CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion of this research. In finding, this research locates to answer the research problem has been formulated in chapter 1. While in discussion, this research presents the discussion related to finding.

A. Findings

The data has been successfully obtained by three instruments was then analyzed with appropriate technique. As a result, the three instruments drove this research to find some results dealing with test-taking strategy used by sixth semester students of English Teacher Education Department in TOEFL Equivalent Test. The writer has done the research from April 23th - June 4th 2014. Then, the writer reports the result of the data based on the topic in the research problem.

1. Test-Taking Strategies Used by Sixth Semester Students of English Teacher Education Department in TOEFL Equivalent Test

a. Report of Students Answer

Test-taking strategy questionnaire composed of some questions asked about test-taking strategy used by sixth semester students in TOEFL Equivalent Test. Below are presented the report of sixth semester test-taker answer in test-taking strategy questionnaire with choice 1 = Strongly

Disagree, 2 = Disagree, choice 3 = Neutral, and choice 4 = Agree and 5 = Strongly Disagree as in Table 4.1.

Table 4.1. Frequency of Students Answer (N=58)

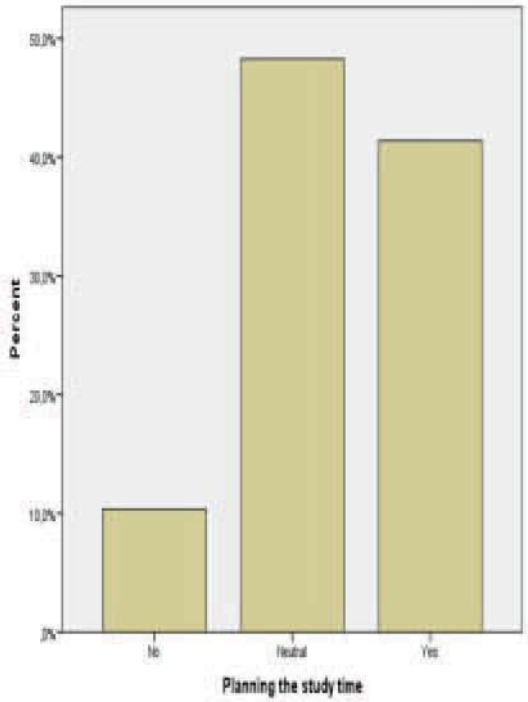
Test-Taking Strategy	Answer				
Pre Test-taking	**1**	**2**	**3**	**4**	**5**
1. I plan my study time.	1	5	28	17	7
2. I set my study goal.	0	2	22	27	7
3. I review everything I have learned systematically (not just the night before the test).	0	7	28	20	3
4. I practice predicting and answering test questions.	1	1	22	30	4
5. I organize any information I must remember.	1	3	23	25	6
6. I examine my previous tests to make sure what I did well and what I did not do so well.	0	7	19	26	6
7. I develop mnemonic aids (flash card, symbol, etc) for memorizing difficult material.	4	15	29	5	5
8. I imagine myself performing well on TOEFL Class exam before the test.	0	11	17	22	8
9. I go to bed early the night before the test.	3	5	29	15	6
10. I prepare everything I need (pen, pencil, paper, eraser, etc.) the day before the test.	0	7	18	16	17
11. I get up early in the day of the test.	0	7	20	19	12
12. I wear the dress comfortably when taking test.	0	5	21	18	14
13. My mind and body are ready for the test	0	6	24	21	7
Total	**10**	**81**	**300**	**261**	**102**
Total of (Negative, Neutral, Positive)	**91**		**300**	**363**	

Test-Taking Strategy	Answer				
Whilst Test-taking	**1**	**2**	**3**	**4**	**5**
14. I chat with friends to reduce nervousness before starting the test.	4	9	22	17	6
15. I dream of success in my test.	0	4	18	26	10
16. I read and understand all test directions, time limit, and not hesitate to ask questions to examiner about anything that is unclear.	0	3	20	32	3
17. I observe the point value of the questions	0	5	25	21	7
18. I am relaxed when doing the test.	0	11	25	20	2
19. I am health when doing the test.	0	5	20	27	6
20. I try to identify easy and difficult test questions.	1	3	24	23	7
21. I do not spend more time on difficult questions.	1	13	21	16	7
22. I know about what I must do in the test (e.g. direction).	0	3	16	32	7
23. I try not to focus on what others are doing.	0	4	24	19	11
24. I check my own performance and progress while completing the test.	1	2	20	24	11
25. I estimate of how much the test time remained to be completed.	0	4	29	22	3
26. I carefully check the answers before submitting the test.	1	7	21	22	7
Total	**8**	**73**	**285**	**301**	**87**
Total of (Negative, Neutral, Positive)	**81**		**285**	**388**	

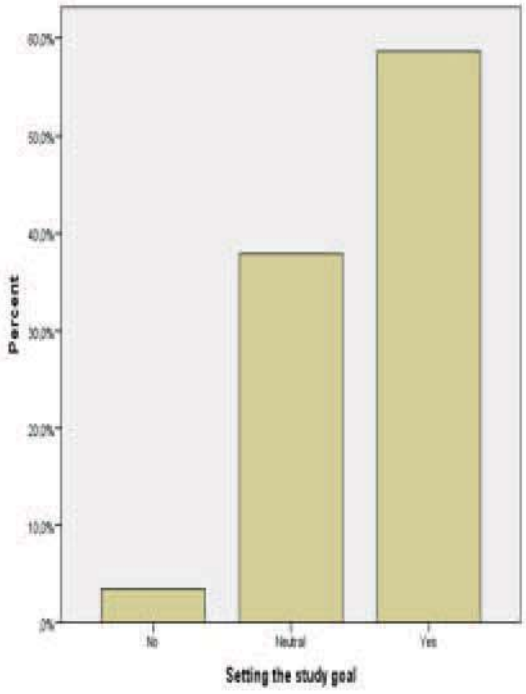
As seen in the questionnaire report of Table 4.1, whilst test-taking strategies were believed to be the most frequently used by sixth semester than pre test-taking strategies. It can be proven by the total score of choices 4= agree and 5= strongly agree that showed positive answer in

whilst test-taking is higher than total score of choices 4= agree and 5= strongly agree in pretest-taking. In this case, total score of choices 4 and 5 in pre test-taking is 363 (the sum of 261+102). While, the total score of choices 4=agree and 5=strongly agree in whilst test-taking is 388 (the sum of 301+87). The value result 388 $\geq$ 363 showed that whilst test-taking was preferably used by test-takers.

Bar chart was then presented to describe the frequency of students answer in each question. To simplify the understanding in the chart, 5 point Likert scale were divided into 3 positions; disagreement position, neutral position, and agreement position. Disagreement position/ "No" answer summed up the choices 1 = Strongly Disagree and 2 = Disagree that showed negative answer. Neutral position included of choice 3 = Neutral that showed neutrality. Agreement position / "Yes" answer summed up the choices 4 = Agree and 5 = Strongly Disagree that showed a positive answer. Bar chart of Students Answer Frequency can be seen in picture 4.1 - 4.26.



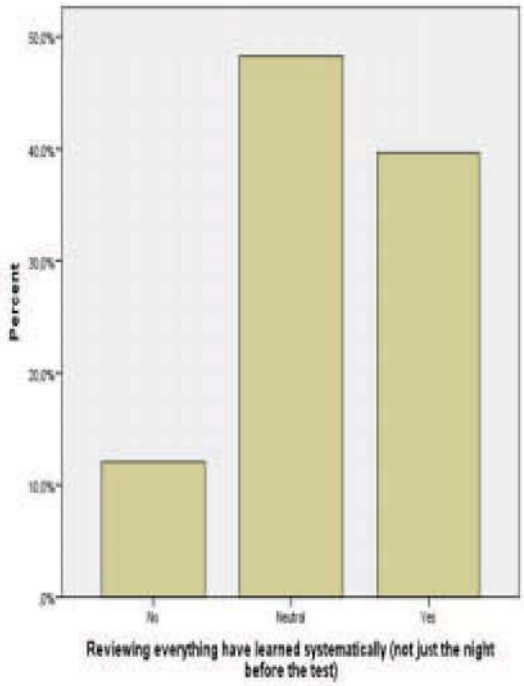
Picture 4.1 Chart of Question 1



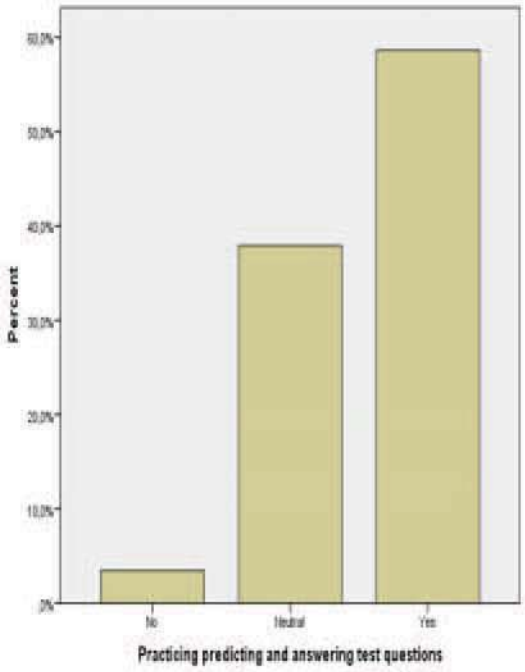
Picture 4.2 Chart of Question 2

Question number 1 indicated that most of the students were doubt whether they planned their study time. About 50 % test-takers answered neutral. It can be proven by chart of neutral answer was the highest of all.

Question number 2 indicated that most of the students set their study goal. It can be proven by chart of positive answer was the highest of all. About 60 % test-takers answered positively.



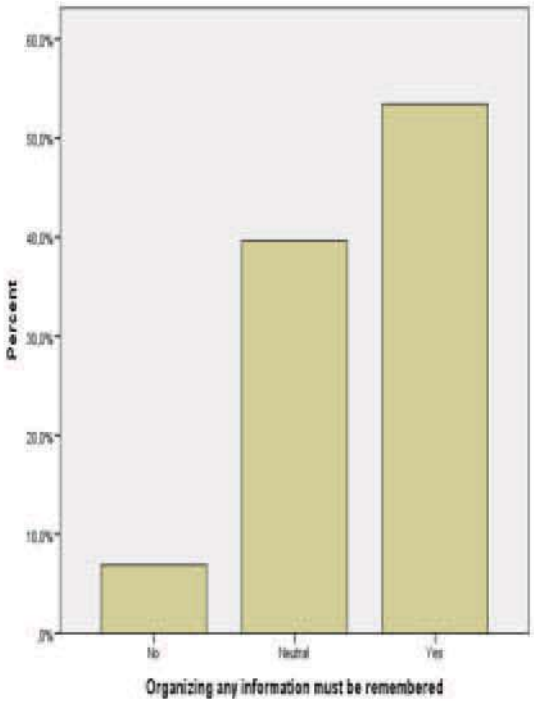
Picture 4.3 Chart of Question 3



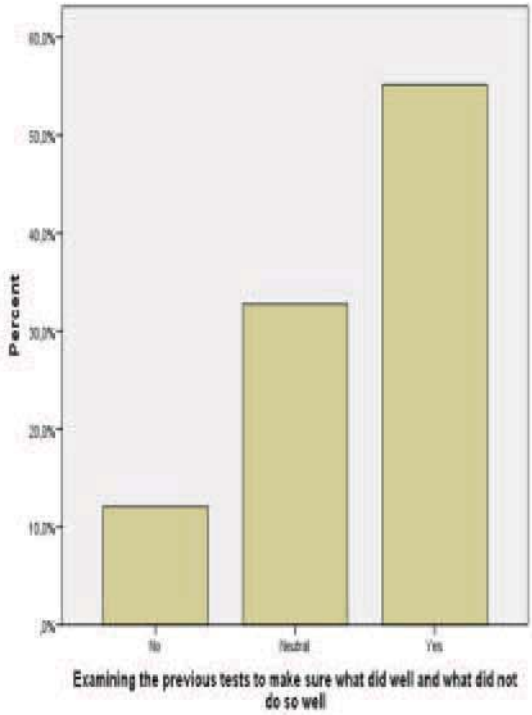
Picture 4.4 Chart of Question 4

Question number 3 indicated that most of the students were doubt whether they reviewed the material systematically (not just in the night before the test). It can be proven by chart of neutral answer was the highest of all. About 50 % test-takers answered neutrally.

Question number 4 indicated that most of the students were practicing to predict the answer before the test. It can be proven by chart of positive answer was the highest of all. About 60 % test-takers answered positively.



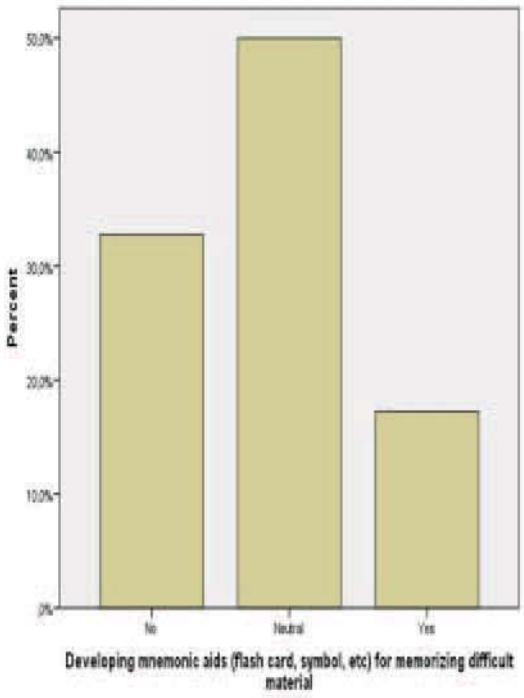
Picture 4.5 Chart of Question 5



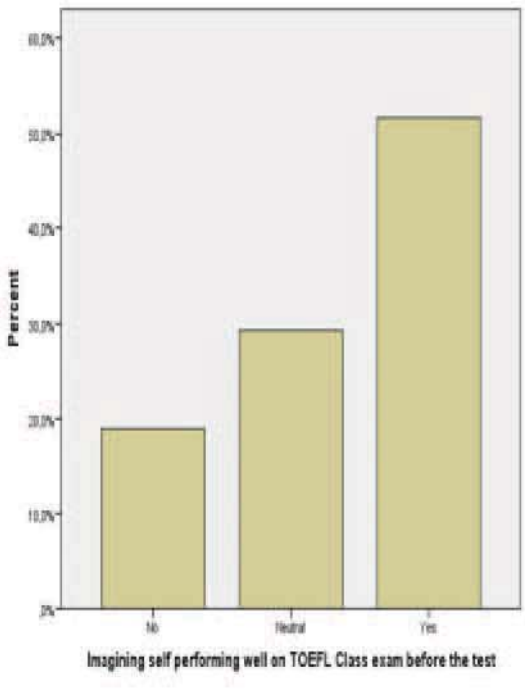
Picture 4.6 Chart of Question 6

Question number 5 indicated that most of the students organized any information they should remember before the test. It can be proven by chart of positive answer was the highest of all. About 55 % test-takers answered positively.

Question number 6 indicated that most of the students examined their previous test to know what they did well and what they did not do so well. It can be proven by chart of positive answer was the highest of all. About 60 % test-takers answered positively.



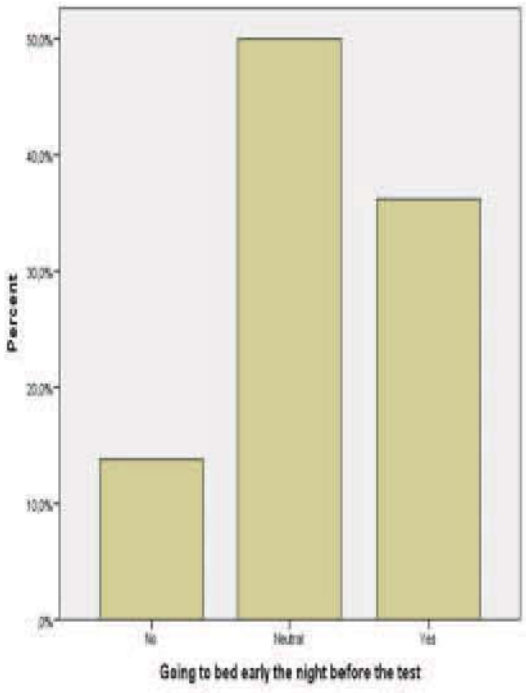
Picture 4.7 Chart of Question 7



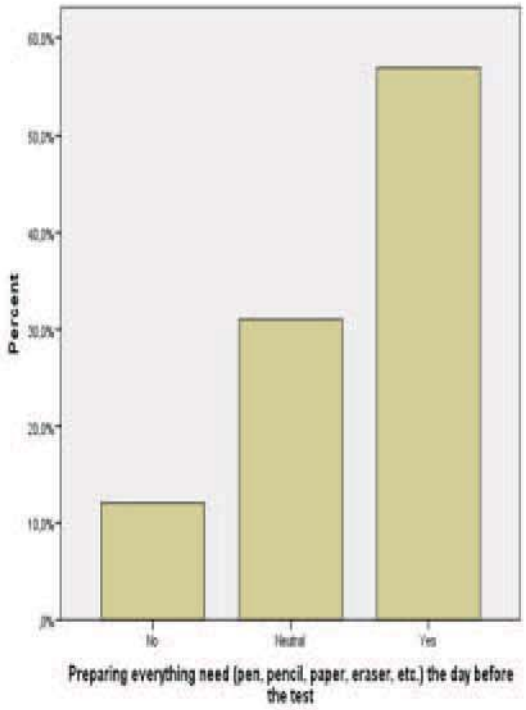
Picture 4.8 Chart of Question 8

Question number 7 indicated that most of the students were doubt whether they developed the mnemonic aids (symbol, flash card, graph etc) for memorizing the difficult material. It can be proven by chart of neutral answer was the highest of all. More than 50 % test-takers answered neutrally.

Question number 8 indicates that most of the students imagine performing well in exam before the test. In this case, It can be proven by chart of positive answer was the highest of all. More than 50 % test-takers answered positively.



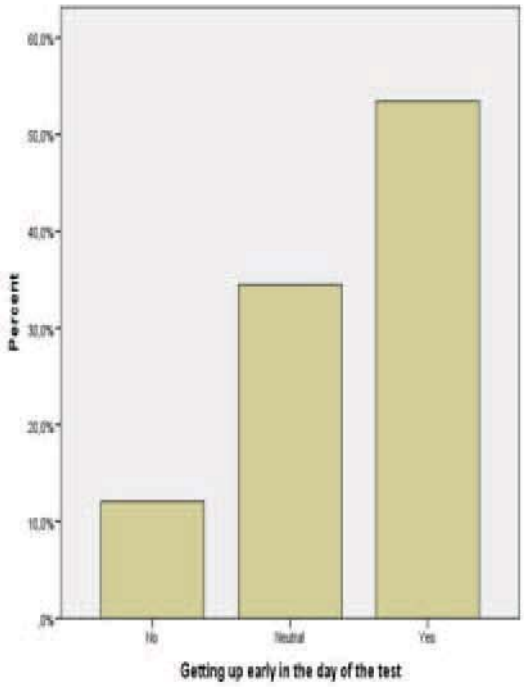
Picture 4.9 Chart of Question 9



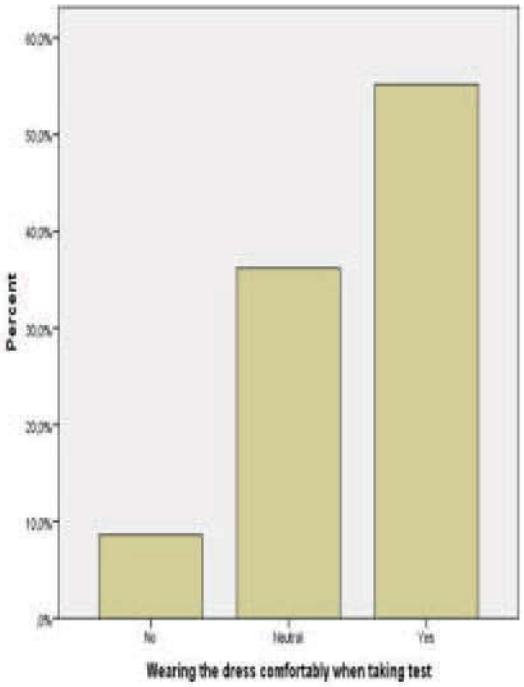
Picture 4.10 Chart of Question 10

Question number 9 indicated that most of the students were doubt whether they went to sleep early the night before the test. In this case, It can be proven by chart of neutral answer was the highest of all. More than 50 % test-takers answered neutrally.

Question number 10 indicated that most of the students prepared everything they need in test the day before the test. It can be proven by chart of positive answer was the highest of all. About 60 % test-takers answered positively.



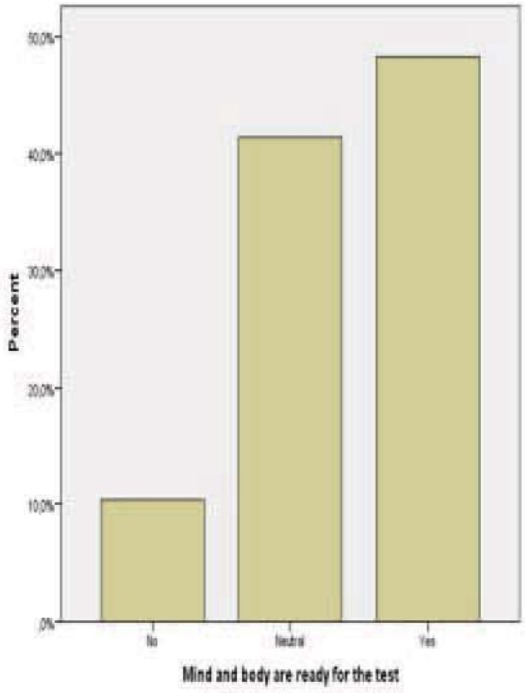
Picture 4.11 Chart of Question 11



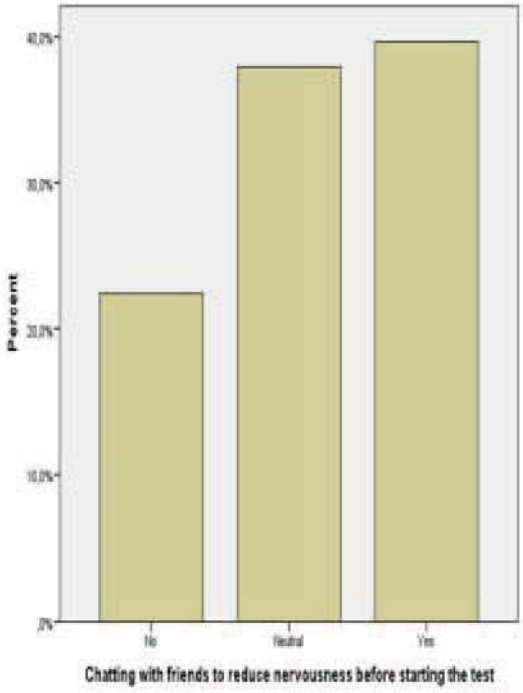
Picture 4.12 Chart of Question 12

Question number 11 indicated that most of the students got up early at the day of the test. It can be proven by histogram of positive answer was the highest of all. About 55 % student answered positively.

Question number 12 indicated that most of the students wore the dress comfortably when they were taking the test. It can be proven by histogram of positive answer was the highest of all. About 55 % student answered positively.



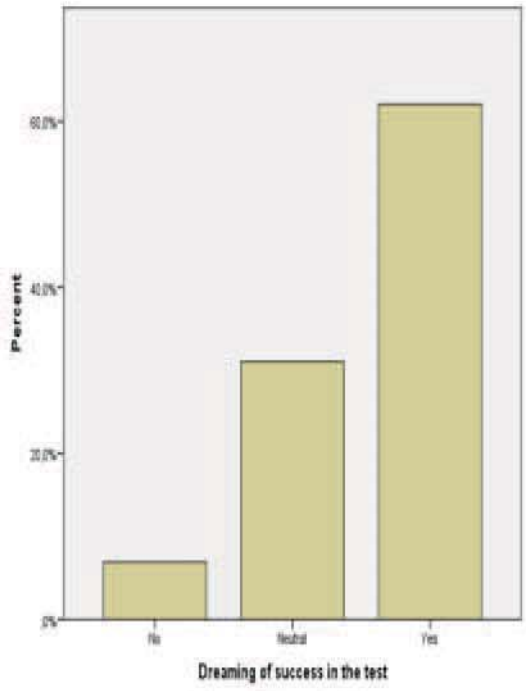
Picture 4.13 Chart of Question 13



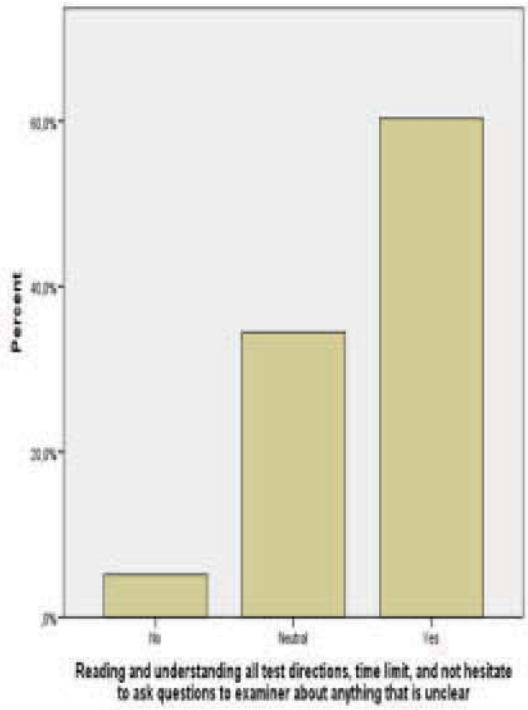
Picture 4.14 Chart of Question 14

Question number 13 indicated that both of their body and mind were ready for the test. It can be proven by chart of positive answer was the highest of all. In this case, about 50% test-takers answered positively.

Question number 14 indicated that most of the students chat with other friends to reduce nervous before starting the test. It can be proven by chart of positive answer was the highest of all. In this case, about 40 % test-takers answered positively.



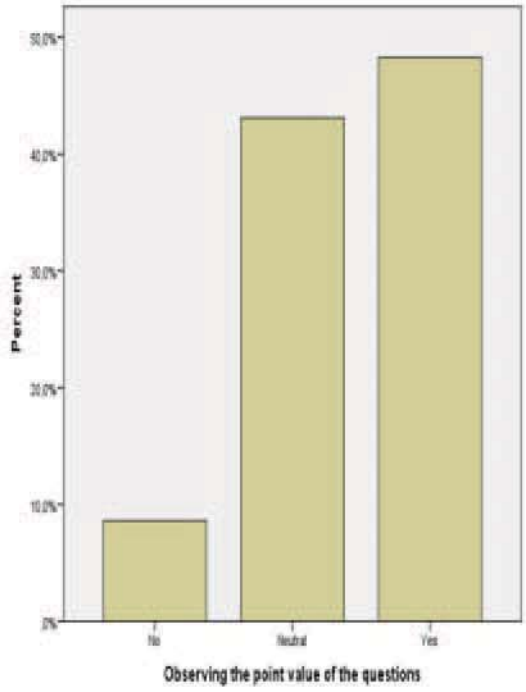
Picture 4.15 Chart of Question 15



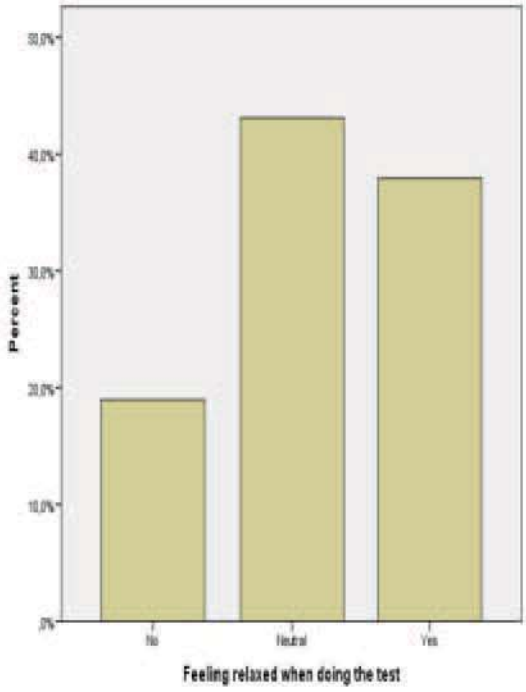
Picture 4.16 Chart of Question 16

Question number 15 indicated that most of the students dream of success in their test. It can be proven by chart of positive answer was the highest of all. In this case, about 60 % test-takers answered positively.

Question number 16 indicated that most of the students understood about test direction, time limit and not hesitate to ask the instructor if there was unclear question while doing test. It can be proven by chart of positive answer was the highest of all. In this case, about 60 % test-takers answered positively.



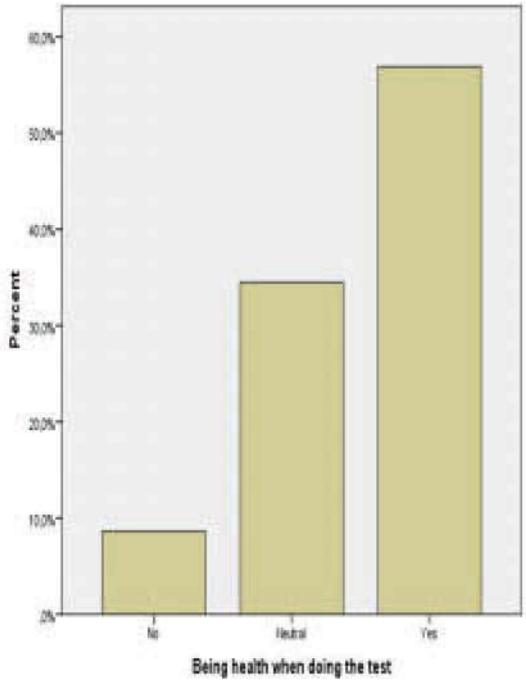
Picture 4.17 Chart of Question 17



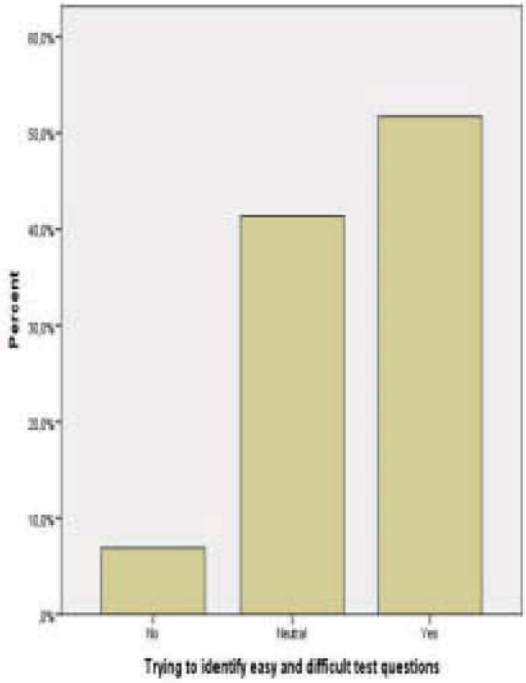
Picture 4.18 Chart of Question 18

Question number 17 indicated that most of the students observed the point of value in each question. It can be proven by chart of positive answer was the highest of all. In this case, almost 50 % test-takers answered positively.

Question number 18 indicated that most of the students were doubt whether they were in relaxing condition while doing the test. It can be proven by chart of positive answer was the highest of all. In this case, about 45 % test-takers answered neutrally.



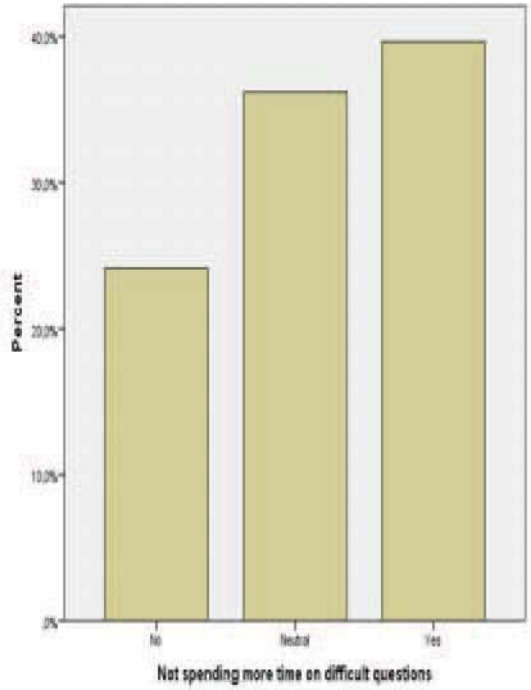
Picture 4.19 Chart of Question 19



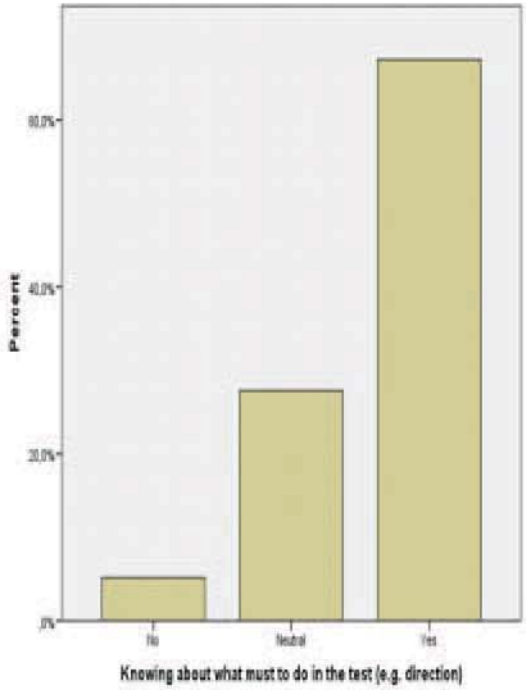
Picture 4.20 Chart of Question 20

Question number 19 indicated that most of the students were health when doing the test. It can be proven by chart of positive answer was the highest of all. In this case, about 60 % test-takers answered positively.

Question number 20 indicated that most of the students tried to identify easy and difficult question when doing test. It can be proven by chart of positive answer was the highest of all. In this case, more than 50% test-takers answered positively.



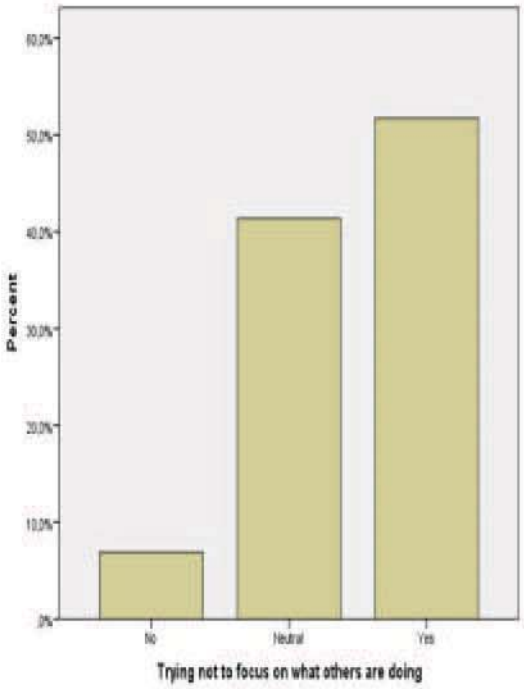
Picture 4.21 Chart of Question 21



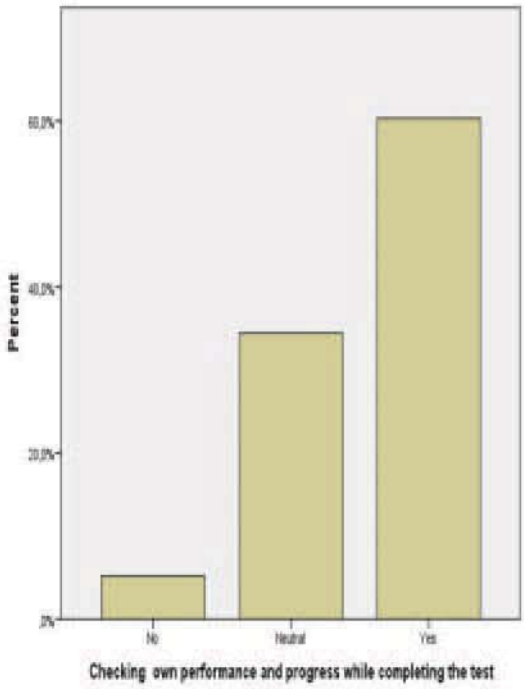
Picture 4.22 Chart of Question 22

Question number 21 indicated that most of the students did not spend too much time in difficult question. It can be proven by chart of positive answer was the highest of all. In this case, about 40 % test-takers answered positively.

Question number 22 indicated that most of the students knew what they must do in the test while taking the exam. It can be proven by chart of positive answer was the highest of all. In this case, about 65 % test-takers answered positively.



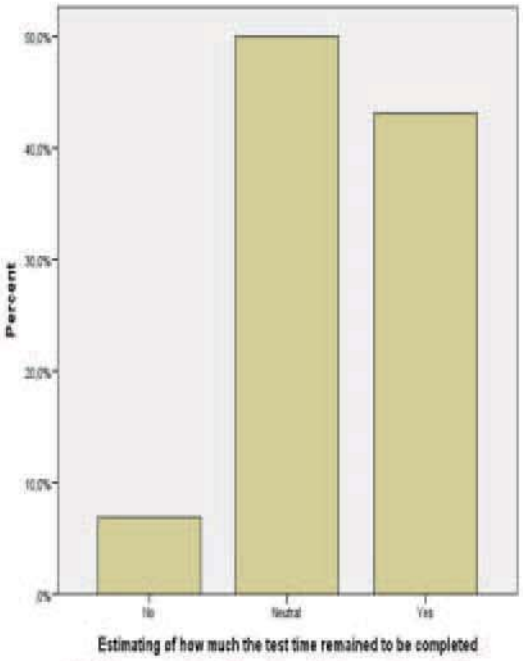
Picture 4.23 Chart of Question 23



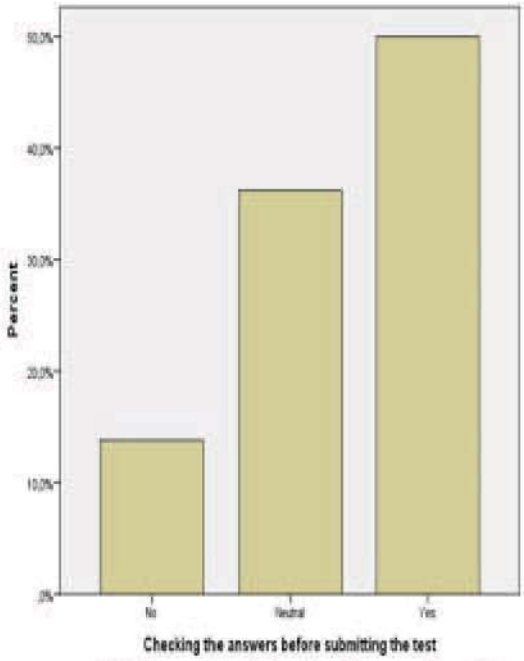
Picture 4.24 Chart of Question 24

Question number 23 indicated that most of the students tried not to focus on what others were doing. It can be proven by chart of positive answer was the highest of all. In this case, more than 50 % test-takers answered positively.

Question number 24 indicated that most of the students checked their performance while completing the test. It can be proven by chart of positive answer was the highest of all. In this case, about 60 % student test-takers answered positively.



Picture 4.25 Chart of Question 25



Picture 4.26 Chart of Question 26

Question number 25 indicated that most of the students were doubt toward estimating the test time remained to be completed while taking the test. It can be proven by chart of neutral answer was the highest of all. In this case, about 50 % test-takers answered neutrally.

Question number 26 indicated that most of the students carefully checked the answer before submitting it. It can be proven by chart of positive answer was the highest of all. In this case, about 50 % test-takers answered positively.

b. Five Most and Five Least of Test-taking Strategies Used

Beside of knowing the frequency of students answer in test-taking strategy questionnaire, this research also locates the use of descriptive

statistic to rank the most and the least test-taking strategies used by sixth semester test-takers. Descriptive statistics used in this research involved mean and standard deviation.

This research calculated the descriptive statistics using SPSS for Windows 20. The result of descriptive statistic can be shown in table 4.2

Table 4.2. Descriptive Statistic Result (N=58)

Questions	Mean	Std. Deviation	Questions	Mean	Std. Deviation
Q1	3,4138	0,87928	Q14	3,2069	1,05562
Q2	3,6724	0,73480	Q15	3,7241	0,83336
Q3	3,3276	0,75830	Q16	3,6034	0,67381
Q4	3,6034	0,72402	Q17	3,5172	0,82167
Q5	3,5517	0,82019	Q18	3,2241	0,79567
Q6	3,5345	0,84221	Q19	3,5862	0,79548
Q7	2,8621	0,98138	Q20	3,5517	0,84131
Q8	3,4655	0,95908	Q21	3,2586	1,00106
Q9	3,2759	0,95133	Q22	3,7414	0,73890
Q10	3,7414	1,01843	Q23	3,6379	0,87255
Q11	3,6207	0,95196	Q24	3,7241	0,87445
Q12	3,7069	0,93675	Q25	3,4138	0,70174
Q13	3,5000	0,84293	Q26	3,4655	0,92177

Source: Appendix 10

The results of descriptive statistic as seen in table 4.3 gave the description about mean value and standard deviation. For further explanation, Standard deviation appeared in the result represented the mean qualification. If the value of standard deviation was less (possibly very small value) than the mean value, the mean value can be representative for population. As noted in table, standard deviations of each variable were less than (possibly very small value) than its mean value. This condition indicated that mean value was representative for population.

On the other hand, the result of mean value could lead this research to find out the most and the least strategies used by sixth semester test-takers. The result of mean calculation drove this research to locate the five most and five least only. The five most and the five least can be shown in table 4.3. and 4.4.

Table 4.3. Five Most Test-Taking Strategy Used by Test-Takers (N=58)

Rank	Question	Mean	SD
1	Q22	3,7414	0,73890
2	Q10	3,7414	1,01843
3	Q15	3,7241	0,83336
4	Q24	3,7241	0,87445
5	Q12	3,7069	0,93675

Source: Appendix 10

As noted in table 4.3, there were five most test-taking strategies used by sixth semester test-taker based on mean value as follows:

1. The first most strategy used by test-takers with mean value 3, 7414 was question number 22. This condition indicated that the strategy "knowing about what must to do in the test (e.g. direction)" was the first mostly used by test-takers. In fact, there was another number that had the same mean value with number 22 which was number 10. But this research chose number 22 as the first rank because the standard deviation was smallest than number 10. As we remembered that the smallest standard deviation the more representative of mean.
2. The second most strategy used by sixth semester test-taker with mean value 3, 7414 was question number 10. This reality indicated that the strategy "Preparing everything need (pen, pencil, paper, eraser, etc.) the day before the test" was the second most strategy used by sixth semester students.
3. The third most strategy used by sixth semester test-taker with mean value 3, 7241 was question number 15. This condition drove this research to draw conclusion that the strategy "Dreaming of success in the test" was the third most strategy used by sixth semester students. Another number that had the same mean value with number 15 which was number 24. But this research chose question 15 as the third rank

because the standard deviation was smallest than question number 24.

4. The fourth most strategy used by sixth semester test-taker with mean value 3, 7241 was question number 24. The reality indicated that the strategy "Checking the own performance and progress while completing the test" was the fourth most strategy used by sixth semester students.
5. The fifth most strategy used by sixth semester students with mean value 3, 7069 was question number 12. This condition drove this research to give description that the strategy "wearing the dress comfortably when taking test" was the fifth most strategy used by sixth semester students.

Table 4.4. Five Least Test-Taking Strategy Used by Test-Takers (N=58)

Rank	Question	Mean	SD
1	Q7	2,8621	0,98138
2	Q14	3,2069	1,05562
3	Q18	3,2241	0,79567
4	Q21	3,2586	1,00106
5	Q9	3,2759	0,95133

Source: Appendix 10

As seen in the table 4.4, there were five least strategy used by sixth semester students of English Education Department UIN Sunan Ampel were as follows:

1. The first least strategy used by test-taker with mean value 2,8621 was question number 7. This reality indicated that strategy "Developing mnemonic aids (flash card, symbol, etc) for memorizing difficult material" was the least strategy used by sixth semester students.
2. The second least strategy used by test-takers with mean value 3,2069 was question number 14. This condition drove this research to draw conclusion that most of the students did not use strategy "Chatting with friends to reduce nervousness before starting the test" was the second least strategy used by sixth semester students.
3. The third least strategy used by test-taker with mean value 3,2241 was question number 18. This reality indicated that the strategy "Feeling relaxed when doing the test" was the third least strategy used by sixth semester students.
4. The fourth least strategy used by test-takers with mean value 3,2586 was question number 21. This condition drew conclusion that the strategy "not spending more time on difficult question" was the fourth least strategy used by sixth semester students.
5. The fifth least strategy used by test-taker with mean value 3, 2759 was question number 9. This reality indicated that the strategy

"Going to bed early the night before the test" was the fifth least strategy used by sixth semester students.

2. Test-Takers Reason to Use Test-Taking Strategies in TOEFL Equivalent Test.

To collect the data of test-takers reason to use test-taking strategies, a structured interview was used. The structured interview consist of three elements; motivation, difficulties, and belief. The question about motivation was in first question. While the question about difficulties in third question. And the question about belief was in the last question. Then, the data obtained were analyzed systematically using Microsoft Excel for Windows 2007. The report can be shown in Table 4.5.

Table 4.5. Report of Students Answer in Structured Interview (N=58)

1. Please check to statements that shows your motivation in using test-taking!				
Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
48 students	41 students	37 students	25 students	44 students
2. Do you feel difficult to do test-taking strategies?				
Yes			No	
33 students			21 students	
3. If yes, please check the statements that show your difficulties!				
Stat.1	Stat. 2	Stat.3	Stat.4	Stat.5	Stat.6	Stat.7	Stat.8
29	3	17	3	2	14	9	1

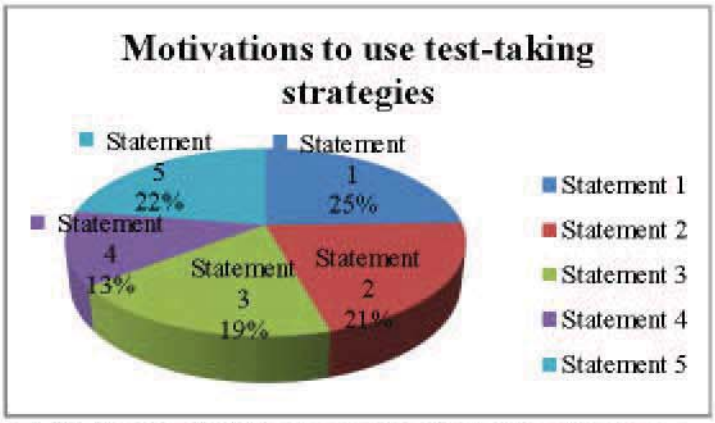
4. Do you believe that the strategies you have used can work to your score?	
Yes	No
48	6

Source: Appendix 12

As noted in table 4.5, the respondents had the different answer toward structured interview (motivation, difficulties, and belief). In question number 1 that asked about motivation in using test-taking strategies, the report indicated that 48 students gave check to the first statement, 41 students chose second statement, 37 students gave check to the third statement, 25 students gave check to the fourth statement, and 44 students chose the fifth statement. While for the second question that asked about whether the respondent found difficulties in doing test-taking strategies, the report indicated that 33 students answered yes and 21 students answered no. The third question tried to develop the difficulties happened in respondents when they used test-taking strategies. In this case, 29 students gave check to first statement, 3 students gave check to the second statement, 17 students gave check to the third statement, 3 students gave check to the fourth statement, 2 students gave check to the fifth statement, 14 students gave check to the sixth statement, 9 students gave check to the seventh statement, and 1 students gave check to the eight statement. Moreover, for the last question that asked about test' takers

belief about using test-taking strategies, it drew conclusion that 48 students answered yes and 6 students answered no.

To simplify the previous explanation, this research developed the students answer into percentage then described it into pie chart. The result of percentage can be shown in the picture 4.27.



Picture 4.27. Result of Motivation to Use Test-taking Strategies

Where:

Statement 1	Doing well on this test is important to me
Statement 2	I would like to know how well I do on this test
Statement 3	This is an important test to me
Statement 4	I am curious about how I do on this test relative to others
Statement 5	I concern about the scores I receive on this test

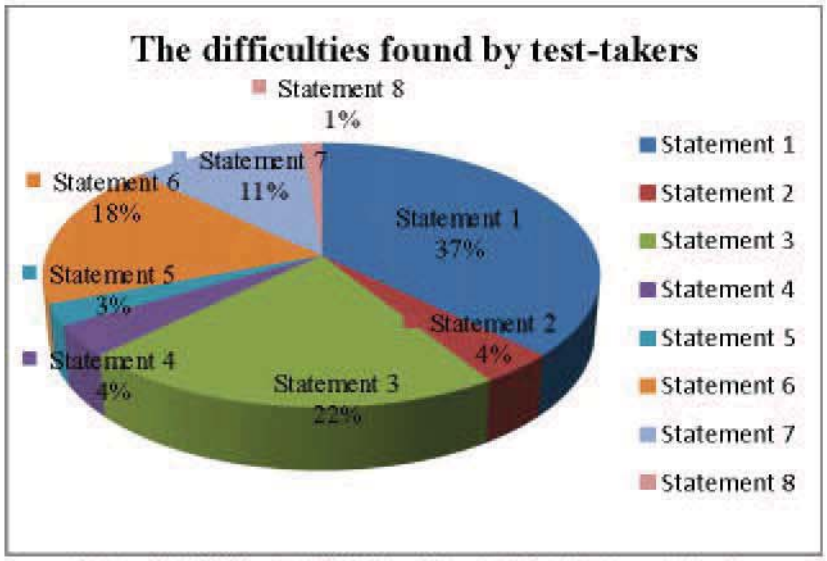
Before knowing the result of percentage in motivation to use test-taking strategies, this research addressed to define each statements used in picture. In this case, Statement 1 represents the statement "Doing well on this

test is important to me". While the statement 2 represented the statement "I would like to know how well I do on this test". Moreover, the statement 3 represented the statement "This is an important test to me". Statement 4 represented the statement "I am curious about how I do on this test relative to others". And statement 5 represented the statement "I concern about the scores I receive on this test".

As seen in the picture, motivation of sixth semester students to use test-taking strategies in TOEFL equivalent test were different each other. The result showed that 25 % test-takers used test-taking strategies because of doing well on the test was important for them. While, 21 % test-takers were motivated to use test-taking strategy to know their ability in how well they did the test. 19 % students felt that they were highly motivated to use test-taking strategy because of it was an important test for them. Whereas, 13 % students who were motivated because they were curious about how they did on the test relative to others. At last, 22 % students were very highly motivated because they concerned about the scores received on TOEFL equivalent test.

Picture 4.28. Result of Feeling Difficult To Do Test-Taking Strategies

As noted in the picture 4.28, there were two kind of answers; yes and no. In this case, "Yes" represented the agreement of test-takers if they felt difficult to do test-taking strategy. While, "No" represented test-takers who did not find the difficulties in using test-taking strategies. From the result, the finding showed that most of test-takers felt difficult to do test-taking strategy. It can be proven by 61 % test-takers agree if they felt difficult to do test-taking strategy in TOEFL equivalent test. And 39 % test-takers disagree if they felt difficult to do test-taking strategy. On the other word, 39 % respondents who disagree with feeling difficulties did not find any obstacles when doing test-taking strategy.



Picture 4.29. Result of Difficulties in Test-taking strategies

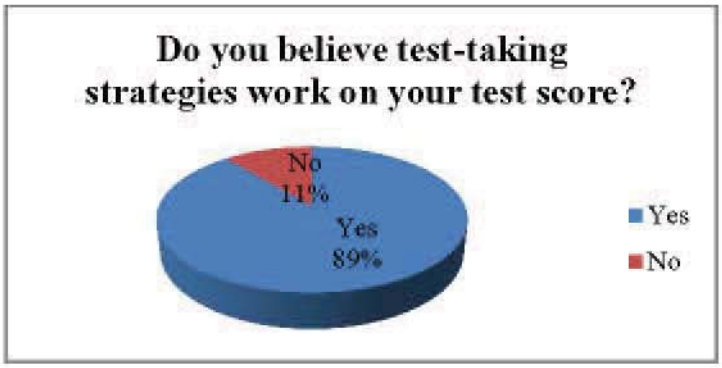
Where:

Statement 1	I spend too much time on difficult questions or not finishing the test
Statement 2	I do not understand directions or not listen to instructions

Statement 3	I experience excessive nervousness and anxiety
Statement 4	I finish too early, not checking over answers, or skipping too many questions
Statement 5	I do not use answer sheets correctly or not knowing how to fill in the bubbles on the answer sheet
Statement 6	I change test answers from the correct ones to incorrect ones
Statement 7	I leave some answers blank
Statement 8	I study the wrong type of material

Picture 4.29 described about the difficulties found by sixth semester test-takers who said agree if they found difficulties in using test-taking strategies. There were 8 choices that represented of each statement. In this research, Statement 1 represented the statement "I spend too much time on difficult questions or not finishing the test". While Statement 2 represented the statement "I do not understand directions or not listen to instructions". Statement 3 represented the statement "I experience excessive nervousness and anxiety". Whereas statement 4 represented the statement "I finish too early, not checking over answer, or skipping too many questions". Statement 5 represented the statement "I do not use answer sheets correctly or not knowing how fill in the bubbles on the answer sheet". Statement 6 represented the statement "I change test answers from the correct ones to incorrect ones". And statement 7 represented the statement "I leave some answers blank". The last statement, statement 8 represented the statement "I study the wrong type of material".

Based on picture 4.29, it can be seen that 37% sixth semester test-takers chose the statement 1. This condition drew conclusion that 37% spent too much time in difficult questions. 4% test-takers chose the statement 2. It showed us that 4% test takers did not understand the test direction or not listen to instructions. The result of statement 3 showed that 22% test-takers experienced excessive nervousness and anxiety in the test. Moreover, 4% test takers chose the statement 4 that meant 4% test takers finished too early, not checking over answer, or skipping too many questions. The result of statement 5 showed that 3% test-takers did not use answer sheets correctly or not knowing how fill in the bubbles on the answer sheet. Furthermore, the result of statement 6 concluded that 18% test-takers changed test answers from the correct ones to incorrect ones. While the result of statement 7 showed that 11% test-takers left some answers blank. At last, only 1% test-takers who studied the wrong type of material.



Picture 4.30. Result of Belief to Use Test-taking Strategies

As noted in the picture 4.30, there were two kind of answers; yes and no. In this case, "Yes" represented the agreement of test-takers if they

believed whether test-taking strategy could work to their score. While, "No" represented the disagreement of test-takers to believe whether test-taking strategy could work to test takers score. From the result, the finding showed that most of the test-takers believed to use test-taking strategy to improve their score. It could be proven by 89% test-takers chose "Yes" that meant they agree with the statement and 11% test-takers choose "No" that meant they disagree with the statement.

3. **Relationship between Test-Taking Strategies and TOEFL Equivalent Test Score Partially and Simultaneously**

This research tried to locate regression linear analysis to find out the relationship between test-taking strategies to test-takers score either partially or simultaneously. Regression linear analysis was also addressed to test the hypothesis of the study. Result of regression analysis could be obtained through calculating test-taking score of each strategy and TOEFL equivalent test score. Therefore, knowing the score either test-taking strategy score or TOEFL Equivalent score was a must.

a. Score

There were two kinds of scores obtained in this research; Students' test-taking strategy score and students' TOEFL equivalent test score.

1) Students' Test-Taking Strategy Score

To get the score of each student, this research reported the score of all choices answer in test-taking strategy questionnaire. The criterion of choices answer presented in this research were 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree 5 = Strongly Agree. For more detail about Students' test-taking strategy score, Table 4.6 is able to describe it.

Table 4.6. Students' Test-taking Strategy Score

	X_1	X_2	X_3	X_4	X_5	…	X_{26}
S_1	5	4	5	5	4	…	5
S_2	2	4	2	4	4	…	4
S_3	4	4	4	2	4	…	4
…	…	…	…	…	…	…	…
S_{58}	3	3	2	3	4	…	3

Source: appendix 11

2) Students' TOEFL Equivalent Test Score

Finally, this research obtained the result of TOEFL equivalent from lecturer document. The result of TOEFL Equivalent Test is able to be seen in Table 4.7.

Table 4.7. Students' TOEFL Equivalent Test Score

Student	TOEFL Equivalent Test Score (Y)
S_1	563
S_2	500

S_3	473
...	...
S_{58}	453

Source: Appendix 9

b. Result of Classical Assumption Test

1) Normality Test

To test the normality, this research applied *One Sample Kolmogorov-Smirnov Test*. Guidelines of interpreting the result of *One Sample Kolmogorov-Smirnov Test* was as follows[147]:

a) If the value of significance or probability value < 0,05, data distribution was not in normal condition.

b) If the value of significance or probability value > 0,05, data distribution was normal.

The result of *One Sample Kolmogorov-Smirnov Test* of this research is able to be shown in table 4.8.

Table 4.8. The Result of One Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		58
Normal Parameters	Mean	0E-7
	Std. Deviation	21,26478246
Most Extreme Differences	Absolute	0,088

[147] Imam Ghozali, *Aplikasi Analisis Multivariat dengan Program SPSS* (Semarang: BP Universitas Diponegoro, 2007), 30.

	Positive	0,041
	Negative	-0,088
Kolmogorov-Smirnov Z		0,667
Asymp. Sig. (2-tailed)		0,766

Source: Appendix 13

Based on the table 4.8, it can be seen that the value of significance was 0,766. The value 0,766 obtained was higher than 0,05. Consequently, the result drew conclusion that the data distribution used in regression model was normal.

2) Heteroscedasticity Test

To detect the existence of Heteroscedasticity, Glejser testing was used. Glejser testing was the statistical procedures run to know the existence of heteroscedasticity by doing regression of Residual absolute (*AbsUi*) to other independent variables[148]. Significance value could be an indication of heteroscedasticity. If the significance value (sig.) > 0,01, heteroscedasticity does not happen in regression model[149]. The result of Glejser Testing was able to be shown in Table 4.9

[148] Dyah Nirmala Arum Janie, *Statistik Deskriptik dan Analisis Regresi Berganda* (Semarang: Semarang University Press, 2012), 26

[149] Dyah Nirmala Arum Janie, *Statistik Deskriptik dan Analisis Regresi Berganda* (Semarang: Semarang University Press, 2012), 26.

Table 4.9. Result of Glejser Testing

Model		Sig.	Model	Sig.
1	(Constant)	0,795		
	X_1	0,137	X_{14}	0,318
	X_2	0,886	X_{15}	0,214
	X_3	0,629	X_{16}	0,569
	X_4	0,997	X_{17}	0,449
	X_5	0,241	X_{18}	0,372
	X_6	0,650	X_{19}	0,868
	X_7	0,256	X_{20}	0,906
	X_8	0,768	X_{21}	0,604
	X_9	0,445	X_{22}	0,581
	X_{10}	0,012	X_{23}	0,161
	X_{11}	0,566	X_{24}	0,572
	X_{12}	0,406	X_{25}	0,295
	X_{13}	0,045	X_{26}	0,380

Source: Appendix 14

Based on the table 4.9, it can be seen that significance value was higher than 0,01. The result drove conclusion that heteroscedasticity did not happen in any independent variable in regression model. Consequently, the entire of independent variable (X_1-X_{26}) could be used in regression.

3) Multicollinearity Test

It indicated a serious multicollinearity if the *Tolerance* value < 0,1 and *VIF* value > 10. The result of Multicolinearity Test is able to be shown in Table 4.10.

Table 4.10. Result of Multicolinearity Test

Model	Collinearity Statistics		Model	Collinearity Statistics	
	Tolerance	VIF		Tolerance	VIF
1 (Constant)			1 (Constant)		
X_1	0,350	2,857	X_{14}	0,365	2,741
X_2	0,435	2,298	X_{15}	0,385	2,599
X_3	0,261	3,825	X_{16}	0,348	2,876
X_4	0,236	4,246	X_{17}	0,337	2,970
X_5	0,338	2,955	X_{18}	0,383	2,608
X_6	0,276	3,627	X_{19}	0,430	2,326
X_7	0,301	3,327	X_{20}	0,369	2,713
X_8	0,279	3,590	X_{21}	0,425	2,353
X_9	0,373	2,682	X_{22}	0,278	3,600
X_{10}	0,403	2,482	X_{23}	0,308	3,247
X_{11}	0,364	2,746	X_{24}	0,319	3,135
X_{12}	0,474	2,112	X_{25}	0,358	2,796
X_{13}	0,337	2,964	X_{26}	0,338	2,956

Source: Appendix 15

As seen in Table 4.10, it can be seen that there are no *Tolerance* value less than (<) 0,1 and there are no *VIF* value more than

(>) 10. This condition meant that multicollinearity did not happen in any of independent variable. As a result, the entire of independent variable could be used in running regression model.

c. Coefficient of Multiple Regression Test

1) Determination Coefficient Value (R Square)

Determination Coefficient Value was used to know in what extend test-taking strategies was able to explain TOEFL equivalent score. The result of Determination coefficient value is shown in Table 4.11.

Tabel 4.11 Correlation Value (R) and Determination Coefficient Value (R *Square*)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,786	0,618	0,298	28,83484

Source: Appendix 16

Based on the table 4.11, it could be seen that the value of (R) was 0,786. This result showed that the relationship between the entire test-taking strategies (X_1-X_{26}) to TOEFL Equivalent Test Score was strong relationship.

On the other hand, the result of Determination Coefficient Value (R square) was 0,618. It indicated that 61,8 % TOEFL

Equivalent Test score was contributed by test-taking strategies. Whereas 38,2% was contributed by others factor.

2) Testing Hypothesis Simultaneously Using F-Test

In testing hypothesis simultaneously using F-test, significance/ probability value could be a guideline. If the significance value/ probability value of F-test < 0,05, the entire of X variables correlated to Y variable simultaneously. If the significance value/probability value of F-test > 0,05, the entire X variables did not correlate to Y variable simultaneously.

F- Test result of variables $X_1 - X_{26}$, to Y = TOEFL Equivalent Test Score can be shown in Table 4.12.

Table 4.12. Result of F-Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41698,011	26	1603,770	1,929	0,041
	Residual	25774,885	31	831,448		
	Total	67472,897	57			

Source: Appendix 17

Based on table 4.12, it can be seen that F-test between the entire of independent variables (X_1–X_{26}), and Y = TOEFL Equivalent Test Score drove the significance value 0,041. In this case, significance value of F-test < 0,05. As a result, this reality drew conclusion that the entire of X variables involves X_1–X_{26} correlated to

Y variable simultaneously. On the other word, there was a significant correlation between the entire of test-taking strategies from first strategy to twenty sixth strategy used by sixth semester students of English Teacher Education Department UIN Sunan Ampel and their TOEFL equivalent Test Score simultaneously. Knowing this result, it can be concluded that hypothesis "H_1 (1) = test-taking strategy has a significant relationship to TOEFL Equivalent Test Score simultaneously" was accepted.

3) Testing Hypothesis Partially Using T-Test

In Testing Hypothesis Partially Using T-Test, the entire X variables involves X_1 to X_{26} were tested individually. The use of individual test was to know whether independent variable (X_1–X_{26}) correlates to dependent variable (Y = TOEFL Equivalent Test Score) in partial.

To interpret the result, Significance / probability value could be a guideline. If significance / probability value of variable < alpha 0,05, X variable had correlation to Y variable as individual. But if significance / probability value of variable > alpha 0, 05, the X variable did not have correlation to Y variable. For more detail, the result of T-test can be shown in Table 4.13.

Table 4.13. Result of T-Test

Model	t	Sig.	Model	t	Sig.
1 (Constant)	10,018	0,000	1 (Constant)	10,018	0,000
X_1	0,485	0,631	X_{14}	1,861	0,072
X_2	-1,010	0,320	X_{15}	-0,908	0,371
X_3	0,420	0,678	X_{16}	-1,129	0,268
X_4	-0,623	0,538	X_{17}	0,408	0,686
X_5	1,548	0,132	X_{18}	-0,627	0,535
X_6	0,772	0,446	X_{19}	0,474	0,639
X_7	-1,089	0,285	X_{20}	2,336	0,026
X_8	1,403	0,171	X_{21}	2,111	0,043
X_9	1,127	0,269	X_{22}	-0,819	0,419
X_{10}	-0,867	0,393	X_{23}	-0,514	0,611
X_{11}	0,454	0,653	X_{24}	0,425	0,674
X_{12}	-0,454	0,653	X_{25}	0,655	0,517
X_{13}	0,181	0,857	X_{26}	-0,597	0,555

Source: appendix 18

As seen in table 4.13, the significant value of X_1 = Planning the study time and Y = TOEFL equivalent test score was 0,631. This value was higher than alpha 0,05. The result drove the conclusion that planning the study time variable did not have significance correlation to TOEFL equivalent test score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" is accepted in this strategy.

Furthermore, the significant value of X_2 = setting the study goal and Y = TOEFL equivalent test score was 0,320.In this case, the value was higher than alpha 0,05. The result drove the conclusion that setting the study goal did not have a significant relationship to TOEFL Equivalent Test Score individually. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The significant value of X_3 = reviewing everything have been learned systematically (not just the night before the test) and Y = TOEFL equivalent test score was 0,678. In this case, the value was higher than alpha 0,05. Consequently, reviewing everything had been learned systematically (not just the night before the test) did not have a significant relationship to the score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_4 = practicing predicting and answering test question and Y = TOEFL equivalent test score was 0,538. In this case, the value was higher than alpha 0,05. Consequently, practicing predicting and answering test question did not have a significant relationship to the score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have

significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_5 = organizing any information must be remembered and Y = TOEFL equivalent test score is 0,132. In this case, the value was higher than alpha 0,05. Consequently, organizing any of the information must be remembered did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_6 = examining the previous test and Y = TOEFL equivalent test score was 0,446. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that examining the previous test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_7 = developing mnemonic aids (symbol, etc) for memorizing difficult material and Y = TOEFL equivalent test score was 0,285. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that

developing mnemonic aids for memorizing difficult material did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_8 = imagining self-performing well on the test and Y = TOEFL equivalent test score was 0,171. In this case, the value was more than alpha 0,05. Consequently, the result drove the conclusion that imagining self-performing well on the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_9 = going to bed early the night before the test, and Y = TOEFL equivalent test score was 0,269. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that going to bed early the night before the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{10} = preparing everything need (pen, pencil, paper, etc) the day before the test and Y = TOEFL equivalent test score was 0,393. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that preparing everything need the day before the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{11} = getting up early in the day of the test and Y = TOEFL equivalent test score was 0,653. In this case, the value was more than alpha 0,05. Consequently, the result drove the conclusion that getting up early in the day of the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{12} = wearing the dress comfortably when taking the test and Y = TOEFL equivalent test score was 0,653. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that wearing the dress comfortably when taking the test did not have a significant

relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{13} = mind and body are ready for the test and Y = TOEFL equivalent test score was 0,857. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that readying mind and body for the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{14} = chatting with friends to reduce nervousness before starting the test and Y = TOEFL equivalent test score was 0,072. In this case, the value was less than alpha 0,05. Consequently, the result drove the conclusion that chatting with friends to reduce nervousness before starting the test had a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_1 (2) = test-taking strategy has significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{15} = dreaming of success in the test and Y = TOEFL equivalent test score is 0,371. In this case, the

value was higher than alpha 0,05. Consequently, the result drove the conclusion that dreaming of success in the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{16} = reading and understanding all the test direction, time limit, and not hesitate to ask question to about unclear question and Y = TOEFL equivalent test score was 0,268. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that reading and understanding all the test direction, time limit, and not hesitates to ask question to about unclear question did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{17} = observing the point of value of the questions and Y = TOEFL equivalent test score is 0,686. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that observing the point of value of the questions did not have a significant relationship to TOEFL Equivalent

Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{18} = feeling relaxed when doing the test and Y = TOEFL equivalent test score is 0,535. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that feeling relaxed when doing the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{19} = being health when doing the test and Y = TOEFL equivalent test score was 0,639. In this case, the value was higher than alpha 0,05. Consequently, the result drives the conclusion that being health when doing the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{20} = trying to identify easy and difficult question and Y = TOEFL equivalent test score was 0,026. In this case, the value was less than alpha 0,05. Consequently, the

result drove the conclusion that trying to identify easy and difficult question had a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_1 (2) = test-taking strategy has significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{21} = not spending more time on difficult question and Y = TOEFL equivalent test score was 0,043. In this case, the value was less than alpha 0,05. Consequently, the result drove that not spending more time on difficult question had a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_1 (2) = test-taking strategy has significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{22} = knowing about what must do in the test and Y = TOEFL equivalent test score was 0,419. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that knowing about what must do in the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{23} = trying not to focus on what others are doing and Y = TOEFL equivalent test score was 0,611. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that trying not to focus on what others were doing did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{24} = checking the performance and progress while completing the test and Y = TOEFL Equivalent Test Score is 0,674. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that checking the performance and progress while completing the test did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{25} = estimating of how much the time remained to be completed and Y = TOEFL equivalent test score was 0,517. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that estimating of how much the time remained to be completed did not have a significant

relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

The result of significant value of X_{26} = checking the answer before submitting the answer sheet and Y = TOEFL equivalent test score was 0,555. In this case, the value was higher than alpha 0,05. Consequently, the result drove the conclusion that checking the answer before submitting the answer sheet did not have a significant relationship to TOEFL Equivalent Test Score in partial. On the other word, hypothesis "H_0 (2) = test-taking strategy does not have significant relationship to the score in partial" was accepted in this strategy.

Based on the explanation previously, there were only 3 strategies accepted H_a. While there were 23 strategies rejected H_a. This reality drew conclusion that test-taking strategies did not have significant relationship partially to TOEFL equivalent score.

d. Multiple Regression Analysis

Based on the regression result from SPSS for windows output, the regression coefficient can be seen in table 4.14:

Table 4.14. Result of Regression Coefficient ( )

Variable	Coefficient ( )	Variable	Coefficient ( )
Constant	357,431		
X_1	3,558	X_{14}	11,146
X_2	-7,959	X_{15}	-6,708
X_3	4,132	X_{16}	-10,852
X_4	-6,770	X_{17}	3,269
X_5	12,390	X_{18}	-4,862
X_6	6,671	X_{19}	3,469
X_7	-7,731	X_{20}	17,466
X_8	10,584	X_{21}	12,355
X_9	7,407	X_{22}	-8,033
X_{10}	-5,122	X_{23}	-4,054
X_{11}	3,021	X_{24}	3,284
X_{12}	-2,687	X_{25}	5,960
X_{13}	1,416	X_{26}	-4,249

Source: Appendix 19

The result of regression coefficient above drove the equation as follows:

$$Y = 3{,}558\ X_1 - 7{,}959\ X_2 + 4{,}132\ X_3 - 6{,}770\ X_4 + 12{,}390\ X_5 + 6{,}671\ X_6 - 7{,}731\ X_7 + 10{,}584\ X_8 + 7{,}407\ X_9 - 5{,}122\ X_{10} + 3{,}021\ X_{11} - 2{,}687\ X_{12} + 1{,}416\ X_{13} + 11{,}146\ X_{14} - 6{,}708\ X_{15} - 10{,}852\ X_{16} + 3{,}269\ X_{17} - 4{,}862\ X_{18} + 3{,}469\ X_{19} + 17{,}466\ X_{20} + 12{,}355\ X_{21} - 8{,}033\ X_{22} - 4{,}054\ X_{23} + 3{,}284\ X_{24} + 5{,}960\ X_{25} - 4{,}249\ X_{26} + e$$

Explanation:

1. The value of X_1 was 3,558. This positive value indicated that if strategy "planning the study time" increases 1 unit, TOEFL equivalent score increases to 3,558.
2. The value of X_2 was (-7,959). This negative value indicated if strategy "setting the study goal" increases 1 unit, TOEFL equivalent score decreases to 7,959.
3. The value of X_3 was 4,132. This positive value indicated if strategy "reviewing everything has learned systematically (not just the night before the test)" increases 1 unit, TOEFL equivalent score increases to 4,132.
4. The value of X_4 was (-6,770). This negative value indicated if strategy "practicing predicting and answering test questions" increases 1 unit, TOEFL equivalent score decreases to 6,770.
5. The value of X_5 was 12,390. This positive value indicated if strategy "organizing any information must be remembered" increases 1 unit, TOEFL equivalent score increases to 12,390.
6. The value of X_6 was 6,671. This positive value indicated if strategy "examining the previous tests to make sure what did well and what did not do so well" increases 1 unit, TOEFL equivalent score increases to 6,671.

7. The value of X_7 was (-7,731). This negative value indicated if strategy "developing mnemonic aids (flash card, symbol, etc) for memorizing difficult material" increases 1 unit, TOEFL equivalent score decreases to 7,731.
8. The value of X_8 was 10,584. This positive value indicated if strategy "imagine self performing well on TOEFL Class exam before the test" increases 1 unit, TOEFL equivalent score increases to 10,584.
9. The value of X_9 was 7,407. This positive value indicated if strategy "going to bed early the night before the test" increases 1 unit, TOEFL equivalent score increases to 7,407.
10. The value of X_{10} was (-5,122). This negative value indicated if strategy "preparing everything need in the test" increases 1 unit, TOEFL equivalent score decreases to 5,122.
11. The value of X_{11} was 3,021. This positive value indicated if strategy "getting up early in the day of the test" increases 1 unit, TOEFL equivalent score increases to 3,021.
12. The value of X_{12} was (-2,687). This negative value indicated if strategy "wearing the dress comfortably when taking test" increases 1 unit, TOEFL equivalent score decreases to 2,687.
13. The value of X_{13} was 1,416. This positive value indicated if strategy "mind and body are ready for the test" increases 1 unit, TOEFL equivalent score increases to 1,416.

14. The value of X_{14} was 11,146. This positive value indicated if strategy "chatting with friends to reduce nervousness before starting the test time" increases 1 unit, TOEFL equivalent score increases to 11,146.
15. The value of X_{15} was (-6,708). This negative value indicated if test takers use strategy "dreaming of success in the test" increases 1 unit, TOEFL equivalent score decreases to 6,708.
16. The value of X_{16} was (-10,852). This negative value indicated if strategy "reading and understanding direction and not hesitate to ask question" increases 1 unit, TOEFL equivalent score decreases to 10,852.
17. The value of X_{17} was 3,269. This positive value indicated if strategy "observing the point value of the questions" increases 1 unit, TOEFL equivalent score increases to 3,269.
18. The value of X_{18} was (-4,862). This negative value indicated if strategy "feeling relaxed when doing the test" increases 1 unit, TOEFL equivalent score decreases to 4,862.
19. The value of X_{19} was 3,469. This positive value indicated if strategy "being health when doing the test" increases 1 unit, TOEFL equivalent score increases to 3,558.
20. The value of X_{20} was 17,466. This positive value indicated if strategy "trying to identify easy and difficult test questions" increases 1 unit, TOEFL equivalent score increases to 3,558.

21. The value of X_{21} was 12,355. This positive value indicated strategy "not spending more time on difficult questions" increases 1 unit, TOEFL equivalent score increases to 12,355.
22. The value of X_{22} was (-8,033). This negative value indicated if strategy "knowing about what must do in the test" increases 1 unit, TOEFL equivalent score decreases to 8,033.
23. The value of X_{23} was (-4,054). This negative value indicated if strategy "trying not to focus on what others are doing" increases 1 unit, TOEFL equivalent score decreases to 4,054.
24. The value of X_{24} was 3,284. This positive value indicated if strategy "checking performance and progress while completing the test" increases 1 unit, TOEFL equivalent score increases to 3,284.
25. The value of X_{25} was 5,960. This positive value indicated if strategy "estimating of how much the test time remained to be completed" increases 1 unit, TOEFL equivalent score increases to 5,960.
26. The value of X_{26} was (-4,249). This negative value indicated if strategy "carefully check the answers before submitting the test" increases 1 unit, TOEFL equivalent score decreases to 4,249.

B. Discusion

In this part, this research addressed some discussion toward four areas; reflecting on the research problems, interpreting findings, integrating findings

with theoretical framework, and explaining the implication and limitation of the study. For more detail about the discussion, it can be seen in the next explanation.

1. **Reflecting on the Research Problem**

Reflecting on the research problems contained of some results to answer some research problems have been discussed in chapter 1. The first question namely:

"What are test-taking strategies used in TOEFL Equivalent Test by sixth semester students of English Education Department UIN Sunan Ampel?"

Reflecting on the first research problems, this research found that the use of whilst test taking strategies by sixth semester students of English education department was higher than in pre test-taking strategies. It can be seen from number of students answer in whilst test-taking which was higher than the students answer in pre test-taking strategies.

Moreover, this research also locates the five most and the five least test taking strategies used by sixth semester test-taker to answer the first research question. Based on the result has been discussed in finding chapter, this research drew conclusion of those five most and five least test-taking strategies by investigating the mean value of each strategies as follows:

a. "Knowing about what must to do in the test (e.g. direction)".
b. "Preparing everything need (pen, pencil, paper, eraser, etc.) the day before the test".
c. "Dreaming of success in the test".
d. "Checking the own performance and progress while completing the test".
e. "Wearing the dress comfortably when taking test".

Whereas based on the result has been discussed in findings chapter, five least test-taking strategies used by sixth semester students were as follows:

a. "Developing mnemonic aids (flash card, symbol, etc) for memorizing difficult material before the test".
b. "Chatting with friends to reduce nervousness before starting the test".
c. "Feeling relaxed when doing the test".
d. "Not spending more time on difficult question".
e. "Going to bed early the night before the test".

Not only stop on it, the second research question also must be answered. The second research question namely:

"Why do the sixth semester test takers choose those strategies?"

In answering the second research question, the three areas were presented; motivation, difficulties, and belief toward test-taking strategies. In term of motivation, sixth semester test-takers were highly motivated to use test-taking strategies because of two big factors; doing well on TOEFL

equivalent test was important for them and most of all concerned to the score they received. While other motivation came from other factors.

This research also found the major findings toward the difficulties faced by sixth semester test-takers in using test-taking strategies. Most of the test takers faced three big difficulties. First, most of the students spent more time on difficult question. Second, most of the students experienced excessive nervousness while taking the test. And third, most of the students changed the test answer from the correct to incorrect answers.

Although facing some difficulties in using test taking strategies, most of the students put much believe on test-taking strategies they have used. It could be seen by the positive response of students when asked about their belief in using test-takings strategies that mostly says positively.

Furthermore, this part was also addressed to answer the third research question namely:

"Do test-taking strategies have a significant relationship to the score partially and simultaneouly?"

Two major findings were found reflecting on this research question. First, the entire test-taking strategies from the first strategy to the twentieth sixth strategy had a significant relationship to TOEFL Equivalent test score when they were used together. But, the condition was different when test-taking strategy was used individually. The finding showed that only three

strategies had a significant relationship to TOEFL equivalent test score when it was used in partial. They were; strategy "chatting with friends to reduce nervousness before starting the test", "trying to identify easy and difficult question", and strategy "not spending more time on difficult question".

2. Interpreting Findings

Some findings were finally found to get the description of test - taking strategies used by sixth semester students of English education department. In this case, there were some interpretations could be drawn. Based on the finding, most of the students likely tended to use strategies while doing test than strategies before taking the test. Students might not put much consideration to some strategies before doing the test because it contained of usually forgetful strategies such as reviewing everything have been learned systematically (not just the night before the test). As the researcher found in the field, some of the students tended to study just the night before the test.

Moreover, other finding also led this research to indicate that most of the students tended to use five most strategies. Most of the students knew about what must to do in the test (e.g. direction). This strategy became important because having anxiety with the test direction (not know the direction, etc) could impact on the test performance. The second indication of the finding was that most of the students prepared everything need (pen, pencil, paper, eraser, etc.) the day before the test. Pen, pencil etc became very important in the test. The third indication of finding was that most of the

students dream of success in their test. Dreaming success probably gave positive impact to test performance. The fourth indication was that most of the students checked the performance and progress while completing the test. This strategy became important because of missing only one question might impact on the score they received. Furthermore, most of the students wore the dress comfortably when taking test. It seemed that they did not want the uncomfortable dress could influence their performance.

3. Integrating Findings with Theoretical Framework

The result of test-takers attitude appeared the frequent use of whilst test-taking and pre test-taking. Indeed, the result integrated to College of the Canyon theory that divided test-taking strategies into before (Pre test-taking) and during a test (whilst test-taking)[150]. From the result, it could be seen that most of the students used whilst test-taking than pre test-taking. The result also came up the five most and five least attitudes used such described previously. The finding showed that only 5 strategy from Chesla theory that mostly used by test-takers.

Furthermore, Sixth semester students were indicated to use *importance motivation* type because the result found two big motivations; the importance of doing well on the test for them and concerning the score. According to Sundre, Importance motivation deals with how important doing well on the

[150] LEAP *Team. Test Taking Strategies.* (http://www.canyons.edu/committees/leap/team1/15tips/tip7.asp. accessed on December 09.2013)

test is to the student (the consequence of the test for the student)[151]. All in all, the finding had described the real test-taking strategy of test-takers because it appeared the big theme of attitude and motivation. This reality was in the similar side with the theory from Jeffrey that covers the areas of test-taking strategy as the attitude and motivation that individuals bring into a testing situation[152].

On the other hand, the result also found the problems/ difficulties in test-taking faced by test-takers. There were three big difficulties found; spending more time on difficult question, experiencing excessive nervousness and changing the test answers from the correct to incorrect answers. The first two difficulties are integrated to the theory presented by Educational Testing service[153]. Whereas the last problem integrated to the theory about Test Procedure errors from Cuesta College. Test procedure errors are mistakes that we make because of the specific way we take tests[154].

Moreover, test-taking strategies were believed to increase the sixth semester test-takers score when they were used simultaneously. It could be seen from the significant relationship result from F-Test between the uses of

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[151] D. L. Sundre, "Differential Examinee Motivation and Validity: A Dangerous Combination". (Paper presented at American Educational Research Association Annual Conference, Chicago, 1997).

[152] 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.

[153] ETS team. *Classroom Assessment for Student Learning—supplementary material* (USA; Educational Testing Service, 2006), 1.

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

test-taking strategies together with the score they received. The result then integrated to the theory from Rogers and Harley. The two experts state that test-taking strategies are beneficial to increase scores[155]. The results of F-Test proved that the use of test-taking strategies increased the score. Other theory from Mc Donough also supports the finding. Mc Donough appeared the theory that when doing the items in a test, students do certain strategies in order to improve their performance and, therefore, receive higher scores[156]. The last theory that has integration with the finding was Chesla theory. Chesla states that TOEFL exam doesn't just test knowledge of the English language, but it also measures test-taking skills[157]. This research had proven the theory by the result of regression analysis that stating the contribution of test-taking strategy to the TOEFL equivalent score was 61, 8 % while the rest was from other factor.

4. Implication and Limitation of the Study

a. Implication of the Study

This research was seemingly important because it drove some implications for test-takers. Firstly, the result underlay the sixth semester students' test-taking strategies used. By doing this research, finally it

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[155] 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.

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

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

could be taken some of test-taking strategies frequently used by test-takers. After knowing the major finding that stated five most strategy and five least strategy, students can optimize the use of entire test-taking strategy especially in some least strategies. Second, the result showed that test-taking strategies used could influence the students' TOEFL equivalent score. Seeing this finding, the result possibly gives impact for sixth semester test-takers to do better test-taking strategies in their later TOEFL test in order to get a higher score. In this case, test-takers are advised to do the entire test-taking strategies because the use of a half or a part of test-taking will not impact on the higher score.

Furthermore, doing this research also implies to TOEFL preparation lecturer. The lecturer finally knows test taking-strategies used by their students, so that the lecturer can use it as reflection. After getting to know the result, Lecturers can keep the five most frequent strategies and develop the rest strategies. Lecturers must be able to teach how to develop mnemonic in memorizing the difficult material. As explained before, developing mnemonic aids was the least strategy used by sixth semester test-takers.

This study also implies for English Education Department of UIN Sunan Ampel. The department can introduce test-taking strategies intensively to their students since the finding showed positive result to the score. This research believes that the use of test-taking strategy will

impact on the increasing TOEFL score of English education department UIN Sunan Ampel whether the strategies can be applied.

b. Limitation of the Study

Because of underlying some conditions, there were some limitations had by this study such as the research could not use the entire number of sample. In fact, this research planned to use the entire number of sample. But finally the research could not apply it due to the one class that did not hold the test of some skill (listening, structure, and reading) at one time. If this research did the study in that class, the score would not fulfill this study criterion that required the full score.

Another limitation of the investigation was the researcher could not hold the research in the final exam. Indeed, this research planned to do the research in the final exam, but the research could not do it. The date of final exam was too far from this research schedule. Accordingly, this research considered the timing to hold the research on the first simulation test. The consideration to use first simulation test was because the date fits to this research schedule. Moreover, the score of the test-takers obtained in this test influenced their final score.