Community service: Improve English language skills with TOEFL training

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Abstract---This TOEFL English language training aims to improve the English language skills of community service participants whose activities are carried out on the Nursing Department campus. TOEFL English training has a very important role because mastering TOEFL well will make it easier for us to find work or apply for scholarships that require an official TOEFL certificate. This TOEFL English training aims to improve the abilities of community service participants so that by mastering the TOEFL, it will be easier for community service participants to find work. The method used in this community service report is Communicative Language Teaching in Secondary Level, which is the teaching method used in TOEFL English training. TOEFL English training is training held by the English Language Study Program at Bali Dwipa University which aims to improve the abilities of community service participants. TOEFL English training was carried out offline before the pandemic to get better learning results. These community service participants seemed very enthusiastic and active in taking part in TOEFL English learning which consisted of listening, structure and written expression, and reading training. Some TOEFL English training topics include listening, reading, and written and structured expression. This TOEFL English training also provides TOEFL question exercises accompanied by a teacher so that the teacher can see the learning process directly for the community service participants.

Keywords---English, language teaching, learning, listening, TOEFL training.

Introduction

Having the ability or talent in the field of language mastery is very necessary to face competition and get jobs in the current global era. Having talent in the field of work skills will have good benefits in the world of work and education. Good skills possessed in the world of education can be useful in preparation for today's intense global competition. Several preparations can be used to improve the quality of education and education management to international standards. A good command of English is one of the competencies that pupils and students can have to face the competitive world of work. English is an international language used as a means of communication in all countries in the world. The English language skills provided in TOEFL training include 4 skills consisting of listening, reading, writing, and speaking. Artini (1998), states that speaking and writing skills are referred to as two competencies needed in a child's language development period. Students are given the four skills to improve the skills of community service participants in mastering English.

Teachers who have language skills and education have a good role to play in helping community service participants improve their TOEFL English skills. TOEFL English is a good solution for community service participants in improving the English language skills of community service participants in TOEFL English. The TOEFL training studied by community service participants includes skills and strategies that support mastery of spoken and written English which are also provided in this English language training (Roland et al., 2007). The TOEFL English training participants are students majoring in nursing. This English language training aims to improve the TOEFL skills of community service participants and to determine the English language skills of community service participants. The English training methods provided include listening, structure and written expression, and reading skills. The English language training participants were very interested in participating in the learning process which aims to improve the English language skills of students majoring in nursing, including the ability to listen, read, and write. This English language training also provides speaking training to improve the speaking skills of the community service participants (Ionin et al., 2008).

Community service participants are also given teaching materials related to the topics of reading, written and structured expression, and TOEFL listening in English which can help training participants improve the English language skills of community service participants. TOEFL English training participants also receive teaching materials about TOEFL English grammar which can be used by community service participants to gain an understanding of written and structured expressions. There are also several practice questions related to TOEFL English reading for TOEFL training participants. Several teaching materials regarding TOEFL training are provided so that TOEFL training participants can improve their English language skills, especially TOEFL (Smart,

2019).

Research Method

The Cooperative Integrated And Comparative Reading (CIRC) method is the method used in TOEFL English Training which aims to provide an explanation of the TOEFL material presented. In providing this English language training, participants in community service or English language training can hold discussions with the lecturer regarding questions and find solutions or answers together. The teaching materials provided to community service participants are about listening, structured written expression, and reading comprehension skills. TOEFL community service training participants take a pre-test that aims to determine the English language skills of the community service training participants. When community service participants get low pre-test listening scores, the TOEFL training participants will focus on exercises related to TOEFL listening questions. Before the TOEFL training is given, there are preparations made before the event, including preparing teaching staff and providing socialization to community service participants about TOEFL English training. This pre-test activity was given to measure the abilities of community service participants, providing training with several community service participants, providing a post-test to test whether there was an increase in TOEFL scores using the CIRC method, and conducting evaluations as input into the TOEFL training (Llosa & Malone, 2017). The persuasive method used is the research method used in the TOEFL English training process for nursing students. The TOEFL training data collection technique uses observation techniques which are carried out by observing the phenomena that occur at the TOEFL English training site. The TOEFL English training participants are students majoring in Nursing who want to improve their TOEFL English skills. The TOEFL English training participants seemed very enthusiastic about taking part in this TOEFL training. This TOEFL English training report applies a qualitative approach method. Bogdan and Taylor in Moleong (2006), explain that qualitative research methodology is a research procedure that produces descriptive data such as written and spoken words from people and behavior that we can observe. According to Muhammad (2011), who explains that qualitative research is a type of research that is applied using a post-positivist paradigm to interpret the object to be studied using several methods. Ismawati (2019), states that qualitative research is a qualitative method caused by several factors. Teachers also use body movements in providing TOEFL training which consists of listening, grammar, and reading activities. This TOEFL English language training aims to accelerate students' understanding in carrying out TOEFL English training.

Results and Discussion

This English language training is English language training in the form of TOEFL English training by the English language study program, at Bali Dwipa University where the training participants are students majoring in nursing. The community service participants expressed good appreciation for the TOEFL English training because the English language training was in line with the needs of the community service participants to improve their skills in the TOEFL English field. This community service activity in the form of TOEFL training received a positive

response from the nursing student participants. The community service participants seemed very active and enthusiastic in taking part in the TOEFL training held by the English study program, at Bali Dwipa University. The TOEFL English training participants seemed very enthusiastic about taking part in the training held by the English language study program. This is because there is interest from the community service participants in improving the ability of community service participants to master TOEFL English. TOEFL training participants seemed enthusiastic about learning as seen by the increase in TOEFL scores obtained by training participants after participating in this English language training. It is hoped that community service participants can get good TOEFL scores, and of course, this can be an encouragement for the organizers and training participants to always improve their English language training skills in written and structured expression, listening, and reading skills. TOEFL English training for community service participants includes material on TOEFL Listening, Structure/written expression, and reading comprehension (Baeten et al., 2010; Pedaste et al., 2015).

Before giving the TOEFL test which is held in the Language Lab, community service participants will be given a pre-test to measure the TOEFL training participants' English language skills. The teaching materials given to community service participants aim to measure the TOEFL training participants' abilities, namely grammar, listening, and reading sections. It can be seen that the TOEFL English training participants are very enthusiastic about taking part in the TOEFL training held by the Bali Dwipa English language study program. The teaching materials provided to TOEFL language training participants include reading, structured written expression, and listening material (Taylor & Geranpayeh, 2011; Graham, 2006).

TOEFL English teaching materials will be given to TOEFL training participants the day before the TOEFL training is given through the What's up group for each community service participant. The listening teaching materials given to the community service participants aim to improve the TOEFL English listening skills of the community service participants. Community service participants in the form of TOEFL English training are given time to answer questions about TOEFL reading which aims to determine the student's abilities and continue with a discussion given by the TOEFL lecturer to provide an understanding of the topic given. The TOEFL test is given after providing TOEFL English training and is continued by providing an evaluation of the development of community service participants after participating in the training activities.

The following is an example of a TOEFL reading script given to community service participants, including:

It has been noted that traditionally courts have granted divorces on fault grounds: one spouse is deemed to be at fault for causing the divorce. More and more today, however, divorces are being granted on a no-fault basis. Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners. Another argument in favor of no-fault divorces is that proving fault in court, in a public arena, is a destructive

process that only serves to lengthen the divorce process, and that dramatically increases the negative feelings present in the divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the post-divorce healing process can begin more rapidly.

1. *What does the passage mainly discuss?*
   a. *Traditional grounds for divorce*
   b. *Who is at fault in a divorce*
   c. *Why no-fault divorces are becoming more common*
   d. *The various reasons for divorces*

2. *The word "spouse" in line 1 is closest in meaning to*
   a. *Judge*
   b. *Problem*
   c. *Divorce decree*
   d. *Marriage partner*

3. *According to the passage, no-fault divorces*
   a. *Are on the increase*
   b. *Are the traditional form of divorce*
   c. *Are less popular than they used to be*
   d. *Were granted more in the past*

4. *It is implied in the passage that*
   a. *There recently has been a decrease in no-fault divorces*
   b. *Not all divorces today are no-fault divorce*
   c. *No-fault divorce is not as equitable as a fault divorce*
   d. *People recover more slowly from a no-fault divorce*

5. *The word "proponents" in line 4 is closestin meaning to which of the following?*
   a. *Advocates*
   b. *Recipients*
   c. *Authorities*
   d. *Enemies*

6. *The passage states that a public trial to prove the fault of one spouse can*
   a. *Be satisfying to the wronged spouse*
   b. *Lead to a shorter divorce process*
   c. *Reduce a negative feelings*
   d. *Be a harmful process*

7. *Which of the following is not listed in this passage as an argument in favor of no-fault divorce?*
   a. *Rarely is only one marriage partner to blame for a divorce*
   b. *No-fault divorce generally coast less in legal fees*
   c. *Finding fault in a divorce increases negative feelings*
   d. *No-fault divorce settlement is generally easier to negotiate*

8. The word "present" in line 9 could most easily be replaced by
   a. Existing
   b. Giving
   c. Introducing
   d. Resulting

9. The word "settlement" in line 10 is closest meaning to
   a. Development
   b. Serenity
   c. Discussion
   d. Agreement

10. The tone of this passage
    a. Emotional
    b. Enthusiastic
    c. Expository
    d. Reactionary

Question 41 – 50

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time which in turn served to further best-known and most influential writers, Ben Franklin and Thomas Paine were born strongly supportive of that cause. Ben Franklin first attained popular success through his writing in his brother's newspaper, the New England Current. In this article, he used a simple style of language and common-sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common-sense practicality and appeal to the common man with his work on Poor Richard's Almanac from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England. Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the revolution. His pamphlet Common Sense which appeared in 1776 was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years, he published a series of Crisis papers (from 1776 - 1783) to encourage the colonists to continue with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle between good and evil.

11. The paragraph preceding this passage most likely discusses
    a. How the literature influences the population
    b. Religious and moral literature
    c. Literature supporting the cause of the American Revolution
    d. What made Thomas Paine's literature successful

12. The word "fervor" in line 2 is closest meaning to
    a. War
    b. Anxiety

    c.   Spirit
    d.   Action

13. The word "time" in line 3 could be replaced by
    a.   Hour
    b.   Period
    c.   Appointment
    d.   Duration

14. It is implied in the passage that
    a.   Some writers in American colonies supported England during the Revolution
    b.   Franklin and Paine were the only writers to influence the revolution
    c.   Because Thomas Paine was an Englishman, he supported England against the colonies
    d.   Authors who supported England did not remain in the colonies during the Revolution.

15. The pronoun "he" in line 8 refers to
    a.   Thomas Paine
    b.   Ben Franklin
    c.   Ben Franklin's brother
    d.   Poor Richard

16. The expression "point of view" in line 9 could best be replaced by
    a.   Perspective
    b.   Sight
    c.   Circumstance
    d.   Trait

17. According to the passage, the tone of poor Richard's almanac is
    a.   Pragmatic
    b.   Erudite
    c.   Theoretical
    d.   Scholarly

18. The word "desperate" in line 16 could best replaced by
    a.   Unending
    b.   Hopeless
    c.   Strategic
    d.   Combative

19. Where in the passage does the author describe Thomas Paine's style of writing?
    a.   Lines 4 – 6
    b.   Lines 8 – 9
    c.   Lines 14 – 15
    d.   Lines 18 – 20

20. The purpose of the passage is to

a. *Discuss American literature in the first half of the eighteenth century.*
b. *Give biographical data on two American writers*
c. *Explain which authors supported the revolution*
d. *Describe the literary influence during Revolutionary America.*

Figure 1. It can be seen that the community service participants discussed to discuss the reading material provided by the teaching lecturer. Participants seemed serious about participating in the reading activities given by the lecturer

It can be seen that the participants are answering the TOEFL try-out questions given by the TOEFL organizers. It seemed that the community service participants were very serious about answering the try-out questions given by the organizers. The question format is multiple-choice

Conclusion

TOEFL English language training is provided to improve the skills of community service training participants whose activities are carried out on the Nursing Department campus. TOEFL English training plays a very important role because mastering TOEFL well will make it easier for us to find work or apply for scholarships that require an official TOEFL certificate. The community service training aims to improve the abilities of training participants so that by mastering TOEFL, it will be easier for participants to find work. The methods applied in this training include Communicative Language Teaching in Secondary Level, which is the teaching method used in TOEFL English training (Hayes, 2009; Mangubhai et al., 2004). TOEFL English training is training held by the English Language Study Program at Bali Dwipa University which aims to improve the abilities of community service participants. TOEFL English training was carried out offline before the pandemic to get better learning results. These community service participants seemed very enthusiastic and active in taking part in TOEFL English learning which consisted of listening, structure and written expression, and reading training. Some TOEFL English training topics include listening, reading, and written and structured expression. This TOEFL English training also provides TOEFL question exercises accompanied by a teacher so that the teacher can see the learning process directly for the community service participants.

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