#### **CHAPTER II**

#### **REVIEW OF RELATED LITERATURE**

In this chapter presents the reviews of several related theories and literature to understand the questions theoretically.

#### **A. Review of Related Literature**

- **1. TOEFL Preparation Test** 
  - a. TOEFL Test

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>14</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>15</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.

TOEFL was first developed in 1963 when a national council on "The testing of English as a foreign language" was set up to oversee its development. A number of very famous testing scholars have been and some of them still are in one way or another involved in policy making

<sup>&</sup>lt;sup>14</sup> Author. Cambridge International Dictionary of English Third Edition. UK: Cambridge University Press. 2008.

<sup>&</sup>lt;sup>15</sup> Author. *The Oxford English Dictionary*. UK: Oxford University Press. 1997.

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>16</sup>

In short, TOEFL is probably the most often examination in the admission process of foreign students to college and university in the United State.<sup>17</sup> TOEFL score is the result of English academic to students who want to study at certain universities or the requirement of work. It is the accumulation of students' achievement in learning English quality. The test currently has the following section: listening comprehension, structure and written expression and reading comprehension. All of the sections were designed in multiple choices.

More detail, TOEFL also deals with questioning compositions. In listening section comprehension consist of 50 questions with 35 minutes long, structure and written expression consists of 40 questions with 25 minutes long, reading comprehension consists of 50 questions with 55 minutes long.<sup>18</sup> Dealing with each section, there are several suggestions that test takers can do.

In listening section, examiners need to listen to audio provided.

<sup>&</sup>lt;sup>16</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>&</sup>lt;sup>17</sup> Michael A. Pyle, M. A and Mary Ellen Munoz Page, M.A. *CLIFFS TOEFL PREPARATION GUIDE*. Delhi: Nice Printing Press. 2005. p. 4

 <sup>&</sup>lt;sup>18</sup> Zhang Heng, "Assessing Test Reliability: Comparing Two Versions of Reading Comprehension Test in the TOEFL Test". *English IV*. Spring 2010. 1-57.

The listening audio usually contains of various conversation starting from short conversation to long conversation. In this case, it is obligated for test takers to listen carefully to the conversations and record them in their mind. After hearing the audio, test takers should respond the multiple choice questions about the conversations. In structure and written expression, test takers have to analyze the errors of the sentences provided or answering the questions dealing with grammar. Though in reading section, test takers must read the passages and then choose the best answers reflecting the questions. Test takers should do either intensive or extensive reading.

### b. Paper Based TOEFL (PBT)

Paper Based TOEFL testing is being phased out and is currently offered only in locations where testing via the Internet is not available. PBT test scores will remain valid for two years after the test date. The TOEFL PBT test is approximately three and one-half hours long. It has three sections, all of which are mandatory. At least one question must be answered in each section to receive a score.<sup>19</sup> The maximum score you could get in the Paper Based TOEFL was 677. Three sections of Paper Based TOEFL as follow:

<sup>&</sup>lt;sup>19</sup> Bulletin for Paper Based Testing (PBT). *Educational Testing Service*. Princeton, NJ. USA. 2013. p.4 <u>http://www.ets.org/</u>. Accessed on December 09, 2014.

- i. Listening Comprehension measures the ability to understand English as it is spoken in an academic setting. This is the first section of the TOEFL. There are always fifty listening items organized into three groups which are PART A, PART B and PART C, each having separate directions. It takes approximately thirty-five minutes to complete all the items. In all three parts, each item and question is spoken only once. The test, however, is preceded by a very complete introduction. Careful listening will help you determine if your seating is satisfactory for comfortable listening. In addition, it will enable you to get accustomed to the voices of the speakers and the volume of the recording.<sup>20</sup> You will get 680 if you have answered those questions correctly.
- ii. Structure and Written Expression measures the ability to recognize language that is appropriate for standard written English. This section has two parts containing a total of forty questions and twenty-five minutes is allowed for completing it. Because you have twenty-five minutes for both parts, you are free to begin with either Part A or Part B and move back and forth between the two parts as you choose. The two parts of this section are Part A (sentence completion) which has fifteen questions and Part B (error identification) which has twenty-five questions. But, in Part B, you are looking for an error, the part of

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<sup>&</sup>lt;sup>20</sup> Nelson. BUILDING SKILL FOR THE TOEFL. Hongkong: Copyright Act. 1989. p.2

the sentence that is wrong. The error you are looking for is always underlined.<sup>21</sup> You will get 680 if you have answered those questions correctly.

iii. Reading Comprehension measures the ability to understand nontechnical reading material written in English. The last section of the TOEFL is called reading comprehension. It contains sixty items, which are divided into two parts. Forty-five minutes is allowed to complete both parts. The two types of these sections are Part A (vocabulary) which contains thirty items which test your knowledge of vocabulary and Part B (reading comprehension) which also contains thirty items of two different types: comprehension of passages and recognition of restatements.<sup>22</sup> You will get 680 if you have answered those questions correctly.

# 2. Test-taking Strategies

# a. Definition of Test-Taking Strategies

According to Rogers and Harley, test-taking strategies enable learners to use the characteristics and format of a test to increase scores in a test-taking situation.<sup>23</sup> Those strategies include: reading the instructions

<sup>&</sup>lt;sup>21</sup> Ibid..... p. 134-135

<sup>&</sup>lt;sup>22</sup> Ibid..... p. 312

<sup>&</sup>lt;sup>23</sup> W. Rogers - D. Harley, "an Empirical Comparison of Three-And Four-Choice Items and Tests: Susceptibility to Test Wiseness and Internal Consistency Reliability". *Educational and Psychological Measurement*. 59, 1999, 234–247.

carefully, scheduling the allocated time appropriately, making use of clue words in the questions, delaying answering difficult questions, reviewing the work in order to check the answers, etc.<sup>24</sup>

While Cohen and Upton define test-taking strategies as "those testtaking processes which respondents have selected and which they are conscious of, at least to some degree".<sup>25</sup>

Dealing with two previous definitions, it can be concluded that test-taking strategies may contains of specific strategies (focus on the second line, choose answers with synonyms, avoid similar sounds, anticipate the topics, anticipate the questions, determine the topic, draw conclusion about who, what, when, where and listen for answer in order, etc) which is used by test-takers during the test with the purpose to increase the test score.

# b. Classification of Test-taking Strategies

Some experts have classified test-taking strategies into some types. Hirano stated that there are three types of test-taking strategies which are language learner strategies (the way of learners operationalized their basic skills of listening, reading, speaking and writing including the related

<sup>&</sup>lt;sup>24</sup> Majid Pour-Mohammadi and Dr. Mohamad Jafre Zainol Abidin. *Test-taking Strategies, Schema Theory and Reading Comprehension Test Performance* (International Journal of Humanities and Social Science). Vol. 01. No. 18.

<sup>&</sup>lt;sup>25</sup> A. D. Cohen, - T. A. Upton, *Strategies in Responding to the New TOEFL Reading Tasks ETS Research Report No. RR-06-06* (N.J: Educational Testing Service, 2006), 4.

skills of grammar, vocabulary, and translation), test management strategies (strategies for responding meaningfully to the test items and task, and test strategies (strategies for using knowledge of test formats and other peripheral information to answer test items without going through the expected linguistic and cognitive processes).<sup>26</sup>

Whereas Cohen just divided test-taking strategies into two types such as language learners' strategies and test wiseness strategies.<sup>27</sup> The last expert who conducts the theory about test-taking strategies classification is Rezaee. He classified test-taking strategies into two types: general and specific strategy,<sup>28</sup> General strategies can be applied to wider variety of tests such as preparing for the test, reading the directions, the use of time during a test, error avoidance strategies etc.<sup>29</sup> While *specific* strategies are related to the exact area of the subject matter that is being tested and deal with taking various kinds of tests such as multiple-choice, matching, fill-in-the-blanks, essay, short 5 answer, true-false, and problem solving.<sup>30</sup>

#### The importance of Test-taking Strategies c.

Test taking strategy takes an important role in TOEFL test. Testtaking strategies also take part in the success of TOEFL. A theory about

<sup>26</sup> Hirano, K. *Research on Test-taking Strategies in L2 Reading*. Bull. Joetsu Uni. Educ. 28, 157-165.
<sup>27</sup> A. D. Cohen, *Strategies in Learning and Using a Second Language* (England: Addison Wesley, 1998), 4.

<sup>&</sup>lt;sup>28</sup> A. Rezaee, University Students'' Test-Taking Strategies and Their Language Proficiency (Iran: Teaching English Language and Literature Society of Iran, 2006), 155

<sup>&</sup>lt;sup>29</sup> Ibid......151-156

<sup>&</sup>lt;sup>30</sup> Ibid.....151-156

the importance of test-taking strategies presented by Chesla as follows<sup>31</sup>:

"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 testtaking 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. Furthermore, some researchers like Sarnacki and Benson, believe that in certain cases the test provides the grounds for the testtakers to use some strategies or techniques known as test-taking strategies.<sup>32</sup> Sarnacki and Benson seem to specify the strategy into term "test-taking strategy". In addition, Mc Donough appears the theory that when doing the items in a test, students do certain strategies in order to improve their performance and, hence, receive higher scores.<sup>33</sup> Mc Donough statement brings us to an explanation that test-taking strategies usage can contribute well on achieving high score.

<sup>&</sup>lt;sup>31</sup> Elizabeth Chesla. *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: Learning Express, 2002). p.15.

<sup>&</sup>lt;sup>32</sup> R.E. Sarnacki, "An Examination of Test-Wiseness in the Cognitive Test Domain". *Review of Educational Research*. Vol 49 No. 2, Spring 1979, 252-279. and J Urman Benson – D. H. Hocevar, "*Effects of Test-Wiseness Training and Ethnicity on Achievement of Third and Fifth Grade Students: Measurement and Evaluation in Counseling and Development*". Vol 18 No. 4. January 1988, 154-162.

<sup>&</sup>lt;sup>33</sup> S. Mc Donough, "Learner Strategies". Language Teaching. Vol. 32 No.1, 1999, 1-18.

### 3. Listening TOEFL Strategies

In Longman Preparation Course for the TOEFL test book which is written by Deborah Phillips, the first section of the TOEFL test is the listening comprehension section which consists of fifty questions (some test may be longer). There are three parts in listening comprehension section of the TOEFL test; Part A, Part B and Part C. Each section has several strategies. Here the following strategies in listening comprehension section:

#### a. Part A section of the TOEFL test

1) Focus on the Second Line

In Part A you will hear a short conversation involving two people, this conversation is followed by question. It is important to understand that the answer to this type of question is most often (but not always) found in the second line of the conversation.

# STRATEGY: FOCUS ON SECOND LINE

- 1. The second line of the conversation probably contains the answer to the question.
- Listen to the first of the conversation. If you understand it, that's good. If you do not understand it, do not worry because it probably does not contain the answer.
- 3. Be ready to focus on the second line of the conversation because in probably contains the answer. Repeat the second line your mind as you read

through the answer in the text.

2) Choose Answers with Synonyms

Often the correct answer in Listening Part A is answer that contains synonyms (words with similar meaning but different sounds) for the key words in the conversation.

	STRATEGY: CHOOSE ANSWERS WITH SYNONYMS
1.	As you listen to the second line of the conversation, focus on key words
	in that line.
2.	If you see any synonyms for key words in a particular answer, then you
	have probably found the correct answer

# 3) Avoid Similar Sounds

Often the incorrect answers in Listening Part A are answers that

contain words with similar sounds but very different meaning from what

you hear on the test. You should definitely avoid these answers.

	STRATEGY: AVOID SIMILAR SOUNDS
1.	Identify key words in the second line of the conversation.
2.	Identify words in the answer that contain similar sounds and do not choose
	these answers.

4) Draw Conclusion about Who, What, Where

It is common in Listening Part A to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the conversation. One kind of conclusion that is common in this part of the test is to ask you to determine *who* the speaker is, *what* will probably happen next, and *where* conversation probably takes place, based on clues given in the conversation.

The following chart outlines the point that you should remember about this type of questions.

# CONCLUSION ABOUT WHO, WHAT, WHERE

It is common for you to be asked to draw one of the following conclusion in listening part A:

- 1. WHO is probably talking?
- 2. WHAT will she/he probably do next?
- 3. WHERE does the conversation probably take place?
- 5) Listen for *Who* and *What* in Passives

It is sometimes difficult to understand *who* or *what* is doing the action in a passive sentence. This problem is often tested in listening part A.

You should note the following about passive sentences in listening part A.

# PASSIVE STATEMENTS

- 1. If the conversation contains passive statements, the answers to the question answer active statement.
- 2. If the conversation contains answer active statement, the answer to the question is often a passive statement.

NOTE: Check carefully who or what is doing the action in these questions.

6) Listen for *Who* and *What* with Multiple Nouns

When there is more than one noun in a sentence in listening part A,

it is common for the answers to confuse which noun does what.

The following chart outlines the key point that you should remember about question with multiple nouns.

# WHO AND WHAT WITH MULTIPLE NOUNS

When there are multiple nouns in a sentence, it is common for the answer to

confuse with noun does what.

7) Listen for Negative Expressions

Negative expressions are very common in Listening part A, and the most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

The following chart outlines the types of negative expressions that you should be careful of:

TYPES	OF NEGATIVE EXPRESS	SIONS
Expression	Example	Correct Answer
Regular negative: not or n't	Tom is not sad about the results.	Not sad = happy
Other negative: nobody,	Nobody arrived on time	Nobodyon time=late
none nothing, never	sal never works hard	Never works hard=lazy
Negative prefixes, un-,	The patient was insane	Insane=not sane=crazy
dis-		

8) Listen for Negative with Comparatives

Negative can be used with comparatives in Listening part A of the **TOEFL** test. A sentence with a negative and a comparative has a superlative, or very strong, meaning.

The following chart outlines comparisons that you should be careful of when they are used with negatives:

COMPARATIVE WITH NEGATIVES			
Comparative	Example	Meaning	
More	No one is more	e She is the most	
	beautiful than she is	beautiful	
-er	He couldn't happier	He is extremely happy	

9) Listen for Expressions of Agreement

Expressions of agreement are common in Listening Part A, so you should become familiar with them. Below the following chart lists common expressions that show agreement.

EXPRESSION OF AGREEMENT		
Agreement with positive Statements	Agreement with negative Statements	
So do I,		
Me, too		
I'll say!		
Isn't it!	Neither do I,	
You can say that again!	I don't either	

10) Listen for Expressions of Uncertainty and Suggestion

Expressions of uncertainty and suggestion are common in Listening Part A, so you should become familiar with them. Below the following chart lists common expressions that show uncertainty and suggestion.

EXPRESSION OF UNCERTAINTY AND SUGGESTION			
Uncertainty	Suggestion		
Isn't it (tag)			
As far as I know	Why not		
As far as can tell	Let's		

# 11) Listen for Emphatic Expressions of Surprise

Emphatic expressions of surprise are common in Listening Part A so you should become familiar with them. When surprise is expressed, it implies that the speaker did not expect something to be true.

The following chart outlines various ways to express emphatic surprise:

EXPRESSIONS OF EMPHATY SURPRISE			
VERB Emphatic form		Example	Meaning
be	be, with emphasis	Then, he is	I thought he was
		here!	not here
Modal	Modal, with	Then, you	I thought you

	emphasis	can go!	could not go.
	•	U U	C
present tense	Do(es)m with	Then, you do	I thought you did
		-	
	emphasis	play tennis!	not play tennis
Past tense	Did, with emphasis	Then, she did	I thought she had
		read it.	not read it.
perfect tense	Have, with emphasis	Then, he has	I thought he had
		gone there	not gone there

# 12) Listen for Wishes

Conversations about wishes can appear Part A. The important idea to remember about wishes is that a wish implies that *the opposite of the wish is true*.

The following chart outlines the key points that you should know about wishes:

<b>KEY INFORMATION ABOUT WISHES</b>			
Point	Example	Meaning	
Answer affirmative wish	I wish had time to help	= no time to help	
implies a negative reality			
A negative wish implies	I wish did not have time to	= time to help	
answer affirmative	help		

reality		
A past tense verb implies	I wish he were at home	= is not at home
a present reality		
A past perfect verb	I wish he had been at home	= was not at
implies a past reality		home

\* Remember that were is used instead of was in wishes. I wish I were go.

# 13) Listen Untrue Conditions

Conversation containing conditions can appear in Listening Part A. The important idea to remember about conditions is that a condition implies that the *opposite of the condition is true*.

The following box outlines the key points that you should know about untrue condition:

KEY INFORMATION ABOUT UNTRUE CONDITIONS			
POINT	EXAMPLE	MEANING	
- An affirmative	If she were at home,	= not a home	
condition implies a	she could do it.*		
negative reality.			
- A negative condition	If she weren't at	= at home	
implies affirmative	home, she could do it.		

reality.		
- A past tense implies	If I had money, I	= do not have money
a present reality	would buy it.	
- A past perfect verb	If I had money, I	= do not have money
implies a past reality	would have bought it.	
- Had can be used	Had I had money, I	= did not have money
without if.	would have bought it.	
	**	

\* Remember that were used instead was id untrue conditions. "If were there. I were there. I would help"

\*\* This has the meaning "as" If I had had money ....."Note that the subject and "had" are inverted.

# 14) Listen for Two-and Three-Part Verbs

Two-and three-part verb appear in some questions in Listening Part A. These verbs are expressions that include a verb and one or more particles (such as *in*, *on*, or *at*); the particle changes the meaning of the verb. Questions involving two- and three-part verb can be difficult for students because the addition of the particle changes the meaning of the verb in an idiomatic way.

The list of several two-and three-part verbs which usually use:

Cut down  $\rightarrow$  decrease it - Go ahead  $\rightarrow$  advance

- Get by $\rightarrow$ manage	- Get along $\rightarrow$ be friendly
- Cut it out $\rightarrow$ stop it	- Call off $\rightarrow$ cancel
- Give it away $\rightarrow$ donate	- Put on $\rightarrow$ dress in
- Look after $\rightarrow$ take care of	- Pick on $\rightarrow$ brother

#### 15) Listen for Idioms

Idioms appear in some questions in Listening Part A. Idioms were special expressions in a language that all speakers of the language know; these special expressions describe one situation in life but are applied to many different areas of life. Idiom questions can be difficult for students because they seem to be describing one situation when they are really describing a different situation.

List of several idioms which usually use:

- Killing two birds with one stone  $\rightarrow$  accomplishing two things at once
- Playing with fire  $\rightarrow$  doing something dangerous
- One in a million  $\rightarrow$  really wonderful
- On her last leg  $\rightarrow$  very tired
- All in the same boat  $\rightarrow$  in the same situation

#### b. Part B and Part C section of the TOEFL test

Part B of the Listening Comprehension section of the TOEFL test consists of two long conversations, the question is always asked by a third speaker. The conversations are on many different topics and there are many types of questions. Therefore, you must:<sup>34</sup>

Focus on the speaker  $\rightarrow$  who is talking?

Focus on the topics  $\rightarrow$  what are they talking about?

By focusing your attention on these two aspects of each conversation, you will also pick up enough information to answer any question that might be asked.

While in Part C of the Listening Comprehension section of the TOEFL test consists of three talks, each followed by number of questions as in Part B. You will hear the conversation and the questions on a tape; they are not written in your test book. And you must choose the best answer to each question from the four choices that are written in your test book. In Part C, there are four categories of questions that occur regularly. Here the following categories of questions:

- ✓ Main idea of the talk (central idea, purpose, topic).
- $\checkmark$  Information about the speaker and the audience.
- $\checkmark$  Facts and reasons contained in the talk.

<sup>&</sup>lt;sup>34</sup> Nelson. BUILDING SKILL FOR THE TOEFL. Hong Kong. 1983. p. 79

✓ Opinions and feelings expressed by the speaker.<sup>35</sup>

The following strategies on Part B and C of the Listening Comprehension section of the TOEFL test:

i. Before Listening

1. Anticipate the Topics

It is very helpful to your overall comprehension if you know what topics to expect in Listening Part B and Part C. You should therefore try to anticipate the topics you will be hearing. For example, are the conversations and the talks about some aspect of school life, or some type of social issue, or a trip someone is planning? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations and the talks on the tape, and try to determine the topics of the conversations and talks that you will hear.

2. Anticipate the Questions

It is very helpful to you ability to answer individual questions in Listening Part B and C if you can anticipate what the questions will be and listen especially for the answer to those questions. The first line of the conversations and talks often contain the main idea, subject, topic of the conversation

<sup>&</sup>lt;sup>35</sup> Ibid.....p. 124

and talk, and you will often be asked this type of question.

- ii. While Listening
  - 1. Determine the Topic

As you listen to each conversation and talk in Listening Part B and C, you should be thinking about the topic (subject) or main idea for each conversation and talk. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation and talk.

2. Draw Conclusion about Who, What, When, Where

As you listen to each conversation and talk in Listening Part B and C, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

 $\diamond$  Who is talking?

- $\diamond$  When does the conversation probably take place?
- $\diamond$  Where does the conversation probably take place?
- $\diamond$  What is the source of information for the conversation?
- 3. Listen for Answer In Order

There are two possible methods to use while you listen to a conversation and talk in the Listening Part B and C of the TOEFL test.

You can just listen to the conversation and talk (and ignore

the answer).

#### You can follow along with the answers while you listen.

Some students prefer to just listen to the conversation and talk while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the conversation and talk are being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation on the tape.

### **B.** Previous Studies

In this review of previous study, the writer aims to avoid any replication of the study. Before choosing this topic, the researcher found three theses and one research journals that related to this study.

The first thesis entitled "Students' Perception about Time Management Behaviors in Reading Section of TOEFL Test of Sixth Semester of Students English Education Department at UIN Sunan Ampel Surabaya". This study was conducted by Feni Rahmawati, (2014, State University for Islamic Studies of Sunan Ampel Surabaya - English Teacher Education Department). The research problems of that research are:

- What are students' perceptions about time management behaviors in reading section on TOEFL preparation test at sixth semester of students English Teacher Education Department at UIN Sunan Ampel Surabaya?
- 2. What question types that most influence on students' time management behavior in reading section on TOEFL preparation test at sixth semester of students English Teacher Education Department at UIN Sunan Ampel Surabaya?

The finding of this study was about student's perceptions about time management behavior in reading section on TOEFL test was criterion good, with the percentage of 53.3%. Through the three components of goal setting, mechanics of time management and preference for organization, the student's perceptions was good. It means the student's behavior in reading section on TOEFL preparation test was good too. And there are seven question types that influence on student's time management behavior in reading section on TOEFL preparation test. Those are main idea, specific fact or details, exceptions, location of information, vocabulary, inferences, and reference.<sup>36</sup>

The differences of those studies are in the focus and object of the study. As first, the major difference between the researcher's study and this study is dealing with the topic of the study, which is time management

<sup>&</sup>lt;sup>36</sup> Feni Rahmawati. 2014. Students' Perception about Time Management Behaviour in Reading Section of TOEFL Test of Sixth Semester of Students English Education Department at UIN Sunan Ampel Surabaya.

behavior in reading section and Listening TOEFL strategies. The researcher investigated how do the student's perceptions about time management in reading section on TOEFL test. Secondly, in the researcher's study only focus on the Listening section on TOEFL test.

The second thesis entitled "The Influence of The Students' Study Skill to Their Achievement in TOEFL Test at English Intensive Course State Islamic University of Sunan Ampel Surabaya". This study was conducted by Wulansari Wilujeng (2014, State University for Islamic Studies of Sunan Ampel Surabaya). The research problems of that research are:

- 1. Is there any relationship between students' study skills and their achievement in TOEFL Test?
- 2. What is the relationship between students' study skills and their achievement in TOEFL Test?
- 3. To what extend the students' study skills influence their achievement in TOEFL Test?

She found both Linear and Multiple Regression to analyze the students' study skills simultaneously. For Linear Regression to analyze the students' study skills simultaneously, she had concluded that study skills cannot be used to predict students' TOEFL Score. In other words, it does not influence significantly and cannot be generalized. And for Multiple Regression, she had concluded that study skills partially are also very weak to

predict students' TOEFL Score. In other words, textbook reading, test preparation, concentration and time management do not have influence and only note-taking and memory which have influence. However, the influence of those variables is very weak. It means that note-taking and memory do not have influence on students' achievement in TOEFL Test.<sup>37</sup>

The differences between this study and the researcher's are from the focus and object of the study. At first, this study is investigating the relationship between students' study skills and their achievement in TOEFL test and the influence of those study skills on their achievement in TOEFL test. While, the researcher's study will focus on the relationship between students' Listening TOEFL strategies and their achievement in Listening TOEFL test and the influence of those strategies on their achievement in Listening TOEFL test. Next, dealing with the object of the study is also different. This study investigated students of English Intensive Course, while the researcher's study will investigate students who joined TOEFL Preparation subject.

The third thesis entitled "An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test by Sixth Semester Students of English Education Department of UIN Sunan Ampel Surabaya". This study was conducted by

<sup>&</sup>lt;sup>37</sup> Wulansari Wilujeng. 2014. The Influence of The Students' Study Skill to Their Achievement in TOEFL Test at English Intensive Course State Islamic University of Sunan Ampel Surabaya.

Elis Rahmawati, (2014, State University for Islamic Studies of Sunan Ampel Surabaya). The research problems of that research are:

- What are test-taking strategies used in TOEFL Equivalent Test by sixth semester students of English Teacher Education Department UIN Sunan Ampel?
- 2. Why do the sixth semester test takers choose those strategies?
- 3. Do test-taking strategies have a significant relationship to TOEFL Equivalent Test score partially and simultaneously?

The finding of this study was about the most frequent Test-taking strategies used by sixth semester test-takers based on two categories strategies are when doing the test (whilst test-taking). They used these strategies because test-takers are highly motivated to use test-taking strategies because of the importance of doing well on the test and the score they received, test-takers find three big difficulties when using test-taking strategy such as spending more time on difficult question, experiencing excessive nervousness while taking the test, and changing the test answer from the correct to incorrect answers, although facing some difficulties, most of the students put much belief on test-taking strategy using.<sup>38</sup>

The researcher's study will differ in the focus and object of the study. Firstly, this study was analyzing the aspect of students' behavior before and

<sup>&</sup>lt;sup>38</sup> Elis Rahmawati. 2014. An Analysis of Test-Taking Stragies Used in TOEFL Equivalent Test by Sixth Semester Students of English Education Department of UIN Sunan Ampel Surabaya.

during the test. Whereas, in the researcher's study will focus on the Listening TOEFL strategies used by the students' in taking Listening TOEFL test. Additionally, dealing with the object of the study, this study used the students as the object, as how is students' behavior before and during the test. While in the researcher's study will take the students' behavior for the object of study, as how is their achievement in Listening TOEFL after Listening TOEFL strategies have been presented and taught by the lecturers during the TOEFL Preparation teaching and learning process.

The forth is an article journal entitled "The Use of Silent Reading in Improving Students' Reading Comprehension and Their achievement in TOEFL Score at a Private English Course". This study was conducted by Hapid Ali (Inernational Journal of Basic and Applied Science, Vol. 01, No. 01, July 2012, State Islamic University of Sunan Gunung Djati-Bandung).

The main finding of this study showed that the use of silent reading has a significant and positive influence toward improving students' reading comprehension and their achievement in TOEFL score on the study subject.<sup>39</sup>

This study will differ in the implementation of Silent reading. In this journal, the researcher used the concept of Silent Reading to improve students' reading comprehension and their achievement in TOEFL score. This journal is

<sup>&</sup>lt;sup>39</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.

actually different in the subject of the study. The subject of the researcher's study focus on using listening TOEFL strategies in achieving listening TOEFL score, whereas this study focused on students' reading comprehension ability in getting TOEFL score.

Finally, the researcher concludes that those all previous studies significantly have the similarities and differences with this research. However, those literatures influence this research as the foundation. The researcher states that the similarities of those research was discussed about TOEFL and the different focus of this research is on listening TOEFL strategies used by the students in achieving listening TOEFL score at English Teacher Education Department of UIN Sunan Ampel Surabaya.