

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. The General Concept of Study Skills

Many researches define the concept of study skills. Some of the more common study skills strategies students used are motivational techniques, time management skills, note taking skills, test taking skills, organizational skills, and study habit skills (Haynes, 1993)¹. Other examples of study skills that are already applied in special course are motivation, critical thinking, dictionary or root words, graphic skills, note taking, library skills, logic, outlining or mapping, PQ5R, test taking, and time management. This course is called Dynamics of Effective Study which focuses on those eleven essential knowledge acquisition skills². All those skills are included in students' study skills. It means that there are no specific skills which define as study skills. A study skill is study strategy.

¹ 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.

² 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.

Maribeth and Jill say that study skills depend on the learning situation; the students use it flexibly and purposefully and encompass a variety of tactics³.

In addition, there are many contents of study skills to make autonomous learners that have independent learning skills. Stella Cottrell in her book says that students need a deeper understanding of their own learning, so that they can study effectively⁴. She also states that to be skilled is to be able to perform a learned activity well and at will⁵. Therefore, when the students become autonomous learners and have independent learning skills, they can study effectively. Stella Cottrell defines the study skills components become four:

a. Self-awareness and self-evaluation

Ways of developing this awareness include self-evaluation questionnaires, reflective journals, group discussion, and using tutor feedback on work.

b. Awareness of what is required

To score a goal the students need to know where the goal posts are. In an academic context, this means finding out what is expected of the students and what their lecturers are looking for.

³ Maribeth Gettinger & Jill K. Seibert, ““Contributions of Study Skills to Academic Competence”, Department of Educational Psychology, 1025 West Johnson St., University of Wisconsin-Madison, Vol. 31, No. 3, pp. 350-365, 2002.

⁴ Stella Cottrell, 2003, “*The Study Skills Handbook*”, P. 13.

⁵ Stella Cottrell, 2003, “*The Study Skills Handbook*”, P. 29.

c. Methods, organization, strategies

It is easier to study and to save time if the students have a method for working and they are well organized. A skilled student uses strategies and with practice these strategies they become nearly automatic.

d. Confidence and permission

Many students feel that academic success is for other people. This may be because of their experiences at school, or because nobody from their family has a degree. Often, it is because they hold particular ideas about intelligence and especially their own intelligence. If the students want to succeed as a student, it is very important that they believe that success is possible⁶.

Other opinion given by Department of Adult Continuing Education (DACE) that divides study skills into 13 kinds: planning the learning, researching and managing information, reading effectively, thinking skills, note taking, essay writing, report writing, learning journals, building a portfolio, making presentations, revision and examination techniques, referencing, grammar and punctuation.⁷

⁶ Stella Cottrell, 2003, *The Study Skills Handbook*, P. 30.

⁷ Department of Adult Continuing Education (DACE), 2010, “*Star, study tips to achieve results*”, Swansea University

Sandra Kerka in her book “What Works- Evidence-based strategies for youth practitioners” defines the study skills become four components:

a. Preparing to learn

It encompasses both physical (environment, tools) and mental (attitudes, goals, priorities) aspects. Skills that help students prepare to learn include: 1) Organizing one’s work by using agenda books, homework planners, and notebooks, 2) Managing time by developing schedules, prioritizing tasks, and using checklist, 3) Arranging the physical environment, including finding a place that is free of distractions and choosing a time of day that works best for the individual.

b. Acquiring, processing, and retaining information

It begins with good library and internet search skills. 1) Effective reading for acquiring information, for example: The SQ3R Method (Survey, Question, Read, Recite, Review); it is a systematic approach that helps students discover and retain the important ideas in texts, 2) Effective listening in class; it influence students learning, 3) Taking good notes; it enables review and retention of material covered in class, 4) Outlining and summarizing; it helps students see relationships between concepts, 5) Memory aids such as mnemonics and acronyms; it can assist verbal students.

c. Applying what has been learned

1) Test-taking strategies; it gives tips for taking different kinds of exams, such as essay and multiple choice, 2) Problem solving.

d. Monitoring and evaluating strategy use and learning

Self- monitoring is a key metacognitive process. The students should ask themselves; what am I trying to accomplish? How well am I using this strategy? And what else could I do to accomplish this task? ⁸.

Dennis H. Congos, MEd defines the study skills become six, those are: textbook reading, note taking, memory, test preparation, concentration and time management. He states that to gain better understanding of students as a learner, it is very important to identify the study skills that employ⁹. From the kinds of study skills which are presented above, the researcher in this research focuses on the six study skills by Dennis H. Congos, MEd. The researcher chooses the six kinds of study skills by Dennis because it is easy to use and most of the previous researches use the study skills inventory by him. It means that his study skills inventory has good validity and reliability. It also suitable with students' TOEFL Test which need textbook reading (for reading section), note taking (listening section), memory (for all section: LSR), test preparation; before the students face TOEFL Test, the English Intensive Course always gives them materials that could

⁸ Sandra Kerka, 2007, "What Works-Evidence-Based Strategies for Youth Practitioners Study Skills", Learning Work Connection, Ohio State University 1-3.

⁹ Dennis H. Congos, <http://sarc.sdes.ucf.edu/>

be on Test, concentration (for all section) and time management (for all section, especially in reading section).

2. The Components of Study Skills

Related with the study skills by Dennis H. Congos, MSED that discusses in this research, the researcher provides some theories about textbook reading, notes-taking, memory, test preparation, concentration and time management.

a. Textbook Reading

Before discussing about the important of textbook reading or reading strategy, it would be better if the students know the important of textbook. So, they will understand why they must have good reading skill or strategy in reading textbook. Text books contain essential information that will allow the students to build on their existing knowledge. They can provide the students with:

- 1) Depth information to fill any gaps in their knowledge and to aid understanding
- 2) Practical hints and tips to help the students make decisions.
- 3) Expert opinions to quote in students' work¹⁰.

Students study more or less independently, and learning texts by heart is not enough. In other words, it is not enough to read a large quantity of material thoroughly or a sufficient number of times. The important thing is

¹⁰ Department of Adult Continuing Education (DACE), 2010, "*Star, study tips to achieve results*", Swansea University , P.15

that the students themselves are capable of actively processing the material, whether independently or in groups¹¹. Reading skill or strategy is needed by the students to be independent.

Reading textbook is not easy because there are many types of reading materials in the textbook that should be understood in different ways in order to get the information that are asked. Moreover, reading is a long lasting process and complex¹². Therefore, the students need ability to read text, process it and understand its meaning. The students also need strategy to deal with those situations.

An individual's ability to comprehend text is influenced by their skills. Students with good reading comprehension skills will easy to comprehend texts and vice versa. According to Meneghetti, Carretti & De Beni, reading comprehension is a cognitive ability with complex requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the elaboration of a mental representation¹³. In Addition, Afsaneh Hassanbeigi states that using comprehension strategies, the college students can perform an effective reading process. This means that reading requires a mental representation. Students who use reading strategies will be used to understand the text because of their mental

¹¹ Thomas Harboe & Rikke Von Mullen, 2009, "*Study Skills for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P. 13

¹² Effat Hosseini, et.all., 2012, "*Exploring The Relationship Between Critical Thinking, Reading Comprehension and Reading Strategies of English University Students*", Arak University, Iran, P. 1357

¹³ Meneghetti, Carretti & De Beni (2006) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

representation runs automatically. Furthermore, Taraban, Kerr & Rynearson state students who have upper grades use more reading strategies¹⁴. From those statements, it can be inferred that comprehension strategies or reading strategies is important factor in becoming independent learners.

The skill of developing efficient reading strategy is necessary to support all of the students' school or college work. It is important to collect information effectively from what the students read. It is also essential for students to become organized readers who keep up good reading practices. The students should use their time constructively to gather and to evaluate reading materials¹⁵.

It can be concluded that reading strategy is important in order to have good study skills because reading strategy is needed to have good comprehension in reading text and it is also one of receptive skills. Students can produce good productive skills (speaking and writing) if their receptive skills are also good. Additionally, to study well, the students need to know and understand what kind of textbook reading that should be used and read. Here, textbook is important but more than that reading strategy is the key to success in getting the information from the textbook.

¹⁴ Taraban, Kerr & Rynearson (2000) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

¹⁵ Department of Adult Continuing Education (DACE), 2010, "*Star, study tips to achieve results*", Swansea University, P. 18-19

b. Notes-Taking

Taking notes is common skill that is usually used by the students in the class. It is because many lectures expect students to take notes. Some lectures hand out pieces of paper which contain the main points of the teaching allowing students to, subsequently, add their own notes on these¹⁶. In fact, student is not really understood what is exactly the function of taking notes, when they should take notes during the class and how to take notes well.

Most students attempt to write numerous notes in a teaching session, but it is almost impossible to keep up with the speed of a teacher or tutor. It is very easy to lose the thread of the session simply because trying to write everything down. This can lead to feelings of frustration and inadequacy. To prevent this from happening it is necessary to put some plans into practice to get as much as possible out of the session¹⁷.

According to Van Meter, Yokoi, and Pressley, college students believe that the act of taking notes facilitates attending to the lecture, comprehension of the material to be learned, and the subsequent recall¹⁸.

Moreover, Haghverdi, Biria & Karimi state that notes-taking strategy

¹⁶ Thomas Harboe & Rikke Von Mullen, 2009, "*Study Skills for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P.20

¹⁷ Department of Adult Continuing Education (DACE), 2010, "*Star, study tips to achieve results*", Swansea University, P.25

¹⁸ Van Meter, Yokoi & Pressley (1994) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

instruction has significant effects on the students' achievement¹⁹. It means that the process effect of notes-taking is great important for autonomous learners.

Taking notes helps students focus attention during class and remember the ideas and facts presented once class is over. It also encourages students to make connections and elaborate on classroom discussion topics. It helps them process information more fully, and to recall information with greater ease. It is important for students to find the note-taking method that works best for them²⁰.

From those theories, notes-taking is very important and needed by the students not only for studying well, but also help them in listening TOEFL Test. They will get used to take notes quickly. So, they will not be difficult to take notes while listen the conversation in the TOEFL Test. Moreover, if they have good listening ability, they will easier to get high scores.

c. Memory

Several researchers find that short-term and working memory predict academic performance to a high degree²¹. College students usually produce facts in response to questions, tests, exams, and projects. They are also required to remember material from seven or eight courses. This is

¹⁹ Haghverdi, Biria & Karimi (2010) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

²⁰ "*Student Handbook of Study Skills*", 2010, Roads to Success.org, P. 148

²¹ Colom, Escorial, Shih & Privado (2007) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

often very confusing, and the worst enemy is forgetting. It is very difficult for most students to accurately remember what they learn.

Researches show that most forgetting occurs the first day, and people forget at a lesser rate after that. Remembering at a lecture is usually harder than remembering reading material, and remembering at a discussion among several people is more difficult still. The more meaningful the material, the easier it is to remember. People forget material because of interference. As people learn new material, it interferes with remembering older material. This is called “retroactive interference”. Old material can also interfere with remembering new material--a process called “proactive interference”²².

From those theories which are presented above, it means that remembering materials is not easy when the student have inadequate memory or dominant in short term memory. The students need several techniques to improve their memory. So, they can learn well.

d. Test Preparation

Understanding students’ emotional experiences during the testing process, in particular test anxiety, has long been a prime concern for researcher, educators and counselors as test anxiety may have a deleterious

²² “*Study Skills Guide Ebook*” compiled by Bill Opaloch , Counselling Department Confederation College, <http://elearning.algonquincollege.com/>

impact on test performance, academic success and overall well-being²³. This means student's preparation is very important before test. Students need not only material preparation, but also mental preparation. Furthermore, study skill is the key to have those two important preparations effectively.

In facts, studying for college exams can be a daunting & stressful task, especially if the students do not know smart study methods. Their success in College & Life is dependent on their ability to study effectively and efficiently. By using smart study techniques the students can get the good grades Smart study includes several tools, methods and techniques: time management, memory and concentration improvement, and goal-setting²⁴.

e. Concentration

Concentration is one of the most difficult things to do in studying. In other hand, Studying involves concentration and every distraction the students have reduces their ability to learn²⁵. According to Parks-Stamm, Gollwitzer & Oettingen, one major of obstacle to academic achievement is the challenge of shielding academic goal pursuit from unwanted distractions. It is because academic success requires continuous striving in

²³ Bonaccio & Reeve (2010) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

²⁴ Student Academic Success Center, taken from: <http://www.ucc.vt.edu/>

²⁵ Student Academic Success Center, taken from: <http://www.ucc.vt.edu/>

the face of distractions (e.g. paying attention in class, completing homework assignments, studying, concentrating during a test)²⁶.

Kathleen T. McWhorter says that concentration is keeping your mind on what you are reading or studying, involves two major skills or abilities, exclusion and focusing. If the students can master some techniques in using each of these skills, they will notice a change in their level of concentration.²⁷ Many students find it difficult to concentrate on their studies. Although, they have invested invaluable time; they may find that they do not actually accomplish much.

Other opinions state that concentration is about avoiding thinking about other things when study. To enhance concentration, it is important to:

- 1) Maintain the curiosity and keep the research question in mind when reading and writing.
- 2) Take notes while read
- 3) Vary the tasks during the day²⁸.

Here, concentration as part of the study skills is very useful to help the students in teaching and learning process because concentration increases students learning ability²⁹. They students can learn maximally.

²⁶ Parks-Stamm, Gollwitzer & Oettingen (2010) cited by Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

²⁷ Kathleen T. McWhorter, "*College Reading and Study Skills*".

²⁸ Thomas Harboe & Rikke Von Mullen, 2009, "*Study Skills for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P.6

f. Time Management

Having good time management is rather difficult for the college students. It is because college students usually do not only study at the university, but most of them also have part-time job. As a consequence, they cannot manage their time for studying well. After working, they feel tired and do not care more about their homework or tasks. However, more important than that, doing the test also needs good time management. The students have to divide the time for reading, understanding and answer the questions. Students who do not have good time management will spend much time on certain parts in test and will not notice the time given to do the test.

Afsaneh Hassanbeigi says that time management is referred to a set of techniques for managing, planning, and appropriate using of time³⁰. In addition, Mutsotso states many students do not learn how to take effective notes and manage time for studying, those are central problem noted. Furthermore, Nagaraju finds that students seldom have proper study habits and usually do not devote sufficient time to their studies³¹.

The students might feel that there are not enough hours in the day to do everything that needs doing and people all, at some point manage their

²⁹ Thomas Harboe & Rikke Von Mullen, 2009, "*Study Skills for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P.20

³⁰ Afsaneh Hassanbeigi, 2011, "*The Relationship Between Study Skills and Academic Performance of University Students*".

³¹ Mutsotso (2010) & Nagaraju (2004), 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

study time badly. This can lead to deadlines being missed, producing work that is not of the best ability and feelings of frustration and stress. However, it is possible to find ways to help the students cope better and enable them to be in control of their time and studies³². So, a good time management skill is one of the most study skills needed for the students to get good grades.

3. English TOEFL Test

The TOEFL test measures the ability of non-native English speakers to communicate in English in an academic setting. It accurately measures how well students can use their English language skills in the college or university classroom.

TOEFL testing takes place in more than 165 countries, and TOEFL scores are accepted by over 9,000 institutions in more than 130 countries. More institutions accept TOEFL test scores than any other English-language test, and over 27 million people have taken the test since it began in 1964. The TOEFL test is the one test that can take anywhere. All test centers are open to everyone who is properly registered, regardless of race, color, creed, or national origin (subject to U.S. sanctions programs and embargoes)³³.

Taking practice TOEFL exams will do little to boost students score but, if what they really need is to improve their basic English skills, it means that

³² Department of Adult Continuing Education (DACE), 2010, “*Star, study tips to achieve results*”, Swansea University, P.11

³³ “*Bulletin for Paper Based Testing (PBT)*”, 2013, Educational Testing Service, Princeton, NJ, USA, P.4, <http://www.ets.org/>

practice TOEFL exams only is not enough. Building the students' English reading, writing, and listening skills is important. However, before addressing these specific skill sets, it is important for the student to improve their basic study skills and learning strategies. It also helps them prepare a detailed study plan. The stronger students' study skills, and the better they understand learning strategies, the more they will get out of each skill-building³⁴.

4. TOEFL Paper-Based Test (PBT)

TOEFL PBT testing is being phased out and is currently offered only in locations where testing via the Internet is not available. PBT test scores will remain valid for two years after the test date.

The TOEFL PBT test is approximately three and one-half hours long. It has three sections, all of which are mandatory. At least one question must be answered in each section to receive a score³⁵.

- a. **Listening Comprehension** measures the ability to understand English as it is spoken in an academic setting.
- b. **Structure and Written Expression** measures the ability to recognize language that is appropriate for standard written English.
- c. **Reading Comprehension** measures the ability to understand non-technical reading material written in English.

³⁴ Elizabeth Chesla, 2002, "TOEFL Exam success from Learning Express in only 6 strategic steps", United States: New York, P. x, <http://www.ust.edu/>.

³⁵ "Bulletin for Paper Based Testing (PBT)", 2013, Educational Testing Service, Princeton, NJ, USA, P.4 <http://www.ets.org/>

5. The Relationship Between Study Skills and Students' Achievement

Talking about achievement cannot separate from studying because one of the purposes of studying is to get achievement or score, exactly high achievement or high score. Other purposes are to learning well and to get useful knowledge. In fact, studying is not as simple as people think. Studying cannot only by sit at the front desk, asking the lecture many questions, doing the tasks and exams, and getting high achievement. When the students want to get high achievement, they should have good study skills. Good study skills help the students to learn well and get high achievement. Moreover, studying is made all the more difficult when the material is not written in the student's native language³⁶. So, if the students have good study skills, they will be easier to learn materials which are written in other language because they have already used effective study strategies. They have known and understood how to learn well.

Nouhi, Shakoori, & Nakhei state a study skill is an important factor influencing academic achievement of students. In addition, study skills are believed as pre-requisite for educational success. It means that if the students want to success, they should have good study skills. Psychological researches show that general study skills such as reading comprehension and recall are important particularly in the early stages of students' academic life. Students with effective study skills have been shown to overcome educational failure and improve they

³⁶ Thomas Harboe & Rikke Von Mullen, 2009, "*Study Skills for International Students*", The Educational Centre of Social Sciences, University of Copenhagen. P. 13

physical and mental health³⁷. Additionally, Fazal states that students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement³⁸.

6. The Impact of Study Skills On Students' Learning

If the students use ineffective strategies, they need long time for studying and hard and still not do well. The students need effective strategies to study material efficiently. Here, study skills play important role to get effective strategies. Students with good study skills will easily find out and use effective strategies and vice versa. In addition, academic success is much more about work hard than talent. The students must commit the time to succeed. Time and work hard alone does not make successful³⁹. They students need to know, understand and improve their study skills to get effective and efficient study. Here, the study skills have strong impact on students' learning.

7. The Importance of Study Skills

Learning is a student's responsibility. No one will be forcing the students to learn at university. They are not only adult people, but also as independent learners. They decide independently what they want to study and how they will

³⁷ Nouhi E, MSc, et.al, 2008, "*Study habits and skills, and academic achievement of students in Kerman University of medical sciences*", Journal of Medicine Education, Vol. 12, No.3, 4, <http://journals.sbmu.ac.ir/>

³⁸ Fazal (2012) cited by 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

³⁹ Student Academic Success Center, taken from: <http://www.ucc.vt.edu/>

study. Although, not all college students can study effectively because they do not have enough study skills. Independence is therefore an important aspect of effective study. When students accept control for their learning, they are recognizing that learning is something they do for themselves, not something that is done either to them or for them. Independence does not mean the students have all the answers or that the students will never need to seek the assistance of someone else. It does mean though that the students have a willingness to work things out for their selves without waiting for someone to give them the answers. The students need independent study. An effective independent study routine means:

- a. Being self-motivated and taking control of the learning
- b. Setting, and then maintaining, the own goals and standards
- c. Identifying the strengths and learning preferences⁴⁰.

Furthermore, there's no one way that will always produce the best results for students. It's more about determination than great intelligence. So, success may have more to do with well-developed study skills than intellectual ability⁴¹. There are four factors that support an effective study routine: showing independence in learning; being able to organize their selves, being actively engaged in learning, and adopting a 'deep approach' to learning⁴².

⁴⁰ Stewart McKinney, 2008, "*How to Study Effectively*", Charles Sturt University.

⁴¹ Stewart McKinney, 2008, "*How to Study Effectively*", Charles Sturt University

⁴² Stewart McKinney, 2008, "*How to Study Effectively*", Charles Sturt University

Additionally, another important area of college readiness is student mastery of the study skills necessary for college success. The underlying premise is simple: academic success requires the mastery of key skills necessary to comprehend material and complete academic tasks successfully, and the nature of college learning in particular requires that significant amounts of time be devoted to learning outside of class for success to be achieved in class. Study skills encompass a range of active learning strategies that go far beyond reading the text and answering the homework questions⁴³.

Study skills are important not just for academic learning, but also for everyday life. They can help individuals be organized and successful lifelong learners and manage their jobs, households, and finances⁴⁴. It means that study skills are not only helping the students' learning in the class, but also outside the class.

Moreover, study skills can be critical especially for youth with learning disabilities, who may have difficulty staying focused and become discouraged by lack of success based on Beckman⁴⁵. According to Peirce When students attribute failure to internal factors, such as lack of ability, or external factors, such bad luck, and their self-confidence suffer and they see effort as futile⁴⁶. Mastering the skills for studying and learning increases their self-efficacy and empowers them to

⁴³David T. Conley, 2007, "*Redefining college readiness*", educational policy improvement center, P.16-17

⁴⁴EMSTAC (2001) Cited by Sandra Kerka, 2007, "*What Works-Evidence-Based Strategies for Youth Practitioners Study Skills*", Learning Work Connection, Ohio State University.P.1

⁴⁵Beckman (2002) cited by Sandra Kerka, 2007, "*What Works-Evidence-Based Strategies for Youth Practitioners Study Skills*", Learning Work Connection, Ohio State University.P.1

⁴⁶Peirce (2004) cited by Sandra Kerka, 2007, "*What Works-Evidence-Based Strategies for Youth Practitioners Study Skills*", Learning Work Connection, Ohio State University.P.1

change their approach and try different strategies if one fails⁴⁷. Students who have good study skills will success in their academic task, it likes stated above. It can be inferred that success in academic task means that the students also do well in their test. So that way, they get good score. At this part, study skills influence students' achievement.

8. The Benefit of Study Skills

According to Josephine Ann Allen in his thesis about study skills “dynamics of effective study course”, the benefits of study skills course are:

- a. Helping the students who have problem underachievement.
- b. Teaching the students how to stay motivated in learning
- c. Teaching how to read for comprehension, take effective notes, and use critical thinking skills⁴⁸

Learning study skills and organizational techniques will help students in every aspect of their lives, as long as the information “sticks.” One way to ensure that it will is to reinforce it with a variety of experiences. In this class, students

⁴⁷Sandra Kerka, 2007, “*What Works-Evidence-Based Strategies for Youth Practitioners Study Skills*”, Learning Work Connection, Ohio State University.P.1

⁴⁸ 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.

have the chance to apply their knowledge to new, fun challenges, which will help them, remember all the skills they've learned⁴⁹.

B. Review of Previous Studies

In conducting this research, entitled "*The Students' Study Skills and Their Achievement in TOEFL Test at English Intensive Course Sunan-Ampel State Islamic University Surabaya*". The researcher focuses on study skills of English Intensive Course students and finds out the relationship between students' study skills and their achievement in TOEFL Test.

John R Slate in his research about "*Study Skills of Students at a Post-Secondary Vocational-Technical Institute*" focuses on finding the specific strengths and weaknesses in the study skills of students at vocational-technical institute. He also discusses about specific behaviors distinguish between the students with the strongest study skills and the students with the weakest study skills. She analyzes the data by giving the students study habits Inventory (SHI). And the result is, students of at vocational-technical institute have weaknesses in passive reading and students with high scores have fewer problems with motivation, preparation, and concentration than do students in the low scores.

The research written by Nuray Senemoglu entitled "*College of Education Students' Approaches to Learning and Study Skills*" focuses on three points; the approach and study skills- deep, strategic, surface apathetic which is preferred by the American and Turkish students, The difference approaches and study skills preferred by the American and Turkish students. The difference approaches and

⁴⁹ "*Student Handbook of Study Skills*", 2010, Roads to Success.org, P. 202

study skills preferred by American and Turkish students based on their major, school year, and gender. He analyzes the data by using approaches and study skills inventory for students (ASSIST) based on Entwistle & McCune, 1998. And the results are, Turkish students using deep approach are significantly higher than those of strategic and surface approaches, and strategic approach than those of surface approach. American students prefer deep and strategic approaches significantly higher than surface approach. For second point; Turkish students prefer slightly higher level of all three approaches- deep, strategic, and surface- than American students. The last point result are Turkish humanities students are significantly higher than those of preschool and math-science in deep approach, surface learning approach of freshman are significantly higher than those of sophomores, juniors and seniors, and male students prefer deep approach more than female students⁵⁰.

V. Sasikala in her research about “*Influence of Study Skills and Academic Achievement of B.Ed. Teacher Trainees*” focuses on four points; the influence of study skills and academic achievement of B.Ed. teacher trainees, the influence of study skills and academic achievement of male B.Ed. teacher trainees, the influence of study skills and academic achievement of female B.Ed. teacher trainees and the influence of educational qualification in relation to academic achievement of B. Ed. Teacher trainees. She analyzes the data by using two tools; study skill scale constructed by M. Kanchana (1986) and achievement test questionnaire constructed by the researcher with the help of guide. The result of

⁵⁰ A Study by Nuray Senemoglu a prof of Hacettepe University, Faculty of Education, Department of Education Science, “*College of Education Students’ Approaches to Learning and Study Skills*”, 2011.

this research are the male and female teacher trainees do not differ significantly with regard to their study skills towards their academic achievement and the educational qualification of teacher trainees does not significantly influence their academic achievement⁵¹.

Shukri, Noor and Wan Haslina in their research about “*Predicting Students’ Performance through Techniques in Study Skills: A Multivariate Discriminant Analysis Approach*” focuses on identifying some of the variables that could account for the difference in students’ performances. They state that the main purpose of this research is to examine if the students’ performance is affected by the range of study skills techniques employed by them. They use nine main variables as good techniques in study skills from the work of Ron Fry (1991) and Gwen Gawith (1991). They analyze the data by giving questionnaire to the students⁵².

The research written by Abbasali, Seyed and Arezo about “*Evaluation of Study Skills and Habits in Medical Students*” focuses on comparing the students’ study skills and habits. They analyze the data by giving the students questionnaire. The questionnaire containing 24 questions is designed to assess study skills and habits (time management, concentration, reading speed, note-taking, study habits and comprehension). The result of this research is the students have problems with

⁵¹ A Study by V. Sasikala, M.Sc, M.Ed, M.Phil, a professor of Chennai University India, Faculty of Education, “*Influence of Study Skills and Academic Achievement of B.Ed. Teacher Trainees*”, 2012.

⁵² A Study by Shukri Shamsuddin, et.al, professors of UiTM Johor Branch, Segamat Campus, “*Predicting Students’ Performance through Techniques in Study Skills: a Multivariate Discriminant Analysis Approach*”, 2003. <http://eprints.uitm.edu.my/>

time management, concentration, reading speed, notes-taking, study habits and comprehension in their studies⁵³.

Afsaneh, Jafar and Mina in their research about "*The Relationship Between Study Skills and Academic Performance of University Students*" focuses on investigating the relationship between various study skills and academic performance of university students. They analyze the data by using "Kruskal-Wallis Test". The instrument is "Study Skills Assessment Questionnaire" taken from counseling services of Houston University. The findings of this research show that the study skills scores of university students with a grade point average (GPA) of 15 or more (Out of 20), are statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination, concentration and memory, study aids and notes-taking, test strategies and test anxiety, organizing and processing information, motivation and attitudes, and reading and selecting the main idea.⁵⁴

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*", focuses on examining the perceptions of the effectiveness of a study skills course on the academic achievement of African American students. Josephine uses a

⁵³ A Study by Abbasali Nourian, et.al, assistant professor of Education Developing Centre, Zanjan University of Medical Sciences, Iran, "*Evaluation of Study Skills and Habits in Medical Students*", 2008.

⁵⁴ A Study by Afsaneh Hassanbeigi, et.al, students of Shahid Sadoughi University of Medical Sciences, Yazd, Iran, "*The Relationship Between Study Skills and Academic Performance of University Students*", 2011.

comprehensive search to conduct this research. The findings of this research, there are differences in the perceptions of the students, teachers, and administrators of the effectiveness of the study skills course. Twelve out of fifteen students perceive to have accomplished their goals by engaging in a self-regulatory activity, the study skills course⁵⁵.

Feryal Cubukcu in his research about “*Cross-cultural Differences in Learning Strategies and Study Skills*” focuses on the use of learning strategies among students in different cultural contexts is to state the ingredients of study skills and learning strategies. To show whether some cross-cultural differences occur between Turkish and West European University students and to find out whether such differences might be held responsible for such a discrepancy. He analyze the by administrating LASSI (Learning and Study Skills Inventory) which developed by Weinstein and Palmer (2002). This research found that Students cannot transfer the knowledge just because they are exposed to English only at schools, they have a high level of anxiety and they are poor at employing metacognitive strategies⁵⁶.

A research by Nouhi, Shakoori, and Nakhei entitled “*Study Habits and Skills, and Academic Achievement of Students in Kerman University of Medical Sciences*”, focuses on finding out how study skills and study habits are related to students’ educational achievement. A self-administered questionnaire is used to

⁵⁵ 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

⁵⁶ A Study by Feryal Cubukcu, 2007, “*Cross-Cultural Differences in Learning Strategies and Study Skills*”, Department of English Language Teaching, Dokuz Eylul University, Turkey.

collect data including demographic data and items evaluating study skills (planning, concentration, note-taking, reading comprehension based on a Likert's type scale of 5 choices (from "always" to "never"). To assess the study habits of students and to test the significance of finding, the researcher analyzes data by using Pearson's correlation coefficient, Spearman test, ANOVA, Non-parametric Mann-Whitney, Kruskal-Wallis and SPSS ver. 12. This research find out that study skills have a significant correlation with educational achievement ($r = 0.101$, $P < 0.05$), while study habits correlation with educational achievement is not significant ($r = 0.085$, $P > 0.05$). This research also concludes that students need to learn study skills early in their university life⁵⁷.

Richard Griffin et.al in their research about "*Learning Skills and Motivation: Correlates to Superior Academic Performance*" focus on examining various factors affecting student academic performance. In this research, the 10-scale Learning and Study Strategies Inventory (LASSI) assessment device are administered. The results from this instrument show that the single most influential learning and study skill promoting positive academic performance are level of intrinsic motivation. The greater the students' motivation, they better they perform in academic pursuits. The results of this research also indicate, the strongest predictors of superior academic performance is the student's self-

⁵⁷ A Study by Nouhi E, MSc, et.al, 2008, "*Study Habits and Skills, and Academic Achievement of Students in Kerman University of Medical Sciences*", Journal of Medicine Education, Vol. 12, No.3, 4, Iran.

perception of their degree of self-discipline and the more self-disciplined a student perceives himself/herself, the better they do academically⁵⁸.

Based on the previous researches above, the researcher in this research has different focus with them. Most of those previous researches find out or measure the correlation between students study skills and their achievement using GPA of the students whereas, there is many students' achievement such as: TOEFL. TOEFL is very important for students who learn english as a second language or a foreign language. It is because TOEFL is one of the English proficiency levels. Furthermore, learning using foreign language is not easy. Students should have adequate study skills to support it. Finally, in this research, the researcher wants to find out the relationship between students' study skills and their achievement in TOEFL Test and the influence of those study skills on their achievement in TOEFL Test. In the first statement of the problem, the researcher wants to find what kind of students' study skills which are dominant and subdominant. The researcher also finds out whether the students' study skills of English Intensive Course need refinement or not. The researcher also wants to find out whether there is relationship between the students' study and their achievement in TOEFL Test. For the second statement of the problem, the researcher wants to know what the relationship between students' study skills and their achievement in TOEFL Test is. For the last statement of the problem, the researcher wants to find out the

⁵⁸ Richard Griffin, et.al, 2013, "*Learning Skills and Motivation: Correlates To Superior Academic Performance*", Business Education and Accreditation, Vol. 5 No. 1.

influence between students' study skills and their achievement in TOEFL Test at English Intensive Course.