

AN ANALYSIS OF LEARNING STRATEGIES AMONG STUDENTS WITH 500 TOEFL SCORE OR ABOVE

(A Study at English Language Education Department of UIN Ar-Raniry)

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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Among Students With 500 Toefl Score Or
Above

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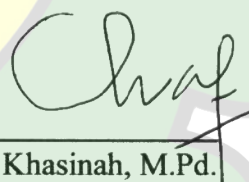
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SURAT PERNYATAAN KEASLIAN

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Banda Aceh, 12 Agustus 2020

Saya yang membuat surat pernyataan,



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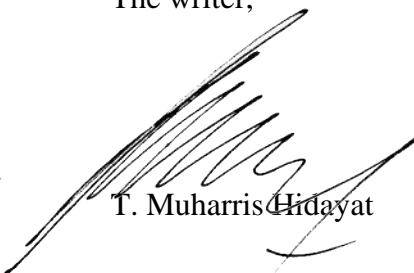
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Banda Aceh, 12 August 2020

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ABSTRACT

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TOEFL is one of the graduation standard requirements for students to graduate from the university especially at UIN Ar-Raniry Banda Aceh. The purpose of this research is to identify and explore students' learning strategies for those who have passed the TOEFL with score 500 or above. This also covers topics on how they prepare before and during the TOEFL test. The population of this research was English department students from batch 2015 and 2016. Ten students were taken as the participants of this research who were first selected with purposive sampling technique to make the research more on point. The data of this study was collected by using semi-structure interview technique then later described and discussed descriptively. The findings show that students who succeed the TOEFL score above 500 had somewhat same habit in learning each section of TOEFL. Before the TOEFL test, there were five strategies found in listening sections, three in structure and four in reading. Meanwhile, the strategies used during the test, there were six strategies identified in listening section, three in structure, and four in reading section.

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CHAPTER I

INTRODUCTION

This chapter highlights the research background, the research question, objective of study, scope of study, significance of study, and terminology.

A. RESEARCH BACKGROUND

English is the most commonly used language in the world and has played important roles in various fields of study. Nowadays, being able to master the English language is a must. Thus, having English skills such as speaking and writing has become one of the requirements in university and job placement (Nurhayati, 2016). Proficiency test takes part in measuring someone's English ability. Yuyun, Meyling, Laksana, and Abednego (2018), state that English proficiency test is refer to tests that are designed to measure people's ability in a language. One of the tests that measures someone's proficiency of a language particularly the English language is the Test of English Foreign Language (TOEFL).

TOEFL is one of the measurement of English proficiency people need to take. Talking about its classification, TOEFL is divided into three types; Paper Based Test (PBT), Computer Based Test (CBT) and Internet Based Test (IBT).

As for PBT, it is the type of TOEFL that uses paper sheet as media, and the answer filled using a pencil. Next is CBT, it is type of TOEFL that is conducted with computer as a medium of the test. All questions are displayed on the screen using interactive software. Lastly is IBT, this TOEFL is called Next Generation

TOEFL (NGT). It is a new form from TOEFL that uses computer and internet as media.

In these recent years, TOEFL has become one of the standing points that one needs to achieve in having a better prospect for future job. TOEFL is also language tool to asses person's ability in comprehending English language in a given domain, i.e. listening, structure and written expression, and reading comprehension (Brown, 2005 cited in Soraya, 2020). Furthermore, TOEFL is also needed in almost all universities as a special requirement whether to enroll or graduate from one university. For instance, at UIN Ar-Raniry Banda Aceh, students of this college are expected to achieve a minimum score at TOEFL to finish their study. In UIN Ar-Raniry, especially at the Department of English Language Education, the students are required to have score 500 at TOEFL. It is undeniable that such a score is quite high for the level of the students at UIN Ar-Raniry. Thus, it is unavoidable that there are many cases when students failed to achieve this requirement.

Students' TOEFL score achievement is believed relate to the way they learn TOEFL. Specific learning strategies are expected to be used by students in order to achieve better TOEFL score. Learning strategies are specific method students use to be able to learn efficiently and effectively. According to Shi (2017), learning strategies are steps taken by learners to increase their learning. It also helps learners in controlling their own learning by developing language skills.

On this note, Rossum and Hamer (2010), propose five learning concepts which are; (a) learning as the increase of knowledge, (b) learning as memorizing, (c) learning as the acquisition of facts, procedures etcetera, which can be retained and/or utilized in practice, (d) learning as the abstraction of meaning, (e) learning as an interpretative process aimed at the understanding of reality.

In accordance with the finding from a study conducted by Nurhayati shows that there are strategies used by students before and during the test. In reading for example, the students scan the answer first and then take a look at the passage of the given question. Time management is also the strategies students use to affectively answer the TOEFL. Furthermore, students would often familiarize their ability in TOEFL by practicing English skill related to their hobbies.

Given the fact that achieving 500 score in TOEFL is an issue for most students, and the fact that learning strategies could affect the TOEFL score, therefore, this study is conducted to explore how students with 500 TOEFL score or above, prepare their learning before and while doing the test.

B. RESEARCH QUESTION

This study has two following research questions which as follows:

1. What learning strategies do students with 500 TOEFL score prepare before taking the TOEFL test?
2. What are student's strategies in answering the TOEFL test?

C. OBJECTIVE OF STUDY

Based on the research questions, the aims of this study are as the following

1. To explore learning strategies students with 500 TOEFL score have prepared before the test
2. To determine the strategies of the students with 500 TOEFL score have conducted during the test.

D. SCOPE OF STUDY

This study is concerned with the strategies that students with 500 TOEFL score have prepared before taking the test and while doing the TOEFL test. It focuses on all sections of PBT TOEFL test. Furthermore, the participants of this study also includes students of batch 2015 and 2016 at UIN Ar-Raniry.

E. SIGNIFICANCE OF STUDY

Targeted for students, this study is expected to be able to increase the interest of students in increasing their TOEFL score especially for those whose scores are still lower than 500. Furthermore, this research is also anticipated to be helpful for students who want their score achieve 500 just like everyone else.

As for the instructors of the English language itself, this study is expected to be able to give a broad understanding of how to create a more appropriate lesson plan that fits the learning strategies found in this research.

F. TERMINOLOGY

a. Learning Strategies

Schumaker and Deshler (2006), cited in Protheroe and Clarke (2008), define a learning strategy as “an individual’s approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.

b. TOEFL

TOEFL (Test of English as a Foreign Language) is a standardized test that measures a test-taker’s mastery of the English language. TOEFL scores are primarily used by universities as a part of the admissions process (Montgomery, 2017).



CHAPTER II

LITERATURE REVIEW

This chapter discusses specific literature related to this study. In addition, it also attempts to explain some theories from various experts which are relevant to TOEFL and learning strategies. The specific literature includes the definition of TOEFL, types of TOEFL, sections of TOEFL PBT, and TOEFL learning strategies.

A. TOEFL

TOEFL is a standard test one needs to participate in order to be accepted as the one who holds the ability to master English (Purnaning, 2016). People who successfully pass the TOEFL test could prove themselves proficient in English even though they are not native speakers of English (Fanani, 2016, p.1). Historically, TOEFL was developed in the early 1960's to assess the English proficiency of non-native speakers who intend to study in institutions where English is the language of instruction. The TOEFL test was developed under the auspices of the National Council on the Testing of English as a Foreign Language (TOEFL research, 2011).

The purpose of the TOEFL test is to evaluate the English proficiency of people whose native language is not English (TOEFL test framework, 2010). According to Poonpon, and Jamieson (2013), the purpose of TOEFL test is to measure the communicative language ability of people whose first language is not English.

1. Types of TOEFL Test

According to Fink (2015), there are three types of TOEFL test, which are PBT (paper based test), CBT (computer based test), and IBT (internet based test).

a. PBT (Paper base test)

Paper based test is a TOEFL test that the questions and the answers are penned, printed, or drawn. Putri (2018), mentions that there are two objectives of TOEFL PBT test. First, for students' placement and evaluating their progress. The other objective is to be another option when CBT cannot be held in the area. The TOEFL PBT has three sections namely listening comprehension, structure and written expression, and reading. The score of this kind of TOEFL test ranges from 310 to 677 (Sharpe, 1999, cited in Putri, 2018).

b. CBT (computer based test)

Computer based test is the test with the same measurement structures as TOEFL PBT. However, it has different methods of answering the questions (Pyle, 2001). CBT uses computer as the instrument for participants completing the test. It has four sections; listening, structure, reading, and writing. CBT is also a flexible test, which means that the questions will not be the same between participants who register in the same day (Sharpe, 1999 cited in Putri, 2018).

c. IBT (internet based test)

Internet based test is the test that highlights the four skills in English and helps test takers to measure their academic English abilities (ETS, 2015). iBT consists of four sections: listening, reading, speaking, and writing. The iBT combines the test sections with more than one skill, which means that it tests integrated skills resulting in a more academic English circumstance (ETS, 2009).

2. Sections in TOEFL PBT

This sub section provides more discussion on TOEFL PBT since it is the concern of this research. As mentioned in the previous section, TOEFL PBT is a type of test that uses paper in its process, meaning that instead of using computer and internet, the questions for this test are printed out and the answer should be completed in paper too. Basically, TOEFL PBT has three sections which are listening comprehension, structure & written expression, and reading comprehension. All of these sections are discussed in the following paragraphs.

a. Listening Comprehension

Listening comprehension is the first section in TOEFL PBT. This section includes 50 questions with various topics including daily short conversation, long dialog, lectures or monolog with idiomatic languages, spoken at normal speed. Each part of the question is only played once (Examenglish, 2019).

In addition, Philips (2001) describes that there are 34 skills in listening comprehension that take place as the kind of questions. For example, the first is to focus on the last line; the short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer for this type of question is most often (but not always) found in the last line of the conversation. The second is choosing answer with synonym, often the correct answer in a short dialogue is an answer that contains synonym (word with similar meanings but different sounds) for keywords in conversation. Next is avoiding similar sounds. It is often the incorrect answer. In the short dialogues are answers those contain words with similar sounds but very different meanings from what it is heard on the recording. These options should be avoided at all cost. Then, the skill of taking conclusion about who, what and where. It is common in the short dialogues to ask the test taker to draw some kind of conclusions. In this type of question, the answer is not clearly stated. Instead, they must be drawn into conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask the examinee to determine who the speaker is, based on clues given in the dialogue. Anticipate the topic is the next skill of listening section. It is very helpful to the overall comprehension if one know what the topics to expect in the long conversations. The examinee should try to anticipate the topics they will be hearing. For example, the conversation about some aspects of school life, or some type of social issue, or a trip someone is

planning. A helpful strategy is therefore to look briefly at the answer in the test book, before actually hearing the conversation on the recording, and try to determine the topics of the conversation that will be provided.

b. Structure and written expression

This part includes 40 questions that ask about structural uses and a normal expression used in English. Students are expected to choose the right words or phrases to complete the sentence correctly and to identify errors in sentences. There are two models of questions in this section; the first is incomplete sentence and the other one is identifying errors. In incomplete sentence questions, test takers are expected to choose the right answer in order to fill in the space left blanked in each question. Meanwhile, the other model expects the test taker to identify the wrong use of grammar and structure underlined. Then, the test takers have to choose one of the correct options in order to answer the question.

There are also occasion where questions like inverted sentences, conditional sentences, causative verb, adjective reduce clause and appositives are existed. But mostly the questions are all about part of speech people usually misuse in daily life.

c. Reading section

This is the last section of the TOEFL. This section last for a whole 55 minutes with a same amount of question like listening, 50 questions. Approximately, there are five to six passages of text the test taker should read. Those texts usually discuss about news and information from across

the globe. It could be about politics, economy, geography, history, science, news etc.

There are several types of question ready to be answered in this section. Fanani, (2014), states that students are instructed to read several passages and answer the question, with few exceptions. Most reading questions of TOEFL are divided into nine categories:

1. Main Ideas

The questions test the students to identify the main ideas of reading or sometimes certain paragraphs of reading.

2. Vocabulary

This question is about highlighting two main focuses. The first one is the question testing the students how to determine the meaning of words in the context of reading. Then, the second one is to identify synonyms of a word based on the given vocabulary of the passage.

3. Special facts or details.

This type of question assess students to identify specific facts or details mentioned in the reading.

4. Exceptions.

Another type of question tests students to identify which items are not specifically mentioned in the reading.

5. Location or information.

In the reading section, there are also a question to identify where the conversation takes place.

6. Conclusions.

Then, there is also a question that tests students to make logical conclusions based on the reading.

7. References.

These questions test students to decide where certain words or phrases in reading refer to (words or phrases often in the form of pronouns).

8. Paraphrased sentences (only in computer-based tests).

The examples of this question test students to identify a sentence containing the best paraphrase of one or more sentences of reading.

9. Sentence insertion (only in the computer-based test).

The last kind of question is sentence insertion. It test students to identify the most logical place in reading to enter a new sentence. Students will ask to choose from several options marked with a small box.

B. LEARNING STRATEGIES

Learning strategies is one of the most important things in learning and teaching process. It also helps students to find appropriate way to learn. Wenden and Rubin as cited (1987), in Mattarima, (2011), defined learning strategies as any set of operations, steps, plans, routines, that used by learners to facilitate their knowledge information. Moreover, Griffiths (2008), cited in Munzaki (2018), mentions that “learning strategies are influential and powerful tools that can help and support students achievement”. Students also use a learning strategy to help themselves to achieve learning target and goal. Dornyei and Skehan (2006),

explain that the strategy towards the way students learn involves awareness, metacognition, motivation, behavior and also aspects of the environment used by students to encourage their learning. Another researcher added learning strategies are total effort that the students need to process, understand and adopt the information introduced in learning teaching processes or in their individual preparation. In other words, learning strategies can be described as the whole of the performed activities of learner to give meaning to information in cognitive and affective processes (Kafadar & Tay, 2013).

Related to some experts explained the definition of learning strategies, Oxford (2003), and supported by Cheng (2015), had classified the strategies into six broader terms, as follow:

1. Memory strategies related to how the students remembering. This strategy needs students to gain information. Such as, it is gained from sound (rhyme), imaging (picture, word).
2. Cognitive strategies stimulate students to manipulate the information. In other word, cognitive strategy refers to how students think about their learning, for instance, reasoning, analyzing, summarizing, and note taking.
3. Compensation strategies refer to strategies that lead the students to overcome the limited or missing knowledge. For example, guessing the context in listening and reading, using synonym in writing.

4. Metacognitive strategies related to how students manage their learning, such as: evaluating task, planning the materials, doing self-evaluation one's progress, monitoring errors.
5. Affective strategies refer to feeling and mood of the students.
6. Social strategies lead to interaction between student and other students. For instance, asking the question, pair working, and discussing.

Further, there are some others specific strategies experts in the field have created and suggested in order to improve the overall TOEFL score or even the skills of each aspect in the language. Zhang (2017), cited in Fadilla (2019), test preparation as “any intervention procedure specifically undertaken to improve test score, whether by improving the skills measured by the test or by improving the skills for taking the test or both”. Chesla (2002), cited in Fadilla (2019) categorized the strategies preparation in her book into three topics, study skills, learning strategies, test-taking strategies. Study skills means well prepared for study, the students will need study skills to help them especially in balancing their times in studying to get an effective studying. Learning strategies refer to the process of the proper ways in studying. Test-taking strategies related to the students learn about the test, more information students know about the test, the more likely the students will have a good preparation.

In addition, the students would usually focus on preparing themselves for part A of listening section. It is based on the fact that part A of listening has more questions than part B part C, while are also simpler and shorter. As for the structure, the students would usually focus on preparing themselves for the error analysis part which is the second part of the structure. It is also based on the fact that the second part of structure is easy to learn and easy to answer. In addition in reading, the students would often familiar themselves in any English passage to make them easily answer the TOEFL questions.



CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

This research used qualitative research to collect and analyze the data. The qualitative research is a design of study which is concerned with the phenomenon or explore about the social problems (Creswell, 2014). It is procedural steps resulting in descriptive data orally and textually from people and their observable behavior. Based on the topic of this study, an analysis of learning strategies among students with 500 TOEFL score or above, this study is included in qualitative research since it studies about social phenomenon purposing on figuring out student strategies to achieve a standard score required by the university.

Creswell (2014, p.32) states that “the process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher doing interpretations of the meaning of the data and the final written report has a flexible structure”. In line with this statement this research used interview method to collect the data.

B. PARTICIPANT

This study was conducted at UIN Ar-Raniry by involving English departments students as the participants. The population of this study was the 22 English department students from batch 2015 and 2016 who have passed the score 500 or/and above in TOEFL test. Purposive sampling technique was employed in order to find the suitable participants for this research. Purposive sampling technique is an intentionally selected to choose participants based on their qualities in order to achieve a depth understanding which corresponds with the study (Etikan, & Bala, 2017). This technique also has some advantages such as far less complicated to set up, considerably less expensive, and perfectly qualified to be used in the research.

Furthermore, prior to choosing the participants, the TOEFL scores of the population were firstly acquired from The Language Development Center of UIN AR-Raniry. The participants were then selected based on their TOEFL scores. The participants were ten students of English Department of UIN Ar-Raniry. They all are chosen based on the fact that they are easily contacted and based in Banda Aceh for easier access.

After the participants were selected, they were interviewed, and asked for their thoughts regarding their learning strategies to be successful when taking TOEFL test. Then, they were interviewed at specified time according to the

agreement made beforehand. The interview was done in English and it was tape-recorded. Each interview took about 16-30 minutes.

C. TECHNIQUE OF DATA COLLECTION

In collecting the data, this research applied interview as the technique to find the result of the research. Interview is an appropriate method to use when the topic of a research discusses about feeling, perspective, thought, and experiences. Interview is a research tool that can be defined as a person-to-person structured conversation for the purposes of finding meaningful data which has to be collected, analyzed, and validated. (Griffie, 2012). Regarding to the extent of the information needed by researcher, interview can be designed in three types. There are structured interview, semi-structured interview, and unstructured interview (Edwards, & Holland, 2013). This research used semi-structured interview when gathering the data from the participants so that it is possible to ask further information as well as follow up questions. It was essential step in order for the researcher to have the desired data.

The core advantage of using semi-structure interview is to get a depth information from the interviewees. Then, it is also considered as one of an effective and friendly ways to gather the data. Additionally, it flows naturally like the usual conversation. Follow up questions were also prepared as more information could be further gathered from the interviewee. Furthermore, tape recorder and notes were essential to be used for minimizing the errors and mistakes that might happen when the interview was conducted.

In this research, the interview started with some warming up questions. The theme of the questions was divided into two main topics: the first topic focuses on participants' preparation before the test and the second one focuses on their strategies during the test. Next, in the last part of the interview session, students were asked future-related questions to know what they would do later to improve their TOEFL score.

D. DATA ANALYSIS PROCEDURE

In this study, the data were analyzed by using descriptive analysis method. Before the analysis was done, the data were acquired from transcripts and the additional notes created when interviewing. The data analysis was first started by reading the transcripts several times before coding the transcript into two themes. Furthermore, the transcripts and the notes taken before were required to create a written narrative data. For the record, taking note during the analysis process is essential to avoid misinterpretation in analyzing the data. (Griffie, 2012). Lastly, the final process of data analysis was summarizing the gathered data from the sources.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings and discussion of the research.

The data which came from the interview were analyzed to answer both of the research questions. The results are presented descriptively.

A. RESEARCH FINDING

This study aims at answering two research questions which are ‘what learning strategies do students with 500 TOEFL score prepare before taking the TOEFL test?’ and ‘What are student’s strategies in answering the TOEFL test?’. Ten students were interviewed from batch 2015 and 2016 of the English language education department. They were asked some questions about the strategies in preparing before taking the test and while taking the TOEFL. The findings were categorized based on the research question.

1. The Strategies in preparing TOEFL test

From the interview, it was found that the students have various strategies in preparing for the TOEFL test. Those strategies are provided respectively based on TOEFL’s section below.

a. Listening section

Generally, all of the participants suggest that they listened to TOEFL’s listening audio to improve their listening skill. Beside listening to audios of TOEFL, the interviewees propose that there are five other strategies that they use

in preparing for TOEFL listening section, which are watching movies, listening to podcast, listening to western song, listening to BBC News and watching YouTube.

a.1. Watching movies

Watching is one of the fun things that most people do this in their free time. One of the strategies that students used for developing their skill in listening was watching a movie in English. Six out of ten students said that watching a movie was very helpful for increasing their listening skills. One of the participants, MS, said that to improve their listening skill, in addition to listening to audio of TOEFL, she prepared herself for TOEFL listening by watching a movie. Another participant, RR, also mentioned that she usually watched a film from Netflix to increase her listening ability.

RR: "... I usually watch a film from Netflix to increase my ability in English. My favorite movie was Love, Rosie"

Watching movies seems to be a good strategies because it can make the students familiar with the English language. One of the students, MI, said that in order to be familiar with the language, he watched the same movie for three times. Once with Indonesian subtitle, while the second time with English subtitle and lastly without subtitle.

MI : "... I usually watching English movies, Hollywood movies with Indonesia subtitle, then I use English subtitle. I often pause the movie and search about the vocabulary that I

do not know. Last one I try to watch without using subtitle, it make me familiar with it”.

a.2. Listening to podcasts

There were two students preferred to listen to podcasts for developing their skills in listening. One of them was OLH, said that to increase her listening skill, sometimes, she listened to some videos or podcast. Moreover, the other one, initialed NN, said that she increased her listening skill through listening to podcasts or news.

NN: “... in my daily life I increase my listening skills through,, I usually listen to news or a podcast”.

As from the interview, it can be said that the reason of choosing to listening to podcasts was because the podcast audios were easy to understand and had more information. For the time when NN was studying, she set her time for about two hours to listen and read English materials. Podcasts are one of the strategies that students could use for increasing their listening skills.

a.3. Listening to western songs

This is a very enjoyable strategy that students do for increasing listening skills. Songs can stimulus the mood or the energy of the listener. There were two research participants preferred this one specific strategy. One of them, RS, said that she liked to listen to the western songs. However, when she is a student of English department, the way she learned was not the same as she had done before.

For example, from now on, she liked to listen to western songs but not just to listen, she tried to get the lyrics and comprehend the lyrics.

RS : ‘‘...I like to listen a song, try to get the lyric and comprehend about it’’.

In addition, the other interviewee, MI, mentioned that he often watched movies and listened to the songs. From the songs alone, he knew how to pronounce words right and clear while also knew lots of new vocabulary from listening to songs.

a.4. Listening to BBC News

Out of the ten participants, only one student, FF, listened to BBC news as the strategy to increase listening skills. She mentioned that this strategy was not only for increasing her TOEFL score, but also to increase her English skill in general. That is why she often exposed herself to English movies and listening to audio. For the listening, she usually listened to six-minute BBC English, so when she listened to the audio, she would write every word and repeat it until she got all the words. After she wrote them down, she would compare them with the real transcript. If FF did not get the right words, she would have checked them with the real one. She also said that when she practiced this strategy, it would challenge her understanding of each pronunciation in English.

FF : ‘‘... for listening I usually listen to six minute BBC English, so when I listen to six minute audio I will write every words and repeat it again until I got all of the words. Then I compared with the real script’’.

a.5. Watching YouTube

Nowadays, the internet is a thing that is inseparable from people. They can easily access the internet. One of the popular platforms that people surfing on the internet is YouTube. One of the research participants, NN, used YouTube for increasing listening skills. NN said that she liked to watch YouTube videos in English liked western Youtuber and movies. She liked to watch Dude Perfect, in that video, the language was very easy to understand and caught the meaning. They made videos about trick shot and a lot of awesome stuff in their channel. In addition, a Swedish youtuber PewDiePie was also her favorite gaming Youtuber. She said that she learned a lot from his channel.

NN : "... I like to watch YouTube video in English like western youtuber and movie".

b. Structure and Written expression

The structure is the second part of TOEFL test. In this part, students had some strategies used before taking the test or doing the TOEFL test. Based on the interview, there are four strategies and places the research participant preferred to increase their TOEFL score; learning from TOEFL books, captions on social media, and TOEFL applications.

b.1. TOEFL books

TOEFL book is one of the materials that students use for developing their skills especially in structure. One participant, MS, said that the structure was so theoretical and she needed to learn the theories of all the grammar structure from

the TOEFL book while also learning tricks and tips for answering the questions. For the TOEFL book, she chose Cliff and many various books consisting TOEFL questions especially the structure part from 1990 to 2000.

MS : "... I think it so theoretical I need to learn the theories of all the grammar structure from the TOEFL book and learn the trick and tips for answering structure".

In addition, another participant initialed RR, mentioned that she used Cliff in practicing TOEFL. She chose that book because it was easy to understand book. Furthermore, she also used Longman TOEFL to discuss with her friend.

b.2. Captions on social media

Social media has become a friend for everyone, to get information, get friends, and even to publish their daily lives. To attract people's view in social media platforms, someone will definitely make an interesting caption. This was also practiced by a student with reason to improve her grammar skills. RS, one of the participants mentioned for reading and structure, she often wrote a caption on her WhatsApp status or Instagram, she reviewed it many times to make sure it was right or not.

RS : "... I used to write caption on my status WhatSapp and Instagram, then I read it several time to make sure it is right or not".

b.3. Applications

There is a unique way that students do for developing structure skills. One of the participants, MI, said that he liked the structure section the most. He learned the structure from Grammar TOEFL. Grammar TOEFL is an app in Play

Store that he downloaded for developing his TOEFL skills. Grammar TOEFL also well-known as Genius TOEFL, it is a kind of game that you can play when you have free time. He usually learned TOEFL from that application, it helped a lot when he took the TOEFL test.

MI : "... honestly I like structure section, and I learn from grammar TOEFL, it is an app from Play Store on smartphone. I learn from that app to improve my structure skill"

c. Reading Comprehension

Reading comprehension is the last part in TOEFL test. In this part, students are required to read and answer both passages and questions provided. Furthermore, in this research, the participants said that they used some specific strategies before taking the test or when doing the TOEFL test. Here are specific strategies gathered from the participants; learning TOEFL reading materials, from article, from short story and from news in English.

c.1. TOEFL Reading Materials

One participant, MS, said that reading section was all about comprehension. There were no specific theories of how to answer the reading passage of TOEFL directly. One needed to read more TOEFL reading.

MS: "...because reading is about comprehension there are no theories of getting well comprehension to answer the reading. I need to read more TOEFL reading. I choose to read TOEFL reading because is more specific than another sources".

MS often practiced specific TOEFL reading materials because it is more related and detail to the real passages of the reading section of TOEFL. She said that it is her personal reason to read that specific TOEFL reading, but other people may act differently. She did so because the materials were more specific.

c.2. English Article

Many students of English department used their free time to read an article in English. Aside from the courses requiring students to read articles, there are also those who make reading articles their hobbies on their own. One participant, RR, mentioned that she got used to read articles in English, like science and tech articles.

RR : "...I getting used to read the article in English, for example, science and technology".

Another student, OLH, said that she read some journal articles to develop her skill in reading. She added that when trying to answer TOEFL reading, one needed extra focus to answer the question. So, she often practiced to read an English article to get used to it for answering the reading TOEFL.

c.3. Short Story

Reading a storybook is a very fun activity. Reading stories may enhance the power of imagination become more widespread. A participant, OLH, stated that for increasing the skill of reading, she usually read short stories from fairy tale books, like Lion and Mouse, Little Red Riding Hood and etc. She loved to read

that kind of fairy tale because the story was fun and she could use her imagination to visualize the story. It helped her increase her reading skill in TOEFL.

OLH : "...I read some journal or article, short story for reading comprehension like Lion and Mouse, Little Red Riding Hood and etc".

c.4. English News

There is a student used an unusual way from other students to increase reading skills by listening to news. One, FF, said that, for reading, she usually read an article and also news, like Jakarta Post. The first time she read the news, she does not download. She just went to college library, because the library provided news article, and read the materials there. From now on, she already downloaded the app, when she read Jakarta Post News, she usually took a new vocabulary from reading and tried to find the synonym of that vocabulary and wrote down the vocabulary and made a list about that vocabulary. This was not specifically her practicing the TOEFL, this is just what she has done for enhancing her English skill.

FF : "... I usually read news like Jakarta Post. The first I did not download the app, I just go to our library, because our library provide it. When I read it, I usually like taking a new vocabulary I found in the reading. So I try to find the synonym".

2. *The strategies in answering TOEFL test.*

The students have various ways to answer the TOEFL. TOEFL consists of three sections; listening comprehension, structure and written expression, and

reading comprehension. The participants were interviewed by asking several questions about the strategies the students use for answering TOEFL test.

a. Listening Section

The listening section has three parts divided; short dialogue, long conversation, and monolog. There were six strategies mentioned by students for answering the listening sections.

a.1. Focusing on the second speaker

Nine of ten students said that focusing on the second speaker was a good strategy for part one in the listening section. The last speaker of the audio probably contained the answer needed. One participant, OLH, said that in the part one of listening, she often focused on the second speaker when the audio started to play, she often did so in this section.

OLH : "...Listening in part one, I commonly focus on the second speaker when they are having conversations and I always focus on the second speaker"

Another, MS, stated that there are a lot of strategies but, for listening, she would just mention two or three strategies. In the first part of the listening section, she often avoided the answer with similar sound of the audio. The second one was to choose the synonym words of the audio. And the third one is to focus on the second speaker. It was not entirely only focusing on the second speaker, one needed to focus on the first one too. However, one had to more pay attention to the second speaker because the main idea of the question would mostly in the second speaker.

a.2. Avoid similar sound

One participant in the research initialed MI, said that he practiced some strategies that useful for the listening part. For short dialogue, he suggested to himself or to others not ever choose the option that was the same to what you heard from the audio. Sometimes, what one heard from the audio was not the answer one was looking for.

MI : "...and not to answer the same audio, I mean avoid similar sound".

Another, RR, also mentioned in the first part of listening section she also tried to focus on the second speaker while ignoring the similar sound like MI did.

a.3. Synonym

One participant, MS, added that she used synonym to find the answer. She suggested that all students need to know this strategy. It is very helpful for students with a lack of vocabulary. However, this only works for the part one of the listening test, she added.

a.4. Focusing on answering W+H question

Focusing on answering the W+H questions may only be used in the part two of listening section. In part two, the questions ask about what, who, when, where, why, and how of things that happens. One participant was MS, said that in part two one needed to focus on answering W+H questions. This strategy helped her to find the correct answer. When the instruction of the listening section was being

played, she read the possible answers to predict the questions before the audio even began. Another, RR, added that she tried to focus on W+H questions for listening part two in answering the questions.

RR : "...in part two in listening, focus on W+H questions, because the question will ask about what, who, when, why, where, and how".

a.5. Scanning possible answers

This strategy is actually very effective for answering the questions in the listening section. All students used this strategy in listening section. One participant, OLH, said that she usually tried to read the possible answer as fast as she could to find the answer. When the instruction was being played, she would scan the options of the question and analyze it to find the possible answer.

OLH : "... while they are talking, I usually read the possible answer and analyze it, and the last part, I also used the same thing what I did before but, I will make sure the number of question".

Another participant, RS, added that she used the same strategy for answering the questions. In addition, the other one, FF, mentioned that she also always read the possible answer first before she listened to the audio so that she could predict the real answer.

FF : "... and I also read the answer first before I listen. So, I can predict what they will ask".

The last participant, NN, also added for listening, before the audio came out, she usually read the options first just like the other participants did.

a.6. Focusing on whole conversation

Some students tried to focus on the last line or the second speaker when trying to answer the questions of the listening section. Only one participant in this research, NN, used focusing on the whole conversation as the strategy. She said that she listened to the whole conversation entirely without focusing on the second speaker or the last line. As for the long monolog, she just needed to focus more on the question until she got the answer.

NN : "...for the question of listening, I listen the whole conversation without focus on second speaker. For long monolog I have to focus more to the question until I get the answer".

b. Structure and Written Expression

Structure section is questions about the understanding of the English grammar. Many strategies are deployed for this part of structure, there are; subject-verb agreement, word classes, matching-unmatching, and sense.

b.1. Subject-verb agreement

One participant, MS, said that when finishing this section, she focused on grammar specifically about subject-verb agreement. She then added that when trying to find the correct answer, she considered the shortest option and the function of each word itself.

MS : "...the structure test is focus on subject verb agreement, focus on the answer that is not redundant"

Another, RR, said that in the first part of the structure, she focused on the function of subject-verb agreement. Mostly, the questions from one to fifteen are basically focusing on the subject-verb agreement.

b.2. Word classes

This strategy focuses on word classes related to the function of the word itself. Like the word “she”, the function of the word is as a noun. One participant, RR, mentioned that she focused to figure out the answer by analyzing word classifications like finding noun, adjective, adverb, and etc.

RR : “...in structure I try to figure it out the answer by analyze the word classifications by knowing whether the noun and etc”

b.3. Match – Unmatching

This strategy is usually used by students when they stuck to find the answer. Sometimes, students usually feel not sure about the answer that they choose. Thus, this strategy would help students to find their desired answer. One participant, RS, said that she often used matching and un-matching strategy when answering the question. For example, when she read the question within the possible answer, she would try to match the possible answer with the question. This was done to predict the answer fitting with the question.

RS : “... I use matching and un-matching for the question. For the example, I read the question within the possible answer and then I try to match the possible answer with the question”.

b.4. Sense

This strategy is somewhat unique. Occasionally, students get this strategy through their habits of being exposed in English environment. Three students used this strategy for answering this section. OLH, mentioned that she did not have specific strategies in TOEFL, she just answered it. She unconditionally just knew which one was wrong and which one is the right answer. Another participant, NN, said that she knew the answer just like the OLH, through the senses. She did not learn English grammatically, she learned English through reading an article and listened to the podcast. Thus, she did not really understand why was that the correct answer, she just knew she said.

NN : "...I most already know the answer because of the sense, because of I did not learn English grammatically. I learned English through reading an article listen to podcast so, I get, I don't know but I just know how the phrases is".

The other participant, FF, also mentioned that she did not know most of the reason why she chose the answer, just like other she just knew. She just felt this was the option suit the best for the answer she was looking for.

FF : "... I do not know mostly, because what I do like oh I do not think this is right, Basically, I cannot explain why I choose this answer, sometime I just do not know why I choose this answer, because this is suit of the sense. That's why".

c. Reading Comprehension

When doing reading comprehension section, the participants deployed four strategies in answering the questions; reading questions first, finding keywords, focusing on more familiar passage, and focusing on the easier questions.

c.1. Reading Question First

Students who are taking the TOEFL test for the first time would often face difficulty against time. Many of them fail to finish all the question provided in the section. One strategy like reading the question first is one of the strategies helpful in answering reading section. One participant, NN, said that she often read the question first and not to read all the passages. If she read the passage first it wasted her time so much she said. She needed to keep in track of the remaining time all the time since the reading section was the last part of the test she added.

NN : "...for reading section you have to read the question first. You don't have to read all the passage"

Another participant, FF, also mentioned the same thing like NN. FF read the question first and then read the passage quickly. She would read it over and over if she missed some important points.

c.2. Finding Keywords

Reading all the passage in TOEFL test is wasting a lot of time and sometimes make the test taker bored. One of the participants, in the research, MS, used the strategy like finding the keywords to answer the reading section. MS said that she tried to focus on finding the keywords of the passage first. Later, if the

question asked about the topic of the passage, she would just scan the passage once more, like scanning the paragraph in the first, middle and bottom part each paragraph. Then, if she failed to find the meaning of vocabulary in vocabulary question, she would just answer based on the context. She would try to find the answer which fit the most with the question.

MS : "...The strategies that I use for reading section is to focus on finding the keyword of the passage. The question asked about the topic you can use scanning, I mean just read as fast as you can in the first, bottom in the middle of each paragraph".

c.3. Focusing on more familiar passage

One students of this research, RR, used this strategy. She mentioned she usually scanned the passage first to find the appropriate answer for the question. She also sometimes chose the reading passage she liked the most in this reading section. Some other times, she would pick the passage related to her previous knowledge. She did so because it would make her easier to answer the question she said.

RR : "...I usually scanning the passage first, and choose appropriate answer for the questions. I also have another trick for the reading sections by choosing the passage I interest most. So the passage I think that its related to my previous knowledge and I felt like it easier to do first"

c.4. Focusing on easier questions.

One participant in this research, MI, said that she often chose the easier question in starting with this section. He picked the question by avoiding the first question. The first question is usually about main idea of the text. Thus, he chose

the easy question first. For example, questions like refer to, and close meaning to. The other participant, OLH, added that she is not of a diligent person. Thus, she often looked at the questions which asked about synonym, close meaning to, true or false first. If she had more time, she would read the passage again to find the main topic then.

OLH : "...because I am not of diligent person, I commonly look at the questions which asked about synonym, close meaning to, true or false. If I have much time I will read the passage again to find main topic"

The other one, RS, also mentioned that she did not read the passage first, she just look at the question first and try to find the easier question, like questions about close meaning to and question about refer to.

RS : "...for real, I did not read the passage first, I just look at the question first, look for the easy one eg. Close meaning to or refer to".

B. DISCUSSION

This section discusses the result of findings of the conducted research. It is divided into two points based on the findings for both research questions.

1. *The strategies in preparing TOEFL test*

From the data obtained, all students already prepared quite well before taking the TOEFL test. The amounts of preparation they make are crucial for them to answer the TOEFL effectively. It is usually in the form of routines that are repeated repeatedly and so it becomes a habit. Wenden and Rubin (1987), as cited in Mattarima, (2011), define learning strategies as for any set of operations, steps,

plans, routines, used by learners to enhance their knowledge. Students practicing their skill for each section of TOEFL in many ways.

The first section in TOEFL is listening. In the listening section, most students use the strategy of watching movies as one of the most effective ways to practice listening. Watching is also one of the strategies. Students first watch a movie using Indonesian subtitle, then replace the subtitle to English and later try not to use the sub to catch the meaning naturally from the movie. This method helps students to capture audio played in the listening section. This strategy is in accordance with what Oxford (2003), and Cheng (2015), had classified as a memory strategy that this research described in the second chapter.

The next one is structure, the strategies used by students rely more on the TOEFL book because based on the results of their interview said that the structure is more directed to grammar, and therefore students choose to use the TOEFL book-learning-strategy to practice the structure questions in the TOEFL test. TOEFL books also provide explanations and discussion of the questions provided. Furthermore, this strategy is also in accordance with what cited from Oxford (2003), and Cheng (2015) as metacognitive strategy related to the evaluating oneself to improve.

The last one is reading, in this part, students have two strategies for reading, namely; reading articles, and news. This is a quite effective and efficient for students. Even though this strategy needs the internet quota sometimes, it makes students more accustomed to the materials. It is also helpful for students to be

familiar with the passage of reading in the test. This strategy is considered as cognitive strategies as cited from Chang (2015), and Oxford (2003).

In accordance with the theories from Chang (2015) and Oxford (2003), it could be determined that the three of the theories; memory, metacognitive, and cognitive strategies, are dominantly used in preparing oneself before taking the TOEFL.

2. *The strategies in answering TOEFL test.*

Based on the interview and the data collected, the students had a high motivation in preparing for the TOEFL test. They did so in order to get a highest score as possible in the test. In general, the TOEFL score is based on the level of mastery of a one's English skill (Safitri, 2018). Furthermore, in answering TOEFL questions, students have their own strategies for determining the answers.

For listening sections, students chose a strategy named scanning. It is one of the most effective strategies in answering the listening section. When audio instruction plays, students read and scan the possible answers listed on the question sheet. It is based on the theory from Philips (2001), mentioned that listening comprehension focus to scan on the last line of the questions. This strategy is practiced to provide an overview of the questions later.

The second parts in TOEFL test is structure. Students had four strategies for answering in this section, which are; finding subject-verb agreement, identifying word classes, match-unmatching, and using senses. However, finding subject-verb agreement and identifying word classes became familiar strategies that

students used for answering questions in the structure section. Those two strategies used because, in the structure, the questions from one to fifteen focus more on finding subject-verb agreement, and the questions from sixteen to forty focus more on identifying word classes. Especially for the identifying word classes, this strategy helped students a lot in answering error analysis questions by classifying each word to find the possible answer. In accordance with Fink (2015), students were expected to decide the right words or phrases which contain error in the questions.

Lastly, reading section. In this section, students had four strategies for determining the answer; read the question first, find keyword, scanning the passage and choose the easy one. As pointed by Fanani (2014), in reading section students need to discover the answers through finding the main ideas, focus on keywords vocabularies, and some details. Reading question first means that students must read the questions first instead of checking the passage directly. It is done in order to save the time effectively and efficiently. Then, finding keywords is one of the strategies used by students to answer the reading questions. This strategy is crucial for helping students finding the answer without having to read all the paragraph of the passage. The third one is scanning the passage. It means that students may choose the passage they like or they are familiar to. And the last one is choosing easier questions. In the reading section, the questions of one passage usually consist about 7 to 10 questions. And from those questions, they pick the easier one and start the section from that one.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research conclusion and suggestion. It consists of the data analysis and the results of the summary. Also, some suggestions and recommendations are provided for this research and future works related to the study in the same field.

A. CONCLUSION

After conducting the research, it can be concluded that English department students of UIN Ar-Raniry did several strategies in order to pass the TOEFL test. The participants have their own strategies to develop their TOEFL skills. The strategies used by the participants are divided into two parts, preparing and answering strategies.

The strategies that students used for preparing TOEFL are different in each section. In the listening section, watching movies, listening to podcast, listening to western song, listening to BBC News and watching YouTube. Students often watched movies for increasing TOEFL skill. In the structure students have three strategies to develop their skill in structure. Which are learning from TOEFL books, captions on social media, and TOEFL applications. Reading section, there are specific strategies gathered from the participants, learning TOEFL reading materials, from article, from short story and from news in English. Students often read TOEFL book and articles as the strategies to effectively prepare for the

TOEFL test. These strategies were helpful for the them to thoroughly understand English as a whole.

As for the strategies used by students for answering TOEFL question, in the listening section, students often used scanning for possible answers as the strategy to effectively answer the question in this part. As for the structure section, students often practiced grammar focusing on subject verb agreement and word classes to easily understand the structure section in TOEFL. And lastly, in the reading section, students often scanned and chose easier questions to be answered first and picked the familiar passages of what is more familiar for themselves.

B. SUGGESTION

After conducting the research about the students' strategies in answering and preparing the TOEFL at English education department of UIN Ar-Raniry, some important points and suggestions for some people are stated below:

For the students of UIN Ar Raniry especially English language department, this research is expected that the students could learn more in developing their TOEFL skills properly. Both strategies, preparing and answering strategies, are important to learn in order to pass the test. Hopefully, this research can be a reference to be developed into different department for further students who want to conduct research in the same field. Furthermore, learning more strategies including the strategies mentioned and did not mention in the research are very crucial. For the department of English language education, this research is expected that the department, especially the lecturers, could take this research as

the consideration for improving TOEFL-related class. It is crucial since this small action could change the score and the ability of the students as a whole.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-10385/UN.08/FTK/KP.07.6/10/2018

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018

MEMUTUSKAN

**Menetapkan
PERTAMA**

Menunjuk Saudara:

1. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D

Sebagai Pembimbing Pertama

2. Fera Busfina Zalha, MA.

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : T. Muharris Hidayat

NIM : 140203049

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Learning Strategies among Students with 500 TOEFL Score or Above
(A Study at Department of English Language Education, UIN Ar-Raniry)

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019

KEEMPAT

: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 15 Oktober 2018

Ar. Rektor
Dekan

M. Munim Razali



Nomor : B-16472/Un.08/FTK.1/TL.00/12/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 13 December 2019

Kepada Yth.

.....

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : T.MUHARRIS HIDAYAT
N I M : 140203049
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Desa Lamduro Darussalam Aceh Besar

Untuk mengumpulkan data pada:


UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Learning Strategies among Students With 500 TOEFL Score or Above (A Study at Department of English Language Education, UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mu Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

Nomor: B-257/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16472/Un.08/FTK.I/TL.00/12/2019 tanggal 13 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : T. Muharris Hidayat
NIM : 140203049
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"An Analysis of Learning Strategies among Students with 500 TOEFL Score or Above (A Study at Department of English Language Education UIN Ar-Raniry)"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

AR-RANIRY

INTERVIEW PROTOCOL

Project : An Analysis of Learning Strategies among Students with
500 TOEFL or Above

Time of Interview :

Date :

Place :

Interviewer : T. Muharris Hidayat

Interviewee :

Position of interviewee : PBI Student

This study is about student' learning strategies in preparing and answering TOEFL test. The purpose of this study is to explore strategies that students with 500 TOEFL score before taking the test and while doing the TOEFL test. The data is collected through a semi-structured interview recorded and only used for the research goal to protect the interviewee's privacy. During the interview, you will be asked several questions. The interview process will approximately last for 16 - 30 minutes.

1. How many times a week do you spent on developing your ability to master TOEFL?
2. Did you take a TOEFL class before taking the TOEFL test?
3. Are there any particular preparation you do to develop your TOEFL skill for each section?
4. What are your strategies in answering TOEFL test for each section?
5. Which section is the most difficult to answer and how do you handle it?
6. What are your next steps to improve your TOEFL score?

Interview transcript

NN

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : The first time I got around 500 or something, I forget the exactly number but it's around 511 yeah, that kind of number. The last time I took the TOEFL test I got 557. I join the TOEFL test around five times and the final score I get 557.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : I don't really study TOEFL from the book or the prediction TOEFL materials but, I concern listening to English and reading, English writing, for example novel. I don't have specific time for learning TOEFL when I got the free time I usually read English article. In my daily life, for listening I usually listen to news or podcast, I like to watch YouTube in English like western YouTuber, and I always listen like I said before I always listen to English everyday and read something in English and movie also. In a day I set a minimum time for listening something in English, like two hours minimum to listen or read in English and you can set the maximum time by yourself. That like my tips to always listen to make your brain get use to English. For reading in daily life I just study it like by myself at home, practice it before the test, and actually reading is one of the section that I confident in answering because reading provide all the information in the passage, all you gotta do is just look for the information they are asking and for the word or vocabulary that I do not know I try to write it down because it sometime it hard to find synonym because the vocabulary is about how you remember the word. And for the structure I am not really good at structure but the tips for me is I find a good friend of mine, she good at it, and I learn structure from my friend.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for listening, before the audio came out, I usually read the options first or scanning the possible answer. Like there are four options in questions, so I read them all and when I listen to the question, I immediately know the answer. And for the last part of listening, long conversation for that kind of listening you have to listen carefully and get the idea and the point of the conversation. I have to focus more and more because the question always related so when you listen to conversation you can immediately answer like fast question. Oh yeah and for listening forgot to mention in short dialog I focus both speaker, I have to listen them all. For structure I never really learn structure by the grammar, this is called infinitive for something. I just know the answer most of the answer because of sense. I mean because I do not learn English grammatically, I learn English by reading article and news and listen to podcats so I get, I do not know but I just

know how the phrases is, the correct answer. Even though the people asking me why you choose that answer, I do not know I do not know how to explain. For the last one is reading, because I usually read the question first, in reading you have to read the question first and then you go back to the text passage, and you do not have to read all the passage.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : for me actually structure is the most difficult, because I do not really know a lot of grammar and I am not use to learn grammar and sometime I just answer them without theory of grammar. And also reading hard for me. Reading is not hard to answer but I get bored and I do not good at time management, because reading is the last section when you are answering the question I forgot the time. I handle my problem, for structure I study a lot from my friend. Because structure always like that you have to learn the pattern of grammar. And for reading is time management.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : I wish I can get 600 above before graduation, amin. So for reaching that goal I have to practice more and more because TOEFL is all about practice actually, and I have to listen to English and reading to English to make myself get use to English every single day.

MS

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : on my first TOEFL test I got 507 and for the last one I got 567. I took TOEFL test is about four or five time.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : it is averagely about two or three time a week. In my daily life, I usually do in listening, because listening to get the listening skill is to get what speaker said, I need to understand what speaker said by frequently listen to audio TOEFL. Sometime when I get bored by audio TOEFL, I will use something related to my hobby. For example, listen to the song or watching movies. And for the second one for structure, because structure is so theoretical, I need to learn the theories of all the grammar structure from the TOEFL book. And I learn the tips and trick for answering structure. For reading, reading is about comprehension there are no theories of getting well comprehension to answer the reading. I need to read more TOEFL reading. I choose to read TOEFL reading because is more specific than another sources. For example, newspaper or website or any reading sources, it depend on personal. It my personal reason to read the TOEFL reading but, other people can choose from other sources. But, I choose TOEFL reading because is more specific.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : talking about strategies, I think there are a lot of strategies. The first one strategies about listening I can mention two or three strategies. The first part of listening section you can choose the sound that similar to the questions. Never ever choose that sound similar to the conversation. Second one is to choose the synonym instead of the similar words. The third one is to focus on second speaker. In part one focus on second speaker. In part two focus to answering who, where, when, and which W+H question. Focus on that thing in parts two and parts three. For structure, focus on subject verb agreement, focus on the answer that is not redundant. The third one is to,, when you answer, when you want to find the most correct answer, mostly the answer will be the shortest one. Mostly not all. And also focus on the word classes, I mean whether the noun is functioning the noun in that sentence, and the verb or adjective function as a verb and adjective in that sentence. Focus on the function of the words classes. And the last one is reading, reading for the strategies while in the test, the first one is what is asked in question. Then, to find a keyword in the question, try to seek the keyword and look for the keyword in the passage. Second one is the question about the topic, you can use scanning. I mean you can read as fast as you could. The third one if you do not know the vocabulary you can use contextual, contextualization is about synonym you can try to choose the answer to pick in the sentence.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : the parts in TOEFL test that I difficult to face is reading, because it is the last part of TOEFL test, we already get tired, had enough and it all about the vocabulary, speed and comprehension. I handle my problem of course by exercising, and try to answer reading question in TOEFL book.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : I think in my point of view to increase the TOEFL test. The first one is to get resources as much as possible. The second one is to practice as many impossible. And the third one is to take note for new thing that I learned.

RS

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : my first TOEFL score is 400 and the last one is 587. I took the TOEFL test around six time

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : three times a week I spent my time to develop my TOEFL skills. Since I learn and I became English departments students, I like or I love to listen to music in English and watching movies. When I already in English department the way I learn is not the same anymore. From the music I heard I try to comprehend the lyric and the meaning and the grammar from that song. And for the movies I use Indonesia subtitle and I try to guess the sentence in English.

Structure and reading, if I write the caption on social media like WhatSapp and Instagram, I will read it again and again to make sure it is right or not.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : the first strategies is to focus myself on the test. But I got unique trick from my lecturer he told if you took the TOEFL test at 09.00am you should learn at that time every day, for example the test is around a next month, you have learn and learn at that time and when the day came, your time will manage well. For listening I try to look at the possible answer first. Honestly for parts three of listening I feel that was hard, because it is too long, and what I do is try my best. For the structure I think it easy but not easy also. If we learn we also know that grammar error there. I use matching and un-matching for the question. For the example, I read the question within the possible answer and then I try to match the possible answer with the question. Lastly for reading, for real, I did not read the passage first, I just look at the question first, look for the easy one eg. Close meaning to or refer to

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : listening part three I think it the most difficult to face, because it long conversation and we have to find answer for three question. For now on I try to guess the answer and I do not know the specific way

Interviewer : what is your next step to increase your TOEFL score?

Interviewee :practice more and more

OLH

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : I have done TOEFL test twice. The first time I got 487 and second time I got 527.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : actually I do not have any specific time when I learned about the TOEFL test or I when I prepare for my TOEFL test but, as English department students we have learned English for efficiency test if I am not mistaken it is all about how you learn TOEFL test and how you solve the TOEFL test. Sometime I learn from my notebook, review about the materials. Sometime I listen to some videos or audio to increase my listening skills and I read some journal or article short story for reading comprehension like Lion and Mouse, Little Red Riding Hood and etc. Sometime I more prefer to watch the blog like western blog just like family blog. They do activity in their daily I think it very help me for increasing my listening skill.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for the first section is listening, listening for part one I commonly focus on second speaker when they are having conversation and I always focus on

second speaker. In part two when they are talking each other, I usually read the choice in the paper and analyzed it. I mean scanning the possible answer. For the last parts I also do the same thing but, I will make sure the number of the question. Sometime when you do the test you will lose the number. I mean when they are talking about something and you do not pay more attention on the sheet, you will get lose and miss some important information. Structure, I do not have specific strategies in structure, I just is also base our knowledge for structure, because I think structure is not abstract thing, structure is real we should know the wrong and the correct answer is already clear. Reading, because I am the lazy person in reading section. I commonly look at the question which asked about synonym or closes meaning and then true or false and then when they asked about specific question that right down in the text.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : I think base on my TOEFL score, the hardest part is reading, because I only get 47 or something like that for reading score. The way I handle it in reading section I will look at the easiest question for example close meaning to and refer to

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : of course I have to learn more about structure and I have to search or look at some tips and tricks to do the TOEFL test because I am sure that TOEFL test is commonly talking about tips and tricks. If we know the trick and tips we will get the maximum score.

RR

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : in the first test I got 460 and the last test I got 500. I took TOEFL test around three or four times.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : for me, there is no specific time when I studying or learning TOEFL. I often study TOEFL when I have free time. Daily life I increasing TOEFL skills in many ways. For listening section, I usually watching films to increase my ability in English, and for another section like reading, I getting use to read article in English or text or journal, and for structure I try to discuss and practice with my friend. I often watch Netflix movies and my favorite one is "Love Rosi". And I love to read science and tech article.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for the first section is listening section, in the first part I use to focus on second speaker and ignore to choose similar sound in answering the question. In the part two listening section I try to focus on W+H question. For the last one, long monolog I usually scanning the possible answer and listen to the audio and

try to figure it out what the answer is. For structure section, in fill in the blank I usually focus on subject verb agreement and for second part of structure, I try to analyze word classification whether the noun, adjective and etc. for reading, I answer reading section by scanning the text first and choose the appropriate answer to each question. I have another trick to answer reading section by choosing the text I interested most. The text that I think related to my previous knowledge and I fell like easier to do first.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee :the difficult part of the TOEFL test is structure, because I am not really capable in this part and I feeling, I mean like sometime I feel difficult to remember the formula in structure, I think this part difficult part for me. I handle my problem with I asking to my friend to discuss together.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : I think the way that I have to do to have the highest score in TOEFL by practicing the more often.

FF

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : for the first score I got 500 and for the recent one I got 600. I took TOEFL test around six time

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : so for the first time I took a TOEFL test, I did not prepare, basically why I got 500 because of the habit that I do every day. I like to watching movies and listening to audio, so that basically that help me a lot. The question is about how many times a week, I could say for the recent TOEFL score, I spent two weeks for preparation. Related to my habit, is not basically for increasing TOEFL test, as English students I want to increase my English skills in general that why I exposed myself with movies and listening to audio. Basically when I watch or listen to audio. For listening I usually listen to six minutes BBC English, so when I listening to six minute BBC English I will write every word until I get all of the words. Then I will compare with the real transcript. For reading and structure I usually read an article like Jakarta post news. The first time I did not download the application I just go to our library, because our library provides the news so I just read that basically. So now I already download it and I try to get a new vocabulary that I do not know from the reading and I try to find synonym and make it a list. So is not specifically for the TOEFL test, I do this for enhancing my English skills. This strategies I used since the first semester.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for the listening what I do is if I for the part A is short conversation. if I do not get what they mean, I try to eliminate from the multiple choice, I try to

eliminate the wrong answer. What I mean like *mengeliminasi jawaban yang memang bukan itu jawabannya* we predict but we still do not know the real answer. That will encrease the percentage we will write in the answer. So that is for listening, and I also always read the answer first before listen, so I can predict what they will asked. For structure, as we know structure only have twenty five minutes for forty questions. Basically, I try to be faster than 25 minute, I only read it, the question, this is basically what I do in error analysis, I only like read the error analysis question only three time maximum. Do not waste your time just circle the answer when you think is right. The first section structure, I do not know mostly, what I do is most like ohh I do not think this is right. Basically I cannot explain why I choose that answer. I just feel this is suit of the sense. In reading section I always read question first and then read the passage, I try to read really fast as I could.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : I guess reading is the most difficult parts. However, in this recently I think listening is the hardest part because, in part three listening long monolog, native speaker talks about a lot of thing. The way I solve the problem I try to practice more and more

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : the first one is I try to practice more on TOEFL test. I mean, during the last test I have been taking, I only practice the real test for structure section. For the next test I will practice more and more all of section of TOEFL test.

MI

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : for the first one I got 420 and the last one I got 507. I took the TOEFL test around seven time.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : I spent my time for each day for developing my TOEFL skill around half an hour per day. In my daily life, structure is one of part in TOEFL that I love the most. The way I learn by using an application grammar TOEFL on Play Store. From those application I think it improve my structure skill. For the listening section, I often watching movies and listening the song. I usually watching English movies, Hollywood movies with Indonesia subtitle, then I use English subtitle. I often pause the movie and search about the vocabulary that I do not know. Last one I try to watch without using subtitle, it make me familiar with it. From the song I get a clear pronunciation so that I can improve my listening skill and increase new vocabulary. And the last one is reading, for reading section I just read some article.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for the listening section, I will scan the possible answer first before the audio started. For the next strategies I used focus on second speaker, I try to get focus here, and not to answer the same audio that you heard. I mean avoid similar sound. For parts two and parts three I used same strategies that I did in parts one, scanning the possible answer first. For the structure section, I just answer it mostly I guess the answer but I am sure that is the correct answer. And for error analysis I used classification of the word. In the reading test, I try to guess too. When I try to look at the question I usually avoid the first question which asked about main idea and main topic. And I look at the easier question first which you do not need read the passage all of it. The easier question like close meaning to and refer to.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : reading, that the most difficult I have to face.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : I will do the practice more recently. I will get use to the question until I reach the maximum score.

RJ

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : 450 and for the last one I got 500, I only took the TOEFL test two times.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : for a week I spent my time around an hour per day for learning TOEFL. In my daily activity, I usually listen to the audio TOEFL to increase my listening skill. Watching movies and listening to western song also the way to comprehending my listening skill. For structure, I did not do much for structure, I just only read the familiar book of reading that I interested with. For example I read a comic book. For the last one is reading. Reading I usually read the material that lecturer already give me. In the reading subject, the lecturer usually give the students the material that they have read at home. I just learn from that.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for strategies in answering, I just answer it. There is nothing special strategies that I use. I just answer it. Oh I get what you mean. For listening I use focus on second speaker, read the possible answer first, and just like that. For structure, I read the question and try to fit the answer with the question. The last one is reading, reading I try to read the question first and try get the answer.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : listening I think, sometime I cannot get the audio because I loss focus and panic. The way I handle it, so before I join the test I usually stay in the

place that I comfort with, like I stay in my room for 30 minutes or more and nobody disturbing me.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : I think in this point I have to extra more practicing to get the highest score in TOEFL.

NS

Interviewer : what score did you get on the first and the last TOEFL test?

Interviewee : for the first time I got 483 and the last one 520. The test I took for six times. When I took the TOEFL like many time my score not increase significantly. Sometime increase and sometime I got below from the first test I took.

Interviewer : how many times a week do you spend on developing TOEFL?

Interviewee : I learn TOEFL when I have free time. There is no specific time for me in learning TOEFL. My daily routine in increasing TOEFL, I usually read the TOEFL book. I use Long Man book for listening and Cliff for structure and reading. The reason I chose those book because that book explanation more easier than other book.

Interviewer : what are your strategies in answering TOEFL test for each section?

Interviewee : for the strategies, I think the strategies that I use same like other. I mean like for listening I try to focus on second speaker, for structure more focus on the words not correct and reading, try to read the question first.

Interviewer : what are the most difficult parts and how you handle it?

Interviewee : structure I think, because I am not good enough with it. I try to discuss with my friend that they more understand than me.

Interviewer : what is your next step to increase your TOEFL score?

Interviewee : practice more

جامعة الرانري

AR-RANIRY