



The English teachers' challenges in TOEFL preparation for senior high school students

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Abstract

This descriptive qualitative study was aimed at discovering English language teachers' challenges in teaching TOEFL preparation for senior high school students. The data were collected by using an in-depth interview with six experienced and qualified English language teachers teaching TOEFL in the three-state and private senior high schools in Aceh province, Indonesia. Open, axial, and selective coding techniques were used to analyze the data from in-depth interviews. The results show that teachers faced some challenges during teaching TOEFL preparation for senior high school students including students' different language proficiency, their lack of vocabulary mastery, their fatigue, their passive attitude, class size, and time limitation. The findings recommend the further idea to organize a more organized preparation TOEFL program for high school students that can be integrated into the existing curriculum, and thus it will no longer be viewed merely as an extracurricular program.

Keywords: English teachers; English teachers' challenges; TOEFL preparation; senior high school students

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Various studies related to the challenges of TOEFL have been conducted. Some of them focus on students' point of view in taking test or TOEFL preparation program. Halim and Ardiningtyas (2018) studied about difficulties faced by students in answering TOEFL test questions. They revealed that most of the students are having difficulty to overcome the test because of their relatively low level of language proficiency skills, lack of practice, little motivation and other students' specific differences. All those students' challenges are later meaningfully related to teachers' experience in teaching TOEFL. To be able to build the competence of EFL teachers, mastering the text is obligatory before starting to teach the students since reading is inevitably crucial in the TOEFL test, especially skills on genre-based texts (Mahfud, 2011).

Furthermore, Masfufah (2018) studied Indonesian university students' perceptions of the TOEFL program. She found that students' motivation to take part in the program was primarily caused by their lack of English proficiency. This study also revealed that TOEFL should have been taught national wide in senior high school prior to the national examination. It is hoped that by introducing this program, students' familiarity with the TOEFL test will be significantly increased. In the same vein, Takanashi (2004) learned that although students in Japan are so motivated to study English, they have serious problems in practicing communicative English and in achieving the desired TOEFL score.

Similarly, another research conducted by Dewi, Darna, and Suprpto (2015) has confirmed that the TOEFL program contributes positively to the students at the university. Their TOEFL scores have improved from 439,34 to 506,6 within one year. As for Ismail and Wahyuni (2018) for advanced students, peer-discussion might not work very well compared to the beginners. The situation is not so different in Vietnam from the overall context world-wide. According to Pham and Nguyen (2017) university students in Vietnam were exposed to self-practice listening and extra vocabulary training for a TOEFL-ITP preparation course. The results showed that it gives advantages for using both strategies to improve the TOEFL score.

As a result, many educational institutions in Indonesia, especially in Banda Aceh, either private or state organizations take this opportunity to offer

the TOEFL preparation program to help test-takers' achieve their targeted score. For example, Syiah Kuala University has implemented the requirement for TOEFL score for script examination (Kasim, 2016) resulting the required ITP test administration in language laboratories of the two most prominent universities in Aceh, Syiah Kuala University and Universitas Islam Negeri Ar-Raniry (Ananda, 2016) and attracting private university like Universitas Muhammadiyah Aceh to also oblige their undergraduate student to take TOEFL prediction preparation course elsewhere (Netta & Trisnawati, 2019).

Although, in a larger context in Indonesia, few studies on the field do exist, such as from the teachers' side conducted by Roza (2019) she wrote about the challenges during teaching TOEFL and IELTS in public schools and secondary students in Indonesia. Through preparation programs, she argued that it can help students diminish the test takers' anxiety and at the same time, may improve their knowledge and their degree of English capability. The samples were ten English teachers from educational institutions. Her study disclosed that some challenges appear in IELTS and TOEFL class includes students' unusual expectations, students' lack of enthusiasm, time of the study, teachers' experience, and the students' numbers in a classroom. In most aspects, this present study is important because it has highlighted the actual challenges of English teachers in teaching TOEFL for senior high school students. Yet, this was still analyzed in a more universal set of language requirement of TOEFL and IELTS altogether. At this point, the current study departs from the fact that TOELF- and not IELTS- is more familiar to the context of English language learning for high schools in Aceh, and therefore worth to be profoundly discussed.

Table 1 compares the use of TOEFL as a standardized test in universities across the globe. In Table 1, it provides a summary of some application for the TOEFL test in different countries. The fact that in university admission requirements, test takers are very likely dominated by native English speakers. On the other hand, test participants in countries obligated to TOEFL as university graduation are mostly non-native English speakers, especially in Asian countries.

Considering its importance, at Universitas Islam Negeri Ar-Raniry Banda Aceh, for example, the non-English department students need to reach a minimum of 400 of the TOEFL prediction score to complete one of the thesis examination requirements, and 500 of the TOEFL Score for the department of English language education's students. Prior to this, TOEFL is merely used as

the graduation pre-requirement for English language department students. But nowadays, almost all departments and faculties approved TOEFL Score for graduation requirements at the university (Aziz, 2016). This trend is evident in Asia in which countries were promoting standardized English test to use it as indicators for university graduation, such as in Jordanian universities (Al-Rawashdeh, 2010).

Table 1. Comparison between countries on the use of TOEFL in universities

Country	Type of TOEFL requirement purpose	
	University graduation	University admission
Jordan	√	
Korea	√	
USA		√
Canada		√
Indonesia	√	

On the other hand, the need for a TOEFL score for university graduation is less popular compare to the use of the TOEFL score for university admission. For example in American universities and higher education, the required TOEFL score is the source of students' academic achievement before entering universities (Vu & Vu, 2013). Such practices have triggered Asian countries like Malaysia for example, to introduce their test. In Malaysia, prospective university students were required to take The Malaysian University English Test (MUET) for placement purposes (Rethinasamy & Chuah, 2011).

The above-mentioned occurrences in English language TOEFL requirement across the globe are believed to be the factor that paved the way for senior high school in Indonesia, including in Aceh, to start preparing their students to study at national and international higher education institutions. Some favorite schools have begun introducing a TOEFL course preparation program for their students, mostly as optional extracurricular classes and supporting programs. Public or state schools in the capital city of Banda Aceh are competing to provide the best services for their students to be acknowledged as "good" or "favorite" or "international" schools. As Aceh embraced the sharia formalization in the early 2000s, several private boarding Islamic schools also provided language classes and later, TOEFL preparation courses to attract students and parents, as well as to compete with the state-owned favorite schools in the city. In line with this, Sulisty and Suharyadi (2018) state that the purposes of taking preparation courses of TOEFL are to

look for a more wide-going image of the considerable number of practices that TOEFL has experienced so far.

Having said that, since most of the prior studies have paid great attention to students' perception of the TOEFL program, and if any, to very few extents, still exclusively discussed the urgency of the program in the university context. Therefore, those prior studies unveil the importance of a study on teachers' standpoint sparking the light on the challenges of senior high school English teachers in the TOEFL preparation program in Banda Aceh and Aceh Besar districts. Senior high school is important to be researched in the present study at least for two reasons. First, it provides the preparation stage for students to continue their studies at universities, either for admission or graduation. Second, TOEFL has now been acknowledged as an important and attractive component in English language learning at an earlier stage, like senior high school. Instead of forcing students in their early university years, this study will provide valuable insights for the need for TOEFL introduction at senior high schools, especially some selected schools in this study.

This study attempts to fill in the gap in the literature by focusing on teachers' points of view toward the TOEFL preparation program challenges in their schools. As teaching TOEFL for teenagers in high school is quite challenging and different from the teaching at universities, this study will give a new outlook on how to handle those challenges. The objective of this study is, therefore, to find out English teacher challenges in teaching TOEFL preparation class in the selected senior high schools in Banda Aceh.

In response to the problems mentioned earlier, this states the research problem, which is to investigate issues related to the teacher challenges in teaching TOEFL test preparation-extracurricular classes for their students. The present study proposes to investigate the following particular research question, "What are English teacher challenges in teaching TOEFL preparation classes in senior high school in Aceh?" The result of this study can be a consideration for English teachers to introduce TOEFL for the students by using more attractive strategies. Also, it would shed light on the literature of TOEFL preparation for senior high school, especially for the context of non-native English speakers.

METHOD

The approach used was qualitative method allowing the participants to share their perceptions in a descriptive narrative of this study. Mohajan (2018, p.2) defines that “qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals” This study applied in-depth face to face interviews which aim to anticipate unexpected topics and to support the interviewee to build up a superior comprehension of the interviewees' points of view (Zhang & Wildemuth, 2009). Likewise, Boyce and Neale (2006, p.3) state that “in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation”. This means that the number of respondents is not a big problem as long as they express their perceptions in detail.

This study used a purposive sampling technique on six English teacher participants from respectively three public schools in two neighboring districts of Banda Aceh and Aceh Besar. The participants are English teachers who have been teaching at the school TOEFL preparation classes between five to ten years already. Their qualification for recruited as participants in this present study included their first and second degree in English language-related departments or majors, and the range of TOEFL score they have managed to achieve was between 532-587. They are selected because they serve as the representation of State Islamic Senior High School, the state senior high school and private Islamic Boarding School in the region. There is one shared characteristic of those schools that allowed them to be taken as the sample schools in this study though, they are all favorite schools considering their emphasis on enhancing students' foreign language skills, especially in English by introducing paper-based TOEFL preparation classes for their final year students. Another reason for the school selection was that the TOEFL preparation course is still very exclusive, and managed to be organized only in a few favorite schools.

In Table 2, it represents the interview participants' profile in the present study. It denotes in more detail the composition of this study participant, its gender distribution, employment status in the selected schools and their experiences in English teaching. Also, it marks the school category of English teacher participants.

Table 2. Participants' profile

Teacher	Gender	Employment status	School category	TOEFL score	English teaching experience (years)
1	Male	Part-time	Private Islamic school	580	6
2	Male	Full-time	State school	573	6
3	Female	Full-time	State school	532	10
4	Female	Full-time	State Islamic school	547	5
5	Female	Part-time	Private Islamic school	570	7
6	Female	Full-time	State Islamic school	587	7

Four female and two male English teachers are selected as participants of this study. All of them were included because those teachers teach TOEFL preparation classes in the designated schools. Four of them are also English teachers from the schools, whereas the other two were specially recruited by school administrators to teach only TOEFL preparation classes at the schools. From six English teachers, two of them are full-time teachers at the schools, while the rest are working as part-time teachers at the schools.

In the process of collecting the data, the conversations with the interviewees started naturally and then the questions emerged depended on their narration. The researcher conducted 50 minutes face to face in-depth interview. Before starting the interview, brief information to participants about the background of the study, the purposes of the study, the significance of the study, the procedure and participants' protection of confidentiality were addressed in detail. Participants were also asked their permission to record the full interview with a voice recorder. During the interview, the voice recorder was used to record the interview. Besides, note-taking was employed in this interview to highlight some important points. Both recording and note-taking functioned to help achieve accuracy in the transcription process. To safeguard participants' confidentiality, the six participants were initialized as Teachers 1, 2, 3, 4, 5, and 6.

The questions asked in the interview were varied. They were about their background in teaching English, their views on the importance of the TOEFL preparation program for their students, the extent to which they familiar with TOEFL, their perceptions of the TOEFL preparation program in senior high school and the challenges in teaching TOEFL for senior high school students.

Some other questions were concerning the best timing of the TOEFL preparation class, the way the program is set, including class and levels of the students. Those questions aimed at detecting the challenges faced by teachers in managing students' reception of non-academic issues of TOEFL classes. Another inquiry is related to the separation of the TOEFL program with normal English hours in the school curriculum. Regarding the academic content. Questions on the level of student proficiency of general English before the TOEFL class administration also worth discussing along with the exploration of students' basic knowledge on TOEFL as the world language testing system. Topics on the material of the TOEFL test and its emphasis as teachers' challenges were also raised during the interview.

In analyzing the data, the qualitative coding technique was implemented. Saldaña (2009, p. 4) states that "a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence capturing and/or evocative attribute for a portion of language-based on visual data". Thus, there are three phases of coding: open, axial, and selective coding. Open coding is the process of breaking down the data into separate units of meaning (Moghaddam, 2006). The data of in-depth interviews mostly need higher understanding to focus conceptually on a particular problem. It was decided to employ open coding to analyze the data because the results obtained from interviews for 50 minutes were still many and messy. Then, using open coding was the first phase to extract the results of interviews so that they are easier to be understood and interpreted. The second and third phases in this study include axial and selective coding. Axial coding is subcategorizing themes to find more exact and comprehensive explanations, whilst selective coding is organizing principle clarifying ideas in anticipation of an analytical process that sanctions the theory to develop (Blair, 2015).

Equally important is the emphasis on an interview as one of the methods of data collection. When conducted adequately, it would yield valid data. For this reason, this study has carried out member-check or participant validation (Mero-Jaffe, 2011) to validate the interviews. These were done in two ways. First, the participants were asked to review and approve whether the transcribed interviews were correct before taking the excerpts of interviews into the writing. Since this study is categorized in self-reported perceptions in a qualitative study, sharing the findings with the participants is an important attempt to address methodological and ethical dilemmas (Goldblatt, Karnieli-Miller, & Neumann, 2011). Second, this study also adopted data saturation from

the interviews. In a qualitative study, finding theoretical saturation is crucial to stop the ongoing interviews. Thus, for the sake of practicality, this study selected participants from almost all English teachers' participants from represented schools that provide TOEFL preparation classes. Only one school is not included in the sample as teachers were unwilling to be interviewed for personal reasons. As a method, thus, the interview is believed to be valid and not worse than observation and other methods of data collection.

FINDINGS

Findings showed that there were some challenges the English teachers faced during teaching TOEFL preparation class. The findings are divided into five sections, each describing the challenges found in the study. The first section deals with the first challenge of different levels of students' language proficiency. The second section discusses students' lack of vocabulary and basic grammar mastery as the challenge in TOEFL preparation classes. The third challenge shows that students' fatigue and class timing can hamper the TOEFL classes' progress. The fourth challenge is students' lack of enthusiasm. Last but not least, class size and time limitation can also be serious challenges in teaching TOEFL preparation classes for senior high school students.

Different Level of Students' Language Proficiency

In teaching TOEFL, the teacher must prepare a strategy that can address the whole students. However, a different level of the students' language proficiency can become a serious obstacle faced by the teacher in the classroom. It is safe to say that the disparity between students attending the TOEFL preparation classes is one of the main causes of the unbalanced interaction in the classroom. Teachers need to think carefully about how to handle students with the discrepancy, i.e. between high-achievers and under-performed students. Some were better and well-prepared, whilst some others are poor students with a lack of knowledge of English, let alone information about TOEFL. Those with better language skills will be more participative compare to their colleagues. When teachers need to repeat to the poor students, at the same time students with good language skills will get bored. As a result, the teaching-learning focus and classroom management will be less effective. For example, Teacher 1 specifies:

The challenges are like I told you. It is like a mixed-level. It's hard to teach the students with mixed-level classes, because you have

to focus on certain things with the short amount of time like one and half an hour.

Also, Teacher 2 mentions the same thing:

The challenges are the gap, the different levels like I mentioned before, some are very good, some are medium and some are very low. So ... what I did is; who wants to answer the questions, if you say that, and the smart one will keep going answer the question, and it's not good for the mental of the low skill students. So, at that time I could not make everyone participate in.

Additionally, Teacher 3 also shares a similar opinion:

Can you imagine when you teach students that have significantly different levels? Like two students, they know about everything about the TOEFL and the rest ... they even don't know what TOEFL is. It's hard to manage them.

Students Lack of Vocabulary and Basic Grammar Mastery

Vocabulary is the most basic skills in learning English. Those who have the desire to take the TOEFL test must have prior English knowledge. Unfortunately, some students still have to struggle with basic vocabulary and grammar in English. These sorts of circumstances block teachers in training the students for the TOEFL test. Teachers' felt that is very frustrating to still introduce basic tenses of English, instead of going forward to discuss tips for answering TOEFL questions. During the class, they focused more on translating and not on dealing with strategies to answer specific sections in the test. For this reason, it is very hard for the class to apprehend the next step of TOEFL preparation. For example, this concern can be seen from the statement of Teacher 3:

Lack of vocabulary, it's very challenging.... and also lack understanding of basic stuff like tenses and to be. It's for elementary school but they don't know it and I should repeat it.

Students' Fatigue and Class Timing

The vast majority of TOEFL arrangement classes in secondary school were set toward the afternoon as an extra class after compulsory subjects. As a result, the students have felt worn-out with all the exercises they have done

since morning. Consequently, they do not have more energy to completely focus in the classroom.

Timing is another follow-up issue here. During the class, students can no longer be able to focus on test preparation. They are less-focused, less-concentrated and of course, less-motivated. Teachers should find a way on how to engage students and bring back their focus into the classroom with a simple but enjoyable teaching approach. In this case, Teacher 3 explains:

Maybe because it is an additional class in the afternoon, can you imagine they have already learned from 7.30-4.00? So, some of them were sleepy... and only some of the students work with the papers.

Students' Lack of Enthusiasm

Students' attitude influences teacher. Their responses in the classroom determine what teachers probably do next. For some teachers, students' lack of interest, such as being silent or anxious can serve as obstacles in teaching TOEFL. Student's silence may be quite challenging as teachers are wondering whether the students understood or not, or what to improve from the overall strategies for the class. It is inferred that these challenges are strongly linked to the prior one, where the enthusiasm was distracted due to the worst selection of time schedule and students' tiredness. Take a look at what Teacher 5 says:

Sometimes they keep silent because they are shy, afraid to talk even when they can... Sometimes they are smart but because ..., I don't know, maybe it's the characteristic of boarding school, I don't know. Sometimes they are afraid to talk or say something in the class.

Class Size and Time Limitation

Another challenge has emerged because of the classroom size of the TOEFL program. In some schools, there is a large number of students in one class and it is not ideal to teach TOEFL. Accordingly, teachers felt it difficult to accommodate all of them in one classroom. As a result, most teachers considered that is impossible to get the students busy with TOEFL questions or to gradually improve their score. It has significantly reduced their time to teach TOEFL-related materials. Teacher 1 mentions:

But in high school, they sometimes put 20 students. It's not effective I think, especially for TOEFL, because TOEFL needs in-depth understanding. It means that if you have 10 students each of them can ask the questions. We have enough time. But if they have 15 or 20 students, it's not effective; lack of time won't help you, especially in TOEFL.

Meanwhile, a teacher in a different school declared the same view. Teacher 2 confirms:

Because I teach 35 students like it's very hard

The purpose of this study was to find out English lecturers' challenges in teaching TOEFL preparation classes in senior high schools. The major research findings have identified different levels of students' language proficiency, students' lack of vocabulary and basic grammar mastery, students' fatigue and class timing, students' lack of enthusiasm, and class size and time limitation as to the challenges experienced by the teachers in TOEFL preparation classes.

English teachers' challenges in the TOEFL preparation program at senior high school for non-native pupils in Aceh - Indonesia is currently one important but a less-covered topic for EFL practitioners. However, it remains one of the most-searched topics for assessing whether it could be used as the standard indicator for not only measuring student's English language proficiency but also for determining their admission for entering university life. In the Indonesian context, senior high schools must maintain their achievement and prestige, or it will eventually lose its ability to attract students or fail to preserve their favorite school labels. Without a serious improvement in the TOEFL preparation program, the positive image of the schools will be faded and the benefits of its program will be questioned.

DISCUSSION

The study elucidated English language teachers' challenges in teaching TOEFL for senior high school students. From the data collected through in-depth interviews, it can be summarized that all teachers have a range of different challenges in the TOEFL preparation class – different level of students' language proficiency, students' lack of vocabulary and basic grammar mastery, students' fatigue and class timing, students' lack of enthusiasm, and class size and time limitation.

According to the findings, it can be concluded that "the mixed-level" of language skills and proficiency may cause an unbalanced circumstance in the TOEFL preparation class. The educators need to think more to confront the learners who have distinguishing language proficiency. Some of them are cooperative while the rest need more clarification and motivation from the teachers. This case happened because few students may have individual extra courses outside of their school, as has been confirmed by Copland, Garton, and Burns (2014). In any case, this may cause inconsistency in the study. The students with better language proficiency will be more dynamic than the poor student. Likewise, teachers felt overwhelmed by conveying the material to the students. At the point when the low performing students failed to comprehend, the teacher may repeat the explanation, and the rest would feel exhausted. Consequently, this issue made the learning process less-compelling. This problem did not only persist in high school, but also at university, although with a dissimilar level of severity. This finding supports the research of Matoush and Fu (2012) showing that the test of English language for non-native speakers might serve as a "significant threshold" in the process.

Another explanation that can be used is that students who take the TOEFL test may have a different motivation for taking the test. Some of them just take the test for fun while others are fighting seriously to reach a particular score. This individual motivation and experiences proved to be a determining factor to have desirable results. The students who focused on the target may have a higher motivation to learn and therefore, they will prepare more. This is similar to what has been stated by Antoni (2014) in his study that good preparation includes the knowledge of what the test looks like and what strategies can be used during the test. As they have different backgrounds and levels of abilities, the proficiency expectations may vary considerably. To reach students' individual goals, the teachers need to interview them and assess them to determine their needs, expectations and proficiency levels before the teachers decide the next step of teaching. To accommodate this, the teacher has to be a facilitator and encourage students to take responsibility for themselves like creating their grammatical strengths and weaknesses lists. It could be reflected that for many reasons, it is in line with a study done by Amiryousefi and Tavakoli (2011) who reported that student individual differences may be related to their anxiety and motivation.

Generally, students' motivation plays a serious role in reaching the effectiveness of TOEFL preparation. Students' motivation can be seen as the way they engage in the classroom. Students' passive attitude in the TOEFL class

deals with students' character and motivation. The result of what they have shown in the classroom is what they feel. Being passive as a result of being shy for some students is considered as their characteristic while some others show that attitude as what feel, usually when they are less interested in the learning process. As a solution, the content of the lesson or teaching methodology in TOEFL preparation classes can be modified based on the schools and the senior high school students' interests, requirements, and level of English proficiency. Hence, as Pan (2009) suggests that students may then be more involved in the classroom, and thus, the learning effects will consequently be more effective. Mahmud (2014) further elaborates that students' less motivation was triggered by some difficulties such as teachers' insensitive approach or teachers' lack of attention towards them.

Studying TOEFL is not learning the basics of English but rather learning about how to effectively answer the TOEFL test questions and scientifically understand specific English texts. Accordingly, the teachers felt that they have a very challenging task to deal with the students with a limited vocabulary. Additionally, when the learners do not know the vocabulary, they simply focus on interpreting each word. It is better for the students at least to understand the basic skills in English before taking the TOEFL preparation because the less-motivated students with the absence of sort of vocabulary and grammar skills will have difficulties to comprehend the subsequent stage of TOEFL. Concerning this issues, a study by Yamada (2018) assumed that metacognitive strategies on vocabulary learning can help students preparing for language tests, like TOEFL. Some of the students believe that metacognitive strategies like learning extra vocabulary outside what has been taught in the class can be effective to improve their test-taking strategies. Teachers' "normal" approach was insufficient to excel students' scores. In other words, this TOEFL preparation class alone did not guarantee that students would be successful in performing the TOEFL test. Some other teachers tend to support the use of App and a variety of online vocabulary resources in their TOEFL preparation program for pre-college EFL students (Al-Johali, 2019).

The inappropriate timing for studying may seriously affect both teachers and students in the teaching-learning process. It is mentioned that timing is considered as one ethical aspect prior to the TOEFL preparation program (Alderson & Hamp-Lyons, 1996; Erfani, 2012). They said that time pressure can make the class become so boring or reduce the significant points they wanted to teach. They tend to be exhausted and take it out by sleeping in the class. When this happens a teacher has little chance to take students' attention to focus on

the material. They even do not want to actively engage in the classroom. Hence, before coming to the class, they should prepare enjoyable methods such as using games and ice-breakers to increase students' participation in the class. Also, school administrators may have discussed the scheduling of the class before the start of the TOEFL preparation program.

Class size becomes a serious matter in the TOEFL class. In the TOEFL preparation class, the overcrowded class often mentioned as the challenge encountered by an English teacher (Emery, 2012). It is crucial that the teaching-learning process has a favorable environment, else teacher might fail in achieving learning goals (Songbatumis, 2017). As a result, all teachers considered that a crowded class is ineffective. It made the teachers hard to cover all the material for them. Also, they do not have enough time to ensure all the students' have the same pace and comprehension of the material. Given the vast attraction to TOEFL, what Kim (2010) found is relevant to this present study, in which effective and communicative language teaching in test-preparation class is likely influenced by the class size. The smaller the class will be, the more positive mark on students, including the seating arrangement. In some cases, teachers and school administrators must agree on the maximum class size in preparation class as students need space for their language development and the style of learning.

Since TOEFL is a higher-level English test in which each skill requires deep understanding, students must be more focused. Then, having a lot of students in one class demands the teacher to have good classroom management to handle all students from different backgrounds and personalities. Unless the class will end in a mess. Teachers acknowledged that apart from student's different language proficiency, class size is very hard to accommodate because those problems should be solved at the beginning of the program by school administrators. In this case, school administrators shall first decide how the TOEFL class will be set. Thus, they should consider the number of students in each class and classify those students based on the level with diagnostic tests. Or else, it will be hard for the teacher to help the students to reach the goal.

Teachers assumed that the number of students has a crucial impact on the effectiveness of learning TOEFL class because it will be difficult to ensure that all students can have the same comprehension for a huge amount of students in one class. Bahanshal (2013) also agreed that English teachers believe that outsized class is the main obstacle for well-organized English teaching-learning. They mostly favor smaller class and believe it can reach more effective

and efficient learning. Consequently, a class of fifty students' need to use a different approach than a class of ten students. Class size and time management must be prepared to meet the needs of different students. Also, by transferring the powers, it may ease the burden of the performance pressure factors for the teacher. By doing so, the teacher could encourage the students to create their own goals and keeping track of their progress toward their goals.

After discussing the findings of this research, it can be inferred that this research has one similar point to the previous research conducted by Roza (2019). She argued, that too many students in the classroom will not help to deliver the TOEFL results. Moreover, in her study, Roza (2019) found that the difficulties encountered by the educators emerged from the frame of mind of the students, the class circumstance and the instructors. She further emphasizes that the TOEFL instructors approved that the students' desire to pick up their objective scores was the biggest encounter. On the other hand, although in this study, the difficulties experienced by the teachers when teaching TOEFL preparation class were mainly originated from students, particularly as they were new to TOEFL, another challenge that seriously hinders the achievement of the students is the class size of TOEFL preparation class.

CONCLUSION

This present study, in which English teachers interviewed three public schools in Aceh Province were inquired on their challenges in teaching students for TOEFL preparation class, disclosed that teachers felt that students' different language proficiency, students' lack of vocabulary and basic grammar mastery, students' fatigue and class timing, students' silent, class size, and time limitation are their most difficult challenges to tackle. Then, based on the result of this study, in some cases, for example in the class size, student placement, and scheduling/timing, teachers do not have the authority to cancel it out, as they must adhere to the school administrators. In addition, the study hopes that it can help English teachers to enrich the knowledge of teaching TOEFL based on teachers' experience. Therefore, they can be aware of every condition and prepare more entertaining methods in the learning process. A future study investigating the strategies used by the teachers will be helpful to create a comprehensive picture of this study. Perhaps, the result of this study would be a consideration for English teachers and school administrators to include TOEFL as an obligatory additional course for senior high school students to develop their English proficiency for future competitive academic and professional purposes. As for test administrators, this study may support the

idea of opening a specific preparation TOEFL program for high school students across Indonesia. Additionally, future researchers can shed some light on this field of study in different contexts.

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