

**THE STUDENTS' STRATEGIES IN ANSWERING READING
SECTION OF TOEFL TEST**

THESIS

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**The Students' Strategies in Answering Reading Comprehension Section of
TOEFL test**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27th December 2019

Saya yang membuat surat pernyataan,



Cut Annisa Triana Kamil

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ABSTRACT

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This study aims to explore the students' strategy in answering reading comprehension section of TOEFL test. It is a descriptive study that employed the schema of qualitative approach. The participants were six student of English departement of Ar-Raniry Islamic University. The participants were selected using purposive sampling technique; they were selected based on their TOEFL scores which 500 or more the TOEFL test score. In getting the data, this study used interview as the data collection technique. The findings show that there are five major strategies that are used by students in this study. The findings are divided into two themes; they are reading strategy and test-takers strategy. The reading strategies consist of skimming and scanning, using the context of the text to understand the unfamiliar vocabulary, and using background knowledge. Afterwards, surveying or reading the question before reading the passage and answering the easier question are included in the test- takers strategy. These strategies helped the participants in answering reading comprehension section of TOEFL test.

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

TOEFL, which stands for test of English as a foreign language, is one of a standardized test of English proficiency for measuring students' English language capabilities (Mahmud, 2014). This test evaluates the academic ability of an individual in using and understanding the standard of American English at a university level (Mufidah, 2014). Furthermore, the ability of test-takers presented by score, the score range 310-420 for elementary level, 420-480 for lower-middle level (low intermediate), 480-520 for upper intermediate level, and 525-677 for advanced (Sharpee, 2007).

TOEFL has become one of the requirements for University student. According to Clark (2014, as cited in Halim, 2018 p.220), he stated that "the TOEFL test is used by more than 9.000 colleges, universities and agencies in more than 130 countries to help them make admissions decisions". In Indonesia, especially in Aceh, the TOEFL test is as one of the requirements for students who want to continue their study at a higher level. Moreover, Halim and Ardiningtyas (2018) stated that almost all institution requires a TOEFL score test if a student wants to finish their study, especially those are in the English department. UIN Ar-Raniry is one of the institutions which obligates the students to take a TOEFL test and fulfill the standard score as the requirements to finish their study.

TOEFL has various formats in the appearance of the test; there are Paper-Based test (PBT), Computer Based Test (CBT), Internet-Based test (IBT), and Institutional Testing Program (ITP) TOEFL. Moreover, Institutional Testing Program (ITP) is a common test used in many Universities in Indonesia, especially in Aceh. ITP consists of several sections which are listening, structure and written expression and reading comprehension. Every section has its own difficulty such as in reading comprehension. According to Johan and Juwita (2012), they defined that reading comprehension is a section of TOEFL test that assess the ability in understanding English reading passage. Each passage is followed by several questions depends on the topic discusses in reading passage (Deborah, 2001). Jannah and Fitriani (2018) explored generally the difficulties in reading comprehension influenced by test-takers limitation of vocabulary and unfamiliar phrase in understanding the meaning of English texts. This impacts on the students' ability in answering questions in reading comprehension section of TOEFL test (Antoni, 2014).

Time allocated could be one of the factors that causes the test-takers fail in answering reading comprehension section. Test-takers are difficult to manage the time in order to read the passages especially the long passage in short time (Mahmud 2014). Test-takers will have 55 minutes to complete the reading section—an average of 15 minutes to read each passage, skimming over the passage to get the main idea and answering each questions less than 1 minutes. Furthermore, a study conducted by Abboud and Hussein (2011, cited in Samad, Jannah and Fitriani p.29) suggest that “the difficulty in reading comprehension

section of TOEFL experienced by test takers is due to the limited time they have during the test, and lack of knowledge in reading aspects". Based on the researchers' conversation with several students of English department that have experienced taking TOEFL test, they mostly agreed that they spent a lot of time to read the passage clearly and missed to answer the question at the end of the test. They agreed that they less of strategy in answering the question. The strategy could help the test-takers increasing their scores on tests through the effective use of their time and answer the question easily. Interestingly, Antoni (2014) in his research found that the strategy is an important factor in completing the test. In his research, he divided his respondents into two groups which are students' view and students' experience. Students' view refers to student that have taking the TOEFL without using any strategies whereas students' experience refers to student that have taking TOEFL and using strategies the result of his study is both of student agree that having strategy during the test is more important that having skills. Furthermore, Alavi (2012) states that this is important to recognize that strategies and a group of skills can be used to facilitate the test of reading comprehension. As a result, the strategy used becomes one of the ways in answering TOEFL.

Based on the explanation above, this study is interested in doing research about the student's strategies in answering reading section of TOEFL in UIN Ar-Raniry Banda Aceh. Those strategies are expected to be an alternative solution for learners in answering face TOEFL, especially in the reading section.

B. The Research Questions

Based on the explanation above, the writer intends to conduct the research to answer questions : what are the students' strategies in answering reading section of TOEFL test?

C. The Objectives of the Study

The objective of study is to investigate the strategies that students applied in answering TOEFL in reading section.

D. Scope and Limitations of the Study

This study focuses on the strategy in answering TOEFL especially in Institutional Testing Program (ITP) reading comprehension section in English department student of UIN Ar-Raniry University. The strategy could increase their ability in dealing and face the test and in addition could increase their TOEFL score. Therefore, this research is expected to be an alternative solution for learners in answering TOEFL especially in reading section.

E. Significances of the Study

Theoretically, this research was expected to be useful to Introduction to English proficiency test course in order to give various strategies in dealing with TOEFL. Practically, this research is hopefully useful for students in their English learning. The students are expected to have a various strategy in answering TOEFL especially in reading comprehension section. Furthermore, it can be a

reference for other researcher to explore the strategies in answering reading section especially TOEFL test.

F. Terminology

a. TOEFL

TOEFL is a standardized English test at International level. TOEFL as a standardized test has been widely used by international students (Deborah, 2001). Furthermore, Brown (2005) defined TOEFL as a proficiency test that has the function to assess the general knowledge or skills commonly required or prerequisite to entry into group of similar institutions.

In this study, TOEFL institutional testing program is the main focus which it is concerned with. TOEFL institutional testing program is the test that officially used in UIN Ar-raniry Banda Aceh to measure students' English ability.

b. Reading Comprehension Section in TOEFL

This section demands the examinees to understand written English. Examinees also must answer multiple choices questions about the ideas and the meaning of words in reading passages (Antoni, 2014). It contains four or five passages. Every passage consists of approximately 250 to 350 words. This section provide total of 50 questions with different difficulties for every question.

In this study, all of the focus of reading comprehension question that occur in the TOEFL test.

c. Strategies that related to reading Comprehension

Strategy could be the way to reach and achieve certain goal or objective (Henry, 2007). In reading comprehension section, strategy that usually use by the test takers is reading strategy in order to understand the passage. There are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc (Phillip, 2003).

In this study, the strategies mean several ways related to reading strategy and test-takers' strategy that students use in answering TOEFL in reading comprehension section.



CHAPTER II

LITERATURE REVIEW

This chapter provides literature review which is related to the research. It discusses about Test as a Foreign Language (TOEFL), Reading Comprehension section and strategy that related used in TOEFL Test.

A. Test of English as a Foreign Language (TOEFL)

1. TOEFL

Warfield, Laribee and Geyer (2013, as cited in Mahmud, 2014)) stated that one of the types of language testing is TOEFL, which stands for ‘Test of English as a Foreign Language. TOEFL is a standardized test for measuring student’ English language capabilities. Brown (2005) stated TOEFL is a method for measuring someone’s ability, knowledge, or performance in a given domain. Furthermore, Brown (2005) defined TOEFL as a proficiency test that has the function to assess the general knowledge or skills commonly required or prerequisite to entry into group of similar institutions.

According to Brown (2005, as cited in Gunadi, 2009) as a test of language proficiency, TOEFL can play a role as an external measurement which is neutral to individuals as well as groups. In the case of academic contexts within English-speaking countries, say the USA or Canada, an individual’s obtained TOEFL score will make it possible to determine whether an individual fits in a particular program or not. Similarly, an individual’s score upon completion of a TOEFL

program will be able to be used as an indicator of his/her proficiency level that can predict his/her success in other context.

2. Types of TOEFL

According to Abboud (2011), officially, TOEFL test is divided into four types (Abboud, 2011) which are The Paper-Based TOEFL (PBT), The Computer-Based TOEFL (CBT), Institutional Testing Program (ITP), and The Internet-Based TOEFL (IBT).

a. The Paper Based Test (PBT)

Sharpee (2007, p.3) stated “The PBT is a pencil and paper test that is offered for two purposes; one purpose of the PBT is for placement and progress evaluations.” University as the highest academic institutions or other institutions will use PBT to test their students. The scores are not valid outside the colleges or the institutions but the scores are accepted in the colleges where they administered as an official score. The other purpose of PBT is to supplement the Internet-Based TOEFL in areas that there is no facility as Internet-based testing. The Paper-Based TOEFL has three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. In addition, the Test of Written English (TWE) is an essay that is required to provide a writing score. The PBT is a linear test, which means that everyone who takes the TOEFL during the same administration will see and answer the same questions. The total score range is 310-677 (Pamela, 2007).

Phillips (2001, p. xiv) explained the following sections of PBT:

- a. Listening Comprehension, this section is demonstrating test-takers ability to understand spoken English, test-takers must listen to different types of passages on a tape recording and answer to multiple choice questions about the passages.
- b. Structure and Written expression, this section is measuring test-takers ability to recognize grammatically correct English, test-takers must either choose the correct way to complete sentences or find errors one in sentences.
- c. Reading Comprehension, this section is assessing test-takers ability to understand written English; test-takers must answer multiple choice questions about the ideas and the meanings of words in reading passages.
- d. Test of Written English (TWE), this section is assessing test-takers ability to produce correct, organized and meaningful English, test-takers must write an essay on a given topic in thirty minutes.

b. Computer-Based Test (CBT)

CBT is standardized test using computer as a tool to do the test which offered as an official standard for language proficiency worldwide. The CBT is also called the Official TOEFL. The Computer-Based TOEFL has four sections: Listening, Structure, Writing, and Reading. The Writing is equivalent to the Test of Written English (TWE) on the Paper-Based TOEFL. The CBT is an adaptive test, which means that everyone who takes the TOEFL during the same

administration may not see and answer the same questions. The computer selects questions for you at your level of proficiency. In this test, there are three sub scores: Listening, Structure, Writing, and Reading. The total score is based on a scale of 0-300 (Sharpe, 2009 p.11)

Phillips (2001, p. xiv) explained the following sections of CBT:

- a. Listening, this section is measuring test-takers ability to understand spoken English; the test-takers have to listen to passage on headphones as they see the pictures on the screen and then answer various types of question that they just heard.
- b. Structure, this section is demonstrating test-takers ability to recognize grammatically correct English, the test-takers look the sentences on the screen and choose the correct way to complete the sentences or identify the errors in the sentences.
- c. Reading, this section is assessing test-takers ability to understand written English, the test-takers have to read the passage on the screen and answer some questions about main idea and meaning on the passage.
- d. Writing, this section is demonstrating test-takers ability to produce meaningful, organized, and correct English; the test-takers have to write an essay on a given topic in thirty minutes, either on the computer or hand.

c. Internet-Based Test (iBT)

In The Official Guide to the New TOEFL (iBT) (2006, as cited in Abboud and Husein, 2011) defined that this test is described as a new version of the

TOEFL Test. It is delivered to security testing centers around the world. This type of TOEFL replaces the Computer-Based Test and Paper-Based Test. In iBT Test, it has new section that is Speaking section which is used to measure test-takers ability to communicate in academic setting. Furthermore, there are also have integrated Writing-Speaking section. This section is used to evaluate their ability to combine and communicate the information from different sources. To sum up, iBT System has four sections: Reading, Listening, Speaking and Writing.

“the TOEFL iBT tests your ability to understand and use English for academic purposes.” Sharpee (2010, p.1)

- a. Reading, this section test test-takers ability to understand reading passages like those in college textbooks.
- b. Listening, this section test test-takers ability to understand spoken English that is typical of interactions and academic speech on college campuses.
- c. Speaking, this section is measuring your ability to communicate in English in academic field.
- d. Writing, this section tests test-takers ability to write an essay in English that similar with you would write in college courses.

d. Institutional Testing Program (ITP)

The Institutional Testing Program (2005, p.2 as cited in Abboud and Husein, 2011) stated that TOEFL ITP was developed in 1965 and still administered throughout the world. TOEFL ITP different with other TOEFL system since it gives qualified universities, English language institutes, and other

agencies the opportunity to use older forms of International Testing Program paper-based TOEFL Test or the Preliminary Test of English as a Foreign Language (Pre-TOEFL) to their own students using their own facilities and staff and setting their own test date. In Indonesia, many people assume that PBT and ITP are similar, because ITP in Indonesia use the PBT form in presenting the test. Basically, ITP consists of the same sections with PBT and other types of TOEFL. However, in ITP there is no Test of Written English (TWE) section. However, according to English Testing Service (ETS) as the facilitator of TOEFL test the use of PBT have abolished slowly succeed by ITP. In Indonesia, ITP is used for the various needs such as requirement in University, office, and scholarship. In this study, Institutional Testing Program (ITP) is the main focus. Because this type of TOEFL usually used in Indonesia and especially in Aceh. Islamic University of Ar-raniry officially used ITP as requirement of the graduation.

Sharpee (2004, as cited in Ananda 2016, p.38) mentioned that "ITP and PBT are quite similar in terms of their length, format, and level of difficulty." Hikmahyanti (2017) defined that TOEFL ITP test are paper based and it is used formally in academic content to assess the English language proficiency of non-native English speakers. All questions in ITP are multiple-choice formats. The test evaluates skills in three areas:

- a. Listening Comprehension measures the ability to understand spoken English as used in colleges.
- b. Structure and Written Expression evaluate recognition of selected structural and grammatical points in standard written English.

- c. Reading Comprehension measures the ability to read and understand academic reading material in English.

B. Three Sections of ITP TOEFL test

a. Listening Comprehension

Listening is tested in the first section on TOEFL test, which focuses on understanding spoken English. This section consist of fifty questions divided into three types of listening passages: Part A: short dialogue, Part B: long conversation and Part C: long talks. Short dialogues are two-line dialogues between two speakers and each followed by multiple choice questions. There are 30 short dialogues and 30 multiple choice questions in this part. Long conversations are conversation on casual topic between the students. It consists of two conversations and seven to nine questions made up in this part. Talks are 60-90 seconds talks about life and academic subject. There are three lecturer and 11-13 questions appeared in this part. Thus, the total questions in listing are 50 questions (Sharpee, 2011).

b. Structure and Written Expressions

Structure and Written Expression is the second section in TOEFL which focuses on written English. This section consists of two parts. The first part, called Part A, is concernd with Structure whereas the second part called Part B, is concernd with Written Expression. Part A has fifteen multiple choice questions marked with A, B, C and D while the second part has twenty five questions. In the second part, the test-takers have to identify the error one in each sentence.

Moreover, structure and written expression are not only existed in ITP TOEFL but also in PBT TOEFL. The difference between two of them is PBT TOEFL has one section namely TWE (Test of Written English) (Pyle & Munoz, 2015 as cited in Munadia 2016, p. 26).

c. Reading Comprehension

Reading is tested in the last section on TOEFL test which focuses on understanding reading passage. This section consists of five passages and fifty questions and the test takers have fifty minutes to complete the questions. In this section, the paper test may ask about the main idea, directly answered details, vocabulary or overall review ideas (Phillips, 2011). Therefore, reading comprehension can be defined as the understanding of the written word and the content being read in a text. This section was the main section of this study.

According to Roger (2005), he stated that reading comprehension section is a part of the examination that tests the ability of test-takers to answers the question based on the information that have given in the passage. It contains four or five passages, there are 10 to 14 questions for each passage and there are 50 questions in this section. This section tests ability to find main ideas, supporting ideas, and details; use context clues to understand the meaning of vocabulary; draw inferences; recognize coherence; figure out the organization of the passage; and perform other basic reading skills.

According to Roger (2005), he explained that generally the passages can be classified as follows: science and technology includes astronomy, geology,

chemistry, physics, mathematics, zoology, botany, medicine, engineering, and mechanics north American history, government, geography, and culture; art includes literature, painting, architecture, dance, and drama; Social Science Includes anthropology, economics, psychology, urban studies, and sociology; biography.

Furthermore, Roger (2005) defined that Some passages may be classified in more than one way. For example, a biography might be about the life of a historical figure, an artist, or a scientist. If there is a national context for any of the passages, it is American or occasionally Canadian. Therefore, if a passage is about history, it will be about the history of the United States or Canada. Although the passages deal with various topics, the style in which they are written is similar, and they usually follow fairly simple patterns of organization. The vocabulary used in the Reading portion is fairly sophisticated. Sometimes the test takers can guess the meaning of these words by context. However, it is not necessary to understand all the vocabulary in the passages to answer the questions (Roger, 2005).

C. Strategy Concept

The focus strategy in this research is reading strategy, test-taking strategy and Aspects and Skills in TOEFL Reading Section.

a. Reading Strategies

According to Carrell and Grabe (2002, as cited in Cohen & Upton, 2006), they argued that it is clear that when reading, a reader engages in processing at the phonological, morphological, syntactic, and semantic and discourse levels, as well

as engages in goal setting, text-summary building, interpretive elaborating from knowledge resources, monitoring and assessment of goal achievement, making various adjustments to enhance comprehension, and making repairs to comprehension processing as needed. While strategies are subject to control, more intentional, and used to act upon the processes (Cohen, 2005).

Reading strategy is the way how readers interact with the text and the way how their reading influences their comprehension of the text. There are some reading strategy that usually use by student, such as skimming and scanning. skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2005). While scanning is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2005). Therefore, this strategy has purpose to get the ideas and specific information of the text quickly. Both of the strategies help the students to read in a more focused and efficient way. Besides skimming and scanning as the common reading strategy, there are other strategy that also used to answering reading comprehension section of TOEFL test. According to Phillips (2003 cited in Jannah and Fitriani (2018), she stated that in vocabulary question, there are four strategy, these are finding out meanings from structural clues, finding word parts, giving meaning for unfamiliar words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, using background knowledge the tone, purpose, or course. In short, those reading strategies are processes used by test-takers to enhance reading comprehension and overcome comprehension failures.

b. Test-Taking Strategies

According to Dooden (2015 p.108), he defines that “test-taking strategies are cognitive abilities to deal with any testing situation in appropriate manner and to know what to do during tests”. Dooden (2015) also provide some strategies which are managing time effectively, surveying all questions before responding, solving easy questions first, checking and reviewing answers, underlying keywords or concepts in questions, eliminating wrong options, and others. These strategies help students do well in tests independently of the knowledge of the test content or materials (Sarnacki, 1979). Moreover, some argue that test-taking strategies are as important as having the basic knowledge and information to answer the test questions (Langerquist, 1982). However, this does not mean that these strategies can replace knowledge of the materials or the preparation for the test; but it rather means that having such strategies helps students maximize their scores to the limit allowed by the level of their knowledge and preparation for the test. In fact, one of the most important test-taking strategies is to know how to study and to prepare well for the test.

CHAPTER III

METHODOLOGY

This chapter presents the description of research methodology. It covers research design, participant, research procedure, and technique of data analysis.

A. Research Design

This research is a descriptive study employed in the schema of the qualitative approach. The qualitative approach is used in this research because of several reasons. First, the qualitative study allows the researcher to explore phenomena, such as experience and feelings of an individual. Furthermore, Creswell (2012) defined that qualitative approach allows the researcher exploring common experiences of an individual to develop a theory. The second reason, the research question of this study starts with the question word *what*, as it intends to analyze what strategies is used by students in answering reading section in TOEFL test. It is in line with what Patton (2002, as cited in Dodge, 2011) suggested, in which the qualitative research questions is often begin with question words *how* or *what* in order to gain an in-depth understanding of the studied topic.

The phenomenon under investigation of this research was the students' strategy in answering Reading Comprehension section of TOEFL. This research focus on strategy that was used by the students. Since this research investigated on how the student experience using the strategy that helps them in facing the TOEFL especially in reading section. Therefore, descriptive qualitative research is

appropriate to be used in this research because it emphasizes on describing meanings, interpretations, processes and technique.

B. Participant

Creswell (2012) defined that population is a large collection of individuals or objects that have similar characteristics. The population of this study is UIN Ar-raniry students in Tarbiyah faculty especially English department student's branch 2015. This research decides to have six participants. Those six participants are chosen based on purposive sampling method. This study purposively take the students that have ever taken and got 500 or more the TOEFL test score and have 35-50 correct answers in the reading section which is presented by 45-67 score for their reading comprehension section. Showkat & Parveen (2017) defined that in purposive sampling, the researchers choose the participant based on the researcher own judgment, keeping back in mind the purpose of the study. Furthermore, the number of participants in qualitative research is not considered as a big issue, since the purpose of the research was to listen to the individuals' experiences of a particular issue, and was not going to be generalized (Lambert, 2012; Scott & Garner, 2013).

C. Research Procedure

In getting and collecting the data, this study uses interview as the data collection technique. This is a method of collecting data that was done through a question and answer directly with the data source. Margono (2003) argued that,

interview means collecting information which is done directly and verbally, meaning that the interviewer has a face-to-face, questioning-answering session with the interviewee. According to Perry (2005) there are three types of interviews called highly structured interview, semi-structured interview, and open- structured interview. This research employed a semi-structured interview. In this study, semi-structure interview uses in order to give freedom to the participant and encourage them to speak about their strategy deeply. A Semi-structured interview is a type of interview where the researcher is allowed to ask the additional question and discuss additional topics related to the issue discussed (Lambert, 2012). The interviews is all done face to face and spend about 15-20 minutes for each participant. With the participants' approval, the interviews were recorded to ensure accurate transcription.

D. Technique of Data Analysis

Data analysis is the systematic process done to help the writer to build understanding towards the materials: the interview transcript, field notes, and other instrument (Bogdan & Biklen, 1998). In this research, the data will be analyzed by using descriptive analysis method, which means that the data finding organize and explain into words. In order to present the data, the researcher followed the stage proposed by Ary (2010) which are: (a) organizing and familiarizing, (b) coding and reducing, and (c) interpreting and representing.

a. Organizing and Familiarizing

In this stage the researcher need to familiar with the data through reading and rereading notes and transcripts, and listening repeatedly to audiotapes. The researcher must be immersed in the data, such as field notes, audiotapes, and transcript. Afterwards, in organizing the data the reseacher arrange the notes with the notes, audiotapes with audiotapes and trancript with transcript.

b. Coding and Reducing

In this stage the reseacher coded the transcript based on the similar idea that occur. The researcher read and reread the all the data and sort them by looking for unit of meaning. The reasecher innitialy goes through all the data and identifies the unit with the appropriate code. After the data are coded, the reseacher place all units having the same coding together the looking the differences among all the coding data then reducing the data that are not related to the topic.

c. Interpreting and Representing

In this last stage, interpreting involves reflecting about the words and act of the study's participant and abstracting important understanding from them. In representing the data, the researcher used essay in presented the data, in here the researcher will write all the answers by the participants in paragraph. Then describe what the participant mean with explanation of the reseachers understand.

During those steps, the first step to do was reviewed the audio tape from interview and transferred into word document transcript, then overall meaning was reflected to gain general sense of the information and ideas that the

participants deliver, next the transcript was coded then analyzed the categorized data and interpreted the data while understanding of the participants' stories.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and the discussion of the research. It consists of the result of the test and the discussion about students' strategies in answering reading comprehension of TOEFL. This chapter investigates the findings based on the obtained data from the interview results of the six interviewees of English Department students.

A. Research Finding

I. The students' strategy in Answering Reading comprehension Section of TOEFL Test

This section discusses the result of the interview which involves six students as the participants. The six students were chosen based on their TOEFL reading comprehension score that met the qualification of this study. In addition, the interview was used in order to answer the research question which focused on investigating students' strategies in answering reading comprehension section of TOEFL. In the interview, the participants explained their strategies in answering reading comprehension of TOEFL test. There were seven questions used to gain further data on the students' strategies in answering reading comprehension section of TOEFL test. The questions consists of three warming up questions and three main questions on the student strategies and one affirmation question on the effectiveness of the strategy.

Coding analysis was employed to determine the strategy of the participants based on their responses to the interview questions. Furthermore, the participants

that have similar ideas in their answer were put in the same line to support each other answers. Findings of the interview indicated that there were some strategies that were used by students in answering Reading Comprehension section. The findings are divided into two themes which are reading strategy and test-takers strategy. It follows the classification which is proposed by Jannah & Fitriani (2018) and Dooden (2015).

a. Reading Strategy

The interview aimed at investigating the students' strategy in answering reading comprehension section of the TOEFL test. Two main interview questions were used to investigate the reading strategy. The first interview question was Q4 which asked about the students' strategies in answering the reading comprehension section of TOEFL test and the second interview question was Q6 as the additional question which attempted to figure out any the specific reading strategy possibly used by participants that they did not mention when answering the Q4. Most of participants used three reading strategies as the main strategy to answer the reading section of TOEFL test. The three strategies were using the skimming and scanning of a passage to search the main idea, using the context clue to understand the meaning of unfamiliar vocabulary, and using the background knowledge.

1. Skimming and scanning the passage to search the main idea

Most of the participants remarked that the main strategy in answering reading section were skimming and scanning the passage to search for the idea of the passage. This strategy was answered through question four (Q4) of the

interview. The question asked what kinds of strategy that student used in answering reading comprehension section of TOEFL test.

Three of six participants answered that skimming and scanning were used to answer main idea type of question. Following was a response of a participant who stated that skimming and scanning helped her in answering reading section:

I skim and scan the passage to get the idea of the text. Because the passage too long so that I use the strategy in order to find the answer fast. [MS]

She believed that skimming and scanning strategy helped her to find the answer quickly. She could find the main idea of the passage easily if she used skimming and scanning as her strategy. Other two participants were also in line with this, they agreed that skimming and scanning strategy assisted them to get the point of the passage quickly.

Furthermore, three other participants' answers were led by the second main question (Q6). Q6 basically asked about the possible reading strategies that were used by the participants. This question was divided into several points. The point of question was mentioned the specific strategy that probably was used by the participants.

One of the participants responding the question as follow:

Yes, if I cannot find the answer in the first paragraph, **I will skimming and scanning the whole passage to looking for the main idea of the text because for me it is too boring to read long passage**, so yeah I'm trying to read it fast. [RZA]

He claimed that skimming and scanning strategy helped him to find the main idea of the text and skipped to read the all paragraphs completely. He was being weary when he read the long passage. Another participant gave the similar point. They agreed that skimming and scanning can be used to avoid reading all the paragraph.

Based on the findings, they believed that reading strategy helped them to look over the passage without reading the entire paragraph and helped them to answer the main idea question. In the reading strategies, such as skimming and scanning were the main reading strategy that mostly the participants used in order to answer the main idea question in TOEFL test.

2. Using the context clue to understand the meaning of unfamiliar vocabulary

The response of the certain difficulty faced by the students in reading the passage was showed in the result of the interview question of Q3. Majority of the participants agreed that vocabulary was the crucial things in answering TOEFL test especially in reading section. In fact, most of students said that they still faced the difficulties in answering TOEFL due to the lack of vocabulary. They assumed that vocabulary in reading passage in TOEFL was more difficult than in the usual reading material. For instance, one of the participants said:

so honestly I got obstacle while answering the question especially in vocabulary because the vocabulary in reading TOEFL is more difficult the other reading text, **I find so many unfamiliar vocabularies in the text and it makes me difficult to answering the question sometimes. [AK]**

In responding to this difficulty, four of six participants agreed that the way to overcome the difficulties is using the context clue to understand the meaning of unfamiliar vocabulary. This answers occurred when the participants responded to interview question of Q4 which asked about the strategy that the participants used in answering reading section of TOEFL test. The followings were two participants' responses toward this strategy:

so if I answering the question that asking about the closest meaning **I try to put those vocabularies into the context of the passage.** Because it hard to understand the single vocabularies in the text. But I put it in context and try to understand it by myself. [MS]

Supported by another participant, YZ, she also said:

so like this, first I see the text talking about what, after that I see the vocabulary **and then I try to relate it to the text talking about, I mean the context of the text.** [YZ]

They believed that by using the context of the text could make them understand the unfamiliar vocabulary even though they did not know the appropriate meaning of the words, they believed those unfamiliar words were easily understood when those words were related to the context of the text. Two of the participants also gave the similar ideas by answering the third point of Q6. They said:

If I found the difficult vocabulary I will read the sentence, **if the sentence talking about healthy so the vocabulary should be taking about that too. I just guess it and put the vocabulary into the context of passage. [RZA]**

So I look for the description of the word in the sentence, **so I use the context of the text to understand the certain vocabulary and then answer the question like asking about the closest meaning. [PK]**

Two of the participants stated that the strategy was not only used to figure out the unfamiliar vocabulary in the passage but also was used to answer the closest meaning types of question. In the TOEFLs' reading section, there were some questions which asked the synonym or the antonym of certain words. This type of question was highly depended on the number of how many vocabularies that students memorized. Then, participants needed to figure out the closest meaning of the vocabulary. Based on the findings, the participants conveyed that the way to overcome the difficulty of vocabulary in the test and to answer the closest meaning type of question in TOEFL test was using the context clue of the text to understand the unfamiliar vocabulary.

3. Using the Background Knowledge

The second point of interview question Q6 was the question which asked about the use of background knowledge. The question asked about whether the use of background knowledge was useful. One of the reading section question types asks about the detail items and specific information about the passage such as questioning a place where the event takes place, or questioning the reason why

the conflict happens. Sometimes, the detail items are written implicitly in the passage. It made the participants needed to cover about what the topic wanted to discuss in the passage. Mostly, everything that is discussed in the reading comprehension section passage is related to one general topic, such as history, science and technology for each passage. Interestingly, each participant claimed that their background knowledge helped them to comprehend more the topic in the passages. For example, the participant's response was:

yeah, the background knowledge help me in understanding passage, like if the passage talking about environments and I have known little bit about environments, it makes me easy to catch the purpose and the idea of the passage. [YZ]

Four of six participants shared that sometimes they fortunately got the passage that discussed similar topic with their background knowledge. The participants' responses were shown as following:

Yeah, it is really useful, especially if you found the same passage. Such as if I have known about political and the passage talking about political, **it is helping me to understood the passage more and easy to answer the question. Yeah background knowledge is really important.** [RZA]

so if some text and the theme of the text known by me **I mean I have the background knowledge about it before, I can relate to it even though I just understand it a little. It makes me looking for the answers quickly.**[KM]

Yes of course, actually I have found the passage in TOEFL sometimes it relates with science and sometimes **I have background knowledge about it**

then I just answering the question without returning to read the passage. [MS]

The answers showed that having background knowledge was helping them to comprehend the passage and to answer the detail types of question easily. The participants also mentioned that their specific background knowledge really assisted them to overcome the reading section of TOEFL test. Based on the result of the interview, general background knowledge was useful to understand more about the passage and ease students to answer the questions.

a. Test-taker Strategy

It is suggested by Dooden (2015), test-takers strategy refers to how the students deal with any situation during the test. The example situations are dealing with the limitation of time in the test, dealing with the question, and preparing themselves for the test. As explained before, the interview's aim investigates the students' strategy in answering the reading comprehension section of the TOEFL test. Two main interview questions (Q5) were used to investigate the test-takers strategy. After asking the Q5, the answers of the interview was obtained and the results were analyzed. Several points were gained about test-taker strategy used in answering the TOEFL reading test. The finding showed that surveying/reading the questions before reading the passage and answering the easiest questions were the strategies used by the students. These test-takers strategies were discussed below.

1. Surveying/ Reading the Questions Before Reading the Text

The interview question Q2 asked participants' perception on whether the reading section consumed most time than other sections in TOEFL test. Five of six participants agreed that reading section consumed too much time. They claimed that the factor that made the TOEFLs' test-takers failed in test was due to the limitation of time. The interview question which was used to analyze the strategy that participants used was Q5. The second point of interview question Q5 was the question which asked about what the prioritized aspect they considered about, either reading the question first or reading the passage.

Five participants answered that surveying, or reading questions before read the passage, was their strategy. Five participants agreed that reading the questions in the first period would make them managed the time more effectively than reading the passage. One of the students' responses was shown below:

I usually look for the question first so that I can only read on what question need not the whole passage Yeah, like we know that even I read the whole passage first, I will read it again after read the question. [YZ]

She believed that reading question in the early period would not make her read the passage twice. Hence, she could answer more questions in the remaining time. In addition, the other participant explained why she read the question first, she said:

I just read the question first and looking the key word of question and then I look the passage because I can found the answering easily especially for main idea question. So, **if I read all the passage**

first I might forget what I have read and I read it again and make me wasting time. [KM]

She believed that surveying the question first could help her to be more focused on the question. If she read the long passage first, it would make her forget the whole message of the text when she read the question later on. This kind of strategy was the part of test-taking strategy helped the students to overcome the wasted time. Based on their answers, it can be concluded that this strategy assisted students to answer the question of reading section of TOEFL test and also supported them to manage the time effectively.

2. Answering The Easiest Questions

The first point of interview question Q5 was the question which asked whether any prioritized question they answered first or not. Surprisingly, all the participants shared the similar ideas. Most of participants claimed that questions which were considered to be easy for them were main idea question, closest meaning question, and purpose of the text question. For instance one of the participants said:

Yeah I am choosing the easiest question first. For me the easiest question in reading are synonym and antonym question and main idea question. I will choose to answering it directly, sometimes I just only looking for those question first after that I will answer other questions. I don't know I feel like confuse if I don't answer that questions first. [YZ]

Other the participants' responses toward the first point of Q5 were described below:

I think **I would answer the easy question first such as vocabulary question** because I can find it directly in the text. So I can move to another question quickly. [MS]

Yeah for me the easy question in the reading section is synonym question, so I looking for those question first. After that I will look for other questions. [PK]

Based on the students' responses when they answered those questions, they did not need to think twice because it was easy to find the answer in the passage quickly. As the students' responses above, some questions in the reading section were easy to be answered. The type of question could be categorized as the question which asked the direct information. For example, main idea-type question was the question where the answer was in the first paragraph. Therefore, they usually read the first paragraph only then went to the main idea- question. This kind of question was believed by them to be more focused to another question. One reason that made them failed to focus on answering questions was the length of the reading test and many questions appeared in every passages of reading section. However, that easy question could relieve their anxiety and they could keep continuing to answer the next questions.

After describing about what the strategies students used in answering TOEFL test toward the interview question Q4, Q5, and Q6, the participants were also asked about whether the strategy used by the participants was effective or not. This idea was covered in question 7 (Q7) which was concerned with the perception of the students toward their strategy used.

Most of the participants believed that the strategy they used was effective in solving the difficulties in answering the TOEFL question. One of the participants said:

**I think it was very effective, I can saving a lot of time, so if I save my time I can be more focus to the question, and I can finish it well.
[PK]**

From the interview, it was found that those who used the strategies could get rid their nervousness when they were working on problems in TOEFL. They also could manage their time more effectively, they could be more confident while answering the questions; even they could make their scores increase.

B. Discussion

This section explains the discussion of the obtained data. As data presented earlier, the strategy used by the participants were varied. There were five major strategies that students used in answering the Reading Comprehension section of TOEFL Test which are categorized as reading and test-takers strategy. The first three strategies are reading strategies and the rest two are test-takers strategies.

The first main strategy were skimming and scanning the passage to find out the main idea of the text. All of students said that they used the skimming and scanning strategy to deal with the passage. These students also said that, they got bored and being lazy to read the whole paragraph in the passage. Solving this kind of problems, the reading strategy like skimming and scanning help them a lot. The

strategy helped them to answer the question such as, finding the main idea and true or false statement question. In this case, it could be concluded that most of students used the reading strategy, such as skimming and scanning which assisted them read quickly and got the answer fast. This result is also supported by Jannah & Fitriani (2017) who claims that 40% of the students often use the skimming and scanning the passage as their strategy in answering Reading Comprehension section of TOEFL test. It is in line with this Nurhayati (2016) who states that skimming the reading passage to decide the main idea and the overall organization of ideas in the passage.

The second strategy was using the context clue of the text to understand the unfamiliar vocabulary. All of the participants agreed that vocabulary was one of the most important aspects which influenced them to understand the passage and the question. The students faced any difficult in answering the questions because they did not understand the meaning of the words. Then, the closest meaning type of questions was the obstacles faced by students especially when unfamiliar vocabulary consisted. In order to deal with those questions, the students tried to guess and relate the unfamiliar vocabulary to the context of the passage that would make them understand the meaning of the vocabulary. It was not necessary to understand every word and detail in each passage to answer the questions correctly. Since, it was wasting of time to read the passage while the student wanted to understand every single details before trying to answer the questions. For vocabulary questions, the question told us where the word was located in the passage. According to Nurhayati (2016), she states that there are 70% of the

students who try to understand certain words when the words are related to the questions and the context of the text.

Furthermore, the third strategy was the use of the background knowledge. Sometimes, students used their background knowledge whenever they read the text. The students argued that having the background knowledge increased their understanding about the passage. They claimed that background knowledge was an important strategy for them in answering the questions. As mentioned by Jannah & Fitriani (2017), they conveyed that 50% of the students frequently use their background knowledge to be a good strategy in answering Reading Comprehension section of TOEFL.

The fourth strategy was surveying questions before reading the text. Most participants said that surveying the questions in the early period helped them to answer the questions. They said that the strategy was helpful in managing the time during the test. In this case, it was concluded that the students' difficulty was not about the questions but it was about how they could manage the time during reading comprehension section. It is similar with Abboud and Hussein (2011) who state that the difficulty faced by the students when they involve in the test is not enough time available. They also add further explanation about student who had more time in the test; they would have passed the test and they would answer the test well. This result is also supported by Dodeen (2015), he states that the test-takers who want to answer the question easily, they need to have the good strategy for the test, especially for the reading test. The good test-taking strategies based on Dooden (2015) are managing the time effectively, surveying all questions

before responding, dealing with difficult questions, dealing with multiple-choice questions, and underlying keywords questions.

The fifth strategy was answering the easiest questions. In the reading comprehension section, there is no any level of difficulties in the questions. It happens because the questions have the same purposes to ask all about the general or the specific information related to the passage. However, some students had their own priority to answer the questions which was considered easy for them. They assumed that answering the easy-considered question first would help them to be less confused to answer the following questions. Mostly, the participants chose the question which asked about the direct information such as the question refers to, closest meaning. Then, after answering those questions, they would answer the questions which asked about what the specific event, not true statements, etc. They claimed that if they used these strategies, it would help them to focus and deal with other questions more.

CHAPTER V

CONCLUSION

A. Conclusion

Having analyzed the data in the chapter IV, there are several conclusions that can be drawn in relation to the research questions. The findings of the present study revealed that there are some strategies used by the students in answering reading comprehension section of TOEFL.

From the result of the interview, it can be concluded that there are five strategies which are used by the students in answering reading comprehension of TOEFL test. First, majority of the students used skimming and scanning as their reading strategy. Many of them stated that they used that strategy to make them easy to read the passage. Some of the students feel tired of reading the long passage. Second, to cope with the difficulty of unfamiliar vocabulary, the reading strategy they used was to relate the vocabulary to the context of the passages. Third, students used their background knowledge as the strategy to comprehend more the topic in the passages discussed in the passage. Mostly the student claimed that they their own background knowledge is very useful especially to answer the detail types of question easily.

Furthermore, all of the students interviewed said that the time was incredibly limited. The students could not manage the time wisely to answer 50 questions in 55 minutes. Thus, beside the reading strategies mention above, this research also finds that students has their own strategies coping with the situation during test such as limitation of time in the test, namely test-taker strategy. There are two test

takers strategies found in this study. To deal with the situation, some students chose to read or survey the question first rather than read the passage first. In addition, since the time is limited, therefore, the students in this study asserted that they prioritize to answer the questions considered easy for them.

B. Suggestion

Based on the findings, there are some suggestions that are provided by the researcher. First, for the students of English Education Department, they may consider the strategies found in this study to help them in facing TOEFL especially to answer the reading section. Since one of the most difficult factors for TOEFL test takers is the time; how they can manage the time during the test effectively to increase their score, therefore, using the strategies proposed by this study can at least reduce to consuming a lot of time.

Second for the lecturers, they can propose the finding of this research to the students to try some strategies such as reading strategy and test-takers strategy. The lecturer should develop and used any other strategies that also can be used by the students to make the students confident enough and successful in the test.

Third for the English Education Department, it should give another alternative strategy in the short training in TOEFL particularly in reading comprehension section for students who already had learned the Introduction to English Proficiency Test course. This is performed to strengthen their understanding of TOEFL especially in reading comprehension section.

Finally, for the other researchers, this study has some limitations and weaknesses. Firstly, the participants taken were limited. Thus, the author suggests for other researchers to conduct the further study involving a large number of sample so that the findings will be more objective. Secondly, this study does not cover all topics or aspects in reading comprehension section. Therefore, further research is expected to analyze other strategies in Reading comprehension section of TOEFL.



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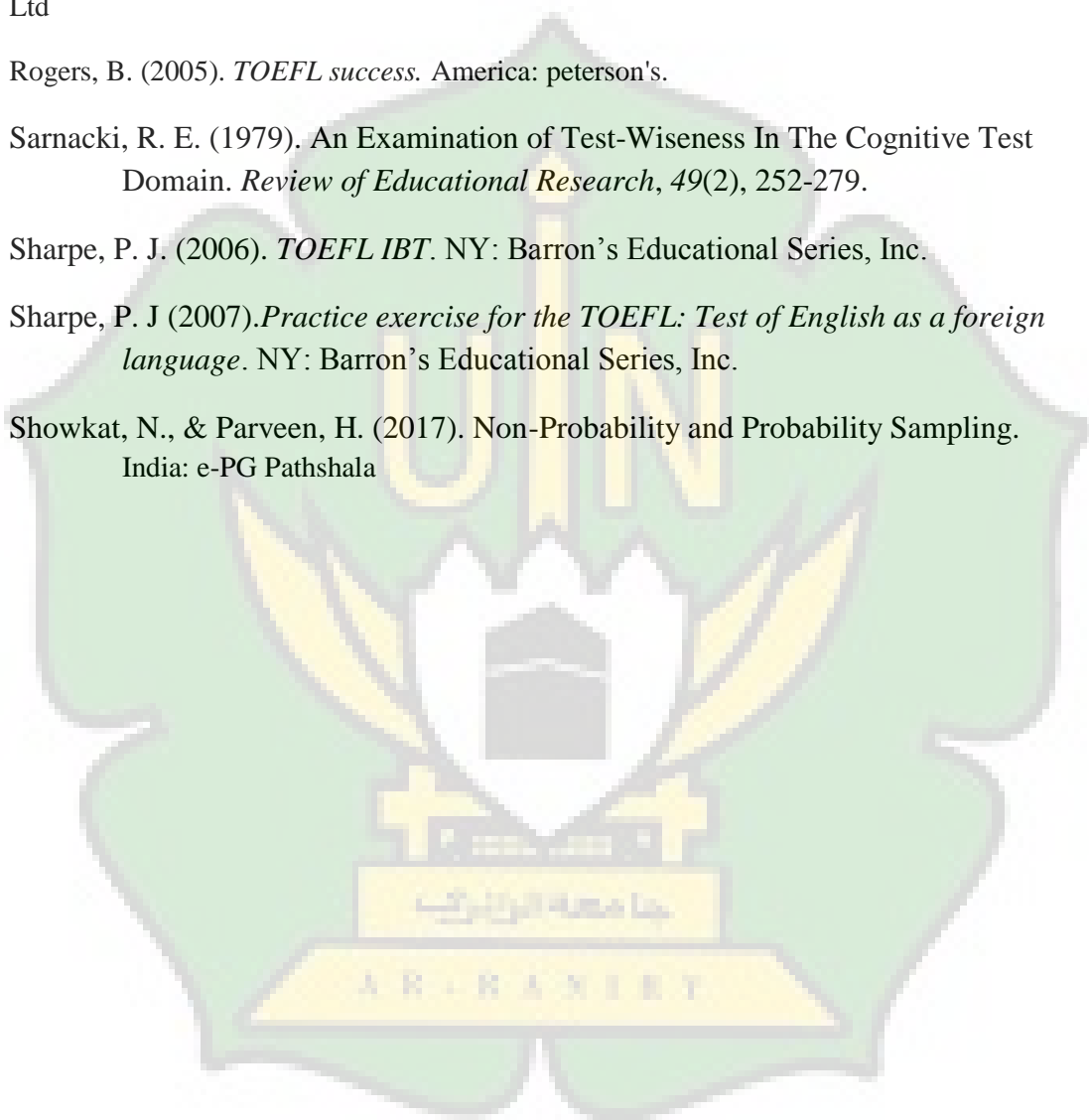
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-13941/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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 Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnai keputusan Dekan Nomor: B-1607/UN.08/FTK/KP.07.6/02/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
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9. Keputusan Menteri Agama Nomor 492 Tahun 2013, 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 N Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menangani 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 26 April 2018
- MEMUTUSKAN**
- Menetapkan** : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1607/UN.08/FTK/KP.07.6/02/2019 tanggal 18 Februari 2019
- KEDUA** : Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Alfintunnur, M.Ed | Sebagai Pembimbing Pertama |
| 2. Fera Busfina Zahra, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|---|
| Nama | : Cut Annisa Triana Kamil |
| NIM | : 150203078 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : The Students' Strategy in Answering Reading Section of TOEFL Test |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : 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
Tanggal: 17 September 2019





KEMENTERIAN AGAMA
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B-2855 /Un.08/FTK.1/TL 00/02/2019

28 Februari 2019

Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

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

N a m a : Cut Annisa Triana Kamil
N I M : 150 203 078
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lambada, Aceh Besar

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

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

The Student's Strategies in Answering Reading Section of TOEFL Test

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





**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-574/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-2855/Un.08/FTK.I/TL.00/02/2019 tertanggal 28 Februari 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

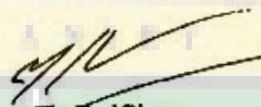
Nama : Cut Annisa Triana Kamil
NIM : 150 203 078
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

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

The Student's Strategies in Answering Reading Section of TOEFL Test.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Instrument Penelitian

Interview

Daftar pertanyaan :

1. How many times that you have taken TOEFL test?
2. From your experience, is that reading section wasting your time most ?
 - a. why the reading section wasting time most ?
3. What are the difficulties during answering reading section of TOEFL?
4. What are the strategies that you use in answering reading section of TOEFL?
5. Do you use the strategy such as test takers strategy ?
 - a. Is there any question that being your priority ?
 - b. What would be your priority ? you read the question or read the passage ?
6. Do you use the strategy such as reading strategy ?
 - a. Do you use skimming and scanning strategy ?
 - b. Do you use background knowledge ?
 - c. Do you use the context of the passage in understanding some words?
7. From your experience, how effective those strategies help you in increasing your score of reading section of TOEFL ?

Adapted from Samad, Jannah & Fitriani (2018, p.31-32)

1. Why do you use key words to search for main idea .
2. Why do you skim or scan the text to search for the idea.
3. Why do you While reading, I have a purpose in mind and try to focus on what I read in the passage.
4. Why do you use background knowledge whenever I read a text.
5. Why do you use prediction skill while I am reading a text
6. why do you Focusing on Important information in a text through skimming a whole text.
7. why do you guess a meaning of a text through activating my Background knowledge
8. why do you make a literal translation.
9. why do you read in details to answer questions.
10. why do you use context clues to
11. understand the meanings of vocabulary
12. guess from (suffixes, prefixes) and semantic knowledge (synonym, antonym) to understand unfamiliar vocabulary
13. keep reading a text even find some difficult words in the text.
14. read questions prior to reading a text.
15. When text becomes difficult, repeat reading text to increase my understanding even when I find it difficult.

Interview with RZA

R : okey, so today we are gonna have interview about the TOEFL test., so, please tell me about yourself

I : so, my name is R Z A. I have taken the TOEFL test in the last year. I mean the last past year , so, i got the score 513. And right now, i am in the night semester of student english education department.

R : so, how many times that you have taken the toefl?

I : oh, i have taken for three times

R : so you have taken for 3 times.

I : yes.

R : so, aaa. Is there any different score between the first and the last you took the toefl?

I : yes, of course. Eehmm, in the first time I took the toefl, I got 437 and the second one I got 474 and the last one i got 513.

R : from your experience, is there any, from your opinion too, is that reading section was the most wasting time section

I : yes, it is. The reading test is totally wasted my time because it took a lot of time to read and then to understand the meaning, and also the text is little bit long so, it will take more than you just like when you find like the error analysis which is it's only take. It's not really hard to translate it but it's really hard for me in reading section because ya it's too long.

R : okey, and then, is there any difficulties that you found during your answer the reading section?

I : ya, I found the difficulties especially in translating the meaning when I want to translate English into Bahasa, so, that's one of difficult for me.

R : okey, in reading, is there any questions that you being your priority, I mean like those questions you answer it first/

I : oh ya. Eee, in reading section the first question that I want to see and answer it's like closing meaning, such as like the synonym of this word. So, I tried to answer that first and perhaps if there any question such as like eee....how could I say it,"in paragraph 4, it tells about this, eee. What is it

meaning?" so, i mean like when there is the direction which one paragraph I need to read, so, it is like the question that I want to go first too.

R : So, after you found those questions and the difficulties, is there any strategy that you use to answer the questions of reading section?

I : in the reading section, the strategy that I found just like ehmm I only eeeee if there is any question such as like the main idea or what is the author thinking about. So, usually I only gonna read the first sentence of the paragraph and the last sentence of the paragraph. If there is some similarity between the first and the last paragraph, then i just need to choose like which is the choice answer is a close to that kind of passage. So, for example like, if in the first paragraph there is such as talking about humanity and the last paragraph also talking about the humanity, so, the main idea should suppose to be humanity too. So, i didn't read all the passage.

R : so, did you use skimming and scanning the passage to that kind of questions?

I : Yes, if I cannot found the answer in the first paragraph, I will skimming and scanning the whole passage to looking for the main idea of the text because for me it is too boring to read long passage, so yeah I'm trying to read it fast

R : and then do you use your back ground knowledge while you're reading the text?

I : ya ya, it's really useful especially when you find the text and you have already known the text which means that you know about what is the text tell us about. For example, I have already understood about the political issues. When there is a passage that talking about the political issue so it would make me easier to answer. So, back ground is really important.

R : okey, and then, while you are reading the text did you find any difficult word in the passage, what are the strategies you use to solve this problem?

I : When i found ee, it is like closest meaning or ?

R : yeah,

I : So, for the closest meaning if cannot guess, I mean like I cannot find it which is the real meaning or the synonym of the mentioned word about. I

am gonna read the sentence in the paragraph. And trying to guess what is the word means. So, when if the sentence could lead me into a good guessing like " this sentence is talking about healthy" it is supposed the word is going to be like, it will be used in healthy aspect. So, my strategy, I will read the sentence and try to guess what is the sentence is talking about and put the vocabulary into the context of passage

R : so, you just guessing suit or not?

I : yeah.

R : do you keep repeating reading the text even you some difficult words in the text?

I : I am trying to read it a lot. If I could not find it when I read it once, I am gonna try to read it for several times to make sure me to get the answer of the question.

R : so what kind of question that you usually use on those strategies, you keep reading the text, what kind of question , is there main idea question or except questions, do you know except question/

I : no, I dont know

R : exception statement, when you have to find the unsimilar statement, do you get it?

I : ohh,

R : how do use strategy answering those kind questions?

I ; in that kind of question, i am gonna repeat the text.

R : after that, are you focusing on important information that in the text through the skimming the whole text?

I : yeah of course, skimming is really important. You know, when i am in the reading text, time is really...I mean like it's about the time. How we could use our strategies in the rest of time is really important. We need to find just the important issue of the text.

R : so, you'll save your time and you can manage the time.

I ; yeah.

- R : could you conclude the whole strategies that you use when you answer the question of TOEFL reading test, is it effective and help you a lot?
- I : yes, it really helps me a lot. Before taking the toefl test, I take a treatment in LDC. So, the lecturer give me a lot of strategy that I can use while I am answering the questions in reading section. One of the strategies is skimming and using our backgorung knowledge.
- R ; so, do you use literally translate the passage?
- I : yeah, i am gonna try to translate it, but if i cannot translate it well especially when traslating will waste the time. So, i'll try to understand it as good as i can. Even though, I cannot find directly into the answer at least I could guess it but this not only guessing. I mean if I guess the answer the probability to choose the right answer would be 50;50.
- R : the last question, you have taken the toefl 3 times, do you use the strategies in the first time or after you have experienced it?
- I : while, the first time I was taking the toefl test, I was not really familiar with the back ground knowledge and also about like the answer is not directly in the text but you need to think it outside of the box. And before it, I have already understand the text passage from bahasa lesson and i can apply it into english lesson. Perhaps like in reading section, I don't have any appropriate movement in reading text. So, I just like use the same startegy in every single test.
- R : do you use all the startegy in the whole test you have already taken?
- I : yes, not all the strategy.such as the startegy of finding the information which is not mentioned in the text but we need to think it out of the box. That is the new startegy that use in reading toefl test.
- R : from your opinion, I can conclude that those strategies help you to answer the questions in the TOEFL test especially in reading section.

Interview with PK

R : so, today I would like to interview you about anything related to TOEFL and I'll like to ask you about anything related to reading section. Before that introduce me about yourself first.

I : my name is PK. I'm a student of english departement of UIN Ar-raniry.

R : can we start ?

I : yes

R : so, for the first question. How many times that you have taken the TOEFL ?

I : uuummmm, i have taken the TOEFL for once

R : just once ?

I : yeah

R : so, based on your experience, is that reading section is the most wasting time section of TOEFL ?

I : reading section were actually the wasting time section to work on

R : okey i see. Then do you have any difficulties during you answering the TOEFL test especially in reading section?

I : the first dificulty for me is the unfamiliar word that written in the passage. After that aaaaaa i have to conclude if the question of the TOEFL what is the conclusion, what is the main aaaa the main idea

AUTOBIOGRAPHY

1. Name : Cut Annisa Triana Kamil
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 - b. Mother's Name : Cut Rela Mariansyah, S.Pd
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 - b. Junior High School : SMP Negeri 2 Ingin Jaya
 - c. Senior High School : SMANegeri 1 Ingin Jaya
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Banda Aceh, 27 December 2019

The Writer,

Cut Annisa Triana Kamil