THE TEACHING OF TOEFL TEST PREPARATION AT RAM ENGLISH COURSE

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Abstrak

TOEFL adalah ujian yang dikelola oleh Educational Testing Sevice (ETS - www.ets.org), sebuah perusahaan swasta yang terletak di Princeton, New Jersey, yang mendirikan TOEFL, dan digunakan untuk mengevaluasi kemampuan asli bahasa Inggris pembicara non natif bahasa Inggris (Gear, Jolene: 2009). Kemahiran pembicara bahasa Inggris yang bukan natif dinyatakan dalam bentuk angka (skor). Skor tersebut diterima dengan mengambil tes TOEFL. Tes itu sendiri, termasuk semua kegiatan yang berkaitan dengan tes TOEFL, ditangani oleh ETS, dan / atau lembaga apa pun yang telah ditunjuk oleh ETS. Namun, ETS tidak menetapkan nilai yang diperlukan untuk masuk ke universitas tertentu, perguruan tinggi, sekolah, atau departemen. Keputusan yang dibuat oleh lembaga-lembaga pendidikan individu (Hinkel, Eli: 2004).

TOEFL Paper-Based (PBT) adalah tes pensil dan kertas (J. Sharpe, Pamela: 2008). Ini menuntut kertas sebagai media dan pensil seperti menulis alat. Kertas-kertas tersebut adalah lembar pertanyaan dan jawaban sementara pensil yang digunakan untuk menjawab pertanyaan-pertanyaan dengan menyilangkan dan / atau mengarsir pilihan jawaban di lembar jawaban. Hal ini seperti tes tertulis biasa yang sangat umum di sekolah-sekolah, khususnya di Indonesia. Irham Ali Saifuddin (2007) mengatakan bahwa PBT adalah tes TOEFL yang paling umum dan digunakan di negara ini. Kota tempat penelitian dilakukan, Gresik, menggunakan PBT. Sehingga penelitian ini adalah tentang pengajaran TOEFL PBT.

Penelitian ini merupakan penelitian deskriptif kualitatif dan bertujuan untuk mendeskripsikan Instruktur TOEFL RAM English Course dalam mengajarkan persiapan TOEFL. Peneliti menggunakan Survey, Kuesioner, dan Wawancara sebagai instrumen penelitian ini.

Hasil penelitian menunjukkan bahwa instruktur TOEFL RAM English Course memiliki metode sendiri dalam mengajar persiapan TOEFL. Respon siswa juga positif. Mereka mendapat peningkatan nilai di pos-tes terakhir tentu saja dibandingkan dengan pra-tes mereka.

Kata Kunci: *Pengajaran, TOEFL, persiapan, PBT, RAM English Course.*

Abstract

TEOFL is an examination that is administered by the Educational Testing Service (ETS – www.ets.org), *a private company that is located on Princeton, New Jersey, that found TOEFL*, and is used to evaluate a nonnative English speaker's proficiency in the English language (Gear, Jolene: 2009). The proficiency of the nonnative English speakers is expressed in the form of number (score). The score is received by taking the TOEFL test. The test itself, including the all activities related to the TOEFL test, is handled by ETS, and/or any institutions that has been designated by ETS. However, the ETS does not establish the scores necessary for admission to particular universities, colleges, schools, or departments. The decisions are made by the individual education institutions (Hinkel, Eli: 2004).

The Paper-Based TOEFL (PBT) is a pencil-and-paper test (J. Sharpe, Pamela: 2008). It demands papers as the media and pencils as writing tool. The papers would be the question and answer sheets while pencils are used to answer the questions by crossing and/or shading the multiple choice answer in the answer sheet. It is like the ordinary written tests that are very common in schools, especially in Indonesia. Irham Ali Saifuddin (2007) said that PBT is the most prevalent and used TOEFL test in this country. The city where the research was conducted, Gresik, uses PBT. So that the research was about TOEFL PBT Teaching.

This is a descriptive qualitative research and this research aimed to describe the TOEFL Instructor of RAM English Course teach the TOEFL preparation. The researcher used Survey, Questionnaire, and Interview as the instrument of this research.

The results of the study showed that the TOEFL instructor of RAM English Course has his own method in teaching TOEFL preparation. The students' response is also positive. They got increased score in the last post-test of the course compared with their pre-test

Keywords: *Teaching, TOEFL, preparation, PBT, RAM English Course*

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INTRODUCTION

The Test of English as a Foreign Language (TOEFL) is an examination that is administered by the Educational Testing Service (ETS), the company that developed TOEFL tests, and is used to evaluate a nonnative English speaker's proficiency in the English language (Gear, Jolene: 2009). The proficiency is expressed in the numbers of score as the result of the test. And, that result is used by many agencies from various field; such as education and manufacturing, in many countries to be one of the requirements for, mostly, recruiting and graduation purpose (education field). For example, the data that researcher took from the book *Cambridge Preparation of the TOEFL Test* by Jolene Gear (2009) said that to be admitted to a North American college or university, the students to be will probably need a TOEFL paper-based-test score 475 to 550. This situation also happens to Indonesia.

TOEFL is mostly used by education institutions in Indonesia. Nowadays, students of university cannot graduate and get their title if they have not passed the TOEFL or some equal test, even if they have passed the *skripsi* or the thesis. This condition continues to the lower grade, senior high school level. Some senior high schools, especially in the big cities, require the students to be to take TOEFL test that has been integrated in some the entrance tests. In fact, a lot of those many senior high schools, which are in the big cities, belongs to the favorite schools (schools placed in a certain regency or city whom many students to be at there want to enter). For example in Gresik Regency, East Java. SMAN 1 Gresik (SMANSA), the top favorite school in Gresik, requires a TOEFL score of, minimum, 400 to be acquired in that school. In fact, 400 is only the minimum score. This does not mean that if a student to be gets 400 TOEFL score in SMANSA's admission test, he/she will automatically be acquired in the school. There are many students that get 410, 415, and even 450 in the test. The higher TOEFL score, indeed, will be taken by the school committees as the consideration. So that, if that student wants to compete, he/she will have to look forward on the high TOEFL-scores (it can be 450 and above) instead of the minimum requirement score.

The English and TOEFL experts, local and International, have made books, a lot of books, to help students study or prepare for the TOEFL test. The book, also, can easily be bought in bookstores. However, Pamela J. Sharpe (1996) stated that many students do not prepare for the TOEFL. They do not even read the *Bulletin of Information* that they can receive from ETS. That may happens because the TOEFL books are thick. In Indonesia, this matter, somehow, may prevent students from purchasing. The books are also considerably expensive for most people in this country. Wall & Horák (2011, p. 11) said that the coursebooks were not always selected on the basis of an informed analysis but rather for reasons such as price. Therefore, the more serious students try to find the alternative solution. They buy the thinner TOEFL preparation book. In university zone, this books can be easily found when the time of new students' registration has come (In Indonesia, many universities give their new students TOEFL or TOEFL-like test after they are acquired). This book also can available in many bookstores. Unfortunately, the books only contain questions and answer keys as well as no TOEFL problems explanation. This book may not help students properly because the author gives, only, questions and answer keys, without the TOEFL problem solving. At last, the most serious students amongst them try to find a TOEFL preparation test course. But, finding that kind of course is not easy. Furthermore, finding the standardized and quality one can be harder. It can be only a few in a city.

Many TOEFL-test-preparation courses, as well as private one, use analyze-question-one-by-one technique. This is the same technique that the previous students, who got bored by themselves, use. This is only doing the same thing. Based on researcher's experience, that technique is short lasting. Hence, based on this fact on the fields, researcher would like to find out how to teach TOEFL test preparation in a good way with long-lasting learning and 'maximum score' as the result to overcome that problem.

Researcher did a research in RAM English Course to find out the good way to teach TOEFL test preparation. This is an English course in Gresik regency and is a well-known English course in its sub-district. This English course has a unique and fun technique in the teaching of TOEFL test preparation. Researcher himself was one of the student of this course (in the TOEFL test preparation course) and still remember many things about the course, although it has been eight-something years (still in junior high school). When taking unofficial TOEFL test in senior high school, researcher got score of 555.

Finally, based on the background of this research, researcher concluded wanted to find:

1. How does the instructor of RAM English Course teach the TOEFL test preparation?

2. What is student's response about the teaching?

3. What is the students' TOEFL score from the TOEFL preparation-test and post-test at RAM English Course TOEFL preparation program?

RESEARCH METHOD

The research questions in this study are about: 1.) how to teach TOEFL test preparation by RAM English Course, 2.) what is student's response about the teaching, AND 3.) what is the students' TOEFL score from the TOEFL preparation-test and post-test at RAM English Course TOEFL preparation program. To answer those questions, researcher decided to use descriptive qualitative research method. He chose using this method because he wanted to know how RAM English Course can be successful in teaching its TOEFL-Preparation students. That is a social phenomenon. According to Bahsit (2010), qualitative methodology is aimed to describe events, perceptions and views scientifically, thus illuminating social phenomena. Moreover, this research method choosing is also supported by Susanto. He stated that descriptive study is a kind of study that describes and interprets a particular situation, for example condition or relationship, a particular event, beliefs, thoughts, process, attitudes, the influence of a particular event, etc. (Susanto: 2000).

Descriptive qualitative method is done by presenting the information textually and without the use of numerical data (Bahsit: 2010). Fraenkel and Wallen (1990) stated that qualitative methodology investigates the quality of relationship, activities, situations or materials, and there is a greater emphasis on holistic description, that is, on describing in detail what happens in a specific situation. That ensures why this study is eligible to conduct using descriptive qualitative method.

The researcher conducted this study to describe how to teach TOEFL test preparation by RAM English Course. Therefore, the researcher chose RAM English Course classroom and any other places inside the course building that have something to do with this study.

According to Bahsit (2010) the focus of qualitative research is on a detailed exploration of a small number of examples or participants. Based on this, researcher chose the class with small number of students to get the more detailed information. Furthermore, Mackey and Gass (2005) stated that qualitative researchers tend to work more intensively with fewer participants, and are less concerned about issues of generalizability.

The subjects of the study were the TOEFL preparation instructor and the students of RAM English Course TOEFL-preparation class. There were one instructor and 5 students in this class. The instructor was the owner of the course itself that created RAM English Course TOEFL-preparation teaching as well as has been experienced in this field. The students were 5 people that register their selves to RAM English Course TOEFL-preparation class.

3.3.1 Additional Information about the Subject of the Study

a. The TOEFL Instructor

RAM English Course, currently until this skripsi is written, has six TOEFL instructors. They are united in a group called REC TOEFL Teachers (instructors). They are five instructors and one head instructor. The head TOEFL instructor himself is the director of RAM English Course.

Researcher did the survey, to do this study, in the TOEFL class of the head TOEFL instructor, as mentioned above. Researcher chose him as the subject of the study because of his capability in TOEFL and English teaching. First, he is the director of RAM English Course as well as the head TOEFL instructor in that course. Second, he himself the teacher that created the TOEFL preparation teaching in RAM English Course and taught it to the other REC TOEFL Instructors. Third, he had taught the TOEFL preparation for 10 years, starting 2005 until now (2015). Fourth, together with his team, he had taught the TOEFL preparation in some schools in Gresik. Fifth, he has many experiences in English teaching such as become the instructor of IAPBE (Indonesia and Australia partnership program about education) seminars in East Java and the instructor of some English Education seminars in Indonesia, one of the seminar was together with mr. Slamet Setiawan (the head of English Department of UNESA current period) in Jombang, also both as the instructor / speaker. Sixth, he had Magister of Education Management degree from Gresik Univesity and was graduated as the best student of his year of graduation. Seventh, he is the current headmaster of SMP Islam Manbaul Ulum Gresik that gave it the first *National Adiwiyata* Public School in Gresik.

b. The Students

The student subject of this study were five people in early adults age (about 23-25's years old). They registered their selves in RAM English Course TOEFL preparation class. They were job seekers. They needed the TOEFL preparation course to help them prepare about the TOEFL test.

Data are certain information that are used to get the answers of the research questions. The data of this study are the researcher's field note from survey, utterances that are given the instructor (gathered using interview) which has been transformed into transcribe, and students'

opinions that were gathered using questionnaire. The sources of the data were RAM English Course TOEFL-preparation-class instructor and the five students of RAM English Course TOEFL preparation class.

In qualitative research, the researcher is the key instrument. To collect the data, the researcher used survey, interview, and questionnaire.

Survey was used in this study because researcher wanted to observe the class in time. According to Nunan (2008), the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time. During the survey, researcher also took notes and recorded the class using video camera to avoid mistakes. This instrument was used to answer the two research questions.

Researcher also consider interview to be necessary in this study. He used this instrument to clarify the data taken from survey. In this interview, researcher asked the instructor how to teach TOEFL preparation step by step. He used semi-structured interview. According to Nunan (2008), interviews can be characterized in term of their formality;

1. Unstructured interview: it is guided by the responses of the interviewee rather than the agenda of the researcher. The researcher excercises little or no control, and the direction of the interview is relatively unpredictable.

2. Semi-structured interview: the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions. Topics and issues rather than questions determined the course of the interview.

3. Structured interview: it is the most formal type of interview. The agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order.

Researcher chose semi-structured interview because of its flexibility to control the interview as well as let the interviewee elaborate his/her answers. This was used to answer the first research question as well as strengthen it.

Next, researcher needed to gather students' opinion about the teaching to answer the second research question. Therefore, he used questionnaire. There are two kinds of questionnaire; open and close. Respondents can decide what and how to say in open questionnaire while they can only chose the possible responses that has been determined by the researcher in the close one (Nunan: 2008). Researcher chose the close questionnaire to get a certain result. This instrument also strengthened the answer to the second research question.

Finally, researcher needs to answer the last research question. In order to answer it, he investigated the result of the post-test held by the course. By doing this, he can decide the teaching was successful if students got increased score or unsuccessful if students got decreased score.

The data were collected through a passive observation in this study. It means that researcher did not take a part in the teaching and learning process. He only sat behind the class while observing.

Researcher observed the class in the survey. While observing, he took notes to record the steps how the instructor of RAM English course taught the class. This was done to answer the first research question. Besides taking notes, researcher also recorded the class using video camera recorder. This is necessary so that researcher can re-observe the class to get the more detailed information.

The data that were gathered by the researcher in observation need to be triangulated. Therefore, he interview the instructor and give questionnaire to the students. While interviewing, researcher record it using audio recorder as well as taking note. Those were done to avoid any mistakes. The data from interview can answer as well as strengthen the answer to the first research question while questionnaire was aimed to answer and strengthened the second one. Test will provide the result of the teaching.

The data were collected by using the three research instruments. The data, then, were analyzed after all of the data had been collected. The researcher analyzed the data in some steps, they are:

1. First, after the data gathered using video camera recorder and note taking were collected, he focused on them. He played and replayed the video while corresponding with the note. This was done to get detailed information.

2. Second, researcher made rough drafts about the steps of the teaching and how was the students' respond. Those drafts were printed and separated into two papers, one for the teaching steps and one for students' response. The drafts, later, can be corrected and re-corrected by using pen.

3. Third, researcher focused on the next data that were gathered using audio recorder in interview. He, then, transform the dialogues into transcribes. This was meant to ease triangulation.

4. Fourth, researcher correspond the teaching-steps rough draft with the interviewee utterances. It is done to get the real answer to the first research question. From this step, researcher already found the answer.

5. Fifth, researcher made the draft of the teaching TOEFL by RAM English Course. This data was ready to be discussed in the next step.

6. Sixth, researcher evaluated the questionnaire. This is done to answer the second research question. The data from the questionnaire, then, coded. This is done, also, to ease the triangulation. The data were printed.

7. Seventh, researcher will investigate the listening-part-A test and the pre-test. After that, he will compare the score with the recorded score of the previous students. This is done to answer the last research question.

8. Eight, researcher correspond the second rough draft with questionnaire data. He corrected and re-corrected the rough draft. At this step, researcher already found the answer to the second research question. After he got the real data of students' respond, he printed the data. The data were ready to use in the next step.

Ninth, after all data were perfect, researcher described them then made a conclusion.

RESULTS

The researcher answers the research questions in this part. To make him easier to serve the answers, he divided this subchapter into three points based on the research questions; *TOEFL Teaching, The Students' Response,* and *The Result of the Teaching.* The researcher also made some visualizations about the pattern of the teaching in the form of charts, somewhere in this subchapter, to ease the reader to follow. He considered that making it is necessary. He made that based on the TOEFL instructor teaching that the researcher had been observed because the instructor himself does not write the TOEFL teaching guide in the form of book or else so that the researcher need to map it.

The TOEFL Teaching

The TOEFL teaching is about how the TOEFL instructor teaches the TOEFL class. The researcher wrote the teaching based on the skills; *Listening, Reading,* and *Structure and Written Expressions.* This is the answer of research question number one.

Listening.

The researcher described how the instructor taught the students listening in TOEFL test in this part. Researcher

also related the technique that the TOEFL instructor used with the theory of Listening that is written in Chapter 2.

The instructor taught Listening by giving drills to the students. They were given many TOEFL Listening questions. However, researcher saw that it was not only drilling. There was also class discussion. They discussed the answers to the questions and how that could be. To make the reader easier to follow, researcher wrote procedure of the teaching as follow;

❖ On every meeting of listening treatment, students were given listening questions. The questions were divided into some themes. The themes were the problems of Listening comprehension (Sharpe, 2008) such as topic, assumption, suggestion, implication, and etc. students were given around 2-4 listening problems, depended on how fast they can follow the teaching.

❖ The instructor begun by opening.

❖ After that, the instructor gave the students positive massages and motivations. It is like the theory that researcher wrote in chapter 2.

❖ On the first meeting of listening treatment, the instructor gave students the tips that researcher wrote above.

❖ After giving the tips, the instructor spread some worksheets to the students. Those were the questions of Listening. Each sheet contains 1 problem that consists of 10 numbers. He took Sharpe (2008) as the reference of the listening problems.

❖ The instructor asked the students to open the sheet of problem number 1. It was about topic. He gave a little description about *Topic* problem.

❖ The instructor guided the students to apply the general key. He gave more attention to the prediction. He guided the students to predict what the question would likely be. He also guided the students to predict what theme the conversation would be. He told to the students not to be scared predicting. "It just a prediction. Don't be scared of making mistake", he said.

❖ After that, the instructor told the students to get ready for the exercise. He had the students assumed that when he ask the students to be ready for the exercise is like when narrator are reading the direction so that students should read as many choices as they can and make the predictions.

❖ The instructor then play the audio about the problem being discussed.

❖ After finishing the exercise, students were then guided to do correction. This was where the discussion happened. The instructor played and paused the audio every one number of question.

❖ Students must write how many correct answers that they got. It was meant to let them know that they got increasing or decreasing achievement.

❖ The instructor gave the students ice breaking and motivations.

❖ He guided the students to the next problem.

The instructor said to researcher that there are always many wrong answers in the early day of treatment on each skill. It was acceptable in his opinion. He said, there must be leveling in teaching starting from low to high, easy to difficult, and simple to complex. He underlined that the early day of listening treatment was only to get the students used to with natives English's speaking (the speed, the intonations, as well as the pronunciations). However, by the time students are treated, they must get higher score from day to day as well as from problem to problem. The treatment covered all parts of Listening section.

Reading.

There were three problems taught in this skill; *previewing, reading for main ideas,* and *scanning for detail.* The instructor did not give the problem as well as the problem solving all in one. He gave it one by one. After teaching the students about a problem, he had the students search and do the questions only about the problem being discussed in the 1-3 model tests which had been given to students in the first day of reading treatment. When the instructor felt students were already know how to detect that problem and were able to answer the questions correctly, he moved to the next problem. 1 problem took 1-2 meeting(s). Researcher wrote the procedure of the teaching of reading bellow;

❖ The instructor opened the class.

❖ He gave positive messages and motivations.

❖ He called students prior knowledge about reading question in English tests and the previous Pre-Test.

❖ He introduced a reading TOEFL problem.

❖ He guided the students to read the coursebook about that problem and how to solve it.

❖ He had the students do the exercise.

❖ The instructor, then, had the students search and do the questions about that problem in TOEFL model test.

That was how he taught reading in TOEFL. He also suggested students to use their finger, pencil, or pen as the pointer while they are reading. The instructor said that it was to make students focus. He also gave students some small discussions. The instructor also seemed to take a role as an intensive reading teacher (see chapter 2).

Structure and Written Expressions.

Researcher also found a unique technique. He guided and taught the students how to use the coursebook to help them learn this section. There were one package to use the book. The package contained the coursebook, TOEFL model tests, and the key of answer. Here is the unique part. The answer key sheets contained not only the answer to the questions but also the page and what number of problem the answers refers to. He emphasized the students that knowing the answers from the answer key is not important. The importance is students knows the problems and how to solve them so that if they face other structure questions they can detect what problem it is and the way to answer. That was meant that students can learn this section by themselves because the instructor realized the many numbers of structure problems cannot be taught all in the meeting.

Researcher wrote the procedure of the teaching to give readers a clear picture of his teaching;

❖ The instructor opened the class.

❖ He gave positive massages and motivations.

❖ He guided students to see their Pre-Test structure question sheets.

❖ The instructor guided the class to see a number.

❖ Then, asked the class if there is one or some students who can answer the question. He encouraged students to answer using all their knowledge they have. Usually, there was minimum one students who attempted to answer.

❖ He gathered the answers from students.

❖ Then, the instructor guided the students to look at the answer key. He asked them to see what number of problem it was and what page the problem was there.

❖ After students got the page where that problem was located, the instructor guide them to read and practice. The practice itself tended to make students correct by

themselves. Researcher wrote the example of the practice bellow to give reader clearer interpretation;

Example:

CORRECT   : Peter and Carol don't have <u>many</u> <u>children</u>.

INCORRECT   : Peter and Carol don't have <u>much</u> <u>children</u>.

The course book gave correct and incorrect examples of problems so that students are hopefully easier to understand.

❖ After practicing, the instructor gave students 1 or 2 more questions to make sure students understood the problem solving.

❖ After that, he had the students answer the number of question that was asked by the instructor to be seen by students in the Pre-Test question sheets.

❖ The instructor had the students make sentence about that problem to double-check stundents' understanding.

❖ Then, he asked students search and do the question about the problem in TOEFL model tests. The higher intensity of occurrence a problem has, the more number of question about it students would find. Conditional sentence is one of the high intensity problem.

We can see that before introducing a structure problem, the instructor gave students 1 example first. That was how he drive the students to the structure problems. He also gave breaks to students after 5 or 10 minutes. He repeated the lesson 5 or 10 minutes ago during the break. It was meant to make sure students had absorbed the lesson perfectly.

The Students' Response

Researcher described students' response about the TOEFL instructor's teaching. This is to answer the research question number 2; what is the students' response about the teaching? Researcher used the data gathered during survey / observation in his notes to answer this research question.

i. Students' response about Listening.

The interactions between the students and the instructor happened mostly in the discussion about the answer to questions, why the answer is A, B, or C. When the instructor asked a question, for example, "what is the answer of question number 12? How do you know?", some students seemed could answer it by giving the reason.

However, there were always, at least, one or two student(s) that had to try harder in answering the instructor's question.

Students' were slow warmed-up in this skill treatment. That means the students were rather passive in the beginning of the class but active when they came to the middle until end of it. It was proven by the low intensity of students' responding to the instructor's question in the beginning of the class and was increased in the middle till end of the lesson.

In conclusion, students' response was positive. They could catch up the lesson well.

ii. Students' response about Reading.

Students were warmed-up faster here. They were active starting from the beginning until the end of the class.

The interaction between the instructor and the students happened mostly on the discussion of the question. All five students could follow the discussion. The TOEFL problems given in the reading treatment was not mush, only five. They were seemed easily learned by the students.

In conclusion, the students' response was positive. They were active and could catch up the lesson very well.

iii. Students' response about Structure.

Students were slow warmed-up. They began being active at about the late of early phase. It seemed that students need to muster the previous meeting's lesson in their mind.

Students were active and seemed fast exhausted. It could be because they need to learn the many numbers of TOEFL problems in structure treatment. The instructor also realized it. So that he gave many breaks and small activity such as games, singing, and inspiring story. The instructor also asked the students to make sentences about the TOEFL structure problem being learned to check their understanding. There were, at least, one or two students that had to try harder in understanding in every TOEFL structure problem.

In conclusion, even though students were fast exhausted, the instructor can bring their energy back fast and the students could be active the whole class.

The Students' TOEFL Score

These are the score that the five students of RAM English Course TOEFL preparation calss got.

Researcher served the scores from the Pre-Test and the Post-Test held by the instructor as follow;

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Name	Scores		Increased (+) Decreased (-)
	Pre-Test	Post-Test	
Muflikhatul U.	300	405	+ 105
Rullyana	350	455	+ 105
Lailatul K.	335	470	+ 135
Fahruddin Ar.	365	500	+ 135
Alman Faluthi	340	470	+ 130

The result shows that every students got increased score. This means the teaching was successful.

CONCLUSSION

Based on the observation to accomplish this study, it can be concluded that the TOEFL preparation teaching by the TOEFL instructor of RAM English was successful. The instructor could make his students increase their TOEFL preparation score. His teaching was also so effective. He could use the short preparation time to deliver materials in all skills. He also could encourage his students to do TOEFL self-study in addition of making the TOEFL preparation class not as scary as many students may imagine. It was a cheer and super-energetic class.

The response of the students was also very good. They liked the TOEFL preparation class. They responded the all positive responds in the questioner. Besides that, the researcher himself also evidenced the condition of the class. The students were so enthusiastic.

At least the researcher would like to emphasize that the use of course book is crucial in TOEFL preparation courses.

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