

Enhancing Student Writing Skills About Conditional Sentences Through Media and ICT in ELT

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Article Info

Article history:

Received May 23, 2025

Revised June 17, 2025

Accepted July 6, 2025

Keywords:

TOEFL, English Proficiency,
Listening Skills, Academic
Readiness, Language Education

ABSTRACT

This initiative was developed to strengthen the listening abilities of by introducing them to the English Skills TOEFL Test. Seminari Menengah Sacerdocs Pematangsiantar The program was initiated in response to the rising importance of English language proficiency, particularly in English skills, which is vital for academic growth and competitiveness in international contexts. Many students lacked prior knowledge of the English Skills TOEFL Test and had minimal access to learning tools and guidance, revealing a need for improved language support and exposure. The approach used in this program was based on a socialization framework and involved three main stages: planning, execution, and assessment. Data were collected through direct observation and field notes during the session, which was held on June 6, 2025, with 20 student participants. The implementation phase featured lectures supported by PowerPoint presentations that explained the test's definition, structure, benefits, and strategies. These were followed by interactive discussions and Q&A sessions. Students were also introduced to free online practice resources and information about available TOEFL test centers. The outcomes demonstrated that students gained new insights into the TOEFL test, participated actively in the sessions, and showed increased understanding of the role of English proficiency in their future educational and career paths. Although some challenges were noted, such as limited background knowledge and low initial interest, these were effectively addressed through engaging materials and collaborative support from teachers. In summary, the program successfully provided essential knowledge about the English Skills TOEFL Test and contributed to the development of students' listening skills, helping to prepare them for academic success and wider global opportunities.

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INTRODUCTION

English language proficiency has become an essential skill in the realm of global education, serving as a key to academic success, international collaboration, and broader career prospects. In Indonesia, the adoption of the Merdeka Belajar (Freedom to Learn) curriculum represents a significant educational reform that promotes a more learner-centered and competency-oriented approach. This reform calls for a rethinking of assessment strategies to ensure they reflect modern

educational objectives and accurately evaluate student achievement. Recent research highlights the promising role of Artificial Intelligence (AI) in transforming how English is assessed and evaluated. Tools such as RECIPE (Revising an Essay with ChatGPT on an Interactive Platform for EFL learners) have shown how AI can deliver immediate, constructive feedback, supporting students in refining their writing through repeated revisions and individualized support. Moreover, the introduction of structured models like the EAP-AIAS (English for Academic Purposes AI Assessment Scale) offers a framework to guide the responsible and effective use of AI in academic writing evaluation. Despite these innovations, incorporating AI into classroom practices is not without its difficulties. Teachers' assessment literacy—their understanding of and ability to apply appropriate assessment methods—plays a critical role in the successful integration of AI technologies. Evidence suggests that although many teachers are open to using AI, they often lack the necessary training to do so effectively, pointing to a clear need for ongoing professional development. At Seminari Menengah Christus Sacerdos Pematangsiantar, a Catholic senior high school located in North Sumatra, the rollout of the Merdeka Belajar curriculum offers both promise and hurdles. While there is a positive attitude toward embracing modern teaching innovations, there remains a pressing need for sufficient resources and educator training to ensure the transition is successful. This research aims to explore the current practices in English language assessment at the institution, focusing on how AI tools are being utilized, the extent of teachers' assessment literacy, and how well current assessment practices align with the goals of the Merdeka Belajar curriculum. The study seeks to provide valuable insights into the effectiveness of current approaches and to propose strategies for improving English education in accordance with up-to-date teaching standards. In today's interconnected world, English language proficiency is widely regarded as a fundamental skill, not only for academic success but also for participation in global communication and access to professional opportunities. As the demand for English continues to grow, educational systems worldwide are being challenged to adopt more effective and innovative approaches to English language teaching and assessment.



Figure 1: Preparatory stage determine the target audience

Indonesia, in response to this global trend, has launched the Merdeka Belajar (Freedom to Learn) curriculum—a transformative educational policy aimed at promoting student autonomy, creativity, and critical thinking. This shift marks a move away from rigid, test-oriented instruction toward a more flexible and competency-based framework. Within this evolving educational landscape, the role of assessment becomes increasingly important—not only as a tool to measure learning outcomes but also as a driver of effective teaching strategies and learner development. A particularly promising development in language education is the integration of Artificial Intelligence (AI) into the assessment process. AI-powered platforms are beginning to reshape how educators and

learners interact with written language. For instance, the RECIPE platform (Revising an Essay with ChatGPT on an Interactive Platform for EFL learners) leverages AI to deliver real-time, adaptive feedback on student writing, encouraging learners to engage in iterative revision and self-directed improvement. Similarly, initiatives like the EAP-AIAS (English for Academic Purposes AI Assessment Scale) provide standardized guidelines to help educators implement AI tools in a pedagogically sound and ethically responsible manner. While these technologies offer significant benefits, their successful application depends heavily on the readiness and capability of educators. One of the key factors influencing effective AI integration is teachers' assessment literacy—their knowledge of assessment principles, ability to design valid and reliable tasks, and competence in interpreting and using assessment data. Despite growing interest in AI tools, research indicates that many teachers lack sufficient training and confidence in using these technologies effectively. This reveals a gap in professional development that must be addressed if AI is to be meaningfully integrated into classroom practice. The context of Seminari Menengah Christus Sacerdos Pematangsiantar, a Catholic senior high school in Pematangsiantar, North Sumatra, provides a relevant case study for examining these dynamics. As the school adopts the Merdeka Belajar framework, educators are exploring new teaching strategies and technologies. However, as in many Indonesian schools, there are challenges related to resource availability, digital literacy, and assessment design. Teachers at the institution are navigating the dual pressures of embracing innovation while ensuring that assessments remain aligned with curriculum goals and responsive to students' diverse learning needs.

This study seeks to analyze current English language assessment practices at Seminari Menengah Christus Sacerdos, with a particular focus on the integration of AI tools, the level of teachers' assessment literacy, and the extent to which assessment practices reflect the principles of the Merdeka Belajar curriculum. By investigating these factors, the research aims to provide a nuanced understanding of how technological innovation, teacher preparedness, and curriculum alignment intersect in the context of English education. Ultimately, the findings of this study are expected to inform strategies for improving language assessment practices, supporting teacher development, and advancing the quality of English instruction in line with 21st-century educational demands.



Figure 2: Documentation with students before socialization

METHOD OF IMPLEMENTATION

This research employs a model and method for conducting research, namely the community service model, which is used solely for conducting research on target audiences in the form of two sessions: lecture and discussion. The lecture session is a session where researchers provide material, namely the definition of the for skills, types of skill, benefits and uses of the skills, how to access free practice, costs and places for skills tests, and tips and tricks for working on skills questions quickly and easily via powerpoint. Furthermore, the discussion is a question and answer session between students and researchers on the material that was presented during the socialization activity. Data from this study were collected in a systematic manner by researchers through fieldwork and observation during the extension process.

The goal of this socialization is to emphasize the importance of the English skills to students at the school. This social activity will be carried out on June, 2025, at Kampus Nommensen High School Pematangsiantar by Santa.R.Sihombing. The participants in this socialization activity were 20 students from Seminari Menengah Sacerdoses Pematangsiantar.

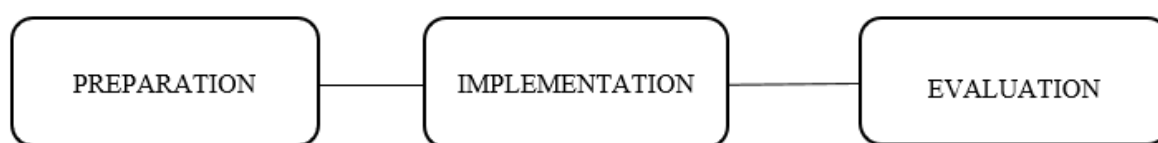


Figure 3. Stages of Method Implementation

Phase 1. Preparation

The first stage or phase of this research consists of several procedures that must be completed before the implementation of the socialization, namely:

1. Coordinating with the lecturer in charge of the course regarding the preparations needed before carrying out the socialization activity.
2. Meeting with the principal of Seminari Menengah Sacerdoses Pematangsiantar discuss the English Skills socialization activity.
3. Collaborating with the English teacher of Seminari Menengah Sacerdoses Pematangsianta to identify students who can participate in the English Skills socialization activity.
4. Providing the tools and materials needed for the English Skills socialization to ensure the success of the activity

Phase 2. Implementation

The second stage of this research is the distribution of materials to 20 students of Seminari Menengah Sacerdoses Pematangsiantar who participated in the socialization activity. This activity focused on socialization and discussion about the importance of English Skills, especially listening skill for senior high school students as an effort to face academic and global challenges.

Phase 3. Evaluation

The third stage or phase in this study is to provide an opportunity for students who attend the socialization to conduct a question and answer session and discussion related to obstacles, things that are not yet understood about the material in the socialization, and share tips and tricks in Improving. Researchers discuss together to provide solutions to the obstacles faced by participants and questions raised by students in the question and answer session.

RESULTS

Socialization activities regarding the introduction of English skills and its functions to students of Seminari Menengah Sacerdoses Pematangsiantar is one form of activity that aims to make students understand the importance of English Skills as one of the preparations for continuing their studies and facing the world of work in the future.

This activity began with introductions from each member of the socialization team, then continued with the delivery of the objectives of the implementation of this activity. After that, the

team explained that the socialization material would be delivered in several sessions. Each session was presented by a different team member according to the division of tasks.

In this activity, the main focus of the material was directed at listening skill, which is one of the important parts of the English Skills test. In this session, students were introduced to the types of English Skills questions and strategies to answer them effectively.

As a form of direct practice, this activity is also equipped with a simulation session to answer English Skills questions, where students are given the opportunity to listen to audio snippets and try to answer questions according to the TOEFL exam format. This session aims to provide a real picture of the exam atmosphere.

Activity sessions are presented in the following table 1.

Table 1. List of the activities

No	Time	Material
1	19.30-19.45	Introduction by the researcher.
2	19.45-20.00	Explanation of the meaning and benefits of English Skills.
3	20.00-20.30	Explanation of TOEFL types
4	20.30-21.00	Explaining strategies in English skills
5	21.00-21.30	Simulation of English Skills questions
6	21.30-21.45	Open discussion and question & answer
7	21.45-22.15	Assessing and Evaluating

Phase 1. Preparation

Before the socialization activity was carried out, coordination was carried out to determine the class that would be the place of implementation. This activity was attended by 20 students who were present at the time of implementation.

The material to be delivered was prepared in the form of a powerpoint presentation to facilitate the delivery of information visually.

As a support activity, the team also prepared student worksheets that were used during the socialization process so that participants could more actively understand the material provided.



Figure 4: Documentation with students before socialization

Phase 2. Implementation

In the implementation stage, the socialization team divided this activity into six main sessions that were arranged systematically so that the material could be well received by students of grade XI of Seminari Menengah Sacerdoses School.

The first session began with an introduction from the socialization team to all participants as an opening activity.

The second session contained an explanation of the meaning of English Skills and its benefits, both in the context of continuing education to a higher level and for the purposes of the world of work.

The third session discussed the types of English Skills that are commonly used, namely TOEFL iBT (Internet-Based Test), TOEFL ITP (Institutional Testing Program), and TOEFL Prediction, complete with their respective characteristics and designations.

The fourth session focused on delivering strategies for answering English Skills questions, especially the listening section, which is one of the important skills in the TOEFL exam.

The fifth session was a simulation of answering listening questions, where students were given examples of TOEFL English Skills questions and asked to answer based on the audio played.

Finally, the sixth session was closed with an open discussion and question and answer session, where students were given the opportunity to ask questions or things that were still not understood from the material that had been presented.



Figure 5. Explanation of the meaning of English Skills and its benefits

English skills refer to the essential language abilities—listening, speaking, reading, and writing—that collectively allow individuals to comprehend and communicate effectively in English across different contexts (Richards, 2020). These four skills are interdependent and form the core of language competence, enabling learners to engage with English in academic, professional, and social settings.

- Listening skill is fundamental as it forms the basis of understanding spoken English, including lectures, conversations, and media. Effective listening skills support language acquisition and real-time communication (Nation, 2022).
- Speaking skill involves the ability to produce spoken language that is clear, coherent, and appropriate to the context. This skill is crucial for interactive communication and expressing ideas confidently.
- Reading skill enables learners to decode written texts, understand meanings, infer information, and critically analyze content, which is vital for academic success (Lee, 2020).
- Writing skill allows learners to organize and express thoughts coherently and correctly in written form, which is essential for assignments, reports, and professional correspondence.

The development of these skills offers numerous benefits:

1. Academic Success:

Proficiency in English skills equips students to cope with the demands of academic programs, especially in higher education where English is the medium of instruction. Wang and Wen (2019) found that strong English skills correlate positively with academic achievement, as students can better understand lectures, participate in discussions, and complete written assessments.

2. Career Advancement and Employability:

English continues to dominate international business and technology sectors. Khan (2021) emphasized that employees with higher English proficiency have better job prospects and can engage more effectively in global work environments, enhancing their career mobility and opportunities.

3. Access to Global Information and Resources:

English serves as the primary language for much scientific research, technological innovation, and digital content. Lee (2020) highlighted that learners with strong reading and comprehension skills in English have greater access to cutting-edge knowledge and are better equipped for lifelong learning.

4. Cross-Cultural Communication:

English functions as a global lingua franca, bridging speakers from diverse linguistic backgrounds. Ahmed and Yusoff (2023) argue that proficiency in English skills fosters intercultural dialogue, understanding, and collaboration, which are essential in a globalized society.

5. Personal Growth and Confidence:

Mastery of English skills contributes to learners' confidence and motivation, enabling them to engage more actively in social and academic contexts. Chen (2022) noted that learners who develop competence in English feel empowered, which positively affects their overall personal development and self-esteem.

In summary, the acquisition and mastery of English skills are fundamental not only for communication but also for academic achievement, professional success, access to information, and social interaction on a global scale. Continuous development of these skills is essential in preparing learners to meet the demands of the 21st century.



Figure 6: Students explain the explanation of the material from the teacher

A) Explanation of TOEFL Types and Score

According to Purnaning et al. (2014), TOEFL consists of several test types adjusted to the purpose and implementation. And according to Airin et al. (2018), each type of TOEFL has a different vulnerable score. In this socialization activity, the three TOEFL types explained to the students are as follows:

1. TOEFL iBT (Internet-Based Test)

TOEFL iBT is the most widely used type of TOEFL internationally. This test is conducted online and assesses four English skills: reading, listening, speaking, and writing.

Score range: 0–120

Validity period: 2 years

TOEFL iBT is generally used for applying to universities abroad, international scholarship applications, or professional needs in English-speaking countries.

2. TOEFL ITP (Institutional Testing Program)

TOEFL ITP is a paper-based test used locally by educational institutions, such as universities or schools, as a requirement for graduation, class placement, or other internal administrative purposes. This test assesses three skills: listening comprehension, structure and written expression, and reading comprehension.

Score range: 310–677

Validity period: 2 years

Since it is institutional, TOEFL ITP scores cannot be used for applying to universities abroad, but it is recognized by many domestic campuses and institutions.

3. TOEFL Prediction Test

TOEFL Prediction is a form of TOEFL ITP simulation test often used by educational institutions as a preliminary administrative requirement, such as for internal scholarship selection or initial English proficiency assessment.

Score range: follows TOEFL ITP format (310–677)

Validity period: unofficial (depends on the organizing institution's policy)

Because it is not official, this test is only used for internal purposes or practice, not as proof of English proficiency for foreign institutions

B) Explaining Strategies In Writing Skills About Conditional Sentences Skills

1. Explicit Explanation and Examples

Begin by clearly explaining the structure and usage of each type of conditional sentence. Use simple, contextualized examples to illustrate meaning. For instance, write sample sentences on the board or presentation slides, such as:

- If it rains, the ground gets wet. (Zero conditional)
- If I study hard, I will pass the exam. (First conditional)

This clarity helps learners understand both form and function.

2. Guided Practice and Sentence Construction Exercises

Provide exercises where students fill in blanks or combine two simple sentences to form conditionals. For example:

- If she _____ (be) late, we _____ (start) without her.

Encourage learners to practice changing verbs according to the conditional type and explain why.

3. Contextual Writing Activities

Assign writing tasks that require using conditional sentences in meaningful contexts, such as writing advice, predictions, or hypothetical scenarios. For example, ask students to write a paragraph about “What would you do if you won a million dollars?” This encourages creativity while reinforcing grammar.

4. Peer Review and Collaborative Writing

Organize peer review sessions where students exchange their written work to identify and correct conditional sentence errors together. Collaborative writing activities also promote discussion about correct grammar usage and help learners internalize patterns.

5. Use of Visual Aids and Graphic Organizers

Employ charts, diagrams, or flowcharts that map out the structure of different conditional sentences. Visual aids help learners see the relationships between the clauses clearly, making it easier to produce correct sentences in writing.

6. Incorporate Technology and Online Tools

Use language learning apps, online quizzes, and interactive platforms (such as grammar games or AI-based writing assistants) to provide immediate feedback on conditional sentence usage. This supports autonomous learning and allows repeated practice.

7. Regular Feedback and Error Correction

Provide constructive feedback on students' writing, highlighting errors related to conditional sentence forms and explaining corrections. Consistent feedback helps learners avoid fossilizing mistakes and improves accuracy over time.

C) Simulation Of Writing Skills About Conditional Sentences Questions

After explaining the strategies for answering English Skills questions, the activity continued with a simulation session to give students the opportunity to practice applying the strategies they had just learned.

In this session, students were given a set of sample listening questions, modeled after actual English Skill Test section formats. The simulation was divided into several parts:

This simulation activity is designed to help students practice writing conditional sentences by applying the correct grammar structures to different types of conditionals. Each section targets a specific type of conditional sentence and guides students to use the appropriate verb tenses and sentence patterns.

Understanding the Task

- Zero Conditional (Section 1)
These sentences express general truths or scientific facts. The structure is:
If + present simple, present simple
Students should write sentences that describe things that always happen under certain conditions, like "If you heat water to 100°C, it boils."
- First Conditional (Section 2)
This conditional talks about real and possible future events. The pattern is:
If + present simple, will + base verb
Students write sentences about things that might happen in the future if a certain condition is met. For example, "If it rains tomorrow, I will stay at home."
- Second Conditional (Section 3)
These sentences describe hypothetical or unlikely situations in the present or future. The formula is:
If + past simple, would + base verb
Students imagine unreal situations, such as "If I were a millionaire, I would travel the world."
- Third Conditional (Section 4)
This type expresses unreal or impossible conditions in the past and their imagined results. The form is:
If + past perfect, would have + past participle
Students reflect on past events that didn't happen and imagine different outcomes, e.g., "If I had studied harder, I would have passed the exam."
- Mixed Conditionals (Section 5)
Mixed conditionals combine time frames to describe how a past condition affects the present or how a present condition relates to the past.
For example: "If she had worked harder last year (past), she would be more successful now (present)."

Purpose of the Simulation

- To reinforce understanding of the forms and functions of different conditional sentences.
- To improve writing accuracy by focusing on correct verb tenses and sentence structure.
- To develop flexibility in using conditionals in various contexts—from scientific facts to imaginary situations.
- To encourage creativity in writing by applying grammar knowledge to meaningful, real-life or hypothetical scenarios.

How to Use This Activity

- Students read the prompts carefully and identify which type of conditional is required.
- They write full sentences, ensuring verb tenses and word order match the conditional type.
- Teachers can review answers, provide feedback, and discuss common mistakes to deepen learning.
- The bonus task pushes students to combine conditionals in a short paragraph, helping them practice fluency and coherence.

2. Answering Questions

After each audio, students answered multiple-choice questions related to:

- The main idea of the conversation
- Specific details
- Speaker's attitude or implied meaning
- Vocabulary in context

The questions were printed on a student worksheet that had been prepared earlier by the socialization team.

3. Strategy Reinforcement

During the simulation, the team encouraged students to:

- Focus on the second line of short dialogues
- Look for synonyms or paraphrased ideas in the answer options
- Be careful not to be misled by similar-sounding words

4. Discussion and Review

Once the simulation was completed, the team went over the questions with the students. Each item was discussed, with explanations provided for why an answer was correct and why other choices were not appropriate. This review helped reinforce the strategies and allowed students to ask questions if they were still confused.

This simulation gave students a realistic experience of how English Skills works and allowed them to apply what they had just learned in a supportive environment. It also helped them become more familiar with the format, pacing, and question types commonly found in the TOEFL skills section.

Phase 3. Evaluation

This final phase involved evaluating students' understanding and engagement through an open discussion and Q&A session. During this session, the students of Seminari Menengah Sacerdoses Pematangsiantar actively participated by asking relevant and insightful questions. Their questions reflected both curiosity and a growing awareness of the importance of English Skills in academic and professional contexts.

Question 1: Who is eligible to take the English Skills TOEFL test?

Answer:

Anyone who wishes to assess their English proficiency can take the English Skills test. It is most commonly taken by:

- High school students planning to continue their studies at a university where English is the medium of instruction.
- University students or graduates preparing for scholarships, student exchange programs, or postgraduate studies.
- Professionals applying for jobs that require proof of English language ability.

There is no specific age limit, but test-takers should have at least an intermediate level of English to comprehend the test content.

Question 2: Where and how can someone take the English Skill Test?

Answer:

English Skill TOEFL tests can be taken at official test centers or, in the case of English Skills TOEFL iBT, sometimes online from home (home edition), depending on availability in each country. Here's how to take the test:

1. Choose the TOEFL type you need (iBT, ITP, or Prediction).
2. Register online at the official ETS website (for TOEFL iBT).
3. Select a test center and date, and pay the registration fee.
4. For TOEFL ITP or Prediction, check with local universities or language centers that offer the test.

For high school students, it's advisable to consult a local education consultant, teacher, or institution for more guidance.

Question 3: Is English Skills TOEFL really important for job opportunities?

Answer:

Yes, in many cases, English Skills TOEFL can be an important asset in the job market. Especially for:

- Jobs in multinational companies, where English is used for communication.
- Positions that involve international collaboration or overseas training.
- Government or NGO positions that require proof of English proficiency.

Even if not mandatory, having a English Skills TOEFL certificate can strengthen a CV and show that the applicant is capable of working in an English-speaking environment. It demonstrates not just language skill but also initiative and readiness for global challenges.

This phase successfully captured the students' interest and encouraged them to think critically about the relevance of English Skills TOEFL in their future education and careers. The questions asked reflected a strong engagement with the topic and confirmed that the socialization activity had a meaningful impact on the participants.

Researchers found several results obtained after carrying out socialization activities about the importance of English Skills TOEFL. This socialization activity was carried out on one day, namely on June 6, 2025 in one of the classrooms at Pematangsiantar. The results obtained are:

1. Participants get new experience and understanding about the importance of English Skills TOEFL, including what English Skills is, the many varieties of English Skills TOEFL, the advantages and uses of English TOEFL, the fees and locations of English Skills TOEFL examinations, and tips and techniques for answering English Skills TOEFL questions quickly and properly.
2. Participants eagerly participated in the socializing activities, as seen by their enthusiasm throughout the presentation of English Skills TOEFL content, as well as questions and answers during socialization activities.
3. Challenges in Socializing the Introduction of English Skills TOEFL.

In socializing the introduction of English Skills TOEFL, researchers have several challenges in implementing socialization and challenges faced by students in understanding and learning English Skills TOEFL. The first challenge for researchers is choosing a place for socialization. The second challenge faced by students in understanding and learning English Skills TOEFL is the lack of general understanding of English Skills TOEFL, what English Skills TOEFL is like and the benefits of English Skills TOEFL for students to get scholarships to continue their studies abroad. If the environment does not support and there is no interest or desire in the form of student motivation to improve their English skills, how will a student understand and learn English Skills TOEFL. Another challenge is that some students do not know that there are English TOEFL courses in Pematangsiantar. This is a common occurrence, where when someone wants to learn they do not have access to information to improve their English skills in TOEFL.

DISCUSSION

Challenges in Implementing the Program

During the implementation of this activity, the socialization team encountered several challenges. Particularly related to the students' limited prior knowledge and low awareness of the significance of English Skills TOEFL. Many of them had never been introduced to the test format, its function for academic advancement, or its global recognition. This lack of baseline understanding made it necessary for the researchers to simplify explanations and provide clear, relatable examples.

Additionally, student motivation became a notable challenge. Some participants did not show interest in English learning due to a belief that it was not immediately relevant to their current studies. Others were unaware of available resources such as English Skills TOEFL courses or online practice platforms in Pematangsiantar.

Steps to Overcome the Challenges

To address these issues, the research team used several strategies. First, by working closely with the English teacher and the principal, they were able to select students with potential and interest in English, ensuring a more engaged audience. Second, the use of engaging media such as powerpoint slides, visual examples of English Skills TOEFL test formats, and an interactive discussion method helped students stay focused and curious throughout the session.

The team also emphasized the real-world benefits of mastering English and the English Skills TOEFL test, such as opportunities for scholarships and studying abroad, to increase the students' intrinsic motivation. By giving students access to free practice websites and discussing affordable test locations, the researchers empowered them with actionable steps they could take after the session.

Overall, this discussion highlights that while introducing a standardized test like English Skills TOEFL to high school students presents multiple challenges, these can be mitigated through collaboration, effective communication, and motivational support tailored to the students' context and needs.

CONCLUSION

The socialization program on the introduction of English Skills TOEFL at Seminari Menengah Sacerdoces successfully raised students' awareness of the importance of English proficiency, especially in listening skills, in facing academic and global challenges. Through structured activities involving lectures and discussions, students were provided with essential knowledge about English Skills, including its types, functions, benefits, and strategies for success.

Despite the initial challenges, such as limited student knowledge and motivation, the program demonstrated that with proper guidance, engaging media, and collaborative support from teachers and school staff, students can develop a better understanding of English Skills and its relevance to their academic future.

This initiative proves that early exposure to standardized tests like English Skills TOEFL can positively influence students' mindset and encourage them to improve their English skills. It is recommended that similar programs be conducted regularly and supported by schools to prepare students for international opportunities and academic competitiveness.



Figure 7. The speaker conveyed the materials

Thankyou Note

The socialization team sincerely appreciates the support and opportunity provided by the English Skills Test program, which made the implementation of the English Skills TOEFL introduction possible. We are also grateful to the English teacher for their cooperation and dedication in preparing and guiding the students during the activity.

We would like to extend our special thanks to the principal of Seminari Menengah Sacerdos for granting permission and offering continuous support and direction throughout the program. Finally, we thank all the students for their enthusiastic participation and contribution, which played a significant role in the success of this socialization event.

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