

## INTRODUCTION

### A. Background of the Study

Although TOEFL is the most widely used in the world include in Indonesia, some facts show that TOEFL should be developed in this country. TOEFL is used by over 2,300 universities in the United States and Canada as well as UK and Australia to determine whether prospective foreign graduates and undergraduates have attained a proficiency level which would enable them to

<sup>2</sup> Hapid Ali. 2012. *The Use of Silent Reading in Improving Students' Reading Comprehension and Their achievement in TOEFL Score at a Private English Course*. Accessed on October 10, 2014.



section on TOEFL test is reading comprehension section. This section measures the ability to understand short passage similar in topic and style to academic texts used in universities. There are several varieties of short passages on academic subjects and answer several questions about each passage in this section. The total amount of TOEFL test questions is 140 questions with 50 questions for listening comprehension section, 40 for structure and written expressions section and 50 questions for reading comprehension section. The test-takers are given 110 minutes to answer all of the questions.

Based on the description above, the significance of this research on TOEFL strategies as a way of helping students do well in test-takers tests. A primary step to accomplish this goal could be studying test-related factors. This is because in test, ability is not the only factor that affects students' performance in tests.<sup>7</sup> There are several cognitive and psychological factors which affect performance on tests. One important test which is related to the factor is strategies used to do the test. This factor has its own effect on performance in tests and leads in another advantage which is improving test validity.<sup>8</sup>

Test taking strategy takes an important role in TOEFL test. Test-taking strategies also take part in the success of TOEFL. It can be seen from the theory about the importance of test-taking strategies which presented by Chesla<sup>9</sup>:

<sup>7</sup> Hambleton, et al. *Fundamentals of Item Response Theory*. USA: Sage Publications Inc. 1991.

<sup>8</sup> Dooden, H. *Test-related Characteristics of UAEU Students: Test-anxiety, Test-taking Skill, Guessing, Attitude toward Test and Cheating*. Journal of Faculty of Education. Vol. 26. 31-66

<sup>9</sup> Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA:

“Knowing the material you will be tested on improves your chances of succeeding. But it doesn’t guarantee that you will do your best on the test. The TOEFL exam doesn’t just test your knowledge of the English language. Like all standardized tests, it also measures your test-taking skills”.

From Chesla explanation, people can understand that mastering all the material is not enough. As the test takers, people also need some test-taking strategies to help them doing best in TOEFL test. Because of the importance, some researchers put a lot of attention to test-taking strategies existence.

Listening section of TOEFL test was problematic for most students who take TOEFL test. Based on my preliminary research, it is found that listening comprehension section is the most difficult section in TOEFL test. They got the lowest score in listening comprehension section. Nevertheless, listening TOEFL strategies have been presented and taught by the lecturers during the TOEFL teaching and learning process, but many students still have difficulties to apply the strategies when they are taking listening TOEFL test. In this research, the researcher concluded that the students got many difficulties in doing listening TOEFL test. They stated that the time that is given to answer all of the listening questions are 35 minutes, so the students get on nerves to apply those strategies and they were afraid of spending the time on the difficult questions that they cannot answered.

In this research, the researcher focuses on doing TOEFL test especially in

Learning Express, 2002). p.15.

listening TOEFL test. The reason for this is, because of listening is the first section on TOEFL test. Multiple choice answers on test-takers question sheet are provided. The problems which made students get difficulties are English is not the daily language but students must listen to a tape which is played only once and respond to various types of questions so they have to answer the questions directly. Whereas there were questions and answer in test-takers question sheet for structure and reading section, they can reread both the questions and answers when they cannot answer several questions yet. Hence they have to listen carefully in doing listening TOEFL test in order they can listen fluently and answer correctly.

Standard score of listening test is still hard to be achieved. Thus, find out the strategies used by the students become important in order to know what kinds of strategies that are mostly used and successfully influenced their listening TOEFL score achievement. On each TOEFL practice exercise in this lesson, a time limit indicated so that they can develop a successful time strategy whether they practice alone or with the teachers.

The research conduct in sixth semester students of English Teacher Education Department of UIN Sunan Ampel Surabaya because UIN Sunan Ampel Surabaya dedicated that TOEFL as a requirement of the graduation for the students to achieve the English proficiency score at least 500, mainly for English Teacher Education Department students and also TOEFL has been enforced subject for them in sixth semester. By obligating this policy, the department hopes

that the gradutors can have a good ability in English in order that they can complete in either local or global market.<sup>10</sup>

*achievement in TOEFL Score at a Private English Course.*<sup>12</sup> This study is actually different in the object and the subject of the study. The subject of my study will focus on using listening TOEFL strategies in achieving listening TOEFL score, whereas this study focused on students' reading comprehension ability in getting TOEFL score. Furthermore, the researcher will focus on *"The Influence of Students' Listening TOEFL Strategies toward Listening TOEFL Score at English Teacher Education Department of UIN Sunan Ampel Surabaya"*.

## B. Research Questions

Based on the background presented earlier, the problems of this research can be stated as follows:

1. What are listening TOEFL strategies used in listening TOEFL test by sixth semester students of English Teacher Education Department of UIN Sunan Ampel Surabaya?
2. How is the correlation between students' listening TOEFL strategies and their achievement in listening TOEFL test?

### C. Objectives of the Study

The objectives of this research were to help sixth semester students of English Teacher Education Department who take TOEFL Preparation subject to

<sup>12</sup> Hapid Ali. 2012. *The Use of Silent Reading in Improving Students' Reading Comprehension and Their achievement in TOEFL Score at a Private English Course.*



reflect on what they will have done in listening TOEFL and to find more facts about the influence of those listening TOEFL strategies toward their achievement in listening TOEFL test.

Related to the research questions stated above, the specific objectives of this research are:

1. To observe what are listening TOEFL strategies used by sixth semester students of English Teacher Education Department of UIN Sunan Ampel Surabaya in taking listening TOEFL test.
2. To find more facts about listening TOEFL strategies have a significant relationship to their achievement in listening TOEFL test.

### D. Hypothesis

Ha: students' listening TOEFL strategies have a positive influence on students' listening TOEFL score.

### E. Significance of the Study

By conducting this study, the researcher hopes that it can give the big contribution for the teachers, students and further researcher as follow:

- ## 1. English Lecturers

It is expected that the result of this research gives input for the lecturers about listening TOEFL strategies used by the students in taking listening TOEFL test, understanding more about students' need and may be



able to develop which listening strategies that mostly difficult to do and can build the students' ability in mastering those difficult listening strategies.

## 2. Students

It is expected that the result of this research can engage the students in improving their listening TOEFL strategies. The students no longer think that achieving high score in TOEFL is difficult. If the result shows that listening TOEFL strategies used have a significant relationship to the students' listening TOEFL score, it is expected that they can do better listening TOEFL strategies in their later test.

### 3. Further Researcher

It is expected that the result of this research can give more information about listening TOEFL strategies and how to achieve high score in listening TOEFL test. The readers can adopt the listening TOEFL strategies which can help them in achieving high listening TOEFL score.

### F. Scope and Limit of the Study

The scope of this research is listening TOEFL strategies. “Listening TOEFL Strategies” in this research means test takers’ listening strategies in doing listening TOEFL test. In this case, test takers’ listening TOEFL strategies included part A for example focus on second line, choose answers with synonyms, avoid similar sounds and etc. Whereas in part B and part C, test takers’ listening TOEFL strategies includes before and while listening. There are two strategies before

listening such as anticipate the topics and anticipate the questions. Although there are three strategies while listening such as determine the topics, draw conclusion about who, what, when, where and listen for answer in order.

On the other hand, the researcher tried to limit the study. This research does not tell about students' ability in using strategy dealing with structure and reading section.

## G. Definition of Key Terms

To avoid misunderstanding in the interpretation of the words that are used in this study, the writer gives definition of the words of the terms of this study as follow:

## 1. Influence

This study uses the term “Influence”. This term means that the effect of the fluctuation in the value of an independent variable (Students’ Listening TOEFL Strategies) on the value of a dependent variable (Listening TOEFL Score).

## 2. Listening TOEFL Strategies

Generally, based on the second edition of Longman book which is written by Deborah Phillips, there are three parts of listening TOEFL strategies which are PART A, PART B and PART C.<sup>13</sup> In specifically, the strategies for PART A is related to focus on second line; choose answers with

<sup>13</sup> Deborah Phillips. *Longman Preparation Course for the TOEFL Test*. Jakarta: Prenhallindo. 2000.

synonyms; avoid similar sounds; draw conclusion about who, what, where; listen for who and what in passives; listen for who and what with multiple nouns; listen for negative expressions; listen for negative with comparatives; listen for expressions of agreement; listen for expressions of uncertainty and suggestion; listen for emphatic expressions of surprise; listen for wishes; listen untrue conditions; listen for two and three part verbs; and listen for idioms. In Part B and C, this study focuses on the strategies before and while listening. The strategies for before listening are related to anticipate the topics and anticipate the questions. Moreover, the strategies for while listening are related to determine the topics, draw conclusion about who, what, when, where and listen for answer in order.

### 3. Listening TOEFL Score

TOEFL test which is the material adapted from ETS (Educational Testing Service) that held by the lecturer of TOEFL Preparation subject, is evaluating the English language proficiency by sixth semester students of English Teacher Education Department. Achievement is an indicator of the success in the whole of the learning process. On the other hand, this study uses the term “Listening TOEFL Score”. This term means that listening TOEFL score was taken by the students’ score in Middle test particularly for listening section. The kind of the TOEFL test is Paper Based TOEFL.