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ABDIES (Ahmad Dahlan Journal of English Studies) Lecturers' Strategies in Teaching Toefl to Non-English Department Students at State College for Islamic Studies (STAIN) Curup Leffi Novianty [1] [1] Lecturer of STAIN Curup, Bengkulu, Indonesia [1] Received: 2019-02-05 Revised: 2019-02-08 Accepted: 2019-02-20 ABSTRACT The objectives of this research are to find out the strategies, the reason the lecturers use the strategies, the way the implement the strategies and the problems they face in implementing the strategies. The data is collected through deep interviews and observation. The findings show that the strategies used are: teaching the usage, not the rules, helping the students with the four skills, teaching the students the strategies in doing TOEFL, using appropriate material, note-taking, doing the preparation and using students' psychic abilities. The reason the English lecturers use the strategies are to build the students self-confident, to train the students using the time effectively, to minimize the students weaknesses and to strengthen their power in order to get good score. The way the lecturers implement the strategies are: to teach the students in class, and to train the students do self-correction by note-taking. While the implementation of strategies performs in various ways. Most strategies are also found such as the students have low vocabulary mastery, very limited background on TOEFL and that the students need to look for them when they are bad scores in English Subjects. Keywords: teaching strategies, TOEFL, Non-English Department students INTRODUCTION The TOEFL test is an international standard test of English that measures the students' English proficiency. It is based mostly on American English. According to Zhang (2007), The TOEFL test is required by more than 7,000 colleges, universities, and licensing agencies in 110 countries throughout the world. TOEFL measures the ability of non-native speakers of English to participate in academic settings. It is a paper-based test (PBT) or a computer-based test (CBT) that measures the language competence in reading, listening, speaking, and writing. The TOEFL test is a compulsory test for English Department students at State College for Islamic Studies (STAIN) Curup. It is a requirement for graduation. The TOEFL test is also required for those who want to continue their study to the next level. It is a requirement for those who want to be a TOEFL tutor, or a TOEFL proctor. It is for certain graduate studies or for the internship program. The TOEFL test is also required for those who want to be a TOEFL tutor, or a TOEFL proctor. It is administered by the university and only used for internal usages in order to examine the students' English proficiency. Clearly, the TOEFL is an example of a very high stakes test. It is very important for students to current internationally competitive in English language learning. It is very important, therefore, expect it to have considerable washback onto teaching and learning. To the extent that teachers see their principal task as helping learners increase their knowledge of and ability to use English, think about what is appropriate and relevant, and then adjust their classroom practices and methods, their TOEFL teaching might have beneficial washback. To the extent that the content and design of TOEFL preparation textbooks support teachers in their principal task of helping students increase their knowledge of and ability to use English, these textbooks might have beneficial washback. But this is no easy task: It requires the inclusion of appropriate content carefully designed to match learning needs and sequence and pitched to learners' current classroom pedagogical practices. It also requires keeping the TOEFL test in mind while considering what is appropriate and what the demands of the test itself are. This suggests, then, that the task of designing and writing test preparation textbooks would be more highly skilled and complex work than the task of designing and writing mainstream language learning textbooks. There is a great deal in TOEFL preparation textbooks does not know about the teaching of TOEFL or other test preparation. How much of it goes on, both in the U.S. and around the world? Who teaches it? What English language teaching qualifications do the teachers have? What English language teaching methods are used in TOEFL preparation? Does ETS offer a training program for TOEFL preparation teachers? Do other test agencies offer training courses for test preparation teachers? Has TESOL Committee on Professional Preparation specifically at test preparation teachers? An informal inquiry of 10 large language schools in the U.S. revealed that none required any specific qualification for their teachers of TOEFL preparation classes besides that for teachers of other courses. The vice-president of English competency for university students in state-funded Hong Kong universities, Stephen Bailey, Jonathan Neil-Jones (STAIN Curup) 2013 particularly on the improvement of STAIN output quality. It is mentioned that the minimum score of TOEFL (Test of English as a Foreign Language) for STAIN students is 450 for the English Department students. The English Department students have to achieve the goal of TOEFL (Test of English as a Foreign Language) Bahasa Inggris is a tool that has legalized the path to job description and to be able to develop their English competence. In 2015, UPB designed a program called TOEFL training for all STAIN Curup students that help them prepare and face TOEFL test. Unfortunately, TOEFL has also become one item for the graduation requirement. It will be hard for students to graduate if they get ordinary for English lecturers to teach TOEFL for English Department students as a subject. Moreover, TOEFL is not a new thing for English Department students. The reason why TOEFL is important for English Department students is because TOEFL is a requirement for graduation. Moreover, Topic sentence is a sentence about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the course objectives, the learners, the learning strategies, and the instructional materials. Then, the topic sentence should include a statement analyzed, inferred decisions can be made about course content, structure, methods of assessment, and other key components. The process of planning is called for, and it is discussed. The process of analysis is discussed. The process of creating is discussed. The process of selecting strategy works equally well for an individual class or an entire curriculum.) As an instructor, the lecturers need to make decisions about what topics to include and which to omit, and the order in which those topics will be presented; which pedagogical techniques to use (e.g., lecture, discussion, pairs, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc. More often than not those decisions are made on the basis of what the lecturers have taught the class, or even what your lecturer did, and so on. Topic sentence is a sentence that is the same or a similar course. But those models may or may not accomplish the overarching goal of teaching— to help students master a set of key ideas and skills related to the course. In the teaching and learning process, the lecturers need to be able to make decisions based on the data, according to Woods, Hoin, and Sanders (1997) state that more can be done to improve education by improving the effectiveness of teachers than by any other single factor. It can be said that the lecturers are concerned more in the teaching and learning process. Sanders (1998) also mentioned that the single largest factor affecting the academic growth of populations of students is the differences ineffectiveness of individual classroom teachers. There have been many studies of research that investigate that teachers have a great influence on the students' achievement. Research has provided empirical evidence exists to determine which set of English teacher characteristics correlates with positive student learning outcomes. Based on some reasons above, they intended to conduct a research entitled Lecturers' Strategies in Teaching English lecturers in teaching TOEFL to non-English Department students. The significance of this research and its importance are the strategies used by English Lecturers in teaching TOEFL to non-English Department Students in State College for Islamic Studies (STAIN) Curup. The strategies used by English Lecturers in teaching TOEFL to non-English Department Students in State College for Islamic Studies (STAIN) Curup. The reasons why English Lecturers use the strategies in teaching TOEFL to non-English Department Students in State College for Islamic Studies (STAIN) Curup. The way English Lecturers implement the strategies in teaching TOEFL to non-English Department Students in State College for Islamic Studies (STAIN) Curup. The problems faced by English Lecturers in teaching TOEFL to non-English Department Students in State College for Islamic Studies (STAIN) Curup. There are so many theories that suggest the strategies in teaching TOEFL in the classroom, Lucie (2014) explains the strategies as follow: 1. Preparation In the first class, to give the students a feel that they are ready to learn and that the teacher is a good idea. This should be done before the remainder of the course begins to show them that the TOEFL test is not a walk in the park. Tell the students that learning TOEFL is not easy and that they must do an incredible amount of work in order for them to get the score that they require. If the lecturers strongly believe that a student's ability to do well in the TOEFL test is a matter of luck, which involves a great deal of structure in the lessons. 3. Know the Subject Try to take a few practice TOEFL tests on either the internet or even the language center. It can be said that the lecturers are concerned more in the teaching and learning process. 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