

CHAPTER I

INTRODUCTION

A. Research Background

Studying is an essential part in learning process for the students to get good grades in the class. Other essential parts are evaluation¹ and achievement² etc. Dennis Congos states that study includes many essential activities to understand, to learn, and to perform good performance on exams. Unfortunately, many students do not know what to do beyond re-reading and cramming when studying for college level classes³. Many students are studying hard to get high achievement. However, not all the students aware that their study skills play important role on their effort in studying well. In this situation, the students might need help not only with what they learn but also with how they learn it.

Usually, the students rely their study on the lectures. They do not pay much attention to the way where they can learn well; even there is no lecture, for example at home or individual tasks. For higher education such as college students, they usually wait the lecture to explain materials for them; most of lectures give presentation in starting the course and the students rely on it. For their level as college students, they must be independent students. They cannot rely their studying on the teacher like when they were in the senior high school.

¹ "Assessing And Evaluating Student Learning", Atlantic Canada English Language Arts Curriculum, P. 263, <http://www.ed.gov.nl.ca/edu/>

² Michael Perrone, "Classroom Achievement Tests: An Essential Part of the Second Language Learning and Teaching Processes", <http://www.tc.columbia.edu/>

³ Dennis Congos, 2005, "What Does Study Mean in College", <http://www.learningassistance.com>

Here, study skills are very important to help students understand their own learning and to become more autonomous learners. Autonomous learners are needed to obtain independent learning skills. Furthermore, John R. Slate states that students should have independent learning skills that the educators must be concerned⁴. Rohwer also states that the educators often overlook students' study skills, whereas the uses of appropriate study skills is important part of the learning process and contributes significantly to students' academic achievement⁵. Moreover, Diekhoff & Dansereau state that unsuccessful students usually use ineffective study strategies, even though the educators expect students to acquire their own study skills. Research shows this expectation is difficult to be fulfilled⁶. In these situations, study skills should be taught to the students.

Many capable students may have a difficulty experience in achieving good scores. It is not because they are lack of ability, but because they are lack of good study skills. In addition, Menzel cited by Marie Jean, "many students fail not because they lack ability but because they do not have adequate study skills"⁷. Josephine also states that the lack of study skills can negatively impact academic achievement⁸. Furthermore, college students face various sources of academic

⁴ John R.Slate, Craigh H. Jones & E. Joyce Harlan, 1998, "*Study Skills of Students at a Post-Secondary Vocational-Technical Institute*", Volume 35, Number 2

⁵ Rohwer, 1984, cited in John R.Slate, Craigh H. Jones & E. Joyce Harlan, 1998, "*Study Skills of Students at a Post-Secondary Vocational-Technical Institute*", Volume 35, Number 2

⁶ Diekhoff & Dansereau, 1982, cited in John R.Slate, Craigh H. Jones & E. Joyce Harlan, 1998, "*Study Skills of Students at a Post-Secondary Vocational-Technical Institute*", Volume 35, Number 2

⁷ Menzel, 2011, cited in Marie jean N. Mendezabal, 2013, "*Study Habits and Attitudes: The Road to Academic Success*", International Journal of Applied Research and Studies, Volume 2, Issue 4

⁸ A Dissertation by Josephine Ann Allen, Louisiana State University and Agricultural and Mechanical College, "*The Perceptions Of Effects Of A Study Skills Course, "Dynamics Of Effective Study," On The Academic Achievement Of African American Students At A Dedicated*

stress; challenging materials under time limitation. This could compound the realization that they may not have acquired optimal learning and thinking strategies. This also could be influenced their academic performance and achievement. If the students have good study skills, they will have optimal learning and success in their academic performance and achievement. Additionally, John R Slate states that knowing the students' study skills can help the educator in increasing programming at specific areas that the students needed effectively and efficiently⁹. So, it is important for the educators to know the students study skills in order to develop the way of delivering materials in teaching process.

Here, the students of English Intensive Course in FITK as the teachers in the future need to be excellent learners before to be good teachers. They should understand and improve their own study skills. Understanding and improving the study skills are not only for getting a good score and performing good performance, but also for their long life. In addition, the students only get the English Program for year at English Intensive Course. So, they should have good study skills in order to absorb the english materials well. Furthermore, in the end of The English Intensive Course, the students face Post-TOEFL Test that they should be passed. TOEFL Test is one of the english proficiency levels. The students in English Intensive Course prepare that test for the whole semester. So, their middle and final exam are also in the form of TOEFL Test. The researcher

Academic Magnet High School", in The Department of Educational Leadership, Research, and Counseling, December, 2003

⁹ John R.Slate, Craigh H. Jones & E. Joyce Harlan, 1998, "*Study Skills of Students at a Post-Secondary Vocational-Technical Institute*", Volume 35, Number 2

takes the achievement of Post-TOEFL Test because this is also one of students' achievements that considered as passing score beside the middle exam and final exam. Besides that, the Post-TOEFL Test can be called as the product of the students. For those reasons, it is very important to know the relationship between students' study skills and their achievement in TOEFL Test and also the influence of those study skills on students' achievement in TOEFL Test. By finding the answers of those problems, it is very useful because the students may not only apply several study skills which can improve their Post-TOEFL score, but also their middle and final score. Furthermore, giving the students study skills inventory helps the learners to know deeply whether their study skills need refinement or are maximized just the way they are. It also helps the educators in deciding the learning and teaching process that should be conducted.

In this research, the researcher takes object at English Intensive Course. The researcher chooses these students of English Intensive Course because; they are still included freshmen students. According to Josephine to succeed in students' new environment, they are likely to need sophisticated skills for studying and learning which are applicable in varied contexts¹⁰. Therefore, the researcher needs to gain much information from the students about the relationship and the influence of those study skills on students' achievement in TOEFL Test.

¹⁰ A Dissertation by Josephine Ann Allen, Louisiana State University and Agricultural and Mechanical College, *"The Perceptions Of Effects Of A Study Skills Course, "Dynamics Of Effective Study," On The Academic Achievement Of African American Students At A Dedicated Academic Magnet High School"*, in The Department of Educational Leadership, Research, and Counseling, December, 2003

B. Research Questions

Based on the background presented earlier, the problems of this research can be stated as follows:

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

C. Objectives of the Research

Related to the research questions stated above, the objective of this research:

1. To find out whether there is a relationship between students' study skills and their achievement in TOEFL Test at English Intensive course.
2. To know the relationship between students' study skills and their achievement in TOEFL Test at English Intensive course.
3. To find out the influence of those study skills on students' achievement in TOEFL Test at English Intensive Course.

D. Hypotheses

1. H_0 : Students' study skills (textbook reading, note-taking, memory, test preparation, concentration and time management) do not have a positive influence on students' achievement in TOEFL Test simultaneously and partially.
2. H_a : Students' study skills (textbook reading, note-taking, memory, test preparation, concentration and time management) have a positive influence on students' achievement in TOEFL Test simultaneously and partially.

E. Significance of the Research

The significance of this research are:

1. For the Educators: It is expected that this research gives input for the educators about the way the students learned and understanding more about students' need. By knowing the students' study skills, the educators can add, help and improve the students' study skills in teaching and learning process. The educators as facilitators can guide the students to learn better and independent.
2. For English Intensive Course: It is expected that this research gives input on system of learning and teaching process. If this research finds out that there is significant relationship between students' study skills and their

achievement and there is significant influence of it in TOEFL Test, for the further implication, there might be special course for study skills.

3. For the Students: It is expected that the result of this research can inspire, motivate and engage the students to improve their study skills. The students can know and understand their lack of ability and good of ability. The students no longer think that getting high achievement is difficult.
4. For the reader: It is expected that this research can give more information about study skills and achievement in TOEFL Test. The readers can adopt the study skills which can improve their achievement in TOEFL Test.

F. Scope and Limits of the Research

The scope and limit of this research are:

1. There are many kinds of study skills by Haynes, Stella Cottrell, Dennis H. Congos Department of Adult Continuing Education (DACE) and Sandra Kerka. In this research, the researcher only focuses on six kinds of study skills by Dennis H. Congos, those are textbook reading, note-taking, memory, test preparation, concentration, and time management.
2. There are 5 faculties in State Islamic University of Sunan-Ampel Surabaya: Tarbiyah, Dakwah, Ushuluddin, Adab and Syari'ah. The researcher focuses on Tarbiyah Faculty, especially finding the relationship and the influence of students' study skills on their achievement in TOEFL Test of English Intensive Course at State Islamic University of Sunan-Ampel Surabaya.

3. There are many kinds of students' achievement in English Intensive Course, such as: middle exam, final exam and Post-TOEFL Test. The researcher focuses on finding the relationship between students' study skills and their achievement and the influence of those study skills in TOEFL Test, especially their achievement in Post-TOEFL Test.
4. The researcher conducts this research on second semester students FITK of English Intensive Course at State Islamic University of Sunan-Ampel Surabaya.

G. Definition of Key Terms

The researcher wants to avoid misunderstanding by defining the key terms of this research as follows:

1. Students of EIC : All the students of English Intensive Course in Tarbiyah Faculty, those are ; Pendidikan bahasa inggris (English Education Department), Pendidikan Agama Islam (Religion Education Department), Pendidikan Guru Madrasah Ibtidaiyah (Islamic Madrasah Department), Bimbingan dan Konseling (Conseling Department), Manajemen Pendidikan Islam (Islamic Education Department), Pendidikan Bahasa Arab (Arabic Education Department),

Pendidikan Matematika (Mathematic Education Department).

2. Study skills : Learning strategies that help students organize, process, and use information effectively¹¹. In this research, the researcher analyzes six study skills, those are: textbook reading, note-taking, memory, test preparation, concentration and time management.
3. Achievement : Something good and impressive that someone succeed in doing¹². Achievement in this research is Post-TOEFL score at English Intensive Program.
4. TOEFL Test : Test of English as a Foreign Language¹³. The English Intensive Course uses paper-based TOEFL: Listening, Structure, and Reading.
5. English Intensive Course : A program for all freshmen to study the basic knowledge of English. This course is conducted by Tarbiyah Faculty cooperate with P2KB.

¹¹ Sandra Kerka, 2007, “*What Works-Evidence-Based Strategies for Youth Practitioners Study Skills*”, Learning Work Connection, Ohio State University.P.1

¹² Longman Dictionary of American English.

¹³ Educational Testing Service, “*TOEFL Computer-Based*”, 2000-2001 edition, USA.
<http://faculty.ksu.edu.sa/>