

PREPARING PBT TOEFL PREDICTION: AN EXPERIENCE OF ONLINE TEACHING TOEFL PREPARATION

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Abstract: This study is aimed at exploring procedure, and teaching resources prepared by teachers on preparing the PBT TOEFL prediction at STIKES Banisaleh. There are 50 students joining the TOFL preparation course seated in different classes. This study has two research questions; a) How the teaching team use the certain procedure to prepare PBT TOEFL test in online way, b) What varied online teaching resources are applied by team teaching. Descriptive qualitative method is used to analyze the certain procedure and the varied resources used by the teaching team. Questionnaire distributed after the diagnostic test to investigate and prove the student's preferences of study matched with the teacher's procedures. Then researcher with the teaching team applied certain procedure. It is preceding Section Two of TOEFL PBT - Structure and Written Expression, then section three – Reading Comprehension, the last Listening Comprehension. And varied online teaching resources also made to accomplish the teaching procedure. It shows that the average score of the PBT TOEFL prediction at STIKES Banisaleh is 400. It means that Preparing PBT TOEFL by preceding Section Two and using varied online teaching resources is effective.

Keywords: *TOEFL PBT, online teaching, procedure, and teaching resources.*

INTRODUCTION

PBT TOEFL Test score still becomes one of the requirements for undergraduate students who will complete their bachelor degree for many colleges or universities students in Indonesia either from English department or non-English. Previous researches mentioned that TOEFL score also one of the requirements for students who want to register for script examination, Kasim (2016). Similar researches were done in University of Lancang Kuning Simanjuntak (2018), in Ganesha Polytechnic Medan Afri & Harahap (2019), in UIN Syarif Hidayatulloh Jakarta Farkhan et al., (2019), in STKIP Setia

Budhi Nurhayati (2016). PBT TOEFL Prediction score is also required for students in many high schools in Indonesia. Some high school requires TOEFL preparation from the eleventh to twelfth grade. Many high school graduates need TOEFL score and TOEFL preparation as well for their further education in college. One of a recent studies about TOEFL in high school was done in Aceh province Akmal et al. (2020). Another research in Senior High School in Aceh is a thesis by Maulina Sari.(Sari, 2019). Even TOEFL is already given to lower level students Junior High School Students, we call it TOEFL Junior Test et al. (2017)

To take the TOEFL PBT prediction test some institutions and educators propose taking the preparation course before test taking. Netta & Trisnawati (2019) suggests that students should have test preparation strategies before taking the test. Not only PBT TOEFL but also iBT and ITP TOEFL should be well prepared to cover objectives, resources, infrastructures, preparation, results, and other related programs Manan et al. (2020). TOEFL PBT matriculation also made in Universitas Al Azhar Indonesia Herwandar et al. (2012). Couching and training before test taking is also suggested by Anastesi, 1981 in Liu (2014). Those studies support the idea of taking the preparation before the test taking.

STIKES Banisaleh, one of colleges in Bekasi constitutes the students to take TOEFL preparation course before test taking for the requirement of thesis writing. The researchers gave questionnaire after the TOEFL PBT diagnostic test. The researchers arranged a simple and short need analysis for designing the class preparation. The result shows that 10 % or 5 from 50 students get difficulties and want to start from Section One: Listening Comprehension, 68 % or 43 from 50 students have difficulties in grammar and want to start from Section Two: Structure and Written Expression, the last 22 % or 11 from 50 students get difficulties in Reading and want to start preparation from Section Three: Reading Comprehension. Based on the questionnaire given after the Diagnostic Test, the major difficulties is section Two: Structure and Written Expressions. It shows that the students need to start from Section Two. From this need analysis researchers and the teaching team arranged the syllabus with prioritizing Structure and Written Expression before Reading and Listening Comprehension.

Previous studies concerning with students problem in doing TOEFL show that Section Two TOEFL PBT : Structure and Written Expression is the most difficult section; research in High School in Aceh province by Akmal et al. They analyzed the students' difficulties in doing Section Two of PBT TOEFL by categorizing

levels of difficulties of structure items into three levels; very difficult (determiner, compound adjective), difficult (parallelism, quantifier and conjunction), and medium difficult (Subject verb-agreement, reduced clause), Akmal et al. (2020). Other Researcher in Universitas Negeri Padang investigated the students' difficulties in answering Structure and Written Expression and the research found three most difficult items of structure ; negation, reduced forms and parallel structure Hajri et al.(2015).

The previous studies above investigated and revealed the most difficult structure items done by the examinee during the PBT TOEFL Prediction. Those researches focus only on the difficult items of the structure and investigate them and they do not focus on preparing the PBT TOEFL before taking the test, they just analyze the difficult items found in their research with short elaboration for the temporary and local solution. Meanwhile the research done in STIKES Banisaleh started from Student's Need Analysis taken from questionnaire after Diagnostic Test. After getting the students' need analysis, researchers and the teaching team analyzed, decided to make the syllabus for the TOEFL preparation class. It shows that this research is different from the previous ones. This research is specific and distinctive. It is different from others because it has detailed objectives such as; a. investigating students difficulties of PBT TOEFL prediction, b. planning the design of materials, c. making the syllabus for preparing the materials, d. applying the certain procedure of teaching for PBT TOEFL Prep by preceding teaching section two before other sections, e. providing resources of teaching to obtain the objective of program concerning with no face to face meeting and time constraint, f. investigating the significance study of implementing the certain procedure. The six stages above are clear and they distinguish significantly compared to the previous ones and it has never been done before by other researchers

What is a Test ?

The word assessment, measurement, evaluation, and test are not only familiar terms in education,

but the they are also familiar in almost aspects of our lives. Among those words "test" is the most familiar one especially in education. Brown defines a test as a method of measuring person's ability or knowledge in given domain. He adds since a test is method, it is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker and sometimes on the part of the tester as well Brown (2018). In *Language Assessment : Principles and Classroom Practices* Brown enriches much knowledge about language testing such as testing of four major skills of languages; Listening, Speaking, Reading, and Writing, while test of Grammar and Usage, Vocabulary and Phonology put in the discussion of Testing the language area. He also discusses some types of test such as proficiency test, achievement tests, diagnostic tests, and placement tests. Proficiency test is a test designed to measure people's ability in a language regardless of any training they may have had in that language Brown (2018). So far there are many Proficiency tests such as TOEIC, IELTS, GRE, GMAT, SAT, OET, and TOEFL is one of them.

TOEFL and its short history

TOEL stands for Test of English as Foreign Language. This test is designed for learners whose English as foreign language. TOEFL is administered by Educational Testing Service (ETS) . It is the world's largest administrator of standardized tests and a leader in educational research. Firstly ETS was created in 1947 by three non profit educational institutions, the American Council on Education, the Carnegie Foundation for the Advancement of Teaching (a part of the larger Carnegie Corporation), and The College Entrance Examination Board. ETS then grows very rapidly becomes professional and reputable instution. It develops, administers, and scores achievement, occupational, and admissions tests, such as the Scholastic Aptitude Test (SAT) for The College Board, as well as tests for clients in education, government, and business . Besides that ETS also administers other proficiency tests such as GRE (Graduate Record Examination) et al.

(2017), and TOEIC (Test of English as International Communication).

Among those tests, TOEFL is the most popular one. This kind of test is the world's most widely respected English language assessment, used for admissions purposes in more than 130 countries including Australia, Canada, New Zealand, the United Kingdom, and the United States. Since its initial launch in 1964, the TOEFL test has undergone several major revisions motivated by advances in theories of language ability and changes in English teaching practices. The most recent revision, the TOEFL iBT, contains a number of innovative design features, including integrated tasks that engage multiple skills to simulate language use in academic settings and test materials that reflect the reading, listening, speaking, and writing demands of real-world academic environments. The newest version of TOEFL family of Assessments has expanded to provide high-quality English proficiency assessments for a variety of academic uses and contexts. The TOEFL Young Students Series (YSS) features the TOEFL Primary and TOEFL Junior tests, designed to help teachers and learners of English in school settings. The TOEFL ITP Assessment Series offers colleges, universities, and others an affordable test for placement and progress monitoring within English programs Gray et al. (2019).

About the TOEFL Test

TOEFL test is also acronym for Test of English as Foreign Language, a Standardized test of English proficiency administered by the Educational Testing Service, and widely used to measured the English Language Proficiency of Foreign students wishing to enter American universities Richards & Schmidt (2013).Educators and learners in Indonesia are familiar with some kinds of officials TOEFL Test administered by ETS such as International TOEFL test and Institutional TOEFL test. International TOEFL Test available now is iBT (Internet Based Test) that was started in 2005 et al. (2017), while Institutional TOEFL test is still paper based TOEFL but officially administered by ETS in cooperation with some private, public national institutions. The ITP TOEFL is offered for colleges and universities and other affordable test for placement and progress monitoring of

English programs as pathway to eventual degree programs. Lawrence, (2011). Institutional TOEFL test is widely recognized as Institutional Testing Program (ITP) TOEFL test. Certificate of ITP TOEFL test has officially affiliation with ETS. ETS categories form of TOEFL test into three basis ; Paper Based Test (PBT), Computer Based Test (CBT), and Internet Based Test (IBT). CBT is was firstly introduced in 1998 flavored with theory of communicative language competence, but since the technology of internet unavoidably separated with the innovation of test, in 2005 CBT was not used anymore Lawrence (2011).

PBT TOEFL Test

Since the iBT TOEFL test launched in 2005, the popularity of PBT is not over yet, different with CBT. CBT TOEFL is not popularized any more. PBT TOEFL Test consists of four sections; Listening Comprehension (Section One), Structure and Written Expression (Section Two), Reading Comprehension (Section Three). Written Section (Section Four) Philips (2001). Most educators and learners prefer only 3 sections and skip Section Four, Written Section. The short form of PBT TOEFL consists of 50 number of test in Section One, 40 number of test in Section Two, and 50 numbers for Section Three Philips (2001). The test that had been conducted in this study is PBT Prediction Test , not PBT TOEFL ITP. This kind of test is not administered by ETS, but freely and independently administered by any institutions. The consideration of this policy is because the purpose of social and education program or noncommercial purpose, it is just for requiring students to take thesis writing in their campus and for internal use only.

Written Expression Section of the TOEFL Test

Structure and written expression is the second section of the TOEFL test. This section consists of fourty questions which has two parts: (A) Structure and (B) Written Expression in which the test-takers are given twenty five minutes to answer all of the questions. Part A consists of fifteen multiple choice questions marked A, B, C and D probable answers as part

of sentence completion, meanwhile the second part B consists of twenty five queations in which four words or groups of words have been underlined. The test-takers have to choose the underline word or group of words that is incorrect.

Phillips(2001) classifies structure and written expression section into several topics; there are at least ten following main topics in the table below: subject-verb agreement, verb-tense agreement, words form, recude clause, connectors, geround and infinative, comparisons, clause-formation, parallel structure and redundancy.

Reading Comprehension Section of the TOEFL Test

Reading Comprehension is the third section of the TOEFL test. Phillips(2001) Reading Comprehension section consists of fifty questions in which the test-takers are given fifty five minutes to answer all of the questions.

This section has two types of questins; reading comprehension questions in which consist of main idea questions, deirectly answer detail questions, and implied detail questions and vocabulary questions in which the test takers have to identify the meaning of vocabuary words in the reading passages. To answer this questions. It important to identify the meaning of some of the words by understanding the context surrounding the words.

Listening Comprehension Section of the TOEFL Test

Listening Comprehension is the first section of the TOEFL test. Phillips(2001) Listening Comprehension section consists of fifty questions in which the test-takers have to listen reorded materials and respond to the questions about the material. It is important to listen carefully, since the recording plyed one time only and the material on the recording isnot written in the test book.

This section consists of three parts; (A) Thirty short conversations, each followed by a question, (B) two longer conversations, each

followed by a number of questions, (C) Three talks, each followed by a number of questions.

METHOD

This study employed qualitative with descriptive analysis. The study is about online preparing or teaching the students PBT TOEFL before test taking. There are 50 students from Health Care Program at Sekolah Tinggi Kesehatan (STIKES) Banisaleh. They are from Pharmacy and Nursing study program. PBT TOEFL Diagnostic test was given before class preparation. The diagnostic test is given to monitor the progress of students' preparation program. After taking the Diagnostic test, students had to choose one of the three sections of TOEFL they prefer to study first.

The researchers give questionnaires about; the most difficult section of the three sections. The result shows that 10 % or 5 from 50 students get difficulties and want to start from Section One: Listening Comprehension, 68 % or 43 from 50 students difficulties and want to start from Section Two: Structure and Written Expression, the last 22 % or 11 from 50 students get difficulties and want to start preparation from Section Three: Reading Comprehension. This basic result of questionnaire would become highly consideration of detail discussion of this study, that is exploring procedure and resources of teaching PBT TOEFL Preparation.

Procedure and Data Analysis

The findings of questionnaire would be the guidance for the researchers and the teaching team to arrange and prepare the PBT TOEFL preparation. The procedure implemented are as follows:

- Deciding the material for the program taken from TOEFL book written by Deborah Philips with title Longman Introductory Course For The TOEFL Test, 2001.
- Providing the Pdf form of this book, Power Point of all sections of the TOEFL book
- Prioritizing the stage or procedure of teaching program from Section Two: (Structure and Written Expression), continued with Section Three: Reading Comprehension, and the last one Section One: Listening Comprehension.

- Providing the WhatsApp group for initial communication, followed up with Google Classroom for submitting the material from teaching team, completed with Google Meet and Microsoft Team Meeting.
- Providing Google Form for maximizing exercise from each sections or items of TOEFL Test since time constraints.
- Providing video recording contains theory of all section of TOEFL items.
- Providing google form for Mid-Test and Final-Term Test.
- Analyzing the Diagnostic Test and Final Test using simple statistical SPSS to see the progress' significance of TOEFL Preparation Program.

FINDINGS AND DISCUSSION

Findings

Result from short questionnaire is as preliminary findings of this study. Structure and Written Expression of PBT TOEFL chosen by majority of respondents as the most difficult section should be discussed first before two other sections. Preparing Section Two: Structure as the beginning of the program felt beneficial by student. The result of the questionnaire shows 100 % students' satisfaction during the program or it can be classified into two; showing high satisfaction (very satisfied) 38 from 50 or 78 %, 12 from 50 or 24 % showing enough satisfaction. Or else it can be said that the program is satisfying. This finding will be the guidance for discussion of this research.

Then researcher with the teaching team applied certain procedure. It is preceding Section Two of TOEFL PBT - Structure and Written Expression, then section three - Reading Comprehension, the last Listening Comprehension. And varied online teaching resources also made to accomplish the teaching procedure. It shows that the average score of the PBT TOEFL prediction at STIKES Banisaleh is 400. It means that Preparing PBT TOEFL by preceding Section Two and using varied online teaching resources is effective.

DISCUSSION

Based on the research questions above, researchers answer the questions and they become the discussion of this study.

a. How The Teaching Team Use Procedure

How the teachers use the certain procedure to prepare students for the PBT TOEFL test in online way based on students' need analysis. The allocation time given to team teaching is 12 session X 90 minutes each meeting with total allocation is 18 hours. 2 sessions exclude from 12 used for diagnostic test and final test. Total session 14, total allocation hour is 18 hours with time schedule 3 times a week. Discussion and Meeting of the program conducted for several times. Firstly syllabus arranged for the program by the team teaching, syllabus and scheduled enclosed in appendix. Then selected materials agreed by the teaching team members. Longman Introductory Course for The TOEFL Test, 2001 chosen as material to be taught. Since the thickness of the book, then the team teaching selected the most important components frequently occur in a test and omitted some unnecessary contain such as Complete Test 1, 2, and 3, Review TOEFL Test skills., etc. Those all exercises are processed into Google Form in students extra time at home outside the fixed schedule. Those materials put into PDF form and submitted into Google Classroom and Microsoft -Teams.

b. Delivery of Material

Teams integrate Whatsapp for the initial chat and for reminder of class instruction. Then team members request students to meet in Google -Meet or M -Teams Meet. Structure and Written Expression Chosen as the first Section on teaching procedure or stage delivered to students. PDF material already submitted before the class via G - Classroom and M - Teams. PPT prepared by the team members presented via G Meet or M Teams Meet. The PPT consists of summary theory of all skill in Section One completed with exercise of each exercise.

The next procedure is questions and answers sessions. Team members invite students before giving assignment in Google Form. Time

allocation for Structure and Written Expression 6 times/sessions, Listening Comprehension 3 times/sessions Reading Comprehension 3 times/sessions excludes Diagnostic and Final Test 2 times/sessions, total all is 14 sessions.

Procedure for delivering Section Three: Reading Comprehension, and Section 1: Listening are almost the same. Of course team members also learn new things, challenging and tiring task to upload and to make Youtube Channel as requirements of making Listening Test in Google Classroom. G C doesn't have feature for uploading the audio as substitute team members uploading video form from their own Youtube channel. This process needs hard and assertive work since the team members are not customized yet with the sophisticated of the gadget and the Hi-tech digital technology.

From the result of questionnaire students asked to complete the questions if they are clear enough with the explanation from team members during teaching, and if the PPT and PDF are helpful enough for students : 100 % students answer yes. From this result it can be concluded that the program ran well even though with time constraint that is very limited and it is online as well. It means delivery of material from team members to students shows successfully.

c. Why the Teaching Team Choose Certain Procedure

Understanding the sentences in PBT TOEFL test is the most priority for TOEFL preparation. Students will be obviously confused with sentences in all sections of PBT TOEFL if they have to take TOEFL for the first time. Understanding sentences in PBT TOEFL test without fully understanding the new vocabularies would be still very helpful. To understand and comprehend the sentence, learners should be familiar with the structure of sentence, because structure is one of elements in sentence Halliday, 2002. Besides the reason mentioned above from this point of view then the researcher also believes that by prioritizing teaching Section Two: Structure and Written Expression, then students will learn structure of sentences from very basic sentence that is simple

sentence, then complex, compound, compound complex sentences. By understanding the structure students will understand sentences in all sections of PBT TOEFL test such as Section One: Listening Comprehension, Section Two: Structure and Written Expression, and Section Three: Reading Comprehension. In Listening Comprehension students will meet restatement in Short and Longer Conversation and Talk (Part A, B and C in Section One). In Reading Comprehension students also will read much sentences and structure of the sentences also will be needed for answering skill in finding the main idea or the main topic of the paragraph. In short by preparing students Section Two: Structure and Written Expression, it would be very helpful in answering PBT TOEFL in all sections.

The second reason of choosing this procedure is because of lot of structure items that should be discussed in TOEFL Prep. Time allocation of the syllabus also has half portions. Section Two presented for 6 meetings or sessions with fully completed and followed by exercise after theory through Google Form in students extra time. The link of G-Form contains of exercises sent to students Whatsapp Group of the class, should be answered before class, discussed in the next or new meeting. Session by session passed by, the students didn't recognize that they have learnt and done much exercises. The most important one the load of syllabus designed before accomplished (see the syllabus for sure in appendix).

What Resources Teachers Use

Some resources to maximize the result and to accomplish material based on syllabus designed are:

- 1) Whatsapp Group: it looks trivial and simple things, but this application can integrate the tasks such as ; recognizing the personal data, check students activation before online in G Meet or M Teams, reminder of task, announcements of the class, control attendance, link the assignment of Google Form, link the Youtube, link other sources from internet.
- 2) Google Classroom and M teams: Teaching team submit material such as Pdf file,

instruction of the class, class assignment and some exercises for enrichment.

- 3) Google Meet and M Team Meeting: Conference application for class meeting or virtual class. Team teaching share materials of PBT TOEFL Prep through PPT prepared by team. PPT contains theory or material summarized from the module. By using interactive PPT materials from module become concise. Besides sharing the module, teachers share exercise prepared for students to discuss.
- 4) Youtube Channel and Video Recording: Team teaching recorded lesson or theory to enrich the student 's material. After explanation from the virtual class, team assign the recording video or youtube channel, even they are submitted before the theory in students extra time.
- 5) Google Form : Using G F team teaching assign lot of exercises that can be covered in virtual class or online class. Link the G F with Whatsapp and students just click them and do assignment.

CONCLUSION

Preparing PBT TOEFL is easier when the time is longer and delivered in off line way. Many educators and teachers prefer off line to online because of load of material of PBT TOEFL. Preparing PBT TOEFL before test taking in online way is challenging experience especially during the pandemic COVID-19, when everything should be conducted from home. Based on questionnaire the researcher decided to prioritize discussing Section Two before Section Three and Section One. By preceding Section Two teachers put very basic understanding of structure of the sentence. After students comprehend the structure of sentences, students can understand and comprehend sentences in Reading and Listening Comprehension. Researcher believe that by doing this procedure, it will help students much. The procedure is very beneficial for students because they feel to be facilitated in learning and the teaching learning process ran smoothly, without significant handicapped. The questionnaire says so, all students answered satisfied with the program. Preparing PBT TOEFL before test taking by

prioritizing Section Two is also significantly effective. This research is far from the perfect, there should further research conducted in other context by using sophisticated resources of technology of teaching in the future in online way with more effective, and efficient result.

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