

# Training on 'TOEFL Exam Success Strategy for PPG Teachers of English Subject in Central Java

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**Abstract.** This Community Service activity aims to increase the proficiency of PPG English teachers in finishing the TOEFL-based English test questions. To achieve this goal the methods in implementing this activity is through Webinar and training with a combination of theory and practice as well as discussion and performance of the results of the training at the end of the activity. The result of implementing this activity is that TOEFL-based English training is one of the efforts that can be made to improve English mastery skills for teachers, participants benefit from knowledge about the theoretical basis, principles, and strategies of the TOEFL test and its grid so that it better equips the students' teachers in dealing with TOEFL-based English questions, as well as improving the English language skills of teachers in general. Moreover, the results of this activity can be used as material for consideration in making policies related to improving the quality of teachers in their respective schools.

**Keywords:** training, strategy, English, TOEFL, teacher

## 1 Introduction

As an international language, English is taught in almost all countries in the world. Indonesia is also one of the countries that teach English from pre-school to university. The goal is to develop international language skills that will be useful in the world of work. In line with efforts to improve the quality of human resources in the field of education, mastery of English is an important component. This is of course impossible to implement if the teachers as educators do not master English competence [3] [4].

After receiving English instruction from the lowest level to the highest level of education, how do you measure someone's English proficiency? The English test is necessary to measure one's level of knowledge and skills in English, and the correct test is the TOEFL test [2] [5]. *The Test of English as a Foreign Language* is considered appropriate because several components in it can measure English proficiency, including listening comprehension, structure and written expression, and reading and vocabulary comprehension. The use of the TOEFL test itself is very broad, ranging from the world of work to the world of education. With content material and a certain time allocation, the TOEFL test can measure a person's English proficiency [1] [7].

TOEFL-based English training is one of the efforts that need to be made to improve English mastery skills for teachers. The training materials cover basic skills which are very useful to support the ability to communicate both orally and in writing. Materials that can be provided during TOEFL-based English training are: *Structure/Grammar*, *Reading comprehension*, and listening [8]. With this material coverage, participants are expected to have the ability to understand and work on the TOEFL test questions. In addition, teachers can motivate themselves and optimize their potential in English so that they can improve their quality as educators [6] [9].

Based on observations and observations on pre-activity, the following problems can be identified: 1) What knowledge of English must teachers have to understand and take the TOEFL test?, and 2) How can TOEFL-based English training improve teachers' English skills?

### 1.1 Situation Analysis

English with TOEFL equivalency is one aspect of English language training that emphasizes improving mastery of basic skills such as structure, *Reading*, and listening. Each field has a different learning method and orientation. *Structure* Emphasizing on understanding matters related to grammar such as types of words, types of sentences, phrases, relationships between elements of sentences, tenses, and so on. Knowledge of language structure is needed not only for English learners for academic purposes but also for those who learn English for more practical purposes. This is partly because structure/grammar is specific and often differs from one

language to another. English has a very different structure/grammar from Indonesian. This grammatical difference also affects the forms of speech, both spoken and written. Therefore, knowledge of this structure will affect other abilities such as *listening*, *speaking*, and writing.

In reading (especially reading comprehension), the main orientation is text comprehension (reading). The most basic thing in understanding a foreign language text is vocabulary mastery. By mastering a rich vocabulary, a reader will more easily understand the contents or messages contained in a text. In reading Vocabulary can be divided into two, general vocabulary and specific or technical vocabulary. General vocabulary is words that are generally used at various levels of communication and are not specifically related to a particular topic. Meanwhile, specific or technical vocabularies are words or terms that are exclusively related to certain topics or fields. Another thing that is very important in reading understands the topic of reading and the message the author wants to convey. Both of these require more in-depth reading analysis and sufficient and varied training because each text usually has a different and specific topic and message.

*Listening* is more practical, so practice is the most appropriate method to master these two skills. Listening skill aims to understand spoken speech, both in direct and mediated communication (audio). *Listening* has its difficulties, especially regarding differences in pronunciation patterns between English and Indonesian. A sentence that is written may very well sound different when spoken, especially when spoken by a non-native *speaker*. Many words in English have the same or nearly the same pronunciation even though the spelling is different, or words that are spelled the same or almost the same but are pronounced differently. Another difficulty in listening is related to idioms and expressions. An idiom usually has a special form that is often very different from the word it forms.

## 1.2 Partner Analysis

Based on the situational analysis above, the following problems can be identified:

- a. Efforts to improve the quality of human resources for English teachers, especially in terms of English proficiency, have not been carried out in a planned and integrated manner.
- b. Efforts to improve English language proficiency for English teachers have not been oriented and focused on specific skills.
- c. English subject PPG teachers have never received TOEFL English training as an effort to improve mastery skills structure/*Grammar*, *Reading comprehension*, and listening.

The implementation is divided into several sessions, namely the opening, and delivery of the basic theory about TOEFL, followed by strategies for working on the TOEFL. This Community Service activity was closed with the participants working on the TOEFL. In the final stage, they show the results they got during the training. Next, as the last stage, is evaluation. This evaluation is divided into 2 types, namely by asking for feedback from participants through post-tests and questionnaires distributed, and the other is an internal evaluation carried out by the Community Service team. This aims to show an increase in participants' understanding and achievement of the objectives of this activity.

## 2 Target and Outcome

### 2.1 Solutions Implemented with Partners During the Implementation of the PKM Program

From the problems faced by PPG English subject teachers, the service team is trying to help English subject PPG teachers solve the problems they face through community service activities using several methods, including 1) Training Methods carried out in a Webinar, 2) Assistance in problem-solving and TOEFL Exam Success Strategies for English Mapel PPG teachers, 3) Facilitation of TOEFL materials and modules

### 2.2 Output Targets Achieved With Partners During the Implementation of the PKM Program

In the implementation of this program, at least, some outputs are planned to be produced. The second output is in the form of results implemented internally by the implementing team. The output is as follows:

**Table 1.** Outcome Target Plan

No.	External Outcome	Achievement Indicator	Achievement
<b>Luaran Wajib</b>			
1.	Publication in the ISSN Journal	complete	Submitted
2.	Independent PKM Activity Report	It's been reported	Completed
3.	Increasing the competitiveness of human	Product	Achieved

	resources and increasing the quality, quantity, and added value of goods, services, or product diversification		
4.	Increasing the application of science and technology in society (mechanization, IT, and management)	Application	Achieved
5.	Improvement of community values (art, culture, social, politics, security, peace, education, health)	executed	Achieved
<b>Additional External</b>			
1.	Service; social engineering, methods or systems, products/goods	Product	Achieved
2.	New Innovation Appropriate Technology	Application	Achieved

### 3 Implementation Method

#### 3.1 Method

To increase the proficiency of PPG English teachers in finishing the TOEFL-based English test questions, the methods that are implemented through community service activities are 1) Training Methods carried out in a Webinar, 2) Assistance in problem-solving and TOEFL Exam Success Strategies for teachers PPG o English Subject, and 3) Facilitation of TOEFL materials and modules.

#### 3.2 Extension Force and Members

In carrying out this service activity, of course, the team does not work alone but involves and collaborates with several parties so that this program is carried out properly. The team carrying out this activity consisted of 2 (four) English Language and Literature Study Program lecturers and was assisted by 2 students as team members. The names of the lecturers are listed on the sheet of the Community Service Implementation Team.

### 4 Results and Outputs Achieved

#### 4.1 Results

The results of this community service activity received a positive response from the school, especially because this program suited their needs. This positive response can be seen from the active participation, both from the school and from the training participants. The motivation of the training participants to take part in the training process was quite enthusiastic. This indicates a desire to improve their ability to master English and understand the importance of English, especially in the field of education today. This enthusiasm is also reflected in the increase in scores obtained by the trainees after attending the training (post-test).

From the results of the activity evaluation, it can be concluded that the participants got the following results:

- a. Improving the ability to master English in general for PPG o English Subject teachers throughout Central Java.
- b. Increased knowledge of the theoretical basis, principles, and test strategies of TOEFL along with its grid so that it better equips teachers in dealing with TOEFL-based English questions.
- c. Increased understanding of learning English which can be used as material for consideration in making policies related to improving the quality of teachers in their respective schools.

After the activities run as planned, the team conducts monitoring and evaluation to find out the progress that has been made by partners. Apart from monitoring, the team also guides partners when they encounter difficulties. Improvements to this program were then carried out based on the evaluation results that had been obtained, both from the process of generating ideas, drafting, designing, and so on related to the making of modules and textbooks carried out by partner teachers.

#### 4.2 Outcome Targets Achieved in the Community Partnership Program

The outputs that have been achieved in the implementation of this community partnership program can be seen in Table 3 below.

**Table 2.** Outcome Target Plan

No.	External Outcome	Achievement Indicator	Achievement
1.	Publication in the ISSN Journal	Submitted	Published
2.	Independent PKM Activity Report	It's been reported	Completed
3.	Increasing the competitiveness of human resources and increasing the quality, quantity, and added value of goods, services, or product diversification	Product	Achieved
4.	Increasing the application of science and technology in society (mechanization, IT, and management)	Application	Achieved
5.	Improvement of community values (art, culture, social, politics, security, peace, education, health)	executed	Achieved
<b>Additional Outcome</b>			
1.	Service; social engineering, methods or systems, products/goods	Product	Achieved
2.	New Innovation Appropriate Technology	Application	Achieved

## 5 Conclusions and recommendations

### 5.1 Conclusion

To improve the quality of human resources in education, mastery of foreign languages, especially English, is very important. This is based on various considerations. By imposing international quality standards, a school has committed to entering a realm of management that is no longer based on local quality standards and demands, so it requires human resources who can understand the ins and outs of the information needed in the field so that they can support their performance in realizing the institution's commitment. . Therefore, efforts to improve teachers' mastery of English are proof of a school's seriousness in realizing its commitment to a higher standard.

From the results of community service activities, the following conclusions can be drawn:

- a. The TOEFL-based English training conducted by the Community Service Team (PKM) of the UNISNU Jepara English Education Study Program is one of the efforts that can be made to improve English language proficiency for teachers.
- b. The trainees benefit from the knowledge of the TOEFL test and its grid so that it is more equipped for teachers in dealing with TOEFL-based English questions.
- c. TOEFL-based English training conducted by the UNISNU Jepara English Language Education Study Program Community Service Team can be used as material for consideration in taking.

### 5.2 Suggestion

Based on the results of the activity evaluation, some suggestions that can be given are:

- a. PPG of English Subject teachers throughout Central Java should continue to motivate them in improving their English skills as their area of expertise.
- b. The Community Service Collaboration that has been established between the UNISNU Jepara English Education Study Program and the Association of English Language Teachers throughout Central Java should continue to be established and improved not only in TOEFL-based English training but also in other fields related to teaching English.

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