

THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING METHOD TO ENHANCE THE STUDENTS' MOTIVATION IN INCREASING THEIR TOEFL SCORE

Eko Martono
STIEPARI, Semarang

ABSTRACT

STIEPARI students' achievement was found to have declined during 2008 - 2010. Almost all language skills were affected. One attempt to rectify the problem was the creation of a program called STIEPARI Language Course (SLC). The natures of the data in this research were quantitative and qualitative. The quantitative data were taken from the post-test TOEFL scores of 30 STIEPARI students. The 30 students were divided into 2 groups, Experimental Class and Control Class. Experimental Class was taught using Communicative Language Teaching (CLT) method in the teaching learning process; on the other hand, Control Class was taught without using CLT. The qualitative data were taken from student comments on the STIEPARI Language Course (SLC). From the t-test analysis, the result shows that there is a significant difference between the mean score of post-test of the Experimental Class and the mean score of post-test of the Control Class. This result shows that, statistically, the Communicative Language Teaching (CLT) method is an effective method to enhance students' motivation in increasing TOEFL score. It should be mentioned, however, that TOEFL scores should be interpreted with care. To summarize students' feedback on the STIEPARI Language Course (SLC), in general, both the Experimental Class and the Control Class learned a lot from the SLC. This comment is supported by the increase in TOEFL score.

Key words: Communicative Language Teaching, motivation, TOEFL score

INTRODUCTION

The teaching of English does not always result in the level of proficiency expected by teachers or prescribed by the curriculum. Such an inconsistency between the purpose and the product was found in STIEPARI. Following the development of a quality program, STIEPARI students' achievement was found to have declined during the 2008 - 2010. The declining of STIEPARI students' achievement could be seen from the

declining mean of TOEFL score. In 2009, the mean of TOEFL score was 413.67, meanwhile the mean of TOEFL score in 2008 was 415.56. It means, the decline was 1.89 point in 2009. It happened again in 2010. The mean score TOEFL in 2010 was 411.89. If we compare it with the mean score in 2009, it means, the decline was 1.78 point.

An attempt to rectify the problem was the creation of a program called STIEPARI Language Course (SLC). SLC can be said

to be “intensive” for three reasons. First, language skills (listening, speaking, reading, writing and language elements (vocabulary, grammar) are taught in an integrated manner. In traditional programs, third semester students learn language skill and language elements separately. Second, SLC materials are graded systematically so that the students move progressively into each learning experience. Third, more learning time is allocated.

The TOEFL instrument is selected for a number of reasons. First, the main objective of the test is to evaluate the English proficiency of non-native speakers (NNS) of English (Sadtono,1987). Second, TOEFL has been improved over the years. Finally, material for the TOEFL test is written by ESL/EFL specialists who undergo a rigorous training program.

Demand to reach 450 TOEFL score for STIEPARI students is not an easy thing by seeing their input. Most teachers agree that motivation plays a vital role in the learner’s achievement; it is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both negative and positive ways. Although its importance is widely recognized, its meaning is elusive. The trend towards motivational theories related to classroom learning has generated more interest in the topic among language teachers and researchers of language learning.

To improve student’s motivation in TOEFL score, STIEPARI Language Course (SLC) applies the Communicative Language Teaching (CLT) method in the teaching and learning process, especially to do TOEFL test. In order to determine its effectiveness, a study should be conducted.

The formulations of the problem in this research are (1) Is the application of the Communicative Language Teaching (CLT) method as an alternative technique effective to enhance student’s motivation for better TOEFL score at STIEPARI Language Course (SLC)? (2) What are some responses of STIEPARI’s students about STIEPARI Language Course (SLC)?

The objectives of the research are to show (1) whether the application of the Communicative Language Teaching (CLT) Method as an alternative technique is effective to enhance student’s motivation for better TOEFL score at STIEPARI Language Course (SLC) and (2) some responses of STIEPARI’s students about STIEPARI Language Course (SLC).

Communicative Language Teaching (CLT) is an approach to foreign or second language which asserts that the goal of language learning is communicative competence (Richards, 1985). The CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach (Harmer, 2001:84). The ‘what to teach’ aspect of the CLT stressing the

significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and in a variety of purposes. The 'how to teach' aspect of the CLT is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill.

The Communicative Language Teaching (CLT) method has some of the purposes that communicative activities can make to language learning. According to Littlewood (1981:17-18), the following purposes.

- (1) The CLT method provides 'whole-task practice'.

In foreign language learning, this means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learner's level of ability.

- (2) The CLT improves motivation

The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

- (3) The CLT allows natural learning
Language learning takes place inside the learner and, as teachers knows to their frequent frustration; many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If it is so, communication activity is an important part of the total learning process.

- (4) The CLT can create a context which supports learning

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learner and teacher. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn.

Littlewood (1981:20) distinguishes three main activity types in the Communicative Language Teaching (CLT) method, functional communication activities, social interaction activities and listening activities. The main purpose of the functional communication activities is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.

Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences, working out a likely sequence of events in a set of pictures, discovering missing features in a map or picture, and solving problem from shared clues.

Social interaction activities add a further dimension to the functional activities. In social interaction activities, the important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language. The learner chooses language, which is not only functional effective, but also appropriate to the social situation he is in it.

Success is now measured not only in terms of the functional effectiveness of language, but also in terms of the acceptability of the forms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language which is appropriate to specific kinds of social situation. Social interaction activities include conversation and discussion sessions, dialogues and role-plays, simulations, kits, improvisations, and debates.

The nature of listening comprehension means that the hearer should be encouraged to engage in an active process of listening for meaning. He should also be

made aware that not every clue is equally important to the message.

The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This purpose determines to a large extent what meaning he must listen to and which parts of the spoken text are most important to him.

Listening activities include identification, selection and sequencing a set of pictures, locating a plan of a house or town, draw the scene and construct a model using blocks or pieces and performing other actions.

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2004:51). According to Gardner (1985), the definition of motivation as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

As Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement (Brown, 2000:160). William and Burden (1997:120) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal. They go on to point out that the strength of the motivation will depend on how much value the individual

places on the outcome he or she wishes to achieve.

In discussion of motivation, an accepted distinction is made between extrinsic and intrinsic motivation (Harmer, 2001:51). Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Gardner (1993) classified the motivation at two levels, goal or oriented motivation and core motivation. The motivation at the goal or oriented level includes the learner's core motivation, the learner's orientation to language learning and the learner's attitudes towards the learning situations. The core motivation as a construct composed three characteristics: the attitudes towards learning a language (affect), the desire to learn language (want) and motivational intensity (effort).

Ellis (1997:75) identified two distinct orientations for learning a language, integrative and instrumental. Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community.

According to Harmer (2001:52), the motivation that brings students to the task of learning English can be affected and influenced by the attitudes of a number of people. They are:

- (1) The society we live in: All these of language learning will affect the student's attitudes to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.
- (2) Significant others: The attitudes of parents and older siblings will be crucial. The attitudes of the student's peer are also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.
- (3) The teacher: A major factor in the continuance of a student's motivation is the teacher. His or her attitudes to the language and the task of learning will be vital.
- (4) The method: The method is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

The TOEFL is an internationally accepted standard of English that

measures the academic English proficiency of a non-native speaker of English (Septiana, 2011:1). The TOEFL measures the ability of non-native speakers of English to use and understand English as it is spoken, written and heard in college and university settings. The TOEFL is designed to help institution of higher learning make valid decision concerning English language proficiency in terms of own requirement. The purpose of the TOEFL is to evaluate the English proficiency of people whose native language is not English.

Benefits of the TOEFL are widely available and easily accessible, regarded as the international standard and industry leader and the test is administered under secure conditions and is highly reliable; hence, scores can be used confidently to make high-stakes decisions (Kim,2010).

There are three types of the TOEFL, Internet-based Test (iBT), Computer-based Test (CBT) and Paper-based Test (PBT) (Septiana, 2011). The iBT is tested by using a computer. The TOEFL iBT lasts approximately 4,5 hours. It examines your reading, listening, speaking and writing skills. Wishing can take this test on computer at test centre. They are taken about 30-40 times a year in special centers throughout the world. The test contains reading, speaking, listening and writing section. In the Listening section students are to answer questions. The main task of them is to measure the understanding of attitude, degree of certainty, and purpose

of spoken texts. In the Reading section students are to answer questions to categorize information and fill in a chart or complete a summary. In the Writing section students are to type on computer. It also involves an integrated task in addition to independent tasks. The iBT is definitely different. For the first time, the TOEFL test will assess the ability to deliver comprehensive English skills and to communicate about what you read and hear.

The CBT is conducted on a computer. While iBT is also done with on-line internet. Both acquire the participants to strike the keyboard on the computer. In Indonesia, the cities that conduct the CBT are Jakarta, Surabaya, and Medan.

In PBT, the participants choose the answer by blackening the oval on the answer sheet using 2B pencil. This test contains exercises in listening, structure (grammar), reading and writing. Fulfilling a test takes approximately 3,5 hours. The test mostly consists of multiple-choice questions and a 30 minutes essay.

According to Sharpe (1992:8), TOEFL consists of three main sections as follows: Listening Comprehension, Structure and Word Expression, and Reading Comprehension.

Listening Comprehension measures the level of understanding (ability to understand) to the conversations and discussions in English. Listening Comprehension tests the comprehension

level towards conversations and talks in English.

Structure and Written Expression measures the knowledge of grammar, from 'content words, as verbs, adjective and adverbs; structure words' like the auxiliary, prepositions, articles to 'function words' as subject, predicate, object. This section is designed to measure the test takers' ability to recognize language that is appropriate for standard written English.

Reading Comprehension is designed to measure the ability to read and understand short passages similar in topic and in style. The topic includes academic matters and informational or explanatory cases.

The final paper-based test (PBT) score ranges between 216 and 677 and is based on three sub-scores: Listening (240 - 680), Structure (200 - 680), and Reading (210 - 670). Unlike the internet-based test (IBT) and the computer-based test (CBT), the score of the Writing section (referred to as the Test of Written English, TWE) is not part of the final score; instead, it is reported separately on a scale of 0–6.

The score test takers receive on the Listening, Structure and Reading parts of the TOEFL test is not the percentage of correct answers. The score is converted to take into account the fact that some tests are more difficult than others. The converted scores correct these differences. Therefore, the converted score is a more accurate reflection of the ability than the correct answer score.

METHODS

In this design, there are two groups, Experimental Class and Control Class. Experimental Class was taught using special treatment, Communicative Language Teaching (CLT) Method. Control Class was taught without using special treatment. The students are randomly placed in classes.

Both Experimental Class and Control Class receive pre-test and post-test TOEFL. However, the Experimental Class receives the treatment before the post-test TOEFL.

The natures of the data in this research were quantitative and qualitative. The quantitative data were taken from the post-test TOEFL scores of STIEPARI students. Post-test TOEFL scores are obtained from the test given to the students after they were given the treatment.

The qualitative data were taken from the students' comments on the STIEPARI Language Course (SLC). At the completion of SLC, a questionnaire was distributed to the students. And the answer sheet was provided.

The population in this research is the students of STIEPARI Semarang who are following SLC program period 2010/2011. The number of students is 65.

The samples used in this research are 30 respondents. The 30 students are divided into 2 groups, Experimental Class and Control Class. Experimental Class

includes 15 students, whereas Control Class consists of 15 students.

In quantitative analysis, first, we will find the mean score from the data of the post-test TOEFL score of the Experimental Class and post-test TOEFL score of the Control Class for comparison. Second, we use paired t-test technique to analyze the data. From the result of this analysis, we will find t-obs (t-observation). Then, we compare t-obs with t-table with the significant level of 0.01 (99%). This comparison will show the difference of TOEFL scores of STIEPARI student's in Experimental Class and Control Class.

Qualitative analysis is the analysis of the response of STIEPARI students about STIEPARI Language Course (SLC). The analysis which included all of the questionnaire answer and then we make percentage of it. In this research, the group administrated questionnaire and the closed responses will be used to collect data. The reseacher recapitulated all of the questionnaire answers from the students of STIEPARI and then we make percentage of it.

Ho: There is no significant difference between teaching TOEFL using the Communicative Language Teaching (CLT) method and teaching TOEFL without it; that the Communicative Language Teaching (CLT) method as an alternative technique is not effective to enhance students' motivation in increasing TOEFL Score.

Ha: There is significant difference between teaching TOEFL using the Communicative Language Teaching (CLT) method and teaching TOEFL without it; that the Communicative Language Teaching (CLT) method as an alternative technique is effective to enhance students' motivation in increasing TOEFL Score.

RESULTS AND DISCUSSION

The result of the mean computation of pre-test and post-test TOEFL scores of Experimental Class and the Control Class are shown in Table 1.

Table 1 Mean Computation of Pre-test and Post-test TOEFL Scores

Class	Pre-test TOEFL Score	Post-test TOEFL Score	The increasing of score
Experimental Class	416.13	422.93	6.80
Control Class	416.07	418.87	2.82

The result of the mean computation above (table 1) shows that the increasing

of the mean score of post-test TOEFL of the Experimental Class is higher than the

mean score of post-test TOEFL of the Control Class. This result shows that mathematically, the Communicative

Language Teaching (CLT) method is effective to improve students' motivation in TOEFL score.

Table 2 t-test Result

Comparison	t-obs	sig	Result
Pair : Post-test TOEFL Score of Experimental Class and Post-test TOEFL Score of Control Class	3.420	0.004	Different-Significant

Table 2 shows the result of analysis using t-test. t-obs (t-observation) is 3.420 with the significance 0.004 and degree of freedom 28 (15 + 15 - 2). This means that t-obs is higher than t-table 2.763 at the significance level of 0.01 and degree of freedom 28 (t-obs 3.420 > t-table 2.763). The result of t-test also shows that the significance level observation is 0.004 or smaller than significance level chosen that is 0.01 (α -obs 0.004 < α -tab 0.01). The result of t-test indicates that there is significant difference between the mean

score of post-test TOEFL of the Experimental Class and the mean score of post-test TOEFL of the Control Class.

It means that Communicative Language Teaching (CLT) method is effective for improving students' motivation in TOEFL score. Therefore, H_0 is rejected and H_1 is accepted.

The result of these questionnaire answers from students in the Experimental Class and the Control Class is shown in Table 3.

Table 3 Students' Responses of the Experimental Class and the Control Class

1. Do you learn a lot from SLC?	Experimental Class		Control Class	
	Amount	%	Amount	%
A lot	10	66,67	7	46,67
Not much	4	26,66	6	40,00
Did not respond	1	6,67	2	13,00
2. What do you think of the materials?				
Very good	8	53,33	2	13,33

Good	7	46,67	10	66,67
Bad	0	0	3	20,00
3. How do you like the learning activities?				
Exciting	9	60,00	2	13,33
Not too bad	6	40,00	8	53,33
Boring	0	0	5	33,33
4. What about the teacher's performance?				
Wonderful	5	33,33	2	13,33
Not too bad	8	53,33	10	66,67
Boring	2	13,33	3	20,00
Total	15	100,00		
5. What do you think of the tests (formative test and summative test)?				
Very difficult	1	6,67	4	26,67
Difficult	5	33,33	5	33,33
Easy	9	60,00	6	40,00
6. Do the materials give more motivation in learning English?				
Much	9	60,00	0	0
Average	5	33,33	13	86,67
Not Much	1	6,67	2	13,33
7. Do the learning activities give more motivation in learning English?				
Much	11	73,33	2	13,33
Average	4	26,67	11	73,33
Not Much	0	0	2	13,33
8. What do you think of the TOEFL test?				
Much	3	20,00	3	20,00
Average	11	73,33	11	73,33
Not Much	1	6,67	1	6,67
9. Do the materials support taking in TOEFL test?				
Much	4	26,67	4	26,67
Average	10	66,67	10	66,67
Not Much	1	6,67	1	6,67
10. Do the learning activities support taking in TOEFL test?				
Much	4	26,67	4	26,67
Average	10	66,67	10	66,67
Not Much	1	6,67	1	6,67

The purpose of the first question in questionnaire 'Do you learn a lot from SLC?' was to find out if SLC was useful in learning English. Student's responses showed that majority students in the Experimental Class and Control Class gave some responses that they had learned a lot from SLC. It means that SLC can help students to improve their English.

The aim of second question was to measure the students' satisfaction with the materials which were given in SLC. Student's responses showed that students in the Experimental Class felt more satisfied with their materials than students in the Control Class.

The aim of question 'How do you like the learning activities?' was to measure the students' satisfaction with the learning activities in SLC. Student's responses showed that students in the Experimental Class felt more satisfied with the learning activities in their class than students in the Control Class.

The aim of the question 'What about the teacher's performance?' was to measure the students' satisfaction with the teacher's performance in the class. Student's responses showed that teacher's performance who taught in STIEPARI Language Course (SLC) was good enough.

The aim of fifth question was to measure students' ability in learning English. Student's responses showed that majority students in the Experimental Class gave their comments that the tests

were easy, meanwhile, majority students in the Control Class's comments were vice versa or it means the tests were difficult.

The aim of the question 'Do the materials give more motivation in learning English?' was to measure the students' motivation in improving learning English related to the materials. Student's responses showed that most of students in the Experimental Class answered that the materials which were given could improve their motivation in learning English. Meanwhile, most of students in the Control Class answered that the materials which were given in their class could not enough enhance their motivation in learning English.

The aim of the question 'Do the learning activities give more motivation in learning English?' was to measure students' motivation in improving their learning activities. Table 3 shows that majority students in the Experimental Class answered that the learning activities in their class could improve their motivation in learning English. Meanwhile, majority students in the Control Class answered that the learning activities in their class couldn't enough improving their motivation in learning English.

The aim of the question 'What do you think of the TOEFL test?' was to measure students' ability in doing the TOEFL test. Based on table 3, most of students in the Experimental Class and Control Class gave their comments that the TOEFL test was still difficult for them.

The aim of the question 'Do the materials support taking in TOEFL test' was to find out if the materials which were given in the class can help the students to do TOEFL test. Table 3 shows most of the students in the Experimental Class and the Control Class gave their comments that the materials could help them enough to do the TOEFL test.

The aim of the last question 'Do the learning activities support taking in TOEFL test?' was to find out if the learning activities could help students to do the TOEFL test. Based on table 3, like in the materials, most of students in both classes, in Experimental Class and Control Class answered that the learning activities could help them enough to do the TOEFL test.

CONCLUSION

From the computation of the mean score, the result shows that the increasing of the mean score of post-test TOEFL of the Experimental Class is higher than the mean score of post-test TOEFL of the Control Class. This result shows that, mathematically, the Communicative Language Teaching (CLT) method as an alternative technique is effective to enhance students' motivation in increasing TOEFL score.

From the t-test analysis, the result shows that there is significant difference between the mean score of post-test TOEFL of the Experimental Class and the mean score of post-test TOEFL of the Control Class. This result shows that,

statistically, the Communicative Language Teaching (CLT) method as an alternative technique is effective to enhance students' motivation in increasing TOEFL score. It should be mentioned, however, that TOEFL scores should be interpreted with care.

To summarize students' feedback on the STIEPARI Language Course (SLC), in general, both the Experimental Class and the Control Class, students learned a lot from the SLC. Responses on the SLC material indicated that most of the students felt that the materials were good. Responses on the learning activities indicated that students in the Experimental Class felt that the learning activities were exciting, while students in the Control Class felt that the learning activities were adequate (not too bad). Responses on the teachers' performance indicated that students in the Experimental Class and the Control Class felt that, in general, the teachers' performance was good enough. And responses on the formative and summative tests indicated that the majority of the students in the Experimental Class comment that the tests were easy, meanwhile, the majority of the students in the Control Class comment that the tests were difficult.

Student's feedback indicated that most of students in the Experimental Class responded that the materials and learning activities which were given can enhance their motivation in learning English. Meanwhile, most of students in the Control

Class responded that the materials and learning activities which were given in their class could not enhance their motivation in learning English.

Based on the students' responses, most of students in the Experimental Class and Control Class comment that TOEFL test still was difficult. It means that the TOEFL test given at STIEPARI Language Course (SLC) is still difficult for the students of STIEPARI. Most of the students in the Experimental Class and the Control Class recommended that the materials and learning activities can help them do TOEFL test.

In short, it is possible to use the Communicative Language Teaching (CLT) method to enhance students' motivation in TOEFL score. As the goal of the CLT method is to give the students chances to discover what they need and ask for the need in English, teaching TOEFL class with the communicative approach could encourage students to acquire test knowledge in a meaningful way.

The communicative TOEFL class would be promoted by conducting various learner-centered activities relevant to the test content. It is important for language teachers to keep in mind that the activities should be meaningful and can draw students' interest. The effectiveness of the students' TOEFL score will increase when the students are excited and involved in the class activities.

REFERENCES

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc.
- Ellis, Rod. 1997. *Second Language Acquisition*. Oxford: Oxford University Press.
- Gardner, R.C. 1985. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R.C.; Maclatyre, P.D. 1993. Motivation in Second and Foreign Language Learning. *Language Teaching 31*.
- Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman.
- Harmer, J. 2004. *How to Teach?*. London : Longman.
- Kim, J. 2010. Effective Communicative Language Teaching in a test-preparation class: Is it possible? *TESOL Working Paper Series 8*. Hawaii Pacific University
- Littlewood, W. 1981. *Communicative Language Teaching. An Introduction*. Cambridge: Cambridge University Press.
- Richards, J., J. Platt, H. Weber. 1985. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman
- Sadtono. 1987. An Introduction to TOEFL, Paper presented at Teflin Seminar

- XXXI, February 11-13. Semarang:
Diponegoro University.
- Septiana, N. 2011. *What is the TOEFL Test?* <http://www.ea.toefl.ev/toefl-sites/toefl-europe/about-the-toefl/>.
- Sharpe. Pamela. J. 1992. *How to Prepare for the TOEFL*. Jakarta: Binarupa Aksara.
- William, M.; R. Burden. 1997. *Psychology for Language Teachers*. Cambridge: Cambridge.