



The Evaluation of the TOEFL Preparation Program in an Indonesian University

Tri Jampi Setiyorini

English Education Department, Faculty of Education and Humanity

Universitas Islam Mulia Yogyakarta

Corresponding E-Mail: tri.jampi@uim-yogya.ac.id

Received: 2025-05-19 Accepted: 2025-06-28

DOI: 10.24256/ideas.v13i1.6731

Abstract

Many university learners from non-English department have difficulties during the TOEFL preparation program. This research aims to evaluate the implementation of the TOEFL preparation program in an Indonesian University based on context, input, process, and product. The research participants were a TOEFL instructor and 121 management students in the seventh semester. This research was evaluation research. The research instruments were online observation, checklist, and one-on-one interview. The results indicated that the TOEFL preparation program had not fulfilled the context because there was no curriculum in the TOEFL preparation program. Then, the input was good because the instructor used the structured lesson plan, the TOEFL books, the TOEFL software, structured schedule, qualified human resource, and clear budget. The process was moderate because the instructor could explain the materials clearly, gave questions-answers and exercises to check students' understanding of the material, but he still used teacher-centred learning. The product was in low category. Most students' TOEFL scores were under 400. The researcher suggests that the instructor designs the TOEFL curriculum, uses student-centred learning, encourage learners to participate actively in the class, uses team teaching, emphasize vocabulary, and give more exercises to improve the quality of the TOEFL preparation program.

Keywords: *CIPP, evaluation, TOEFL, TOEFL preparation program*

Introduction

TOEFL is a global standardized test measuring a person's language proficiency (Kaniadewi & Asyifa, 2022). It is an international language proficiency test to assess English non-native speakers' skills and it is usually used in academic setting (Ginting et al., 2024). In reading, learners must have prior knowledge to improve their text's comprehension (Pranoto et al., 2025). TOEFL instructors must apply teaching strategies such as skimming, determining key phrases, emphasizing topic sentences, recognizing organizational text's pattern, using graphic organizer, and summarizing (Pranoto et al., 2025).

TOEFL is categorized into IBT (Internet-Based Test) and ITP (Institutional Testing Program). IBT is used to find out learners' skills to perform academic tasks, while ITP is used for a multi-purpose function. Learners use the ITP TOEFL test to measure their English proficiency, to enrol in a university, and to fulfil the requirement to study abroad. The ITP TOEFL test is categorized into reading comprehension, listening, and structure & written expression (Malik et al., 2023).

In Indonesia, universities oblige learners to pass TOEFL test before their graduation (Pranoto et al., 2025). However, they still face some difficulties passing the test. They still find difficult to understand the recording for listening test (La'biran & Dewi, 2023). They also do not comprehend sentence structures and are not able to analyse the incorrect parts in written expressions (Herman et al., 2023). Other TOEFL test problems faced by learners are time limitation, insufficient preparation, lack of spoken language comprehension, text's complexity, and anxiety (Rifiyanti et al., 2023).

TOEFL preparation program is essential for learners to enhance their motivation, attitude, and confidence in taking TOEFL test (Kaniadewi & Asyifa, 2022). It introduces them to know TOEFL test-taking, get accustomed to TOEFL questions, and to enhance their TOEFL skills (Pranoto et al., 2025). In this program, the instructor teaches listening, reading, and structure and written expressions. It can enhance learners' scores and their TOEFL test comprehension (Aprilliandari & Sugiharto, 2023).

Listening in TOEFL consists of short dialogues, long conversation about the learners' affairs, and conversations about academic topics and campus life (Juliana, 2021). Listening skill has a vital role in enhancing learners' competence, understanding the world, and developing life values. When students feel engaged in listening tasks, they will activate schema to understand the passage (La'biran & Dewi, 2023).

Reading skill concerns understanding the topic, main idea, detailed information, unstated details, the aim of the text, implied meaning, synonym, reference, and vocabulary in context. All questions contain various discourse topics and scientific topics. Students need to master various scientific topics and understand vocabulary for each discipline (Juliana, 2021).

The structure and written expression are similar to grammar, which is a language milestone (Juliana, 2021). In this section, learners deal with sentence completion and error recognition. They only complete the sentence by choosing the correct answer in sentence completion. In error recognition, they must identify errors in the sentence (Fitria, 2021).

In TOEFL preparation program, sometimes the tutor spends much time providing strategies for answering questions to improve learners' scores, but they neglect learners' comfort in the class, so they feel bored in the TOEFL. It makes learners unable to achieve good scores in the test (Maharani & Putro, 2021).

TOEFL preparation program in a private university in Purworejo belongs to a compulsory program both for English department and non-English departments. It aims to prepare learners to face the TOEFL test and improve learners' English proficiency. In this program, they will have several meetings to discuss the TOEFL materials with the instructor. During the program, they are given some exercises to enhance their understanding of the materials and their English skills. Then, at the final meeting, they will get the TOEFL test and the TOEFL certificate.

In a private university in Purworejo, non-English department students still have some problems in the TOEFL preparation program, especially management students. First, many students still have some weaknesses in listening comprehension. They lack vocabulary, so they do not understand what the recording tells. They also still feel difficult to recognise some English pronunciation. Sometimes, they do not concentrate well while listening to the recording, so they miss some information. Consequently, they cannot determine the topic, the specific information, the setting, and the implied meaning from the recording.

Second, the students still have some weaknesses in structure and written expressions. They do not master the English tenses and their uses. They still cannot differentiate the use of articles a, an, and the. They are also still confused about parallelism and its use. They also still cannot identify what is missing in the sentence. Then, they do not understand the types of conjunctions and their differences in use. They also seldom practice doing grammar exercises. Rina & Tiarina (2021) found that many wrong answers in the TOEFL test were structure and written expressions because learners did not understand the grammar rules. Akmal et al. (2020) also reported that learners' difficulties in structure and written expressions were caused by inadequate vocabulary, lack of grammar competence, and inability to manage time.

Third, the students still have some weaknesses in reading comprehension in the TOEFL test. The texts are long, scientific, and complicated to understand. The students say that they sometimes feel bored and give up doing the test when the text is long. It is in line with the theory proposed by Maharani & Putro (2021) that reading comprehension in the TOEFL test can make students bored because the texts are scientific and closely related to academic contexts. Muliawati (2020),

also reported that it is necessary to enhance learners' motivation during the TOEFL test to make them have high scores.

Students also do not use specific strategies such as skimming and scanning to find the answers, so they still meet difficulties in determining the main idea, the topic, the specific information, and the implied meanings in the TOEFL test. Then, they also do not have an adequate vocabulary, so they cannot answer the questions related to synonyms. It also makes them unable to understand the text's content. Girsang (2019) also reported that a lack of vocabulary makes learners difficult to comprehend the text. Zalha et al. (2020) also found that limited vocabulary and unfamiliar words fail students to comprehend the text's meaning. Some also do not understand the pronoun and its reference in the text. Rina & Tiarina (2021) reported that reading comprehension problems faced by learners in TOEFL tests deal with the main idea, detailed information, transitions, context to detect the words meaning, and the passage tone.

Based on the interview with the TOEFL instructor in a private university in Purworejo, the instructor always uses some TOEFL books and the TOEFL software as the resources to teach the TOEFL. He also explains all materials clearly and answer students' questions. However, there is no specific TOEFL curriculum, and the lesson plan is made based on the TOEFL books. In addition, many students get low scores in the TOEFL test. Only some students get moderate scores and nobody get high scores.

Here, the evaluation of the TOEFL preparation program in a private university in Purworejo is crucial to do. Evaluating TOEFL preparation program is effective to find out the program's effectiveness (Maharani & Putro, 2021). It can evaluate the quality of TOEFL preparation program. CIPP evaluation model is a comprehensive framework to guide the implementation of evaluations of programs, personnel, products, and institutions (Rama et al., 2023). The context evaluation can identify learning needs and learners' needs. The input evaluation can design a project that meets the identified needs. The process evaluation checks the learning process.

The product evaluation evaluates learning outcomes and interprets their significance (Yuliarti et al., 2021). CIPP evaluation model provides a comprehensive framework to do formative and summative program evaluation (Prayogo, 2022). The advantages are giving a very detailed explanation of a project, being able to move in formative and summative areas, being more comprehensive in filtering information and providing a good element in making decisions and policies to design a better program. The CIPP evaluation model also comprehensively evaluates each evaluation stage (Diharja et al., 2023).

The CIPP evaluation results can make four decisions: planning, structuration, implementation, and recycling. Planning affects the selection of goals and activity targets. Structuration determines the optimal strategy to attain the goals. The implementation provides instruments to apply and enhance the existing programs.

Recycling detects whether the activity must be continued or stopped (Rama et al., 2023).

Referring to the study's background, the researcher formulates four research questions as follows:

1. How is the context of the TOEFL preparation program in a private university in Purworejo?
2. How is the input of the TOEFL preparation program in a private university in Purworejo?
3. How is the process of the TOEFL preparation program in a private university in Purworejo?
4. How is the product of the TOEFL preparation program in a private university in Purworejo?

Referring to the research questions above, the researcher formulates four research objectives as follows.

1. To evaluate the context of the TOEFL preparation program in a private university in Purworejo,
2. To evaluate the input of the TOEFL preparation program in a private university in Purworejo,
3. To evaluate the process of the TOEFL preparation program in a private university in Purworejo, and
4. To evaluate the product of the TOEFL preparation program in a private university in Purworejo.

Methods

1. Research Design

This research is qualitative. Qualitative research examines a phenomenon in rich detail (Ary et al., 2010; Creswell, 2012). The research design is an evaluation research design (Supriani & Dardjito, 2019). The focus of this study is about TOEFL preparation program evaluation. In this study, the researcher gave comprehensive information about the evaluation of the TOEFL preparation program in a private university in Purworejo. This research used the CIPP model (Stufflebeam & Coryn, as cited in Supriani & Dardjito, 2019).

2. Research Setting

The researcher researched in a private university in Purworejo, Central Java, Indonesia. The researcher took the data from 3 December 2024 to 26 December 2024.

3. Research Participants

The research participants were a TOEFL instructor and 121 seventh-semester students of the management department of a private university in Purworejo, Central Java, Indonesia.

4. Research Instruments of CIPP in this Research

The research instruments were online observation, checklist, and one-on-one interview.

5. Data Sources

The data sources of this research were video recording and documents. The video recording was the recording of the TOEFL class. The documents were the results of TOEFL scores, the result of checklist, and the transcript of the interview.

6. The Technique of Collecting Data Using CIPP

There were some techniques for collecting the TOEFL preparation program evaluation following the CIPP.

- a. For context evaluation, the data needed was the TOEFL preparation program curriculum. The researcher interviewed the TOEFL instructor in a private university in Purworejo about the curriculum and the program's objectives. The researcher also interviewed 3 students for needs analysis to evaluate the context of the TOEFL preparation program regarding their necessities, lacks, and wants.
- b. For input evaluation, in line with Zhang et al. (2011), the required data were obtained from interviews with the TOEFL instructor. The researcher evaluated the TOEFL books, the lesson plan, the human resource, the schedule, and the budget.
- c. For process evaluation, the researcher interviewed the TOEFL instructor. Interviews were conducted to see how the learning process started from designing lessons, implementing lessons, and assessing students' abilities. The researcher conducted online observation. The observation was done by recording the learning process of the TOEFL preparation program in a private university in Purworejo to identify how the instructor taught students from the opening until closing, and the methods the instructor used.
- d. The product evaluation used TOEFL test scores. It aimed to find out the products of the TOEFL preparation program. It detected whether the program implementation had a good effect on learners and whether learners had good skills in TOEFL tests. The implication was whether the learners' TOEFL scores were good.

Observation

In doing observation, the researcher took some steps: asking for permission from the TOEFL instructor and students to take data, recording and observing the TOEFL preparation program, and saving the video recording.

Checklist

In filling the checklist, the researcher took some steps: preparing the checklist, listening and watching the video recording of the TOEFL class, and putting a tick on every statement in the checklist.

One-on-One Interview with the TOEFL instructor

The researcher interviewed the TOEFL instructor. In conducting the one-on-one interview, the researcher took some steps: asking for permission from the TOEFL instructor to take data, scheduling Zoom meeting and preparing questions related to context, input, process, and product, asking questions to the TOEFL instructor and recording the interview, and saving the interview's result.

One-on-One Interview with the students

The researcher interviewed 3 students to analyse their needs about the TOEFL preparation program. It was conducted using WhatsApp. It is crucial to evaluate the context of the TOEFL preparation program. In conducting the one-on-one interview, the researcher took some steps: asking for permission from the students to take data, asking students 6 questions related to necessities, lacks, and wants, recording the interview, and saving the interview's result.

7. The Technique of Analysing Data

Online Observation

In analysing observation, the researcher took some steps: watching the video recording, identifying, categorizing, explaining, and concluding the implementation of the TOEFL preparation program.

Checklist

In analysing the checklist, the researcher took some steps: watching the video recording, reading the checklist's result, identifying the TOEFL preparation program, categorising TOEFL preparation program, explaining TOEFL preparation program, and concluding TOEFL preparation program.

One-on-One Interview with the TOEFL instructor

In analysing one-on-one interview, the researcher took some steps: listening to the interview's result, transcribing the interview's result, reading the interview's result, identifying the TOEFL preparation program implementation based on the interview's results concerning the context, input, process, and product, categorising the implementation of the TOEFL preparation program, explaining the implementation of the TOEFL preparation program, and concluding the result.

One-on-One Interview with the students

In analysing one-on-one interviews, the researcher took some steps: reading the interview's result, transcribing the interview's result, identifying students' needs related to the TOEFL preparation program, categorising students' needs about the TOEFL preparation program, explaining students' needs about the TOEFL preparation program, and concluding the result.

Results and Discussion

In this section, the researcher presents the findings and discussion of the research. The research findings are analysed using the CIPP model. It includes context, input, process, and product.

The Results of the Interview

1. Context

Based on the interview's result with the TOEFL instructor of a private university in Purworejo, there was no curriculum for the TOEFL preparation program. However, the objectives of the TOEFL preparation program were stated in the document. First, the TOEFL preparation program aimed to enhance learners' English proficiency, including listening comprehension, structure and written expressions, and reading comprehension. Second, it detected learners' English competence.

Third, it could be the basis to make a policy because TOEFL was a compulsory English program in a private university in Purworejo. The TOEFL preparation program's goals were also stated in the lesson plan, but it was more detailed. The instructor said that students could determine the topic, specific information, explicit and implicit information from short conversation, longer conversation, and talks (listening comprehension). Learners could analyse and apply independent clauses, adjective clauses, participial phrases, prepositional phrases, adverb clauses, noun clauses, word forms, word order, comparatives and superlatives, parallelism, articles, and conjunctions (structure and written expressions).

Students could determine the main idea, topic, analyse the text's purpose, determine the synonym, and the reference. Finally, at the end of the program, students could attain the targeted score in the TOEFL test. Of course, learners had to obtain the minimum TOEFL score, which the department determined. The instructor also stated that the program's goals met learners' needs because TOEFL was always used as the requirement for learners' graduation. When learners applied for a job, they attached the TOEFL certificate. It was vital to conduct needs analysis to improve the existing program.

Regarding needs analysis, the researcher interviewed 3 students from management department. The researcher gave 6 questions related to students' necessities, lacks, and wants. About necessities, the students said that they needed to learn TOEFL because TOEFL was needed when they applied for a job after they graduated from the university. They also said that they needed to learn TOEFL because TOEFL was the requirement for their graduation. One student said that she wanted to have a good score in TOEFL test, and one student said that he wanted to improve his listening comprehension, structure and written expression, and reading comprehension.

- a. Student A said, *"I need to learn TOEFL to apply for a job and to pass the TOEFL test before I graduate from my university."*
- b. Student B said, *"I learn TOEFL because I want to have a good score in my TOEFL test."*
- c. Student C said, *"I want to enhance my listening skill, structure and written expressions, and reading comprehension."*

Regarding students' lacks, student A said that she could determine the topic and the main idea in reading comprehension, but she still could not find the synonym due to lack of vocabulary. For listening comprehension, she could do all exercises and understand the conversation both short dialog, monolog, and longer talk. However, she needs a lot of time to finish all exercises. For structure and written expressions, student B said that she could fill the subject, object, and the complement.

She could also determine the quantifiers. However, she still found it difficult to find the unfamiliar words meaning. Student C said that he could determine the main idea and the reference, but he still had difficulties in finding the synonym and felt difficult to understand the text due to inadequate vocabulary. In listening comprehension, student A, B, and C still felt difficult to determine the implied meaning. For the structure, she sometimes forgot the formula. Student C said that he had understood reading materials, but had not mastered listening comprehension and structure and written expressions.

He still felt difficult to comprehend the meaning of the recording.

- a. Student A said, *"I can determine the topic and the main idea in the text, but I feel difficult to find the synonym because of inadequate vocabulary."*
- b. Student B said, *"I can understand the conversations both monolog, short dialog, and longer talk, but I need a lot of time to finish all exercises."*
- c. Student C said, *"I understand reading materials, but I have not mastered listening and structure and written expressions."*

Regarding students' wants, student A said that she wanted to have more exercises, more explanation, relaxed, interesting, and exciting learning situation. Student B said that she wanted the instructor to give her TOEFL test example with answers, then he gave the exercise. Student C said that the instructor needed to review TOEFL materials to enhance learners' understanding of TOEFL. Student A, B, and C wanted their instructor to play the podcast/video, play a song, and give exercises to enhance their TOEFL understanding and to make them not sleepy.

- a. Student A said, *"I want to have more exercises, more explanation, relaxed, interesting, and exciting learning situation."*
- b. Student B said, *"I want the instructor to give her TOEFL test example with answers, then he gave the exercise."*
- d. Student C said, *"I think that the instructor needs to review TOEFL materials to improve students' TOEFL understanding."*

Based on the interview with the students, learners' necessities are that they learn TOEFL because they need TOEFL to apply for a job and it is also the requirement for their graduation. They also need to improve their English skills. Learners' lacks are they understand how to determine the topic and the main idea, but they still feel difficult to find the synonym, the implied meanings of the recording, and comprehend the text. Learners wants are that they want more exercises, materials review, exciting and relaxed learning situations. They also want their instructor to play the podcast/video, play a song, and give more exercises to improve their understanding of TOEFL and to make them not sleepy.

2. Input

Based on the interview's result with the TOEFL instructor, there was a lesson plan and some books used for teaching TOEFL. The instructor stated that the TOEFL materials were listening comprehension, structure and written expression, and reading comprehension. The resources in the form of the mp3 recording were provided by language department. The other resources were taken from the Complete Guide to the TOEFL Test: PBT Edition written by Bruce Rogers, TOEFL preparation materials from language department, Longman Complete Course for the TOEFL Test written by Deborah Phillips, and TOEFL Barron software.

All learning materials in the lesson plan were suitable with the resources and the goals of the program. The instructor also stated that he usually followed the schedule from *Lembaga Bahasa* (language department) in teaching TOEFL. It was conducted every Friday. For the instructor, in the management department, the instructor was only Mr. ANJ. He was graduated from the English education department in Semarang State University. It means that the TOEFL preparation program has qualified human resource. For the English department, there were 3 instructors since it used team teaching. For the budget, all students only needed to pay Rp 200,000.

3. Process

Based on the interview's result with the TOEFL instructor, the instructor always taught students based on the lesson plan, including the opening to closing. He used resources from the TOEFL books from Philips, Bruce, and TOEFL materials from *Lembaga Bahasa*.

The instructor stated that he taught listening comprehension using a bottom-up strategy when the purpose of the course was to enable learners to recognise sounds. Then, he used a top-down strategy when the questions were about determining the topic, the profession, the setting, the event, and the implied meanings. Learners' challenges in listening comprehension were lack of concentration, inability to recognise sounds, inability to listen to the recording accurately, and misunderstanding of the recording's content.

The instructor stated that he taught reading comprehension by asking students to read the text, translate it, and search for the meanings in the dictionary. In every meeting of the reading section, he asked them to use a skimming technique to identify the topic, determine the main idea and the purpose of the text. He also asked them to use scanning techniques to determine specific information. For the questions related to synonym, he always asked them to improve their vocabulary. Sometimes, the words were not included in the passage in searching for the synonym.

The instructor sometimes instructed them to guess the meaning from the context of the text. He always asked them to do the reading tasks in every meeting, so he used the Task-Based Language Teaching method. During the TOEFL class of reading comprehension, learners faced some difficulties. They did not have much vocabulary, so they found it difficult to understand the text. Then, when the test was very long, they gave up. They also felt that finding a similar meaning or synonym was difficult. A lack of vocabulary also caused it. They did not know the word's meaning, so they could not answer the question correctly.

The instructor said that he taught structure and written expressions using lecturing and exercises, so the methods were Task-Based Language Teaching and Presentation, Practice, and Production. He explained the materials and asked learners to do the exercise. Students' difficulties during the TOEFL class of structure and written expressions were that they did not understand the tenses and the formula, so they could not answer the questions correctly.

The instructor used a genre-based approach in teaching reading comprehension because reading was always related to texts. He also used a communicative approach because he always asked learners to discuss the exercises. In teaching listening comprehension, the instructor used a top-down and bottom-up approach. A top-down approach was used when the instructor asked students to determine the topic, the event, the setting, and the implied meaning of the short conversation, longer conversation, and monolog.

A bottom-up approach was used when the instructor asked students to identify words. In teaching structure and written expressions, the instructor asked learners to do exercises after he taught the formula. In this part, the instructor used Task-Based Language Teaching (TBLT) and Presentation, Practice, and Production (PPP) methods.

Sometimes learners complained about the TOEFL class. They said that all skills (listening comprehension, structure and written expressions, and reading comprehension) were difficult. The learners often asked the instructor to reduce the recording speech and repeat the recording several times for listening comprehension. For reading comprehension, sometimes they asked the instructor to give shorter texts.

For formative assessment, the instructor usually asked learners to do exercises for listening comprehension, structure and written expressions, and reading comprehension. Doing exercises was conducted in every meeting. Then, the instructor asked students to do the TOEFL test for summative assessment. After that, he scored it. Based on the interview's result, the TOEFL preparation program usually ran well because learners always had great enthusiasm in joining the TOEFL program. Learners had fourteen meetings and they had the TOEFL test at the end of the course.

They also did exercises in TOEFL software. However, there were technical problems such as unstable connections. Some students sometimes could not join the TOEFL class due to unstable connections, so they could not understand the materials. In addition, sometimes, when the electricity was off and the learners needed to charge their laptop, they could not join the TOEFL class. For the old laptop, learners also needed a long time to connect to Zoom to join the class.

4. Product

Based on the interview's result with the TOEFL instructor, the TOEFL test was conducted at the end of the program, and it was conducted online. The university has cooperated with NUADU to administer the TOEFL online test. NUADU is the provider of the online TOEFL test.

The instructor said that the students' TOEFL scores were low. Only some students got medium scores, and no students got high scores. In TOEFL try-out, students usually got a score under 350. However, in the TOEFL test, they got improvement. Their scores are 360 to 450. After they took the test, they would get the TOEFL certificate. Viewed from the score, the instructor said that the scores were not satisfying, and he needed to enhance the quality of the program by searching for the best teaching method to teach TOEFL.

Description About Teaching Activities During the TOEFL Preparation Program In the online observation, the researcher recorded the TOEFL learning process when the instructor taught the structure and written expressions. The material was about articles.

1. Pre-Teaching

In this section, the instructor greeted students. He emphasized that TOEFL was the measurement tool to evaluate learners' English proficiency in which their mother tongue was not English. They needed to learn three TOEFL parts: listening comprehension, structure and written expressions, and reading comprehension. Then, he introduced the material about the structure and written expressions, that is, errors in using articles.

2. Core-Teaching

In this section, the instructor used a PowerPoint presentation to teach TOEFL. Because it was still in pandemic era, he used online learning using Zoom application. He shared the PPT screen with students. He explained the reasons why

errors happened. He stated that errors occurred because there were differences between English and our mother tongue regarding using articles with nouns. However, the more important reason was that the English rules were complicated, and there were exceptions to certain things. He described that noun in English tended to use article, determiner, and quantifier. There is no article for the proper noun, for example, the name of country or city.

A common noun is divided into countable nouns and uncountable nouns. In the next slide, the instructor explained the use of articles a and an. He explained that the article a or an is used before singular nouns when one does not have a specific person, place, thing, or concept in mind—for example, an orange, a chair. Article a is used before words that begin with a consonant sound (a chair, a book), whereas article an is used before words that begin with a vowel sound (an orange, an ant).

Then, in the next slide, he explained the use of article the. The is used before singular, plural, and non-count nouns when one has a specific person, place, thing, or concept in mind. For instance, the orange, the oranges, the chair, the chairs, the salt, and the sugar. In the next slide, the instructor explained about zero article. Zero article is used before non-count nouns or plural nouns when one does not have specific persons, places, things, or concepts in mind. For example, oranges, chairs, salt, and sugar. After that, he gave exercises to students related to errors in using articles, then he discussed the exercise together.

3. Post-Teaching

In this section, the instructor gave feedback to learners' answers. Then, he gave students a chance to ask questions. The instructor always responded to their questions and always gave a very clear explanation. After that, he closed the lesson.

Table 1. The Result of Checklist About the Evaluation of the TOEFL Preparation Program at Purworejo Muhammadiyah University Using the CIPP Model

No.	Statement	Yes	No
	Context		
1	The TOEFL preparation program is in line with the curriculum.		√
2	The TOEFL preparation program is in line with the learners' needs.	√	
3	The TOEFL preparation program is in line with the program's objectives.	√	
	Input		
1	The instructor uses technology to teach the material.	√	
2	The materials are taken from the TOEFL book.	√	
3	The materials are in line with the lesson plan.	√	
	Process		

1	The instructor explains the material clearly.	√	
2	The instructor uses student-centred learning		√
3	The instructor gives questions and answers during the course.	√	
4	Students participate actively during the course.		√
5	The instructor gives the exercise in the course.	√	
6	The instructor uses TBLT and PPP methods.	√	
	Product		
1	All students can do the exercise well.		√
2	Students are given a score for the exercise.		√
3	Students get high score in the TOEFL test.		√

The researcher includes the context, input, process, and product evaluation from the checklist above. There was no curriculum for the TOEFL preparation program for the context evaluation. However, the TOEFL preparation program was in line with the learners' needs and the program's objectives. For the input evaluation, the instructor used technology such as PowerPoint, laptop, zoom to teach the material. The materials were taken from the TOEFL books and were in line with the lesson plan. For the process evaluation, the lecturer explained the material clearly.

The instructor gave questions and answers during the course, but the learners did not participate actively in the course. He also gave the exercise in the course and used TBLT (Task-Based Language Teaching) method. During the lesson, the instructor still used teacher-centred learning because he used PPP (Presentation, Practice, and Production) method. Then, for the product evaluation, some learners could do the exercise well and answer the questions correctly, but the others did not. They did not get a score for the exercise. Then, in the TOEFL test, they did not get high score.

Conclusion

Based on the research results, the TOEFL preparation program at Purworejo Muhammadiyah University had not fulfilled context, but it had fulfilled input, process, and product. Based on the interview's result with the TOEFL instructor of Purworejo Muhammadiyah University, there is no curriculum for the TOEFL preparation program. However, the TOEFL preparation program's objectives are stated in the document and in the lesson plan. For the input, there was a lesson plan, some TOEFL books and the TOEFL Barron software as the resource to teach TOEFL materials.

The program also had a qualified TOEFL instructor, and he taught TOEFL every Friday. For the budget, all students only paid Rp 100,000 and it was very cheap. Interview with learners shows that learners' necessities are that they learn TOEFL because they need TOEFL to apply for a job and it is also the requirement for their graduation. They also need to improve their English skills. Learners' lacks are that they still feel difficult to find the synonym, the implied meanings of the recording, and comprehend the text. Learners wants are that they want some exercises, some materials review, exciting and relaxed learning situations. They also want their instructor to play the podcast/video, play a song, and give exercises to enhance their TOEFL competence.

For the process, the instructor always taught students based on the lesson plan, including the opening to closing, with the resources from the TOEFL books from Philips, Bruce, and Lembaga Bahasa. The instructor also used Barron TOEFL software and asked learners to do the exercises. At the end of the lesson, the instructor also gave them some exercises to check their understanding of the material. In listening comprehension, the instructor used bottom up and top-down approaches. In structure and written expressions, the instructor used PPP (Presentation, Practice, and Production) and TBLT (Task-Based Language Teaching) methods. In reading comprehension, the instructor asked students to use skimming and scanning techniques.

For the product, the TOEFL scores of students were low, some got medium scores, and no students got high scores. It can be concluded that the product or learning outcomes of the TOEFL preparation program is low, and it still needs some improvement to make students reach higher score. Online observation results showed that viewed from the context evaluation, the TOEFL preparation program was in line with the learners' needs and the objectives of the program. However, there was no curriculum for the TOEFL program and it becomes the homework for the instructor to design the TOEFL curriculum. Viewed from the input evaluation, the lecturer used the technology to teach the material.

All learning materials were taken from the TOEFL books and it was in line with the lesson plan. It means that the input of the program is good. For the process evaluation, the instructor explained the material clearly, but he still used teacher-centred learning. He still used PPP method, and it made learners passive during the lesson. He gave questions and answers during the course, but only some learners participate actively in the class. He gave the exercise to enhance their understanding of the material. Here, it can be seen that the process is moderate.

Then, for the product evaluation, some students could do the exercise well and answer the questions correctly, but they did not get a score for the exercise. The students did not get high scores in the TOEFL test. It means the product is still in low category and not satisfying.

The researcher suggests that the university give some improvement to the TOEFL preparation program, especially the curriculum. The TOEFL preparation program should have a clear curriculum, so it has clear objectives, and from the curriculum, the instructor can make lesson plans properly. Regarding the human resources, the researcher suggests that the TOEFL preparation program in management department use team teaching to improve the quality of learning process and learning outcomes.

The researcher also suggests that the instructor always encourages learners to participate actively during the lesson. The instructor can also point some students to answer the questions to check their material understanding of TOEFL. It is also essential for the instructor to use student-centred learning to enhance the quality of the TOEFL preparation program. The instructor should also emphasize vocabulary because many students still lack vocabulary and give more exercises to enhance students' understanding of TOEFL

References

- Akmal, S., Rasyid, M. N. A., Masna, Y., & Soraya, C. N. (2020). EFL learners' difficulties in the structure and written expression section of TOEFL test in an Indonesian university. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 156–180.
- Aprilliandari, D. I., & Sugiharto, P. A. (2023). Toefl preparation training program to enhance students' toefl score. *Jurnal Education and Development*, 11(1), 487–490. <https://doi.org/10.37081/ed.v11i1.4327>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (fourth). Pearson Education.
- Diharja, U., Machrawinayu, I., & Ritonga, M. G. A. (2023). Evaluasi model CIPP dalam peningkatan mutu pembelajaran pada program kampung Cambridge Mutiara Cendekia. *Jurnal Basicedu*, 7(6), 3989–4002. <https://doi.org/10.31004/basicedu.v7i6.6580>
- Fitria, T. N. (2021). An analysis of the students' difficulties in toefl prediction test of listening section. *ENGLISHFRANCA : Academic Journal of English Language and Education*, 5(1), 95–110. <http://dx.doi.org/10.29240/ef.v5i1.2212>
- Furwana, D., Muin, F. R., Zainuddin, A. A., & Mulyani, A. G. (2024). Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 653–662.
- Ginting, D. A., Rosmen, Hassan, M., & Marpaung, F. D. N. (2024). The role of learning facilities in enhancing toefl test preparation among university students. *Professional Journal of English Education*, 7(2), 580–588.

- Girsang, A. L. (2019). An analysis of reading comprehension difficulties in toefl test by high school students. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 132–141. <https://doi.org/10.31539/leea.v3i1.1002>
- Herman, Silalahi, D. E., Sinaga, Y. K., & Silaban, G. C. (2023). An analysis of students' difficulties in learning TOEFL at seventh semester of universitas HKBP Nommensen Pematangsiantar. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 9(3), 805–812. <https://doi.org/10.32884/ideas.v9i3.1391>
- Juliana. (2021). Improving students' toefl listening skill through task-based learning approach. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(1), 231–242. <https://doi.org/10.33258/birci.v4i1.1586>
- Kaniadewi, N., & Asyifa, D. I. (2022). The effect of toefl preparation course on efl undergraduate students' toefl scores. *Linguistic, English Education and Art Journal*, 6(1), 12–20. <https://doi.org/10.31539/leea.v6i1.4365>
- La'biran, R., & Dewi, R. (2023). Exploring students' difficulties in toefl listening. *English Franca : Academic Journal of English Language and Education*, 7(2), 343–356. <https://doi.org/10.29240/ef.v7i2.8065>
- Maharani, M. S., & Putro, N. H. P. S. (2021). Evaluation of toefl preparation course program to improve students' test score. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 25(1), 63–76. <https://doi.org/10.21831/pep.v25i1.39375>
- Malik, E., Ai-Chun, Y., & Te-Sheng, C. (2023). Students language performance and toefl preparation program, are they connected? *ELS Journal on Interdisciplinary Studies in Humanities*, 6(2), 245–250. <https://doi.org/10.34050/elsjish.v6i2.23562>
- Muliawati, I. (2020). Gender issue in toefl test: does it make significant difference? *Journal of Language Teaching and Linguistics*, 1(1), 47–54.
- Pranoto, Y. H., Inharjanto, A., Leovani, E., Clara, C., & Ismadi, F. H. (2025). A portrait of teachers in teaching toefl reading. *Esteem Journal of English Education Study Programme*, 8(1), 291–300. <https://doi.org/10.31851/esteem.v8i1.18257>
- Prayogo, D. (2022). CIPP evaluation model and its effect on e-learning. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 177–188. <https://doi.org/10.35445/alishlah.v14i1.1071>
- Rama, A., Ambiyar, A., Rizal, F., Jalinus, N., Waskito, W., & Wulansari, R. E. (2023). Konsep model evaluasi context, input, process dan product (CIPP) di sekolah menengah kejuruan. *Jurnal Riset Tindakan Indonesia*, 8(1), 82–86. <https://doi.org/10.29210/30032976000>
- Rifiyanti, H., Dewi, D. U., & Putra, F. M. (2023). The role of toefl preparation courses in improving test score. *Foremost Journal*, 4(2), 99–104. <https://doi.org/10.33592/foremost.v4i2.3615>
- Rina, P., & Tiarina, Y. (2021). An analysis of English department students'

- difficulties in answering toefl test of listening comprehension. *Journal of English Language Teaching*, 10(1), 28–35.
<https://doi.org/10.24036/jelt.v9i3.109297>
- Supriani, N., & Dardjito, H. (2019). Evaluating 2013-curriculum implementation on english subject of junior high school in Yogyakarta, Indonesia. *Tamansiswa International Journal in Education and Science*, 1(1), 1–8.
- Usman, N., Hendrik, H., & Madehang, M. (2024). Difficulties in understanding the TOEFL reading test of english language education study program at university. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 755-773.
- Yuliarti, Riansi, E. S., Sultoni, A., Sohnui, S., & Sumarwati. (2021). Evaluasi program model CIPP pada proses pembelajaran MKU Bahasa Indonesia. *Jurnal Membaca*, 6(2), 169–178. <http://dx.doi.org/10.30870/jmbasi.v6i2.13005>
- Zalha, F. B., Alfiatunnur, A., & Kamil, C. A. T. (2020). Strategies in dealing with the reading section of toefl prediction: a case of Aceh efl learners. *Indonesian Journal of English Education*, 7(2), 159–171.
<https://doi.org/10.15408/ijee.v7i1.17622>
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57–84.