



THE NECESSITY OF TOEFL CLASS FOR UNDERGRADUATE STUDENTS OF CIVIL AVIATION

Sukahir¹, Parjan², Umi Dian Adhitya Wulan Ningrum³

^{1,2,3}Palembang Polytechnic of Civil Aviation

E-mail: ^{1,2,3}sukahir@poltekbangplg.ac.id

Accepted :

March 10, 2024

Published :

June 10, 2024

Corresponding Author:

Sukahir

Email Corresponding :

sukahir@poltekbangplg.ac.id

ABSTRACT

This article is part of a report on the implementation of training activities to increase TOEFL scores for undergraduate students at the Palembang Polytechnic of Civil Aviation. The activities were carried out partly because some of the cadets had never taken a TOEFL test before. This descriptive research was conducted on this activity. The instruments were a needs analysis questionnaire for the students and an interview guideline for the lecturer. The method of implementing the activity is carrying out a TOEFL preparation class for a 4-hour lecture course. The results of the activity show that there is a significant increase in scores but taking into account that TOEFL is divided into three parts: listening, structure and written expressions, and reading comprehension, its preparation process for TOEFL is a long study course. Each unit has different abilities with 27 skills in the listening section, 60 in the structure and written expressions, and 14 in the reading section. Therefore, with a total of 101 skills to be mastered, a 4-hour lecture course is clearly insufficient.

Keywords: TOEFL, skills, implementation, undergraduate students

1. INTRODUCTION

Test takers can enhance their English language proficiency and be ready for the TOEFL exam by enrolling in the TOEFL (Test of English as a Foreign Language) course. Courses for the TOEFL are not appropriate for novices, but they are helpful for anyone with a solid basis in English. A minimum TOEFL test score may be required for certain jobs or continuing education programs. Up until higher education, proficiency in English is assessed through English language tests like the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), and TOEIC (Test of English for International Communication). These tests are particularly useful for assessing students' abilities in relation to entrance and exit requirements (Crystal, 2003; Ng, 2007).

The TOEFL administered by most universities in Indonesia is termed TOEFL Prediction or TOEFL-Equivalent, and it follows a framework comparable to the TOEFL ITP (Institutional Testing Program). The TOEFL ITP is popular in Indonesia and is recommended by universities and institutions for a variety of reasons: accessibility to learning resources, availability of approved test locations, and an inexpensive price. Nonetheless, colleges attempted to offer the TOEFL Prediction at a significantly reduced price to their students, claiming that the test result would be utilized exclusively for internal purposes. Despite its local use, TOEFL Prediction has the same high-stakes objective as the official TOEFL: to determine students' futures such as eligibility for undergraduate thesis examination; hence, students work diligently to achieve the requisite minimum test results.

Vol 7, No 2 (2024): ESTEEM

Most of them agree that one of the most difficult parts of the ITP exam is the second part which deals with writing. Hanbali (2008) Studies have shown that students experience many problems when taking the two-part ITP test. These problems include identifying verbs, forming correct words for subjects and verbs in noun phrases, and identifying word differences and functions. And Ananda (2016) claimed that a major concern for ITP students is style and writing in Part 2. Therefore, many students will be motivated by this section. Furthermore, he said that writing problems are seen as an obstacle for students to achieve high TOEFL scores, one of the entrance requirements for universities in Indonesia and abroad. According to Mahmoud (2014), he found that many respondents found it difficult to meet the criteria and language set out in his research.

2. LITERATURE REVIEW

For college students, the TOEFL lecture course appears to be important. In this course, students learn more about the TOEFL and become familiar with exam questions. You will therefore perform well on tests. 86.6% of students think favorably of the TOEFL format, according to a survey based on the work of Sudrajat (2018). Furthermore, it's thought that studying for classes would assist you pick up proper English grammar and advance your knowledge of it. Additionally, with a focus on structure and content, TOEFL preparation boosts students' self-assurance, drive, and behavior in comprehending the English language system. One may argue that getting ready for the TOEFL is essential.

Another Expert on the effectiveness of TOEFL Preparation is Pranoto's research (2020). According to him, preparation is a good step towards a healthy and intelligent brain. Pranoto conducted an experimental study on the effectiveness of his TOEFL preparation against reading and

comprehension standards. Preparation, especially in English, is key to supporting reading comprehension at the pre-intermediate level.

Additionally, Pranoto (2020) analyzed that the TOEFL preparation process involved several meetings and preparation time, while the treatment process involved seven meetings and 90 minutes of discussion. Therefore, Jamereng's (2021) research shows that longer preparation time helps students understand the TOEFL better.

Many students take the TOEFL exam in order to graduate or for academic purposes. An important exam for determining a student's level of English ability is the TOEFL. In conclusion, a number of scholars have already studied this topic in relation to TOEFL preparation. Some exclusively impart particular abilities, like writing or reading. To guarantee that the TOEFL preparation procedure is as effective as possible, all skills must be taken into account. Furthermore, in order to enhance student comprehension, lengthier sessions and more preparation time are required, just like with Civil Aviation College students.

3. METHODS

Descriptive analysis was carried out through this study. Descriptive research describes the situation as fully and accurately as possible (Fraenkel et.al, 2012). The most obvious thing in educational research is survey which researchers record the characteristics (skills, interests, behaviours, etc.) of people or groups. Educational reports include performance ratings for different student groups, also describe the behaviour of the teachers and describe the physical capabilities of the school. The case description is the starting point for all investigations. The instruments were a needs analysis questionnaire for the students and an interview guideline for the lecturer. The tables below contain data from TOEFL ITP administrations in 2022 (ETS, 2023) and the

Vol 7, No 2 (2024): ESTEEM

data were collected from test takers worldwide who took the TOEFL ITP test between January and December 2022 in Table 1. Later on, those data were side by side compared to the score test result taken from the TOEFL ITP test that was held on 7th to 9th August 2023 at Palembang Polytechnic of Civil Aviation of which 68 undergraduate cadets participated as test takers.

Table 1. Observed Minimum and Maximum TOEFL ITP Section and Total Scores

| Section | Worldwide test takers | | Civil Aviation students | |
|-------------------------------------|-----------------------|------------|-------------------------|------------|
| | Min. | Max | Min. | Max. |
| 1. Listening Comprehension | 31 | 68 | 35 | 65 |
| 2. Structure and Written Expression | 31 | 68 | 31 | 58 |
| 3. Reading Comprehension | 31 | 67 | 32 | 60 |
| Total | 310 | 677 | 327 | 610 |

Currently, TOEFL ITP scores are mapped into the Common European Framework of Reference for Language (CEFR) which is measured in three different levels, namely B1, B2, and C1 presented as follows.

Table 2. TOEFL ITP® Score Descriptions and CEFR Levels

| TOTAL minimum TOEFL ITP scores | CEFR Levels | TOEFL ITP Overall Performance Descriptors |
|--------------------------------|---|---|
| 827 pts | Proficient User – Effective Professional Efficiency | C1 Can understand essential ideas and some difficult and abstract in short academic lectures/conversations that require integration and synthesis. Can understand ideas and detailed information in academic written texts, even texts on abstract topics containing low-frequency vocabulary. Can monitor grammatical interactions among elements in complex written sentences. Can recognize less common grammatical forms, such as subjunctive mood and reduce clauses, as well as necessary word choices not specified by general grammatical rules. |
| 543 pts | Independent User – Advantage | B2 Can connect information across utterance from different speakers in short dialogues and can identify main ideas and details when reinforces in lectures and longer conversations. In written text containing high-frequency academic vocabulary, can connect ideas and details and ideas to understand information that is explicitly stated or implied. Can recognize appropriate ways to vary written sentences using appositives, participles, and subordinate clauses, and can demonstrate awareness of acceptable variations on basic grammatical rules. |
| 460 pts | Independent User – Threshold | B1 Can understand clearly reinforced implications and common language functions in short dialogues containing high-frequency vocabulary and common idiomatic expressions. Can understand simple process descriptions and narration in written texts containing high-frequency vocabulary. Can recognize appropriate uses of verbs in common tenses – including passive forms – as well as common linking verbs and expletives such as "there is". Can recognize the correct structure of a sentence or clause and the appropriate use of infinitives, gerunds and "that" clause. |

From Table 1, students of Civil Aviation have reached higher scores than worldwide test takers, on the other hand, there is a gap to reach the maximum score. Despite reaching a higher minimum score than the worldwide test takers, still it hasn't met the minimum CEFR Level of 460pts.

4. RESULTS AND DISCUSSION

In this study, convenience sampling was employed. Because they are available and willing to be studied, participants are chosen for the study. It is not possible for the researchers to conclude with certainty that the individuals are typical of the population. Nonetheless, the sample can offer helpful details to address inquiries. Because the participants are available for the study and convenient for the lecturer as researchers, this is a convenience sample (Creswell, 2012). According to Oxford (2017), a researcher is someone who does in-depth study on a subject in an effort to learn new facts about it. In this case, all TOEFL test takers at Palembang Polytechnic of Civil Aviation are included in this research by convenience sampling of which a questionnaire distributed to 68 students as respondents to the reasons for taking TOEFL classes produced the following data.

Table 3. Considering TOEFL Class

| Reasons | Frequency | (%) |
|-----------------------------|-----------|-------|
| Admission Requirements | 4 | 5.88 |
| Test Preparation | 20 | 29.41 |
| Confidence and Performance | 6 | 8.82 |
| Language Skills Improvement | 7 | 10.29 |
| Access to Resources | 16 | 23.53 |
| Time Efficiency | 15 | 22.06 |
| Networking Opportunities | 0 | 0 |
| | | 100 |

The necessity of taking a TOEFL (Test of English as a Foreign Language) class for an undergraduate student depends on several factors, including the student's English proficiency, the admission requirements of the universities they are applying to, and their personal goals and circumstances. The table above shows a number of 5.88 percent of respondents answered Admission Requirements as the reason why students are taking a TOEFL class. This small response was because only a few of them wanted to continue their education to a higher level. Many universities and colleges, especially in English-speaking countries, require international students to demonstrate their English language

Vol 7, No 2 (2024): ESTEEM

proficiency as part of the admissions process. TOEFL is a widely accepted test for this purpose. Taking a TOEFL class can help them prepare for this important test and improve their chances of meeting the language requirements for admission.

Hereinafter, Test Preparation dominated 29.41 percent of answers. TOEFL is a standardized test with specific formats and question types. Students felt that TOEFL classes are believed to provide structured test preparation, including practice tests, strategies, and guidance on how to approach different sections of the exam. This can help them achieve their desired TOEFL scores.

Next, an 8.82 percent Confidence and Performance. In line with this reason, students thought that English proficiency is crucial for academic success at the undergraduate level. Taking a TOEFL class can help them build confidence in their English language skills, which can lead to better performance in their coursework and interactions with lecturers and peers.

Then, Language Skills Improvement was picked by 10.29 percent of respondents. The idea of TOEFL classes not only focuses on test strategies but also aims to improve overall language skills, including reading, writing, listening, and speaking which can be beneficial for those who want to enhance their English language abilities beyond the test encouraging respondents to choose this reason.

This Access to Resources is the 23.53 percent reason why respondents take a TOEFL class. In their point of view, TOEFL classes often provide them with access to study materials, practice tests, and expert guidance, which may not be readily available if they were studying on their own.

Furthermore, Time Efficiency is ranked as a reason that is no less important than other reasons. It took 22.06 percent. Students admit that their time is very limited leading up to graduation time. There are many assignments and exams that must be taken in a very short time. So, if the TOEFL

class is held on campus at a scheduled time, then they can join the class carefully. TOEFL classes can be more time-efficient for students who have a limited amount of time to prepare for the test. A structured class can help them make the most of their study time.

This type of reason occupies position 0, which means that not a single student chose this Networking Opportunities reason. This is definitely due to the fact that during the TOEFL class on 18-21 July 2023, for a 4-hour lesson, the class was held offline with all class participants consisting of undergraduate students at Palembang Polytechnic of Civil Aviation, and not a single participant came from the international class, so there was no opportunity to share similar goals and challenges with other international students which can be a valuable aspect of a learning experience.

With regard to goals, challenges, and learning experiences, it is a lecturer's job to meet the needs of students taking TOEFL classes. TOEFL has 3 sections, namely Listening (Rogers, 2001), Structure and Written Expression (Hill, 2009), and Reading Comprehension (Philips, 2001). Each section contains different skills. There are 27 skills that must be mastered in the Listening section, 60 skills that must be mastered in the Structure and Written Expressions Section, and 14 skills that must be mastered in the Reading Section, presented as these teaching guidelines:

Table 4. Listening Skills

| <i>Strategies for</i> | |
|----------------------------|---|
| Short Conversations | |
| <i>Skill 1</i> | Focus on the last line |
| <i>Skill 2</i> | Choose answers with synonyms |
| <i>Skill 3</i> | Avoid similar sounds |
| <i>Who, What, Where</i> | |
| <i>Skill 4</i> | Draw conclusions about Who, What, Where |
| <i>Skill 5</i> | Listen for Who and What in Passives |
| <i>Skill 6</i> | Listen for Who and What in Multiple Nouns |
| <i>Negatives</i> | |
| <i>Skill 7</i> | Listen for Negative Expressions |
| <i>Skill 8</i> | Listen for Double Negative Expressions |
| <i>Skill 9</i> | Listen for "Almost Negative" Expressions |
| <i>Skill 10</i> | Listen for Negatives with Comparatives |
| <i>Functions</i> | |
| <i>Skill 11</i> | Listen for Expressions of Agreement |
| <i>Skill 12</i> | Listen for Expressions of Uncertainty and Suggestions |
| <i>Skill 13</i> | Listen for Emphatic Expressions of Surprise |
| <i>Contrary Meanings</i> | |
| <i>Skill 14</i> | Listen for Wishes |
| <i>Skill 15</i> | Listen for Untrue Conditions |
| <i>Idiomatic Language</i> | |
| <i>Skill 16</i> | Listen for two-and three-part Verbs |
| <i>Skill 17</i> | Listen for idioms |
| Long Conversations | |
| <i>Before Listening</i> | |
| <i>Skill 18</i> | Anticipate the Topics |
| <i>Skill 19</i> | Anticipate the Questions |
| <i>While Listening</i> | |
| <i>Skill 20</i> | Determine the Topic |
| <i>Skill 21</i> | Draw conclusions about Who, What, When, Where |
| <i>Skill 22</i> | Listen for Answers in Order |
| Long Talks | |
| <i>Before Listening</i> | |
| <i>Skill 23</i> | Anticipate the Topics |
| <i>Skill 24</i> | Anticipate the Questions |
| <i>While Listening</i> | |
| <i>Skill 25</i> | Determine the Topic |
| <i>Skill 26</i> | Draw conclusions about Who, What, When, Where |
| <i>Skill 27</i> | Listen for Answers in Order |

Table 5. Structure and Written Expressions Skills

| Structure Skills | |
|---|--|
| Sentences with one clause | |
| Skill 1 | Be sure the sentence has a Subject and a Verb |
| Skill 2 | Be careful of Objects and Prepositions |
| Skill 3 | Be careful of Appositives |
| Skill 4 | Be careful of Present Participles |
| Skill 5 | Be careful of Past Participles |
| Sentences with multiple clauses | |
| Skill 6 | Use coordinate connectors correctly |
| Skill 7 | Use adverb time and cause connectors correctly |
| Skill 8 | Use other adverbs connectors correctly |
| More sentences with multiple clauses | |
| Skill 9 | Use noun clause connectors correctly |
| Skill 10 | Use noun clause connector/subjects correctly |
| Skill 11 | Use adjective clause connectors correctly |
| Skill 12 | Use adjective clause connector/subjects correctly |
| Sentences with reduced clauses | |
| Skill 13 | Use reduced adjective clauses correctly |
| Skill 14 | Use reduced adverb clauses correctly |
| Sentences with inverted subjects and verbs | |
| Skill 15 | Invert the subject and verb with question words |
| Skill 16 | Invert the subject and verb with place expressions |
| Skill 17 | Invert the subject and verb with negatives |
| Skill 18 | Invert the subject and verb with conditionals |
| Skill 19 | Invert the subject and verb with comparisons |

The practice exercises can be assigned throughout the course after the related sections' skills of Listening have been completed. A TOEFL test of Listening comprehension to 50 questions for 35 minutes can be used at the end of the course.

Vol 7, No 2 (2024): ESTEEM**Written Expression Skills****Problems with subject/verb agreement**

- Skill 20 Make verbs agree after prepositional phrases
- Skill 21 Make verbs agree after expressions of quantity
- Skill 22 Make inverted verbs agree
- Skill 23 Make verbs agree after certain words

Problems with parallel structure

- Skill 24 Use parallel structure with coordinate conjunctions
- Skill 25 Use parallel structure with paired conjunctions
- Skill 26 Use parallel structure with comparisons

Problems with comparatives and superlatives

- Skill 27 Form comparatives and superlatives correctly
- Skill 28 Use comparatives and superlatives correctly
- Skill 29 Use the irregular -er, -er structure correctly

Problems with the form of the verb

- Skill 30 After have, use the past participle
- Skill 31 After be, use the present participle or the past participle
- Skill 32 After will, would, or other modals, use the base form of the verb

Problems with the use of the verb

- Skill 33 Know when to use the past with the present
- Skill 34 Use have and had correctly
- Skill 35 Use the correct tense with time expressions
- Skill 36 Use the correct tense with will and would

Problems with passive verbs

- Skill 37 Use the correct form of the passive
- Skill 38 Recognize active and passive meanings

Problems with nouns

- Skill 39 Use the correct singular or plural noun
- Skill 40 Distinguish countable and uncountable noun
- Skill 41 Recognize irregular plurals of nouns
- Skill 42 Distinguish the person from the thing

Problems with pronouns

- Skill 43 Distinguish subject and object pronouns
- Skill 44 Distinguish possessive adjectives and pronouns
- Skill 45 Check pronoun reference for agreement

Problems with adjectives and adverbs

- Skill 46 Use basic adjectives and adverbs correctly
- Skill 47 Use adjectives after linking verbs
- Skill 48 Position adjectives and adverbs correctly

More problems with adjectives

- Skill 49 Recognize -ly adjectives
- Skill 50 Use predicate adjectives correctly
- Skill 51 Use -ed and -ing adjectives correctly

Problems with articles

- Skill 52 Use articles with singular nouns
- Skill 53 Distinguish a and an
- Skill 54 Make articles agree with nouns
- Skill 55 Distinguish specific and general ideas

Problems with prepositions

- Skill 56 Recognize incorrect prepositions
- Skill 57 Recognize when prepositions have been omitted

Problems with usage

- Skill 58 Distinguish make and do
- Skill 59 Distinguish like, alike, and unlike
- Skill 60 Distinguish other, another, and others

Vol 7, No 2 (2024): ESTEEM

The practice exercises can be assigned throughout the course after the related sections' skills of Structure and Written Expressions have been completed. A TOEFL test Structure and Written Expressions of 40 questions for 25 minutes can be used at the end of the course.

Table 6. Reading Comprehension Skills

| Reading Skills | |
|---|--|
| Questions about the idea of the passage | |
| Skill 1 | Answer main idea questions correctly |
| Skill 2 | Recognize the organization of ideas |
| Directly answered questions | |
| Skill 3 | Answer stated detailed questions correctly |
| Skill 4 | Find "unstated" details |
| Skill 5 | Find pronoun referents |
| Indirectly answered questions | |
| Skill 6 | Answer implied detailed questions correctly |
| Skill 7 | Answer transition questions correctly |
| Vocabulary questions | |
| Skill 8 | Find definitions from structural clues |
| Skill 9 | Determine meanings from word parts |
| Skill 10 | Use context to determine the meanings of difficult words |
| Skill 11 | Use context to determine the meanings of simple words |
| Overall review questions | |
| Skill 12 | Determine where specific information is found |
| Skill 13 | Determine the tone, purpose, or course |
| Skill 14 | Determine where to insert a piece of information |

The practice exercises can be assigned throughout the course after the related sections' skills of Reading have been completed. A TOEFL test Reading Comprehension of 55 questions for 55 minutes can be used at the end of the course.

In the next step, after completing the TOEFL training procedure, the examiner created the interview questions. When discussing TOEFL eligibility with a TOEFL instructor, it is important to understand why the student

should consider enrolling in the course. Study and benefit you expect. Opening questions used by the researcher during the interview:

1. Introduction:

Can you please introduce yourself and your experience as a TOEFL teacher?

2. Understanding the Necessity of TOEFL Classes:

(a) Why do you believe TOEFL classes are necessary for students who are preparing for the TOEFL test?

(b) What are the main challenges that students typically face when preparing for the TOEFL test on their own?

(c) How do TOEFL classes help address these challenges and support students in achieving their TOEFL goals?

3. Benefits of TOEFL Classes:

(a) What specific benefits do students gain from enrolling in TOEFL classes, compared to self-study or other methods?

(b) How do TOEFL classes help improve students' English language skills beyond just test preparation?

4. Customized Learning:

(a) In what ways do TOEFL classes provide a more customized and tailored learning experience for individual students?

(b) How do you adapt your teaching methods to address the unique needs and weaknesses of each student in your TOEFL class?

(c) Do you think a 4-hour lesson is quite enough for you to teach a TOEFL Class?

5. Interactive Learning:

(a) How do TOEFL classes facilitate interactive learning and practice, and why is this important for TOEFL success?

(b) Can you provide examples of classroom activities or teaching

Vol 7, No 2 (2024): ESTEEM

techniques that encourage student interaction and engagement?

6. Effective Test Strategies:

(a) What strategies and techniques do you teach students in TOEFL classes to help them perform better on the test day?

(b) How do these strategies go beyond just improving language skills and address the specific requirements of the TOEFL test?

7. Assessment and Feedback:

(a) How do TOEFL classes assess students' progress, and how is feedback provided to help them improve?

(b) Can you explain the role of practice tests and mock exams in TOEFL classes?

8. Motivation and Confidence:

(a) How do TOEFL classes help boost students' motivation and confidence in their TOEFL preparation?

(b) Can you share success stories or experiences of students who benefited greatly from TOEFL classes?

9. Other Considerations:

(a) Are there any specific types of students or situations where you believe TOEFL classes are particularly essential or beneficial?

(b) What advice would you offer to students who are considering whether or not to enroll in a TOEFL class?

10. Conclusion:

Is there anything else you'd like to add regarding the importance and necessity of TOEFL classes?

The answer to question number 4(c) is what is underlined by the researchers. The interviewee clearly stated that with a total of 101 skills taught in TOEFL class, a 4-hour lesson is insufficient due to lack of time,

students acquired inadequate TOEFL skills. Thank the TOEFL teacher for their insights and expertise. This interview should provide a well-rounded perspective on the value of TOEFL classes and their benefits for students aiming to excel in the TOEFL test. The TOEFL Interview form is accessible at <https://bit.ly/TOEFLInterviewForm> and <https://bit.ly/ResposnRecorded>.

5. CONCLUSION

It's crucial to remember that not all college students are required to take a TOEFL class, despite the fact that this is one of the many reasons why students think about doing so. Some students with strong English language skills can study on their own for the TOEFL. It is advisable for students to verify the particular prerequisites of the colleges or companies they are considering, as there exist other English proficiency assessments such as the IELTS, TOEIC, and Cambridge English exams that might be recognized by some establishments. Before taking the test, candidates needed to acquire a total of 101 skills, according to the TOEFL skill criteria. After getting a full and careful understanding of TOEFL skills, hopefully, students will be able to achieve the score level they desire. However, further research is needed to generalize this given state of affairs.

6. ACKNOWLEDGEMENT

This research is fully supported by Language Unit of Palembang Polytechnic of Civil Aviation, start from tight schedule, classroom, module. On the top of it, a grateful thanks and respect to the Director of Palembang Polytechnic of Civil Aviation and also Head of Academic that had supported facilities that engage to the research.

7. REFERENCES

Ananda, R. (2016). Questions in the second half of the ITP TOEFL test. English

Vol 7, No 2 (2024): ESTEEM

- Language Learning and Teaching, 3(1), 37-45.
- Cresswell, JW (2012). Educational Research: Planning, Conducting, and Analyzing Quantitative and Qualitative Research. Boston: Pearson Education Inc.
- Crystal, D. (2003). English as a universal language. Cambridge University College.
- Jamereng, J., Yusuf, F . (2021). TOEFL learning implementation, students' English TOEFL score results and textbooks. 1(2).
- ETS. (2023) Toefl ITP Scores and Data Collection January to December 2022 Test Information. Retrieved October 30, 2023 from www.ets.org/toeflitp
- Frankel, JR, Warren, NE, and HH Huynh (2012). How to design and evaluate research in education. New York: McGraw-Hill Company.
- Nga, JNK (2007). Test of English as a Foreign Language (TOEFL): A good predictor of student success in community college. Oregon State University, Oregon.
- Hambali, M. (2008). Quick Tips for Analyzing TOEFL Sentences. Language: Journal of Bahasa Dan Sastra, 9 (2), 82-88.
- Hill, MG (2009). ETS: TOEFL Test Guide, 3rd Edition. McGraw-Hill Company.
- Mahmoud, M. (2014). T his problems of EFL students in the Test of English as a Foreign Language (TOEFL): An Indonesian study. Theory and Practice of Linguistic Research, 4(12), 2581-2587.
- Oxford. (2017). Oxford Teachers' Dictionary. Oxford University Press.
- Phillips, D. (2001). Longman's Complete Guide to the TOEFL Test: Preparing for Computer and Paper Tests. New York: Pearson Education Company.
- Pranoto, YH (2020). Effects of TOEFL preparation. Journal of English Education Adi Buana, 05(01), 77-88.
- Rogers, B. (2001). Complete TOEFL Test Guide: PBT Edition. USA: Heinl Cengage Research.
- Sudrajat, WNA and Astuti, ER (2018). Students' Perceptions of Using Online Courses to Improve TOEFL and Test Performance: Data from TOEFL Performance and Written Expression Tests. Humania, 9 (3), 275-282.