

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some literatures related to this study. The review involves two discussions; theoretical framework and previous studies.

A. Theoretical Framework

This theoretical framework contains of some related literature that support the study. A theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for particular study²⁸. This definition means that theoretical framework should contain of theories and concepts that are relevant to the topic. The literature will cover 4 areas; Test taking Strategies, TOEFL equivalent Test, Test-taker, and English Education Department UIN Sunan Ampel Surabaya.

1. Test-taking Strategies

a. Definition of Test-taking strategy

1) Definition of Test

Before going further to the deeper explanation, it is better for people to know what the term “test” means. Test is defined as a way of discovering, by questions or practical activities, what someone

²⁸ Author. “Organizing Your Social Sciences Research Paper”. (<http://libguides.usc.edu/writingguide>, accessed on May 30 2014).

knows, or what someone or something can do²⁹. Test is defined as “An activity whose main purpose is to convey (usually to the tester) how well the testee knows or can do something”³⁰. In conclusion, Test is questions or practical activities, what someone knows, or what someone or something can do whose main purpose is to convey (usually to the tester) how well the testee knows.

In detail, test is categorized into some types based on the characteristics. In term of method, test is divided into paper and pencil language test and performance test³¹. Paper and pencil test addresses the use of paper and pencil as the media to do the test. While Performance test are used as the basis for making inferences about criterion performance for example listening to lectures in a test is used to infer how the person would cope with the listening in the course of study³². On the other word, performance test addresses measuring productive skill *e.g.* listening which can be tested by performance. In term of test purpose, tests are classified into achievement test and proficiency test³³. To make the explanation clear, the definition of both

²⁹ Author. *Cambridge International Dictionary of English Third Edition* (UK: Cambridge University Press, 2008).

³⁰ Author, *The Oxford English Dictionary* (UK: Oxford University Press, 1997).

³¹ Tim Macnamara, *Oxford Introduction to Language Study* (Melbourne: Oxford University Press, 2010), 5.

³² Tim Macnamara, *Oxford Introduction to Language Study* (Melbourne: Oxford University Press, 2010), 5.

³³ Tim Macnamara, *Oxford Introduction to Language Study* (Melbourne: Oxford University Press, 2010), 6.

two types is presented. Achievement test are used to assess the learning process to see the progress of learning, whereas proficiency test relate to the future situation of language use without referring to the previous learning³⁴. The definitions of both two types of tests give us description that a test is designed based on needs and purpose.

Test is different from evaluation and measurement. Bachman explains about the general meaning of test, evaluation, and measurement to give us description about the difference of those three terms. Test is used to elicit a specific sample of an individual's characteristic via a measurement instrument, while Measurement is used to quantify a characteristic of a person according to explicit rules, and Evaluation is used to make a decision³⁵. Based on Bachman explanation, people can draw a conclusion that measurement is the medium to elicit specific individual characteristic in the Test. whereas, evaluation is the result of test that can be a feedback for test-taker or provider.

There are some reasons behind the existence of test. Ur states the function of test such; 1) Useful for giving the teacher information where the students are at the moment, help decide to teach next, 2)

³⁴ Tim Macnamara, *Oxford Introduction to Language Study* (Melbourne: Oxford University Press, 2010), 6.

³⁵ L. Bachman, *Fundamental Consideration in Language Testing* (UK: Oxford University Press, 1990), 26.

Give the students information what they know, so that they also have an awareness of what they need to learn or review, 3) Assess for some purpose external for current teaching, 4) Motivate students to learn or review specific materials, 5) Get a noisy class to keep quiet and concentrate, 6) Provide a clear indication that class has reached a station in learning such as the end of unit, 7) Get students to make an effort (in doing the test itself), 8) Give students task which themselves may provide actually useful review or practice, and 9) Provide students with a sense of achievement and progress in their learning³⁶. The reasons of test conducting by Ur gives us benefit to know that test is very useful for language learning.

Like wish everything happen in this world, testing also have an effect. The effect of testing on teaching and learning is known as backwash. There are two different backwashes in the test, they are; 1) The test will cause harmful backwash if the test content and testing techniques are at variance with the objective of the course and 2) It will have beneficial backwash If the result of the test give an immediate effect on teaching (the syllabus was redesigned, new books were chosen, classes were conducted differently)³⁷. Therefore, either

³⁶ Penny Ur, *A Course in Language Teaching; Trainee Book* (NY: Cambridge University Press, 1999), 9.

³⁷ Penny Ur, *A Course in Language Teaching; Trainee Book* (NY: Cambridge University Press, 1999), 11.

harmful backwash or beneficial backwash of the test should be a consideration for teachers to get a good result of using test.

2) Definition of Test-taking

There are some definitions related to “test-taking” term. The term “test taking” can be defined as the attitude, anxieties and motivation that individuals bring into a testing situation³⁸. Reflecting on the definition, it can be said that test-taking is all things related to face the test, perceived strangeness, and background motivation having. People will probably do good things in test if they can recognize what should they do in facing test, how to solve strangeness, and keeping up motivations behind taking the test.

3) Definition of Strategies

After drawing deeply about terms “test” and “test-taking, now we will come up with term “strategies”. Oxford dictionary defines “strategies” as plan of action designed to achieve a long-term or overall aim³⁹. Other definition about strategies comes from Cambridge Advanced Learner’s Dictionary as “a detailed plan for achieving success in situations such as war, politics, business, industry or sport,

³⁸ Jeffrey A. Smith, Doctoral Dissertation: “*An Examination of Test-Taking Attitudes and Response Distortion on a Personality Test*”. (Virginia: Virginia Polytechnic Institute and State University, 1997), 2.

³⁹ Author, *The Oxford English Dictionary* (UK: Oxford University Press, 1997).

or the skill of planning for such situations”⁴⁰. Based on those two definitions either from Oxford or Cambridge Dictionary, we can conclude that a strategy is a term dealing with plan or actions to achieve specific purposes. In the real life, strategy is a general term that is often used to demonstrate the technique or tactics in getting things or solving things for example strategy in doing task.

4) Definition of Test-taking Strategies

After knowing of each word forming a term “test-taking strategies”, it is better to know the meaning of “test-taking strategies” in a context. Cohen and Upton define test-taking strategies as “those test-taking processes which respondents have selected and which they are conscious of, at least to some degree”⁴¹. This explanation means that test-taking strategies relate to the use of test-taking (attitude, motivation, and anxieties) which is done by test-taker. While according to Rogers and Harley, test-taking strategies is beneficial for learners to use the characteristics and format of a test to increase scores in a test-taking situation⁴². From Rogers and Harley statement, it can be said that test-taking strategies deal with test-taking situation

⁴⁰ Author. *Cambridge International Dictionary of English Third Edition* (UK: Cambridge University Press, 2008).

⁴¹ A. D. Cohen, - T. A. Upton, *Strategies in Responding to the New TOEFL Reading Tasks ETS Research Report No. RR-06-06* (N.J: Educational Testing Service, 2006), 4.

⁴² W. Rogers - D. Harley, “an Empirical Comparison of Three-And Four-Choice Items and Tests: Susceptibility to Test Wiseness and Internal Consistency Reliability”. *Educational and Psychological Measurement*. 59, 1999, 234–247.

(situation of attitude, motivation, and anxieties) having by test taker in order to raise the test score. The last definition comes from College of the Canyon that defines test-taking strategies as “specific strategies before and during a test”⁴³. Based on three previous definitions, it can be concluded that test-taking strategies may contains of specific strategies (attitude, motivation, and anxieties situation) that is used before and during the test with the purpose to increase the test score.

b. Classification of Test-taking Strategies

Some experts have classified Test-taking strategies into some types. Hirano divides test-taking strategies into 3 types; language learners’ strategies (strategies of how the way learners operationalize their basic skills language e.g listening, reading, speaking and writing including the related skills of grammar, vocabulary, and translation), test-management strategies (strategies for responding meaningfully to the test items and tasks), and test-wiseness strategies (strategies for using knowledge of test formats and other peripheral information to answer test items without going through the expected linguistic and cognitive processes)⁴⁴. On the other hand, Cohen just divides test-taking strategies into two types;

⁴³ LEAP Team. *Test Taking Strategies*. (<http://www.canyons.edu/committees/leap/team1/15tips/tip7.asp>, accessed on December 09.2013).

⁴⁴ K. Hirano, “Research on Test-Taking Strategies in L2 Reading”. *Joetsu Uni. Educ.* 28, 2009, 157-165.

language learners' strategies and test wiseness strategies⁴⁵. The definition of language learners' strategies and test wiseness strategies have been explained previously. The third expert who conducts the theory about test taking strategies classification is Rezaee. He classifies test-taking strategies into two types; general and specific strategy⁴⁶. *General strategies* can be applied to wider variety of tests such as preparing for the test, reading the directions, the use of time during a test, error avoidance strategies etc⁴⁷. While *specific strategies* are related to the exact area of the subject matter that is being tested and deal with taking various kinds of tests such as multiple-choice, matching, fill-in-the-blanks, essay, short 5 answer, true-false, and problem solving⁴⁸.

c. Theories about Test-taking Strategies

There are some theories about test-taking strategies. The first theory comes from Chesla who divides the use of test-taking strategies based on time sequences such as strategies the week before the test, the day of the test, and at the test site⁴⁹. *In the week before* the test Chesla proposes some strategies such as: a) be sure we know exactly where we

⁴⁵ A. D. Cohen, *Strategies in Learning and Using a Second Language* (England: Addison Wesley, 1998), 4.

⁴⁶ A. Rezaee, *University Students' Test-Taking Strategies and Their Language Proficiency* (Iran: Teaching English Language and Literature Society of Iran, 2006), 155.

⁴⁷ A. Rezaee, *University Students' Test-Taking Strategies and Their Language Proficiency* (Iran: Teaching English Language and Literature Society of Iran, 2006), 151-156.

⁴⁸ A. Rezaee, *University Students' Test-Taking Strategies and Their Language Proficiency* (Iran: Teaching English Language and Literature Society of Iran, 2006), 151-156.

⁴⁹ Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: LLC, 2002), 20.

are taking the test, Get detailed directions (Take a practice drive us know exactly how long it will take us to get there), b) Review everything we have learned, c) Get quality sleep each night, d) Practice visualization—see ourselves performing well on the TOEFL exam⁵⁰.

The day before the test: a) Get to bed early, b) Get light exercise (Don't work out too hard because We don't want to be sore or physically exhausted the day of the exam), c) Get everything we will need ready: pencils/pens, admission materials/documentation, any mints or snacks we'd like to have along, d) make a list of everything we need to bring so we don't forget anything in the morning⁵¹. *The day of the test:* a) Get up early (Make sure we set our alarm or ask a family member or friend to make sure we are up on time), b) Eat a light, healthy breakfast, such as yogurt and granola or a low-fat, low-sugar cereal and fruit, c) Dress comfortably (Wear layers so that we can take off a shirt or sweater if we are too arm in the test room), d) Don't drastically alter our diet For example, if we drink coffee very morning, don't skip it we could get a headache, but too much caffeine can make us jittery during the exam, and we can "crash" when the caffeine wears off)⁵². *At the test site:* a)

⁵⁰ Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: LLC, 2002), 20.

⁵¹ Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: LLC, 2002), 21.

⁵² Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: LLC, 2002), 21.

Chat with others, but *not* about the test (That might only make us nervous), b) Think positive, and c) Guess if we can eliminate at least one answer⁵³.

The second theory about test-taking strategies is conducted by Lake Washington Institute of Technology that divides test-taking strategies based on the time usage. This theory consists of strategy before and during the test. Before the test strategy consist of 3 part; Time management, exam format identification, and memorizing information⁵⁴. The strategy refers to time management parts such as 1) Refer to the syllabus often and plan ahead for quizzes and exams, 2) Map out your schedule up to the day of the test, and 3) Review for several short periods rather than one long study session or trying to cram⁵⁵.

Whereas Exam Format identification consist of 4 points; 1) Review for the test by writing your own test questions, rereading key material, and summarizing your notes, 2) Study from past tests if available, 3) Complete and refer to study guides, and 4) Muscle memory (study for your exam at about the same time as the test so your mind and

⁵³ Elizabeth Chesla, *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: LLC, 2002), 21.

⁵⁴ Trio Projects. *Effective Test Taking Strategies Achieving Excellence Together* (USA: Lake Washington Institute of Technology,), 1.

⁵⁵ Trio Projects. *Effective Test Taking Strategies Achieving Excellence Together* (USA: Lake Washington Institute of Technology,), 1.

body are ready at that hour)⁵⁶. The last part of before the test strategy is memorizing the information. The strategy are; 1) Over learn the material – don't stop quizzing yourself until you can give the correct answer several times, 2) Develop mnemonic aids for memorizing lists, terms, etc, 3) Study in accordance with your learning style (e.g. note cards, visual aids, saying terms out loud, rewriting notes, etc)⁵⁷. Whereas *During the Test strategy* consists of 5 points; 1) Look over the entire test and read directions very carefully, 2) Do a “data dump”–write down any memorized formulas, equations, and lists before you answer any questions, 3) Take your time – don't rush and try not to focus on what others are doing, 4) Complete the questions you're confident about first, and 5) Review your answers before turning in your test⁵⁸.

The third theory of test-taking strategy appears from North Shore Community College. The theory involves *preparation strategy* including; 1) Attend all classes, 2) Read all assigned material and take notes or write SQ3R questions, 3) Take organized and clear lecture notes, 4) Know your professors, 5) Make your presence known in class by your courtesy, cooperation and willingness to learn, 6) Ask questions to increase your

⁵⁶ Trio Projects. *Effective Test Taking Strategies Achieving Excellence Together* (USA: Lake Washington Institute of Technology,), 1.

⁵⁷ Trio Projects. *Effective Test Taking Strategies Achieving Excellence Together* (USA: Lake Washington Institute of Technology,), 1.

⁵⁸ Trio Projects. *Effective Test Taking Strategies Achieving Excellence Together* (USA: Lake Washington Institute of Technology,), 1.

understanding of course material, 7) Meet with your professors out of class, 8) Make use of tutoring services and Student Support Centers of the College, 9) Plan your study time, 10) Set study goals, 11) Learn the technical vocabulary of the course using index cards-use memory tricks such as associating difficult material with something you already know, 12) Organize the information you must remember, 13) Separate review time from daily assignments, 14) Start reviewing systematically and early, not just the night before the test, 15) Divide the review material into logical sections and concentrate on one at a time, 16) Practice predicting and answering test questions, 17) Learn test-taking terms and strategies, 18) Examine previous tests to ascertain what you did well and what you did not do so well, 19) Find out what kind of a test it will be: objective, essay, or combination of both, 20) Find out when and where the test will be given; what you are expected to bring with you and what you are allowed to bring with you (dictionary), 21) Get plenty of sleep the night before the exam, 22) Get up early enough to avoid rushing and to eat a healthy breakfast and 23) Tell yourself you will do well⁵⁹. The theory also provide *general test-taking techniques* such as; glance over the whole exam, observe the point value of the questions, underline all significant words in the directions, be sure to identify the questions clearly, keep the

⁵⁹ Author. *Test Taking Strategies* (www.northshore.edu/test-taking-strategies, accessed on June 1 2014).

point value and time allowance in mind, and check over your entire paper⁶⁰.

The three theories above help the researcher to formulate the research instrument. The researcher takes some parts of the necessary theories. From test-taking strategy theories presented by Chesla, the researcher uses all points in *strategies the week before the test, strategies at the day of the test, and strategy at the test site*. The reason of using all points in Chesla theory is because the theories conducted by Chesla is the only one theory of three theories above that focusing on test-taking strategies in TOEFL exam.

Whereas, from the second theory conducted by Lake Washington College the researcher will select some points only. It is because there are some points that are similar with the points having by Chesla theory for example the statement “read directions very carefully” in Lake Washington theory is similar with the statement “review everything we have learned” in Chesla theory. The researcher will use some points of “*before the test strategy*” and some points of “*during the test strategy*”. *Before the test strategies* relates to *exam format identification* and *memorizing information*. *Exam Format identification* includes; 1) Study from past tests if available, 2) Muscle memory (mind and body are ready

⁶⁰ Author. *Test Taking Strategies* (www.northshore.edu/test-taking-strategies, accessed on June 1 2014).

for the test). *Memorizing information* includes; 1) Over learn the material, 2) Develop mnemonic aids for memorizing lists, terms, etc.,. While some points of *During the Test strategy* are used in this research are ;1) Take your time – don't rush and try not to focus on what others are doing, 2) Complete the questions you are confident about first, and 3) Review your answers before turning in your test.

Besides using the first and second theory as the instrument key, the researcher also uses the third theory which comes from North Shore College. Some points are used in this research includes *preparation strategy* and *general test-taking strategy*. *Preparation strategy* has been taken consists of some points such as; 1) Plan your study time, 2) Set study goals, 3) Organize the information you must remember, 4) Start reviewing systematically and early (not just the night before the test), and 5) Practice predicting and answering test questions. Whereas *General test-taking strategy* includes; 1) observe the point value of the questions, and 2) keep the point value and time allowance in mind. For the detail test-taking strategies instrument, see appendix 2.

d. Motivation to Use Test-taking Strategies

Before knowing about motivation in using test-taking strategies, the definition of “motivation” should be explained first. Motivation is defined as a derived, a desire or an emotion which fuels learners to strive to learn

and work⁶¹. In this case, motivation deals with the learning willingness. Motivation also has a strong influence on how well we do in our job⁶². On the other word, motivation takes a role to determine the result of our work.

Some researchers divide motivation into some types. According to Gardner, there are two types of motivation: integrative and instrumental. Integrativeness is a desire to learn a language in order to “come closer to the other language community”⁶³. The statement possibly means that integrative motivation deals with the willingness to learn language in order to keep in social. Whereas instrumental motivation addresses the goal to obtain the reward or praise socially and economically through achievement⁶⁴. This statement meant that instrumental motivation underlies the achievement as the instrument to gain the reward. .However, some researchers claim that integrative motivation is more advantageous⁶⁵.

There are two types of motivation based on the level; *importance motivation* and *effort motivation*. *Importance motivation* deals with how important doing well on the test is to the student (the consequence of the

⁶¹ R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* (London: Edward Arnold, 1985), 10.

⁶² Author. *Motivation* (Darmouth; Academic Skills Center Darmouth College, 2001).

⁶³ R. C. Gardner, “Integrative Motivation and Second Language Acquisition”. *Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk*, May 30, 2005, 7.

⁶⁴ Jacqueline Norris-Holt, “Motivation as a Contributing Factor in Second Language Acquisition” *the Internet TESOL Journal*, iteslj.org/./Norris-Motivation.html , accessed on July 10 2014.

⁶⁵ - M. Lamb, “Integrative Motivation in a Globalizing World”. *Leeds: System*. 32, 2004, 3-19.

- A. J. Kunnan, *Test Taker Characteristics and Test Performance. a Structural Modeling Approach* (Cambridge: Cambridge University Press. 1995), 8.

test for the student)⁶⁶. The definition drives the condition of motivation that is based on the students' perspective about the test importance. This type of motivation consists of some points; 1) Doing well on these tests was important to me, 2) I am not curious about how I did on these tests relative to others, 3) I am not concerned about the scores I receive on these tests, 4) These were important tests to me, 5) I would like to know how well I did on these tests⁶⁷. Some points of the test importance give us description that test has different meaning for every students. Whereas *Effort motivation* is defined as the reported level of effort and persistence expended toward test completion⁶⁸. This type of motivation consists of some points; 1. I engaged in good effort throughout these tests, 2. I gave my best effort on these tests, 3. While taking these examinations, I could've worked harder on them, 4. I did not give these tests my full attention while completing them, 5. While taking these tests, I was able to persist to completion of the tasks⁶⁹. Effort motivation seemingly relates to test-takers' effort to do the best in test.

Based on the theory of motivation has been explained previously, the researcher decides to use *importance motivation* only. 5 points are

⁶⁶ D. L. Sundre, "Differential Examinee Motivation and Validity: A Dangerous Combination". (Paper presented at American Educational Reserach Association annual conference, Chicago, 1997).

⁶⁷ D. L. Sundre, "Differential Examinee Motivation and Validity: A Dangerous Combination". (Paper presented at American Educational Reserach Association annual conference, Chicago, 1997).

⁶⁸ D. L. Sundre, "Differential Examinee Motivation and Validity: A Dangerous Combination". (Paper presented at American Educational Reserach Association annual conference, Chicago, 1997).

⁶⁹ L. F. Wolf, et.al., "Consequences of Performance, Test Motivation, and Mentally Taxing Items". *Applied Measurement in Education*. 8(4), 1995, 341-351.

used to cover the second research question that asked about test-takers motivation to use test-taking strategies. The five points of *importance motivation* are; 1). Doing well on these tests was important to me, 2. I am not curious about how I did on these tests relative to others, 3. I am not concerned about the scores I receive on these tests, 4. These were important tests to me, 5. I would like to know how well I did on these tests. The form of instrument containing of some theories used in this research is explained clearly in research methodology.

e. Advantages of Test-taking Strategies

Test taking strategy takes an important role in TOEFL test. Test taking strategies also plays the success of TOEFL. A theory about the importance of test-taking strategies presented by Chesla as follows⁷⁰:

“Knowing the material you will be tested on improves your chances of succeeding. But it doesn’t guarantee that you will do your best on the test. The TOEFL exam doesn’t just test your knowledge of the English language. Like all standardized tests, it also measures your test-taking skills”.

From Chesla explanation, people can understand that mastering all the material is not enough. As the test takers, people also need some test-taking strategies to help them doing best in TOEFL test.

Because of the importance, some researchers put a lot of attention to test-taking strategies existence. According to Skehan, what good

⁷⁰ Elizabeth Chesla. *TOEFL Exam Success from Learning Express in Only 6 Strategic Steps* (USA: Learning Express, 2002), 15.

learners do is to choose the right strategy for the right occasion⁷¹. Skehan's statement put description that a good learner should use the right strategy. Furthermore, some researchers like Sarnacki and Benson, believe that in certain cases the test provides the grounds for the test-takers to use some strategies or techniques known as test-taking strategies⁷². Sarnacki and Benson seem to specify the strategy into term "test-taking strategy". In addition, Mc Donough appears the theory that when doing the items in a test, students do certain strategies in order to improve their performance and, therefore, receive higher scores⁷³. Mc Donough statement brings us to an explanation that test-taking strategies usage can contribute well on achieving high score.

f. Problems in Test-taking strategies

In achieving good result, test-taking strategies usage does not always run successfully. Sometimes, test-takers also find some problems in their strategy. Some theories about possible test-taking strategy problems are discussed. The first theory is proposed by Educational Testing Service (ETS), the formal institution of TOEFL test provider. ETS provides ten problems that sometimes happened to test-takers; 1)

⁷¹ P. Skehan, *Progress in Language Testing: The 1990s*. In C. Alderson & B. Noth (Eds.), *Language testing in the 1990s* (London: Macmillan Publishers Limited, 1991), 290.

⁷² R.E. Sarnacki, "An Examination of Test-Wiseness in the Cognitive Test Domain". *Review of Educational Research*. Vol 49 No. 2, Spring 1979, 252-279. and J Urman Benson – D. H. Hocevar, "Effects of Test-Wiseness Training and Ethnicity on Achievement of Third and Fifth Grade Students: Measurement and Evaluation in Counseling and Development". Vol 18 No. 4, January 1988, 154-162.

⁷³ S. Mc Donough, "Learner Strategies". *Language Teaching*. Vol. 32 No.1, 1999, 1-18.

Spending too much time on difficult questions or not finishing the test, 2) Not guessing, 3) Not understanding directions or not listening to instructions, 4) Not using answer sheets correctly or not knowing how to fill in the bubbles on the answer sheet, 5) Not knowing how to organize test materials on the desk, how to handle a test booklet and separate answer sheet, or how to keep track of their place on the answer sheet, 6) Experiencing excessive nervousness and anxiety, 7) Finishing too early, not checking over answers, or skipping too many questions, 8) Exhibiting disruptive behaviors or sharing answers with others, 9) Showing up late for the test or not showing up at all, 10) Lacking motivation to try hard on the test; e.g., making designs on the answer sheet, and 11) Needing to use the bathroom during testing⁷⁴.

The second theory about test-taking strategy comes from Cuesta College. This college finds some possible errors may face by test takers. There are six types of test taking errors proposed by the college such as; 1) Misread direction errors - these errors occur when we skip directions or misunderstand directions but answer the question or do the problem anyway, 2) Careless errors - mistakes made which can be caught automatically upon reviewing the test. 3) Concept errors - mistakes made when we do not understand the properties or principles required to work

⁷⁴ ETS Team. *Classroom Assessment for Student Learning—Supplementary Material* (USA; Educational Testing Service, 2006), 1.

the problem, 4) Application errors - mistakes that we make when we know this concept but cannot apply it to the problem, 5) Test Procedure errors - mistakes that we make because of the specific way we take tests, such as: a) Missing more questions in the 1st-third, 2nd-third or last third of a test, b) Not completing a problem to its last step, c) Changing test answers from the correct ones to incorrect ones, d) Getting stuck on one problem and spending too much time, e) Rushing through the easiest part of the test and making careless error, f) Miscopying an answer from scratch work to the test, g) Leaving answers blank, h) Study errors - mistakes that occur when we study the wrong type of material or do not spend enough time studying pertinent material⁷⁵.

The researcher then determines the points of difficulties used in instrument. The points cover the second research question to know more deeply about motivation with the difficulties too. From two theories presented, this research uses 5 points from Educational Testing Services theory and 3 point from Cuesta College theory. 5 points chosen from ETS theory are; 1) spending too much time on difficult questions or not finishing the test, 2) not understanding directions or not listening to instructions, 3) experiencing excessive nervousness, 4) finishing too early, not checking over answers, or skipping too many questions, and 5) not

⁷⁵ Cuesta College team. *The 6 Types of Test - Taking Error* (<http://academic.cuesta.edu/acasupp/as/709.htm>, accessed on March 18 2014).

using answer sheets correctly or not knowing how to fill the bubbles on the answer sheet. While 3 points chosen from Cuesta College theory are; changing test answer from the correct to incorrect ones, 2) leaving some answer blanks, and 3) studying the wrong type of material. Determining the eight points of difficulties are based on the researcher experience when doing the test. Furthermore, the eight points seems most frequently faced by test-takers.

2. TOEFL Equivalent Test

a. Definition of TOEFL

Restating what the researcher defines about TOEFL is important to lead the readers going deeper into TOEFL areas. According to Cambridge Advanced Learner's Dictionary⁷⁶, "TOEFL is an abbreviation for Test of English as a Foreign Language: an exam of English for speakers of other languages". On the one hand, Educational Testing Service/ ETS⁷⁷ announced TOEFL as "the most widely-used and internationally recognized test to evaluate non-native English speakers' language proficiency". Meanwhile, Longman TOEFL Preparation⁷⁸ defines TOEFL as "a test to measure the level of English proficiency of nonnative

⁷⁶ Author. *Cambridge International Dictionary of English Third Edition* (UK: Cambridge University Press, 2008).

⁷⁷ Author. *Educational Testing Service Standard Setting Materials for the Internet-Based TOEFL Test* (NJ: Princeton, 2005).

⁷⁸ Deborah Philips. *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (N.Y: Pearson Education Company, 2001), xiii.

speakers of English, It is required by English-language Colleges and Universities”.

In TOEFL test, it has been generally known that there are two kinds of TOEFL test; Paper Based TOEFL test (PBT)/paper version and Internet Based TOEFL test (IBT)/ computer version. TOEFL covers four parts; Reading, listening, Speaking and writing. Accordingly, the four parts in the TOEFL test, i.e. reading, listening, speaking, and writing, therefore, are all designed to test whether test takers tend to be able to use English in academic environment⁷⁹.

More detail, TOEFL also deals with questioning compositions. In listening section , comprehension consist of 50 questions with 35 minutes long, structure and written expression consists of 40 questions with 25 minutes long, reading comprehension consists of 50 questions with 55 minutes long, and TWE consists of 1 essay question with 30 minutes long⁸⁰. Dealing with each section, there are some suggestions that test takers can do. In listening section, Examiners need to listen to audio provided. The listening audio usually contains of various conversation starting from short conversation to long conversation. In this case, it is obligated for test takers to listen carefully to the conversations and record

⁷⁹ Zhang Heng, “Assessing Test Reliability: Comparing Two Versions of Reading Comprehension Test in the TOEFL Test”. *English IV*. Spring 2010. 1-57.

⁸⁰ Zhang Heng, “Assessing Test Reliability: Comparing Two Versions of Reading Comprehension Test in the TOEFL Test”. *English IV*. Spring 2010. 1-57.

them in mind. After hearing the audio, Test taker should respond to multiple choice questions about the conversations. In reading section, test takers must read the passages and then choose the best answers reflecting the questions. Test takers should do either intensive or extensive reading. Whereas the thing should test takers do in structure section is analyzing errors of the sentences provided or answering the questions dealing with grammar. Finally, Test takers must write an essay on a given topic in thirty minutes in the Test of Written English (TWE). But based on researcher's experience, TWE is rarely used in TOEFL.

In fact, TOEFL has specific rule toward scoring system. Longman TOEFL Preparation⁸¹ state that Paper TOEFL test is scored on a scale of 217 to 677 points while the computer test is scored on a scale of 0 to 300 points. To sum up the score, first each of three sections in TOEFL is graded on a scale from 31 to 68, and then the scores from three sections are added together, finally the sum is multiplied by 10 and divided by three⁸². Moreover, there are no passing scores on the TOEFL test because various institutions have their own TOEFL score requirement⁸³. It means that if somebody wants to apply in university that requires TOEFL score, the applicant should achieve the score required. In Longman, it is

⁸¹ Deborah Phillips, *Longman Complete Course for The TOEFL Test: Preparation for The Computer and Paper Test* (N.Y: Pearson Education Company, 2001), xiv.

⁸⁰ Pamela J. Sharpe, *Barron S: Practice Exercises for the TOEFL Test 3rd Ed. Kaset 2* (Indonesia: Binarupa Aksara, 2008), 21

⁸³ Pamela J. Sharpe, *Barron S: Practice Exercises for the TOEFL Test 3rd Ed. Kaset 2* (Indonesia: Binarupa Aksara, 2008), 22.

also explained that there is relation between paper based TOEFL score and Computer based TOEFL such as 677 points in paper same with 300 in Computer, 650 points in paper same with 280 point in computer, 600 in paper same with 250 in computer, 600 in paper same with 250 in computer, 550 in paper same with 213 in computer, 500 in paper same with 173 in computer, 450 in paper same with 133 in computer, 400 in paper same with 97 in computer, 350 in paper same with 63 in computer, and 300 paper same with 40 in computer⁸⁴.

TOEFL does not only deal with content and scoring, but also about test institutional provider. In the world, an institutional provider of TOEFL has existed. It is Educational Testing Services (ETS) that is admitted by all over the world. ETS, Educational Testing Service, is a none-benefit making US Company founded in 1947. According to its official website, ETS has “developed, administered and scored more than 50 million tests annually in more than 180 countries and at over 9,000 locations worldwide⁸⁵. Aiming at measuring and improving knowledge and skills in English language, ETS prides itself on offering fair and valid

⁸⁴ Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (N.Y: Pearson Education Company, 2001), xiv.

⁸⁵ ETS Team. *Why Take the TOEFL® Test*. (<http://www.ets.org/toefl/why/>. accessed on December 09 2014).

tests. One of the most prestigious ETS tests is the TOEFL test⁸⁶. On the conclusion, TOEFL is the best that provided by ETS.

b. Definition of TOEFL Equivalent Test

As probably discussed in the previous explanation, the official institution of TOEFL provider is Educational Testing Services. Therefore, the institution that has a right to design TOEFL question and run the procedures of TOEFL test is ETS. But nowadays, there are many TOEFL test provider in many countries in the world under ETS licensed for example Indonesia.

On the other hand, there are many cases which TOEFL provider does not come from ETS or institution under ETS licensed, but provides TOEFL preparation. In this case, TOEFL test held by those institution can be called as “TOEFL Equivalent Test/ TOEFL like Test”. Knowing this reality affects the researcher to investigate the type of TOEFL test happened in English Education department.

Based on the short conversation with one of the lecturer in TOEFL preparation class, the researcher know that the type of TOEFL test held by English Education Department through TOEFL preparation class is TOEFL Equivalent Test/ TOEFL Like Test. In fact, the lecturer said that TOEFL test in TOEFL Preparation Class of English Education

⁸⁶ Author. *Educational Testing Service Standard Setting Materials for the Internet-Based TOEFL Test* (NJ: Princeton, 2005).

Department cannot be categorized as TOEFL test but TOEFL Equivalent test/ TOEFL like Test because the test does not come from Educational Testing Service⁸⁷.

3. Test-taker

a. Definition of Test-taker

The term “Test taker” derives from word “test” and “taker”. Test is defined as a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do⁸⁸. Whereas “taker” come from the word “take and er” which means person/ thing who take. In Conclusion, Test-taker can be defined as person who does discovering questions or practical activities about what they know about something.

Because of this research talking about TOEFL equivalent test, it becomes good if the definition of TOEFL equivalent test takers is also discussed. TOEFL equivalent test refers to test which examine about TOEFL questions but is not provided by Educational Testing Service. Therefore, TOEFL equivalent test takers can be defined as people who undertake the TOEFL test which is not provided by ETS or institution under ETS licensed. In this research, TOEFL equivalent test takers is similar to sixth semester students of English Education Department who take TOEFL preparation class.

⁸⁷ Getting Conversation with TOEFL Preparation Lecturer on May 7 2014.

⁸⁸ Author. *Cambridge International Dictionary of English Third Edition* (UK: Cambridge University Press, 2008).

b. Characteristic of Test-taker

Test takers also have specific characteristics. Davies et al. define test taker characteristics as⁸⁹:

"A wide range of variables, any of which may significantly influence test performance, hence producing measurement error and affecting the validity of the assessment. These may include language background, age, sex, educational background, background knowledge, [and] affective reactions to test taking...."

A good definition from Davies bring us description that test-taker characteristic have a relation to test performance such as language background, age, sex, educational background, etc.

Another test-taker characteristic tried to be appeared by Kunnan who include cognitive, psychological and social characteristics aspects⁹⁰. The example of those aspects are found in test taker self-such as learning strategies and styles, attitude and motivation, aptitude and intelligence, field dependence and independence, extroversion and introversion, and anxiety, personality, and risk taking.

Even Berry try to assess the effect of the personality traits of introversion and extroversion on paired speaking test performance when introverts were placed with other introverts, and with extroverts. She

⁸⁹ A. Brown Davies, et.al., *Dictionary of Language Testing* (Cambridge: Cambridge University Press, 1999), 208.

⁹⁰ A. J. Kunnan, *Test Taker Characteristics and Test Performance. A Structural Modeling Approach*, (Cambridge: Cambridge University Press. 1995), 1.

found that introverts performed worse when paired with extroverts, but always performed better in homogenous pairs⁹¹.

4. English Teacher Education Department (EED) UIN Sunan Ampel Surabaya

a. Broad Profile of EED UIN Sunan Ampel Surabaya

UIN Sunan Ampel Surabaya is the one of state islamic university in Surabaya located on street Jendral Achmad Yani 117 Surabaya. Whereas English Education Department is one of department in UIN Sunan Ampel existed in Tarbiyah and Teacher Training Faculty. Tarbiyah and Teacher Training faculty is the faculty of teacher training consist of departments; Language Department (Arabic Study Program and English Study Program), Primary School Department, Mathematic Department, Islamic Studies Department, and Counseling Department.

English Education Department has vision and mission. Some of visions having by English Education Department are; 1) creating professional English gradulators that have intellectual achievement, spiritual quotient, good attitude, and high competence, 2) creating innovative and creative scientific writings in English discipliner that is relevant to society needs, 3) giving contribution to English Development

⁹¹ V. Berry, "The Assessment of Spoken Language under Varying Interactional Conditions". Washington D.C, 1994. In E. Norman et al Language & Learning. (Paper Presented at the Annual International Language in Education Conference. Hong Kong. ERIC Document).

quality in the school and society⁹². Whereas some missions having by EED UIN Sunan Ampel are; 1) providing quality teaching and learning with high competence and Islamic character, 2) developing adaptive and responsive researches in English disciplinary toward educational development, and 3) doing social action to develop professionalism of English teachers⁹³. Both of vision and mission having by English Education Department leads to the conclusion that English Education Department put the development in English discipline and Islamic value.

b. Goals of EED UIN Sunan Ampel Surabaya

There are many goals want to be achieved by EED UIN Sunan Ampel Surabaya. Some of those goals are; 1) Creating innovative professional good attitude gradulators, 2) Resulting creative and innovative findings and english education development, 3) Spread out the continuous creativities result for society⁹⁴.

On the other hand, the department also put a lot of efforts to their students. Some hopes are purposed to them such as; 1) Gradulators can get a job no more than 6 months, 2) Gradulators have professional ability in teaching English, 3) Students obligate to ethic code, 4) Students can

⁹² Author. Profil Pendidikan Bahasa Inggris (<http://fitk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/visi.html>, accessed on June 4 2014).

⁹³ Author. Profil Pendidikan Bahasa Inggris (<http://fitk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/misi.html>, accessed on June 4 2014).

⁹⁴ Author. Profil Pendidikan Bahasa Inggris (<http://fitk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/tujuan.html>, accessed on June 4 2014).

follow national scientific writing to be useful for education world, 5) Students have high capability in English oral or written that is similar to Institutional Paper Based TOEFL 500 and IELTS minimum 5.5 score , 6) Students have a wide knowledge of language and teaching, 7) Students have research ability in term of English language and teaching, and 8), Students have enough knowledge about islam⁹⁵.

B. Previous Studies

Many researchers conduct research toward TOEFL. Long years later, Taiko conducts the research about Test-wiseness and English listening tests scores⁹⁶. Taiko finally finds that there is relationship between test-wiseness and listening ability. Test-takers who utilize test-wiseness have higher scores than test-takers who do not use.

Another researcher, Fahim Bagherkazemi and Alemi also conduct the research about the relationship between test takers' critical thinking ability and their performance on the reading section of TOEFL⁹⁷. This research appears the finding which indicates a statistically significant advantage for those with greater critical thinking skills.

⁹⁵ Author. Profil Pendidikan Bahasa Inggris (<http://fitk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/sasaran-jurusan.html>, accessed on June 4 2014).

⁹⁶ Taiko Tsuchihira, "The Relationship between Test-Wiseness and the English Listening Test Scores". *Journal of Bunkyo Gakuin University*. Vol. 8, 2009, 13-30.

⁹⁷ Fahim Bagherkazemi and Alemi, "The Relationship between Test Takers' Critical Thinking Ability and Their Performance on the Reading Section". *Journal of Language Teaching and Research*. Vol. 1 No. 6, November 2010, 830-837.

Then, Amiryousefi conducts research about the relationship between test anxiety, motivation and MI and the TOEFL iBT reading, listening and writing scores⁹⁸. This research indicates three major findings. First, test takers usually had test anxiety second, some factors like time limitation and lack of self-confidence provoked test anxiety and third, there was a relation between musical and kinesthetic intelligences and writing and listening respectively.

Sheshkelani, et.al., conduct the research about the relationship between test preparation and test performance of Iranian EFL learners on listening skill in TOEFL⁹⁹. The findings shows that Iranian English major students without test preparation got lower scores in listening than non-major English students who were prepared for TOEFL.

Another researcher, Madjid and Abidin conducts the research about test-taking strategies and reading comprehension performance. This research tries to catch the beginnings of test taker strategy research and then discusses its development. Moreover, Madjid and Abidin research focuses on the effects of reading passages language, item types, and the testing method on the respondents' test-taking strategies and respondents' test performance¹⁰⁰. The

⁹⁸ Mohammad Amiryousefi, "The Relationship between Test Anxiety, Motivation and MI and the TOEFL iBT Reading, Listening and Writing Scores". *Procedia Social and Behavioral Sciences*. Vol. 15, 2011, 210-214.

⁹⁹ A. Aylar Poorabdollahi Sheshkelani, et.al., "An Investigation of Relationship between Test Preparation and Test Performance of Iranian EFL learners on Listening Skill in TOEFL". *IJBAS-IJENS*. Vol.12 No.02, April 2012, 159-167.

¹⁰⁰ Majid Pour-Mohammadi, and Dr. Mohamad Jafre Zainol Abidin. "Test-taking Strategies, Schema Theory and Reading Comprehension Test Performance". *International Journal of Humanities and Social Science*. Vol. 1 No. 18, 237-243.

findings of this research discover that there is the significant relationship of schemata in reading comprehension.

Another research related to test-taking strategies comes from Wenxia that tries to research about English test-taking strategy use and its effect on students' test performance at the tertiary level. The study is conducted by after spreading 83-item survey to 526 students in three different study years at a university in Beijing. The findings shows that The most frequently used strategies are compensation strategies, followed by affective, metacognitive, social strategies, cognitive and memory strategies; and the most often used individual strategies is metacognitive category¹⁰¹.

Furthermore, not only those previous research conducting the research about test-taking strategy, there is researcher who also researches the similar topic. Wait tries to research about the relationship between the use of language learning strategies and performance on a standardized English proficiency test. The findings show that training EFL learners in the use of language learning strategies could enhance their development of English language¹⁰².

On the other hand, this research will be different from previous researches above. Although the previous research discuss about the same thing which is TOEFL, this research will be different from them because none of those

¹⁰¹ Wenxia Zhang, Meihua Liu, Shan Zhao, Qiong Xie, "English Test-Taking Strategy Use and Students' Test Performance". *Asian EFL Journal*. Vol. 13 issue 2, 133-168.

¹⁰² Tania Hanlie Wait, Master Thesis: "*The Relationship between the Use of Language Learning Strategies and Performance on a Standardized English Proficiency Test*". (South Africa: Stellenbosch University, 2007).

studies examined about test-taking strategies. Furthermore, this research will also not describe about reading strategies, but this will specify on test-taking strategies only. In addition, although this paper discuss about test preparation, it will only focus on test preparation in TOEFL not in writing and listening as like some previous researches.