

ABSTRACT

Muhammad Rizqi Maulana Albariq, 2026. "Pre-Service EFL Teachers' Perceptions of the Listening to TOEFL and IELTS Course and its Correlation with Their Teaching Readiness." Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Ririn Putri Ananda, M.Pd.

Although the Listening to TOEFL and IELTS course has increasingly become part of English teacher education curricula in Indonesia, no quantitative study has examined how pre-service EFL teachers' perceptions of this course are related to their teaching readiness, particularly outside metropolitan areas. This study aims to address this gap by investigating (1) the level of EFL pre-service teachers' perceptions of the Listening to TOEFL and IELTS course, particularly its relevance, level of difficulty, and professional value, and (2) the impact of taking this course on their teaching readiness, particularly their confidence and pedagogical competence in teaching listening skills. This study employed a correlational quantitative design involving all 19 final-year students of the English Education Study Program at Universitas Muhammadiyah Bengkulu who had completed or were currently undertaking the Teaching Practicum (PPL). Data were collected through a closed-ended questionnaire and analyzed descriptively and correlationally. The results showed that, in general, the students had highly positive perceptions of the course, viewing it as relevant, sufficiently challenging, and professionally valuable. Their teaching readiness was also categorized as high, although it was slightly lower and more varied than their perceptions of the course. A positive relationship was found between perceptions of the course and teaching readiness; however, the strength of this relationship varied depending on the aspect of perception measured, ranging from statistically non-significant to strongly and consistently significant. The strongest relationship was found in students' perceptions of the positive impact of the course on their teaching readiness. These findings indicate that teaching readiness is influenced more by the extent to which the course experience is internalized as pedagogically meaningful than by merely having positive evaluations of the test-oriented format itself. This study recommends that the listening component of the course be redesigned to more intentionally connect test-oriented practice with authentic teaching preparation.

Keywords: Listening to TOEFL And IELTS Course, Teaching Readiness, EFL Pre-Service Teachers, Correlational Quantitative Design, Teacher Education.

ABSTRAK

Muhammad Rizqi Maulana Albariq, 2026. “Persepsi Mahasiswa Calon Guru EFL terhadap Mata Kuliah Listening to TOEFL and IELTS dan Korelasinya dengan Kesiapan Mengajar Mereka”. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu.
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Meskipun mata kuliah Listening to TOEFL and IELTS semakin umum menjadi bagian dari kurikulum pendidikan guru bahasa Inggris di Indonesia, belum ada penelitian yang secara kuantitatif mengkaji bagaimana persepsi mahasiswa calon guru terhadap mata kuliah ini berhubungan dengan kesiapan mengajar mereka, terutama di luar wilayah metropolitan. Penelitian ini bertujuan mengisi kesenjangan tersebut dengan mengkaji (1) tingkat persepsi mahasiswa calon guru EFL terhadap mata kuliah Listening to TOEFL and IELTS, khususnya relevansi, tingkat kesulitan, dan nilai profesionalnya, serta (2) dampak pengambilan mata kuliah ini terhadap kesiapan mengajar mereka, khususnya kepercayaan diri dan kompetensi pedagogis dalam mengajar keterampilan menyimak. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan seluruh 19 mahasiswa tingkat akhir Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu yang telah atau sedang menjalani Praktik Pengalaman Lapangan (PPL). Data dikumpulkan melalui kuesioner tertutup dan dianalisis secara deskriptif dan korelasional. Hasil penelitian menunjukkan bahwa secara umum mahasiswa memiliki persepsi yang tinggi terhadap mata kuliah tersebut, memandangnya relevan, cukup menantang, dan bernilai secara profesional, sementara kesiapan mengajar mereka juga berada pada kategori tinggi meskipun sedikit lebih rendah dan lebih bervariasi dibandingkan persepsi mereka terhadap mata kuliah. Ditemukan hubungan positif antara persepsi terhadap mata kuliah dan kesiapan mengajar; namun, kekuatan hubungan ini berbeda-beda tergantung aspek persepsi yang diukur, mulai dari tidak signifikan secara statistik hingga signifikan kuat dan konsisten, dengan hubungan terkuat ditemukan pada persepsi mahasiswa terhadap dampak positif mata kuliah tersebut bagi kesiapan mengajar mereka. Temuan ini menunjukkan bahwa kesiapan mengajar lebih dipengaruhi oleh sejauh mana pengalaman mengikuti mata kuliah tersebut diinternalisasi menjadi sesuatu yang bermakna secara pedagogis, dibandingkan sekadar penilaian positif terhadap format tes itu sendiri. Penelitian ini merekomendasikan agar komponen listening dalam mata kuliah tersebut dirancang ulang agar lebih sengaja menghubungkan latihan berorientasi tes dengan persiapan mengajar yang sesungguhnya.

Kata kunci: mata kuliah Listening to TOEFL and IELTS, kesiapan mengajar, mahasiswa calon guru EFL, desain kuantitatif korelasional, pendidikan guru

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has become the dominant language in many areas of modern life, from international diplomacy and business to academic publishing and professional development. Selvi et al. (2023) described this role by noting that English now functions as a global lingua franca, enabling communication across different cultures and contexts. Because of this, the ability to use English competently is no longer just an advantage in many fields, including education, it has become a basic professional expectation.

In Indonesia, the preparation of English teachers is a multi-dimensional process. It is not enough for pre-service teachers to simply know the language; they also need to understand how to teach it, manage a classroom, and keep developing professionally once they start working. This combination of skills is often referred to as teaching readiness. As Livingston (2023) argued, a teacher's level of readiness before entering the profession is closely related to the quality of instruction they provide and the learning outcomes their students achieve. In other words, what happens during teacher education has lasting effects on what happens in classrooms later.

One concept that helps explain how teachers develop readiness is teacher cognition, a framework proposed by Borg (2003). According to Borg, the decisions teachers make in the classroom are shaped by a set of beliefs, knowledge, and prior experiences that have built up over time often long before formal teacher training begins. This means that what pre-service teachers think and believe about language, learning, and assessment matters a great deal. Their perceptions, even before they step into a real classroom, are already influencing the kind of teacher they are becoming.

Among the many components of English proficiency, listening is often considered one of the most demanding and, at the same time, one of the most consequential for teaching. A teacher who is not confident in their own listening

comprehension is likely to feel unprepared to model listening strategies, design listening-based lesson plans, or assess students' listening performance authentically. To help students build this competence, many English education programs in Indonesia, including at Universitas Muhammadiyah Bengkulu, offer a Listening to TOEFL and IELTS course as part of the curriculum. This course introduces students to the listening formats of two internationally recognized proficiency tests: TOEFL ITP, which presents a single hearing of short conversations and academic talks in a general American accent through multiple-choice items, and IELTS, which exposes learners to a wider range of accents and question formats, including note completion, matching, and labelling. However, students do not all respond to this course in the same way. Research on standardized language testing in EFL contexts has consistently found that students hold quite different views toward such preparation: some perceive it as an added academic burden, while others find it motivating and professionally meaningful (Borg, 2006; Bandura, 1997).

What is less understood is whether students' perception of this Listening to TOEFL and IELTS course specifically correlates with their teaching readiness. Pastore (2023) showed that how teachers understand language assessment shapes what they actually do in the classroom, and Estaji (2024) found that participation in language assessment teacher education courses increased EFL teachers' confidence and agency as assessors. However, none of these studies explicitly examined pre-service EFL teachers' perception of a listening-focused TOEFL/IELTS preparation course in relation to their teaching readiness. This gap is thematic, as no existing study links perception of this specific course directly to teaching readiness within a single conceptual framework; methodological, as no validated, multidimensional instrument has been used to measure this relationship statistically; and contextual, as no research on this topic has been conducted in an Indonesian, non-metropolitan setting such as Bengkulu (see Section 2.5 for a full discussion of these gaps).

If we accept Bandura's (1997) argument that self-efficacy a person's belief in their own ability to succeed shapes motivation and behavior, then how pre-service teachers perceive the Listening to TOEFL and IELTS course could have

real implications for their professional development. This study therefore aims to examine the correlation between pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course and their teaching readiness, particularly their readiness to teach listening skills, at the English Education Study Program of Universitas Muhammadiyah Bengkulu, focusing on students who have completed or are currently completing their Teaching Practicum (PPL).

1.2 Identification of the Problem

Based on the background of the problem, several issues were identified. Pre-service EFL teachers may perceive TOEFL and IELTS listening materials differently in terms of relevance, difficulty, and professional value. Their exposure to the course may also influence their confidence, pedagogical competence, assessment literacy, and readiness to teach listening. However, the relationship between these perceptions and teaching readiness has not yet been clearly established among students of the English Language Education Study Program at Universitas Muhammadiyah Bengkulu. Therefore, this study identified the need to examine the level of course perception, the level of teaching readiness, and the relationships between the relevant variables.

1.3 Limitation of the Problem

This study is focused in scope in order to maintain clarity and depth. Several boundaries have been set. First, in terms of topic, this study only examines the correlational relationship between two variables: pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course (Variable X) and their teaching readiness (Variable Y). Other factors that might also influence teaching readiness such as academic GPA, length of practicum experience, or socioeconomic background are not included as variables, as doing so would extend the study beyond its defined focus.

Second, regarding the perception variable, this study covers three operationalized dimensions: (1) views on the relevance and usefulness of the Listening to TOEFL and IELTS course for professional development, (2) perceptions of the course's difficulty and psychological pressure, and (3) views on the professional value of the course for pre-service teacher identity. The course

covers the listening formats of the TOEFL ITP and the Academic version of IELTS, as these are the formats most commonly encountered by English education students in Indonesia; the reading, writing, speaking, and structure sections of both tests are outside the scope of this study.

Third, regarding participants and location, this study is limited to final-year students of the English Education Study Program at Universitas Muhammadiyah Bengkulu who have completed or are currently completing their Teaching Practicum (PPL). Additionally, because the study relies on self-report questionnaires, the data reflects perceived readiness rather than actual teaching performance, and findings cannot be generalized directly to pre-service teachers at other institutions with different curricula or contexts.

1.4 Formulation of the Problem

Based on the background described above, this study focuses on two interrelated aspects. First, it examines how pre-service EFL teachers perceive the Listening to TOEFL and IELTS course they have taken as part of the curriculum specifically how relevant they consider it to their future profession, how difficult or psychologically demanding they find it, and how much professional value they attach to it as part of their identity as future English teachers. Second, it examines the impact of taking this course on their teaching readiness, particularly their confidence and pedagogical competence in teaching listening skills, including their ability to design listening-based lesson plans and assess students' listening performance. Accordingly, this study addresses the following research questions:

1. What is the level of pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course, particularly in terms of its perceived relevance, difficulty, and professional value for developing their listening skills?
2. What is the correlation between pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course and their teaching readiness, particularly their confidence and pedagogical competence in teaching listening skills, including designing listening-based lesson plans?

1.5 Objectives of the Research

In line with the research questions above, this study has two objectives:

1. To describe the level of pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course, particularly regarding its relevance, difficulty, and professional value.
2. To analyze the correlation between pre-service EFL teachers' perception of the Listening to TOEFL and IELTS course and their teaching readiness, particularly their readiness to teach listening skills.

The findings of this study are intended to offer both theoretical and practical contributions to the field of English Language Teaching (ELT), particularly in pre-service teacher education.

1.5.1 Theoretical Significance

This study contributes to research on teacher cognition (Borg, 2003) by examining how perceptions of the Listening to TOEFL and IELTS course shape pre-service teachers' professional readiness. It also provides empirical grounding for Bandura's (1997) self-efficacy theory by exploring how taking this course may influence professional confidence, and connects to Shulman's (1986) concept of Pedagogical Content Knowledge by examining whether the listening skills and assessment familiarity gained from the course meaningfully support instructional readiness.

1.5.2 Practical Significance

For the English Education Study Program, the findings can serve as an empirical basis for evaluating how the Listening to TOEFL and IELTS course currently functions within the curriculum, and may inform efforts to strengthen its listening-focused content within professional teacher development. For pre-service EFL teachers, this study may help students recognize the dual role that this course can play both as an academic requirement and as a tool for professional growth potentially shifting their view of the course from external pressure to something of personal relevance. For future researchers, the quantitative data produced can serve as a baseline for comparative or longitudinal studies at other institutions.

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For pre-service EFL teachers, this study may help them recognise the dual role of the course as both an academic requirement and a tool for professional growth. The findings may encourage students to view the course not merely as an examination-oriented subject, but also as a meaningful component of their preparation to become English teachers.

For future researchers, the quantitative data produced by this study can serve as a baseline for comparative or longitudinal research at other institutions. Future studies may involve a larger number of respondents, multiple cohorts, or participants from different English Education Study Programs.

1.7 Definition of Key Terms

To provide a clear conceptual framework, the following are operational definitions of the key terms used in this study.

1.7.1 Pre-Service EFL Teachers

In this study, pre-service EFL teachers refers to final-year students of the English Education Study Program at Universitas Muhammadiyah Bengkulu who have completed or are currently completing their Teaching Practicum (PPL). These students are in training to become professional English teachers but have not yet taken on a full-time teaching role. Within the framework of teacher cognition (Borg, 2003), this group is particularly relevant because their beliefs and perceptions including those related to listening assessments such as TOEFL and IELTS are still actively being shaped by their educational and practical experiences.

1.7.2 Perception of Listening to TOEFL and IELTS

Drawing on teacher cognition theory (Borg, 2003) and self-efficacy theory (Bandura, 1997), perception in this study refers to the subjective views, beliefs, and attitudes that pre-service teachers hold toward the Listening to TOEFL and IELTS course. Operationally, this is measured through three dimensions: (1) views on the relevance and usefulness of the course for career and professional development, (2) perceptions of the course's difficulty and its psychological effects, and (3) views on the professional value of the course in shaping pre-service teacher identity. Each dimension is measured using a closed-ended questionnaire with a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree), and the resulting scores are categorized into three levels of perception High (positive), Moderate, and Low (negative) using the mean and standard deviation of the respondents' scores.

1.7.3 TOEFL (Test of English as a Foreign Language)

TOEFL is an internationally recognized standardized test that measures English language proficiency, most commonly administered in Indonesia in its Institutional Testing Program (ITP) format. In this study, TOEFL refers to the Listening Comprehension section of the TOEFL ITP as taught within the Listening to TOEFL and IELTS course, covering test-takers' ability to understand short conversations and academic talks delivered through a single audio hearing.

1.7.4 IELTS (International English Language Testing System)

IELTS is an internationally recognized standardized test that measures English language proficiency across four skills: listening, reading, writing, and

speaking. In this study, IELTS refers to the Listening section of the Academic version of the test as taught within the Listening to TOEFL and IELTS course, covering a range of accents and question formats such as note completion, matching, and labelling.

1.7.5 Impact of the Course on Teaching Readiness

In this study, impact refers specifically to the effect of taking the Listening to TOEFL and IELTS course on pre-service teachers' teaching readiness not merely the effect of holding a certain perception in the abstract, but the practical difference that going through the course is perceived to make. It is measured through questionnaire items asking respondents to reflect on how taking the course has affected their confidence, pedagogical competence, and preparedness to teach listening skills, including designing listening-based lesson plans. These impact scores are then analyzed for their statistical relationship with respondents' teaching readiness scores.

1.7.6 Teaching Readiness

Drawing on self-efficacy theory (Bandura, 1997), teacher cognition (Borg, 2003), and Pedagogical Content Knowledge (Shulman, 1986), teaching readiness in this study is defined as the degree to which pre-service teachers feel internally prepared to plan, manage, and carry out English language instruction effectively and professionally. This readiness is understood as multidimensional, covering four aspects: (1) cognitive readiness command of language content knowledge and understanding of the EFL curriculum; (2) pedagogical readiness the ability to design lesson plans including listening-based lesson plans select appropriate teaching methods, and manage the classroom; (3) psychological readiness confidence and emotional regulation in teaching situations; and (4) professional readiness an understanding of professional ethics and a commitment to ongoing self-development.