THE LECTURERS' CHALLENGES AND STRATEGIES TO TEACH TOEFL PREPARATION IN THE COLLEGE FOR QUR'AN STUDY AND SCIENCE AL-ISHLAH, SENDANGAGUNG PACIRAN LAMONGAN

Amiruddin Hadi Wibowo
Sekolah Tinggi Ilmu Alquran dan Sains Al-Ishlah
amiruddinwibowo@stiqsi.alishlah.ac.id

Abstract

TOEFL (Test of English as a Foreign Language) is standardized English proficiency test which measures the skills or ability of non-native English speakers. In Indonesia, TOEFL is required in some institutions, such as universities, government institutions or international companies. Especially University, the students are required to pass a certain passing grade as the fulfilment for their graduation. In fact, many students found that their proficiency did not help much for the success in the test especially for non-English department students. This issues made lecturers warried about the success of their graduation. For this reason, this study was conducted to find out: 1) teacher challenges in teaching TOEFL in STIQSI, 2) teacher strategies in motivating students in learning TOEFL in STIQSI. The setting of this study was in Sekolah Tinggi Ilmu Alquran Dan Sains Al-Ishlah (STIQSI). The participants were 5 lecturers who taught the test preparation for more than two years. This study used qualitative approach using interviews as data collection instrument. Then, it was found that teacher challenges in test preparation course were: 1) students' high expectations, 2) lack of effort from students, 3) study time limitations, 4) lecturers' experience, and 5) the number of students in a class. While lecturers' strategies in motivation students were 1) students' awareness of the opportunities of passing the tests, 2) fun learning, 3) to tell stories of people who are successful through passing the tests, and 4) to remind the students why they joined the class, spent much money, time and energy on these tests. Due to the problems found while conducting this study, the teacher also had strategies in overcoming the problems.

Keywords: *Lecturers, Challenges, Strategies*

Abstrak

TOEFL adalah tes kemampuan berbahasa Inggris berstandar yang mengukur kemampuan orang-orang yang bukan penutur asli bahasa Inggris. Di Indonesia, TOEFL diwajibkan oleh beberapa lembaga seperti universitas, lembaga pemerintah, dan juga perusahaan internasional. Di univeristas khususnya, mahasiswa harus mencapai batas nilai tertentu sebagai persyaratan pemenuhan untuk kelulusan mereka. Pada faktanya, banyak mahasiswa menemukan bahwa kemampuan mereka tidak menentukan kesusesan dalam melakukan tes, terutama mahasiswa yang bukan dari jurusan bahasa Inggris. Masalah ini membuat dosen khawatir dengan kelulusan mereka. Oleh karena itu, penelitian ini dilakukan untuk mengetahui: 1) tantangan dosen dalam mengajar TOEFL di STIQSI, 2) strategi dosen dalam memotivasi mahasiswanya dalam belajar TOEFL di STIQSI. Lokasi penelitian adalah Sekolah Tinggi Ilmu Alquran Dan Sains Al-Ishlah (STIQSI). Partisipan terdiri dari 5 dosen yang mengajar kelas persiapan tes selama lebih dari dua tahun. Penelitian ini menggunakan pendekatan kualitatif dengan wawancara sebagai instrumen pengumpulan data. Kemudian ditemukan bahwa tantangan-tantangan dosen dalam mengajar terdiri dari: 1) harapan tinggi mahasiswa, 2) kurangnya usaha mahasiswa, 3) terbatasnya waktu belajar, 4) pengalaman dosen, 5) jumlah mahasiswa dalam kelas. Sementara itu, strategi dosen dalam memotivasi mahasiswa meliputi: 1) kesadaran mahasiswa akan kesempatan untuk melalui tes, 2) pembelajaran yang menyenangkan, 3) menceritakan tentang orang-orang yang sukses dalam

melalui tes, dan 4) mengingatkan mahasiswa tenatng mengapa mereka ikut kelas tersebut, menghabiskan banyak uang, waktu, dan energi pada test. Dikarenakan masalah muncul saat melakukan penelitian, para pengajar juga memiliki strategi dalam mengatasinya.

Kata kunci: Dosen, Tantangan, Strategi

I. INTRODUCTION

The industrial revolution era 4.0 have a big impact in people lives, one of them in the academic. Students are required to raise and highlight differentiation and added their value. The revolution 4.0 creates a worldwide community interact and performs various activities without being limited by the distance. In addition, global interaction is held by international language to compete needs in the ability to communicate. One improvement by universities to create the graduates who can international communicate with people around the world. One ways to know who proficient their students was by holding English proficiency test to measure students' skills in acquires English. This becomes the problem of many universities that obligate their students take the TOEFL test in order to evaluate their English proficiency as requirement to graduation. Supported by Hambali (2008) mentioned that providing test for students is aimed to find out their English proficiency and as the standardized requirement to graduation.

Because the policies and regulations of the college for Qur'an study and science Al-Ishlah (STIQSI) are in order to graduate, students must pass the English Language Test successfully. Therefore, TOEFL is tested to measure students' proficiency in English. The purpose for taking the TOEFL test is to measure their ability in English as a second language or foreign language.

Second, a obligation for students who will graduate from college. The last reason is t apply to take a master's / doctoral degree or apply for certain jobs abroad and in the country. Nurhayati Giri (2015) stated that TOEFL became the academic testing trend for graduation requirement in university. Supported by Erfani (2012) confirmed that TOEFL was mostly used in academic environment.

The fact that TOEFL played important role in determining somone's English proficiency, the university used it as standard requirement for the students. The students could use the certificate to continue their studies in Indonesia or abroad. The national enrolment for national scholarship, LPDP) Indonesia endowment fund for education) requires the applicants to have language proficiency certificate. Thus, it can be understood that the English proficiency test is vital to pursue a career and earn degrees in university. In addition to he importance of TOEFL. For candidate of civil servant (*Aparatur Sipil Negara/ASN), Kemenpan* has already consider 400 of TOEFL score for undergraduate degree and 500 for postgraduate degree for the applicants who want to apply as civil servant in 2017. For quite long, almost all universities and college in Indonesia put a standard TOEFL score for their students. The data below was taken from language centre in some universities that described as below:

Table 1.1 Minimum Score of TOEFL in some Universities

No	University	Score minimum of TOEFL	Condition
1	Institute Teknologi 10 November Surabaya	475	Before graduate
2	Universitas Airlangga	460	Apply comprehensive
3	Universitas Negeri Surabaya	425	Apply comprehensive
4	Universitas Negeri Malang	450	Before graduate
5	Universitas Negeri Islam Sunan Ampel Surabaya	425	Before graduate
6	Universitas Brawijaya Malang	420	Before graduate
7	Universitas Negeri Yogyakarta	450	Before graduate

Teaching and learning process in college and universities involves process of reviewing international Journal or students are required to publish their paper or article in the international published journal. Thus, they should also be ready to present their thinking in international academic community or other scientific seminars which of course use English as the language of communication. These are some reason why universities include TOEFL as one of English measurement for the graduate candidates. According to Khan (2009) stated that TOEFL is the indicators of international recognition that attaches to individual efficacy rather than assessment of one's ability in communication.

In the TOEFL, the skills tested are listening, Structure and written expression, reading that must be finished within 2 hours. In consequence, it needs time management to finish the tests. Of course, this situation could bring anxiety in the students or test takers when dealing with the problems of the TOEFL tests.

For those reasons, the lecturers in college for Qur'an study and science Al-Ishlah (STIQSI) Sendangagung, Paciran Lamongan create a TOEFL preparation course to prepare students to achieve their desired scores. Besides, this can reduce their anxiety and improve their motivation and confidence whatever their level of English proficiency. Therefore, a successful test preparation is needed to improve students' English language proficiency tests (Ward, 1998). The studies shows that by joining the preparation before having English language proficiency tests, can increase their academic performance (Cho & Bridgeman, 2012 ; Fakeye & Ogunsiji, 2009; Feast, 2002). The minimum score should be determined for each department, because it will bring the setting goal for each. As Liu (2014) stated that students apply test-taking strategies that consist of test preparation courses in educational institution (Liu, 2014; Ma & Cheng, 2015). Thus, lecturers must prepare the materials in preparation for the test in order to improve their learning performance.

In the context of this study, STIQSI has regulated its undergraduate students to sit for the TOEFL Preparation as one of the requirements before graduate under the minimum score of 400 for all students. The regulations are part of the policy as Ermawan, Arifin, and Salam (2014) have confirmed, creates the students to have various responses; and therefore, the students' views on the test will likely influence their way of thinking to handle the test, including their motivation, preparation, and performance in the

test (Stricker & Attali, 2010). Thus, students' preparation for the TOEFL test is an aspect that needs to be considered by the universities and their language centers administering the test as well as lecturers who expect to perform fun learning strategies and accommodate the needs of students in the classroom.

The previous research shows that teacher bring a unique background when having a teaching and learning process that may affect to students' ways of thinking. For example. Ball and Forzani (2009) found that challenges in teaching could be due to an inadequate background in teaching practice and an inability to adapt to the students and the contexts in which they will work. Learning TOEFL was also such hard works for the students and it needed fun and creative learning from the lecturers. As supported by Sudrajat and Astuti (2008) in his research that from 505 students who joined online preparation course, most respondents stated that they gained sufficient motivation and confidence in learning TOEFL materials needed for the TOEFL test. Therefore, lecturers must have various learning strategies and interesting techniques to enliven the class because their expectation in the classroom is so high.

In addition to teachers' background that may affect students' perception, the number of students in the classroom plays role as well in the teaching and learning process. Herreid (2006) claimed that the problems that might happen is the great number of students in the classroom that may have a small number of students who are interested in the subject being taught and the rest are not motivated or the number of students is too many for a certain class

that causes a difficulty for the lecturers in hearing the students speak and vice versa. Herreid (2006) added that the problems of having many students in the classroom are attendance, discipline, learning and alienation of particular students. In brief, a large number of students may cause a lack of motivation of lecturers in teaching.

Therefore, the phenomena initiate researcher see about the demand and requirement along with TOEFL preparation that plays important part in the life of students. To address this problem, current research aims to investigate the issues related to lecturers' teaching method in TOEFL preparation. The research questions are:

1) What challenges do lecturers face in teaching TOEFL preparation in the college for Qur'an study and science Al-Ishlah, Sendangagung Paciran Lamongan?

2) What strategies do the lecturers use to motivate students in the teaching and learning process during TOEFL preparation in the college for Qur'an study and science Al-Ishlah, Sendangagung Paciran Lamongan?

II. METHOD
Qualitative Approach

To answer the research questions. This study used qualitative method of research. Qualitative research focuses on natural settings, has an interest in meaning, perspectives, and understandings, emphasizes on a process, concerns with inductive analysis and grounded theory. Qualitative research allows writers who conduct a research to find out the perspectives of academic staff, leaders and clients as the image of the process as individuals to share their

experiences and views from their particular life situation. Krathwohl (1993:740) in Wiersma (1995:12) states that "qualitative is a research that describes phenomena in words instead of numbers or measures. Certainly, the purposes of this study were to observe and describe the phenomena during teaching and learning process in the form of words rather than numbers".

Bryman (2016) also defines qualitative research as a research which emphasizes words rather than numbers in the data collection and analysis. This research concerns to the lecturers' point of view through their learning experience because the researcher can get more data from the perspective of the lecturers when teaching TOEFL preparation. Moreover, the phenomenon of interest in TOEFL needs interpretation and exploration of what lecturers describe, state and view (Creswell, 2014).

Interview

The interview used by the researcher was Semi-structured interviews. This interview was used to obtain the depth of data and information, one on one semi-structured interview with six participants, using open-ended questions, was administered for collecting data. In order to select the subjects, the students' score in the students' final examination to distinguish between the students' reading ability. Susanto (2010:39) stated that if the data was the words or sentences spoken by the subjects so the appropriate technique was interviewed.

Braun and Clark (2011) state that face-to-face interviews require considerable time in preparation, organization, conduct and transcripts, but they are flexible, ideal for sensitive issues, accessible, have smaller samples and rich and detailed data. In compiling interviews, the researchers designed an interview schedule or interview giving instructions (see appendix). The good interview gives instructions to build the trust of the participants, so they are quite comfortable in following the interview process. Many used recording in collecting data because researchers can have a copy of the data obtained, and audio recorders can be taken to the location.

The next step after recording the interview has changed the data to transcription (flick, 2015). Transcript data from the recording is made and it is like time-consuming activity since one-hour interview can take five or six hours to write. However In this study, the researchers used an audio recorder to collect data and transcribed them when they were both in a convenient way to obtain findings.

The participants

The participants in this study were the lecturers in STIQSI who had more than three years teacahing TOEFL and some of them are TOEFL trainee. The researchers used a purposive sampling technique to choose a sample based on the knowledge of the participants, the elements and objectives of the study (Babbie, 2013). According to Cresswell (2007), purposive sampling can seek to provide information about objectives in studying research problems by determining participants. The participants in this study have years' experience in teaching TOEFL and some of them are TOEFL trainee in private course.

Data Analysis

Since the research was qualitative, the data collected from interview was analyzed descriptively. It meant that all findings found in the teaching and learning process was used to answer all the research questions.

Darlington and Scoot (2002) stated that there are many ways to do qualitative data analysis. Even though there are many different approaches to qualitative data analysis, in practice, most approaches involve similar stages covering what data to collect, from whom, how to focus the analysis and how to structure the research reports.

III. FINDING AND DISCUSSION

All participants share their perception, perspective feeling, opinions and experiences on teaching TOEFL associated with that Bernard (2017) said that his goal of a qualitative study is to focus on the perspective of teachers through experience to get deeper understanding of social situations. Some of the view that opposing, although they were not significantly different since participants, being in the same field so that the information they provide similar.Besides, some new phenomenon was found during collecting the data.

Challenges of lecturers in teaching TOEFL in STIQSI
Students' high expectations

Based on the information provided by the participants, they came agreement on students' high expectation as one of the challenges to their teaching process. As the students expected to much on lecturers' teaching process but their skill is so lack. This condition made lecturers stressed. Al-rawashdesh (2009) holds a great knowledge of English which will help the compilation. Preparing for an English proficiency test means that students must really have gained basic knowledge of English before starting the test preparation. This is how a lecturer told about her students who demanded high but lack of background knowledge.
"It's a bit difficult for us to help achieve students' expectations. It needs a lot of time…, this becomes challenges for us"

The lecturer B also told the same thing about the students' expectation during the interview. This proves that the high expectation of students was the biggest challenge of all. This can be exemplified as follow: students who got 350 but hoped to get 400 something. This expectation really burdens lecturer B because it is difficult to achieve. Because it takes time.

Students' lack of effort

Students' high expectation is not the only challenge the lecturer faced. The other challenge was that the same students with high expectation, was students who made no effort and joined the preparation to get the certificate. To make it sure, the researcher asked lecturers to compare their students with adult person who prepared the TOEFL class to get high score that could helm him get better opportunity in their workplace. While, the students were different because they joined the preparation because they felt it was required subject for their study not the future.
"Some of the students don't really seem motivated to study TOEFL, thus, when I am teaching the materials, they ignore me. This is

challenge for us, since, they are not eager to learn but want certificate and high score. Differently, the adult person I ever taught outside the college have specific goal in their career so that they are so motivated and serious."

Another lecturer, let's called him, lecturer C said that some students were reluctant in learning material because they thought that it was only required preparation and seemed to be compulsory subject. Students did not have clear goal in joining TOEFL preparation. Therefore, the lecturers who were in charged in handling TOEFL preparation for students got the big challenge from the students.

Study time limitation

The time allotted for test preparation was another case that caused the problem in the preparation. The preparation was scheduled only into one month which consisted of eight meeting each. While the target increase is really far. Most of students came in the last minutes to the test preparation because many of them were responsible to handle other jobs in boarding school. One lecturer said :

"The students often came in the last minute before the test preparation finished. It is a usual phenomenon where they also have other jobs in handling santri in the boarding. It gets worse because they only got little time to study the material. So, even there are eight meetings but it is not enough."

Another lecturer, let's called her, lecturer D also said :

" the limited time to learn TOEFL from 340 for example is not enough to increase to 400, although, there are eight meetings in one month"

It can be said that students can not just come in the last minutes to get their target score.

Teachers' experience

The next problem is lecturers' experience in teaching TOEFL. Some of them told that they were worried about teaching TOEFL and lack of confidence in teaching. Even though they have taught them for more than two years and owned the qualifications to teach. The reason was that some students who are getting smarter while the teacher is still guided by the book. Therefore, they need to update their knowledge so they can overcome their anxiety while teaching. Related to Ball & Forzani (2009 said that teachers must overcome their anxiety in order to have a positive attitude towards teaching. As evidence, one teacher stated how he felt about teaching:

"the students I am teaching now are smarter than me, they learn the test preparation really serious while others not."

Thus, I need to keep learning and updating the material and frequent practice in doing the prediction test become the solution. Another lecturer, as called lecturer D experienced in teaching smarter students. However, based on her experience, students who were good in the material prepared had tendency tounderestimate their teachers and would not be motivated to study anymore.

The number of students in the classroom

The last problem is the huge number of students in the classroom. The number of students are will be not effective when delivering difficult material like TOEFL. One of the

lecturers, let's say, lecturer E said," the big number of students in the classroom are difficult to be controlled, moreover the students who don't have good English skills made noise and sometime they made him frustrated. Thus, the small number of students in the classroom is better to be controlled as well as it is easy to monitor students' progress when studying the materials.

Lecturers' strategies in motivating the Students in Test Preparation in STIQSI

Students' awareness of the opportunities of passing the tests

Erfani (2014) justify TOEFL is obtained to meet the requirements for university graduation and scholarships. This means that TOEFL is very important for those who need as well as both universities and citizens abroad promise to give back to those who want to reach them. That is part of the motivation that the lecturer gives to students who attend teaching and learning activities. Another lecturer also has the same reasons for understanding that the fundamentals of students need to be defined. Therefore. the lecturers agree that they motivate students by telling them what students can get if they are successful in getting the passing grade. lecture D said,

"to get better future, first you have to graduate, one of the keys is getting the certificate of TOEFL. If you want to get the scholarship abroad, or better job, the same solution is TOEFL certificate".

Therefore, it can be concluded that since most lecturers used kinds of learning and teaching strategy, make sure that they also motivated the students to study the materials

seriously due to the better future for the students.

Fun learning during teaching and learning activity

Teaching TOEFL material is one of the difficult material for students, because they seemed to be forced to learn something that they disliked moreover they have to pass the certain score. This will be dilemmatic for the lecturers to manage the class as well as the materials. The solution is that lecturers must have various kinds of interactive and interesting learning method.

Just imagine the students stayed in the classroom for about ninety minutes and not all of them like English or some of them had lack of English skill. Of course, the students will easily feel bored with the material, the lecturer mush be aware and understand the situation. Like making game during the rest preparation will be good for the students. Or when listening session, the lecturer can show the audio and the picture of the speaker or we say, using authentic materials.

One of the respondents, let's say, lecturer E has his own strategy in making learning activities that make learning conditions enjoyable. He said that he would take an approach like not to focus on books while teaching. He and students often discuss about the burden of students, especially those who are forced to learn will disappear and they will find it easy to learn.

From the description above, it means that to motivate students to study is one of the best way to do in the beginning of the session. The lecturers also needed to create games, fun activities, and chit-chat in the

classroom to overcome the boredom, stuck learning, and seriousness during the test preparation.

Telling successful people stories who achieved the target score

It is really normal for us, that telling students successful story will help them to motivate students in learning TEOFL. Some lecturers believed that this strategy could motivate the students in studying TOEFL by telling histories based on their own experiences or the experiences of their friends uccessfully achieved their target scores to enter their dream jobs or getting scholarship.

Lecturer B, commented on her experience while teaching the test preparation:

"During activities in the classroom, I try to motivate students the true stories of my friends or my own experience so that students can obviously know the advantages in learning hard to achieve the target score."

All in all, giving students successful story of people who gained the target score would encourage them to learn more seriously or the story of the lecturers themselves. This could be one of the methods to motivate them in achieving the target score.

To remind students what they come to look for

The last strategy in teaching test preparation is always reminded students about what they really looked for in the TOEFL preparation class. Since the preparation required lot of money and it became useless if they did not pay attention to the explanation or even came really late to the class.

IV. CONCLUSION

From the above explanation, it can be concluded that there are some challenges faced by teachers when teaching TOEFL. Preparing for an English proficiency test In short, the challenges faced by teachers arise from the attitudes of students, the classroom situation and the anxiety that the teacher has. However, most lecturers agree that students' expectation to get their target score is the biggest challenge of all because this is the objective of students in studying for the preparation exam for the beginning.

It was found that teacher challenges in test preparation course were: students' high expectations which did not relate to their basic skill they had. This became burden for the lecturers to know. Other challenge is students' lack of effort that they know they have lack of skill in TOEFL but it is getting worse that they also did not study diligently as well as the time limited by schedule allotted by the college time limitations; the lecturers' experience in teaching TOEFL may become the key to teach in easy ways even the material is difficult. and the last challenge is the great number of students in a class. Those challenges in the test preparation show how teaching TOEFL is different from teaching other English skill. That's why the lecturer's must have a good teaching strategies to motivate their students as follows: 1) students' awareness of the opportunities of passing the tests, 2) fun learning, 3) to tell stories of people who are successful through passing the tests, and 4) to remind the students why they joined the class, spent much money, time and energy on these tests.

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