

CHAPTER I

INTRODUCTION

A. Background of The Research

TOEFL stands for Test of English as a Foreign Language. It is one of the standardized tests that measure one's English proficiency. Nurhayati and Nehe (2016) state that there are some proficiency tests in United States, for instance, Test of English as A Foreign Language (TOEFL), Michigan Test of Language Proficiency (MTELP), Comprehensive English Language Test (CELT), Ilyin Oral Interview (IOI), Basic English skills test (B.E.S.T), Interagency Language Roundtable Oral Interview (ILR). TOEFL, by far, has become one of the most common test known in Indonesia since English is spoken as a foreign language in the country. TOEFL is initially administered for students or citizen of a country in which English is spoken as foreign language. There are two kinds of TOEFL based on how the test is administered. They are paper-based TOEFL (PBT) and internet-based TOEFL (iBT).

The reasons behind why ones take TOEFL are various. Ones may want to do it just because they want to know how good their English is, while others, perhaps, have to take it because it is required for academic purpose, job application, or other reason. Madison (1983) states that the purpose of TOEFL is to indicate one's English proficiency to place them in the appropriate colleges,

university (primarily in U.S. and Canada), government and other agencies. This is the most common test used by universities in the U.S. to find out the English proficiency of their future students (Pile and Page, 1995). Nevertheless, TOEFL score is now required by various fields, such as education and jobs, especially the ones which involve English.

Commitment and preparation before taking TOEFL are advisable since TOEFL is a kind of tests. It is in line with the statement mentioned by Nurhayati and Nehe (2016), “to have good score of TOEFL, a person needs more knowledge of English and appropriate strategies in taking the test”. Rohani (2010) mentions that it is important to understand the format of the test, and a strategy to do it. Therefore, having good knowledge about English is barely enough. One also should know the best way to do each question or task during the test.

Language Development Center (LDC) of Universitas Muhammadiyah Purwokerto (UMP) administers TOEFL-like test, and also conducts a preparation course to do the test. The TOEFL-like test administered by LDC is an alternative offered to students whose department requires a TOEFL-like test certificate as partial requirement of conducting a joint counselling for their thesis proposal. The preparation course is held for fourteen meetings, and the students who take the course will also have to take pre- and post-test.

Strategy to answer the questions in TOEFL is necessary, and strategy that is implemented by instructors of LDC of UMP in TOEFL preparation course is just as important as students' strategy to do the test. This research will provide

information that describes the strategy implemented by instructors of LDC of UMP in TOEFL preparation course.

B. Research Questions

Based on the background mentioned, this research will have the following questions:

1. What are the strategies used by the instructors of LDC of UMP to teach TOEFL preparation course?
2. What is the most dominant strategy used by the instructors of LDC in teaching TOEFL preparation course?

C. The Aims of the Research

According to the research questions mentioned, this research will be conducted to:

1. Find out the strategies used by the instructors of LDC of UMP to teach TOEFL preparation course.
2. Figure out the most dominant strategy used by the instructors of LDC in teaching TOEFL preparation course.

D. Clarification of Term

1. Teaching Strategy

Teaching strategy refers to methods used to help students to learn the desired course contents. Fathurrohman and Sutikno (2007) define general strategy as the main concept of how a certain goal can be achieved. In terms of teaching and learning, they state, “strategy is the general pattern of activities done between teacher and the students, the activities are then manifested into teaching and learning process to achieve the desired goals”.

2. TOEFL Preparation Course

TOEFL Preparation Course is a course or class that is conducted in order to help its participants or students to achieve their desired goal which is, but not limited to, passing the TOEFL with satisfying result. The course, in this study, is the one that is administered by LDC UMP.

E. Scope of The Research

In order to limit the scope of the research, the researcher will only study the strategy of teaching a course which assists the students in preparing themselves before taking TOEFL. The course is taught by instructors in Language Development Center (LDC) of Universitas Muhammadiyah Purwokerto. Therefore, it will limit the subject of the research into the instructors of LDC of Universitas Muhammadiyah Purwokerto.

F. Contribution

1. Theoretically

This research will result some beneficial information. This research will provide knowledge about strategies that are used by instructors in LDC UMP during helping the students to prepare themselves before taking TOEFL. This research will also provide information about which strategy is mostly used or applied by the instructors in LDC.

2. Practically

Beneficial outcomes to be considered for the students, the instructors and Language Development Center of Universitas Muhammadiyah Purwokerto are as follows:

a. for the instructors

This research will provide strategies that a teacher or instructor can use in TOEFL preparation course. Further, this research will also provide information about which strategy is mostly used by the instructors.

b. for other researchers

This research will also provide benefits and additional information to other researchers who want to conduct further research in the same field.

