STUDENTS' STRATEGIES IN ACHIEVING
THE REQUIRED TOEFL PREDICTION SCORES

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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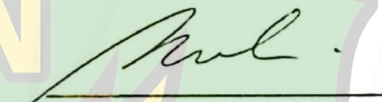In Darussalam, Banda Aceh

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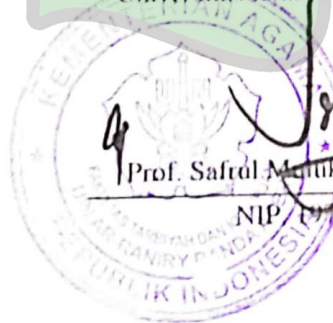Member,   Member,

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SURAT PERNYATAAN KEASLIAN
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Students' Strategies in Achieving the Required TOEFL Scores

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, 19 Juli 2023
Saya yang membuat surat pernyataan,

Nadaa Faatin

i

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Praise be to Allah subhanahu wata'ala for the countless blessings. Praise be to Allah subhanahu wata'ala who has allowed me to reach this phase. Shalawat and salam may always be bestowed upon His Majesty the prophet Muhammad shalallahu alaihi wassalam and his family.

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Banda Aceh, 19th July 2023

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ii

ABSTRACT

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In the Department of English Language Education of UIN Ar-Raniry, TOEFL prediction score is used as a proposal seminar and thesis examination requirement. This requirement has existed for years. However, most of students could not reach the required score in a single test. Most of them have to take the test at least twice in order to get the required score. Still, there are also some students who could achieve the required TOEFL prediction score in one test, but it is only a small number of them. Therefore, this research is conducted to know what strategies used by those students who reach the required score in a single test. It is aimed to give the other students tips and tricks in answering the test. Hence they could reach the required score as well. This research used a qualitative method by interviewing ten students of the Department of English Language Education of UIN Ar-Raniry who achieved the required score in one test. The result showed that there are three kinds of strategies used by the students namely test management strategies, test wiseness strategies and test preparation strategies.

TABLE OF CONTENTS

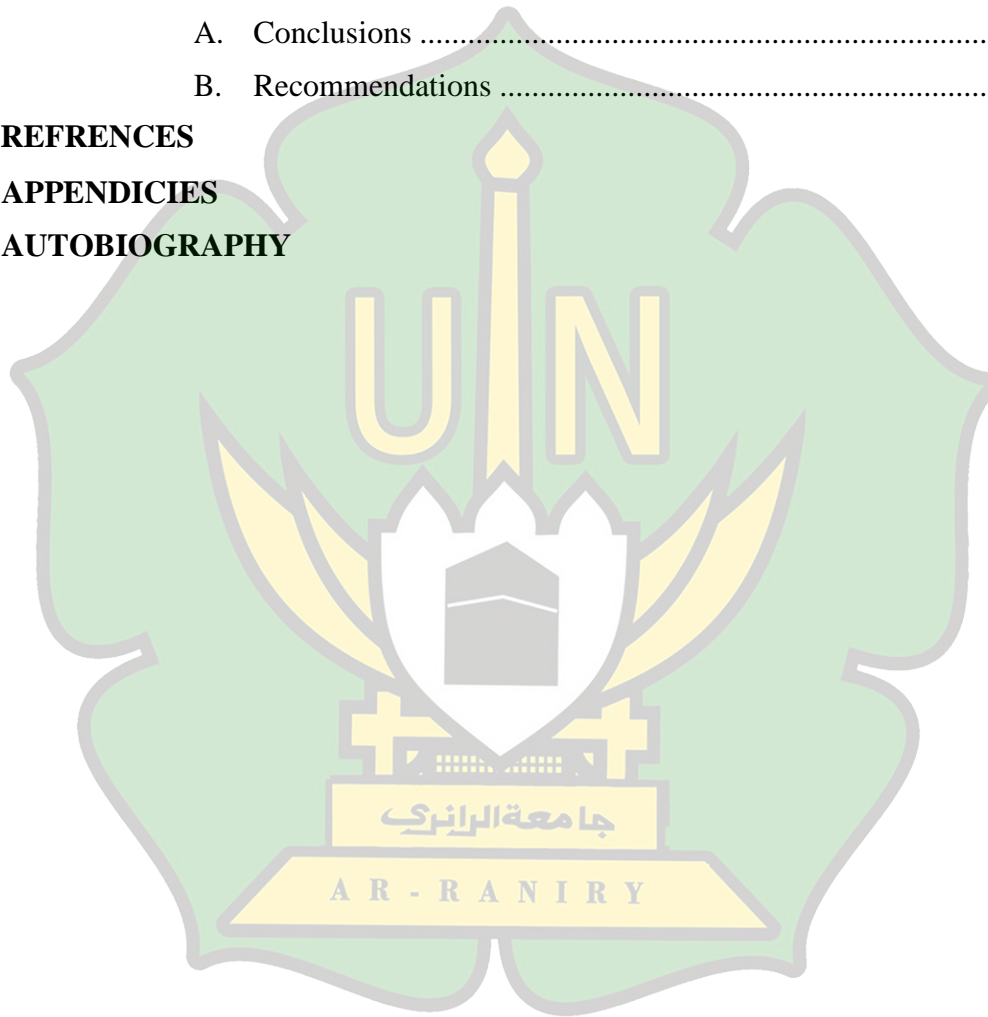# LIST OF APPENDICES

Appendix A   Appointment Letter of Supervisor

Appendix B   Recommendation Letter from *FAkultas Tarbiyah dan Keguruan* to Conduct Field Research

Appendix C   List of Interview Questions

Appendix D   List of Students Scores
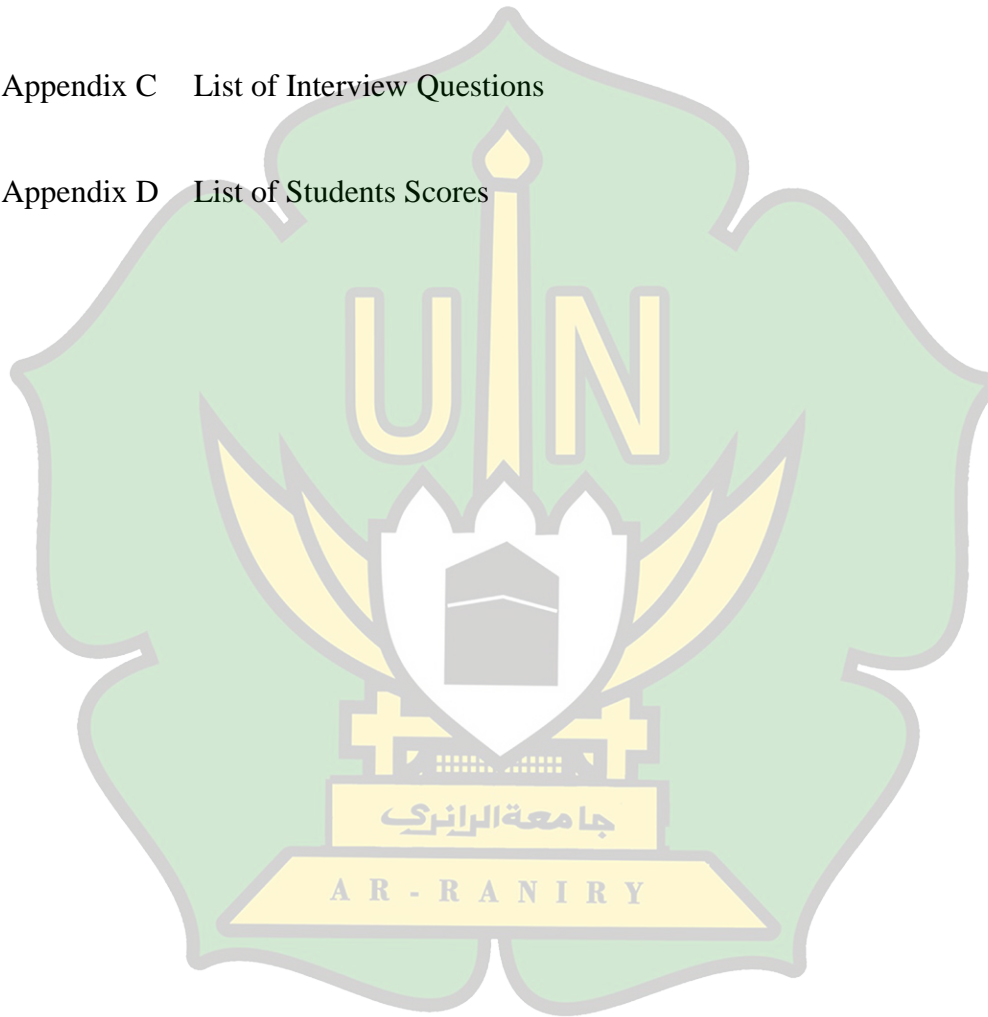
CHAPTER 1

INTRODUCTION

A. Background of the study

TOEFL is the short form of Test of English as Foreign Language. It is one of the proficiency tests which consists of a number of multiple-choice questions and could tell about people's English ability (Nurhayati & Nehe, 2016). Basically, it is a requirement for some people who want to study or work in English speaking countries. Therefore, TOEFL is usually used by the non-English citizens for studying or working abroad. Officially, there are some types of TOEFL they are TOEFL paper-based test (PBT), TOEFL internet-based test (IBT), TOEFL computer-based test (CBT) and TOEFL institutional testing program (ITP). TOEFL consists of some questions. The questions are about listening, structure/written expression and reading comprehension (Fitria, 2021). TOEFL scores range from 0 to 677. However, each minimum and maximum score is different based on its type.

Nowadays, we could find a different kind of TOEFL than the previously mentioned above. It is called the TOEFL prediction test. A lot of people are interested in taking this kind of test due to the advantage offered. The advantage of this test is in term of price set. It is made at a lower price. The price offered is around 75-250 thousand rupiahs (Yec, 2019). Unfortunately it also comes with the disadvantage namely it could not be used to apply for college scholarships or

apply for work abroad. This test is just intended to grind people ability to answer the TOEFL-like questions. However, TOEFL predictions could be used for people who unfamiliar with the TOEFL test system. Therefore, by taking it people could understand the systematics, and could find out the pattern of questions which are commonly used in the TOEFL test. Yet, although the TOEFL prediction test could not be submitted for the abroad career, this kind of test still has recognition in several local institutions with some applied terms and conditions.

These days, TOEFL prediction tests are available everywhere. Many tutoring institutes provide it in the form of online tests or offline tests. Besides, universities also provide this category of TOEFL test. Most universities provide it as one of the requirements. Hence, the students must take it to complete the requirements to graduate. In the contrary, suppose they could not reach the required score, they could not accomplish their study with a degree. In addition, each university has its own policy regarding the TOEFL test as one of the requirements. Some universities make the TOEFL prediction test as graduation requirements. Some of them use it as proposal seminar requirement and others use it as thesis examination requirement. The minimum score required also differs from 400-500.

The TOEFL score is also a requirement that applied in UIN Ar-Raniry. In this university, the TOEFL score is used when students want to register for a proposal seminar or thesis examination. The scores required for those two items are different. According to *Surat Edaran* No. 13353/Un.08/R/PP.00.9/12/2022 about *Persyaratan Sidang Munaqasyah*

Skripsi/Tugas Akhir, Yudisium dan Wisuda Mahasiswa S-1 pada UIN Ar-Raniry Banda Aceh, all departments except English Language Education need to achieve 400 of TOEFL prediction score from Language Development Center (LDC) UIN Ar-Raniry to be able to do thesis examination. It is used for the students who want to take the thesis examination. However, in English Education department, the minimum required TOEFL scores is more than others and it is needed not only for thesis examination but also for proposal seminar. For the thesis examination requirements, the required minimum score is 470. On the contrary, there is no a minimum score required for proposal registration. It's eligible as long as it is the result of a test carried out by the language development center (LDC) of UIN Ar-Raniry. Otherwise, the submitted scores are not valid and students are declared ineligible to take part in proposal seminar.

Indeed, in order to reach the score, there is no definite number of questions to answer. Though, it has the range of the questions amount that could be predicted. The questions have different degree of difficulty therefore to achieve the score at least students have to answer 48-67 questions correctly (Manhattan Review, 1999). TOEFL questions are made of structure/written expression, listening and reading materials. These are familiar materials to PBI students. These materials have been provided since the first semester in the department of English language education. For PBI students in batch 2019, these materials have been found since their first semester, namely in basic grammar, basic listening and basic reading courses. Each semester changes, the level of difficulty of the materials also change. In some semesters ahead they found the similar materials

with higher level of difficulty, namely advance grammar, academic reading, and academic writing. Hence, supposedly PBI students have learned about the material that will be tested in the TOEFL test for a long time. Furthermore, as they are familiar with the questions on the test, it seems like they could reach the score of 470 on the TOEFL test easily. But unfortunately, the fact is not as it seems. Most PBI students have to take the TOEFL prediction test more than once to achieve the score. They have to take at least 2 tests to reach the minimum TOEFL score required by the Department of English Language Education. It is only a small number of them who get a score of 470 in one test. That small group must have a special strategy which makes them different from the other students. Each of them might have their own strategy regarding the test as well. Therefore, the researcher is interested in conducting research about "Students' Strategies to Achieve the Required TOEFL Prediction Scores".

B. Research Question

Based on the background of the study above, researcher would like to conduct a research in order to answer the question: What are students' strategies in achieving the required TOEFL prediction score?

C. Research Aim

The aim of this research is to investigate students' strategies in achieving the required TOEFL prediction score.

D. Significance of the Study

This research is beneficial for students, especially PBI students. As this research provided various strategies which are used by the high achiever, the PBI students who did not reach the required score yet could determine the strategies which they think suitable to their abilities. Consequently, they could reach the minimum required TOEFL prediction scores as well.

E. Terminologies

There are some terminologies that researcher used in this research. Therefore, researcher would like to clarify those terms that require further explanation. It is intended to avoid misinterpretation. The terms are TOEFL prediction and strategies. The following are the explanation of both terms:

1. TOEFL Prediction

Officially, TOEFL is a trademark of ETS (Educational Testing Service), which indicates that it is administered by ETS. The TOEFL test certificate is scored by ETS. On the other hand, there is another kind of TOEFL test that we could find it online or offline. However, the certificate of the score does not have any stamp of ETS. It means that the TOEFL test that is not conducted by ETS (Educational Testing Service) is not the real TOEFL. It is called TOEFL Prediction. The TOEFL Prediction test is also available at UIN Ar-Raniry. In this study, the TOEFL Prediction which is held by the Language Development Centre (LDC) UIN Ar-Raniry, is the main focus to be dealt with.

2. *Strategies*

In Applied Linguistics and Second Language Acquisition studies, the word strategy is one of the most frequently used terms and is also known as technique, tactic, or move (Stathopoilou & Nikaki, 2009). It is defined as the efforts made by individual to achieve a goal. Melvina (2020) explain that 'strategy' originated from the Greek word strategia meaning steps or actions taken to win a war. It is sometimes defined as a plan of action intended to achieve high-level goals (Tunç & Senel, 2021). In this research the strategies means any tricks or techniques that students tried to do in answering the TOEFL prediction in order to achieve the required TOEFL prediction scores. The staretgies used also known as Test-Taking Strategies.
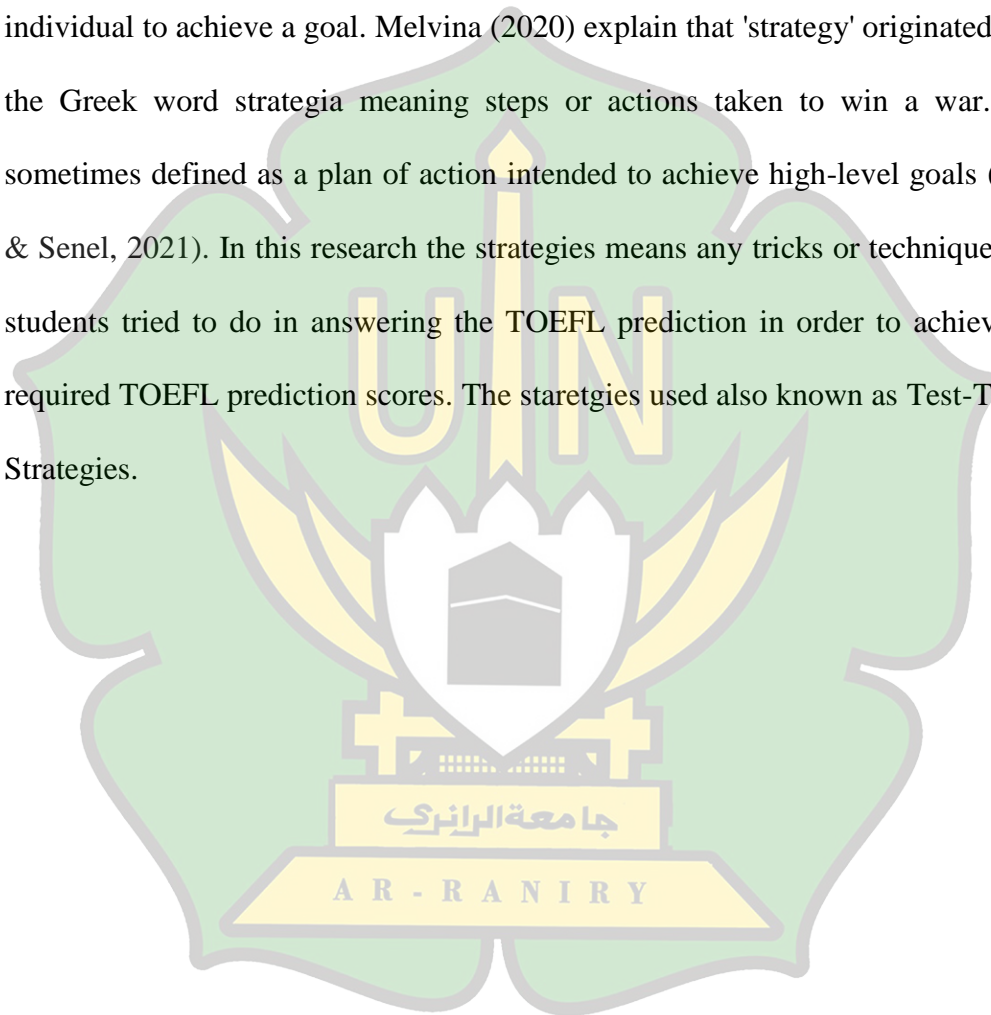
CHAPTER 2

LITERATURE REVIEW

This chapter provides literature review which is related to the research. It discusses about Test as a Foreign Language (TOEFL), strategies and previous study which related to the TOEFL test.

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

This part provided explanation about the definition of TOEFL, types of TOEFL and components in TOEFL.

1. *The Definition of TOEFL*

TOEFL is the Test of English as a Foreign Language, which is designed to assess the ability of foreigners to understand English. This test is administered by an authority in the United States called ETS (Educational Testing Service). TOEFL (Test of English as a Foreign Language) is a test aimed at testing the English language proficiency and academic ability of people from countries where English is not their first language (Philips, 2001).

2. *Types of TOEFL*

According to Abboud (2011), in the main, there are three different types of TOEFL test: PBT (paper-based test), CBT (computer-based test) and iBT (internet-based test).

a. **The Paper Based Test (PBT)**

Paper based test is a TOEFL test where the questions are written, printed or drawn and the answers are also written. TOEFL PBT test has two purposes. First purpose is for the placement of the students and to evaluate the progress of the students. Another purpose is as an alternative when CBT cannot be conducted in the area. The TOEFL PBT has three sections which are listening comprehension, structure and written expression, and reading. The score is between 310 and 677 (Sharpe, 2013).

b. **Computer-Based Test (CBT)**

The Computer Based TOEFL is a TOEFL test which has the similar content as the TOEFL PBT whereas it distinguishes in the procedure of answering the questions (Pyle, 2001). This test uses computer as the tool of testing. There are four sections in this test; Listening, Structure, Reading and Writing. This TOEFL CBT is a flexible test. This means that the test questions will not be the same between the participants who registered on the same day (Sharpe, 2013).

c. **Internet-Based Test (iBT)**

Another TOEFL types is the Internet-based test TOEFL. This test emphasises the four skills in English. This test helps test takers by supplying them with questions about academic English, which is crucial for test takers (ETS, 2015).The TOEFL iBT consists of four sections they are listening, reading, and speaking. The TOEFL iBT combines the test segments with more than one

proficiency, resulting in a higher level of academic English circumstance (ETS, 2009).

3. TOEFL Prediction

The TOEFL measures students' English language skills in the areas of listening, writing, speaking, reading and structure. However, the areas which would be test are different based on its type. In TOEFL prediction, there are three sections that are tested namely Listening Comprehension, Structure and Written Expression, and Reading Comprehension. From the previous statement it could be seen that this kind of toefl has the same component as TOEFL PBT. Here is the explanation of TOEFL prediction components.

a. Listening Comprehension

The first section is listening comprehension. This part is made up of short conversations, longer conversations and long talks. The questions usually require the test taker to identify main idea, gist, purpose, inference and overall organization (Philips, 2001). Listening is about understanding what is heard and demands constant attention, interpretation and remembering. This part of the exam tests students' ability to understand spoken English.

b. Structure and Written Expressions

Following the Listening section, the Structure and Written Expression section continues. The Structure and Written Expression section consists of two parts with a total of 40 questions. First part forms 15 multiple choice questions

whilst the second part is the written expression which consists of 25 questions which form of error analysis questions. This part provides questions with four underlined error words in each question. The error words may be verb, noun, pronoun, subject, adverb, tense and other structural elements. The questions test the candidates' ability to make choices based on grammatical structure in English. This part tests the candidate's ability to recognise formal written English. A lot of things that are allowed in spoken English are not allowed in formal written English (Abdurrahman, 2015).

c. Reading Comprehension

Finally, there is a reading comprehension section in the last part of the test. The reading section is made up of some long passages and questions based on the passages. The readings are on academic topics; the material is similar to that found in an undergraduate university textbook. Students answer questions regarding stated details, inferences, sentence rewriting, sentence insertion, vocabulary, pronoun reference function and overall ideas (Takido, 2007). The reading comprehension section tests students' ability to understand, interpret and analyze reading passages on a variety of topics. In addition, Sharpee (2004) stated that this section also tests examinees' understanding of English vocabulary. Students have to find the synonyms for selected words from the passage from the four answer choices given. In order to tackle this section, students should have had extensive study in reading a wider range of materials, including newspapers and magazines. It also helped to read on a variety of topics such as American history, culture, social sciences and natural sciences.

B. Strategies

This part provides the explanation about literature review of strategies in this research. The strategies are test management strategies, test wiseness strategies and test preparation strategies. The test management and test wiseness strategies included to test-taking strategies. Test-taking strategies are language use strategies chosen for various language assessments (Brown, 2007). Test taking strategies are the procedures that test-takers use as an alternative to obtain correct answers on a particular form of language assessment (Cohen & Upton, 2006). The use of these strategies by test takers does not necessarily demonstrate their competence with the test task; rather, it shows that test takers have the opportunity to get the correct answer on a multiple-choice reading test without understanding all or even part of the text. Test taking strategies are processes that test takers select to aid in answering a test question with mastery.

Test taking, or the process of answering test questions, is commonly referred to as a conscious process (Amer, 2007). Oanh & Huong (2022) identified test taking strategies such as rapidly searching for clues several times before attempting a question. Rupp et al. (2006) define test-taking strategies as strategies utilized in reading tests that encompass both text-related and item-related strategies used with the question items, regardless of the test format. Test taking strategies can be broadly classified into two types: test management strategies and test wiseness strategies (Setiawan, 2020). The former refers to behaviors that demonstrate competence and receptivity to the construct being assessed. Test

wiseness refers to the practice of using written or textual procedural aspects of the test in order to obtain correct answers that do not necessarily demonstrate competence in the construct being assessed.

According to Liao (2021), the choices test takers make between test management and test wiseness could significantly affect their test performance. Compensatory strategies are used in test-taking to substitute for language requirements needed to complete assigned test tasks, the skill to take the test, or both, which makes them compensatory strategies (Assiri, 2016). Test-taking strategies are not intended for specific language skills. Test-taking strategies are solely used to handle test or assessment tasks; in other words, they are primarily influenced by the test questions (Solheim, 2011).

Another strategy is not included to test-taking strategies. It is because the strategies were used by the students in preparing themselves before the test takes place. This kind of strategy called as test preparation strategies. Zerdani & Lotfi (2021) stated that preparation is important to optimize the students' results performance. Therefore, the preparation strategies is also crucial for the students in order to get the good result in their test.

C. Previous Study

There are some studies which have been conducted which related to strategies in taking TOEFL. First, a study of Heffernan (2006) showed that the teaching of test taking-strategies could help the students to be succed on their test. It means that, the use of the strategies influence the students score. However, his

study did not provide any strategies that could be use by other students who wanted to get the high score too. Therefore, I conduct this research to provide strategies which were used by the high achiever students in TOEFL prediction held by Language Development Center (LDC) UIN Ar-Raniry.

On the other hand Silviyanti, Ramadhani & Samad (2020) conduct a research about strategies of students in answering the listening section. Their study did provide the readers about the strategies that could be use in answering TOEFL. However, as 'Listening' is appeared on their research title, this study is limited to the strategies which were used by the students in answering TOEFL. Therefore, I conduct this research to give a broader information of the strategies used by the students, especially the higher achiever in answering TOEFL predition.
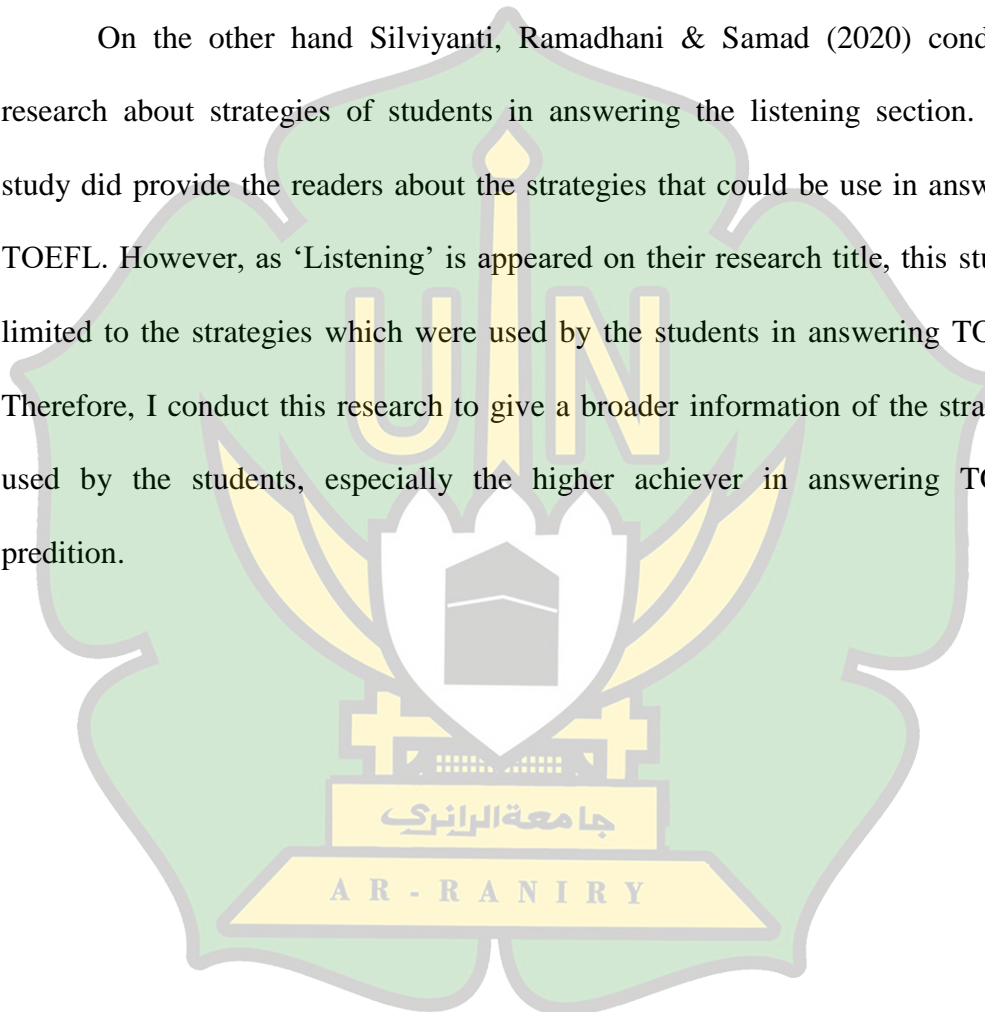
CHAPTER 3

METHODOLOGY

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

A. Research Design

This research is a descriptive study conducted within the framework of the qualitative approach. The qualitative approach is employed in this research for a number of reasons. Firstly, the qualitative study enables the researcher to investigate phenomena such as the experiences and feelings of an individual. In addition, Creswell (2013) defined that the qualitative approach permits the researcher to explore the commonly shared experiences of an individual in order to generate a theory. The second reason, the research question of this study begins with the question word what, as it aims to analyze what strategies are used by students in achieving the required TOEFL prediction scores. This is in accordance with what Stake (2010) suggested, where the qualitative research questions frequently start with the question words how or what to obtain an in-depth understanding of the researched topic. The phenomenon studied in this research was the students' strategies in achieving the required TOEFL prediction score. This research concentrates on the strategies used by the students. Since this research investigated on how the students experience using the strategy that helps

them in facing the TOEFL test. Therefore, descriptive qualitative research is adequate to be used in this research because it emphasizes on describing meanings, interpretations, procedures and technique.

B. Research Participant

Creswell (2013) defined a population as a broad collection of individuals or objects with similar traits. The population of this research is the PBI students of UIN Ar-Raniry. This research decided to have ten participants. These ten participants are decided based on purposive sampling method. This study purposively took the PBI students who have ever taken and obtained TOEFL prediction scores of at least 500 and they have obtained the scores in only one test. Showkat & Parveen (2017) defined that in purposive sampling, the researcher selects the participants based on the researcher's own decision, keeping in mind the purpose of the study. Moreover, the number of participants in qualitative research is not regarded as a major issue as the purpose of the research is to get an individual's experience on a particular issue and not to generalize (Lambert, 2012; Scott & Garner, 2013).

C. Methods of Data Collection

In obtaining and gathering the data, this research employed the interview as the data collection technique. This is a method of collecting data that was conducted through a question and answer session directly with the data source. Margono (2003) argued that, interview means collecting information that is done verbally, question and answer procedure with the interviewee. According to Perry

(2005), there are three kinds of interviews called highly structured interview, semi-structured interview and open-structured interview. Semi-structured interview was used in this research. In this study, semi-structured interview was used to allow the participants freedom and encourage them to talk in depth about their strategy. Semi-structured interview is a type of interview that allows the researcher to ask additional questions and discuss further topics related to the issues discussed (Lambert, 2012). The interview lasted approximately 6-11 minutes for each participant. With the consent of the participants, the interviews were recorded to guarantee an accurate transcription.

D. Methods of Analysis

Data analysis is the systematic procedure carried out to assist the writer to develop an understanding of the materials: the interview transcript, field notes and other instruments (Bogdan & Biklen, 1998). In this research, the data will be analyzed using the descriptive analysis method, meaning that the data findings will be organized and explained in words. Therefore, in order to present the data, the researcher followed the stage suggested by Ary (2010), which are: (a) organizing and familiarizing, (b) coding and reducing, and (c) interpreting and presenting.

1. *Organizing and Familiarizing*

During this phase the researcher needs to get familiar with the data by reading and rereading notes and transcripts and listening to tapes repeatedly. The researcher needs to become absorbed in the data, such as field notes, tapes and

transcripts. Then, in organizing the data, the researcher arranges the memos with the memos, the tapes with the tapes, and the transcript with the transcript.

2. *Coding and Reducing*

At this point the researcher coded the transcript based on the similarity of the ideas that appeared. The researcher reads and rereads all the data and sorts them according to the unit of meaning. The researcher first goes over all the data and indicates the unit with the corresponding code. After the data are coded, the researcher place all the units having the same coding together looking the diversities among all the coding data then diminishes the data that are not relevant to the topic.

3. *Interpreting and Representing*

In this final stage, interpretation involves deliberating on the words and actions of the participants in the study and extracting important understandings from them. In presenting the data, the researcher utilized essay in presenting the data, in here the researcher will write all the answers by the participants in paragraph. Then describe what the participants mean with explanation of the researcher's understanding. In these steps, the first thing to do was to review the audio tape of interview and converted into word document transcript, then the overall meaning was represented to get overall sense of the information and ideas that the participants deliver, after that the transcript was coded, then the categorized data was analyzed and interpreted the data while the understanding of the participants' stories.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the results of the research that has been carried out and also describes the discussion of the research results.

A. Findings

To make it easier to analyze, the data analysis was divided into two parts. The first part is the finding. Then, the second is the discussion of the finding. The findings of the research described in this chapter are obtained from the results of interviews that have been conducted. The result of this interview is to answer a previously determined research question, namely to find out what strategies are used by students in achieving the required TOEFL prediction scores.

Respondents who were interviewed in this study were disguised using the initials R1, R2, R3, R4, R5, R6, R7, R8, R9, R10. Based on the results of interviews with respondents, researcher classified some strategies used by students in achieving the required TOEFL prediction scores. There were 10 questions for the interview. These questions are made to get the information of the strategies used by the students as the samples.

This part provided explanation about the results from the interview. about the excerpts of students interview related to strategies used. The strategies are also grouped based on the kind of strategies and sections where the strategies are used

during the test.. As there are three sections of TOEFL prediction test namely Listening, Structure and Written Expression and Reading, thus the strategies also grouped into three they are listening section strategies, structure and written expression strategies and reading section strategies.

1. *Excerpts of Students Interview*

In this section, there is an exposure of excerpts that contained the information about strategies used by each student in this study. There were ten students in this study which were disguised using initials. The initials of those students are R1, R2, R3, R4, R5, R6, R7, R8, R9, R10. Those initials of R stand for respondent. Each student was explained by showing the excerpt and each excerpt contained about strategies which students used in Listening section, Structure section and Reading Comprehension section. Each section were disguised by L, S and R. The initials letter of L stands for listening section, S stands for structure section and R stands for reading comprehension section. There weas also the excerpt about the preparation strategies. It was coded by P which means preparation. As the excerpt showed sequentially, the explanation begins with R1. The excerpt in R1 included R1L, R1S, R1R and R1P and ends with R10 included R10L, R10S, R10R and R10P. The following are the excerpt of the respondents in this research.

a. Respondent 1

Here are the excerpts of respondent 1. The excerpts consist of the information used by the respondent in answering listening section, structure

section and reading comprehension section. R1 stated that she listened to the second speaker in answering listening section. In structure section, she answered the question by determining the appropriate use of subject and verb in a sentence, the use of tenses, and guessing. In reading section she tried to answer the other question before main idea.

> *R1L: "Kalau yang percakapan pendek tu dengerin yang speaker yang kedua".*
>
> *R1S: "kalau itu, kan aku liat dari buku longman tu, kan dia harus ada subject sama verb gitu kan itu aku cari dulu lah, subject nya yang mana, trus verb nya yang mana, terus abis itu kadang gimana ya, ada yang kalimat itu, yang kita… kadang ga cocok nih gitu, biasanya aku cocok-cocokin aja si, kalau misalnya udah gatau lagi. Kalau bisa di translate, kadang aku translate juga, kalau misalnya tau, di translate, tapi kalau misalnya memang dah buntu kali, pake insting aja, eh kayaknya ga cocokla yang ini gitu abistu tinggal pilih nanti jawabannya, aku lebih banyak pake yang pengetahuan grammar, kadang identifikasi jenis kalimat tenses yang mana gitu trus aku ingat-ingat oh tenses ini rumusnya kek gini gitu".*
>
> *R1R: "Oh, kalau reading biasanya aku gak jawab soal main idea, kan ada soal main idea, itu aku ga jawab dulu, aku jawab soal-soal yang gimana ya, yang bisa lah aku jawab dulu, nanti akhirnya baru jawab main idea. pokoknya main idea tu terakhir gitu".*
>
> *R1P: "Aku belajar dari e-book tu, kan ada buku dari longman tu, aku belajar dari situ, terutama yang bagian structure belajar dari situ, kerjain practice-practice tesnya trus waktu sekitaran 2 minggu sebelum ikut test tu, aku berusaha untuk setiap hari selesai-in satu paket".*

Those are the excerpts of respondent 1 strategy which she used during the TOEFL test in LDC UIN Ar-Raniry.

b. Respondent 2

Here is what respondent 2 said. It is consists of the information used by the respondent in answering listening section, structure section and reading

comprehension section. It is found that R2 did not only listen to the speaker, but also read the option at a time in order to get the answer in listening section. To answer structure section, she tried to use her grammar knowledge. Meanwhile, she read the question first before reading the passage.

> R2L: *"Karna listening, jadi mendengar kekgitu, apa yang dibilang tu di dengar baik baik kekgitu, trus sambil denger tu aku biasanya langsung liat lembar jawabannya, langsung lihat pilihan jawabannya gitu, jadi begitu kayak oh ini kayaknya tentang ini nih, oh berarti kayaknya jawabnya yang ini, pertanyaannya bisa jadi ini, dan jawabannya bisa jadi ini, jadi langsung kayak dikira-kira gitu. Biasanya perkiraan aku itu betol".*

> R2S: *"Kalau structure cuma lebih di perhatikan, karna kan structure kan lebih ke arah grammar jadi aku lebih perhatiin aja kekgitu letak-letak grammarnya, untuk strateginya aku juga gatau kekmana ya tapi yang pasti sebelum tes toefl tu diperbanyakin aja gitu belajar grammarnya, Cuma kalau aku pribadi agak males belajar grammar jadi yaa mencoba, waktu tes itu ya kek mencoba menggali-gali ilmu yang udah pernah dipelajari aja, berdasarkan grammar-grammar yang udah dipelajari duluan jadi gak, kek sebelum ujian tu ga pernah ngulang materi grammar karna kek rada... gatau kek belajar grammar tu kan pengulangan ya, apa yang dipelajari tu kayak bosan aja kalau belajar lagi ".*

> R2R: *"Kalau reading, reading kan diakhir kan ya. Jadi, karna reading tu biasanya dah sampe bagian reading tu dah kek mau habis waktu gitu jadi supaya ga memakan waktu, aku ga baca full text nya tapi aku baca dulu soalnya abis baca soalnya, baru aku cari jawabannya di text tu gitu dan baru jawab kekgitu, aku pake cara scanning".*

> R2P: *"Sebelum ikot tes toefl prediction biasanya saya lebih kayak sering dengar-dengar podcast bahasa inggris karna saya sendiri masih kurang yakin dengan listening skill saya, jadi saya lebih mengasah ke arah listening skill, saya dengar-dengar podcast bahasa inggris, trus banyak-banyakin nonton video-video berbahasa inggris di youtube".*

Those are the excerpt of respondent 2 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

c. Respondent 3

Here are the excerpts from the interview with respondent 3. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section. In answering listening section, R3 highlight the important words she heard from the speaker. She used anything she learned while answering structure section. For reading section, she used reading strategies of skimming and scanning.

> R3L: "Strateginya mendengarkan, kalau yang bagian pertama itukan questionnya masi pendek pendek kan? Jadi, dengerin yang bagian pentingnya kalau misalnya.. nama tempat, nama waktu atau nama siapa gitu, itu yang di highlight gitu. Terus kalau yang bagian panjangnya, lebih ngeliat bagian penting juga. Dan juga nandain di jawaban di choice nya itu, kan ada jawaban a,b,c,d, nya terus nandain disitu juga sambil dengerin lecture nya".

> R3S: "Kalau structure, ngga ada sihh.. emang bener bener belajar. Kalau tips and trick, ngga ada".

> R3R: "Kalau reading.. skimming dan scanning".

> R3P: "Sebelum ikut tes toefl, ya mungkin kayak mahasiswa lainnya ya, belajar bahasa inggris, belajar soal-soal di internet dulu".

Those are the excerpt of respondent 3 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

d. Respondent 4

The following are the interview results from respondent 4. It consists of the information related to the strategies used by the respondent in answering listening section, structure section and reading comprehension section. In listening section, R4 said that he will focus on one of the speaker or on the main topic that speakers are talking about. He also said that he could predict the answer by listen to the intonation of the speaker. For answering structure question, R4 tried to look at the tenses form of the sentences, and sometimes he felt that the question is tricky, he would translate the sentences into Indonesian.

> *R4L: "Pas tes nya, usahain coba denger, dengerin.. kan biasanya listening itu kan ada dua orang yang ngomong atau lebih biasanya ya kan? Jadi aku lebih biasain fokus ke satu orang aja dulu atau satu main topicnya, kadang-kadang ada tu yang listening tu yang kadang-kadang dia bahasnya ga penting gitu, itu bukan yang ditanyain di soalnya, abistu kalau kita lihat dari, misalnya kita belum tau nih soalnya gimana tapi kita udah bisa tebak-tebak nih misalnya "hey, you look good in that dress today", "oh, thank you", misalnya what does she implied, itu kan berarti kita dah tau berarti dia ingin menunjukkan ekspresi dia yang gimana, nah jadi lihat ekspresi, intonasi suaranya, artikulasi suaranya, mungkin gitu aja si".*

> *R4S: "Kalau untuk structure itu yang pertama aku liat dulu tipenya, ni kalimatnya itu simpel past tense atau kalimat future, kalau menurut aku si, habis itu kalau memang dipertanyaannya itu kira-kira menjebak, aku analisa sesuai dengan arti Indonesia nya aja".*

> *R4R: "Jadi kalau reading itu, pertama kali itu, baca soalnya dulu. Kalau udah dibaca soalnya, nanti kita tinggal liat, tiap paragraph, kalimat awalnya, sama intinya, yang biasanya ada diakhir. Paling itu aja si kalau untuk reading. Biasanya kalau reading yang ditanyakan tentang main idea? Main idea itulah yang lumayan panjang. Cuman kalau sinonim, antonim kan kita tinggal liat poinnya aja".*

> *R4P: "Jadi aku pribadi perbanyak baca-baca soal si, perbanyak baca-baca soal dan aku lebih tekanin di bagian yang, yang bagian apa ya,*

yang bagian aku sulit, contohnya tu kalau aku kan, aku ga terlalu jago bagian grammar nih, kalau misalnya listening sama reading, ya mungkin sedikit lebih bisa dibandingkan grammar, jadi waktu bagian grammar tu aku lebih banyak latihan-latihan soal, liat bentuk, formula soalnya gimana, cara jawabnya gimana".

Those are the excerpt of respondent 4 strategies which he used during the TOEFL test in LDC UIN Ar-Raniry.

e. Respondent 5

Here are the excerpts of respondent 5. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section. R5 stated that she listened to the second speaker to answer listening questions, and reading the answer options before listening. In structure section, she used her knowledge of grammar. In reading section, she answered the question, by reading the questions first and using reading strategies namely skimming and scanning.

R5L: "Listening, saya biasanya mendengarkan itu focus kepada si speaker kedua karna biasanya disitu adalah kunci jawaban dari pertanyaan yang akan ditanyakan, selain itu juga saya sebelum masuk kedalam section listening saya akan membaca opsi-opsi jawaban yang sudah ada, jadi saya ada gambaran oh ini nanti audio listeningnya bakal tentang ini, ini kayaknya kalau misalnya gini opsi jawabannya, pertanyaannya kira-kira mengenai ini nih, jadi ketika kita membaca dan setelah kita mempunyai gambaran dan mendengar audio itu, kita jadi lebih menangkap apa yang akan dibicarakan dibanding kita tidak mengetahui apa-apa, dan itu sangat membantu saya di dalam listening".

R5S: "Structure itu seperti kita tau, itu tentang pengetahuan grammar, bagaimana saya menjawab structure itu adalah dengan cara melihat dulu soal itu tentang apa gitu, tentang tenses apa.. kemudian saya akan menjawab sesuai dengan tatanan tenses yang sudah kita pelajari begitu dan untuk yang error analysis saya biasanya sih seperti melihat kayak

ini janggal ni kayaknya, jadi ya itu jawabannya biasa seperti itu atau juga saya melihat tenses-tenses yang digunakan".

R5R: "Untuk reading saya menggunakan strategi skimming dan scanning, namun sebelum saya scanning dan skimming, saya akan melihat dulu ni soal nya, dari… misalnya satu text itu ada sepuluh soal, jadi sepuluh soal itu saya lihat dulu sepuluh soalnya itu".

R5P: "Saya akan belajar sedikit tentang listening, reading dan structure, saya akan melihat-lihat contoh soal di internet kemudian saya tidak lupa berdoa agar mendapatkan nilai untuk melewati batas yang telah ditentukan oleh kampus kita, intinya sih belajar dan berdoa".

Those are the excerpt of respondent 5 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

f. Respondent 6

Here are the excerpts of respondent 6. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section. In answering listening section, R6 stated that she only listened to the second speaker. For answering structure questions, she used her background knowledge. For reading section, she used scanning.

R6L: "Part pertamanya itu cuma dengar yang secondnya aja".

R6S: "Yang structure itu, semakin banyak kita ngulang, semakin banyak aja prior knowledge nya itu".

R6R: "Reading biasanya scanning gitu".

R6P: "Yang pastinya belajar dari youtube, dan bisa karna punya mata kuliah yang memang listening gitukan, jadi lebih mudah gitu cuma tinggal ngulang ngulang aja, karna soalnya udah familiar gimana soal toefl itu, jadi tinggal ngulang ngulang aja".

Those are the excerpt of respondent 6 strategies which she used in taking the TOEFL prediction in LDC UIN Ar-Raniry.

g.   Respondent 7

Here are the excerpts of respondent 7. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section.

> *R7L: "Baca optionnya dulu".*
>
> *R7S: "Dari satu kalimat itu, tanda dulu, ini keknya kurang pas, ga cocok sama structure, itu strateginya, di apaya, kek ditanda dulu pas dianalisis tu, trus baru kek dipikirin, ni sesuai gak ya sama structure a atau b kekgitu ".*
>
> *R7R: "Pertama baca soalnya dulu, kemudian langsung tandain ini main idea, ini itulah, jadi kalau uda tau mana main idea, bagian tengahnya sama conclusion, saat baca soalnya tu lebih mudah cari jawaban".*
>
> *R7P: "Baik, pertama-tama pastinya yang saya lakukan adalah mempelajari dulu apa sebenarnya isi pertanyaan-pertanyaan dan soal yang ada pada toefl tersebut. Saya juga mulai melakukan latihan listening melalui youtube sekitar sebulan hingga h-1 hari untuk mempelajari TOEFLtersebut".*

Those are the excerpt of respondent 7 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

Respondent 8

Here are the excerpts of respondent 8. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section.

R8L: "Saya akan menumpukan perhatian dan mendengarkan pengucapan ketika audio diputarkan. Setelah itu, saya akan mengingat kalimat yang telah diucapkan sebelum memilih jawaban".

R8S: "Saya akan pernyataan yang diberikan dengan teliti sekurang-kurangnya dua kali sebelum memilih jawaban".

R8R: "Saya akan membaca pernyataan dengan teliti sekurang-kurangnya dua kali sebelum memilih jawaban. Setelah itu, saya akan periksa ulang pernyataan jawaban yang sesuai".

R8P: "Sebelum mengikuti tes, saya akan mempelajari materi dasar dan mencari tau tentang TOEFL".

Those are the excerpt of respondent 8 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

h. Respondent 9

Here are the excerpts of respondent 9. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section.

R9L: "Biasanya ketika section listening di audio ada dibacakan aturan menjawab dan juga contoh soal, di saat itu saya gunakan untuk membaca semua pilihan jawaban, kalau menurut saya pribadi lebih memudahkan saya ntuk lebih mengingat dgn pilihan jawaban sehingga bisa sedikit menebak konteksnya percakapan di setiap nomor, kemudian trick lainnya yang mungkin semua org lakukan pastinya lebih fokus ke percakapan orang kedua, karna disitu menentukan jawaban dari pertanyaannya".

R9S: "Dalam satu kalimat di soal yang penting terdapat subjek dan juga kata kerja, ada juga trick struktur kalimat pararel, jadi sebenarnya dapat disimpulkan mengetahui arti ketika menjawab soal bukannya tidak penting tapi untuk mempercepat proses menemukan jawaban atau eliminasi jawaban lebih mudah menggunakan tips and trick tersebut".

R9R: "Untuk reading biasanya bakal memakan banyak waktu untuk membaca teks kan yaa, jadi saya biasanya bakal baca dulu pertanyaannya, baru kemudian menggunakan metode baca skimming atau pun scanning untuk lebih cepat menemukan jawaban".

R9P: "Mungkin lebih ke persiapkan ketika mengikuti tes. Kemungkinan bakal sama seperti kebanyakan orang, di TOEFL mungkin daripada belajar materi lebih ke belajar tips and trick cara jawab nya kan yaa, jadi saya pribadi perbanyak baca dan nonton tips and trick cara jawab soal di section berbeda, dari Google mau pun YouTube".

Those are the excerpts of respondent 9 about the strategy she used during the TOEFL test in LDC UIN Ar-Raniry.

i.   Respondent 10

Here are the excerpts of respondent 10. The excerpts consist of the information used by the respondent in answering listening section, structure section and reading comprehension section.

R10L: "Kita menjawab soal bagian listening kita harus full pay attention untuk audio yang kita dengarkan dan usahakan jangan terdistraksi dengan hal-hal disekitar".

R10S: "Saya lebih memperhatikan subject, object dan vocab yang ada di dalam soal terus kemudian kata-kata yang mengandung makna plural atau singular terus kemudian melihat comparison degree nya terus ada lagi beberapa soal yang mengandung paralel di dalamnya terus ada juga beberapa soal yang adjective nya tu di bolak-balikkan".

R10R: "Saya lebih menggunakan metode scanning melihat bagian-bagian mana saja yang penting terus saya mengutamakan membaca soal terlebih dahulu, saya melihat soalnya ini membutuhkan apa, entah itu angka, entah itu penjelasan atau entah itu alamat, jadi ketika saya udah tau maksud daripada si pertanyaan ini, saya bisa dengan mudah mengalokasikan pandangan saya kedalam sebuah teks".

R10P: *"Untuk saya yang pertama harus mempersiapkan diri, entah itu mental ataupun fisik, trus kemudian saya lanjut dengan belajar, untuk saya sendiri, saya lebih prefer untuk menggunakan platform video belajar contohnya seperti YouTube, karena saya bisa meng-klaim diri saya sendiri adalah anak yang lebih mudah belajar dengan audio".*

Those are the excerpt of respondent 10 strategies which she used during the TOEFL test in LDC UIN Ar-Raniry.

The ten points above revealed that every student has their own strategies in answering every section in TOEFL prediction test.

2. Test Management Strategies

This section consists of the explanation about strategies which are included in test management strategies used by the students in taking TOEFL prediction. The strategies divides based on the section of the test itself, they are listening section, structure section and reading comprehension section. Students' test management strategies which were found in listening section are paying attention to the second speaker, reading the option and listening to the speakers at once, choosing the answer based on the keywords from speakers and reading the answer options before listening. In structure section the strategy appeared is reading the option carefully. In reading section, the strategies used by the students are answering other questions before main idea question, previewing the questions and answers options before reading the text and previewing the options carefully.

a. Listening Section Strategies

In listening section, generally we have to listen to what speakers are saying. Technically people have to listen carefully to the whole audio otherwise

they would not know the answer. However, that is not the only way that people can do to be able to answer the question. There are some other strategies than listening to whole audio. The following are some strategies that students used while answering listening section. The listening strategies here are the strategies which grouped into test management strategies.

1. Paying attention at the second speaker

In listening section, there are two kind of listening namely listening to lectures and listening to conversation. In listening to conversation, students will hear two or more people talking about particular thing. The answer for the question could be found in one of the speakers' speech either in the first or second speaker. Based on the interview result, there are some students who stated that they pay attention to the second speaker to answer listening section. This kind of strategy is used by R1, R5, R6 and R9. R1 stated that she pay attention to the second speaker when it is a short conversation.

> *R1L: "kalau yang percakapan pendek tu dengerin yang **speaker yang kedua**". (For short conversation, I listened to **the second speaker**).*

From the excerpt above, it could be seen that the respondent obviously said that she pay attention to the second speaker in order to be able to answer the question. In addition, R5 and R6 did the same strategy. R5 stated that usually in answering listening section, she focuses on the second speaker as well. She believed that she could get the answer key of the question asked there.

> *R5L: "listening, saya biasanya mendengarkan itu focus kepada **si speaker kedua** karna biasanya disitu adalah kunci jawaban dari pertanyaan yang*

*akan ditanyakan". (Listening, I usually focus on listening to the **second speaker** because usually there is an answer key).*

The excerpt showed that the respondent listened carefully to the second speaker. She is of the opinion that there is usually an answer key in it. Besides, R6 stated that she used this strategy answering listening section.

*R6L: "part pertamanya itu cuma dengar **yang secondnya aja**". (For the first part, I only listen to **the second** one).*

Likewise, the excerpt indicated that respondent 6 pay close attention to the second speaker to get the right answer for listening section. Other student who did this strategy is R9. She said that she more focusing on listening to the second speaker as she could determine the answer from it.

*R9L: "Kemudian trick lainnya yang mungkin semua org lakukan pastinya lebih **fokus ke percakapan orang kedua,** karna disitu menentukan jawaban dari pertanyaannya". (Then, another trick that everyone probably does is to focus more on **the second person** conversation, because that determines the answer to the question).*

The excerpt above showed that there are three out of ten students more focusing on listening to the second speaker to get the answer of the listening section question. They believed that listening to the second speaker could help them find the right answers.

2. **Reading the options and listening to the speakers at once**

Unlike R1, R5, R6 and R9, R2 has a different strategy for listening section. She said that she looking at the answer options while listening to the dialogue.

*R2L: "karna listening, jadi mendengar kekgitu, apa yang dibilang tu di dengar baik baik kekgitu, **trus sambil denger tu aku biasanya langsung liat lembar jawabannya, langsung lihat pilihan jawabannya gitu,** jadi*

*begitu kayak oh ini kayaknya tentang ini nih, oh berarti kayaknya jawabnya yang ini, pertanyaannya bisa jadi ini, dan jawabannya bisa jadi ini, jadi langsung kayak dikira-kira gitu. Biasanya perkiraan aku itu betol". (Because of listening, so I listen to what is being said, **then while listening I usually immediately look at the answer sheet, immediately look at the answer choices,** so it's like oh this seems to be about this, oh that means I think the answer is this, the question could be this, and the answer could be this, so it's immediately like guessing. Usually my estimation is correct).*

The previous excerpt showed that the respondent directly look at the answer choices while listening to the second speaker. She believed that this act could help her to predict the answer. Additionally, R3 also did this strategy. She said that while listening, she also tried to highlight the answer in the answer sheet which she think suitable to the information stated by the speaker.

*R3L: "Dan juga **nandain di jawaban di choice nya itu,** kan ada jawaban a, b, c, d, nya terus nandain disitu juga **sambil dengerin lecture nya".** (And also **mark the answers in the choice,** there are answers a, b, c, d, so mark them there too **while listening to the lecture**).*

The early excerpt of the interviews showed that there are four out of ten students used the strategy of reading the options and listening to the speakers at once to answer the listening section question.

3. Choosing the answer based on the keyword from speaker

In listening section, speakers will talk about some points. Sometimes there are a number of points that could act as keywords to find the answer. R3 is the one who used the strategy related to keywords itself. The strategy used by her is relying to the words mention by speakers, she keep in mind the keywords she got

from listening to the things which sounds important such as name, place, and time.

> *R3L: "strateginya mendengarkan, kalau yang bagian pertama itu kan question nya masi pendek pendek kan? **Jadi, dengerin yang bagian pentingnya kalau misalnya.. nama tempat, nama waktu atau nama siapa gitu, itu yang di highlight gitu***". (The strategy is to listen, if the first part of the question is still short, right? So, **listen to the important parts if for example ... the name of the place**, **the name of the time or the name of the person, that's what is highlighted**).*

From the excerpt it could be seen that R3 she listened to the important keywords which are uttered by the speakers to answer the listening section. The excerpts of the interviews above showed that, it is only one out of ten students selecting the option based on the keywords from audio to answer the listening section questions.

4. **Reading the answer options before listening**

Another student has a different strategy in answering listening section. R5 and R7 stated that, to answer listening section they read the answer options first before listening to the speakers. R5 stated that, by previewing the option first she could have an overview about the question that will be asked.

> *R5L: "selain itu juga saya **sebelum masuk kedalam section listening saya akan membaca opsi-opsi jawaban yang sudah ada,** jadi saya ada gambaran oh ini nanti audio listeningnya bakal tentang ini". (Besides that, **before entering the listening section I will read the answer options that already exist**, so I have an idea oh this audio listening will be about this).*

> *R7L: "Baca **optionnya dulu**". (Read the **option first**).*

Furthermore, R5 and R9 have the similar point about this strategy. For R9, reading the options answer first could help her to think about possible questions that would appear in listening section.

> *R9L: "Biasanya ketika section listening di audio ada dibacakan aturan menjawab dan juga contoh soal, di saat itu saya gunakan untuk **membaca semua pilihan jawaban,** kalau menurut saya pribadi lebih memudahkan saya ntuk lebih mengingat dengan pilihan jawaban sehingga bisa sedikit menebak konteksnya percakapan di setiap nomor". (Usually when the listening section in the audio is read out the rules for answering and also sample questions, at that time I use it **to read all the answer choices**, if I personally think it makes it easier for me to remember more about the answer choices so that I can guess the context of the conversation in each number).*

The explanation revealed that there are three out of ten students reading the options before listening to answer the listening section question. They believed that looking at the option answer before listening to the speakers could help them predict the question.

b. Structure Section

Structure section consists of questions where students have to decide the answer which is grammatically correct. Therefore, students usually have to know grammar in order to be able to answer the question. However, it is not the only strategy which student can do. In this pasrt, for answering structure section student has another strategy than only determine the grammar. Here is the strategy which includes to the test management strategies that students did in answering structure section.

1. **Reading the options carefully**

One student stated that, in answering the structure section questions, she has to read it carefully. R8 stated that in answering structure section, she has to focus and read the options carefully therefore they would be able to choose the answer.

> R8S: *"Saya akan **membaca pernyataan yang diberikan dengan teliti** sekurang-kurangnya dua kali sebelum memilih jawaban". (I will read the **given option carefully** at least twice before choosing an answer).*

The excerpts of the interviews showed that, it is only one out of ten students selecting a response option by previewing the option carefully to answer the reading section question.

c. **Reading Section**

There are also a various strategies which student used in answering reading section. Here are the findings of test management strategies which used by students in answering reading section.

1. **Answering other questions before main idea question**

There are some kinds of question in reading section. One of them is question about main idea of the passage. R1 stated that she answer the main idea question at the end after answering the other questions of reading section. She preferred to answer the other question she knew and she thought she is able to answer.

> R1R: *"Oh, kalau reading, **biasanya aku gak jawab soal main idea, kan ada soal main idea, itu aku ga jawab dulu,** aku jawab soal-soal yang*

*gimana ya, yang bisa lah aku jawab dulu, nanti akhirnya baru jawab main idea, pokoknya main idea tu terakhir gitu". (Oh, in reading, **I usually don't answer the main idea question, there is a main idea question, I don't answer it first,** I answer the questions that I can answer firs, then finally answer the main idea, anyway the main idea is last).*

The excerpt of the interview showed that one out of ten students Answering other questions before main idea question.

2. Previewing the questions and option before reading the text

This part provided some excerpt and explanation of the strategy of previewing the questions and options before reading the text which used students as the respondents of this research. The students who used this strategy are R2, R4, R5, R7, R9, R10. R2 stated that when answering reading section, she read the questions and answers' options before reading the texts or passages provided.

*R2R: "kalau reading, reading kan diakhir kan ya. Jadi, biasanya dah sampe bagian reading tu dah kek mau habis waktu gitu, jadi supaya ga memakan waktu, aku ga baca full text nya tapi **aku baca dulu soalnya** abis baca soalnya, baru aku cari jawabannya di text tu gitu". (Reading is at the end. So, usually when I get to the reading part, time runs out, so in order not to take up time, I don't read the full text but **I read the question first** after reading the question, then I look for the answer in the text and then answer it).*

The excerpt showed that in answering reading section, R2 chose to read the questions first. She thought that by reading the question before the passage, she could save more time. Next, there was R4 who has the same strategy.

*R4R: "jadi kalau reading itu, pertama kali itu, **baca soalnya dulu**". (So for reading, **read the question first**).*

The excerpts indicated that respondent 4 also did not decide to read the passage first, she read the question instead. Furthermore, R5 did this strategy too.

> *R5R: "**saya akan melihat dulu ni soal nya,** dari… misalnya satu text itu ada sepuluh soal, jadi sepuluh soal itu saya lihat dulu". (**I will look at the questions first**, from ... for example one text has ten questions, so I look at the ten questions first).*

The excerpt showed that R5 read the question first as well. If the passage was provided to ten questions, then she would read those ten questions before reading the passage. Additionally, R7 chose the same strategy.

> *R7R: "**Pertama baca soalnya dulu,** kemudian langsung tandain ini main idea, ini itulah, jadi kalau uda tau mana main idea, bagian tengahnya sama conclusion, saat baca soalnya tu lebih mudah cari jawaban". (**First read the question**, then immediately mark this main idea, this is that, so if you know where the main idea is, the middle part is the same as the conclusion, when reading the question it is easier to find answers).*

Lastly R9 and R10 also used this strategy

> *R9R: "Untuk reading biasanya bakal memakan banyak waktu untuk membaca teks kan yaa, jadi **saya biasanya bakal baca dulu pertanyaannya**". (For reading, it usually takes a lot of time to read the text, so I usually **read the question first**).*
>
> *R10R: "Saya mengutamakan **membaca soal terlebih dahulu**". (I prioritized **reading the questions first**).*

From the results above we could see that, in the beginning of answering reading section six out of ten students did not read the text first, they read the questions and options instead to answer the reading section question.

3. Previewing the options carefully

In this part there is another strategy used by the students in answering the reading section. The strategy is previewing the options carefully.

> *R8R: "Saya akan **membaca pernyataan tersebut dengan hati-hati** setidaknya dua kali sebelum memilih jawaban. Setelah itu, saya akan memeriksa kembali pernyataan jawaban yang sesuai". (I will **read the statement carefully** at least twice before choosing an answer. After that, I will double-check the statement for the appropriate answer).*

From the excerpt it is indicated that R8 tried to preview the existed option carefully in the reading section. The excerpt of the interview showed that one out of ten students selecting a response option by previewing the option carefully first to answer the reading section question.

3. *Test Wiseness Strategies*

At this point, researcher provided findings related to Test-Wiseness strategies used by the students in every section of TOEFL prediction test. Namely, listening section, structure and written expression section and reading comprehension section. The test wiseness strategies of the students in this research only found in listening and structure section. In listening section, the strategy used is relying on the speakers' tone of voice. In structure section, the strategies used is using background knowledge and guessing.

a. Listening Section

From the interview results, there are some strategies used by students in listening sections, here are the explanation of the strategies.

1. **Relying on the speakers' tone of voice**

R4 stated that, the one of the strategies which he used for completing questions of listening section is listening to the speaker's tone to determine the answer.

> R4L: *"nah jadi lihat ekspresi,* **intonasi suaranya,** *artikulasi suaranya, mungkin gitu aja si". (Well, look at the expression,* **the intonation** *of the voice, the articulation of the voice, maybe just like that).*

The excerpts of the interviews show that one out of ten students selecting a response option by relying to the speakers' tone of voice to answer the listening section question.

b. **Structure Section**

This point shows the results of interview which related to test-wiseness strategies used by the students in structure sections.

1. **Guessing the words**

Sometimes learners do not know the answer for some questions, they might freely guess the option. This kind of strategies also used by some students in this study, R1 and R5 stated that sometimes they just guessed the word. When they had no idea about the sentences, they just chose the answer by guessing and feeling whether the word match the sentences or not. They did this kind of strategy to answer the structure questions.

> R1S: *"kadang gimana ya, ada yang kalimat itu, yang kita…* **kadang ga cocok nih gitu, biasanya aku cocok-cocokin aja si,** *kalau misalnya udah gatau lagi. kalau misalnya memang dah buntu kali, pake* **insting aja,** *eh kayaknya ga cocokla yang ini gitu abistu tinggal pilih nanti jawabannya".*

*(Sometimes, there are sentences, which we ... **sometimes don't match, I usually just tried to match it**, if for example I don't know anymore. If for example it's a dead end, just **use instinct,** eh I don't think this one is suitable then just choose the answer later).*

R5S: *"untuk yang error analysis saya biasanya sih seperti melihat kayak **ini janggal ni kayaknya**, jadi ya itu jawabannya biasa". (For error analysis, I usually look at it and **it is like awkward**, so that's the usual answer).*

From the excerpt above, it showed that there ae two out of ten students tried to guess the answer when they have no idea.

4. Test Preparation Strategies

This part provided explanation about strategies used by the students in preparing themselves before taking the TOEFL prediction. The strategies are practicing to answer the questions, listening to podcast, watching video in English, looking for the information related to TOEFL, and looking for tips and tricks. The following are the explanation about those strategies.

a. Practicing to answer questions

In preparing herself, R1 stated that he learn from e-book. She focused more on structure. She tried to answer some packages of TOEFL questions in that book.

R1P: *"**aku belajar dari e-book** tu, kan ada buku dari longman tu, aku belajar dari situ, terutama yang bagian structure belajar dari situ, **kerjain practice-practice tesnya** trus waktu sekitaran 2 minggu sebelum ikut test tu, aku berusaha untuk setiap hari selesai-in satu paket, satu paket tes TOEFL mau dari buku tu atau kadang cari dari internet". (I learn from the e-book, there is a book from Longman, I learn from there, especially the structure part, learn from there, do the practice tests and then around*

2 weeks before taking the test, I try to finish one package every day, one package of TOEFL tests either from the book or sometimes look for it from the internet).

There were also another student who prepared herself by practicing the questions, the student were R3, R4, R5, R7 and R8.

*R3P: "Sebelum ikut tes TOEFL ya belajar bahasa inggris, **belajar soal-soal di internet dulu**". (Before taking the toefl test, studying English, learning questions on the internet first).*

R4 focused more on preparing herself in the section she thought that need to be learned.

*R4P: "Jadi aku pribadi **perbanyak baca-baca soal si, perbanyak baca-baca soal dan aku lebih tekanin di yang bagian aku sulit**, contohnya tu kalau aku kan ga terlalu jago bagian grammar nih jadi waktu bagian grammar tu aku lebih banyak latihan-latihan soal, liat bentuk, formula soalnya gimana, cara jawabnya gimana. (So I personally read a lot of questions, read a lot of questions and I emphasize more on the parts that are difficult for me, for example, I'm not too good at the grammar part so I do more practice questions for grammar, see the form, the formula of the question, and how to answer it).*

R5 and R8 also did the same strategy.

*R5P: "Sebelum saya melakukan tes TOEFL prediction biasanya saya akan **melihat-lihat contoh soal di internet** kemudian saya tidak lupa berdoa agar mendapatkan nilai untuk melewati batas yang telah ditentukan oleh kampus kita, intinya sih belajar dan berdoa". (Before I do the TOEFL prediction test, usually I will **look at sample questions on the internet** then I don't forget to pray so that I get a score to pass the limit set by our campus, the point is to study and pray).*

*R8P: "Sebelum mengikuti tes TOEFL, saya akan **mempelajari materi dasar** dan mencari tau tentang TOEFL". (Before taking the TOEFL test, I will **study basic materials** and find out about TOEFL).*

The excerpt showed that there are five out of ten students who did this strategy.

b. Listening to Podcast

R2 prepare herself by listening to podcast because she thought that she still lack of listening skill.

> *R2P: "Sebelum ikot tes toefl prediction biasanya saya lebih kayak sering* **dengar-dengar podcast bahasa inggris** *karna saya sendiri masih kurang yakin dengan listening skill saya, jadi saya lebih mengasah ke arah listening skill, saya dengar-dengar podcast bahasa inggris, trus banyak-banyakin nonton video-video berbahasa inggris di YouTube". (Before taking the toefl prediction test, I usually listen to* **English podcasts** *more often because I am still not sure about my listening skills, so I sharpen my listening skills more, I listen to English podcasts, then watch a lot of English videos on YouTube)*

c. Watching English Videos

Not only listen to podcast, R2 also tried to prepare herself by practicing her listening skill through watching the English videos.

> *R2P: "Sebelum ikot tes toefl prediction biasanya saya lebih kayak sering dengar-dengar podcast bahasa inggris karna saya sendiri masih kurang yakin dengan listening skill saya, jadi saya lebih mengasah ke arah listening skill, saya dengar-dengar podcast bahasa inggris, trus banyak-banyakin* **nonton video-video berbahasa inggris** *di YouTube". (Before taking the toefl prediction test, I usually listen to English podcasts more often because I am still not sure about my listening skills, so I sharpen my listening skills more, I listen to English podcasts, then* **watch a lot of English videos** *on YouTube)*

Another students who also did the strategy are R6, R7 and R10. For R6, the preparation by watching the video is a form of repetition as she already learned about listening materials in her class.

*R6P: "Yang pastinya belajar dari **video bahasa inggris di YouTube**, dan karna punya mata kuliah yang memang listening gitukan, jadi lebih mudah gitu cuma tinggal ngulang ngulang aja, karna soalnya udah familiar gimana soal toefl itu, jadi tinggal ngulang ngulang aja". (certainly learning from **YouTube videos about English**, and because I have a listening course, so it's easier to learn, just like repeat it, because the questions are already familiar with how the toefl questions are, so just repeat it).*

R7 prepared herself before taking the test by doing a listening practice. She did that a month before the test is held.

*R7P: "Baik, pertama-tama pastinya yang saya lakukan adalah mempelajari dulu apa sebenarnya isi pertanyaan-pertanyaan dan soal yang ada pada TOEFL tersebut. Saya juga mulai melakukan **latihan listening melalui YouTube** sekitar sebulan hingga h-1 hari untuk mempelajari TOEFL tersebut. (Well, first of all, of course, what I do is learn first what exactly the content of the questions and questions in the toefl is. I also started **listening through YouTube** for about a month to 1 day to learn the TOEFL).*

R10 prepared herself by watching the English videos as well. She admitted that she is an audio learner. Therefore, watching English videos in YouTube as the preparation was suitable for her.

*R10P: "Untuk saya yang pertama harus mempersiapkan diri, entah itu mental ataupun fisik, trus kemudian saya lanjut dengan belajar, untuk saya sendiri, saya lebih prefer untuk menggunakan **platform video belajar contohnya seperti YouTube, karena saya bisa meng-klaim diri saya sendiri adalah anak yang lebih mudah belajar dengan audio**". (For me, the first thing is to prepare myself, whether it's mentally or physically, then I continue with learning, for myself I prefer to use video learning platforms, for example like YouTube, because I can claim myself to be a child who learns more easily with audio).*

The excerpt above showed that there were four out of ten students prepared themselves by watching the English videos.

d. Looking for the information related to TOEFL

Other students had a different strategy, they looking for the information related to TOEFL in preparing herself before taking the TOEFL test. The students were R7 and R8.

> *R7P: "Baik, pertama-tama pastinya yang saya lakukan adalah mempelajari dulu **apa sebenarnya isi pertanyaan-pertanyaan dan soal yang ada pada TOEFL** tersebut. Saya juga mulai melakukan latihan listening melalui youtube sekitar sebulan hingga h-1 hari untuk mempelajari TOEFL tersebut. (Well, first of all, of course, what I do is learn first what exactly the content of the questions and questions in the toefl is. I also started listening through YouTube for about a month to 1 day to learn the TOEFL).*

> *R8P: "Sebelum mengikuti tes TOEFL, saya akan mempelajari materi dasar dan **mencari tau tentang TOEFL**". (Before taking the TOEFL test, I will study basic materials and find out about TOEFL).*

The excerpt showed that there are two out of ten students prepare themselves by looking for the information related to the TOEFL.

e. Looking for the Tips and Tricks

Unlike the other students above, there was a student who looking for the tips and tricks as the way of preparing herself instead of learning the materials. The student was R9.

> *R9P: "Di TOEFL mungkin daripada belajar materi lebih ke belajar tips and trick cara jawab nya kan yaa, jadi saya pribadi perbanyak baca dan nonton **tips and tricks** cara jawab soal di section berbeda". (In TOEFL maybe instead of learning material it's more about learning tips and tricks on how to answer it, so I personally read a lot and watch **tips and tricks on how to answer questions** in different sections).*

The excerpt showed that there was only one out of ten students who prepared herself by looking for the tips and tricks.

B. Discussion

This part furnished a discussion of the findings presented above. There is only one research question addressed for this study. The research question is answered by the data obtained from interview. The research question is "What are students' strategies in achieving the required TOEFL prediction scores?". From the research findings, it is revealed that there are two groups of strategies used by the students. The two groups are test management strategies and test wiseness strategies.

The first group consisted by some strategies related to the test management strategies. This kind of strategy was found in every section of TOEFL prediction test. In listening section, the test management strategies which appeared are paying attention at the second speaker, reading the options and listening to the speakers at once, and relying on speakers' tone of voice. In structure section the test management strategy which students used is reading the option carefully, while in reading section the test management strategies found were answering other questions before main idea question and previewing the questions and option before reading the text. The second group consisted by the strategies used by the students which included to test wiseness. This strategy was only found in listening and structure section of the students' interview results. The test wiseness strategy in listening section was relying on speakers' tone of voice, while in structure section the test wiseness strategies were guessing and using background

knowledge. As the strategies found were used by the students when taking the test, the strategies included to test-taking strategies. Those strategies are the effort of the students to answer the question. However it could not represent their ability. Cohen & Upton (2006) stated that test-taking strategies refer to the procedures utilized by test-takers to obtain accurate answers on a certain form of language assessment. Using these strategies does not necessarily reflect the test-takers' proficiency in the test task; instead, it indicates that they have the chance to select the right answer on a multiple-choice reading test even without comprehending all or some of the information from text or audio.

In addition, the data showed that they do not only have a test-taking strategies, but also test-preparing strategies. Ten out of ten students admitted that they did prepare themselves before taking the TOEFL prediction test. The strategy found are practicing to answer the questions, listening to podcasts, watching videos in English, looking for the information related to TOEFL, and looking for tips and tricks. Almost all students prepare the test by learning autodidact. The strategies are different based on their preference. This is accordance to Netta and Trisnawati (2019) they stated that the students have their own way of learning in preparing the TOEFL Prediction. Yet, although they did different kind of strategies, all of them are meant to prepare themselves before taking the test of TOEFL prediction. From the findings it was revealed that the students aware of their flaws therefore they could determine their own way of preparation to maximize their effort and achieve the required TOEFL prediction

score. This is in line with Zerdani & Lotfi (2021) they stated that preparation is important to optimize the students' results performance.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of the research and discussions in the previous chapter, the researcher would like to state the conclusion about students' strategies in achieving the required TOEFL Prediction scores. The results indicate that students use three types of strategies: test management, test wiseness, and test preparation. The first group is test management strategies. Test management strategies are further divided based on the TOEFL section. In the listening sections, test management strategies include paying attention to the second speaker, reading the options and listening to the speakers at once, choosing the answer based on the keyword from the speaker, and reading the option before listening. In the structure section, students use the strategy of reading the option carefully. In the reading section, they use the strategies of answering other questions before the main idea question, previewing the questions and option before reading the text, and previewing the options carefully. The second group consists of test wiseness strategies used by the students. Test-wiseness strategies are categorized according to the TOEFL sections. In the listening section, students rely on the speaker's tone of voice for the strategy. Apart from that, the strategy used in the structure section is guessing. The final group includes preparation strategies. Preparation strategies comprise practicing answering questions,

listening to podcasts, watching English videos, searching for TOEFL-related information, and seeking tips and tricks.

B. Recommendations

After analyzing the data gained from interview, the researcher would like to present some recommendations, they are as follows:

1. The data showed that the respondents of this research have their own strategy. Some strategies used are different based on their skills. Therefore, the other students who also want to achieve the required TOEFL score should learn about the strategies which are suitable to their skills in order to maximize their performance in anwsering the TOEFL prediction. Thus, they could reach the minimum required score.

2. The data also revealed that the respondents did not only have strategies to answer the question during the test but also the strategies to prepare themselves before the test take place. Therefore, the other students who are willing to get the score also have to prepare themselves which meet their capability.

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Appendix A   Appointment Letter of Supervisor
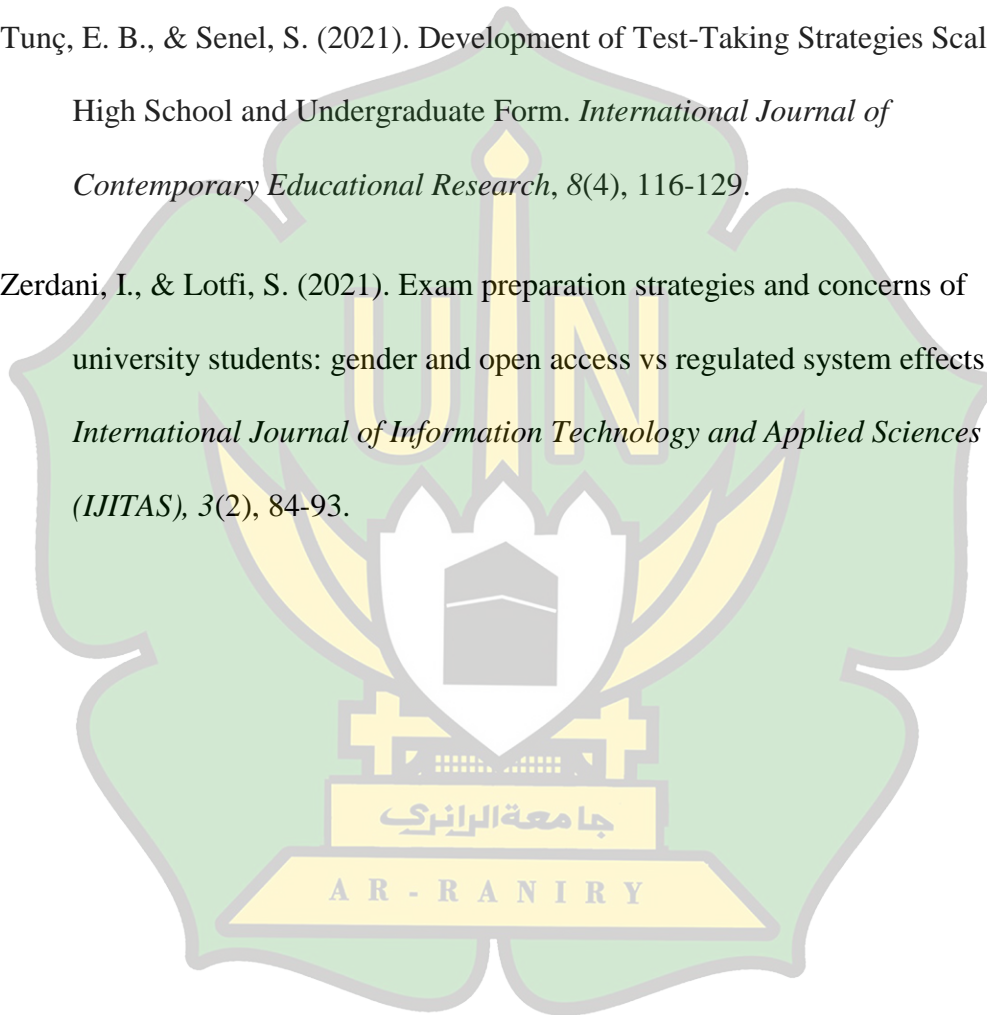
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 6674/Un.08/FTK/KP.07.6/06/2023

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 dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2283/Un.08/FTK/KP.07.6/1/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
	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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **03 Januari 2023**

MEMUTUSKAN

Menetapkan :

PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2283/Un.08/FTK/KP.07.6/1/2023** tanggal **30 Januari 2023**
KEDUA	:	Menunjuk Saudara:

1. Dr. Maskur, S.Ag., MA — Sebagai Pembimbing Pertama
2. Mulia, M.Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nadaa Faatin**
NIM	:	**190203078**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Strategies in Achieving the Required TOEFL Prediction Scores**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
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
Pada Tanggal: 13 Juni 2023

Dekan,

/Saiful Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B   Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-6605/Un.08/FTK.1/TL.00/06/2023
Lamp : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala LDC UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NADAA FAATIN / 190203078**
Semester/Jurusan : 8 / Pendidikan Bahasa Inggris
Alamat sekarang : Ajun Jeumpet, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Strategies in Achieving The Required TOEFL Prediction Scores***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Juni 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 16 Juli 2023 Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C   List of Interview Questions

This is the Interview guidelines which I used to gained the data in order to answer the research question.

1. What did you do before taking TOEFL prediction test?

2. What ways do you use in answering listening section?

3. How did you know those ways?

4. What ways you did in answering structure/written expression section?

5. How did you find those ways for answering written expression section?

6. What steps did you use in answering reading section?

7. How did you get those strategies?