THE PERCEIVED INFLUENCE OF TOEFL COACHING SESSION ON NON ENGLISH STUDENTS' ENGLISH PROFICIENCY

(a study at LDC UIN Ar-Raniry Banda Aceh)

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M /1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for Sarjana Degree(S-1)

On teacher Education

by:

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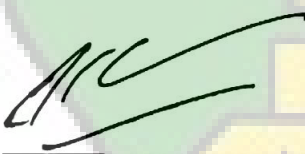**NIM. 150203192**

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Date : 06 / 08 / 2020   Date : 06 / 08 / 2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
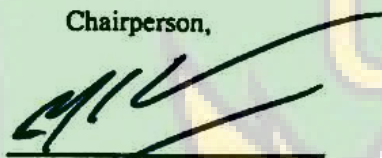for Bachelor Degree of Education in English Language Teaching

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Monday,   24 August 2020
             5 Muharram 1442 H
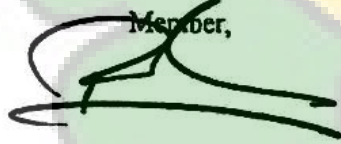
In Darussalam, Banda Aceh

Board of Examiner,

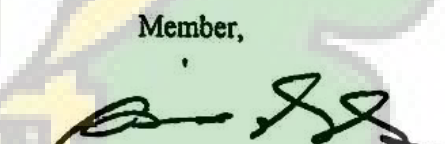Chairperson,   Secretary,

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Perceived Influence of TOEFL Coaching Session on Non-English Students' English

Proficiency (a study at LDC UIN Ar-Raniry)

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. Demikianlah surat pernyataan ini saya buat dengan

sesungguhnya.

Banda Aceh, 5 Agustus 2020

Saya yang membuat surat pernyataan,

Nur Hafni

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, first of all I would like to praise Allah the almighty for his countless blessings and who always raises me up when I am down. The one who has given me such enlightenment and strength to strive for the completion of this thesis entitled The Perceived Influence of TOEFL Coaching Session on Non-English Students' English Proficiency (A Study at LDC UIN Ar-Raniry). Also peace and salutation be upon to the noblest man on earth, our prophet Muhammad SAW, for his guidance and religious advice. He is the one who will always be my role model in my everyday life. I would like to thank some people for their love, support, and encouragement. Without them this thesis would not have been possible.

I would like to express my profound appreciation to my thesis advisor, Dr. T. Zulfikar, M.Ed and Rahmat Yusny, M.TESOL for patience encouragement and valuable guidance that enhances my research skills. My appreciation is also addressed to my academic advisor who has guided me since my first semester in English Education department. May Allah grant you all a special place in heaven, *aamiin.*

My special thanks obviously goes to the most important people in my life. My beloved father Ridhwan A.Ma who had raised and taken care of the whole family. And for the most beloved person in my life is my mother Sakdiah S.Pd for

Finally, I would like to extend my gratitude to the 6 students from different majors of UIN Ar-Raniry who truly shared their voice with me. Thank you for your trust and your honesty. Your words will help inform educational leaders on how to create an educational environment that best meets students' needs and support their academic success.

Banda Aceh, 9th July 2020
The Writer,

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ABSTRACT

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Major   : Department of English Language Education
Thesis working title : The Perceived Influence of TOEFL Coaching Session on Non-English Students' English Proficiency (a study at LDC UIN Ar-Raniry)
Main supervisor   : Dr. T. Zulfikar, M.Ed.
Co-supervisor   : Rahmat Yusny, M.TESOL.
Keywords   : TOEFL, Perception, Non-English students, English Proficiency

This is a case study to the graduates of non-English students UIN Ar-Raniry Banda Aceh. This research aims to know the students' perception on TOEFL coaching session at Language Development Center (LDC) of UIN Ar-Raniry and also gathers data about students' perception on the implementation of the TOEFL test for non-English language education students as a requirement after taking TOEFL coaching program at LDC. To achieve the aim, a semi structured interview was employed. The participant of this interview were 6 students in different department those are *Teknik Lingkungan, Administrasi Negara, Sastra Arab, Pendidikan Bahasa Arab, Pendidikan Agama Islam,* and *Pendidikan Matematika.* All those students were chosen based on their consistent attendance. The research findings show that the majority of students gave a positive perception about the coaching class. All participants agreed that the TOEFL coaching class held for all students of UIN Ar-Raniry for their preparation before the thesis examination. However, the students suggest that to get an effective result, the TOEFL class not was only several times and made as a mandatory activity for students to participate in TOEFL coaching class.

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LIST OF ABBREVIATIONS

TOEFL   Test of English as a Foreign Language

ITP   Institutional Testing Program

IELTS   International English Language Testing System

TOEIC   Test of English for International Communication

UPT.   Unit Pelaksana Teknis

LDC   Language Development Center

EFL   English Foreign Language

ESL   English Second Language

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter introduces several subtopics, including the background of the study, the research question, aims of the study, significance of the study, and the terminology.

A. Backgrounds of the study

TOEFL (Test of English as a Foreign Language) was created by the National council on the test of English as a foreign language in 1962 (ETS, 2015). Therefore ETS (Educational Testing Service) built and managed the TOEFL test. It was made to measure non-native speaker ability in English. It was usually required by college or university abroad (ETS, 2009). Many students of the non-native speaker of english take this test to fulfil the requirement or to get a scholarship abroad with a particular standar. It evaluates the test takers' English skills: listening, reading, speaking, and writing regarding how they perform on academic tasks (Kokhan, 2014). It was the same as the University of Sriwijaya used the TOEFL test as a requirement for the comprehensive examination. The range for the minimum TOEFL score that students have to achieve is 375 to 500 (Dewanti, 2017). Similarly, the University of Airlangga and state university of Surabaya take a decision for students who are going to do thesis examination, have to pass in 425 TOEFL score for bachelor degree and 375 for certificate degree (Musahadah, 2015). The kind of TOEFL test they used is the TOEFL ITP (Institution Testing Program) test.

For the same reason, Universitas Islam Negeri Ar-Raniry Banda Aceh creates TOEFL as one of the graduation standard requirements for students in all department. According to the regulation of the Rector of UIN Ar-Raniry No.5533/UN.08/WR.I/06/2019, a student is passed from a bachelor's degree if he has been passed with 400 TOEFL score for non-English students and 500 for English students.

As English students of Universitas Islam Negeri Ar-Raniry, TOEFL has been introduced since the third-semester in the course subject of Introduction of English as Proficiency Test and have taught what the TOEFL is and how to pass the TOEFL with a high score. Automatically English students understand more about the ins and outs of the TOEFL itself. Although it does not guarantee PBI students can get the best score in the TOEFL test, at least they know more about the rules of English. In contrast, for non-English students, they have never learned how to do it. I preface my brief reason with my preliminary observation that the majority of non-English students have to struggle in achieving the standard score as requested for the requirement for examination. In addition based on my experience in evaluating English subjects for the students in Ma'had Al-Jami'ah, it shows that the average of non-English students got difficult in speaking or writing English. Even the basic form in English they did not know the meaning.

Moreover, they only learn English in the first semester as their first introduction in learning English for their major course. They only learn English in a short time and after many semesters pass they are immediately confronted with

the TOEFL test as a graduation standard requirement. Some students successfully took the TOEFL test just once, other students, however, had to take repeated tests in order to get the score as required. Where they should pass on time instead of what they achieved was exactly the opposite because one of the requirements has not been fulfilled yet.

Because the TOEFL is one of the mandatory requirements to graduate, UIN Ar-Raniry Banda Aceh also holds a free TOEFL course in LDC (Language Development Center). LDC is a UPT that supports University in providing services in English and Arabic language training for academic based students. The coaching is open to students for all departments with free modules provided for each student following these coaching to be able to assist them in exploring English as well as achieving the graduation target. Usually, these coaching sessions will be opened on weekdays, starting from Monday to Friday with a predetermined schedule. The purpose of this program is to help language or non-language students get to know what the TOEFL is and learn TOEFL criteria. As a result, they can pass their TOEFL test for the thesis final examination with a maximum score set as a requirement and can be used as a graduation requisite. Ma and Cheng (2015) studied Chinese students' perception of the value of the TOEFL preparation in a Canadian university. The study revealed three things. The first, the quality was on teachers, instruction and the instructional content. Second, there was a benefit in the efficiency and reorientation of the TOEFL and English development. Third, there was engagement and effective achievement in learning communities and sources of motivation.

Mahmud (2014) as cited in (Masfufah, 2018) studied Indonesian students' perceptions of TOEFL preparation class which discussed the problem faced by Indonesian students who had TOEFL-like or TOEFL Prediction. The study found that the problems are low basic skill, less practice, motivation, and age as well as social status. Even though many studies carried out on English testing students through TOEFL test, which is focussed on non-English students is rare and limited. The reason I chose non-English students was because they did not have English to Proficiency test course that focused on TOEFL learning while the TOEFL test applied to all departments for thesis examination. The second reason I choose LDC UIN Ar-Raniry is because I want to see students' motivation in participating in the program which is free for charge.

Therefore, I want to find out students' perception or point of view towards the implementation of the TOEFL test for non-English Language Education students as a requirement before thesis examination and the influence on their English proficiency after taking the TOEFL coaching program at LDC.

B. Research Questions

Based on the background of the study above, I was conducting the research to answer the following questions:

1. What are the students' perceptions on the implementation of the TOEFL test at LDC?

2. What are the students' perceptions of the influence of "TOEFL coaching" toward their English proficiency?

C. The aims of the study

Corresponding to the formulated research questions, the aims of the study are as follow:

1. To find out the students' perception on implementing the TOEFL test at LDC.
2. To explore the students' perceptions on influence of students' TOEFL coaching toward their English proficiency.

D. Significance of the study

It is expected that the result of the study will be both theoretically and practically significant to the institution. Theoretically this study aims to enhance the literature based on the students' perception on implementing the TOEFL test and students' perception toward the TOEFL coaching. Practically, this study provides some information and suggestions for the institution and also gives some benefits to LDC UIN Ar-Raniry because this study tries to find out what LDC should do to improve.

The findings of the study hopefully can make the readers know about students' perception after joining the coaching program at LDC. Also this study hopefully will help the students to go deep in learning the TOEFL. It is hoped that the result of this study will help the lecturers in the learning process.

E. Research Terminology

As the purposes of the study some important terms and concepts are defined as follows:

1. Perceived influence

Perceived influence is made aware of something by the use of one of the senses, especially which of their sight about the TOEFL coaching program. Based on the Oxford dictionary (4th edition) effect that somebody or something has on the way somebody thinks or behaves or on the way somebody develops. When an individual looks at a target and attempts to interpret what he or she feels during the TOEFL coaching in progress. In addition, students' perception about the influence of TOEFL coaching toward their English proficiency is also explored.

2. English proficiency

Language proficiency is a test to measure the ability of an individual's language use and communication skills in the learned language (Stephen et al., 2004). English language proficiency plays a crucial role in the understanding of the lesson and it gives a positive impact on their success at the next level (Bekdas, 2015). As cited in many universities in Indonesia, students must prove their English proficiency before thesis examination. Therefore students are given options to prove their proficiency by taking the Test of English as a Foreign Language (TOEFL) The use of language tests can affect both educational and social lives of the students (Suryaningsih, 2014) regarding students' educational lives, tests dictate students learning.

CHAPTER II

LITERATURE REVIEW

This chapter presents some literature review and previous studies regarding this research. It consists of the theory of language proficiency and assessment strategies.

A. Perceived influence

The perceived influence can be defined as a process of producing effects on someone's actions, behaviour and opinion. The word perceived is more well known as a perception when the verb "perceived" is changed to be a noun. Derived from latin word 'perception', perception refers to the organization, identification, and interpretation of sensory information in order to represent and understand an environment. It is the process by which individuals select, organize, store and interpret the knowledge obtained. Rookes & Willson (2000) clarify that perception is a process to recognize and interpret some given stimuli which is based on people's sense. Slameto (2010, p. 102) describes that perception as a process that involves the input of messages or information to the human brain by continuous human perception environmental relationships. The perception in this study is focused not only for individual objects but also for how many other things or objects will be encountered in someone's perception.

Based on the explanation of perception above, it may be related to the learning process where students gain information through experience and become part of storing their own data. In other words if the students have undergone the

process they can have a perception toward something. Thus the way students perceived their improvement toward their English proficiency after taking part in TOEFL coaching at LDC UIN Ar-Raniry Banda Aceh.

B. Theory of Language Proficiency

Language proficiency is a test to measure the ability of an individual's language use and communication skills in the learned language (Stephen et al., 2004). The use of language tests can affect both educational and social lives of the students (Suryaningsih, 2014) regarding students' educational lives, tests dictate students learning. It means that their education is based on tests. Each learning obtained by someone then the final result is determined by the test. Shohamy (2001) stated that "tests are capable of dictating to test takers what they need to know, what they need to learn, and what they will be taught" (p. 17) in terms of students' social life test influence students behaviour and attitudes.

Bekdas (2015) wrote in his study that a number of forms of assessment to determine language skills or language learner achievement. This tests a person with the amount of language he has learned or gained and it can be assessed with a proficiency test. Because proficiency is defined as the outcome of language learning (p.14). There are multiple options to measure the language proficiency level of language learners.

Some of the proficiency tests are standardized international tests, such as Test of English as a Foreign Language (TOEFL), and International English Language Testing System (IELTS). These two high stakes tests measure the ability of tests takers to use the language skill in speaking, writing, listening and

reading (Roca-varela & Palacios, 2013). The assessment of these four skills may provide information for test takers' ability in language learning.

English language proficiency plays a crucial role in the understanding of the lesson and it gives a positive impact on their success at the next level (Bekdas, 2015). As cited in many universities in Indonesia, students must prove their English proficiency before thesis examination. Therefore students are given options to prove their proficiency by taking the Test of English as a Foreign Language (TOEFL). TOEFL which stands for 'Test of English as a Foreign Language' is highly recognized as a standard language testing in English language and has been internationally recognized and respected (Warfield et al., 2013). The purpose of this test is to evaluate people whose native language is not English. The grade of the TOEFL test is mostly used as an indicator in academic life, such as when the UIN asks the applicant to submit the TOEFL grade as a requirement for following the thesis examination.

Most elementary and secondary schools around the world have the standardized test to measure students' mastery of the standard competencies for specific grade levels, exit requirement, and enter to further level (Brown & Aveywickrama, 2010). A discussion language assessment cannot be distinguished from International English Language Testing System (IELTS) and Test of English as Foreign Language (TOEFL) test (Suryaningsih, 2014). The IELTS and TOEFL are two tests for EFL or ESL students to measure their English proficiency. However there are many types of English language testing that can be used in university or employers such as TOEFL, IELTS, TOEIC (VOA, 2015).

International students and workers must take a standardized test of english to move into higher levels of education and employment. In most cases, students applying to a school learn which test the program requires. Based on language testing mentioned, TOEFL and IELTS are "almost the household of the professional circle" (Leung & Lewkowics, 2006, p. 211). TOEFL is to measure EFL/ESL language proficiency. It is to evaluate the test takers' English skill listening, reading, speaking and writing in relation to how they perform in academic tasks (ETS 2013). The IELTS test measures academic and general English language proficiency. This test is intended for those who wish to study at a post-secondary institution in an English speaking country (IELTS, 2013). The TOEIC test is to measure the English language listening comprehension and reading skills of individuals whose native language is not English. The TOEIC generally used for people working in an international environment (Gilfert, 1996). However, TOEIC test takers have recently included many universities graduating seniors, because corporations are requiring TOEIC scores for new employees more and more often.

B. Coaching TOEFL at LDC

Most elementary and secondary schools around the world have the standardized test to measure students' mastery of the standards or competencies for specific grade levels, exit requirement, and enter to further levels (Brown, 2010) This test to measure the level of English proficiency of nonnative speakers of English where it is required by English-language in universities and it evaluates

how well someone combines its listening, reading, speaking, and writing skills to perform academic tasks.

Many colleges and universities in Indonesia use the TOEFL test as one of the requirements to enter or exit in a graduate program. As cited in Dewanti (2017) University of Sriwijaya used the TOEFL test as a requirement for comprehensive examination. The range for minimum TOEFL score that students have to achieve is 375 to 500. Similarly the University of Jambi used TOEFL as a requirement for a bachelor after passing the 400 TOEFL score. The kind of TOEFL test they used is the TOEFL ITP test. as well as the University of Islam Negeri Ar-Raniry used the TOEFL as requirement for final examination after passing the TOEFL score 400 for non-English students and 500 score for department of English language education students.

In UIN Ar-Raniry, there is an LDC (language development center) . It is a UPT (Unit Pelaksana Teknis) that supports University in providing services in English and Arabic language training for academic based students as a requirement for final examination. because not all students can pass the TOEFL easily, many students are postponed due to not getting the required TOEFL score. Therefore LDC holds a free training called "TOEFL Coaching" the purpose of this coaching is to help the students in facing the TOEFL and TOAFL tests and provide them insights and tricks in facing the TOEFL test. TOEFL coaching will be open on weekdays, starting from monday to friday with 10 classes beginning at 08.00 a.m to 21.30 p.m. students can freely choose an available schedule based on

their readiness. This TOEFL coaching is conducted in such a way due to the tight schedule of college students in the morning.

in the TOEFL coaching what they learn is about tips and tricks in answering the TOEFL test and the material provided with free modules in every meeting. At the first meeting the lecturer only gave a brief description about TOEFL, including the TOEFL test divided into 3 sections, the first section is listening with 50 questions, written expression with 40 questions and the last is reading with 50 questions. The whole test lasted about 115 minutes. For the second and the next meeting students learn the TOEFL material how to answer the questions from the lowest to the hardest type phases of questions. At the last meeting the lecturer provided a post test to measure students' proficiency after 20 meetings.

Consequently, by holding the training the chief council hoped that this could help students in taking the TOEFL test which was determined as a condition of the session. To pass 400 TOEFL score the evidence is attached by a TOEFL certificate that must be obtained from LDC of UIN Ar-Raniry. It was not justified by other institutions.

To support this study, I provide some previous related research. The first, was conducted by (Dewanti, 2017) this study investigates whether this implementation of TOEFL gives any impact for non-English students in their social life. As cited by Dewanti in her thesis non-English students will have difficulties when they face the TOEFL test because non English students in her university have no basic ability to learn in English and in their daily lives. Non

English students probably will not use English at their work place if they get a job. They are more likely to use Indonesia, even their mother tongue as their tool of communication with others. That's why these situations cause them a lack of motivation to learn English but because this test is used for requirements before the thesis examination, therefore this test forces them to get ready to face the TOEFL test. The participants of her research were medical students who have not graduated yet from the university of Jambi.

The second previous research is a study in Indonesia context by (Masfufah, 2018). This study aims to know what should be maintained and what can be improved based on students' perception after the TOEFL preparation course has for one year. This research is qualitative research. It gathered data through a structured interview. I used context and thematic analysis.

The participants of this study were 11 first semester students of economics out of 108 students who joined the TOEFL preparation course. This research revealed that the majority of the students were satisfied with the TOEFL preparation class. I took the students who had the lowest score of the TOEFL ITP practice pretest. I provided 100 minutes to interview the students.

The finding of this research showed various answers. Researchers found 5 different answers from the participant, one student took the course because of free of charge. Another student because of the future the student world has. The other students conveyed the reason taking the course was due to the interest of learning English. Some students found themselves bad at English. And four others due to the prerequisite of graduating from college.

Another study Ermawan and Salam (2014) had conducted a research about the EFL students' problem in answering the test of English as foreign Language (TOEFL) , a study in Indonesian context. This study aims to see the graduates' perception toward TOEFL who have taken and passed the test then, the way graduates' students pass the test and their problem in dealing with the test. And also their tips in passing their test. Ermawan and Salam (2014) designed a case study for this research and the data were collected through interviews and documentary methods. The participants were 10 respondents who were involved in this study.

The research finding shows that TOEFL has become a requirement for thesis examination so TOEFL can motivate them to learn and master English well due to preparing themselves to pass the test. Besides some respondents argued passing TOEFL as a requirement for thesis examination was supposed to be for English students only, they disagreed with the requirement because it is difficult for them which is not basic in English.

Based on data, TOEFL is not just about passing the thesis examination but there is a purpose that the university means to the students because TOEFL is a requirement for a thesis exam then the students have to force themselves to learn and master English well. Generally this study has quite a similar topic with these three previous related research that is about the perceived influence of TOEFL coaching sessions on non-English students at LDC UIN Ar-raniry. However the difference between the present study and other studies is that it tried to find out

students' perception on the TOEFL coaching at LDC it was focused on Non-

English students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the methodology of research design, research sites, and participants, method of data collection and method of analysis.

A. Research Design

This research aimed to analyze the students' perception on the requirement for the TOEFL test and their perception on the influence language course at LDC of UIN Ar-Raniry. In conducting the research I used qualitative methods by using purposive sampling as the technique of this research. The data that I got from the participants in a natural setting based on daily life. Qualitative research properly seeks answers from the questions that have been asked in various social settings and the individuals who inhabit there or about the phenomena that happen in the daily lives of people. It is in line with Lichtman (2009) argued that qualitative research is a way to have knowledge about a specific issue by gathering, interpreting, and organizing information from the participants. Indicating this definition, it means qualitative research provides rich information about an individual's experience of a specific issue.

Thus, I used this research design because it allows me to focus on how students' perception on the TOEFL coaching class as their requirement for thesis examination they have taken. I believe that qualitative research will enable me to go in-depth with students' perceptions through interviews. Interview as the

instrument qualitative research was used in order to figure out what their perception about their TOEFL coaching at LDC.

B. Research Sites and Participants

The participants of this study are those who join the TOEFL coaching at LDC. In this particular study, I invited 6 students from different majors who were selected purposely. I selected the participants on the basis of their serious participation in the TOEFL coaching at LDC. The participants are from the students who finished the TOEFL coaching and TOEFL Prediction test as a requirement for the thesis examination. I will take six students from various departments in UIN Ar-Raniry. They are from *Teknik Lingkungan, Ilmu Administrasi Negara, Sastra Arab, Pendidikan Bahasa Arab, Pendidikan Agama Islam,* dan *pendidikan Matematika.*

In doing this I referred to the classroom attendance list to enable me to identify the students who attend seriously. I employed a purposive sampling technique for these research sites. Patton (2002) as cited in Palinkas et al. (2016) stated that purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Cresswell & Plano Clark (2011) added this involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about experiencing a phenomenon of interest. Thus, I chose a purposive sampling technique based on certain criteria on those participants who attend TOEFL coaching many times.

C. Methods of Data Collection

To get answers to the research questions of this study I need to collect research data. The data were collected through the interview. In the process, first I asked permission from the head of LDC to get the data about the number of students who have passed the TOEFL training and followed the TOEFL test at LDC. in this study I took 6 students to be the participants. After getting the candidates of participants,then I gave invitation letters to be signed by the participants who were willing to be interviewed. In this study, I also included document analysis to collect supporting data.

a. Interview

In this study, I used a semi-structured interview to explore the main research question which is their perceptions of TOEFL coaching toward their English proficiency. As pointed out by Ryan et al., (2009) The focus of this type of interview is the interviewer allowing the participants to tell his/her own story rather than answer a series of structured questions. Therefore I used a semi-structured interview for this research because here I want to get a perspective from some of the students about their experience and motivation as long as they have taken this coaching program at LDC. by semi-structured interviews that the students can freely tell their feelings since they were taking that program.

In this section of the interview, I called the students one by one if they were able to have an interview with I. After giving them a consent letter and

signing it directly, then I started to interview and the interview was recorded by a cell phone audio recorder. Due to Non-English students, in doing the interview I will speak in Indonesia and the transcriptions of the record will be translated in English. It allows me to explore individuals' experiences and how they attribute meaning to aspects of their everyday life.

b. Document analysis

For collecting supporting data I also used document analysis (secondary data) according to Johnson & Christensen (2008), "secondary data is collecting the data that are already available or existing data" (p.217). as a supporting data, I collected the needed documents for this study such as the regulation of the rector of UIN Ar-Raniry about the score required based on students' major for graduation.

D. Methods of Analysis

In doing analysis, I used thematic analysis for this study. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. It organizes and describes all data in detail. There are six steps which covered in thematic analysis:

1. Familiarizing with the data; in this step, I need to read and re-read data in order to become familiar with what the data needs and pay attention to the patterns that occur. It is necessary for me to complete data collection by transcribing data into written form.

2. Generating initial codes; I generate the initial codes by documenting where and how patterns occur. This happens through data reduction where I collapse data into labels in order to create categories for more efficient analysis. Data complication is also completed here. This involves me making inferences about what the codes mean.

3. Searching for themes; I combine codes into overarching themes that accurately depict the data. It is important in developing themes that describe exactly what the themes means, even if the theme does not seem to fit. I also describe what is missing from the analysis.

4. Reviewing themes; in this step, I look at how the themes support the data and the overarching theoretical perspective. If the analysis seems incomplete, I need to go back and find what is missing.

5. Defining and naming themes; I need to define what each theme is, which aspects of data are being captured, and what is interesting about the themes.

6. Producing the report; in the last step when I write the report, I decide which themes make meaningful contributions to understanding what is going on within the data. I also conduct member checking. This is where I go back to the sample at hand to see if their description is an accurate representation.

Qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating (Sunday, 2020). As mentioned by Pharm, (2015) Doing qualitative

research is about putting oneself in another person's shoes and seeing the world from that person's perspective the most important part of data analysis and management is to be true to the participant. Hence, doing this interview method needs to listen to the audio several times to obtain valid information from the participants' statements. I began to write the main problems that the participants experienced, then I transcribed it into English and reread all the participants' statements to see common ideas.

In conducting interviews, I tend to prepare a list of predetermined questions, semi-structured interviews that unfold in a conversational manner offering participants the chance to pursue issues they feel are important. Then I recorded the answer by the phone or tape recorder and as well I wrote some clues from the interview on the paper. After all of the data in this research were collected, this data is ready to analyze. The data from the interviews were analyzed descriptively. In the interview, all the expressions and responses of participants were written in the note. Each interview took almost 15 minutes.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research based on the data that are gained from in-depth interviews. It consists of the result of the interview and the explanation about students' perception on the implementation of the TOEFL test for non-English language education students as a requirement after taking the TOEFL coaching program at LDC. Those data collection techniques were conducted on 15th June – 25th June at UPT. LDC UIN Ar-Raniry. There were only 6 students who were invited as participants in the interviews.

A. Research Findings

The research findings were explained based on the research questions. The first research question was "what are students' perceptions on implementing the TOEFL test at LDC?" and the second research question was "what are students' perceptions on the influence of TOEFL coaching toward their English Proficiency?"

1. Students' perception on the effectiveness of TOEFL coaching program toward their proficiency

To answer the first research question, I provided the findings of the interview. I interviewed 6 (six) non-English students in different majors. Those are *Teknik Lingkungan, Administrasi Negara, Sastra Arab, Pendidikan Bahasa Arab, Pendidikan Agama Islam,* and *Pendidikan Matematika.* All those students were chosen based on their attendance. I used a purposive sampling technique which

allowed me to select non PBI students based on their attendance. I applied in depth for an interview to gap the result. Those questions were related to their perception and experience after taking the coaching program at LDC. The result of the interview was recorded by an audio recorder. After recording the audio, I transcribed the result into the transcript. Every interview took 20 minutes for each participant to respond to the question from the interviewer. Most of the participants got the same questions from the interview. Because of using semi-structured interviews, I added some additional questions to guide them giving more specific answers and to find out much deeper information. The chosen students' names in this study were initialized, their real names were changed into "P1, P2, P3...". Then, their identities were kept secretly and I gave some suggestions for future results.

There were many steps which were used to analyze the data. Firstly, organizing and preparing the data for analysis. This step involved the interviewing of the participants, translating the result of the interview, typing up the notes, sorting and arranging the important data based on the purpose of study. Secondly, the step was begun with data analysis. I read and comprehend the data. The next step was to make an interpretation of the finding or the result. This step consisted of summarizing the result, comparing the result with the past literature and theories.

Analysis of the research question was divided into several sections. Each section consisted of the result of the study which reported students' perception on

improving their English proficiency toward implementing the TOEFL test after taking the coaching program at LDC.

a. Students' perception about the coaching program

After interviewing all participants, I found the different point of view of the students about what they felt during the coaching program and how they implemented the knowledge in the TOEFL test at LDC. Overall, students conveyed that the program held by LDC was very useful, especially for non-English students who did not know how the TOEFL looks like. All the participants gave the same interest in holding the coaching program at LDC. Only one student said that the TOEFL coaching program in LDC did not give much positive impact. In this part, I provided 3 best answers.

a) Helpful

Most of participants stated that they were helped by the coaching program that was held by the LDC. The program supported them to enhance their awareness of the TOEFL. The participant 1 said:

> "The TOEFL coaching that was held by LDC was very helpful because we were taught a lot of tricks in answering the TOEFL test and the way of a teacher who taught us was very fun too. This coaching program had helped me till I reached the TOEFL score as needed" (interview: participant 1)

Supported by the participant 2 who said:

> "For non-English students this coaching was really helpful. As my experience before I took TOEFL coaching I really did not know anything about TOEFL even the form of the TOEFL test was not familiar to me. But after taking the TOEFL training, I learned a lot there. I could say it really helped me, because I followed the test in Unsyiah before taking the coaching

program. At that time I got a score of only about three hundred. But after I took the coaching program my score improved. I can get the score for the thesis requirement." (Interview: participant 2)

Then, the participant 6 explained:

"By making the coaching program, it is totally useful. In Particular, the university requires a TOEFL score as one of the conditions to finish the study. If somebody does not take this program, it must be hard for him to fulfill the requirements." (Interview: participant 6)

According to the result of the interview, the coaching program helped them to learn many tricks to deal with TOEFL questions. The coaching program helped them to be more familiar with TOEFL questions and the way to answer it. Then, the coaching program gave them a chance to have much better opportunities to learn TOEFL. Thus, they could meet the requirements of final examination.

b) Unhelpful

The disagreement of the usefulness of the TOEFL coaching program was held by one student who argued that the coaching program did not give any significant improvement for her/his TOEFL understanding. The participant 4 conveyed:

"When you asked about the positive impact about the program, I do not know how to explain it. We all know that TOEFL is an obligation that we must complete because this is a condition when we are going to face the final examination in the last semester. So, even though it is not effective, it must be followed." (Interview: participant 4)

Then, the participant continued:

"Actually, our goal is to be able to answer and get to know how TOEFL is, but when I took training there was not a trick

to answer the questions taught, but the TOEFL theory that was discussed. Which it means too focused on the material. Actually, the material can be interspersed with questions that do not have to be specific for each meeting." (Interview: participant 4)

Based on the result of the interview, the participant expressed that the coaching program was not really helpful in increasing her/his ability in TOEFL. The lecturer's way of teaching TOEFL was the matter in this case. The lecturer was too focused on the theory instead of practicing TOEFL's answering tricks.

2. Benefits of TOEFL coaching program

a. Passing the TOEFL test

One of the benefits of the TOEFL coaching program is passing the TOEFL test. As the main goal of the students who take the program, it must be crucial for them to be able to pass the TOEFL test. Thus, they can fulfil one of the requirements of final examination. One at the research participant commented:

> "At that time I got a score of only about three hundred. But after I took the coaching program, my score was improved and I could get the score as requested for the thesis requirement." (Interview: participant 2)

The participant 1 supported by saying:

> "*Alhamdulillah* it was very useful for me. This coaching program really helped me until I could answer the TOEFL test easily and some of my friends asked me to teach them about what I got in the coaching program. So this program really gave many benefits to me." (Interview: participant 1)

Then, the next supported argument was told by the participant 3 who said:

> "Thankfully UIN provides a free TOEFL coaching for the students in all majors. Therefore I as the student must attend this coaching class to enhance my English skills and also to improve my TOEFL score as requested." (Interview: participant 3)

Based on this question interview, the participants gave various answers about their achievement of passing the TOEFL test. But the purpose was the same. It was proved that the TOEFL coaching helped them to pass the test.

b. Obtaining Tips of TOEFL test (Listening, Structure, and Reading)

To pass the TOEFL test, the participant did various ways in answering the TOEFL test. There were some of them who applied all the tricks that were explained to them during the coaching program. The tricks allowed them to be more focused on the question. They tried to find out the pattern of the question then they could use the tips in the questions. The first argument was stated by the participant 2:

> "For the listening section, I just applied all the materials given in coaching class. Because I got many tricks that the lecturer taught us at coaching class. It really helped me to answer the entire listening question in the test. Even the test was held in the next two months after the coaching program; the materials could be studied and reviewed again and again for the preparation before the test."(Interview: participant 2)

The participant explained:

> "Well for structure, I tried to answer the easiest first by reading every question seriously then I tried to find the answer. If I got any difficulty in one question then I moved on to the next question. After I finished all the answers, I reread the hard question that I left before."

According to the statements above, it could be concluded that the way to answer the TOEFL question was by recognizing the tricks and technique of the questions. When they could find any similarity of the questions they had learned before, it could help them to answer the questions well. One of the participants said the different trick by saying:

> "In my training class, I did not get many tricks and tips in answering the questions. It happened because I joined the TOAFL class. As a result, I related the tricks that I got in Arabic class to TOEFL. Even though it was not really the same but it was a little bit helpful." (Interview: participant 3)

From the data above, it could be concluded that the participant tried to connect the tips and tricks he/she got in the TOAFL class. Even though the class was different, the tricks had the same pattern to be related.

c. Improving Students' English Vocabulary

Based on this interview, the participants gave the same interest of English vocabulary. Most of them said that their vocabulary increased after taking the program. Especially in the TOEFL reading test of TOEFL. The participant 3 expressed:

> "More precisely when I took part in the training that was reviewing the material, but there was still new knowledge that we got, as we began to know some of the vocabulary that was often discussed in the matter of reading." (Interview: participant 3)

The participant 5 delivered:

> "For language skills it means that there is no speaking; only there are additional vocabularies when attending the training." (Interview: participant 5)

It was supported by the participant who said that:

> "Yes, I got a lot of improvement during that coaching program. I came to the class three days a week, and I learned new things every meeting. And after taking the coaching program I could pass the test. It really helped me to prepare myself before the thesis examination."

Several students conveyed that their reading and listening were increased after having the TOEFL training program. The improvement was improved by the appropriate score they got in the last TOEFL test. However, vocabulary is the item that was memorized more by the students. Nevertheless, some students argued that their English ability skills were not really improved, especially for speaking and writing skills. The participant 6 conveyed:

> "There is no improvement in language skill because in the training there is no teaching about how to speak in English, but what is taught is about how to understand other people talking in the listening section." (Interview: participant 6)

From the data above, it could be concluded that the rest of English skills were not the main concern of the LDC or the lecturer in the coaching program. It happened because the main purpose of the program was to train the students to pass the TOEFL test.

3. Learning process in the coaching program

a. Moduling

Overall, the participants responded that all of them had the module from the lecturer who taught TOEFL in every meeting. The module could be given in the soft file or sheet of paper that consisted of the questions. The participant 1 argued:

> "In every meeting, the teacher provided the modules based on the schedule on the training day. The teacher used a different way to teach us for each part of TOEFL materials. In the listening section, the lecture explained to us how to answer listening questions beginning from the law level to the higher level. Then we went on the example of questions. In the other part, sometimes the lecturer gave us five minutes of time to answer and prepare the reason for the correct answer." (Interview: participant 1)

The participant 4 said:

> "The lecturer distributes the modules via PDF and we have to print them. Then at every meeting, the lecturer asks us to explain the materials first before the teacher explains." (Interview: participant 4)

From the interview, I found that the participants learned TOEFL materials from the module that was given by the lecturer. The materials were given in soft file then the students printed it. Moreover, the lecturer explained the materials on the module and answered the question of TOEFL at the end of the class.

b. Discussion

This type of learning activity is almost similar to the previous one. Nevertheless, students were involved more in this learning. Some students were required to answer the TOEFL questions first. They could discuss it with their friends. After that, the lecturer asked them why they chose that answer. Then, the lecturer guided them to the correct answer if the students chose the wrong answer. The participant 2 said:

> "In my class, the first lecturer gives a hand out to the students then the lecturer asks the students to answer every question the lecturer gives us feedback, and solve the problem we have got." (Interview: participant 2)

Supported by the participant 3:

> "The lecture provides us with reading questions then he asked us to answer all the questions, then we discussed each of these questions together by providing a reason for each answer we chose." (Interview: participant 3)

It was concluded that the training was not focused only for the materials but also for the practice of learning activity which encouraged them to be active in the class. Moreover, there were some meetings where the students were given some links by the lecturer to access the online materials. Then, the lecturer explained the materials and the problem after having the response from the students first. However, I found something different in the response from the participant who conveyed that there was a lecturer who applied a teaching method with some games. The response is shown below.

"In my experience, there was once a lecturer who applied a game in the middle of learning. Such as, guessing the picture. So, the lecturer asked 2 students to go in front of the class then one of them was asked to demonstrate one animal and the other one should guess what the demonstration was for. This game did not have any relation to the materials of TOEFL. But, it was only for entertainment to keep students' eyes on."

The data showed the variety of learning in the coaching program. The purpose of this activity was to increase students' spirit to keep students' attention to the materials.

4. Students' perception on the schedule of TOEFL coaching program

Most of the responses remarked that the time and the schedule of TOEFL coaching at LDC are very good and very effective. They agreed that LDC provided many schedules that allowed them to choose the schedule based on their free time. Participant said:

"This was a very occasion for us, besides providing a free TOEFL coaching; LDC also provided a varied schedule for students. So, for every student who had a full class schedule during the day, they could take the TOEFL coaching at night. I thought there was no problem with the predetermined schedule. So, it depended on the students' will who wanted to study or not."

Supported by the participant

"Because LDC provided a varied schedule, I could choose the class based on my free time. Besides, I also chose the schedule where the lecturer who taught us with more theory and much more practice which meant the lecturer did not stick on the material without practicing the real question of TOEFL."

Based on the response of the participants, they totally agreed with the varied schedule provided by LDC. However, some of the students argued that the way or the method of the lecturer used to teach influenced their interest in learning and ended by choosing the lecturer who matched their learning interest.

5. Students' perception on Failing at TOEFL test

According to all participants of this research, they gave a different point of view about the reason why many students fail in the TOEFL test or the case why they had to take the test several times, even though they had taken TOEFL coaching before. They argued that the basic skill of English was needed for the students who wanted to study in the advanced level, such as TOEFL.   The participant said;

> "First, it might be that they missed the class for many times. So, they left off some material we had discussed or they just came in a certain section, such as they only came at the listening section for this week and went to the structure section in the next week. Second, their majors study. In the coaching, the lecturer only focused on listening tricks for answering the TOEFL, but for structure and reading tricks they got much less. At the end, when they faced the TOEFL test, they got some obstacles. In Particular, a major study of the students was important in the TOEFL test and relying on the training only was not enough."

It was continued by the participant who stated:

> "In my opinion, it returns to the previous basic abilities. If someone has no basic knowledge of English, he/she cannot take TOEFL training as the first step of learning. One of my friends who graduated from senior high school and not from the boarding school confessed to me that his English skills were very low. He even knew basic vocabulary like

"knowledge" after taking TOEFL coaching. So, I guess even though he took the coaching class several times, if there was no basic skill of English, he would face some difficulties to get a requested TOEFL score as the requirement."

Supported by participant :

"In my opinion, learning English and TOEFL are a bit different. In the learning process, there were many levels that we had to pass, let's say from the basic to the expert level, so I thought TOEFL learning was not in the basic stage anymore. It meant someone who wanted to learn TOEFL absolutely he had a basic skill of it. But if the students like us, even the basic words we don't understand. And when we came to the TOEFL class, it was really confusing."

From the result of the interview, I found that all participants indicated the background knowledge became an important role in learning TOEFL .Especially, for non-English students who had no basic skill of English, it was still hard for them to catch the given materials even if the meeting would be added for several times. Moreover, they came to the class inconsistently. It made them miss a lot of material and kept them more confused about resolving the issue in the TOEFL test.

B. Discussion

As the next step of interpreting the obtained data, I elaborate the data for any further and relate the data to the previous studies. The data is summarized and analyzed to give a clear explanation for answering the research questions of the study.

The first research question was asking about the students' perception on the implementation of the TOEFL test at LDC. The result of the collected data

shows that most of the students have a positive response on the coaching program of TOEFL at LDC. Most of them convey that the coaching program helps them to enhance their ability in answering the TOEFL score. The explanation exposes their previous scores before taking the coaching program was still low but after taking the program, their scores were increased well. As stated by Dewanti (2017), she conveys that non-English students face a lot of obstacles in answering the TOEFL because of the lack of knowledge and materials of TOEFL. And also the less practice of English contributes to students' low awareness of English. But after being involved in the coaching program, their ability is quite increasing. The students also obtain a lot of benefits during the program. The tricks and tips which are needed to answer the TOEFL test are provided by the lecturer in the class. These tricks are totally useful for non-English students to help them face the TOEFL test. The tricks and the tips also help them to finish the questions fast. Ermawan & Salam (2014) has revealed that the students who have already passed the TOEFL test use some tricks and tips to deal with the test. Afterward, they can set the time better and maximize the remaining time. The varied schedule provided by the LDC totally supports the students to choose the available class in the rough time in the college. When there are varieties of the schedule of the class, students are given more changes to take the TOEFL coaching program. Thus, they can choose the class whether they are free or not to come.

Moreover, the coaching program helps the students to prepare their preliminaries better. Most of them say that their preparation is quite better than before. When they were not given any lesson of TOEFL, they did not know what

materials should be studied. But after taking the program, they know exactly what to learn and what to prepare. Later, their preparation in facing the TOEFL is more steady and ready. It is in line with Masfufah (2018) who states that students with better preparation are more satisfied with the result of the test.

However, there are some students who argue after taking the training in LDC, their English skills have not increased significantly. They convey that at the TOEFL training program, they are not taught how to speak English and write in English. Even though they obtain tricks and techniques in answering the TOEFL test, the given materials are easily forgotten if the materials are not repeated often. When the test is going to be conducted in the near future, the students probably forget the material. At the end, they have to repeat the materials. In addition, the previous knowledge is also crucial in learning TOEFL. The students who have a basic knowledge in English are more capable and easier to learn it. The previous knowledge totally supports the participants' efforts in learning TOEFL fast. But, some lecturers only teach the basics of knowledge of English in a short period and continue to teach the higher materials which are often asked in TOEFL tests. The disadvantage of this type of teaching is the students who do not have any basic of English will be more confused and miss the lesson. In conclusion, the students who do not have any good basics in English get less opportunity to master TOEFL.

Besides the students should have the basic knowledge to ease them in comprehending the TOEFL material, intensive learning also needed to make them better in learning the TOEFL. It is shown that some of the students who have the

basic material also fail the TOEFL test and English education students don't guarantee them to pass the TOEFL test with the proper score. Ideally, English education students have to study English in a long term course. As stated by Seamon, M (2004) in his research that the students in the intensive version of the course performed significantly better than students in the semester-length course. In this case, LDC UIN Ar-Raniry Banda Aceh provides the TOEFL coaching to coach the students or train them on how to answer the test. What LDC focuses on is only providing the learning of the TOEFL test, not teaching natural English. Therefore to have deep knowledge about the TOEFL students should have much practice to overcome the TOEFL problem. It means intensive learning to be a crucial thing in this case.

The second research question of this study was asking about the students' perception on the influence of TOEFL coaching toward their English Proficiency. From the result of this study, I find that some students have increased their English proficiency. Some students are able to memorize more new vocabulary during the coaching program. Their ability in recognizing the grammar issue is more thorough. It can be achieved because they are given a lesson of grammar which is needed in the structure section in the TOEFL test. It is supported by Ma and Cheng (2015) who say that TOEFL preparation develops students' efficiency in the test and language development.

Nevertheless, most students only get increasing in listening and reading skills. But, their speaking and writing skills are not improved to the extent they are. The case is at the coaching program only provides the class for the students

who will face the TOEFL test. Because of that purpose, students are only given the materials of TOEFL which are listening, reading and grammar. It is contrary to Stephen et al (2004, as cited in Dewanti, 2017) who states that TOEFL score is proven for student' capable English proficiency which includes speaking, reading, writing and reading skills. Since the coaching program is only for TOEFL learning, LDC does not provide any further class for English proficiency such as speaking and writing skills for the students.

The period of the coaching program is too short which is only for three months in 4 meetings in a week. In addition, the students who joined the coaching program were in the hurry to finish the study. Since the TOEFL score is an obligated requirement for the final examination, students need to attend the coaching program to have TOEFL materials. They actually joined the program for having a higher score of TOEFL instead of having better English proficiency. Most of the students take part in the coaching program to get a certificate of the TOEFL test. Only a very small percentage regard this coaching program as valuable learning to enhance their English skill. While most of the students think the TOEFL score cannot be used for anything except for requirement thesis examination because the TOEFL test at LDC is not a standard one it is only TOEFL preparation and cannot be used to apply for a scholarship program. As mentioned by Masfufah (2018), she states only a small number of students who take the TOEFL training program for the future purpose of having better English. Thus, providing speaking and writing class is not necessary yet if the students'

main purpose is only for passing the TOEFL test. As a result, the vision of the

TOEFL class to produce a capable English student is not achieved well.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Based on the result in the previous chapter, this chapter discussed the conclusions that I got after conducting research and analysing the data. Moreover, I also give some recommendations related to the result that was already obtained about what students' perceptions of the TOEFL coaching program and students' perceptions of implementing the TOEFL test at LDC.

A. Conclusions

This last chapter presents the conclusions of this qualitative study. Based on research findings, it was concluded that the participants agreed that the TOEFL coaching class held for free for all the students of UIN Ar-Raniry. This coaching program had an impact on the students, particularly non-English students. They were grateful to have learned English again after studying for one semester in college, so that they would be encouraged to learn it more in order to pass the test. Besides, they were able to get to know and learn about the characteristics of the TOEFL test so that can prepare them in official TOEFL test for requirements for the thesis examination. In addition based on participant response, they stated that the coaching class was held as a learning phase for the students before being required to take the test.

Most of the participants of interviews gave a good response to the coaching program that provides the students with many benefits. Based on the interviews the participants stated that there is something new coming up at every meeting and what

they got in such a TOEFL coaching class they could share it with their friends. Indeed there were also some participants who argued that the coaching class really gave many benefits to the students in learning TOEFL but not learning English. It means the students only learn the way to solve the TOEFL problem and improve their skills such as in reading and listening, but not writing and speaking. That's why learning TOEFL and English are different. Based on their point of view, if students were introduced into English, it would be possible to acquire all the skills, but because of this coaching program focused on TOEFL learning, students' English proficiency increases only in certain skills.

The participants mentioned that they used various ways when answering the TOEFL test. One of those is applying the tips and tricks given in the coaching class but there were still many students who couldn't pass the test or retake the test again, based on the participants' response that was not all because of the coaching program. In learning TOEFL definitely the students should have English basic skills and consistent learning.

A. Recommendations

In observing the result of this study on the perceived influence of TOEFL coaching session on non-English students' English proficiency at LDC UIN Ar-Raniry, academic year 2015, it is suggested that the further research related to the similar research can be done by another researcher in the future in order to analyze in deeper. Next, The teacher should be creative in teaching so that the students do not easily get bored. Additionally the teacher delivers material not only focused on the material presented but also includes many similar examples

question TOEFL tests. Finally, The students are suggested to come to the TOEFL coaching class regularly in order to obtain the material completely. Also, the students are suggested to review the material given in the TOEFL coaching class, without any basic skill and reviewing material then the English proficiency could not be improved.

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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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan :
PERTAMA

Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed   Sebagai Pembimbing Pertama
2. Rahmat Yusny, M. TESOL   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Nur Hafni**
NIM   : **150203192**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Perceived Influence of TOEFL Coaching Session on Non English Students' English Proficiency**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

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

KEEMPAT : 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: 31 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.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon (0651)7551423, Fax (0651)7553920
E-mail fik.uin@ar-raniry.ac.id   Laman fik.uin.ar-raniry.ac.id

Nomor   B-17448/Un 08/FTK 1/TL 00/12/2019   Banda Aceh, 16 December 2019
Lamp   -
Hal   Mohon Izin Untuk Mengumpul Data
        Penyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**NUR HAFNI**
N I M	:	**150203192**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Syeikh Abdul Rauf Kel. Kopelma Darussalam Kec. Syiah Kuala Banda Aceh**

Untuk mengumpulkan data pada:

Language Development Center UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

The Perceived Influence of TOEFL Coaching Session on Non English Students' English Proficiency

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode eva-629

SURAT KETERANGAN
Nomor: B-243/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6078/Un.08/FTK.1/TL.00/07/2020 tanggal 01 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
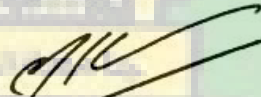
Nama   : Nur Hafni
NIM   : 150 203 192
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"The Perceived Influence of TOEFL Coaching Session on Non English Students' English Proficiency (A Study at LDC UIN Ar-Raniry)"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar