

ISSN: 2579-437X



# THE 4<sup>th</sup> ELTT

ENGLISH LANGUAGE TEACHING AND TECHNOLOGY  
**National Conference 2018**

*“ISSUES IN ESP AND Digital Learning to  
ENHANCE ENGLISH LANGUAGE LEARNING”*

**Kediri, May 5<sup>th</sup>, 2018**

# PROCEEDINGS

*Held and Organized by:*

**ENGLISH EDUCATION DEPARTMENT**  
Teacher Training and Education Faculty, University of Nusantara PGRI Kediri

Online Access

[elttconference.org](http://elttconference.org)

[info@elttconference.org](mailto:info@elttconference.org)



# PROCEEDINGS



**4<sup>th</sup> ELTT**

**English Language Teaching and Technology  
NATIONAL CONFERENCE 2018**

**Issues in ESP and Digital Learning to Enhance English  
Language Learning**

**Kediri, May 5<sup>th</sup>, 2018**



**English Education Department**

H Building, 1<sup>st</sup> Floor, Campus 1 University of Nusantara PGRI Kediri  
Jl. KH. Achmad Dahlan No.76 Kediri. East Java

**4<sup>th</sup> ELTT NATIONAL CONFERENCE**

# **PROCEEDINGS**

**Issues in ESP and Digital Learning to Enhance English Language Learning**

English Education Department,

Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

**ISSN: 2579-437X**

Volume 4, May 2018

Copyright © 2018

This Publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of English Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

Published by:

**Adjie Media Nusantara Publishing**

[http://adjiemedianusantara.co.id /](http://adjiemedianusantara.co.id/)

In collaboration with:

**English Education Department**

Language Center Building, 1<sup>st</sup> Floor, Campus 1 University of Nusantara PGRI Kediri

Distributed by:

**English Language Center and ELTT Conference**

H Building, 1<sup>st</sup> Floor, Campus 1 University of Nusantara PGRI Kediri

Jl. KH. Achmad Dahlan No.76 Kediri. East Java

Web: [elttconference.org](http://elttconference.org)

Email: [info@elffconference.org](mailto:info@elffconference.org)

## **LIST OF INTERNAL AND EXTERNAL REVIEWERS**

---

### **INTERNAL REVIEWERS**

Khoiriyah (University of Nusantara PGRI Kediri)  
Agung Wicaksono (University of Nusantara PGRI Kediri)  
Suhartono (University of Nusantara PGRI Kediri)

### **EXTERNAL REVIEWERS**

Saiful Rifa'i (STKIP PGRI Blitar)  
Yepi Sedyia Purwananti (STKIP PGRI Tulungagung)

### **EDITORS**

Yunik Susanti (University of Nusantara PGRI Kediri)  
Mahendra Puji Permana Aji (University of Nusantara PGRI Kediri)  
Sulistyani (University of Nusantara PGRI Kediri)

### **COVER DESIGN**

Mahendra Puji Permana Aji

### **LAYOUT**

Adjie Media Nusantara

## **LIST OF KEYNOTE SPEAKERS**

---

Dr.H.Langgeng Budianto, M.Pd (UIN Maulana Malik Ibrahim Malang)  
Dr.Hj.Diani Nurhajati,M.Pd (University of Nusantara PGRI Kediri)

## PREFACE

---



Dear presenters and participants

On behalf of the organizers and committees, it is a pleasure to welcome you to the 4<sup>th</sup> National Conference on English Language Teaching and Technology (ELTT) hosted by the English Education Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri. This annual conference was conducted to provide an opportunity for teachers, students, and lecturers to take part in an academic forum as presenters and participants.

The theme of this year's annual conference is *Issues in ESP and Digital Learning to enhance English Language Teaching*. It was chosen to accommodate thoughts and experiences of teachers and lecturers in developing English Language Teaching and Research. Further, it can equip the students to build their pedagogical knowledge and research so that they can contribute in national and international academic forums. Thus, the sub-theme of this conference were English language teaching in schools of EFL/ESL contexts; English for Specific Purposes, English for Young Learners, Testing and Assessment in ELT, Technology and Digital Learning, English Language Teaching in Schools of EFL/ESL Contexts, 21<sup>st</sup> Century Language and Communication Skills, Translation and Interpretation, Improving Students' Digital Literacy, Literature in English Language Teaching.

Your presence and contribution for the 4<sup>th</sup> National Conference on English Language Teaching and Technology (ELTT) 2018 is helping to further develop this meaningful forum and the 4<sup>th</sup> National Proceeding is published. This collection of articles involves theoretical review and research based related to the issues of ELTT themes.

Finally, we would like to express our sincere gratitude and appreciation to all presenters for the willingness to share the latest research and experience related to English Language Teaching. Without your effort this conference and the 4<sup>th</sup> proceeding would not be possible. We look forward to joining the 5<sup>th</sup> conference next year.

**Khoiriyah, M.Pd**

**Chair of ELTT Committee**

English Education Department

Teacher Training and Education Faculty | University of Nusantara PGRI Kediri



## Welcome Note from The Head of English Education Department,

---



Welcome to the proceeding of the fourth ELTT National Conference 2018 with the theme is *Issues in ESP and Digital Learning to enhance English Language Teaching*, held in University of Nusantara PGRI Kediri on May 5<sup>th</sup>, 2018.

All the selected articles in proceeding this year has been peer-reviewed and edited by our reviewers and editors. so I would like to extend our gratitude to all presenters especially Dr. H. Langgeng Budianto, M.Pd from UIN Maulana Malik Ibrahim Malang and Dr. Hj. Diani Nurhajati, M.Pd as the keynote speakers.

Many thanks to chairperson Khoiriyah, M.Pd, steering committee and our sole sponsor Adjie Media Nusantara Publishing for their hard work to make the conference ran well and the proceeding is completed on time.

### **Agung Wicaksono, M.Pd**

Head of English Education Department,  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri

## Table of Contents

---

<b>CONSTRUCTIVISM-EMERGING 21st CENTURY BILINGUAL SKILLS: EXPLORING NEW FRONTIERS IN ESP PEDAGOGY</b> LANGGENG BUDIANTO	<b>1 - 6</b>
<b>INNOVATIVE TEACHING TO MILLENIAL GENERATION</b> DIANI NURHAJATI	<b>7 - 15</b>
<b>AN ANALYSIS OF STUDENTS' ABILITY IN WRITING PASSIVE SENTENCE IN THE ELEVENTH GRADE OF SMA AL FALAH SURABAYA</b> ABDUL BASITH	<b>16 - 20</b>
<b>THE IMPLEMENTATION OF FLASH CARD MEDIA IN TEACHING VOCABULARY AT ELEMENTARY SCHOOL LEVEL</b> ABDULLAH AZZAM AKBAR	<b>21 - 25</b>
<b>TO MASTERING SPEAKING PROFICIENCY THROUGH IMPLICIT LEARNING STRATEGY OF ISLAMIC BOARDING SCHOOL STUDENTS</b> ABDUR ROHIM	<b>26 - 34</b>
<b>USING EDMODO TO IMPROVE EIGHTH-GRADE STUDENTS' WRITING IN SMP NEGERI 1 KENCONG JEMBER</b> AHMAD JAZULY	<b>35 - 45</b>
<b>GRAMMATICAL ERROR ANALYSIS OF CREATIVE WRITING: A CASE STUDY</b> AHMIDA RIZKI AULIA, YULIYANA	<b>46 - 54</b>
<b>THE COMPARISON BETWEEN ARABIC MAKHARIJUL HURUF AND ENGLISH PRONUNCIATION IN PRODUCING SOUND</b> AINUR ROHMAH	<b>55 - 66</b>
<b>AN INNOVATIVE SELF-LEARNING USING AUGMENTED REALITY ON MOBILE DEVICE</b> ALEK RITONGA	<b>67 - 72</b>

<b>MOTHER TONGUE INTERFERENCE IN EFL LEARNERS' PRONUNCIATION</b> ANI SUKMA SARI	73 - 78
<b>THE STRENGTH OF SHORT ANSWERS GAME IN TEACHING SIMPLE PAST TENSE</b> ANNISA RAHMASARI, RATNA NURLIA	79 - 85
<b>THE EFFECTIVENESS OF 'MAKE A MATCH' TO IMPROVE STUDENT'S VOCABULARY</b> ARINA CHUSNATAYAINI	86 - 90
<b>THE EFFECTIVENESS OF THINK-PAIR-SHARE METHOD TO TEACH SPEAKING VIEWED FROM STUDENTS' SELF-ACTUALIZATION</b> ARUMSYAH ERLINDA RETNOWATI	91 - 98
<b>FACTORS AFFECTED EFL STUDENTS MOTIVATION IN LEARNING ENGLISH</b> ARY NURCAHYANINGSIH	99 - 105
<b>AN APPLICATION OF PREZI AS A DIGITAL MEDIUM: ENHANCING STUDENTS' PRONUNCIATION IN SPEAKING</b> ASNI SYAFITRI	106 - 113
<b>A STUDY ON AGE OF ACQUISITION: IS THE YOUNGER ALWAYS THE BETTER?</b> AYU ALIF NUR MAHARANI AKBAR, BAGUS NOVA BIMANTARA	114 - 118
<b>THE EFFECT OF FLIPPED CLASSROOM TO STUDENTS' LISTENING COMPREHENSION</b> AYU APRILIYA SARI, MAHENDRA PUJI PERMANA AJI	119 - 123
<b>BRINGING ENGLISH KIDS' SONG VIDEOS INTO CLASSROOM PRACTICE FOR YOUNG LEARNERS</b> DESSY AYU ARDINI, RATNA KURNIANINGSIH	124 - 129
<b>THE EFFECT OF PICTURE-GUESSING GAME TOWARD THE STUDENTS' SPEAKING ABILITY</b> DIMAS WAHYU AKIR SAPTONO, SUHARTONO	130 - 134



<b>E-LEARNING APPLICATION IN VOCABULARY CLASS OF ENGLISH EDUCATION DEPARTMENT AT STKIP PGRI TULUNGAGUNG</b> DINA KARTIKAWATI	<b>135 - 139</b>
<b>THE CLASSROOM MANAGEMENT USED BY THE ENGLISH TEACHER IN SEVENTH GRADE INCLUSIVE CLASS AT YBPK JUNIOR HIGH SCHOOL KEDIRI IN THE ACADEMIC YEAR 2017/2018</b> DWI RAHMAWATI ARBA'ATIN, AGUNG WICAKSONO	<b>140 - 145</b>
<b>DEVELOPING A TASK-BASED ENGLISH FOR NURSING MODULE FOR NURSING ACADEMY STUDENTS</b> ELFIN NA'IMATUL KHAFIDHOH, DEWI ROCHSANTININGSIH	<b>146 - 161</b>
<b>FLIPPED CLASSROOM USED TO TEACH SPEAKING TO EFL STUDENTS</b> ENDANG MUSLICHATIM, DIANI NURHAJATI	<b>162 - 167</b>
<b>A LOOK INTO INDONESIAN ELT COURSEBOOKS DIALOGUES</b> ENTUSIASTIK	<b>168 - 174</b>
<b>TOEFL PREPARATION TRAINING TO INCREASE ENGLISH PROFICIENCY OF SENIOR HIGH SCHOOL TEACHERS</b> ERMAWATI ZULIKHATIN NUROH, VIDYA MANDARANI	<b>175 - 178</b>
<b>A COMPARISON OF HEDGES AND BOOSTERS OF INTERACTIONAL METADISOURSE IN THE ABSTRACTS OF ARTICLES WRITTEN BY INDONESIAN SCHOLARS AND L1ES SCHOLARS</b> EVA NUR MAZIDAH	<b>179 - 186</b>
<b>USING RAFT (ROLE, AUDIENCE, FORMAT, AND TOPIC) TO TEACH WRITING</b> FERI HUDA	<b>187 - 199</b>
<b>DEVELOPING SPEAKING TEXTBOOK FOR SHARIA ECONOMY STUDENTS</b> HANIFAH	<b>200 - 204</b>

<b>CORRECTIVE FEEDBACK: TEACHER'S PERFORMANCE AND STUDENTS' PERCEPTION IN ENGLISH CLASS OF SMAN 1 KEDIRI</b> HAPSARI SUNU PAMUNGKAS, SULISTYANI	205 - 208
<b>TECHNOLOGY IN THE CLASSROOM: USING WATTPAD TO IMPROVE STUDENTS' WRITING SKILL</b> HERLINA RAHMAWATI	209 - 213
<b>THE EFFECTIVENESS OF COMIC STRIP ON STUDENTS' MOTIVATION IN ENGLISH SPEAKING</b> IIN BAROROH MA'ARIF	214 - 221
<b>TEACHING READING USING PROBLEM-BASED LEARNING IN SENIOR HIGH SCHOOL</b> IKA NURFITASARI, DIANI NURHAJATI	222 - 227
<b>TEACHING AND LEARNING PROCESS OF EXTENSIVE READING BY USING INTERNET</b> IKA RAKHMAWATI	228 - 236
<b>THE EFFECT OF WHATSAPP TO ELEVENTH GRADE STUDENTS' SPEAKING OF SMKN 2 KEDIRI IN THE ACADEMIC YEAR 2017/2018</b> INDAH ROHMAWATI, AGUNG WICAKSONO	237 - 241
<b>TEACHING READING USING SQ3R TO EFL STUDENTS</b> INTAN HANFARENTIN	242 - 245
<b>ENHANCING STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT THROUGH DUOLINGO APPLICATION AT STKIP PGRI BITAR</b> INTAN SUSANA	246 - 252
<b>THE ROLE OF ENGLISH COMMUNITY AND DIGITAL MARKETING TOWARD TOURIST VISIT TO INCREASE ECONOMY OF SOCIETY (CASE STUDY AT TOURIST AREA IN KEDIRI)</b> JATMIKO	253 - 259
<b>COMPARING NATIVE SPEAKER TEACHER AND NON NATIVE SPEAKER TEACHER</b> KURNIA FITRI ARIFAH	260 - 264
<b>THE EFFECT OF USING SMART CARD IN TEACHING TENSES FOR YOUNG LEARNER</b> LAILATUL MASRUROH	265 - 269

<b>THE ENACTMENT OF PERFORMANCE ASSESSMENT IN TEACHING WRITING (A CASE STUDY AT SMAN 2 SEMARANG)</b> LIA ELYANI SUKAWATIE	270 - 275
<b>THE EFFECTIVENESS OF ESP TEXTBOOK ON STUDENT'S READING SKILL</b> LULUK CHOIRUN NISAK NUR	276 - 282
<b>TEACHING READING TO ESP LEARNERS: ASSISTED BY EDMODO</b> LUTHFI RETRIANSYAH, AISYAH FAJRIANTINI, FEBRIANUS J. KALANIT	283 - 292
<b>THE ADVANTAGES OF WONDERSHARE QUIZ CREATOR FOR LISTENING IN TOEFL</b> M ALIMUL HUDA	293 - 299
<b>SONG AND GRAMMAR: HOW TO CONNECT THEM IN ESP CLASS</b> MUSHOFFAN PRASETIANTO	300 - 303
<b>JOURNAL WRITING FOR ISLAMIC COMMUNICATION AND BROADCASTING DEPARTMENT</b> NINUK INDRAYANI	304 - 313
<b>DOES HIGH ACHIEVER USE LEARNING STYLE IN READING COMPREHENSION?</b> NOVIANA PUTRI RAHAYU, KHOIRIYAH	314 - 320
<b>DEVELOPING LEARNING VIDEO BASED MAGIC FINGER FOR ENGLISH LEARNERS</b> NURUL AFIDAH	321 - 324
<b>TRANSLATION ACCURACY AND ACCEPTABILITY ANALYSIS ON SENTENCES WHICH ACCOMMODATE A RESPONSE OF CRITICIZING AND APOLOGIZING SPEECH ACTS</b> RAMADAN ADIANTO BUDIMAN	325 - 334
<b>TEACHING READING USING COGNITIVE READING STRATEGIES TO SENIOR HIGH SCHOOL STUDENTS</b> RIRIS MARISA	335 - 341
<b>TEACHING WRITING USING GRAPHIC ORGANIZERS TO EFL STUDENTS</b> RIRIS SUSANTI	342 - 347

<b>PICTURES SAY PRESENTATION IN ESP CLASS: A VEHICLE FOR SPEAKING SKILL</b> RIZKIANA MAHARDDHIKA	348 - 351
<b>ENHANCING STUDENTS' ENGLISH PERFORMANCE THROUGH ORAL CLASSROOM INTERACTION IN SENIOR HIGH SCHOOL CLASSES</b> ROMA AYU WULANDARI, SULISTYANI	352 - 357
<b>THE POWER OF NATURAL READER IN THE TEACHING OF ENGLISH FOR YOUNG LEARNERS</b> SAIFUL RIFAI, VARIA VIRDANIA VIRDAUS	358 - 372
<b>THE IMPORTANCE OF ENGLISH ATMOSPHERE TO INCREASE THE STUDENT'S ABILITY</b> SITI MUNAWAROH	373 - 381
<b>THE IMPLEMENTATION OF TALKING CHIPS STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF SMP NEGERI 2 AMBON.</b> SOPHIA BINNENDYK, NOVALINE LITAMAUPUTTY	382 - 388
<b>METACOGNITIVE STRATEGY IN SPEAKING ABILITY</b> SULIS SETIAWATI, YEPI SEDYA PURNAWATI	389 - 394
<b>SELF-INITIATED CLASSROOM OBSERVATION IN ESP CLASSES: A GENERAL PERSPECTIVE OF ESP INSIGHT</b> TRIANA WURI CAHYANTI	395 - 405
<b>THE EFFECT OF "SEMANTIC MAPPING" THROUGH STUDENTS ABILITY TO WRITE DESRCIPTIVE TEXT</b> ULFA WULAN AGUSTINA	406 - 412
<b>FLIPPING AN INDONESIA UNIVERSITY WRITING COURSE: EXPLORING UNDERGRADUATES' PERCEPTION</b> UMMY KHOIRUNISYA' MASYHUDIANTI	413 - 420
<b>THE EFFECTIVENESS OF USING OUTLINE IN WRITING DESCRIPTIVE TEXT</b> WIDYANA AT TAUFIK, SUHARTONO	421 - 425
<b>ENGLISH NEEDS FOR ESP LEARNERS</b> WILDHA ROSIDAH	426 - 430
<b>COGNITIVE INSTRUCTIONAL DESIGN IN ENGLISH LANGUAGE TEACHING: METHODS AND STRATEGIES</b> YEPI SEDYA PURWANANTI	431 - 435

<b>EMBEDDING DIGITAL LITERACY IN EFL LEARNING</b> NURIYATUL HAMIDAH	<b>436 - 440</b>
<b>DEVELOPING AUTHENTIC MATERIAL OF LISTENING ON HIGHER EDUCATION</b> <b>Based on Constructive Learning of Jean Piaget and Vygotsky Theory</b> ERNA NURKHOLIDAH	<b>441 - 454</b>
<b>COOKING GAME TO ENHANCE SPEAKING PERFORMANCE</b> PURNAWATI	<b>455 - 459</b>
<b>IT FOR TEACHING ENGLISH AT UNIVERSITY LEARNERS</b> RAHMATUZ ZAKIY FURQON	<b>460 - 463</b>
<b>UTILISING ROLE-PLAY TECHNIQUE IN TEACHING SPEAKING</b> DWI ASTUTI, KHOIRIYAH	<b>464 - 469</b>



**THE 4<sup>th</sup> ELTT**  
ENGLISH LANGUAGE TEACHING AND TECHNOLOGY  
National Conference 2018

In Collaboration with:



Publishing  
**adjie**  
media  
nusantara  
[www.adjiemedianusantara.co.id](http://www.adjiemedianusantara.co.id)

SECRETARIAT OFFICE:

**ENGLISH EDUCATION DEPARTMENT**  
UNIVERSITY OF NUSANTARA PGRI KEDIRI

Jl.KH.Achmad Dahlan No.76 Mojoroto  
Kediri - East Java - Indonesia  
[elttconference.org](http://elttconference.org) | [info@elttconference.org](mailto:info@elttconference.org)

ISSN: 2579-437X



9 772579 437006



# TOEFL Preparation Training to Increase English Proficiency of Senior High School Teachers

**Ermawati Z. Nuroh, Vidya Mandarani**

Universitas Muhammadiyah Sidoarjo

[ermawati@umsida.ac.id](mailto:ermawati@umsida.ac.id); [vmandarani@umsida.ac.id](mailto:vmandarani@umsida.ac.id)

## *Abstract*

*This study aimed to describe the implementation of the TOEFL preparation to some of the Senior High School Teachers to support the English Proficiency of Senior High School Teachers. This program focused on the skill of reading, listening, writing and speaking. English skills, especially TOEFL should always be sharpened so that teachers can improve language competence, as stock in teaching and equip themselves in the ability to speak English. In addition, schools often get visits from various countries, among others from Japan, Korea, and Germany to conduct research and exchange of students. In addition to have academic ability also has good English skills, namely: reading, listening, writing, and speaking. The teachers agree that this kind of event is supposed to be conducted frequently to increase the teachers ability of English skill especially in doing the TOEFL Test.*

*Key words : TOEFL, English Proficiency, Teacher*

## **INTRODUCTION**

The reality of the teaching experience of the teachers feels faced with many obstacles in teaching because of lack of knowledge and skills of English in teaching and communicating. The problem faced is that schools do not have training programs to improve the quality of teachers in teaching, including language upgrading programs. The ability of English language skills must be sharpened so that teachers can improve language competence, as a provision in the teaching and equip themselves in the English language proficiency. In addition, this school often get visits from various countries, among others from Japan, Korea, and Germany to conduct research and exchange students. With so many visits from other countries that require teachers other than good language skills, namely: reading, listening, writing, and speaking. Furthermore, the absence of Language Laboratory facilities inhibit the process of learning to teach English so that teachers demand more creative in teaching materials that should be implemented in Language Laboratory.

The development of the era requires teachers to be more creative in implementing the process of language learning in the classroom. Density of teaching activities and lack of training in teachers so that researchers see the need for training in teachers to support the improvement of self-ability in teaching and English proficiency. Ability of English skills should always be honed so that teachers can improve the competence to support teaching activities to students. Teachers still feel burdens teaching too hard, where full week full-time learning activities are Monday to Saturday so this affects the lack of time and opportunities for teachers in developing self-specific language proficiency.

Besides, teachers feel they still face many obstacles in teaching because of lack of knowledge and skills. Language Laboratory is also indispensable in teaching and learning process especially on Listening material. The absence of Language Laboratory facilities is very hampering the process of learning to teach English so that teachers demand more creative in teaching materials that should be implemented in the Language Laboratory.

Some high schools do not have a program to improve the quality of teachers in teaching, especially language improvement. The ability of English skills should always be sharpened so that teachers can improve self-competence and improve the competence of teaching when providing material to students.

Based on the description of the situation analysis and partner problems, the limited ability of teachers in providing materials to students can be overcome by improving the quality and potential of teachers as educators, especially in improving language skills that require basic skills about speaking, listening, reading and writing. So there should be an activity or training that can improve the skills and abilities of teachers in English so that teachers are more qualified in teaching their students.

Human resources in schools are closely related to school institutions, so it is appropriate that institutions are also doing a lot of improvements. Improvements made related to the administration of learning, improving the quality of teachers and basic training in English language communication this as an effort to improve the quality of teachers. Qualified teachers and supported by adequate facilities and infrastructure to improve the quality of teaching and learning in Senior High School. Given the level of Senior High School is the determinant for higher education studies that will be pursued by students after graduating from senior high school.

## **THE IMPLEMENTATION OF TOEFL PREPARATION TRAINING**

During the implementation of training, the trainers and all of the audience give a serious attention to the understanding of new language skills and knowledge related to the TOEFL strategy. The training is divided into several sessions, which provides training on TOEFL English, as it provides basic TOEFL skills for teachers on the basics of English means covering structure, reading and listening for the mastery of TOEFL matters. Then ask if any material is not understood. Teachers also take advantage of opportunities to share issues about English material difficulties. Furthermore, the teachers who have been trained and then given the practice of TOEFL so they can solve the problem of English after knowing the strategies they have learned. The training materials provided are TOEFL definitions i.e. TOEFL is standardized test of English. To do well on this test, we need to improve our understanding of the subject matter of the TOEFL test. Appropriate language skills and test-taking strategies.

The part of TOEFL preparation is divided into three part:

- The first is Listening session : listening session is demonstrate the ability to understand spoken English. Senior High School teacher must listen to many types of passages on a recording and answer to multiple choice questions.
- The second is Structure and written expression session : structure and written expression is demonstrate the ability to understand English grammar. Here Senior High School teacher must either choose the correct way to complete sentences or investigate errors in sentences.
- The third is Reading comprehension session : reading session is demonstrate the ability to master written English. Senior High School teacher answer questions about the ideas and the meanings of words in reading.

### **TRAINING OF TOEFL TO SENIOR HIGH SCHOOL TEACHERS**

Before the training undertaken, first speaker explained the meaning TOEFL and function, then continued diversity in the TOEFL test along with the model tested in the TOEFL test. TOEFL or (Test of English as a Foreign Language) is a Standard English test as a foreign language to test one's ability in English mastery. The capabilities or skills tested in this model test include listening comprehension, structure and written expression and reading comprehension, and equipping the teachers with basic conversation with the aim of the teacher's mother to communicate in English.

In the training, the trainer gave the Listening strategies, they are :

1. Be familiar with the directions
2. Listen the passages very careful
3. The question start from easy to difficult
4. We have 12 seconds every each question on the recording. So we must answer the question and be prepared for the next question within 12 second
5. We don't leave any answers blank on our answer sheet
6. Use remaining time to see at the answers to the questions that follow

In addition to providing listening strategies, it also provides Structure strategies:

1. We have to study the sentence to determine what is needed to complete the sentence correctly
2. Then we have to study each answer based on how well it completes the sentence to reduce answers that do not complete the sentence correctly
3. We do not try to eliminate incorrect answers by looking only at the answers. The incorrect answers are generally correct by themselves.

After providing the listening and structure strategy, then the trainer gives the Reading strategies to the audience, among them are:

1. We have to be familiar with the direction on every paper TOEFL tests are the same, so it is not necessary to spend time reading the directions carefully when we take the test. We should be completely familiar with the directions before the day of the test.
2. We do not spend too much time to read the text.
3. We do not worry if a reading text is on a topic we are unfamiliar with. All the information that we need to answer is included in the text
4. We do not spend too much time on a question we are unsure of.
5. We have to guess to complete the section before time is up

After participating in TOEFL basic training, participants feel that they have basic skills in TOEFL and have basic strategy in facing TOEFL problem, participants feel that continuous training on listening, structure and reading is continuous so that participants can better understand the material and can achieve TOEFL score maximally.

## **CONCLUSIONS AND SUGGESTIONS**

From the results of community service training it can be concluded that the Community Service Program for High School Teachers on the implementation of the TOEFL preparation to some of the Senior High School Teachers to support the English Proficiency of Senior High School Teachers. This program is focused on the skill of reading, listening, writing and speaking. English language skills, especially TOEFL is very important so that teachers can improve language competence, as stock in teaching and equip themselves in the ability to speak English. Teachers feel in addition to having academic ability must also have good English skills, namely: reading, listening, writing, and speaking. The teachers agree that this kind of event is supposed to be conducted frequently to increase the teachers ability of English skill especially in doing the TOEFL Test.

Suggestions that can be given for continuous programs as an effort to improve the quality of teachers as teachers and the quality of teaching and learning in Senior High School, especially in Senior High School in Sidoarjo.

## **REFERENCES**

- Arends, R.1997. *Classroom Instruction Management*. New York: The Mc Graw-Hill Company
- Deborah Phillips. 2003. *Preparation Course for the TOEFL TEST*: Longman
- Phillips, D. 2001. *Longman Complete Course for the TOEFL Test*. Pearson Education Company.
- Sudarmono Edi. 2016. *The King TOEFL, Tips and Trik plus Bank Soal*. PT. Wahyu Media.
- Trianto. 2007. *Model Pembelajaran Terpadu dalam Teori dan Praktek*. Jakarta: Prestasi Pustaka Publisher.