

**The Students' Strategies in Preparing TOEFL by Sixth Semester**

**Students Academic Year 2014-2015 at English Education**

**Department UIN Sunan Ampel Surabaya**

THESIS

Submitted in Partial Fulfillment of the Requirement for the degree of

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## ABSTRACT

Safitri, Isna Wahyu. (2018). *The Students' Strategies in Preparing TOEFL by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya*. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Nur Fitriatin, S.Ag, M.Ed.

**Key Words:** *Test Strategy, Prepare, TOEFL, Psychological Condition*

This research entitled *The Students' Strategies in Preparing TOEFL by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya*. TOEFL is one of the English tests that are categorized as difficult test especially for beginners. Without careful preparation it will be difficult for participants who want to face the TOEFL. Participants have to prepare many strategies if they want to get a good score of TOEFL. Therefore, the purpose of this study is to know the strategies in preparing TOEFL and the reason of using these strategies that used by the students who have followed TOEFL Preparation Class. This research used qualitative method and researcher uses descriptive qualitative research. The population of this study was 10 persons of the sixth semester students' academic year 2014-2015 who had achieved a minimum score of 500. The researcher uses observation and transcript interview for collecting the data. The instruments used are checklist document and interview guidelines. The result of this study is to show the strategies used for preparing before facing the TOEFL. Among the strategies are focus on learning and practicing TOEFL exercises in sufficient time, understand of specific instructions for working on each part of TOEFL exercises, confidence in self-ability or self-confidence, well-prepared preparation, know how to find sentences or key words, practicing and working on some models of TOEFL exercises, to listen to lectures from native speakers in English, learn about the changes in the test format, how the test is structured and what each test section measures, learn how to use test-taking strategies of TOEFL exercises, keep in mind all the tips and tricks that have been learned for the next day, prepare for a good night's sleep and enough for fresh thoughts return in the next day, get plenty of rest, have breakfast enough, not too much drink because interruption is not allowed to leave the seat and the last is have arrived at the place of the test half an hour before starting the test. As much as participants understand about these strategies, they will be much more ready for facing the TOEFL to get a high score as they expected.

## ABSTRAK

Safitri, Isna Wahyu. (2018). *The Students' Strategies in Preparing TOEFL by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya*. Pendidikan Guru Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya.

Advisor: Nur Fitriatin, S.Ag, M.Ed.

Kata Kunci: *Strategi Tes, Persiapan, TOEFL, Kondisi Psikologis*

Penelitian ini berjudul *The Students' Strategies in Preparing TOEFL by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya*. TOEFL adalah salah satu tes bahasa Inggris yang dikategorikan sebagai ujian yang sulit terutama bagi pemula. Tanpa persiapan yang matang akan sulit bagi peserta yang ingin menghadapi tes TOEFL. Peserta harus menyiapkan banyak strategi jika mereka ingin mendapatkan skor tes TOEFL yang baik. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui strategi dalam mempersiapkan tes TOEFL dan alasan penggunaan strategi yang digunakan oleh siswa yang telah mengikuti kelas TOEFL Preparation Class. Penelitian ini menggunakan metode kualitatif dan peneliti menggunakan penelitian kualitatif deskriptif. Populasi penelitian ini adalah 10 orang siswa semester 6 tahun ajaran 2014-2015 yang telah mencapai nilai minimal 500. Peneliti menggunakan wawancara observasi dan transkrip untuk mengumpulkan data. Instrumen yang digunakan adalah daftar periksa dokumen dan pedoman wawancara. Hasil penelitian ini adalah untuk menunjukkan strategi yang digunakan untuk persiapan sebelum menghadapi tes TOEFL. Di antara strategi tersebut adalah memusatkan pada pembelajaran dan latihan TOEFL dalam waktu yang cukup, memahami petunjuk spesifik untuk mengerjakan setiap bagian tes TOEFL, percaya diri pada kemampuan diri atau rasa percaya diri, persiapan yang dipersiapkan dengan baik, tahu bagaimana menemukan kalimat atau kata kunci, berlatih dan mengerjakan beberapa model latihan tes TOEFL, mendengarkan ceramah dari penutur asli dalam bahasa Inggris, mempelajari tentang perubahan dalam format tes, bagaimana tes disusun dan apa yang dilakukan pada setiap bagian tes, mempelajari cara menggunakan tes strategi latihan dalam tes TOEFL, mengingat semua tips dan trik yang telah dipelajari untuk keesokan hari, mempersiapkan diri untuk tidur nyenyak dan cukup untuk mengembalikan pikiran segar keesokan hari, banyak istirahat, sarapan cukup, tidak terlalu banyak minum karena tidak diijinkan meninggalkan tempat duduk dan yang terakhir sudah sampai di tempat tes setengah jam sebelum memulai tes. Sebanyak peserta mengerti tentang strategi ini, mereka akan jauh lebih siap menghadapi tes TOEFL untuk mendapatkan skor tinggi yang sesuai dengan harapan.

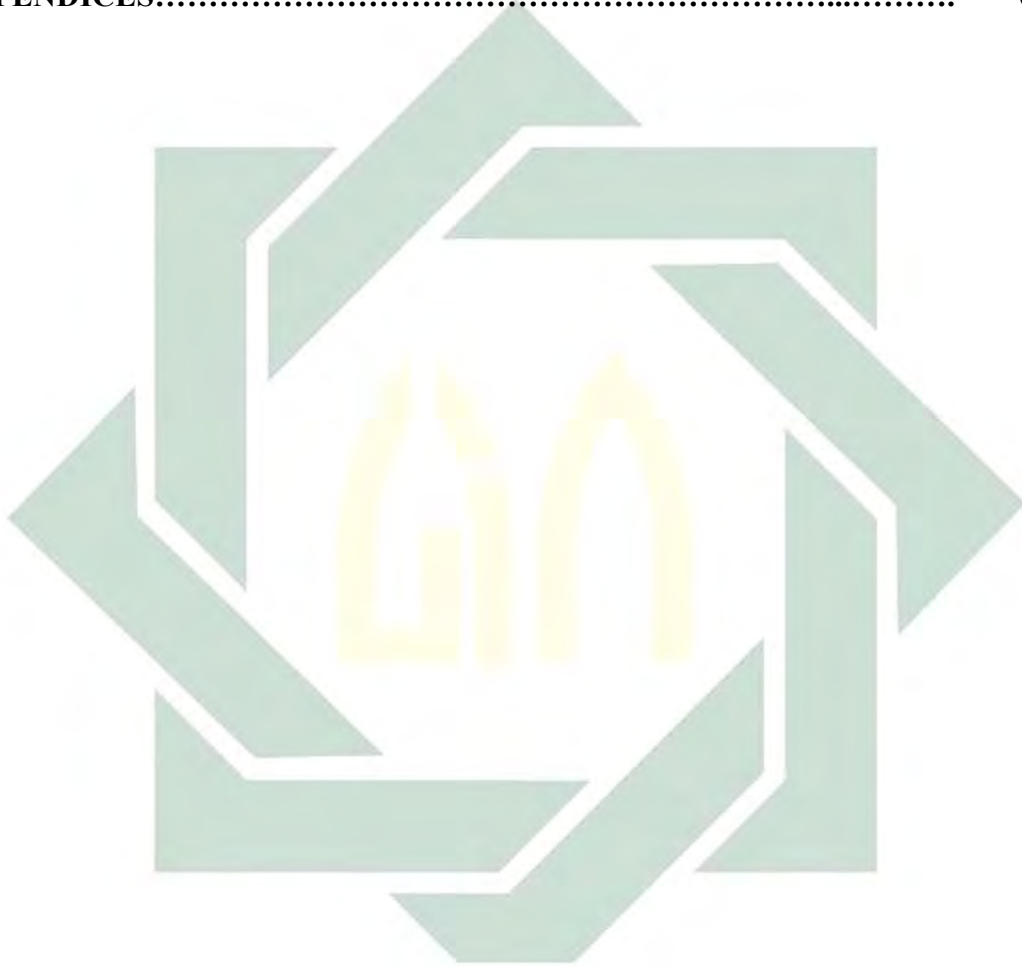




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# CHAPTER I

## INTRODUCTION

This chapter discusses the area of the research that will be covered in some headings (1) research background, (2) research question, (3) objective of the research, (4) significance of the research, (5) scope and limitation of the research, (6) definition of key terms. In addition, the background describes the reasons why the researcher intends to conduct the research. Then, the research question is formulated along with the objective of the research. This is followed by the significance of the research to inform how the results will be useful. Some limitation about what is included or not in this research is given in the scope of the research. Finally, the last part is the definition of key terms.

### A. Research Background

English is an international language because in the field of education it is by far the commonest first foreign language taught in schools<sup>1</sup>. Kachru and Nelson divide the English user country into three categories:

*First, countries that use English as a mother tongue like English, Canada, Australia, New Zealand and the United States (Inner Circle Countries). The next is a country that has an institutional history of English so that this language plays an important role, especially in the field of education, government, literature and popular culture. This country includes Nigeria, Singapore and India (Outer Circle Countries). The next country is a country that uses English for various purposes but does not make it as the dominant language in daily communication (Expanding Circle Countries). Indonesia, Russia and China are countries that fall into this category<sup>2</sup>.*

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<sup>1</sup> The British Council, "English as an International Language", (<https://www.teachingenglish.org.uk/sites/teacheng/files/Y299%20ELT-03-screenEnglish-as-International.pdf> accessed on May 5.2017).

<sup>2</sup> Fahrawaty, "Bahasa Inggris Sebagai Bahasa Internasional dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indonesia", ([http://www.lpmpsulsel.net/v2/attachments/266\\_Bahasa%20Inggris%20sebagai%20bahasa%20Internasional%20dalam%20pembelajaran.pdf](http://www.lpmpsulsel.net/v2/attachments/266_Bahasa%20Inggris%20sebagai%20bahasa%20Internasional%20dalam%20pembelajaran.pdf) accessed on May 7.2017).

In the globalization era or better known as the free market requires every individual to prepare a reliable resource, especially in the field of communication<sup>3</sup>. In this case the role of English is required both in mastering communication technology and in interact directly. As a means of global communication, English must be actively dominated both oral and written<sup>4</sup>. Related to the importance of foreign language proficiency, a German philosopher Johann Wolfgang Von said, “*those who know nothing about foreign languages, they nothing about their own*”. This adage implies the importance of foreign language education, in addition to the mother tongue and national language<sup>5</sup>.

Indonesia is ranked 32 from 72 countries for the English proficiency category on an international scale, based on data from the “English Proficiency Index” survey (EF EPI)<sup>6</sup>. Indonesia has a total score of 52,91 in measuring English abilities of countries in the world and is considered an international benchmark for adult English proficiency<sup>7</sup>. The results of the 2016 survey shows the ranking of the top three countries with the highest English mastery in Asia is Singapore, Malaysia and followed by the Philippines. On the other hand, Indonesia achieved lower scores than some of

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<sup>3</sup> Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah, “*Pentingnya Kemampuan Berbahasa Inggris*”, ([http://ispijateng.org/wp-content/uploads/2016/05/PENTINGNYA-KEMAMPUAN-BERBAHASA-INGGRIS-SEBAGAI-DALAM-MENYONGSONG-ASEAN-COMMUNITY-2015\\_Sri-Handayani.pdf](http://ispijateng.org/wp-content/uploads/2016/05/PENTINGNYA-KEMAMPUAN-BERBAHASA-INGGRIS-SEBAGAI-DALAM-MENYONGSONG-ASEAN-COMMUNITY-2015_Sri-Handayani.pdf) accessed on May 7.2017).

<sup>4</sup> *Ibid.*,

<sup>5</sup> *Ibid.*,

<sup>6</sup> Author, “*Penguasaan Bahasa Inggris Secara Internasional*”, (<http://www.antaraneews.com/berita/600584/indonesia-peringkat-32-penguasaan-bahasa-inggris> accessed on May 7.2017).

<sup>7</sup> *Ibid.*,

its neighbors in the region, including Vietnam in the 31<sup>st</sup> position of “middle class”<sup>8</sup>.

In the context of EFL instruction, it seems that both teachers and learners face many problems during the classroom activities. Various responses can be seen as the result of this situation, particularly at the attitude during the learning process, the result in completing the task, and the contribution in team work<sup>9</sup>. In the process of learning English, a student must have experienced a difficulty in learning. These difficulties can lead to a lack of maximum student learning outcomes. It can happen to anyone including students who take English and non-English language courses<sup>10</sup>. Hasan stated that the difficulties faced by many learners of English as a foreign language are the notion of English pronunciation expressed at normal speed through listening material<sup>11</sup>. In reading skills, Rahmawati argues that the problem faced for reading textual understanding lies in the lack of knowledge about reading material and ignorance of how to relate ideas between sentences with each other<sup>12</sup>. Writing skills is difficult because it requires a complex and systematic process of thinking, but it needs to be mastered by English learners. According to Rukmini, in communication writing skills are also important to master. The benefits will be felt when the written language is

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<sup>8</sup> *Ibid.*,

<sup>9</sup> Fika Megawati, “*Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif*”, ([https://www.researchgate.net/publication/309472186\\_Kesulitan\\_Mahasiswa\\_dalam\\_Mencapai\\_Pembelajaran\\_Bahasa\\_Inggris\\_Secara\\_Efektif](https://www.researchgate.net/publication/309472186_Kesulitan_Mahasiswa_dalam_Mencapai_Pembelajaran_Bahasa_Inggris_Secara_Efektif) accessed on May 7.2017).

<sup>10</sup> *Ibid.*,

<sup>11</sup> *Ibid.*,

<sup>12</sup> *Ibid.*,

published and read by the crowd. So the quality of writing should always be improved<sup>13</sup>. For the ability to speak, Megawati & Mandarani in her research found that the difficulties often encountered by students while speaking English lie in the lack of English vocabulary<sup>14</sup>.

The problem with learning English is not only found in the primary, secondary, and upper level education, but will continue until the college level. Several studies above have proven this in each of the English language skills (Khurma, Megawati & Mandarani, Lituanas et al., Hasan)<sup>15</sup>. This applies also to students who are not from English department. Each student would have an interest in a different field of science. So not all love the English and choose English majors. This cannot be separated from the problems that will arise when the learning process takes place. To fulfill the obligations as a student at a university, they are required to take English courses and even have to pass the TOEFL test with a high enough value<sup>16</sup>. For students who do not have a strong language knowledge background gained from elementary to high school will feel much difficult with this. So, as the English learners who do not study the science in their field (ESP learners) have the potential to generate various responses in the learning process<sup>17</sup>.

Test of English as a Foreign Language (TOEFL) is an objective recognized shaped test able to provide a fairly accurate assessment to determine the level of mastery of the English participants. TOEFL held for

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<sup>13</sup> *Ibid.*,

<sup>14</sup> *Ibid.*,

<sup>15</sup> *Ibid.*,

<sup>16</sup> *Ibid.*,

<sup>17</sup> *Ibid.*,

the first time in 1964 in the United States, by an organization called English Language Testing Service (ETS). At first, this test is only done in writing or known as paper-based test (PBT). Following the 1995 tests using a computer or computer-based test (CBT) was introduced. Then, in 2006 enacted termed test via the internet or internet-based test (IBT)<sup>18</sup>.

In academic life, people may have heard about TOEFL or even do it. Even TOEFL has become very popular in the world. Educational Testing Service/ETS TOEFL announced it as *“the most widely used and internationally recognized test to evaluate English language proficiency speakers of non-native”*<sup>19</sup>. The statement of Educational Testing Service provides that TOEFL is used throughout the world to test the English proficiency of people who live in countries of non-English speaking. As the test is widely used and recognized internationally, TOEFL is used throughout the world, including in Indonesia.

In Indonesia TOEFL was used for those who wish to continue their studies, apply for scholarships or work in other countries that use English as the language of daily communication. Along the development, testing is growing and becoming one of the important prerequisites in education and business. This test used by some of the leading universities as a condition of entry as well as the requirement to undergo a test of the thesis, dissertation or thesis. Moreover, according to Imam Khanafi, he said that:

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<sup>18</sup> Drs. Vincent Darna, M.Pd, *“Raih Skor TOEFL Tertinggi”*, (Jakarta, 2011), 1.

<sup>19</sup> Author, *“Educational Testing Service Standard Setting Materials for the Internet-based TOEFL Test”*, (Princeton: ETS Press, 2005).

*Some companies also make the TOEFL as a prerequisite to apply for a job, this test is also used to get a promotion at work, for example, in UIN Sunan Ampel Surabaya which apply TOEFL as one of the student's requirement for achieving a bachelor degree<sup>20</sup>.*

Based on the interview with eighth semester students, most of the students in UIN Sunan Ampel Surabaya felt not easy to get a TOEFL score which according to what they expect with the following reasons such as because it takes time to learn and intensive training in order to achieve it<sup>21</sup>. This is consistent with the statement 20 students of eighth semester from different majors in UIN Sunan Ampel Surabaya that were interviewed by the researcher and had followed TOEFL in intensive class when they were in the second semester. They said that the TOEFL is one of the difficult tests that they have ever faced. Moreover, a high standard's score of achievement become one of the reasons of their difficulties in taking TOEFL based on their lack of English skills. Therefore, the researcher chooses the students of English Education Department at UIN Sunan Ampel Surabaya to be the subject of this research because this major is one of the majors in UIN Sunan Ampel Surabaya that held learning class about the TOEFL Preparation.

The standard's score of TOEFL that have been determined by English Education Department is 500<sup>22</sup>. According to Vincent, 500 are included as

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<sup>20</sup> Imam Khanafi, "*Pengertian TOEFL dan Perkembangannya*", (<http://www.belajaringgris.net/pengertian-toefl-dan-perkembangannya-5760.html> accessed on June 16.2015).

<sup>21</sup> Interview with 20 students of eight semester from different majors in UIN Sunan Ampel Surabaya academic year 2013-2014 on June 19.2015.

<sup>22</sup> Elis Rahmawati, "*An analysis of test-taking strategies used in TOEFL Equivalent Test by sixth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya*". (Surabaya: UIN Sunan Ampel, 2014), 3.



High Intermediate level score of TOEFL on the *Paper Based TOEFL*<sup>23</sup>. This standard's score of TOEFL in English Education Department at UIN Sunan Ampel Surabaya same as standard's score of TOEFL in English Education Department at UNESA as one of the National Educational University in Surabaya<sup>24</sup>. Exactly the students of the sixth semester of English Education Department at UIN Sunan Ampel Surabaya, they have passed TOEFL learning process in TOEFL Preparation Class. Also they have had experience in learning TOEFL more than the other students of the other majors in this University. Therefore, the sixth semester students of English Education Department at UIN Sunan Ampel Surabaya are being an object research by the researcher.

In this research, the researcher focuses on students from the sixth semester of English Education Department at UIN Sunan Ampel Surabaya Academic Year 2014-2015 because they have passed the TOEFL learning process in TOEFL Preparation Class and have adopted the strategy of success on TOEFL until they were able to get score minimal 500. The score 500 is the standard's score of TOEFL that have been determined by English Education Department and has categorized as High Intermediate level score of TOEFL on the *Paper Based TOEFL*<sup>25</sup>. Each of the students who have successfully obtained the Intermediate High level scores certainly have experience on what are the strategies in preparing the TOEFL until they can eventually

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<sup>23</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 15.

<sup>24</sup> Pusat Bahasa UNESA, "*Sejarah dan Profil UNESA*", (<http://pusatbahasa.unesa.ac.id/profil/sejarah> accessed on April 15.2016).

<sup>25</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 15.

achieve the standard score of TOEFL predetermined. Therefore what are the strategies in preparing TOEFL and the reason of using these strategies from them is very necessary to be examined as a reference for other students who will take TOEFL so they can prepare themselves well before doing TOEFL until they can get the score as they expected. From the data collected by the researcher, total the entire target students are 56 students. From the total number there were only 10 students who can achieve a minimum score of 500 in UTS and UAS in TOEFL Preparation Class on an even keel.

In addition, difficulty on TOEFL is always together with success on it. While according to Lisa L. Spahr success is “to identify a dream or goal, taking leaps to get there and achieve”<sup>26</sup>. From the definition before it can be concluded that the intent of success here is everything or efforts that affect the achievement of a dream or a goal. The people who have managed successful are if they are focus, work enjoying the process to reach the peak of success. But there are still many sides who often find difficult to reach a value corresponding TOEFL score that they expect. For the example as in ITS Surabaya, students can take off predicate college student and become a scholar if they are already having ITS TOEFL score. Although they have passed all the courses and have been hearing for a final project (thesis), but they have not reached the desired TOEFL scores, so they will not be able to graduate. In additional, as Alief said that:

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<sup>26</sup> Asep Iwan, “*Pengertian Sukses Menurut Pendapat Orang Berhasil*”, (<http://www.aswanblog.com/2015/05/pengertian-sukses-menurut-pendapat.html> accessed on October 3.2015).

*Remember the difficulty of that rule for some students especially for those who do not have basic English, then there are several ways in which to get a good TOEFL score is by means of instant ways or not good ways like copying a friend at his side, exchange names of participants test on the answer sheet, create fake TOEFL certificate, etc<sup>27</sup>.*

According to the Head of the Academic Board and Education Data Management ITS Surabaya, Sunarno, the 111<sup>th</sup> graduation ceremony that was held in 2015, there should be 1,659 students who followed the graduation. However, 94 students had to be disqualified from the list of graduates because of their TOEFL score is still below standard. He said that students who failed the graduation in 2015 more numerous when compared with the previous year. The presentation of students who fail the graduation in 2015 there was 5.67 % and for the graduation in the previous year there were only 2.94 %. Thus, the number of students who failed to graduate in ITS Surabaya is increased by 2.73%<sup>28</sup>. Therefore based on the facts above, in this research the researcher focuses on research about what are the students' strategies in preparing TOEFL and the reason of using these strategies as a process of success in achieving a TOEFL score as expected in order to avoid things that are no longer wanted as the above examples.

In additional, Drs. Vincent Darna M.Pd said that:

*Before taking an English test which is international standard, every participant should be prepared as well as possible. Both physical and psychological*

<sup>27</sup> Alief, "Menjual Kejujuran Demi ITS TOEFL Score", (<https://alief.wordpress.com/2007/02/02/menjual-kejujuran-demi-its-toefl-score/> accessed on June 16.2015).

<sup>28</sup> Author, "Nilai TOEFL Rendah 94 Mahasiswa ITS Gagal Diwisuda", (<http://news.okezone.com/read/2015/02/26/65/111228/nilai-toefl-rendah-94-mahasiswa-its-gagal-diwisuda> accessed on June 16.2015).

*preparations are needed to achieve maximum performance. Therefore some tips and tricks from various sources is needed*<sup>29</sup>.

From the statement above some tips and tricks both physical and psychological from various sources for the preparation before taking TOEFL are very needed by the student which TOEFL is an English test as an international standard<sup>30</sup>.

Based on the research conducted by Elis Rahmawati entitled “*An analysis of test-taking strategies used in TOEFL Equivalent Test by sixth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya*”, this research mainly discusses about observing test-taking strategies used by students during doing TOEFL. The next research is conducted by Maya Karolina entitled “*The application of language learning strategies and its correlation to English proficiency of the TOEFL preparation class students at LBPP Lia Malang*”. This research mainly discusses about the correlation between the application of language learning strategies and TOEFL score. Then, the last research conducted by Farihanun Khusna entitled “*A study on personality among different English proficiency students (A case study on 8th semester students of English Study Program of Faculty of Cultural Studies)*”. This research focuses on investigating about the dominant personality profile and differences and similarities on personality profile in each language proficiency level based on their score of TOEFL.

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<sup>29</sup> Drs. Vincent Darna, M.Pd, “*Raih Skor TOEFL Tertinggi*”, (Jakarta, 2011), 11.

<sup>30</sup> *Ibid.*,

The previous studies above assert about the important of test-taking strategies used by students during doing TOEFL and the correlation of language proficiency of students and score of TOEFL. All the previous studies above discuss about learning TOEFL strategy and ability in academic life but there is no research that discusses about the strategies of students' success in preparing TOEFL and the reason of using those strategies. In this case, students have to know about what are the strategies of students' success in preparing TOEFL and the reason of using those strategies before doing TOEFL as a process of success in achieving a TOEFL score as expected in order to avoid the difficulties. Therefore, today the researcher conducts a research to know more about what are the strategies of students' success in preparing TOEFL and the reason of using those strategies as a reference for them in achieving value corresponding TOEFL score that they expected from before doing TOEFL.

By conducting this research, the researcher expected to find out more about the strategies of students' success in preparing TOEFL and the reason of using the strategies in achieving high score of TOEFL that they expected from before doing the test. Thus, after the students know the result, they will be increasingly motivated to improve their score of TOEFL from before doing the test until they can achieve a TOEFL score as expected.

## **B. Research Question**

Based on the research background, the researcher has formulated research question as follow:

1. What are the students' strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya?
2. What are the students' reasons of using the strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya?

### **C. Objective of the Research**

Regarding to the research question above, the researcher has formulated the major objective of this research are:

1. To know about the students' strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya.
2. To know the reasons of using the strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya.

### **D. Significance of the Research**

The researcher expects most big valuable contribution from this research. The result of this research is to add the knowledge for other students about the students' strategies in preparing TOEFL and the reason of using the

strategies in order to be success in getting a good score as they expected. By knowing the students' strategies in preparing TOEFL and the reason of using the strategies, the researcher hopes that the students who will follow the TOEFL can practice the strategies and prepare themselves well starts from far distant day before doing the TOEFL.

#### **E. Scope and Limitation of the Research**

There are three scopes of this research. The first is the strategies of TOEFL; the second is the psychological condition of students and the third is the environment of students. The researcher tries to limit this research. This research does not tell about all of the scopes above. This research is about the strategies of TOEFL. However, it is not about the test-taking strategies of TOEFL but the strategies in preparing TOEFL.

#### **F. Definition of Key Terms**

In order to make this writing clear, the researcher tries to explain some related terms used in the research as follows:

##### **1. Test Strategy**

The term “test” is defined as a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do<sup>31</sup>. Test also defined as “an activity whose main purpose is to convey (usually to the tester) how well the test takers know or can do

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<sup>31</sup> Author. “*Cambridge International Dictionary of English Third Edition*”, (UK: Cambridge University Press. 2008).

something”<sup>32</sup>. And the term “strategy” can be defined as general plan of action<sup>33</sup>. In Longman dictionary it can be defined as particular plan for winning success<sup>34</sup>. Then the “test strategy” is covering all the things that may appear on the test<sup>35</sup>. Test strategy probably cover such as listening strategies, reading strategies, writing strategies and structure that related to the test content. Test strategy here are explaining general plans to win the success.

## 2. Prepare

The terms “prepare” can be defined as get or make ready<sup>36</sup>. Its definition is same with the definition in Oxford dictionary<sup>37</sup>. From the definition above it can conclude that preparing here its mean doing something to make other something is ready.

## 3. TOEFL

The Test of English as a Foreign Language, better known as “TOEFL” is a test model to test the ability or competence in the English language<sup>38</sup>. It is designed to measure the English proficiency of people

<sup>32</sup> Author. “*The Oxford English Dictionary*”, (UK: Oxford University Press. 1997).

<sup>33</sup> Author, “*Oxford Learners’ Pocket Dictionary*”, (New York: Oxford University Press, 1995), 410.

<sup>34</sup> Author, “*Longman Dictionary of American English*”, (England: Pearson Education Limited, 2000), 427.

<sup>35</sup> Author, *Research-Based Test Preparation Instruction Better Test Scores Grades 3-12 Making Students Test Wise “Students Who Are Test Wise Can Outperform Students of Equal Ability but Lacking Test-Wiseness”* (USA: Perfection Learning Corporation, 1992), 1.

<sup>36</sup> Author, “*Longman Dictionary of American English*”, (England: Pearson Education Limited, 2000), 323.

<sup>37</sup> Author, “*Oxford Learners’ Pocket Dictionary*”, (New York: Oxford University Press, 1995), 325.

<sup>38</sup> Achmad Fanani, S.S., M.Pd., “*Lolos Cepat TOEFL & TOEIC*”, (Yogyakarta: Literindo, 2014), 11.



whose native language is not English<sup>39</sup>. TOEFL is questions or practical activities, what someone knows, or what someone or something can do whose main purpose is to convey (usually to the tester) how well the test takers know about TOEFL.

#### 4. Psychological Condition

Psychological condition is the condition science of behavior and mind or mental, including conscious and unconscious phenomena, as well as thought<sup>40</sup>. It means things that are done to make someone become confident or less confident, brave or afraid or etc.

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<sup>39</sup> Author, “*Educational Testing Service Standard Setting Materials for the Internet-based TOEFL Test*”, (Princeton: ETS Press, 2005).

<sup>40</sup> Author, “*The Definition of Psychology*”, (<https://en.wikipedia.org/wiki/Psychology> accessed on January 3.2018).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about some parts that give contribution to the research. Therefore, this chapter describes about the theory that related to the problems of the study and some parts that can complete the theory about the students' strategies in preparing TOEFL.

#### A. Review of Related Literature

##### 1. Overview of TOEFL

###### a. Definition of TOEFL

Before going further to the deeper explanation about TOEFL, it is better for people to know what term “test” means. Test is defined as a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do<sup>1</sup>. Test is defined as “An activity whose main purpose is to convey (usually to the tester) how well the test takers know or can do something”<sup>2</sup>. In conclusion, Test is questions or practical activities, what someone knows, or what someone or something can do whose main purpose is to convey (usually to the tester) how well the test takers know.

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<sup>1</sup> Author. “*Cambridge International Dictionary of English Third Edition*”, (UK: Cambridge University Press. 2008).

<sup>2</sup> Author. “*The Oxford English Dictionary*”, (UK: Oxford University Press. 1997).

The Test of English as a Foreign Language better known as TOEFL was developed in 1963; it is a test model to test the ability or competence in the English language<sup>3</sup>. A number of very famous testing scholars have been and some of them still are in one way or another involved in policy making and in the test construction procedure of the test. It has been jointly administered since 1965 by the Educational Testing Service and the College Board<sup>4</sup>. It is probably the most often used examination in the admissions process of foreign language students to colleges and universities in the United States<sup>5</sup>.

## **b. The Subjects Matter of TOEFL**

### **1) Listening Comprehension**

The listening comprehension section of the TOEFL contains conversations and lectures in American English, with idiomatic language, spoken at normal speeds. The listening passages are followed by recorded questions. Every listening passage and question is played only once. Questions are asked about specific information in the listening passages, about the meanings of specific phrases, and about the general intentions of

<sup>3</sup> Achmad Fanani, S.S., M.Pd., “*Lolos Cepat TOEFL & TOEIC*”, (Yogyakarta: Literindo, 2014), 11.

<sup>4</sup> As cited on Hossein Farhadi (Iran University of Science and Technology), “*The Effect of Coaching on TOEFL Type and Task Based Test*”, (<http://mpazhou.ir/wp-content/uploads/2011/11/The-Effect-of-Coaching-on-TOEFL.pdf>, accessed on December 22, 2014).

<sup>5</sup> Michael A. Pyle, M. A and Mary Ellen Munoz Page, M. A., “*CLIFFS TOEFL PREPARATION GUIDE*” (Delhi: Nice Printing Press, 2005), 4.

the speakers. Only the answers are on the paper or computer screen that the student sees<sup>6</sup>.

In the real test, the students will listen to the three models of conversations<sup>7</sup>:

- a) Short conversations (Part A in paper-based exam)
- b) Longer conversations and class discussions (Part B)
- c) Mini-talks and lectures (Part C)

There some types of questions in listening comprehension which have been categorized as below<sup>8</sup>:

- a) Main Topic

This types of questions asked students to identify the main subject of conversation about who or what that conversation.

- b) Main Idea

For longer conversations, class discussions and lectures, students ask to identify the main idea for conversation-what was said by a speaker on the topic.

- c) Details

These questions ask students to identify specific facts or details mentioned in a lecture or conversation.

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<sup>6</sup> Author, "Teaching for the TOEFL Exam", ([http://www.jobmonkey.com/teaching/teaching\\_for\\_toefl/](http://www.jobmonkey.com/teaching/teaching_for_toefl/) accessed on June 4.2017).

<sup>7</sup> Achmad Fanani, S.S., M.Pd., "Lolos Cepat TOEFL & TOEIC", (Yogyakarta: Literindo, 2014), 17-24.

<sup>8</sup> *Ibid.*,

d) Idiomatic Expressions

These questions ask students to identify what is meant by the speaker of the use of certain idiomatic expression.

e) Recommendations or Suggested Actions

These questions ask students to identify what is recommended or suggested by one speaker to another speaker.

f) Inferences Based upon Tone

These questions ask students to draw logical conclusions based on the tone used one of the speakers.

g) Inferences

These questions asked students to draw logical conclusions based on the limited information contained in the conversation.

h) Inferences about the Future (Predictions)

These questions ask students to draw conclusions based on what will be done by the speaker based on the conversation.

## 2) Structure: Grammar and Written Expression

The paper-based version of the TOEFL includes this section. This part of the test is about grammar and usage. Students will be asked to choose the right word or phrase to finish a sentence correctly, and to identify the error in a sentence<sup>9</sup>.

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<sup>9</sup> Author, "Teaching for the TOEFL Exam", ([http://www.jobmonkey.com/teaching/teaching\\_for\\_toefl/](http://www.jobmonkey.com/teaching/teaching_for_toefl/) accessed on June 4.2017).

There are two models of computer-based or TOEFL test. These two models are<sup>10</sup>:

a) Incomplete sentences

The question in this model is students must choose the correct word or phrase to fill in blanks.

b) Sentences with underlined words or phrases

The question in this model has some words or phrases are underlined. The students are asked to select of wrong word or phrase.

### 3) Reading Comprehension

The reading section contains several short passages of academic English. The topics are intentionally varied, usually including topics from the natural and social sciences and the humanities<sup>11</sup>. Students are instructed to read the passage and then answer questions.

With few exceptions, most of the reading comprehension on TOEFL is divided into nine categories<sup>12</sup>:

a) Main Idea

The questions asked students to identify the main idea of reading or sometimes some certain paragraphs of reading.

<sup>10</sup> Achmad Fanani, S.S., M.Pd., *“Lolos Cepat TOEFL & TOEIC”*, (Yogyakarta: Literindo, 2014), 47-48.

<sup>11</sup> Author, *“Teaching for the TOEFL Exam”*, ([http://www.jobmonkey.com/teaching/teaching\\_for\\_toefl/](http://www.jobmonkey.com/teaching/teaching_for_toefl/) accessed on June 4.2017).

<sup>12</sup> Achmad Fanani, S.S., M.Pd., *“Lolos Cepat TOEFL & TOEIC”*, (Yogyakarta: Literindo, 2014), 139-142.

b) Vocabulary

There are two types of questions about vocabulary:

(1) Asked students to determine the meaning of a word in the context of reading.

(2) Asked students to identify the synonym of a word.

c) Specific fact or detail

The model of this question asked students to identify specific facts or the details mentioned in reading.

d) Exceptions

These questions ask students to identify which items are not specifically mentioned in reading.

e) Location or information

These types of questions asked students to identify where in reading there is certain information.

f) Inferences

These types of questions asked students to make logical conclusions based on reading.

g) References

These questions ask students to decide where a particular word or phrase in reading refers (words or phrases often in the form of a pronoun).

h) Paraphrased sentences (only in computer based test)

The examples of this question asked students to identify sentence containing the best paraphrase of one or more sentences of reading.

i) Sentence insertion (only in computer based test)

These questions asked students to identify the most logical place in reading to enter a new sentence. Students will ask to choose from several options marked with a small box.

#### 4) TOEFL Writing

On the TOEFL, students will be required to respond to something they hear or read<sup>13</sup>. There are at least three models of a topic that is generally found in this section are<sup>14</sup>:

a) Argument

In the model of this topic students are asked to give arguments on two issues are mutually contradictory. Then asked to choose which of the two topics that think the argument is stronger.

b) Persuasion

In this model students are asked to express approval or disapproval of a question. Then asked to explain why choose to agree or disagree with the question.

c) Extension

<sup>13</sup> Author, "Teaching for the TOEFL Exam", ([http://www.jobmonkey.com/teaching/teaching\\_for\\_toefl/](http://www.jobmonkey.com/teaching/teaching_for_toefl/) accessed on June 4.2017).

<sup>14</sup> Achmad Fanani, S.S., M.Pd., "Lolos Cepat TOEFL & TOEIC", (Yogyakarta: Literindo, 2014), 167-168.



In this model students will be faced with several examples that support an argument. Then asked to make another example then have to explain why it chose the sample.

## 2. Overview of The Strategies in Preparing TOEFL

Before taking this International Standard English test, every participant should prepare themselves as well as possible. Both physical and psychic preparations are needed to achieve maximum performance<sup>15</sup>. According to Drs. Vincent Darna, M.Pd there is some strategies in preparing TOEFL taken from various sources:

### a. Based on Bulletin of Information for TOEFL and TSE<sup>16</sup>

- 1) TOEFL is designed to measure a person's English skills that can only be achieved well after learning and practicing in sufficient time.
- 2) Participants should have a good understanding of specific instructions for working on each part. This will greatly help participants to save time so they can pay more attention to their questions test.

### b. Based on Roger B. Goodman<sup>17</sup>

- 1) The three main provisions for TOEFL participants to face the test are confidence in self-ability or self-confidence, up to date knowledge for English, and well-prepared preparation.

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<sup>15</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 11.

<sup>16</sup> *Ibid.*,

<sup>17</sup> *Ibid.*, 12.

- 2) Up to date of knowledge language about *current knowledge of English* owned by the participants is a big help for TOEFL participants.
- 3) For questions that test the ability of oral (hearing) as well as for writing ability, especially the understanding of reading texts, participants are suggested to be able to find sentences and key words that will be very helpful in answering. Especially for listening comprehension, these things are usually marked by the pressure and tone of the speaker.

**c. Based on Harriet N. Moreno<sup>18</sup>**

For every TOEFL participant should prepare themselves especially preparation by practicing and working on some models of TOEFL exercises, its gives the following advantages:

- 1) Participants become known what to be learned so that it can work better during TOEFL.
- 2) Participants will recognize their weaknesses. By diagnosing yourself, participants will try to minimize and even eliminate the weaknesses.
- 3) Participants will have experience in doing the test. Learning will work well if participants master the whole problem.
- 4) Participants are more confidence so that will make a very steady step in the face of the test.

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<sup>18</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 12.

5) Participants who had experienced will improve his ability because he will feel dissatisfied with one option or answer he chose. He will try to find a reason why the other options choice is not right, and this will make it more solid if you have to take a similar test on another occasion.

**d. Based on Pamela J. Sharpe<sup>19</sup>**

- 1) Preferably, participants do not focus too much on vocabulary preparation, but on listening, structure, writing ability and reading. By practicing these skills aspects, participants can apply the techniques or tips to do it. Conversely, memorizing vocabulary until hundreds of words will only help a little in the test. This is because there are thousands of words that may be tested, while each other is a loose word in the context of a stand-alone sentence.
- 2) Participants will be wise to spend an hour each day for practicing instead of once a week for four hours. The first way will give you much better results.
- 3) For listening comprehension exercises, apart from TOEFL model tapes, participants are often advised to listen to English-language news via radio and television, lectures from native speakers in English, and as much as possible to dialogue directly or join a conversation-talks with native speakers (native speakers of American English).

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<sup>19</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 13.

4) For the preparation of structure and written expression, use the complete advanced grammar book. For vocabulary and reading comprehension, read many articles or advertisements in English newspapers and magazines. Information materials from the encyclopedia (English and American) will also be of great benefit, especially for text texts in the fields of history, culture, social sciences, and science.

**e. Based on Patricia N. Sullivan<sup>20</sup>**

- 1) One day before doing TOEFL, participants are advised to:
  - a) Read all personal notes regarding TOEFL preparation.
  - b) Keep in mind all the tips and tricks that have been learned for the next day.
  - c) Prepare yourself for a good night's sleep and enough for fresh thoughts return in the next day.
- 2) On the day of the test, participants should:
  - a) Have breakfast enough.
  - b) Not too much to drink because interruption is not allowed to leave the seat.
  - c) Have arrived at the place of the test half an hour before starting the test.

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<sup>20</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 13-14.

In the book of *Preparing Students for the Computer-Based TOEFL* there are some steps for students in preparing for the Computer-Based TOEFL and it is also useful for the preparation of any type of TOEFL as it is made by ETS (Educational Testing Service) which develops and scores the TOEFL<sup>21</sup>. These steps are<sup>22</sup>:

- 1) Obtain TOEFL materials in order to begin test preparation.
- 2) Learn about the changes in the test format, how the test is structured, and what each test section measures.
- 3) Learn how the TOEFL works and is scored.
- 4) Learn how to use test-taking strategies that will allow them to do their best.

In the book of *TOEFL Test Prep Planner* also there are some other tips that will help make the test day go smoothly<sup>23</sup>:

- 1) Set your alarm early. Give yourself plenty of time to get ready. If you have trouble getting up, ask a friend to give you a call.
- 2) Get plenty of rest. Don't stay up late, and avoid caffeine the night before the test. Try to stay relaxed.
- 3) Eat a good meal. Don't skip a meal on test day. Eat something with protein and a piece of fruit to help your mind stay alert.

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<sup>21</sup> Author, "*Preparing Students for the Computer-Based Test*", (<https://saidnazulfiqar.files.wordpress.com/2013/09/toefl-preparing-students-for-the-computer-based-test.pdf> accessed on July 2.2017).

<sup>22</sup> *Ibid.*, 7.

<sup>23</sup> Author, "*TOEFL Test Prep Planner*", ([https://www.ets.org/s/toefl/pdf/toefl\\_student\\_test\\_prep\\_planner.pdf](https://www.ets.org/s/toefl/pdf/toefl_student_test_prep_planner.pdf) accessed on June 6.2017).

## B. Review of Previous Studies

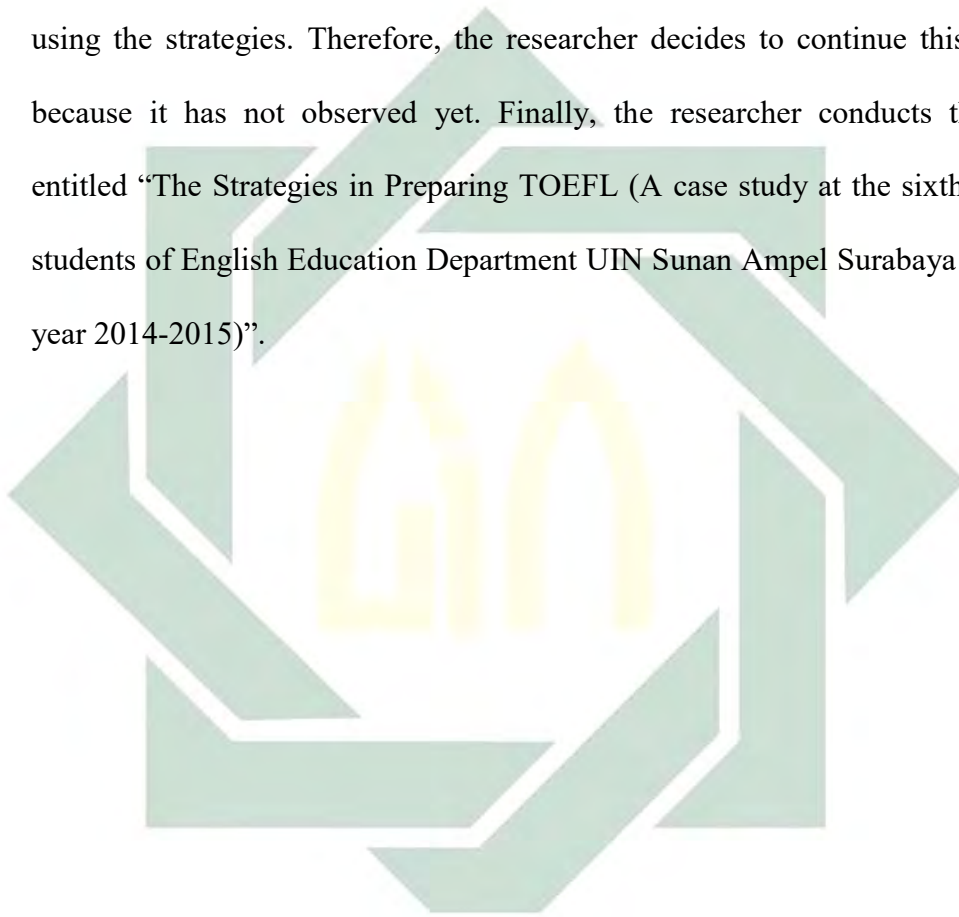
Based on previous studies some researchers have studied about TOEFL. Firstly, based on the research conducted by Elis Rahmawati entitled “*An analysis of test-taking strategies used in TOEFL Equivalent Test by sixth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya*”, this research mainly discusses about observing test-taking strategies used by students during doing the TOEFL.

The next research is conducted by Maya Karolina entitled “*The application of language learning strategies and its correlation to English proficiency of the TOEFL preparation class students at LBPP Lia Malang*”. This research mainly discusses about the correlation between the application of language learning strategies and TOEFL score.

Then, the last research conducted by Farihanun Khusna entitled “*A study on personality among different English proficiency students (A case study on 8th semester students of English Study Program of Faculty of Cultural Studies)*”. This research focuses on investigating about the dominant personality profile and differences and similarities on personality profile in each language proficiency level based on their score of TOEFL.

Thus, the content, purposes and the result of research study will be different from those previous studies. The previous studies above assert about the important of test-taking strategies used by students during doing the TOEFL and the correlation of language proficiency of students and score of TOEFL. But there

is no research that talks about the strategies in preparing TOEFL and the reason of using the strategies. In this case, students who want to follow the TOEFL need to know about what are the strategies in preparing TOEFL test and the reason of using the strategies. Therefore, the researcher decides to continue this research because it has not observed yet. Finally, the researcher conducts this thesis entitled “The Strategies in Preparing TOEFL (A case study at the sixth semester students of English Education Department UIN Sunan Ampel Surabaya academic year 2014-2015)”.



## RESEARCH METHODOLOGY

The description of the research methodology was employed in this research. This chapter discussed approach and research design, research presence, research location, subject of research, methods of data collection, research instrument and data analysis technique.

### A. Approach and Research Design

For thesis work at least there are three models of research that can be done is: fieldwork, research libraries and research development. In this study the researcher used field research because the research is oriented on gathering empirical data field. If the terms of the approach to this research, including qualitative research, which seeks to reveal symptoms that occur through the collection of data on the natural setting take advantage of the researcher as instrument key, therefore this research report compiled in the form of a narrative that is both creative and deep and show naturalistic traits full authenticity<sup>1</sup>. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore<sup>2</sup>.

In addition, the researcher used descriptive qualitative research. The descriptive qualitative research is a kind of educational research which the researcher focused on the views of participants, asked general questions and the

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<sup>1</sup> Tim Penyusun Buku Pedoman Skripsi, *Pedoman Penulisan Skripsi Program Strata Satu Fakultas Tarbiyah*, (Surabaya: Fakultas Tarbiyah, 2000), 9.

<sup>2</sup> John W Cresswell, *Educational Research*, (University of Nebraska-Lincoln, 2012), 16.



participants experience, collected data that consist of words from the participants, described and analyzed that words and conduct it in subjective<sup>3</sup>. In conclusion, this research was used qualitative as the method for collecting the data. The result of the research was presented in form of descriptive.

## **B. Researcher Presence**

In qualitative research, the researcher was the instrument itself. The researchers can be everything in the whole research process. They acted as draftsman and collector. Besides, the researcher also must analyze, interpret and report the data. Contribution of the researchers actually determines the success of the research. If they leave one process, it decreased the validity of the data<sup>4</sup>. Thus, one of researchers' roles here is as interviewer. From the data collected by the researcher, total entire target students are 56 students. From the total number there were only 10 students who can achieve a minimum score of 500 on an even keel. Then the researcher interviewed these ten students as an informant to get all the information needed<sup>5</sup>.

## **C. Research Location**

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<sup>3</sup> Indah Zakiyah Zamania, "*Upaya Peningkatan Kompetensi Pedagogik Dalam Proses Belajar Mengajar di Raudhatul Falah Al-Ikhlas Sukodadi Lamongan*". Unpublished thesis. (Malang: UIN Malang, 2009), 121.

<sup>4</sup> Trochim, William M.K., *The research*,....., 159.

<sup>5</sup> Burhan Bungin, "*Analisis Data Penelitian Kualitatif*". (Jakarta: Rajawali Pers, 2008), 53.

This research conducted in English Education Department of UIN Sunan Ampel Surabaya. The standard's score of TOEFL that have been determined by English Education Department of UIN Sunan Ampel Surabaya is 500 which are included as High Intermediate level score of TOEFL test on the *Paper Based TOEFL*<sup>6</sup>. This standard's score of TOEFL in English Education Department at UIN Sunan Ampel Surabaya same as standard's score of TOEFL in English Education Department at UNESA as one of the national campus teacher in Surabaya<sup>7</sup>. Therefore the location can support this research.

#### **D. Subject of Research**

The subject of this research was learning strategies on TOEFL. The researcher focused on it because the researcher wanted to add the knowledge for the students about learning strategies in preparing TOEFL in order to be success in getting a good score as expected. By knowing the strategies in preparing TOEFL it can be the keys success when following the TOEFL, then the students who will follow the TOEFL test can practice this strategies starts from far distant day when learning TOEFL before doing the test.

#### **E. Data and Source of Data**

##### **1. Types of Data**

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<sup>6</sup> Drs. Vincent Darna, M.Pd, *Raih Skor TOEFL Tertinggi* (Jakarta, 2011), 15.

<sup>7</sup> Pusat Bahasa UNESA, "*Sejarah dan Profil UNESA*", (<http://pusatbahasa.unesa.ac.id/profil/sejarah> accessed on April 15.2016).

Based on Kothari said on his book, he said that there are two types of data, there are primary data and secondary data. Those data explained in detail below:

a. Primary data

Primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Researcher found the primary data from the target of the research or quotable as originally collected<sup>8</sup>. The primary data of the researcher takes from TOEFL score data which held by lecture on Pre-Test, Test 1 (UTS) and Test 2 (UAS). So, primary data is importance for research, because researcher can direct finding the data and then elaborate the data with the other resources. Researcher gets the primary data from the direct communication with the lecture of TOEFL preparation class.

b. Secondary data

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process<sup>9</sup>. Secondary data is the compilation data that find out from other resources and from the statistic process. So, secondary data is important, because it can complete the data of research. In this research, researcher use secondary data were the documents analysis of the research.

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<sup>8</sup> C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 95.

<sup>9</sup> *Ibid.*, 95.

Researcher used the checklist data document and interview guidelines for complete the data of the research. The researcher used some questions to answer the research questions.

## 2. Source of Data

The primary source of the data is the documents of the students' score of TOEFL. The documents are the data score of the students from 6<sup>th</sup> semester of English Education Department at UIN Sunan Ampel Surabaya Academic Year 2014-2015 when Pre-Test, Test 1 (UTS) and Test 2 (UAS). Interview also used to get more data from some informant; such as from lecture of TOEFL preparation class, students of 8<sup>th</sup> semester from different majors and students 6<sup>th</sup> semester itself.

## F. Research Instrument

Research instrument is tools or facilities that are used by the researcher in order to collect data. In qualitative research, the primary instrument for gathering the data is the researcher himself/herself<sup>10</sup>. In additional, qualitative research has many kind of instrument for collecting the data, there observation, interviews and questionnaires, documents, and also audiovisual materials<sup>11</sup>. By using this instrument it helps the researcher can make the job easier, complete, and

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<sup>10</sup> Ary, Donald et al, *Introduction to Research in Education (8<sup>th</sup> ed)*, (Canada: Cengage Learning, 2010), 423.

<sup>11</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 212.

systematic<sup>12</sup>. But the instrument that use in this research is checklist documents analysis and interview guidelines by using social media. The checklist documents analysis and interview guidelines will be provided to interview the students who were able to get score minimal 500 to gather the information needed. It will be used to answer the question of this research. It used to verify and support the data and to find out the relevant information.

### **1. Checklist Documents Analysis**

One of the research instruments in qualitative research is documents. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters<sup>13</sup>. But in this research, researcher used checklist documents analysis about the keys of students' success in learning TOEFL from the experience of 6<sup>th</sup> semester students of English Education Department at UIN Sunan Ampel Surabaya Academic Year 2014-2015. From the data checklist, researcher analyzes what are the strategies in preparing TOEFL test that used by the students. Then the checklist analysis document used to match the data from interviews and papers data.

In additional, the documents can make researcher the valid data, and make easier for researcher to analyze the data. So, from this instrument,

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<sup>12</sup> Arikunto Suharsimi, *Prosedur Suatu Pendekatan Praktek*, 149.

<sup>13</sup> *Ibid.*, 223.

researcher can match and look what are the strategies that used by the students in preparing TOEFL test and make the conclusion from the research.

## 2. Interview Guidelines

An interview occurs when researchers ask one or more participants general, open-ended questions and record their answers<sup>14</sup>. After researcher recorded the answer of interviews, researcher transcribes the data to computer file for analysis. According to Kothari on his book, the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses<sup>15</sup>. Kvale remarks, as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data<sup>16</sup>. This is the difference about interview with questionnaire, that questionnaire uses written to asking and answering some questions, but in interview uses direct or indirect oral-verbal responses.

In the interviews technique, researcher used open-ended questions and the informant uses open-ended responses. An open-ended question is the

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<sup>14</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 217.

<sup>15</sup> C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition*, (India: New Age International Publisher, 2004), 97.

<sup>16</sup> Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in Education*, (New York: Roudledge, 2007), 349.

participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings<sup>17</sup>. And an open-ended response in qualitative interviews is a question allows the participant to create the options for responding<sup>18</sup>. So researcher asks and gives the informant authority to answer the questions flexibility.

And the purposes of the interview in the wider context of life are many and varied, for example<sup>19</sup>:

1. to evaluate or assess a person in some respect
2. to select or promote an employee
3. to effect therapeutic change, as in the psychiatric interview
4. to test or develop hypotheses
5. to gather data, as in surveys or experimental situations
6. to sample respondents' opinions, as in doorstep interviews

In this research, researcher uses interview to get the data or information. The interviewer or the informants are the lecture of TOEFL preparation class and 10 students who can achieve a minimum score of 500 on an even keel from Pre-Test, Test 1 (UTS) and Test 2 (UAS). The questions are about the strategies that they used in preparing TOEFL test and the reason of using these strategies. So researcher makes the

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<sup>17</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 218.

<sup>18</sup> *Ibid.*, 218.

<sup>19</sup> Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in Education*, (New York: Roudledge, 2007), 351.

instrument of interview to conduct the interview and get the data. The data from interview combined with the documents analysis. So the data can complete and valid.

### **G. Data Collection Technique**

In this research, data collection technique conducted by using research instrument. There are documents analysis and interviews. Based on the book Education Research, there are five steps to collect the data<sup>20</sup>:

1. First, to identify participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking.
2. Second, the next phase is to gain access to these individuals and sites by obtaining permissions.
3. Third, once permissions are in place, you need to consider what types of information will best answer your research questions.
4. Fourth, at the same time, you need to design protocols or instruments for collecting and recording the information.
5. Finally and fifth, you need to administer the data collection with special attention to potential ethical issues that may arise.

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<sup>20</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 205.



From the step above, we know that each steps influents other steps. So researchers conduct the research and follow the step above. In additional, researcher gives some question to some informant about what are the strategies in preparing TOEFL test. Researcher develops the question until the question can make informant easier to give answer and can complete the answer for research questions.

In collecting data using interview, researcher used personal interview if possible or by using social media. Personal interview method requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons<sup>21</sup>. So researcher and informant can ask and give answers directly and as additionally is by using social media.

#### **H. Data Analysis Technique**

After the data of research is collected, researcher analyzes the data use data analysis technique. Data collection techniques is the way the researcher collects the data empirically and objectively<sup>22</sup>. Empirically data get from the experience and the contribution of the researcher to conduct the research. And the objectively of the data mean, researcher conduct the real research to find the data

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<sup>21</sup> C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 97.

<sup>22</sup> Rahayu Devi, Thesis: *"The Implementation of Students Peer Assesment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya"* (Surabaya: Sunan Ampel States Islamic University, 2015).

objectively, she is as a researcher, not as the teacher or other, researcher does not manipulated the data. So the result of the data is valid and reliable.

The six steps in the process of analyzing and interpreting qualitative data based on the book from John M Creswell are<sup>23</sup>:

1. Prepare and organize the data for analysis

Organization of data is critical in qualitative research because of the large amount of information gathered during a study<sup>24</sup>. In this stage, researcher collects the data from interviews and document analysis. And then, researcher organizes the data based on the types of data. Researchers wrote the field notes and organize the field notes into the description of text based on the theme of research. The field notes gets from the interviews and documents checklist.

2. Explore and code the data

The purposes of exploring the data in qualitative research to obtain a general sense of the data, writing memo ideas, thinking about the organization of the data, and considering whether you need more data<sup>25</sup>. The researcher conducted these stages on preliminary research. Researcher writing a memo as a short field notes and general concept of research. Moreover, the process of coding is one of reducing a text or image database to descriptions and themes

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<sup>23</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 261.

<sup>24</sup> *Ibid.*, 261.

<sup>25</sup> *Ibid.*, 243.

of people, places, or events<sup>26</sup>. Code the data to make the sense out of the data, segmenting and labeling into description of the text based on the theme of research. In this stage, researcher read and makes the idea from the short memo as a field notes. After that coding the data based on the activities, places, purposes, strategies, setting and context, etc. So the data can easy to analyzing.

### 3. Coding to build description and themes

Coding to build description and themes are consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development<sup>27</sup>. Researcher makes the detail of the data from coding data. The description consist the setting, ideas, and the result of research based on the theme. Then, researcher develops the data into specific data and analyzes the data from all sources (interview and document analysis). In additional, themes used to limits the scope of research.

### 4. Represent and report qualitative findings

Represent the finding in qualitative research often display in visually, like an images or pictures<sup>28</sup>. Images can represent as photos, tables or charts, diagrams. Then make clear explanation and narrative discussion. Narrative

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<sup>26</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 243.

<sup>27</sup> *Ibid.*, 247.

<sup>28</sup> *Ibid.*, 253.

discussion is a written passage in a qualitative study in which researcher summarize, in detail, the findings from their data analysis. In this stages can also called as make the report of findings. Researcher makes the report of finding uses her own language based on the finding that has been collected. And then, researcher interprets the finding.

#### 5. Interpret the finding

Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both<sup>29</sup>. In this stage, researcher summarize the research findings, makes the comparison between the finding and the literature and also the previews research that have correlations, suggesting limitations and future research. Summarize the finding can make the reader easy to find the result of the research and can make the discussion clearly. Moreover, comparison the finding with literature and previews research also important, because this stage can limit the plagiarism from the previews research that have similar and from the literature. In this stages also combine personal views with an educational and social science or ideas. In additional, the researcher give limitation at the problems of research, purposive sampling of individuals or research location for the study. Implication for future research may include the research object, location and the new ideas to conduct the future research.

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<sup>29</sup> *Ibid.*, 257.

## 6. Validate the accuracy of the finding

Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation<sup>30</sup>. In this research, researcher uses triangulation to checking the validity of finding. Researcher collaborates the evidence of different individuals, types of data, and the method that used by researcher.

### I. Checking Validity of Findings

The researcher used triangulation. It means a technique to examine validity and credibility by checking the data on the same object of study but in different methods<sup>31</sup>. The purpose of triangulation is to make the accuracy data of research. Researcher compares the result of the data with the other research. The most common definition of triangulation, however, is that it entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings<sup>32</sup>. In additional, triangulation of data is the data that will be collected through multiple sources to include observation, interview and document analysis<sup>33</sup>.

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<sup>30</sup> Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 259.

<sup>31</sup> Cohen Louis, LawrenceManjon, Keith Morrisson, *Research Method in Education*, (New York: Roudledge, 2007), 142.

<sup>32</sup> Alison, Mackey - Susan M. Gass, *Second Language Research*, (London: Lawrence Erlbaum Associates, Inc., Publishers, 2005), 178.

<sup>33</sup> Creswell, John. M, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (Lincoln: University of Nebraska, 2014), 259.

## **J. Research Stages**

This research was conducted with the procedure of research. The following stages are: preliminary research, planning, implementing, analyzing data, and concluding data.

### **1. Preliminary Research**

Preliminary research is important stage to doing research. In this stage, researcher ensures for the object and subject of research, ensure about the problems that want to observe and confirm the research that will conducted.

On the other hand, the researcher also uses some theory from some books or some previews research to complete the theory or literature reviews. Researcher finds out the literature reviews or theory from some book in library, also from E-book from some website or journal research. So this research can be valid and reliable.

### **2. Planning**

In this stage, researcher makes planning for the research. Researcher makes preparation to implementation or conducts the research based on procedure.

### **3. Implementing**

Implementing stage is the stage to conduct the research. Researcher uses the instrument to look for the data.

### **4. Analyzing Data**

After doing the research, researcher collects all of the data. In this stage, researcher transcribe the observation, interview record and analyze the result of checklist document. The process of analyzing the data is: transcribing, categorizing, classifying and concluding the data. The clear explanation of the analyzing data will be explained in the stage analyzing data below.

### **5. Concluding Data**

Concluding data is the stage to conclude or reflect the data information and then comparing with some theory that related to the research. Researcher gives opinion to conclude the data. And then, researcher matches the information with the research question to find out the answer of the research questions. If the result of data not answer the research question, researcher can look for the other informant to get the other answer until the research question get the answer.

## CHAPTER IV

### RESEARCH FINDING

This chapter presents research finding and discussion of the study. The researcher describes the data result in findings part. In discussion, the researcher deduces the findings about the students' strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya. The further information will be discussed in this chapter.

#### A. Research Findings

The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions as follows:

1. What are the students' strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya?
2. What are the students' reasons of using the strategies in preparing TOEFL by sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya?

The researcher observes 10 students of sixth semester Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya. The researcher gives them a questionnaire checklist and some questions to interview them about



the strategies in preparing TOEFL test. To show the result of the research clearly, those findings are categorized based on the research question as follows:

## 1. The strategies in preparing TOEFL test

### a. Personal Strategies

Before doing the TOEFL test students will definitely prepare themselves with some strategies that will help them in facing the TOEFL test one of them is category of personal strategy. There are some personal strategies that will be explained by the researcher according to the results of the checklist data that collected by researcher from the students.

Researcher finds all of the students understood well about specific instructions for working on each part of TOEFL exercises before doing the TOEFL test (*see appendix 7 no.2*). This strategy will greatly help the students to save their time so that they can devote more attention to the question when doing the TOEFL test<sup>1</sup>. The students also prepare the main provision for facing the TOEFL test. According to most of them confidence in self-ability or self-confidence and well-prepared preparation is an important main provisions for them to have but up to date of knowledge language about *current knowledge of English* does not matter for them (*see appendix 7 no.3&4*).

Additionally, for questions that test the ability of oral (hearing) and for writing skills, especially the understanding of reading texts, students also

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<sup>1</sup> Drs. Vincent Darna, M.Pd, “*Raih Skor TOEFL Tertinggi*”, (Jakarta, 2011), 11.

prepare to learn strategies about how to find sentences and key words and especially for listening comprehension, these things are usually marked by the pressure and tone of the speaker. This strategy is considered important for them because that will be very helpful in answering the TOEFL exercises (*see appendix 7 no.5*).

Furthermore, there are many models of questions in the TOEFL test. Here the researcher finds that strategy to prepare are by practicing and working on some models of TOEFL exercises. These are also important for the students because it will give some advantages for the students to prepare themselves for the TOEFL test (*see appendix 7 no.6*). Some of these advantages are the students know what to learn, will recognize the location of their weaknesses and shortcomings, will gain experience in the test, more confident and better ability to answer questions in the TOEFL test<sup>2</sup>.

In addition, the researcher finds that focus on memorizing many vocabularies and using the complete advanced grammar book for practicing structure and written expression exercises before doing the TOEFL test is not so important for the students (*see appendix 7 no.7&10*). But learning how to use test-taking strategies of TOEFL exercises is very

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<sup>2</sup> Drs. Vincent Darna, M.Pd, “*Raih Skor TOEFL Tertinggi*”, (Jakarta, 2011), 12.

important because that will allow them to do their best when doing the TOEFL tests<sup>3</sup> (*see appendix 7 no.15*).

Again, is for listening comprehension exercises. The researcher finds that to listen to lectures from native speakers in English is important for the students. But to listen to English-language news via radio, to listen to English-language news via television and to dialogue directly or join a conversation-talk with native speakers (native speakers of American English) are not so important. This is seen from the student's answers that almost all of them choose not to do these three strategies for preparing before doing the TOEFL test (*see appendix 7 no.9*).

In addition, for vocabulary and reading comprehension the students assume that the three strategies mentioned by the researcher are not so important for their preparation before doing the TOEFL test. These three strategies are often to read many articles or advertisements in English newspapers, often to read many articles or advertisements in English magazines and often to read information materials from encyclopedia (English and American) (*see appendix no.11*). The students also assume that learning about the changes in the test format, how the test is structured and what each test section measures are important for their preparation (*see appendix no.13*). But for obtaining materials in order to begin test

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<sup>3</sup> Author, "Preparing Students for the Computer-Based Test", (<https://saidnazulfiqar.files.wordpress.com/2013/09/toefl-preparing-students-for-the-computer-based-test.pdf> accessed on July 2.2017).

preparation and learning how the TOEFL test works and is scored are not so important (*see appendix no.12&14*).

Furthermore, before the last strategies for personal strategies here is about the strategies one day before doing the TOEFL test. Almost all the students keep in their mind all the tips and tricks that have been learned for the next day and prepare their self for a good night's sleep and enough for fresh thoughts return in the next day. It is considered important for them to prepare before doing the TOEFL test. But they not read all personal notes regarding TOEFL preparation because it is considered not so important for them (*see appendix no.16*).

Additionally, the last strategies for the personal preparation strategy on the day before doing the TOEFL test are the students get plenty of rest, have breakfast enough, not too much to drink because interruption is not allowed to leave the seat and have arrived at the place of the test half an hour before starting the test. All these strategies they do to get the best performance when the day of the TOEFL test takes place. But for set alarm early and eat a good meal the students are not doing these two strategies because this does not have a major impact on their preparation when the day of the TOEFL test takes place (*see appendix no.17*).

#### **b. Time Management**

Second category is about time management strategy. One of the other categories for preparation before doing the TOEFL test is about how the

students manage their time to do some preparation in order to achieve the best results when the TOEFL test day arrives.

Based on the results of the checklist data that collected by researcher from the students, before doing the TOEFL test the students must focus on learning and practicing TOEFL exercises in sufficient time. The researcher can conclude that because almost all the students choose the answer to do this strategy before doing the TOEFL test (*see appendix no.1*). This is because of the TOEFL test is designed to measure the ability of a person's English language that it can be achieved well after learning and practicing in sufficient time<sup>4</sup>.

In addition, the students do not have to spend an hour each day for practicing the TOEFL exercises because this strategy considered them less effective for their preparation before doing the TOEFL test. This is evident from the results of the checklist of data collected by researcher showing that almost all of the students do not choose to do this strategy as one of the strategies in their preparation before doing the TOEFL test (*see appendix no.8*).

In summary, researcher found that almost all the students do the preparation before doing the TOEFL test. Among the strategies that they are doing are focus on learning and practicing TOEFL exercises in sufficient time, understand of specific instructions for working on each

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<sup>4</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 11.

part of TOEFL exercises, confidence in self-ability or self-confidence, well-prepared preparation, know how to find sentences or key words, practicing and working on some models of TOEFL exercises, to listen to lectures from native speakers in English, learn about the changes in the test format, how the test is structured and what each test section measures, learn how to use test-taking strategies of TOEFL exercises, keep in mind all the tips and tricks that have been learned for the next day, prepare for a good night's sleep and enough for fresh thoughts return in the next day, get plenty of rest, have breakfast enough, not too much drink because interruption is not allowed to leave the seat and the last is have arrived at the place of the test half an hour before starting the test. All the preparatory strategies mentioned above if done well will give maximum result of score for the students who will do the TOEFL test.

## **2. The reason of using the strategies in preparing TOEFL test**

### **a. Motivation of using the strategy**

The first thing that the researcher wants to know is the reason about why the students use the strategies that they have chosen in the checklist data. Most of them have the same reason that is for conducting the TOEFL test and to get high score in the TOEFL test. This is suitable because the English Education Department of UIN Sunan Ampel Surabaya have made standard for the score minimum in the TOEFL test that is 500. Then the second reason is to make TOEFL easier to understand and it is more

effective. While the other reason are to be more relaxed when doing the test, the strategies was very helpful for answering the question and found out compatible with the learning way. But the researcher finds there was one student who had an unclear reason (*see appendix 2 no.1 & appendix 7*).

**b. Other strategy used**

There are some students who have other strategies than strategy mentioned by the researcher. Those strategies are watched many video or film spoken in English without any subtitle, spend plenty of time for listening to podcasts as many as can, improving in reading section by scanning the text, do not ne panic and just relax and the last is increase reading habit by using comics, anime with English subtitle, novel or etc (*see appendix 2 no.2 & appendix 7*).

**c. Applying the strategy**

Most of the students always practice the strategies for preparation before doing the TOEFL test because they have felt some advantages if they use the strategy in preparation before doing the TOEFL test. Those advantages are achieving the best score and like doing a test simulation. In addition, some of them also do not use any strategy for their preparation before doing the TOEFL test because they just use the good feeling to do the test and answer the questions quickly and correctly (*see appendix 2 no.3 & appendix 7*).

**d. Achievement of score**

One of the things that play very important in the role of the TOEFL test is achievement of score. The use of the strategies in preparing before doing the TOEFL test is very influential for the students in achieving maximum score of the TOEFL test. They will get a satisfactory score if they practice well the strategies in preparing before doing the TOEFL test (*see appendix 2 no.4 & appendix 7*).

**e. Strategy for listening section**

There are several strategies which always used by the students in each section of TOEFL test. The first is strategies for listening section are:

- 1) Listen to the lecture's voice from native speaker
- 2) Listen to find clues
- 3) Focus the content of conversation
- 4) Avoid to answer with similar sound according to the conversation
- 5) Listen carefully to the dialogue or audio
- 6) Listening English conversation
- 7) Listening to the key words in the dialogue or audio
- 8) Read the questions before listening to the conversation
- 9) Increase listening habit with English music, radio and etc (*see appendix 2 no.5 & appendix 7*).

**f. Strategy for reading section**

The second is strategies for reading section are:



- 1) Scanning
- 2) Skimming
- 3) Find the key words in the paragraph
- 4) Get the main idea in each paragraph
- 5) Improving reading speed
- 6) Skip unknown words and continue reading
- 7) Learning specific vocabularies
- 8) Increase reading habit by using comics, novel, anime with English subtitle and etc (*see appendix 2 no.6 & appendix 7*).

**g. Strategy for structure section**

The third is strategies for structure section are:

- 1) Well prepared about the structure patterns in book
- 2) Study more about the sentence and answer of structure exercises
- 3) Be sure the sentence has a subject and a verb
- 4) Use intelligence or memory
- 5) Read the whole sentence then compare all available answer which one should be changed or erased to make a good sentence
- 6) Be careful of object of preposition, appositives, present and past participle, connectors, inverted verbs and etc (*see appendix 2 no.7 & appendix 7*).

In summary of those entire findings researcher finds that most of students find to use their own strategies for preparation before doing the

TOEFL test rather than the strategies provided by the researcher. And based on interview results beyond the questions written in the appendix the students said that they are more likely to do the TOEFL test using their instincts and rely on their knowledge they have from the English skills that they have learned.

## **B. Discussion**

In this section, researcher discusses the result of finding data and compare with some theory that related with research problems.

### **1. The strategies in preparing TOEFL test**

For the first problem, researcher found that almost all the students do the preparation before doing the TOEFL test. Among the strategies that they are doing are focus on learning and practicing TOEFL exercises in sufficient time, understand of specific instructions for working on each part of TOEFL exercises, confidence in self-ability or self-confidence, well-prepared preparation, know how to find sentences or key words, practicing and working on some models of TOEFL exercises, to listen to lectures from native speakers in English, learn about the changes in the test format, how the test is structured and what each test section measures, learn how to use test-taking strategies of TOEFL exercises, keep in mind all the tips and tricks that have been learned for the next day, prepare for a good night's sleep and enough for fresh thoughts return in the next day,

get plenty of rest, have breakfast enough, not too much drink because interruption is not allowed to leave the seat and the last is have arrived at the place of the test half an hour before starting the test.

Be able to get a high score in the TOEFL test students must be wise in using time because time is indeed one of the major obstacles in doing TOEFL test<sup>5</sup>. Remember that there is a time limit for answering each question. Therefore doing the preparation of before the TOEFL test is very important in order to manage the time well when the TOEFL test takes place because it already has enough supplies when doing the test. All the preparatory strategies mentioned above if done well will give maximum result of score for the students who will do the TOEFL test.

## 2. The reason of using the strategies in preparing TOEFL test

Based on interview data of the students the extreme motivation of using the strategies in preparing the TOEFL test are for conducting the TOEFL test and to get high score in the TOEFL test. This is suitable because the English Education Department of UIN Sunan Ampel Surabaya have made standard for the score minimum in the TOEFL. TOEFL gives results in the form of a score that shows the level of mastery of a person's English language. English mastery level is generally grouped into low intermediate level, high intermediate level and advanced level. For TOEFL results the best minimum score that must be achieved by

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<sup>5</sup> Panca Prastowo, "*Tembus Target Skor TOEFL Tertinggi*", (Yogyakarta, 2016), 23.

students of English Education Department is 500 which are categorized in the high intermediate level<sup>6</sup>.



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<sup>6</sup> Drs. Vincent Darna, M.Pd, “*Raih Skor TOEFL Tertinggi*”, (Jakarta, 2011), 15.



	test works and is scored?		
15.	Before doing the TOEFL test, do you learn how to use test-taking strategies of TOEFL exercises?		
16.	One day before doing the TOEFL test, did you do some preparation below?:		
	1. Read all personal notes regarding TOEFL preparation		
	2. Keep in mind all the tips and tricks that have been learned for the next day		
	3. Prepare yourself for a good night's sleep and enough for fresh thoughts return in the next day		
17.	On the day before doing the TOEFL test, did you do some preparation below?:		
	1. Get plenty of rest		
	2. Set alarm early		
	3. Have breakfast enough		
	4. Eat a good meal		
	5. Not too much to drink because interruption is not allowed to leave the seat		
	6. Have arrived at the place of the test half an hour before starting the test		



**APPENDIX 2: Interview Guidelines**

**THE STRATEGIES IN PREPARING TOEFL TEST (INTERVIEW)**

1. Why do you use these strategies?
2. Is there any other strategy you use besides the mentioned strategy? If it yes, tell it!
3. Do you always apply these strategies in every preparation before taking the TOEFL test? Explain briefly!
4. Do the results of the scores you achieve are always satisfactory by applying these strategies? Explain briefly!
5. What strategies do you used for listening section?
6. What strategies do you used for reading section?

7. What strategies do you used for structure section?



**APPENDIX 3: Checklist and Interview Field Notes**

**THE STRATEGIES IN PREPARING TOEFL TEST**

**A. Based on Bulletin of Information for TOEFL and TSE<sup>7</sup>**

1. TOEFL is designed to measure a person's English skills that can only be achieved well after learning and practicing in sufficient time.
2. Participants should have a good understanding of specific instructions for working on each part. This will greatly help participants to save time so they can pay more attention to their questions test.

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<sup>7</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 11.



### **B. Based on Roger B. Goodman<sup>8</sup>**

1. The three main provisions for TOEFL participants to face the test are confidence in self-ability or self-confidence, up to date knowledge for English, and well-prepared preparation.
2. Up to date of knowledge language about *current knowledge of English* owned by the participants is a big help for TOEFL participants.
3. For questions that test the ability of oral (hearing) as well as for writing ability, especially the understanding of reading texts, participants are suggested to be able to find sentences and key words that will be very helpful in answering (especially for listening comprehension, these things are usually marked by the pressure and tone of the speaker).

### **C. Based on Harriet N. Moreno<sup>9</sup>**

For every TOEFL participant should prepare themselves especially preparation by practicing and working on some models of TOEFL exercises, its gives the following advantages:

1. Participants become known what to be learned so that it can work better during the TOEFL test.
2. Participants will recognize their weaknesses. By diagnosing yourself, participants will try to minimize and even eliminate the weaknesses.

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<sup>8</sup> *Ibid.*, 12.

<sup>9</sup> Drs. Vincent Darna, M.Pd, “*Raih Skor TOEFL Tertinggi*”, (Jakarta, 2011), 12.

3. Participants will have experience in doing the test. Learning will work well if participants master the whole problem.
4. Participants are more confidence so that will make a very steady step in the face of the test.
5. Participants who had experienced will improve his ability because he will feel dissatisfied with one option or answer he chose. He will try to find a reason why the other options choice is not right, and this will make it more solid if you have to take a similar test on another occasion.

**D. Based on Pamela J. Sharpe<sup>10</sup>**

1. Preferably, participants do not focus too much on vocabulary preparation, but on listening, structure, writing ability and reading. By practicing these skills aspects, participants can apply the techniques or tips to do it. Conversely, memorizing vocabulary until hundreds of words will only help a little in the test. This is because there are thousands of words that may be tested, while each other is a loose word in the context of a stand-alone sentence.
2. Participants will be wise to spend an hour each day for practicing instead of once a week for four hours. The first way will give you much better results.

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<sup>10</sup> *Ibid.*, 13.

3. For listening comprehension exercises, apart from TOEFL model tapes, participants are often advised to listen to English-language news via radio and television, lectures from native speakers in English, and as much as possible to dialogue directly or join a conversation-talks with native speakers (native speakers of American English).
4. For the preparation of structure and written expression, use the complete advanced grammar book. For vocabulary and reading comprehension, read many articles or advertisements in English newspapers and magazines. Information materials from the encyclopedia (English and American) will also be of great benefit, especially for text texts in the fields of history, culture, social sciences, and science.

**E. Based on Patricia N. Sullivan<sup>11</sup>**

1. One day before doing the TOEFL test, participants are advised to:
  - a. Read all personal notes regarding TOEFL preparation.
  - b. Keep in mind all the tips and tricks that have been learned for the next day.
  - c. Prepare yourself for a good night's sleep and enough for fresh thoughts return in the next day.
2. On the day of the test, participants should:
  - a. Have breakfast enough.

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<sup>11</sup> Drs. Vincent Darna, M.Pd, "*Raih Skor TOEFL Tertinggi*", (Jakarta, 2011), 13-14.

- b. Not too much to drink because interruption is not allowed to leave the seat.
- c. Have arrived at the place of the test half an hour before starting the test.

**F. Based on Book “Preparing Students for the Computer-Based Test of TOEFL”<sup>12</sup>**

- 1. Obtain TOEFL materials in order to begin test preparation.
- 2. Learn about the changes in the test format, how the test is structured, and what each test section measures.
- 3. Learn how the TOEFL test works and is scored.
- 4. Use test-taking strategies that will allow them to do their best.

**G. Based on Book “TOEFL Test Prep Planner”<sup>13</sup>**

- 1) Set your alarm early. Give yourself plenty of time to get ready. If you have trouble getting up, ask a friend to give you a call.
- 2) Get plenty of rest. Don’t stay up late, and avoid caffeine the night before the test. Try to stay relaxed.

<sup>12</sup> Author, “*Preparing Students for the Computer-Based Test*”, (<https://saidnazulfiqar.files.wordpress.com/2013/09/toefl-preparing-students-for-the-computer-based-test.pdf> accessed on July 2.2017).

<sup>13</sup> Author, “*TOEFL Test Prep Planner*”, ([https://www.ets.org/s/toefl/pdf/toefl\\_student\\_test\\_prep\\_planner.pdf](https://www.ets.org/s/toefl/pdf/toefl_student_test_prep_planner.pdf) accessed on June 6.2017).

- 3) Eat a good meal. Don't skip a meal on test day. Eat something with protein and a piece of fruit to help your mind stay alert.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion drawn from the research finding and discussion in the previous chapter. This chapter is divided into two parts. The first is conclusion and the second is suggestion

#### A. Conclusion

After conducting the research, the researcher comes to the conclusions. There are two conclusions can be stated toward research questions:

1. Almost all the sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya do the preparation before doing the TOEFL test. While most of students find to use their own strategies for preparation before doing the TOEFL test rather than the strategies told by the researcher.
2. Based on interview data of the sixth semester students' Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya the extreme motivation of using the strategies in preparing the TOEFL test are for conducting the TOEFL test and to get high score in the TOEFL test. This is due because the English Education Department of UIN Sunan Ampel Surabaya have made standard for the score minimum in the TOEFL. For TOEFL results the best minimum score that must be achieved by students of English

Education Department is 500 which are categorized in the high intermediate level. And based on interview results beyond the questions written in the appendix the students said that they are more likely to do the TOEFL test using their instincts and rely on their knowledge they have from the English skills that they have learned.

## **B. Suggestion**

After conducting the research about *The Students' Strategies in Preparing TOEFL Test by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya*, the researcher suggests some important points for some people stated below:

### 1. For the students

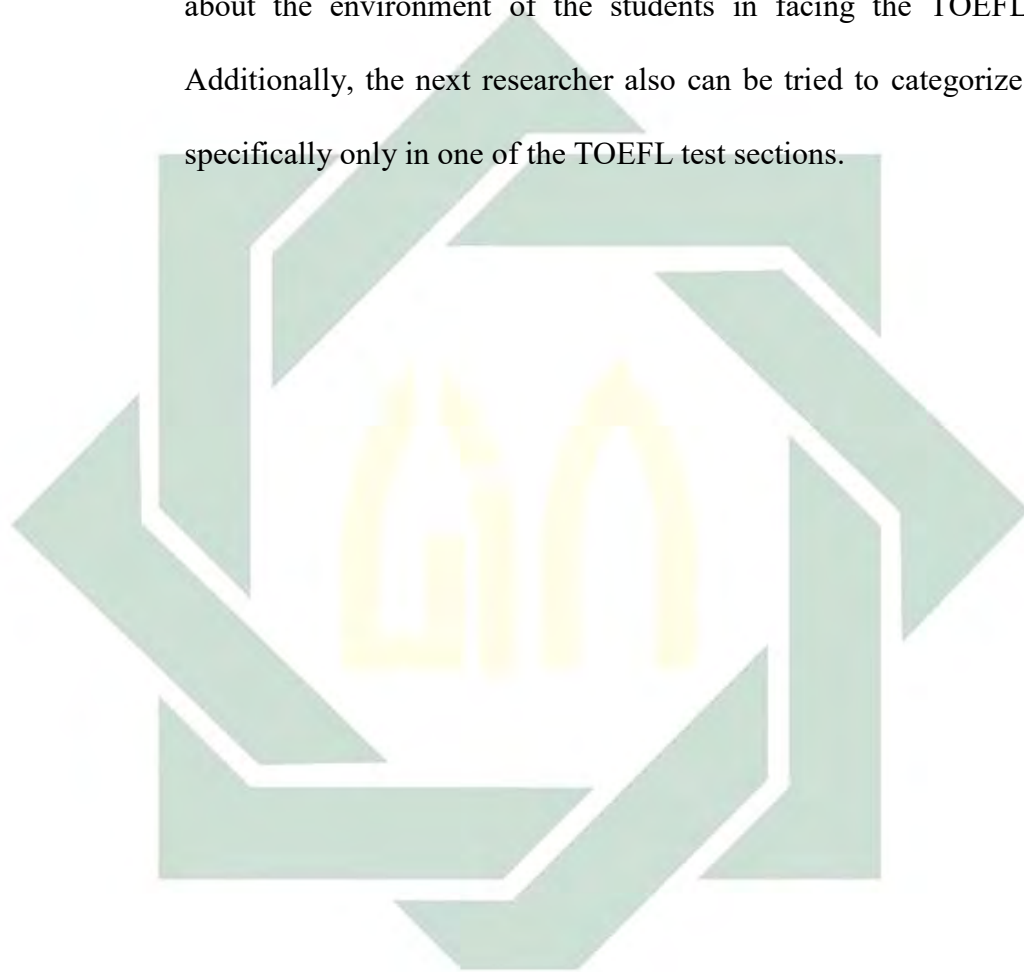
Since this research find that the students' strategies in preparing TOEFL test have a positive influence to the students TOEFL score, the students should apply the strategies to achieve good score. Moreover, they should learn other strategies besides the strategies that mentioned by the researcher.

### 2. For English Education Department

It is suggested for the postgraduates' students to have many practices in TOEFL test. It is hoped that they can study to getting used in applying the TOEFL strategies in preparing TOEFL test so that they can learn more about management of the time when doing the test.

### 3. For the next researcher

The researcher still has limitations. In addition, future researcher should consider some suggestions. Even though about the psychological condition of the students in facing the TOEFL test or about the environment of the students in facing the TOEFL test. Additionally, the next researcher also can be tried to categorize more specifically only in one of the TOEFL test sections.





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