

ABSTRACT

Supahing, Ajun. 2018. *The Effect of Using Relaxation Time in Teaching Students' TOEFL Reading Comprehension Preparation at BESWAN English Course Pare Kediri*. Thesis, English Department, Faculty of Teacher Training and Education, Kadiri Islamic University. Advisor (1) Erwin Hari Kurniawan, M. Pd.; (2) Sri Wulandari, M. Pd.

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As an international language, English has key position in transferring knowledge and technology needed by people. To measure how far people especially non-native English understand about English is doing English test like TOEFL. TOEFL stands for test of English as foreign language becoming a standard test for English learners to assess their ability and comprehension in learning English. TOEFL gives challenge-itself for the students to know their ability and comprehension in learning English. There are 3 sections in doing TOEFL test. TOEFL reading comprehension preparation is one of them which has to be mastered to reach desirable score. Relaxation time is needed to decrease tense and to increase mentality and concentration when doing the test.

The objective of this study was; (1) to analyze students' TOEFL reading comprehension preparation in experimental class after taught by Relaxation Time, (2) to analyze students' TOEFL reading comprehension preparation in control class after not taught by Relaxation Time, (3) to analyze the significant difference of students' TOEFL reading comprehension preparation between the experimental and control class, and (4) to analyze the effect of using Relaxation Time in teaching students' TOEFL reading comprehension preparation at BESWAN English course Pare Kediri. The sample of this study was 32 students divided within two classes, A Class as experimental and B Class as control which were taken from BESWAN English Course Pare Kediri. They were the students of Advance Program who were in the fourth month study at the course.

The method used in this research was a quantitative method. The design used was a quasi-experimental study and the instrument of this research were test and questionnaire. The researcher used relaxation time in teaching A Class as experimental and another method in B Class as control. Then the researcher gave the test to get the data and questioner only for experimental class.

Relaxation time was done in teaching learning process in the pre-activity and in the post-activity. The steps to do relaxation are; (1) Ask them to enjoy their sitting by putting their hands on the thighs, feet on the floor, and laying down their back to the chair head, (2) Ask them to close their eyes to make them easy to concentrate, (3) Ask them to do simple respiration like taking breath form their nose, stopping their breath for a while in the belly, and exhaling their breath from their mouth. (4) Give positive suggestion by using belly respiration like stopping the breath in the belly while giving suggestion, and (5) if done, wake them up by positive suggestion.