#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about the theories related to the study that has strong relation with the topic. This chapter includes the review of related literature that deals with reading, TOEFL (Test of English as a Foreign Language), reading skill-based strategies for TOEFL and some previous studies that related to this study.

#### A. Reading

In the part of reading, the researcher wants to give the theories about definition of reading, the discipline of reading, reading comprehension and reading strategy.

## 1. Definition of Reading

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes and morphemes. The reader needs to distiguish given versus new information the text and implicitly aknowledge what is shared among most readers in a community<sup>1</sup>.

Reading is different from writing. Writing prioritizes sound, as the spoken word must be transformed or deconstructed into representative sign, but reading

<sup>&</sup>lt;sup>1</sup>Arthur C. Graesser, *An Introduction to Strategic Reading Comprehension*, (University of Memphis: Taylor & Francis Group, 2006), 3

prioritizes meaning<sup>2</sup>. In its most general modern definition, reading is of course the ability to make sense of written or printed symbols. The reader uses the symbol to guide the recovery of information from his or her memory and subsequently uses this information to construct a plausible interpretation of writer's message<sup>3</sup>.

The research of power of reading and spelling said that more reading is better spelling<sup>4</sup>. It means we have to provide more time for reading in order to we have a good spelling. Children can spell a substantial number of words they haven't been directly taught, in this section, the researcher wanted to encourage students to spell correctly in all situations to avoid developing bad habit.

Reading is one of the most important skills. Students usually get bored if they are faced the text. Therefore, in order to make them not bored again, they are taught some strategies of reading. Even at the university level, it is often assumed that students have the skills and strategies needed to successfully comprehend expository text<sup>5</sup>.

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<sup>&</sup>lt;sup>2</sup>Uta Frith, 'Reading by Eye and Writing by Ear', in P.A. Korles, M.E. Wrolstad and H. Bouma, eds, Processing of Visible Language (New York: 1979) pp. 379-90.

<sup>&</sup>lt;sup>3</sup>D.C. Mitchell, *The Process of Reading: A Cognitive Analysis of Fluent Reading and Learning to Read* (Chichester and New York: 1982)

<sup>&</sup>lt;sup>4</sup>Stephen Krashen, *The Power of Reading: Insights from the Research*, (Observation and Reflections from BEHS Staff, October 2004)

<sup>&</sup>lt;sup>3</sup>Carisma Dreyer, Teaching reading strategies and reading comprehension within a technology enhanced learning environment, (South Africa: Potchefstroom 2520, 2003), 350

Reading comprehension examines students' knowledge in understanding some kinds of scientific texts that related with the topic, main idea, content of text, meaning of words or phrase and also detailed information of text<sup>6</sup>.

# 2. The Discipline of Reading

We can begin to look at the discipline of reading from the vantage of these higher expectations<sup>7</sup>:

# a. Approaching the text

In this point, the writer recommends the readers to be able to understand and comprehend the text and the organization of the text that will help them to make the expectation and also to approach all of the information that included in the text.

#### b. Practical Skills of Reading

The practical skills of reading are annotation, word searches and directed questioning.

#### 1) Annotation

Annotation is the commentary of what have been read literally conducted right there on the page. The commentary should be directed partly to understanding the materials and partly to forming responses and fashioning analysis. It involves underlining important words, phrases, or sentences because annotation is an active process. It is better done with a

<sup>6</sup> Slamet Riyanto, *Test Strategy for Reading Comprehension* (Yogyakarta: Putaka Pelajar, 2007), 4

<sup>&</sup>lt;sup>7</sup> Igor Webb, *Ideas Across Time "Classic and Contemporary Readings for Composition"* (New York: McGraw-Hill Companies, 2008)

pen or pencil than a highlighter. A highlighter can be used to identify key passages or words, but it is cumbersome for writing down questions or ideas.

#### 2) Word Searches

Word searches are probably searching a word from specialized vocabulary or word outside the usual contexts of reading. It is a word. Therefore, the readers have to know the meaning that can be done using dictionary.

## 3) Directed Questioning

A good reader is alert to suggestion, implication, confusion and contradiction in a piece of writing. A powerful piece of writing naturally triggers responses in the reader, not just at the conclusion of the essay or the climax of the story, but each step of the way.

# 3. Reading Comprehension

Comprehension requires making meaning from words when listening, speaking, reading and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level. Comprehension is the center of reading. Up to the end of 3<sup>rd</sup> grade, children are learning to monitor their own level of comprehension while reading.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented<sup>8</sup>.

When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text. Readers filter new information against their own background storehouse of information and life experiences and identify and sift relevant from non-relevant information. Effective readers monitor when the text is not understood or is not making sense and repair faulty comprehension whenever it occurs.

Good readers make inferences during and after reading and are adept at synthesizing information within across texts. In addition to categorizing information, effective readers use prediction and draw conclusions from explicit as well as from implicit information. Effective readers visualize the

<sup>&</sup>lt;sup>8</sup> Karen Tankersley, *Threads of Reading "Strategies for Literacy Development"*, (USA: Association for Supervision and Curriculum Development, 2003), 90

information in the text as they read and create images using the different senses to better understand what is read.

#### 4. Reading Strategy

A reading strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension<sup>9</sup>. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar.

Conducted from the article entitled "Can reading strategies be successfully taught?" written by Patricia L.Carrell, it's explained that Reading strategies are of interest not only for what they reveal about the ways readers manage their interactions with written text, but also for how the use of strategies is related to effective reading comprehension. The readers do exert a significant level of active control over their reading process through the use of strategies, which are conscious procedures that are deliberate and purposeful.

According to Garner, reading strategies can be defined as generally deliberate, planful activities undertaken by active learners, many times to remedy perceived cognitive failure, facilitate reading comprehension and may be teachable <sup>10</sup>. Garner concurred with Paris, Lipson, and Wixon that reading strategies can and should be learned to the point of automaticity, after which

<sup>9</sup>Carisma Dreyer, *Teaching reading strategies and reading comprehension within a technology-enhanced learning environment*, (South Africa: Potchefstroom 2520, 2003), 350

<sup>&</sup>lt;sup>10</sup> R. Garner, *Theoretical Model and Processes of Reading 4<sup>th</sup> Ed.*, (Newark, DE: International Reading Association , 1994)

they become skills, and that learners must know not only what strategies to use but also when, where, and how to use them.

# B. TOEFL (Test of English as a Foreign Language)

#### 1. Definition of TOEFL

TOEFL is an exam required by most US and Canadian university to prove proficiency (especially International students coming from countries where English is not native language). It measures your listening, reading, speaking, writing skills to perform academic tasks in English. The purpose of TOEFL itself is to evaluate English proficiency of people whose native language is not English. The test was initially developed to measure English proficiency of Internasional students<sup>11</sup>.

The TOEFL test formerly known as the "Test of English as a Foreign Language" was developed in the early 1960's to assess the English proficiency of nonnative where English is the language of instructions<sup>12</sup>. Restating what the researcher defines about TOEFL is important to lead the readers going deeper into TOEL areas. According to Cambridge Advanced Learner's Dictionary, "TOEFL is abbreviation for Test of English as a Foreign Language: an exam of English for speakers of other languages<sup>13</sup>.

<sup>11</sup>TOEFL Programs and services, (Educational Testing Service: 2000) <sup>12</sup>TOEFL Ibt Research Insight. Series 1, vol.6

<sup>&</sup>lt;sup>13</sup> Author, Cambridge International Dictionary of English Third Edition (UK: Cambridge University Press, 2008)

On other hand, Educational Testing Service/ETS announced TOEFL as the most widely used and internationally recognized test to evaluate non-native English speakers' language proficiency<sup>14</sup>. Meanwhile, Longman TOEFL Preparation defines TOEFL as a test to measure the level of English proficiency of nonnative speakers of English, it is required by English-language Colleges and Universities<sup>15</sup>.

The content of the manual are equally relevant for the paper-and the computer-based tests). Moreover, there are no passing scores on TOEFL test because various institutions have their own TOEFL score requirement<sup>16</sup>. It means that somebody wants to apply in University that requires TOEFL score, the applicants should achieve the score required.

In Longman, it is also explained that there is relationship between paper based TOEFL score and Computer Based TOEFL such as 677 points in paper same as 300 in computer, 650 pints in paper same as 280 points in computer, 600 points in paper is same as 250 in computer, 550 in paper is same as 213 and

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<sup>&</sup>lt;sup>14</sup> Author, Educational Testing Service Standard Setting Materials for the Internet-Based TOEFL Test (NJ: Princeton, 2005)

<sup>&</sup>lt;sup>15</sup> Deborah Philips, Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test (N.Y: Pearson Education Company, 2001)

<sup>&</sup>lt;sup>16</sup> Pamela J. Sharpe, Barron S: *Practice Exercise for the TOEFL Test 3<sup>rd</sup> Ed. Kaset 2* (Indonesia: BinarupaAksara, 2008), 22

soon<sup>17</sup>. In addition, TOEFL test is intended to evaluate certain aspects of the English language proficiency of people who native language is not English<sup>18</sup>.

#### 2. Paper Based TOEFL (PBT)

TOEFL PBT preparation is designed for advanced students seeking admission to college/ university who need a TOEFL score of 500 for under graduated studies or 550 for graduate programs<sup>19</sup>. It is a rigorous course focusing on three skill areas tested: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. There is no speaking or essay-writing on PBT TOEFL and the entire test is in multiple-choice format, so the course concentrates on the recognition skills and speed needed for this kind of exam.

The reading comprehension section of TOEFL test is designed to measure students' ability to read and understand short passages in English. Reading comprehension is the third section in both TOEFL PBT and TOEFL CBT, and the first section in TOEFL IBT edition of the test. It consists of several passages, each followed by a group of fixed-response questions. The passages in the test are excerpts taken from college-level textbooks that would be used in introductions to a discipline or topic. They cove a range of very general

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<sup>&</sup>lt;sup>17</sup> Deborah Philips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (NY: Pearson Education Company, 2001)

<sup>&</sup>lt;sup>18</sup> Richard P. Duren et al. (1995). *TOEFL from communicative view point on language proficiency*: A working paper, p.1

<sup>&</sup>lt;sup>19</sup>English Language Institute School of International and Public Affairs. http://www.eli.fiu.edu/toefl-preparation-course, accessed on June 14, 2015 accessed on June 4<sup>th</sup>, 2015

academic topics broadly classified as related to the Arts, Humanities, Social Sciences, Physical Sciences or Life Sciences.

The paper-based TOEFL exam has three sections: listening comprehension, structure and written expression, and reading comprehension. Each section consists of multiple-choice questions with four possible answer choices for each question. Although the test format varies from the CBT, the skills measured are the same<sup>20</sup>. On test English as a Foreign Language TOEFL Practice TESTS Volume 1, by Educational Testing Service 2003, was explain about the test on Paper Based TOEFL, they are:

# a. Listening comprehension

Section I of the test contains recorded material that is similar to what student might hear if students were with a group of North American students collage or university. The language includes the vocabulary and idiomatic expressions common to spoken English, as well as the special grammatical constructions used in speech. This section tests comprehension of both short and long conversation and talks.

#### b. Structure and Written Expression

Section 2 consists of sentences that test knowledge of important structural and grammatical elements of standard written English. These sentences include a variety of English and give no particular advantage to

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<sup>&</sup>lt;sup>20</sup> *TOEFL EXAM ESSENTIALS*, 2004. Library of Congress Cataloging-in-Publication Data: TOEFL exam essentials/ Learning Express—1<sup>st</sup> ed.

individuals in specific field of study. When topics have a national context, they refer to United States or Canadian history, culture, art, or literature. However, knowledge of these contexts is not needed to answer the structural or grammatical points being tested. Also it measures recognition of selected structural and grammatical points in standard written English. The topics of the sentences are of a general academic nature, so that individuals in specific fields of study or from specific national or linguistic groups have no particular advantage<sup>21</sup>.

# c. Reading Comprehension

Section 3 contains reading passages and questions about the passages. The questions test information that is stated or implied in the passage. Knowledge of some of the specific word also tested. Because many English words have than one meaning, it is important to remember that these questions will test the meaning of a word or phrase within the context of the passage.

The reading comprehension measures the ability to read and understand short passages that are similar in topic and style. Students read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by

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 $<sup>^{21}</sup>$  TOEFL computer based and paper-based http://www.ets.org/Media/Research/pdf/TOEFL-SUM-0506-CBT , accessed on May  $20^{th}\,2015$ 

the passage, as well as knowledge of some of the specific words as they are used in the passage.

# 3. Questions Types in TOEFL Reading Comprehension

The reading comprehension section contains reading passages and questions about the passages. The questions are about the information that is stated or implied in the passage and about some of the specific words in the passages. Because many English words have more than one meaning, it is important to remember that these questions concern the meaning of a word or phrase within the context of the passage. There are reading comprehension questions types on TOEFL<sup>22</sup>.

#### a. Main idea

The question asks the students to identify the main idea of the passage (or sometimes part of a passage, such as a specific paragraph). For example, the main idea of this passage is best expressed in which sentence? Which of the following would be the best title for this passage? What is this passage mainly about? What is the author's main purpose in this passage?

# b. Vocabulary

There are two types of vocabulary questions. One kind asks the students to determine the meaning of a word as it is used in the passage.

<sup>&</sup>lt;sup>22</sup> Chelsa Elizabeth, 2002, Learning Express TOEFL (Test of English as a Foreign Language) EXAM SUCCESS In Only 6 Steps!, 24-27

The other, which appears on the computer-based tests, is asking to identify a synonym for the vocabulary word. Also, vocabulary questions are found in the parts of the reading passage that will be highlighted to correspond with a question<sup>23</sup>.

## c. Specific Fact or Detail

This kind of question asks the students to identify a specific fact or detail mentioned in the passage. For example: What causes a lunar eclipse? When did the last lunar eclipse occur? What did many pagan cultures believe caused a lunar eclipse?

## d. Exceptions

This question asks the students to identify which item was not specifically mentioned in the passage. For example: Which characteristic does NOT describe an endothermic reaction? Which of the following was NOT identified as a cause of the stock market crash? A person with bipolar disorder would NOT exhibit which symptom?

#### e. Location of Information

This kind of question asks the students to identify the exact place in the passage where specific information is provided. For example: Where in the passage does the author define the term *endothermic*? Click on the sentence in paragraph 2 in which the author mentions the symptoms of

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 $<sup>^{23}\</sup> Peterson, Peterson's\ Master\ TOEFL\ Reading, (Cambridge:\ Peterson\ University\ Press,\ 2002),\ 15$ 

bipolar disorder. Click on the paragraph that discusses the treatments for bipolar disorder.

#### f. Inferences

This type of question asks the students to make an inference (draw a logical conclusion) based on the information in the passage and to measure the ability to comprehend an argument or an idea that is strongly implied but explicitly stated in the text. If an effect is cited, the cause might be asked. If comparison is made, comparison may be inquired<sup>24</sup>.

## g. References

These questions ask the students to determine what a specific word or phrase in the passage refers to (The word or phrase is often a pronoun, such as "its"). And it is to identify referential relationships between the words in the passage. Often, relationship is between a pronoun and its antecedent. Sometimes, other kinds of grammatical reference are tested<sup>25</sup>. For example, the word "them" in paragraph 3 refers to: Look at the word in the passage. Click on the word or phrase in the bold text that refers to.

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<sup>&</sup>lt;sup>24</sup> Jenglai, Araojo, (2011), Reading Question Types (TOEFL Review Notes), http://www.slideshare.net/jenglai/reading-question-types-toefl-review-notes, accessed on June 14,2015

<sup>&</sup>lt;sup>25</sup> Jenglai Araojo, (2011).... accessed on June 14, 2015

# C. Reading Skill-Based Strategies for TOEFL

Reading Skill-Based Strategies for TOEFL are the strategies that proposed by Longman to help the students to be able to answer the questions of TOEFL reading section by identifying some kinds of questions based on the skills<sup>26</sup>.

The reading comprehension section of the TOEFL test consists of five reading passages, each followed by a number of reading comprehension and vocabulary questions. Topics of reading passage are varied, but they are often informational subjects that might be studied in American university: American history, literature, art, architecture, geology, geography, and astronomy.

Strategies for reading comprehension questions:

1. Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.

The students do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.

- 2. Look ahead at the questions to determine what types of questions you must answer. Each type of questions is answered in a different way.
- 3. Find the section of the passage that deals with each question. The questiontype tells you exactly where to look in the passage to find correct answers.

<sup>26</sup> Deborah Philips, *Longman Preparation Course For TOEFL Test*, (Jakarta: Addison Wesley Longman, 2000)

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- a. For main idea questions, look at the first line of each paragraph. For directly and indirectly answered detail questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
- b. For vocabulary questions, the question will tell you where the word is located in the passage.
- c. For overall review questions, the answers are found anywhere in the passage.
- 4. Read the part the passage that contains the answer carefully. The answer will probably be in the same sentence (or one sentence before or after) the key word or idea.
- 5. Choose the best answer to each question from the four answer choices listed in your test book.

The following skills will help you to implement these strategies in the reading comprehension section of the TOEFL test.

# QUESTIONS ABOUT THE IDEAS OF THE PASSAGE\_\_\_\_\_

It is very common for reading passages in the Reading Comprehension section of the TOEFL test to have questions about the overall ideas in the passage. The most common type of question asks about the main idea, topic, title or subject. Occasionally, there will also be a question about how the information in the passage is organized.

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SKILL 1: ANSWER MAIN IDEA QUESTIONS CORRECTLY

Almost every reading passage on the TOEFL test will have a question about

the main idea of the passage. Such a question may be worded in a variety of

ways; you may, for example, be asked to identify the topic, subject, title, primary

idea, or main idea. These questions are all really asking what primary point the

author is trying to get across in the passage.

If the passage consists of only one paragraph, you should study the beginning

or that paragraph to determine the main idea.

The Example of Passage:

In the philosophy of John Dewey, a sharp distinction is made between

"intellegence" and "reasoning." According to Dewey, intellegence is the only

absolute way to achieve a balance between realism and idealism, between

practicality and wisdom of life. Intellegence involves "interacting with other

things and knowing them," while reasoning is merely the act of an observer,"...

a mind that beholds or grasps objects outside the world of things. . ." with

reasoning, a level of mental certainty can be achieved, but it is through

intellegence that control is taken of events that shape one's life.

**The question :** What is the topic of this passage?

a. The intellegence of John Dewey

b. Distinctions made by John Dewey

- c. Dewey's ideas on the ability to reason
- d. How intellegence differs from reasoning in Dewey's works.

This following chart outlines the key information that you should remember about main idea questions:

Table 2.1 Main Idea Questions

MAIN IDEA QUESTIONS	
HOW TO IDENTIFY THE QUESTIONS	What is the topic of the passage?  What is the subject of the passage?  What is the main idea of the passage?  What is the author's main point in the passage?  With what is the author primarily concerned?  Which of the following would be the best title?
WHERE TO FIND THE ANSWERS	The answers to this type of questions can generally be determined by looking at the first sentence of each paragraph.
HOW TO ANSWER THE QUESTIONS	<ol> <li>Read the first line of each paragraph.</li> <li>Look for a common theme or idea in the first line.</li> <li>Pass your eyes quickly over the rest of passage to check that you really have found the topic sentence (s).</li> </ol>

4. Eliminate any definitely wrong answer and
choose the best answer from the remaining
choices.

# SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In Reading Comprehension section of the TOEFL test, there will sometimes be questions about the organization of ideas in a passage.

The following chart outlines the key information that you should remember about question on the organization of ideas:

Table 2.2 Organization of Ideas

ORGANIZING OF IDEAS		
	How is the information of the passage organized?	
HOW TO IDENTIFY		
	How is the information in the second paragraph	
THE QUESTIONS		
	<b>related</b> to the information in the first paragraph?	
WHERE TO EIND THE	The answers to this type of questions can be	
WHERE TO FIND THE	generally be determined by looking at the first	
ANSWERS	generally be determined by looking at the first	
ANSWERS	sentence of the appropriate paragraphs.	
	sentence of the appropriate paragraphs.	
	1. Read the first line of each paragraph.	
HOW TO ANSWER	r · · · · · · · · · · · · · · · · · · ·	
	2. Look for words that show relationship	
THE QUESTIONS		
	between the paragraphs.	

3. Choose the best answer that expresses the relationship.

Many questions in the Reading Comprehension section of the TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of questions without having to draw a conclusion. The common questions of this type are (1) stated detail questions (2) "unstated" detail question, and (3) pronoun referent questions.

DIRECTLY ANSWERED QUESTIONS\_\_\_\_\_

# SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A stated detailed question asks about one piece of information in the passage rather than the passage as whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage.

The following chart outlines the key information that you should remember about stated detail questions:

Table 2.3 Stated Detail Questions

STATED DETAIL QUESTIONS		
HOW TO IDENTIFY THE QUESTIONS  The passage indicates that  The author mentions that  Which of the following is true?		
WHERE TO FIND THE ANSWERS	The answers to these questions are found in order in the passage.	
	<ol> <li>Choose a key word in the question.</li> <li>Skim in the appropriate part of the passage for the key word or idea.</li> <li>Read the sentence that contains the key word</li> </ol>	
HOW TO ANSWER THE	or idea carefully.	
QUESTIONS	<ul><li>4. Look for the answers that restate the ideas in the passages.</li><li>5. Eliminate the definitely wrong answer and choose the best answer from remaining choices.</li></ul>	

#### SKILL 4: FIND "UNSTATED" DETAILS

The Students will sometimes be asked in the Reading Comprehension section of the TOEFL test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage. This type of questions really means that three of the answers are *stated*, *mentioned*, or *true* in the passages, while one answer is not. They should note that there are two kinds of answers to this type of question; (1) there are three true answers and one answer that is not discussed in the passage, or (2) there are three true answers and one that is false according to the passage.

The following chart outlines the key information that you should remember about "unstated" detail question:

Table 2.4 Unstated Detail Questions

"UNSTATED" DETAIL QUESTIONS		
	Which of the following is <b>not</b> stated?	
HOW TO IDENTIFY THE	Which of the following is not mentioned?	
QUESTIONS	Which of the following is <b>not discussed</b> ?	
	All of the following are true except	
WHERE TO FIND THE	The answers to these questions are found in	
ANSWERS	order in the passages.	
HOW TO ANSWER THE	1. Choose <i>key words</i> in the questions.	
QUESTIONS	2. Scan in appropriate place in the passage	

fo	or key the <i>key words</i> (or related ideas).
3. R	Read the sentence that contains the key
и	vords or ideas carefully.
4. L	ook for the answers that are definitely
tr	rue according to the passages. Eliminate
 tł	nose answers.
5. C	Choose the answer that is <i>not true</i> or not
d	iscussed in the passage.

## SKILL 5: FIND PRONOUN REFERENTS

In the Reading Comprehension section of the TOEFL test, the students will sometimes be asked to determine which noun a pronoun refers to. In this type of questions, it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after.

The following chart outlines the key information that you should remember about pronoun referents:

Table 2.5 Pronoun Referents

PRONOUN REFERENTS		
HOW TO IDENTIFY THE	The <i>pronoun</i> "" in line X <i>refers</i> to which	
QUESTIONS	of the following?	

	The line where the pronoun is located is
WHERE TO FIND THE	generally given in the questions. The noun that
ANSWERS	the pronoun refers to is generally found before
	the pronoun.
	1. Find the pronoun in the passage. (The line
	where the pronoun can be found is
	generally stated in the questions).
	2. Look for nouns that come before the
HOW TO ANSWER THE	pronoun.
QUESTIONS	3. Read the part of the passage before the
	pronoun carefully.
	4. Eliminate any definitely wrong answers
	and choose the best answer from the
	remaining choices.

# INDIRECTLY ANSWERED QUESTIONS\_\_

Some questions in the Reading Comprehension section of the TOEFL test will require answers that are not directly stated in the passage. To answer these questions correctly, you will have to draw conclusion from information that is given in the passage. Two common types of indirectly answered questions are:

(1) implied detail questions and (2) transition questions.

#### SKILL 6: ANSWER IMPLIED DETAIL QUESTIONS CORRECTLY

The students will sometimes be asked to answer a question by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words "implied, inferred, likely, or probably" to let you know that the answer to the question is not directly stated. In this type of question, it is important to understand that you do not have to "pull the answer out of thin air." Instead, some information will be given in the passage, and you will draw a conclusion from that information.

The following chart outlines the key information that you should remember about implied detail questions:

Table 2.6 Implied Detail Questions

IMPLIED DETAIL QUESTIONS		
	It is <i>implied</i> in the passage that	
HOW TO IDENTIFY THE	It can be <i>inferred</i> from the passage that	
QUESTIONS	It is most <i>likely</i> that	
	What <i>probably</i> happened?	
WHERE TO FIND THE	The answers to these questions are found in	
ANSWERS	order in the passage.	
HOW TO ANSWER THE	1. Choose a keyword in the question.	
QUESTIONS	2. Scan the passage for the key word (or a	

	related idea).
3.	Carefully read the sentence that contains
	in the key word.
4.	Look for an answer that could be true,
4	according to that sentence.

# SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY

The students will sometimes be asked to determine what probably came before the reading passage (in the preceding paragraph) or what probably comes after the reading passage (in the following paragraph). Of course, the topic of the preceding or following paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a transition question. It asks you to demonstrate that you understand that good writing contains transitions from one paragraph to the text. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph.

**Table 2.7 Transition Questions** 

TRANSITION QUESTIONS		
HOW TO IDENTIFY	The paragraph <b>preceding</b> the passage probably	
THE QUESTIONS	What is most likely in the paragraph following the passage?	
	The answers can generally be found in the first <i>line</i>	
WHERE TO FIND THE	of this passage for a preceding question. The	
ANSWERS	answer can generally be found in the <i>last line</i> for a <i>following</i> question.	
	<ol> <li>Read the first line for a <i>preceding</i> question.</li> <li>Read the <i>last</i> line for a <i>following</i> question.</li> </ol>	
HOW TO ANSWER	3. Draw a conclusion about what comes <i>before</i> or	
THE QUESTIONS	after.	
	4. Choose the answers that are reflected in the	
	first or last line of the passage.	

# VOCABULARY QUESTIONS\_\_\_\_\_

In the Reading Comprehension section of the TOEFL test, there will be a number of vocabulary questions. To answer this type of question, it is of course helpful if the readers know the meaning of the word that the TOEFL test is testing. However, it is not always necessary for them to know the meaning of the

word; often there are skills that they can use to help them to find the correct answer to the question: (1) finding definitions from structural clues, (2) determining meanings from word parts, and (3) using context clues to determine meanings.

## SKILL 8: FIND DEFINITIONS FROM STRUCTURAL CLUES

When the students are asked to determine the meaning of a word in the Reading Comprehension section of the TOEFL test, it is possible (1) that the passage provides information about the meaning of the word and (2) that there are structural clues to tell you that the definition of a word is included in the passage.

The following chart outline the key information that you should remember about structural clues to help you understand unknown vocabulary words:

Table 2.8 Structural Clues

STRUCTURAL CLUES		
HOW TO IDENTIFY THE QUESTIONS	What is the <i>meaning</i> of?	
TYPES OF CLUES	What is true about?  Punctuation: comma, parentheses, dashes.  Restatement: or, that, is, in, other, i.e.  Example: such as, for example, e.g.	

	Information to help determinate what
WHERE TO FIND THE	something means will generally be found after
ANSWERS	the punctuation clue, the restatement clue, or
	the example clue.
HOW TO ANSWER THE	<ol> <li>Find word in the passage.</li> <li>Locate any structural clues.</li> <li>Read the part of the passage after the</li> </ol>
QUESTIONS	structural clue carefully.
	4. Eliminate any definitely wrong answers from the remaining choices.

# SKILL 9: DETERMINE MEANINGS FROM WORD PARTS

When the students are asked to determine the meaning of a long word that you do not know in the Reading Comprehension section of the TOEFL test, it is sometimes possible to determine the meaning of the word by studying the word parts.

The following chart contains a few word parts that you will need to know to complete the exercises in this part of the text.

Table 2.9 A Short List Word Parts

A SHORT LIST WORD PARTS					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
CONTRA	(against)	Contrast	DIC	(say)	Dictate
MAL	(bad)	Malcontent	DOMIN	(master)	Dominate
MIS	(error)	Mistake	JUD	(judge)	Judgment
SUB	(under)	Subway	MOR	(death)	Mortal
DEC	(ten)	Decade	SPEC	(see)	Spectator
MULTI	(many)	Multiple	TERR	(earth)	Territory
SOL	(one)	Solo	VER	(turn)	Divert
TRI	(three)	Triple	VIV	(live)	Revive

# SKILL 10: USE CONTEXT TO DETERMINE MEANINGS OF DIFFICULT WORDS

On the TOEFL test, the students will sometimes be asked to determine the meaning of a difficult word, a word that they are not expected to know. In this case, the passage will give you a clear indication of what the word means.

The following chart outlines the key information that they should remember about vocabulary questions containing difficult words:

Table 2.10 Vocabulary Question Containing Difficult Words

VOCABULARY QUESTION CONTAINING DIFFICULT WORDS		
HOW TO IDENTIFY THE QUESTIONS	"What is the <i>meaning</i> ?"  "Which of the following is closest in <i>meaning</i> to?"  The word is a difficult word, one that you probably do not know.	
WHERE TO FIND THE ANSWERS	The question usually tells you in which line of the passage the word can be found.	
HOW TO ANSWER THE QUESTIONS	<ol> <li>Find the word in the passage.</li> <li>Read the sentence that contains the word carefully.</li> <li>Look for</li> <li>Choose the answer that the context indicates.</li> </ol>	

# SKILL 11: USE CONTEXT TO DTERMINE MEANINGS OF SIMPLE WORDS

The students will sometimes be asked to determine the meaning of a simple word, a word that they see often in everyday English. In this type of question, they should not give the normal, everyday meaning of the word; instead, the TOEFL test wants to know the meaning of the word in this situation.

The following cart outlines the key information that you should remember about vocabulary questions containing simple words:

Table 2.11 Vocabulary Questions Containing Simple Words

VOCABULARY QUESTIONS CONTAINING SIMPLE WORDS		
HOW TO IDENTIFY THE QUESTIONS	"What is the meaning?"  "Which of the following is closest in meaning to?"  The word is a difficult word, one that you see often in everyday English.	
WHERE TO FIND THE ANSWERS	The questions usually tell you which line of the passages the words can be found.	
HOW TO ANSWER THE QUESTIONS	<ol> <li>Find the word in the passage.</li> <li>Read the sentence that contains the word carefully.</li> <li>Look for the context clues to help understand the meaning.</li> <li>Choose the answer that the context indicates.</li> </ol>	

#### OVERALL REVIEW QUESTIONS\_

Often in the Reading Comprehension section of the TOEFL test the last question (or two) for a particular reading passage is an overall question, one that asks about the passage as a whole rather than one small detail. The overall review questions are generally not main idea questions; instead they ask about some other aspects of the passage as a whole.

The most common types of overall review questions are (1) questions that ask *where* in the passage something is found (2) questions about the *tone* of the passage, (3) questions about the *author's purpose* in writing the passage, or (4) questions about which *course* the passage might be a part of.

#### SKILL 12: DETERMINE WHERE SPESIFIC INFORMATION IS FOUND

Sometimes the final question is a reading passage will ask you to determine where in the passage a piece of information is found. The answer choices will list possible locations for that information. The best way to approach this type of question is to study the question to determine the information that you are looking for an then to go to the lines listed in the answers and skim for that information.

Table 2.12 Questions about Where in the Passage

QUESTIONS ABOUT WHERE IN THE PASSAGE			
HOW TO IDENTIFY THE	Where in the passage?		
QUESTIONS			
WHERE TO FIND THE	The answer can be in any of the listed in the		
ANSWERS	answers to the questions.		
HOW TO ANSWER THE QUESTIONS	<ol> <li>Choose the key words or ideas in the questions.</li> <li>Skim the lines the passage that are listed in the answers to the questions. You should skim for the keywords or ideas.</li> <li>Choose the answers that contain the line numbers of a restatement of the questions.</li> </ol>		

# SKILL 13: DETERMINE THE TONE, PURPOSE, OR COURSE

Other types of overall review questions occur occasionally in the Reading Comprehension section of the TOEFL test. Possible questions of this type are those that ask about (1) the *tone* of the passage, (2) the *author's purpose* in writing the passage, and (3) the *course* in which the passage might be used.

Table 2.13 Tone, Purpose, and Course

TONE, PURPOSE, OR COURSE	
HOW TO IDENTIFY THE QUESTIONS	TONE: What is the <i>tone</i> of the passage?  PURPOSE: What is the author's <i>purpose</i> in this passage?  COURSE: In which <i>course</i> would this reading be assigned?  TONE:  There will be clues throughout the passage that the author is showing some <i>emotion</i> rather than just
WHERE TO FIND THE ANSWERS	presenting facts.  PURPOSE:  Draw a conclusion about the <i>purpose</i> from the main idea and supporting details.
	COURSE:  Draw a conclusion about the <i>course</i> from the topic of the passage and supporting details.  TONE:
HOW TO ANSWER THE QUESTIONS	<ol> <li>Skim the passage looking for clues that the author is showing some <i>emotions</i>.</li> <li>Choose the answers that identify the <i>emotions</i>.</li> </ol>

#### **PURPOSE:**

- 1. Study the main idea in the topic sentence and the details used to support the main idea.
- 2. Draw a conclusion about the *purpose*.

#### COURSE:

- 1. Study the main idea in the topic sentence and the details used to support the main idea.
- 2. Draw a conclusion about the *course*.

#### D. Previous Studies

There were six previous studies that related with this study. The first previous study was written by Andrew D. Cohen and Thomas A Upton by title "Response strategies on reading subtest of the new TOEFL" <sup>27</sup>. The main objective of the study was to analyze the struggle response strategies on reading subtest of new TOEFL. The students had their own strategies to do reading subtest of the new TOEFL. They considered using the strategies while they did the test of TOEFL in order to they will be easy to do it. Because of many texts that should be read, the researcher would get bored and need more time to do TOEFL's reading section. Therefore, they applied response strategies on reading subtest of the new TOEFL.

<sup>27</sup> Andrew Cohen, *An Assessing Reading Comprehension* (New York: Predicy Press, 1994), 20

The second previous study was written by Carol A. Fraser entitled "Lexical Processing Strategy Use and Vocabulary Learning through Reading" <sup>28</sup>. The aim of the research was to understand lexical processing strategy use and vocabulary learning through reading. In the process of reading, the students would understand the lexical processing strategy use and vocabulary learning. While reading, they could also get the new lessons. They were strategy use and vocabulary learning.

The third previous study had been written by Carisma Dreyer and Charl Nel entitled "Teaching Reading Strategies and Reading Comprehension within a Technology-enhanced Learning Environment". This research conducted in South Africa indicated that many South African students who registered for undergaduate study each year were under-prepared for university education and that many of these students also had low levels of reading ability. This had an adverse effect on their chances of academic success. In order to meet the reading needs of students in the 21st century, educators are pressed to develop effective instructional means for teaching reading comprehension and reading strategy use. The results indicated that students who received strategic reading instruction in this environment received statically and practically significantly higher marks on

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<sup>&</sup>lt;sup>28</sup> Carol A. Fraser, "Lexical Processing Strategy Use and Vocabulary Learning through Reading", *Studies in Second Language Acquisition*, Vol.21, Issue 02, 1999, 225

<sup>&</sup>lt;sup>29</sup> Carisma Dreyer and Charl Nel, "Teaching Reading Strategies and Reading Comprehension within a Technology-enhanced Learning Environment", *Individual Differences: Advancing Knowledge*, Vol.31, 2003, 349

three reading comprehension measures than did the students in the control group.

This was true for successful students, as well as for those considered to be at risk.

The fourth previous study had been written by Batia Laufer entitled "The Lexical Plight in Second Language Reading," Words you don't know, words you think you know, and words you cannot guess<sup>30</sup>. In this research, he stated that no text comprehension was possible, either in one's native language or in a foreign language, without understanding the text's vocabulary. This was not to say that reading comprehension and vocabulary comprehension were the same, or that reading quality was determined by vocabulary alone. Reading comprehension was also affected by textually relevant background knowledge and the application of general reading strategies, such predicting the content of the text, guessing unknown in context, making inferences, recognizing the type of text and text structure.

The fifth previous study had been written by Elis Rahmawati entitled "An Analysis of Test-Taking Strategies use in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya"<sup>31</sup>. In this research, she wanted to analyze the test-taking strategies that used by the students in the sixth semester before and while doing TOEFL Equivalent Test. She wanted to know the strategies applied by them. It was

Batia Laufer, The Lexical Plight in Second Language Reading: Words You Don't Know, Words You Think You Know, and Words You Can't Guess (Cambridge: Cambridge University Press, 1996), 20
 Elis Rahmawati, Undergraduate Thesis: An Analysis of Test-Taking Strategies use in TOEFL Equivalent Test by Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014 (Surabaya: UIN Sunan Ampel Surabaya, 2014), 135-137

included listening comprehension, Written/ Structured Expression, and Reading Comprehension. Besides, she also wanted to analyze the relationship between test-taking strategy and TOEFL Equivalent Score of sixth semester students.

The sixth previous study had been written by Feni Rahmawati entitled "Students' perception about time management behavior in reading section on TOEFL Preparation Test at UIN Sunan Ampel Surabaya"<sup>32</sup>. In this research, the researcher wanted to find out students' perception of time management behavior that used by the students in reading section on TOEFL test and to know what question types that the most influence students' perceptions about time management behavior in reading section on TOEFL preparation test.

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<sup>&</sup>lt;sup>32</sup> Feni Rahmawati, Undergraduate Thesis: *Students' perception about time management behavior in reading section on TOEFL Preparation Test at UIN Sunan Ampel Surabaya Academic Year 2013-2014* (Surabaya: UIN Sunan Ampel Surabaya, 2014), 90