table:

*Table 2.2*

*The Computer-Based TOEFLTest (CBT) Format*

| Listening: | Number of passages | Number of questions per passage | Total number of questions | Time |
|---|---|---|---|---|
| Short Dialogues Short Conversation<br>Lectures and Discussions | 11-17<br>2-3<br>4-6 | 1<br>2-3<br>3-6 | 30-59 | 40-60 Min |
| **Structure:** | - | Number of items | Total number of questions | Time |
| Completing sentences correctly<br>Identifying errors | - | 10-15<br>10-15 | 20-25 | 15-20 Min |
| **Reading Comprehension** | **Number of passages** | **Number of questions per passage** | **Total number of questions** | **Time** |
| | 4-5 | 10-12 | 44-55 | 70-90 Min |
| Writing | Number of essays | | | Time |
| | 1 | | | 30 Min |

***Source***: Gear & Robert (2002, as cited in Abboud & Hussein, 2011)

**c. Internet-Based Test (iBT)**

Barness (2006) states that TOEFL iBT differs from previous formats (PBT and CBT). It focuses on all four macro language skills (speaking, listening, reading and writing) and academic communication, and it is underpinned by an integrated approach. TOEFL iBT is the first TOEFL test to include a speaking section, in which structure (grammar) is assessed through speaking and writing sections rather than as a separate subtest. Although the TOEFL iBT shares a computer-mediated format with its predecessor the CBT, its introduction of a

semi-direct speaking sub-test requires test-takers to speak into a microphone attached to their headset so that a digital file can be recorded.

Further explanation on the four sections onf iBT is as follow:

1) Reading

In this section, examinees must read the passages on a computer screen and answer various types of questions about the ideas and meaning of words in the passages. This part tests examinees ability to understand reading passages like those in college textbooks.

2) Listening

The examinees must listen to different types of recorded which is typical of interactions and academic speech on college campuses and answer multiple choice questions about the passages. Listening section tests examinees ability to understand spoken English.

3) Speaking

In this part, examinees must deliver a monologue on a given topic in particular time. This section aims to measure examinees ability to communicate in English in academic field.

4) Writing

In this part, examinees must write an essay on a given topic. This section tests examinees ability to write an essay in English that similar to you would write in college courses.

The format of these sections, the number of questions for each of them, and the time which is allocated for each of them can be seen in the following table (Abboud & Husein, 2011 p.117)

*Table 2.3*

*The Internet-Based TOEFL Program (iBT) Format*

| Test Section | Number of Questions | Timing |
|---|---|---|
| Reading | 3-5 passages, 12-14 questions each | 60-100 Minutes |
| Listening | 4-6 lectures,6 questions each<br>2-3 conversations, 5 questions each | 60-90<br>Minutes |
| BREAK | | |
| Speaking | 6 tasks: 2 independent and 4 integrated | 20Minutes |
| Writing | 1 integrated task<br>1 independent task | 20Minutes<br>30Minutes |

***Source***: Gear & Robert (2002, as cited in Abboud & Hussein, 2011)

**d. Institutional Testing Program (ITP)**

In The Institutional Testing Program (2005) as cited in Abboud and Hussein (2011), it is clear that ITP Test which stands for The Institutional Testing Program was developed in 1965 and is still administered throughout the world. This type of TOEFL is utilized by many different institutions for a variety of purposes. In Indonesia particularly, TOEFL has been long to be one of the documents that must be provided to apply for the scholarship to continue higher education. Likewise, some scholarship providers for Indonesia such as Fullbright, Australian Development Scholarships and Japanese Government Monbukagakusho

scholarships Foundation still use and accept TOEFL ITP scores to get the applicant's English report as part of the further placement tests to win the scholarships. (Taufiq, Santoso & Fediyanto, 2008). In addition, TOEFL ITP scores cannot be used for university admission.

ITP TOEFL comprises three sections: listening, structure and written expression and reading.

1) Listening Section

The examinees must listen to different types of recorded and answer multiple choice questions about the passages in this part. It uses to evaluate the examinees' ability to understand English as it is spoken in North America.

2) Structure and Written Expression

In this section, test-takers need to choose the correct answer to complete sentences and to identify grammatical errors in sentences. It uses to evaluate the examinees' ability to recognize language that is appropriate for standard written English.

3) Reading comprehension

The examinees must answer multiple choice questions concerning the ideas and the meaning of words in some reading passages. It uses to evaluate the examinees' ability understand the passages.

The format of these sections, the number of questions for each of them, and the time which is given for each of them can be seen in the following table:

*Table 2.4*
*The Institusional testing Program (ITP) TOEFL format*

| Section | Number of Items | Time |
|---|---|---|
| Listening:<br>Part A Questions about short conversations<br>Part B Questions about longer conversations PartC Questions about lecturesor talks<br>Total | <br>30<br>7<br>13<br>50 | 30-40 Minutes |
| Structure and Written Expressions: Completing sentences correctly Identifying errors<br>Total | 15<br>25<br>40 | 25 Minutes |
| Reading comprehension: Questions about reading passages<br>Total | 50<br>50 | 55 Minutes |

***Source***: Gear & Robert (2002, as cited in Abboud & Hussein, 2011)

## C. Rationale for a TOEFL Preparation Program

With the ever-increasing importance of TOEFL tests for non-native speakers, as decisive gateways to better education opportunities and obtaining survival skills in the countries where English is spoken as the first language, getting focused preparation for these instrumental test has increasingly become a vital requirement. Every student needs to take the TOEFL nowadays because of various reasons. However, many of them are still difficult in answering each section. Based on the study conducted by Mahmud (2014), the results showed that the students have problems in answering TOEFL due to some factors; fewer basic skills of knowledge, less practice, less motivation, and students individual differences.

To get success in completing the TOEFL test, Saifuddin (2006) as cited in Antoni (2014) proposes that it is important to be well prepared for the test. TOEFL preparation can be done individually by preparing material and studying independently or participating in a special program provided by the university, school or certain institutions which is directed by a competent TOEFL instructor. The purpose of TOEFL preparation is to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed. In line with this, Masfufah (2018) also agreed that TOEFL preparation courses may assist students to increase their TOEFL score target.

Ma and Cheng (2015) conducted a study about Chinese students' perceptions towards the value of the TOEFL Preparation in a Canadian university. The study revealed three things. The first, the quality was on the teachers, instruction, and the instructional content. The second, there were benefits in efficiency and reorientation on the TOEFL and English development. The third, there was engagement and effective achievement in learning communities and sources of motivation. Antoni (2014) also states that a good preparation refers to some cases such as what the test is like and what kind of strategies are used.

The learning outcomes of the TOEFL program depending on the individual efforts. According to Purwanto (1996, as cited in Dewi, Dana & Suprato, 2015), achieved learning outcomes of students are affected by the internal and external factors of the learners. The internal factors are physiological factors that consist of the physical condition and the condition of the five senses, and the psychological factors consist of talents, interests, intelligence, motivation,

and cognitive abilities. The outer components are of both natural and social condition, and instrumental comprising of educational plan/instructional materials, educators, faccilities, just as regulatory/Information System.

Another study by Dewi, Darna, and Suprapto (2015), which involved 121 BINUS students has proven that TOEFL treatment class gives a positive impact for the students. The result showed that after taking one year of TOEFL treatment class, students' TOEFL score increased significantly. The average of pretest scores was 439.34 while the average of the final test scores was 506.6.

## D. Teaching TOEFL Preparation

The idea of instructing which depicts a social procedure suggests that the particular utilization of information, aptitudes, and credits intended to give exceptional help to meet the instructive needs of the individual and of society. (The Alberta Teaching Association, 2012, as cited in Ciascai & Vlad, 2014). To reach the expectation of teaching TOEFL, teachers need to concern on some points. They are knowing the students, setting teaching material, preparing students for the exams, organizing diagnostic exams as well as class size, students responsibility and motivation (Global TESOL College Corp, 2005)

### 1. Knowing The Students

The first challenge faced by the teacher in teaching TOEFL is knowing the students. Students who take TOEFL have different purposes such as to apply in a small business college or graduate program particular institution . As they have different backgrounds and levels of abilities, the proficiency expectations may

vary considerably. To reach students' individual goals, the teachers need to interview them and assess them to determine their needs, expectations and proficiency levels before the teachers decide the next step of teaching.

**2. Selecting Teaching Materials**

There are a lot of TOEFL preparation books developed by ESL companies such as Delta, Longman, Cambridge and others. Those books are systematically ordered and focused on every skill tested in TOEFL: listening, reading, structure, and writing.

Materials can be collected as realia and developed by creative teachers or purchased pre-made by major education companies. To create reading exercise for example, the teacher may use excerpts from journals and textbooks. Furthermore, teachers may use television, news broadcast, information programming, and others to represent the material in the listening section. The structure of a grammar exam reflects the standard type of grammar students should be comfortable with the academic scenario. Thus, general workbooks and self-made worksheets may be useful as material.

**3. Preparing Students for The Exams**

Another challenge in teaching TOEFL is how the teachers prepare the students to be ready for the exam qualifications. The teacher must consider several issues to reach this aim: keeping their classes interesting, creating and following syllabuses, managing the time constraints, attempting to cover important materials for exams and assessing students proficiency and levels.

One way to asses the students' proficiency is by using questionnaires that accommodates the needs of the students. The students are asked about their score target, their strengths and weaknesses and also their suggestion of learning style in the classroom. When the teachers use diagnostic exam and questionnaires, the teacher must be clear to set the role of teacher and students in the classroom.

**4. Class size, Motivation, and Responsibility**

The size of the class has a serious impact on the teaching process. A class of fifty students needs to use a different approach than a class of ten. Teacher goal regardless of class size is to empower students with self-correction and self-motivation.

There are some different students who have various strengths and weaknesses in the classroom. To accommodate this, the teacher needs to be a facilitator in the classroom and encourage the students to take responsibility for themselves like creating their own grammatical strengths and weaknesses lists.

On the other hand, students in the classroom have a different motivation for taking the test. Some of them just take the test for fun while others are fighting seriously to reach a particular score. The students who focused on the target may have a higher motivation to learn. Class time management must be organized to meet the needs of different students.

Transferring the powers may ease the burden of the performance of the teacher. The teacher could encourage the students to create their own goals and keeping track of their own progress toward their goals.

To anticipate the challenge in the class which has a multi-ethnic classroom, in which the students will speak boldly and suggest on how the class should be taught, the teachers need to present the syllabus an the beginning of the class and the method used in the particular topics.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter provides an explanation on aspects related to research methodology which covers some points including research design, research participants, technique of data collection, and technique of data analysis.

## A. Research Design

The approach used to conduct this research was qualitative descriptive design because the researcher attempted to explore teachers' perceptions on the TOEFL preparation program in senior high school. Mohajan (2018) defines that "qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals" (p.2). According to Malik (2013), subjective research surely does not represent a bound arrangement of methods or ways of thinking, and undoubtedly has become out of a wide scope of scholarly and disciplinary customs. Gass (2005) states that the term qualitative research is associated with a range of different methods, perspective, and approaches. The qualitative design allows the participants to share their perceptions in a descriptive narrative of this study. Thus, it is the most suitable approach for this research.

## B. Research Participants

In this study, researcher decided to use purposive sampling because the researcher can choose the participants on purpose. Moreover, Bradshaw, Atkinson and Doody, (2017) declare that purposive sampling gives the advantage of facilitating the selection of participants whose qualities or experiences are required for the study.

The participants for this study were six English teachers who have been teaching TOEFL in MAN 1 Model Banda Aceh, SMAN Modal Bangsa and Oemar Diyan Islamic Boarding School. They were chosen because of their background in teaching TOEFL. Thus, they would deliver their perceptions in detail based on their exact experiences.

In this research, researcher firstly submitted the research information sheet to some teachers who have taught TOEFL in some schools above and asked for their approval to be participants in this study. After they confirmed, researcher contacted the participants to ensure their willingness, readiness, place and time to do interview.

Before starting the interview, researcher firstly conveyed brief information to participants about background of study, the purposes of study, significance of study, research procedure and participants' protection of confidentiality. Participants were also asked their permission to record the whole interview process using voice recorder. Then, researcher interviewed all participants from the schools above which are two teachers per school to answer some questions

about their perceptions of TOEFL preparation program in senior high school and their challenges as well as strategies in teaching TOEFL.

## C. Data Collection Techniques

The data of this research were collected by using an interview. Kajornboon (2005) states that "Interview is a way for participants to get involved and talk about their views and discuss their perceptions and interpretation in regards to a given situation" (p.2). To answer the research questions of this study, researcher applied the unstructured interview. The unstructured interview aims to open the researcher to unexpected topics and to support the person in question to build up a superior comprehension of the interviewees' points of view (Zhang & Wildemuth, 2009). In the process of collecting data, researcher had conversations with the interviewees and then the questions emerged depended on their narration. Therefore, the data got from different participants had different patterns.

The researcher conducted face to face in-depth interview which is ended for 50 minutes. Boyce and Neale (2006) states that "in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation" (p. 3). This means that the number of respondents is not a big problem as long as they convey their perceptions in detail.

The questions asked in the interview were varied. They were about their background in teaching English, the extent to which they familiar with TOEFL, their perceptions and expectations of the TOEFL preparation program in senior

high school, the challenges and the strategies in teaching TOEFL for senior high school students.

During the interview, researchers used a voice recorder to record the entire interview. Furthermore, note-taking was also employed in this interview to highlight some important points. Both recording and note-taking functioned to help the researcher to achieve accuracy in the transcription process.

## D. Technique of Data Analysis

Data analysis is a systematic process to help the researcher understand the data. Barbara (2004) states that analysis is the process of understanding the data by reducing the amount of data collected. The data analysis should be done as soon as possible after the data have been collected even though the researcher is still in the field or no longer in that place.

In this research, the data of the interview were analyzed by using coding technique. Saldana (2015) states that "a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence capturing and/or evocative attribute for a portion of language-based on visual data" (p. 4). It allows the data to be managed and controlled by researcher when doing a case study and grounded theory.

There are three phases of coding carried out to analyze the data of the interview. They are open coding, axial coding, and selective coding. Open coding is the process of breaking down the data into separate units of meaning (Goulding, 1999, as cited in Moghaddam, 2006). The main purpose of open coding is to

conceptualize and label the data. Open coding started the process of categorizing many individual phenomena. Separately categorized the concepts are clustered around a related theme to structure more abstract categories (Brown et.al, 2003 as cited in Moghaddam, 2006). The data of in-depth interview mostly need higher understanding to focus conceptually on a particular problem. Researchers decided to employ open coding to analyze the data because the results obtained from interviews for 50 minutes were still many and messy. Therefore, simplifying using open coding was the first phase to extract the results of interviews so that they are easier to be understood and interpreted. The second and third phases in this study involve axial and selective coding. Axial coding categories are related to their subcategories to form more precise and complete explanations and selective coding categories are organized around a central explanatory concept until an analytical process allows the theory to emerge (Strauss & Corbin, 1998, as cited in Blair, 2015).

The first step to do in analyzing the data was reviewing the audiotape from the interview and transferring into word document transcript. Next, the whole transcript was read and reflected to get more understanding of what participants said. Then, analyzing and coding processes based on some themes had been implemented before it was interpreted narratively in the end.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about English language teachers' perceptions on TOEFL preparation class in senior high school. The findings displayed are based on the data obtained from the interview and organized based on the themes and significance of the research questions. The findings are explained descriptively and also followed by a discussion to support the explanation.

## A. Findings

The result of this research is based on the data from the interview. The participants of the interviews were six English teachers who have been teaching TOEFL in three different senior high schools. The interviews were conducted from May, 29th to June, 21th. The participants responded to several questions that led to their perceptions and experiences in administering the TOEFL preparation class. The six participants were marked as teacher 1, teacher 2, teacher 3, teacher 4, teacher 5 and teacher 6.

In this research, a coding investigation was implemented to extract the information from the participants' responses. This affirmed the appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes. After going through some processes, the researcher gained several findings which composed into three main points based on the research questions. The points are; teachers'

perceptions of the TOEFL program for senior high school, their challenges and their strategies in the TOEFL preparation class. The first point consists of the importance of TOEFL for senior high school students, the differences in teaching TOEFL for senior high school and general students and teachers' expectations on TOEFL preparation classroom format. The second point comprises students' different language proficiency, students lack of vocabulary mastery, students' fatigue, students' passive attitude, and class size. The last point covers the teachers' strategies in teaching which are classified into three parts including pre-teaching, while-teaching and post-teaching. The results are as discussed below.

**1. English Language Teachers' Perceptions on TOEFL Preparation Program**

The first analysis is focused on teachers' responses to TOEFL Preparation Program in senior high school. There are several aspects of perceptions to be concerned such as the importance of TOEFL for senior high school, the differences of teaching TOEFL for senior high school and general students and teachers' expectations of TOEFL preparation classroom format.

**a. The Importance of TOEFL for Senior High School Students**

The first is pointed out the reasons why TOEFL is important to be introduced for senior high school students. All participants reacted variously to the questions which led to this concept. The researcher found that all teachers agreed on the same opinion that TOEFL is important to be introduced for senior

high school students. They believed that the introduction to TOEFL may give students benefits either on academic purposes nor specific purposes.

**1) Requirement for Applying Academic Programs**

In academic purposes, all participants declared that TOEFL is needed in pursuing their higher education or applying for some programs like international summit, conference or exchange program. They mentioned that by having certain score of TOEFL, students' opportunity to participate in those programs opens wider because one of the requirements has been completed. Teacher 2 explained that :

> *"TOEFL is important. There are also a lot of opportunities like YES-exchange to America , they dont know and I told them. This is the opportunity that you may apply and they of course need TOEFL and you have to learn TOEFL. There are also the other opportunities that require TOEFL, i told them for the 3rd grader, i told them my experience in university, they are going to be in university, you really need TOEFL most of especially the schollarship sponsor they always require TOEFL, if you don't have TOEFL, ya, you're going to survive in university but you just going to be so so. To be excellent then you need this, so it's your choice."*

In addition, teacher 5 also added the function of TOEFL as a requirement to finish undergraduate program in local university. Certain score of TOEFL must be obtained as a requisite for final thesis exam. She said:

> *"I think it is really important. For those who really wants to continue their higher education they will know that TOEFL certificate with a certain score is required for their final thesis exam, i make them to relize that they need TOEFL one day. It's good to make the alert right now. They can prepare themselves with the basic English and then memorizing alot of vocabularies. It's really helpful."*

According to the result above, it shows that TOEFL played an essential role to open more opportunities for the students to pursue their higher education. Based on the responses, researcher can interpret that TOEFL is considered important as a preparation for students to face the future, which of course requires a TOEFL to continue their education at universities both domestically and abroad, register scholarship programs and apply student exchanges. In line with this, Sharpe (2006) stated that to complete education in more than a thousand colleges and universities in the world, TOEFL is considered as a requirement. He also added that some scholarship committees like Fullbright, AMIDEAST and Latin American Scholarship Programs use TOEFL to indicate prospectives' English proficiency. Therefore, teaching TOEFL for senior high school students was good to support their brighter future.

**2) Requirement for Job Recruitment and Job Promotion**

Besides for academic purposes, TOEFL is also needed in specific purposes, such as in work. In the field of work, an office or company is also recruiting people who are competent in English. To see English language qualification, TOEFL is the reference. In line with this, teacher 2 said:

> *"By getting the certificate of TOEFL, we're easy to get a job, and we can continue the study. Even, if we want to get higher levels of our position in working. Because TOEFL is one of standard, if you get higher, you'll get the higher position."*

According to the result, it shows that teacher also concerns about their carrier. The teacher sees the function of TOEFL as indicator of language standard in an office or a company. Therefore, teacher supported TOEFL to be taught in senior high school to prepare their better future in getting job.

**b. The Differences of Teaching TOEFL for High school Students and College Students**

In spite of teaching TOEFL in senior high school, all participants also taught TOEFL for university and general students. In teaching TOEFL for both levels of the students, the teachers got some differences. They are familiarity to the TOEFL and the purpose of learning TOEFL. In this case, age is not included in the points of the discussion because participants assumed that age did not influence your capacity in mastering TOEFL. Yet, how long you have been learning TOEFL affected it too much.

**1) Low vs High Exposure to TOEFL**

In some senior high schools in Aceh, TOEFL is still something new. The students perhaps have ever heard about the term although they do not know what exactly TOEFL is. It is like the response from teacher 1:

> *"I think the difference is that in high school, some of them are so new like they dont know about TOEFL, they haven't got any information about TOEFL . Some of them have good English, some are not. But, in university, most of them understand TOEFL. It makes me easy to teach in fast way, but in high school you have to slow down, you can't teach so fast for students who havent got any information of TOEFL."*

In addition, teacher 3 also said:

> *" It's completely differents for all the levels, for example when I teach in senior high school for the 1st grade, they really anthusiastic but they don't have basic knowledge. So, you have to give them very low basic knowledge of TOEFL for them like the pattern. You have to explain what is TOEFL, what is the function, how many questions, how many minutes. So, they aware that what is the TOEFL.*

Based on the statement above, it is clearly highlighted that high school students do not have background knowledge of TOEFL since TOEFL is a new thing for them. Therefore, teachers have to start teaching them from very basic knowledge of TOEFL while for university and general students, teachers can directly explain the main material of every section in TOEFL and the strategies to pass the test.

**2) School Demand vs Personal Desire**

Another difference is their purpose. University and general students have been familiar with TOEFL and they take TOEFL preparation class with the purposes like to complete graduation requirement, apply magister program and so on. However, the students of senior high school are still new and just taking TOEFL program because it is the program from school and they are obliged to take apart. In this case, teacher 4 mentioned :

> *"It's totally different. For general people and college students, they take TOEFL because of specific purpose. But for senior high school, it's like a program. So, besides they have their own favorite subjects beside English. So, when students are directed to take TOEFL test and TOEFL treatment they feel like it's not my choice but it's like one of the school program. So, it's very different, because they have different goals and different kind of favorite lesson. So, it's depend on to the students.*

In addition, teacher 6 also declared that:

> *"It's easier for me to teach university students has more motivation than school students because university students have good ground knowledge about what TOEFL is. In next planning what TOEFL for, university students are more understand meanwhile the high school students only follow the regulation that their high school that they have to take the TOEFL course. So, the motivation is quite different but in teaching them I think there's no significant different.*

Based on the statement above, the high school students merely learnt TOEFL because it is the demand from school and not because of their own willingness. They did not have purpose why they need to take TOEFL. Meanwhile, university and general students have clear purposes in taking TOEFL preparation class and it affects their motivation in learning TOEFL. Thus, to increase students motivation in learning, teacher needs to explain them the function of TOEFL by using attractive strategies and make the students to have perspective that TOEFL is important for their future.

**c. Teachers' Expectations toward TOEFL Preparation Classroom Format**

Regarding the TOEFL introduction for high school students, all participants expected that TOEFL preparation classes are avalaible in all senior senior high schools. In designing this program, there are some points need to be concerned.

**1) When TOEFL can be taught?**

Based on the responses in the interviews, all teachers expected that TOEFL can be taught as soon as possible as the preparation for students future. Most of teachers assumed that, TOEFL is suitable to be taught in senior high school in the first grade. Teachers 2 explained that :

> *"Hopefully TOEFL can be taught in the beginning, in the first year. If they want to continue their study not only in Indonesia, it's very good because they have already got the certificate. Unless, they will get confused how to do with the TOEFL because learning TOEFL takes time."*

According to the statement above, It can be inferred that learning TOEFL can be started in the first grade in high school. Thus, they have enough time to understand TOEFL. Because, learning the TOEFL is not only understand the material but also about how long you have practiced it. The process will not lie.

In addition, teacher 3 responded differently :

> *"I think when you are in the elementary school. I think everyone need to learn not TOEFL but english. But, since many-many institutions require TOEFL certificate, then we have to take TOEFL or IELTS like my friends in thailand, they have to teach IELTS for elementary students. See, another country they teach IELTS for elementary students. And we teach TOEFL for senior high school students. It's not about the time but how we find a good teacher to provide good basic, if they have good basic and motivation i think it will works."*

Teacher 3 considered that it is better to teach TOEFL as soon as possible even for elementary students. It certainly the basic one. However, they needed to find good teachers to make elementary students understand.

**2) How the program will be set ?**

1) Class and the levels

Most teachers hoped that a TOEFL preparation class contains of ten to fifteen students which have the same level of proficiency. Teacher 1 stated:

> *"And design the class with only 15 students, better 10 I think. 10 students is more effective"*

To select the students, the school needs to give the students pretest. Then, they will be classified into three levels like teacher 1 also added:

> *"I would say for TOEFL you have to divide into 3 different levels, introduction to TOEFL, medium TOEFL, and the real TOEFL. So*

*introduction of TOEFL is from 370-400. The medium is for the one who has 400-450, and good TOEFL, I mean for the highest one is for the one who has 450-500. Because when you teach the one who already have 450, and the one with 390, So there's a gap."*

In addition, teacher 3 said:

*"If you choose the right level for each different classes it's oke, but if you just pick up randomly it's not okay."*

According to the statements, categorizing the students based on their levels makes teachers easier to teach and select the materials. Therefore, the discrepancy like the different levels of proficiency will not appear in the classroom. Thus, the teacher can treat all the students using the same way. This aspects perhaps support the program to help students better in achieving the goal.

2) Separating the TOEFL Program with English Lesson

TOEFL program is merely administered in several senior high schools in Banda Aceh. All participants hoped that all senior high school will have TOEFL program someday. However, how the program will be operated becomes the matter. Teacher 5 said.

*"I think, for Indonesia, it's not a good approach if we teach English subject combined with TOEFL because it's really different. I have taught english in SMA N 2 Banda Aceh. They need to learn english material for senior high school first because they will need knowlege for national exam. But, besides, I recommend the school to start introducing the TOEFL because they need this. I dont think that must be combined. But i think it must be learnt.*

It can be concluded that TOEFL introduction in high school must be taught separately from English lesson because it is very different. English is the knowledge, while TOEFL is the test. Some teachers agreed to insert some

materials of TOEFL in English lesson sometimes such as providing TOEFL reading text like teacher 2 explained:

> *"You should divided, TOEFL is not like English in the school but for some reading for TOEFL, it should be added in English academic in the morning. Because in the school, they learn more reading. So, why dont they put TOEFL reading. Of course the reading in school is very easy about the school about holiday. But sometimes when they jump into the TOEFL they feel different, they feel shocked. But when they read school's reading, its easy. They can recognize it. But when they jump into the TOEFL, they feel like TOEFL is the monster. Please combine it."*

However, to gain more focus, it is better to make TOEFL preparation as additional class in the different time.

**2. The Challenges in Teaching TOEFL**

Most of the participants are professional TOEFL insructors in some institutions. Nevertheless, teaching TOEFL for senior high school students are new for them. They agreed that there are a lot of challenges they have faced during teaching TOEFL in preparation class at school. According to the responses of the teachers, there are some obstacles they face during teaching TOEFL such as students' different language proficiency, students' lack of vocabulary mastery, students' fatigue, students' passive attitude and class size.

**a. Students' Different Language Proficiency**

In teaching TOEFL, the teacher must prepare a strategy which can reach the whole students. However, the different language level of the students might be an obstacle faced by the teacher in the classroom, because it is hard to cover the comprehension for all the students who have different aptitude. Teacher 1 stated:

> *"The challenges is like I told you. It is like a mixed-level. It's hard to teach the students with mixed-level class. Because you have to focus on certain things with the short amount of time like one and half an hour."*

Furthermore, teacher 2 also mentioned the same thing:

> *"The challenges is the gap, the different levels like I mention before, some are very good, some are medium and some are very low. So, at very first teaching, I did wrong, what I did is; who want to answer the questions, if you say that, and the smart one will keep going answer the question , and it's not good for the mental of the low skill students. So, at that time I could not make everyone participate in."*

According to the responses above, researcher can conclude that the mixed-ability class may cause the unbalanced circumstance in the TOEFL preparation class. The teachers need to think more to face the students which have different language skills. Some of them are easier to be taught while the rest need more explanation to comprehend the material. However, this may cause discrepancy in the classroom. The students with better language skills will be more active than the poor students like teacher 2 said. In addition, teachers felt overwhelmed by delivering the material to students. When the lower students did not understand, the teacher might repeat the explanation, but at the same time the students with good language skill felt bored. Concequently, this problem made teaching and learning process not effective.

**b. Students Lack of Vocabulary Mastery**

Vocabulary is the most basic thing in learning English. Unluckily, in learning TOEFL, there are some students who still have to struggle with basic vocabulary and basic stuffs in English like tenses. This kinds of situation impede teachers in teaching TOEFL. It can be seen from the statement of teacher 3:

> *"Lack of vocabulary, it's very challenging. And also lack of understandable of basic stuffs like tenses and to be. It's for elementary school but they dont know it and i should repeat it. English is not your language. So, when you dont understand it, it's okay. But if you dont know a simple word, it's hard. If the students dont really know the words, there's no medicine right. If they dont know about the structure, I can explain it. But if they dont know about the meaning, there's no medicine."*

According to the statements above, the teachers felt very challenging to deal with the students with lack of vocabulary. It is okay if they do not understand the structure, the teachers can explain it. However, if they do not have enough vocabulary, it will be a matter in learning TOEFL. In the learning process, they just focus on translating not the strategies used to answer TOEFL test. For this reason, the students with lack of vocabulary mastery is very hard to understand the next step of TOEFL.

**c. Students' Fatigue**

Most of TOEFL preparation classes in high school were set in the afternoon, in which the students have felt exhausted with all activities they have done since morning. Thus, they do not have more energy to fully pay attention to the teacher in the classroom. In this case, teacher 3 explained that:

> *"Maybe because it is additional class in the afternoon, can you imagine they have already learnt from 7.30-4.00 and they have got alot. So, some of them were sleepy, and then when I give them NAS video, they got very excited and then when I give the paper they got sleepy and only some of the students work with the papers."*

Because TOEFL class is an additional class in the afternoon in which the time is not appropriate to learn TOEFL, student cannot focus in the classroom

because they have spent a lot of energy since morning. Therefore, in TOEFL class, some of them were sleepy and did not work with the papers.

**d. Students' Passive Attitude**

Students' attitude influences teacher in teaching. Their responses in the classroom determine what teachers do next. For some teachers, students' attitude like being silent or anxious become the obstacles in teaching TOEFL like teacher 5 said that:

> *"Sometimes they keep silent because they are shy, dont brave to talk even they are smart. Sometimes they are smart but because .., i dont know, maybe it's the characteristic of boarding school, i dont know. Sometimes they are afraid to talk or say something in the class."*

Based on the statement above, students' attitude in the classroom may be the challenges for some teachers. Their attitude toward learning TOEFL can be assessed as their responses. Their silence in the classroom sometimes made teachers confused because they only wondered whether the students understand or not, whether they like the class or even it is their character. Consequently, the teaching learning process did not work effectively.

**e. Class Size**

Another challenge has emerged because of the setting of TOEFL program. In some schools, there are big number of students in one class and it is not ideal to teach TOEFL. Accordingly, teachers felt difficult to accomodate all of them in classroom. Teacher 1 mentioned that:

> *"But in high school, they sometimes put 20 students. It's not effective i think especially for TOEFL. Because TOEFL needs in-depth understanding. It means that if you have 10 students each of them can*

*ask the questions. We have enough time. But if they have 15 or 20 students, it's not effective, lack of time won't help you, especially in TOEFL.*

While a teacher in a different school declared the same opinion. Teacher 2 said:

*"Because I teach 35 students like it's very hard and the level is very different."*

As a result, all teachers considered that a big number of students in one class made them hard to cover all the material for them. In addition, they do not have enough time to answer all students' questions and discuss about students' difficulties in learning and answering TOEFL. Consequently, not al students can understand the material.

### 3. Teachers' Strategies to Deal with Challenges in TOEFL Preparation Class

In the process of teaching, there are some strategies employed by the teachers to accomodate all the students in the classroom. Moreover, some were implemented to ease teachers in delivering the material and coping with the challenges they have faced in teaching TOEFL in high school. The strategies were categorized based on the steps in teaching. They are pre-teaching, while-teaching and post-teaching.

**a. Pre-teaching**

**1) Assesing Students' Language Proficiency through Pretest**

In teaching TOEFL, teachers need to know the background of knowledge on how great students work with TOEFL. Administering the pretest is the first step in teaching TOEFL to understand their English proficiency. Teacher 3 said:

> *"So, I give them pretest and I ask them the reason why they answer this and they answered because of my insting. No, you need the strong reasons. that's why they also need the strong background,. So, I teach them the skills as well."*

For the other reason, teacher 6 mentioned:

> *"First, we have pretest to motivate them to make them alert that some of them haven't taken TOEFL test before. So, we stimulate them with the pretest."*

From the statements above, it can be concluded that the teachers conducted the pretest to recognize students language proficiency. It is functioned to determine the materials that will be used for the students. Moreover, giving pretest also functioned to boost their motivation in which, they have known their ability after the simulation.

**2) Providing Basic Knowledge of TOEFL**

TOEFL is something new for high school students. Most of them do not have clear information what TOEFL for. Therefore, in the beginning of the program, teacher needs to explain the overview of TOEFL to make them motivated to learn TOEFL. Teacher 2 explained:

*"And the second one, I will tell them about the functions of TOEFL, my experience when I went to Japan, South East Asia, and I tell them this and this and the key is TOEFL. I try to give them my experience in order to give them motivation, because why, having no motivation, they're not gonna study."*

In addition, teacher 5 also added:

*"They have known the TOEFL, but they have never payed attention on TOEFL. They just have heard and tested of TOEFL, but they do not know what the function of TOEFL. So, first, when I came to the class, I will teach them what is TOEFL, what is the function, and why do you need to take TOEFL test. Because it's important i think. They need to know and recognize first, after that they can follow the rules comfortably."*

The teachers explanation about the characterictics of TOEFL aimed to make students motivated to study TOEFL. The exact examples like experience were added to make them recognize the TOEFL

**3) Selecting the Appropriate Material**

Not all TOEFL books can be the source of learning for high school students. Sometimes it s fitted with college and general students but not for senior high school level. The chosen of material must be suitable with the level of students. The selection of material will help students very much in accomodating their language levels. In line with this, teacher 3 said:

*"And the third, select the easiest material. That's why I have so many resources. I never take the resource from Longman, it's very hard, very advanced and academic. Eventhough sometimes i take the example of structures or excercise from longman but my material I take from the other books to support teaching learning. I arranged them by my self, i select the materials".*

Some teachers compiled some materials from different books, Barrons' and Longman TOEFL. They provide the theory and the excercise. In addition teacher 1 said that:

> *"We have special book that I design by my self. It's a combination of some materials like Longman and Barrons' TOEFL. I put them in a good binding and give it to them. Anytime they study in the class, they can study the theory and practice it. At home they can practice it by themselves bu if they dont understand it they can ask the question in the next meeting. If they already understand the lesson, we go to the next chapter."*

Both of teachers considered the levels of students before designing material. There is no definitive books which suitable for high school students. The appropriate was assesed by the teachers who took control of the classroom.

**b. While-teaching**

**1) Making Transition in Delivering Material**

TOEFL is very academic and more complicated compared to English lesson in senior high school. In teaching TOEFL, teacher cannot directly jump into the main lesson. It can make students overwhelmed to absorb the lesson. Thus, to make students easier to understand the material, teacher make a transition. They explained the basic rules of TOEFL slowly first then move to the main lesson like teacher 1 responded:

> *"The problem because they only have one class then. Sometimes, we only explain very simple rule, like in 10 or 15 minutes before we study TOEFL. So, let them know the basic rule, especially for those who don't understand the rule yet, then make the pattern, make them used to the role and the pattern. Make them understand the rule, and then the next one hour to tell them the TOEFL. So, you don't jump directly to the TOEFL. You can make certain thing, I call it transition."*

From the statement above, it can be seen that teacher explain the material step by step. They gave the basic rule first to make the students have the picture on their brain. After that, they can move to more complicated material in TOEFL. This way helps students little by little to understand and absorb the information from the teacher. Consequently, the material can be sticked longer in their brain.

**2) Associating the Material to the First Language**

Before answering the questions in the test, TOEFL instructor usually explains the material first. To make the whole students comprehend the pattern, the strategy of some teachers is relating the material to the first language. It can be seen from the satement of teacher 1:

> *"Actually the strategy for me is to connect first language and the second language. Maybe in English you understand certain things but not for the whole, but when you connect it to your Bahasa and the students can make it easily and they could understand the skills of the TOEFL or recognize the pattern".*

It can be concluded that, the teachers tried to make an analogy of some patterns in TOEFL material to patterns in Bahasa. It certainly eased the students to understand and recognize the material because they have been familiar with the pattern in their first language. In addition, teacher 6 also did the same thing. She relates the material in listening section to Bahasa. Furthermore, she makes the simulation of questions and examples in Bahasa to make students keep in mind that listening is not only listen to the information but understand the information in context. Teacher 6 stated that:

*"Listening is the first section of the test and it has 3 sections and I explain about that and what you have to do in part A, B and C, the differences between them and I will explain in Bahasa also i'll make the example in bahasa, the questions in Bahasa, to make them understand that listening TOEFL is really implied information. What you hear is not exactly the answer, so we have to understand first."*

**3) Assigning Pair Activity and Group Discussion**

Almost all participants agreed that work in group and in pair is the best way to deal with students who have different level of language proficiency. Some of them believed that working collaboratively in group and pair can make them blend and help the students with lack of proficiency. In line with this, teacher 3 mentioned:

*"I give them the time, so after i give them the time they have to take a look at your test and you can also discuss with your friends and i'm gonna ask you one by one, answer the question and give me the reasons but of course i give them free time to chat with their friends to ask their friend to teach them. So, i could see like everyone blends, like the level is different but the low students try to approach the medium one, and the medium tried to approach the expert one. They discuss a lot in group and i see by working like that they start to gain confidence. I also set groups time by time, almost of the time, I did pair or group because I know TOEFL is hard for them and they have to have their friends or the other that they can discuss with."*

Moreover, teacher 4 also said :

*"Because they have different level of english ability. So, in the learning, I ask to do the excercise by themselves first then for the students who have higher English ability, I ask them to share to their friends. So, they have to explain to their friends. It seems like co-teacher. So, i am a teacher but i have co-teacher in the classroom."*

From the statements above, it can be highlighted that giving students the opportunity to work collaboratively in pair and group helped students who have poor English proficiency. In addition, it also assisted the teacher to make the whole students in the classroom to understand the material. At the sametime, the

smarter students can act as the teachers also the friends. In this kind of situation, the role of the teacher is facilitating the students to blend in the classroom. Consequently, by implementing this strategy in the classroom, it easily can accomodate all students to understand the material.

**4) Enhancing Vocabulary through Creating Personal Glossary**

Students' lack of vocabulary mastery become one of the things that impedes the teacher in delivering the material. Instead the teacher explain the material, they just translate it for the students. To deal with this obstacle, some teachers agreed to enrich students vocabulary by asking students' to write all new words they find in their books. They believed that, by writing the words it can make them sticked unconsiously in students' brain like teacher 2 explained:

> *"Sometimes, I give them the glossary and word list. From this article, how many words that you don't recognize, please write it, look up your dictionary together and we write it down in the whiteboard. By having alot of TOEFL words, it can boost their reading to get sense of the TOEFL, reading without vocabulary yoou cannot understand at all."*

Moreover, teacher 5 said that:

> "*I don't ask them to memorize, but I ask them to write the new vocabulary that they find at that time and they can read it. Eventhough, I don't ask them to memorize it, but when they read what they write, they can memorize it unconsiously."*

From the statement above, it can be concluded that some teachers asked students to write the new vocabulary they found in their notebook. It seemed like, they created their personal dictionary of TOEFL vocabulary. The participants assumed that, through this way, students can enhance their vocabulary and make them easily understand readings and material of TOEFL.

**5) Facilitating Students with Interesting Videos**

In dealing with students with alot of activities since morning, teacher needs to provide creative way to deal with it. Some teachers chose giving some videos as the solution. Teacher 1 explained:

> *"Some of them are quite active especially when I let them to watch movie or some english programmes. They were interested to ask the questions but once in a while maybe they feel bored because they were tired in high school like they have to study from the morning till the afternoon.*

Furthermore, teacher 3 also declared similarly:

> *"When everyone come to the class and everyone is so sleepy, and I told them that I have you video and then this video is when the guy, NAS went to japan for one week and i'll ask you what they learnt and you have to know it. So, they see the video and try to understand it and after the video, I asked them to re-explain the video. Some of them answer in english and some of them answer in Indonesia and I accept all of them. But what I like is they got the meaning of the video, they understand the context, like this is the skill that we're going to meet in reading.*

As a result, providing interesting videos may attracted their attention and made them relax in the classroom. In addition, not only the entertainment they get through video but also they practice listening and try to understand it in context. While, in listening, they unconsiously gained new vocabulary which is very important in reading skill. Therefore, providing video at the same time attracted students' focus and increase students' ability in listening and reading.

**6) Post-teaching**

After teaching TOEFL for several meetings, teachers also employed post-test to see students' progress in answering TOEFL test. Teacher 1 declared that :

> *"After having done and taught for 40 meetings, they have postest, I think they did well, like 40 points. For example from 440, they'll be able to get 480. So, some of them, like one or two of them got like 490 or 500. A good jump from where they started it."*

According to the statement above, it can be concluded that giving post-test always be done in the end of TOEFL program to see students' progress. Most of the students show good results after doing post-test. This result can be a measurement whether they have good capabilities in answering TOEFL test or they need to learn more to gain higher score.

## B. Discussion

The purpose of this study is to explore English language teachers' perceptions about TOEFL program for senior high school students. The result of this study are presented in three main points based on research questions. The points are; teachers' perceptions on TOEFL preparation program in senior high school, the challenges they faced during teaching TOEFL and their strategies in teaching and coping with the challenges in TOEFL preparation class. This research cannot be definitive, but it is suggestive of a number of many interesting insights into how the teachers perceive TOEFL preparation program for senior high school students.

In addition, based on the result of the interview, all participants responded positively toward the introduction of TOEFL through special program in high school. They considered that TOEFL is very appropriate to be taught in senior high school because it is the golden time for them to prepare students' future study and future career. Interestingly, eventhough TOEFL is something new for high school students, they actively participate in the classroom. Learning TOEFL is about how long you have practiced. Thus, the earlier you start the better you will be.

Furthermore, during teaching TOEFL in high school, teachers faced some conditions in the classroom that impede them in the process of teaching such as students' different language proficiency, students' lack of vocabulary mastery, students' fatigue, students' passive attitude and class size. Those difficulties emerge because of students' low capabilities in English and the setting of TOEFL class which has been set by school administrators. Therefore, teachers has arranged some strategies to cope with those challenges such as administering pre-test to asses students' language proficiency, providing basic knowledge of TOEFL in the beginning, selecting the material, relating the material to first language, making transition in delivering material, assigning pair and group work, enhancing students' vocabulary through making personal glossary, providing interesting video to boost their motivation to learn TOEFL after spending a lot of energy from the morning and create effective learning process. Furthermore, in the end the teachers give a post-test to see students progress in conquering TOEFL test.

Among all those challenges, teacher acknowledged that students different language proficiency and class size are very hard to accomodate because those problems should be solved in the beginning of the program by school administrators. In this case, school administrators decide how TOEFL class will be set. Thus, they should consider the number of students in each class and classify those students based on the level. Unless, it will be hard for the teacher to help the students to achieve the targetted score.

After discussing the findings of this research, it can be inferred that this research has a new focus. Most of the previous studies mostly concern on the point of view of students in taking TOEFL test. However, the result of this study has similar points to the book that compiled by Turmer (2005). She affirmed that the big class size becomes the matter in running TOEFL preparation class because it will be difficult to ensure that all students get the same comprehension. In addition, some steps to do before teaching TOEFL like knowing the students and selecting the material found in that book are same with the results of this study. Importantly, the researcher did not provide a judgmental toward the best teaching strategy because the best strategy is in accordance with the time and the conditions needed.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study related to English language teachers' perceptions on TOEFL preparation program in senior high school and proposes some recommendations to the school administrator, future researcher, and language development center (LDC) of UIN Ar-Raniry.

## A. Conclusions

Upon the conclusions of this study, the results were categorized into three points; teachers' perceptions, their challenges and their strategies in teaching TOEFL. The point of perceptions covers the importance of TOEFL for senior high school students, the differences in teaching TOEFL for senior high school and college students as well as teachers' expectations of the TOEFL preparation program classroom format. Overall, the teachers perceive that TOEFL is suitable to be taught in senior high school. The time is considered ideal because in that moment students have enough time to prepare their future to achieve a targetted score.

Furthermore, most of the teachers faced some challenges during the teaching and learning process of TOEFL such as students' different language proficiency, students' lack of vocabulary mastery, students' fatigue, students' passive attitude, and class size. Among all of them, mixed-level students'

language proficiency and class size become the most difficult challenges because both of them appeared because of the class setting set by the school administrator.

In addition, teachers employed some strategies to teach and cope with the challenges in TOEFL preparation class. They are administering pretest, providing basic knowledge of TOEFL, selecting the material, associating the material to the first language, assigning group and pair work, enhancing students' vocabulary through creating personal glossary, providing interesting videos, and conducting post-test. In essence, all those strategies were used interchangeably based on the situation in the classroom.

In conclusion, TOEFL is important to be taught in the first grade of senior high school to prepare students' future study and career. It is hard to teach TOEFL for them because they do not have background knowledge of TOEFL. Thus, teachers apply some creative strategies in the classroom to acommodate all students in teaching TOEFL.

## B. Recommendations

Based on the findings of the research, researcher would give some suggestions to the school administrator, future researcher, and language development center (LDC) of UIN Ar-Raniry to maximize the implication of this study.

For the school administrator, the researcher hopes that TOEFL preparation can be included as an additional or extracurricular program in all senior high schools in Aceh. The school administrator may reflect on this study to design good

TOEFL programs based on English language teachers' experiences and expectations on the TOEFL program. It gives a good impact on high school students' future either to pursue higher education or apply for a job.

Furthermore, while this research only focused on the English teachers' point of view on the TOEFL preparation program in senior high school, it would be better for future researchers to conduct more relevant studies. It could be the perceptions of senior high school students toward the same subject or the activities in the TOEFL preparation class in senior high school. Then, all of the studies can give a comprehensive picture of the implementation of the TOEFL preparation class in senior high schools in Aceh.

For language development center (LDC) of UIN Ar-Raniry, researcher hopes that LDC can contribute more to help some senior high schools in Banda Aceh and Aceh Besar to set the TOEFL program. School administrator from senior high schools can consult with LDC toward how to create good TOEFL program in senior high school. Furthermore, LDC and senior high school can work collaboratively to create the program. LDC can recommend TOEFL instructors for senior high school from UIN, especially from the department of English language education. Consequently, three of them can work for a win-win solution.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : B- 9879/UN.08/FTK/KP.07.6/07/2019**

**TENTANG**
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-6083/UN.08/FTK/KP.07.6/05/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018

**MEMUTUSKAN**

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6083/UN.08/FTK/KP.07.6/05/2019** tanggal 21 Mei 2019

KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., M.A — Sebagai Pembimbing Pertama
2. Risdaneva, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Maulina Sari** |
| NIM | : | **150203096** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **English Language Teachers' Self-reported Perceptions on TOEFL Preparation Program in Senior High School** |

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 04 Juli 2019
**An. Rektor**
Dekan,

**Muslim Razali**

**Tembusan**
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

# Interview Protocol

Project: **English Language Teachers' Self-reported Perceptions on TOEFL Preparation Program in Senior High School**

Time of interview :
Date :
Place :
Interviewer : Maulina Sari
Interviewee :
Position of Interviewee : English language teacher who has been teaching TOEFL in senior high school

This study was conducted based on the fact that most of senior high schools in Aceh have not introduced TOEFL to the students even though TOEFL is important in preparing students' higher education and future career. The purpose of this study is to explore English Language Teachers' perceptions on TOEFL preparation program for senior high school as well as the challenges and the strategies in teaching TOEFL. The data will be collected by using in-depth (unstructured) interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your perceptions of TOEFL program and your experiences in teaching TOEFL for senior high school students. The interview process will take approximately 60 minutes.

**The points covered in this research**

1. Interviewee's background of teaching TOEFL
2. The importance of TOEFL for senior high school students
3. The perception of TOEFL preparation program in senior high school
4. The challenges in teaching TOEFL
5. The strategies in teaching and coping with the challenges in TOEFL class.

**Title** : **English Language Teachers' Self-reported Perceptions on TOEFL Preparation Program in Senior High School**
**Researched by** : **Maulina Sari**

**Consent Form for Participation in Research Interview**

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| | ***Please Initial box:*** |
|---|---|
| I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions. | ☑ |
| I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences. | ☑ |
| I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research. | ☑ |
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| I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study. | ☑ |
| I agree to take part in this interview. | ☑ |

| Participant's Name | Date | Signature |
|---|---|---|
| Mir | 25 May 2019 | |

| Researcher's Name | Date | Signature |
|---|---|---|
| Maulina Sari | 25 May 2019 | |

If you have any further questions or concerns about this study, please contact:


Name of researcher : Maulina Sari
Full address : Jl. Soekarnoe – Hatta, lr. Perjuangan, Dusun Bak Deyah, Lam Ara, Banda Aceh
Tel : 0813 2294 2334
E-mail : Maulinasarips@gmail.com

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| RM | June 21st, 2019 | |
|---|---|---|
| Participant's Name | Date | Signature |
| Maulina Sari | June 21st, 2019 | |
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|---|---|---|
| MJ | 1 Juni 2019 | |
| Participant's Name | Date | Signature |
| Maulina Sari | 1 Juni 2019 | |
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|---|---|---|
| R.M.A. | 30 May 2019 | |
| Participant's Name | Date | Signature |
| Maulina Sari | 30th May 2019 | |
| Researcher's Name | Date | Signature |

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|---|---|---|
| HA | 29/5/2019 | |
| Maulina Sari | 29/05/2019 | |
| Researcher's Name | Date | Signature |

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# AUTOBIOGRAPHY

| | |
|---|---|
| Full Name | : Maulina Sari |
| Registration Number | : 150203096 |
| Place/Date of Birth | : Desa Leuhop / July 5th, 1997 |
| Sex | : Female |
| Religion | : Islam |
| Nationality | : Indonesia/ Aceh |
| Marital Status | : Single |
| Occupation | : Student |
| Address | : Jl. Soekarnoe-Hatta, Dusun Bak Deyah, Lam Ara |
| Phone Number | : 081322942334 |
| Parents | |
| Name of Father | : Puteh Amk. |
| Name of Mother | : Syaribanun |
| Father's Occupation | : - |
| Mother's Occupation | : House wife |
| Educational Background | |
| Elementary School | : SDN Seupeng |
| Junior High School | : SMPN 2 Sigli |
| Senior High School | : SMAN 1 Sigli |
| University | : Ar- Raniry State Islamic University |