

# A Training on TOEFL Strategies to Enhance Teachers' Career for English Teacher Forum in Jambi City

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## Abstract

This study aims to give training on TOEFL strategies for English teachers in English Teacher Forum (MGMP). The training is given for English Teacher Forum of junior high school in Jambi city. The training on TOEFL strategies is needed to enhance teachers' career. This study used training and survey approach. The training was related to the strategies of taking the TOEFL test. It includes the strategies of Listening, Structure, and Reading in TOEFL. The survey used questionnaire to discover participants' perceptions of the training. The results showed that the training was beneficial for the English teachers of junior high school in English Teacher Forum. They were able to understand TOEFL strategies. For further study, it is recommended to conduct another training of TOEFL with deeper understanding. Hence, it can enhance more knowledge on TOEFL.

## 1. Introduction

English is used in education and working place (Devi et al., 2024; Nugraha et al., 2023). In the context of education, English is taught from elementary school to university (Rosyidi et al., 2024; Syamsurrijal et al., 2021). In the context of working, English competence is needed to enhance job in the process of job selection (Basori et al., 2021), to communicate and also to enhance people's career when they have English proficiency certificate (Wirawan et al., 2023). English is also used internationally (Kartika et al., 2025).

TOEFL is Test of English as a Foreign Language. This test is needed to measure English competence (Lestari et al., 2024). TOEFL consists of TOEFL ITP (Test of English as a Foreign Language – Institutional Testing Program) and TOEFL IBT (Test of English as a Foreign Language – Internet Based Test) (Lestari et al., 2024). TOEFL ITP consists of Listening, Structure and Written Expression, Reading (Ma'ruf et al., 2023; Rojak, 2022). TOEFL IBT consists of Reading, Listening, Speaking, Writing (Putri et al., 2023).

TOEFL certificate can be used to measure in academic context such as university entrance requirement (Ginting et al., 2023; Rosyidi et al., 2024) and as added value to students (Rosaria et al., 2024) and to be highly competitive (Sirajuddin & Yahrif, 2021). TOEFL certificate can also be used to enhance career at work. TOEFL certificate shows someone's English competence (Prasetianto et al., 2024) with international standard (Amalia et al., 2023). Since TOEFL is needed at work to compete globally (Nugraha et al., 2023; Sutarman et al.,

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2024), then TOEFL training is needed. Besides, each session of TOEFL has its own difficulties so that it is needed to have TOEFL training (Fitria, 2022).

Based on need analysis conducted by community service team in English Teacher Forum (MGMP) of junior high school in Jambi city, it is needed to have the training that focuses on strategies to take the TOEFL test. “English Teacher Forum (MGMP) is a forum provided for teachers of similar subjects to solve various problems faced in efforts to improve teacher performance” (Firman, 2016). English Teacher Forum (MGMP) consists of English Teacher Forum of junior high school (MGMP SMP) and English Teacher Forum of senior high school (MGMP SMA) (Najri, 2020; Nurlaeli & Saryono, 2018). In addition, this can also improve teachers’ competence. There are four teachers’ competencies, namely pedagogic competence, personality competence, social competence, and professional competence (Langgau & Mataputun, 2016).

There are five previous studies. The first is Training of Toefl Trick for MI Teachers (Nurdiawati et al., 2025). The result of this training is an increased understanding of the TOEFL test. The second is TOEFL Training for Islamic Boarding School Teachers (Ilham et al., 2024). The result of this training is an increase in TOEFL scores after the training. The third is TOEFL training for English Education students (Budiharto et al., 2024). The result of this training is understanding of TOEFL improves. The fourth is TOEFL Training and Simulation (Ruminar et al., 2023). The result of this training is students gain knowledge on TOEFL strategies. The fifth is TOEFL learning for MGMP Muara Enim teachers (Anggraini et al., 2023). The result of this training is an improvement in understanding of TOEFL for teachers.

Based on previous community service training, there have been no TOEFL strategies training that focuses on English Teacher Forum (MGMP) and there is also a need for this training during the initial survey. Hence, the community service team focuses on this training. The objectives of this study are to give training for English Teacher Forum (MGMP) of junior high school in Jambi city on TOEFL strategies and to develop collaboration between English Teacher Forum (MGMP) and university.

## **2. Research Design**

The study conducted was a training by the community service and quantitative research with a survey approach.

### **2.1.1. Research Design Method**

The research conducted was training and quantitative research using a survey design. “Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population” (Creswell, 2012). A training of TOEFL strategies on Listening, Structure, and Reading was given first, then it was continued with survey research.

### **2.1.2. Participants**

The participants of the training were English teachers of junior high school in Jambi city. There were 22 teachers that attended the training. The training was conducted at State Junior High School 11 on Friday, 25<sup>th</sup> April 2025.

### 2.1.3. Instruments

The instrument of this study was questionnaire. Questionnaire consisted of closed-ended questionnaire and open-ended questionnaire. Closed-ended questionnaire consisted of ten statements and open-ended questionnaire consisted of two statements.

### 2.1.4. Procedure

The procedure of the training was as follows. Firstly, the community service team did need analysis on the need of English Teacher Forum (MGMP) of junior high school in Jambi city. The result of need analysis was English Teacher Forum (MGMP) needed a training on TOEFL strategies to enhance teachers' career. Secondly, the community service sent the letter to the Head of English Teacher Forum. Thirdly, the trainer in community service prepared the materials for the training. The materials included the strategies on doing TOEFL Listening, Structure, and Reading. Fourthly, the community service team conducted the training on TOEFL strategies. Fifthly, after the explanation in the training, the participants filled in the questionnaire. Sixthly, the questionnaire was analyzed by using the percentage for closed-ended questionnaire and description for open-ended questionnaire.

## 3. Results and Discussion

The results are divided into two parts. The first is the result of closed-ended questionnaire and the second is the result of open-ended questionnaire. The result of closed-ended questionnaire is as follows.

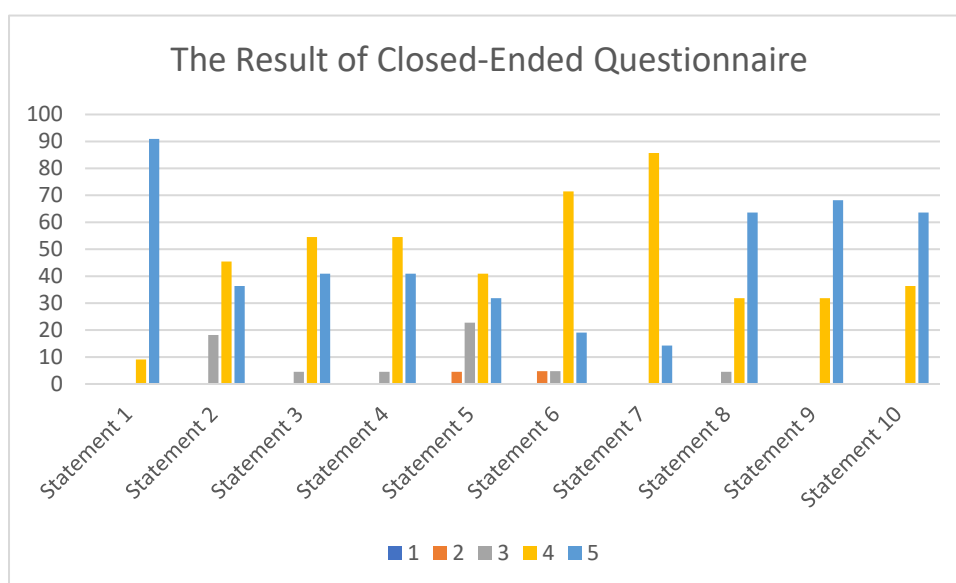


Figure 1. The Result of Closed-Ended Questionnaire

The graph above showed the percentage of closed-ended questionnaire. The first statement, the participants strongly agreed (91%) that the training on strategies of doing TOEFL was beneficial. The second statement, the participants agreed (45%) that participants understood the strategies on doing TOEFL Listening. The third statement, the participants agreed (55%) that the participants understood the strategies on doing TOEFL Structure. The fourth statement, the participants agreed (55%) that the participants understood the strategies

on doing TOEFL Reading. The fifth statement, the participants agreed (41%) that the participants could do exercises on TOEFL Listening. The sixth statement, the participants agreed (71%) that the participants could do exercises on TOEFL Structure. The seventh statement, the participants agreed (86%) that the participants could do exercises on TOEFL Reading. The eighth statement, the participants strongly agreed (64%) that the trainer could explain well on the strategies of doing TOEFL. The ninth statement, the participants strongly agreed (68%) that the participants were delighted in attending the training on strategies of doing TOEFL. The tenth statement, the participants strongly agreed (64%) that the training of TOEFL strategies ran well. Based on the results of closed-ended questionnaire, the participants agreed that the training gave good contribution. The training of TOEFL strategies was conducted in laboratory as follows.



Figure 2. Training of TOEFL Strategies

There was also open-ended questionnaire. The first was participants' opinions of the training on doing TOEFL. The results were the training was interesting, enhancing knowledge on TOEFL strategies, making easier in doing TOEFL, clear in all parts, be able to be understood, extraordinary since the participants could get strategies on doing TOEFL test, good and beneficial, the trainer explained very well, adding knowledge in doing TOEFL, the training ran well and easily understood. The second was about the suggestions about the training. The results were the training continued next time, making simple the materials, having more enough time to do the exercises, doing another training on Listening, giving more frequent training, doing another training on Reading, and more interactive in question-answer session. From the closed-ended questions and open-anded questions, this training supported the previous studies in which the training enhances the participants' knowledge on TOEFL (Anggraini et al., 2023; Budiharto et al., 2024; Ilham et al., 2024; Nurdiawati et al., 2025; Ruminar et al., 2023).

#### 4. Conclusion

Based on the results and discussion above, the training was conducted well. The trainer explains well of TOEFL strategies and the participants understand clearly on the strategies of

doing TOEFL test. The participants understand the strategies on doing Listening, Structure, and Reading in TOEFL. The suggestion is the training is conducted again. Hence, it can broaden more knowledge on TOEFL strategies. It is also needed more time for the training so that the participants can have more time to do TOEFL exercises.

## Author Contributions

All authors have contributions to the paper.

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## Declaration of Conflicting Interests

No conflict interest

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