

ABSTRACT

Rahmawati, Elis. (2014). *An Analysis of Test-Taking Strategies Used in TOEFL Equivalent Test By Sixth Semester Students of English Teacher Education Department UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Irma Soraya

Key words: *Test-taking strategies, TOEFL Equivalent Test*

TOEFL is the internationally test to evaluate non-native English speakers' language proficiency. On the other hand, TOEFL should be developed in Indonesia. Some studies showed that TOEFL score of lecturer and students are still under the standard. Therefore, mastering the content of TOEFL is probably not enough. It also needs strategy in facing the test called test taking strategy. Test-taking strategy takes a role in determining the successful of TOEFL test. This paper examines test-taking strategies used by the students in TOEFL equivalent test. Test-taking strategies refer to test-takers attitude toward test. Whereas TOEFL equivalent test refers to TOEFL test provided by department. This research also addresses test' takers motivation, difficulties, and belief to do test-taking strategies. Moreover, significant relationship between the use of test-taking strategies and TOEFL equivalent score either partially and simultaneously is considered. This study used descriptive statistic to examine test-taking strategies used and three problems; motivation, difficulties, and belief. Multiple Regressions (Inferential statistic) was used to test the significant relationship of test-taking strategies and test score. Findings showed that five most used strategies were; knowing about what must to do in the test, preparing everything need, dreaming of success in the test, checking performance and progress, and wearing the dress comfortably. While test-takers were highly motivated to use test-taking strategies because of the importance of doing well on the test and the score they received. Three big difficulties were founded such as spending more time on difficult question, experiencing excessive nervousness, and changing the test answer from the correct to incorrect answers. But, Test-takers still put belief on test-taking strategy they used. At last, Finding also showed that test-taking strategies had significant relationship to the score when they were used simultaneously but had no significant relationship when they were used partially.