

**ENGLISH PROFICIENCY FOR TEACHERS OF ENGLISH
(A QUANTITATIVE STUDY FOR SENIOR HIGH SCHOOL FOR
TEACHERS OF ENGLISH IN LUWU TIMUR)**

A THESIS

*Submitted to the English Language Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial of degree of
Sarjana Pendidikam (S.Pd.) in English Study Program*



COMPOSED BY

NUR ASIA

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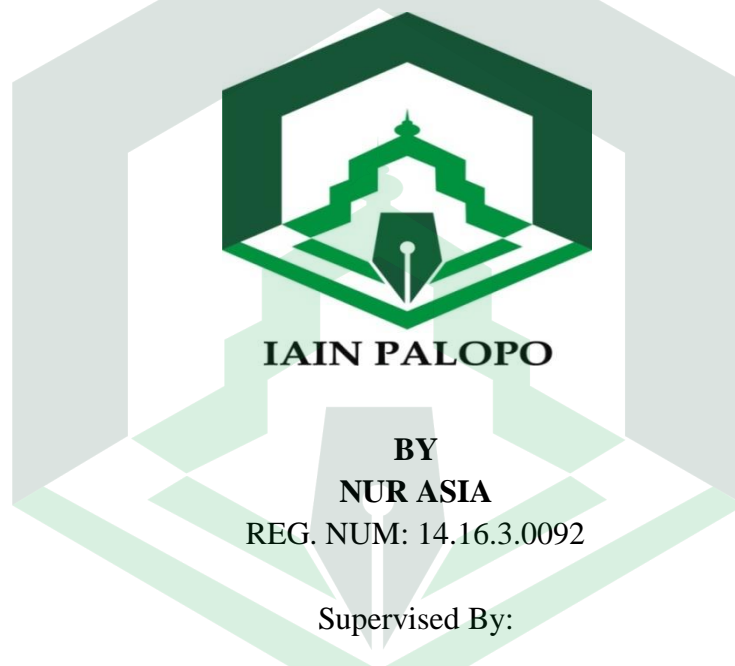
**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
AT STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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1. Dr. Hilal Mahmud,M.M

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IAIN PALOPO

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
AT STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled “ **English Proficiency for Teachers of English (Quantitative study for Senior High School for Teachers of English in Luwu Timur)**”, which is written by **Nur Asia**, Reg. Num.14.16.30092, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, **02nd of Juli 2021 M**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, on September 03rd 2021 M
25th Muharram 1443 H

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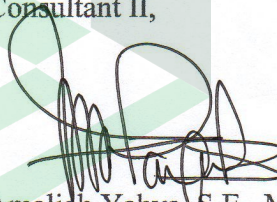
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Setelah melakukan bimbingan , baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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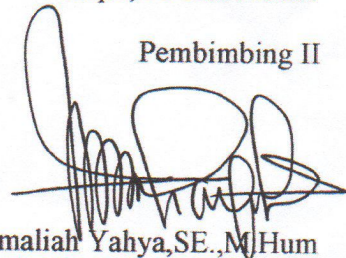
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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السَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ .

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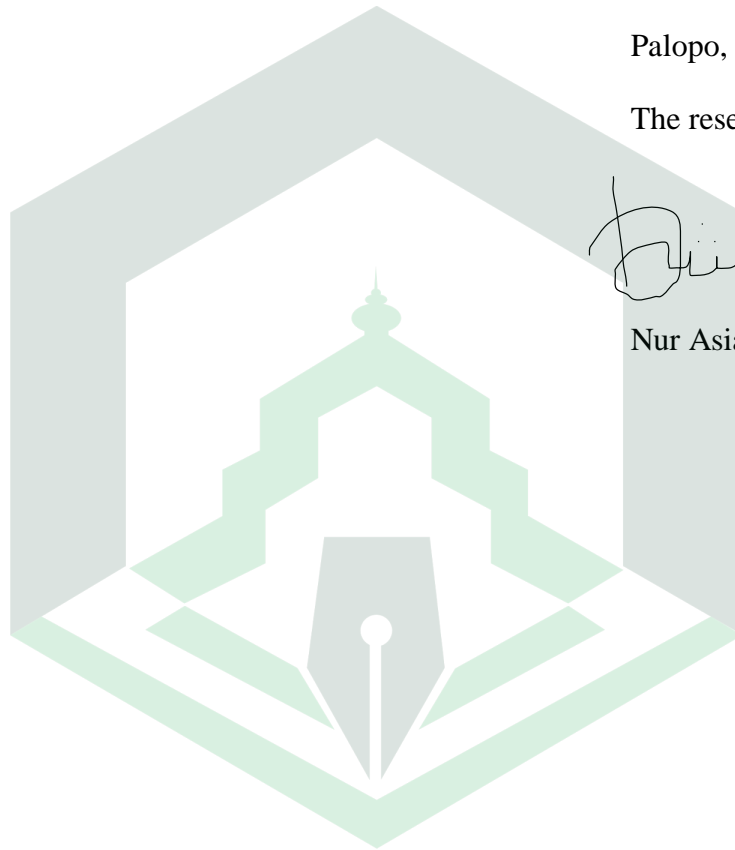
Finally, the writer pray to the God, Allah SWT gives regard to all the people who have helped the writer, and the writer hopes this thesis can be useful and give positive contribution for the readers and the others.

Palopo, 16 Maret 2021

The researcher



Nur Asia



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ABSTRACT

Nur Asia, 2021. “English Proficiency for Teachers of English (A Quantitative study for Senior High School for Teacher of English in Luwu Timur).
Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Dr. Hilal Mahmud, M.M and Amaliah Yahya, S.E., M.Hum

This thesis attempted to find out the level of English Proficiency for Teachers of English in Luwu Timur. The problem statements of this thesis is what is the level of English Proficiency for Teachers of English in Luwu Timur? The objectives of the research were to know level of English Proficiency for teachers of English. The significance of the research is to find out the level of English Proficiency for Teachers of English and the teachers of English are expected to be able to apply it energy for these competencies to be able to master the skills of English. This thesis applied quantitative method. The researcher use TOEFL test to give to teachers of English and the count how many correct answers. Then match the values in the conversion table. The population in this study are 24 Teachers of English, where there are 12 schools and each school has 2 until 3 teachers of English. The sample of this research was 8 teachers of English from 24 Teacher of English in Luwu Timur, the technique sample used is the cluster random technique sampling. The result of the data analysis showed that the level of English Language for Teachers of English at SMAN Luwu Timur is a low intermediate level, seen from the TOEFL test score that to get on average, they get a low Intermediate Level by all teachers in eight schools in Luwu Timur answered by all teachers in eight schools in Luwu Timur.

Keywords: Teachers of English, Language Proficiency test

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CHAPTER I

INTRODUCTION

A. Background

As an international language, English has an important role in the world. Most people use English to communicate with people with different backgrounds of language from any part of the world, as a means to gain knowledge, information, science, technologies, and others. Harmer stated that many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the language effectively wherever and whenever things might be useful for them¹. English is an international language. Every country in the world uses the English language include Indonesia. In Indonesia, English is very important for education and especially getting a job. For that, formal and informal education is very important to get an English certificate and get English knowledge.

Teachers have strategically important roles to raise the nation's characters and to develop students' potential in the Indonesian education frame. Meanwhile, education now is pushed to meet the social need and to answer the local and global defiance, for instance; the fast rate of informational society, science and technology, and socio-culture. Douglas Brown, a linguist cited by Jodi Rusmajadi Stated that an

¹ Jeremy, Harmer. *How to Teach English New Edition England*. Pearson Education Limited, 2007

English teacher whom Good must have 4 characters, namely having technical knowledge, teaching skills, interpersonal skills, and personal qualities². The level of English proficiency of each teacher is different, each teacher has skills in teaching. As a teacher who should continue to develop competencies that manage technical and non-technical matters in learning. Language competence is one of the teacher's abilities that must be developed. English as a foreign language that is included in the lesson has been included in the proper consideration by the teacher. Difficulties in teaching and learning English that teachers and students do not need to occur if they understand that teaching and learning English can be something fun.

English teachers must have competence in teaching their students' attitudes; See KI 2; Appreciate and live honest behavior, responsibility, care, courtesy, self-confidence, in the social and natural environment within the range of socialization and existence. This is the attitude a teacher must-have. If the teacher shows an undisciplined attitude, for example arriving to teach late, what will the students be? If the teacher's words are not by their actions, what will their students become? It can be estimated that their students will become dishonest people. Then what if the teacher is not confident in speaking English? Could it be that students can speak English? Of course, the students do not have confidence in their teacher's determination anymore, English teachers should be skilled in speaking English. Teacher as Model. For a teacher, students are "Models" of English users, spoken and written. Therefore,

² Jodi, Rusmajadi. *Skilled in English: Some tips for teaching English*. Jakarta: PT Index Jakarta, 2010

teachers must try to use good and correct English. So, it is clear that the teacher must become a model for using English for their students. Professionalism as an English teacher must be possessed, it must be part of our soul, especially teachers who already have a Professional Teacher Certificate. There are so many demands, hopes, and responsibilities placed on English teachers in junior and senior high schools. Therefore, English teachers must improve their English language skills in this era.

One of the most familiar English proficiency tests is TOEFL. Warfield, Laribee & Geyer as cited in Mahmud state that TOEFL which stands to test English as a foreign language is a state-administered test that is universally acknowledged and regarded³. TOEFL is an English language test that has been highly promoted in most universities in the world. More than a hundred countries have approved TOEFL as an English proficiency test in academic institutions.

The primary aim of the TOEFL program is to provide extensive information about candidates' English capability in responding to university eligibility or work placement. In line with this, Sharpe states that TOEFL ends up as one of the necessities that must be completed more than a thousand schools and colleges in the United States, Canada, Australia, and 130 different nations worldwide to be considered as affirmation. As its name, TOEFL has been utilized for non-native

³ Mahmud, *The EFL students' problems in answering the test of English as a foreign language (TOEFL): A study in Indonesian context*. Theory and Language Practice, 4, 2014

speakers of English in several countries including Indonesia either for academic purposes or other specific purposes⁴.

TOEFL is an effort that can be done to improve the mastery of English for teachers. The material contained in it includes basic skills which are very useful to support the ability to communicate both verbally and written. These materials are Structure, Reading, and Listening. Reading is given with the aim that participants can have the ability to understand various English texts, both in terms of themes and the difficulty level of the text. materials related to reading, among others Vocabulary, Main Ideas, Reference, and Message. With such material coverage participants are expected to have the ability to understand the text in terms of content and vocabulary used. Listening ability is very important in learning English so that participants are expected to have the ability to understand audio texts (voice) which is part of the communication very dominant every day. The structure is the basis for the mastery of other basic skills because of the mastery of good language structure, proficiency in other language fields can be significantly improved. The structure materials provided include, among others Tenses, Verb Pattern, Nouns, and Noun Phrase, Adjective and Adverb, Passive, Conjunction, and Preposition. Based on the above statement, it can be concluded that the TOEFL is one of the important things that help English teachers to improve their English language skills in various aspects of English.

⁴ Sharpe, *TOEFL IBT*. NY: Barron's Educational Series, 2006.

Based on the background of the problems that occur, the author seeks to conduct quantitative research that aims to determine the level of English Proficiency for Teachers of English in Luwu Timur.

B. The Problem Statement of the Research

Based on the background of the research, the researcher formulated the problem statement, as follows:

What is the level of English Proficiency for Teachers of English in Luwu Timur?

C. The Objective of the Research

In line with what has been in the formulation of the problem, this study tries to know the level of English Proficiency for Teachers of English in Luwu Timur.

D. The Significance of the Research

1. Theoretical

To find out the level of English Proficiency for Teachers of English.

2. Practical

a. For Teachers of English

Through this research, the teachers of English are expected to be able to apply their energy for these competencies to be able to master the skills of English.

b. For other researchers

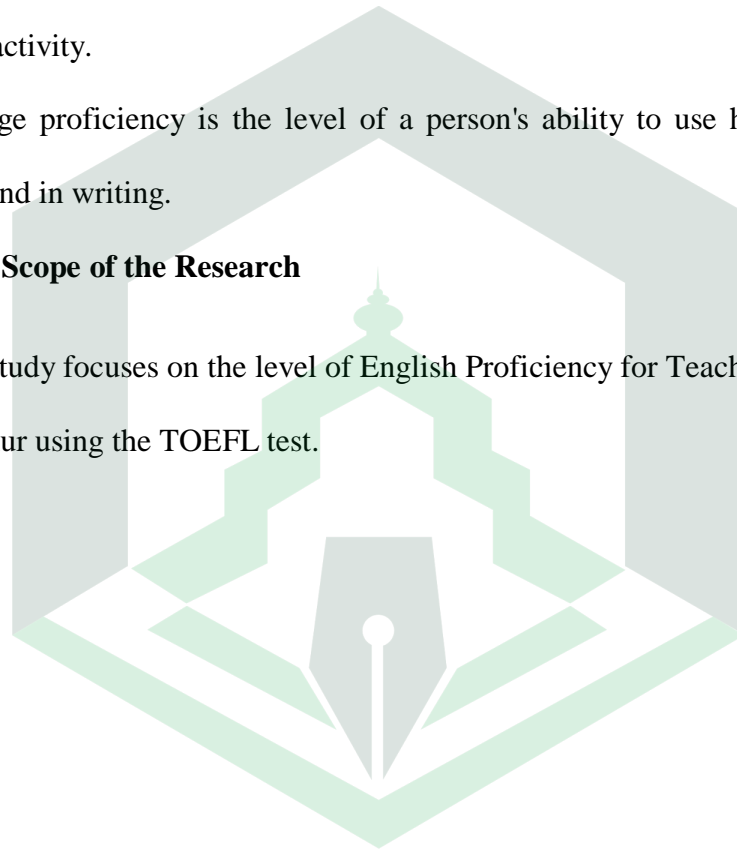
This is expected to be a review for other researchers in other environments side.

E. Definition of Term

1. Teacher of English is someone who is committed to educating and training students to teach mastering learning and skills in English
2. Teacher proficiency is a potential or ability that is controlled by a teacher to carry out an activity.
3. Language proficiency is the level of a person's ability to use his language both orally and in writing.

F. The Scope of the Research

This study focuses on the level of English Proficiency for Teachers of English in Luwu Timur using the TOEFL test.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The Journal was conducted by Fazri Nur Yusuf and Ophelia Elisa Novita entitled EFL Teacher Language Proficiency and Teaching Effectiveness. The result explains that it was found that there was a relation between language proficiency and two aspects of teaching effectiveness: managing the classroom and understanding and communicating lesson content, and no relation between language proficiency and assessing students and giving feedback. This means that the relationship between language proficiency and teaching effectiveness was complex and not straightforward and that the mastery of one does not always cause the mastery of the other⁵.

Siti Mina Tamah, and Anita Lie in her Journal entitled Analysis of a Research Instrument to Map English Teachers' Proficiency. This article aimed at discussing item analysis centering on multiple-choice questions used to measure the proficiency of Indonesian High School teachers involved in English instruction. The first set of syllabus-oriented tests is tried out to 20 subjects, and the second set general English oriented – to 28 subjects. The test analysis indicates the item difficulty indices range from .20 to 1 for the first set and .07 to .89 for the second set. About item discrimination analysis, the study finds the *d* values range from -0.33 to 1.0 for the

⁵ Fazri Nur Yusuf and Ophelia Elisa Novita, “EFL Teacher Language Proficiency and Teaching Effectiveness”, *Indonesian Journal of Applied Linguistics*; Vol. 9, No. 3, January 2020: 580-588, <https://ejournal.upi.edu/index.php/IJAL/article/view/23208doi:10.17509/ijal.v9i3.23208>

first set, and -0.11 to .78 for the second set. It is found that the whole test has ‘an average level of difficulty and is ‘good’ at discriminating between high and low achieving test-takers; to be used for the actual research, a revision of the test is done to eliminate the ‘bad’ items⁶.

A journal is written by *Etika Ariyani* entitled *Improving Students Language Proficiency Through Active Learning Strategies Across Learning Style*. The result of this study showed that there was an improvement in students’ language proficiency. Most of the students gained good scores gradually at the end of each cycle. The score of the Minimum Mastery Criterion of the English lesson was 70. The student’s mean score in the preliminary study was 55.85. The mean score in the first cycle was 66.13. The mean score in the second cycle was 73.19. Besides, there was a positive response from the English teacher about implementing the action and changes in students learning styles. In conclusion, using active learning strategies could improve student language proficiency across their learning styles”⁷.

⁶ Siti Mina Tamah and Anita Lie, “Analysis of a Research Instrument to Map English Teachers’ Proficiency,” *Indonesian Journal of English Education* 6(1), 48-64. (June 28, 2019), <http://journal.uinjkt.ac.id/index.php/ijee>.

⁷ Etika Ariyani, “Improving Students Language Proficiency Through Active Learning Strategies Across Learning Style,” *Paedagoria: Jurnal kajian, penelitian dan pengembangan kependidikan* Vol. 10, No. 2, (September 30, 2019): 94-100

B. Theoretical Description

a. The Definition of Teacher of English

In general terms, the teacher is professional, his job is not only to educate but also to teach science, guide, train, assess, and evaluate his students. The teacher is someone who dedicates himself to providing knowledge, teaching, educating, directing, improving, and training his students to understand the knowledge they teach. It is his obligation, a teacher not only teaches formal education such as school lessons but also other education delivered through daily behavior, therefore the teacher must be able to be a person exemplified by his students.

According to Kassing, An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching-learning process as interesting as possible to engage students in learning⁸. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, Suryati explains that teachers' instructions and explanations may be the only language exposure during which students learn to use language for communication⁹. A teacher has been defined differently by the scholar.

⁸ Kassing. *Perceptions of Motivational Teaching Strategies in an Efl Classroom: The Case of a Class in a Private University in Indonesia*, (Victoria University of Wellington: 2011)

⁹ Suryati. *Developing an Effective Classroom Interaction Framework to Promote Lower Secondary School Students' English Communicative Competence in Malang, East Java, Indonesia*. (The University of Newcastle: 2013)

Although all scholar refers to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process¹⁰.

Changes are continually made in education. The government for instance, in this case, the Ministry of Education still tries to find a better solution for education improvement by proposing some curriculum development that can be implemented in teaching and learning activities, including English. For a long time, a teacher is probably considered as the one and only person in the classroom who knows everything. The teacher controls every single activity in the classroom, asks a question, and gives direction to the student through the lesson. In a simple sense, a teacher is a person who provides knowledge to the students. Then teachers in the view of society are people who carry out education in certain places, not necessarily informal educational institutions, but also in mosques, in prayer rooms or prayer rooms, at home, and so on. In addition, the teacher is the person who is given the responsibility to become an educator in education, and also they have the right in education and teaching informal education institutions.

Besides that, the teacher is a professional educator with their work educating, teaching, guiding, assess and evaluating students start from elementary school, junior high school, senior high school and the last is a university, also they must manage the class. In the teaching-learning process, the teacher has to give facilities for the students to make the teaching-learning process are easy, active, and more

¹⁰ HakiElimu. "Who is a Teacher?" *Quality Teacher for Quality Education : Deer es Salam : Print Factory LTD, (Online).*

comfortable. The teacher is the main determinant of the success of the English learning process in schools because the teacher is the spearhead of the transfer of knowledge to students. Teachers who teach English using attractive teaching methods will give a positive impression to students so that students are interested in being serious in learning. Therefore, teachers who are rich in teaching methods in teaching English in schools have a greater chance of success. On the other hand, teachers who have poor methods of teaching English in schools will find it difficult to be well accepted by students because the material presentation techniques are less attractive to students. Thus, it can be concluded that teachers become the core of teaching English in schools, where teachers who are professional in their duties, rich in the use of teaching methods will have a greater chance of succeeding in teaching English to students. Therefore the researcher concludes that an English teacher is a person whose English is his or her matter to teach in the classroom.

b. Functions and Roles of English Teachers

a. The functions and roles of the English teacher as an innovator in learning:

1. Innovators are the renewal and development of the scientific system, so the English teacher as an innovator in learning is an activity effort to make students newer and develop in the teaching and learning process and to know their own identity both at home, school, and society.

2. Topics; teaches speaking learning

3. Method; the method used is the are a method of lecturing and practice in the classroom.

4. Example in class

For example in starting lessons, the teacher first provides an introduction to the importance of speaking. In teaching speaking or practicing speaking in English, an English teacher should innovate to students in the form of the fact that if you want to go abroad or want to communicate with people in other countries, or you want to work abroad, what must be done is that we can be speaking or speaking in English. So that in learning speaking what should be prioritized is practice. A teacher explained that speaking in English we must be more confident and do not be afraid of making mistakes so that students are more relaxed in speaking English. After that, practice in front of the class how we should talk in class. For example, as an exercise, a teacher calls two students to the front of the class and practices speaking, and asks something about someone, starting from how to greet someone first. Or even a teacher asks students about something in English, after that, all students have the opportunity to practice speaking in English in pairs, it's up to what topic they want the language to be the core of is no shame or fear in speaking English.

b. The function and role of the teacher as a facilitator in learning:

1. Facilitator

As a facilitator, the teacher should be able to provide facilities that allow the ease of teaching and learning activities. The teacher should be able to provide facilities that enable the ease of learning activities of students, creating a pleasant

learning environment, and also the teacher should be able to find learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, books, texts, magazines or newspapers.

2. Topics; teaches reading learning.

3. Method; the method used is a reading turn (practice in reading).

4. Example in class

In the English class, a teacher before starting the class should prepare teaching materials or learning resources. The teaching materials prepared by the teacher should be related to the needs of students or the reading material should be interesting for students to read. After that, the teacher distributes reading material to all students, then opens the book to be read and gives instructions on which part to read and gives time to students to read and gives time for students to read first after that a teacher gives directions on how to read with good so that a student knows how to read well, not just reading, and also the teacher must be able to explain what the meaning of reading.

c. The function and role of the teacher as a mediator in learning

1. As a mediator, teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective. Teachers should have knowledge and understanding of educational media both in types and forms, both material and non-material media.

2. Topics; teaches listening learning.
3. Method; the method used in learning is practiced
4. Example in class

In a listening lesson, most teachers are required to optimize the use of electronic teaching materials more. Usually, teaching listening is carried out in a language laboratory, then the teacher is required to carry out all activity processes in the laboratory properly. For example, a teacher must first instruct how to use materials in a language laboratory, the teacher explains how to use earphones properly, how to record properly, and most importantly the teacher explains that the use of electronic materials can support learning to listen to students. With this, the availability of these materials makes it easier for students to learn well. The teacher introduces materials that support teaching and learning activities.

d. The function and role of the teacher as a communicator in learning.

1. A teacher must be able to communicate well with students so that in the classroom the tendency between authoritarian teachers can be reduced. The teacher acts as a learning companion for the students in a democratic and fun learning atmosphere

2. Topics; teaches speaking learning.
3. Method; the method used in learning is lectures or speeches.
4. Example in class

In a speaking class, a teacher must place a position as an interlocutor or as a pleasant companion for students, so that students do not feel awkward in speaking, for example, a teacher teaching speaking in English, starting with good

communication with students, explaining words or sentences that are appropriate to use in speaking or conversing, practicing in class how to speak well, how to use body language well or how to choose the right vocabulary in conversation. After that, practice it in front of the class. The teacher accompanies students in conversing and occasionally provides directions when a student makes a mistake by communicating it well so that students feel confident and are not in a state of pressure in learning. Occasionally the teacher comes to the seat of the students and chats so that students feel enjoy learning.

e. The function and role of the teacher as an evaluator in learning

1. To find out the extent to which the teaching and learning process is said to be successful and the teacher can correct during the teaching and learning process which still needs to be improved or maintained. Evaluation or assessment is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when it comes to contexts that are almost impossible to separate from every aspect of the assessment. Teachers are required to be good evaluators and honest in providing judgment.

2. Topics; teaches writing paragraph learning.

3. Method; the method in learning uses text.

d. Example

First of all, in teaching writing, a teacher knows when to give an evaluation. For example, today a teacher teaches writing about how to write correctly, a teacher must occasionally give quizzes, for example asking students: in starting a new paragraph

should the initial letter be written in capital or lowercase? This means that while teaching is taking place the teacher also conducts early evaluation and used a benchmark before moving to other materials. After giving instructions, the teacher allows students to write a paragraph based on the instructions given earlier. After that, the teacher evaluates or checks the student's work and explains which parts are lacking in writing paragraphs so that students know their shortcomings in writing. We recommend that after completing each existing material the teacher must conduct an evaluation¹¹.

c. The characteristics Teacher of English

According to Brown, a good English teacher is a teacher who owns some characteristics. They are characteristics related to technical knowledge, pedagogy skills, interpersonal skill, and personal qualities¹².

According to Patel and Jain, an English teacher must have the following criteria¹³:

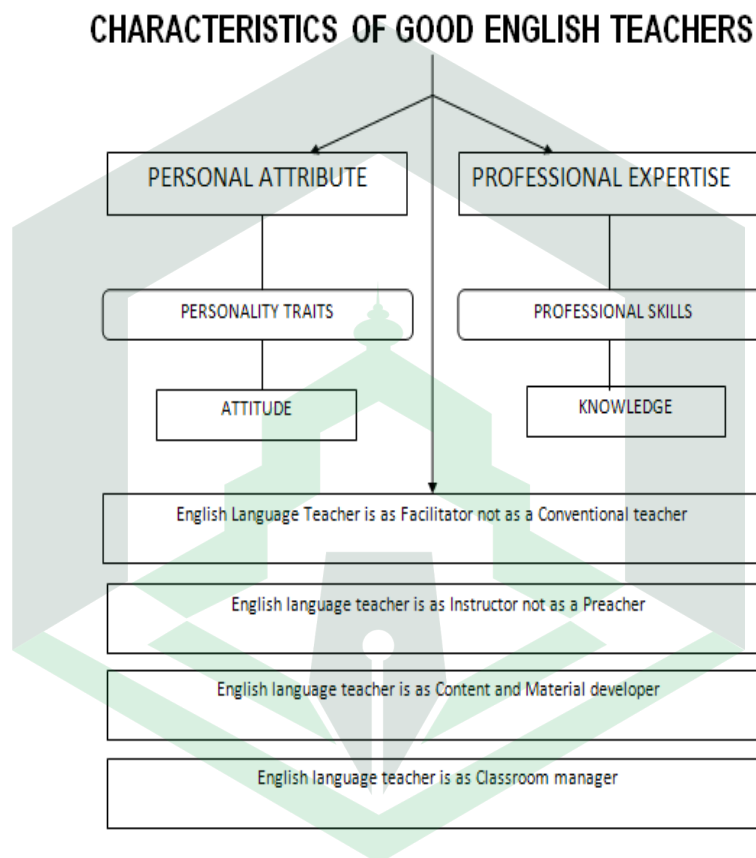
- a) He must be a lover of English
- b) He must have sound knowledge of the English language as well as literature
- c) He must know different methods of teaching English
- d) He must have and ability and skill to teach methodically and systematically

¹¹ Rahmad risan, "Fungsi dan Peran Guru Bahasa Inggris" Jumat, 17 Juni 2016. <https://rahmadrisanrumahilmu.blogspot.com/2016/06/fungsi-dan-peran-guru-bahasa-inggris.html>. 10 Mei 2021

¹² Brown, H. Douglas. 2004. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. London: Longman.

¹³ Patel, M.F and Jain, Praven M. 2008. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.

For more details, the characteristics of an English teacher can be seen in the following picture:



After the criteria for becoming an English teacher have been met, a good English teacher must have the following skills and competencies:

- a) He must know how to use different audio-visual aids
- b) He must be able to pronounce English responsible correctly
- c) He must have the ability to speak English correctly

- d) He must know the techniques of writing
- e) He must know and speak observing correct intonation and stress pattern
- f) He must be able to speak with correct phrases
- g) He must have the ability to understand his students
- h) He should always take interest in his students and become soft toward his students
- i) He must have an ability to identify the mistakes of his students
- j) He must have an ability of thinking power
- k) He must have the ability to adopt necessary remedial measurements
- l) He should have good handwriting
- m) He must know of different types of activities and how to organize all activities.

d. The definition of Language Proficiency

Proficiency level is the standard in assessing the progress of acquiring a new language. It involves the ability of the learners. The ability itself is elaborated into four skills; they are listening, speaking, reading, and writing. Based on the scope of study above, the researcher limited the elaboration of the proficiency level on the listening and reading comprehension. In short, language proficiency is how well you spontaneously use language in a real-world context. Language proficiency reveals a language learner's ability to use their target language in a spontaneous, real-world interaction. Proficiency is defined within these four target areas: reading, writing,

speaking, and listening. Proficiency means you are very skilled in the language but feel less comfortable producing speech and generally stick to less complex words and structures.

According to Kunandar, proficiency is owned by a person to perform tasks and jobs that are assigned to him¹⁴. It can be very difficult to define language proficiency. In one sense, according to Andrews, language proficiency can be defined as knowledge of the language and it is related to various aspects of language skills that a person has to say meaningful utterances¹⁵.

Language is an essential, general, and social communication tool because in communication there are always two parties involved, namely as the provider of material and the recipient of information. Language is a system of symbols in the form of sound, arbitrary in nature, used by a speech community to cooperate, communicate and identify themselves¹⁶. As a system, the language is formed by certain rules, or patterns, both in the field of the sound system, word form, and sentence form. If the rules or regulations are disturbed, then communication can also be disturbed. Through language, a person conveys thoughts, experiences, ideas, opinions, feelings, desires, hopes to fellow humans. With this language, people can

¹⁴ Kunandar, *Guru Profesional Implementasi KTSP dan Sukses dalam Sertifikasi Guru*, (Jakarta: Grafindo Persada, 2008) 52

¹⁵ Stephen Andrew, "Teacher Language Awareness and the Professional Knowledge base the L.2," *Teacher Language Awareness*, volume 12 (March 29, 2010): 81-95. <https://doi.org/10.1080/09658410308667068>

¹⁶ Abdul Chaer, *Tata Bahasa Praktis Bahasa Indonesia*, (Jakarta: PT. Rineka Cipta, 2006)

inherit and pass on, receive and impart all experiences and inner and outer knowledge¹⁷. Language has a function as a tool to communicate with one another. With language, we can convey information from one person to another so that effective communication is established. Naturally, we will master the language used by our mothers which is called the mother tongue. In general linguistic studies, language, either as language or langue, is commonly defined as a system of arbitrary sound symbols used by humans as a means of communication or means of social interaction¹⁸.

According to Suratno, “humans in their lives cannot be separated from language. They must be able to use language as a means of communication. With language, they will be easy to socialize and easily adapt to their environment. Language has a very important role in human life”¹⁹. Another case According to Wibowo “language is a system of sound symbols that are meaningful and articulate (generated by speech tools) that are arbitrary and conventional, which are used as a means of communication by a group of people to produce feelings and thoughts”²⁰. From the explanation above, it can be concluded that language is the ability of someone who used to communicate, express something both words and action.

¹⁷ Poerwadarminta, *Bahasa Indonesia untuk Karang-Mengarang*, (Yogyakarta: UP Indonesia, 1984) 5

¹⁸ Abdul Chaer, *Kesantunan Berbahasa*, (Jakarta: PT. Rineka Cipta, 2010)14

¹⁹ Suratno, *Permainan Pendukung Bahasa & Sastra*, (Jakarta:PT Grasindo, 2005)

²⁰ Wahyu Wibowo. *Manajemen Bahasa*. (Jakarta: Gramedia. 2001)

According to Gu, language skills are mentioned as a series of skills or knowledge components. One of the characters who play a role in the concept of language skills states that there are four skills approaches to the concept of language skills based on the assumption that the four skills are listening, reading, speaking, and writing²¹. Language proficiency is one of the most important skills to develop because language skills have a big role in the survival of a person, both now and the future. Practice language skills or proficiency to develop personal potential. With intensive practice, we will acquire proficiency in the language.

e. Language Proficiency of English Teacher

The ability to speak English is one of the abilities that must be possessed by a teacher of English. This competency will make it easier for teachers of English to more freely find learning sources and are not limited to one source only. The world of learning becomes wide and even as the saying goes, "to master the language means to rule the world". Especially with the online learning system during a pandemic like now. The teachers can be creative and innovate even more actively looking for learning sources from anywhere with their language skills. Currently, teachers are not the only source of knowledge to improve English competency, because students can search for many sources from the internet, especially during this pandemic. However, the presence of a teacher in the learning process of children cannot be replaced. The teacher's role in providing direction, guidance, and motivation to students. These

²¹ Gu L. *Language ability of Young English language learners : Definition, configuration, and implications*. (Language Testing 2015)Vo. 32 (1) 21-38

cannot be replaced by digital technology. Hopefully, the English teachers will always provide the best for the students and take an active role in implementing learning policies during this pandemic.

The teacher's language proficiency is an important thing because with this language the teacher can communicate with students in the classroom. Teachers who teach must have the required competencies so that the knowledge conveyed can be well received. The ability of an English teacher can include how the teacher can understand the characteristics of each of his students, which of course from one student to another will have different characteristics. An English teacher must be able to master the material to be taught later because here the teacher is required to provide knowledge. So, before the learning process begins, the teacher must be ready and able to master the material.

f. The English Language Proficiency Test

A proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability. Proficiency test has traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension.

A Typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL) produced by the Educational Testing Service²². Sharpe states that TOEFL is the most widely taken test to examine someone's English

²²H.Douglas Brown, *Language Assessment, Principle and Classroom Practices*, (Longman:2003)

proficiency on many occasions²³. According to Sulistyono not only for worldwide instructive establishments but also non-educational organizations have utilized the specific score of TOEFL as a necessity for affirmation, enlistment, and leave purposes²⁴. Some offices either managed by the government or private have used TOEFL to measure the English language skills of prospective applicants in the recruitment process and the staff for a job promotion.

Nowadays, TOEFL is used to get scholarships to continue further study in English-speaking countries. TOEFL is also used to apply for a job vacancy. The reliance on TOEFL has reached such a point that most domestic universities use this standardized test as a part of graduation requirements. The authority of universities set this precondition because they believe that TOEFL can evaluate students' ability and skills to understand English in academic tasks²⁵. TOEFL is highly recognized language testing in English which is internationally recognized and respected²⁶.

Based on the functions of TOEFL above, it implies that many have relied on TOEFL as a dependable tool that can provide good evidence of someone's proficiency in English as a foreign language.

²³ Sharpe, P. J. TOEFL IBT. NY: Barron's Educational Series. 2006

²⁴Gunadi H Sulistyono, "TOEFL in a brief historical overview from PBT to IBT," *Bahasa dan Seni* 37(2) 2009: 116-127

²⁵ Jonathan Aliponga, "Reading journal: its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73-80

²⁶ Warfield, Laribee & Geyer, "Examining results and establishing benchmark data from the TOEFL ITP test. *American Academic & Scholarly Research Journal*, 5(3), 191-198. TOEFL is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3).

They are many different types of TOEFL test administered around the world:

1) The Paper-Based TOEFL (PBT), 2) The Computer-Based TOEFL (CBT), 3) The Internet-Based TOEFL (IBT) and 3) Institutional Testing Program(ITP), as for the type of test used in this research is Paper-Based Test (PBT).

a. Paper-Based Test (PBT)

According to Barnes TOEFL was introduced in 1976 with three subtests including listening, writing, and reading skills while the structure (grammar) subtest was added in subsequent years. According to Sharpe, PBT TOEFL has two functions. First, it is used to measure students' English proficiency and placement in an institution. Then, PBT also functions to supplement the internet-based TOEFL in areas where they do not support Internet-based testing. The total score of this type of TOEFL is based on a scale of 310-677²⁷.

Abboud and Hussein state that the Paper-based test TOEFL contains three sections: listening comprehension, structure, and written expression and reading²⁸.

1. Listening Section

The examinees must listen to different types of recorded passages and answer multiple-choice questions about the passages in this part. It functions to evaluate the examinees' ability to understand spoken English.

²⁷ Pamela J Sharpe. *Practice exercise for the TOEFL: Test of english as a foreign language* (NY: Barron's Educational Series, Inc., 2007)

²⁸ Abboud and Hussein, "The difficulties faced by advanced iraqi foreign learners in passing ITP TOEFL test," *Journal of Basrah Researches (Humanities Series)*: 2011, 36(4). 110 -138

2. Structure and Written Expression

In this section, test-takers need to choose the correct answer to complete sentences and to identify grammatical errors in sentences. It uses to assess the examinees' ability to recognize grammatically correct English sentences.

3. Reading comprehension

The examinees must answer multiple-choice questions concerning the ideas and the meaning of words in some reading passages. It uses to measure the examinees' ability to understand written English passages. Related to this explanation, it can be summarized in Table 2 as follows:

TOEFL test form table

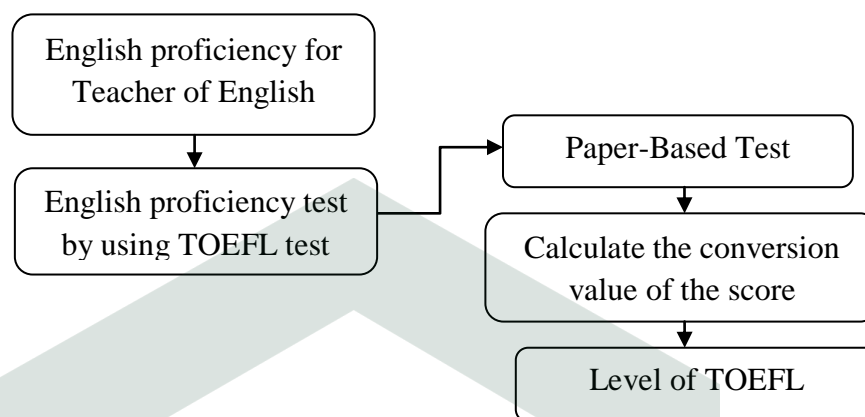
Test Form	Number of Question	Time
Listening Comprehension	50 question	35 Minute
Structure and Written Expression	40 question	25 Minute
Reading Comprehension	50 question	55 Minute

C. Theoretical Framework

Some experts defined the theoretical framework, Sugiono in his book states that the framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue²⁹.

²⁹ Sugiono, metode Penelitian Kuantitatif Kualitatif (bandung: Alfabeta,2015) 19

The following the theoretical framework which is underlying this research:



The theoretical framework explains English proficiency for Teachers of English, and to determine the level of ability from Teacher of English, the researcher used the TOEFL test as an instrument and was given to every teacher who was the sample of the study. the results of the TOEFL test then count the number of correct questions, then match the values in the conversion table, and calculate the conversion table of the score so that a TOEFL score will be obtained from each sample.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method of the present study. It contains research design, research setting and timing, sources of data, focus of the research, data collecting technique, and data analysis technique.

A. Method of the Research

This type of research used in this research is quantitative research. According to Sugiono, quantitative methods are called traditional methods, because this method has been used for a long time so that it has become a research method. This method is also called the positivistic method because it is based on a positivism philosophy. According to Sugiono, this method is a scientific method because it fulfills scientific principles, namely concrete or empirical, objective, measurable, rational, and systematic. This method is called a quantitative method because the research data is in the form of numbers and the analysis is in the form of statistics³⁰. Meanwhile, according to Ahmad Tanzeh and suyitno, what is meant by quantitative research is “research that focuses emphasize on presenting numerical or qualitative data (scoring) using statistics ”³¹. In other words, in the quantitative method researchers depart from a theory (testing a theory) to data in form numbers and end in the acceptance or rejection of the theory that has been tested the truth.

³⁰ Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabeta,2011).

³¹ Tanzeh dan Suyitno, “*Dasar-Dasar Penelitian*”, (Surabaya: Lembaga Kajian Agama Dan Filsafat (eLKAF), 2006), 45.

Quantitative research rests very strongly on data collection. Data is referred to in the form of measurement results. Therefore, in this study statistics plays a very important role as a tool for analyzing an answer problem.

B. Populasi and Sample

1. Populasi

According to Sugiono, "Population is territory generalizations consisting of objects or subjects that have quality and certain characteristics determined by the researcher to be studied and then conclude. The population is also not just a exists in the object or subject being studied, but includes all characteristics or properties possessed by the subject or object"³².

Based on the description above, the population in this study is 24 Teachers of English, where there are 12 schools and each school has 2 to 3 teachers of English.

2. Sample

The sample is part of the number and characteristics possessed by the population. While the sampling technique is called the sampling technique. There are various kinds of sampling techniques. However, the sampling technique which is used by the researcher is cluster-random sampling. Cluster-random sampling is a combination of random sampling and cluster sampling. Sugiyono defines that random sampling is a sampling technique in which the researcher takes any subject of the

³²Sugiono, *Metode Penelitian Kuantitatif Kualitatif* (Bandung: Alfabeta, 2015)

population randomly only if they have same characteristics, that is as many as 8 teachers of English from 24 Teachers of English in Luwu Timur. This matters due to the limited time of the research carried out so that not all schools can be taken as a sample.

C. Instrument of the Research

According to Suharsimi, there must be an instrument in research. It influences the data which are obtained. Instrument means equipment for collecting the data using a method³³. Based on the statement, the instrument plays important role in conducting research that is to gather the data accurately. The instrument in this research is a test. Arikunto states that Test is a few questions or exercises and another instrument used to measure the skill, intelligence, ability, or talent had by an individual or group³⁴. One of the form tests used in this research is TOEFL that must be answered by the teacher. The test is to know the level of English Proficiency for teachers of English in Luwu Timur.

³³ Suharsimi Arikunto. *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), 227.

³⁴ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipt, 2013).

D. The procedure of Collecting Data

1. The researcher visits every school and meets the headmaster to explain the purpose and form of the research that will be done.
2. The researcher gave a contact of every English teacher in each school because during the pandemic the teacher was not in the school and only online teaching.
3. The researcher contacted each English teacher to explain the ways and goals of this study.
4. Then, the researcher sent the TOEFL test to each teacher via WhatsApp.
5. And each teacher will also send answers via Whatsapp in the form of words from the TOEFL test that has been done.
6. The researcher collected data processing by the data analysis techniques.

E. Technique of Data Analysis

The first step, count how many correct answers. Then, match the values in the conversion table. According to Ari Irham Saifuddin “tabulated form and calculate the conversion value of the score”³⁵.

³⁵ Irham Ari Saifuddin, *Buku Pintar Toefl*, (Diva Press,2012)

Table Score of the TOEFL

JUMLAH JAWABAN BENAR	SKOR TERKONVERSI 1 (LISTENING COMPREHENSION)	SKOR TERKONVERSI 2 (STRUCTURE AND WRITTEN EXPRESSION)	SKOR TERKONVERSI 3 (READING COMPREHENSION)
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	37	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	26
6	30	26	25
5	29	25	24
4	28	23	23
3	27	22	23
2	26	21	22
1	25	20	21
0	24	20	22

	Section 1	Section 2	Section 3
Correct Answer			
Conversion value			

Table of Tabulated form score

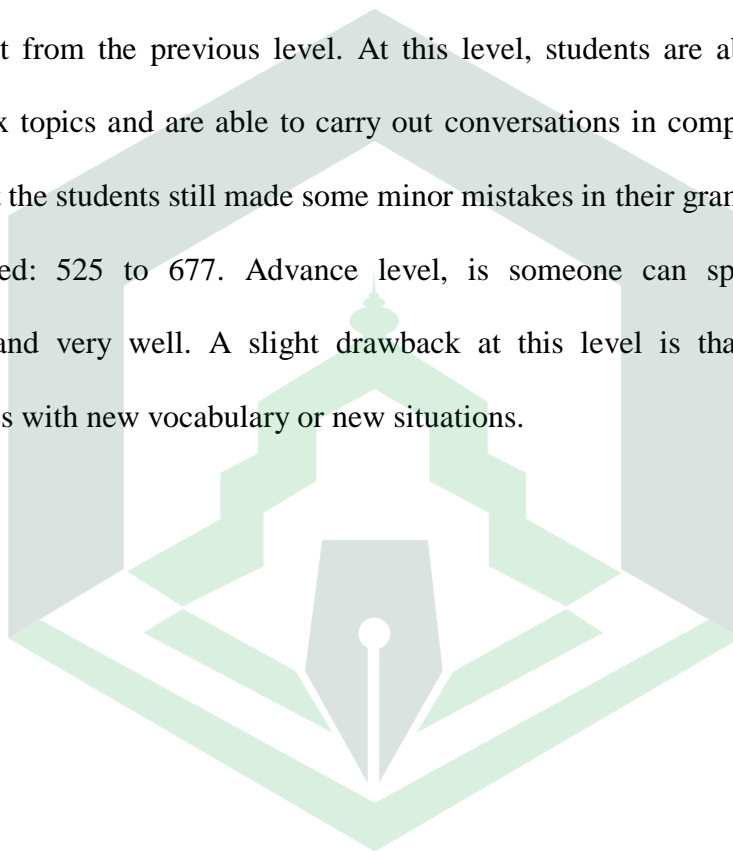
1. Add the three converted values	=>>
2. Divide the total value by 3	=>>
3. Multiply this result by 10	=>>

According to Carson, In general, we recognize three levels of mastery of a foreign language, namely Elementary, Intermediate, and Advanced. The TOEFL score, linguists usually classify this score into the following four levels³⁶:

1. Elementary Level: 310 s.d. 420. Elementary level, can be interpreted as ready to learn English and already have knowledge of English. When someone speaks English clearly and slowly then people at this level can understand. Elementary level can also use English to express their thoughts, among others, to describe themselves and interpret simple English sentences.

³⁶ John Eisterhold Carson, "Reading writing relationships in the first and second language." *TESOL Quarterly*, No.24 (1990): 245–266. <https://doi.org/10.2307/3586901>

2. Low Intermediate: 420 s.d. 480. Low Intermediate, able to string sentences into one coherence, but still hesitate when having a conversation due to grammar and vocabulary.
3. High Intermediate Level: 480 s.d. 520. High Intermediate, this level is not much different from the previous level. At this level, students are able to understand complex topics and are able to carry out conversations in complex grammar. It's just that the students still made some minor mistakes in their grammar.
4. Advanced: 525 to 677. Advance level, is someone can speak English and understand very well. A slight drawback at this level is that one sometimes struggles with new vocabulary or new situations.



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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussion about the result of the research which has been explained based on the research question.

A. Findings

The findings of the research were based on the results of data analysis. The data analysis consisted of the data analysis of the test.

1. The analysis data from teacher 1

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	14	16	25
conversion value	38	49	44

The table above shows that teacher 1 from the SMAN 2 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 12 questions answered correctly and 38 conversion values, and in section 2 (Structure and Written Expression) answered 16 correct questions and conversion value 49, while in section 3 (Reading Comprehension) answered 25 correct questions and conversion value 44.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	$\Rightarrow 38+49+44 = 131$
• Divide the total value by 3	$\Rightarrow 131 : 3 = 43,7$
• Multiply this result by 10	$\Rightarrow 43,7 \times 10 = 437$

From the table above in the first part, all the converted values are added up and get 131 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 43.7 and in the last part the results of the division are multiplied by 10 and get the final result 437.

2. The analysis data from teacher 2

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	15	22	30
conversion value	41	46	48

The table above shows that teacher 2 from the SMAN 6 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 15 questions answered correctly and 41 conversion values, and in section 2 (Structure and Written Expression) answered 22 correct

questions and conversion value 46, while in section 3 (Reading Comprehension) answered 30 correct questions and conversion value 48.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $41+46+48 = 135$
• Divide the total value by 3	=>> $135 : 3 = 45$
• Multiply this result by 10	=>> $45 \times 10 = 450$

From the table above in the first part, all the converted values are added up and get 135 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 45, and in the last part, the results of the division are multiplied by 10 and get the final result 450.

3. The analysis data from teacher 3

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	22	20	25
conversion value	46	44	44

The table above shows that teacher 3 from the SMAN 8 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1

(Listening Comprehension) 22 questions answered correctly and 46 conversion values, and in section 2 (Structure and Written Expression) answered 20 correct questions and conversion value 44, while in section 3 (Reading Comprehension) answered 25 correct questions and conversion value 44.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $46+44+44 = 134$
• Divide the total value by 3	=>> $134 : 3 = 44,7$
• Multiply this result by 10	=>> $44,7 \times 10 = 447$

From the table above in the first part, all the converted values are added up and get 134 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 44.7 and in the last part the results of the division are multiplied by 10 and get the final result 447.

4. The analysis data from teacher 4

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	30	28	17
conversion value	51	52	37

The table above shows that teacher 4 from the SMAN 4 Luwu Timur has completed the TOEFL test questions that have been given wherein section 1 (Listening Comprehension) 30 questions answered correctly and 51 conversion values, and in section 2 (Structure and Written Expression) answered 28 correct questions and conversion value 52, while in section 3 (Reading Comprehension) answered 17 correct questions and conversion value 37.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $51+52+37 = 140$
• Divide the total value by 3	=>> $140 : 3 = 46,7$
• Multiply this result by 10	=>> $46,7 \times 10 = 467$

In the table above in the first part, all the converted values are added up and get 140 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 46.7 and in the last part the results of the division are multiplied by 10 and get the final result 467.

5. The analysis data from teacher 5

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test.

	Section 1	Section 2	Section 3
Correct Answer	12	20	20
conversion value	37	44	40

The table above shows that teacher 5 from the SMAN 5 Luwu Timur has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 12 questions answered correctly and 37 conversion values, and in section 2 (Structure and Written Expression) answered 20 correct questions and conversion value 44, while in section 3 (Reading Comprehension) answered 20 correct questions and conversion value 40.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $37+44+40 = 121$
• Divide the total value by 3	=>> $121 : 3 = 40,3$
• Multiply this result by 10	=>> $40,3 \times 10 = 403$

In the table above in the first part, all the converted values are added up and get 121 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 40.3, and in the last part the results of the division are multiplied by 10 and get the final result 403.

6. The analysis data from teacher 6

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	31	29	39
conversion value	51	53	54

The table above shows that teacher 6 from the SMAN 1 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 31 questions answered correctly and 29 conversion values, and in section 2 (Structure and Written Expression) answered 29 correct questions and conversion value 53, while in section 3 (Reading Comprehension) answered 39 correct questions and conversion value 54.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $51+53+54 = 158$
• Divide the total value by 3	=>> $158 : 3 = 52,7$
• Multiply this result by 10	=>> $52,7 \times 10 = 527$

From the table above in the first part, all the converted values are added up and get 158 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 52.7 and in the last part the results of the division are multiplied by 10 and get the final result 527.

7. The analysis data from teacher 7

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	20	23	25
conversion value	45	47	44

The table above shows that teacher 7 from the SMAN 12 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 20 questions answered correctly and 45 conversion values, and in section 2 (Structure and Written Expression) answered 23 correct questions and conversion value 47, while in section 3 (Reading Comprehension) answered 25 correct questions and conversion value 44.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	$\Rightarrow 45+47+44 = 136$
• Divide the total value by 3	$\Rightarrow 136 : 3 = 45,3$
• Multiply this result by 10	$\Rightarrow 45,3 \times 10 = 453$

From the table above in the first part, all the converted values are added up and get 136 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 45,3, and in the last part the results of the division are multiplied by 10 and get the final result 453.

8. The analysis data from teacher 8

After the researcher analyzes the answers to each test, then the researcher will use a table like the one below to calculate the score for each test:

	Section 1	Section 2	Section 3
Correct Answer	10	20	20
conversion value	33	44	40

The table above shows that teacher 8 from the SMAN 7 Luwu Timur school has completed the TOEFL questions that have been given wherein section 1 (Listening Comprehension) 10 questions answered correctly and 33 conversion values, and in section 2 (Structure and Written Expression) answered 20 correct

questions and conversion value 44, while in section 3 (Reading Comprehension) answered 25 correct questions and conversion value 40.

Then the table for Calculate the conversion value is as follows:

• Add the three converted values	=>> $33+44+40 = 117$
• Divide the total value by 3	=>> $117 : 3 = 39$
• Multiply this result by 10	=>> $39 \times 10 = 390$

From the table above in the first part, all the converted values are added up and get 117 results. Then in the second part, the results of the number are divided by 3 and the results are as in the table, namely 39, and in the last part, the results of the division are multiplied by 10 and get the final result 390.

B. Discussion

According to Warfield, one of the most familiar English proficiency tests is TOEFL. TOEFL is an English language test that has been highly promoted in most universities in the world. More than a hundred countries have approved TOEFL as an English proficiency test in academic institutions. TOEFL is an effort that can be done to improve the mastery of English for teachers. The material contained in it includes basic skills which are very useful to support the ability to communicate both verbally and written. These materials are Structure, Reading, and Listening. TOEFL also one of the important things that help English teachers to improve their English language

skills in various aspects of English and according to Carson three levels of mastery of a foreign language, namely Elementary, Intermediate, and Advanced.

However, based on the research findings, there are two teachers who are at the Elementary level because they get a TOEFL score between 310 to 420, while at the low intermediate level there are five teachers where they get a TOEFL score ranging from 420 to 480, and one teacher is at an advanced level who gets a score between 525 to 677. This result shows that the level of English teacher proficiency at SMAN Luwu Timur is a low intermediate level, seen from the TOEFL test score that has been answered by all teachers in eight schools in Luwu Timur, where the average teacher is at the low intermediate level.

As well research conducted by Saukah explains The English Proficiency of the Academic of the Teacher Training and Education Institutions³⁷, as indicated by their TOEFL score where there is a similarity in this research, namely focusing on teacher, in her Journal is focused on finding out whether there is any difference among the academics' English proficiencies when they are grouped in terms of the geographic regions of their institutions and their fields of study. The study is aimed at describing the general English Proficiency level of the academic as indicated by their TOEFL scores. Especially, the study on finding out whether there is any difference among the academics' English Proficiencies when they are grouped in terms of the geographic regions of their institutions and their fields of study. In addition, this study is also

³⁷ Ali Saukah, "The English Proficiency of the Academics of the Teacher Training and Education Institution", *Jurnal Ilmu Pendidikan*, Jilid 7 Nomor 1 (Februari 2000)

intended to reveal any possible relationship between the academics' English proficiency and their age. For possible further treatment, their English proficiency can also be described in terms of the TOEFL, section scores each of which can reflect their listening and reading skills, as well as their mastery of English structure, respectively. This study covers 1267 academics from almost all state Institutions of Teacher Training and Education in Indonesia (32 Institutions) and Bandung Institute of Technology (ITB) and Gajah Mada University (3 subjects). The data were collected with the selection procedures conducted by the Graduate Program of IKIP MALANG in cooperation with the Directorate General of Higher Education projects in the efforts to recruit the academics of Graduate education from 1995 to 1998. The instrument to collect the data was a test of English proficiency equivalent to TOEFL developed by the Graduate School of IKIP MALANG. The test was concurrently validated with the International TOEFL as the criterion. The data were analyzed using descriptive as well as inferential statistics. The results indicate that the English proficiency of the academics on average is far below the average of that of the international students. The academics in West java are the highest in their English proficiency, and the English group, as expected has the best English proficiency. In addition, there is a negative correlation between English proficiency and age.

Over the last decade, the population to learn English as a Second or Foreign Language (English as Second Language / ESL) has increased rapidly³⁸. For

³⁸ Liyanage, Indika et al. Contextually Responsive Transfer: Perceptions of NNES on an ESL/EFL Teacher Training Program. (Australia: Griffith University, 2008).

Indonesians that do not speak English, English is the context for a foreign language. However, to teach English most school teachers may not be sufficiently prepared. A problem of concern is improving English proficiency and the teaching skills of teachers. Some of these studies focus on teachers' English proficiency, which has been recognized as an essential qualification for successful English teachers. The proficiency and skills of teachers in learning and teaching English is one of the concerns of Indonesia's 2020 Vision in the education sector. Education aims to create students who have the knowledge and skills needed in the era of globalization. Indonesia wants to be a developed country in 2020. In the challenge of bringing students to have competency in English as an international language, teachers and educators must be ready to adapt to the various kinds of changes that occur.

Ultimately, high-quality professional development serves to develop educators' knowledge, attitudes, skills, aspirations, and behaviors, so that they can, in turn, apply what they have learned to improve practice in the hope that student learning can increase³⁹. Teachers are more likely to apply new practices well if they receive support while experimenting in class. When a professional development program is designed, an important factor to consider is the duration and intensity of the program. Despite the efforts made to improve teaching especially in secondary schools, the

³⁹ Guskey, T.R, What Makes Professional Development Effective? PhiDelta Kappan: 2003 84(10):748-750.

results, so far, have been unsatisfactory⁴⁰. In 52 student mastery programs, English was found to be a barrier for students to complete their studies on time⁴¹. This condition may be remedied using autonomy learning, "a learning situation that implies the capacity to exercise control over one's learning"⁴².

The study also stated that the ineffectiveness of teaching foreign languages was caused by the low ability of teachers to speak English. According to him, not up to 25% of the teachers in RSBI schools have good command of English, in the sense of being able to speak English well and deliver subject matter in English. The rest are teachers who can only speak English. That's mediocre too. From what I randomly observed, there were even some science teachers who had just been taught English courses and were immediately assigned to teach in what they called the international class. You can imagine how the results of such teaching. Even more ridiculous is that there are teachers who think they can speak English because they used to take courses and asked to teach in international pilot classes.

In other words, the low proficiency level of teachers was caused by some factors, Which First, the teachers are very depending on the textbook available so that

⁴⁰ Sadtono, E. An Interirn Report on the Teaching of English at the five Centres of Excellence in Indonesia. Laporan Hasil-Hasil Alumni RELC di Perguruan T'inggi. (Malang: IKIP Malang, 1976) pp 95-107. Tamura, Elena T

⁴¹ Kasbolah, Sukamyana, LW. Perolehan Belajar dan Lama Waktu Belajar MahasiswaProgram Pasca Sarjana IKIP. (Unpublished Research Report) (Malarg: Lembaga Penelitian IKIPMalang,1993).

⁴² Nunan D. Autonomyt in language learning. Paper presented in ASOCOPI. Diambil dari : http://www.nunan.info/presentation/autonomy_lang_.learn.pdt download :Mei 24, 2021.

learning in class becomes monotonous. Furthermore, there is a kind of assumption that language learning media require a low cost, so that teachers tend to limit yourself in exploring use of learning media in the classroom. Besides, the teachers still tend to use technique lectures in language teaching English even though it teaches language skills are different by teaching theory. So, teaching techniques and principles English needs to be mastered by the teachers.

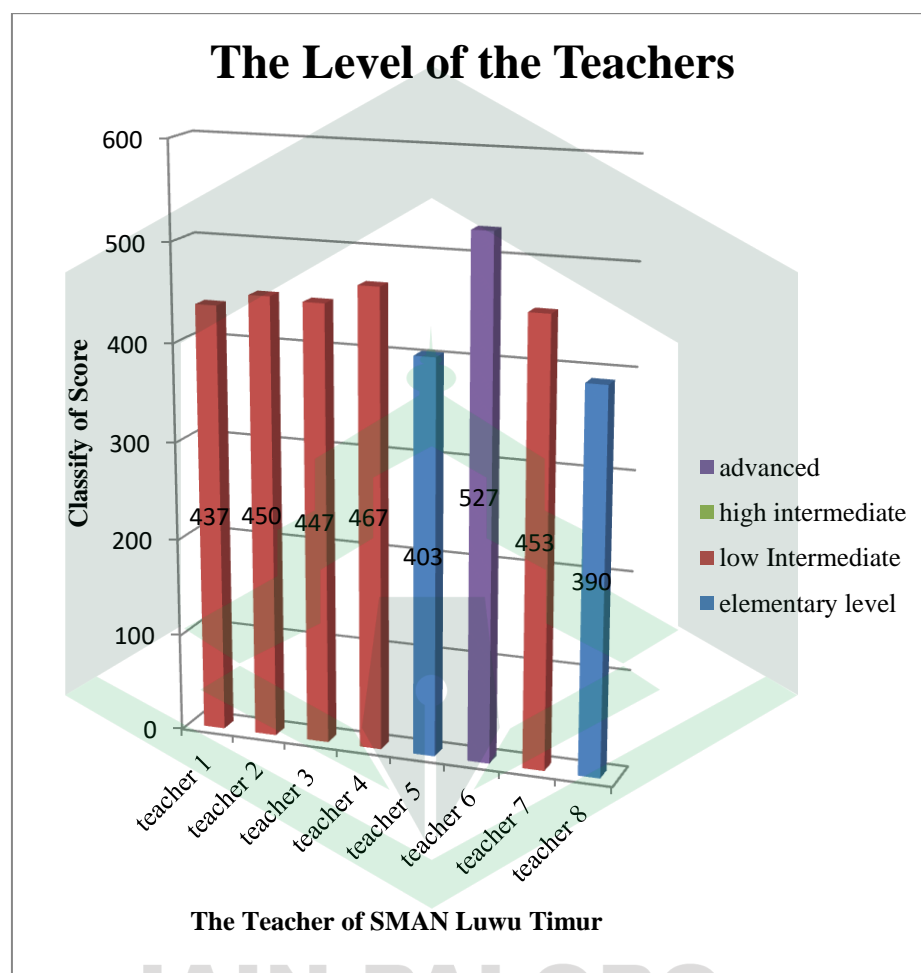
To improve English language skills, teachers can take part in training, online classes, or other activities that support these skills. In addition, there are several other things that you can do to increase your English skills:

1. Start to build the intention and get used to always speak English. Teachers can try to communicate with fellow teachers using English, then ask them to provide input and suggestions from the language used. That way, teachers can learn and apply their English skills together and remind each other.
2. In addition to speaking practice, teachers can also hone their English skills through reading. Read more and look for English teaching materials on the internet to familiarize the teachers in understanding vocabulary and grammar.
3. Watching movies and listening to English songs can also increase the teacher's English skills. Apart from being entertainment, movies and songs can also teach grammar, vocabulary, pronunciation, and use of English in everyday conversation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions



After the researcher conducted data analysis above, the researcher concluded that the level of English teacher proficiency at SMAN Luwu Timur is a low intermediate level, seen from the TOEFL test score that gets on average, they get a low Intermediate Level by all teachers in eight schools in Luwu Timur.

B. Suggestions

Several suggestions will be presented by the researcher as follows:

1. For the English teacher

- a. Teachers of English should improve their understanding and knowledge about listening, structure and reading so that it will further improve the English teacher's ability, and teachers of English should be able to eliminate unfavorable perceptions about these lessons so that they are not known as boring lessons. Then the teacher of English can also exchange ideas with other teachers about English material.
- b. The teacher should be able to improve students ability in English by using effective methods and techniques
- c. The teacher should be able to monitor the students and give suggestions to help the students in improving their language ability

2. For the Headmaster

The principal should give direction to the English teacher to be motivated to deepen their mastery of English, and the principal should facilitate facilities and infrastructure, such as the procurement of books related to English because it can add insight to the knowledge of the English teacher.

3. For the Further researcher

This research is not perfect. Thus, the researcher needs further researchers to strengthen the theory and the result by maximize in doing every step of the research.

The further researchers are also expected to testify this study in order to prove the authenticity of the theory and the result of this research.



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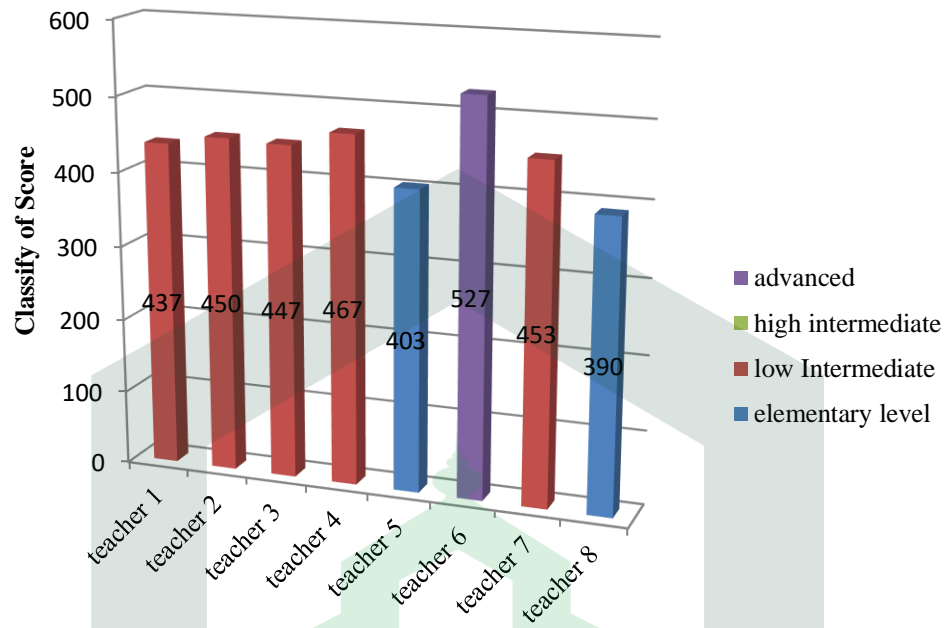
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APPENDICES



IAIN PALOPO

The Level of the Teachers



The Teacher of SMAN Luwu Timur

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DENGARKAN FILE AUDIO PRACTICE ONE

SECTION 1

LISTENING

COMPREHENSION

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversation and talks in English. There are three parts of this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. Do not take notes or write in your test book at any time. Do not turn the page until you are told to do so.

Part A

DIRECTIONS

Directions: In this Part A, you will hear short conversation between two people. After each conversation, a third person will ask a question about what was said. You will hear each conversation and the question about it just one time. After you have heard the conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then on your sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- | | |
|--|-------------------------------|
| 1. a. 5 | c. 13 |
| b. 8 | d. 25 |
| 2. a. She like it | c. She hasn't heard the music |
| b. She's not sure whether she likes it | d. She doesn't like it |
| 3. a. Their seats weren't good enough | c. He didn't like it at all |
| b. The music could have been better | d. He liked it very much |
| 4. a. He thinks the woman should be in Florida | |
| b. He thinks the woman is in Florida | |
| c. He would like to go to Florida too | |
| d. He wishes she would be with him | |
| 5. a. She won't be able to play tennis | |
| b. She should be able to play tennis | |

- c. She will be able to play tennis
d. She will find out tomorrow if she can play
6. a. Next month
b. He isn't joining the club
c. This month
d. He joined last month
7. a. He doesn't like the sculpture
b. He like is very much
c. He thinks the sculpture is very childish
d. He doesn't believe it's a sculpture
8. a. They are the same size
b. The man's
c. Her car
d. The man's brother
9. a. Have coffee
b. Look at the slide
c. Make a coffee
d. Have dinner
10. a. At three thirteen
b. At half past three
c. At three o'clock
d. At three thirty three
11. a. It's too warm inside the house
b. The woman wants to buy a new house
c. The air-conditioning isn't working
d. The woman wants to change the color of the house
12. a. They are co-workers in an office
b. They are both students
c. They are boss and secretary
d. They are students and teacher
13. a. See the man again
b. Go and speak to the man about her problem
c. Have a problem
d. Speak about the man's problem
14. a. Go out in the snow
b. Go skating
c. Go with them tomorrow
d. Learn to skate
15. a. The woman's
b. Someone's else
c. The man's
d. Donna's
16. a. It makes her want to go faster
b. It has no effect on her
c. It makes her afraid
d. It make her want to drive with him always
17. a. Maine
b. Chicago
c. California
d. Manhattan
18. a. Not to do as he would do
b. Not to buy anything from this particular store
c. To start planning what to buy
d. To buy from this store
19. a. The man didn't remind her
b. She didn't think about it
c. She didn't come across it
d. She doesn't mind if he pays
20. a. She does not want the boss to come in at this moment
b. She'd like to be with her boss now

- c. She'll pretend to be dead
d. She's not feeling very well
21. a. Bring the drink
b. Bring music
c. Bring food
d. Bring nothing
22. a. She liked the movie, but not much
b. The movie wasn't very good
c. She liked the movie very much
d. She didn't like all the movie
23. a. She's rich
b. She runs a bookstore
c. She doesn't like reading
d. She an author
24. a. Leave out her part the conference
b. Not go to the conference
c. leave the conference early
d. leave before the conference begin
25. a. She prefers the old house, too
b. The old house was larger than this one
c. She really wants a larger house
d. The new house is better
26. a. 22
b. 60
c. 10
d. 66
27. a. 7.35
b. 7.00
c. 6.20
d. 6.55
28. a. 30 degrees
b. 48 degrees
c. 50 degrees
d. 52 degrees
29. a. That he eats too many candies
b. That he has too many cavities
c. That he is overweight
d. That he should gain weight
30. a. Come to her graduation ceremony
b. Come to see her after her graduation ceremony
c. Graduate at the same times as her
d. Not attend her graduation ceremony

Part B

DIRECTIONS

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversation and question about it will not be repeated. After you hear a question, read the four possible answers in your test book, and choose the best answer. Then on your answer sheet, find the number of the question and fill the space that corresponds to the letter of the answer you have chosen. Remember, you are not allowed to take notes or write in your test book.

31. a. He can't play in the important basketball game
b. He can't see the professor at nine tomorrow
c. He doesn't want to get an E
d. He can't finish his paper by the due time
32. a. Because the coach does not allow it
b. Because he hasn't planned the outline yet
c. Because he's playing basketball

- d. Because he doesn't know the way to get it ready
33. a. E c. D
b. B d. C
34. a. That he plays too much basketball
b. That studying is the most important thing at a university
c. That he had only come second so far
d. That this the last paper of term
35. a. He doesn't have enough money c. He can't play football there
b. It's out of state d. It's in his home town
36. a. By taking the examination c. By studying in his home town
b. By studying out of state d. By playing football
37. a. Right now c. In the autumn
b. In the winter d. In the spring
38. a. Curious c. Antagonistic
b. Sympathetic d. Indifferent

Part C

DIRECTIONS

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversation and question about it will not be repeated. After you hear a question, read the four possible answers in your test book, and choose the best answer. Then on your answer sheet, find the number of the question and fill the space that corresponds to the letter of the answer you have chosen. Remember, you are not allowed to take notes or write in your test book.

39. a. To give a lecture about Yellowstone National Park
b. To compare Yellowstone National Park with other parks
c. To give an introductory talk about Yellowstone National Park
d. To talk about the geysers in Yellowstone National Park
40. a. It is the largest c. It is most remote
b. It was the first to be established d. It is the only one with geysers
41. a. Cascades c. Bison
b. Hot springs d. Mountain lions
42. a. Eating arrangements c. How to enjoy the tour
b. Touring by bus d. Hotel rooms
43. a. How a physically disabled person can get into a university
b. The difficulties the physically handicapped face in life.
c. How to improve our cities for the physically disabled
d. How people become disabled
44. a. The general public
b. Members of the city council

- c. College students
d. A group of physically disabled university students
45. a. They can't get job
b. They are not regarded as equal to other people
c. They can't get uphill in their wheelchair
d. They can't produce anything as citizens
46. a. The leisure time problems of the disabled
b. The lack of facilities for the disabled
c. The mental problems of the disabled
d. How the disabled can get about in the city
47. a. An animal
b. A group of people
c. An insect
d. A bird
48. a. In their own homes
b. In the forest
c. In rotting wood
d. In water
49. a. Less than two years
b. Two-tenths of a year
c. Eight weeks
d. Up to ten years
50. a. He is very imaginative
b. He prefers oaks to other trees
c. He doesn't like what the beetles do to timber
d. He likes the holes the beetles make in the wood

THIS IS THE END OF THE LISTENING COMPREHENSION SECTION OF THE TEST.

THE NEXT PART OF THE TEST IS SECTION 2.

TURN THE DIRECTIONS FOR SECTION 2 IN YOUR TEST BOOK.

READ THEM, AND BEGIN WORK.

DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.

-STOP-

Sumber : This Listening material is taken from TOEFL EXPLORER 1.5
by N.S.T. Electric Publishing Co, Ltd

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SECTION 2

**STRUCTURE AND
WRITTEN EXPRESSION**

Time – 25 minutes

This section is designed to measure your ability to recognize language that is appropriate for standard written English. These are two types of question in this section, with special directions for each type.

Direction: Question 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrases that best completes the sentences. Then, on your answer sheet, find the number of the question and fill in the space so that the letter inside the oval cannot be seen.

Example I

The president _____ the election by a landslide.

- (A) Won
- (B) He won
- (C) Yesterday
- (D) Fortunately

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) The doctor attended
- (B) Did the doctor attend
- (C) the doctor will attend
- (D) The doctor's attendance

1. Chestnut bark disease may be controlled by an efficient pruning system, though this method is impractical with.....
 - a. Large trees, Japanese ornamental
 - b. Japanese large ornamental trees
 - c. ornamental Japanese large trees
 - d. Large Japanese ornamental trees
2. sort of winter means cold, stormy weather, a short daylight, and a scarcity of fruits, seeds, insects, and slugs that animals can consume.
 - a. Even an ordinary
 - b. Ordinary, an even
 - c. An ordinary, even
 - d. Ordinary even an
3. Chemical fertilizer are.....that a land animal faces.
 - a. the often greatest hazard
 - b. the greatest often hazard
 - c. often the greatest hazard
 - d. often the hazard greatest
4. Since they aren't answering their telephone, they.....
 - a. must have left
 - b. should have left
 - c. need have left
 - d. can have left

5.a masterpiece, a celebrated work must stand the test of time long beyond the period in which it was created.
- a. acclaims
 - b. the acclaiming
 - c. to be acclaimed
 - d. for being acclaimed
6. If you don't understand the test, don't hesitate.....
- a. ask a question
 - b. asking a question
 - c. to ask a question
 - d. to asking a question
7. They are rich enough to own.....
- a. not a helicopter, but a yacht as well
 - b. not only a helicopter, but a yacht as well
 - c. only a helicopter, but a yacht as well
 - d. as well as a helicopter, not only a yacht
8. Finally, Bradley bought a sedan.
- a. green new 1988 four-door
 - b. 1988 green new four-door
 - c. new green 1988 four-door
 - d. new four-door green 1988
9. In spite of the rain, some people in the village are planning to climb the mountain to rescue the injured people, but.....are staying home.
- a. most of people
 - b. many of a number
 - c. many of them
 - d. the most people
10. Managers agree that they are interested in potential workers who are responsible, hardworking and.....
- a. confident
 - b. confidently
 - c. confidence
 - d. confidentless
11. constructed with concrete blocking experience the insect problems of termites and silverfish that wooden house have.
- a. seldom houses
 - b. houses seldom
 - c. seldom do houses
 - d. houses so seldom
12. Genetically, the chimpanzee is more similar to humans.....
- a. are than any other animal
 - b. than any other animal
 - c. any other animal is
 - d. and any other animal is
13.to the United States House of Representatives in 1791, Nathaniel Macon remained.
- a. election
 - b. why he was elected
 - c. elected
 - d. who was elected
14.wooden structure helps protect them from long term damage due to weather.
- a. varnishing
 - b. varnished
 - c. the varnish
 - d. by varnishing
15. The new teacher loves poems and made the students.....
- a. learn them heartily
 - b. heartily learn them
 - c. learn them by heart
 - d. learning heartily by them
-

6. In addition to booking the flight, always give your telephone number, although
A B C
some airlines try to notify passengers of cancellations.
- D
7. Either the management or the education system of our institute needs
A
to be reviewed to increased the number of graduate next year.
B C D
8. The hardest thing most mountaineers are facing during their climbing expedition
A
that is they have difficulty breathing due to the lack of oxygen in the air.
B C D
9. Because of their rapidly changing economically fortunes, many frontier towns of
A B
the American West underwent spectacular fluctuations in population in the
C D
nineteenth century.
10. Twenty thousand years ago a sheet of ice a thousand meters thick covered the
A B
coastal region which the cities of Vancouver and Juneau now are located.
C D
11. The higher rate of pollution in this area is caused by the increasing number of cars
A B
as well by the emission of the smoke from factories.
C D
12. When Michael, a French postgraduate students, was asked what he thought about
A B
the painting, he quickly replied that it had teach him a little about the history of
C D
Indonesia.
13. Established in 1948, the state University of New York is the singly largest
A B C
university system in the United States.
D
14. If Gabriel has gone to Australia instead of Canada with his university friends, he
A B C
would not have had that terrible accident.
- D
15. The novel beautifully written explores the nature of guilt and responsibility and
A B

- builds to a remarkable conclusion.
C D
16. When the handsome young man looked at the blond haired beautiful woman
A B
sitting on he park bench with loving expression, everyone at the park smiled.
C D
17. The reason why Mr and Mrs Harrison wanted to buy a bigger house is because
A B
they plan to have another children.
C D
18. When ask about her opinion on her sister's ballet performance, Julia showed a sad
A B
expression and could not utter a single word.
C D
19. Despite of her love scandal and her tragical death, Marilyn Monroe is known as a
A B C D
popular and sexy Hollywood actress.
20. There are two students standing at the bus stop, one is eating an ice cream, and
A B
another is busy text messaging.
C D
21. The door of the mansion it was open, and the butter was busy preparing his
A B C
master's fortieth birthday party.
D
22. Above 50 percent of the people in this neighborhood are immigrants, and
A B
most of them are blue-collar worker.
C D
23. Before writing his bestselling novel, Ryan Ferdinand did a research study concern
A B C
the life of inmates inside the prison.
D
24. The big house locating in the small island is known to be a haunted house,
A B
thought it was never proven to be true.
C D
25. As long your big brother is here, then those rascals from your school will not have
A B C
the courage to make fun of you.
D
-

**THIS IS THE END OF SECTION 2
IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON
SECTION 2 ONLY.
DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.
THE SUPERVISOR WILL TELL YOU WHEN TO BEGIN WORK
ON SECTION 3.**

-STOP-

SECTION 3

**VOCABULARY AND
READING COMPREHENSION**

Time-45 minutes

This section is designed to measure your comprehension of standard written English. There are two types of questions in this section, with special directions for each type.

Directions: in question 1-30 each sentence has an underlined word or phrase. Below each sentence are four other words or phrase, marked (A), (B), (C), and (D). You are to choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example

Both boats and trains are used for transporting the materials.

- (A) Planes
- (B) Ships
- (C) Canoes
- (D) Railroads

The best answer is (B) because, “Both ships and trains are used for transporting the materials” is closest in meaning to the original sentence. Therefore, you should choose answer (B).

After you read the directions, begin work on the questions.

Question 1-10

All mammals feed their young. Beluga whale mothers, for example, nurse their calves for some twenty months, until they are about to give birth again and their young are able to find their own food. The behavior of feeding of the young is built into the reproductive system. It is a nonelective part of parental care and the defining feature of a mammal, the most important thing that mammals-whether marsupials, platypuses, spiny anteaters, or placental mammals-have in common.

But not all animal parents, even those that tend their offspring to the point of hatching or birth, feed their young. Most egg-guarding fish do not, for the simple reason that their young are so much smaller than the parents and eat food that is also much smaller than the food eaten by adults. In reptiles, the crocodile mother protect her young after they have hatched and takes them down to the water, where they will find food, but she does not actually feed them. Few insect feed their young after hatching, but some make other arrangement, provisioning their cells and nests with caterpillars and spiders that they have paralyzed with their venom and stored in a stored in a state of suspended animation so that their larvae might have a supply of fresh food when they hatch.

For animal other than mammals, then, feeding is not intrinsic to parental care. Animals add it to their reproductive strategies to give them an edge in their lifelong quest for descendants. The most vulnerable moment in any animal's life is when it first finds itself completely on its own, when it must forage and fend for itself. Feeding postpones that moment until a young animal has grown to such a size that it is better able to cope. Young that are fed by their parents become nutritionally shielded against the vagaries of fluctuating of difficult-to-find supplies. Once a species does take the step of feeding its young, the young become totally dependent on the extra effort. If both parents are removed, the young generally do no survive.

1. What does the passage mainly discuss?
 - a. The care that various animals give to their offspring.
 - b. The difficulties young animals face in obtaining food.
 - c. The methods that mammals use to nurse their young
 - d. The importance among young mammals of becoming independent.
2. The author lists various animals in line 5-6 to.....
 - a. contrast the feeding habits of different types of mammals
 - b. describe the process by which mammals came to be defined
 - c. emphasize the point that every type of mammals
 - d. explain why a particular feature of mammals feeds its own young
3. The word "tend" in line 7 is closest in meaning to
 - a. sit on
 - b. move
 - c. notice
 - d. care for
4. What can be inferred from the passage about the practice of animal parents feeding their young?
 - a. It is unknown among fish
 - b. It is unrelated to the size of the young

- c. It is dangerous for the parents
 - d. It is most common among mammals.
5. The word “provisioning” in line 13 is closest in meaning to.....
- a. supplying
 - b. preparing
 - c. building
 - d. expanding
6. According to the passage, how do some insects make sure their young have food?
- a. By storing food near their young
 - b. By locating their nests or cells near spiders and caterpillars
 - c. By searching for food some distance from their nest
 - d. By gathering food from a nearby water source
7. The word “edge” in line 18 is closest in meaning to.....
- A. opportunity
 - B. Advantage
 - c. purpose
 - d. rest
8. The word “it” in line 20 refers to.....
- a. feeding
 - b. moment
 - c. young animal
 - d. size
9. According to the passage, animal young are most defenseless when.....
- a. Their parents are away searching for food
 - b. Their parents have many young to feed
 - c. They are only a few days old
 - d. They first become independent
10. The word “shielded” in line 24 is closest in meaning to.....
- a. raised
 - b. protected
 - c. hatched
 - d. valued

Question 11-20

The cities in the United States have been the most visible sponsors and beneficiaries of projects that place art in public places. They have shown exceptional imagination in applying the diverse forms of contemporary art to a wide variety of purposes. The activities observed in a number of “pioneer” cities sponsoring art in public places—a broadening exploration of public sites, an increasing awareness among both sponsors and the public of the varieties of contemporary artistic practice, and a growing public enthusiasm—are increasingly characteristic of cities across the country. With many cities now undergoing renewed development, opportunities are continuously emerging for the inclusion of art in new or renewed public environments, including buildings, plazas, parks, and transportation facilities. The result of these activities is a group of contemporary art and the varying character and goals of the sponsoring communities.

In sculpture, the projects range from a cartoonlike Mermaid in Miami Beach by Roy Lichtenstein to a small forest planted in New York City by Alan Sonfist. The use of murals followed quickly upon the use of sculpture and has brought to public sites the work of artists as different as the realist Thomas Hart Benton and the pop artist Robert Rauschenberg. The specialized requirements of particular urban

situations have further expanded the use of art in public places: in Memphis, sculptor Richard Hunt has created a monument to Marti Luther King, Jr., who was slain there; in New York, Dan Flavin and Bill Brand have contributed neon and animation works to the enhancement of mass transit facilities. And in numerous cities, art is being raised as symbol of the commitment to revitalize urban areas.

By continuing to sponsor projects involving a growing body of part I public places, cities, will certainly enlarge the situations in which the public encounters and grows familiar with the various forms of contemporary art. Indeed, cities are providing artist with an opportunity to communicate with a new and broader audience. Artists are recognizing the distinction between public and private spaces, and taking that into account when executing their public commissions. They are working in new, often more durable media, and on an unaccustomed scale.

11. What is the passage mainly about?
 - a. The influence of art on urban architecture in United States cities
 - b. The growth of public art in United States cities
 - c. The increase in public appreciation of art in the United States
 - d. The differences between public art in Europe and the United States
12. The word “exceptional” in line 2 is closest in meaning to.....
 - a. remarkable
 - b. fearless
 - c. expert
 - d. visible
13. All of the following are mentioned in paragraph 1 as result of the trend toward installing contemporary art in public places in the United States Except.....
 - a. the transfer of artwork from private to public sites
 - b. artworks that represent a city’s special character
 - c. greater interest in art by the American public
 - d. a broader understanding of the varieties of contemporary art
14. According to the passage, new settings for public art are appearing as a result of.....
 - a. communities that are building more art museums
 - b. artists who are moving to urban areas
 - c. urban development and renewal
 - d. an increase in the number of artists in the United States
15. The author mentions Roy Lichtenstein and Alan sonfist in line 14 in order to.....
 - a. show that certain artists are famous mostly for their public art
 - b. introduce the subject of unusual works of art
 - c. demonstrate the diversity of artworks displayed in public
 - d. contrast the cities of Miami Beach and New York
16. It can be inferred from the passage that the city of Memphis sponsored a work by Richard Hunt because the city authorities believed that.....
 - a. the sculpture would symbolize the urban renewal of Memphis
 - b. Memphis was an appropriate place for a memorial to Martin Luther Ling, Jr.

- c. the artwork would promote Memphis as a center for the arts
 - d. the sculpture would provide a positive example to other artist
17. The word “enhancement” in line 20 is closest in meaning to.....
- a. replacement
 - b. design
 - c. improvement
 - d. decoration
18. The word “revitalize” in line 22 is closest in meaning to.....
- a. show the importance of
 - b. promise to enlarge
 - c. bring new life to
 - d. provide artworks for
19. The word “that” in line 27 refers to.....
- a. contemporary art
 - b. opportunity
 - c. audience
 - d. distinction
20. The word “executing” in line 28 is closest in meaning to.....
- a. judging
 - b. selling
 - c. explaining
 - d. producing
21. According to paragraph 3, artists who work on public art project are doing all of the following EXCEPT.....
- a. creating artworks that are unusual in size
 - b. aising funds to sponsor various public projects
 - c. exposing a large number of people to works of art
 - d. using new materials that are long-lasting

Questions 22-29

Algae is a primitive from a life, a single-celled or simple multiple-celled organism that it able to conduct the process of photosynthesis. It is generally found in water but can also be found elsewhere, growing on such surfaces as rocks or trees. The various types of algae are classified according to pigment.

Blue-green algae, or Cyanophyta, can grow at very high temperatures and under high-intensity light. This type of algae is the oldest from of life with photosynthetic capabilities. Fossilized remains of blue-green algae more than 3,4 billion years old have been found in parts of Africa.

Green algae, or cholorophyta, is generally found in fresh water. It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy green coating on the surface of the water.

Brown algae, or Chlorophyta, grows in shallow, temperature water. This type of algae is the largest in size and is most recognizable as a type of seaweed. Its long stalks can be enmeshed on the ocean floor, or it can float freely on the ocean’s surface.

Red algae, or Rhodophyta, is a small, delicate organism found in the deep waters of the subtropics. This type of algae has an essential role in the formation of coral reefs; it secretes lime from the seawater to foster the formation of limestone deposits.

22. What is the author's main purpose?
- To show what color algae is
 - To differentiate the various classification of algae
 - To describe where algae is found
 - To clarify the appearance of different types of algae
23. Which of the following is not true about algae?
- All types have been one cell only
 - It can be found out of water
 - It uses photosynthesis
 - It is not relatively new form of life
24. The word "pigment" at the end of the first paragraph means.....
- Size
 - Shape
 - Composition
 - Color
25. Algae remnants found in Africa are.....
- Still flourishing
 - Photogenic
 - Extremely
 - Red in color
26. Green algae is generally found.....
- On the ocean floor
 - On top of the water
 - On rocks
 - In the ocean
27. Brown algae would most likely be found.....
- On trees
 - Near green algae
 - On rocks
 - In the ocean
28. According to the passage, red algae.....
- Sturdy
 - Huge
 - Fragile
 - Found in shallow
29. It can be inferred from the passage that limestone deposits serve as the basis of.....
- Coral reefs
 - Red algae
 - Subtropical seawater
 - Secret passages

Question 30-40

Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking, and salting could preserve meat for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810, a French inventor named Nicholas Appert developed the cooking-and-sealing process of canning. And in the 1850's, an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand.

By 1880, however, investors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year. Other trends and inventions had also helped make

it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerators cars enabled growers and vegetables farmers to raise more produce. Railroad refrigerators cars enabled growers and packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes, and tomatoes, previously available for a month at most, for up to six months of the year. In addition, increased use of icebox enabled families to store perishables.

An easy means of producing ice commercially had been invented in the 1870's, and by the 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's. Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches of carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantages of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

30. What does the passage mainly discuss?
 - a. Causes of food spoilage
 - b. Commercial production of ice
 - c. Inventions that led to changes in the American diet
 - d. Population movements in the nineteenth century
31. The phrase "in season" in line 2 refers to.....
 - a. a kind of weather
 - b. a particular time of year
 - c. an official schedule
 - d. a method of flavoring food
32. The word "prevent" in line 4 is closest in meaning to.....
 - a. estimate
 - b. avoid
 - c. correct
 - d. confine
33. During the 1860's canned food products were.....
 - a. unavailable in rural areas
 - b. shipped in refrigerator cars
 - c. available in limited quantities
 - d. a staple part of the American diet
34. It can be inferred that railroad refrigerator cars came into use.....
 - a. before 1860
 - b. before 1890
 - c. after 1900
 - d. after 1920
35. The word "them" in line 15 refers to
 - a. refrigerator cars
 - b. perishables
 - c. growers
 - d. distances
36. The word "fixture" in line 21 is closest in meaning to.....
 - a. luxury item
 - b. substance
 - c. commonplace object
 - d. mechanical device
37. The author implies that in the 1920's and 1930's home deliveries of ice.....

- a. decreased in number
 - b. were on an irregular schedule
 - c. increased in cost
 - d. occurred only in summer
38. The word "nevertheless" in line 25 is closest in meaning to.....
- a. therefore
 - b. because
 - c. occasionally
 - d. however
39. Which of the following types of food preservation was NOT mentioned in the passage?
- a. Drying
 - b. Canning
 - c. Cold storage
 - d. Chemical additives
40. Which of the following statement is supported by the passage?
- a. Tin cans and iceboxes helped to make many foods more widely available
 - b. Commercial ice factories were developed by railroad owners
 - c. Most farmers in the United States raised only fruits and vegetables
 - d. People who lived in cities demanded home delivery of foods.

Question 41-45

The White House, the official home of the United States President, was not built in time for George Washington to live it. It was begun in 1792 and was ready for its first inhabitants, president and Mrs. John Adams, in 1800. When the Adamses moved in, the White House was not yet complete, and the Adamses suffered many inconveniences.

Thomas Jefferson, the third president, improved the comfort of the White House in many respects and added new architectural features such as the terraces on the east and west ends. When British forces burned the White House on August 24, 1814, President Madison was forced to leave, and it was not until 1817 that then President James Monroe was able to return to a rebuilt residence. Since then, the White House has been occupied by each U.S President.

41. Which of the following would be an appropriate title for this passage?
- a. George Washington's Life in the White House
 - b. The Burning of the White House
 - c. The Early History of the White House
 - d. Presidential Polices of Early U.S. Presidents
42. Why did George Washington NOT live in the White House?
- a. It had been burned by the British
 - b. He did not like the architectural features
 - c. He did not want to suffer the inconvenience that the Adamses had suffered
 - d. Construction had not yet been completed
43. It can be inferred from the passage that John Adams was.....
- a. The first president of the United States
 - b. The second president of the United States
 - c. The third president of the United States
 - d. The fourth president of the United States

44. According to the passage, which of the following best describes Thomas Jefferson's tenure in the White House?
- a. He had to flee the White House because of the war with the British
 - b. He was accepting of the many inconveniences
 - c. He removed the terraces that had been added by Adams
 - d. He worked to improve the appearance and convenience of the White House
45. According to the passage, when James Monroe came back to the White House, it had been.....
- a. Repressed
 - b. Reconstructed
 - c. Relocated
 - d. Reserved

Question 46-50

Medical bills in the United States have risen outrageously since the beginning of the 1960's and steps need to be taken to reverse this trend or the average American will not be able to afford medical care. The major factor in increasing the cost of medical care has been the dramatic increase in the cost of hospital bills in the last two decades have risen at a considerably higher rate than inflation.

Another factor cited by doctors as a major cause for the increase in the cost of medical care is malpractice. Increasingly large awards for malpractice have caused doctors to increase their rates to cover the higher malpractice insurance premiums. Because of the large malpractice awards, doctors are also prescribing more conservative and more extensive and therefore more costly-treatment for patients as a defense against malpractice claims. Whatever the causes of the wild increases in the cost of medical care, the government needs to take strong action before it is too late for Americans.

46. What is the subject of this passage?
- a. The increasing costs of malpractice insurance
 - b. Factors causing the increase in U.S. medical bills
 - c. Steps for Americans to take to obtain medical care
 - d. The outrageous medical profession
47. According to the passage, how does the author of this passage feel about the tremendous increase in medical bills?
- a. Disquieted
 - b. Enthusiastic
 - c. Impassive
 - d. Apathetic
48. How does the author seem to feel about of the tremendous increase in medical bills?
- a. Malpractice insurance
 - b. The cost of hospital care
 - c. More conservative and expensive prescriptions by doctors
 - d. Inflation
49. Which of the following is NOT stated in the passage concerning malpractice?

- a. The increase in malpractice insurance is due to inflation
 - b. Malpractice insurance premiums are on the increase
 - c. The increase in malpractice payouts have caused doctors to work more conservatively
 - d. High malpractice awards have caused doctors to work more conservatively
50. What does the paragraph following this passage most likely contain?
- a. A discussion of why the average American will soon be unable to afford medical care
 - b. Forecasts of how inflation will influence medical care in the future
 - c. The tremendous increase in malpractice insurance
 - d. The steps the government could take to curb medical costs



IAIN PALOPO

KUNCI JAWABAN

SECTION 1 : LISTENING COMPREHENSION

1. B	11. A	21. B	31. D	41. D
2. D	12. A	22. A	32. A	42. D
3. D	13. B	23. D	33. C	43. B
4. A	14. B	24. C	34. B	44. C
5. B	15. C	25. D	35. A	45. B
6. A	16. C	26. D	36. D	46. C
7. B	17. C	27. B	37. C	47. C
8. A	18. B	28. B	38. B	48. C
9. A	19. B	29. C	39. A	49. D
10. B	20. A	30. D	40. B	50. C

SECTION 2 : STRUCTURE AND WRITTEN EXPRESSION

1. D	11. C	21. C	31. B
2. A	12. B	22. C	32. D
3. C	13. C	23. B	33. A
4. A	14. A	24. B	34. C
5. C	15. A	25. D	35. C
6. C	16. D	26. C	36. A
7. B	17. B	27. D	37. A
8. C	18. A	28. B	38. C
9. C	19. C	29. A	39. A
10. C	20. A	30. A	40. A

SECTION 3 : READING COMPREHENSION

1. A	11. B	21. B	31. B	41. C
2. C	12. A	22. B	32. B	42. D
3. D	13. A	23. A	33. C	43. B
4. D	14. C	24. D	34. B	44. D
5. A	15. C	25. C	35. B	45. B

- | | | | | |
|-------|-------|-------|-------|-------|
| 6. A | 16. B | 26. B | 36. C | 46. A |
| 7. B | 17. C | 27. D | 37. A | 47. A |
| 8. C | 18. C | 28. C | 38. D | 48. B |
| 9. D | 19. D | 29. A | 39. D | 49. A |
| 10. B | 20. D | 30. C | 40. A | 50. D |



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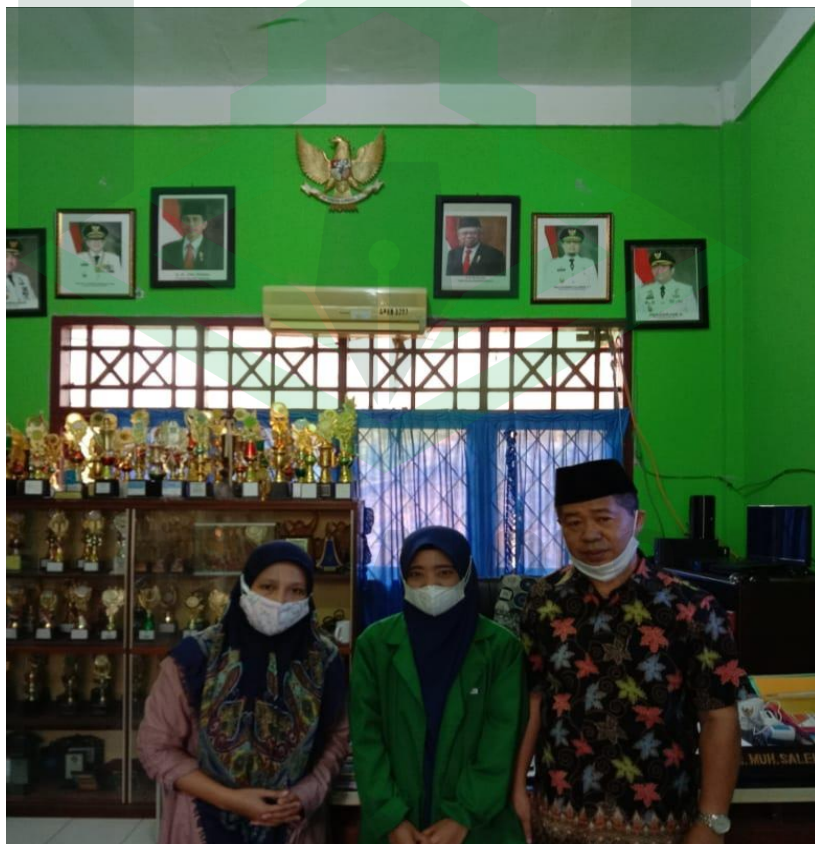
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TOEFL Prediction Test

Name :

Date of test :

Listening			Structure		Reading		
1 A B C D	21 A B C D	41 A B C D	1 A B C D	21 A B C D	1 A B C D	21 A B C D	41 A B C D
2 A B C D	22 A B C D	42 A B C D	2 A B C D	22 A B C D	2 A B C D	22 A B C D	42 A B C D
3 A B C D	23 A B C D	43 A B C D	3 A B C D	23 A B C D	3 A B C D	23 A B C D	43 A B C D
4 A B C D	24 A B C D	44 A B C D	4 A B C D	24 A B C D	4 A B C D	24 A B C D	44 A B C D
5 A B C D	25 A B C D	45 A B C D	5 A B C D	25 A B C D	5 A B C D	25 A B C D	45 A B C D
6 A B C D	26 A B C D	46 A B C D	6 A B C D	26 A B C D	6 A B C D	26 A B C D	46 A B C D
7 A B C D	27 A B C D	47 A B C D	7 A B C D	27 A B C D	7 A B C D	27 A B C D	47 A B C D
8 A B C D	28 A B C D	48 A B C D	8 A B C D	28 A B C D	8 A B C D	28 A B C D	48 A B C D
9 A B C D	29 A B C D	49 A B C D	9 A B C D	29 A B C D	9 A B C D	29 A B C D	49 A B C D
10 A B C D	30 A B C D	50 A B C D	10 A B C D	30 A B C D	10 A B C D	30 A B C D	50 A B C D
11 A B C D	31 A B C D		11 A B C D	31 A B C D	11 A B C D	31 A B C D	
12 A B C D	32 A B C D		12 A B C D	32 A B C D	12 A B C D	32 A B C D	
13 A B C D	33 A B C D		13 A B C D	33 A B C D	13 A B C D	33 A B C D	
14 A B C D	34 A B C D		14 A B C D	34 A B C D	14 A B C D	34 A B C D	
15 A B C D	35 A B C D		15 A B C D	35 A B C D	15 A B C D	35 A B C D	
16 A B C D	36 A B C D		16 A B C D	36 A B C D	16 A B C D	36 A B C D	
17 A B C D	37 A B C D		17 A B C D	37 A B C D	17 A B C D	37 A B C D	
18 A B C D	38 A B C D		18 A B C D	38 A B C D	18 A B C D	38 A B C D	
19 A B C D	39 A B C D		19 A B C D	39 A B C D	19 A B C D	39 A B C D	
20 A B C D	40 A B C D		20 A B C D	40 A B C D	20 A B C D	40 A B C D	

Correct Answers		Conversion		TOEFL Score	
Listening	: 30	Listening	: 51	$\Rightarrow 51 + 52 + 37 = 140$	
Structure	: 28	Structure	: 52	$\Rightarrow 140 \div 3 = 46,7$	
Reading	: 17	Reading	: 37	$\Rightarrow 46,7 \times 10 = 467$	



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

No. 185/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nur Asia
NIM : 14.16.3.0092
Semester : XIV (empat belas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Maret 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

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IAIN PALOPO

CURRICULUM VITAE



Nur asia, she was born on 27th June 1996 in Malili village, as the first child from the happy family. Her father's name is Sopian Bur and her parent's always give support to continue her studying.

She was starting his studying ath the Elementary School (SD) number 235 Pongkeru, and continue in Junior High School (SMP) 4 Malili, and

continue in her studying in Senior High School (SMA) 1 Malili, and continue her studying in State Institute for Islamic Studies (IAIN) Palopo and taked the major Department of English Education or English Study Program of tarbiyah, she graduated in November 2021.

In the end of her studying in State Institute for Islamic Studies (IAIN) Palopo, she wrote a thesis entitled : ENGLISH PROFICIENCY FOR TEACHERS OF ENGLISH (A QUANTITATIVE STUDY FOR SENIOR HIGH SCHOOL FOR TEACHERS OF ENGLISH IN LUWU TIMUR).

IAIN PALOPO