

EXPLORING EFL STUDENTS' PREPARATION IN TAKING TOEFL TEST

THESIS

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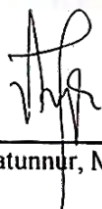
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**EXPLORING EFL STUDENTS' PREPARATION IN
TAKING TOEFL TEST**

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, 30 Desember 2019

Saya yang membuat surat pernyataan,



Firdha Fadilla

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ABSTRACT

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Thesis working : Exploring EFL Students' Preparation in Taking
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TOEFL test is an important test taken for many purposes, especially for educational purposes. This study was conducted based on the fact that a lot of learners and test-takers face difficulty in achieving satisfying TOEFL scores as being assumed they did not well prepare for the test. This study investigated EFL students' preparation to find their learning strategies for each section of the TOEFL test. Ten students were selected to be the participants of this study; all of them were English Language Education Department of UIN Ar-Raniry students who have taken the TOEFL test and managed to get a score above 500. This qualitative research was conducted by using a semi-structured interview with the protocol and recorder as the instruments to obtain the information about EFL students' preparation in taking the TOEFL test. The findings revealed that students were aware to use study skills during their preparation as they showed significant responses of being ready to prepare. Furthermore, for each section of the TOEFL test students involved in some preparations. In preparing for listening comprehension, students performed practicing the test and exposing to listening to authentic materials. For structure and written expression, students learned about grammar, practiced the test, and made notes about the topics. Lastly, for the reading comprehension section, students did not only practice the test but also involved in reading authentic materials exposure, asking questions strategies and made notes about the vocabulary.

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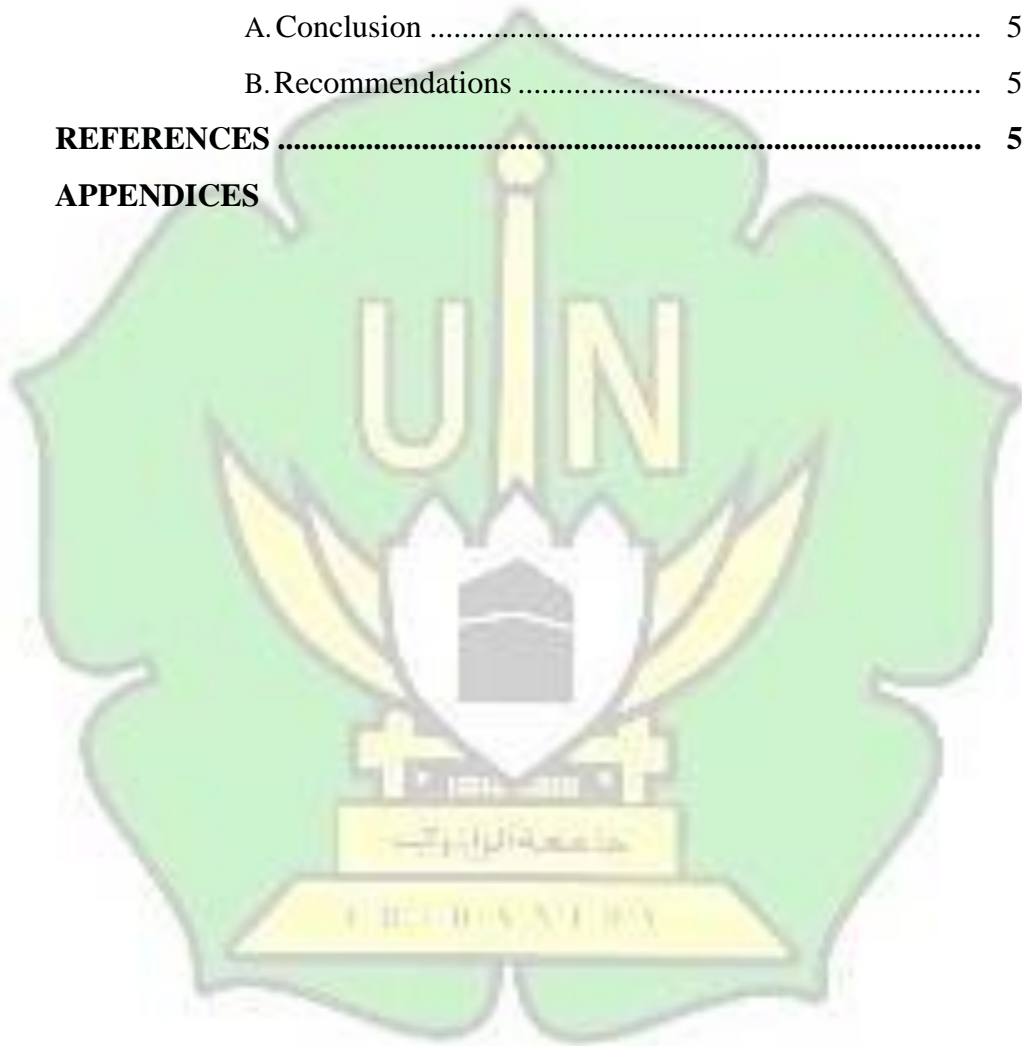
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It covers background of the study, research question, research aims, and significance of the study, and terminologies.

A. Background of the Study

Mastering English becomes a fundamental necessity as it is functioning as an International language for communication. Thus, people are expected to know English, either for daily communication or for public use. For this reason, English is taught and grown as a vital subject in schools or universities in most countries all over the world. This phenomenon simply influences the existence of language testing as an evaluation tool for the English proficiency. One of the English proficiency tests is Test of English as A Foreign Language shortened to TOEFL.

TOEFL has become an essential requirement for academic demand. TOEFL is one of the standardized tests, which has been applied by many universities and institutions all around the world to test students' English language proficiency. Sharpe (2004) stated that the governments, universities and agencies like Fulbright have used TOEFL as a measurement for English Proficiency of their candidates in the selection since 1963. In addition, more than 4400 colleges and universities in the united states,

Canada, and other countries worldwide require foreign applicants submitting their TOEFL scores, to be a consideration for their acceptance. Moreover, in examining English proficiency, some professional licensing and certification agencies also use TOEFL score (Sharpe, 2004).

In Indonesia, TOEFL is also used as the requirement for undergraduate thesis examination. It is required for the students, who want to take thesis examination, to pass the standard minimum score of the TOEFL, which has been set by the institution. Likewise, the TOEFL test is highly suggested in Aceh for students who want to graduate from their undergraduate level program. UIN Ar-Raniry, one of the universities in Aceh also administers this TOEFL test for their students.

Despite the fact that TOEFL score is an important requirement needed for thesis examination, many students fail to meet the standard minimum score. From a brief observation and informal conversation that I had with some students; many students fail to obtain the standard minimum score of TOEFL due to some reasons. Some of the students consider that each of the TOEFL sections has their own difficulty. Mahmud (2014) suggested that many students fail to meet the standard minimum score of the TOEFL test since it evaluates many skills of English proficiency, such as listening, reading, structure and written expression at the same time. Therefore, it is believed that to know more about the topics in the TOEFL test and do a better preparation are necessary.

As findings from research done by Antoni (2014) in Pasir Pangaraian

University, it showed most of the students did not have good preparation in TOEFL test which led them to fail in the test. The analysis also showed most of the students taking the TOEFL test without having a good strategy and enough English skills. Saifuddin (2006), as cited in Antoni (2014, p.11), proposed “in order to be a success in completing TOEFL test it is important to have well prepared for the test previously”.

Based on the problem above, the researcher is interested in conducting this research, to know more about the preparation which has done by EFL students. This study focuses on EFL students who have taken TOEFL test and successfully got score above 500. The findings of this research are expected to be a solution for the students who are still facing problem in passing the TOEFL test.

B. Research Question

Based on the background of this study, the researcher formulates the research question as follow: How do the EFL students prepare for the TOEFL test?

C. Research Aims

Based on the research question stated, the objective of this study was intended to explore EFL students' preparation before taking the TOEFL test. It explores the preparation in all sections of TOEFL test including listening comprehension section, structure and written expression section, and reading comprehension section.

D. Significance of the Study

a. English Department

Theoretically, this research is hoped to be helpful for Introduction to English Proficiency Test Course in obtaining the suitable TOEFL preparation for their students. The result of this study is proposed to be a guidance reference for the lecturer to know various ways to help their student in preparing for taking TOEFL test. Moreover, it can be an evaluation for lecturers and educational practitioners in preparing teaching strategy to help their students in TOEFL test.

b. Student

This study will benefit the students in term of trying various ways in preparing for TOEFL test. The ways that are suggested by informants who share the same background as students like them. Therefore, it is hoped that students will find the easier and suitable methods for TOEFL preparation and make a significant progress in TOEFL score result.

c. Test-takers

The result of this research can benefit the test-takers in preparing for the TOEFL test. The preparations in this research are suggested from the English Education Language Department students that have passed the minimum standard score of TOEFL. This research is expected to be helpful in providing the directions to an effective TOEFL preparation for the test-takers.

E. Terminologies

a. Test of English as Foreign Language (TOEFL)

TOEFL is a standardized test designed to measure the English ability of a non-native speaker. ETS, Educational Testing Service (2007) stated that the TOEFL test is a standardized test approved globally. In educational institutions, exchange and internship programs, the test takers need to obtain a minimum TOEFL score as proof of their English proficiency. Moreover, the TOEFL score has been also used as the requirement for non-native applicants in America and English speaker universities in pursuing the scholarship in those countries.

TOEFL generally is divided into three types of TOEFL. It is PBT (paper-based test), IBT (Internet-based test), and CBT (computer-based test). The differences are in the media for test and skills that tested. Beside these three TOEFL test types, there is also a TOEFL test called ITP. ITP is a TOEFL test administered by an institution. As in Indonesia ITP is the most familiar type of TOEFL, therefore this research will concentrate on it.

b. EFL Students

EFL is an abbreviation of “English as Foreign Language”. EFL students refer to the students who non-first English language user studying English in their own country. For example, an Egyptian learns English in Egypt. Abdallah (2011, p.8) defines EFL students as “the use or study of English by speakers with a different native language”.

CHAPTER II

LITERATURE REVIEW

This chapter provides literature review which is related to the research. It discusses about Test of English as a Foreign Language, Three Section of ITP TOEFL, and Test Preparation.

A. Test of English as a Foreign Language (TOEFL)

1. Overview of TOEFL Test

The Test of English as a Foreign Language (TOEFL) is a standardized test accepted globally. The TOEFL was first developed in the early 1960s by thirty public and private institutions which joined together in National Council on the Testing of English as a Foreign Language, aiming to create an English-language assessment for international students who propose to study at universities with English as instruction language (ETS, 2007). TOEFL is one of the proficiency tests. Brown (2003, p.44) defined that “a proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability”. Al-Rawashdeh (2010) stated that the TOEFL test were designed to test students’ information and performance of English.

TOEFL has encountered the evolution of test in its history, which started from paper-based test (PBT) to computer-based test (CBT), and iBT or Internet-based test. The changes were not only in the format of the test but

also in the construction and the content of the test (Moglen, 2015). Further explanations of TOEFL evolution are presented in the table below:

Table 2 1
The Evolution of the TOEFL Test

Stages	Construct	Content
1. The First TOEFL Test 1964–1979	Discrete components of language skills and knowledge.	Assessing vocabulary, reading comprehension, listening comprehension, English structure and grammar with multiple-choice questions.
2. A Suite of TOEFL Tests 1979–2005	Two additional constructs added (writing and speaking ability).	Constructed-response tests of writing and speaking were developed.
3. The TOEFL iBT Test 2005–present	The ability to use language in relevant academic context or communicative competence was designed.	Academic tasks were developed that require the integration of receptive and productive skills.

2. Types of TOEFL

There are four different types of official TOEFL test administered around the world as mentioned by Abboud (2011, pp. 113-114) which are Paper-Based TOEFL (PBT), Computer-Based TOEFL (CBT), Institutional Testing Program (ITP), internet-Based TOEFL (iBT).

a. The Paper Based Test (PBT)

The Paper-based Test (PBT) is the first type of TOEFL test. Vu and Vu (2013, p.12) stated “this test was originally based on discrete-point testing, in which each test question was meant to measure one distinct content point and then a score was extrapolated to give an overall view of the test-taker’ level. The test format was changed for the first time by using an integrative testing design in which each question required the test-taker to use more than one skill or piece of knowledge at a time”. Nowadays, PBT TOEFL test is still administered in more 70 countries in the world where internet is considered difficult to access (ETS, 2007).

PBT TOEFL consists of three sections which use multiple-choice questions that are listening comprehension, structure and written expressions, and reading comprehension. In providing the writing score it is used TWE (Test of Written-English) for additional (Sharpe, 2004).

Phillips (2001, p. xiv) clarifies the sections of PBT TOEFL test into four sections as follow:

a. Listening Comprehension is a section which requires the test-takers to listen to different passages and answer the multiple-choice questions about

the passages. This section is to assess the test takers ability in comprehending the spoken English.

b. Structure and Written expression is a section which requires the test-takers to complete sentences or find errors in sentences by choosing the correct answer from multiple choices. This section is assessing the test-takers ability to identify grammatically correct English.

c. Reading Comprehension is a section which requires the test-takers to read passages and then answer multiple choice questions about the ideas and the meanings of words based on the reading passages. This section is assessing the test-takers ability in understanding written English.

d. Test of Written English (TWE) is a section which requires the test-takers to write an essay on certain topic in thirty minutes. This section is assessing the test-taker ability to create correct, organized and meaningful English.

The explanation of the number of questions and time limitation given is described in table below as mentioned by Phillips (2001, p.xi);

Table 2 2
Paper-Based TOEFL test

Listening Comprehension	50 questions	35 minutes
Structure and Written Expression	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes
Test of Written English (TWE)	1 essay question	30 minutes

b. Computer-Based Test (CBT)

The Computer-Based TOEFL was introduced in 1998. It consists of four sections; Listening, Structure, and Reading with multiple choice questions and Writing with a 30 minutes essay. An adaptive model was applied for Listening and Structure sections which mean the questions given were customized based on the test-takers proficiency level. It means that the test taker's answer of the first question, whether corrects or not, influences the next question that will be given. This test takes three to four hours and the score scale is 0 to 300 points that is credible for two years (Vu & Vu, 2013).

Phillips (2001, p. xiv) illustrates the format of Computer-Based TOEFL test as table below:

Table 2 3
Computer-Based TOEFL test

Listening	30-50 questions	40-60 minutes
Structure	20-25 questions	15-20 minutes
Reading	44-60 questions	70-90 minutes
Writing	1 essay question	30 minutes

c. Internet-Based Test (iBT)

Internet-Based Test is a new version of TOEFL test replacing Computer-Based Test. According to Pierce and Kinsell (2009), the test is computer-based and can be delivered through internet; it allows the test-takers around the world to access the test anywhere. Abboud (2011, p.116) stated that "it includes a new section which is the Speaking Section. This section is

used to evaluate the examinees' ability to Speak English. Moreover, there are new integrated writing and speaking tasks. These tasks are used to evaluate the examinees' ability to combine and communicate information which is from different sources”.

The TOEFL iBT test currently has the following four sections as explained by Phillips (2015, p. xi);

- The Reading section includes three long passages on academic topics and questions about the passages about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.
- The Listening section includes six long passages of two university dialogues and four academic lectures or discussion. The questions ask students to determine main ideas, details, function, stance, inferences, and overall organization.
- The Speaking section includes six tasks, two independent tasks and four integrated tasks. Independent tasks are test-takers point of views about some aspect of academic life. Four integrated are separated into two types of question. First type is two integrated questions with three skills which are reading, listening, and speaking. Therefore, the test-takers need to read a passage, listen to a passage, and then speak about the relation between the reading passage and listening passage. The second type is two integrated questions with two skills which are listening and speaking. Therefore, the

test-takers need to listen to long passages and then sum up it and present their point of views of the passage.

- The Writing section includes two tasks, one integrated task and one independent task. The test –takers need to read an academic passage, listen to an academic passage, and write about the relation between the reading passage and listening passage in integrated task. In the independent task, the test-takers need to write a personal essay.

The explanation of iBT TOEFL format is presented in table below (Gear and Robert,2002 p. XXIII):

Table 2 4
Internet-Based TOEFL test

Section	Number of Passages	Number of Tasks, or Questions Per Passage	Answering Time
Reading	3-5	12-14	60-100 minutes
Listening	4-6 lectures	6	60-90 minutes
	2-3 conversations	5	
Speaking		6	20 minutes
Writing		2	50 minutes

a. Institutional Testing Program (ITP)

Abboud (2011, p.111) proposed that” the Institutional Testing Program (ITP) is designed to evaluate the English language skills of non-native English speakers”. This type of test is used only at the institution for the purpose of admission, placement, eligibility, and employment (Sharpe, 2004). Also, Abboud (2011) stated that ITP TOEFL allows the institution to reuse the older form of ITP paper-based test for the students and easily set the test schedule in their own facility. According to ETS (2016, p.3) ITP TOEFL test evaluates skills in three areas:

- Listening Comprehension measures the ability to understand spoken English as it is used in colleges and universities.
- Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English.
- Reading Comprehension measures the ability to read and understand academic reading material written in English.

The further explanation about ITP TOEFL test is presented in table below (ETS, 2016, p.3)

Table 2.5
Institutional Testing Program (ITP) TOEFL test

Section	Number of Questions	Administration Time	Score Scale
Listening Comprehension	50	35 minutes	31-68

Structure and Written Expression	40	25 minutes	31-68
Reading Comprehension	50	55 minutes	31-67
TOTAL	140	115 minutes	310-677

As PBT and ITP TOEFL test have the similarities in terms of questions formation, they are often considered to be the same TOEFL test. However, PBT and ITP are not the same type of TOEFL test. In PBT, there is an additional section which is Test of Written English (TWE) while in ITP; there is no section to assess the test-takers ability in writing an essay. Moreover, PBT is an official form of TOEFL test along with CBT and iBT, whereas ITP is an institutional-purposed TOEFL test which only can be used within the scope of an institution. In Indonesia, ITP is widely used for the purpose of admission, placement, and employment. Therefore, the term ITP TOEFL in this study refers to the TOEFL test that has three sections which are listening comprehension section, structure and written expression section, and reading comprehension section.

B. Three Sections of ITP TOEFL

1. Listening Comprehension

Listening comprehension is the first section that is tested in ITP TOEFL. According to Sulisty (2009), in this section, the test takers are assessed for their understanding of the sentence level, dialogues, extended

conversations, and mini talks. Listening Comprehension section consists of 50 questions divided into three parts which are Part A for short dialogues, Part B for long conversation, and Part C for talks. Short dialogues are two-line dialogues between two speakers and each followed by multiple choice questions. There are 30 short dialogues and 30 multiple choice questions in this part. Long conversations are conversation on casual topic between the students. It consists of two conversations and seven to nine questions made up in this part. Talks are 60-90 seconds talks about life and academic subject. There are three lectures and 11-13 questions appear in this part (Phillips, 2001).

2. Structure and Written Expression

Structure and Written Expression is the second section of the ITPTOEFL test. This section is concerned with written English. It consists of two parts: (1) Part A which focuses on Structure; and, (2) Part B focusing on Written Expression. Part A has fifteen multiple choice questions and the second part has twenty-five multiple choice questions marked with A, B, C and D. In Part B, the test-takers have to identify the error in each sentence (Philips, 2001).

3. Reading Comprehension

Reading comprehension section is the last section tested in ITP TOEFL. Phillips (2001) explained in Longman Complete Course for The TOEFL Test (2001) that reading comprehension assesses five aspects which consists of 13

skills. The five aspects and 13 skills of reading comprehension are presented in the table below (Phillips, 2001);

Table 2 6
Reading Comprehension Skills

Aspects of TOEFL Reading Comprehension	Skills
The Idea of the Passage	a. Answering main idea question correctly
Directly answered the question	b. Recognizing the organization of ideas a. Answering stated details question correctly. b. Finding unstated details. c. Finding pronoun referents.
Indirectly answered question	a. Responding to implied questions. b. Responding to transition questions.
Vocabulary questions	a. Finding out meaning from structural clues. b. Finding word parts. c. Giving meaning for difficult words by using context. d. Giving meaning for simple words by using context.
Reviewing questions	a. Searching for specific information, the tone, purpose, or course.

C. Test Preparation

Messick (1982, as cited in Yu, Zhang, He *et al* 2017, p.3) stated that test preparation as “any intervention procedure specifically undertaken to improve test scores, whether by improving the skills measured by the test or by improving the skills for taking the test, or both”. Chesla (2002) divided the explanation on how to prepare for TOEFL test in her book “TOEFL Exam success from Learning Express in only 6 strategic steps” into three topics:

1. Study skills

Chesla (2002) stated that preparing for TOEFL test means preparing for studying since the learners need to be fully ready for it. As the learners preparing for studying, they will need study skills to help them especially in balancing their times in studying to get an effective studying. Chesla (2002, pp.2-7) classified study skills into four segments which are setting the environment and attitude, knowing learning style, creating a study plan, and realizing on background knowledge. These four segments are further explained in following section.

a. Setting the environment and attitude

It is important to set environment and attitude to make the study time well-spent. It includes creating the right mood, the right conditions and choosing the right tools. Using reward system is one of the ways to create a good mood to study for TOEFL test. The right conditions can be varied as it will be different to each person based on certain reasons such as “where is the best place to study? Or when is the right time to study?”. Preparing the right tools for studying also helps to set the environment and attitude. It can be a good English dictionary, a highlighter and personal digital assistance.

b. Knowing learning style

There are various ways in learning something as each person can be different. It can be visual, auditory, kinesthetic and sequential. Visual learners learn by seeing, auditory learners learn by listening, kinesthetic learners learn

by doing, and sequential learners learn by putting things in order. Knowing the learning style is crucial to help for studying.

c. Creating a study plan

Creating a study plan will keep TOEFL test manageable and helping effectively in preparing for it. It is better to create a detailed study schedule for week to week from the TOEFL test day. As it gets closer to TOEFL test day, it is suggested to create a day to day schedule and set the time for studying. The real challenge is sticking with the plan that has been created. It is suggested to write the plan and put it where most likely to be seen.

d. Realizing on background knowledge

Background knowledge refers to certain information that the learners have acknowledged. An effective study is supported by realizing on something that has been known before and something that has not been known before. Explaining the material to other people clearly is one of the best ways to determine about something that has been known before. On the other hand, practicing the test is a way to find something that has not been known before. After practicing the test and getting the result, it is proposed to write the mistake that has been made on the question. The learners can learn from the mistake by searching the material about it then studying the material. Therefore, the learners will not repeat the same mistake on the test.

2. Learning strategies

Chesla (2002) stated that a successful learning is created from the process of the proper ways in studying. Therefore, it is essential to apply the study techniques that have been proven before. Chesla (2002, pp.8-11) proposed several learning strategies that can be applied in preparing for TOEFL test, all of which are explained in the following section.

a. Asking Question

Asking Question is a good study strategy as it helps to get actively involved to the material. It will help to understand and remember the material easier. For example, \when reading the article in English, ask the questions that similar to be found on TOEFL test, such as:

1. What is this passage about?
2. What is the main idea?
3. What is the author's purpose?
4. What is the meaning of this word as it is used in the sentence?
5. What does "it" refer to in this passage?
6. Is this sentence a main idea or a detail?

b. Highlighting and Underlining

Highlighting and underlining is also a good way to help to remember important material. The key is to be selective to the material to be highlighted

and underlined. These are possible things to highlight and underline when reading an article in English:

1. Words that are defined in the text.
2. Main ideas.
3. Key details that support or explain main ideas.
4. Words, grammar rules.
5. Ideas or concepts.
6. Vocabulary words and idiomatic expressions.

c. Taking Notes

Taking notes will help the learners to understand, organize, and remember the information easier. It is important to take note about main ideas, rule, and other items the learners need to know more. In addition, including the example will makes things in taking notes clearer. The example of taking notes activity is described below:

Rule: Don't use *the* of **noncount nouns** (such as bread, wood, Spanish, peace, learning).

They refer to the *general* thing, not a specific item or example.

Examples:

- *Please buy bread when you go to the store.*
- (But: *The bread he bought was moldy.* Here it's a specific bread being referred to.)
- *We wish for peace.*

■ (But: *The peace did not last long*. Here a specific period of peace is referred to.)

■ *Spanish is my native language.*

d. Making Notes

Making notes is creating the respond to what has been read before. In making notes, there are three ways suggested to do to, which are:

■ ***Write questions***

It is suggested to write a question every time there are something incomprehensible, such as:

What does this mean? Why is this word used this way? Why is this the best title?

Then answer all of the question that has been written. The example of making notes activity using write questions strategy is explained below:

If the learners found a word used in an unfamiliar way, the first thing is writing the questions about it, then providing the answer for the questions that can be used for studying later on.

Questions: Doesn't *flat* mean *smooth, without bumps or curves*? Why did the lady in the café say that her Coke was flat?

Answer: The word *flat* has several meanings.

MEANING**EXAMPLE**

horizontal, level

The prairie is flat.

spread out, lying at full length

He fell flat on his face.

smooth and even

The stone was flat.

absolute, unqualified

She was flat broke.

dull, monotonous

The story was flat.

(regarding carbonated beverages) having

lost its effervescence (bubbles)

The Coke was flat.

(in music) below the correct pitch

Her singing is flat.

deflated

The tire was flat from running over a nail.

■ Making connection

Making connection between ideas will help the learners remembering the material easier.

■ Writing reactions.

The other way to help remembering the information easier is writing reactions. This activity is simple by reacting to everything that has been read or hear. For example, if the learners read “It’s raining cats and dogs out there!” the learners might write:

What an odd expression! Funny image. Easy to remember.

e. Outlining and mapping information

Outlining is highly recommended for sequential learners as it will help in reviewing the key ideas and relation among ideas. The basic outline structure is described below;

I. Topic

1. Main idea

- a. Major supporting idea
- b. Minor supporting idea

Outlines may have many layers and variations depend on the material that the learners want to put up. However, the general form is still following the basic outline structure as described above. Outlining activity is represented with the example below:

In learning phrasal verbs for TOEFL test, the learners can make an outline to help them in understanding the use of the phrasal verb. For instance;

Verb + *up*

I. Make up

1. To determine

- a. Example: I made up my mind to pass the exam

2. To invent

- a. Example: He made up a good excuse

3. To compensate, repay

- a. Example: She will make up for her mistake by doing extra work.

Mapping information is a method in creating the ideas in less structured way as the learners can draw a map and write the ideas all over it instead of organizing the ideas from top to bottom like outlining.

3. Test-Taking Strategies

Chesla (2002) claimed that the TOEFL test is not only assessing the knowledge of English language but also measuring test-taking skill. It is important for the learners to learn about test-taking strategies before taking TOEFL test. Chesla (2002, pp.15-20) suggested some test-taking strategies as can be found in the upcoming explanation.

a. Learn about the test

The more information the learners know about the test, the more likely the learners will have a good preparation. It is necessary to know about TOEFL test like the sections of the test, the time to complete each section, and the topics that tested. Taking some practice test is also needed to make the learners familiar with test format and comfortable with the length of the test. It will help the learners to prevent the test stress and test anxiety.

b. Multiple-choices test strategies

Multiple-choices is the most likely question format for standardized test like TOEFL test, especially for ITP TOEFL which uses multiple-choices questions for all of sections. There are some strategies in dealing with multiple-choices questions such as eliminating the possible wrong answer as much as the learners can get. Even though, the learners do not know the

answer for the questions as they eliminating the possible wrong answer it will enhance the chance for them to choose the correct answer.

Beside several important study skills, learning strategies, and test-taking strategies that have been mentioned by Chesla, there are more suggestions from English Testing Service and Sharpe for test-takers in preparing for ITP TOEFL. These suggestions are considered to be extensively accommodating the data for the research as it can be a direction for method of data collection. The suggestions from ETS and Sharpe are explained in the following passage.

ETS (2016) stated in ITP Test Taker Handbook several things that test-taker should be aware to do by themselves for TOEFL test as following below:

- a. The test-takers must familiarize themselves with ITP TOEFL test format.
- b. The test-takers should expose themselves to English language as often as possible in many different ways. Test-takers should read English text that written in academy style. In addition, test-takers should watch movies and listen to radio in English language in order to enhance their listening skill.

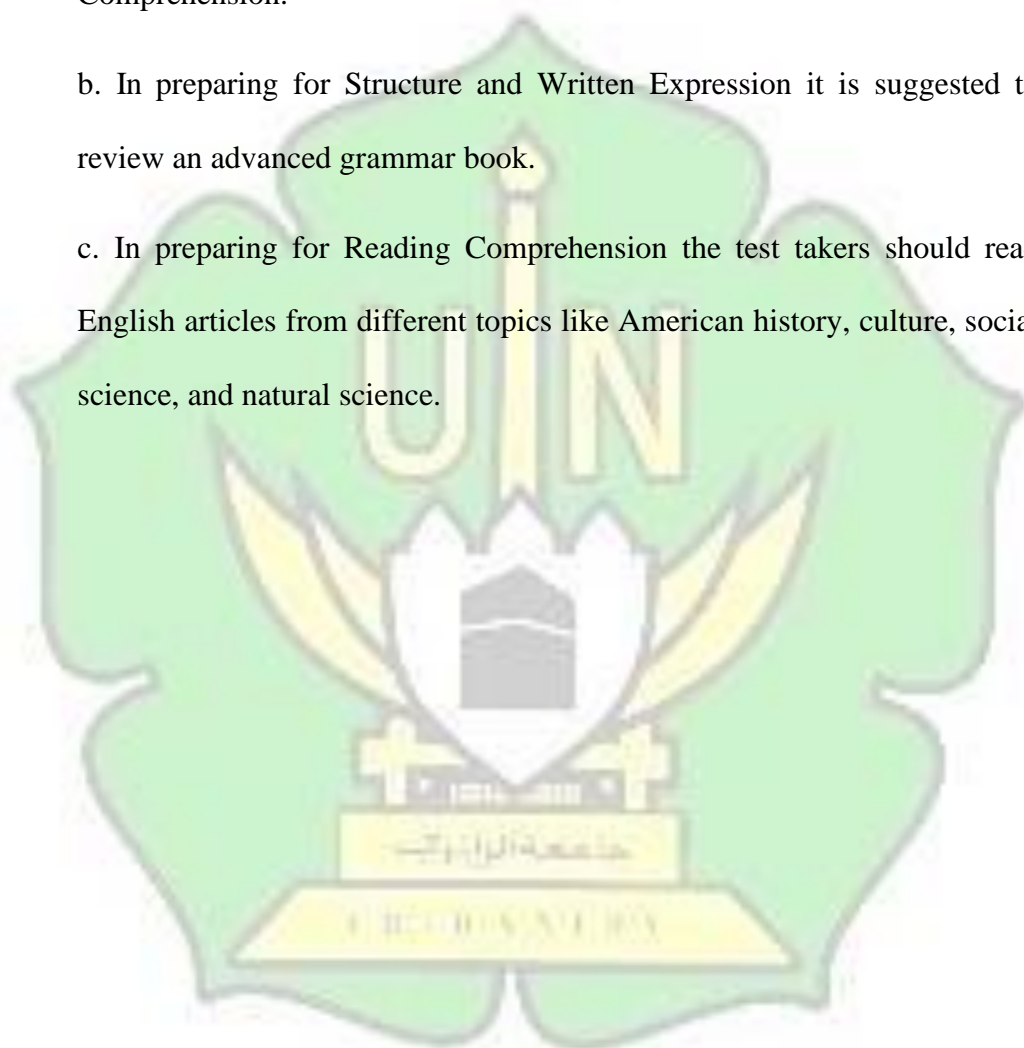
Sharpe (2004) also suggested additional preparations that the test-takers can do before taking TOEFL test. The additional preparations that suggested are presented in the next part.

- a. In preparing for Listening Comprehension section the test-takers should listen to radio and television newscasts and weather reports, television

documentaries, lectures on educational television stations, and free lectures sponsored by clubs and universities in English language. The test-takers also should watch movies in English. Making friend with native speakers and engaging in conversation are also suggested to prepare for Listening Comprehension.

b. In preparing for Structure and Written Expression it is suggested to review an advanced grammar book.

c. In preparing for Reading Comprehension the test takers should read English articles from different topics like American history, culture, social science, and natural science.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedures for conducting the research. It covers research design, data collection technique, participants, and technique of data analysis.

A. Research Design

Based on the research question, the approach which was used in this research was descriptive qualitative design as the researcher is interested in exploring EFL students' preparation in taking TOEFL test. According to Mason (2002, p.1), "through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate". Dawson (2002) stated that qualitative research design is used to explore attitudes, behavior, and experiences through interview or focus groups. In conclusion, qualitative research was used in this study because this study focuses on how EFL students prepare for the TOEFL test; the preparation that they do before taking the test.

B. Research Participants

The participants of this study were the students from English Language Education Department of UIN Ar- Raniry who have taken TOEFL test and got score above 500 as it was set as the minimum score in this department. The participants were 10 students both male and female who are in the final year of the university and waiting for the thesis exam schedule. The participants were from batch of 2014, 2015, and 2016. The participants were chosen by using purposive sampling, because the researcher chose the participants based on their potential to provide necessary data. In line with that, Kothari (2004) also describes purposive sampling as the way of sampling, where the researcher deliberately selects the sample. Therefore, the researcher only chose the participants that were considered can give their opinions deeply, which was related to the research.

C. Method of Data Collection

The data for this research was collected through interview. Interviews are usually a discussion between an interviewer and interviewee in order to gather information about a particular topic. The researcher can make phone calls or conduct personal interviews. Interviews vary from stage to stage (Harrel & Bradley, 2009). It was an in-depth interview using semi-structured one, in case follow-up questions would be necessary during the interview process. In gathering the information about participants' preparation, the researcher used the recorder to record the participant's responses and provided the interview protocol to get the data needed.

D. Method of Analysis

In this research, the data was analyzed by using coding process. Creswell (2012, p.243) stated “coding is the process of segmenting and labeling text to form descriptions and broad themes in the data”. The data from interview was organized and converted into transcript. Then, the researcher coded the words, phrases, and sentences from the transcripts that are relevant to the research. The codes were put in the different categories based on their connection to each other.

The steps to analyze the result of this research were adopted from Creswell (2007, pp. 236-237) as following:

1. Preparing and organizing the data
2. Exploring and coding the data
3. Using code to conduct the description and the data
4. Representing and reporting qualitative findings
5. Interpreting the qualitative findings
6. Validating the findings' accuracy.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings and discussion of the research. It consists of an explanation on how EFL students prepared for the TOEFL test and managed to get score above 500. This chapter aims to find out the answer to the research question which is: How do EFL students prepare for the TOEFL test? This chapter analyzes the research findings based on the obtained data from the interview process with ten EFL students of UIN Ar-Raniry English Language Education Department as the interviewees. The participants of this study are referred by initials which are RJ, AK, KM, RZA, MS, CSS, GCB, RSL, NF, and AP.

A. Research Finding

In relation to the research question, this research presents the finding in the description of the interview questions to get the version of EFL student's preparation in taking the TOEFL test. As the interview was semi-structured, thus, the questions consist of main questions and follow-up questions. There were eight main interview questions and thirteen follow-up questions. There were 21 interview questions however the follow-up questions could be decreased and increased due to the interviewees' answers. The first three interview questions were set to be warming up questions to collect a brief data of the participants' TOEFL experience.

The data obtained from the first three questions were regarded to the duration of the preparation, their perception toward preparation for the TOEFL test, and their experience of the TOEFL course program. Based on the interview, the duration of the participants' preparation in achieving score above 500 were varied as there were interviewees that went through over months and also there were interviewees that went only days for preparation.

All of the interviewees agreed that they need to prepare for TOEFL test to get satisfying score. One of the participants' response is provided below:

“Yes, I feel it. There is a huge different because I experienced it by myself. **For the first time I take the TOEFL test, I did not prepare** I mean just go to do the test without studying anything and then the score I got was low and after that **I learned that I have to prepare, and then I got score above 500.**”
[NF]

Three out of ten participants have taken the TOEFL course program previously to help them in the test. They shared that they learned test-taking strategies during their training. The participants also believed that their training in the TOEFL course program was supporting them to get score above 500 on the TOEFL test. In this case, one of the participants explained:

“I learned about test-taking strategies in TOEFL course. They basically taught me about how to answer three sections regarding its strategy.” [AK]

These three participants considered that the test-taking strategy from the TOEFL course and also the material that had been taught efficiently enhanced their knowledge and understanding of TOEFL questions.

The following Table shows the information of ten EFL students in this study about their gender, intake year, and their TOEFL scores:

Table 4.1
Participants' information

Participants' Initials	Gender	Intake Year	TOEFL Score
AP	Female	2015	553
MS	Female	2015	543
RZA	Male	2015	533
CSS	Female	2014	530
GCB	Male	2015	523
RSL	Female	2016	523
RJ	Female	2015	523
AK	Female	2015	513
KM	Female	2015	503

The data findings for the answer of the rest interview questions are elaborated into two points which are specific and general strategies. Following the interview question, the next paragraphs talk about participants' specific preparation strategies for each section of the TOEFL test. In addition,

the participants' responses to the seventh interview question are presented as general strategies which includes in study skills.

1. Listening Comprehension Section Preparation

The fourth interview question was asking about participants' specific preparation for listening comprehension section. According to the result of the interview, the participants involved certain preparations for listening comprehension section. It can be concluded into two points such as practicing listening comprehension test and listening to authentic materials exposure.

a. Practicing listening comprehension test

The participants practiced on listening comprehension section test before they took the formal TOEFL test. However, the practicing test is not the fundamental thing if not for the further activities they did during or after practicing. The activity should be considered to be performed during the practice is applying the strategies that have been learnt before. In this context, one of the participants proposed:

"So, in preparing for listening comprehension section, because I have taken TOEFL course so I got a basic knowledge about test strategy for listening test, so I applied it into my TOEFL test practice to overcome the listening comprehension section." [AK]

This response noted that during practicing test for listening comprehension section, **AK** used test-taking strategies that she has been learnt before from TOEFL training. She realized that she should practicing not only the listening question but also practicing the test-taking strategies on

it. In addition, she also further mentioned that practicing the test-strategies on practice test helped her in determining the right test-taking strategies that could be used later on formal TOEFL test.

The activity should be taken into action after practicing the practice listening comprehension test is reviewing the answer explanation. Practicing without learning from the mistake would be useless as nothing could be improved. **KM** said:

“In preparing for listening comprehension section, I usually used Smartphone apps to help me. For example like TOEFL Paprica and TOEFL Listening Apps, **so I practice the listening comprehension test question, answering the question, then after that I read the explanation of the answer.**”[KM]

In line with this response, **MS** added:

“For the TOEFL audio, I listen carefully what the native speaker on audio and **then I answered questions and then I look for the discussion for the answer.**” [MS]

b. Listening to authentic materials

Instead of practicing to the listening comprehension section audio, some participants decided to expose themselves to authentic materials of listening such as watching English videos and listening English audios in their daily life. The English videos and audios did not have any relation to TOEFL audio since it was not made for TOEFL. However, they mentioned that as

they are exposed to the English videos and audios, they can cope up to understand TOEFL listening audio when they took the test. **AP** stated:

“For listening comprehension section, **I tried to expose myself to several English videos like Ted talk and also podcast for random material.** I am trying to make myself familiar with English word that’s why it helped me a lot, and I also tried to do kind of note taking to understand more of the essential context of the material.” **[AP]**

Likewise, **RZA** said that:

“In my daily activity I used hand phone and **I search on YouTube, and I watch movie and listen to songs.** On YouTube I often watch Ellen talk show; I love that because there is like dramatically things and humor. So, the way how I like, during I watch Ellen talk show, I try to know what she said and understand all of what she talking about.” **[RZA]**

Participants conveyed that they involved with English exposure in daily life habitually. One of the participants also mentioned a particular activity when listening to English song which is predicting the song lyric by re-write it and then compare to the original lyric. Participants also wrote down new vocabulary as they heard it from videos and audios. Then, watching English videos and listening English audios were helping participants in comprehending TOEFL listening comprehension test audio.

2. Structure and Written Expression Section Preparation

The fifth interview question was asking about what specific things that participants did in preparing for structure and written expression section. Based on the result, in preparing for structure and written expression section,

the participants engaged themselves into various preparations. Their preparation was concluded into learning about grammar, making notes, and practicing structure and written expression test.

a. Learning about Grammar

In preparing for structure and written expression, the participants learnt about grammar. The participants learnt grammar rule as they thought it was important to know the basic rule of sentence structure.

“For structure and written expression section, of course I read grammar book to make sure I understand how some sentence stands and the several or certain grammar rule, so I tried to read several article and tried to distinguish and to decide what kind of sentence that I have been reading.” [AP]

In line with this response, **AK** also mentioned:

“**Learning about the grammar first.** Especially, in Cliff book, I see the weaknesses for structure section. For example, if I have a weakness on preposition question or else, I looked again at grammar Betty book.” [AK]

Based on this response, **AP** explained how she learnt the grammar with book as she mentioned in the other part that she learnt from Betty Azar grammar book. In addition, she also practiced the grammar with trying to decide the tenses based on the sentences of the article that she read. Also, **AK** performed the same activity in preparing for structure and written expression which was learning about grammar.

b. Making notes

During preparation for TOEFL test, the participants also acknowledged to make note. As they learnt the material for structure and written expression, they made notes about the topic to help them to understand the topic better. One of the participants' responses in regard to making notes strategies is mentioned below:

“The next step after I discussed the structure and written expression questions, **I made notes by writing down about the new topics that I have found.**” [MS]

The participants made note to cover the topics of the structure and expression section. They did not only re-write the material from the books but also from the other material that they could find on the internet. They reminded that this could be hard to done sometime however they suggested to think about the result of this activity toward their improvement in understanding the topics for structure and written expression.

c. Practicing structure and written expression test

Based on the result, all participants practiced structure and written expression test during their preparation. However, in preparing for structure and written expression test they claimed that they did not only practice but also review and re-learn about the material. In accordance to this, **RJ** stated:

“**I’m not only practicing but also reviewing the lesson.** For example, if there is a topic that I do not understand I will re-study about that material. **So, I**

am not only answering the question but review again on the topic.” [RJ]

According to the participants’ response, they need to learn from the key answer explanation after they practiced answering the structure and written expression test. The participants reviewed from their answer of practice test in order to not do the same mistake in the next practice test and in the formal test.

3. Reading Comprehension Section Preparations

The seventh interview question asked the participants about their specific preparation for reading comprehension section. The result revealed that the participants included reading authentic material exposure, asking questions strategies, and practicing reading comprehension section test for their preparation.

a. Reading to authentic materials

The participants learned from authentic materials were not only for listening comprehension section preparation but also for reading comprehension section preparation. Most of the participants read English text repeatedly in regular basis. The English text may be varied and different to each participant. However, most of them read news text such as from BBC, CNN, The Guardian, and The Jakarta Post. Relevant to this, **RZA** answered:

“I often read BBC news and National Geography; in my Facebook account I follow them so I directly go to their pages and then read. I did not do these five days before the test but this is habitually.

When I did not get the vocabulary, I will go to the Google translate.” [RZA]

b. Asking question strategies

Asking question was one of learning strategies that participants mostly used during their preparation especially when it came to reading comprehension section. As 5 out of 10 participants gave clear illustration on their activities during reading English text. Two of five responses are presented as follows:

“In preparing for reading, besides using apps I read many English texts. I usually read from the Jakarta Post news. I read the English news and articles then **I tried to figure out what is the main idea of the text? What is the message that writer trying to deliver to the reader?** Besides that, I also searching the vocabulary that I don’t know or rarely do I listen.” [KM]

Furthermore, RSL illustrated:

“After I read an article, **I tried to find common question on the reading comprehension section like what is the main idea of this passage.** If there is any vocabulary that I did not know **I tried to see synonym because it is also the questions mostly found on reading TOEFL.**” [RSL]

These behaviors of interviewees pointed out that they actively involved in material that they want to learn. They tried to answer the questions that are certainly similar with the general questions which often appeared on TOEFL test. As they tried to habitually ask questions during reading activities, they can familiarize with the common questions found in reading comprehension section of TOEFL test.

c. Practicing reading comprehension test

As exposing to the authentic materials of reading is not enough for preparation, the participants also implied that they practiced the test for reading comprehension test. In accordance to this, **MS** claimed:

“Specific things I do in preparing for reading comprehension section is **to read directly the reading TOEFL**. Because I think I just like the reading from TOEFL, and **then I will answer the questions and I will read the discussion of the answer and the question.**” [MS]

Based on this response, **MS** also reviewed on the answer explanation of the question after she practiced the test. She pointed out that in preparing for reading comprehension section, she thought it was necessary for her to read the text that purposively to be found in TOEFL test. One of the participants also engaged with TOEFL apps to practice with reading comprehension section test. The participants practiced the reading comprehension was not only to become familiar with the question but also to learn time management as they practiced the test following the time limitation of TOEFL test.

d. Making Notes

Based on the participants' response, it can be concluded that they did not only making notes in preparing for structure and written expression but also for reading comprehension. The participants made notes based on the vocabulary and the sentence found when they read the English text whether from TOEFL test or from authentic materials. In this term, **AP** explained:

“Because I personally have a big interest in the way they write the sentences and also for the word choices so mostly **I do some kind of**

notetaking again for the word that I don't understand and then I tried to translate it and tried to re-build them into new sentences.”
[AP]

Furthermore, MS also mentioned:

“I will also making note from new vocabulary I got because vocabulary, speed and understanding really are important in Reading Comprehension” [MS]

These responses showed that the participants involved making notes by writing new vocabulary as vocabulary is one of the aspect asked in reading comprehension section. As they made notes and also rewrite the vocabulary into new sentences, they learnt the context meaning of the word. According to the participants, it helped them during the formal test to understand the reading text easier and faster.

Beside the specific strategies for each section of TOEFL test which have been explained above, the general strategies are also included in preparing for TOEFL test. In next section, the study covers the result of the interview based on the participants' responses to the seventh interview question. It concluded that the participants applied general strategies during preparation for the TOEFL test.

4. Study Skills

Chesla (2002) addressed study skills as the skills to get ready in preparing. Those are considered as simple skill however the learners should not neglect as they can potentially help them in preparing effectively. The

seventh interview question asked the interviewees about their tips and tricks during their preparation. The answers of this interview question revealed that the majority of participants have fully attention for their preparation. According to the result of the interview, I figured out that most of the interviewees were concerned with how they study for the TOEFL test. The interviewees put a big consideration on their ways in preparing for studying. The participants demonstrated study skill which indicated they were ready to prepare for TOEFL test. All of study skills proposed by Chesla (2002), only three skills that were demonstrated by the participants of this study. The study skills found in this study were setting the environment and attitude, creating a study plan, and realizing on background knowledge.

a. Setting the environment and attitude

Chesla (2002) stated that setting the environment and attitude includes creating the right mood, the right condition, and choosing the right tools. As it could be different to each person, it is likely depending on the learner to figure out by themselves. As participants responded to the interview question which asked regarding their tips and trick in preparing for TOEFL test.

The interviewees realized that when and where to study are important for their effective learning. In this case, one of the participants declared:

“Well, I usually study at my house; if I study at crowded place it will make me feel little bit not focus. And about time I often learn after dinner at 8 o’clock.” [RZA]

In addition, **GCB** also said:

“Usually, **I need a cool temperature and quite room** in order to have it comfortable to learn and **so I can concentrate more and study.**” [GCB]

These statements are believed to be the participants’ methods on how they determined their right condition to study. Regarding in creating the right mood, one of the participants responded to one of follow-up question which asked about the challenge faced during preparation:

“Because TOEFL score at the time I took was not necessary for me, **so I don’t have any motivation to learn more.** But, I have to plan about my future. And **I think to plan about future it’s increased my motivation to learn.**” [CSS]

In this response, **CSS** showed that she tried to overcome her lack of motivation by putting her thought on long term reward in the future if she got TOEFL score above 500. This is one of the ways to live up the mood in learning. Besides creating the right condition and mood, it is also important to choose the right tools. On this term, **MS** suggested:

“My tips and tricks in preparing for TOEFL test, **the first one, please get any books you want.** I recommend Cliff, Longman, Cambridge and etc. **There are so many good books but for structure it must be Cliff.** For listening audio you can use Barron. The tips and tricks you can use Longman, there are a lot of tips and tricks provided in Longman.” [MS]

By giving this response, **MS** revealed the right tools for her to study was using the TOEFL preparation purposed books. As she also mentioned the

preference of the books to each section of the TOEFL test. In conclusion, setting an environment and attitude could be relatively different depends on each person. It should be necessarily done in preparing for TOEFL test in order to have an effective preparation.

b. Creating a study plan

An effective preparation involves a good schedule planning for studying. Giving plenty of time to study and review the material are helping preparation to be manageable. As it was asked on the interview, three out of ten participants showed positive feedback on creating a study plan. In relation to this, **RJ** stated:

“I created a study plan like a month before taking the test, for example on 9 P.M until 10 P.M I will study, and it was not longer than one hour. And at 9 A.M to 11 A.M, I will learn again. The schedule is not daily, what I mean is if I had learnt at night, I will not study that long and deeper at the morning.” [RJ]

MS also admitted:

“Yes, I will divide. For example, a month before the test I will not specifically making a schedule. But I will like memorize in my mind, first week I will learn Listening, second week structure or mix them day by day based on my current mood.” [MS]

These answers are explaining on how they would likely to divide the time to learn for TOEFL test. Even though they did not mention any kind of creating a study plan specifically into visual media like writing it on paper; their actions are enough to be assessed as an attempt to create a study plan.

c. Realizing on background knowledge

As part of study skill, realizing on background knowledge would help in making a steady progress. This research found that the interviewees tried to reflect on their mistake during their practice tests. Concerning that **RSL** stated:

“Yes, sometimes I practice it by using apps on my phone. I tried to see the questions of different part in listening, I usually struggling on the last part “monologue” and I tried to learn more on that part.” [RSL]

Similarly, **AK** explained:

“I see the weaknesses for structure section. For example, if I have a weakness on preposition question or else, I looked again at grammar Betty book. Practice it again on cliff book and learn again from the mistake.” [AK]

Based on the interviewees’ responses above, it indicated that they were aware to do exercises procedure with further study on their weaknesses. They took practice test to see their weak points and did following treatment to overcome it. This helped them in not repeating the same mistake and enhancing their knowledge about the topics that tested on TOEFL test.

The last interview question asked some participants' suggestion of TOEFL preparation for non-English language education students. The participants suggested to do from the easiest thing such as authentic material exposure. They assumed that this activity was simple as it could be done habitually in daily life. Moreover, this activity also supported students' preference as the students can search authentic material due to their passions.

The participants believed that if the learners consistently expose to English authentic materials, their English skills will be improved and it will significantly help the learners for TOEFL test. The other suggestion is practicing the TOEFL test for many times before taking the formal test to help the learner to become familiar with the question and also figure out their weakness on certain topics of TOEFL test.

B. Discussion

The first three questions of this study asked the participants about the duration of their preparation, their perception toward preparation for TOEFL test, and their experiences in TOEFL programs. These first three questions were brief introduction of the research. Based on the result of the interview, most of the participants took TOEFL test more than twice as they still struggled in getting above 500 on their first test. The participants realized the importance of preparation for TOEFL test as they gave clear responses about the difference in taking TOEFL test with and without preparation. They agreed that the preparation helped them in achieving satisfying scores.

Based on the participants' response, it was found that they practiced for listening comprehension test and exposed to authentic listening material in preparing for this section. In practicing this section, there were two treatments applied, tested the listening test-taking strategy and reviewed the answers explanation. Moreover, the participants also exposed themselves to authentic listening materials as they watched and listened to English sources. The participants engaged to this activity habitually, they also applied some

different treatment like listening to the song while writing the lyrics, watching YouTube and English movies with English subtitle and also deactivate the subtitle sometimes to challenge them. Based on their responses, this preparation helped them to be familiar with English talks and contexts. In line with this, an experimental study conducted in UIN Ar-Raniry about students' development on listening comprehension toward teaching with authentic materials by Azizah (2016) showed a significant higher result on listening post-test as they were taught using authentic materials. Also, Netta and Trisnawati (2019) found in their study on Acehese undergraduate students' strategies in preparing for TOEFL prediction that self-study was the frequently used strategy for their preparation which included listening to English songs and watching English movies. Therefore, the participants' preparation of listening to authentic materials is considered effectively helping them during listening comprehension section.

According to the result of study, participants applied three main preparations for structure and written expression which are learning about grammar, making notes, and practicing the structure and written expression test. Participants realized about the importance of grammar rules as they learnt grammar in preparing for structure and written expression. As they learnt grammar, they also made notes about the material that they considered essential to be learnt. This activity made their understanding for structure and written expression improved as they kept in learning. In coherence with Munzaki (2018), the learners usually involves in cognitive strategy such as

summarizing and analyzing the material during their preparation for TOEFL test. The participants also involved in practicing the structure and written expression test to make them familiar with the question which were asked.

The preparation for reading comprehension section is divided into four main preparations which are exposing to authentic material, asking questions strategy, practicing reading and comprehension test, and making notes. The participants read English text habitually to increase their vocabulary banks and also to improve their skill in understanding English text. As they read English text such as an article from newspaper, they applied asking questions strategies to familiarize themselves with similar questions that could be found in reading comprehension section. Moreover, the participants also practiced reading and comprehension test before they took the formal test to become familiar with the text and time limitation. As they practiced they can learn managing time in reading each passage. According to Fajri (2019), the challenges in answering reading comprehension section happened because students tend to be lack of motivation in reading activity and less of practice. The participants of this study showed that they overcame the challenges during reading comprehension section by habitually reading English text and practicing the test before the formal test.

According to the result, it showed that the participants engaged in study skills which were setting the environment and attitude, creating a study plan, and realizing on background knowledge. This study skill may seem simple but as preparing for TOEFL test this skill is crucial in preparing the student

for studying. As Chesla (2002) mentioned in her book that study skills are important to consider as these skills will support the learners in studying effectively.

Lastly, the participants of this study suggested some preparation strategy that non-English language education students can apply for their preparation. Most of participants suggested to learn from English authentic materials as it will help the students to be familiar with English language understanding and context. The participants also suggested the students to do a lot of practice test before they take the formal test.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of the conclusion and recommendations of the study. In this section, the data analysis and the result discussion would be summarized. Also, some recommendations are presented regarding to the current study and future works related to this field that could be conducted by the other researchers.

A. Conclusion

This study has explored EFL students' preparation before taking the TOEFL test. The result showed that the participants applied some preparation strategies during their preparation for the TOEFL test. Based on the findings, the participants engaged in specific preparation for each section of TOEFL test and general preparation which was study skill during their preparation.

The preparation for the listening comprehension section prepared by the participants is practicing listening comprehension tests and listening to authentic materials. The participants tested listening test-taking strategies during their practice to adapt to the strategies. They also reviewed the answers' explanation after they practiced listening comprehension tests. The participants also exposed to listening to authentic materials like watching English videos and listening to English audios in their daily life.

In preparing for structure and written expression, the participants involved in learning about grammar, making notes, and practiced the structure and written expression test before taking the formal test. They learned grammar with grammar books to help them understand the rule of English sentences. After they read the material they also rewrite it into the note to remember about it easier. Last, the participants also practiced the test to be familiar with the questions and learned from the mistake they made during the practice.

Specific preparations for the reading comprehension section found from the participants' responses were reading authentic materials exposure, asking questions strategy, practicing reading comprehension tests, and making notes. The participants read English authentic text materials such as from news BBC, CNN, and The Jakarta Post habitually. When the participants read the text, they tried to ask questions about the text such as the main idea of the text and the meaning of vocabulary. They also practiced the test in order to be good at managing the time in reading the passage.

The participants showed they were aware to be ready to study as they applied study skills during their preparation for the TOEFL test. The study skills which applied during their preparation were setting environment and attitude, creating a study plan, and realizing on background knowledge. Study skills are basic skills that learners should have not only in studying for the TOEFL test but also for studying any courses as these skills act as supporting skills.

B. Recommendations

Based on the findings of the research, there are some recommendations that I would like to offer as the researcher of this study. The recommendations are proposed for TOEFL course instructors, learners, the test-takers, and the future researcher. First, the preparation strategies found in this can be a consideration for TOEFL course instructors to motivate the students in their class to try the preparation suggested during their self-study outside face to face class activity. Moreover, it also can be used as the reference guidance in designing the classroom activity of TOEFL preparation.

Second, the learners especially those who are in preparation for the TOEFL test can practice the preparation suggested in this study during their preparation. As these preparations suggested by the participants who managed to get a score above 500, it is also expected to be a solution for the learners who are still finding difficulty in achieving the score. Similarly, the test-takers for the TOEFL test also can try the preparation found in this study to help them in obtaining a satisfying score.

Lastly, this study is expected to be one of starting points for future researchers to conduct the other study regarding TOEFL topic especially TOEFL self-preparation. As this study only explored EFL students' TOEFL preparation specifically to ITP TOEFL test, it is suggested for the next researchers to explore specific preparation on the different type of TOEFL test as it will include different section such as speaking section and writing section.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR 10.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**

Menimbang	a. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY finhwn un«zk klancx«n l+imbingan sMmi dan «ijjan otunaqasjr»fi ^^^^k P * FakuJtas Tazbi«h ** K<guruan tits f/r ttaniry 8unda Aceh, maka dipandang perlu mcninjau 8°*8^* dan >•"H>P >•^* b. keputusan Dekan Nomor: B-459/UN.08/FTK/KP.07.6/01/2019 tentang pengangkatan pembimbing nrJsi matio*isim Fsgulim Tgtbiyah dan Ogutuan Ar-Rentry Bandn Aceh. bahwa sniidara ypg tgtqb;jt nnmanya dsfam surar geputusafi fur di#andufiSIP d88 <<°"">' W>* «intuk diongkm sch8gef prntbäobiog sEriysi.
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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 berinku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Juni 2019
An. Rektor
Dekan

Muslim Razali



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Nomor : B-16368/Un.08/FTK.1/TL.00/1L'2019

Banda Aceh, 02 Desember 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

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Tempat

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

N a m a	: FIRDHA FADILLA
N I M	: 150203097
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry
Alamat	: Jl. Banda Aceh - Medan Km 24,5 Lam. Ilie Mesjid Indrapuri Aceh Besar

Untuk mengumpulkan data pada:

Fakultas Tarbiyah Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry Banda Aceh

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

Exploring EFL Students' Preparation in Taking TOEFL Test

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kesiswaan,

Mustafar



KEEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN

Nomor: 8-625/Ibn.08/PB/TL.00/2/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Nomor: B-16368/Un.08/FTK/TL.00A2/2019 tertanggal 03 Desember 2019. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

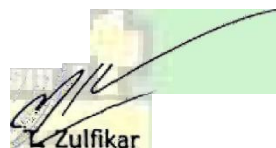
Nama : Firdha Fadilla
NIM : 150203097
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

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

Exploring EFL Students' Preparation in Taking YOEFL Test.

Demikianlah surat ini kami buat agar dapat dipergunakan sebagaimana.

Sonda Aceh, 30 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris.



Zulfikar

Interview Protocol

Project: Exploring EFL Students' Preparation in Taking TOEFL Test.

Time of interview :

Date :

Place :

Interviewer : Firdha Fadilla

Interviewee : Interviewee 1

Position of Interviewee : A student who passed a minimum score of TOEFL Test for English Language Education Department of UIN Ar-Raniry.

This is a research study about the preparation of EFL students before taking TOEFL test. The purpose is to explore the preparation including in all section of TOEFL test in English Language Education Department of UIN Ar-Raniry. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes. During the interview, you will be asked several questions about your preparation for TOEFL test. The interview process will take about 15 minutes to 30 minutes.

Question:

1. How long do you prepare yourself to reach >500 score?
2. Is there any difference in taking a TOEFL test with and without preparation?
3. Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)
 - Did you learn about test-taking strategies from your TOEFL preparation course?
4. What are specific things that you do by yourself in preparing for Listening Comprehension section?
 - Did you expose yourself with English native speaker, or movie, or English audio relatable?
 - What exactly you do when you watching English video or listening English video? Did you only watching and listening? Or did you do something extra like asking further questions about it, highlighting or underlining words, taking notes, and making notes?
 - Did you practice on Listening comprehension test? What did you do after practicing it?
5. What are specific things that you do by yourself in preparing for Structure and Written Expression section?

- Did you use any grammar related book? What is the book title? Did it effectively enhance your structure and written expression skill?
 - Did you practice on structure and written expression TOEFL test? What did you do after practicing it?
 - Did you do taking notes, making notes, outlining and mapping information?
6. What are specific things that you do by yourself in preparing for Reading Comprehension section?
 - Did you expose yourself to English text? What kind of English text do you read?
 - What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?
 7. What are your tips and tricks in preparing for TOEFL test?
 - Did you create a study plan?
 - Did you choose the time and the place to study?
 - Did you try to figure out what kind of learning style that fit your best?
 - Did you find any challenges during your preparation? How do you overcome it?
 8. What kind of preparation that you would suggest for non-English Language Education students?

The Format Source: Asmussen and Creswell (1995) as cited in Creswell (2012, p. 226).

Interviewee : AP

Question:

9. Q: How long do you prepare yourself to reach >500 score?
A: To be honest, for the first one I did not do any preparation it was like just doing the test, but for second one I spent two nights to read the material and prepare by myself.
10. Q: Is there any difference in taking a TOEFL test with and without preparation?
A: Absolutely, especially for structure and listening, because I feel like the more I exposed myself to TOEFL material the more easily for me to achieve my target score.
11. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)
A: I only learn by myself.
12. Q: What are specific things that you do by yourself in preparing for

Listening Comprehension section?

A: For listening comprehension section I tried to expose myself to several English videos like Ted talk and also podcast for random material. I am trying to make myself familiar with English word that's why it helped me a lot, and I also tried to do kind of note taking to understand more of the essential context of the material.

Q: What exactly you do when you watching English video or listening English video? Did you only watching and listening? Or did you do something extra like asking further questions about it, highlighting or underlining words, taking notes, and making notes?

A: So, I tried to write the essential matters of the video or the podcast especially it talks about weather what it is mean by weather itself.

Q: Did you practice on Listening comprehension test? What did you do after practicing it?

A: for real audio TOEFL I did not do any.

13. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: For structure and written expression section, of course I read grammar book to make sure I understand how some sentence stands and the several or certain grammar rule, so I tried to read several article and tried to distinguish and to decide what kind of sentence that I have been reading.

Q: What is the book title? Did it effectively enhance your structure and written expression skill?

A: The book title, for learning structure I used Betty Azar. I believed so because the explanation in that book quite clear and brief, it gives me information in simple way.

Q: Did you practice on structure and written expression TOEFL test? What did you do after practicing it?

A: So I also used TOEFL related book like Cliff, before the test I prepared myself to learn several aspect of structure and written expression using that book. After practicing I usually open the answer keys, and tried to find out whether my answers were right or not and after that I take a break maybe several minutes then to learn more. I re-read the material about the part that was a mistake.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: yeah, I outlining the material that I really want to improve, and highlighting it with vibrant color so I can remember it very well.

14. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: For reading I did not do anything like focus on the material that related to TOEFL, but I personally spent most of my time reading English book and for me it's kind of not hard to answer question section.

Q: Did you expose yourself to English text? What kind of English text do you read?

A: yeah random material like fiction and article but not specifically from TOEFL book.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

A: Especially for the news because it is essential to know what we need to understand and comprehend from the news itself, so I tried to comprehend or understand what the main information from the news and fictional reading material. Because I personally have a big interest in the way the write the sentences and also for the word choices so mostly I do some kind of notetaking again for the word that I don't understand and then I tried to translate it and tried to re-build them into new sentences.

15. Q: What are your tips and tricks in preparing for TOEFL test?

A: Focus on time management, because no matter how easy for you to answer the question when you lost your track you can't do anything. We have to make sure how many minutes we need to each section.

16. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: Try to expose yourself to English material, for listening just watch video not really heavy material maybe you can watch like How-to video, for structure we can read some material maybe news, it is also great.

Interviewee : AK

Question:

1. Q: How long do you prepare yourself to reach >500 score? A:

I prepared myself for about two weeks before I got the test

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Absolutely yes, because I think it's really give impact for me if I have taken a TOEFL test with preparation. Because taking TOEFL test with preparation we will have a fully energy, we have a fully knowledge about the TOEFL test, so with and without preparation really have a big impact for me.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: Yes, I did. Yes, absolutely.

Q: Did you learn about test-taking strategies from your TOEFL preparation course?

A: I learned about test-taking strategies in TOEFL courses. They basically taught me about how to answer three sections regarding its strategy.

4. Q: What are specific things that you do by yourself in preparing for

Listening Comprehension section?

A: So, in preparing for listening comprehension section, because I have taken TOEFL course so I got a basic knowledge about listening test, so I applied it into my TOEFL test practice to overcome the listening comprehension section.

Q: So you applied listening strategies when you practice the listening section of TOEFL test?

A: Yes

Q: What did you do after practicing listening test?

A: I analyzed the answers. If I did a lot of mistakes on some questions, I analyzed my weaknesses based on that.

Q: Did you expose yourself with English native speaker, or movie, or English audio relatable?

A: yeah, I often listen to native speaker or English videos, for example like ted talk, listen to the message that they want to deliver, so I got the point. If I do not get the points, I take a note, and watch it again with subtitle.

5. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: Learning about the grammar first. Especially, in Cliff book, I see the weaknesses for structure section. For example, if I have a weakness on preposition question or else, I looked again at grammar betty book. Practice it again on cliff book and learn again from the mistake. If it's hard for me to understand I searched again on another sources about the material and I also asked my friend to give me solution or explain it for me.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: specific things for reading section, I did a lot of reading especially read Jakarta post and Guardian, it's really help a lot to see the structure and the message that writer want to deliver. So, I cannot focus to two things at one time such as seeing the structure and after that seeing the message. So, I divided the time whether I want to practice on the structure first or the message. I analyzed the structure, if I do not understand; I checked the translation to understand it contextually. After I read Jakarta post new, I decided what the main idea of the text by classifying the keywords.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: First, I take study plan. I cannot focus on all sections in one time, so I decided to divide the specific time for me to learn. For listening I usually learn at night. In preparing for TOEFL test, the first tips is making a study plan, after that positioning yourself in a real test even it is still a practice test. Then, decide the time to learn the TOEFL test. I learn listening at night.

I also applied the strategy for TOEFL test when I practiced the test and its work.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: yeah I find challenges like bored about the test. Because the text in TOEFL is really complicated, it's so academic for student like me. It could be about astronaut, earth, and everything. So, I should be familiar with what I have been read in Jakarta Post, so directly I can understand it with the keyword. I overcome the challenges by doing fun thing for me like singing song and watching video like talk show. I put the entertain thing to overcome the challenge.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: so basically for non-English student is having a lot problem in taking TOEFL test. The first thing they should do is familiar with vocabulary. They must read all the vocabulary like from Instagram caption or twitter or everywhere. After them familiar with the vocabulary they go to see what kind of question that would be asked in the TOEFL test. If they have problem on listening section, they should watch English videos more. If they have problem on reading section you have to create a study plan to see how you can improve yourself.

Q: Is there any addition about TOEFL preparation?

A: Alright, the effective thing for me is applying the strategy that I have got from my TOEFL preparation course on my own practice test at home. I test the strategy whether it works for me or not. If the strategy worked I will practice again applying it on practice test and if the strategy did not work for me then I will not use it.

Interviewee : CSS

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: As I experienced, I think I have read many kind of reading it's improve in understanding the text. It's about one to two weeks I think.

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Yes, Of course. Because when we prepare something we know why we choose it, right? So, when you prepare TOEFL test it means you know why you choose the answer like in your answer sheet. If you don't prepare it you just guess or just use your prior knowledge. Sometimes, it's imbalance with your prior knowledge.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: Recently, yes.

Q: Did you learn about test-taking strategies from your TOEFL preparation course?

A: Yes.

4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?

A: I think I do not have any specific activities to improve my listening score but I do not know, probably because I know much vocabulary so speakers said about that I understand even I don't really understand what the whole conversation talks about or whole talk speaks about.

Q: Did you expose yourself with English native speaker, or movie, or English audio relatable?

A: I think no, because I am not really interested in watching western movies.

Q: Did you practice on Listening comprehension test? What did you do after practicing it?

A: Maybe I had practice once before I got real test.

5. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: Because I am an English teacher so maybe it's really influential in my structure score because we learn and share to our student so we know little bit about structure and grammar why I think it very influential in my structure score. And then I know the basic one basic grammar, it's really important for us before taking the real test.

Q: Did you use any grammar related book? What is the book title? Did it effectively enhance your structure and written expression skill?

A: Maybe Betty Azar and Longman TOEFL book. For Longman it's briefly explain you of course for whom know about basic grammar it will help you much because she or he gives you explanation about the main ingredients of structure or written expression.

Q: Did you practice on structure and written expression TOEFL test? What did you do after practicing it?

A: I exercised myself with questions and I did a lot of exercises on Longman one. Sometimes I look at questions that I have wrong answer and then I tried it again after I re-learn or review about that topic.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: No, I think. But, I printed material so sometimes I highlight on what I think is important to enhance my score at structure.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: I think as I mentioned earlier. Reading a lot means a lot in Reading section, because if we habituate our habit in reading, our reading speed will also be improved. So, we can skim and scan and now about the topic. And also it will improve your bank of vocabularies.

Q: Did you expose yourself to English text? What kind of English text do you read?

A: many kinds. I prefer short article sometimes like scientific magazine. I like science so prefer science article but sometimes I did read a funny one and entertainment.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

A: Sometimes I just “oh this article talk about this one or this topic” just it.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: first, you must read a lot. Perhaps, you did not know many words you can write it in your special books for vocabulary and then try to know what it means. For listening, it takes time to improve; you have to practice more and more. For structure, you must know about the basic grammar you have to understand it.

Q: Did you create a study plan?

A: No

Q: Did you find any challenges during your preparation? How do you overcome it?

A: Because sometimes TOEFL score and that time I took is not necessary for me, so I don't have any motivation to learn more. But, I have to plan about our future. And I think to plan about future it's increased the motivation to learn.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: Maybe, for ones who cannot learn by themselves they can join the course outside the classroom like our free TOEFL training like LDC and some courses outside our university. Because they study focuses on TOEFL test, it's really beneficial for us. And then try to get your motivation and it must be from inside yourself.

Interviewee : GCB

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: I didn't prepare myself that well actually. I think an hour self-study answering questions from TOEFL book.

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Yes, it is. There are some, because I could prevent the same mistake I have done when I am doing the exercises for TOEFL so the same mistake did not happen in the future when I take a test.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: No.

4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?

A: I watch YouTube as my habitual activity, I used YouTube channels who are from native English as I watch the YouTube

Q: What exactly you do when you watching English video or listening English video? Did you only watching and listening? Or did you do something extra like asking further questions about it, highlighting or underlining words, taking notes, and making notes?

A: I did not do any further activities just comprehend the speaker told us.

Q: Did you practice on Listening comprehension test? What did you do after practicing it?

A: No.

5. Q: What are specific things that you do in preparing for Structure and Written Expression section?

A: I used TOEFL preparation book to learn the structure and the written expression.

Q: What is the book title? Did it effectively enhance your structure and written expression skill?

A: I did not remember the title but it is from Indonesia author the general such "600 score something". I think it is but it did not advanced my ability in structure but there is but only slightly.

Q: Did you practice on structure and written expression TOEFL test? What did you do after practicing it?

A: After I practiced test, I checked what was the mistake that I made and then I read the explanation from the book and why it is mistake what the right answer for it.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: I usually highlight some points that I need to remember in order to not do the same mistake.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: I used to read some English text such as from the news like BBC and CNN that we usually read when we open our phone.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

- A: I just try to comprehend the news text “what is the point of the text and what the message of the text that has been written in the newspaper”.
7. Q: What are your tips and tricks in preparing for TOEFL test?
A: Usually, I need a cool temperature and quite room in order to have comfortable and so I can concentrate more and study.
Q: Did you create a study plan?
A: No, I didn't.
Q: Did you find any challenges during your preparation? How do you overcome it?
A: There are challenges such as Error analysis. Structure is my weakness in TOEFL test. I usually answer the questions from the book and then read the explanation from the book.
8. Q: What kind of preparation that you would suggest for non-English Language Education students?
A: For non-English students, you could just focus on one part of the TOEFL that you are really weak at. And learn about that part intensively.

Interviewee: **KM**

Question:

1. Q: How long do you prepare yourself to reach >500 score?
A: I prepared to reach above 500 around 5 months
2. Q: Is there any difference in taking a TOEFL test with and without preparation?
A: Yes, in first test I did not prepare well, for example I can't manage the time when I answered it and in the second test I did preparation like searched the example of reading text and also learned from the question.
3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)
A: No
4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?
A: In preparing for listening comprehension section, I usually used Smartphone apps to help me. For example like TOEFL Paprica and TOEFL Listening Apps, so I practice the listening comprehension test question, answering the question, then after that I read the explanation of the answer. I also usually practice for listening by doing song lyrics writing. I mean is that I tried to write the lyrics of the song words by words that I listen for several times then I googled it to find the correct lyrics and compare mine with that. Besides that, I also watched English video on youtube. I particularly interested on business and entrepreneur things, so I watched English videos about that to make myself familiar with listening. First I watched it without any subtitle, and then I tried to catch the points, if still do not understand I will watch it again with the subtitle.

5. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: I don't know why but I like using apps in preparing for TOEFL test. I also used apps for learning structure, for example TOEFL Paprica. I also used TOEFL book like TOEFL cliff.

Q: Did it effectively enhance your structure and written expression skill?

A: Yes, it helped me. So I practiced the test, answering all of the structure questions exactly like the times in real test. Then, I looked at the key answer, checked all of my answers. umm I also read the explanation of the answer. When I found the explanation is too hard to understand, sometimes I read or find the material about the topics.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: I did not taking notes, I learnt TOEFL by smartphone sometimes I screenshot it.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: In preparing for reading, besides using apps I read many English texts. I usually read from the Jakarta Post news. I read the English news and articles then I tried to figure out what is the main idea of the text? What is the message that writer trying to deliver to the reader?. Mmm Beside that I also searching the vocabulary that I don't know or rarely do I listen.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: Like I choose the time and the place to study. Usually I study at the morning and sometimes in my spare time. Also, I figure out what kind of my learning style that fit with me, for example I like to study with audiovisual.

Q: Did you create a study plan?

A: No.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: Maybe, in grammar and structure. Because I think I am not really good at structure so to solve it, sometimes I tried to find videos that explain about the topics that asked in the question.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: My suggestion, first, for non-English students you have to be familiar with the TOEFL test. Secondly, find your learning style that fit you. Like me I usually watched the English videos that I enjoyed like business videos. So, watch videos that you like for example maybe you like motivational

video or gaming video. You can do simple thing like listen to the song. You can try to write the lyrics and compare your lyrics with sources lyrics; maybe it can improve your listening skill.

Q: Is there anything you want to add about TOEFL preparation before we end the interview?

A: As students who want to take TOEFL test, we have to do a good preparation like I said before like watching videos and listen to the song for listening skill. And you have to always find and learn from your weakness. So, like me, My weakness in structure. I have to study hard to understand it. And also you have to read the books.

Interviewee : MS

Question:

1. Q: How long do you prepare yourself to reach >500 score?
A: I need a month or months to prepare myself to reach 500 score in TOEFL test.
2. Q: Is there any difference in taking a TOEFL test with and without preparation?
A: Yes, there is. So many different in taking TOEFL test with and without preparation. Without preparation even you have gotten 600 TOEFL score if you leave behind TOEFL, you never discuss TOEFL for months then your TOEFL score be decreased. So, the preparation for TOEFL test really required
3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)
A: No, I did not.
4. Q: What are specific things that you do in preparing for Listening Comprehension section?
A: Specific things that I do in preparing for Listening Comprehension Section, I used many kinds references for audio. The first one it must be TOEFL audio itself, the second one related to my hobby, for example song and movie. For the TOEFL audio, I listen carefully what the native speaker on audio and then I answered questions and then I look for the discussion for the answer and then I write down every single new words that I got from the audio with its translation too. For song and movie, I listen to song while reading the lyrics and also write down any new words I got. For movies, I watch the movie with English subtitle, if I watch the movie for second time I will not use subtitle.
5. Q: What are specific things that you do in preparing for Structure and Written Expression section?

A: Specific things I do in preparing for structure and written Expression section is to discuss TOEFL structure questions. I use Cliff book because I think it's more complete than the other book in my opinion. I will discuss the questions with my friend and by using the internet I will make notes from the material then I could understand, and then I will discuss it more.

Q: Did you use any grammar related book? What is the book title? Did it effectively enhance your structure and written expression skill?

A: In my opinion I recommend to use cliff book because I think it's more complete. If you looking for answer discussion. For the structure questions you can use any books.

Q: What did you do after practicing it?

A: The next step after I discussed the structure and written expression questions, I making notes by writing down about the new topics that I found and then I will outline really important information. And sometimes I will map a kind of topic I need to map it.

6. Q: What are specific things that you do in preparing for Reading Comprehension section?

A: Specific things I do in preparing for reading comprehension section is to read directly the reading TOEFL. Because I think I just like the reading from TOEFL, and then I will answer the questions and I will read the discussion of the answer and the question. I will also making note from new vocabulary I got because vocabulary, speed and understanding really are important in Reading Comprehension.

Q: Did you expose yourself to English text? What kind of English text do you read?

A: Actually I did not really expose myself to English text but currently because I am doing my thesis I do read a lot of journal. So, I think it's little bit helping me to improve reading comprehension skill. The only key to be success on reading comprehension is to read more and write down vocabulary and to answer the question because vocabulary is not enough.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: My tips and tricks in preparing for TOEFL test, the first one please get any books you want. I recommend Cliff, Longman, Cambridge and etc. There are so many good books but for structure it must be Cliff. For listening audio you can use Barron. The tips and tricks you can use Longman, there are a lot of tips and tricks provided in Longman.

Q: Did you create a study plan?

A: Yes, I will divide. For example, a month before the test I will not specifically making a schedule. But I will like memorize in my mind, first week I will learn Listening, second week structure or mix them day by day based on my current mood.

Q: Did you choose the time and the place to study?

A: I am kind of not too distractive learner so I can learn everywhere and whenever I have free time.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: yes, I think TOEFL is boring sometimes. When we feel tired or bored when learning something do not stop just take a rest. I think if you feel you want to stop, you need to remember your motivation.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: I think a preparation that non-English language student needs is by TOEFL book. Read the tips and the tricks and answer the questions, because it is really important. Because TOEFL has really specific and particular kind of question so I think it's really helpful for Non-English students to read the tips and tricks first and then you have to through the question and then practice as much as possible and if you want to achieve 500 or above score. If structure is all about the theories, listening and reading is like you learn to swim so if you only read the theory without swimming by yourself to the swimming pool you can't swim, because of that on listening and reading you need to listen more and you need to understand the expression that native speaker use in the particular situation and context. And Reading, vocabulary is not the only thing you need to consider but speed and the way you comprehend what is asked

Interviewee

:NF

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: I prepared myself for about two months

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Yes, I feel it. There is a huge difference because I experienced it by myself. For the first time I take the TOEFL test, I did not prepare I mean just go to do the test without studying anything and then the score I got was low and after that I learned that I have to prepare, and then I got score above 500.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: No.

4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?

A: For listening I watched a lot of YouTube videos, it is kind of usual listening like daily vlog but in English. Another one is listening for podcast. I also download English TOEFL apps.

Q: What exactly you do when you watching English video or listening English video? Did you only watching and listening? Or did you do something extra like asking further questions about it, highlighting or underlining words, taking notes, and making notes?

A: For YouTube I activate the subtitle sometimes because sometimes I did not catch what they talking about. So, when I read and listen at the same time I can understand. So, for the podcast I try to read transcript because it is also provided sometimes. For TOEFL apps, after I listened and then I just answered the question, if it wrong and then read which part that I missed.

5. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: For the structure I like to read a lot of English sources like everything and for example about daily life that written in English. I studied on Longman book, it separated each sections.

Q: Did you practice on structure and written expression TOEFL test? What did you do after practicing it?

A: After I read and studied about conjunction, there is a section I can practice the test, after I do it which one the right and the wrong one. After I checked the answer I tried to look at back, which one is wrong, from the wrong answer I tried to figure out which part that I answered wrong. I learn from the mistakes.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: for taking notes yes, it is not for all of subject that I have learnt. But, yeah most of it I take note.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: Basically, I did not learn such as specific exercise. I read a lot of text, because it is important to improve my reading skill. I think it helps me in reading section.

Q: What kind of English text do you read?

A: I read about everything, it is not about TOEFL reading but like education, entertainment, general article.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

A: Honestly, I did not do that. But, after I read the text I always ask myself question like “what is the text about?” In general. If I did not get the idea and then I tried to read again and understand it.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: The tips I suggest are no matter what the test you want to take you have to prepare yourself, you can just go to the war without weapon, you have to prepare yourself like you have to study then you will be satisfied with your score.

Q: Did you create a study plan?

A: No, but I did not make specific study plan but I have a target.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: Yeah, the challenge is motivation. I am kind of person that deadliner. So, my motivation is better again when it's nearer to test day.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: watch English videos, if you cannot understand use English subtitle. Because by using English subtitle time by time you will understand. You can also download app for TOEFL

Interviewee : **RZA**

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: Three months

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: Yes

Q: Did you learn about test-taking strategies from your TOEFL preparation course?

A: of course, I got a lot of strategies to get good TOEFL score especially on structure, at that time Mr. Habib was a lecture, he taught me a lot of tips "when you find word like this so the answer would be like this, when you find a negative word so the answer would be the verb". Beside tips, I also got about grammar rules.

4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?

A: Actually, the things that I do by myself is not specific, like before the TOEFL test I didn't take the trick practice. I just like you know. In my daily activity I used hand phone and I search on YouTube, and I watch movie and listen to songs. On YouTube I often watch Ellen talk show; I love that

because there is like dramatically things and humor. So, the way how I like, during I watch Ellen talk show, I try to know what she said and understand all of what she talking about, but sometimes I didn't find what she talking about, so I split that away. In two minutes length videos I could take the whole meaning.

5. Q: What are specific things that you do by yourself in preparing for Structure and Written Expression section?

A: I usually will learn at night I mean like four nights before the test. I usually re-open Longman Deborah book of grammar and TOEFL strategy test etc. And I will just looking on the questions and then I searched about the key answer, and after that I learn, if I wrong on five questions, I will go to the page that explain about that questions topic. It's the system of the book when you wrong on the question, the book will provide on the key answer like "this question topic is on this page". So, I go to the page and learn again about the material.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: No, I did not taking notes. I have the book so I just highlight on the book.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: I didn't do something specific, I often read BBC news and National Geography; in my facebook account I follow them so I directly go to their pages and then read. I did not do these five days before the test but this is habitually. When I did not get the vocabulary I will go to the Google translate.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

A: No.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: What will I do for TOEFL test that specific on structure like four nights before the test, I will study. It's needed to learn grammar on structure that why it takes more time to learn structure. The night before the test I will not do anything related to TOEFL since it's going to make me dizzy.

Q: Did you choose the time and the place to study?

A: well, I usually study at my house; if I study at crowded place it will make me feel little bit not focus. And about time I often learn after dinner at 8 o'clock.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: yeah, the challenge in Structure especially. Even though I have studied about the material I still can get whole understanding on the material. When I do not understand about the material, I will ask someone to explain it to me.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: well, for them what actually important is they need to understand TOEFL test long time before the test. They need to learn like the basic first and preparation tips. Since I am an English student I can understand the material on one night but probably it will take more than one night for them to understand it.

Interviewee : RSL

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: Maybe a month

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Obviously, first when I took my third test I already have much preparation, then I have learnt many kind strategies and questions, I familiar with the TOEFL test. Because I have understood it and got score above 500.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: Yes, I did. Yes, it helped me.

Q: Did you learn about test-taking strategies from your TOEFL preparation course?

A: Yes, I learn about that.

4. Q: What are specific things that you do by yourself in preparing for Listening Comprehension section?

A: Sometimes I watch movies and listen to music. Since I focus on TOEFL test. I am not just watching movies and listening to a song but I also focus on the words that characters said in the movie and the lyric. I tried to find meaning of the song.

Q: did you do something extra like asking further questions about it, highlighting or underlining words, taking notes, and making notes?

A: Yes, when I found some interesting quotes from the movies I wrote it on my book.

Q: Did you practice on Listening comprehension test? What did you do after practicing it?

A: Yes sometimes I practice it by using apps on my phone. I tried to see the questions of different part in listening, I usually struggling on the last part "monologue" and I tried to learn more on that part.

5. Q: What are specific things that you do by yourself in preparing for

Structure and Written Expression section?

A: For that section, specific things that I have done are I taking notes, like this, on my previous course, my lecture taught me to answer the question, and discuss the question.

Q: Did you use any grammar related book? What is the book title? Did it effectively enhance your structure and written expression skill?

A: Actually not, I just use apps.

6. Q: What are specific things that you do by yourself in preparing for Reading Comprehension section?

A: The specific thing I do, enrich my vocabulary and I try not to be lazy on reading anymore. I tried to read article and journal for reading preparation.

Q: What did you do after reading a general English text? Did you do any kind of asking further information about it by using questions that similar to TOEFL questions on reading comprehension section?

A: After I read an article, I tried to find common question on the reading comprehension section .like what is the main idea of this passage. If there any vocabulary that I did not know I tried to see synonym because it is also the questions mostly found on reading TOEFL.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: My tips and trick for TOEFL test is learn. It is influential on the test. If you take a TOEFL test, you have registered it for a long time. So, if you registered it on 9 A.M then you try to learn that every day on that time. When it comes to your TOEFL day, you already be familiar with the time management.

Q: Did you create a study plan?

A: Actually not.

Q: Did you find any challenges during your preparation? How do you overcome it?

A: Yes, I found it. If I can't answer it I am not brave to ask my lecture. Because it could be my lecture has explained about that but I was not listening. So I tried to figure out by myself.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: Be familiar with TOEFL test first before you enroll into TOEFL course. I think for structure we can learn it daily, learn the grammar. It is also the same for the reading section, to read daily

Interviewee : **RJ**

Question:

1. Q: How long do you prepare yourself to reach >500 score?

A: about 5 months

2. Q: Is there any difference in taking a TOEFL test with and without preparation?

A: Of course it's so different, I took the first test without preparation and got 410, and after preparing my score increased, it did help me if I preparing before.

3. Q: Did you take any TOEFL preparation course? (If yes, did it help you in passing TOEFL score?)

A: No.

4. Q: What are specific things that you do in preparing for Listening Comprehension section?

A: mmm, for listening practice I listened to music, watched videos that have native speaker talks.

Q: What exactly you do when you watching English video or listening English video?

A: The first thing I did was writing the vocabulary that I did not know the meaning on notebook then searched it on dictionary.

Q: Did you practice on Listening comprehension test?

A: I have but it was about once or twice.

Q: What did you do after practicing it?

A: After I answered and checked it, I look at the audio transcription and listen it again while reading the transcription. So I will understand it again after reading the transcription.

5. Q: What are specific things that you do in preparing for Structure and Written Expression section?

A: For structure preparation, I practice on the example test of TOEFL test from book and pdf.

Q: What is the book title? Did it effectively enhance your structure and written expression skill?

A: I used TOEFL cliff and Longman eBook. Both of them really helped me a lot.

Q: What did you do after practicing it?

A: I'm not only practicing but also reviewing the lesson. For example, if there is a topic that I do not understand I will re-study about that material. So, I am not only answering the question but review again on the topic.

Q: Did you do taking notes, making notes, outlining and mapping information?

A: Yes, I also making note for myself. Mostly, an abbreviation that probably I am the only one who understand. Besides book, I also learn from the explanation about structure topic on YouTube.

6. Q: What are specific things that you do in preparing for Reading Comprehension section?

A: For reading itself I usually read Instagram caption. Sometimes, I also practice the test on reading section. And if I watch something in English I will activate the subtitle so I watch while reading the subtitle.

7. Q: What are your tips and tricks in preparing for TOEFL test?

A: Firstly, study more because there are a lot of basic question topics but sometimes there are tricky question like on structure that made us confused. The more we practice the more we know. Besides that we also need to learn the strategy in answering the test.

Q: Did you create a study plan?

A: I created a study plan like a month before taking the test, for example on 9 P.M until 10 P.M I will study, and it was not longer than one hour. And at 9 A.M to 11 A.M I will learn again. The schedule is not daily, what I mean is if I had learnt at night I will not study that long and deeper at the morning.

Q: Did you the place to study?

A: Yes, I also choose the place which comfortable enough and quite so I can focus. For example like library. However, do not choose really comfortable place because it can make us lazy.

Q: Did you find any challenges during your preparation?

A: Sometimes my eagerness to learn decreased.

Q: How do you overcome it?

A: Be friend with diligent people so I will be influenced to learn like them.

8. Q: What kind of preparation that you would suggest for non-English Language Education students?

A: For those who want to get a better score just practice the test as much as you can.

Q: Is there any additions you want to say about TOEFL preparation?

A: It takes a long time to prepare for TOEFL test. It is not only one or two months, it can take to five months to get above 500, so you have to study.