

CHAPTER II

THEORETICAL REVIEW

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

Test is one of the tools to assess one's capability or knowledge. Brown (2004) defines test as a method for measuring a person's ability, knowledge, or performance in a given domain. According to Heaton (1991), testing and teaching are so interrelated that it is almost impossible to work in one field without being constantly concerned with the other. Hughes (2003) divides test into four types based on the type of information which the test provides. They are proficiency test, achievement test, diagnostic test and placement test.

A proficiency test is a test which is designed to measure an individual's abilities and skills in a domain or subject to know how well they have learned, understood and internalized the related concepts and principles. Referring to Hughes (2003), the term 'proficient' used in this research simply means having sufficient command of the language for a particular purpose. Therefore, conclusion can be drawn, that English Proficiency Test (EPT) is a test that measures one's proficiency in English.

Test of English as a Foreign Language (TOEFL) is one of proficiency tests that exist nowadays. It was first developed in 1962 by the National Council on the Testing of English as a Foreign Language, group of educators, and

government officials with the intention to create an English-language assessment for international students who wanted to continue their study at universities in the United States. Later, in 1965, Educational Testing Service (ETS) and the College Board took over the administration of TOEFL. The test has now become one of the requirements which are needed by some academic institutions that are located outside the U.S. as well. TOEFL is also now required by many fields, even though it was initially created for academic purposes.

Based on the media which were used in administering the test, there were three kinds of TOEFL; Paper-based Test (PBT), Computer-based test (CBT), and internet-based Test (iBT). TOEFL PBT was the first kind of TOEFL introduced to students. It was launched in 1964, and it covered five elements which were reading comprehension, vocabulary, listening comprehension, English structure, and grammar. Later, in 1980, Test of Spoken English (TSE) was involved within the test, followed by Test of Written English (TWE) in 1986, because the original test did not evaluate the speaking and writing skills. TOEFL CBT was introduced in 1998. ETS considered CBT as a necessary improvement because it would have bigger implication for future examination. TOEFL iBT was introduced in late 2005. The TOEFL iBT was intended to evaluate the ability to communicate in university settings, both in terms of coursework and everyday situations commonly faced by students. The focus on distinct language skills has been replaced by exercises that emphasize communication and comprehension in spoken and written form through four sections: reading, listening, speaking, and writing. One year after TOEFL iBT was launched, CBT was discontinued, in 2006. Meanwhile PBT are still

available up to this day, but only in some designated countries, or places where iBT is not possible to conduct. ETS encourages test-takers to benefit from the advantages of TOEFL iBT.

TOEFL PBT and iBT are conducted in completely different ways. TOEFL PBT is done in particular places where iBT is not available. Meanwhile, iBT is able to be conducted worldwide and it covers wider area, but it can only be administered in places or institutions that are acknowledged by ETS. TOEFL PBT evaluates reading, listening, and writing skills along with knowledge of English conventions through four test sections: listening comprehension, structure and written expression, reading comprehension, and the Test of Written English. Total timing for the TOEFL PBT is 140-150 minutes, which includes 140 questions and one essay topic. Meanwhile, TOEFL iBT will take approximately four hours to complete and all test sections will be completed in one day. TOEFL iBT covers four sections which are reading, listening, speaking, and writing. The score of TOEFL PBT ranges from 310 to 677, while the score of TOEFL iBT ranges from 0 to 120. In accordance with that, 600 to 603 points of TOEFL PBT are equivalent to 100 points of TOEFL iBT.

B. TOEFL Preparation Course

Along with its motto “Start Here, Go Anywhere”, UMP realizes that in order to make the students have the opportunity to go abroad, either for academic purposes or getting a job, students should have the proficiency in English, as it is one of the international languages acknowledged nowadays. This idea is manifested in many ways, and one of them is that some departments require their

students to provide a TOEFL-like certificate as a requirement of conducting a joint counselling.

With the intention to help the students in getting the maximum outcome, LDC provides a TOEFL Preparation course. The course is intended to help the students to pass the test by giving lectures or practices in several meetings. The course is optional. It means the students still can take the test without enrolling themselves in the TOEFL preparation course. The course is taught by instructors of LDC, and the number of the students for each class is quite dependable. A certain strategy should be taken by the instructors to achieve the goal of the preparation course. Any successful TOEFL preparation program should effectively groom students for the test, with the ultimate goal of increasing any previous score they may have achieved. Test preparation courses should also be interesting and motivating to the students enrolled in them and provide the learners with instruction tailored for their specific needs.

C. Strategies in Teaching

Teaching strategy refers to methods used to help students to learn the desired course contents and be able to develop achievable goals in the future. 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, he states, “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”. According to Şimşek in Akdeniz (2016), strategy requires not only systematic guidance for learning but also a purposeful organization of experiences to help the students to achieve the desired change in

their performances. Strategy is also known as an action taken by teachers to create a stimulating learning environment for the purpose of providing guidance along with the necessary instructional tools and carrying out activities that will facilitate learning and help develop behavior that students are supposed to have (Clark and Starr, 1968). Strategy is also defined as procedures and activities planned for teaching (Canady and Retting, 1996). Successful learning depends on both teacher and students. An experienced teacher is highly influential for successful learning, but within professional terms, well-designed strategy is also required, and as just as important as the teacher.

Strategy, as it has been stated previously, can be elaborated into many definitions, but they still refer to one similar idea. In terms of teaching, there are many strategies which a teacher can execute in order to achieve the desired goals. It is rather difficult to distinguish one kind of strategy with the other. However, Akdeniz (2016) mentions several strategies, and presents them in classifications. The first classification is named Traditional Taxonomies. In this classification, strategies are grouped into four categories: instruction through presentation, instruction through discovery, instruction through inquiry and investigation, and cooperative learning. The second classification is called Popular Taxonomies. In this classification, strategies are group into five categories: direct strategy, indirect strategy, interactive strategy, experimental learning, and independent study. The third classification of strategies is distinguished based on their activities, and therefore it is named Activity-based Taxonomy. In this classification, strategies are grouped into nine categories: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing

recognition, homework and practices, nonlinguistic representation, cooperative learning, setting objectives and providing feedbacks, generating and testing hypotheses, and cues, question and advanced organizers.

D. Traditional Taxonomies

Some of the discussions regarding teaching strategies involve several classes under which teaching strategies can be classified. These classifications are affected by several factors or variables. These variables include who is the focus of teaching activities; what methods and techniques are used in the process; whether the process is followed by an inferential, deductive or inductive comprehension; and which constructs are taken into consideration in the preparation, presentation, and restructuring of the information. Moreover, teaching strategies are also classified in some studies according to how the process functions; in some studies, according to how information is produced and how this information is acquired by learners; and in some other studies, they are classified based on the teaching models which act as a source for strategies. The following strategies are based on Akdeniz' (2016) traditional taxonomy.

1. Presentation Strategy

Presentation strategy is based on the Ausubel's Meaningful learning theory. The main concept of this category is meaningful learning instead of rote learning (memorizing the information). According to Ausubel (1963), the most general ideas of a subject should be presented first and then progressively differentiated in terms of detail and specificity; learning materials should attempt to integrate new material with previously presented information through comparisons and cross-referencing of new and old

ideas. Meaningful learning has three phases: advance organizer, presentation of learning task or material and strengthening the cognitive organization.

Presentation strategy is a teacher-centered learning (TCL). Ahmad and Aziz (2009) suggest that, in a TCL classroom, students do not participate unless called upon. Participation in the classroom remains at the minimum and most of class time is controlled and dominated by the teacher. Estes (2004) confirms, “Teacher centered learning describes a learning process where the power resides with the teacher”. In a classroom where presentation strategy is employed, a teacher usually will provide exercises or practices to measure the students’ comprehension, after the material has been presented.

2. Discovery Strategy

Discovery strategy is based on Bruner’s Theory of development (Constructivism and Discovery learning). According to Bruner (1957), the outcome of cognitive development is thinking. The intelligent mind creates from experience “generic coding systems” that permit one to go beyond the data to new and possibly fruitful predictions.

The concept of discovery learning implies that a learner constructs his or her knowledge for themselves by discovering as opposed to being told about something. According to Bruner (1960), the teacher should facilitate the learning process by developing lessons that provide the learner with the information they need without organizing it for them. This idea of discovery learning is often referred to as constructivism, which emphasizes the active role of the learner in building understanding and making sense of information.

Bruner emphasized four characteristics of effective strategy which emerged from his theoretical constructs: (1) Personalized: strategy should relate to learners' predisposition, and facilitate interest toward learning, (2) Content Structure: content should be structured so it can be most easily grasped by the learner, (3) Sequencing: sequencing is an important aspect of the presentation of material and (4) Reinforcement: rewards and punishment should be selected and placed appropriately.

3. Inquiry Strategy

Inquiry based learning is an approach to teaching and learning that places students' questions, ideas, and observations at the center of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. Underlying this approach is the idea that both educators and students share responsibility for learning (Scardamalia, 2002).

The inquiry process is mainly the gathering of data and information and applying them to senses like smelling, tasting, touching, hearing and seeing. There are four essential elements on which inquiry-based learning depends on, which are, first is that the patterns and meanings should not be deceptive to the beginners, second is that the useful knowledge about a field should be structured, third is that the knowledge which is structured should be applicable, transferable, and accessible to a vast range of situations, fourth is that the structured knowledge should be easily retrieved so that new

information in that particular field could be gained without much effort. Inquiry-based learning can be applied to all disciplines. The teachers must organize their lesson plans according to the changing, interrelating, and communicating of knowledge. A good teacher's worksheet enables the student to increase their study skills by providing different ways of viewing the world, communicating with it, and successfully introducing new questions and issues of daily life and finding answers to them. Questioning and finding answers is an extremely important factor of inquiry-based learning as it aids the students in effectively generating knowledge. In the end, inquiry-based learning is teaching the students to have a greater understanding of the world they work, communicate, learn, and live in.

4. Cooperative Learning

Cooperative learning is a form of small group teaching strategy where students work in a social setting to solve problems (Slavin, 1991). The cooperative learning experience has five factors: positive interdependence, face-to-face interaction, individual accountability, small group and interpersonal skills, and group self-evaluation. Positive interdependence is achieved when each group member comes to understand and value the need for group cooperation in the attainment of their own personal goals, the other group member's goals, and the goals of the entire group. Interdependence may take several forms including goal interdependence, task or labor interdependence, resource interdependence, role interdependence, or reward interdependence. Face-to-face interactions work in conjunction with positive interdependence. Face-to-face interactions involve individual group

members encouraging and facilitating other group members' efforts to complete tasks and achieve to have successful group goals. Individual accountability involves holding each student accountable for mastering the relevant material. It involves both completing one's task within the group, and supporting the work of other group members (Doolittle 1995, in Akdeniz 2016).

The fourth basic element of cooperative learning requires and teaches students how to use interpersonal and small group social skills. The social skills that are necessary for a student to perform competently in a small group are taught directly during cooperative learning. Simple small group social skills such as staying with one's group, speaking in a low conversational voice, trusting other group members, managing intragroup conflict, and the sharing of leadership responsibilities usually require specific and direct attention by the teacher. The purpose of group self-evaluation is to clarify and improve the productiveness of all group members in contributing to the cooperative efforts of achieving the group's goals. Group self-evaluation provides for a type of group metacognition, a process of evaluating the group's processing. Group self-evaluation should result in describing what group member actions were beneficial and detrimental, and what group member actions should be continued or changed (Johnson and Johnson 1998).

Traditional taxonomies classify strategies into four categories. They are presentation strategy, discovery strategy, inquiry strategy and cooperative learning. Each strategy has their own criteria, advantages, key points, and also

activities which can be implemented. The following table 2.1 provides the highlights of all four categories of teaching strategies.

Table 2.1 - Traditional Taxonomies

Strategy	Key Points
Presentation Strategy	<ul style="list-style-type: none"> • teacher-centered (Teachers dominate and control the class) • deductive reasoning (giving learners rules, then examples, then practice.) • abstract to concrete • integration between new and previous materials • explaining what the students will learn throughout the class. (Musiman, 2011)
Discovery Strategy	<ul style="list-style-type: none"> • Students discover the previously-unknown materials and/or concepts. • inductive reasoning • concrete to abstract • Teacher identifies the students' need, as the first step. • guiding long lasting students' comprehension
Inquiry Strategy	<ul style="list-style-type: none"> • guiding the students to find the answer or solution to the questions asked • deductive and inductive reasoning • guiding the students to think and investigate systematically, critically, logically, analytically • orientation and problem formulation as teacher's first step • developing cognitive, affective, and psychomotor aspects of the students
Cooperative Strategy	<ul style="list-style-type: none"> • positive interdependence • face-to-face interaction • individual and group accountability • group behaviors

E. Previous Studies

1. A study by Jia Ma and Liying Cheng in 2015 entitled: *Chinese Students' Perceptions of the Value of Test Preparation Courses for the TOEFL iBT: Merit, Worth, and Significance.*

Ma and Cheng (2015) conducted an exploratory study with a relatively small sample size. Nevertheless, their 12 informants provided valuable insights, allowing them to better understand what test preparation courses the students valued prior to entering a Canadian academic setting. Mapping these onto Scriven's conceptualization, these students' accounts of the value covered multiple determinants of the quality (merit), benefit (worth), and importance (significance) of these test preparation courses. Quality was related to teachers' characteristics and instruction, benefit was judged from efficiency and reorientation to the TOEFL iBT and English skill development, and importance included engagement in learning communities and motivation to learn. One of the findings on their study points out that teacher's instructional strategy or teaching strategy is considered crucial seen from, even, the students' perspective.

2. A study by Nunung Nurhayati and Berita Mambarasi Nehe in 2016 entitled: *An Analysis of Students' Strategies in Answering TOEFL*.

Nurhayati and Nehe (2016) conducted a descriptive-designed study which utilized test, questionnaire and interview to collect the required data. The data was collected from the eight semester students of STKIP Setia Budhi. Their average score turned out to be considerably low as most of the students' score was below 400. According to their findings through interview, 87% of their respondents stated that they have never taken TOEFL before, or it was the first time they have ever taken such test (TOEFL). The researchers drew conclusion that their lack of comprehension of what

TOEFL is, and how the test is carried out. It emphasizes the fact that well preparation is imperative in order to achieve the desired result.

3. A study by Parviz Ajideh and Nava Nourdad in 2019 entitled: *On the Relationship between Test-Taking Strategies and EFL Reading Performance*.

Ajideh and Nourdad (2019) conducted a study to examine the relationship between test-taking strategies and the EFL reading performance. The study was carried out by utilizing test, questionnaire, and interview. The respondents were 214 university students. According to the findings, the results reveal that there is a positive correlation between test-taking strategies and reading test performance. This study points out that specific strategy employed for specific needs, as in this case, test, can have salient effect towards the test result.

F. Basic Assumption

The instructors of LDC UMP who teach TOEFL preparation course are supposed to be aware that a specific strategy is required in order to achieved the desired outcome throughout the meetings. The classes of the preparation course perhaps require different strategy of teaching since the students, who enroll themselves in the class, share one common goal, to have better score of TOEFL, or as in this case TOEFL-like test. The researcher draws an assumption that the instructors of LDC UMP focuses on the implementation of one or some of the strategies combined, considering the fact that TOEFL-like test involves not only listening and reading skills, but also grammar comprehension.