



TOEFL PREPARATION IN EFL CLASS: STUDENTS' PROBLEMS AND TEACHER'S STRATEGIES

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Abstract

This research aimed to describe: students' problems in TOEFL Preparation Class; strategies employed by the teacher to overcome the students' problems; and how TOEFL Preparation Class should be organized to meet students' need. Using a descriptive qualitative design, the study collected data through observation, questionnaires, interviews, and documentation. The findings revealed: (1) students faced two types of problems: specific difficulties in each section (limitations of memory, unfamiliar topics, difficulties to catch the speaker say, lack of grammar and vocabulary mastery and difficulty determining main ideas); general problems like less practice, fewer basic skill, lack of motivation, lack of concentration, and shortage preparation; (2) Strategies used by the teacher were: fun learning activities, providing access to TOEFL practice materials, drills and practice, tips and tricks, note-taking, reviewing tenses and grammar, skimming and scanning techniques, and structured assignments in LMS; (3) Developing the TOEFL Preparation Class to meet students' needs involved: knowing students' problems, analyzing student needs, selecting materials, determining teaching strategies, giving evaluation and feedback, providing resources and facilities, determining class schedule and duration, assessing results and effectiveness, and implementing continuous improvement.

Keywords: TOEFL Preparation Class, Students' Problems, Teacher's Strategies

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan: permasalahan siswa pada Kelas Persiapan TOEFL; strategi yang digunakan guru untuk mengatasi permasalahan siswa; dan bagaimana seharusnya Kelas Persiapan TOEFL diselenggarakan untuk memenuhi kebutuhan siswa. Dengan menggunakan desain deskriptif kualitatif, penelitian ini mendapatkan data melalui observasi, angket, wawancara, dan dokumentasi. Temuannya mengungkapkan: (1) siswa menghadapi dua jenis masalah: kesulitan khusus di setiap bagian (keterbatasan memori, topik asing, kesulitan menangkap ucapan pembicara, kurangnya penguasaan tata bahasa dan kosa kata dan kesulitan menentukan gagasan utama); masalah umum seperti kurangnya latihan, lebih sedikit keterampilan dasar, kurangnya motivasi, dan kurangnya persiapan; (2) Strategi yang digunakan guru adalah: kegiatan pembelajaran yang menyenangkan, pemberian akses materi latihan TOEFL, latihan dan praktek, tips dan trik, pencatatan, review tenses dan grammar, teknik skimming dan scanning, serta tugas terstruktur dalam LMS; (3) Langkah-langkah mengembangkan Kelas Persiapan TOEFL untuk memenuhi kebutuhan siswa yaitu: mengetahui permasalahan siswa, menganalisis kebutuhan siswa, memilih materi, menentukan strategi pengajaran, memberikan evaluasi dan umpan balik, menyediakan sumber daya dan fasilitas, menentukan jadwal dan durasi kelas, menilai hasil dan efektivitas, dan melaksanakan perbaikan berkelanjutan.

Kata kunci: Kelas Persiapan TOEFL, Permasalahan Siswa, Strategi Pengajar

INTRODUCTION

Nowadays, the TOEFL, or Test of English as a Foreign Language has gained widespread acceptance among universities, colleges, and organizations worldwide as a comprehensive evaluation of individuals' English language abilities for both academic and professional

purposes. It has become increasingly crucial for individuals to achieve a commendable TOEFL score as it is often a prerequisite for admission to English-speaking universities, the acquisition of scholarship opportunities, and the pursuit of employment in English-speaking nations. According to scientific research conducted by Nurhayati and Giri (2014), TOEFL is recognized as one of the leading English language assessment systems utilized by numerous educational institutions, including those in higher education, to measure students' proficiency in the language.

Analyzing students' problems related to TOEFL programs is crucial for optimizing the educational process, improving the quality of test preparation, and upholding fairness in evaluations. Such analysis enhances the overall learning experience and helps develop instructional strategies that align with student expectations. Marwan (2016) highlights that understanding learners' specific challenges in TOEFL sub-skills through a needs-based approach significantly improves both learning outcomes and test performance. Similarly, Ali (2019) asserts that addressing student difficulties allows educators to design learning experiences that enhance engagement and academic success. This approach benefits not only students but also educators, institutions, and the broader educational community by fostering more effective language education strategies and assessment practices, thereby strengthening the overall effectiveness of the education system.

Health Polytechnic of the Ministry of Health Semarang requires students to take the TOEFL test as a prerequisite for graduation, using the scores to evaluate the institution's Quality Targets, with a target score of 450. The Diploma Three in Radiology Study Program in Purwokerto, part of this institution, has struggled to meet these targets, prompting a curriculum evaluation in 2020. To address this, the program integrated TOEFL material into the sixth-semester course "Bahasa Inggris Radiology 2" to better prepare students for the TOEFL exam and improve their scores before graduation.

The subject of Bahasa Inggris Radiology 2, also known as the TOEFL Preparation Class was initially introduced during the academic year 2022/2023. However, it has only been implemented once since the adoption of the 2020 curriculum. The output result of the TOEFL program is the TOEFL score which is converted into course grades. The results of students' TOEFL scores vary with achievements less than the set targets (450). This encourages researchers to conduct an investigation of the factors that lead to certain students' failure to achieve the target that has been set.

In light of the aforementioned, this study seeks to address the following research questions: 1) What are the students' problems in the TOEFL Preparation Class? 2) What strategies employed by the teacher to overcome the students' problems? and 3) How should TOEFL Preparation Class be organized to meet students' need.

METHODOLOGY

This is a qualitative study that focuses on the investigation of students' problems and teacher's strategies in the TOEFL Preparation Class. This study qualitatively described the phenomenon of the problems encountered by students and strategies used by the teacher to overcome those problems. This research was located at Study Program of Diploma Three in Radiology Purwokerto, and the participants were 94 students in academic years of 2023/2024, 1 teacher and 1 head of study program.

In order to ensure the findings of this research accurately reflected university students' problems and teacher's strategy in TOEFL Preparation Class, the researcher employed four different types of the data collection, namely classroom observation, questionnaire, interview and documentation. The research began by conducting classroom observations to determine two topics to answer the research questions regarding student problems (RQ 1) and teacher strategies (RQ 2). The student problems identified from the observations were then asked to 94 students

through questionnaires and subsequently clarified through interviews with 12 students. The teacher's strategies observed during classroom observations were then clarified with the teacher through interview sessions. The results of these two Research Questions were then used to formulate answers to research question number 3, namely how the TOEFL Preparation Class should be organized to meet students' needs, supported by data from documentation and result of interview with head of study program.

The data, which were collected, were then analyzed to find the research results. When the data had been collected, then they were analyzed through some steps. The first was identifying and classifying the result of classroom observation, questionnaire, interview and documentation. Data that was not relevant to the research of questions was discarded. The next step was analyzing and interpreting the data that were able to answer research questions. Drawing conclusion is the final step in the data analysis process.

RESULT AND DISCUSSION

1. The Students' Problems in the TOEFL Preparation Class

In this study, the researcher formulated two problems faced by students in the TOEFL Preparation class, namely the problems faced by students when working on the TOEFL test and the problems that arise during the learning process in the classroom. Both problems are explained in detail in the following discussion:

A. The Problem Experienced by Students in Each Section

Students problem's in the listening comprehension section are limitation of memory, lack of vocabulary mastery, unfamiliar topic of the conversation, difficulties to catch the speaker say. These results are in line with statements from following respondents.

"... It's a bit difficult. Because it's long, it makes me forget too." (R10)

"eee... That's also difficult, ma'am, because the vocabulary I know in English is only little, so even though it's a monologue, there must be some information." (R6)

"Whether it's difficult or not is relative because it depends on the context being presented. For example, if I know the theme, that's it... Maybe it's easy. It's like the vocabulary is still acceptable. But if it's a heavy topic, it's not familiar." (R10)

"I find this section difficult because the speakers often talk too fast, making it hard to catch key words or phrases." (R9)

Limitation of the memory is a common problem that occurs in long conversation and long talk part. Because the duration of the conversation is long, students are unable to grasp the entire topic of the conversation. They forget both the question and the conversation. This is as conveyed by Fitria (2021), which stated that students have memory limitations when listening to TOEFL. The second problem is lack of vocabulary. Lack of vocabulary mastery among students causes students to be incapable to understand long conversations that contain a lot of vocabulary in them. This was also conveyed by Ali (2023) who stated that students have difficulty understanding the words spoken by speakers due to lack of vocabulary.

Unfamiliar topics in long talks also cause students to have difficulty understanding the entire content of the conversation. This is in line with what was conveyed by Antoni (2014) in his research which stated that students find it difficult to understand the language spoken because of the hard material. The final student problem in the listening section is the difficulty to catch the speaker say because the speaker speaks very fast. In line with the statement, Maulana and Lubis (2022) also found the same problem that the students didn't catch what the speaker said.

Students' problems in the Structure and Written Expression section are lack of vocabulary mastery, lack of grammar mastery and hard to analyse the sentence. These results are in line with statements from following respondents.

"Difficult too. Grammar too. The vocabulary is a bit lacking." (R8)

"Written expression is difficult due to lack of mastery of grammar in written expression." (R12)

"Because in the structure, you have to really understand the text (sentences). So, if you don't understand the grammar, it will be difficult to answer." (R7)

"This one, the written expression... It's difficult, ma'am. Because it has to analyse one word, which one is wrong and which one is right. So, it's like... Still like changing things up." (R6)

In the Structure and Written Expression, students find it difficult to analyze sentences because of their lack of vocabulary and grammar mastery. These three kinds of problems have connection to each other. The student's difficulties in analyzing sentences was caused by a lack of vocabulary and grammar. In line with previous studies by Akmal (2020) that the problem of lack of vocabulary and grammar is the main cause of difficulties in the structure and written expression section. Ali (2023) added that the lack of grammar mastery causes students to answer incorrectly, especially on questions about tenses, parallelism, sentence structure, and word classes.

Students' problems in Reading Comprehension section are lack of vocabulary mastery, lack of grammar mastery, and get difficulties to determine main idea from the key sentence. These results are in line with statements from following respondents.

"... Also, maybe because there are too many English words, I still don't know enough; the vocabulary I have mastered is still too little." (R8)

"...Back to myself, who lacks mastery of grammar and vocabulary..." (R4)

"...Actually, I've been given tips like that to see the first sentence. but sometimes it's a bit difficult for me to conclude from that sentence." (R3)

In line with the problem in the Structure and Written Expression, lack of vocabulary and grammar mastery is also become the problem for students in the reading comprehension. Students' lack of vocabulary makes it difficult for them to answer questions with too many words they don't recognize in the text. Lack of grammar mastery also affects their ability to analyze parts of speech in sentences. Apart from that, the lack of vocabulary and grammar causes them difficulty in understanding the context of the reading. As Ali (2023) and Antoni (2014) mention in their studies that lack of vocabulary and phrases makes students find it difficult to understand the passage. In result, the students find it difficult to determine the main idea from the key sentence.

B. The Students' Problems in The TOEFL Preparation Class

In this section, researcher conducted class observation to determine possible problem appears among students during TOEFL Preparation class. Students were requested to choose among these 5 problems which become the most problem for them in TOEFL Preparation Class. Open answer choice was provided if an answer appears outside of the answer choices provided. The results of the questionnaire were analysed based on the following table:

Table 1. The students' Problems in The TOEFL Preparation Class

QUESTIONS	NUMBER OF RESPONDENTS	PERCENTAGE
Less practice	41	43,62%
Fewer basic skill	26	27,66%
Less motivation	10	10,64%
Lack of concentration	8	8,51%
Shortage preparation	5	5,32%
Other	4	4,26%
TOTAL RESPONDENTS	94	100%

Based on the table above, it is found out that the majority of student consider that less practice to be the most problem in the TOEFL preparation class with 43,62%. The second problem encountered by the student is their fewer basic skill with 27,66%. The third problem for the student during TOEFL preparation class is less motivation with 10,64%. Lack of Concentration become the fifth problem faced by the students in the TOEFL Preparation Class

with 8,51%. Shortage of preparation is the sixth problem that appeared in the TOEFL Preparation Class with 5,32%. and the last based on the free answer from 4 students (4,26%).

The problems faced by students above are still general in nature. researcher attempted to investigate the reasons behind these problems arising through interview sessions. The following are the results of an investigation into 12 students:

A. Less Practice

Most students stated that less practice was considered their main problem. One of the students stated that the lack of TOEFL practice was probably due to time constraints, so that during lectures only a few questions were answered. This statement was argued by R1:

"... Regarding the TOEFL class we just had, personally, it might be because of the limited time, ma'am. So, the discussion wasn't that complex and was only covered briefly. Therefore, we also lacked practice in working on TOEFL questions..." (R1)

Apart from that, the difference in the types of questions that are done in class together and those that are done alone at home also makes students confused. Like what R10 stated in his argument:

"... It's easier when they are similar to the ones provided as examples. But if they're different, sometimes the structure is different. Sometimes the vocabulary is different, or it's a different question, or in a specific field, it gets even... It's difficult..." (R10)

One of the students stated that if they did more practice (in class), maybe they would understand better.

".... My understanding of TOEFL is still limited. So, perhaps if I had continuous practice... maybe I could understand better. But the previous test, there was very little practice." (R6)

Some studies by Mahmud (2014), Rahman (2021), Akmal (2020), and Fitria (2021) have found that less practice become common problem that occur in the TOEFL Preparation Class. As seen in the class observation that less practice becomes one of the problems for students because the number of practice items given in class is not many. This problem was also confirmed by students' statements in the interview session. One of the students sated that the problem of less practice was possibly caused by time constraints. Teachers must divide their time between completing a large number of skills (as stated in the syllabus) to be taught to students and providing practice in class.

Another problem that arises related to less practice is that because there is only little number of practice in class, students have to do the practice questions themselves at home without any feedback from the teacher. This is one of the difficulties felt by students because they have to do different questions with different problems and they don't know whether they have done the questions correctly, because there is no feedback from the teacher. However, despite this, they still believe that with more practice their understanding will become better.

B. Fewer Basic Skills

The second problem faced during lectures is fewer basic skills. Fewer basic skill become the problem for students because their lack of knowledge in TOEFL affects their ability when taking the TOEFL test. It is in line with the statements from R4:

"... Because I myself, when I have very minimal basic skills in TOEFL, it will affect my ability when taking the TOEFL..." (R4)

It also makes them experience difficulties when working on questions. Like what R2 said in the interview:

"... Because TOEFL has many skills, right, ma'am, and I feel like I'm still very deficient in them, so I have difficulties in doing the questions, ma'am." (R2)

Studies by Rahman et al. (2021), and Mahmud (2014) stated that fewer basic skills had influence on student problems in TOEFL. This is also in line with statements from several students who believe that their fewer basic skills affect their ability when taking the TOEFL

test. They will experience difficulties when working on the questions. Based on classroom observations, students are often confused when faced with texts rich in vocabulary that they do not understand. As a result, many students have difficulty answering TOEFL questions."

C. Lack of Motivation

The third problem faced by students is lack of motivation. There are various reasons underlying their problems related to motivation. One of the students felt that he had not found the purpose of studying TOEFL. As stated by R10 in the interview:

"... Well, because for this study, I haven't fulfilled my purpose yet. What's that for... That's it, ma'am. So, there is no motivation for me yet..." (R10)

The other student claimed that the motivation of attending class just because it is her obligation of study. This statement was claimed by:

"... Yes, the motivation is just attending the class." (R3)

Motivation is really important in the learning process, because motivation is a person's goal for learning. Some students admitted that they did not have motivation to study. Apart from that, students also stated that the reason they attended the class was only because it was their obligation as students. This can be seen in the question and answer session in class, many students seem less enthusiastic and are rarely actively involved in learning activities. This problem was also found in previous research, as carried out by Mahmud (2014), Rahman et al. (2021), and Fitria (2021) in their research, if lack of motivation is a problem faced by students in TOEFL learning.

D. Lack of Concentration

Students lack of concentration become the fourth problem faced by the Students. The main reason for this problem is because the time for TOEFL class was collide with the time of collecting the data for Final Assignment. This statement was in line with statement from R8:

"Because this TOEFL class is only held at the final semester, ma'am, most students are already focused on preparing their final assignment. ..., so, the focus is already divided with the final assignment. (R8)

Rina and Tiarina (2021) and Fitria (2021) stated in the study that Lack of concentration is related to concentration on doing listening and reading tests, but for the students, the reason for them not being able to put concentration during class was because of their focus is divided with the time for taking data collection for their final examination. This is because the TOEFL Preparation class is held in the sixth semester at the same time as students are preparing for the Final Exam.

E. Shortage of Preparation

Shortage of Preparation become one of student's problem. Similar to previous reason, time schedule become the main reason for students to have short preparation in TOEFL Preparation Class. This statement was clarified by R7 in the interview:

"The reason is because by chance eee... this (class) collided with me for research data collection for my final assignment.... So, I have less time for class.... Therefore, I lack of preparation." (R7)

In line with what was conveyed in the previous problem, students' preparation was limited because the time for holding the TOEFL Preparation Class coincided with the time they had to take data for the final examination. So, their preparation time for studying is divided into their time working on the final assignment. As Roza (2019) and Maulana and Lubis (2022) found in the study that shortage of preparation became one of the problems for students.

2. Strategies Employed by the Teacher to Overcome the Students' Problems

Student learning problems need to be addressed to successfully achieve learning objectives. One effort to deal with these problems is by using appropriate strategies. Based on

the results of observations in class, researchers found several strategies used by lecturers during the learning process. In the interview session, the researcher clarified the strategies used by teachers to obtain more in-depth information. The following are the strategies employed by the teacher during TOEFL Preparation Class:

A. Fun Learning Activity

Based on the observations, it is known that teachers always use strategies that make their classes more lively. At the beginning of learning, the teacher always starts learning with fun activities such as games or other forms of ice breaking to increase enthusiasm and make students more interested in learning English. As teacher stated in the interview:

“All right, I always give a little bit ice breaking or game to make students interest with the atmosphere of the class session”

Based on the interview it can be conclude that for teacher, it is important to make class more cheerful to make students interest to join the class from the beginning. This strategy was supported by Wibowo (2020) who stated that teacher needs to create fun activity in the classroom to overcome the boredom, stuck learning, and seriousness during the test preparation.

B. Provide Access to TOEFL Practice Material.

In the TOEFL Preparation, based on the observation, teacher used material which was mostly taken from the book Longman Preparation Course for the TOEFL Test by Deborah Phillips (2003). To do the practice, teachers took the question from various sources such as textbooks, online resources and software. She also provided student with link which can be used for self-study which is taken from the internet. As stated by the following teacher:

“I always ensure that my students have access to a variety of TOEFL practice materials, from textbooks to online resources and software, to enhance their preparation and increase their chances of achieving high scores.”

From the teacher's statement above, it can be implied that with the variety examples of questions that students work on in practice, it is more likely that students will face similar types of questions on the actual test. So that students will be more familiar with the type of questions. This is in line with Noviyenty's (2019) study in one of the interview results which stated that the aim of providing a variety of test items is for students to be more familiar with test items.

C. Drill and Practice

Based on observations, teachers spend more of their time explaining material and doing exercises in class. Teacher provided some questions and asked students to answer. After having answer from student, teacher then provides feedback to show the students the correct answer. As the teacher explained in the interview:

“The strategy I use is practice more. because in my opinion this is more effective in making students more familiar with the form of questions and answers. The more you practice, the more you understand better.

Further, she added:

“I prioritize providing thorough reviews and constructive feedback to my students. It is important to evaluate their progress periodically and provide targeted feedback.”

The teacher believed that practice with constructive feedback are effective strategy for students to have better understanding. This strategy will help student to be more familiar with the similar This statement was in line with study by Maharani and Miftachudin (2021) which stated that the most effective method in teaching TOEFL is drill and practice method.

D. Giving Tip and Trick

During the practice session, the teacher gave tip and trick how to do the exercise in the TOEFL test. Usually, teacher give trick on how to find key word in the listening and reading

section, how to analyse sentence in the structure and written expression section, how to manage the time, how to effectively note-taking, etc. Teacher used those strategies to help student who have several problems relate to limitation of memory, lack of grammar, lack of vocabulary, etc.

“Sometimes I give these tips and tricks because students are having difficulty on certain things.”

Giving trips and tricks is a strategy that really helps students in solving student problems. This is often done by teachers in TOEFL learning, as was also done in Khobir and Atun’s (2020) research, where this strategy was carried out during discussion sessions.

E. Teach Note-Taking

In the listening section, teacher help student how to effectively taking note while listening. Even though taking notes is not allowed in the exam, this strategy helps train students to get used to capturing the important points conveyed in listening.

“I find that teaching note-taking strategies during listening section and how to effectively summarize spoken information can be very helpful.”

Teacher considered that teach note taking was really helpful for students, especially for listening section. Apart from that, it also can be used for other sections. Similar to Noviyenty (2019) stated that some teachers still use this strategy even though it is not allowed in exams.

F. Review Some Tenses and Grammar in the Structure Question.

In the structure and written expression section, teachers sometimes still talk about the use of tenses in sentences with the aim of helping students analyze sentences.

“I usually review some tenses and practice in the questions to help students analyze the sentences in the questions.”

A better understanding of tenses and grammar is very important in studying TOEFL. Because in the structure and written expression section, this skill is very necessary, especially when analyzing sentences. In the Structure and Written Expression section, this type of question requires students to be able to analyze sentences. Therefore, it is important for a teacher to review material about tenses and grammar.

G. Teach Strategies for Skimming and Scanning Text

In the reading section, teacher taught student how to do skimming and scanning text. Since in this section, the questions asked are based on reading, so students must have sufficient skills to be able to answer these questions.

“I teach strategies for skimming and scanning texts, identifying main ideas, and understanding inferences to overcome students' difficulties in reding section.”

Several problems faced by students related to learning can be resolved using this strategy. Teaching skimming and scanning also help student who are lack of vocabulary mastery (Ali, 2023). The problems that appears in the TOEFL Preparation Class are many questions in reading, lack of vocabulary and grammar mastery and how-to difficulties to conclude the key sentence.

H. Giving Structure Assignment in LMS

In practice, teachers provide TOEFL questions at the end of each lesson via the institution's LMS called HELTI. The teacher provides the questions after learning and students can access the questions for 8 hours from 13.00 - 21.00 every day. The results of this assignment are used as a component of the assessment so that direct feedback is not given on these questions.

“Due to limited time in class, students are given structured assignments in HELTI (Learning Management System).”

LMS platforms enable teacher to deliver structured assignments efficiently. This integration of ICT in education supports personalized learning and allows for the incorporation of multimedia resources, making the preparation for TOEFL exams more

effective and comprehensive (Ratheeswari, 2018). The main problem experienced by students in the TOEFL Preparation class is lack of practice. By adding feedback to students' answers, this strategy can help students to solve the problem.

3. How TOEFL Preparation Class should be Organized to Meet Students' Need

The results of this study formulated a framework named Problem-Based TOEFL Learning Strategies. These strategies are used to outline how the TOEFL Preparation Class is developed to meet students' needs by involving three components: students, teachers, and the study program or management.

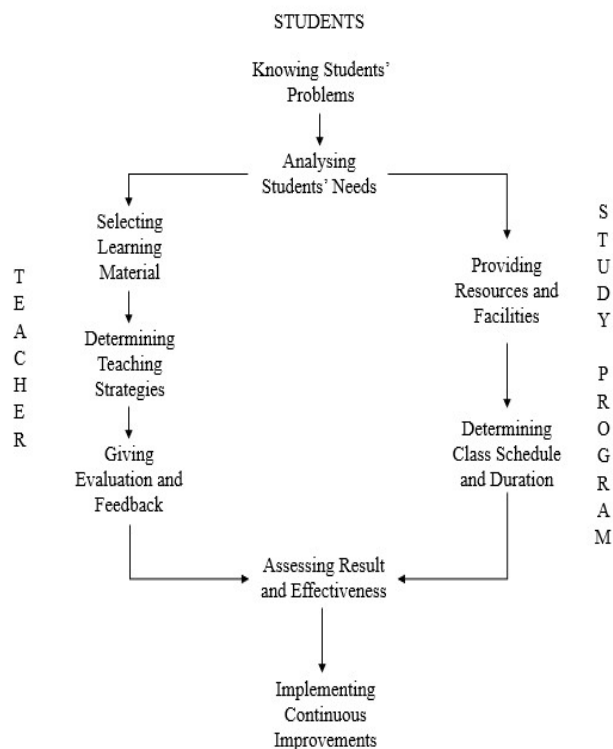


Diagram 1. The Framework of Problem-Based TOEFL Learning Strategies

From the student aspect, potential problems that may arise during the learning process and their needs during the learning process can be identified. From the teacher's side, based on the analysis of the problems faced by students and the needs analysis conducted on students, the teacher can start by selecting learning materials that match the students' needs, then determining appropriate teaching strategies to deliver the materials which is in line with students' needs, and finally providing regular evaluations and feedback for each learning session.

This learning process will not run well without support from the management, in this case, the study program. Policies that can be implemented by the study program include providing resources and facilities as well as setting class schedules and durations according to students' needs. At the end of the learning program, the implementation of these strategies can be assessed based on the final learning outcomes or result and the effectiveness of the program. Ultimately, the success or failure of this program will provide valuable experience for continuous improvements in future program implementations.

The organizing of TOEFL preparation class plays an important role in helping students achieve the scores they want. To meet the diverse needs of students, the class must be tailored

through comprehensive students' needs analysis, effective teaching strategies, appropriate resources, and management support. Richards (2001) emphasizes that needs analysis is essential for designing language courses that cater to students' specific requirements, ensuring targeted and relevant instruction. Brown (2007) highlights that dynamic and adaptable teaching strategies, including interactive and student-centered methods, are crucial in fostering an active learning environment. Furthermore, Harmer (2007) suggests that providing authentic resources, such as multimedia tools and real-world materials, enhances students' language acquisition by creating a practical and engaging learning experience. In terms of management, Ur (1996) stresses the importance of institutional backing in language programs, particularly in offering sufficient teacher training, instructional resources, and effective class management systems. Strong management support ensures that both teachers and students have the resources and tools needed to achieve optimal educational outcomes.

CONCLUSION

This study reveals some facts regarding to the problem encountered by the students and strategies employed by the teacher in TOEFL Preparation within an EFL class. There are problems that arise in each of the section and factor that influence the appearance of the problems. Students' problems arise from internal factor from student's itself and external factors related to the teacher and the study program. Problems arise from both internal factors, such as students' own motivations, and external factors related to the teacher and study program. The eight strategies implemented by teachers are designed to overcome these student problems effectively. In sum, the development of the TOEFL Preparation Class needs to be carried out by considering the students' needs, the teacher's competence, and the study program policies which is formulated in the framework named the Problem-Based TOEFL Learning Strategies.

Based on the findings of this study, several recommendations have been made. To overcome the problems faced by students in TOEFL preparation, it is essential for students to set clear and realistic goals, understand their motivations, maintain a consistent study schedule, and adopt learning methods that align with their individual learning styles. Teachers should use interactive and engaging teaching strategies, incorporate practice exercises in and out of class, provide feedback, and utilize technology to enhance the learning experience. In addition, it is recommended to reschedule TOEFL Preparation class placements in the final semester to ensure that students can focus on their final assignments. Future research should aim to explore these teaching strategies with a larger sample of teachers, investigate their effectiveness, and examine the potential of technology to further enhance learning outcomes in TOEFL preparation.

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