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English for IELTS test preparation: the needs analysis

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ABSTRACT

The present study tried to modify IELTS Needs analysis based on the participant' learning competence. The participant was a student with IELTS Score 4.5 and he was required to have minimum score 5.5 in order to enroll an overseas university. A skill-based analysis was used in the paper to identify the student. Questionnaire along with the placement test was conducted to get the skills that the participant needed to improve. From the analysis, it was seen that the participant needed to improve his productive skills. Slow learning competence from the student made the instructor had to change the situation of learning process. The final result of the paper is an IELTS course preparation analysis adapted from the participant's need. Materials, practices, assessment and Evaluation were also added in this analysis. The writer expected that such needs analysis can be employed to IELTS preparation course institution so that better learning outcomes can be achieved.

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1. Introduction

As the growing nation, Indonesia is one of the countries that often send its students and workers to study or work overseas. Indeed, Indonesian people consider studying and working abroad is important to extend their knowledge and experience as well as sharpen their foreign language. However, there are several requirements for those who want to study or work in the English speaking countries, one of them is passing the given score of IELTS test.

The International English Language Testing System (IELTS) assesses the English language ability of the student or worker candidates based on the four language skills. The test is designed to reflect how the students or workers will use English at school or university, at

work, and at home, in their new life abroad. IELTS is a standardized test that is considered valid and reliable by the researchers (Spolsky, 1995; More & Morton, 2005; O'Loughlin, 2008; Weir et al., 2008; etc). Therefore "IELTS is the most widely accepted English language test that uses a one-on-one speaking test to assess your English communication skills" (British Council, 2010). Many English speaking countries such as USA, the UK, Canada, and New Zealand require IELTS test for the foreign learners and workers if they want to live there.

Since each English speaking country has different requirement score of IELTS test, it is sometimes not easy for the candidates to pass the given score of IELTS test if the countries they want to go need a high score for the candidates. Furthermore, IELTS is designed to assess the language ability of the candidate in all four skills; the candidates must at least possess the fluency of the four skills at the rate of daily communication. This also becomes one of the difficulties for the candidates to pass the test particularly for Indonesian candidates who do not use English as daily communication.

In order to help the candidates to get the given score of IELTS test, many English courses nowadays provide IELTS preparation courses for those who need high score of IELTS test. The courses commonly provide both intensive and extensive classes, private and regular classes for the learners based on how fast they have to get the IELTS results. The courses also provide up to a hundred hours for the learners who really need English from the very basic level, usually for the lower level learners. During the course, the learners will study English in all four language skills and in the rate of daily communication and academic field. It occurs because the learners are expected to be familiar not only in English daily nature but also in English academic nature as they need to be familiar in both fields when they are in the university or in the work field.

However, because IELTS preparation learners have different level of English proficiency, it is not easy for IELTS preparation instructors to provide the materials and the activities that are really appropriate for the learners, particularly for the instructors with a large number of students. It is even more difficult for the teacher because, with only tens to a hundred hours they get, they have to make the learners master all four language skills of English. It is especially difficult to teach the productive skills, writing and speaking, as the students do not usually produce words in English. Therefore, having an appropriate course design for the IELTS preparation class is necessary in order to get what the learners really need in mastering all four languages needed for IELTS test.

In this paper, the IELTS preparation course analysis is made for the private class which has students who need to pass a given score of IELTS test in order to enroll a university in Norway. The student needs to pass at least 5.5 in each band (each language skill score) and he only wants to have a 50 hours class. For that reason, the need analysis is necessary to be conducted so that the learner can get what he really needs and how he can learn it in order to pass the IELTS test.

Literature Review

It is known that to make IELTS Test learners achieves a good score, the teachers need to analyze learners' English competence, ability, and drawbacks before starting the class. One of the way to do it is by doing the diagnostic test and placement test. The placement test is held in order to place the right level of the class and to seek the learners' competence. However, it is sometime not proficient to only have the placement and diagnostic without having any learning background of the student. It occurs because many of the learners still have difficulty to cope the IELTS materials. One of the reasons is they are not familiar with IELTS specifically, and English generally. For that reason, learner's needs analysis is important to be conducted in order to make learners feel comfortable to learn IELTS.

In defining the needs analysis, Graves (2000) stated that needs analysis is a systematic and continuous process of combining information about what students need and identifying the information in order to have an effective course to meet the needs. A systematic and continuous process here means when it needs time and effort to analyze the learner needs. A thorough analysis is necessary to do in order to find a comprehensive result of student needs. Therefore,

a placement test and diagnostic test are not quite proficient if we want to analyze the IELTS Learners' needs.

A previous study about students' needs analysis was conducted by Cahyono & Widiati (2015). They analyzed students' vocabulary, grammar, punctuation and correct structure of English before starting an English class. They conducted the study arguing that it was very rare to find those kinds of analysis used as the ground of conducted the class. It came out that the analysis could enhance the students' motivation to learn based on the competence they need to improve. Eshtehardi (2017) also conducted a learner's need analysis study focusing on vocabulary in reading skills of IELTS learner. The results revealed that unknown vocabulary and lack of employing reading skills are their main weaknesses in Reading. Lastly, Daud, Daud, & Kassim (2016) conducted an analysis study of learners' writing skill before starting the IELTS class. They focused on the writing skill because IELTS writing test gave large scale high stake in evaluating the test performance of the test takers. Two different kinds of tasks make IELTS writing test become a great enemy of the test takers. Many of them have failed the test because of the writing task. The results came out that Students' writing performance is in accordance to anxiety especially when students do not know what to write and what to do. Therefore, they spent a lot of time only doing the brainstorming in writing process.

From those previous studies, researcher wanted to seek the chance to analyze her learners' needs before taking the IELTS class. The present case study was conducted in order to find an alternative solution to enhance the student's IELTS score as it is needed for the student to get a good score.

2. Method

2.1. Needs Analysis

There were two different kinds of method to analyze the learners need conducted in this study, first, the analysis of the placement test which has done by the learner and second, the questionnaire given for the learner after taking the placement test. As Dudley-Evans and Saint John (1998) stated in their book that there are three different kinds of needs analysis in ESP; target situation analysis, present situation analysis, and learning situation analysis (p. 123-125). It is expected that those three kinds of needs can be attained through these two methods.

2.2. Placement Test done by the learner

The placement test is chosen as one of the needs analysis method because the test can be a tool to analyze the learner's present situation (PSA) in learning English as Dudley-Evans and Saint John (1998) claimed that "Testing may form part of a pre-course PSA" (p. 137). The form of the placement test is similar to the real IELTS test which is divided into four parts based on the language skills. Because there are four language skills assessed in IELTS test, it is important to have the needs analysis based on the four skills. Each skill is analyzed through each part of the test.

Listening Skill

According to the result of the listening part, the learner seems to have a good command in listening skill as he has a good score in this part. He only made 10 mistakes from 40 questions given to him. However, from this part, it is found that he has a difficulty in answering the summary task. The summary task is in the form of gap filling which there no option is given for the test taker. In the summary task, the learner had to listen to a complete monologue as well as checking the summary of the monologue in the question sheet. Because what the speaker talked was not the same with what in the summary, he probably could not get the real message of the monologue and it affected to confusion in answering the summary. Beside the summary completion, it is complicated for him to answer the completion task with a complete phrase. There are some questions that require the learners to answer with more than one word to have a clear idea of the answer. Yet he seemed could not give the clear answer. Next, it seems not

easy for him to listen to the singularity and the plurality of the nouns. There are some answers need to have plural nouns whereas he made in singular. Indeed, it is important to make him know that some questions require plural nouns for the answer. Lastly, similar with the summary completion, he had a hard times listening to the long monologue while checking the answer. He could not get the key words of each question and could not grasp the important message of every utterance in the monologue. Therefore, he was not able to answer almost all questions in monologue parts.

Reading Skill

Unlike the listening skill, the learner did not have a good score in reading skills. From 40 questions given, he only succeeded 20 questions of them in which he only made 50% of questions correct. Almost all of types of the questions had got wrong by him; completion, matching, and multiple choices. Multiple choices with multiple answers type is one of the question types where he made it all wrong. He also had the difficulty in answering the matching of headings where he had to decide which heading options characterize certain paragraphs. Identifying the writer's views part seems also complex for him where he had to decide whether the statements given in question represent the writer's views or not. Next, not only in the listening part, the learner also could not answer the summary completion in reading section even though he can take a look to the text for several times. Indeed, summary completion is very important to be learnt and reviewed by the learner during the course. True, false, and not given is also the part that he could not answer correctly. It seems hard for him to get the information from the statement that is being paraphrased with the text. Moreover, another kind of completion, sentence completion frightened the learner the most. All questions in sentence completion are wrong as the questions are being paraphrased. Therefore, paraphrasing should be put in the course design as he had the difficulty in understanding it.

Writing Skill

There are two parts in IELTS writing skill, the first part is about describing the graphs, process, or map and the second part is giving argumentation and reason of a topic given to the learner. From those parts, the learner is generally unfamiliar with the structuring the paragraph in IELTS writing parts. He also tended to repeat the same vocabularies and sentence structures in which it shows that he still has a limited number of vocabularies. He also could not be aware of presenting the tenses structure in both writings. Regarding with the content of writing, he seemed cannot develop the topic well so that he wrote those part less than the required number of words. Lastly, he still had a difficulty in making the correct verb agreement. He mostly wrote an inaccurate auxiliary verb which is not matched with the verb he mentioned.

Speaking Skill

Unlike the writing part, the learner made a better performance in speaking part in which he could speak fluently and not being nervous in front of the panel. However, his lacks are quite similar with the writing task as both skills are about producing the words and sentences. He could not develop the topic in every question given so that he spoke less than the time provided. It makes his score became not satisfying. He also made the same mistakes with the verb agreement which it is seen as he made the mistake several times. Lastly, he seems had the difficulty in pronouncing English word. It is important for him to pronounce the words clearly so that the panels can understand what he said as most of the panels are natives of English.

2.3. Questionnaire for the learner

A questionnaire is given to the learner after he knew the overall result of his placement test. The questionnaire is contained the questions related with his learning situation (LSA) and target situation (TSA) analysis. The questionnaire is divided into five parts. Those questions represent the LSA, TSA, and part of PSA of the learner as seen on table 1.

Table 1. Questionnaire on learner's situation

1	IELTS
	a. What IELTS Score do you need for each skill?
	b. Have you taken IELTS before? What were your score?
	c. Why are you taking IELTS? When do you expect to get your target score?
	d. What do you know about IELTS?

2	Education
	a. Are you a student (or are you working)?
	b. Are you studying anything at the moment?
	c. What was your favorite subject at school?
	d. Did you enjoy foreign languages at school?
	e. Is there anything you would like to study (full time) in the future?

3	Language Experience
	a. Do you speak any other languages, if so to what level?
	b. Do you have any other language teachers?
	c. What course books did you use/have you used
	d. Do you use English for communication at work/school or pleasure (reading and writing and watching movies count)? Please explain when and how often you do what. Every day? Once a month?

4	Time of Studying English
	a. Are you studying English at the moment?
	b. How often do you study English?
	c. How long do you spend studying English every week?
	d. Do you do any English language self-study?
	e. How long have you been studying English?
	f. Did you like your English lessons at school?
	g. When did you start studying English? Or, When did you last study English?

5	Use of English
	a. Do you use English in your school?
	b. How often do you use English (in your studies/ free time)?
	c. Do you have any foreign friends?
	d. When did you last use English (outside the classroom)?
	e. Do you think you will need English more in the future? (Why/ Why not?)

From the topic related with IELTS, it is known that the learner need the score 5.5 for minimum score in each skill. He needs that kind of score because it is the required score if he wants to continue his study in Norway. He need the IELTS score in a month as the university enroll time will be started after a month of the study. He never had IELTS test before and he is actually unfamiliar with IELTS test.

In the column of education, he has just graduated from a high school in Makassar and wants to spend his holiday to learn IELTS in Jakarta. He wrote that he likes the physical exercises subject but he is not really keen to any foreign language subject. Because he wants to enroll petroleum department, he is interested to study anything about oil industry. Therefore, giving him the reading text and the writing topic related with oil industry may attract him to learn better.

In the section of language experience, the learner does not speak other language beside Indonesian. Because he has just moved from Makassar to Jakarta, he currently does not have any teacher to teach him English. He likes to listen to English songs and he often watches

English movies even though he uses English only in English class. Lastly, during the school he used English textbook from Longman Publisher.

The learner generally has little time to study English; he stated that he only learns English in the classroom during English subject. The English subject in his school is three times a week in one and a half hour per meeting. He started to study English since the elementary school and it has been twelve years he studied English. He does not have self-study of English and he is not a person who is really interested in learning English.

Besides in school, his own time to learn English may be from listening to English songs and watching English movies. He does not have any foreign friend although he has an aunt who lives in Norway and eventually asks him to study there to sharpen his English and he actually plans to go there and live with his aunt.

From the result of analysis above, it can be inferred that the target situation (TSA) of the learner requires the instructor to make a one scale higher score than his pretest (overall 4.5). Moreover, the learner is not familiar with the IELTS test since he never took the test before. Thus, the course should introduce all elements of IELTS test to the learner. Meanwhile, LSA of the learner does not really support him to learn English as much as possible and as quick as possible. Therefore, the instructor needs to design the instruction that can stimulate and motivate the learner to learn IELTS in a practical way and in effective time duration.

3. Result and discussion

3.1. Result

Type of the course analysis

The type of the syllabus which is used in the course is skill-based syllabus as the materials and activities executed in this course will be based on the four language skills. Railey (1988) found that “the content of the skill-based language teaching is a collection of specific abilities that may play a part in using language” (p. 1). It is easier to divide the syllabus based on the language skills since IELTS test is also separated into those language skills. Moreover, Rane (2010) also claimed that skill-based instruction is basically for Language for Special Purpose (LSP). “The example of skill based instruction application is in life skills and immigrants and refugees or language programs preparing students for academic work” (p. 5).

There will be several combinations of the skills (integrated skills) when there are some materials of learning have similar strategy of learning for different skills. Paraphrasing, for instance, is needed in almost language skills; reading, listening, and writing. The student needs to understand how to get the message from the paraphrase statement in listening and reading part. Meanwhile, the learner has to be able to paraphrase his sentences in order to avoid the repetition. Therefore, there will be several meetings which join some skills in one material.

The skill-need analysis

Listening Skill

The materials in listening skills are split up according to the question types in IELTS listening part. There are seven different types of listening question, they are, form/notes/table/flow-chart/summary completion, multiple choice, Short answer question, sentence completion, labeling the diagram, map, or plan, Classification, and Matching. Each of the questions commonly has its own strategy to answer it. However, due to the limited time and the consideration that the learner has a good proficiency in this skill, there are several types of question which are taught in the same meeting and only some types of it will be taught in separated meeting. Summary completion is one of the materials that is taught in one meeting as it will be combined with summary completion in reading task. It occurs because the learner had difficulty to answer the summary completion in both reading and listening skill.

Reading Skill

Reading skill instruction will also be taught based on the question types, however, it has more types than in listening skills. Therefore, the number of hours will be more than listening skill. There are eleven types of question in reading skill; some of them are similar with listening part. They are multiple choices, identifying information, Identifying writer's views or claims, matching heading, matching information, matching features, matching sentence ending, sentence completion, form/table/notes/flow-chart completion, labeling the diagram, and short answer question. According to the PSA analysis, the learner needs to spend more meetings in reading skill since he had a hard time to answer the reading question.

Writing Skill

There are two writing parts in IELTS test. The first part is reporting the graphs, process, and maps and the second part is making an essay of the topic given. The course will have both part separated since they are different in genre. Writing task one will be divided into six different kinds of figure; line graph, bar graph, pie chart, table chart, process, and map. While writing task two is based on the way of giving argumentation and reasoning; agree/disagree, advantage/disadvantage, discuss two views, cause and effect, two part questions, and giving opinion. Since the learner had a difficulty in structuring the paragraph, there will a time in the beginning of the writing session to learn about structuring the paragraphs in both writings. He will also get a session to learn the vocabularies of describing trends and numbers which is related to writing task one. As for his grammar, he will be given some exercises related to the verb agreement before he starts to write.

Speaking Skill

Speaking test consists of three parts which each of parts contain different topics and different time provided. Speaking part one is related to personal life of the learner and the general topic related with daily nature, speaking part two is named the topic card where the learner will be given a topic in a card contained some questions related with the topic, while speaking part three is about the issues-oriented question related with the topic in part two. The learner needs to develop his answer with reason and example so that many practices and feedback is chosen as activities which are mostly used in this session.

The Future Course Details

The development of course details is presented on table 2.

Student's Analysis

Because IELTS test is considered as public examination (Dudley-Evans & Saint John, 1998, p. 214) and it has standardized assessing system, it is important for the course to have similar kinds of assessment in order to have the same conclusion of proficiency measurement. IELTS test uses band descriptor for each skill and the results are given on a scale number, from 1 to 9. All skills in IELTS test have their own system of assessment, the receptive skills assessment are based on the total numbers of correct questions, while the productive skills use four major linguistic criteria of producing text. The four criteria in writing test include task achievement, coherence and cohesion, lexical resource, and grammar range and accuracy. While the speaking test criteria consist of fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. As the same with the receptive skills, each of the criteria is measured using the scale from 1 to 9. The score from all criteria will be collected and divided by four to make a final score of the skills. The course will execute the same assessing system with the real IELTS test using two kinds of final test, mock test and final test. The mock test is done after the instructor gives the review in all parts of IELTS test, while the final test is purely done without the interference of the instructor. The instructor even cannot be the panel of the speaking test in order to avoid the subjective judgment of the student's assessment.

Table 2. The future course details

Course level	: IELTS 5.5
Course duration	: The form of the course is intensive course with 2 hours per meeting every Monday to Saturday within a month. The class is held in the morning from 10 am to 12 pm. After the end of the course there are several IELTS test practices conducted until the day of the real IELTS test comes.
Course Length	: The course has 50 hours long. After the course finished, the student will spend three hours for practices every Monday to Saturday to have the practices of IELTS test.
Student	: It is a private class where there is only one student as the participant of the class. His name is Erzal Prayuda. He was already graduated from high school and plan to get his Bachelor Degree in Norway.
Objectives	: After completing the course, the student is expected to have the following competences: <ol style="list-style-type: none">1. Understanding and using a range of around 5,000 general and academic vocabulary2. Understanding and using a range of sentence structures and grammar features.3. Comprehending English in a conversation or monologue and answering questions related to them (listening skill).4. Comprehending Reading passages and answering questions about the main ideas or details from the passages (reading skill).5. Describing and/or comparing graphs/tables/diagrams (writing skill task 1)6. Writing essays of presenting and justifying opinions (writing skill task 2)7. Talking about personal details, familiar topics, and offering arguments about abstract issues (speaking skill).
Resources	: The course will use several references related to IELTS test such as: <ol style="list-style-type: none">1. Focus on Academic Skills for IELTS (Course text book)2. Check Your Vocabulary for English for the IELTS Exam (Homework)3. KAPLAN IELTS (Handouts)4. Cambridge IELTS 1-3 (Practice)5. Cambridge IELTS 4 (Exams)6. Macmillan IELTS Test Builder7. Several sources from IELTS sites for writing and speaking materials such as:<ol style="list-style-type: none">a. ielts.orgb. ieltsteacher.comc. ieltsessential.comd. takerielts.britishcouncil.orge. Ielts-exam.net, etc.

The course will only use the final test (summative test) without having any formative test since it is an intensive class which only has a month as the class duration. Therefore, instead of having the summative test, the course will have the practices carried out after the student

finishes his study of each skill. There will be no formal assessment during the practice time; yet, the instructor will have some final feedback given to the student before starting to learn the new skill.

One of the TSA of the students related with the requirement score is that the student needs to have 5.5 for minimum each band (skill) while his PSA regarding with his placement test score is 4.5 with the lowest score is in the writing part with 4. It is one of the teacher responsibilities to make the student reach the required TSA in order to make him pass the enrolment requirement. For that reason, the mock test and the final test will be used as the monitor whether the student is ready to join the test or not. If he failed to have the minimum score for each band in his mock and final test, the instructor will give another feedback during the practice time available before the day of the real test. In the case that he still can not pass the minimum score in the final practice, it is better to recommend the student to not take the real IELTS test and to have another session of IELTS preparation to avoid wasting money to pay for the test.

The Skills Assessment

IELTS preparation course is the course where the students mostly expect to pass the IELTS test with the score that they intend to have. Therefore, the IELTS preparation instructors bring a high responsibility to satisfy the students during the course. In this present course, the course evaluation will be based on two methods of evaluation, assessment and the student's questionnaire. Assessment evaluation is based on the formal summative test conducted through the final test, in the case that the student takes the real IELTS test; the score of the IELTS test is being the assessment of the course evaluation. If the test results to the required score, it can be considered that the materials, activities, and the teaching methods executed in the course can satisfy the learner's need. If not, the instructor needs to get some changes in some parts of the course and teaching methods in order to reach the satisfaction of the student's need.

The second course evaluation is taken from the student's questionnaire done after the final test. The questionnaire is collected and modified from imsce.edu.pk and from Moore et al. (2009) which provided the questionnaire of the IELTS course evaluation for the students in their study of IELTS in Cambodia. The questionnaire includes the learning activities, materials range based on the language skills, teacher's performance, and teaching aids (see appendix 4).

3.2. Discussion

From the result, it was found that the learner was lacking in several skill of language which needs to be improved if he wanted to succeed in IELTS test. Reading skill, for instance, was one of the skills that the student was very lacking. He could not get the matching questions right and he did give a great summary for summary completion. And one of the reasons is the lack of vocabulary knowledge. He seemed confused with what he read and he even did not know what to write in doing the summary. The result corresponded to the previous study from Eshtehardi (2017) that the vocabulary building was being a great weakness for the students of IELTS reading test. Therefore, an additional materials and time consuming for reading skill was needed to improve the learner competence in reading. Next is writing skill. It was also found that the student needed more time to improve writing skill since the learner was very new in doing the writing task of IELTS. He could not structure the paragraph coherently and he was not able to develop his topic of the paragraph well. The analysis was in one way the same with what Daud, Daud, & Kassim (2016) found that the students not only need more time to learn the grammar of writing task, but also the time to learn the process of brainstorming and make it short so that it did not consume so much time only for brainstorming. In this case, the failure of writing test gave a much lower score for the learner. Hence, the teacher needed to add more time to teach writing test to the learner. Though the learner was lacking in reading and writing skill, he was better in doing the listening and speaking task so that the learning time for those skill can be reduced in order to improve the skills that he needed to improve more.

4. Conclusion and suggestions

To be concluded, based on the TSA of the student, the course duration can take only 50 hours, because the student has only a month to prepare before the IELTS test and before the enrollment time is closed. For the same reason, the intensive course is decided to make the most of his available time. Each meeting holds 2 hours long since the student need to prepare other necessities regarding his enrollment such as making a passport, enrolling the IELTS test, etc. Skill-based syllabus is chosen as the types of the syllabus since the IELTS test examines the student's proficiency based on the four language skills. This decision is also supported by Rane (2010) who stated that skill-based syllabus is suitable for the course which its participants are from foreign language country such as immigrants and refugees. In the skill-based syllabus, the materials and the topics are based on the specific area of language skills such as writing a good introduction, discussion data, etc. (Dudley-Evans & Saint John, 1998, p. 164). In the case of the present course, the materials and the topics are based on the task types and the question types from which commonly exist in the IELTS test. The listening and reading skill instruction are based on the question types while writing and speaking skill are taught from the task types. Each of the types generally has its own strategy to handle the questions or the tasks. Therefore, the strategies used for handling the task and the questions can be practiced and discussed directly through the exercises. This, according to Dudley-Evans & Saint John (1998) can first, be the learning support which makes the pattern of answering the questions and be the stimulation for the learner when they face the certain types of tasks or the questions from the test (Dudley-Evans & Saint John, 1998, p. 171-172).

IELTS test is considered as the in-house test development since from the result of the test, the student will know whether he passes or fails to enroll the intended university (Dudley-Evans & Saint John, 1998, p. 221). The standardized assessing system of IELTS test requires the student to perform as well as possible. Therefore, the course implements the same system of assessment in order to raise the responsibility of the student to perform well when they face the real test. Feedback is always given to the student after he does both practices of the final test.

The present study surely has its benefits and drawbacks for the course. When the benefits are planned carefully, there must be the drawbacks comes at the same time. Firstly and mainly, since the intensive class obliges the student to learn English everyday, it is already expected that the declining of the motivation to learn will come (Dudley-Evans & Saint John, 1998, p. 147). There will be sometime when the learner feel bored of learning IELTS. Therefore, the instructor is allowed to exchange the skill instruction or introducing the new skill instead of continuing the same skill in order to recharge the learner's motivation. Secondly, it is seen in the syllabus that the activities are mainly in the form of discussions and practices. It occurs because it is expected that the more practices that the learner does, the more ready the learner to face the real test. It certainly makes the student feel bored of the repeated activities. However, both the learner and the instructor can not avoid facing it since the course is basically a test-oriented course and the duration of the course is only for a month. Lastly, the course does not use the materials and the topics related with the real life because the real life topics are considered less useful for the test-oriented course. However, some terminologies and vocabulary related with the common core of real content will be taught related with the texts, questions, and the topic card (speaking) in the materials.

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