

Chapter Two

Literature Review

In this chapter, the researcher reviews some theories related to the study especially about TOEFL, TOEFL preparation course, and the previous studies about the effect of joining TOEFL preparation course on students' TOEFL-Like score. The theories are taken from books and journals to support this research.

English Proficiency Test

English proficiency test is a test format that assesses someone's level in understanding English. It is also a test that measures English language proficiency, especially for academic purposes. Language skills tested include listening, speaking, reading and writing. The language components tested comprise of vocabulary, grammar, pronunciation, including intonation and stress. There are various types of the English proficiency test that someone can take such as TOEFL, IELTS, TOEIC, MTELP, Cambridge ESOL, OPI and OPIC.

TOEFL. TOEFL standing for Test of English as a Foreign Language is a test to measure someone's proficiency in English. This test is a universally accepted standard of English for non-native speakers of English to measure their English proficiency (Philips, 2008).

IELTS. IELTS standing for International English Language Testing System is an international English test to assess the language ability of a person who wants to study or work where English is used as the communication language (Wil, 2013). This test examines four English language skills, namely listening, reading, speaking and writing.

TOEIC. TOEIC standing for Test of English for International Communication is an English test for communication that is usually intended for job orientation or business (ULS, 2016). People are usually required to have a certain TOEIC score to prove that their English is good enough to work and to understand English-speaking clients and colleagues. The test materials are only listening and reading whose questions are usually dealing with a business.

MTELP. MTELP standing for Michigan Test of Language Proficiency is a web-based English proficiency test to measure non-native English speakers' effectiveness in the working world (ULS, 2016). The test consists of three timed multiple choice sections that assess standard English structures, business-related terms, and analytical skills.

Cambridge ESOL. ESOL standing for English for Speakers of Other Languages offers several tests that are appropriate for higher education purposes (Wil, 2013). The tests are Certificate of Proficiency English (CPE), Certificate of Advanced English (CAE), First Certificate in English (FCE), Preliminary English Test (PET) and Key English Test (KET). Those tests have been acknowledged by thousands of companies, universities and government departments as proof of proficiency in English.

OPI and OPIC. OPI (Oral Proficiency Interview) and OPIC (Oral Proficiency Interview by Compute) are tests of spoken English fluency often used in business or for English teachers to prove their level of spoken English (Wil, 2013). OPI is taken with an examiner in a room while OPIC is an online test using a computer.

Among those English proficiency tests, the researcher will only talk about TOEFL because it is usually be used as a requirement of graduation, of enrolling at a post graduate, of getting scholarship, of studying abroad, and of getting a job in Indonesia.

Test of English as a Foreign Language (TOEFL)

TOEFL is established and released by ETS (Educational Testing Service) in New Jersey, USA. TOEFL was firstly presented in 1963 and was intended for people that English is not their mother tongue (Gear, 2009). This means that TOEFL deals with the measurement of a non-native speaker's ability in both spoken and written English. TOEFL is generally designed to help higher education institution in order to make a valid decision regarding the ability to understand spoken and written English. In Indonesia, TOEFL is commonly used as a requirement of graduation, to enroll at a postgraduate program, to get a scholarship, to study abroad and to work abroad.

According to ETS (2012), the main benefit of TOEFL is to measure the English communication skills by incorporating different language skills, to measure the English performance in academic settings with the academic focus, and to provide reliable information to support score users in considering a person's English language proficiency. It is in line with Kim (2010) who mentioned that TOEFL has several advantages as it is convenient and easily available. It is regarded as an international standard which is given to the test taker under secure conditions and highly reliable. The score can be used assertively as the measurement to make high-stake decisions.

According to Dewi, et al. (2015), there are three types of the TOEFL that has several times improved by ETS. Those are Internet-based Test (iBT), Computer-based Test (CBT) and Paper-based Test (PBT). The TOEFL iBT is tested by using a computer. It takes approximately 4.5 hours to measure the listening, reading, writing, and speaking skills, and a maximum score of 120. TOEFL CBT is done on a computer. It consists of four sections, namely listening, structure, reading, and writing section and the maximum score is 300. The CBT in Indonesia are available in Jakarta, Surabaya, and Medan. TOEFL PBT is done through pencil and paper. It consists of three sections, namely listening, structure and written expression, and reading, and the maximum score is 677.

Among those types of TOEFL, the researcher only explains the TOEFL PBT. Even though nowadays TOEFL PBT is eliminated but it still can be used widely in a certain area especially in Indonesia. The certificate of TOEFL PBT commonly still can be used as the requirement of graduation in many universities in Indonesia.

The format of TOEFL PBT. There are three sections tested in the TOEFL PBT, namely listening comprehension section, structure and written expression section, and reading comprehension section. Each section has different length and number of questions which can be seen from the table 2.1:

Table 2.1		
<i>Length and number of Questions in TOEFL PBT</i>		
Subject Area	Time	The Number of Questions
Listening Comprehension	30 minutes (approximately)	50 questions
Structure and Written Expression	25 minutes	40 questions
Reading Comprehension	55 minutes	50 questions
Total	110 minutes	140 questions
<i>Source: Payle and Page (2002)</i>		

Listening comprehension section. Listening comprehension section is the first section tested in the TOEFL PBT. The aim of listening section is to assess the ability to comprehend spoken English (Philip, 2004). The overall questions tested in the listening comprehension section are 50 questions which are divided into three parts. The parts of listening comprehension section are described in the table 2.2.

Table 2.2	
<i>Listening Comprehension Section</i>	
Part	Content
Part A	This part consists of short conversations between two people. The test-taker must respond to one question that follows a short exchange.
Part B	This part consists of longer conversations between two people. The test-taker must answer several questions about a longer conversation.
Part C	This part consists of oral readings or short lectures that the content may be about any subject. The test-taker must answer several questions in each lecture regarding to specific information contained in it.
<i>Sources: Payle & Page (2002)</i>	

Structure and written expression section. Structure and written expression section is the following section tested in the TOEFL PBT after listening comprehension section. This section is to measure an individual's ability to understand the rules of grammar and structure in accordance with the standard of English writing (Philip, 2004). The overall questions tested in this section are 40 questions which are divided into two parts. The part of structure and written expression section is described in the table 2.3.

Table 2.3	
<i>Structure and Written Section</i>	
Part	Content
Part A: Structure	The part consists of 15 questions. Each part of sentence has a blank that the test-taker must complete the sentence in a grammatically correct.
Part B: Written Expression	The part consists of 25 questions. Each part of sentence has four words or phrases underlined and the test-taker must choose the underlined word or phrase that is incorrect.
<i>Source: Payle & Page (2002)</i>	

Reading Comprehension Section. Reading comprehension, the last section of TOEFL PBT, aims at measuring an individual's ability to read and comprehend academic reading materials (Philip, 2004). The overall questions tested in this section are 50 questions that usually consist of four to five long reading passages. Each reading passage commonly has about eight to twelve questions. The test-taker has to choose the correct answer that is usually related to main ideas of the whole passage, vocabulary, detailed information, inferences and reference items.

The difficulties regarding to the TOEFL. The recent study by Antoni (2014) showed that the difficulties found by some test takers during the listening section of the TOEFL test are lack of understanding of the spoken language, strategies to answer, and the materials of the test. While in structure and written

expression, the test takers consider that they do not have good strategies in completing the questions. In addition, they face some problems in determining the subject and the verb of sentences. The lack of knowledge of the strategies and being unable to differentiate a word function whether it is as a subject or a verb of a sentence becomes the matter among the test takers. In the last section, reading comprehension section, test takers tend to have difficulties in understanding the meaning of written English. They also cannot catch all ideas of the passages given. Moreover, they have limited vocabularies and some phrases. The time given in the test also limited for them to answer each section.

Additionally, a research by Mahmud (2014) revealed that most of the students found difficulties in answering the TOEFL test. Some of the problems were fewer basic skills, less practice, less motivation, and students' individual differences. The difficulties of the students in answering the TOEFL test were due to their less basic skills. Most of the students, who were not from English major, stated that TOEFL test was something new for them. They also stated that TOEFL test was difficult because the test assesses their ability in listening, grammar, and reading. Thus, teachers sometimes spent a lot of time explaining very basic grammar and did not have more time to practice for other sections in the TOEFL test. On the other hand, students who came from English major still got problem in TOEFL test even though they have basic skills of English. The problems were such as having the limited time in the listening and reading test, and doing many errors in grammar. The students needed to repeat the test for many times in order to familiar with the TOEFL test and the strategy

The second problem stated by Mahmud (2014) was that the students were lack of practice. During joining the TOEFL preparation course, the students experienced less practice because the time was very short. The course which was administered for one to two weeks intensively was not enough to solve the problems they had in the TOEFL test. Therefore, they just tried to maximize the time to learn, which was not effective and efficient. Other cause was that they were very busy in their other duties as students and as officers in other places, so that they shortened the duration of the course.

Another problem encountered by the students in learning the TOEFL was that they had low motivation to learn English (Mahmud, 2014). The students had low motivation to learn it since it was not their subject. They sometimes said that the TOEFL test was just trying to hinder their study and they tended to see that the test was to slow the process in finishing their study. Usually students were expected to join a TOEFL preparation course to help them solve their problems in answering TOEFL test and they were not willing to struggle to get higher scores by themselves. The respondents expected that their scores were added in order to reach the standard grade of the university requirement.

The other problem in answering TOEFL test as mentioned by Mahmud (2014) was students' individual differences. The students' individual differences such as the age and social status differences contributed to their learning process and made problems in their learning. The capability of remembering the materials and strategies in answering the TOEFL test also became the matter during answering TOEFL test.

TOEFL-Like. Hidayat (2015) defined TOEFL-Like as a TOEFL test held by an institution which is not an ETS test center and the certificate does not have an ETS logo. TOEFL Like-test sourced from several tests a few years earlier from the TOEFL International test. This test is usually organized by an institution for self-purpose and taken by people who want to practice the test before taking the TOEFL organized by RTS test center. Language Training Center of UMY, for example, takes and arranges TOEFL-like test based on the foundations of the existing standard of TOEFL test. In addition, it takes some originating test in the International TOEFL test on matters several years earlier. The skill being tested in TOEFL-Like test is same as the international TOEFL test. Those are listening, grammar and structure, and reading skills.

TOEFL score description. The table below shows the description of TOEFL score based on Jahja (2004).

Table 2.4	
<i>The TOEFL Test Score Description</i>	
Score	Description
> 600	<ul style="list-style-type: none"> • Able to participate effectively in the official and unofficial conversations about social and professional topics. • Able to use English clearly and naturally. • Can be understood by native speakers of English.
550-599	<ul style="list-style-type: none"> • Able to communicate well and effectively on specific topic of interest.

	<ul style="list-style-type: none"> • Able to communicate with confidence without any difficulty and participate in almost all office and unofficial situations. • Sometimes the use of ineffective English.
500-549	<ul style="list-style-type: none"> • Able to communicate effectively limited to the specific topics of interest. • Able to communicate with confidence, but could lose the ability to communicate in a distressed situation.
450-499	<ul style="list-style-type: none"> • Able to initiate and maintain direct communication on topics that are already known in advance. • Have limited competence, but able to communicate more in a state of emergency.
400-449	<ul style="list-style-type: none"> • Able to speak about topics that he knew. • Have limited competence. • Commit many repetitions while communicating.
350-399	<ul style="list-style-type: none"> • Only use the phrase remembered in an emergency situation. • Can only make questions and brief statements. • Have limited communication ability and often do repetition.
349	<ul style="list-style-type: none"> • Very weak English skill.
<i>Sources: Jahja (2004)</i>	

The scoring method of TOEFL PBT was done to determine the level of the test takers English proficiency. According to Sabarun (2012), scoring of TOEFL PBT was done when the test takers received a score between 20 and 68 in each section. The total number of correct answer called as the raw score was converted into converted score. After getting the converted score, the score was added, multiplied by 10, and divided by 3. The test taker will achieve overall score about 217 to 677. The interpretation of the overall score was explained in Table 2.5

Table 2.5	
<i>TOEFL's Level of Proficiency</i>	
Score	Grade
> 550	Advanced
501- 550	Pre-Advanced
426- 500	Post-intermediate
351- 425	Intermediate
200- 350	Pre-intermediate
< 200	Elementary
<i>Source: Sabarun (2012)</i>	

Moreover, Dewi, et al. (2015) mentioned the factors that affect the test taker on achieving the TOEFL score are motivation, background of the study and the TOEFL materials. First, motivation of the students to achieve a high TOEFL score leads them to thoroughly learn English in the TOEFL preparation course. When the motivation to get a high score TOEFL appears, learning English does not become something imposed. Second, backgrounds in learning English become

a factor that can also effect the students' achievement. The more students learn the material, the higher score the students may get. Third, materials given during the TOEFL preparation course affects student success on increasing their score.

TOEFL Preparation Course

TOEFL preparation course is a course that is taken by students in order to improve their TOEFL score. Previous studies on TOEFL preparation course have found that students who have not received regular instruction in English and have low language proficiency are more probably taking TOEFL preparation courses (Cole, 1982; Ferman, 2004; Gan, 2009). Besides providing for TOEFL test, the TOEFL preparation course motivates the students to learn basic skills of English, to reduce anxiety, and to meet the requirements and expectations of its students (Green, 2006; Yu, 2012). In addition, the TOEFL preparation course gives strategies to answer the TOEFL test that students can learn and practice. The TOEFL preparation course can also be related to students' motivation for taking the test (Doe & Fox, 2011).

According to Cole (1982), Ferman (2004), and Gan, (2009), the TOEFL preparation course provides students with six activities. Those are supplying students with correct answers, taking practice tests, maximizing motivation, coping with test anxiety, increasing test expectation, and instructing test contents. Students need to understand why the TOEFL preparation course may or may not improve their TOEFL score (Montgomery & Lilly, 2012). The TOEFL preparation course also provides familiarization with TOEFL requirements and formats, the application of test-taking strategies (Chau, 2008; Yu, 2012).

The research by Sadeghi and Zarei (2013) showed that all teachers in a TOEFL preparation course taught TOEFL by providing two aspects to enhance learners' test wideness, namely test information and test strategies. Teachers provided the students actual information about the TOEFL exam and exam strategies or test-taking tips. Sadeghi and Zarei (2013) also mentioned that the use of materials which were a combination of exam-related, practice-oriented, and some authentic is designed for the course as an indication of positive wash back in teaching TOEFL.

Additionally, Liu (2014) stated that there are two types of strategies which emerged from the review in teaching TOEFL. Those are general practice strategies that aim to improve test takers' overall English ability as well as their performance on the TOEFL and content-based preparation specifically targeting the test, which usually involves intense and short-term practice on similar item formats.

Al-Rawashdeh (2009) defined a good TOEFL preparation course that can help students achieve a high TOEFL score in three parts. First, a good TOEFL preparation course is a course that is well planned and dedicated. When the course is well planned and dedicated, it usually provides thorough knowledge of the subject. Here, the students will get some materials that are needed to be learned and commonly tested in TOEFL. Second, a good TOEFL preparation course is a course where both teacher and students have sincere effort to achieve their goal. When the students take TOEFL preparation course, they have a purpose to achieve a better TOEFL score. In order to achieve their goals, they should study

hard, and plan their study to all of the aspects of each TOEFL section. On the other side, the teacher will support them in giving a good TOEFL guidance book and a good tutorial or teaching strategy. Third, a good TOEFL preparation course is a course that gives the students a lot of TOEFL practices and familiarizes the students with the TOEFL test format. The course gives some practices regarding to the similar question types tested in TOEFL, familiarizes the students with the strategy of management time in facing TOEFL test, gives feedback to the students after they practice to identify the weaknesses in each section and follows it up with regular study to rectify their mistakes.

TOEFL preparation course at the Language Training Center of UMY. Language Training Center (LTC) of UMY is a center of language courses provided by University of Muhammadiyah Yogyakarta in order that all university members and stockholders of UMY can learn language well (UMY, 2010). This institution provides some English courses. One of them is a TOEFL Preparation course.

The TOEFL preparation course at the LTC of UMY aims at improving students' TOEFL score by providing them intensive TOEFL practices and test taking strategies in taking the TOEFL. This course is commonly taken by some students who want to prepare their TOEFL test.

The TOEFL preparation course is one of the solutions that can solve students' problems in achieving the standard TOEFL score which the university requires. They should achieve a certain TOEFL score that has been decided by their department in order to graduate from the UMY. For English students, they

may get the score easily but students who come from another major may get difficulties in achieving that score. This condition leads the students from another major to take the TOEFL preparation course at the LTC of UMY in order that they can gain a better TOEFL score achievement.

The students who take the TOEFL preparation course at the LTC of UMY can decide the length of the meeting based on their need. The common meetings that students take are 8 meetings, 10 meetings, 12 meetings, 14 meetings and 16 meetings. This course is actually intended for 16 meeting to master all the materials. If the number of meetings is less than 16 meetings, usually the teacher and students have a discussion on materials which students have already mastered and can be skipped, before the course begins.

Afterwards, the 16 meetings are divided into several parts. In the first meeting, students have pre-test TOEFL to measure the students' proficiency before they get treatment in the course. Then, in the next fourteen meetings, students get the treatment in facing TOEFL test. In the last meeting, students are given TOEFL post-test to measure how far they improve their score from the TOEFL pre-test.

In addition, the TOEFL preparation course at the LTC of UMY provides some activities to improve students' TOEFL score. The activities are such as familiarizing students with TOEFL requirements and formats, giving students test-taking strategies, teaching basic skills of English, giving students TOEFL preparation book, and giving students feedback of TOEFL test exercises. The treatments of the course are such as discussion and explanation of the TOEFL

preparation course. The TOEFL preparation book is a guidance book which is a compilation of Longman Complete Course for TOEFL to prepare students for TOEFL test in both paper and computer formats. This book consists of various materials which provide comprehensive preparation programs such as skills, strategies, and exercises.

The list of materials in TOEFL preparation book that is taught in the TOEFL preparation course at the LTC of UMY can be seen in the table below:

Table 2.6	
<i>Material taught in the TOEFL preparation course</i>	
Meeting	Material
1	Pre-Test
2	Structure skill 1-5 a. Skill 1: Subject and verb b. Skill 2: Preposition c. Skill 3: Appositive d. Skill 4: Present participle e. Skill 5: Past participle
3	Structure skill 6-9 a. Skill 6: Coordinate connectors b. Skill 7: Adverb time and cause connectors c. Skill 8: Adverb connectors d. Skill 9: Noun clause connectors
4	Structure skill 10-12

	<p>a. Skill 10: Noun clause connectors/ subject</p> <p>b. Skill 11: Adjective clause connectors</p> <p>c. Skill 12: Adjective clause connectors/ subject</p>
5	<p>Structure 13-18</p> <p>a. Skill 13: Reduced adjective clause</p> <p>b. Skill 14: Reduced adjective clause</p> <p>c. Skill 15: Inversion (subject and verb with question)</p> <p>d. Skill 16: Inversion (subject and verb with place expression)</p> <p>e. Skill 17: Inversion (subject and verb with negatives)</p> <p>f. Skill 18: Inversion (subject and verb with conditionals)</p>
6	<p>Structure skill 19-23</p> <p>a. Skill 19: Inversion (Subject and verb with comparison)</p> <p>b. Skill 20: Verb agreement after prepositional phrase</p> <p>c. Skill 21: Verb agreement after expression of quantity</p> <p>d. Skill 22: Inversion (Verb agreement)</p> <p>e. Skill 23: Verb agreement after certain words</p>
7	<p>Structure skill 24-26</p> <p>a. Skill 24: Parallel structure with coordinate conjunction</p> <p>b. Skill 25: Parallel structure with paired conjunctions</p> <p>c. Skill 26: Parallel structure with comparison</p>
8	<p>Structure skill 27-31</p> <p>a. Skill 27: Comparative and superlative</p> <p>b. Skill 28: Comparative and superlative</p>

	<p>c. Skill 29: Irregular –er, -er structure</p> <p>d. Skill 30: Passive form</p> <p>e. Skill 31: Active and passive form</p>
9	<p>Structure skill 32-41</p> <p>a. Skill 32: Singular and plural noun</p> <p>b. Skill 33: Countable and uncountable noun</p> <p>c. Skill 34: Recognizing irregular plural of nouns</p> <p>d. Skill 35: Distinguishing the person from the thing</p> <p>e. Skill 36: Distinguishing subject and object pronoun</p> <p>f. Skill 37: Using basic adjective and verb</p> <p>h. Skill 38: Using adjective after linking verb</p> <p>i. Skill 39: Positioning adjective and adverb</p> <p>j. Skill 40: Recognizing –ly adjective</p> <p>k. Skill 41: Using predicate adjective</p> <p>Exercise skill 40-41</p>
10	<p>Listening skill 1-6</p> <p>a. Skill 1: Focus on the second line</p> <p>b. Skill 2: Choose answer with synonym</p> <p>c. Skill 3: Avoid similar sound</p> <p>d. Skill 4: Draw conclusion about who, what, where</p> <p>e. Skill 5: Listen for who and what in passives</p> <p>f. Skill 6: Listen for who and what with multiple nouns</p>
11	<p>Listening skill 7-11</p>

	<p>a. Skill 7: Listen for negative expression</p> <p>b. Skill 8: Listen for double negative expression</p> <p>c. Skill 9: Listen for “almost negative” expression</p> <p>d. Skill10: Listen for negative with comparative</p> <p>e. Skill 11: Listen for expression of agreement</p>
12	<p>Listening skill 12-20</p> <p>a. Skill 12: Listen for expression of uncertainty and suggestion</p> <p>b. Skill 13: Listen for emphatic expressions of surprise</p> <p>c. Skill 14: Listen for wishes</p> <p>d. Skill 15: Listen for untrue condition</p> <p>e. Skill 16: Listen for two- and three- part verb</p> <p>f. Skill 17: Listen for idioms</p> <p>g. Skill 18: Anticipate the topics</p> <p>h. Skill 19: Anticipate the question</p> <p>i. Skill 20: Determine the topic</p>
13	<p>Exercise Listening skill 1-15</p> <p>Exercise Listening skill 1-17</p>
14	Reading skill
15	Exercise Listening skill 18-20
16	Post-Test
<i>Source: Suryanto, et al., (2006)</i>	

The Effect of Joining TOEFL Preparation Course and Students' TOEFL Score

There are some studies conducted to investigate the effect of test preparation on students' score achievement. First, a study entitled *The Changes of Students' TOEFL Score after One Year Learning* by Dewi, et al. (2015) were conducted to find out the improvement of the students' TOEFL scores after joining a TOEFL course at BINUS University for one year. Their research were analysed by using descriptive statistics to compare the means and correlation, while questionnaires were distributed to support the data of 121 respondents. The researchers classified the respondents into two groups, the high achiever respondents and the low achiever respondents. The results revealed that both of the high achiever respondents and the low achiever respondents were able to increase their TOEFL scores significantly in the post test. It can be seen from the research findings showing the mean of pre-test scores of the high achiever respondents was 465.85, while the mean of the post-test scores was 509.36. The mean of the TOEFL scores of the low achiever respondents was 404.15, while the mean of the post-test scores was 490.15. The correlation between those results was strong.

The second study was by Habiby (2013). The research investigated the teaching of the TOEFL preparation at RAM English course, the students' responses on the teaching and the TOEFL scores achievement that students get. The data were obtained through interview, survey, and questionnaire distributed to five respondents. The findings showed that the instructor was successful to

increase the students' TOEFL score. The increasing of the TOEFL scores can be seen from the mean of the pre-test score which was 338 and the post-test was 460. The mean of the increasing score of all students was 122. The use of TOEFL preparation book and the way that the instructor taught during the class gave positive responses to the students' perception.

The study by Heffernan (2006) observing the specific strategies that can be used to improve the TOEFL score. In this study, the researcher focused on the test-taking strategies that were implemented in a TOEFL preparation course at a private Japanese university. Data were obtained from a questionnaire distributed to 116 respondents. The results showed that the teaching method implemented in the TOEFL preparation course was systematically taught and well-planned. The students felt satisfied with the given courses and the teaching method could help the students increase their TOEFL score.

Moreover, Al-Rawashdeh (2009) stated in his research that TOEFL preparation course could help students achieve better score. The program in TOEFL preparation course could magnify the students' testing aptitude while they were learning English, and the program proved that the TOEFL preparation course was certainly helpful in increasing students' TOEFL score. The students improved their score as they get some strategies to face the TOEFL test.

Previous study investigated by Damankesh and Babaii (2015) also showed that there was a significant positive effect between students' test-taking strategy use and their achievements on the high school final examinations. The more

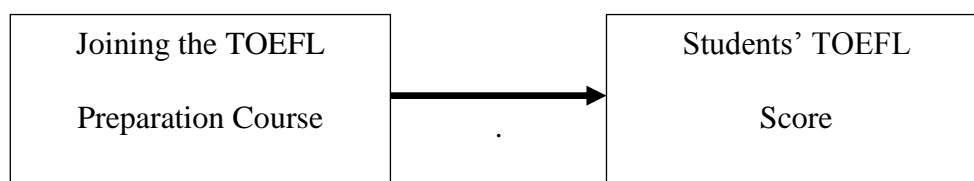
students employed test-taking strategies during the exams, the higher their scores were.

Conceptual Framework

The TOEFL preparation course is one of solutions that can solve students' problem in achieving the standard TOEFL score that the university requires. The activities of TOEFL preparation course are such as familiarizing students with TOEFL requirements and formats, giving students test-taking strategy, teaching basic skills of English, giving student TOEFL preparation book, and supplying students with correct answers of TOEFL test exercise.

Based on the explanation above, the researcher considered that students who joined the TOEFL preparation course at the LTC of UMY were able to achieve better TOEFL score. Therefore, it could be predicted that there is a significant effect of joining the TOEFL preparation course on students' TOEFL score achievement. Figure 2.1 shows the Conceptual framework of this study.

Figure 2.1 Conceptual Framework



Hypothesis

Based on the literature review and the conceptual framework, the hypothesis of this study is:

H1 : There is a significant effect of joining TOEFL preparation course toward students TOEFL score. If the significant level is < 0.05 , the H1 is accepted.