## CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion of this research. In this chapter the researcher would like to describe and analyze the findings during the research process conducted at English Teacher Education Department of UIN Sunan Ampel Surabaya. It is intended to answer the problems of the study. In finding, this research located to answer the research problem has been formulated in chapter 1. While in discussion this research presents the discussion related to finding.

## A. Findings

The researcher had done the research and the data had gotten successfully by two research instruments including questionnaire and test was then analyzed with appropriate technique. As a result, the two instruments drove this research to find some results dealing with listening TOEFL strategy used by sixth semester students of English Teacher Education Department in doing listening TOEFL test. The writer has done the research from April $23^{\text {rd }}$ until June $1^{\text {st }} 2015$. Then, the writer reports the result of the data based on the topic in the research problems.

## 1. Listening TOEFL Strategies Used by Sixth Semester Students of English Teacher Education Department in TOEFL Preparation Test

## a. Report of Students Answer

This aim of this part was used to answer the first research problem which about listening TOEFL strategies used by sixth semester students in doing listening TOEFL test. The data were collected from the students’
questionnaire. It was arranged in form of rating scale. Students' response was rated in scale of Yes and No. Respondents indicated their opinion by giving crosswise on the position on the scale which most represents what they used. After that, the students' response score were assessed with the following scale Yes $=1$ and $\mathrm{No}=0$ as in table 4.1.

Table 4.1 Frequency of Students Answer (N=50)

| Listening TOEFL Strategy |  | Answer |  |
| :--- | :---: | :---: | :---: |
| Part A | Yes | No |  |
| 1. Focus on second line | 44 | 6 |  |
| 2. Choose answers with synonyms | 42 | 8 |  |
| 3. Avoid similar sounds | 44 | 6 |  |
| 4. Draw conclusion about who, what, where | 32 | 18 |  |
| 5. Listen for who and what in passives | 31 | 19 |  |
| 6. Listen for who and what with multiple nouns | 22 | 28 |  |
| 7. Listen for negative expressions | 35 | 15 |  |
| 8. Listen for negative with comparatives | 35 | 15 |  |
| 9. Listen for expressions of agreement | 15 | 35 |  |
| 10. Listen for expressions of uncertainty | and | 39 |  |
| suggestion |  | 11 |  |
| 11. Listen for emphatic expressions of surprise | 17 | 33 |  |
| 12. Listen for wishes | 21 | 29 |  |
| 13. Listen untrue conditions | 35 | 15 |  |
| 14. Listen for two and three part verbs | 21 | 29 |  |
| 15. Listen for idioms | 38 | 12 |  |
| Total |  |  |  |


| Listening TOEFL Strategy | Answer |  |
| :---: | :---: | :---: |
| Part B and C | Yes | No |
| a. Before listening <br> 16. Anticipate the topics <br> 17. Anticipate the questions <br> b. While listening <br> 18. Determine the topics <br> 19. Draw conclusion about who, what, when, where <br> 20. Listen for answer in order | $\begin{aligned} & 43 \\ & 42 \\ & 35 \\ & 36 \\ & 35 \end{aligned}$ | $\begin{aligned} & 7 \\ & 8 \end{aligned}$ <br> 15 <br> 14 <br> 15 |
| Total | 191 | 59 |
| $\sum$ Listening Part A, B and C | 662 | 338 |

As seen in the questionnaire report of Table 4.1, listening TOEFL strategies to be the most frequently used by sixth semester students. It can be seen by the total score of choices yes $=1$ which is showed the answer in listening is higher than total score of choices no $=0$. In this case, total score of choices yes in listening part $\mathrm{A}, \mathrm{B}$ and C is 662 (the sum of students who have been answered yes of the questions in all parts). Whereas, the total score of choices no $=0$ is 338 . The value result $662 \geq 338$ showed that listening TOEFL strategies was the most frequently used by test-takers.

Bar chart was presented to describe the frequency of students answer in each question. There were two point Guttman scales which are presented in the chart; yes $=1$ and no $=0$. Bar chart of students answer frequency can be seen in picture $4.1-4.20$.


Picture 4.1 Chart of Question 1


Picture 4.2 Chart of Question 2

Question 1 indicated that almost all students focus on the second speaker to answer the listening TOEFL questions in listening part A. It can be proven by chart of "yes" answer was the highest. 44 students answer "yes" and the only 6 student who answer "no".

Question 2 indicated that most of the students choose answer which contains the synonyms to answer the listening TOEFL questions in listening part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 42 students answer "yes" and 8 students answer "no".


Picture 4.3 Chart of Question 3


Picture 4.4 Chart of Question 4

Question 3 indicated that almost all students choose answer which contains the different sound from what they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the highest. 44 students answer "yes" and 6 student answer "no".

Question 4 indicated that most of the students draw the conclusion about who, what and where in their mind to answer the listening TOEFL questions in listening part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 32 students answer "yes" and 18 students answer "no".


Question 5 indicated that most of the students draw the conclusion about who and what in doing the action of the passive statements from they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 31 students answer "yes" and 19 student answer "no".

Question 6 indicated that most of the students didn't choose answer which contains more than one noun in a sentence that they hear to answer the listening TOEFL questions in listening part A . It can be proven by chart of "no" answer was the higher than chart of "yes" answer. 22 students answer "yes" and 28 students answer "no".


Picture 4.7 Chart of Question 7


Picture 4.8 Chart of Question 8

Question 7 indicated that most of the students choose the answer which contains the opposite meaning of the negative expressions from what they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the highest. 35 students answer "yes" and 15 student answer "no".

Question 8 indicated that most of the students choose the answer which has the superlative meaning in a sentence that they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 35 students answer "yes" and 15 students answer "no".


Picture 4.9 Chart of Question 9


Picture 4.10 Chart of Question 10

Question 9 indicated that most of the students didn't choose the answer which contains the expressions of agreement in a positive or negative statement from what they hear in listening TOEFL part A. It can be proven by chart of "no" answer was the higher than chart of "yes" answer. 15 students answer "yes" and 35 student answer "no".

Question 10 indicated that most of the students choose the answer which the expression of uncertainty and suggestion in a sentence that they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 39 students answer "yes" and 11 students answer "no".


Picture 4.11 Chart of Question 11


Picture 4.12 Chart of Question 12

Question 11 indicated that most of the students didn't choose the answer which implies that the speaker did not expect something to be true from the emphatic expressions of surprise from what they hear in listening TOEFL part A. It can be proven by chart of "no" answer was the higher than chart of "yes" answer. 17 students answer "yes" and 33 student answer "no".

Question 12 indicated that most of the students didn't choose the answer which implies that the opposite of the wish is true from the wishes statements that they hear in listening TOEFL part A. It can be proven by chart of "no" answer was the highest. 21 students answer "yes" and 29 students answer "no".


Picture 4.13 Chart of Question 13


Picture 4.14 Chart of Question 14

Question 13 indicated that most of the students choose the answer which contains the opposite meaning of the condition is true from what they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 35 students answer "yes" and 15 student answer "no".

Question 14 indicated that most of the students didn't choose the answer which contains the meaning of the verb in an idiomatic way from they hear in listening TOEFL part A. It can be proven by chart of "no" answer was the higher than chart of "yes" answer. 21 students answer "yes" and 29 students answer "no".


Picture 4.15 Chart of Question 15


Picture 4.16 Chart of Question 16

Question 15 indicated that most of the students choose the answer which contains the meaning of the idiom statements that they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the highest. 38 students answer "yes" and 12 student answer "no".

Question 16 indicated that most of the students try to determine the topics of the conversations and talks in listening TOEFL part B and C. It can be proven by chart of "yes" answer was the highest of all. 43 students answer "yes" and 7 students answer "no".


Picture 4.17 Chart of Question 17


Picture 4.18 Chart of Question 18

Question 17 indicated that most of the students listen for the answer to the questions will be of the conversations and talks in listening TOEFL part B and C. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 42 students answer "yes" and 8 students answer "no".

Question 18 indicated that most of the students think about the topic (subject) of each conversations and talks in listening TOEFL part B and C. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 35 students answer "yes" and 15 students answer "no".


Picture 4.19 Chart of Question 19


Picture 4.20 Chart of Question 20

Question 19 indicated that most of the students draw the conclusion of each conversations and talks about who, what, when and where in listening TOEFL part B and C. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 36 students answer "yes" and 14 students answer "no".

Question 20 indicated that most of the students just listen to the conversation and talks and ignore the answer in listening TOEFL part B and C. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 35 students answer "yes" and 15 students answer "no".

## b. Five Most and Five Least of Listening TOEFL Strategies Used

Moreover of knowing the frequency of the students answer in listening TOEFL strategy questionnaire, this research also located the use of descriptive statistic to rank the most and the least listening TOEFL strategies used by sixth semester students. There were five most listening TOEFL strategies used by sixth semester students based on the higher value of the students answer as follow:

1. The first most listening TOEFL strategy used by sixth semester students with the total score 44 was question number 1 . This condition indicated that the listening TOEFL strategy "focus on the second line" was the first most strategy used by sixth semester students in doing listening TOEFL test. In fact, there was another number which had the same total score with number 44 which was number 3 .
2. The second most listening TOEFL strategy used by sixth semester students with the total score 44 was question number 3 . This condition indicated that the listening TOEFL strategy "avoid similar sounds" was the second most strategy used by sixth semester students in doing listening TOEFL test.
3. The third most listening TOEFL strategy used by sixth semester students with the total score 43 was question number 16 . This condition indicated that the listening TOEFL strategy "anticipate the
topics" was the third most strategy used by sixth semester students in doing listening TOEFL test.
4. The forth most listening TOEFL strategy used by sixth semester students with the total score 42 was question number 2 . This condition indicated that the listening TOEFL strategy "choose answer with synonyms" was the fourth most strategy used by sixth semester students in doing listening TOEFL test. In fact, there was another number which had the same total score with number 42 which was number 17.
5. The fifth most listening TOEFL strategy used by sixth semester students with the total score 42 was question number 17. This condition indicated that the listening TOEFL strategy "anticipate the questions" was the last most strategy used by sixth semester students in doing listening TOEFL test.

Moreover, there were five least listening TOEFL strategies used by sixth semester students of English Teacher Education Department as follow:

1. The first least listening TOEFL strategy used by sixth semester students with the total score 15 was question number 9 . This condition indicated that strategy "listen for expression of agreement" was the first least strategy used by sixth semester students.
2. The second least listening TOEFL strategy used by sixth semester students with the total score 17 was question number 11. This condition indicated that strategy "listen for emphatic expression of surprise" was the second least strategy used by sixth semester students.
3. The third least listening TOEFL strategy used by sixth semester students with the total score 21 was question number 12. This condition indicated that strategy "listen for wishes" was the third least strategy used by sixth semester students. In fact, there was another number which had the same total score with number 21 which was number 14.
4. The forth least listening TOEFL strategy used by sixth semester students with the total score 21 was question number 14. This condition indicated that strategy "listen for two and three parts verbs" was the fourth least strategy used by sixth semester students.
5. The fifth least listening TOEFL strategy used by sixth semester students with the total score 22 was question number 6 . This condition indicated that strategy "listen who and what with multiple nouns" was the last least strategy used by sixth semester students.

## 2. The Influence of Students' Listening TOEFL Strategies toward Listening TOEFL Score

## a. Simple Linear Regression

In this research, the researcher does normality test by two ways, those are: histogram and probability plot.

## Histogram



## Graphic 4.1

Based on the normality test by using histogram above, it can be seen that the data were normally distributed, because the histogram graph is not symmetrical inclined to the right or to the left.

## Normal P-P Plot of Regression Standardized Residual

Dependent Variable: LISTENING TOEFL SCORE


## Graphic 4.2

P-P plot is a curve that can be used to test whether a variable is considered normal or not. Variables can be said to meet the assumptions of normality when the P-P plot shows the relative distribution of the data follows the diagonal line, or more commonly called the normal plot. Otherwise, a variable in saying do not meet the assumptions of normality when the P-P plot shows the wide distribution of data or away from the normal line plot. Based on the P-P plot above, the data is distributed normally.

Descriptive statistics table shows the information about range, minimum, maximum, mean and standard deviation from dependent variable and independent variables:

1) Range column shows the distance between the highest and the lowest of students' listening TOEFL strategies and TOEFL score. The range of students' listening TOEFL strategies was 7 and the range of listening TOEFL score was 37.
2) Minimum and maximum column show the maximum and minimum score of students' listening TOEFL strategies and listening TOEFL score. The minimum and maximum score of students' listening TOEFL strategies were 9 and 16. The minimum and maximum score of listening TOEFL were 37 and 55.
3) Mean column shows the mean of students' listening TOEFL strategies and listening TOEFL score. The mean of students' listening TOEFL strategies was 13.24 and the listening TOEFL score was 47.38 with $\mathrm{N}=50$.
4) Standard deviation column shows standard deviation of each variable. The standard deviation of students' listening TOEFL strategies was 1.869 and listening TOEFL score was 3.697. The standard deviation is high. It means that the students' listening TOEFL strategies were varied.

Table 4.3 Correlations

|  |  | LISTENING <br> TOEFL <br> SCORE | LISTENING <br> TOEFL <br> STRATEGY |
| :--- | :--- | ---: | ---: |
| Pearson Correlation | LISTENING TOEFL <br> SCORE <br> LISTENING TOEFL <br> STRATEGY | 1.000 | .778 |
| Sig. (1-tailed) | LISTENING TOEFL <br> SCORE <br> LISTENING TOEFL | .778 | 1.000 |
| STRATEGY | .000 | .000 |  |
|  | LISTENING TOEFL <br> SCORE <br> LISTENING TOEFL <br> STRATEGY | 50 | 50 |

Correlation table shows about the correlation between the students' listening TOEFL strategies and students' listening TOEFL score. From table above, it can be seen that the magnitude of correlation was 0.778 with the significance 0.000 . Because of the significance is $0.000<0.05$, So, Ho is rejected and Ha is accepted. It means that there is a relationship between students' listening TOEFL strategies and students' listening TOEFL score. Since the magnitude of correlation was 0.778 , according to Prof. Dr. Sugiyono this number referred to strong correlation. The interpretation of coefficient correlation as below:

Table 4.4 Interpretation of coefficient correlation ${ }^{55}$

| Interpretation Coefficient | Correlation |
| :---: | :---: |
| $0.00-0.199$ | Very Weak |
| $0.20-0.399$ | Weak |
| $0.40-0.599$ | Medium |
| $0.60-0.799$ | Strong |
| $0.80-1.000$ | Very Strong |

Based on the positive correlation coefficient which was 0.778 , the line of correlation is also positive. It shows that the higher students' listening TOEFL strategies is followed by the higher students' listening TOEFL score.

Table 4.5 Model Summary

| Model | R | R Square | Adjusted <br> R Square | Std. Error of the Estimate | Change Statistics |  |  |  |  | Durbin- <br> Watson |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | R <br> Square <br> Change | $\begin{gathered} \mathrm{F} \\ \text { Change } \end{gathered}$ | df1 | df2 | Sig. F <br> Change |  |
| 1 | . $778{ }^{\text {a }}$ | . 606 | . 597 | 2.346 | . 606 | 73.680 | 1 | 48 | . 000 | 2.019 |

a. Predictors: (Constant), LISTENING

TOEFL STRATEGY
b. Dependent Variable: LISTENING TOEFL

SCORE

[^0]In model summary table, it can be seen that R Square $=0.606$. This form is the result of squaring the correlation coefficient $(0.778 \times 0.778=$ 0.606). $0.606 \times 100 \%=60.6 \%$. According to Dr. Abdul Muhid, R Square is also called determination coefficient. It means $60.6 \%$ of student' listening TOEFL Score variable is influenced by student' listening TOEFL strategies, the rest $39.4 \%$ are other variables.

Table 4. 6 ANOVA $^{\text {b }}$

|  | Model | Sum of <br> Squares | df | Mean Square | F | Sig. |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
| 1 | Regression | 405.567 | 1 | 405.567 | 73.680 | $.000^{\mathrm{a}}$ |
|  | Residual | 264.213 | 48 | 5.504 |  |  |
|  | Total | 669.780 | 49 |  |  |  |

a. Predictors: (Constant), LISTENING TOEFL STRATEGY
b. Dependent Variable: LISTENING TOEFL SCORE

Anova table shows that $F$ observed was 73.680 with the significance $0.000<0.05$. If the probability $<0.05$, Ho is rejected, while if the probability $>0.05$, Ho is accepted. ${ }^{56}$ From the result above, it means that Ho is rejected. Then this regression model can be used to predict the students' listening TOEFL score.

[^1]Table 4.7 Coefficients ${ }^{\text {a }}$

|  |  | Unstandardized <br> Coefficients |  | Standardized <br> Coefficients |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
|  | Model |  | B | Std. Error | Beta | t |
| Sig. |  |  |  |  |  |  |
| 1 | (Constant) | 26.997 | 2.398 |  | 11.260 | .000 |
|  | LISTENING TOEFL <br> STRATEGY | 1.540 | .179 | .778 | 8.584 | .000 |

a. Dependent Variable: LISTENING TOEFL SCORE

1) From coefficients table, it is obtained the regression model:
$\mathrm{Y}=26.997+1.540 \mathrm{X}$
$\mathrm{Y}=$ listening TOEFL score
$\mathrm{X}=$ students' listening TOEFL strategies
In other words, listening TOEFL score $=26.997+1.540$ students’ listening TOEFL strategies.
a) The constant of 26.997 means that if there are no students' listening TOEFL strategies, and then listening TOEFL Score is 26.997.
b) Regression coefficient was 1.540 . It means that each addition (because of positive sign (+)) 1 score of students' listening TOEFL strategies will increase the students' listening TOEFL Score up to 1.540 .
c) For simple linier regression, the correlation coefficient value (0.778) is also Standardized Coefficients value (beta).
2) Hypotheses:

Ho: regression coefficient is not significant

Ha: regression coefficient is significant

## a) Decision 1: Constant

From those Data, it can do hypothesis testing by two ways:
(1) Comparing the tobserved and table:
(a) If the tobserved $>\mathrm{t}$ table, Ho is rejected.
(b) If the $t$ observed $<\mathrm{t}$ table, Ho is accepted.

To know the $t$ table value, it is based on the degree of freedom (df), that is $n-2^{1}, 50-2=48$. If the significance level $(\alpha)$ be appointed $0.05(5 \%)$, while the testing done using two test sides (sig. 1 - tailed), then the t table $=2.010$. From the result of analysis, $t$ observed $=11.260$, then $t$ observed $>\mathrm{t}$ table $(11.260>$ 2.010), Ho is rejected not only in $1 \%$ but also in $5 \%$ and Ha is accepted. It means that regression coefficient is Constant significant.
(2) Comparing the significance level (p-value) and error:
(a) If the significance $>0.05$, Ho is accepted.
(b) If the significance $<0.05$, Ho is rejected.

Based on the significance value $0.000<0.05$, Ho is rejected and Ha is accepted. It means that regression coefficient is Constant significance.

## b) Decision 2: For listening TOEFL strategies variables

From those data, it can do hypothesis testing by two ways:
(1) By comparing $t$ observed and $t$ table:
(a) If $t$ observed $>$ t table, Ho is rejected.
(b) If $t$ observed $<\mathrm{t}$ table, Ho is accepted.

To know the value of $t$ table, it can be seen from degree of freedom, which is $n-2,50-2=48$. If significance level $(\alpha)=$ 0.05 (5\%), while the testing done using two test sides (sig. $1-$ tailed), after that t table $=2.010$. From the result of analysis, $t$ observed $=8.584$, then $t$ observed $>\mathrm{t}$ table $(8.584>2.010)$, Ho is rejected and Ha is accepted. It means that regression coefficient is

## Constant significant.

(2) Comparing the significance level (p-value) and error:
(a) If the significance $>0.05$, Ho is accepted.
(b) If the significance $<0.05$, Ho is rejected.

Based on the significance value $0.000<0.05$, Ho is rejected and Ha is accepted. It means that regression coefficient is Constant significance.

Table 4.8 Residuals Statistics ${ }^{\text {a }}$

|  | Minimum | Maximum | Mean | Std. <br> Deviation | N |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Predicted Value | 40.85 | 51.63 | 47.38 | 2.877 | 50 |
| Residual | -5.090 | 7.147 | . 000 | 2.322 | 50 |
| Std. Predicted Value | -2.269 | 1.477 | . 000 | 1.000 | 50 |
| Std. Residual | -2.169 | 3.046 | . 000 | . 990 | 50 |

a. Dependent Variable: LISTENING TOEFL

SCORE

Residuals table shows the minimum and maximum value, mean and deviation standard from predicted value and its residuals. The normal distribution is closer to 0 . From the table above, it can be assumed that the distribution is normal.

## B. Discussion

Based on the result of calculation above, it is founded in linear regression analysis that there was positive relationship between students' listening TOEFL strategies and their achievement in listening TOEFL Test at sixth semester of English Teacher Education Department. The correlation coefficient is 0.778 with the significance $0.000<0.05$. Then, the relationship between students' listening TOEFL strategies and their achievement in listening TOEFL test is strong since the correlation coefficient 0.778 . According to Prof. Dr. Sugiyono these number
referrers to strong correlation. ${ }^{57}$ Further analysis to know the influence of students' listening TOEFL strategies to their achievement in listening TOEFL test can be seen in ANOVA table. The F value is 73.680 with the significance $0.000<$ 0.05 . Since the probability $<0.05$, Ho is rejected; this regression model can used to predict students' listening TOEFL test. The results with regard to the probability value of $t$ test obtain the value of $t$ observed for students' listening TOEFL strategies $8.584>0.05$, it does have influence.

Test taking strategy takes an important role in TOEFL test. Test-taking strategies also take part in the success of TOEFL. Chesla stated that 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. ${ }^{58}$ 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.

[^2]
[^0]:    ${ }^{55}$ Sugiyono. STATISTIKA UNTUK PENELITIAN. Bandung: CV. ALFABETA, 2007. p. 231

[^1]:    ${ }^{56}$ Sugiyono. METODE PENELITIAN PENDIDIKAN. Bandung: Alfabeta, 2012. p. 280.

[^2]:    ${ }^{57}$ Sugiyono. STATISTIKA UNTUK PENELITIAN. Bandung: CV. ALFABETA, 2007. p. 231
    ${ }^{58}$ Elizabeth cheslea. "TOEFL Exam success from Learning Express in only 6 strategic steps". United States: New York, 2002.

