CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of this research. In finding, this research locates to answer the research problems that have been formulated in chapter I. While in discussion, this research presents the discussion related to finding.

A. Research Findings

The data have been successfully obtained by two instruments, and then analyzed by appropriate technique. As a result, those two instruments drove this research to find some result dealing with reading skill-based strategies for TOEFL that used by the sixth semester students of English Teacher Education Department. The writer has done the research from April - June 2015. Then, the writer reports the result of data based on the topic in the research problems and calculates it by statistic.

1. The Effectiveness of Reading Skill-Based Strategies for TOEFL to Improve Students' Achievement Scores of TOEFL Reading Section

Before calculating the effectiveness of reading skill-based strategies for TOEFL, the researcher wanted to show the result of pre-test and post-test in TOEFL reading section. Pre-test was used to know students' knowledge and scores of TOEFL reading section before treatment and post-test was used to

measure to what extend reading skill-based strategies for TOEFL can improve students' achievement scores of TOEFL reading section. The students' answers and scores of pre-test and post-test could be seen in Appendix II and III.

After getting the students' scores of pre-test and post-test, the researcher will analyze the data using statistic approach by SPSS windows 16 to measure the extent to which reading skill-based strategies for TOEFL can improve students' achievement scores of TOEFL reading section. The sample in this research was categorized as paired samples statistics. There was only one sample that correlated each other.

Here the calculation of the scores of pre-test and post-test by SPSS program:

Table 4.1 Paired Sample Correlation

	Mean	N	Std.Dev	Std.Er.Mean
Pair 1 Pre-test Score of TOEFL's Reading Section	39.1852	27	5.31353	1.02259
Post-test Score of TOEFL's Reading Section	51.6667	27	3.25813	.62703

In this part, it is explained the description of paired variable that analyzed, it is included mean of pre-test 39, 1852 with standard deviation 5, 31353 and mean of post-test 51, 6667 with standard deviation 3, 25813. If standard deviation is high, it means that the scores of pre-test or post-test are various. The letter of "N" is the total of students, and the standard error mean indicates that if it is smaller, the error of mean will be decreased.

Table 4.2 The Significance of Paired Sample Correlation

		N	Correlation	Sig.
Pair 1	Pre-test Score of TOEFL's Reading Section & Post-test Score of TOEFL's Reading Section	27	.852	.000

This part explains about the correlation between two variables that produce the number 0,852 with the significance 0,000. It means that the correlation between pre-test and post-test was correlated obviously and had a normal distribution because the significance is < 0, 05.

4.3 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test Score of TOEFL's Reading Section - Post-test Score of TOEFL's Reading Section	-1.248151	3.05552	.58803	-13.69020	-11.27276	-21.226	26	.000

After the researcher explained about mean, standard deviation and standard error mean of pre-test and post-test each other, she also wanted to make students more understand about mean, standard deviation, standard error mean, t-calculation, degree of freedom and significance of paired samples test. Mean of paired samples test between pre-test and post-test is -1, 248151, the standard deviation is 3, 05552, the standard error mean is 0, 58803, t-calculation is -21, 226, degree of freedom is 26 and the significance is 0,000.

Hypothesis :

H_0 : Both of population mean are same (the mean of score pre-test and post-test is same or not different obviously).

H_1 : Both of population mean are not same (the mean of score pre-test and post-test is not same or different obviously).

a. Based on the comparison between t and t_t

If $t > t_t$ = H_0 is refused

If $t < t_t$ = H_0 is accepted

It is known that *t* is 21, 226 that is gotten from the calculation using formula :

$$t = \frac{d}{s/\sqrt{n}} = \frac{3.70}{1.34/\sqrt{10}} = 8{,}748$$

Whereas data t_t is looked for in *t* table:

- The significance (a) is 5% or the confidence interval of difference is 95%.

- df (degree of freedom) or db is n-1

This test will be held two sessions because it will be known whether the mean of pre-test is same as the mean of post-test or not. The importance of these two sessions can also be known from the output of SPSS that declared two tailed. From t_t it's gotten the number = 2, 0555.

Because *t* is placed in the area of H_0 that refused, it can be concluded that the score of pre-test and post-test is not same or different obviously. It means that reading skill-based strategies for TOEFL are successful significantly.

b. Based on the comparison of significance

If probability $> 0, 05 = H_0$ is accepted

If probability $< 0, 05 = H_0$ is refused

It can be seen that *t* is 21, 226 with the significance 0,000. Because the significance $0,000 < 0, 05 = H_0$ is refused, it means that the score of pre-test and post-test is not same or different obviously. In the output, there is also the difference of mean. It is -1.248151. It meant that reading skill-based strategies for TOEFL are effective to improve students' achievement scores of TOEFL's reading section.

c. Normality Test

Normality test is used to show that sample of data come from a population that has normal contribution. There are some techniques that can be used to examine data normality. They are by normal opportunity paper, chi-quadrat test, Liliefors test, Kolmogorov-Smirnov technique and SPSS. In this section, it will be explained the example of normality test by SPSS program for windows.

Data normality test by SPSS

Examination of data normality using SPSS program follows these steps:

1) Open SPSS program

2) Entry the data or open file that will be analyzed.

3) Choose menu : **Analyze – Descriptive Statistics – Explore – OK**

4) After appearing dialog box of normality test, choose **y** as a **dependent list** and choose **x** as a **factor list**, if there are more of data, click plots, choose **Normality test with plots**, and click **continue** then **OK.**

Normality test by SPSS program produces three kinds of outputs. They are Processing Summary, Descriptive, Test of Normality and Q-Q plots. For research, it usually uses Test of Normality, the output that is showed as like the table below. Analyzing data by SPSS program is based on Kolmogorov-Smirnov test and Shapiro-Wilk. Choose one of them, such as using Kolmogorov-Smirnov.

a) **Case Processing Summary**

Table 4.4 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-test	27	100.0%	0	.0%	27	100.0%
Post-test	27	100.0%	0	.0%	27	100.0%

The table 4.4 explains about the cases of valid, missing and total in the feature of percentage between pre-test and post-test. This research is 100% valid with the number of students 27. There is no missing thing in this case, so the total is unchanged.

b) **Descriptives of Calculation the Result of Pre-test and Post-test**

The descriptives of calculation the result of pre-test and post-test can be seen in appendix V. In that appendix, it is explained the descriptives of calculating the result of pre-test and post-test that are included mean, 95% confidence interval for mean, 5% trimmed mean, median, variance, standard deviation, minimum, maximum, range, interquartile range, skewness, and kurtosis.

c) Test of Normality

Table 4.5 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.152	27	.110	.945	27	.163
Post-test	.106	27	.200[*]	.953	27	.252

a. Liliefors Significance Correction

• This is a lower bound of the true significance

From the table 4.5, it can be known that there are differences of normality test between pre-test and post-test in the part of statistic and significance. It can be seen from the table above. Based on the result of normality test, its significance is higher than α=0, 05 or α=0, 01, it can be concluded that this research contributes normally.

The result of the table above shows normality test of X and Y data that have been analyzed before manually with Liliefors test and Kolmogorov-Smirnov. Analyzing data by SPSS program is based on Kolmogorov-Smirnov test and Shapiro-Wilk. Choose one of them, such as using Kolmogorov-Smirnov.

Hypothesis that will be tested is:

H_0 : The sample is not come from the population that has a normal distribution.

H_1 : The sample is come from the population that has a normal distribution.

Therefore, normality is fulfilled if the result of test is not significant for significance (α). It is usually α=0, 05 or α=0, 01. On the contrary, if the result of test is significant, data of normality is not fulfilled. The ways to know whether the result of normality test is significant or not significant is by understanding the number of significance column (sig.) to determine normality[1]. The criteria that used are:

1) Determine a significance, such as α = 0,05

2) Compare p with a significance that is gotten

3) If a significance that is gotten is > α, the sample is from the population that has a normal distribution.

4) If a significance that is gotten < α, the sample is not from the population that has a normal distribution.

In the result above, it was gotten a value of significance p= 0,200, so p > α. Therefore, the sample that is from the population has a normal contribution. Here, the researcher used Kolmogorov-Smirnov to analyze the data.

2. Students' Responses after Studying Reading skill-based strategies for TOEFL

a. Report of Students' Responses

Reading skill-based strategies for TOEFL questionnaire composed of some questions asked about reading skill-based strategies for TOEFL used by sixth semester students of English Teacher Education Department. Below are

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[1] Author, https://belalangtue.wordpress.com/2010/08/05/uji-normalitas-data-dengan-spss/. Accessed on June 4th 2015.
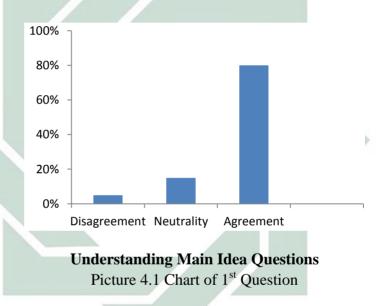
presented the report of sixth semester students in reading skill-based strategies for TOEFL questionnaire with choice 1 = Strongly Disagree, choice 2 = Disagree, choice 3 = Neutral, choice 4 = Agree and choice 5 = Strongly Agree. Report of students' responses is dispalyed on Appendix VII, whereas the frequency of students' responses can be seen on Appendix VIII.

As seen in the frequency of students' responses in appendix VIII, the students' responses after studying reading skill-based strategies for TOEFL are positive. At that appendix, there are three kinds of total students' responses after studying reading skill-based strategies. They are disagreement, neutrality and agreement. Actually, there are five criteria; strongly disagree, agree, neutral, disagree and strongly disagree, but the researcher wants to limit those.
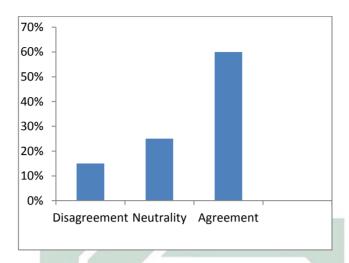
The total of agreement is 271, the total of neutrality is 105 and the total of diasgreement is 33. From the total of students' responses, it can be concluded that most of students give positive responses toward reading skill-based strategies for TOEFL. They believe that reading skill-based strategies for TOEFL can help them to do TOEFL test of reading section. Besides, there are some students who give neutral and negative responses of reading skill-based strategies for TOEFL.

Bar chart was then presented to describe the frequency of students' answers in each question. To simplify the understanding in the chart, five points of Likert scale were divided into three positions; disagreement position,

neutral position and agreement position. Disagreement position/ "No" answer summed up the choices 1= Strongly Disagree and 2= Disagree that showed a negative answer. Neutral position included of choice 3= Neutral that showed neutrality. Agreement position/ "Yes" answer summed up the choices 4= Agree and 5= Strongly Agree that showed a positive answer. Bar charts of Students' Answers Frequency can be seen in picture 4.1-4.15.
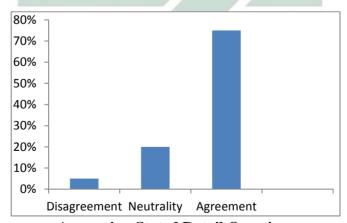

Understanding Main Idea Questions
Picture 4.1 Chart of 1st Question

Question number 1 indicated that most of the students agree with reading skill-based strategies for TOEFL. They said that they can understand main idea questions after getting reading skill-based strategies for TOEFL. About 80% the students answered positive. It can be proven by chart of positive answer was the highest of all.
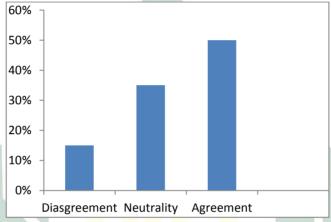
Recognizing Organization of Ideas
Picture 4.2 Chart of 2nd Question

Question number 2 indicated that most of the students recognized organization of ideas, though not all of them recognized it. It can be proven by chart of positive answer was the highest of all. About 60% students answered positively.
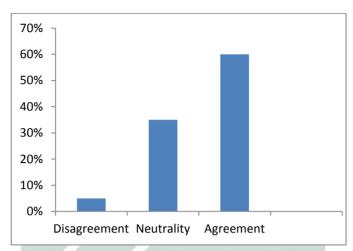

Answering Stated Detail Questions
Picture 4.3 Chart of 3rd Question

Question number 3 indicated that the highest answer was positive answer. It meant that most of students can answer stated detail questions and reading skill-based strategies for TOEFL were successful to be taught. About 75% students answered positively.
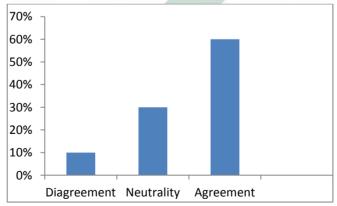

Finding Unstated Detail Questions
Picture 4.4 Chart of 4th Question

Question number 4 indicated that most of the students were able to find unstated detail questions after getting reading skill-based strategies for TOEFL. It can be proven by the chart of positive answer was the highest of all. About 50% students answered positively.
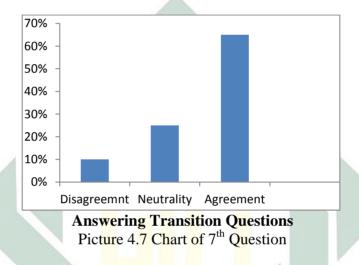
Finding Pronoun Referents
Picture 4.5 Chart of 5th Question

Question number 5 indicated that the highest answer was positive answer. So, it can be concluded that most of the students were able to find pronoun referents easily, though not all of them. It can be proven by the chart of positive answer. It was the highest one. About 60% students answered positively.
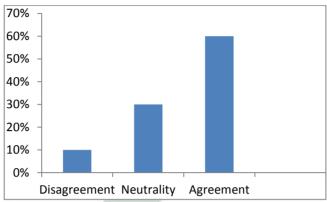

Answering Implied Detail Questions
Picture 4.6 Chart of 6th Question

Question number 6 indicated that most of the students can answering implied detail questions easily. It can be seen from the chart 4.6, in that chart, the highest percentage one was positive answer. About 60% the students answered positively.
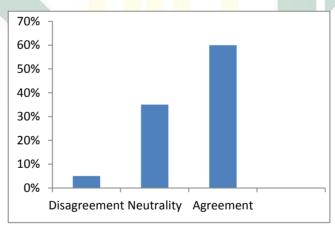

Answering Transition Questions
Picture 4.7 Chart of 7th Question

Question number 7 indicated that most of students were able to answer transition questions. Besides, some of them were also answer neutral and negative to respond reading skill-based strategies for TOEFL. About 65% students answered positively.

Finding Definitions from Structural Clues
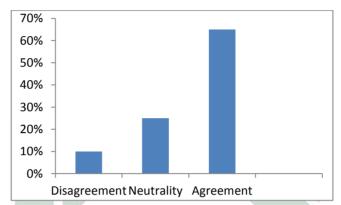Picture 4.8 Chart of 8th Question

Question number 8 indicated that most of students found definitions from structural clues. They looked at the structural clues when they wanted to find definition of the word. About 60% students answered positively.

Determining Meanings from Word Parts
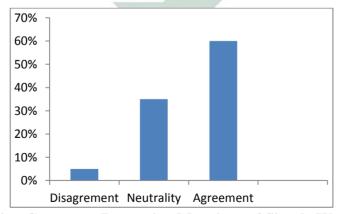Picture 4.9 Chart of 9th Question

Question number 9 indicated that most of the students determined meaning from word parts. About 60% answered positively, 35% answered neutrally

and 5% answered negatively. The highest one was the students who answered positively.
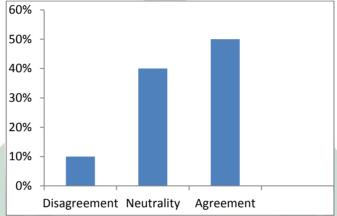

Using Context to determine Meanings of Difficult Words
Picture 4.10 Chart of 10th Questions

Question number 10 indicated that most of the students used context to determine meanings of difficult words. It can be seen from the percentage of students' responses. The highest answer was positive 65%, then neutral 25% and negative 10%.
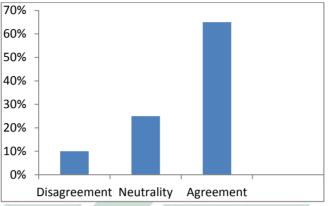

Using Context to Determine Meanings of Simple Words
Picture 4.11 Chart of 11th Question

Question number 11 indicated that not all the students used context to determine meanings of simple words. But, most of them used it. It can be seen from the percentage above that the highest answer was positive. About 60% students answered positively.
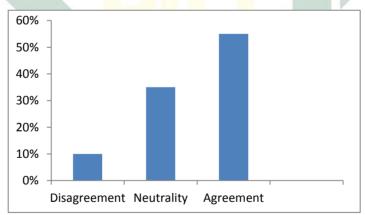

Determining Where Specific Information is Found
Picture 4.12 Chart of 12th Question

Question number 12 indicated that most of the students about 50% could determine where specific information was found. 40% students answered neutral and 10% students answered negative.

Determining the Tone, Purpose and Course
Picture 4.13 Chart of 13th Question

Question number 13 indicated that most of the students about 65% could

determine the tone, purpose, and course. 25% students answered neutral

and 10% students answered negative.

Being Better to Manage Time
Picture 4.14 Chart of 14th Question

Question number 14 indicated that most of the students about 55% were

being better to manage time, 35% students answered neutral and 10%

students answered negative.

Become More Diligent to Read Some Texts
Picture 4.15 Chart of 15th Question

Question number 15 indicated that most of the students about 55% became more diligent to read some texts after getting reading skill-based strategies for TOEFL. 30% students answered neutral and 15% students answered negative.

a. The Five Highest Ranking of Agreements of Students' Responses after Studying Reading Skill-based Strategies for TOEFL

   Beside of knowing of frequency of students' answers in reading skill-based strategies for TOEFL questionnaire, this research also locates the use of descriptive statistic to rank the most of agreement and the least of disagreement in students' responses after studying reading skill-based strategies for TOEFL. Descriptive statistics used in this research involved mean and standard deviation.

   This research calculated the descriptive statistics using microsoft excel 2010. The result of descriptive statistic can be shown in table 4.6.

Table 4.6 Descriptive Statistic Result (N=27)

Questions	Mean	Std. Deviation	Questions	Mean	Std. Deviation
Q1	4,285714	0,809991	Q9	4,5	1,105542
Q2	4,321429	0,669636	Q10	4,107143	1,286375
Q3	3,571429	0,503953	Q11	4,214286	1,524058
Q4	3,678571	0,611832	Q12	4,071429	1,65392
Q5	3,964286	0,692935	Q13	4,321429	1,826828
Q6	3,857143	0,705234	Q14	4,285714	1,997353
Q7	3,892857	0,916486	Q15	4,214286	2,217057
Q8	4,392857	0,916486			

The result of descriptive statistic as seen in table 4.6 gave the description about mean value and standard deviation. For further explanation, standard deviation appeared in the result represented the mean qualification.

If the value of standard deviation was less (possibly very small value) than the mean value, the mean value can be representative for population. As noted in table, standard deviations of each variable were less than (possibly very small value) than its mean value. This condition indicated that mean value was representative for population.

On the other hand, the result of mean value could lead this research to find out the most and the least of agreement in students' responses of reading skill-based strategies for TOEFL. The result of mean calculation drove this research to locate the five highest and five lowest ranking only. The five highest and lowest ranking can be shown in table 4.7 and 4.8.

Table 4.7 The Five Highest Ranking of Agreements of Students' Response

Rank	Questions	Mean	Std. Deviation
1	Q9	4,5	1,105542
2	Q8	4,392857	0,916486
3	Q2	4,321429	0,669636
4	Q13	4,321429	1,826828
5	Q1	4,285714	0,809991

As noted in table 4.7, there are five highest ranking of agreements of students' responses after studying reading skill-based strategies for TOEFL based on mean value as follows:

1. The first most of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 4, 5 was the question number 9. This condition indicated that the strategy on the skill of determining meaning from word parts was successful to be

taught until the students were able to determine meanings from word parts.

2. The second most of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 4, 392857 was the question number 8. This condition indicated that the strategy on the skill of finding definitions from structural clues was successful to be taught until the students could find definitions from structural clues easily.

3. The third most of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 4, 321429 was the question number 2. This condition indicated that the strategy based on the skill of recognizing the organization of ideas was successful to be taught until the students felt easy to recognize the organization of ideas. In fact, there was another number that had the same mean value with number 2 which was number 13. But, this research chose number 2 as the first rank because the standard deviation was smaller than number 13. As we remembered that smaller standard deviation was more representative of mean.

4. The fourth most of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 4, 321429 was number 13. The reality indicated that the strategy based on the skill of

determining tone, purpose and tone was successful to be taught until the students could determine tone, purpose and tone easily.

5. The fifth most of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 4,285714 was number 1. The condition indicated that strategy based on the skill of understanding main ideas was successful to be taught until the students could understand main idea question that included in TOEFL reading section question.

Table 4.8 The Five Lowest Ranking of Agreements of Students' Response

Rank	Questions	Mean	Std. Deviation
1	Q3	3,571429	0,503953
2	Q4	3,678571	0,611832
3	Q6	3,857143	0,705234
4	Q7	3,892857	0,916486
5	Q5	3,964286	0,692935

As noted in table 4.8, there were five least of agreements of students' responses after studying reading skill-based strategies for TOEFL based on mean value as follows:

1. The first least of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 3,571429 was the

question number 3. This reality indicated that the strategy based on the skill of answering stated detail questions correctly was the least of agreements of students' responses. They still felt doubt when they wanted to answer stated detail question whether it was correct or incorrect.

2. The second least of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 3,678571 was the question number 4. This condition indicated that they still felt difficult to find unstated detail questions easily. The least of agreements meant that the students haven't been able to practice the strategy completely.

3. The third least of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 3, 857143 was the question number 6. This condition indicated that the students haven't been able to answer implied detail questions correctly. They still get difficulty to understand that skill-based strategy.

4. The fourth least of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 3,892857 was the question number 7. This condition drew conclusion that the students were still doubt to answer transition questions. They haven't been able to answer those questions correctly.

5. The fifth least of agreements of students' responses toward reading skill-based strategies for TOEFL with the mean value 3, 964286 was

the question number 5. The reality indicated that the students sometimes got difficulty to find pronoun referents in the text of TOEFL reading section questions. This was usually caused because there were some subjects or objects in the text.

B. Discussion

The focus aim of TOEFL subject is to help the students to increase their proficiency level. It also helps the students practice more about TOEFL. On the other hand, there is the problem that is mostly faced in learning proficiency language or TOEFL. Those are about the understanding of vocabulary, grammar and understanding on native speaker in listening section. Reading becomes one of the sections that less interesting for the students, so the lecturer should choose the strategies that appropriate for them to increase their understanding and the scores of TOEFL reading section. Reading skill-based strategies for TOEFL that are proposed by Deborah Philips become the strategies that are taught to the sixth semester students of English Education Department UIN Sunan Ampel Surabaya.

Therefore, in this research, the researcher wanted to analyze the effectiveness of reading skill-based strategies for TOEFL to improve students' achievement scores of TOEFL reading section. In this part, this researcher would describe the discussion. The discussion describes as follows:

1. **The Effectiveness of Reading Skill-Based Strategies for TOEFL to Improve Students' Achievement Scores of TOEFL Reading Section**

Based on the data findings, this study had been indicated a successful result. It was proven by the analysis of SPSS program. In this research, the researcher wanted to measure to what extent reading skill-based strategies for TOEFL could improve students' achievement scores of TOEFL reading section. The data was gotten from pre-test and post-test. The researcher gave the questions of TOEFL reading section to the students twice, in the pre-test and post-test.

To analyze the effectiveness of reading skill-based strategies for TOEFL, the researcher got the scores of pre-test and post-test. After getting the students' scores of pre-test and post-test, the researcher will analyze the data using statistic approach by SPSS windows 16 to measure the extent to which reading skill-based strategies for TOEFL can improve students' achievement scores of TOEFL reading section. The sample in this research was categorized as paired samples statistics. There was only one sample that correlated each other.

Based on the calculation of paired sample statistics, it is found mean, standard deviation, standard error mean, the correlation, significance, t and the degree of freedom. It is known that the mean of paired samples test between pre-test and post-test -1, 248151, the standard deviation was 3,

05552, the standard error mean was 0, 58803, t-calculation was -21, 226, degree of freedom was 26 and the significance was 0,000.

Based on the comparison between t and t_t, it is found:

If $t > t_t = H_0$ is refused

Because *t* is 21, 226, H_0 is refused. It means that H_1 is accepted.

Based on the comparison of significance

If probability $< 0, 05 = H_0$ is refused

It can be seen that *t* is 21, 226 with the significance 0,000. Because the significance $0,000 < 0, 05 = H_0$ is refused, it means that the score of pre-test and post-test is not same or different obviously. The effects of the treatment are measured by the difference between pre-test and post-test[2]. It also meant that H_1 is accepted and reading skill-based strategies for TOEFL are effective to improve students' achievement scores of TOEFL reading section. It is a strategy that was 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[3].

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[2] Phyllis Tharenou, Ross Donohue and Brian Cooper, Management Research Methods (Cambridge: Cambridge University Press, 2007) 37
[3] Deborah Philips, *Longman Preparation Course For TOEFL Test*, (Jakarta: Addison Wesley Longman, 2000)

2. Students' Responses After Studying Reading Skill-Based Strategies for TOEFL

Based on the data findings, it were found that students' responses after studying reading skill-based strategies for TOEFL are good. Most of them agree with those strategies, though some of them disagree. There were three kinds of total students' responses after studying reading skill-based strategies. They are disagreement, neutrality and agreement. Actually, there are five criteria; strongly disagree, agree, neutral, disagree and strongly disagree, but the researcher wanted to limit those. Agreement is included strongly disagree, and disagree, neutrality is neutral itself and agremeent is included agree and strongly agree. While reading the text, we should understand about the dicipline of reading that includes approaching the text, practical skills of reading, word searches and directed questioning[4].

The total of agreement is 271, the total of neutrality is 105 and the total of disagreement 33. From the total of students' responses, it could be concluded that most of students gave positive responses toward reading skill-based strategies for TOEFL. They believed that reading skill-based strategies for TOEFL could help them to do TOEFL test of reading section. Besides, there were some students who gave neutral and negative responses of reading skill-based strategies for TOEFL.

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[4] Igor Webb, Ideas Across Time "*Classic and Contemporary Readings for Composition*," (New York: McGraw-Hill Companies, 2008)

Based on students' responses of reading skill-based strategies for TOEFL, there were the five highest and lowest ranking of agreements toward those strategies.

The five highest ranking of agreements of reading skill-based strategies are: 1) They can determine meanings from word parts 2) They can find definitions from structural clues easily 3) They can recognize the organization of ideas 4) They can determine tone, purpose and course easily 5) They can understand main idea questions. Then, The five lowest ranking of agreements of reading skill-based strategies are: 1) They felt doubt when they wanted to answer stated detail question whether it was correct or incorrect 2) they haven't been able to practice the strategy completely 3) They still get difficulty to understand that skill-based strategy 4) They haven't been able to answer those questions correctly 5) They were difficulty to find pronoun referents in the text of TOEFL reading section questions.

According to Riyanto, reading comprehension of TOEFL test examines students' knowledge in understanding some knds of scientific texts that related with the topic, main idea, content of text, meaning of words or phrase and also detailed information of text[5]. Therefore, if the students want to get the better score, they should understand all of the skills and strategies that used to comprehend the text as well as possible.

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[5] Slamet Riyanto, Test Strategy for Reading Comprehension (Yogyakarta: Pustaka Pelajar, 2007), 4