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WORKSHOP ON TOEFL ITP FOR STUDENTS AT VOCATIONAL SECONDARY SCHOOL NAHDLATUL ULAMA BANTARAN PROBOLINGGO

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Abstract

The TOEFL ITP, or English Language competency Test, is an international language assessment tool used to gauge a speaker's English language competency if it is not their mother tongue. The goal of the TOEFL ITP workshop was to increase the students' understanding of international Standard English language tests among those attending Nahdlatul Ulama Vocational High School in Bantaran Probolinggo. Students from the Nahdlatul Ulama Vocational High School on the banks of Probolinggo who participated in extracurricular English activities made up the workshop participants. The target audience was chosen with the knowledge that students' TOEFL ITP abilities were lacking. Thirty students who participated in the extracurricular English program came to this event. The approach taken for this community service project is a two-month workshop and help with different English language questions from the TOEFL ITP exam, which includes the hearing part, written expression, structure, and reading comprehension. Many students improved their scores from before to after this program and demonstrated mastery of the material covered in the international standardized English test. The Nahdhatul Ulama Bantaran Probolinggo vocational high school students who were getting ready to enter the workforce were greatly impacted by this exercise.

Key Words: english extracurricular, english tests, workshops

INTRODUCTION

Universitas Islam Zainul Hasan Genggong in Probolinggo focuses on education. In carrying out its duties, it is responsible for producing human resources who are not only skilled in the field of education but also capable of serving the community. Universitas Islam Zainul Hasan Genggong Probolinggo also fulfills the Tri Dharma of higher education by contributing to the surrounding community and

the academic environment. Nahdlatul Ulama Bantaran Probolinggo Vocational High School, which is one of the vocational high schools in Probolinggo, wants to serve the community through training workshops for the English Test as an Institutional Language Test Service.

In this era of globalization, TOEFL ITP plays an important role in education and employment, where many institutions set TOEFL ITP score certificates as their recruitment requirements. This certificate is used as proof that the person has good English language skills to support both their future job and education. Therefore, it is not surprising that many people are choosing to learn TOEFL ITP from an early age, with the hope that they can easily conquer it in the future (Nugraha et al,.2023; Pramusita et al,. 2023; Sinaga et al,.2023; Situmorang, 2020).

TOEFL ITP is an internationally recognized English proficiency test that assesses the ability of a speaker whose native language is not English. (Damanik & Ginting, 2022; Ismail, 2024; Magfirah & Adam, 2023). The TOEFL ITP test is required to meet several requirements in Indonesia, including fulfilling college graduation requirements, knowing the language proficiency level needed to apply for jobs, and improving one's position. Generally, there are three types of TOEFL tests: IBT (Internet-based test), PBT (Paper-based test), and ITP. (tes institusional). To qualify for admission to colleges abroad, candidates must have a TOEFL IBT certificate with a certain score. On the other hand, at some colleges, the TOEFL ITP is usually required as a graduation requirement.

In addition, the price of the test depends on the current rupiah-dollar exchange rate. If the test results do not meet expectations, the high cost often makes the test takers feel pressured. To achieve the desired results at the lowest cost, maximum preparation must be done. Thus, the school age is considered the right time to introduce the TOEFL ITP test to students. English is an international language widely used in many countries, including Indonesia. Because this language is the most widely used in the world today, its vocabulary is rapidly evolving. In addition, English is also often used in meetings. Everyone must be able to speak well in this meeting. (Silfia, 2021; Rosyidiet al., 2024).

Therefore, community service with the title, "TOEFL ITP Training for Intensive Students of Nahdlatul Ulama Vocational High School Bantaran Probolinggo."

In this activity, the issues faced by the vocational school students are:

1. How do the students of SMK NU Bantaran Probolinggo understand the need for TOEFL ITP to continue their education?

2. What is the level of ability of SMK NU Bantaran Probolinggo students to complete TOEFL ITP questions?

PROBLEMS AND SOLUTION

The purpose of this activity is to inform the students of SMK NU Bantaran Probolinggo about the importance of TOEFL ITP for advancement, how students

assess their ability to tackle TOEFL ITP questions, and how to improve their skills to achieve the best scores. One of the benefits of the activities offered by this program is as follows: You will learn about the importance of TOEFL ITP for advancing to a higher level; you will learn about the TOEFL ITP test and questions, as well as tips and tricks to achieve the best scores; and you will have the opportunity to conduct a TOEFL ITP test simulation.

SMK NU Bantaran Probolinggo students aim to receive TOEFL ITP training and counseling as a pathway to higher levels. The expected outputs from the mentoring are as follows: Students gain a better understanding of the importance of TOEFL ITP for advancing to a higher level; Students understand the benefits of taking the TOEFL ITP test and obtaining the TOEFL ITP certificate; Students receive assistance and instructions on how to tackle TOEFL ITP questions so that they are expected to achieve the desired TOEFL ITP score; and Students have the opportunity to try the actual TOEFL ITP test.

METHOD

During the activity, participants were presented with detailed material about TOEFL ITP. The material was delivered through a PPT with audio during the practice sessions, which could be clearly heard by the participants so they could actively participate in answering during the practice sessions. Below is the material presented during the training. This activity was carried out in several steps, such as student registration at SMK NU Bantaran Probolinggo, the opening speech of the Pengmas activity, an introduction to the importance of TOEFL ITP for students to advance and the benefits gained from taking the test, and advice on the best way to answer TOEFL ITP questions to achieve a maximum score. The target of this activity is all the outstanding students at SMK NU Bantaran Probolinggo.

RESULTS AND DISCUSSION

At the opening ceremony of the Community Service Program at SMK NU Bantaran Probolinggo, Mrs. Heni, S.Pd, the head of community service, and a representative from SMK NU Bantaran Probolinggo delivered speeches. The TOEFL ITP training workshop is a means to advance to a higher level. Followed by an introductory presentation on TOEFL ITP by Beny Hamdani, an English lecturer, M.Pd. Students received door prizes as gifts during this introduction. Guidelines for answering TOEFL ITP questions are the main topic discussed next. It starts with providing listening guidelines, along with example questions and their explanations.

After that, the event continued with instructions on reading, as well as sample questions and their discussions. Beny Hamdani, M.Pd., an English lecturer, delivered this reading and listening material. He also asked several questions to the students to see how well they understood the material. The last material presented by Beny Hamdani was about tips and tricks for grammar and structure. At the end

of this community service activity, the language faculty team also provided students with the opportunity to ask questions and discuss TOEFL ITP. As a reward, they distributed TOEFL ITP practice questions along with answer keys and explanations. It is hoped that the students of SMK NU Bantaran Probolinggo will have the opportunity to practice on their own at home.

Lack of student knowledge and understanding about TOEFL and its benefits, as well as the lack of student interest in studying and practicing TOEFL ITP because it is considered difficult for students. In this training and outreach, the language team teaches what TOEFL is and why it is important to take it. In addition, the language instructor also informs people about how to take the TOEFL. Listening skills, grammar skills (structure and grammar), and reading skills are part of this strategy. Students at SMK NU Bantaran Probolinggo also receive sample questions and their explanations to try taking the TOEFL test. The goal of this activity is to build students' confidence that the TOEFL test is not too difficult, and they can achieve the expected ITP TOEFL score.

Several factors contributed to the implementation of this community service, one of which is the role and support from the Nahdlatul Ulama Vocational High School in Bantaran Probolinggo. In addition, it is evident that the students are very interested and enthusiastic about this activity, as shown by their tendency to stay in class even when given break time to listen to explanations from the service team. However, other hindering factors include the limited training time and the fact that the materials used for training have not yet covered all aspects of language proficiency comprehensively.

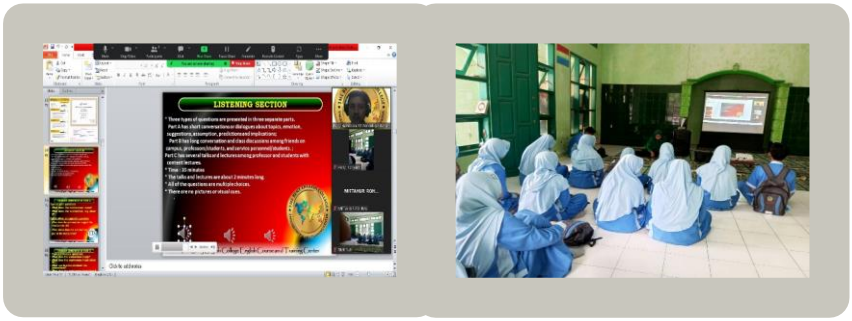

Figure 1. The Implementation

CONCLUSIONS

At SMK NU Bantaran Probolinggo, the community service activity titled TOEFL ITP Training as a Bridge to Continue to a Higher Level has been conducted smoothly and orderly. Both the English teachers and the students of SMK NU Bantaran Probolinggo welcomed this community service activity. It is hoped that the TOEFL ITP training can be conducted regularly every year due to the great interest of the students of SMK NU Bantaran Probolinggo.

One of the outcomes of this activity is that (1) the understanding and knowledge of SMK Nahdlatul Ulama Bantaran Probolinggo students about the

English TOEFL ITP test have increased, particularly regarding (a) the number of questions tested, (b) instructions and procedures for each section of the TOEFL ITP test, (c) the duration and time required to complete the TOEFL ITP test, and (e) effective techniques and strategies for answering TOEFL ITP questions. Therefore, considering the significant benefits of this community-contributing activity, students who have acquired techniques and strategies for answering TOEFL ITP questions should apply them when taking the English TOEFL ITP test. Additionally, educators should be specifically trained on the English TOEFL ITP test materials to meet the needs of different audiences.

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