

achievement scores of TOEFL reading section through two research instruments. Furthermore, the researcher also analyzed the data by using statistical procedure.

This research is included into pre-experimental research because it does not involve a control or comparison group to compare with the experimental group on the dependent variable. Also, this research is not true experiment, but pre-experiment which the researcher does not involve directly in the learning process. The treatment is given by the lecturer of TOEFL subject and the researcher only gets the data through pre-test and post-test.

The researcher collected the data from the result of students' pre-test and post-test to compare whether there was difference between both of them or not after being given the treatment. This study was also categorized as quantitative research because the data were numerical and could be analyzed by statistical procedure. In this part, the researcher used SPSS program to calculate the data. Here, the researcher uses quantitative value to process all of the data. It means that for processing the data, the researcher uses number and statistic form.

To know whether reading skill-based strategies are effective to improve students' achievement scores of TOEFL reading section, testing hypothesis was presented. The key hypotheses of this study were:

- H_0 : Reading skill-based strategies for TOEFL are not effective to improve students' achievement scores of TOEFL reading section.
- H_1 : Reading skill-based strategies for TOEFL are effective to improve students' achievement scores of TOEFL reading section.

2. The researcher prepared all the instruments to collect the data. There were three steps in preparing the instruments. They were:
 - a. Preparing test questions of TOEFL reading section
 - b. Gathering students' answers and scores of TOEFL reading section.
 - c. Making and giving a questionnaire to the students
3. The researcher did the research
 - a. First, the researcher gave test of pre-test and post-test to the students.
 - b. Second, the researcher collected the students' scores of TOEFL reading section, both pre-test and post-test.
 - c. Third, the researcher gave the questionnaire to students in the sixth semester who join TOEFL preparation class. The questionnaire was related with reading skill-based strategies for TOEFL.
 - d. Then, the researcher analyzed the data and made a conclusion as the result of this research.

The detail processes of collecting the data from each research question made the analysis simpler, the researcher draws the analysis into matrix analysis as follow:

