

**A DESCRIPTIVE STUDY OF “SEKOLAH TOEFL” AS
MASSIVE OPEN ONLINE COURSE (MOOC)**

THESIS

Submitted in Partial Fulfillment of the Requirement

For degree of Bachelor of Education

In English Education



By:

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2019

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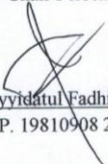
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
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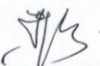
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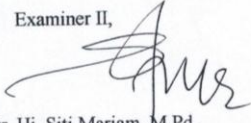
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Title : A Descriptive Study of "Sekolah TOEFL" as Massive Open
Online Course (MOOC)
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ABSTRACT

Title : **“SEKOLAH TOEFL” AS MASSIVE OPEN ONLINE COURSE (MOOC)**

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Massive open online course (MOOC) is a free and online course which can accommodate huge participants to learn certain preferable materials included TOEFL. Since TOEFL plays a crucial role, many people want to get its certificate for getting an international scholarship program or a proper job. In this study, the researcher conducted a research on “Sekolah TOEFL”, a MOOC focuses on TOEFL. There are two objectives of this research: to explain how “Sekolah TOEFL” conduct its learning process and test as MOOC and to figure out the strengths and the weaknesses of “Sekolah TOEFL” as MOOC based on its participants’ perception. This research was a descriptive qualitative, which used three methods of collecting data: interview, questionnaire, and documentation. Regarding the research findings, “Sekolah TOEFL” used three platforms as MOOC: Facebook, Whatsapp, and website. There were two main sources of materials used there: handbook of TOEFL and pictures of questions of the day (QOTD). For the test, they conducted a TOEFL PBT test five times for each period. The participants who got a TOEFL score of 500 or more for their last test were given certificate. Based on participants’ perception, strengths and weaknesses of “Sekolah TOEFL” were found. The strengths were like “Sekolah TOEFL” was able to improve participants’ motivations and enthusiasm to learn TOEFL and to increase their TOEFL score. Meanwhile, the weaknesses were like lack of intents interaction within the course and lack of tutor explanation and feedback. There are two recommendations from the researcher. First, English learners should take more advantage of English MOOC especially TOEFL to improve their English proficiency specifically TOEFL. Second, English teachers or lectures should design an English MOOC and collaborate it with the learning process in the classroom to get better result of English language learning.

Keyword: MOOC, Perception, “Sekolah TOEFL”, TOEFL PBT.

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Bismillahirrahmanirrahim,

All praises to Allah, the Lord of the world. To Muhammad, His messenger, salutions are always be presented.

I realized that without advice, motivation, guidance, assistance, and encouragement from people and organizations, this thesis would not be accomplished. I would like to convey my appreciation for this opportunity to:

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9. All passionate people who have been involved in establishing and developing our own English community named "Fab's Squadron".

Finally, the writer will gladly acknowledge constructive criticism to improve this thesis, and I hope that this research can be useful for further studies linked to this study subject.

Semarang, June 28th, 2019

The researcher,

Afif Khoirudin

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DEDICATION

This thesis is devoted wholeheartedly to all my beloved individuals whose names may not all be listed. Without their genuine dedication and encouragement, this thesis could not be finished. This thesis is devoted in particular to my tremendous parents (M.Amiri and Siti Umami Kulsum), who always devote their affections and offer infinite moral, physical and financial assistance until this thesis comes to fruition.

MOTTO

Nothing will work, unless you do.

(Maya Angelou)

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, objective of the study, the scope of the study, and the significance of the study.

A. Background of the Study

Since 1964, Test of English as a foreign language or well-known as the TOEFL test has been administered as a standardized test of English proficiency which is globally used worldwide. It is used to measure the ability of non-native English speaker in using and understanding English language.¹ Globally, TOEFL test is administered by Educational Testing Services (ETS). ETS defined TOEFL test as a test for evaluating the way people have ability in using and understanding integrated listening, reading, writing and speaking skill to be successful in an academic field.² Since the first time TOEFL test administered by them, there have been more than 25 million test-takers in 165 countries across the world taking TOEFL test.

¹ Huda Al-Rawashdeh, *Difficulties that Face Graduate Students During their TOEFL Preparation Program at Jordanian Universities*, Thesis, (English Language Center, Mutah University, 2011), P.2308

² Daniel Moglen, *The Re-Placement Test: Using TOEFL for Purposes of Placement*, The Catesol Journal of University of California, (Vol: 27, No: 1, 2015), P.3-4

Nowadays, the TOEFL test plays a crucial role in life. There are many local and international educational or non-educational institutions regard TOEFL score certificate as the requirement of their admission or recruitment. It is used as reliable evidence to prove whether people have good proficiency in the English language as their foreign language or not.³ So, people who want to continue their study to a higher level or to get a proper job, need to have a TOEFL score certificate. Especially, they who want to continue their study overseas for free by getting an international scholarship program. That is why people have a huge interest to take TOEFL test in any TOEFL courses.

Every people assuredly want to get TOEFL certificate with a high score. They attempt to do everything to seize it. But, there are several problems they usually face: lack of reachable TOEFL course places, lack of money to afford the fee, and lack of time to follow the course. Usually, the first and second problems are faced by people from the outskirts area. It is difficult for them to find any reachable TOEFL course places in their area. They also don't have enough money to afford the fee of TOEFL course and test. For the third problems, it is usually faced by people who are busy with their jobs or study at school or varsity level. As a result, their chance to get an international scholarship program or a proper job might be hampered.

³ Gunadi H. Sulistiyo, TOEFL in A Brief Historical Overview from PBT to IBT, *Thesis*, (Malang: Bachelor Program of English Language Literature of Literature Faculty of State University of Malang, 2009), P.116

It is needed to create any solution to solve those problems. People need a solution to bridge the gap between the learners and TOEFL itself. The idea came up recently to conduct a learning approach that makes the learners do not need to go to the classroom to have a face to face learning process with teachers or lecturers. They also do not worry about the fee to join the learning program. They can freely have access to learn in distance. The solution is by learning TOEFL through a distance learning course.

Distance learning, according to Honeyman and Miller, can be defined as a process of creating learning access for learners separated by time and distance to the source of information.⁴ In a distance learning course, learners are free to get materials they are keen on easily and effortlessly. They are also flexible to manage their time between learning and their personal daily activities such as working or studying at school or university.

Recently, there are many sorts of distance learning course to enroll. One sort of it that caught our attention is a massive open online course or MOOC for short. A MOOC is an internet-based learning model that is used for delivering learning materials such as videos, passages, projects, assignments, and others online to every people who want to take courses without any limit on

⁴ Marija Buselic, *Distance Learning – Concepts and Contributions*, (Hrvatska: Oeconomica Jadertina, 2012), P.24

attendance.⁵ It is believed that MOOC is the best solution to facilitate people the access to learn openly, flexible, and free. People can use it to explore and improve their proficiency without limitation of time and fee needed. Through MOOC, the learning will be more flexible and the participants are able to gain and learn the materials they want whenever and wherever they are. Because of its privileges, there are many people enroll to MOOC program. It makes MOOC has massive participants from various backgrounds.

MOOC offers various sorts of courses to learn to its participants. They are free to choose their preferred materials to learn about. Some courses that MOOC usually offers are about science, social, business, language, and so on. With the specificity of material to learn, participants of MOOC can get and improve their knowledge comprehensively. In this case, they can improve their insight and skills about TOEFL.

In this study, the researcher analyzed “Sekolah TOEFL”, one of massive open online course established by Budi Waluyo since 2015. This MOOC is focused on learning TOEFL materials and having a TOEFL test. “Sekolah TOEFL” uses Facebook, a social media platform which has massive users, to run the learning program. This MOOC is intended to help people from disadvantage condition; live far away from any TOEFL courses,

⁵ Johan Eddy, *Massive Open Online Course(MOOC) : A Guide for Beginners*, (i-Learn Center: University Technology MARA 2013), P.1

lack of money to afford TOEFL's fee, and less of time to follow the course. As the former participants of "Sekolah TOEFL", the researcher figure out the significances of "Sekolah TOEFL" in tackling those barriers and helping its students to improve their capability in TOEFL in order to get international scholarship program based on the learning process and test conducted there.

B. Research Question

The problem of this research is focused on:

1. How does "Sekolah TOEFL" conduct its learning process and test as massive open online course (MOOC)?
2. What are the strengths and the weaknesses of the learning process and test conducted by "Sekolah TOEFL" as massive open online course (MOOC) in the participants' perception?

C. Objective of the Study

This research is intended to meet the following objectives:

1. To explain "Sekolah TOEFL" conducts its learning process and test as massive open online course (MOOC).
2. To figure out the strengths and the weaknesses of the learning process and test conducted by "Sekolah TOEFL" as massive open online course (MOOC) in the participants' perception.

D. The Scope of the Study

This research is limited in order to maintain the focus of the research itself. The limitations of this research are:

1. This research described “Sekolah TOEFL” as massive open online course which focuses on TOEFL established by Budi Waluyo Ph. D since 2015.
2. Participants of “Sekolah TOEFL” perceptions related to the learning process and test conducted by “Sekolah TOEFL” as massive open online course (MOOC).

E. Significances of the Study

This current descriptive qualitative research of “Sekolah TOEFL” as massive open online course (MOOC) is expected to have some contributions based on its’ objectives as follows:

1. Theoretically

In theoretical point of view, this current research has some benefits as follows:

- a. Giving new insight and knowledge about the term of MOOC and its implementation towards English language learning especially TOEFL to readers.
- b. As a foothold, theoretical basis, and reference for further researches related to English language learning especially TOEFL through any massive open online course (MOOC) program.

2. Practically

In practical point of view, this current research has some benefits as follows:\

a. For the researcher

The researcher got previous knowledge and experiences of learning TOEFL and taking the test in “Sekolah TOEFL” as a massive open online course.

b. For the Readers

By reading this research, the readers could get information and motivation which can stimulate them to join the same program of massive open online course especially which focuses on TOEFL.

c. For University

This research can be used as consideration for University, especially English language teaching (ELT) department in arranging learning programs which is aimed at helping students to improve their TOEFL test score.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories underpinning this study, as well as putting the position of this study among the similar previous one on a massive open online course (MOOC). This chapter is divided into two parts: the previous study and theoretical review.

A. Previous Study

This research is not the new one. The researcher chose some sorts of literature about previous researches which are relevant to this current research. The researcher used some previous researches as guidance.

The first previous research is “*Learning Specialized Vocabulary through Facebook in a Massive Open Online Course*” by Patricia Ventura and Elena Martin-Monje from Universidad Nacional de Educacion a Distancia (UNED), Madrid, Spain, in 2016.

The first previous study was focusing on figuring out the use of Facebook as a platform to run MOOC can improve the number of specialized vocabularies acquired. The MOOC is launched in Spain as the courses offered by Aprendo, the Universidad de Educacion a Distancia (UNED) online platform. The MOOC conducted for eight weeks from 11th November 2013 till 31

January 2014 by running it through the Facebook group as a learning platform.

The method and design used in this study was a mixed-method approach for information collection, using both quantitative approaches such as MOOC monitoring learners and qualitative approaches such as using questionnaires to determine the perception of respondents about the MOOC and to develop a full knowledge of the research problem. The perspective of the participants is gained by asking the participants during the experiment to complete two questionnaires: at the beginning (pre-course) and at the end (post-course) of the course. The questionnaire used to obtain data about the use of technology and social networks in language learning by professional English MOOC learners. Meanwhile, the post-course questionnaire was intended to learn more about the Facebook experience of MOOC learners.

The data from 657 respondents were used to identify four goals: participants' knowledge of specific vocabulary in professional English before entering the MOOC on Facebook, Facebook group's effect on participants' understanding of specific vocabulary, MOOC's impact on Facebook to reduce the number of respondents dropping out, and Implementation of the Facebook group was considered by the course respondents to be helpful for language learning.

As the result of this research, the use of Facebook as a huge accessible internet course (MOOC) has a beneficial effect on students ' motivation to learn specific vocabulary and has an enhancement in the MOOC's teaching process. Facebook can be a strong instrument in MOOCs itself to strengthen internet communication and commitment.

This previous research is similar to this current one. Both my current research and the previous one concern in the use of social networking which is in this case is Facebook as a MOOC to learn English specialized vocabularies. The difference is clear up that this research was considering English specialized vocabularies as the research object. Meanwhile my current research considers TOEFL as the research object.¹

The second previous research is “*The Effectiveness of Social Media Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners*” by Ismail Xodabande in 2017.

This study concentrated on using social media as an efficient manner to enhance pronunciation of the English language. It examined the effectiveness of teaching English pronunciation to Iranian English language learners (EFL) using social media network telegram.

¹ Ventura and Martin-Monje, Learning Specialized Vocabulary through Facebook in a Massive Open Online Course, *Journal of Research Gate* (Vol: 2, No: 4, 2016).

In this study, the researcher examined the use of Telegram in teaching English language pronunciation to Iranian EFL learners. The participants in this study included 30 Iranian EFL learners (in two experimental $N = 14$ and control $N = 16$ groups) who received different treatments over four weeks in Iranian language institute.

This research was performed in the summer of 2016 to ensure that learners did not receive any extra English language training in government-run schools (education ministry) and also to minimize potential connections between respondents from outside the classroom experimental and control groups. The study used pre-test and post-test to show a significant improvement in the pronunciation of respondents in the experimental group compared to the control group. However, it is discovered that there is no important improvement in the pronunciation of experimental group respondents from the post-test to the delayed test given four weeks later. One of the reasons for the important enhancement in the pronunciation of target words in the experimental group by respondents might be their availability at any moment and location for learners.

The result of this research revealed that telegram social networks can be very efficient and promising in learning language characteristics. This earlier research acquired some significant points. First, linguistic educators can use social media networks to share a variety of content, including images, text,

audio, and video, using social media networks in language learning. Second, social media learning plays a significant role in addressing affective factors by offering possibilities for members to practice and enhance their pronunciation in a private space without their classmate's presence. Third, before introducing fresh technologies in linguistic learning, as in this case social media, it is necessary to spend some time on training students to create it more efficient, particularly pronunciation, to enhance the English skills of respondents.

My latest study has a distinction and similarity with this earlier one. This prior research is distinct in consideration of the research item with my present study. My present study sees TOEFL as the subject of studies. In the meantime, the prior study object was English pronunciation. My present and past study is similar in the use of social networking as a platform for massive open online courses.²

The third previous research is “*Learning English as a Second Language through Social Media: Saudi Arabian Tertiary Context*” by Amin Ali Al Mubarak from English language department, Jazan University, King of Saudi Arabia in 2016.

The third previous research aimed at identifying the role of social media among Saudi Arabian learners in studying English as a second language. This study was designed to determine the

² Ismail Xodabande, The Effectiveness of Social Media Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners, , Journal of *Research Gate* (Vol: 1, No: 2, 2017).

perceptions and attitudes of the student regarding the use of social media as an acquisition of the English language. It is discovered that most respondents have used social media to improve their communication skills. In addition, the outcome indicated that collaborative learning introduced in social media could help respondents enhance learning operations that lead to successful second language learning of English. A large proportion of learners agreed on the basis of this past research that social media is efficient in helping them enhance the outcomes of second language learning.

As a result, social media reinforce motivations and self-determination in learners' learning environment. Learners were positive with the use of various social media such as Facebook, Twitter, You-tube and others for language learning and engagement. Social media offers a range of tasks that may assist learners in integrated communication and plan sharing. This previous study proved that learners' knowledge, attitude and learning result were positively affected by the use of social media.

his previous study differs from my present research. The earlier one concentrated on the use of social media to study tertiary level English language. In the meantime, my present study concentrated on identifying the efficacy of studying TOEFL as a massive open online course through social media.

My present study also has a similarity with the past one. My present and past study have concentrated on figuring out how effective it is to use social media as a platform for a huge online course to improve English language skills.³

The fourth previous research is “*The Impact of Social Media on Vocabulary Learning case Study – Facebook*”, by Sim Monica-Ariana and Pop Anamaria-Mirabela from department of international business, faculty of economic sciences, University of Oradea, Romania in 2014.

The fourth previous study aimed at exploring the effect of computers and social media in enhancing the development of English vocabulary by learners through a huge online course on Facebook.

This previous research was intended to assess the role of Facebook as a MOOC in vocabulary learning. This research involved 127 students on 1st and 2nd year of the faculty of Economic Sciences, University of Oradea. All students divided into two groups. The first group (a group exposed to Facebook posts or experimental group) included 70 respondents who regularly received materials and vocabulary data intended to be acquired. Meanwhile, for the second group (the group that only follows traditional in-class learning techniques or is called as a control group) there are 57 participants who learned vocabulary

³ Amin Ali, Learning English as a Second Language through Social Media: Saudi Arabian Tertiary Context, *Thesis*, (Saudi Arabia: Bachelor program of English language department of Jazan University, 2016)

in school by reading, translating and comparing. The same pre-test and post-test were provided to both groups.

Based on the pre-test results for both groups, a consensus is produced that on the vocabulary achievement test there is no important distinction between the two groups. There was 58 percent of learners proven to be able to respond properly to three issues and only 1 percent of learners in both organizations know all responses correctly. There were statistically significant variations between the results of both groups, the important difference observed in the post-test. The experimental team had 14 percent who could properly answer all the questions while only 10 percent of the learners were in command.

It is discovered that each group's development was measured and a more important increase in vocabulary understanding was obviously demonstrated. As a consequence of this earlier research, data and information are acquired that the use of Facebook is efficient for vocabulary teaching and learning.

My latest study has a distinction and similarity with this earlier one. This past study was distinct in considering the research item with my present study. My present study saw TOEFL as the subject of studies. Meanwhile, the prior study item was vocabulary building. In other hand, the similarity is both my

current research and the previous one concern in the use of Facebook as the platform of massive open online course.⁴

The fifth previous research is “*Combining MOOCs with Social Media: An effective way of Imparting LIS Education in India*”, by Rajul Sharma from department of library and information science of University of Madras, Chennai, India in 2018.

This previous study was intended to figure out the significance of combining MOOC with social media in the subject of library and information science (LIS). The LIS MOOC was running on Study Web of Active Learning by Young and Aspiring Minds (SWAYAM) platform. This previous research was also intended to find out perception of participants of LIS MOOC that is combined with social media. It gained data from 487 respondents through online survey.

In this study, two online surveys were undertaken: survey of LIS colleges, organizations, and networks websites, and survey using a structured internet questionnaire as a tool for collecting the perception of participants' information.

As a result of this previous research, the perception of some respondents towards the MOOC program was acquired by merging it with social media. Only 18% of respondents, for

⁴ Monica-Ariana and Anamaria-Mirabela, The Impact of Social Media on Vocabulary Learning case Study -Facebook, *Thesis*, (Romania: Bachelor program of international business of economic sciences faculty of University of Oradea, 2014)

example, registered in the LIS-MOOC; 12% on SWAYAM and 6% on other systems such as Coursera, Edx, etc. It is also found that the attitude of the respondents towards the MOOC is positive. Most of them said that by using that platform, it could create a more engaging, motivating and comfortable teaching environment.

Literally, there are differences and similarities between this present and past research. It's comparable on the topic of studies on the massive open online course (MOOC). The distinction, on the other side, is on the study object. My current research focuses on using MOOC integrated with Facebook as a social media platform for learning TOEFL while the past one concentrated on library and information sciences (LIS).⁵

B. Theoretical Review

1. Perception

People have to cope with others and their environment as human beings. Various thoughts and data will be acquired in the process of the interaction they have. Also, the thoughts and data are the outcomes of their experiences. It can be acknowledged from their perception to understanding what and how individuals generate data and thoughts.

⁵ Rajul Sharma, *Combining MOOCs with Social Media: An Effective Way of Imparting LIS Education in India*, (Chennai: Department of Library and Information Science of University of Madras, 2018)

1.1 The Definition of Perception

A perception can be defined as *the process in which the brain consciously acquires, selects, processes, and interprets data in all senses.*⁶ We can understand from a perception of why individuals have a distinct understanding. They will still have distinct perceptions, even though they have the same experiences. The brain processes data and thoughts that have been acquired deliberately to be interpreted differently. This is how the brain organizes stored knowledge and previous experiences to create any perception in order to obtain fresh thoughts and data.

1.2 The Approaches to Perception

Perception used to be linked to openness and consciousness as a consequence of experiences stimulated by their senses. It introduces how we perceive something that is publicly and consciously based on our experiences.⁷

It's generally based on the memory stored in our brain to have a perception of what we've experienced. Memory

⁶ Hans-Werner and Ruggiera, *Building Leadership in Project and Network Management :A Facilitators Tool Set*, (Berlin: Springer, 2009), P. 25

⁷ Petter B. Sydhagen, *How Can We Distinguish Perception from Cognition? The Perceptual Adaptation Hypothesis*, A Thesis of Master of Philosophy (Oslo: Department of Philosophy, Classics, History of Art and Ideas of University of Oslo, 2017), P.3 – 4

is the consequence of our conscious exercise. Awareness is when we realize an activity in an unconscious processing system.⁸

In fact, it can be outlined in terms of understanding that we represent something the way it should be. We produce thoughts and data based on prior thoughts and data that we have obtained as a consequence of past experiences or communication with our environment. In perception, individuals generally use two common methods; *bottom-up* and *top-down*. The use of these methods affects the perception of individuals.

First, the perception approach to bottom-up (data-driven processing) is how individuals have final perception is directly determined by the surrounding sensory input and stimulus. As mentioned by J. J. Gibson, a philosopher who believes in bottom-up perception said that "what we see is what we get" is the easy understanding of bottom-up perception. He also claimed that the environment or environment is sufficient to provide details of the stimulus.⁹ Therefore, to have a perception it does not need a previous understanding and

⁸ Ann Marie, *Perception and Visual Communication Theory*, Journal of Visual Literacy, (Vol: 22, No: 1, 2002), P.93

⁹ Andrej Demunth, *Perception in Theories*, (Krakow: University of Trnave, 2013), P. 24

past experiences. People can have perception immediately based on the latest environment.

Second, the top-down approach to perception (knowledge-driven processing) is how perception is determined by stored knowledge and previous experiences. Different from Gibson, as quoted from Gregory's approach to top-down perception theory, disagreed that sensory information is sufficient to be the basic factor for drawing perception. He added that interpreting the sensory information must be accompanied by accessible information and previous experience.¹⁰

So, the information gained will be varied if we want to gain information from people based on their perception. It can all be because there are distinct stored information and distinct previous experiences in each individual. It distinguishes the way they match stimulus and sensory information. People give their perception of something differently because something is also different in the way they see, hear, and experience.

2. Learning

Learning is a process which personal or collective competence of people enhanced due to the acquirement of

¹⁰ Andrej Demunth, *Perception in Theories*,...P. 30 – 32

knowledge, abilities, and skills.¹¹ It also can be defined as a procedure of acquiring and developing expertise, capabilities, attitudes, and behaviors.¹²

In learning, people experience several processes of developing their competence and ability. The development is influenced by new knowledge and skills acquired. As a result, it can change the way people behave and act.

2.1 Learning Theory

To create such a good and effective learning process, it is needed to implement some learning theories in it. There several sort of learning theories such as *behaviorism*, *cognitivism*, *constructivism* and *connectivism*.

First, **behaviorism** focuses on the change of performance that can be observed.¹³ In other word, it focuses on how people behavior is gained. Behaviorist believed that the learning process is connection between

¹¹ Hans-Werner and Ruggiera, *Building Leadership in Project and Network Management :A Facilitators Tool Set*, (Berlin: Springer, 2009), P. 31

¹² Zoran Jovanovic et al, *Learning and Development in Modern Organizations*, (Serbia: Vrnjacka Banja, 2016), P, 237

¹³ Peggy and Timothy, *Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective*, Journal of Wiley Online Library (Vol. 26 No.2, 2013), P. 48

stimulant and behavior itself.¹⁴ In behaviorism, it focuses on the way learners' behavior could be changed due to the influence of their surroundings, new knowledge they got, and experiences they had.

Second, **cognitivism** focuses on the concept of student's learning processes and addresses the issues of how information is received, organized, stored, and retrieved by the mind. It is more focus on what people know and how they acquire something not on what learners do. In cognitivism, it is believed that mental process could influence someone's emotional and behavioral responses because it is a process in determining how people think, understand, and knows.¹⁵

Third, **constructivism** is a learning theory which believes human generate knowledge and meaning from an interaction between their experiences and their idea. In this learning theory, learners are able to create their own understanding and idea about what they had learned. It all can be used to generate other perspectives of specific materials they got. So, constructivism is about how learners can construct their own comprehension based on

¹⁴ Ahmet Selcuk Akdemir, *Learning and Teaching: Theories, Approaches, and Models 2nd Edition*, (Ankara: Cozum Egitim Yayuncilik, 2016), P.2

¹⁵ Peggy and Timothy, *Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective*,..., P.51

what had been experienced by them.¹⁶ It is assumed that learners were able to produce fresh understanding based on their communication with other learners linked to their thoughts and experiences.

Fourth, **connectivism** is the collection of links created through behavior and experience through the association of social networks. At all times, there is no true idea in connectivism to convey, create and establish understanding. This theory of learning focuses more on expanding and developing linked learners.¹⁷ It implies that individuals can use social network connectivity to gain and share understanding. The connection is crucial to accommodate a teaching atmosphere in which individuals can communicate in the distance with huge individuals.

2.2 Learning Criteria

Due to new knowledge or experience they have had, there must be a shift in the aspect of learners in each learning phase. The learning process has three primary requirements. First, *learning involves change* means that there is a difference of learners, from knowing nothing to knowing something and unable to do into able to do.

¹⁶ Steve Olusegun, *Constructivism Learning Theory: A Paradigm for Teaching and Learning*, Journal of Research and Method in Education (IOSR-JRME), (Vol: 5, No.:6, 2015), P.67

¹⁷ Stephen Downes, *Connectivism and Connective Knowledge: Essays on Meaning and Learning Networks*, (Creative Common License, 2012), P.85

Learners will be able to have a new insight of what they don't know before and able to have ability to do what they couldn't do before. Second, ***learning endures over time*** can be inferred that what had been learned by learners couldn't slightly gone or forgotten by the learners as long as they keep on learning and practicing it. It could refresh their memory about it. Third is ***learning occurs through experiences***. We know that *experience is the best teacher*. Essentially, experience is determined as a good learning process. It can change learners' behavior and personal by practicing the learning directly.¹⁸

It can be inferred from these three learning criteria that learning is complex. It's not just about educators or lecturers supplying their learners with materials. It's beyond that. It is a method of transforming learners from being unable and knowing nothing into being willing to do and understand something that took time to learn and experiences had to practice.

3. Test

A test is aimed at measuring or examining knowledge of what someone has learned to determine whether the test-takers are capable in that field or not. It usually consists of a method to measure learners' ability, knowledge or

¹⁸ Dale H. Schunk, *Learning Theories: An Educational Perspective 6th Edition*, (Boston: Pearson Education Inc, 2012), P.4

performance in a specific domain. It is used to determine a learners' ability to complete a certain task or demonstrate mastery of a skill or knowledge of specific materials.¹⁹

By using the test, the proficiency of learners or test-takers could be graded based on the level of comprehending and mastering a subject or any specific lessons they have. Test also can be a medium to know whether the learners still need to improve their capability related to the subject they are focusing on or not.

3.1 Types of Test

There are many kinds of tests which are used for specific purposes and particular criteria to measure. In the terms of language proficiency, there are five types of test that are commonly administered: *Achievement test*, *Placement test*, *Diagnostic test*, *Proficiency test*, and *Language Aptitude test*.²⁰

First, *achievement test* is a formal test designed to measure the individual development of learners at the end of terms of studies. It is also considered an evaluative test because it is used from the first until the end of the teaching phase as a whole to evaluate learners' linguistic

¹⁹ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education, 2004), P.3

²⁰ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education, 2004), P.43 – 48

capacity.²¹ Usually, depending on the curriculum used in the teaching process, this test is intended. The result of the achievement test should accurately evaluate and develop learning at particular mastery stage, different from individual achievement. The test must be reliable and valid in order to obtain that result.²²

An achievement test is used to determine how much progress is made by learners during the process of teaching. It also used to assess whether the curriculum introduced is adequate and efficient in enhancing the accomplishment of learners with respect to language materials they have learned or not.

Second, **placement test** is a test that is used to place learners at an appropriate level in any teaching program or course. Learners are placed on the basis of their capacity. By using this test, educators are able to understand the learners ' level so that they can provide the learners with suitable equipment.²³ As stated by Green, placement test is used to group learners based on the mastery level of

²¹ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, ...,P.47 – 48

²² Teresa L. Flateby, *A Guide for Writing and Improving Achievement Tests*, (Tempa: University of South Florida, 2004), P.2 – 3

²³ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, ...,P.45

subject. It is also used to distinguish between student with lower and higher score.²⁴

Then, according to educational testing service (ETS), as cited from Elsa F. Gonzalez journal, placement test has several advantages. Those are placement test can *improve students learning corresponding proficiency level, decrease the number of student and faculty devastation, and enhance students' memory.*²⁵

Third, ***diagnostic tests*** are used to evaluate language in particular elements that learners have such as pronunciation, writing, reading, etc. It is also used to determine the learners' problems during the teaching program.²⁶ Other than that, a diagnostic test is able to use to figure out learners' weakness and strengths in terms of knowledge of a language. This test has several characteristics such as *conceptualizing normality and goals, identifying potential areas for growth, Multi-componential representation of constructs and problems,*

²⁴ Avizia Y. Long et al, *Does the test work? Evaluating a web-based language placement test*, language learning & Technology journal, (Vol: 22, No: 1, 2018), P.138

²⁵ Elsa F. Gonzalez, *An EFL Placement Test and its Use in a Private High School*, Thesis of Open Distance Learning Master of Arts in Teaching English as a Foreign/Second Language, (Birmingham: University of Birmingham, 2011), P.5

²⁶ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education, 2004), P.46

*Increased-specificity for assessment and feedback, and impacting future learning and instruction.*²⁷

Before it starts, diagnostic testing is efficient in finding out what learners can actually do and linked to certain features of the English language. Diagnosing it is very important because setting learning objectives and guidelines for the learning process can be the essence. As a consequence, learners' linguistic skills growth can be maximum.

Fourth, ***proficiency test*** is a test that used to measure learners' language ability mastery as whole to know how much of a language they have learned. It also used to find out whether the language ability corresponds to specific language requirements. The examples of this test are Test of English as Foreign Language (TOEFL) and International English Language Testing System (IELTS) which are used globally across nations.²⁸

Different from diagnostic test, proficiency test usually used to measure what people know or can do as the result of what they ever learned in advanced. Through the result of this test, it can be known whether learners' language

²⁷ Yong-Won Lee, *Diagnosing Diagnostic Language Assessment*, Language Testing Journal of Seoul National University, (Vol: 32, No: 3, 2015), P. 303 – 306

²⁸ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education, 2004), P.44 – 45

proficiency is in accordance with specific language requirements that had been set at first and implemented in the learning process. The score of proficiency test is beneficial to be used to enroll any educational or non-educational institutions because it is frequently included as the requirement for admission.

Fifth, *language aptitude test* is used to measure general ability of people to learn foreign language. It can be used to identify what kind of learners who are most likely to succeed or fail in the field of learning foreign language. One of language aptitude test is *Modern Language Aptitude Test* (MLAT) which requires learners to do some of language related tasks. MLAT is regarded as a test that effectively used to figure out learners' quality of instruction, motivation, effort, and attitude in order to be successful in foreign language (FL) study.²⁹

Among the five kinds of language testing system, each test has its own purpose to be introduced to evaluate the language skills of the learners. In this research, the TOEFL exam is determined as the skill test format because it is used as a non-native speaker to evaluate the mastery level of the English language skills of students.

²⁹ Daniel J.Reed & Charles W.Stansfield, *Using the Modern Language Aptitude Test to Identify a Foreign Language Learning Disability: Is it Ethical?*, (Lawrence Erlbaum Associates, Inc., 2004), P.162

4. Test of English as a Foreign Language (TOEFL)

English plays a vital role in life today. All individuals are required to have excellent English skills. With excellent English skills, individuals can find it easy to be approved to study at any college or university or in a business in which they are prepared to work. It can be acknowledged from the TOEFL rating they have to understand if individuals have decent English or not.

4.1 The Definition and Function of TOEFL

Testing English as a Foreign Language or known globally as a TOEFL test is used to know the English language level of the skills of non-native English speakers. Both academic and non-educational institutions accept this exam worldwide. It is used as an entry requirement and also as an assessment of people's capacity in a foreign language.³⁰

TOEFL test generally consists of several sections. Those are *Listening*, *Structure*, *Reading*, and *Test of Written English section*.³¹ Yet, there is also sort of TOEFL test that requires people to perform their speaking skill. With some sections that TOEFL has, it is expected

³⁰ Jolene and Robert Gear, *Internet-Based Test Cambridge Preparation for the TOEFL test: Fourth Edition*, (Cambridge University Press, 2005), P.XXI

³¹ Huda Al-Rawashdeh, *Difficulties that Face Graduate Students During their TOEFL Preparation Program at Jordanian Universities*, Thesis, (English Language Center, Mutah University, 2011), P.2308

that it can be used to know someone's English language proficiency as non-native speaker.

Nowadays, the TOEFL score certificate is highly regarded as trusted evidence to know whether non-native English speakers have enough good English language proficiency or not. The use of the TOEFL score certificate is not the only constraint in terms of the academic field but also go beyond it. It is also used as the requirement of admission of non-educational institutions like the business' company both local and international. So the certificate of TOEFL score test is beneficial both academically and non-academically. It can help people to achieve their goal and dream, especially who wants to study at the university or work in the company overseas.

4.2 Types of TOEFL Test

Since the first time TOEFL globally administered as a test to measure English language of non-native speakers, TOEFL test undergone some change from 1964 till present in the terms of testing model. TOEFL test recently has three main types that are used across the nations. Those are *paper-based test (PBT)*, *computer-based test (CBT)*, and *internet-based test (IBT)*.³²

³² Daniel Moglen, *The Re-Placement Test: Using TOEFL for Purposes of Placement*, The Catesol Journal of University of California, (Vol: 27, No: 1, 2015), P. 4 – 5

Here are the brief explanations about four types of TOEFL test which is currently administered around the world:

a. Paper-Based Test (PBT)

This type of TOEFL test is based on the paper. It contains several sections such as *listening comprehension* (to evaluate test-takers' ability in understanding spoken English), *Structure and Written Expression* (to evaluate test-takers' ability to recognize grammatically correct English sentences), *Reading Comprehension* (to measure the test-takers ability to understand written English passages), and *Test of Written English* (to evaluate test-takers' ability to write correct, organized and meaningful English essays). To get a deep understanding about PBT TOEFL test, a brief explanation of it is stated in the following table.³³

³³ Deborah Philipps, *Longman Complete Course for the TOEFL test: Preparation for the Computer and Paper Tests*, (New York: Pearson Education, 2001), P. XIV

Table 2.1 Paper-Based TOEFL Test (PBT) Format

Sections	Number of Items	Time
Listening: Part A Questions about short conversations	30 Items	35 Minutes
Part B Questions about longer conversations	8 Items	
Part C Questions about lectures or talks	12 Items	
Total	50 Items	
Structure and Written Expression: Completing sentences correctly	15 Items	25 Minutes
Identifying errors	25 Items	
Total	40 Items	
Reading Comprehension: Questions about reading passages	50 Items	55 Minutes
Total	50 Items	
Test of Written English (TWE): One essay, 250 – 300 words	1 essay question	30 Minutes

According to the table above, test-takers only have for about 150 minutes or a half and two hours to complete the whole four sections:

Listening, Structure, Reading, and Written test of the PBT TOEFL test.

b. Computer-Based TOEFL test (CBT)

Computer-Based TOEFL test or CBT for short is different from the obsolete one, a paper-based TOEFL test (PBT). CBT needs a computer to do the test meanwhile the PBT one has only required a pencil and paper. Although CBT seems a bit similar to the PBT version, actually the method to answer the question is different. In CBT, there is no letter as a sign of any choices we can choose. The multiple answers is not lettered with A, B, C, and D. We simply to click the mouse on the answer we want to choose. The following table is the format of the Computer-Based TOEFL test (CBT) which is globally used to measure the English language proficiency of non-native English speaker:³⁴

³⁴ Michael A. Pyle, *Cliffs Test-prep : TOEFL CBT*, (New York: IDG Books Worldwide Inc., 2001), P.6

**Table 2.2 Computer-Based TOEFL test (CBT)
Format**

Format of The Computer-Based TOEFL test (CBT)		
Subject Area	Time	Number of Questions
General Tutorial	Up to 40 minutes	
Listening Tutorial	Approximately 10 minutes	
Listening	40 – 60 minutes	30 – 50 questions
Structure Tutorial	Approximately 5 minutes	
Structure	15 – 20 minutes	20 – 25 questions
Break	5 Minutes	
Reading Tutorial	Approximately 10 minutes	
Reading	70 – 90 minutes	
Writing Tutorial	Approximately 5 minutes	44 – 55 Questions
Writing	30 Minutes	1 Topic
TOTAL	155-200 minutes	94-130

(excluding tutorials)		(plus essay)
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Different from the paper-based TOEFL test, the computer-based TOEFL test is more complex than it. It needs for about 155 – 200 minutes to be finish. Another difference is there are *tutorial* for every sections of computer-based TOEFL test. It has *listening tutorial*, *Structure tutorial*, *Reading tutorial*, and *Writing tutorial*. Those all tutorial are intended to give or show the test-takers the way to answer all questions of each section by using computer in CBT TOEFL test.

c. Internet-Based TOEFL Test (IBT)

Interned-Based TOEFL test or IBT for short is TOEFL test that requires internet networking and computer to do the test. It can be regarded as the newest version of TOEFL test because it follows the advancement we have in this sophisticated era. Different with paper-based and computer-based TOEFL test, this test has a new section that is speaking section. The new section is implemented in order to test the ability of test-takers to communicate by using foreign language

well. The following table is about the format of test used in the internet-based TOEFL test:³⁵

Table 2.3 Internet-Based TOEFL test (IBT) Format

Section	Number of Questions	Time
Reading	3 – 5 Passages, 12 – 14 questions each	60 – 100 Minutes
Listening	4 – 6 lectures, 6 questions each 2 – 3 conversations, 5 questions each	60 – 90 Minutes
BREAK		10 Minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task 1 independent task	20 Minutes 30 Minutes

The internet-based TOEFL test is divided into two major parts, according to the table above. The first chapter comprises of understanding reading

³⁵ Abboud & Hussein, “The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL test”, Journal of Basrah Researches, (Vol: 36, No.:4, 2011), P.117

and listening. Approximately 120 – 190 minutes should be performed. The chapter, on the other side, is about *speaking* and *writing*.

Unlike other TOEFL tests, the internet-based TOEFL test speaking and writing section are incorporated. It implies that the amount of the issue becomes greater and greater in writing and talking section depends on the previous question properly answered by the test-takers. On the other hand, if the test-takers cannot answer the questions correctly, it can be even easier.

4.3 Scoring Rubric of TOEFL Test

Different type of TOEFL test has its own scoring range because each of it has their own way to convert accumulated correct answer to obtain the final score of the test. That is the reason of different minimum and maximum score the TOEFL test takers could get, based on the type of TOEFL test they take. The following chart is about total comparison score of three main types of TOEFL test; *paper-based*, *computer-based*, and *internet-based* TOEFL test.³⁶

³⁶ Jolene and Robert Gear, *Internet-Based Test Cambridge Preparation for the TOEFL test: Fourth Edition*, (Cambridge University Press, 2005), P.XXXIII

Table 2.4 Scoring Range Comparison of TOEFL Test

Internet-Based Test	Computer-Based Test	Paper-Based Test
111-120	270-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-280	477-510
41-52	123-150	437-473
30-40	93-120	497-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

According to the table about scoring range comparison of three main sorts of TOEFL test above, there is a different range of scoring in Internet-based, and computer-based, paper-based TOEFL test. In IBT TOEFL test, the minimum score range is 0-8 and the maximum score range is in the range of 111-120. Meanwhile, for the computer-based TOEFL test, the minimum score range is 0-30 and the range of 270-300 as the maximum score range. Then, paper-based which is the old version of the TOEFL test that often used across

nations has 310 as the minimum score. The highest score test-takers can get in paper-based TOEFL test is in the range of 640-677.

5. Massive Open Online Course (MOOC)

Everything is becoming simpler to do in this advanced age that has so many developments in every aspect of life. The teaching and learning process could be performed more efficiently and easily, as well as in academic elements. It can be achieved through the incorporation of education technology. For example, as an online teaching platform, we can take benefit of social media or any internet media platform. Like a Facebook, a social media platform which can be used to conduct learning process and to facilitate online communications for massive people.³⁷ The amount of online distance learning has improved dramatically. We can follow tons of online learning programs like MOOC to study our own desirable materials or topics.

5.1 Definition of MOOC

MOOC can be defined as a model for delivering learning materials online to everyone who wants to take a course, without a limit on attendance.³⁸ Another

³⁷ Lilies Youlia Friatin, *Student's Perception on Teaching Writing Through Facebook Groupin EFL Class*, Vision Journal of Walisongo State Islamic University, (Vol: 7, No: 1, 2018), P.49

³⁸ Johan Eddy Luanan, *Massive Open Online Course (MOOC)*, (I-Learn Centre: University Technology of MARA, 2013), P.1

definition of MOOC, as stated by Waard, it is an online course where accommodate people for sharing knowledge and experience without any cost for individual and collaborative learning.³⁹ The term of MOOC is different from other online learning program, for instance, hybrid learning. In MOOC, all the learning activities are conducted online. Meanwhile, a hybrid leaning is a term for online learning process which is combined with the activities in the classroom.⁴⁰

Historically, in 2008, the terms of MOOC is firstly emerged. It was coined by George Siemens and Stephen Downes as two well-known pioneers of online learning working in Canada. They established the first MOOC program entitled *connectivism and connective knowledge* (CCK08).⁴¹

At first, Siemens and Downes taught traditionally to 25 students at University of Manitoba. They also open the course online to accommodate people who have interest to join it. As a result, there were approximately

³⁹ Lourdes and Rey, *MOOCs: Origin. Characterization, Principal Problems and Challenges in Higher Education*, Journal of E-Learning and Knowledge Society, (Vol: 12, No: 1, 2016), P.69

⁴⁰ Daviq Rizal, *Hybrid Learning of Daviq.com in the Subject of Teaching Listening and Speaking*, Vision Journal of Walisongo State Islamic University, (Vol: 6, No:2, 2017), P.196

⁴¹ Chiam C. Chea, *Benefits and Challenges of Massive Open Online Courses*, Asean Journal of Open Distance Learning, (Vol: 8, No: 1, 2016), P.17

2200 people enrolled the course online. As the title of the first MOOC, *connectivism and connective language* (CCK08), the course gave experiences to learners of connection of knowledge and people that happened widely and free by taking advantage of internet and social media.⁴²

Actually, as the beginning of MOOC era, there were another MOOC program established by Siemens and Downes. After the successful program of CCK08, they established two upcoming MOOC program; *personal learning environments networks and knowledge* (PLENK2010) in 2010 and “Change11” in 2011. Those two courses established to test *connectivism* and *connective knowledge* theory.⁴³

Then, MOOC is getting more and more popular. It ever had its golden year. As stated by Pappano, 2012 is regarded as the year of MOOC by New York Times because of the huge number of participants MOOC had.

⁴² Sarah Potter, *To MOOC or Not to MOOC: How Can Online Learning Help to Build the Future of Higher Education?*, (UK: Elsevier, 2015), P.5

⁴³ Abram Anders, *Theories and Applications of Massive Online Open Courses (MOOCs): The Case for Hybrid Design*, Journal of Open and Distributed Learning, (Vol: 16, No: 6, 2015), P.40

At that time, it became a trend that revolutionized higher education.⁴⁴

Well, it is undebatable if we say that MOOC help people to experience different learning way, a learning that is taking advantage of technology and internet. In MOOC, people are free to enroll the course, gain learning materials, take the test and quizzes, and share knowledge each other by having interaction with other participants of MOOC. They can obtain new knowledge and develop their ability of desirable specific subjects they learn.

5.2 The Characteristic of MOOC

As a MOOC have proven to be very useful to all learners out there, there are many institutions create an online course program. Not all of online and distant course program can be classified as MOOC. Actually, MOOC's characteristic can be classified from the terms "MOOC" itself. It is *massive, open, online, and course*.⁴⁵

First, *massive* can be comprehended as MOOC has huge participants from all over the world. There is no restriction or specific number of participants MOOC program should have. People are massively allowed to

⁴⁴ Sukhbatar et al, *Students' Perception and Experience of Massive Open Online Courses in Mongolia*, (Creative Education, 2018), P.1819

⁴⁵ Sarah Potter, *To MOOC or Not to MOOC: How Can Online Learning Help to Build the Future of Higher Education?*, (UK: Elsevier, 2015), P.4

join the course. Not only for them who are students of school and varsity level but also common people like employee, teacher, and even housewife.

Second, ***open*** means that the course of any MOOC program doesn't set any entry requirements. It also means that the course is free of charge and allows people have free access without any restriction. It is widely open for all people with different age, educational background, and location.

Furthermore, the word ***open*** also related to three characterizations; *open software and technology for educational purposes*, *open educational materials*, and *open shareable knowledge*. In addition, according to Kop statement, the word ***open*** can be simply described as an open networked environment which has open communication and open online participation.⁴⁶

Third, ***online*** can be describe as the way materials delivered and interaction did by participants doesn't require a face-to-face contact. Materials are delivered online through internet connection. Meanwhile, interaction among participants can be done through communication online.

⁴⁶ Jolie Kennedy, *Characteristic of Massive Open Online Courses (MOOCs): A Research Review*, Journal of Interactive Online Learning, (Vol: 13, No: 1, 2014), P.8

Fourth, **course** is also regarded as the characteristic of MOOC. Although the learning process is done online through social media platform or web, MOOC still the same with traditional course. Both traditional course and MOOC conduct learning process for specific time span, based on selected materials, provide instructions during the learning process, and do test to assess participants at the end of the course.

In accordance with MOOC's characteristic, there are two additional feature of MOOC. Those are **internet-based** (containing an online audiovisual teaching/learning materials) and **free** (no payment is set to enroll any course program of Massive Open Online Course).⁴⁷

According to those main characteristic of MOOC, it can be inferred that actually MOOC is an online learning program that allows its participants to join and to learn for free. It usually has a huge number of participants who study there. There is no specific formal requirement to join the learning program. As long as people have internet connection, they can access the MOOC. Other reason that makes MOOC attended by massive people is the learning flexibility offered by MOOC. People don't need to worry whether they are available to follow the

⁴⁷ Ruben Chacon-Berlin, *The Role of MOOCs in the Learning of Languages: Lessons From a Beginners' English Course*, (Porta Linguarum: Universidad Nacional de Educacion a Distancia, 2017), P.24

lesson because they can manage it by themselves. They are also able to get a formal credit like certificate of completion as prove of finishing the MOOC.

5.3 The Pedagogical Components of MOOC

MOOC basically has the same pedagogical as well as the traditional one. One thing makes it different is the way learning process itself conducted. Traditional learning can be conducted by having face-to-face meeting to discuss the materials while MOOC doesn't. In the terms of pedagogical components, there are 5 pedagogical components that MOOC usually has: *learning process, activities and tasks, means and resources, interactivity, and assessment*.⁴⁸ The brief explanation of each pedagogical components of MOOC can be seen in the following table:

Table 2.5 Pedagogical Components of MOOC

No.	MOOC's Pedagogical Components	Explanation
1.	Learning Process	The style (<i>self-directed, inductive, and observational learning</i>) and format of the content (<i>lessons,</i>

⁴⁸ Manuela Raposo et al, *A Study on the Pedagogical Components of MOOC*, (Comunicar: 2014), P.6

		<i>units, and modules).</i>
2.	Activities and Tasks	The Modality (<i>individual/collective, and compulsory/optional</i>) and tasks (<i>exercises, tests, QnA, and quizzes</i>) of MOOC program.
3.	Means and Resources	The teaching aid used by the instructor to deliver materials to participants such as <i>videos, slideshows, handbook and passages.</i>
4.	Interactivity	The interactions that instructor and participants have through <i>group discussion, sharing doubts and knowledge, and online meetings.</i>
5.	Assessment	The procedure of assessments that exist, not only assessments instruments and modality but also <i>grading scale, passing grade, checking students' improvement and final certification.</i>

5.4 The Types of MOOC

There have been enormous interests coming from individuals to join any MOOC lesson program or course since the first moment MOOC terms appeared in 2008. Because of this huge concern, many academic organizations compete to provide individuals with the finest MOOC. With their own specialty, they produce their own MOOC to attract attention from individuals so they can get huge attendees.

As a result, there are many sort of MOOC program that exist right now. But, basically, in the terms of MOOC program, there are two main sort of it. Those are *cMOOC* (Connectivism based MOOC model) and *xMOOC* (Traditional behaviourist based MOOC model).⁴⁹

First, cMOOC is based on connectivity. This sort of MOOC distributes expertise through social network links to generate or create new insights linked to the relationships between the respondents and the teacher. In this MOOC model, simultaneous learner autonomy and open social learning is emphasized. Learners are helping each other to amass and share knowledge by taking

⁴⁹ Mehmet & Hakan, *A Theoretical Analysis of MOOCs Types from A Perspective of Learning Theories*, (Elsevier: Procedia – Social and Behavioural Sciences, 2015), P.16

advantage of various networks under the guidance of the instructors.⁵⁰

Then, this sort of MOOC model is based on *connectivism* learning theory. It means that social network connection is used as learning community so people can learn collaboratively. The amount of knowledge that people can get depends on their contributions. The more often they contribute toward learning process of MOOC, the more knowledge they are able to acquire.⁵¹

Actually, a connectivity based MOOC model is firstly established by Stephen Downs and George Siemens. According to them, it has four primary principles. Those are *autonomy*, *diversity*, *openness*, and *interactivity or connectedness*.⁵² To implement those four primary principles, this sort of MOOC model is usually using social media or web as the learning platform. Instructor and participants with different background of *cMOOC*

⁵⁰ Mozto & Proudfoot, *MOOCs for Language Learning – Opportunities and Challenges: The Case of the Open University Italian Beginners' MOOCs*, (UK: The Open University, 2017), P.87

⁵¹ Bianca Sillak-Riesinger, *The Potential of Massive Open Online Courses in the Context of Corporate Training and Development*, (Walldorf: Springer Gabler, 2017), P.11-12

⁵² Abram Anders, *Theories and Applications of Massive Online Open Courses (MOOCs): The Case for Hybrid Design*, Journal of Open and Distributed Learning, (Vol: 16, No: 6, 2015), P.42

program used it openly as the platform to have discussion together and share materials each other.

Second, content based MOOCs or *xMOOC*. This kind of MOOC is focusing on the way of participants get knowledge based on video presentation given by the instructor and evaluated through short quizzes and tests.⁵³ Usually, the participants of this MOOC model start the lesson every week by watching the videos created by the instructors. They can pause or replay the video based on their learning pace. After finished with the video, they read the assigned materials such as textbooks and articles. To test their understanding about materials they learned from videos, textbooks, and articles, they need to do some quizzes, assignments, and tests.

Then, the terms of *xMOOC* can also stands for “extended” MOOC. It can be simply stated that it is same with conventional learning class because it consists of primarily video sequences which is followed by multiple questions.⁵⁴ There are many well-known xMOOC providers such as *Coursera*, *Udacity*, *Open edX*, and *Open2Study*. Those providers are attended by massive

⁵³ Michael Gaebel, *MOOCs : Massive Open Online Courses*, (EUA Occasional Papers, 2013), P.4

⁵⁴ Horst Hippler, *The potential of MOOCs: MOOCs in the Context of Digital Teaching*, (German Rectors’ Conference, 2014), P.13

people and it makes xMOOC become more preferable than the original connectivism based MOOC or cMOOC.

As a conclusion, the main different between *cMOOC* and *xMOOC* is on how the knowledge transferred to the participants. If in *cMOOC*, the participants generate their own comprehension toward the materials. Participants are given several related materials to study. They also have an opportunity to have interactions with other participants and it is good to help them generate more knowledge. Meanwhile, *xMOOC* just provide materials to be duplicated by the participants. There is no knowledge generalization and interactions among the participants because *xMOOC* is video-content based learning. Every participant just needs to understand the materials by watching the video provided by the *xMOOC*.

5.5 The Potential and Challenges of MOOC

In recent years, MOOC has emerged to be promising solution for long life learning for massive participants. They can involve huge participants to enroll any MOOC programs based on their own desirable learning materials or subjects. It is revolutionize the way we learn and develop our own specific proficiency especially in nowadays sophisticated era. As a new learning approach, MOOC has benefits and challenges that used to be faced

by both its participants and instructors. The following is potentials and challenges that MOOC has:

5.5.1 Potentials

MOOC program has several potentials that can give its participants a benefit especially in the terms of learning specific materials. The first potential that MOOC has is the program doesn't require the participants to pay any money. The services of MOOC are free. All people are free to join the offered courses as long as they have internet connection to access.⁵⁵ The participants can focus learning materials they are keen on without bothering thinking about any fee.

The second potential of MOOC is the *scalability*. Scalability means that MOOC courses are created to accommodate an unlimited number of participants. In another words, MOOC can be joined by massive people from various background, age, or education. They can join any their preferable MOOC courses without any required course prerequisites. In addition, MOOC offers huge amount of courses. Butler stated that MOOC provides not only broad range of

⁵⁵ Beny et al, *Why Indonesian Universities Should Take Benefits from MOOC (Massive Open Online Course)*, (Atlantis Press: International Conference on Advances in Education Technology, 2014), P.36

technical subjects such as math and science but also courses in social sciences and humanities.⁵⁶ It can be inferred that people have various option of which course they want to join for their specific purposes both academically like improve their knowledge and get scholarship and non-academically like enrich their professional skills for work or to get better job.

5.5.2 Challenges

As a learning approach, MOOC also has weakness that becomes a challenge in conducting learning course on MOOC. The most common issue is the lower completion rate of MOOC. In other words, it can be stated that most of MOOC's participants can't stay getting engaged with the lesson since the beginning till the end of it.

As stated before, MOOC is free for all massive participants. It means that there are various sorts of participants with distinct educational background could be getting involved in learning courses offered by MOOC. In the terms of getting engage with lesson in MOOC, based on Hill classifications, there are five types

⁵⁶ Khalil & Ebner, *How Satisfied are You with Your MOOC? A Research Study About Interaction in Huge Online Courses*, Journal of Journalism and Mass Communication, (Vol: 5, No: 12, 2015), P.630

of participants of MOOC: *no shows* (only enrolled but never follow the lesson), *observers* (Only observes the learning process but never do assessment), *drop-ins* (rarely do some learning activities), *passive participants* (not engage with assignment, just regard course as content), and *active participants* (fully get engage and participate).⁵⁷

The way participants of MOOC keep staying up with learning process from the beginning till the end determines their learning result. If they are actively getting engaged with it since the first till the last, they will, of course, get full knowledge related to their preferable subject they learned. It is different with the participants that are passively following the lesson. They will get less knowledge than the active one because they could not fully receive materials given by their instructor.

Actually, there are some reasons that make MOOC have high drop-out rate. Those are *lack of basic knowledge and focus in discussion, fail to understand materials, have no idea with assignments of courses, and have other priority*

⁵⁷ Elena Martin-Monje, *Understanding Online Interaction in Language MOOCs through Learning Analytics*, (UK: Computer Assisted Language Learning, 2017), P.7

and commitment towards others. Another reason is because the reason of people taking MOOC is based on their interest, they tend to not continue the learning process after they learned those particular desirable materials.⁵⁸

To decrease the drop-out rate, some of MOOC usually offer credits or certificate of completion. It is intended to keep participants motivation to learn. It can be a goal for them to stay engage with learning process conducted by MOOC. To get the certificate of completion, they need to follow all the lesson and do the test and assignment provided by the instructors.

6. “Sekolah TOEFL”

“Sekolah TOEFL” is a massive open online course which focuses on helping participants’ to improve their TOEFL skill. It is running on Facebook as the learning platform. In 2015, Budi Waluyo, A full bright scholar student of Lehigh university of America, established “ekolah TOEFL”. The reason for establishing an online, open and free TOEFL course is to help and accommodate disadvantage students; students who live so far away from any TOEFL courses and who don’t have enough money to afford the fee

⁵⁸ Hew & Cheung, *Students’ and Instructors’ Use of Massive Open Online Courses (MOOCs): Motivations and Challenges*, (Elsevier: Educational Research Review, 2014), P.49

and time to follow the lesson and test of TOEFL courses. Since the establishment, “Sekolah TOEFL” is already helped a thousand of participants’ to get high score of TOEFL test and to reach their dream to study or work overseas or any other purposes.

“Sekolah TOEFL” offers a flexible and free TOEFL learning and test online to all people who is keen on learning or improving their TOEFL proficiency. It is joined by massive people who come from various backgrounds. The participants are from both academic people: students of school and varsity level, teachers or lectures and common people: employee of company, job seekers, and even houswife.

C. Conceptual Framework

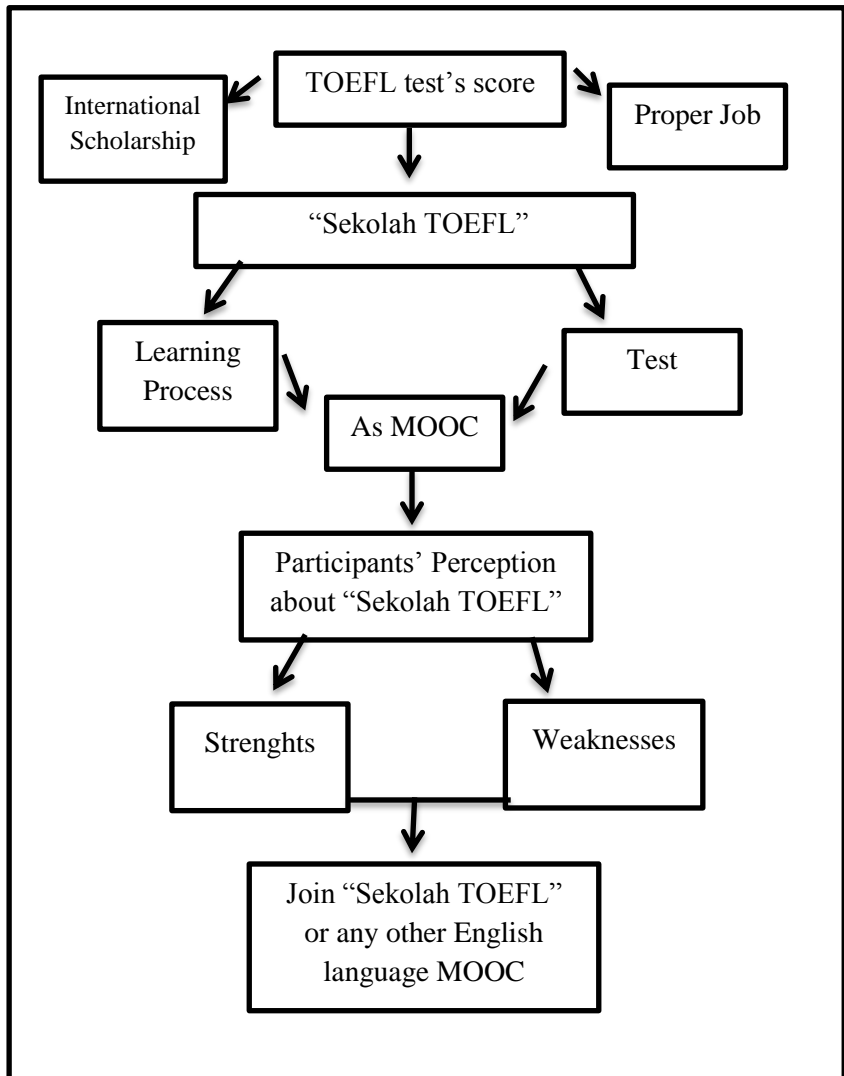
A conceptual framework is commonly of limited scope put together in the form of conceptual model and is applicable to particular study.⁵⁹ It usually reflects the thinking of the researcher related to the research that is conducting. Through conceptual framework, the researcher can state the novelty of the research’s conducted. In other words, a conceptual framewok can be regarded as the soul of every project related to the research conducted by the researcher.

⁵⁹ Sitwala Imenda, Is There a Conceptual Difference between Theoretical and Conceptual Frameworks?, *Journal of Social Science*, (Vol: 3, No: 2, 2014), P.187

In this current research, the conceptual framework is coming from the thoughtfulness of the research about the capability of students of this UIN Walisongo: especially the students of English education department, that is difficult to pass the TOEFL test obligated by this university as the one of the graduation's requirements. It generates a willingness of helping them: especially they who don't have enough money to afford the TOEFL courses and test and have limit time to follow its courses and tests, to solve their difficulties in getting such high score of TOEFL test. In this research also the researcher wants to introduce them to the terms of massive open online course (MOOC) which is currently becoming so popular to be the new approach of learning any preferred subjects flexibly and for free.

It is considered important by the researcher to conduct a research on "Sekolah TOEFL" in order to show the significance of its learning process and test conducted by "Sekolah TOEFL" as one of massive open online course (MOOC). In this research, the researcher described all the things related to learning process and test conducted by "Sekolah TOEFL" along with its participants' perception about the strengths and weaknesses of it to be consideration for the students of this university to follow the same course or even others but still typical with it. Finally, the students are able to improve their TOEFL skills' ability in order to enhance their TOEFL test score so they can get international scholarship program or better and proper job.

In order to clarify the conceptual framework stated above, the following is the illustration of it:



CHAPTER III

RESEARCH METHODOLOGY

This chapter is about research methodology which discussed the research design, source of data, methods of collecting data and methods of analyzing data.

A. Research Design

This current research was descriptive qualitative research. In this case, the researcher described how “*Sekolah TOEFL*”, as a massive open online course (MOOC), conducts its learning process and test. The researcher also described its participants perception related to their experiences as the students of it to figure out the strengths and weaknesses that “Sekolah TOEFL” had.

B. Source of Data

The source of data of this research was “Sekolah TOEFL”. It is a massive open online course (MOOC) focuses on TOEFL which conduct its learning process and test online through social networking platform. To get detailed information about it, the researcher collected the data from the founder of “Sekolah TOEFL” and the participants of it. Both sources of data used to gain brief and valid data related to objectives of this research stated in advanced.

C. Methods of Collecting Data

In this current research, there were three methods of collecting data used as follows:

1. Interview

As stated by Cohen, interview is two-person conversation initiated by the interviewer for the specific purpose of gaining research relevant information and focused by the interviewer on content specified by research objectives of systematic, description, prediction, and explanation.¹ In this research, the researcher used interview to gain deeper information about “Sekolah TOEFL”. The researcher interviewed Budi Waluyo as the founder and the instructor who run the learning process and test of “Sekolah TOEFL”.

The researcher conducted a *structured distant interview* because the researcher was geographically dispersed and unable to have face-to-face interview. The interview was conducted through email because the interviewee was in USA finishing his Ph. D program when the researcher did the interview. The following is the interview guideline used by the researcher:

¹ Cohen, Louis, *Research Method in Education*, (New York: Routledge Falmer, 2005), P.269

Table 3.1 Interview Guideline

No.	Data	Questions
1.	“Sekolah TOEFL” establishment	What are the reasons for establishing “Sekolah TOEFL”?
2.	Participants of “Sekolah TOEFL”	How many participants does “Sekolah TOEFL” have so far?
3.	Learning process conducted by “Sekolah TOEFL”	How many times does the learning process occur?
		How do the participants get materials?
		How long does the learning process conducted for each period of class?
		What do you do to make sure participants understand about the materials?
4.	Test	How many times does “Sekolah TOEFL” conduct the TOEFL prediction test for each period?
		Is there any passing grade for participants to get certificate of completion?
		What does “Sekolah TOEFL” do for participants who couldn’t meet the passing grade?
		Could you mention some participants who are able to reach

		their dream in academic or workfield because of certificate of completion of “Sekolah TOEFL”
5.	Problems and Hope for “Sekolah TOEFL”	What sort of obstacles and problems you face in running “Sekolah TOEFL”?
		What do you hope for “Sekolah TOEFL” in the future?

2. Questionnaire

The researcher used *Mixed-ended questionnaire*. It is contained of both *open-ended* and *close-ended* questionnaire. It contains several questions to gain data and information about perception of participants of “Sekolah TOEFL”. It is used to get the data of strengths and weaknesses of “Sekolah TOEFL” based on their perception related to their experiences of following the learning process and doing the test for one period of “Sekolah TOEFL”. The following table is about the detail of questionnaire used in this research:

Table 3.2 Questionnaire Guideline

No	Data	Type of Questionnaire	Indicator
1.	Learning	Close-ended	I had learnt TOEFL

	Process	Questionnaire	before joining “Sekolah TOEFL” (Yes/No)
		Close-ended Questionnaire	Before joining “Sekolah TOEFL” My English skill was (Excellent/Really Good/ Good/ Not Bad/ Bad)
		Close-ended Questionnaire	The learning process helps me to improve my TOEFL score (Really Helpful/Helpful/No t Really/Not at All)
		Close-ended Questionnaire	I am active to follow all lesson of “Sekolah TOEFL” (Always/ Often/ Sometimes/Seldom ,/Never)
		Close-ended Questionnaire	All lessons explained were easy to understand (Really

			Easy/Easy/Not Really/ Difficult/Really Difficult)
2.	Test	Close-ended Questionnaire	I had ever took TOEFL test before joining “Sekolah TOEFL” (Yes/No)
		Close-ended Questionnaire	I am active to join all the test of “Sekolah TOEFL” (Always/Often/Sometimes/Seldom/Never)
3.	Participants’ percetion	Open-ended Questionnaire	I join “Sekolah TOEFL” for: () Getting scholarship overseas () Getting better job ()(Other)
		Open-ended Questionnaire	I couldn’t be active in “Sekolah TOEFL”

			because: () Too busy with my work () Too busy with my study (There is no internet connection ()).....(Other)
		Close-ended Questionnaire	Joining “Sekolah TOEFL” make me become more enthusiastic and motivated to learn English especially TOEFL (Yes/No)
		Open-ended Questionnaire	In your opinion, what are the weaknesses of “Sekolah TOEFL”?
		Open-ended Questionnaire	In your opinion, what are the strenghts of “Sekolah TOEFL”?

In this research, the researcher delivered the questionnaire to 578 3rd period participants of “Sekolah TOEFL” on Facebook group. Yet, there were only 55 participants of 3rd period of “Sekolah TOEFL” who gave their respons. It is enough to be the sample because Gay and Diehl stated that the minimum amount of sample is 10% of total population. The following table is about the detail information of 55 respondents:

Table 3.3 Detail Information of 56 Questionnaire Respondents

No.	Name	Gender	Age	Occupation
1.	Indah Cahya Persada	Female	21	Student
2.	Ninin Jariyah	Female	20	Student
3.	Annisa NA	Female	23	Editor (Radio)
4.	M. Yusrul Falakh	Male	23	Student
5.	Atika Nurul Fathiyah	Female	22	Teacher
6.	Zaky	Male	20	Student
7.	Sherly Novianti	Female	22	Student
8.	Imam Dwi Bagus S.	Male	19	Student
9.	Nanda	Female	21	Student
10.	Fara Dila	Female	20	Student
11.	Rezki Elisafitri	Female	25	Student
12.	Afry	Male	29	Entrepreneur
13.	Layla	Female	22	Student
14.	Angga Dedi A.	Male	21	Student

15.	Luqmanul Hakim	Male	25	Freelancer
16.	Tressa Lailatus Shufa	Female	22	Student
17.	Tatik	Female	22	Student
18.	Mar'atul Latifah J.	Female	20	Entrepreneur
19.	Siti Nurun Nadhifah	Female	22	Student
20.	Ika	Female	20	Student
21.	Ilma Amalina	Female	22	Teacher
22.	Rizqi	Male	27	Teacher
23.	Risarp	Female	25	Dentist
24.	Lailatul Khusnul K.	Female	25	Freelancer
25.	Jodi Setiawan	Male	23	Entrepreneur
26.	Febby	Female	26	Student
27.	Farida	Female	44	Teacher
28.	Bandi	Male	23	Staff HRD
29.	Dini Lestari	Female	21	Student
30.	Maizatisna	Female	34	PNS
31.	Wida Wahyuni	Female	22	Freelancer
32.	Suka Harsono	Male	25	Employee
33.	Buniarti	Female	26	Employee
34.	Yusup Jamaludin	Male	27	Teacher
35.	Defri Ariyanto	Male	31	PNS
36.	Kariyono	Male	30	Agraria Ministre Staff
37.	Wiwik	Female	32	PNS
38.	Dita Agustina	Female	27	BUMN Employee
39.	Maftu Arifa	Female	21	Student

40.	Nurhayat	Male	22	Student
41.	Ayuningtyas Yannidah	Female	30	PNS
42.	Ulfa Ekaludini	Female	24	Teacher
43.	Arif Abdul Rahman	Male	26	Teacher
44.	Herzavina	Female	24	Student
45.	Gayatrie Putri Jauhari	Female	45	Training Instructor
46.	Nies Titis	Female	29	ASN
47.	Kiky	Female	36	PNS
48.	Khoirul Ikhsan Pane	Male	23	Teacher
49.	Abdullah Muis	Male	22	Student
50.	Syifa A	Female	22	PNS
51.	Listiyono	Male	25	PNS
52.	Ramli Semmawi	Male	42	Teacher
53.	Mia Eliana	Female	19	Student
54.	Hesti Kurniawaty	Male	25	Fresh Graduate
55.	Vinda	Female	23	Nurse

3. Documentation

In this research, the researcher used documentation to get some documents as an evidence to support the data gained especially about learning process and test conducted by “Sekolah TOEFL”. Some documents gained as follows:

Table 3.4 Documentation Guideline

No.	Data	Document	Checklist	
			Any	No
1.	Learning Process	Handbook		
		Pictures of QOTD		
		Notebook		
		Learning Guide		
2.	Test	Question Sheet		
		Answer Sheet		
		TOEFL test guide		
		Certificate of completion		

D. Methods of Analysing Data

In this research, the researcher used several following steps to analyse the data of this research which is a descriptive qualitative research. The steps are as follows:²

1. Data Reduction

It means that the researcher summarized and chose things that are basic, focusing on things that are important and remove the unnecessary one. All the data gained is categorized as follows:

- a. Definition, history, participants, learning process, and test of “Sekolah TOEFL”.

² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: CV. Alfabeta, 2008), P.338

- b. Perception of participants about strengths and weaknesses of learning process and test conducted in “Sekolah TOEFL”.

2. Data Display

The reduced data is presented in the form of brief description and chart. In this research, the researcher presented the data with the past narrative. The data is organized and arranged systematically to be easily understood. In this current research, the researcher displayed the reduced data about learning process and test conducted by “Sekolah TOEFL” along with its strengths and weaknesses based on participants’ perception in some tables and chart in order to be easier to understand.

3. Verification

The researcher draw a preliminary conclusion of the data gained which is related to the objectives of this research: the way the learning process and test conducted by “Sekolah TOEFL” and its strengths and weaknesses based on participants’ perception. The data had been related several theories and previous study about (MOOC) as the verification before the preliminary conclusion is finally generated.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher delineates the data collected and the result of data analysis. The objective of this research is generally to figure out the learning process and test undertaken by "Sekolah TOEFL" together with the perception of its respondents based on their experiences as "Sekolah TOEFL" learners.

A. Finding

After conducting the research about "Sekolah TOEFL" as massive open online course (MOOC), it is found several findings as follows:

1. The Profile of "Sekolah TOEFL"

"Sekolah TOEFL" is a massive open online course (MOOC) focuses on providing a free and online TOEFL learning to all people who are keen on to learn or improve their TOEFL proficiency. It also facilitates people TOEFL prediction tests as the measurement of the participants' comprehension about TOEFL materials they learned.

"Sekolah TOEFL" was established on May 2015. The main goal of its establishment is to bridge the gap between people in disadvantage condition: *people who live in the place where there is no near or reachable TOEFL courses*

place, don't have enough money to afford the fee of TOEFL courses and tests, and time to follow the lesson or to take the TOEFL test itself and international scholarship program.

It is said so because most of international scholarship programs require applicants to submit TOEFL or IELTS scores, meaning that if people don't have TOEFL or IELTS scores, they will not be able to apply for international scholarship programs. This obviously overlooks other essential factors that applicants may have, such as leadership skills, work experience, volunteering experiences, etc. Yet, English language proficiency still becomes the prior requirements people should fulfill.

1.1 The Founder of “Sekolah TOEFL”

“Sekolah TOEFL” was established by Budi Waluyo, awardee of International Fellowship Program (IFP) Ford program and Fullbright Presidential Scholarship. He got IFP scholarship for his master program in university of Manchester UK and Fullbright scholarship for his Ph. D in university of Lehigh USA. Not only as the founder, he also run the learning process and facilitate TOEFL prediction test for the participants by himself. He is the one who is responsible to provide sources of learning materials, conduct the test, explain the materials and give

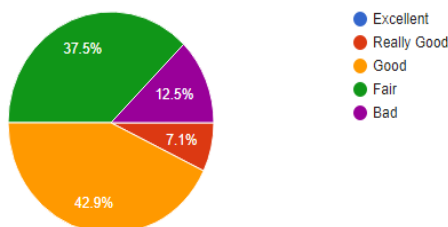
correction and feedback towards all participants of “Sekolah TOEFL”.

1.2 The Participants of “Sekolah TOEFL”

As massive open online course, “Sekolah TOEFL” has a huge number of participants. Since the first time it was established, “Sekolah TOEFL” has been enrolled by more than 100.000 participants. Because of its massiveness, the participants of “Sekolah TOEFL” are varied in terms of personal background: age and occupation and Education background: English proficiency and TOEFL experience.

In the terms of English proficiency, it is gained from this current research that the participants had different level of it before they enroll to “Sekolah TOEFL” as stated in the following diagram:

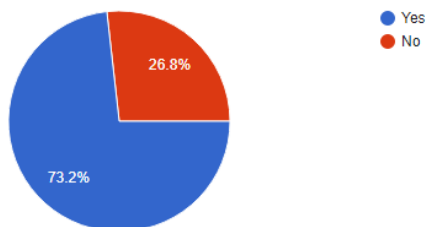
Diagram 4.1 Various Participants’ English language level background before joining “Sekolah TOEFL”



From the diagram 4.1, it is shown that there were none of the participants who had “excellent” English level. Mostly, they already had a “good” English level with the percentage of 42.9%. There were only 12.5% of them who stated that they had “bad” English level and 7.1% of them who had a “really good” English level. Meanwhile, the rest of them had “fair” English level with the percentage of 37.5%. We can infer that, most of the participants had sufficient level of English language as their provision to learn TOEFL in “Sekolah TOEFL”.

To be more specific, it is also gained from this current research that the participants of “Sekolah TOEFL” had distinct experience of learning TOEFL test. It can be seen in the following diagram:

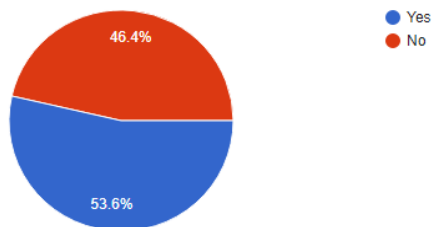
Diagram 4.2 TOEFL learning experiences of participants before joining “Sekolah TOEFL”



As stated on the diagram 4.2, the participants of “Sekolah TOEFL” had different experiences of learning TOEFL before taking a part in “Sekolah TOEFL”. Mostly, they ever learned TOEFL before joining “Sekolah TOEFL” with the percentage of 73.2%. In the other hand, there are only 26.8% of them who didn’t any experiences in learning TOEFL. It means that most of them had enough provision to learn TOEFL. It also means, in other hand, there were only a bit of them who didn’t have any idea about what and how TOEFL literally is.

In addition, in the terms of TOEFL experience, it is also found that there were different experiences of the participants of “Sekolah TOEFL” in taking TOEFL test as stated in the following diagram:

Diagram 4.3 TOEFL test experiences of participants before joining “Sekolah TOEFL”



According to diagram 4.3, it is shown that the number of participants of “Sekolah TOEFL” who had experience taking TOEFL tests were more than who had not experience at all. It stated that there were 53.6% of them had experience taking TOEFL test before joining “Sekolah TOEFL”. Meanwhile, the rest is never had any experiences of taking TOEFL test with the percentage of 46%.

After knowing the background of participants of “Sekolah TOEFL”, based on the data gained in this current research, the researcher found several reasons of the participants’ enrollment as can be seen in this following table:

Table 4.1 Participants’ of “Sekolah TOEFL” Reasons of Enrollment

No	Reasons to Join “Sekolah TOEFL”	Percentage
1.	Getting Scholarship Overseas	58.9%
2.	Getting Better Job	10.7%
3.	Learning TOEFL	10.7%
4.	Other	19.7%

According to the table above, each of participants had their own motives to join “Sekolah TOEFL”. Mostly, as the goal of “Sekolah TOEFL”: bridging the gap between students in disadvantage condition with

international scholarship program, they enrolled to “Sekolah TOEFL” for getting scholarship overseas with the percentage of 58.9%. Another reason why people joined “Sekolah TOEFL” was getting better job. 10.7% of them were willing to be the part of better company or get a new job with proper salary. It means that people who enrolled to “Sekolah TOEFL” wasn’t only who was from school or varsity level but also a job seeker. Since the usefulness of TOEFL score certificate as a evidence of someone who is capable enough in the terms of English language, some company also require it as one of vital requirements for admission or to measure someone qualification.

Similar with getting a better job, willing to learn TOEFL became one of the reasons of people joining “Sekolah TOEFL” with the percentage of 10.7%. It can be concluded that there were still some of them who was new with TOEFL. They joined “Sekolah TOEFL” to just learn TOEFL itself.

Meanwhile, the rest of participants of “Sekolah TOEFL” had other reasons to join. Some reasons such as improving TOEFL score, passing TOEFL test in their university, and just want to be fluent in English language encouraged them to learn TOEFL in “Sekolah TOEFL”.

2. Learning Process of “Sekolah TOEFL”

Like any other massive open online course (MOOC), “Sekolah TOEFL” conducted the learning process online and without any cost. It is conducted on three main online platforms: Facebook, Whatsapp, and website. Those three learning platforms are used to deliver the learning sources, to conduct TOEFL prediction test, and to discuss the materials learned and the test did by the participants.

2.1 The Sources of Learning Materials

In this current research, the researcher found that there were two main sources of materials that can be seen in following table:

Table 4.2 “Sekolah TOEFL” Source of Learning Materials

No	Learning Sources	Materials	Schedule
1.	Handbook	Structure	6 Weeks (Week 1 to 6)
		Written Expression	12 Weeks (Week 7 to 18)
		Listening	12 Weeks (Week 19 to 30)
2.	Questions of the day (QOTD)	2 random questions of structure and written expression of TOEFL	Tuesday, Thursday, and Saturday

To get better understanding about sources of learning materials used in the learning process of “Sekolah TOEFL”, the detailed explanation is as follows:

2.1.1 Handbook

One of sources of learning materials used in “Sekolah TOEFL” was handbook of TOEFL. The handbook is made by the instructor and is delivered to all participants of “Sekolah TOEFL”. They received the handbook from the instructor once a week. It contained three main sections’ materials of TOEFL: *structure*, *written expression*, and *listening*. Those three materials are gradually delivered to the participants in order to make them easy to understand the materials of each section.

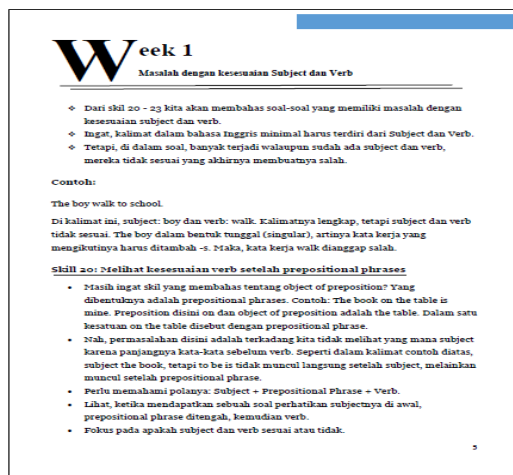
The first material of the handbook was *structure* section. The participants learned it for 6 weeks, from week 1 to week 6. The materials included in structure sections were such as *subject-verb agreement*, *appositive*, *adjective clause*, *invert the subject and verb with comparisons* etc. Here, participants of “Sekolah TOEFL” learn skill 1 to 19 of TOEFL structure.

The second material of the handbook was *written expression* section. It is given by the instructor after participants finished learning *structure* section. Here, the handbook of written expression is used to help participants to have or improve their ability in recognizing the correct word in a sentence. It took 12 weeks to finish, from week 7 to week 18. It discussed about skill 20 to skill 60.

The last material of handbook that participants of “Sekolah TOEFL” learned was about *listening* section. They learned it in 12 weeks, from week 18 to week 30. In every week, each handbook of listening section was also enclosed with the audio.

To have an image of the materials contained in handbook used in “Sekolah TOEFL”, the handbook that is used as one of sources of learning materials and guidance for all participants to learn TOEFL, can be seen in the following picture about the handbook of *written expression* section:

Picture 4.1 Written Expression Section Week 1
Handbook



In the learning process, the participants of “Sekolah TOEFL” were obligated by the instructor to download every handbook for every week. They could download the materials by visiting link given by instructor on Facebook or whatsapp group. Every handbook file is secured with a password. They had only a week to download the handbook because the link couldn’t be visited after it. For the participants who forget or didn’t have a time to download the handbook couldn’t ask the instructor or other participants to get that handbook, unless they

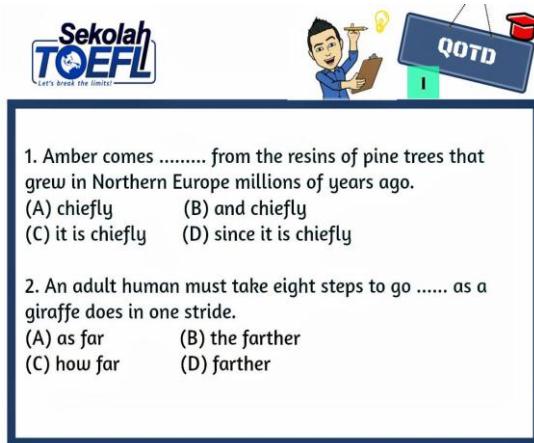
have informed or contacted the instructor to ask permission like getting sick or any other urgent stuff in advanced.

2.1.2 Question of the Day (QOTD)

Question of the day (QOTD) was some pictures contained 2 random questions of TOEFL structure and written expression section. The QOTD pictures were delivered to all participants on Facebook group three times a week: on Tuesday, Thursday, and Saturday.

The topic of questions in QOTD pictures weren't in accordance with the handbook given. In another words, the questions in QOTD pictures mustn't in line with what sections being discussed in every week the handbook given to the participants. It is intended for giving more knowledge about TOEFL towards them beyond what materials they were learning at that moment. The following picture is the example of picture of question of the day (QOTD) used in "Sekolah TOEFL" as one of sources of learning materials for the participants:

Picture 4.2 Picture of Question of the Day
(QOTD) of “Sekolah TOEFL”



Every question stated in picture of question of the day (QOTD) must be answered by the participants. Their answered was corrected by the instructor. They discussed it both with the instructor and among participants on Facebook group of “Sekolah TOEFL”.

2.2 Learning Process

In “Sekolah TOEFL”, the process of learning was mostly about discussing the materials of current handbook learned and recent pictures of question of the day (QOTD) answered by its participants. For discussing the materials and exercises contained in handbook with

the participants, the instructor conducted an “*online meeting*”. It was conducted once a week, every Sunday night started at 8 pm and finished at 10 pm. During the online meeting, the instructor and participants discussed the materials they learned and exercises they did. The participants must already finish studying the materials and finished the exercises before join the online meeting. It was obligated by the instructor in order to help them to have a good understanding about the materials contained in the current handbook they were studying about. To help the participants have a good comprehension about materials they were learning, “Sekolah TOEFL” provided two sorts of notebook: *listening and reading comprehension* notebook and *structure and written expression* notebook. It can be used by them to write down important things they got from the explanation given by the instructor.

In online meeting, the instructor explains more about the materials in handbook and correct participants’ answers of exercises. If participants still feel confused with the materials and explanation from the instructor, they were free to ask question directly through comment box of the post through Facebook or Whatsapp group.

For the pictures of question of the day (QOTD), it is learned by the participants only with answering the

questions stated on each pictures of QOTD. After the participants answered the QOTD for each day, the instructor of “Sekolah TOEFL” corrected and explained to them in order to make them know the correct answer and the reason of the answer. The correction and explanation was given along with the new QOTD. For instance, the correction and explanation of QOTD on Tuesday were given along with new QOTD on Thursday and the correction and explanation of QOTD on Thursday were given along with new QOTD on Saturday. Similar to materials of handbook’s discussion, in discussing the question in the picture of QOTD, the participants had a chance to ask question and get brief explanation about it if they face some difficulties to understand the previous explanation.

3. Test of “Sekolah TOEFL”

Besides providing free TOEFL lesson, “Sekolah TOEFL” also conducted TOEFL prediction test for the participants. There were several reasons of “Sekolah TOEFL” conducted a free TOEFL test: to make the participants familiar with the format of TOEFL test, to give the participants TOEFL tests’ experiences, to make sure the participants understand about the materials and to measure the participants’ TOEFL proficiency as the result of learning process.

3.1 TOEFL Prediction Test Format

For each period, “Sekolah TOEFL” conducted five times free TOEFL prediction test. Each test conducted in every two or three months. The format of the TOEFL test used was *paper-based* (PBT) TOEFL test. The reason of using that format was because it is very first and basic format of TOEFL test and it is easy to conduct. It is also intended that it can be the bridge for the participants of “Sekolah TOEFL” to learn other sort of TOEFL test like IBT, CBT and even IELTS.

3.2 TOEFL Prediction Test Process

Before conducting the TOEFL prediction test, the instructor informed the participants first when the test will be conducted. When the day of the test came, the instructor shared link on Facebook group. The link was directed to the website of “Sekolah TOEFL”. There, the participants downloaded the file attached which was locked by the instructor with a password. The password was shared by the instructor to participants on Facebook group. After entering the password, the participants could download the file. The file consisted of TOEFL prediction question and answer sheet as can be seen in *appendix 10 and 11*.

In every TOEFL prediction test of “Sekolah TOEFL”, the test consists of three sections: *listening*,

structure and written expression, and reading comprehension. Every section was conducted separately. It needed 5 days to complete the test; three days for each section, and the rest for submitting the test. There was no specific time set by the instructor which means that the participants were flexible to do the test, as long as it wasn't more than the day set by the instructor. There was also no intense supervision of the instructor. The instructor only told them to do the test honestly and properly. The participants should do it by themselves without cheating and do every section as the regulation of the real TOEFL test: play the listening audio once, do the structure and written expression in 25 minutes, and do the reading comprehension section in 55 minutes.

After the participants finished with all sections, the instructor shared a link to them. The link was directed to the website. There, the participants submitted their test. The link contained the answer key of the test. The participants corrected their test by themselves. Again, the instructor warned the participants to do it honestly. After correcting all section, the participants submitted it to the link provided in advanced. They also need to written down their name along with the corrected number of questions for each section. They filled how many numbers they correctly answered right. The

submitted test will be converted by the instructor based on the TOEFL test scoring table. The result of the test was announced by the instructor in the following week.

Like any other MOOC program, “Sekolah TOEFL” also provided a certificate of completion for its participants. Yet, the certificate was only given to the participants who were able to get 500 or more in the final TOEFL prediction test. It means that the certificate was based on the final score of last test, not the other test or even the accumulative score of whole tests taken by the participants. The certificate of completion can be used to enroll international scholarship program or to seek better job especially overseas.

4. Strengths and Weaknesses of “Sekolah TOEFL” based on Participants’ Perception

In this current research, there were several strengths and weaknesses of “Sekolah TOEFL” revealed based on the perception of the participants. The data was gained from 56 respondents who were the participants of “Sekolah TOEFL” 3rd period. The strengths and weaknesses were as follows:

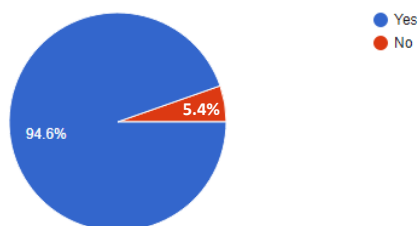
4.1 Strengths

There were two major strengths of “Sekolah TOEFL” based on its participants’ perception found by the researcher in this current research: improve its

participants motivations and enthusiasm to learn TOEFL and improve their TOEFL score.

The first is “Sekolah TOEFL” was successfully helped the participants to be highly motivated and enthusiasted to learn TOEFL. Based on the data gained, most of the participants admitted it and there were only a bit of them who disagreed about it as shown in following diagram:

Diagram 4.4 “Sekolah TOEFL” can improve participants’ motivations and enthusiasms to learn TOEFL



Based on the diagram above, there were 94.6% participants of “Sekolah TOEFL” agreed that by joining “Sekolah TOEFL” helped them to improve their motivations and enthusiasms to TOEFL. In the other hand, there were only a 5.4% of them who disagreed with it.

The second strength of “Sekolah TOEFL” was the learning process of “Sekolah TOEFL” helped the

participants to enhance their score of TOEFL test. The following table is about how significant “Sekolah TOEFL” was in helping its participants to improve their TOEFL scores:

Table 4.3 Significance of “Sekolah TOEFL” in Improving Participants’ TOEFL Scores

No.	Significance	Percentage
1.	Really Helpful	44.6%
2.	Helpful	48.2%
3.	Not Really	5.3%
4.	Not at all	1.9%

From the table above, it can be inferred that almost all of participants of “Sekolah TOEFL” agreed that the learning process they experienced was effective to help them to improve their TOEFL scores. There were 44.6% said it was “really helpful” and 48.2% argued that it was “helpful”.

It is found so because the learning process and test of “Sekolah TOEFL” conducted online. The participants were more flexible to keep getting involved. They could access “Sekolah TOEFL” whenever and wherever they were. It was good for them because they had different backgrounds. They

could manage their time between their daily activities and study in “Sekolah TOEFL”.

In addition, participants could access “Sekolah TOEFL” for free. There was no need for them to pay any fee to join. As long as they had connection and good willing to learn, they could follow all the lessons and the test completely. They could focus on improving their TOEFL ability without bothering thinking about the fee. As the result, they became well-motivated to learn TOEFL and successfully got higher score of TOEFL test.

4.2 Weaknesses

In this current research, the researcher surprisingly found that most of the participants of “Sekolah TOEFL” argued that there were no weaknesses of “Sekolah TOEFL”. Yet, still, some of them stated some weaknesses of “Sekolah TOEFL” which is basically from their own personality like low self-commitment or from the “Sekolah TOEFL” itself like the learning process and test conducted by “Sekolah TOEFL” like lack of brief explanation and feedback and interaction with the instructor. Some weaknesses found in this current research can briefly be seen in this following table:

Table 4.4 Weaknesses of “Sekolah TOEFL” based on Its Participants’ perception

No.	Weaknesses	Percentage
1.	No weaknesses at all	30.35%
2.	Lack of brief explanation and feedback	21.42%
3.	Lack of intense interaction with tutor	14.28%
4.	Low Self-commitment	12.72%
5.	Bad internet connection	10.71%
6.	Other	10.52%

Based on the the table above, the researcher found that most of participants of “Sekolah TOEFL” stated that “Sekolah TOEFL” had no weaknesses as massive open online course focused on TOEFL with the percentage of 30.35%. As stated in advanced, the weaknesses was caused by particiapants’ personal problems and the “Sekolah TOEFL” itself especially in the terms of learning process and test.

In the terms of participants’ personal problems, it is found that there were 12.72 % of participants argued that the weaknesses were from their low self-commitment. They added that it was difficult to maintain their self-commitment to be stable on top. As the result, they were not able to follow all the activities of “Sekolah TOEFL” as a whole.The

researcher also gained that the participants regarded bad internet connection as one of factor which became the weaknesses of “Sekolah TOEFL” with the percentage of 10.71%. As all activities of “Sekolah TOEFL” were conducted online, once they didn’t have good internet connection, they failed to follow it all.

In the terms of learning process and test of “Sekolah TOEFL”, there were two main weaknesses: lack of brief explanation and feedback in the percentage of 21.42% and lack of intense interaction with tutor in the percentage of 14.28%. Meanwhile, with the percentage of 10.52%, the rest of them said other factors like the time of learning process of “Sekolah TOEFL” which was too sort and the number of participants who were so massive that need to be divided into more group.

B. Discussion

Based on the finding of this current research, there are several reasons of categorizing “Sekolah TOEFL” as massive open online course (MOOC) such as from the characteristics, model, and pedagogical components of MOOC itself. Based on the characteristic of MOOC, as stated by Sarah Potter (refers to page 43), there are four characteristics: *massive*, *open*, *online* and *course*. “Sekolah TOEFL” can be regarded

as MOOC because it is in line with all those characteristic of MOOC. “Sekolah TOEFL” joined by huge and varied participants (massive), free for all (open), conducted on social media platform (online), and had systematic learning process and test (course). As the result, it helped participants to access TOEFL materials and take TOEFL test anywhere and anytime for free. It is in line with the definition stated by Johan Eddy about MOOC; *MOOC is a model for delivering learning materials online to everyone who wants to take a course, without a limit on attendance.*

If we take a look at the types of MOOC, according to Mehmet & Hakan, there are two sort of it: *cMOOC* and *xMOOC* (refers to page 48). In this case, “Sekolah TOEFL” can be categorized as *cMOOC*. There, the participants acquired knowledge not just depend on the instructor of “Sekolah TOEFL” but also from the interaction that they had each other. They get new knowledge about TOEFL and experience of having TOEFL test both from materials delivered by the instructor and also by sharing knowledge through discussion that participants have altogether. This is in line with what had been stated by Mozto & Proudfoot about *cMOOC* (refers to page 48); *“In cMOOC, the knowledge is distributed through the connection of social network in order to generate new insight related to the interactions among the participants and the instructor”*.

As MOOC, “Sekolah TOEFL” also has 5 pedagogical components like any other MOOCs as stated by Raposo (refers to page 46): *learning process, activities and tasks, means and resources, interactivity and assessment*. The following table is about pedagogical components of “Sekolah TOEFL”:

Table 4.5 Pedagogical Components of “Sekolah TOEFL” as MOOC

No	Pedagogical Components of MOOC	Pedagogical Components of “Sekolah TOEFL”
1.	Learning process	Inductive and Self-directed learning.
2.	Activities and tasks	Activities: Opening Facebook group to get materials three times a week. Tasks: quizzes, Q n A, Exercises.
3.	Means and resources	Handbook and Pictures of QOTD
4.	Interactivity	Three times Online meeting, and group discussion on Facebook and Whatsapp group.
5.	Assessment	TOEFL test five times for each period. Passing grade: 500 TOEFL test

In “Sekolah TOEFL”, the participants learned the TOEFL materials inductively. The instructor stimulated them with materials and some questions from the handbook and picture

of QOTD to be discussed altogether and got its explanation by the instructor right after the discussion. They also learned it with self-directed learning. It means that besides having learning process with the instructor, they also learn the materials by themselves. It can be inferred that they have to be active both in and out of “Sekolah TOEFL” because their activeness determined their success of learning they had there especially in improving their TOEFL proficiency. This is in line with the definition of learning stated by Hans-Werner & Ruggiera (refers to page 21): *learning is a process which personal or collective competence of people enhanced due to the acquirement of knowledge, abilities, and skills*. In another words, the learning process of “Sekolah TOEFL” as massive open online course (MOOC) had positive impact, as its strength, towards the participants in enhancing their ability, which is in this case is TOEFL proficiency. It is in line with the previous research about “*Learning Specialized Vocabulary through Facebook in a Massive Open Online Course*” conducted by Ventura and Martin-Monje which is found that the learning process conducted in MOOC had positive impact in improving participants specialized vocabularies capacity.

Based on the learning process conducted by “Sekolah TOEFL”, the participants got knowledge from both the expalanation from the instructor and the interactions they had

between with the instructor and among other participants. It is in line with the learning theory that MOOC course program used to have, it is *connectivism*. According to Stephen Downes (refers to page 23), *connectivism is a learning theory which is focusing on growing and developing learners in connected ways*. In another words, they learned TOEFL through social networking connection. “Sekolah TOEFL” is like any other MOOC program which is taking advantage of social media like Facebook as a platform to conduct the learning process and to facilitate participants to interact each other and have discussion altogether.

In the terms of assessment applied in “Sekolah TOEFL”, “Sekolah TOEFL” provided TOEFL prediction test to all its participants. The format of TOEFL implemented was *paper-based* TOEFL test (PBT). According to Deborah Philipps (refers to page 32), PBT TOEFL is a sort of TOEFL test format consists of four sections: *listening comprehension, structure and written expression, reading comprehension, and test of written English* which is based on paper. If we take a look at TOEFL prediction test conducted by “Sekolah TOEFL”, the format used is the same which is based on paper. Yet, there were only three sections to do without including the fourth section, *test of written English*. The TOEFL prediction test was conducted to measure participants’ ability on TOEFL they have learned in “Sekolah

TOEFL”. The test can be regarded as *proficiency test*. It is in line with Douglas Brown’s explanation about proficiency test (refers to page 28), *it is a test used to measure learners’ language ability as whole to know how much of language they have learned*. Through TOEFL prediction test conducted by “Sekolah TOEFL”, participants’ abilities were measured to know how much knowledge they have learned during the learning process conducted by “Sekolah TOEFL”.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions of this research. Those are presented here based on the objectives of this current research.

A. Conclusion

The researcher had several things to conclude related to the result of this current research. Those things were about the *learning process* and *test* conducted by “Sekolah TOEFL” and its *strengths* and *weaknesses* based on its participants’ perception. The conclusion is drawn systematically narrated to be easily understood.

In the terms of learning process conducted by “Sekolah TOEFL” as a massive open online course (MOOC), there were three main online platforms used by “Sekolah TOEFL” as the learning platform: Facebook, Whatsapp, and website. During the learning process, there were two main sources of learning materials given to the participants. Those are a handbook which consists of three section paper-based TOEFL test (PBT): listening, structure and written expression, and reading comprehension and pictures of the question of the day (QOTD) which contains two random TOEFL questions of

structure and written expression. For the handbook, it was delivered to the participants once a week through “online weekly meeting” on the Facebook group of “Sekolah TOEFL”. Meanwhile, the picture of QOTD was delivered three times a week: on Tuesday, Thursday, and Saturday. Besides, “Sekolah TOEFL” also provided TOEFL prediction test of the paper-based TOEFL test (PBT) towards the participants. It consists of three sections: listening, structure, and written expression, and reading comprehension section. For each period, they have to take the test five times. For each test, it took 5 days to finish, 3 days for each section of the test, and the rest for correcting and submitting it. “Sekolah TOEFL” gave the participants certificate of completion to them who got 500 or more to be their final TOEFL prediction test score.

“Sekolah TOEFL” had several strengths and weaknesses based on its participants’ perception. For the strengths, there were two major strengths of “Sekolah TOEFL” based on its participants’ perception: *improve its participants’ motivations and enthusiasm to learn TOEFL* and *improve their TOEFL score*. In the terms of improving participants’ motivations and enthusiasm, there were 94.4% said so and there were only 5.4% were disagreed. Participants stated that “Sekolah TOEFL” successfully helped them improving their TOEFL score with 44.6% chose “really helpful” and 48.2% chose

“helpful”. There were only 1.9% of them who were not in the same boat. For the weaknesses, there were two major factors of weaknesses drawn: *participants’ personal problems* and *the learning and testing process* conducted by “Sekolah TOEFL”. Yet, it was surprisingly found that most of the participants argued that “Sekolah TOEFL” had no weaknesses with the percentage of 30.35%. From the participants’ personal problems, there were two problems: low-self commitment with percentage of 12.72% and bad internet connection with the percentage of 10.71%. For the second factor, there were also two problems: *lack of brief explanation and feedback* with the percentage of 21.42% and 14.28% of them said about *the lack of intense interaction with the tutor*.

B. Suggestion

There are two main points of suggestions to propose: English language learners and English teachers and lectures. For English Language Learners, they should take more advantage of any massive open online course program exists nowadays which focuses on the English language especially TOEFL. It will be beneficial for them to enhance their English proficiency and help them to seize their dreams especially like getting international scholarships or a proper job.

For English Teachers and Lectures, the researcher suggests to any English teachers or lecturers to be more aware

of the significance of massive open online program as one of the new approach to English language learning. The researcher suggests to them to collaborate the learning process in the classroom with learning process conducted online through any massive open online program to get better learning result of English language learning.

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APPENDIXES

Appendix 1

Research Interview Transcript

Research Focus : The learning process and test conducted by
“Sekolah TOEFL” as a MOOC

Interviewee : Budi Waluyo, Ph.D. (The founder and the
instructor of Sekolah TOEFL)

Interview’s instruments:

1. What are the reasons for establishing Sekolah TOEFL?

Answer:

Sekolah TOEFL was established on May 2015. It was established to bridge the gap between international scholarship programs and people who live in disadvantaged conditions. Most of international scholarship programs require applicants to submit TOEFL or IELTS scores, meaning that if one does not have TOEFL or IELTS scores, s/he will not be able to apply for international scholarship programs. This obviously overlooks other essential factors that applicants may have, such as leadership skills, work experience, volunteering experiences, etc. Sekolah TOEFL chose to focus on providing free online courses on TOEFL PBT as this test was viewed as the starting point of other higher levels of international standardized tests, such as TOEFL IBT and IELTS. Besides, TOEFL PBT fits the needs of those who have just started their journey to apply for international scholarship programs. The program is focused on helping those who do not have access to learning and taking TOEFL PBT tests. For more information, you can watch this video: <https://www.youtube.com/watch?v=25qqR2SHlzc>

2. How many students does “Sekolah TOEFL” have so far?

Answer:

Since the first time “Sekolah TOEFL” established till present, we have had more than 100.000 students who live in different areas in Indonesia and foreign countries, such as Hong Kong, Egypt, Germany, etc. Mostly, students of “Sekolah TOEFL” who are from Indonesia are living in the remote area of several cities. They are from various backgrounds such as students of school and varsity level, job seeker, employee, and even housewife.

3. How does Sekolah TOEFL conduct the learning process?

Answer:

“Sekolah TOEFL” conducts the learning process through three learning platforms. Those are Facebook, Whatsapp, and website. In Facebook, there is only one group for each period. But, to sort students who are regularly active and not, I periodically make new group in Facebook. So, only the active students who will stay till the end of the period because they can keep update of the movement from the old to the new one. Meanwhile, I created for about 5 – 8 groups in Whatsapp. In each group, there are some “Sahabat Sekolah TOEFL” who help me to maintain the group. Here, students are able to have more interactions with me and other students. The last is website of “Sekolah TOEFL”, it is only used as the database of learning and testing materials. Every time I want to deliver new materials for learning and test I give a link in Facebook group and the link is referred to the website. There, students can download the materials needed.

- a. How many times does learning process occur?

Answer:

I conduct it through online meeting once a week, on Sunday night.

- b. How could the participants get the materials?

Answer:

I give the materials once a week when we have online meeting. I share the link of current materials that will be discussed in Facebook group. They can click the link which is directed to our website. They can download it there.

- c. How long does the learning process conducted by “Sekolah TOEFL” for each period?

Answer:

I deliver the materials. We discuss it together. In online meeting, they have for about two hours to have interaction with me to ask problems they have.

Well, for further information about the whole learning process of “Sekolah TOEFL”, I have attached “Panduan Belajar” Sekolah TOEFL to the e-mail I sent to you.

4. What do you do to make sure the participants of Sekolah TOEFL understand about the materials?

Answer:

I conduct Free TOEFL Prediction Tests every two or three months and it is paper-based TOEFL test.

5. How many times does “Sekolah TOEFL” conduct the tests in each period? Why?

Answer:

Every two or three months, I need to ensure that the students have had enough understandings of TOEFL ITP. I also maintain records of students’ scores from the first test to the last test they have taken. Unfortunately, if you want these data, I can’t give them to you.

6. Is there any passing-grade for participants of “Sekolah TOEFL” to get certificate of completion?

Answer:

Yes. They must get at least 500 to get the certificate. They will join the next period if they can’t manage to get 500.

7. What does “Sekolah TOEFL” do for participants who could not meet the passing-grade? Is there any follow-up program for them?

Answer:

They will join the next period and start studying from the beginning again if they can’t manage to get 500.

8. Could you mention some participants who are able to reach their dream in academic or work field because of “Sekolah TOEFL”?

Answer:

Please check posts on Facebook and Instagram. You can collect the information from these social media. I don’t personally keep the record.

9. What sort of obstacles and problems that you face in running “Sekolah TOEFL”?

Answer:

Time, I have got everything to run this program, but time is something that is exact every day. You can’t have more than 24 hours in a day. So, for your information, Sekolah TOEFL was established in 2015 and had been running well until 2017. However, since 2018, it has been inactive. I am trying to get back and develop this program more than just about TOEFL PBT.

10. What do you hope for “Sekolah TOEFL” in the future?

Answer:

I just hope that this program offers benefits for those who want to realize their dreams: winning (international) scholarship programs.

Appendix 2

Research Questionnaire

These questions are used to figure out the participants' perspective (opinion) about "Sekolah TOEFL". Give a (√) in front of answer which is appropriate with you.

Name	Indah Cahya Persada
Occupation	Student of University
Gender	Female
Age	21

1. I had learnt TOEFL before joining "Sekolah TOEFL"
☒ Yes
☐ No
2. Before joining "Sekolah TOEFL", My English skill is
☐ Excellent
☐ Really Good
☒ Good
☐ Not Bad
☐ Bad
3. The learning process in "Sekolah TOEFL" helps me to improve my TOEFL score
☒ Really Helpful
☐ Helpful
☐ Not Really
☐ Not at all
4. I am active to follow all lessons of "Sekolah TOEFL"
☐ Always
☒ Often
☐ Sometimes
☐ Seldom
☐ Never

5. All lessons explanation of “Sekolah TOEFL” is easy to understand
☒ Really Easy
☐ Easy
☐ Not Really
☐ Difficult
☐ Very Difficult
6. I am active to join all TOEFL test of “Sekolah TOEFL”
☒ Always
☐ Often
☐ Sometimes
☐ Seldom
☐ Never
7. I had took TOEFL test before joining “Sekolah TOEFL”
☒ Yes
☐ No
8. I join “Sekolah TOEFL” for:
☐ Getting scholarship overseas
☐ Getting a better job
☒ Getting a better TOEFL score (Other)
9. I can’t be active in “Sekolah TOEFL” because:
☒ Too busy with my work
☒ Too busy with my study
☐ There is no internet connection
☐ (Other)
10. Joining “Sekolah TOEFL” make me be more enthusiast and motivated to learn English especially TOEFL
☒ Yes
☐ No
11. In your opinion, what is the weakness of “Sekolah TOEFL”
Answer:

When we have some questions, we can't understand more,
because we can't gather for studying and sharing together

12. In your opinion, what is the strength of "Sekolah TOEFL"

Answer:

We can motivate ourselves to study about TOEFL and get
scholarship

Research Questionnaire

These questions are used to figure out the participants' perspective (opinion) about "Sekolah TOEFL". Give a (√) in front of answer which is appropriate with you.

Name	Maizatisna
Occupation	Civil Servant (PNS)
Gender	Female
Age	34

1. I had learnt TOEFL before joining "Sekolah TOEFL"
(√) Yes
() No
2. Before joining "Sekolah TOEFL", My English skill is
() Excellent
() Really Good
(√) Good
() Not Bad
() Bad
3. The learning process in "Sekolah TOEFL" helps me to improve my TOEFL score
(√) Really Helpful
() Helpful
() Not Really
() Not at all
4. I am active to follow all lessons of "Sekolah TOEFL"
() Always
(√) Often
() Sometimes
() Seldom
() Never

5. All lessons explanation of “Sekolah TOEFL” is easy to understand
☐ Really Easy
☒ Easy
☐ Not Really
☐ Difficult
☐ Very Difficult
6. I am active to join all TOEFL test of “Sekolah TOEFL”
☒ Always
☐ Often
☐ Sometimes
☐ Seldom
☐ Never
7. I had took TOEFL test before joining “Sekolah TOEFL”
☒ Yes
☐ No
8. I join “Sekolah TOEFL” for:
☐ Getting scholarship overseas
☐ Getting a better job
☒ Improve My TOEFL score (Other)
9. I can’t be active in “Sekolah TOEFL” because:
☒ Too busy with my work
☐ Too busy with my study
☐ There is no internet connection
☐ (Other)
10. Joining “Sekolah TOEFL” make me be more enthusiast and motivated to learn English especially TOEFL
☒ Yes
☐ No
11. In your opinion, what is the weakness of “Sekolah TOEFL”
Answer:
Sometimes it is difficult to maintain the enthusiasm because of many reasons and it makes you left behind.

12. In your opinion, what is the strength of “Sekolah TOEFL”

Answer:

The lessons and tricks for TOEFL test are easy to understand. I recommended it to many friends.

Appendix 3

“Sekolah TOEFL” Learning Guideline

PANDUAN INI HANYA UNTUK SISWA SEKOLAH TOEFL

SEKOLAH TOEFL

Panduan Belajar

"Jangan biarkan keterbatasan membuatmu tidak mampu berbuat lebih dari yang orang lain pikirkan.."

Let's break the limits..!!!

Panduan Belajar Siswa
Sekolah TOEFL 8A

1

Selamat Bergabung di Keluarga Besar Sekolah TOEFL

Kawan...

Saya ingin bercerita tentang sebuah sekolah; sekolah yang tidak memiliki gedung; sekolah yang tidak memiliki lokasi; sekolah yang tidak memiliki dana operasional; sekolah yang tidak memungut biaya apapun; tetapi, siswa yang belajar di sekolah tersebar di berbagai daerah di Indonesia. Bahkan, beberapa ada yang sedang tinggal di luar negeri. Siswa sekolah ini bukan hanya siswa SMA dan mahasiswa, tetapi juga Pekerja Profesional dan Ibu Rumah Tangga.

Di Sekolah ini, kami mencoba mendidik diri untuk tidak duduk berdiam diri menerima realita yang ada. Keterbatasan waktu, uang, atau pun fasilitas belajar bukan alasan untuk tidak bisa berbuat lebih dari yang orang lain pikirkan.

Di Sekolah ini, kami belajar membangun karakter; karakter yang tidak dibudaki oleh uang dan kesenangan sesaat. Belajar memahami apa artinya memenangkan sebuah beasiswa sebenarnya. Kami ingin bisa berbuat dan bermanfaat untuk orang lain, karena begitulah cara merayu Tuhan agar mempermudah jalan hidup kami.

Di luar sana, mimpi-mimpi kami memanggil; orang-orang menari-nari, memamerkan keberhasilan mereka meraih mimpi. Sudah pasti, cukupkan berdiam diri, waktunya menikmati perjuangan mendesain masa depan yang lebih baik.

Tidak ada hal yang bisa diselesaikan dengan ingin belaka, kawan. Sebutkan apa yang bisa selesai dengan hanya berani membangun mimpi didalam imajinasi saja, kawan. Jawabannya, tidak ada!

Bermimpilah.. dan hidupilah bersamanya. Bayar mimpimu dengan usaha, ketekunan, dan kerja keras.

Let's break the limits...!!

Selamat! Anda sudah menjadi bagian dari kami..

Ingat dan laksanakan selalu ...

Kewajiban Siswa Sekolah TOEFL

- ❖ Download dan Mengerjakan Handbook Mingguan. Tidak boleh minta dengan siswa yang lain.
- ❖ Merespon “Questions of the Day” yang diberikan di Facebook Group setiap 2 hari sekali.
- ❖ Mengikuti Temu Online setiap hari Minggu pukul 20.00 – 22.00 WIB di Facebook Group masing-masing. Bila siswa berhalangan hadir, izin dengan mentor Budi Waluyo.
- ❖ Menge-like atau komen postingan yang disebar saat Temu Online sebagai indikasi kehadirannya.
- ❖ Menge-like atau komen setiap kali ada postingan informasi yang disebar di Grup FB agar keaktifan grup terjaga.
- ❖ Menjaga Handbook dan Materi lainnya yang dibagikan di Sekolah TOEFL. Tidak membagi atau menggunakannya untuk kepentingan yang lain.

Jika punya pertanyaan seputar materi yang dipelajari, bisa hubungi Mentor Budi Waluyo kapan saja sebelum Temu Online melalui social media dibawah ini:

Budi Waluyo | Instagram: sdsafadg | Twitter @01_budi | Line ID: @zux2328h | BBM 58B28E56

Mohon pahami informasi dibawah ini dengan baik:

1. Facebook Grup.

- Facebook Grup yang kita gunakan adalah Sekolah TOEFL – 8A. Bila anda tergabung di lebih dari satu Facebook Grup Sekolah TOEFL, tinggalkan dan cukup bergabung di satu grup saja.
- Ada banyak Facebook Grup Sekolah TOEFL; tidak usah dihiraukan informasi yang tidak disebar di Facebook Grup Sekolah TOEFL – 8A. Anda cukup mengikuti semua informasi yang disebar di Facebook Grup ini saja. Informasi akan disebar secara bertahap, jadi bersabarlah dan jangan hiraukan informasi dari tempat lain.
- Semua proses pembelajaran dipusatkan di Facebook Grup Sekolah TOEFL – 8A.
- Cek secara berkala Facebook Grup ini setiap hari, setidaknya minimal 5 menit di pagi hari, 5 menit di siang hari, dan 5 menit di malam hari dalam satu hari agar tidak ketinggalan informasi.
- Semua informasi terbaru akan di pin di grup. Kalau buka Facebook Grup lewat HP, pastikan mengklik pinned post atau kiriman yang disematkan untuk melihatnya.

2. Handbook

- Setiap minggu siswa diberikan satu handbook yang berisi materi dan latihan yang harus dipelajari dan dikerjakannya selama satu minggu tersebut.
- Link untuk download handbook akan disebar setiap hari Senin (paling lambat Selasa) di Facebook Grup Sekolah TOEFL – 8A.
- Link hanya aktif selama satu minggu bersangkutan.
- Download handbook adalah kewajiban individu siswa.
- Siswa dilarang meminta handbook pada teman atau memberikan handbook pada teman lainnya dengan alasan apapun.
- Siswa dapat menge-print handbook ini, lalu mempelajarinya dalam rentang waktu satu minggu.
- Siswa yang terlewat download handbook tidak akan diberikan handbook yang terlewat itu lagi, kecuali jika sudah izin terlebih dahulu dengan Mentor karena Sakit atau urusan penting lainnya.
- Siswa yang tidak izin ke Mentor dan terlewat download handbook tidak akan diberikan handbook yang terlewat itu lagi.

- Siswa dapat bertanya tentang materi yang ada di handbook ke Mentor Budi Waluyo langsung melalui social media yang ada di handbook ini.

3. Questions of the Day (QOTD)

- Selain mempelajari materi yang ada di handbook, siswa diwajibkan menjawab QOTD yang disebar di Facebook Grup Sekolah TOEFL – 8A.
- QOTD akan diberikan setiap hari Selasa, Kamis, dan Sabtu.
- Satu QOTD berisi 2 pertanyaan yang harus dijawab oleh siswa melalui komen di Facebook Grup. Nanti Mentor akan muncul di Facebook Grup dan memberikan QOTD ini saat waktunya tiba.
- Pembahasan QOTD diberikan sebelum QOTD sebelumnya diberikan. Misal, pembahasan QOTD hari Selasa diberikan hari Kamis bersama dengan QOTD yang baru.
- Siswa diminta mengoreksi jawaban yang sudah diberikan pada QOTD sebelumnya dengan pembahasan QOTD yang telah diberikan.
- Siapkan catatan untuk menyimpan setiap pembahasan QOTD yang diberikan agar dapat dipelajari lagi nanti.
- Materi dalam QOTD bersifat acak, tidak mengikuti materi dalam handbook. Ada kemungkinan siswa akan berhadapan dengan soal yang materinya belum dipelajari.
- QOTD gunanya sebagai materi tambahan bagi siswa, dimana siswa dituntut untuk belajar menjawab soal, dan membaca cara menjawab soal lewat pembahasan yang diberikan Mentor.

4. Temu Online

- Setiap hari Minggu mulai pukul 20.00 sampai 22.00 WIB siswa mengikuti Temu Online di Facebook Grup Sekolah TOEFL – 8A.
- Di Temu Online ini Mentor akan membahas Materi dan Latihan yang dipelajari dalam handbook minggu bersangkutan.
- Siswa harus sudah mempelajari materi dan mengerjakan latihan yang ada di handbook sebelum Temu Online.
- Di saat Temu Online, Mentor akan membahas setiap latihan di handbook minggu bersangkutan, lalu siswa mencocokkan jawabannya sendiri.
- Bila ada pertanyaan, siswa dapat bertanya langsung lewat kotak comment.

5. TOEFL Prediction Test

- Setiap bulan atau 2 bulan sekali ada TOEFL Prediction Test di Sekolah TOEFL dengan tujuan agar siswa dapat memprediksi skor TOEFL mereka.
- Walaupun siswa belum mempelajari semua skill TOEFL, siswa diharapkan memiliki pengalaman dalam mengikuti tes TOEFL dan mampu membiasakan diri serta belajar dari soal-soal yang muncul di tes.
- Mentor akan mengumumkan di Facebook Grup Sekolah TOEFL – 8A saat waktunya telah tiba.

6. WhatsApp Grup

- WhatsApp Grup akan dibentuk nanti setelah siswa melewati beberapa fase seleksi dalam proses pembelajaran.
- Mentor akan memberitahu di FB Group saat waktunya telah tiba.

Anda harus pandai mengantisipasi kesibukkan yang akan datang.

Diatas sudah dijelaskan dengan rinci tentang waktu pemberian materi di Sekolah TOEFL. Buatlah rencana dengan baik ketika akan memiliki kesibukkan.

Siswa sebelumnya ada yang tidak mengantisipasi kesibukkan di pekerjaan atau kuliahnya, kemudian banyak terlewat handbook dan materi di Sekolah TOEFL, izin pun tidak.

Lalu, tiba-tiba datang minta materi dan handbook yang dilewatinya..

Yang seperti ini jangan dilakukan. Saya tidak akan menjawab siswa yang seperti ini.

Ingat, kita tidak sedang bermain les – lesan di Sekolah TOEFL ini..

Saya tidak menghabiskan waktu disela studi PhD hanya untuk bermain-main.

Sekolah TOEFL berbeda dengan program online lain yang pernah anda ikuti.

Di Sekolah TOEFL, aturan dan sistem belajar jelas dan ketat agar tujuan pembelajaran siswa benar-benar tercapai.

Jangan gunakan alasan kesibukkan seolah saya dan teman - teman lain di Sekolah TOEFL ini tidak memiliki kesibukkan..

Selalu ada waktu untuk sesuatu yang diprioritaskan..

Ringkasan Handbook dan Fase Seleksi

- Di awal, kita akan fokus mempelajari skil – skil di bagian Structure tes TOEFL. Setelah selesai nanti baru kita akan masuk ke skil Listening dan Reading.
- Biasanya, dalam proses pembelajaran, ada siswa yang pasif, maka akan diadakan Fase Seleksi di waktu tertentu di Sekolah TOEFL.
- Kapan Fase Seleksi ini? Siswa akan diberitahu saat waktunya tiba. Siswa yang ketinggalan dalam Fase Seleksi ini dianggap gugur.
- Ingat, proses pembelajaran di Sekolah TOEFL fleksibel dan sudah disesuaikan untuk semua siswa dnegan berbagai latar belakang dan kesibukkan, tetapi ada materi dan timeline yang terstruktur. Jika terlewatkan, tidak bisa mengikuti lagi.

Gambaran ringkasan materi yang akan dipelajari**Structure**

- Week 1 sampai Week 6
- Selama 6 Minggu

Written Expression

- Week 1 sampai Week 12
- Selama 12 Minggu, dimulai ketika bagian Structure sudah berakhir.

Listening

- Week 1 sampai Week 12
- Selama 12 Minggu, dimulai ketika bagian Written Expression berakhir

Diantara minggu-minggu ini akan ada fase seleksi untuk memisahkan siswa yang aktif dari yang pasif. Mentor akan memberitahu saat waktunya tiba.

Semua yang dijelaskan di Panduan Belajar ini akan dimulai pada tanggal 6 Februari 2017. Mentor akan muncul di Facebook Grup dan mulai melaksanakannya satu persatu.

Demikian panduan belajar untuk siswa Sekolah TOEFL.

Saya dulu benci dan bodoh sekali di Bahasa Inggris. Otak saya rasanya berhenti bekerja setiap kali masuk pelajaran bahasa Inggris.

Saya juga bukan berasal dari keluarga yang kaya raya. Ayah saya meninggal dunia saat usia saya 3 tahun. Sejak itu, ibu saya yang tidak tamat SD berusaha membiayai sekolah saya dengan bekerja serabutan mulai dari berjualan kue sampai menjadi pembantu rumah tangga.

Tapi, Alhamdulillah saya berhasil meraih beasiswa IFP Ford Foundation studi S2 di University of Manchester, Inggris setelah tamat S1 dan beasiswa Fulbright Presidential Scholarship studi S3 di Lehigh University, Amerika Serikat setelah tamat S2.

Tolong, jangan jelaskan ke saya tentang bagaimana rasanya menjadi orang yang bodoh di bahasa Inggris; bagaimana sulitnya membuat diri memahami bahasa Inggris.

Mohon, jangan beritahu saya bagaimana rasanya hidup dalam kemiskinan; bagaimana sulitnya hidup dalam kondisi yang serba terbatas.

Saya sudah lebih dahulu mengalami semua itu.

Kawan, cukupkanlah mengeluhnya, maksimalkan usahanya. Mengeluh dan mengutuk keadaan tidak akan mengubah apapun selain memberikan kekecewaan.

Yuk, bersama kita meningkatkan kualitas dan kapasitas diri agar pantas memikul prestasi yang diimpikan.

Yuk, bersama menikmati perjuangan mendesain masa depan yang lebih baik..

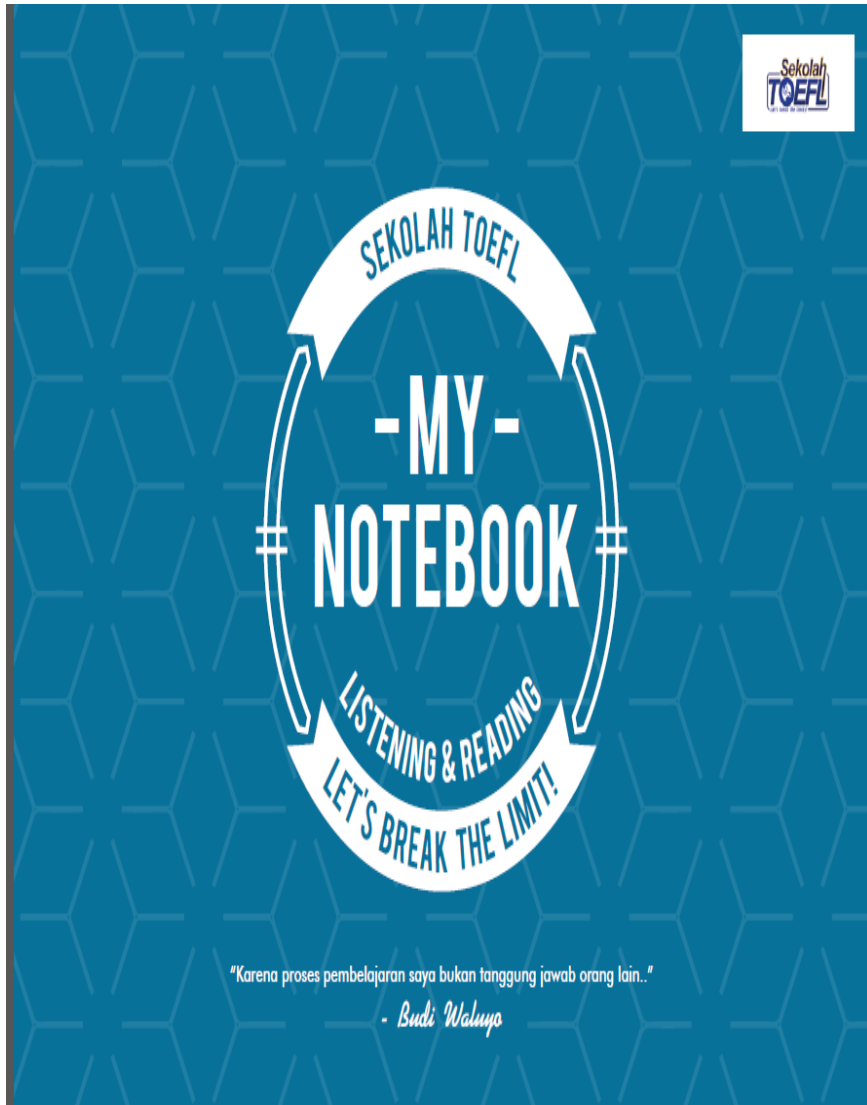
Let's break the limits...!!

Mentor Sekolah TOEFL

Budi Waluyo, M. A.

Appendix 4

Listening and Reading Comprehension Notebook





SKILL 1 FOKUS PADA BAGIAN TERAKHIR YANG DIUCAPKAN OLEH ORANG KEDUA

*CATATAN POIN PENTING UNTUK DIINGAT

*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN

*CATATAN SOAL-SOAL YANG SALAH DAN PEMBAHASAN BENARNYA

LONG TALKS (SKILLS 23–27)

*CATATAN POIN PENTING UNTUK DIINGAT

*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN



SKILL 1 MENJAWAB PERTANYAAN TENTANG MAIN IDEA DENGAN BENAR

*CATATAN POIN PENTING UNTUK DIINGAT

*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN

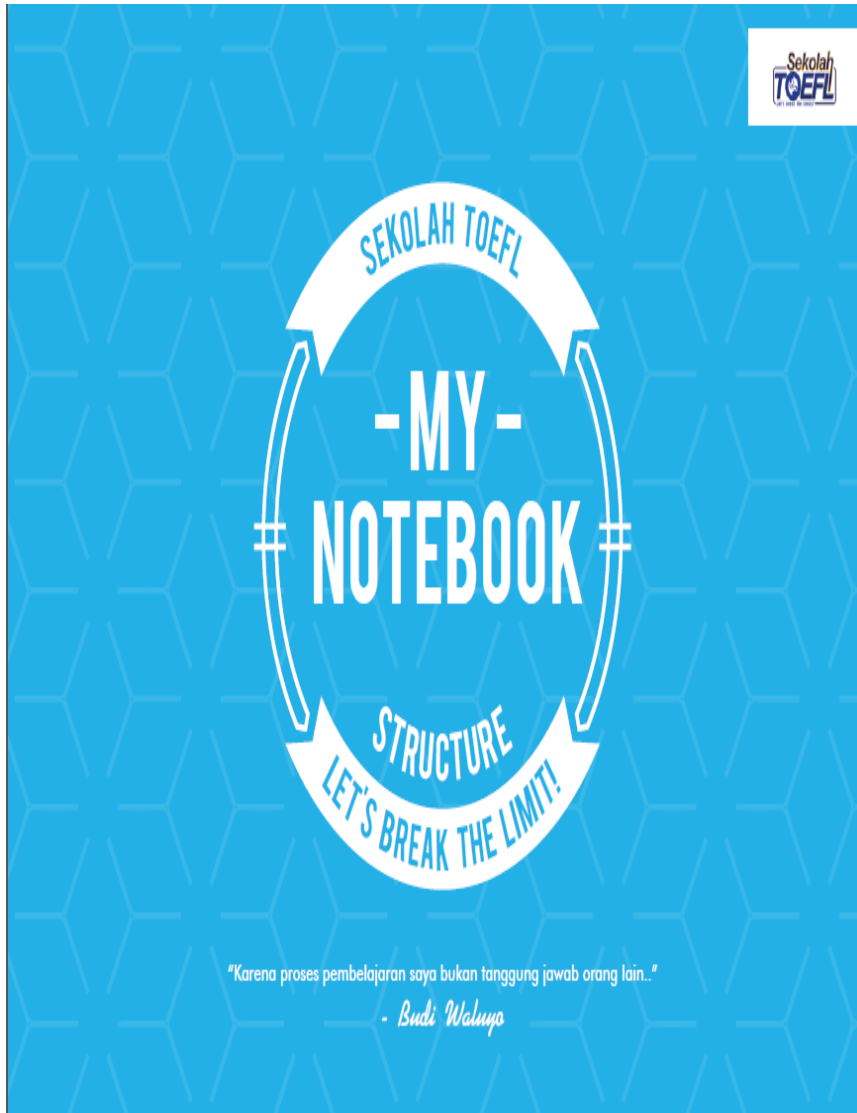
SKILL 12 MENENTUKAN TONE, PURPOSE, ATAU COURSE

*CATATAN POIN PENTING UNTUK DIINGAT

*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN

Appendix 5

Structure and Written Expression Notebook



CARA TERBAIK MENGUASAI DAN MENINGKATKAN SKOR TOEFL

Banyak sekali yang bertanya ke saya, "Kak, bagaimana caranya agar kita bisa menguasai dan meningkatkan skor TOEFL dengan cepat dan dalam waktu singkat?".

Saya yakin pertanyaan ini juga termasuk salah satu hal yang ingin anda ketahui, bukan?

Suka atau tidak, kita tidak bisa membongkangi diri dengan tidak mau melihat fakta bahwa segala sesuatu membutuhkan sebuah proses sebelum akhirnya mencapai satu titik tertentu.

Seorang petani yang menanam padi hari ini sangat yakin kalau padi itu tidak akan bisa dipanen esok hari. Ada sekian waktu yang dibutuhkan beserta ketekunan kerja hingga bisa sampai pada waktu panen.

Sama. Belajar TOEFL juga membutuhkan sebuah proses yang membutuhkan waktu dan ketekunan belajar. Apakah itu berarti kita tidak bisa menguasai dan meningkatkan skor TOEFL dalam waktu singkat.

Jawabannya: Bisa.

Bagaimana caranya?

Setiap hari selalu membuka dan belajar materi TOEFL. Sesering mungkin diulang materi-materi yang sudah dipelajari. Ingat, setiap hari. Tidak perlu lama, tetapi sering dibuka materinya hingga hafal semuanya diluar kepala.

Rajin mengerjakan soal-soal TOEFL. Setiap kali mendapatkan salah, dicatat soalnya dan dicatat pembahasannya. Setiap hari dibaca soal-soal yang

pernah salah dan pembahasannya; lihat apa ciri soal yang harus dipahami agar nanti bisa mengenali soal ini dan menghindari salah di latihan selanjutnya.

Ingat, soal-soal TOEFL itu hampir sama semuanya, karena topiknya sudah baku. Kalau anda terus mempelajari soal-soal TOEFL dan fokus pada memperbaiki setiap soal yang salah, tanpa sadar anda sedang membiasakan diri dengan soal-soal TOEFL dan meminimalisir potensi salah di latihan selanjutnya.

Untuk alasan diatas, saya menyiapkan my notebook ini untuk anda. Isilah notebook ini secara konsisten. Nikmati proses pembelajaran di setiap skill. Catat setiap soal yang dijawab salah beserta pembahasannya. Bawa handbook ini kemana-mana. Saat ada waktu luang sedikit, misal saat menunggu antrian, duduk di kantin, menunggu teman, dan waktu lainnya, catat di my notebook ini dibaca dan dipahami.

Kata kuncinya adalah sering diulang baca catatan hingga hafal semuanya diluar kepala. Nanti rasakan manfaatnya setelah dua atau tiga bulan proses pembelajaran.

Satu pisau yang tumpul bisa menjadi tajam bila terus menerus diasah. Pisau ini selalu diulang diasah hingga karatan yang ada hilang berganti. Proses seperti inilah yang akan kita lakukan dengan my notebook ini.

Yuk, semangat! Let's break the limits...!!

- BUDI WALLUYO -

SKILL 1 PASTIKAN KALIMAT MEMILIKI SUBJECT DAN VERB

*CATATAN POIN PENTING UNTUK DIINGAT

*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN

*CATATAN SOAL-SOAL YANG SALAH DAN PEMBAHASAN BENARNYA

SKILL 19 MEMBALIKKAN SUBJECT DAN VERB DALAM KALIMAT PERBANDINGAN (COMPARISONS)

*CATATAN POIN PENTING UNTUK DIINGAT

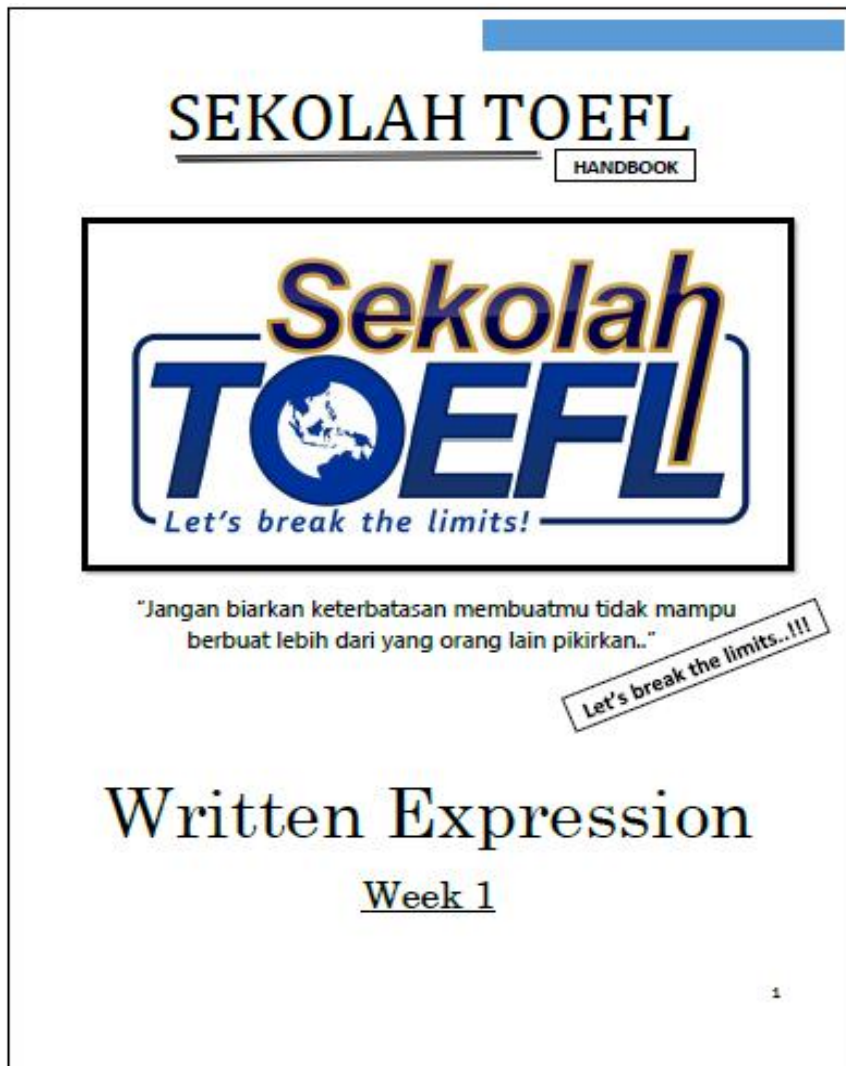
*JUMLAH BENAR DAN SALAH
DI SETIAP LATIHAN



Appendix 6

Handbook of “Sekolah TOEFL”

Example of Written Expression Handbook



Dari skil 20 - 60 merupakan Written Expression, dimana kita tidak mencari yang benar melainkan mencari yang salah dalam kalimat. Di dalam soal TOEFL, ada 25 soal written expression yang akan muncul dari nomor 16 sampai 40. Lebih banyak dari soal structure yang hanya 15 soal di tes TOEFL sebenarnya. Oleh sebab itu, penting untuk menguasai dengan baik bagian written expression mengingat banyaknya kesempatan untuk meraih soal yang benar dan meningkatkan skor akhir di tes TOEFL.

- Contoh:

A nerve is actually many nerve fiber bound together.

A B C D

- Di soal ini,

Pilihan A benar karena nerve dalam bentuk singular tanpa -s, maka bisa digunakan artikel A.

Pilihan B benar karena kata keterangan bisa muncul setelah to be.

Pilihan C salah karena ada kata many, maka fiber harusnya ditambah -s untuk menunjukkan bentuk jamak (plural).

Pilihan D benar yang berfungsi sebagai kata keterangan.

- Note: Di bagian written expression ini, fokus pada kata yang digarisbawahi, lihat apakah itu salah atau benar. Kemudian, kata-kata yang tidak di garisbawahi berarti sudah benar dan menjadi panduan untuk kata-kata yang digarisbawahi. Kita tidak bisa menyalahkan kata yang tidak digaris bawah, tapi kata yang digarisbawahi mengikuti kata-kata tersebut.

Week 1

Masalah dengan kesesuaian Subject dan Verb

- ❖ Dari skil 20 - 23 kita akan membahas soal-soal yang memiliki masalah dengan kesesuaian subject dan verb.
- ❖ Ingat, kalimat dalam bahasa Inggris minimal harus terdiri dari Subject dan Verb.
- ❖ Tetapi, di dalam soal, banyak terjadi walaupun sudah ada subject dan verb, mereka tidak sesuai yang akhirnya membuatnya salah.

Contoh:

The boy walk to school.

Di kalimat ini, subject: boy dan verb: walk. Kalimatnya lengkap, tetapi subject dan verb tidak sesuai. The boy dalam bentuk tunggal (singular), artinya kata kerja yang mengikutinya harus ditambah -s. Maka, kata kerja walk dianggap salah.

Skill 20: Melihat kesesuaian verb setelah prepositional phrases

- Masih ingat skil yang membahas tentang object of preposition? Yang dibentuknya adalah prepositional phrases. Contoh: The book on the table is mine. Preposition disini on dan object of preposition adalah the table. Dalam satu kesatuan on the table disebut dengan prepositional phrase.
- Nah, permasalahan disini adalah terkadang kita tidak melihat yang mana subject karena panjangnya kata-kata sebelum verb. Seperti dalam kalimat contoh diatas, subject the book, tetapi to be is tidak muncul langsung setelah subject, melainkan muncul setelah prepositional phrase.
- Perlu memahami polanya: Subject + Prepositional Phrase + Verb.
- Lihat, ketika mendapatkan sebuah soal perhatikan subjectnya di awal, prepositional phrase ditengah, kemudian verb.
- Fokus pada apakah subject dan verb sesuai atau tidak.

Contoh:

The key to the door are in the drawer.

Apa yang salah dari kalimat ini? Subjectnya the key dan to be yang digunakan are.

Kalimat ini memiliki subject dan verb, tetapi the key dalam bentuk tunggal, to be yang digunakan harusnya is, bukan are.

Kerjakan Exercise 20, lalu siapkan saat Temu Online dengan Mentor.

Note: Maksimal salah 2. Jika lebih dari 2, ulangi baca materi kemudian kerjakan kembali latihan.

Exercise 20

Petunjuk:

Setiap kalimat dibawah ini memiliki satu atau lebih prepositional phrase dinatara subject dan verb. Tentukan yang mana subject, verb, dan prepositional phrase. Lalu, indikasikan apakah kalimat ini benar atau salah.

Contoh:

1. The climbers on the sheer face of the mountain need to be rescued.

Answer: Subject = climbers. Verb = Need. Prepositional phrase = on the sheer face, of the mountain. Kalimat benar.

2. The interrogation, conducted by three police officers, have lasted for several hours.

Answer. Subject = interrogation. Verb = have lasted. Prepositional phrase = by three police officers. Kalimat salah karena subject interrogation berbentuk singular seharusnya bertemu dengan has, menjadi has lasted. Yang bertemu have adalah subject yang berbentuk plural.

3. The tenants in the apartment next to mine is giving a party this evening.

Answer:

4. The president, surrounded by secret service agents, is trying to make his way to the podium.

Answer:

5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.

Answer:

6. Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.

Answer:

7. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.

Answer:

8. Further development of any new ideas for future products has to be approved in advance.

Answer:

9. The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated.

Answer:

10. Any houses built in that development before 1970 have to be upgraded to meet current standards.

Answer:

Skill 21: Melihat kesesuaian verb setelah ekspresi kuantitas

- Subject yang menggunakan ekspresi kuantitas seperti all, most, some, dan half, maka verbnya mengikuti bentuk benda yang mengikuti setelah of, apakah tunggal atau jamak.
- Misal, all of the books are mine. Dalam kalimat ini, kata setelah of adalah the books, yaitu bentuk jamak, maka to be yang mengikuti adalah are.
- Kalau dirubah, all of the book is interesting, to be yang mengikutinya berbentuk is atau bentuk yang digunakan untuk kalimat dengan subject tunggal.
- Kunci: perhatikan benda bila memiliki -s setelah kata of, maka benda itu jamak dan sebaliknya bila tidak -s maka bisa jadi benda itu tunggal.
- Bentuk tunggal atau jamak dari benda setelah kata of menentukan bentuk verb atau to be dalam kalimat.
- Hati-hati dengan benda yang berubah bentuk bila menunjukkan jumlah lebih dari satu, misal man dan men, mouse dan mice, woman dan women, dan lain-lain.
- Penjelasan di skil ini hanya berlaku jika kalimat diawali dengan ekspresi kuantitas: all, some, most dan half.

Contoh:

Some of the information is interesting.

- Kalimat ini benar, karena setelah of ada kata information tanpa -s yang berarti benda tunggal. Information masuk dalam kategori uncountable noun. Semua uncountable noun dianggap tunggal walau seberapa pun banyaknya.

Kerjakan Exercise 21, lalu siapkan saat Temu Online dengan Mentor.

Note: Maksimal salah 2. Jika lebih dari 2, ulangi baca materi kemudian kerjakan kembali latihan.

Exercise 21

Petunjuk:

Setiap kalimat dibawah ini memiliki ekspresi kuantitas sebagai subject. Tentukan yang mana subject, verb, dan benda yang dirujuk oleh ekspresi kuantitas sebagai penentu verb. Lalu, indikasikan apakah kalimat benar atau salah.

Contoh:

1. The witnesses saw that most of the fire in the hills was extinguished.

Answer: Subject = witnesses dan verb = saw. Connector = that. Ekspresi kuantitas = most. Benda yang dirujuk = fire (subject). Verb = was extinguished. Kalimat ini benar. Ada dua klausa dalam kalimat ini yang ditandai dengan adanya connector, sehingga ada 2 subject dan 2 verb.

2. Some of the animals from the zoo was released into the animal preserve.

Answer: Ekspresi kuantitas = some. Benda yang dirujuk = animals (subject). Verb = was released. Kalimat salah, karena benda yang dirujuk oleh ekspresi kuantitas some adalah animals yang berbentuk plural, sedangkan to be yang digunakan was, seharusnya menggunakan were (to be untuk subject plural).

3. All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.

Answer:

4. Half of the food that we are serving to the guest are still in the refrigerator.

Answer:

5. We believe that some of the time of the employees is going to be devoted to quality control.

Answer:

6. All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.

Answer:

7. She did not know where most of the people in the room was from.

Answer:

8. In spite of what was decided at the meeting, half of the procedures was not changed.

Answer:

9. I was sure that all of the questions on the test were correct.

Answer:

10. Most of the trouble that the employees discussed at the series of meetings was resolved within a few weeks.

Answer:

Skill 22: Melihat kesesuaian verb yang dibalikkan (inverted verbs)

- Di skil sebelumnya, kita belajar tentang inverted subject dan verb.
- Ingat, dalam kalimat inverted subject dan verb, subject muncul setelah kata kerja bantu atau to be.
- Buka kembali skil 15-19 yang menjelaskan tentang inverted subjects dan verbs.
- Dalam menganalisa kalimat inverted subjects dan verbs, sangat penting langsung melihat subjectnya apa, baru kemudian melihat verbnya.

Contoh:

Behind the house was the bicycles I wanted.

Dalam kalimat ini, subjectnya adalah the bicycles, berbentuk jamak. Maka, to be yang digunakan harusnya were, bukan was. Kalimat ini salah.

- **Penting:** lihat kembali skil 15 - 19 dan pahami bentuk-bentuk kalimat inverted subject dan verbs.

Kerjakan Exercise 22, lalu siapkan saat Temu Online dengan Mentor.

Note: Maksimal salah 2. Jika lebih dari 2, ulangi baca materi kemudian kerjakan kembali latihan.

Exercise 22

Petunjuk:

Setiap kalimat dibawah ini berisi inverted subject and verb. Tentukan kata-kata yang menyebabkan kalimat diinversi, subject dan verb. Lalu, indikasikan apakah kalimat benar atau salah. Lihat lagi skills 15-16.

Contoh:

1. Only once this morning were the letters delivered by the campus mail service.

Answer: Penyebab inversi = only once. Subject = letters. Verb = were delivered. Kalimat benar karena subjectnya plural bertemu dengan to be were yang digunakan untuk subject plural.

2. Around the corner and to the right is the rooms that have been assigned to that program.

Answer: Penyebab inversi = around the corner and to the right. Subject = rooms. Verb = is. Kalimat salah karena subject berbentuk plural, seharusnya bertemu dengan to be are, bukan is.

3. What in the world is the children trying to do?

Answer:

4. John would be studying the chapters were he able to get hold of the book.

Answer:

5. This chapter has many more exercises than do the next one.

Answer:

6. The computer programmer was unaware that there was so many mistakes in the program he had written.

Answer:

7. Seldom in the history of television has two new comedies been so successful in one season.

Answer:

8. How many huge mistakes have the teacher actually found in the research paper?

Answer:

9. The new phone system is able to hold far more messages than was the phone system that had previously been used.

Answer:

10. In the parking lot south of the stadium was the cars that were about to be towed.

Answer:

Skill 23: Melihat kesesuaian verb setelah kata-kata tertentu

- Kata-kata tertentu dalam bahasa Inggris memiliki makna tunggal secara tata bahasa (grammatically).

Contoh:

Everybody are going to the theater.

- Kalimat ini salah, karena everybody adalah tunggal (singular), seharusnya to be yang digunakan adalah is.
- Ini daftar kata-kata yang dianggap tunggal (singular) dalam tata bahasa (grammar) bahasa Inggris:
 - Anybody, anyone, anything

- Everybody, everyone, everything
 - Nobody, no one, nothing
 - Somebody, someone, something
 - Each + noun, every + noun
- Bisa lihat tabel di skill 1 satu untuk memastikan pasangan to be dan verb antara subject yang bermakna singular dan plural sebagai panduan.

Kerjakan Exercise 23, lalu siapkan saat Temu Online dengan Mentor.

Note: Maksimal salah 2. Jika lebih dari 2, ulangi baca materi kemudian kerjakan kembali latihan.

Exercise 23

Petunjuk:

Setiap kalimat dibawah ini berisi kata-kata yang secara tata bahasa Inggris salah antara yang bermakna singular dan plural. Tentukan subject dan verb. Lalu, indikasikan apakah kalimat benar atau salah.

Contoh:

1. It is impossible to believe that somebody actually admire that man.

Answer: Subject = It dan Verb = is (to be yang berfungsi sebagai predikat menggantikan verb). Connector = that. Subject = somebody dan verb = admire. Kalimat salah karena subject somebody bermakna singular, maka verb harus ditambah dengan -s menjadi admires.

2. Each of the doctors in the building needs to have a separate reception area.

Answer: Subject = each dan Verb = Needs. Kalimat benar karena subject each bermakna singular, sehingga verb ditambah dengan -s.

3. The president felt that no one were better suited for the position of chief staff advisor.

Answer:

4. Everybody participating in the fund-raiser are to turn in the tickets by 8:00.

Answer:

5. Because of the low number of orders, nothing has to be done now.

Answer:

6. Every time someone take unnecessary breaks, precious moments of production time are lost.

Answer:

7. Anybody who goes to the top of the Empire State Building is impressed with the view.

Answer:

8. Every man, woman, and child in this line are required to sign the forms in order to complete the registration process.

Answer:

9. It is nice to believe that anything is possible if a person tries hard enough.

Answer:

10. The company reiterated to reporters that nobody have been dismissed because of the incident.

Answer:

Latihan

- ❖ Kerjakan latihan review dibawah ini kemudian lalu siapkan saat Temu Online dengan Mentor.

Note: Maksimal salah 2. Jika lebih dari 2, ulangi baca materi kemudian kerjakan kembali latihan.

Exercise skills 20-23

Petunjuk:

Tentukan subject dan verb dikalimat dibawah ini, lalu indikasikan apakah kalimat benar atau salah.

1. The contracts signed by the company has been voided because some stipulations were not met.

Answer:

2. Ten miles beyond the river was the farmlands that they had purchased with their life savings.

Answer:

3. Each package that is not properly wrapped have to be returned to the sender.

Answer:

4. She would not have to enter the house through the bedroom window were the keys where they were supposed to be.

Answer:

5. The proposal brought so much new work to the partnership that there was not enough hours to complete all of it.

Answer:

6. The box of disks for the computer have been misplaced.

Answer:

7. It is disconcerting to believe that every possible candidate has been rejected for one reason or another.

Answer:

8. Only once have there been more excitement in this city about a sporting event.

Answer:

9. Bobby has a bigger bicycle than does the other children in the neighborhood.

Answer:

10. If nobody have bought that car from the dealer, then you should return and make another offer.

Answer:

Exercise skills 20-23 (pilihan ganda)

Petunjuk:

Pilihlah jawaban yang benar. Nomor 1 dan 2 adalah soal structure dimana mencari jawaban yang benar. Nomor 3 – 10 adalah soal written expression dimana mencari yang salah dalam kalimat.

1. Among bees _____ a highly elaborate form of communication.
(A) occur
(B) occurs
(C) it occurs
(D) they occur
2. _____ heated by solar energy have special collectors on the roofs to trap sunlight.
(A) A home is
(B) Homes are
(C) A home
(D) Homes
3. Each number binary system are formed from only two symbols.
A B C D
4. Scientists at the medical center is trying to determine if there is a relationship between Saccharine and cancer.
A B C D
5. On the rim of the Kilauea volcano in the Hawaiian Islands are a hotel called the Volcano Hotel.
A B C D
6. The great digital advances of the electronic age, such as integrated circuitry and a microcomputer, has been planted in tiny chips.
A B C D
7. There are many frequently mentioned reasons why one out of four arrests involve a juvenile.
A B C D
8. Kepler's Laws, principles outlining planetary movement, was formulated based on observations made without a telescope.
A B C D
9. Only with a two-thirds vote by both houses are the U. S. Congress able to override a presidential veto.
A B C D

- _____ 10. Of all the evidence that has piled up since Webster's paper was published, there is no
A B
new ideas to contradict his original theory.
C D

Exercise Review Skills 1-23 (Pilihan Ganda)

Petunjuk:

Nomor 1 – 5 adalah soal structure dimana mencari pilihan yang benar untuk kalimat di soal. Nomor 6 – 10 adalah soal written expression dimana mencari yang salah dalam kalimat di soal.

1. _____ several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.
(A) After
(B) He made
(C) When
(D) His

2. The musical instrument _____ is six feet long.
(A) is called the bass
(B) it is called the bass
(C) called the bass
(D) calls the bass

3. One problem with all languages _____ they are full of irregularities.
(A) when
(B) so
(C) is that
(D) in case

4. _____ of economic cycle been helpful in predicting turning points in cycles, they would have been used more consistently.

- (A) Psychological theories
- (B) Psychological theories have
- (C) Had Psychological theories
- (D) Psychologists have theories

5. Hospital committees _____ spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands.

- (A) once
- (B) that once
- (C) have
- (D) once had

_____ 6. More than half of the children in the 1,356-member district qualifies for reduced-price or
A B C D
free lunches.

_____ 7. Five miles beyond the hills were a fire with its flames reaching up to the sky.
A B C D

_____ 8. Kettledrums, what were first played on horseback, were incorporated into the orchestra in
A B C D
the eighteenth century.

_____ 9. When is a flag hung upside down, it is an internationally recognized symbol of distress.
A B C D

_____ 10. The Museum of the Confederation in Richmond hosts an exhibition which documenting
A B
the origins and history of the banner that the most American think of as the Confederate
C D
Flag.

Example of Structure Handbook



Week 2

Skill 6, 7 dan 8

- Di skill 6 sampai 8, kita akan membahas tentang "Penggunaan Connector, Adverb of Time, dan Cause Connector"

Skill 6: Menggunakan Connector (Penghubung) dengan benar

- Bila ada dua klausa dalam bahasa Inggris, maka harus dihubungkan dengan satu connector agar menjadi satu kalimat.
- Satu klausa minimal terdiri dari satu Subject dan satu Verb. Artinya, jika ada dua klausa, ada dua Subject dan dua verb dalam satu kalimat.
- Connector yang bisa digunakan untuk menghubungkan dua klausa:

and, but, or, so, dan yet

- Kelima connector ini hanya dapat muncul ditengah kalimat. Mereka tidak dapat muncul diawal kalimat.
- Kunci menjawab soal di skil ini adalah memahami arti connector yang digunakan dan penggunaannya.

1. And berarti dan, digunakan untuk menghubungkan dua klausa yang memiliki arti setara.

Contoh: Tom is singing, and Paul is dancing.

2. But berarti tetapi, digunakan untuk menghubungkan dua klausa yang bertentangan arti.

Contoh: Tom is tall, but Paul is short.

3. Or berarti atau, digunakan untuk menghubungkan dua klausa yang bermakna pilihan.

Contoh: Tom must write the letter, or Paul will do it

4. So berarti jadi, digunakan untuk menghubungkan dua klausa yang mengandung sebab-akibat.

Contoh: Tom told a joke, so Paul laughed.

5. Yet berarti tetapi, digunakan untuk menghubungkan dua klausa yang memiliki makna bertentangan, hampir sama dengan but. Bedanya, klausa yang dihubungkan yet menjelaskan kondisi yang bertentangan dari seharusnya.

Contoh: Tom is tired, yet he is not going to sleep.

- Dari contoh-contoh diatas, bisa dilihat kalau sebelum connector, ada Subject dan Verb, kemudian setelah connector ada Subject dan Verb kedua. Jadi, ketika di kalimat terdapat dua subject dan verb, pastikan kalimat terhubung dengan sebuah connector, serta connector yang digunakan tepat sesuai dengan artinya.
- Contoh soal:

A power failure occurred, the lamps went out.

- (A) then
(B) so
(C) later
(D) next

A power failure adalah subject dan occurred merupakan verb. Setelah koma, ada the lamps sebagai subject dan went sebagai verb kedua. Artinya, ada dua subject dan verb dalam kalimat ini, berarti membutuhkan sebuah connector. Pilihan A, C, dan D bukan connector, maka jawaban yang tepat adalah (B) so.

Kerjakan Exercise 6 dibawah ini dan siapkan saat Temu Online dengan Mentor.

Exercise 6

- **Petunjuk:** Di soal-soal ini, kalimat memiliki lebih dari satu klausa. Tentukan yang mana subject pertama dan kedua, verb pertama dan kedua, dan connectornya. Kemudian, tentukan apakah kalimat tersebut secara Grammar: Benar (B) atau Salah (S).

Contoh:

1. The software should be used on a laptop computer, and this computer is a laptop.

Answer: Subject pertama = software dan subject kedua = computer. Verb pertama = should be used dan verb kedua = is (to be yang berfungsi sebagai verb). Connector = and. Kalimat benar.

Ingat: Kalimat benar ketika memiliki dua subject dan dua verb, serta connector yang sesuai. Bila salah satu dari ini tidak terpenuhi, maka kalimat salah. Bila kalimat tidak memiliki hal tertentu, maka ditulis, misal subject pertama = they dan subject kedua = tidak ada.

Exercise 6

2. The rain clouds can be seen in the distance, but no has fallen.

Answer:

3. They are trying to sell their house, it has been on the market for two months.

Answer:

4. So the quality of the print was not good, I changed the typewriter ribbon.

Answer:

5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.

Answer:

6. You should have finished the work yesterday, yet is not close to being finished today.

Answer:

7. The phone rang again and again, so the receptionist was not able to get much work done.

Answer:

8. The missing wallet was found, but the cash and credit cards had been removed.

Answer:

9. Or you can drive your car for another 2,000 miles, you can get it fixed.

Answer:

10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

Answer:

Skill 7: Menggunakan kata keterangan waktu (Adverb of Time) dan (Cause Connector) penghubung yang menjelaskan sebab.

- Seperti makna dari katanya, penghubung adverb time menjelaskan waktu dan cause connector menghubungkan dua klausa yang bermakna sebab.
- Silahkan lihat daftar di tabel ini untuk jenis Adverb of Time dan Cause Connectors.
- Penting untuk diingat dan dihafal.

❖ Jenis - jenis adverb of time:

After, as soon as, once, when, as, before, since, whenever, as long as, by the time, until, while

❖ Jenis – jenis cause connectors:

As, now that, because, since, inasmuch as

- Pola kalimat yang dibentuk dari connector adverb of time dan cause connectors:
 - ❖ Connector muncul ditengah:

Contoh: I don't go to school because it is raining.

❖ Connector muncul di awal:

Contoh: Because it is raining, I don't go to school.

- Klausa yang muncul setelah connector itu disebut dengan dependent clause atau anak kalimat, sedangkan klausa yang tidak diawali oleh connector disebut dengan independent clause atau induk kalimat. Misal, dari contoh sebelumnya, berarti dependent clause = because it is raining, karena diawali oleh connector because dan independent clause = I don't go to school.
- Subject pertama adalah subject pada independent clause dan subject kedua adalah subject pada dependent clause.
- Pahami arti dari setiap connector agar memudahkan penggunaannya dalam kalimat.

- **Adverb of time:**

After = setelah | as = saat | as long as = selama | as soon as = (se)segera | before = sebelum | by the time = saat (ada penjelasan waktu setelahnya) | once = saat/sewaktu | since = sejak | until = sampai | when = ketika | whenever = kapanpun | while = saat/waktu |

- **Cause connectors:**

As = selama/ sepanjang | because = karena | inasmuch as = sebanyak | now that = karena | since = karena (sejak) |

- Jika connector muncul di awal, maka klausa dipisahkan oleh tanda koma (,), tetapi bila ditengah tidak ada tanda koma (,).
- Contoh:

Before you leave, I will sign the check. (Ada koma)

I will sign the check before you leave. (Tidak ada koma)

- Hati-hati dengan connector yang memiliki dua fungsi sebagai adverb of time dan cause connector karena penghubung ini bisa digunakan dalam menyatukan dua klausa yang menunjukkan waktu dan sebab, seperti as dan since.

- **Contoh soal:**

..... was late, I missed the appointment.

- (A) I
- (B) Because
- (C) The train
- (D) Since he

Di klausa pertama, terdapat was yang bisa berfungsi sebagai predikat pengganti verb, artinya sebelumnya harus ada subject. Di klausa kedua, I berfungsi sebagai subject dan missed berfungsi sebagai kata kerja. Artinya, ada dua subjects dan verbs di kalimat ini, dibutuhkan sebuah connector.

Jadi, kalimat ini butuh subject dan connector.

Piliha (A) salah, karena hanya subject saja. Pilihan (B) salah, karena hanya berupa connector.

Pilihan (C) salah, karena hanya berupa subject. Pilihan (D) benar, karena ada connector dan subject.

Kerjakan Exercise 7 dibawah ini dan siapkan saat Temu Online dengan Mentor.

Exercise 7

- **Petunjuk:** Di soal-soal ini, kalimat memiliki lebih dari satu klausa. Tentukan yang mana subject pertama dan kedua, verb pertama dan kedua, dan connectornya. Kemudian, tentukan apakah kalimat tersebut secara Grammar: Benar (B) atau Salah (S).

Contoh:

1. Since the bank closes in less than an hour, the deposits need to be tallied immediately.

Answer: Subject pertama = deposits dan subject kedua = bank. Verb pertama = need dan verb kedua = closes. Connector = Since. Kalimat Benar.

Ingat:

- Kalimat benar ketika memiliki dua subject dan dua verb, serta connector yang sesuai. Bila salah satu dari ini tidak terpenuhi, maka kalimat salah. Bila kalimat tidak memiliki hal tertentu, maka ditulis, misal subject pertama = they dan subject kedua = tidak ada.
- Subject dan verb pertama adalah yang muncul pada independent clause atau induk kalimat.
- Connector untuk adverb of time dan cause connectors dapat muncul diawal dan ditengah kalimat.

Exercise 7

2. Their backgrounds are thoroughly investigated before are admitted to the organization.

Answer:

3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.

Answer:

4. The ground had been prepared, the seedlings were carefully planted.

Answer:

5. We can start the conference now that all the participants have arrived.

Answer:

6. The building quite vulnerable to damage until the storm windows are installed.

Answer:

7. Once the address label for the package is typed, can be sent to the mail room.

Answer:

8. Because the recent change in work shifts was not posted, several workers missed their shifts.

Answer:

9. The mother is going to be quite upset with her son as long as he misbehaves so much.

Answer:

10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

Answer:

Skill 8: Menggunakan penghubung keterangan yang lain (other adverb connectors)

- Pola penggabungan klausa di skill ini tetap sama dengan skill 6 dan 7.

Contoh:

Although it is raining, I am going to school. (Kalimat dengan connector di awal)

I am going to school although it is raining. (Kalimat dengan connector di tengah)

- Independent clause (Induk Kalimat) : I am going to school.
- Dependent clause (Anak Kalimat) : Although it is raining.
- Independent clause adalah klausa yang tidak diikuti oleh connector.
- Kuncinya adalah memahami arti dari connector yang digunakan sehingga bisa memasukkan atau memilih connector yang tepat dalam menghubungkan dua klausa.
- Berikut daftar connector dan fungsi penggunaannya dalam kalimat:

Function			
Condition	Contrast	Manner	Place

If	Although	As	Where
In case	Even though	In that	Wherever
Provided	Though		
Providing	While		
Unless	Whereas		
Whether			

- Connector yang menjelaskan kondisi atau keadaan (condition):

If = jika | In case = dalam kondisi | Provided = dengan (kondisi) | Providing =
Meningkat (kondisi) | Unless = kecuali | Whether = apakah |

- Connector yang menghubungkan klausa yang memiliki arti
bertentangan (Contrast):

Although = walaupun | Even though = meskipun | Though = tetapi | While = sementara
itu | Whereas = padahal |

- Connector yang menghubungkan klausa yang menunjukkan pola
(Manner):

As = saat | In that = dalam pola (karena) |

- Connector yang menghubungkan klausa yang menunjukkan tempat:

Where = dimana | Wherever = dimanapun |

- Ingat, setelah connector selalu ada Subject dan Verb.

Contoh soal:

You will get a good grade on the exam provided

(A) studying

(B) study

- (C) to study
(D) you study

Di klausa pertama, ada you sebagai subject dan get sebagai verb. Terdapat connector 'provided' di klausa berikutnya. Artinya, setelah connector harus ada subject dan verb, maka soal ini membutuhkan subject dan verb.

Pilihan (A) salah, karena present participle. Pilihan (B) salah, karena hanya kata kerja saja.

Pilihan (C) salah, karena tidak ada subject dan mempunyai to. Pilihan (D) benar karena ada subject dan verb.

Kerjakan Exercise 8 dibawah ini dan siapkan saat Temu Online dengan Mentor.

Exercise 8

- **Petunjuk:** Di soal-soal ini, kalimat memiliki lebih dari satu klausa. Tentukan yang mana subject pertama dan kedua, verb pertama dan kedua, dan connectornya. Kemudian, tentukan apakah kalimat tersebut secara Grammar: Benar (B) atau Salah (S).

Contoh:

1. It is impossible to enter that program if you lack experience as a teacher.

Answer: Subject pertama = it dan subject kedua = you. Verb pertama = is (tobe pengganti verb) dan verb kedua = lack. Connector = if. Kalimat Benar.

Note:

Yang dianggap subject pertama adalah subject pada independent clause dan subject kedua adalah subject pada dependent clause.

2. The commandant left strict orders about the passes, several soldiers left the post anyway.

Answer:

3. No one is admitted to the academy unless he or she the education requirements.

Answer:

4. While most students turned the assignment in on time, a few asked for an extension.

Answer:

5. I will take you wherever need to go to complete the registration procedures.

Answer:

6. I will wait here in the airport with you whether the plane leaves on time or not.

Answer:

7. Providing the envelope is postmarked by this Friday, your application still acceptable.

Answer:

8. As the nurse already explained all visitors must leave the hospital room now.

Answer:

9. This exam will be more difficult than usual in that it covers two chapters instead of one.

Answer:

10. Though snow had been falling all day long, everyone got to the church on time for the wedding.

Answer:

Latihan

Kerjakan latihan-latihan dibawah ini lalu siapkan saat Temu Online untuk dikoreksi.

Exercise (Skills 6-8)

- **Petunjuk:** Di soal-soal ini, kalimat memiliki lebih dari satu klausa. Tentukan yang mana subject pertama dan kedua, verb pertama dan kedua, dan connectornya. Kemudian, tentukan apakah kalimat tersebut secara Grammar: Benar (B) atau Salah (S).

1. Until the registrar makes a decision about your status, you must stay in an unclassified category.

Answer:

2. Or the bills can be paid by mail by the first of the month.

Answer:

3. The parents left a phone number with the baby-sitter in case a problem with the children.

Answer:

4. The furniture will be delivered as soon it is paid for.

Answer:

5. Whenever you want to hold the meeting, we will schedule it.

Answer:

6. The government was overthrown in a revolution, the king has not returned to his homeland.

Answer:

7. Whereas most of the documents are complete, this form still needs to be notarized.

Answer:

8. Trash will be collected in the morning, so you should put the trash cans out tonight.

Answer:

9. It is impossible for the airplane to take off while is snowing so hard.

Answer:

10. We did not go out to dinner tonight even though I would have preferred not to cook.

Answer:

TOEFL Exercise (Skills 6-8)

- Pilih jawaban dari pertanyaan – pertanyaan dibawah ini dengan benar. Semua soal meliputi skills 6 sampai 8. Ini tipe soal TOEFL yang sebenarnya.

1. The president of the United States appoints the cabinet members, _____ appointments are subject to Senate approval.
(A) their
(B) with their
(C) because their
(D) but their
2. The prisoners were prevented from speaking to reporters because _____.
(A) not wanting the story in the papers
(B) the story in the papers the superintendent did not want
(C) the public to hear the story
(D) the superintendent did not want the story in the papers
3. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where _____ of important events took place.
(A) it was an extraordinary number
(B) there was an extraordinary number
(C) an extraordinary number
(D) an extraordinary number existed
4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
(A) Pumps have
(B) As pumps have
(C) So pumps have
(D) With pumps
5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researchers.
(A) they are
(B) are
(C) yet they
(D) yet they are
6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the _____ migrate by following magnetic fields.
(A) target monarchs
(B) target since monarchs

- (C) target since monarchs are
(D) target
7. _____ show the relations among neurons, they do not preclude the possibility that other aspects are important.
(A) Neural theories
(B) A neural theory
(C) Although neural theories
(D) However neural theories
8. _____ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.
(A) A home is
(B) A home is bought
(C) When a home
(D) When a home is bought
9. If ultraviolet radiation enters the Earth's atmosphere, _____ generally blocked by the ozone concentrated in the atmosphere.
(A) it
(B) it is
(C) so it is
(D) then it
10. Among human chromosomes, the Y chromosome is unusual _____ most of the chromosome does not participate in meiotic recombination.
(A) in
(B) so
(C) and
(D) in that

TOEFL Review Exercise (Skills 1-8)

- Pilih jawaban dari pertanyaan – pertanyaan dibawah ini dengan benar. Semua soal meliputi skills 1 sampai 8. Ini tipe soal TOEFL yang sebenarnya.
1. The three basic chords in _____ the tonic, the dominant, and the subdominant
(A) functional harmony
(B) functional harmony is
(C) functional harmony are
(D) functional harmony they are

2. _____ Hale telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.
(A) The
(B) With the
(C) They use the
(D) It is the
3. Without the proper card installed inside the computer, _____ impossible to run a graphics program.
(A) is definitely
(B) because of
(C) it is
(D) is
4. The charter for the Louisiana lottery was coming up for several, _____ spared no expense in the fight to win renewal.
(A) the lottery committee
(B) so the lottery committee and
(C) so the lottery committee
(D) so the lottery committee made
5. While in reality Alpha Centauri is a triple star, _____ to the naked eye to be a single star.
(A) it appears
(B) but it appears
(C) appears
(D) despite it
6. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
(A) it
(B) when
(C) after the comet came into it
(D) once the comet
7. Each object _____ Jupiter's magnetic field is deluged with electrical charges.
(A) enters
(B) it enters
(C) entering
(D) enter
8. As its name suggests, the Prairie Wetlands Resource Center _____ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.
(A) it focuses

Example of Listening Handbook



Week 11

Long Conversations dan Talks

❖ Long Conversations (Skills 18 – 22)

- Long conversations adalah bagian kedua dalam tes TOEFL bagian Listening, setelah short dialogues.
- Long conversation ada sekitar 10 soal, dari nomor 31 sampai 40. Terkadang kurang atau lebih dari 10 soal.
- Dibagian long conversation ini, kita akan mendengarkan percakapan yang panjang kemudian beberapa pertanyaan yang mengikuti percakapan ini.
- Karena pertanyaan diberikan setelah percakapan selesai, sering kali kita lupa dengan apa yang dibicarakan dalam percakapan yang telah berlalu.
- Disisi lain, kita dilarang membuat catatan atau mencoret-mencoret soal Tes ITP.
- Situasi ini memang salah satu yang membuat bagian Long Conversations cukup sulit bagi yang belum terbiasa.
- Cara terbaik untuk menyelesaikan bagian Long Conversations dengan baik adalah: 1). Pahami strategi untuk menemukan jawaban yang benar. 2). Latihan serta diulang-ulang sesering mungkin soal-soal yang sudah dikerjakan sampai benar-benar melekat dikelapa titik dan komanya.

Strategi Menemukan Jawaban Yang Benar di Long Conversations

➤ Sebelum mendengarkan percakapan

1. Mengantisipasi Topik Percakapan

Bagaimana caranya?

- Sebelum percakapan dimulai, lihat percakapan itu untuk pertanyaan nomor berapa sampai nomor berapa.
- Cepat – cepat lihat pilihan ganda disetiap pertanyaan yang akan dicover oleh percakapan yang akan dimulai itu.
- Dari semua pilihan ganda yang dipilhan, lihat apa kira-kira tema atau topik yang kemungkinan dibicarakan. Biasanya, dengan melihat berbagai kosakata yang ada dipilhan ganda, kita bisa menyimpulkan kemungkinan topik dari percakapan yang akan dimulai.
- Apa manfaat dari mengantisipasi topik pembicaraan terlebih dahulu? Agar pikiran kita segera fokus pada topik-topik itu dan mempermudah kita dalam memahami percakapan.

2. Mengantisipasi Pertanyaan-Pertanyaan

Bagaimana caranya?

- Di bagian long conversation, ada beberapa pertanyaan yang bisa ditebak akan muncul jauh sebelum kita mendengarkan percakapan.
- Ketika kita melihat cepat pilihan - pilihan soal –soal yang akan dicover oleh percakapan yang akan dimulai, usahkan juga menebak pertanyaan seperti apa yang akan diberikan untuk pilihan ganda ini.
- Contoh:
Di pilihan ganda kita membaca:
A. In the airport
B. In the library
C. In the dormitory
D. In the travel agent's office.
- Ketika melihat pilihan ganda ini, kita bisa menebak kalau pertanyaannya nanti mungkin tentang: Where does the conversation probably take place?
- Contoh lain, ketika pilihan tentang berbagai profesi seperti a teacher, a doctor, a nurse dan lain-lain, bisa jadi nanti pertanyaannya tentang siapa pembicara? Apa pekerjaan si pembicara dan lain sebagainya. Ketika pilihan tentang berbagai mata kuliah, seperti biology, arts, math, dan lain-lain, bisa jadi pertanyaannya nanti tentang mata kuliah apa yang diambil oleh si pembicara atau semacamnya.
- Apa manfaat dari mengantisipasi pertanyaan ini? Agar ketika kita mendengarkan percakapan dan salah satu yang ada dipilihan ganda tadi disebutkan atau terdengar dengan jelas, bisa jadi itu jawaban yang benar.

➤ Saat mendengarkan percakapan

1. Tetap jaga dalam pikiran dua hal yang didapat sebelum mendengarkan percakapan tadi, yaitu tentang topik percakapan dan pertanyaan-pertanyaan yang mungkin diberikan untuk soal-soal pilihan ganda yang sudah kita baca sebelum percakapan dimulai. Usahkan menemukan apakah perkiraan kita benar ada dalam percakapan atau tidak? Karena ini nanti yang menjadi penentu jawaban yang benar di soal.
2. Sembari mendengarkan percakapan, sembari dipikirkan tentang: who, what, when, dan where.

Who is talking?

When does the conversation probably take place?

Where does the conversation probably take place?

What is the source information for the conversation?

3. Sembari mendengarkan percakapan, ikuti dengan cari setiap soal dan baca pilihan gandanya. Kenapa? Karena soal akan mengikuti urutan percakapan. Ketika melihat

pilihan ganda yang kata-katanya sudah tidak diucapkan lagi, bisa jadi percakapan sudah masuk ke bagian soal berikutnya. Makanya, biasanya kita bisa mendapatkan jawaban yang benar sebelum pertanyaan diberikan bila kita ikuti percakapan sembari membaca pilihan ganda soal.

My Two Cents

Di bagian ini, jawaban yang benar bisa jadi sama persis dengan yang diucapkan oleh pembicara dalam percakapan. Susunan sesuai dengan urutan percakapan, jadi ikutilah percakapan sembari jari menelusuri setiap pilihan ganda per soal. Beri tanda titik kecil hampir tak terlihat di pilihan ganda yang menurut kita jawaban yang benar. Nanti saat pertanyaan diberikan baru kita memastikan apakah pekiraan kita itu benar atau tidak.

TOEFL Exercise (Skills 18-22)**Petunjuk:**

Dengarkan percakapan dan jawab pertanyaan dengan benar.

1. (A) To a concert
(B) To a rehearsal
(C) To a lecture
(D) To the library
2. (A) One
(B) Two
(C) Three
(D) Four
3. (A) The bus does not go directly to the Music Building.
(B) The bus goes very slowly to the Music Building.
(C) The bus sometimes does not come.
(D) The bus will not arrive for a while.
4. (A) Walk
(B) Wait for the bus
(C) Miss the lecture
(D) Think of another plan
5. (A) Boring
(B) Fantastic
(C) Lengthy
(D) Faithful
6. (A) By car
(B) By plane
(C) By train
(D) By bicycle
7. (A) She went directly to Yellowstone.
(B) She spent a few weeks in Laramie.
(C) She stopped at the Devil's Tower National Monument.
(D) She made a few stops before going on to Yellowstone.
8. (A) Laramie
(B) Devil's Tower National Monument
(C) Old Faithful
(D) Wyoming
9. (A) Hear again about Yellowstone
(B) Take a trip to Yellowstone
(C) Get a job in a national park
(D) Move to Yellowstone
10. (A) How and when we celebrate Thanksgiving
(B) The traditional Thanksgiving dinner
(C) When Thanksgiving began
(D) Abraham Lincoln
11. (A) With colonists in Massachusetts
(B) Alone and thinking about how Thanksgiving developed
(C) With a big Thanksgiving dinner
(D) In an untraditional manner
12. (A) The terrible winter
(B) The corn harvest
(C) The development of Thanksgiving Day
(D) For getting the whole family together
13. (A) At many different times
(B) In July
(C) Any time in November
(D) On a Thursday in November

Lembar Kerja TOEFL Exercise (Skills 18 – 22).

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.

❖ Long Talks (Skills 23 – 27)

- Long talks adalah bagian ketiga dalam tes TOEFL bagian Listening, setelah Long conversations.
- Long talks ada sekitar 10 soal, dari nomor 41 sampai 50. Terkadang, kurang atau lebih dari 10 soal.
- Dibagian long talks ini, kita akan mendengarkan penjelasan panjang tentang sesuatu, umumnya dari seorang professor, guru, atau ahli bidang keilmuan tertentu.
- Satu long talk bisa sangat panjang sekali dan melelahkan, maka pastikan kita tidak tertidur saat mendengarkannya.
- Setelah satu long talk akan diikuti oleh tentang talks yang abru saja didengar ini.
- Karena pertanyaan diberikan setelah long talks selesai, sering kali kita lupa dengan apa yang dibicarakan dalam long talks yang telah berlalu.
- Disisi lain, kita dilarang membuat catatan atau mencoret-mencoret soal Tes ITP.
- Situasi ini memang salah satu yang membuat bagian Long Conversations dan Long Talks cukup sulit bagi yang belum terbiasa.
- Cara terbaik untuk menyelesaikan bagian Long Talks dengan baik adalah: 1). Pahami strategi untuk menemukan jawaban yang benar. 2). Latihan serta diulang-ulang sesering mungkin soal-soal yang sudah dikerjakan sampai benar-benar melekat di kepala titik dan komanya.

Strategi untuk menemukan jawaban yang benar dibagian Long Talks sama dengan strategi di Long Conversations. Silahkan dibaca ulang.

✦ *My Two Cents*

Jangan berpikir ingin betul semua dibagian Long Conversations dan Long Talks. Targetkan pilihan-pilihan soal yang sudah bisa kita tebak pertanyaannya dahulu.

TOEFL Exercise (Skills 23 – 27)**Petunjuk:**

Dengarkan long talks dalam rekaman dan pilih jawaban yang benar.

1. (A) Other librarians
(B) Undergraduate students
(C) Students who are not in the business department
(D) Graduate business students
2. (A) It opens at 7:00 a.m.
(B) It closes at 7:00 p.m.
(C) It closes at midnight.
(D) It is always open.
3. (A) Computer area and business materials
(B) Magazines and newspapers
(C) Business department and library staff offices
(D) First and second floors of the library
4. (A) Go home
(B) Return to class
(C) Work on the computers
(D) Tour the library
5. (A) A student in health services
(B) A drug abuse lecturer
(C) A dermatologist
(D) A representative of the tobacco industry
6. (A) How to reduce nicotine and other addictions
(B) How stress affects the skin
(C) The effects of alcohol on health
(D) How to achieve optimal health
7. (A) Alcohol
(B) Nicotine
(C) Caffeine
(D) A reduced supply of blood
8. (A) It increases the flow of blood to the skin.
(B) It causes increased consumption of alcohol.
(C) It prevents the skin from receiving enough nourishment.
(D) It causes stress.
9. (A) Before the Civil War
(B) At the end of the Civil War
(C) At the beginning of the twentieth century
(D) Within the last decade
10. (A) The Civil War ended.
(B) The U.S. government issued a large amount of paper currency.
(C) The price of gold plummeted.
(D) The value of gold became inflated.
11. (A) The president
(B) The president's brother
(C) The president's brother-in-law
(D) The president's wife
12. (A) Issue greenbacks
(B) Sell gold
(C) Corner the gold market
(D) Hold its gold reserves

Lembar Kerja TOEFL Exercise (Skills 23 – 27).


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Example of Reading Comprehension Handbook

HANDBOOK INI HANYA UNTUK SISWA SEKOLAH TOEFL

SEKOLAH TOEFL

HANDBOOK



"Jangan biarkan keterbatasan membuatmu tidak mampu
berbuat lebih dari yang orang lain pikirkan.."

Let's break the limits..!!!

Reading

Week 2

1

- ❖ Kita akan mempelajari strategies untuk setiap bagian Reading ini secara spesifik.
- ❖ Agar kalian memiliki gambaran keseluruhan tentang tes bagian reading, dibawah ini saya berikan ringkasannya.
- ❖ Silahkan dibaca dan dipahami perlahan.

Ringkasan

Reading

1. Jumlah soal 50 dengan waktu tes 55 menit.
2. Jangan menghabiskan banyak waktu dengan membaca teks. Kita tidak perlu memahami secara mendalam tentang isi teks.
3. Skim teks, dapatkan ide pokoknya dan bagaimana teks di organisasi oleh penulis.
4. Biasanya, lihat pertanyaan dulu secara ringkas baru baca teks agar ketika membaca paham informasi apa yang harus dicari.
5. Ingat hanya ada kurang lebih 1 menit waktu untuk menjawab satu soal belum ditambah dengan waktu membaca teks.
6. Tidak usah khawatir kalau topic teks terlihat asing karena semua informasi yang diperlukan untuk menjawab soal ada di dalam teks tersebut.
7. Jangan habiskan banyak waktu untuk menjawab soal yang tidak yakin. Gunakan metode eliminasi.
8. Umumnya, banyak orang tidak selesai mengerjakan semua soal di reading karena waktu 55 menit sangat sedikit sekali. Jadi, berhati-hatilah. Tebak jawaban sebelum waktu habis.

Untuk mendapatkan skor 550, kalian boleh membuat kesalahan maksimal sebanyak 10 soal dari 50 soal ini.

Week 2

Menjawab Pertanyaan Tentang Ide didalam Teks

- ❖ Seringkali dalam bagian Reading di tes TOEFL ditanyakan tentang main idea, topic, title, atau subject.
- ❖ Selain itu, ada juga pertanyaan tentang bagaimana organisasi dari teks (passage) atau tentang informasi apa yang dimasukkan pada bagian paragraf tertentu.
- ❖ Kedua tipe pertanyaan ini akan dibahas pada Skill 1 dan Skill 2 dibawah ini.

Skill 1 – Menjawab Pertanyaan Tentang Main Idea dengan Benar

- Biasanya, dalam satu bagian tes reading di tes TOEFL terdiri dari 4 atau 5 buah teks.
- Disetiap teks, pertanyaan tentang 'main idea' umumnya selalu ada.
- Pertanyaan – pertanyaan tentang 'main idea' ini bisa ditanyakan dengan berbagai variasi, misalnya diminta mengidentifikasi topic, subject, title, primary idea, atau main idea.
- Intinya, tetap yang ditanyakan adalah main idea dari teks yang bersangkutan.
- Pertanyaan – pertanyaan ini pada dasarnya tentang apa yang penulis/pengarang ingin sampaikan melalui teks bersangkutan.
- Perlu diketahui, teks (passages) dalam soal TOEFL ditulis dengan pola yang tradisional dimana mudah untuk mencari main idea dengan hanya mempelajari topic sentence, yang umumnya ditemukan di awal tiap – tiap paragraf.

Pertanyaan seperti apa yang isinya sama dengan meminta main idea?

Pertanyaan – pertanyaan dibawah ini adalah tentang main idea.

- What is the topic of the passage?
- What is the subject of the passage?
- What is the main idea of the passage?
- What is the author's main point in the passage?
- What is the author primarily concerned?
- Which of the following would be the best title?

Bagaimana cara mencari jawaban dari pertanyaan tentang main idea dari teks (passage)?

Berikut yang bisa dilakukan:

1. Baca kalimat awal dari tiap – tiap paragraf.
2. Ketika membaca, pikirkan atau cari apa tema atau ide umum yang diangkatnya.

3. Bila sudah bisa menemukan tema atau ide yang diangkat, lihat secara cepat keseluruhan teks (passage) untuk memastikan apakah teks itu membahas tema atau ide tersebut.
4. Gunakan cara eliminasi pilihan yang sudah pasti tidak berkaitan dengan tema atau ide yang kita dapatkan ketika membaca kalimat-kalimat awal dari setiap paragraf.

Note:

1. Ingat, tema atau ide yang dijelaskan di kalimat awal sebuah paragraf adalah hal yang dibahas di kalimat-kalimat selanjutnya di paragraf tersebut. Inilah yang menjadi topic sentence.
2. Ada kemungkinan tema atau ide pokok kalimat terletak di akhir atau di keseluruhan kalimat di dalam paragraf. Tetapi, yang paling penting adalah setelah mendapatkan tema atau ide pokoknya, langsung lihat pilihan jawaban dan eliminasi pilihan yang tidak berisi tema atau ide pokok yang sudah kita temukan.
3. Pertanyaan bisa meminta ide pokok dari satu paragraf, maka pelajari kalimat awal di paragraf tersebut.
4. Bila pertanyaan meminta ide pokok dari sebuah teks yang berisi beberapa paragraf, pelajari kalimat – kalimat awal dari setiap paragraf dan satukan/ hubungkan tema atau ide pokok yang diangkat, lalu lihat pilihan jawaban yang ada. Segera eliminasi pilihan jawaban yang tidak berisi tema atau ide pokok yang ditemukan itu.

Contoh:**The passage:**

- In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer, "...a mind that beholds or grasps objects outside the world of things..." With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one's life.

The question:

What is the **topic** of this passage?

- (A) The intelligence of John Dewey
- (B) Distinctions made by John Dewey
- (C) Dewey's ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey's works

- Pada contoh diatas perhatikan kalimat di awal paragraf. Coba dibaca dan dicari apa tema atau ide yang disampaikan. Biasanya ada kata kunci tertentu yang mengarah pada tema atau ide pokok tertentu.
- Di awal paragraf, ada kalimat: a sharp distinction is made between intelligence and reasoning.
- Disini, kita bisa melihat bahwa akan dibahas tentang distinction (perbedaan) antara intelligence dan reasoning.
- Untuk memastikan, baca cepat kalimat – kalimat setelahnya, apakah benar membahas perbedaan antara intelligence dan reasoning? Ini hanya untuk memastikan saja.
- Nah, pilihan yang benar umumnya menggunakan sinonim untuk menjelaskan kembali tema atau ide pokok yang disampaikan oleh kalimat pertama dalam paragraf.
- Pada contoh ini, pilihan D adalah jawaban yang benar. Perhatikan, ada kata differ yang sama artinya dengan distinction dan pilihan ini berisi tentang intelligence dan reasoning sesuai yang disampaikan di kalimat pertama pada paragraf contoh ini.
- Pilihan A, B, dan C salah karena hanya menjelaskan separuh dari tema atau ide yang dijelaskan. Misal, pilihan A hanya tentang intelligence saja; pilihan B tentang distinction, tetapi kita tidak tahu distinction tentang apa yang dibuat oleh John Dewey; pilihan C hanya menjelaskan tentang reasoning saja.
- Pastikan pilihan yang dipilih benar-benar meng-cover semua tema atau ide pokok yang dijelaskan di kalimat pertama atau kalimat-kalimat awal di paragraf atau tiap-tiap paragraf.

TOEFL Exercise 1

Petunjuk:

Pelajari setiap teks dibawah ini dan pilih jawaban yang paling tepat untuk setiap pertanyaannya. Pertanyaan – pertanyaan dibawah ini membantu kalian untuk praktek mencari jawaban yang benar untuk pertanyaan tentang main idea dalam teks.

PASSAGE ONE (Questions 1–2)

Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

Line
(5)

- Which of the following best describes the topic of the passage?
 - The city of Fort Knox, Kentucky
 - The federal gold depository
 - The U.S. army post at Fort Knox
 - Gold bullion
- Which of the following would be the best title for this passage?
 - The Massive Concrete Vault
 - Fort Knox Security
 - Where the United States Keeps Its Gold
 - A Visit to Kentucky

PASSAGE TWO (Questions 3–4)

One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

Line
(5)

- Which of the following best states the subject of this passage?
 - The hardness of diamonds
 - Identifying minerals by means of a scratch test
 - Feldspar on the Mohs' scale
 - Recognizing minerals in their natural state
- The main idea of this passage is that
 - the hardness of a mineral can be determined by its ability to make a mark on other minerals
 - diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
 - a softer mineral cannot be scratched by a harder mineral
 - talc is the first mineral listed on the Mohs' scale

PASSAGE THREE (Questions 5–6)

Line Hurricanes generally occur in the North Atlantic from May through November, with the
(5) peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

- | | |
|---|---|
| 5. The passage mainly discusses | 6. The best title for this passage would be |
| (A) how many hurricanes occur each year | (A) The North Atlantic Ocean |
| (B) the strength of hurricanes | (B) Storms of the Northern Atlantic |
| (C) the weather in the North Atlantic | (C) Hurricanes: The Damage and Destruction |
| (D) hurricanes in one part of the world | (D) What Happens from May through November |

PASSAGE FOUR (Questions 7–9)

Line Henry Wadsworth Longfellow (1807–1882) was perhaps the best-known American poet of the
(5) nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

(10) *Evangeline* was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

(15) In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minnehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minnehaha and Hiawatha's departure into the sunset in his canoe.

(20) *The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.
 - (B) Longfellow described American history even though people really did not enjoy it.
 - (C) The popularity of Longfellow's poems results from his stress on the values of the people.
 - (D) Longfellow wrote long narrative poems that were not always popular with the critics.
8. The best title of the passage is
- (A) Longfellow's Popular Appeal
 - (B) Historical Narrative Poems
 - (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
 - (D) Longfellow and the Critics
9. The subject of the fourth paragraph is
- (A) nobility and honor in the poems of Longfellow
 - (B) the love triangle involving Miles Standish
 - (C) the popular appeal of *The Courtship of Miles Standish*
 - (D) the period of the early settlement of New England

Lembar Kerja TOEFL Exercise 1.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Skill 2 – Melihat Organisasi Ide didalam Teks

- Biasanya, dalam sebuah teks, ide disampaikan dengan organisasi tertentu.
- Organisasi ide dalam teks bisa jadi:
 1. Dengan cara menkontraskan antara ide pada paragraf satu atau paragraf sebelumnya dengan paragraf kedua atau paragraf selanjutnya, jadi ide di paragraf kedua atau paragraf selanjutnya membantah apa yang dijelaskan oleh paragraf satu atau paragraf sebelumnya.
 2. Dengan saling mendukung, jadi ide di paragraf kedua atau paragraf selanjutnya semakin menguatkan ide di paragraf 1 atau paragraf sebelumnya.
 3. Atau paragraf kedua atau paragraf selanjutnya memberi contoh dari penjelasan definisi di paragraf 1 atau paragraf sebelumnya, dan lain – lain.
- Kita harus pandai melihat apa hubungan antar paragraf dalam hal bagaimana si penulis/ pengarang mengorganisasikan idenya.

Pertanyaan seperti apa yang isinya menanyakan tentang organisasi ide didalam teks?

- How is the information in the passage organized?
- How is the information in the second paragraph related to the information in the first paragraph?

Bagaimana cara mencari jawaban dari pertanyaan organisasi ide didalam teks (passage)?

Berikut yang bisa dilakukan:

1. Baca kalimat awal di tiap paragraf.
2. Perhatikan bagaimana hubungan antara tiap paragraf: apakah saling membantah? Apakah saling mendukung? Apakah satu memberi definisi dan yang lain memberi contoh? Apakah satu paragraf menjelaskan lebih rinci apa yang disampaikan di paragraf sebelumnya? Dan lain – lain.
3. Pilih pilihan jawaban yang menjelaskan hubungan – hubungan antara paragraf-paragraf ini dengan jelas.

Contoh:

The passage:

- If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.
- (5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army
- (10) officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.
- Today, most sports historians are in agreement that Doubleday really did not have much to do with the
- (15) development of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.

In this passage

- (A) an idea is presented and then refuted
 (B) a concept is followed by examples
 (C) a cause is followed by an effect
 (D) a belief is supported with reasons

- Pada contoh ini, perhatikan kalimat awal di paragraf 1. Di kalimat ini dijelaskan tentang kepercayaan kalau permainan baseball ditemukan oleh Abner Doubleday.
- Di paragraf kedua, kalimat pertamanya menjelaskan tentang kredit/penghargaan yang diberikan pada Doubleday karena penemuannya untuk permainan baseball.
- Tetapi, di paragraf ketiga, di kalimat pertamanya menjelaskan kalau Doubleday tidak memberikan kontribusi yang banyak terhadap perkembangan baseball menurut para ahli sejarah olahraga.

- Disini, kita bisa mengetahui bahwasanya pengorganisasian ide dalam teks ini adalah dengan cara 'melawankan' antara apa yang disampaikan di paragraf sebelumnya dengan paragraf selanjutnya.
- Kalau sudah mengetahui hubungan antara paragraf ini, tinggal lihat pilihan jawaban mana yang menjelaskan hubungan ini.
- Pilihan A lebih tepat: ide dijelaskan kemudian dibantah.
- Pilihan B salah, karena tidak memberikan contoh kalimat selanjutnya.
- Pilihan C salah, karena paragraf-paragraf ini tidak menjelaskan sebab-akibat.
- Pilihan D salah, karena tidak diberikan alasan tertentu.

TOEFL Exercise 2

Petunjuk:

Pelajari setiap teks dibawah ini dan pilih jawaban yang paling tepat untuk setiap pertanyaannya. Pertanyaan – pertanyaan dibawah ini membantu kalian untuk praktek mencari jawaban yang benar untuk pertanyaan tentang organisasi ide dalam teks.

PASSAGE ONE (Questions 1–2)

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

According to the traditional view of conflict, conflict is harmful to an organization. *Line* Managers with this traditional view of conflict see it as their role in an organization to rid the *(5)* organization of any possible sources of conflict.

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

1. How is the information in the passage organized?
- (A) The origin of ideas about conflict is presented.
 - (B) Contrasting views of conflict are presented.
 - (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
 - (D) Examples of conflict within organizations are presented.

2. Choose which paragraph that supports the view that organizational conflict can be beneficial.

PASSAGE TWO (Questions 3–4)

IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

Line

(5)

In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

(10)

In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?

- (A) An argument
- (B) A definition
- (C) An opinion
- (D) A theory

4. Choose which paragraph that describes the application of IQ in the real world.

PASSAGE THREE (Questions 5–6)

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

Line

(5)

Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

(10)

The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?
- (A) Two unusual characteristics of the Great Salt Lake are discussed.
 - (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
 - (C) The process by which the Great Salt Lake gets its salt is outlined.
 - (D) The reasons for the variations in the Great Salt Lake's size are given.
6. Choose which paragraph that explains where the Great Salt Lake gets its salt.

Lembar Kerja TOEFL Exercise 2.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

TOEFL Exercise (Skills 1 – 2)

Petunjuk:

Pelajari setiap teks dibawah ini dan pilih jawaban yang paling tepat untuk setiap pertanyaannya. Pertanyaan – pertanyaan dibawah ini bisa meliputi tentang mencari main idea dalam kalimat dan organisasi ide dalam kalimat.

Appendix 7

Pictures of Questions of the Day (Example)



1. Amber comes from the resins of pine trees that grew in Northern Europe millions of years ago.

- (A) chiefly (B) and chiefly
(C) it is chiefly (D) since it is chiefly

2. An adult human must take eight steps to go as a giraffe does in one stride.

- (A) as far (B) the farther
(C) how far (D) farther



5. The ancestors of the horse lived and were about half a meter tall.

- (A) years ago 60 million (B) 60 million years ago
(C) ago 60 million years (D) million years ago 60

6. The museum on Ellis Island, a former immigration station, contains documents and artifacts.....to four centuries of United States immigration.

- (A) related them (B) related
(C) related that (D) be related



7. The early work of Edith Wharton the relationship between the individual and the community.
(A) focuses attention on
(B) focusing the attention on
(C) the attention is focused on
(D) is the attention and focus
8. Archaeologists know 35,000 years ago, but it is still unclear for precisely what purpose.
(A) drawing being practiced (B) when the practice of drawing
(C) that drawing was practiced (D) practicing of drawing



11. Watercolor provides a brilliant transparency and freshness, it allows extraordinarily free brushwork.
(A) that (B) during
(C) which (D) and
12. The common cold, normally illness, can seriously threaten the health of postoperative patients.
(A) can be minor (B) as minor
(C) minor an (D) a minor

Appendix 8

TOEFL Prediction Test Guideline

HANYA UNTUK SISWA SEKOLAH TOEFL

SEKOLAH TOEFL

PANDUAN

"Jangan biarkan keterbatasan membuatmu tidak mampu
berbuat lebih dari yang orang lain pikirkan.."

Let's break the limits..!!!

Panduan
TOEFL Prediction Test Akhir

1

Salah satu kunci agar lancar dalam mengikuti tes TOEFL adalah memahami aturan tes ini, jadi ketika tes kita bisa tenang dan fokus pada soal, tidak terganggu dengan bacaan-bacaan tentang petunjuk tes.

Berikut ini panduan dalam TOEFL Prediction Test Akhir, dimana diadopsi dari tes TOEFL ITP sebenarnya. Memang, harapannya agar siswa terbiasa dengan tes ini sebelum mengambil tes yang sebenarnya.

- Tes TOEFL ITP terdiri dari tiga bagian, yaitu Listening, Structure, dan Reading Comprehension.
- Setiap bagian memiliki batas waktu tersendiri yang tidak boleh dilewati siswa walaupun tesnya tanpa diawasi. Mari kita belajar membangun disiplin diri dan kejujuran dalam belajar.
- Siswa yang mengatur waktunya sendiri ketika tes dan tes bisa dilakukan kapan saja selama dalam waktu dua hari yang telah ditetapkan. Di luar dua hari itu, link tes yang bersangkutan akan sudah tidak aktif.
- Ingat diluar kepala durasi setiap bagian tes ini. Hal yang sederhana tetapi bermanfaat.
- Listening mengikuti rekaman sekali putar dari awal sampai akhir sekitar 30 menit, structure 25 menit, dan reading 55 menit.
- Jadwal tes:

Tanggal 18 – 22 Oktober 2017

- Temu Online input jawaban: 22 Oktober Pukul 20.00 WIB di FB Group ST Final

• Di lembar jawaban ada tempat pengisian untuk setiap skil. Misal, kalau sedang tes structure, isi jawaban dibagian structure. Jangan sampai salah.

- Ilustrasi pelaksanaan tes:

1. Mentor memberikan link materi "TOEFL Test Akhir" di Grup.
2. Siswa download materi TOEFL Test Akhir, lalu mengerjakannya dalam rentang waktu 18 – 22 Oktober 2017.
3. Berbeda dengan TOEFL Prediction Test sebelumnya, di TOEFL Test Akhir ini siswa HARUS melaksanakan ketiga bagian tes (Structure, Reading, dan Listening) dalam satu waktu bersamaan.
4. Materi tes yang diberikan Mentor nanti mencakup semua sesi tes.
5. Waktu mengerjakan tes boleh kapan saja selama dalam rentang waktu 18 sampai 22 Oktober 2017. Siswa bisa mengerjakannya di malam atau subuh hari bila memang sedang sibuk sekali. Mudah, bukan?
Dilarang, membuka buku, kamus, diskusi dan lain-lain selama mengerjakan soal tes.

- **Password: Test Akhir**

Semua password untuk mendownload atau membuka materi TOEFL Test Akhir adalah **Test Akhir**.

Ringkasan

Section 1 - Listening

1. Jumlah soal adalah 50.
2. Terbagi dalam tiga bagian, yaitu 30 soal untuk short dialogues dan 20 soal terbagi dalam long conversations dan talks.
3. Jika baru pertama kali tes TOEFL dan belum belajar listening, tidak apa-apa. Perlahan belajarnya di Sekolah TOEFL nanti akan ada.
4. Semua pertanyaan akan diberikan lewat rekaman. Jadi, yang ada di buku/lembaran soal hanya pilihan gandanya saja.
5. Jarak antara pembicara dalam rekaman selesai membacakan pertanyaan soal sampai ke soal berikutnya adalah sekitar 12 detik. Ini waktu kalian untuk berpikir dan memutuskan jawabannya.
6. Umumnya, orang melakukan salah satu dari dua cara ini dalam menjawab soal: pertama, dia fokus pada mendengarkan rekaman dan memahaminya. Tidak melihat pilihan ganda di buku/lembaran soal. Selesai rekaman membacakan soal, baru dia melihat ke pilihan ganda untuk menjawab. Kedua, sembari mendengarkan rekaman, dia melihat/membaca pilihan ganda di nomor tersebut, sambil mencari kata kuncinya.
7. Kalian boleh pilih salah satu dari cara ini yang sesuai dengan kenyamanan sendiri. Hanya, menurut saya, bagi pemula sebaiknya pakai cara yang kedua untuk menghindari 'blank' atau terkejut ketika soal sudah selesai dibaca, tapi tidak tahu apa yang ditanyakan.
8. Tapi, perlu diingat, jangan memilih pilihan yang sama persis bunyinya dengan yang diucapkan dalam rekaman pada soal tersebut. Bahkan, terkadang kebanyakan jawaban tidak memiliki kata-kata yang bunyinya sama dengan yang diucapkan dalam rekaman, karena dalam listening biasanya pilihan gandanya menjelaskan kembali dengan kata-kata yang berbeda. Ini sering kali menjebak para pemula yang justru berpikiran sebaliknya.
9. Bagian Long conversations dan talks sangat panjang sekali, jadi usahakan bersabar karena tes sendiri.

10. Tidak usah panik ketika melewati satu atau dua nomor atau lebih di bagian pertama. Nanti, ketika rekaman masuk ke bagian ketiga, dan membacakan petunjuk, kita bisa lihat kembali nomor yang terlewatkan. Kita tidak perlu mendengarkan petunjuknya karena sudah paham, tetapi hati-hati jangan sampai melewati dan sudah masuk soal.

Part 1 – short dialogues:

1. Saat mendengarkan setiap dialogue, fokus pada pembicara kedua. Umumnya, pertanyaan atau kunci jawaban terkandung dalam kalimat yang diucapkan pembicara kedua, tetapi tidak selalu.
2. Jangan memilih pilihan yang memiliki bunyi sama persis dengan yang diucapkan dalam dialog. Jawaban yang benar biasanya pengucapan kembali dengan menggunakan kata-kata yang berbeda.
3. Topik soal yang biasa masuk adalah:
 - Structures: passives, negatives, wishes, conditions
 - Functional expressions: agreement, uncertainty, suggestion, surprise
 - Idiomatic expressions: two part verbs, three part verbs, idioms
4. Uniknya dalam listening, walaupun kita tidak paham makna keseluruhan dialog, kita masih tetap berpeluang mencari jawaban yang benar.
5. Caranya:
 - Fokus pada pembicara kedua dan beberapa kata yang diucapkannya, terutama kata kunci yang menggambarkan sebuah kondisi dalam percakapan itu. Kemudian, cari pilihan yang menjelaskan kembali kata-kata kunci tersebut.
 - Kalau benar-benar tidak paham dialoguenya, cari pilihan yang benar-benar berbeda jauh dari apa yang kalian dengarkan dari rekaman, terutama dari segi bunyi.
 - Jangan memilih pilihan yang bunyinya sama yang diucapkan dalam dialog.
6. Jangan tinggalkan jawaban blank. Tidak ada pengurangan nilai dalam TOEFL.

Part 2 – Long conversations

1. Kalau ada waktu, lihat pilihan ganda untuk soal tersebut, kemudian coba tebak kira-kira apa topik dari pembicaraan ini nanti.
2. Biasanya, dari melihat pilihan ganda kita bisa menebak topik pembicaraan dan apa pertanyaan yang mungkin akan ditanyakan. Bahkan, untuk beberapa soal, kita bisa langsung menjawab tanpa langsung karena pilihan begitu jelas arahnya kemana.
3. Dengarkan baik-baik pembicara pertama, karena akan berisi ide pokok, subject, atau topik pembicaraan.
4. Sambil mendengarkan, coba ditebak kira-kira siapa yang berbicara ini, apakah student, professor, seller, dan lain-lain, lalu tempat percakapan ini dimana, apakah di kelas, grocery store, dan lain-lain, dan kapan terjadinya.

5. Dibagian ini, pertanyaan biasanya berurutan dengan alur percakapan. Berbeda dengan bagian pertama, di bagian kedua ini justru pilih jawaban yang bunyinya hampir sama yang diucapkan dalam percakapan.

6. Jangan tinggalkan jawaban blank. Tidak pengurangan nilai dalam tes TOEFL.

Part 3 – Talks

1. Sambil mendengarkan, coba ditebak kira-kira siapa yang berbicara ini, apakah student, professor, dan lain-lain, lalu dimana kira-kira tempat pemberian talk ini dan kemungkinan di mata kuliah apa.

2. Dibagian ini, pertanyaan biasanya berurutan dengan alur percakapan. Berbeda dengan bagian pertama, di bagian kedua ini justru pilih jawaban yang bunyinya hampir sama yang diucapkan dalam percakapan.

3. Jangan tinggalkan jawaban blank. Tidak pengurangan nilai dalam tes TOEFL.

Untuk mendapatkan skor 550, kalian boleh membuat kesalahan maksimal sebanyak 13 soal dari 50 soal ini.

Section 2 – Structure

1. Jumlah soal 40

2. Terbagi ke dalam dua bagian, yaitu structure dan written expression.

3. Bagian structure pada nomor 1-15.

4. Di bagian structure, kalian mencari pilihan yang secara grammar benar.

5. Bagian written expression pada nomor 16 – 40.

6. Di bagian written expression, kalian mencari pilihan yang salah secara grammar.

7. Waktu tes adalah 25 menit. Jadi, waktu untuk menjawab setiap soal kurang dari satu menit.

Part 1 – structure

1. Mulai dari pertanyaan 1 – 15.

2. Sebaiknya, habiskan waktu 10 menit untuk bagian ini.

3. Kalau sudah lewat dari 10 menit, segera pindah ke bagian kedua.

4. Biasanya, akan ada beberapa soal yang belum terjawab, tinggalkan saja. Nanti kalau masih ada waktu di akhir baru dilihat kembali.

5. Soal dibagian ini umumnya sulit dan menguras waktu. Hati-hati. Jangan tergoda dengan fokus pada soal-soal ini saja.

6. Ingat, jumlah soal di bagian kedua lebih banyak.

Part 2 – Written Expression

1. Mulai dari pertanyaan 16 – 40.

2. Sebaiknya, gunakan 15 menit terakhir untuk menjawab soal di bagian ini.

3. Pertama, lihat kata-kata yang digaris bawah terlebih dahulu. Spot apa yang kira-kira salah dengannya, bisa jadi bentuk plural penambahan -s, subject jadi object, dan lain-lain.

4. Kedua, baca keseluruhan kalimat jika bisa mengetahui yang mana yang error dari kalimat.

Untuk mendapatkan skor 550, kalian boleh membuat kesalahan maksimal sebanyak 9 soal dari 40 soal ini.

Section 3 – Reading

1. Jumlah soal 50 dengan waktu tes 55 menit.

2. Jangan menghabiskan banyak waktu dengan membaca teks. Kita tidak perlu memahami secara mendalam tentang isi teks.

3. Skim teks, dapatkan ide pokoknya dan bagaimana teks di organisasi oleh penulis.

4. Biasanya, lihat pertanyaan dulu secara ringkas baru baca teks agar ketika membaca paham informasi apa yang harus dicari.

5. Ingat hanya ada kurang lebih 1 menit waktu untuk menjawab satu soal belum ditambah dengan waktu membaca teks.

6. Tidak usah khawatir kalau topic teks terlihat asing karena semua informasi yang diperlukan untuk menjawab soal ada di dalam teks tersebut.

7. Jangan habiskan banyak waktu untuk menjawab soal yang tidak yakin. Gunakan metode eliminasi.

8. Umumnya, banyak orang tidak selesai mengerjakan semua soal di reading karena waktu 55 menit sangat sedikit sekali. Jadi, berhati-hatilah. Tebak jawaban sebelum waktu habis.

Untuk mendapatkan skor 550, kalian boleh membuat kesalahan maksimal sebanyak 10 soal dari 50 soal ini.

Appendix 9

TOEFL Prediction Test

TOEFL Prediction Test Akhir



Rentang Waktu Tes : 18 - 22 Oktober 2017 Pukul 11.59 Malam WIB
Waktu tes :

1. Listening : 1 kali putar rekaman
2. Structure : 25 Menit
3. Reading : 55 Menit

* Kerjakan Tes dalam satu waktu keseluruhan. Tidak boleh diulang*

Mari jaga kejujuran dan keseriusan dalam belajar ☺

Let's break the limits...!!

**Mohon Materi Tes Ini Tidak Diberikan Kepada
Siapapun**

Section 1

Listening Comprehension Test

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test.

PART A

Directions: In Part A you will hear short conversations between two persons. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the correct answer.

1. (A) He didn't look at the right schedule.
(B) The plane arrived on time.
(C) The plane landed in the right place.
(D) He had to wait for the plane to land.
2. (A) A pharmacist
(B) A dentist
(C) A teacher
(D) A business manager
3. (A) She's always been late for the bus.
(B) Only on this trip has the bus been on time.
(C) The bus only left on time once.
(D) The bus has always been late.
4. (A) He broke his arm trying to move it.
(B) There's no pain if he rests quietly.
(C) He only tries to move the broken arm.
(D) He only hurt the broken arm.
5. (A) They are taking a boat trip together.
(B) Everyone has to do the same thing.
(C) The six chapters are all about the boat.
(D) The man will read while he's on the boat.
6. (A) Her headache is getting worse.
(B) She felt better this morning than now.
(C) She is just getting another headache.

- (D) She seems to be feeling better now
7. (A) Take a nap.
(B) Try the rest of the work.
(C) See a doctor
(D) Have a bite to eat.
8. (A) The cafeteria did not serve breakfast
(B) The cafeteria was open in the morning.
(C) The breakfast in the cafeteria was not very tasty.
(D) The woman never ate breakfast in the cafeteria.
9. (A) The passenger wanted at the corner.
(B) The cab driver waited for the passenger.
(C) The passenger looked for a taxi at the corner.
(D) The passenger cornered the waiting taxi driver
10. (A) She generally forgives others
(B) She can't be expected to give you four of them.
(C) She's an exacting person.
(D) She isn't exact about what she gives to others.
11. (A) The man should check behind the door.
(B) The man should take a check to Tom
(C) The man should work on his math assignment with Tom.
(D) The man should try to borrow some from a neighbor.
12. (A) Paula is always lazy.
(B) Paula didn't work very hard this semester.
(C) Paula made a strong effort.
(D) Paula could have worked harder.
13. (A) She was careful while Mark was gone.
(B) Mark's plan was to be out of town.
(C) Mark was careful about his plans for the out-of-town trip.
(D) Mark's plants were cared for in his absence.
14. (A) She agrees that getting the car was not a good idea.
(B) She imagines that she would like to have a similar car.
(C) She thinks that the man is mistaken about the car.
(D) She thinks the man has no imagination
15. (A) The woman didn't come.
(B) The woman wanted to be there.

- (C) The woman was going to leave immediately
(D) The woman was not really there
16. (A) He was not early enough to get a seat at the front.
(B) He got one of the best seats in the auditorium.
(C) He arrived early at the auditorium.
(D) He prefers sitting at the back.
17. (A) 15
(B) 85
(C) 100
(D) 50
18. (A) In an airplane
(B) In a police car
(C) In a theater
(D) At a fireworks exhibit
19. (A) She handed the paper in on time.
(B) She was able to complete the paper, but she didn't turn it in.
(C) The paper was unfinished.
(D) The paper was a complete mess, so she didn't turn it in.
20. (A) She will do it if she has time.
(B) She has lots of free time.
(C) It is not necessary to take out the trash
(D) She is very busy.
21. (A) Take a walk in the rain.
(B) Delay their outing
(C) Go on a picnic.
(D) Find out the weather forecast
22. (A) It is always possible
(B) She'll definitely fail.
(C) It is not possible to pass the class.
(D) She shouldn't say anything about the class.
23. (A) Taking the car out for a test drive.
(B) Listening to the noises.
(C) Getting the car repaired.
(D) Fixing the car herself.
24. (A) The man is getting another job.

- (B) The man's job is much better than he had expected.
(C) The man's boss is letting him have a better job.
(D) The man is disappointed at not getting the job.
25. (A) The plane took off just after he arrived.
(B) He arrived just after the plane took off.
(C) He wasn't in time to catch the plane.
(D) He arrived too late to catch the plane.
26. (A) On a train
(B) On a plane
(C) On a boat
(D) On a bus
27. (A) He would like to see the election for town council.
(B) He thinks the elections should take place next month.
(C) He agrees that Matt should be elected.
(D) He disagrees with the woman.
28. (A) The woman told him about the ticket.
(B) He wanted the woman to get a ticket.
(C) He was happy to find out about the ticket.
(D) The woman did not tell him about the ticket.
29. (A) The car that he got was not his first choice.
(B) He didn't get a new car.
(C) He got the car he really wanted.
(D) He didn't really want a new car.
30. (A) He felt inferior.
(B) He was extremely angry.
(C) He felt there should have been more fairness.
(D) He wasn't furious.

PART B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the correct answer.

31. (A) They're too late.
(B) They're too early.
(C) They make a two-day weekend.
(D) They make a four-day week.

32. (A) Moving
(B) Banking
(C) Separating
(D) Registering
33. (A) He wants to augment his income.
(B) He thinks his roommate is leaving.
(C) He is concerned about their relationship.
(D) He is teasing his roommate.
34. (A) Prices have risen.
(B) A building has been razed.
(C) Off-campus apartments are leased.
(D) There is a strike at the university
35. (A) take a class
(B) buy a pass
(C) pay tuition
(D) play sports
36. (A) two
(B) three
(C) four
(D) five
37. (A) He expected that the transaction wouldn't take very long.
(B) He didn't think that there was only one kind of DMA pass
(C) He cannot understand the information he has just received.
(D) He does not have enough money with him to buy a pass.
38. (A) rock climbing and track
(B) swimming, tennis, and golf
(C) sauna and whirlpools
(D) basketball, racquetball, and track

PART C

Directions: In this part of the test, you will hear two long talks, and you will hear some questions. The talks and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the correct answer.

39. (A) Fast food eating and spending habits
(B) The nutritional benefits of fast food
(C) The history of fast food
(D) Worldwide fast food
40. (A) He thinks that all Chinese people eat rice.
(B) He does not like stereotypes.
(C) He thinks the students believe his statements.
(D) He hates people who are not American.
41. (A) Four hamburgers and three orders of French fries
(B) Five hamburgers and four orders of French fries
(C) Three hamburgers and four orders of French fries
(D) Two hamburgers and three orders of French fries
42. (A) to make comparison with fast-food spending
(B) to illustrate a point about obesity
(C) to give a personal example of poor health
(D) to clear up confusion about the cost of hamburgers
43. (A) it damages the liver and kidneys.
(B) It makes the heart work harder
(C) It causes trouble breathing.
(D) It can kill people.
44. (A) Fast food was the primary cause of his health problems
(B) He gained forty pounds in thirty days.
(C) He was foolish for not exercising.
(D) His health problems were not related to his diet.
45. (A) To illustrate its historic popularity
(B) To demonstrate why Americans like it
(C) To complement an assigned reading
(D) To detail the composition of caffeine.
46. (A) The type of coffee bean
(B) An artificial flavoring
(C) An alkaloid stimulant
(D) A prescription drug
47. (A) It was initially discovered in Ethiopia.
(B) It is the number-two processed beverage in the world.
(C) It is drunk today mostly in Europe and America.
(D) It is grown today primarily in Latin America.

48. (A) He prefers Arabica coffees to robusta coffees.
(B) He is a follower of the Muslim religion.
(C) He does not worry that caffeine will harm his health.
(D) He is usually ill-prepared for his lectures.
49. (A) Expert opinion should always be sought
(B) He knows more than so called "experts."
(C) Men are more trustworthy than women.
(D) He doubts the credibility of statistical forecasts
50. (A) Coffee seeds were illegally transported.
(B) The account of the story is unverified.
(C) A Muslim first spread coffee to Europe.
(D) The incident is historically inaccurate.

Section 2

Structure and Written Expression

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

TIME: 25 MINUTES

The structure and written expression is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

PART A

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word that best completes the sentence.

- Simple photographic lenses cannot _____ sharp, undistorted images over a wide field.
(A) to form (B) are formed
(C) forming (D) form
- Of all the factors affecting agricultural yields, weather is the one _____ the most.
(A) it influences farmers (B) that influences farmers
(C) farmers that it influences (D) why farmers influence it
- Beverly Sills, _____, assumed directorship of the New York City Opera in 1979.
(A) be a star soprano (B) was a star soprano
(C) a star soprano and (D) a star soprano
- _____ of tissues is known as histology.
(A) Studying scientific (B) The scientific study
(C) To study scientifically (D) That is scientific studying
- With the exception of mercury, _____ at standard temperature and pressure.
(A) the metallic elements are solid (B) which is a solid metallic element
(C) metallic elements being solid (D) since the metallic elements are solid

6. Potential dehydration is _____ that a land animal faces.
 (A) the often greatest hazard (B) the greatest often hazard
 (C) often the greatest hazard (D) often the hazard greatest
7. By tracking the eye of a hurricane, forecasters can determine the speed at which _____
 (A) is a storm moving (B) a storm is moving
 (C) is moving a storm (D) a moving storm
8. The grapes of Wrath, a novel about the Depression years of the 1930's, is one of John Steinbeck's _____ books.
 (A) most famous (B) the most famous
 (C) are most famous (D) and most famous
9. Technology will play a role in _____ future life-styles.
 (A) to shape (B) shaping
 (C) shape of (D) shaped
10. The computer has dramatically affected _____ photographic lenses are constructed.
 (A) is the way (B) that the way
 (C) which way do (D) the way
11. The early railroads were _____ the existing arteries of transportation: roads, turnpikes, canals, and other waterways.
 (A) those short lines connected (B) short lines that connected
 (C) connected by short lines (D) short connecting lines
12. _____ as a masterpiece, a work of art must transcend the ideals of the period in which it was created.
 (A) Ranks (B) The ranking
 (C) To be ranked (D) For being ranked
13. Jackie Robinson, _____ to play baseball in the major leagues, joined the Brooklyn Dodgers in 1947.
 (A) the Black American who first (B) the first Black American
 (C) was the first Black American (D) the first and a Black American who
14. During the flood of 1927, the Red Cross, _____ out of emergency headquarters in Mississippi, set up temporary shelters for the homeless.
 (A) operates (B) is operating
 (C) has operated (D) operating

15. In bacteria and in other organisms, _____ is the nucleic acid DNA that provides the genetic information.
 (A) both (B) which
 (C) and (D) it

PART B

Directions: In question 16-40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C) and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be grammatically correct. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

16. Twenty to thirty year after a mature forest is cleared away, a nearly impenetrable

A

B

C

thicket of trees and shrubs develops.

D

17. The first national park in world, Yellowstone National Park, was established in

A

B

C

D

1872.

18. Because it does not have a blood supply, the cornea takes their oxygen directly

A

B

C

D

from the air.

19. Magnificent mountains and coastal scenery is British Columbia's chief tourist

A

B

C

D

attractions.

20. Scientists at universities are often more involved in theoretical research than in

A

B

C

practically research.

D

21. John Rosamond Johnson he composed numerous songs, including Life Every

A

B

C

Voice and Sing, for which his brother, James Weldon Johnson, wrote the words.

D

22. Nylon, a synthetic done from a combination of water, air, and a by-product of

A

B

C

coal, was first introduced in 1933.

D

23. Ornithology, the study of birds, is one of the major scientific fields in which

A B

amateurs play a role in accumulating, researching, and publish data.

C D

24. Animation is a technique for creativity the illusion of life in inanimate things.

A B C D

25. The nonviolent protest advocated by Dr. Martin Luther King proving highly

A B

effective in an age of expanding television news coverage.

C D

26. On December 7, 1787, Delaware became a first state to ratify the Constitution.

A B C D

27. Nutritionists believe what diet affects how one feels physically and emotionally.

A B C D

28. Mealei Kalama, creator of over 400 Hawaiian quilts was granted a National

A B

Heritage Fellowship in 1985 for herself contributions to folk and art.

C D

29. A jetty serves to define and deepen a channel, improve navigate, or protect a

A B C

harbor.

D

30. Minoru Yamasaki is an American architect which works departed from the

A B

austerity frequently associated with architecture in the United States after the

C D

Second World War.

31. Chemical research provides information that is useful when the textile industry in

A B C

the creation of synthetic fabrics.

D

32. Jane Addams, social worker, author, and spokeswoman for the peace and

A

women's suffrage movements, she received the Nobel Peace Prize in 1931 for her

B C

humanitarian achievements.

C

33. Bromyrite crystals have a diamond-like luster and are usually colorless, but they

A B

dark to brown when exposed to light.

C D

34. Stars in our universe vary in temperature, color, bright, size and mass.

A B C D

35. Ice is less denser than liquid from which it is formed.

A B C D

36. The 1983 Nobel Prize in Medicine was awarded to Barbara McClintock for her

A

experiments with maize and her discoveries regardless the nature of DNA.

B C D

37. In 1866 to 1883, the bison population in North American was reduced from an

A B

estimated 13 million to a few hundred.

C D

38. Most of the damage property attributed to the San Francisco earthquake of 1906

A B C

resulted from the fire that followed.

D

39. James Baldwin's plays and short stories, which are to some degree

A B

autobiographical, established them as a leading figure in the United States civil

C D

rights movement.

40. Thunder can be listened from a maximum distance of about ten miles except

A B C

under unusual atmospheric conditions.

D

Section 3

Reading Comprehension

Time: 55 minutes

Directions: In this section of test you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer, (A), (B), (C), to each question. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or Implied In that passage.

Questions 1-10

- 1 Universal language may refer to a hypothetical or historical language spoken and understood by all or most of the world's population. In some circles, it is a language said to be understood by all living things, beings, and objects alike. It may be the ideal of an international auxiliary language for communication between groups speaking different primary languages. In other conceptions, it may be the primary language of all speakers, or the only existing language. Some mythological or religious traditions state that there was once a single universal language among all people, or shared by humans and supernatural beings, however, this is not supported by historical evidence.

- 10 In other traditions, there is less interest in or a general deflection of the question. For example in Islam the Arabic language is the language of the Qur'an, and so universal for Muslims. The written classical Chinese language was and is still read widely but pronounced somewhat differently by readers in different areas of China, in Vietnam, Korea and Japan for centuries; it was a de facto universal literary language for a broad-based culture. In something of the same way Sanskrit in India was a literary language for many for whom it was not a mother tongue.

- 20 Comparably, the Latin language (qua Medieval Latin) was in effect a universal language of literati in the Middle Ages, and the language of the Vulgate Bible, in the area of Catholicism which covered most of Western Europe and part of Northern and Central Europe also. In a more practical fashion, trade languages, as ancient Koine Greek, may be seen as a kind of real universal language that was used for commerce.

- 25 In historical linguistics, monogenesis refers to the idea that all spoken human languages are descended from a single ancestral language spoken many thousands of years ago.

1. How is the information in the passage organized?
(A) A concept is explained through examples
(B) A series of chronological events is presented
(C) Opposing theories are contrasted
(D) Two examples are compared
2. The word "circles" in line 2 can be replaced by
(A) balls
(B) languages
(C) communities
(D) rounded lines

3. The word "auxiliary" in line 4 is closest in meaning to
 - (A) supplementary
 - (B) redundant
 - (C) Trivial
 - (D) Main
4. What is meant by "deflection" in line 10?
 - (A) Specified amount of deviation
 - (B) Shifted understanding
 - (C) The deviation of a measuring instrument from zero or from its normal position
 - (D) The movement of a structure or structural part as a result of stress
5. Why does the writer start the third paragraph with the word "comparably"?
 - (A) To inform readers that Latin language is comparably biblical
 - (B) So that a comparison can be made between languages in Western Europe and those in Central Europe
 - (C) To tell readers that the next paragraph contains a measurably similar example as the previous one
 - (D) Because it compares Latin language and Catholicism
6. What is implied in the passage about universal language?
 - (A) A single worldwide universal language never existed
 - (B) Universal language is Arabic because it is the language of Qur'an
 - (C) Universal language is Latin because it's language of Vulgate Bible
 - (D) Universal language is Chinese because it's used widely in China, Vietnam, Korea, and Japan
7. The word "fashion" in line 20 is closest in meaning to
 - (A) style
 - (B) attitude
 - (C) form
 - (D) manner
8. What is the term for "a point of view believing that all languages come from one old language"?
 - (A) Primary language
 - (B) Universal language
 - (C) Kaine Greek
 - (D) Monogenesis
9. The word "descended" in line 24 can be replaced by
 - (A) Derived
 - (B) Went down
 - (C) Decreased
 - (D) Nosedived
10. This passage would most likely be assigned reading in a course on
 - (A) History of Religions
 - (B) Applied linguistics
 - (C) English Grammar
 - (D) Anthropology

Questions 11-21

- 1 The work of the railroad pioneers in America became the basis for a great surge of railroad building halfway through the nineteenth century that linked the nation together as never before. Railroads eventually became the nation's number one transportation system, and remained so until the construction of the interstate
- 5 highway system halfway through the twentieth century. They were of crucial importance in stimulating economic expansion, but their influence reached beyond the economy and was pervasive in American society at large.

- By 1804, English as well as American inventors had experimented with steam engines for moving land vehicles. In 1825, John Stevens ran a locomotive and cars around in a circular track on his New Jersey estate, which the public saw as an amusing toy. And in 1825, after opening a short length of track, the Stockton to
10 Darlington Railroad in England became the first line to carry general traffic. American business people, especially those in the Atlantic coastal region who looked for better communication with the West, quickly became interested in the English experiment.
- 15 The first company in America to begin actual operations was the Baltimore and Ohio, which opened a thirteen-mile length of track in 1830. It used a team of horses to pull a train of passenger carriages and freight wagons along the track. Steam locomotive power didn't come into regular service until two years later.

However, for the first decade or more, there was not yet a true railroad system. Even
20 The longest of the lines was relatively short in the 1830's, and most of them served simply to connect water routes to each other, not to link one railroad to another. Even when two lines did connect, the tracks often differed in width, so cars from one line couldn't fit onto tracks of the next line. Schedules were unreliable and wrecks were frequent. Significantly, however, some important developments during the
25 1830's and 1840's included the introduction of heavier iron rails, more flexible and powerful locomotives, and passenger cars were redesigned to become more stable, comfortable, and larger. By the end of 1830 only 23 miles of track had been laid in the country. But by 1836, more than 1,000 miles of track had been laid in eleven States, and within the decade, almost 3,000 miles had been constructed. By that early age,
30 the United States had already surpassed Great Britain in railroad construction, and particularly from the mid-1860's, the late nineteenth century belonged to the railroads.

11. The word "stimulating" in line 6 is closest in meaning to
(A) helping
(B) changing
(C) promoting
(D) influencing
12. The word "their" in line 6 refers to
(A) railroad pioneers
(B) railroads
(C) the interstate highway system
(D) American society
13. Which of the following can be inferred from the passage?
(A) The United States regarded Great Britain as a competitor in developing the most efficient railroad system
(B) Steam locomotive power was first used 1832
(C) American businessmen saw railroads as a threat to established businesses
(D) Steam locomotive replaced horses because of the distances across the country
14. The author concludes that for the first decade or more, there was not yet a true railroad system because
(A) passenger cars were not stable, comfortable or large
(B) locomotives were not powerful enough
(C) schedules were unreliable and wrecks were frequent
(D) lines were relatively short and not usually linked
15. The word "schedules" in line 23 is closest in meaning to:
(A) safety procedures
(B) employees
(C) timetables
(D) railroad tracks

16. Which of the following is NOT true about the 1830's and 1840's (line 25) ?
- (A) passenger cars became larger
 - (B) schedules were reliable
 - (C) locomotives became more powerful
 - (D) tracks were heavier
17. The word "stable" in line 26 is closest in meaning to
- (A) fixed
 - (B) supportive
 - (C) reliable
 - (D) sound
18. By what time had almost 3,000 miles of track been laid?
- (A) 1830
 - (B) 1836
 - (C) 1840
 - (D) mid-1860's
19. The word "surpassed" in line 30 is closest in meaning to
- (A) exceeded
 - (B) beaten
 - (C) overtaken
 - (D) equaled
20. Where in the passage does the author outline the main conclusion about the importance of railroads in America?
- (A) Lines 3-7
 - (B) Lines 14-18
 - (C) Lines 19-21
 - (D) Lines 29-31
21. Why does the author include details about Great Britain in the passage?
- (A) To compare developments in both the United States and Great Britain
 - (B) To illustrate the competitiveness between the two countries
 - (C) To show where Americans got their ideas and technology from
 - (D) To provide a more complete historical context

Questions 22-32

- 1 Although management principles have been implemented since ancient times, most management scholars trace the beginning of modern management thought back to the early 1900s, beginning with the pioneering work of Frederick Taylor (1856-1915). Taylor was the first person to study work scientifically. He is most famous for
5 introducing techniques of time and motion study, differential piece rate systems, and for systematically specializing the work of operating employees and managers. Along with other pioneers such as Frank and Lillian Gilbreth, Taylor set the stage, labeling his philosophy and methods "scientific management." At that time, his philosophy, which was concerned with productivity, but which was often misinterpreted as
10 promoting worker interests at the expense of management, was in marked contrast to the prevailing industrial norms of worker exploitation.

The time and motion study concepts were popularized by Frank and Lillian Gilbreth. The Gilbreths had 12 children. By analyzing his children's dishwashing and bedmaking chores, this pioneer efficiency expert, Frank Gilbreth, hit on principles
15 whereby workers could eliminate waste motion. He was memorialized by two of his children in their 1949 book called "Cheaper by the Dozen."

- The Gilbreth methods included using stop watches to time worker movements and special tools (cameras and special clocks) to monitor and study worker performance, and also involved identification of "therbligs" (Gilbreth spelled backwards) - basic
20 motions used in production jobs. Many of these motions and accompanying times have been used to determine how long it should take a skilled worker to perform a given job. In this way an industrial engineer can get a handle on the approximate time it should take to produce a product or provide a service. However, use of work analysis in this way is unlikely to lead to useful results unless all five work dimensions
25 are considered: physical, psychological, social, cultural, and power.

22. What is the Passage primarily about?
(A) The limitation of pioneering studies in understanding human behavior
(B) How time and motion studies were first developed
(C) The first applications of a scientific approach to understanding human behavior
(D) The beginnings of modern management theory
23. The word "which" in line 9 refers to
(A) scientific management
(B) philosophy
(C) productivity
(D) time and motion study
24. It can be inferred from the first paragraph that
(A) workers welcomed the application of scientific management
(B) Taylor's philosophy is different from the industrial norms
(C) by the early 1900s science had reached a stage where it could be applied to the workplace
(D) workers were no longer exploited after the introduction of scientific management
25. The word "prevailing" in line 11 is closest in meaning to
(A) predominant
(B) broadly accepted
(C) prevalent
(D) common
26. According to the passage, Frank Gilbreth discovered how workers could eliminate waste motion by
(A) using special tools such as cameras and dials
(B) using stop watches
(C) applying scientific management principles
(D) watching his children do their chores

27. The basic motions used in production jobs were given which one of following names by Frank Gilbreth?
- (A) dimensions
 - (B) gilbreths
 - (C) therbligs
 - (D) monitors
28. According to the passage, the time it takes a skilled worker to perform the motion of a given job can be measured by using:
- (A) Stop watches
 - (B) All five work dimensions
 - (C) Special tools
 - (D) therbligs
29. The word "motions" in line 20 is closest in meaning to
- (A) stop watches
 - (B) habits
 - (C) actions
 - (D) special tools
30. Where in the passage does the author comment that the principles of scientific management were often misunderstood?
- (A) Lines 1-5
 - (B) Lines 6-10
 - (C) Lines 11-15
 - (D) Lines 16-20
31. The word "dimensions" in line 24 is closest in meaning to
- (A) sizes
 - (B) extents
 - (C) aspects
 - (D) standards
32. All of the following are true except
- (A) scientific management was concerned with productivity.
 - (B) the beginnings of modern management thought commenced in the 19th century
 - (C) Frank Gilbreth's fame was enhanced by two of his children writing a book.
 - (D) analyzing work to increase productivity is not likely to be useful unless all of the dimensions are considered.

Questions 33-40

- 1 Ludwig van Beethoven was born in the German town of Bonn on the 16th of December 1770. His grandfather Ludwig and his father Johann were both musicians. Johann was to act as little Ludwig's first music teacher, but Ludwig soon changed to the court organist C. G. Neefe. Passing eleven years of age, Ludwig deputized for Neefe, and at twelve had his first music published. He then stayed as Neefe's assistant until 1787, when at seventeen, he took off for Vienna. He went back five years later he finally moved to Vienna to live and work.

After arriving in 1792, he studied composition and counterpoint under Haydn, Schenk, Salieri and Albrechtsberger. At the same time, he tried to establish himself as pianist and composer. His good relations with the towns' aristocracy soon led to a secured income. In 1809, with the sole condition that he stayed in Vienna, Prince Kinsky, Prince Lobkowitz and Archduke Rudolph even guaranteed Beethoven a yearly income. But going back to the years around 1800, which is traditionally called at the early period, he was still trying to master the high classical style. This strive culminated in the second symphony from 1801-1802.

This was also the time when the middle period started. From then up until 1813, Beethoven developed and enhanced the high classical style into a more dynamic and individualistic style. But as he learned to control his craft and develop in the music into new undiscovered grounds, he also suffered from reminders of the pains of real life. He had early in life discovered that his hearing wasn't what it should be, and the disorder got worse as time went by. It got to the point where Beethoven was thinking of ending his life as he saw no way out of his despair. That fact was documented in the letter he wrote to his brothers in 1802, the so called "Heiligenstadt Testament".

This hearing disorder seemed to have affected his social life to a great extent. We never know whether this is the reason, but the fact is that he never got involved with a woman in a normal relation. Beethoven seems to have been attracted to women he couldn't get. Around 1812, his deafness reached the stage where he no longer could perform.

33. This passage is mainly about
(A) Beethoven's work
(B) Beethoven's life
(C) Beethoven's deafness
(D) Beethoven's musical career
34. The word "deputized for" in line 4 is closest in meaning to
(A) Replace the position of
(B) Became an assistant for
(C) was a co-writer of
(D) Posed an advisor for
35. In the second paragraph, the author mainly discusses Beethoven's
(A) Good relation with Vienna's aristocracy
(B) Second symphony
(C) Trial to master the high class style
(D) Early strive for musical career
36. The word "composition" in line 8 can be best replaced with
(A) People's arrangement
(B) Writing music
(C) Writing essay
(D) Student's assignment
37. The word "culminated" in line 15 is closest in meaning to
(A) Climaxed
(B) Started
(C) Happened
(D) Took place
38. Why did Beethoven suffer from the reminder of real painful life?
(A) Because he had to live away from his family
(B) Because he couldn't marry a woman he loved
(C) Because he was aware of his advancing hearing disease
(D) Because he was poor and in a deep financial problem
39. According to the passage, Beethoven
(A) Was born from an aristocratic family
(B) Was well-connected to prominent people in Vienna
(C) Pursued his master's degree in high classical music
(D) Was going back in 1800 to his hometown
40. It can be inferred from the passage that Beethoven
(A) Once tried to commit suicide

- (B) Was the greatest court organist of all times
- (C) Didn't lead a happy ending life
- (D) Fell in love with the prettiest woman in Vienna

Questions 41-45

1 George Washington Carver showed that plant life was more than just food for animals and humans. Carver's first step was to analyze plant parts to find out what they were made of. He then combined these simpler isolated substances with other substances to create new products.

5 The branch of chemistry that studies and finds ways to use raw materials from farm products to make industrial products is called chemurgy. Carver was one of the first and greatest chemurgists of all time. Today the science of chemurgy is better known as the science of synthetics. Each day people depend on and use synthetic materials made from raw materials. All his life Carver battled against the disposal of waste materials and warned of the growing need to develop substitutes for the natural substances being used up by humans.

Carver never cared about getting credit for the new products he created. He never tried to patent his discoveries or get wealthy from them. He turned down many offers to leave Tuskegee Institute to become a rich scientist in private industry. Thomas Edison, inventor of the electric light, offered him a laboratory in Detroit to carry out food research. When the United States government made him a collaborator in the Mycology and Plant Disease Survey of the Department of Agriculture, he accepted the position with the understanding that he wouldn't have to leave Tuskegee. An authority on plant diseases-especially of the fungus variety-sent hundreds of specimens to the United States Department of Agriculture. At the peak of his career Carver's fame and influence were known on every continent.

41. With what topic is the passage mainly concerned?
 - (A) The work and career of George Washington Carver
 - (B) The research conducted at Tuskegee Institute
 - (C) The progress of the science of synthetics
 - (D) The use of plants as a source of nutrition
42. In line 2, the word "step" could best be replaced by
 - (A) Footprint
 - (B) Action
 - (C) Scale
 - (D) Stair
43. According to the passage, chemurgy can be defined as the
 - (A) combination of chemistry and metallurgy
 - (B) research on chemistry of the soil
 - (C) study of the relationship between sunlight and energy
 - (D) development of industrial products from farm products
44. Why does the author mention Thomas Edison's offer to Carver?
 - (A) To illustrate one of Carver's many opportunities
 - (B) To portray the wealth of one of Carver's competitors
 - (C) To contrast Edison's contribution with that of Carver
 - (D) To describe Carver's dependence on industrial support
45. Which of the following is NOT discussed in the passage as work done by Carver?
 - (A) Research on electricity
 - (B) Analysis of plant parts
 - (C) Invention of new products
 - (D) Research on plant diseases

Questions 46-50

- 1 The most interesting architectural phenomenon of the 1970's was the enthusiasm for refurbishing older buildings. Obviously, this was not an entirely new phenomenon. What is new is the wholesale interest in reusing the past, in recycling, in adaptive rehabilitation. A few trial efforts, such as Ghirardelli Square in San Francisco, proved their financial viability in the 1960's, but it was in the 1970's, with strong government support through tax incentives and rapid depreciation, as well as growing interest in ecology issues, that recycling became a major factor on the urban scene.
- 5 One of the most comprehensive ventures was the restoration and transformation of Boston's eighteenth century Faneuil Hall and the Quincy Market, design in 1924.
- 10 This section had fallen on hard times, but beginning with the construction of a new City hall immediately adjacent. It has returned to life with intelligent reuse of these Fine old buildings under the design leadership of Benjamin Thompson. He has Provided a marvelous setting for dining, shopping, professional offices, and simply walking.
- 15 Butler Square, in Minneapolis, exemplifies major changes in its complex of offices, commercial space, and public amenities carved out of a massive pile designed in 1906 as a hardware warehouse. The exciting interior timber structure of the building was highlighted by cutting light courts through the interior and adding large skylights. San Antonio, Texas, offers an object lesson for numerous other cities combating urban decay. Rather than bringing in the bulldozers, San Antonio's leaders rehabilitated existing structures, while simultaneously cleaning up the San Antonio river, which meanders through the business district.
- 20
46. What is the main idea of the passage?
(A) During the 1970's, old buildings in many cities were recycled for modern use.
(B) Recent interest in ecology issues has led to the cleaning up of many rivers.
(C) The San Antonio example shows that bulldozers are not the way to fight urban Decay.
(D) Strong government support has made adaptive rehabilitation a reality.
47. What is the space at Quincy Market now used for?
(A) Boston's new city hall
(B) Sports and recreational facilities
(C) Commercial and industrial warehouses
(D) Restaurants, offices, and stores
48. According to the passage, Benjamin Thompson was the designer for a project in
(A) San Francisco
(B) Boston
(C) Minneapolis
(D) San Antonio
49. When was the Butler Square building originally built?
(A) In the eighteenth century
(B) In the early nineteenth century
(C) In the late nineteenth century
(D) In the early twentieth century
50. What is the author's opinion of the San Antonio project?
(A) It is clearly the best of the projects discussed.
(B) It is good project that could be copied in other cities.
(C) The extensive use of bulldozers made the project unnecessarily costly.
(D) The work done on the river was more important than the work done on the buildings.

--- Good Luck ---

Appendix 10

TOEFL Prediction Test Answer Sheet



Sekolah TOEFL TOEFL Prediction Test

Name : _____

Date of test : _____

Listening										Structure										Reading									
1	A	B	C	D	21	A	B	C	D	41	A	B	C	D	1	A	B	C	D	21	A	B	C	D	41	A	B	C	D
2	A	B	C	D	22	A	B	C	D	42	A	B	C	D	2	A	B	C	D	22	A	B	C	D	42	A	B	C	D
3	A	B	C	D	23	A	B	C	D	43	A	B	C	D	3	A	B	C	D	23	A	B	C	D	43	A	B	C	D
4	A	B	C	D	24	A	B	C	D	44	A	B	C	D	4	A	B	C	D	24	A	B	C	D	44	A	B	C	D
5	A	B	C	D	25	A	B	C	D	45	A	B	C	D	5	A	B	C	D	25	A	B	C	D	45	A	B	C	D
6	A	B	C	D	26	A	B	C	D	46	A	B	C	D	6	A	B	C	D	26	A	B	C	D	46	A	B	C	D
7	A	B	C	D	27	A	B	C	D	47	A	B	C	D	7	A	B	C	D	27	A	B	C	D	47	A	B	C	D
8	A	B	C	D	28	A	B	C	D	48	A	B	C	D	8	A	B	C	D	28	A	B	C	D	48	A	B	C	D
9	A	B	C	D	29	A	B	C	D	49	A	B	C	D	9	A	B	C	D	29	A	B	C	D	49	A	B	C	D
10	A	B	C	D	30	A	B	C	D	50	A	B	C	D	10	A	B	C	D	30	A	B	C	D	50	A	B	C	D
11	A	B	C	D	31	A	B	C	D						11	A	B	C	D	31	A	B	C	D					
12	A	B	C	D	32	A	B	C	D						12	A	B	C	D	32	A	B	C	D					
13	A	B	C	D	33	A	B	C	D						13	A	B	C	D	33	A	B	C	D					
14	A	B	C	D	34	A	B	C	D						14	A	B	C	D	34	A	B	C	D					
15	A	B	C	D	35	A	B	C	D						15	A	B	C	D	35	A	B	C	D					
16	A	B	C	D	36	A	B	C	D						16	A	B	C	D	36	A	B	C	D					
17	A	B	C	D	37	A	B	C	D						17	A	B	C	D	37	A	B	C	D					
18	A	B	C	D	38	A	B	C	D						18	A	B	C	D	38	A	B	C	D					
19	A	B	C	D	39	A	B	C	D						19	A	B	C	D	39	A	B	C	D					
20	A	B	C	D	40	A	B	C	D						20	A	B	C	D	40	A	B	C	D					

Correct Answers		Conversion		TOEFL Score	
Listening	:	Listening	:		
Structure	:	Structure	:		
Reading	:	Reading	:		

Appendix 11

Certificate of Completion



CURRICULUM VITAE

I. Personal Details

Name : Afif Khoirudin
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II. Education Details

1. (2002 – 2008) MI NU Khoiriyyah Bae Kudus
2. (2008 – 2011) MTs NU Miftahul Falah Kudus
3. (2011 – 2014) MA NU TBS Kudus
4. (2014 – now) UIN Walisongo Semarang

III. Organization Experience

1. 2015 – 2016 Vice Coordinator of Teaching and Curriculum Department of Walisongo English Club (WEC)
2. 2016 – 2017 Coordinator of Teaching and Curriculum Department of Walisongo English Club (WEC) (WEC)

IV. Voluntary Experience

1. 2017 – 2018 American Corner US Embassy Semarang
2. 2018 – present The Founder of “FAB’s” (An English competition community)

V. Achievement

1. 3rd Winner of English debate competition (Senior High School Level) Se-Jawa & DIY UIN Sunan Kalijaga Yogyakarta 2013
2. 2nd Winner of English debate competition (Varsity Level) FUPK (Psychology and Humanities Faculty) of UIN Walisongo Semarang 2015 & 2016
3. N1 (Adjudicator Trainee) of SKEPTIC Debate Competition UIN Sunan Kalijaga Yogyakarta 2017