



## The Essential of Introducing TOEFL at Twelfth Grade Students of SMK GKPI 1 Pematangsiantar

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### ABSTRACT

The purpose of this study is to inform SMK GKPI 1 Pematangsiantar's class XII students about the TOEFL and its advantages. This research was conducted at SMK GKPI 1 Pematangsiantar involving 35 class XII TJTL students. This socializing action took place on January 10, 2024. It was delivered via lecture and question and answer format. This is a presentation of TOEFL content and its educational advantages. Three sessions were used to implement this socialization: a pre-test questionnaire about the TOEFL test, an explanation of the socialization material about the test, and a discussion session with a post-test to gauge the students' comprehension of the material. The socialization activity's outcomes demonstrate that the students who participated in the first socialization were unaware of and unaccustomed to the TOEFL. But as they were more socialized and learned more about the TOEFL, their comprehension grew and they became quite excited. When comparing the post-test results to the pre-test, it was evident that student scores had increased significantly by up to 30%. The findings indicated that the TOEFL is still not well understood by the students at SMK GKPI 1 Pematangsiantar. Nevertheless, following the socialist's explanation of the TOEFL introduction, the implementation team administered a post-test to gauge students' comprehension. According to the computational results, the post-test average was 62.8%. This unequivocally demonstrates that their comprehension improved following exposure to the TOEFL introduction.

#### Keywords:

Essential, introduction, TOEFL, socialization

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## INTRODUCTION

Language is a system of customary spoken, written, or physical signs that people use to express themselves as members of a social group and as participants in a civilization. According to Chomsky (2002:1), language is an intrinsic item that is a component of the human mind, physically represented in the brain, and a part of the species' biological

*The Essential of Introducing TOEFL at Twelfth Grade Students of SMK GKPI 1 Pematangsiantar-Juwita Nova Sinurat, et.al*

makeup. Language is a component of interaction as well; we can use language, either spoken or written, to express our thoughts and ideas. There is a skill that enables the listener to effectively express thoughts or ideas. The four fundamental English language abilities are listening, speaking, reading, and writing. Practicing these four skills has several advantages. Provide students with scaffolded support, opportunities for growth, real-world circumstances in which to use the language for conversations, evidence of their mastery (proof learning), and most importantly, a healthy dose of passion.

English is one of the most used Language in the world until nowadays. English is a foreign language in Indonesia, starting from the history when England came to Indonesia, the British controlled the government in Indonesia for about five years, but because colonialism was not so significant in the social and cultural fields, only in the economy, it makes sense if English is not a second language in Indonesia. English as a second or foreign language is the use of English by speakers of a different mother tongue. As we know, EFL is a term intended for a subject of English by non-native speakers, both in Indonesia and other countries where English is not their dominant language. Basically, humans master foreign languages have the right time that is at the age of ten because, at that time, humans achieve flexibility in the brain, making it easier to learn foreign language, but inversely if it starts from the age of puberty, it will be difficult to learn foreign language because the brain has lost its flexibility (Panfield; 1959), this is what triggers students to tend to be less able to master English.

The Test of English as a Foreign Language is known as the TOEFL. This standardized test assesses non-native English speakers' language competency and is frequently necessary for entrance to institutions and universities that speak the language. As we know the kinds of TOEFL there is 2, namely TOEFL IBT (Internet-Based Test) and TOEFL PBT (Paper Based Test). The TOEFL IBT is a standardized test designed to evaluate non-native English speakers' proficiency in the language. It gauges their capacity to comprehend and communicate in English at a university level. However, the TOEFL PBT is an outdated format specifically meant for use in regions where the online version is not accessible.

Approximately 10,000 universities worldwide utilize the results of the standardized test known as the Test of English as a Foreign Language, or TOEFL, to determine admission. This exam is highly well-liked, particularly among students hoping to attend colleges where English is the primary language of instruction. As we know, there are 4 basic skills that must be mastered in English, namely, reading, listening, speaking and writing. It makes sense that standardized assessments like the TOEFL are included in the academic admissions process. Standardized exams have been shown to accurately predict a person's aptitude and achievement (Poulsen & Hewon, 2014).

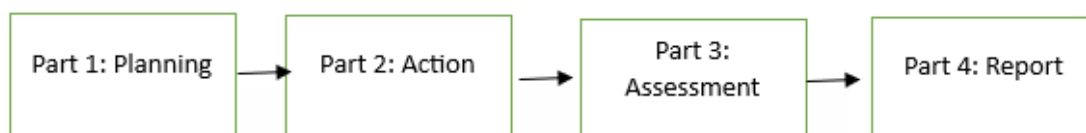
Furthermore, it has been demonstrated that, at a variety of higher education institutions where English is the media of instruction, there is a direct correlation between academic English competency and TOEFL scores. It follows that the high demand for the TOEFL instruction programs provided by language schools is not surprising. However, due to their high cost, these kinds of initiatives frequently do not reach everyone. It is regrettable because doing well on the TOEFL exam is crucial, particularly for high school students who wish to pursue further education.

The team from Universitas HKBP Nommensen Pematangsiantar chose to conduct TOEFL introduction activities for high school students at SMK GKPI 1 Pematangsiantar based on the aforementioned issues. Through this socialization process, high school

students will learn the value of the TOEFL and how crucial it is to many aspects of their aspirations. It is anticipated that after this socialization, students at Vocational High School will be inspired to reach goals by using their English language potential to the max.

## METHODS

This socializing action took place on January 10, 2024. It was delivered via lecture and question and answer format. This is a presentation of TOEFL content and its educational advantages. The following activities are included in this socializing program:



**Figure 1.** The chart of applying the socialization program.

Below there is the explanation of the 4<sup>th</sup> steps that will be applied on this socialization, namely :

### Part 1: Planning

This step takes around two weeks to complete. The following is the preparation:

- a. Selecting the location (school) where the observation activities will take place. The implementation group selected the vocational school level because it was seen to be appropriate for gathering feedback from this socialization.
- b. Working together and get permission from the school to carry out socializing activities.
- c. Scheduling the time for the socializing to take place.
- d. Preparing socializing materials for use. Prepare the equipment that will be utilized throughout the socializing process.

### Part 2: Action

This socialization will be carried out in this section by transmitting TOEFL-related abilities to the target population, namely Vocational School Students, a total of 35 students. One of our teams will explained socializing material in the form of an introduction to TOEFL, the types of TOEFL, TOEFL's Influence on Personal and Professional Growth. Academic inclusion and social cohesiveness are both important. In addition, there was a QNA session relating to the TOEFL presentation.

### Part 3: Assessment

There will be two assessments used in this programme: a pre-evaluation (pre-test) and a post-evaluation (post-test). Before the programme is implemented, there will be a pre-test in the form of a questionnaire about fundamental TOEFL knowledge. The purpose of the pretest is to gauge students' comprehension prior to the lesson's delivery. Students who successfully complete the socialisation exercises will also receive a questionnaire serving as a post-test. The purpose of the pre-test is to ascertain what knowledge and skills students have acquired subsequent to hearing the TOEFL topic presentation. Pre- and post-tests are used to determine whether the socialisation activities that were conducted were successful. In addition, there was a question and answer session following the material presentation class to increase and improve students' understanding of the TOEFL. Students have the chance to ask sincere questions concerning the TOEFL, and the staff in

charge of implementation will make an effort to clarify the answers to the questions that are accurately provided.

#### Part 4: Final Report

In the final part, the implementation group will create a report in the form of a journal including the results of the socializing activities that have been carried out. This report is intended to serve as proof that the socialization program emphasizing the significance of introducing TOEFL to vocational school students has been implemented.

## RESULTS AND DISCUSSION

### Results

The following is the overall series of socialization that we carry out.

#### 1. Planning

- a. Of course, when carrying out an activity that involves other individuals, there needs to be permission from both parties. Namely from the party who will carry out an activity and approval from SMK GKPI 1 Pematangsiantar who is willing to accept the activity.
- b. preparation of tools and materials needed to carry out an activity such as power point, infocus, laptop etc. So that the activity can be carried out well

#### 2. Action

On this occasion we provide students with an understanding of TOEFL so that students can increase their knowledge through this activity.



**Figure 2.** Bonita as the Presenter on this socialization

From figure 2, it can be seen that students are concentrating on listening when listening to the TOEFL introduction. Although this does not affect their grades at school due to the voluntary nature of the program. The students involved in this activity followed the directions well. This is because they feel the importance of TOEFL scores in predicting their future education or career.



**Figure 3.** The presenter gave an explanation about TOEFL to the audience

In the 3<sup>rd</sup> Figure the presenter introduces students to the types of TOEFL and explains a series of what TOEFL is, such as the meaning of TOEFL, the function of TOEFL. So that students can understand the aims and objectives of TOEFL.



**Figure 4.** Students write the important things about the material of TOEFL that the presenter gave.

In the 4<sup>th</sup> picture they seem interested in the introduction of TOEFL, so they are seen writing important things to further increase their knowledge about TOEFL.

### 3. Assessment

The research was conducted using one evaluation called a post-test, which involved assessing participants' knowledge, skills, or attitudes the students after they had undergone the intervention or treatment being about The Essentials of Introducing TOEFL. The post-test evaluation allowed the researchers to measure the impact of the intervention and determine whether there were any significant changes or improvements in the participants' outcomes compared to their pre-intervention state. Students are given the

opportunity to ask for their purely about TOEFL and the implementing team will try to explain the answers related to the question given right.

#### 4. Final Report/Statement

At the last phase, the implementing team will compile the report of this program in the form of a journal that is the result of the socialization activities that have been carried out . This reports aims to be evidence that there has been an implementation of socialization program of Introducing TOEFL for Vocational School at SMK GKPI 1 Pematangsiantar.

#### Discussion

After analyzing the pre-test and post-test conducted by the author, the ratio obtained from the previous socialization can be seen in the following flowchart.

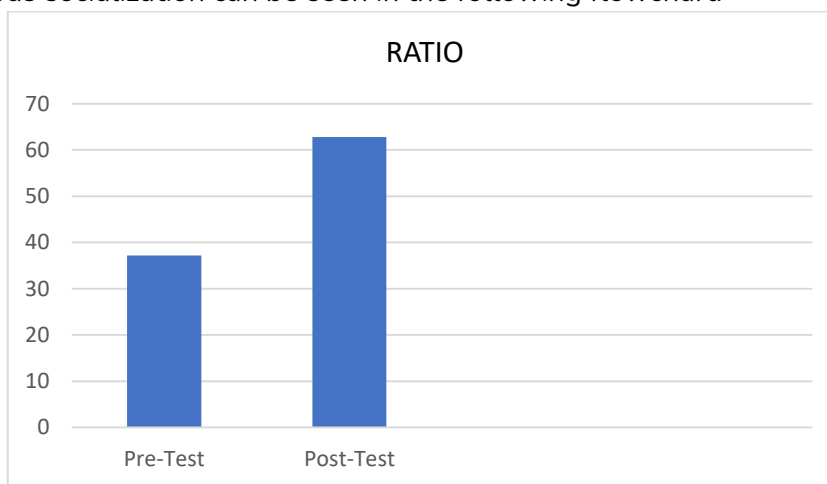


Figure 5. Pre-Test and Post-Test ratio

From the graph above, you can see the change in scores obtained by participants before the socialization was carried out and after the socialization was carried out. Before receiving material about TOEFL, participants were only able to answer approximately 0–3 questions correctly out of the ten questions that had been given to them. Meanwhile, after receiving an explanation about TOEFL, they were able to answer up to 6–8 questions correctly. This certainly shows that the socialization carried out went well and was successful. Therefore, at the end of the session, there was a question-and-answer session regarding the material that had been presented. In the question-and-answer session, participants asked many questions according to the material that had been presented. From the questions given, the student team answered the questions well.

For the results of the implementation of the TOEFL introduction program for students at SMK GKPI 1 Pematangsiantar. The implementing team carried out a post-test evaluation to compare knowledge and the success of the socialization that had been carried out. The form of questions given to students are questions about basic knowledge about TOEFL. After the score data is calculated, then an average is obtained from the results by asking students what TOEFL is and what its benefits are. This shows that students at SMK GKPI 1 Pematangsiantar do not yet understand what TOEFL is. However, after an explanation regarding the introduction to TOEFL was given, the implementation team then gave a post-test to measure students' understanding after listening to the socialist's explanation. The calculation results show that the post-test average reached 62.8%. This clearly shows that their understanding increased after receiving exposure to the TOEFL introduction.

## CONCLUSION

Naturally, the goal of this socializing exercise for SMK GKPI 1 Pematangsiantar students is to raise their awareness of the TOEFL, both in terms of its advantages and its essentials. From the beginning to the end, their excitement for taking part in this activity was evident in their presence. With that exception, the implementation of this exercise to aid in score conversion during TOEFL training was successful. The goal of this outreach program for SMK GKPI 1 Pematangsiantar pupils is to give and make use of an information system that is sufficiently important to be implemented in order to enable students who require this information to access and utilize it. Recognizing the significance of this, socialization was carried out.

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