

**STUDENTS' STRATEGIES IN INCREASING TOELF SCORE AT
UNIVERSITY OF MUHAMMADIYAH ACEH**

Thesis

Submitted by:

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**STUDY PROGRAM OF ENGLISH EDUCATION
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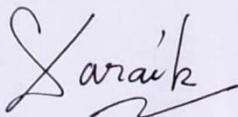
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DECLARATION

I declare that the thesis entitled "*Student's Strategies in Increasing TOEFL Score At University Of Muhammadiyah Aceh*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor i plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on of me in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, January 25, 2024

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Nobody is perfect, neither I nor this thesis. Hopefully, the result of this study will be useful for one who needs it.

Banda Aceh, January 25th , 2024

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ABSTRACT

Ulmi Ariska (2024), "Student's Strategies in Increasing TOEFL Score at University of Muhammadiyah.

This study was conducted at Muhammadiyah Aceh University to investigate the students' difficulties in passing TOEFL test and their strategies in facing it. TOEFL test is obligated for students as a condition in thesis Examination (Munaqasyah). The test is required all of students at Muhammadiyah Aceh University. In order for the English Language Education Department students to graduate, the minimum TOEFL score is 450 or more than it and for non-English Language Education Department's students, its minimum score is 410. The most common type of the test is PBT (Paper Based Test). The students are required to master three major important skills in English, Listening, Grammar and Reading Comprehension. This study employed quantitative method to explore students' difficulties and the strategies that use by students in passing the TOEFL test. The participants of the study were 31 students of Universitas Muhammadiyah Aceh who have taken TOEFL test before. In collecting the data, questionnaire was used. The questionnaire consisted of 18 questions and the questionnaire was distributed by Google Forms. The results of test showed that most of students face difficulties in answering the question of listening question, it proving by the percentages of questionnaire answer that more than a half of participant or 58,1% or 18 students from 31 answer listening section. Furthermore, the strategies for increasing the TOEFL score, most of participants prepared themselves with studying TOEFL by using internet such as watched TikTok or you tube video, TOEFL app or online class. It could be concluded that online media used for TOEFL preparation because it easy to access and free. Then metacognitive strategies most selected by participants for the strategies to increase their score during the TOEFL test.

Keywords : *TOEFL Score, Student, Strategies*

TABLE OF CONTENT

THESIS APPROVAL	Error! Bookmark not defined.
THE APPROVAL OF THE THESIS EXAMINERS	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
TABLE OF CONTENT	1
LIST OF APPENDICES	Error! Bookmark not defined.
CHAPTER I	Error! Bookmark not defined.
INTRODUCTION	Error! Bookmark not defined.
A. Background of the Study	Error! Bookmark not defined.
B. Research Question.....	Error! Bookmark not defined.
C. The Aim of Study.....	Error! Bookmark not defined.
D. Significance of the Study.....	Error! Bookmark not defined.
E. Terminology.....	Error! Bookmark not defined.
CHAPTER II	Error! Bookmark not defined.
LITERATURE REVIEW.....	Error! Bookmark not defined.
A. TOEFL (Test of English as a foreign Language).....	Error! Bookmark not defined.
B. TOEFL Difficulties	Error! Bookmark not defined.
C. Students' Strategies for TOEFL Test	Error! Bookmark not defined.8
D. Review of Related Research Findings.....	Error! Bookmark not defined.
CHAPTER III.....	Error! Bookmark not defined.
METHODOLOGY OF THE RESEARCH	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Population and Sample	Error! Bookmark not defined.
C. Data Collection	Error! Bookmark not defined.
D. Data Analysis	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
RESEARCH FINDINGS AND DISCUSSION	Error! Bookmark not defined.

A. Research Findings	Error! Bookmark not defined.
B. Discussion.....	49
CHAPTER V	Error! Bookmark not defined.
CONCLUSION AND SUGGESTION	Error! Bookmark not defined.
A. Conclusion	Error! Bookmark not defined.
B. Suggestion.....	Error! Bookmark not defined.
REFERENCE	Error! Bookmark not defined.

LIST OF APPENDIXES

- 1.Appointment letter of writing thesis
- 2.Appointment letter of thesis responsibility
- 3.List of questionnaire
4. Autobiography

CHAPTER I

INTRODUCTION

This section discusses the background of the study, statement of the problem, purpose of the study, significance of the study, hypotheses, scope and limitation, and the definition of the word.

A. Background of the Study

It is undeniable that English has been recognized as an international language, it means English is used in many social activities and international communication. Because of the importance of the role of English today, it requires us to be able to master it both orally and in writing. Therefore, it cannot be denied that the increase in science, technology and art is recorded in foreign language documents and disseminated orally in various languages, such as English.

One of the references for measuring English proficiency is through various English tests that are commonly used in the form of TOEFL, although it does not rule out the possibility that there are other forms of English proficiency tests such as TOEIC (Test of English for International Communication) and IELTS (International English Language Testing System). TOEFL is usually used to determine English proficiency for academic purposes and covers a wider range of English proficiency tests than the TOEIC model.

For all of students at University of Muhammadiyah Aceh, before attending graduation they are required to obtain a minimum TOEFL score. For English

department students of 450 while non-English department students must achieve a minimum TOEFL score of 410. With the minimum TOEFL score requirement, students are expected to be able to compete in the world of work both as entrepreneurs and working in government and private agencies.

In addition, many scholarships offer both at home and abroad for the postgraduate level require a certain TOEFL score, which is usually more than 450, which requires University of Muhammadiyah Aceh students to have a TOEFL score that is more than the minimum TOEFL score requirement specified. Although the graduation requirements are only a score of 450 or 410, this is only the first step for students to master the TOEFL material which can then be improved.

Although many students have finished grammar, writing, reading comprehension and listening classes, the students' still have a difficulty and problem to achieve the target in TOEFL score. It can be seen from their low TOEFL test and the students need many strategies to increase their TOEFL score. This raises questions about the strategies that use by student to increase their TOEFL score. The students are still confused about the strategy that they can use to correctly answer the all of the section in TOEFL test. Therefore, the researcher wants to find out about student strategies in increasing TOELF score.

B. Research Questions

According to the background described above in this study, they are following research question will be answered:

1. What are the difficulties faced by the students at University of Muhammadiyah Aceh in answering TOEFL test?
2. What are the strategies that used by students of University of Muhammadiyah Aceh in increasing TOEFL score?

C. The Aims of Study

The main aim of this research is to find out the strategies of the English Department students in improving listening TOEFL score. Therefore, the objective of this study as follow as:

1. To find out the difficulties of the students at University of Muhammadiyah Aceh in answering TOEFL test
2. To discover the strategies that used by students of University of Muhammadiyah Aceh in increasing TOEFL score

D. Significance of the Study

The significance of study can be classified into two parts, for the lecturers and the students. For the lecturers, by reading the result of this study, they can find ways to solve the lectures' problem in applying English instruction especially for reading, writing and listening class that can improve students' TOELF score. They can find out an appropriate strategy or a technique in learning TOEFL classes. While for the students, the findings can enrich their insights about the strategy that can be adopted in taking TOEFL test.

E. Terminology

1. Students Strategies

The term "Student Strategy" refers to an effective college strategy. You are aware that choosing a higher education institution solely on the basis of its popularity, sports teams, or the names of places where you could "get in" are not the most effective strategies. A person's learning strategy is a specific way of getting and processing information to make them feel at ease in learning situations and advance their learning process. According to Schumaker& Deshler (1992), a learning strategy is a person's method of organizing and utilizing a particular set of skills in order to learn content or complete other tasks more effectively and efficiently in both academic and non-academic settings. Teaching students how to make a study plan for a test, making sure they understand the material, clarifying it, and grading their work are all part of these strategies. This kind of self-controlled learning is the way to effective longlasting learning and incorporates the improvement of such methodologies as objective setting, self-guidance, and self-observing. (Graham, Harris, and Reid, 1992).

2. TOEFL Score

TOEFL (Test of English as a Foreign Language) is an internationally-standardized English proficiency test that is widely used in Indonesia for scholarship selection purposes, graduation and recruitment requirements and placements for English language schools Rionaldi & Boni (2019). According to Mustafa & Anwar (2018), "TOEFL scores are widely used to measure students'

English proficiency for placement, however there is potential for misinterpreting the scores, which can result in misjudgment or misplacement”.

Based on Phillips (2021) the paper TOEFL test is score on a scale of 217 to 677 points, while the computer TOEFL test is score on a scale of 0 to 300 points. There is no passing score on the TOEFL test, but various institutions have their own TOEFL score requirement that should you find.

CHAPTER II

LITERATURE REVIEW

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

1. An overview of TOEFL

The Test of English as a Foreign Language (TOEFL), is a test conducted by the Educational Testing Service (ETS), Princeton, New Jersey in the United States. The TOEFL test is a test to measure the level of English proficiency of foreign speakers of English. This is perhaps the most frequently used exam in the process of admitting foreign students to colleges and universities. However, these schools often do not take into account a student's grades at previous schools and the record of the intensive English program in which the student is enrolled. All of this depends on the school's acceptance criteria. The value that can be accepted by a particular school also depends on the rules of the school.

According to Pyle (2001) the Test of English as a Foreign Language (TOEFL) is an exam that determines whether a student whose native language is not English has strong enough English skills to succeed in courses at a college or university in the United States or Canada. The test, which is administered by an agency called the Educational Testing Service, contains four parts: Listening, Structure (which tests knowledge of grammar and mechanics), Reading, and Writing.

2. Definition of TOEFL

More than 10,000 colleges, universities, and organizations across more than 130 countries accept the TOEFL test, often known as the Test of English as a Foreign Language. The TOEFL exam can get you to anywhere you wish to study. People whose first language is not English can take the TOEFL to gauge their level of English language competence. More than 7,500 colleges, universities, and licensing organizations in more than 130 countries recognize TOEFL scores (ETS 2009). A test tries to assess a person's understanding of what they have learnt in order to determine their aptitude in that profession. If the test is combined into daily lessons, it might be a significant component of the teaching and learning process. (Fauzie, 2015) cited in Putri (2020).

In TOEFL, there are 3 skills that are tested. They are listening, reading and structure section. The highest score is 677, and the lowest is 217. In the listening itself there are 3 parts, and consist of 50 questions. They are short dialogues, long conversations, and talks. In the short dialogues consist of 30 questions, long conversation 8 or 9 questions and talks consist of 11-13 questions. The structure sections consist of 40 questions where you have to answer it in twenty-five minutes. Where in this section it is divided into structure and writing expression structure consists of 15 questions and writing expression consist of 25 questions. The last section is reading comprehension. This section consists of five passages and fifty questions (Phillips, 2011).

A test is a method for determining a student's ability to complete a particular set of tests, demonstrate proficiency in a skill, or demonstrate content knowledge. Additionally, the test consists of a set of questions, each of which has a correct response, and the examinees typically respond verbally or in writing. A weekly spelling test or multiple-choice questions are two examples.

Thus, people may be tempted to assume of testing and assessment are alike or similar, but they are not. The administrative procedure of test is planned and arranged at identifiable time in a curriculum when learners proficient all their courses to offer high point performances. Recognizing their responses are being evaluated.

3. Assessment in TOEFL Test

Assessment system in TOEFL test used conversion in each the correct answer as in the table in the appendices,

The following chart shows how the score of ITP TOEFL(Institutional Testing Program – Test of English as a Foreign Language) test that uses by students of Muhammadiyah University:

Table 2. ITP TOEFL (Institutional Testing Program – Test of English as a Foreign Language) Scoring

NUMBER CORRECT	CONVERTED SCORE		
	SECTION I	SECTION II	SECTION III
50	68		67
49	67		66
48	66		65
47	63		64

46	62		63
45	61		62
44	60		61
43	59		60
42	58		59
41	57		58
40	57	68	57
39	56	67	56
38	55	66	55
37	54	65	54
36	54	64	53
35	53	63	52
34	52	62	51
33	52	61	50
32	51	60	49
31	51	59	48
30	50	58	47
29	50	57	46
28	49	56	45
27	49	55	44
26	48	54	43
25	48	53	42
24	47	52	41
23	46	51	40
22	45	50	39
21	45	49	38
20	44	48	37
19	43	47	36
18	42	46	35
17	41	45	34
16	41	44	33
15	39	43	32
14	38	42	31
13	37	41	30
12	35	40	29
11	33	39	29
10	32	38	28
9	32	37	28
8	31	36	27
7	30	35	27
6	29	34	26

5	28	33	26
4	27	32	25
3	26	22	23
2	25	21	23
1	24	20	22
0	23	20	21

Source :<https://www.yec.co.id/toefl/cara-menghitung-skor-toefl-itp-pbt/>

The total score is calculated by adding the three section scaled scores, multiplying the sum by 10, and then dividing by 3. For example, if the scaled score for Listening Comprehension is 60, Structure and Written Expression is 60, and Reading Comprehension is 60, the total score is $(60+60+60)*10/3 = 600$. Here the example of TOEFL assessment:

Table 2. Example of TOEFL Scoring:

TOEFL Question	Number of Question	Correct Answer
Section I: Listening Comprehension	60	40
Section II: Structure and Written Expression	40	30
Section II: Reading Comprehension	50	35
Number of Question	150	

Then the score is converter based on the conversion table above, it would be:

Table3. Final Result

Section I: Listening Comprehension	40	56
Section II: Structure and Written Expression	30	53
Section III: Reading Comprehension	35	50
The score after conversion is time by 10		159
		1590
then divided by 3		
Final Result		530

From the scoring process of TOEFL test above, it can be seen that the scoring is counting from all the number of the correct answer from section 1,2 and 3. and the result times by ten then divided by three until getting the final score of TOEFL test.

4. Type of TEOFL test

a. Paper Based Testing (PBT)

According to Phillips (2011) the TOEFL PBT Test is a paper-based test that measures student ability to use and understand English in a classroom setting at the college or university level. It accurately measures how well you can listen, read and write English while performing academic tasks.

There are two purposes for the Paper Based Testing, which consists of a pencil and paper test. Evaluations of progress and placement are one of

the PBT's goals. Students at colleges and other educational establishments take the PBT test. Although the PBT that is administered by the college or institution is recognized as an official score, the scores are not valid outside of the location where they are given. Another name for this PBT is an Institutional TOEFL. In areas where computer-based testing is not feasible, the PBT serves as an alternative to the official Computer-Based TOEFL. Outside of the location where they are given, the scores are typically valid. Another name for this PBT is a Supplemental TOEFL. There are three sections to the Paper-Based TOEFL: Reading, listening comprehension, and structure and written expression. Additionally, the TWE is a mandatory essay that counts toward a student's writing score. Because the PBT is a linear test, everyone taking the TOEFL during the same administration will see and answer the questions.

Time required to answer this TOEFL test is:

1. Listening Comprehension is 35 minutes with 50 questions
2. Structure and Written expression is 25 minutes with 40 questions
3. Reading comprehension is 55 minutes with 50 questions
4. Writing is 30 minutes consist of one essay question (Philips, 2001)

b. Computer Based Testing

The Computer-Based Test (CBT) is a computer-adaptive assessment that serves as the global official standard for language proficiency. The Official TOEFL is another name for the CBT. The PC Based TOEFL has

four segments: Writing, Reading, Listening, and Structure. The Writing section of the Paper-Based TOEFL is comparable to the Test of Written English (TWE). Because the CBT is an adaptive test, not everyone who takes the TOEFL at the same time may see and respond to the same questions. You select questions based on your level of proficiency from the computer. Listening, Structure/writing, and Reading are the three subscales. According to Sharpe (2004), the scale used to calculate the total score ranges from 0 to 300.

Time required to answer this TOEFL test is:

1. Listening Comprehension is 40-60 minutes with 35-50 questions
2. Structure (grammar) is 15-20 minutes with 20-25 questions
3. Reading Comprehension is 70-90 minutes with 44-60 questions.
4. Writing is 30 minutes consisted of writing one essay with the certain topic (Philips, 2001).

c. Internet Based testing (IBT)

The TOEFL test has been updated to include the TOEFL IBT. It is an Internet-based test (IBT) administered in safe testing facilities worldwide. It ran from 2005 to the present. Communication skills are required. The capacity to apply language skills in relevant academic settings. Scholastic errands were fostered that require the coordination of responsive and useful abilities like tuning in, perusing, and composing or talking, as well as numerous decision things for tuning in and perusing.

Time required to answer this TOEFL test is:

1. Reading Comprehension is 60-100 minutes with 3-5 section, each section consisted of 12-14 questions
2. Listening is 60-90 with 4-6 lectures, each lecture consisted of 6 questions
3. Speaking is 20 minutes with 6 assignments, 2 is independent and 4 integrated.

B. TOEFL Difficulties

a. Listening

The student will encounter numerous difficulties similar to those they encountered during learning activities when they receive the material in the classroom. That was because the language they were learning was not their native language, which they used every day. Naturally, this will be a challenge for the students if they do not prepare in advance for the TOEFL exam. In their study, Ikhsanuddin and Sumarni (2014) discovered that short dialogue, or Part A, is the most challenging component of listening comprehension. The students had trouble because they didn't know all of the skills in that section. Abboundand Hussein (2011) discovered that part C, or Talk, of listening is the most challenging. According to their research, listening comprehension is the most challenging TOEFL skill.

According to Brown (2004), the difficulties of listening are as follows:

1. Clustering: attending to appropriate “chunks” of language – phrases, clause constituents.

2. Redundancy: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.
3. Reduce forms: understanding the reduce forms that may not have been a part of an English learner's part learning experiences in classes where only formal "textbook" language has been presented.
4. Performance variables: being able to "weed out" hesitation, false starts, pauses, and corrections in natural speech.
5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
6. Rate of delivery: keeping up with the speed of delivery, processing automatically at the speaker continues.
7. Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost always more difficult than understanding the smaller phonological bits and pieces.
8. Interaction: managing the interactive flow of language from listening to speaking to listening, etc.

b. Reading

According to Nuttal (1982) cited Krisdayati, (2018) in Students should be able to comprehend a text well in five areas of reading comprehension. These areas are determining the main idea, locating references, making inferences, understanding detail information, and vocabulary. The students' inability to comprehend the text is thought to be hindered by these aspects.

a. Determining Main Idea

A statement that makes the author's point about the subject is the main idea. It usually appears in the first sentence, but it can also appear in the middle or at the end. As a result, it may be more challenging to locate the central idea. When attempting to identify a passage's main idea and its location, students may become confused.

b. Locating Reference

A reference precedes a pronoun. A word or phrase to which a pronoun refers is the antecedent. Students are expected to "understand for what the pronouns in the sentences are used or refers to" when identifying references.

c. Understanding Vocabulary

While reading a passage, the student expands his vocabulary by, for example, looking up new words in the dictionary and figuring out what they mean from the context. Students are assisted in making general predictions about the meaning by the context. This indicates that without stopping to look up each new word in the dictionary, students will be able to comprehend a passage's meaning by making predictions based on the context. In point of fact, readers' lack of vocabularies is one of the reasons they struggle to comprehend material.

d. Making Inference

Students are expected to use the text's main idea to determine the statement's conclusion when making inferences. Because the statement's

meaning is not written in the text, students sometimes have trouble finding the text's conclusion.

e. Detail Information

Detail questions or informational questions are the final type of question that is typically asked on reading tests. Students can use the scanning strategy to answer this question, which is used to assess their comprehension of material that is explicitly stated in the text. The term "scanning" refers to rapidly skimming through the text in order to either find a specific piece of information (such as a name, date, or location) or to determine whether the text is suitable for a given purpose.

c. Structure and Written Expressing

Related to the causes of students' mistakes or errors, Richards (2002) classifies errors or mistakes, according to their causes, into two big categories;

a. Inter-lingual errors: these errors are caused by mother tongue interference. These kinds of errors are influenced by the native languages which interfere with target language learning. In interlingual errors, some causes are:

1. Transfer errors (the tendency of the students to follow and repeat what are said by the teacher when learning process occurred)
2. Simplification (the students who want to make the sentences simpler but the structure is not grammatically correct)

b. Intra-lingual and developmental errors: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors or mistakes are also caused by the difficulty or the problem of language itself. The errors or mistakes caused by the target language itself like:

1. False analogy.
2. Misanalysis (learners form a wrong hypothesis).
3. Incomplete rule application (this is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules).
4. Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling),
5. Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules).
6. Hypercorrection or monitor overuse (this results from the learners' over cautious and strict observance of the rules)

C. Students' Strategies for TOEFL Test

There are some TOEFL skills that the students may use to make them easier in answering the test. Philips (2011) divided into 3. They are listening, structure and written expression and reading skill.

a. Structure

Phillips (2011) categorizes the structure section into several topics or items in English. However, it can be concluded into sixteen main topics, they are:

1. Subject -Verb agreement

The condition known as subject-verb agreement occurs when the number of the subject and verb must coincide. This indicates that either one of them must be singular or plural. The subject and verb will be matched by the test takers.

Example: *Total color blindness, a rare condition, is the result of a defect in the retina.*

2. Appositive

It is up-to-date information on the topic. Noun phrase, Italic, one of the, Adjective+preposition, and appositive adjective are the forms of appositive. An appositive can appear either before, after, or in the middle of a sentence.

Example: *Melati, one of the students of Muhammadiyah University, got a scholarship to continue her study in Japan.*

3. Reduced clauses

Reduced clauses are shortenings of relative clauses that change a sentence's subject. The subject, not the object, can be altered by reduced relative clauses. It can be in the sentence's active or passive

voice. There are three different ways to reduce. Adjective clause is the first type.

Example: *The company (which was) built in 1883 encountered many problems*

4. Connectors

Words that join two words, phrases, clauses, or sentences together are called connectors. Preposition, conjunction, and transition are potential connectors in this context. The test takers will be tasked with determining the appropriate placement of connectors in words, phrases, clauses, or sentences.

Example: *only a few sounds produced by insects are heard by humans because most of the sounds are pitched either too low or too high*

5. Gerunds and infinitive

Verb complements are another name for gerunds and infinitives. A gerund is a noun created by adding "ing" to a verb, while an infinitive is the verb's "to" form. While infinitive cannot be an object of a preposition, gerund can.

Example: *The scholarship that Rezkiani received to study English at Cambridge presented a unique opportunity. Thinking is something that comes naturally.*

6. Comparisons

Adjectives and adjectives are used to convey the degree of comparison in a comparative. It is also referred to as superlative and comparative.

The test takers will be required to select the appropriate comparison to show how similar the various things are in a sentence.

Example: *In the Missouri Ozark Mountains more than 10,000 springs can be found, some among the largest in the world*

7. Clause

Clauses can discuss the structure of dependent or independent clauses, such as noun, adjective, adverb, and negation clauses, among others. The test takers will be required to identify which sentence clause is incorrect. The connector, the verb, the subject, and the relative pronoun are frequently incorrect.

Example: *what you say is really important.*

8. Parallel structure

Utilizing the same grammatical structures for related ideas of equal importance is known as parallel structure. Related thoughts of equivalent significance frequently happen as rundown that are associated by combination, for example, and, however, and additionally. The test takers will be required to identify parallel structure errors.

Example: Kiki's hobbies are cooking, swimming and to watch a movie

9. Inversion

Inversion is an action of inverting the subject and the predicate of a sentence without change the meaning. We can use inversion if there

are intro adverb, conditional sentence, intro negative, question, comparison, and expression of place. The test taker will be asked to identify the correct position of subject and verb.

10. Problem with Noun

The problem with a noun can be countable or uncountable, irregular or singular, or both. Some words, like "many," "some," "much," "amount," "every," "one," and "single," mark whether the word should be plural or singular and countable or uncountable. The test taker will be asked to determine whether that noun should be countable or uncountable, singular or plural.

Example: *Many students did not do their homework.*

11. Problem with Verb

The use of a verb or its form could be the issue. After have, had, to be, and modals, a verb's form determines how it should be used. Using a verb, on the other hand, involves correctly using had and have, correctly using present, past, perfect, and future, and correctly using passive and active voice. Matching the verb will be required of the test taker.

Example: *Dhinar will present her research proposal on January 2019.*

12. Problem with Pronoun

A simple pronoun cannot exist. If the test taker doesn't really pay attention, they might be wrong. Proper subject, object, possessive, and reflexive pronoun and adjective usage can be a problem with

pronouns. The test taker should pay attention to pronouns as well because reference for agreement may also be an issue.

Example: *If my friends call, please tell them that I will return the call.*

13. Problem with Adjective and Adverb

The test taker should be aware of whether a given word is an adjective, noun, adverb, or verb, making problems with adjectives and adverbs even more challenging. The adjective can only interact with the noun, whereas the adverb can interact with both. Both the past participle and the present participle can be used as adjectives. Adverbs, especially adjectives, should be used with caution by test takers.

Example: *He has recently taken an English course at Full Bright Institute.*

14. Problem with preposition

There are collocations and compound nouns in English. It is about word followed by relational word, and it not entirely set in stone, so the test taker ought to remember the accomplice of that action word. For instance, refer to, be near, capable of, think of, attack, and numerous others.

Example: *The students should responsible for their duty in the class.*

15. The use of Articles

Articles fall into three categories. The, an, and the, are them. The test taker must differentiate between the use of articles, particularly in

specific ideas, general ideas, and singular and plural nouns, when writing an article.

Example: *She had an incredible story about her trip to Bali.*

16. Problem with

Applications There are a few words that have the same meaning. It causes confusion among test takers. They are similar, different, the same, different, another, made, not, none, and many more. The person taking the test will be asked to select the appropriate word for the sentence.

Example: *Rini is so selfish. She does not care about other people.*

b. Listening

1. Restatement

An answer that reiterates the concepts in the second line of the conversation is the correct response for listening comprehension. The test taker will be required to comprehend the conversation's most important ideas.

2. Avoid Similar Sound

The audio you'll hear has the same or similar meaning, so the test taker needs to pay attention to the context of what the audio is saying. The candidate should steer clear of words that sound similar, such as heat, hit, height, and hate. The alternative must be selected by the test taker.

3. Conclusion about who what and where

Because the answer to this type of question is not stated, the test taker must conclude based on the speaker's words.

The test taker will be asked to identify the speaker, the location of the conversation, and the speaker's likely next move.

4. Passive and Active

The audio sometimes difficult to understand about who and what is the action of the man or woman. The test taker has to analyse the audio whether it is active or passive. If the audio is passive, the answer generally will active.

5. Negative

Negative expressions are very common. There are four types of negative in the part A, the first is negative expression, double negative expression, almost negative expression, and negative with comparatives. The answer of all negative is always positive.

6. Agreement

Expressions of agreement are also very common in the listening. The test takers need to familiar with them. The expressions of agreements are so do I, I will say, me too, and you can say that again. Even the test taker can answer directly without listen the audio.

7. Uncertainty and Suggestion

There are some utterances that can make the test taker easier to identify uncertainty and suggestion. The utterance why not..?, let's... are suggestion expression and the utterance ...isn't it?, as far as I know, and as far as I can tell. The test takers need to familiar with these.

8. Emphatic Expression of surprise

When emphatic expression of surprise is expressed, it implies that the speaker did not expect something to be true. To identify the emphatic expression, the test taker should know the emphatic form and verb, and before.

9. Untrue Conditions and Wish

The important idea to remember about untrue condition and wish is if both of them are positive, so the answer will negative. For example, I wish I can buy a candy, the fact that I cannot buy a candy.

10. Idioms and Phrasal Verbs

There are some words or phrase that actually it is not the real meaning. The test taker should familiar with them. For example, "give a hand". It does not mean really give a hand, but it means give a help.

c. Reading

1. Main Idea

The TOEFL exam will frequently inquire about the main idea in the reading passages. It inquires about the passage's main idea. Finding the passage's main idea is simple. Although almost every paragraph starts with a main idea, some test takers still had trouble finding the main idea because they had to finish each paragraph's main idea to get the passage's main idea.

2. Organization of The Idea

The idea's organization is determined by the passage's organization of the information. To respond to this, it is necessary to examine each paragraph's main idea and identify words that demonstrate relationship. The manner in which the information in the passage or paragraph is organized will be asked of the test taker.

3. Implied Detail Question

The implied detail question asks students to draw a conclusion from the passage's specific information. The terms implied, inferred, likely, and probably are used in these kinds of questions. Those ought to be familiar to the test taker.

4. Stated and Unstated Detail Question

Detail question asked about information in the passage, both stated and unstated. The test takers simply match the passage and the response. If the question is stated, the response will be mentioned in

the passage or be true; however, if the question is unstated, the response will either not be mentioned in the passage or be false.

5. Pronoun References

Test taker will be asked to determine to which a pronoun refers. The test taker should look before that pronoun to find out the answer.

6. Transition Question

In this section, the examinee will be questioned regarding what most likely comes before or after the reading passage. The response may appear at the beginning or end of the passage.

7. Vocabulary Question

If you don't know the word being asked, vocabulary questions are one of the hardest parts of the reading test. The vocabulary question can be answered using a variety of skills. They are utilizing context clues to determine meanings, determining meaning from word parts, and locating definitions from structural clues.

8. Specific Information

The last questions sometimes ask to determine where a piece of information in the passage is found. The answer choice will list the location of that information with line number.

9. Tone, Purpose, and Course

A tone-related inquiry inquires whether the author is expressing any emotion in the passage. The passage may have an informative, explanatory, factual, humorous, sarcastic, or passionate tone.

What the author is attempting to accomplish in the passage is the subject of a question about purpose. By referring to the passage's organization of details and the main idea, the test taker should be able to reach a conclusion.

The test taker will be asked to select which course the passage might be from in response to a course-related question. The test taker needs to draw a conclusion based on the subject matter and supporting ideas.

D. Review of Related Research Findings

Some researched had conducted researches the focused-on teachers' strategies in teaching reading comprehension as follows:

Alfiami (2020) carried out the study under the heading "Listening Strategies"; listening score on the TOEFL. The students' listening strategies for improving their TOEFL listening scores are the focus of this study. It aims to: (1) determine the students' challenges in responding to listening TOEFL questions; and (2) determine the listening strategies that students employ in order to raise their listening TOEFL scores. The English Department of Tarbiyah at UIN Ar-Raniry is the location of the study. The qualitative descriptive method and interview data were used in this study. The members are ten English Office Understudies clump 2015. This study discovered: 1) The length and speed of the students' responses to TOEFL listening questions, their accent, their physical condition, the quality of their recorders, and cultural differences are the root causes of the students' difficulties. 2) The following listening strategies were utilized by students to boost their TOEFL listening score: strategies for

compensation, thinking, and metacognition. Cognitive and metacognitive strategies are lower on the list than compensation strategy. Each participant employs a compensation strategy, which can assist them in responding to listening TOEFL questions.

Syibabas'ad (2017) conducted the research by the title Improving Students' TOEFL Score by Applying Discourse Strategies on TOEFL Listening Part A in Program Intensif BahasaAsing (PIBA) of Universitas Islam Negeri (UIN) Alauddin, Makassar. The goal of this study was to give students hope that they could get a good TOEFL score. The focus of this study, which was carried out in PIBA (Program Intensifikasi BahasaAsing) UIN Alauddin, Makassar, was to assist students in determining the most effective strategy for improving their TOEFL listening score in part A. The design for this study was pre-experimental. The subject's 23 students served as the source of the data. Only 22% of people who took the pre-test got a good score. The subjects' score significantly increased after the treatment, reaching 89 percent for the good category. The data showed that the mean score for the post-test was 445.65, while the mean score for the pre-test was 392.61. According to the data, the study's treatment resulted in a slight increase. Additionally, the t-table's value was higher than that of the t-test in the test of significant testing. The researcher discovered through the interview that 54% of all students used a word that sounded similar, 38% used a restatement idea, and only 8% used the most diverse option. In addition, this study revealed that intonation could be used to determine the answer to TOEFL listening part A. The intonation of a speaker can reveal both the speaker's intention and the actual

situation of a conversation. As a direct consequence of this, the findings and conclusions noted that the methods and strategies that were utilized and revealed in this research were suggested in a favorable light. It is concluded that the discourse technique and the strategies outlined in this research can slightly improve the students' TOEFL scores.

Rionaldi & Boni (2019) which the title of the research improving students' TOEFL-like score through student team achievement division (STAD). The Classroom Action Research (CAR) design was used for this study, which consists of five interconnected components: team recognition, individual improvement scoring, quizzes, and class presentations. There were two rounds of research. According to the findings, STAD improves students' TOEFL scores. Before submitting their scores to STAD, students had an average TOEFL-like score of 372. There was a slight increase to 401,9 at cycle 1. The number then increased to 457.73 at the conclusion of cycle 2. It implies that STAD was powerful in further developing understudies' TOEFL-like score. As a result, it is recommended that beneficial teaching and learning strategies for the TOEFL be used to boost students' scores.

The three researchers above have a similarity with this research because they focused on how to increase the TOEFL score. Although the first research focused on listening TOEFL score, but it can be reference for this research how to increase the TOEFL score in Listening section. Then the second and third has similar focused with this research that the strategies to improve students' TOEFL score.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with research design which consists of research method, research setting and participants, technique of data collection and data analysis.

A. Research Design

The present study employs a quantitative method as a case study. The case study is chosen because it is a research to analyze an issue, or a problem and also get the statistical data by using questionnaires. Williams (2011) as cited in putri (2020) stated that “Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”.

Creswell (2008) described the research methodology as the holistic steps a researcher employ in embarking on a research work. Therefore, a quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. Expatriating on this definition, Aliaga, and Gunderson (2002) as cited in pradini, described quantitative research methods as the explained of an issue or phenomenon through gathering data in numerical form and analyzed with the aid of mathematical methods.

B. Population and Sample

Creswell (2008: 110) “Population as a group of individuals who have the same characteristics. The population of this study is all of students at University of Muhammadiyah Aceh who have taken TOEFL test.

According to Arikunto (2004), “sample is limited number of elements from a population to be representative of the population”. In selecting the sample, the researcher used purposive sampling. According to Creswell and Clark (2013:3) “purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest”.

The populations of this study are all of Students at University of Muhammadiyah Aceh who have taken TOEFL test. The participant of this study are 31 students at University of Muhammadiyah Aceh who have taken the TOEFL test and get score 450 or more than 450 for English department student and 410 for non-English student. The researcher took random Students from all faculties at University of Muhammadiyah Aceh. The main objective of this study is to know students’ strategies in improving TOEFL score. Thus, it is important for the researcher to acquire the result and understand the strategies to increase TOEFL score.

C. Data Collection

The data for this study were gathered through a quantitative approach. The author conducts questionnaires to learn more about the students' strategy. In the

TOEFL test, the questionnaires were used to investigate the specific information, perceptions, and experiences of students regarding their strategy.

The author conducted questionnaires with 30 TOEFL test takers for this study. The author would distribute the questionnaires by using Google form link to participant. Then the participant answer the question by Google form.

D. Data Analysis

Descriptive quantitative data analysis was used to analyze the questionnaires data that had been gathered. "Data quantitative is data received that will be presented in explanation section that is not in numeral form," according to Joko (2004). "In some explanation is also found the numeral as divvy from explanation." The author employs thematic analysis to conduct an analysis of the questionnaires data. Alhojailan and Ibrahim (2012) state that "thematic analysis is a type of qualitative analysis." It is utilized to analyze orders and present subjects (designs) that connect with the data".

Data collection was obtained by a questionnaire for students. Questionnaires include close-ended questions consist of 18 questions. The questionnaires were distributed with Google Forms.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. It is intended to address the problem resolved in the part of the research questions of the study. Therefore, it is necessary to process the data as in section A and discuss them as in section B.

A. Research Findings

As has been mentioned in chapter III, this research used a quantitative approach. In answer research question “What are the difficulties found by the students at University of Muhammadiyah Aceh in answering TOEFL test? And what are the strategies that used by students of University of Muhammadiyah Aceh?” The researcher used a questionnaire method to collect the data. The questionnaire is written in English with simple because the participants were not native and of the English language. The researcher spreads the questionnaire using google forms to the participants. The participants were chosen based on the criteria below:

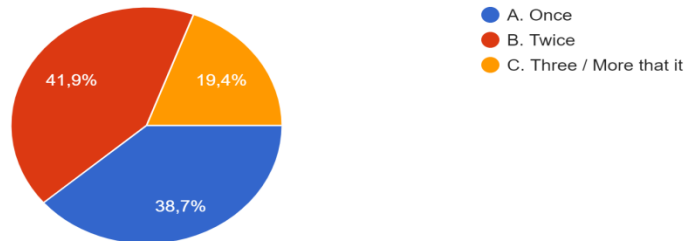
- a. The participants were all students at University of Muhammadiyah Aceh enrolled in class 2013 until 2022.
- b. The participants should be all students at University of Muhammadiyah Aceh who have taken the TOEFL test.
- c. The score of participants is 410 until more than 450.

The answers about the students’ difficulties and strategies used by the students. The analysis revealed below.

Question 1 :

1. How many times have you taken TOEFL test?

31 jawaban



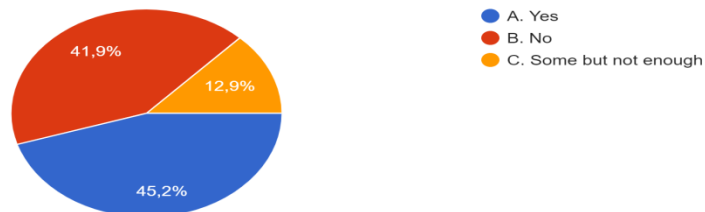
Since the researcher needs the sample who already took the test for their thesis examination, therefore the researcher can get their strategies in passing the TOEFL test. The chart above show how many time the sample took the test.

From the chart above, it can be seen that the sample took the TOEFL test in the range of 1-3 time, and there are 38,7% participants who has taken the once, 41,9% participant who has taken test twice, and 19,4% participant who taken test more than three time,until they pass it.

Question 2 :

2. Did you receive any formal preparation or training for the TOEFL test ?

31 jawaban

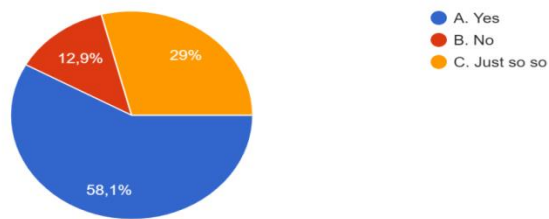


From the chart above, it can be seen that 31 people as a sample there are 45,2% received formal preparation or training for the TOEFL test, 41,9% didn't

get any formal preparation or training before TOEFL test and 12, 9% of them received it but not enough for their TOEFL test.

Question 3 :

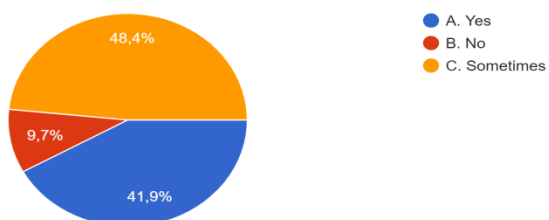
3. Do you have the difficulties in answering the TOEFL questions?
31 jawaban



It can be seen from the chart above that 58,1% participant get the difficulties in answering the TOEFL questions, 29% of them answering just so so. It's mean they sometime in some question they get difficulties and sometimes they don't get any of it and only 12,9% of participant don't get any difficulties in answering the TOEFL questions.

Question 4:

4. Do you often lose concentration during TOEFL test?
31 jawaban



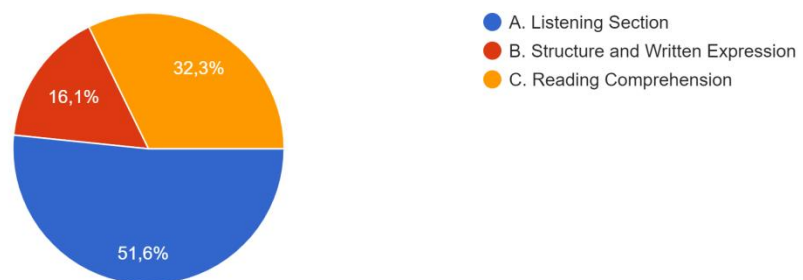
Based on the chart above on the question if the participant often lose concentration during TOEFL test. Most of them often lose concentration during TOEFL test, it can be seen from 48,4 % or 14 from 31 participants answered "sometime" they lost concentration during the test and 41,9% or 13 participants

from 31 answered “yes”, and only 9,7% participants answered no or they never get lost concentration during the test.

Question 5:

5. What section of the test usually you get lose?

31 jawaban

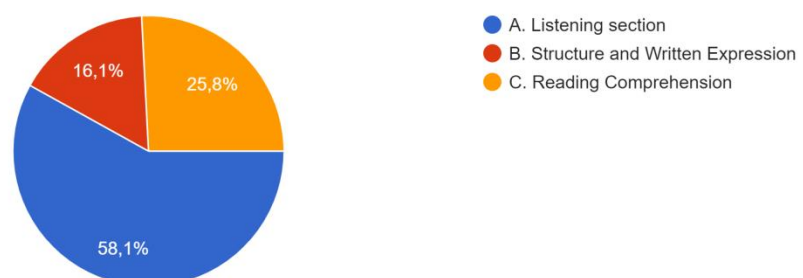


Based on the chart above it can be concluded that most of participants usually get lose when listening section. It is looked from the chart, there are 51,6 % participant choose listening section and them choose reading section 32,3% and 16,1% choose structure. it is mean the listening is the most difficult section for participant to get full concentration.

Question 6:

6. Which part did you feel difficult in answering TOEFL questions?

31 jawaban



According to chart above the most difficult section for participant in TOEFL test is listening section. it concluded from 58,1 % participants or 18 from 31 participants choose the listening section as the difficulties part in answering TOEFL test. Then the second difficult part is reading section that 25,8 % participant or 9 from 31 participant and 16,1% choose the structure and written expression section as the difficulties part of the test for participant.

Question 7:

7. Why do you choose that part as the most difficult one in TOELF questions?
(Please give the reason)

Participants' Number	Participants' Opinion
1 st	Maybe because lack of concentration so I feel the questions are difficult for me.
2 nd	Because TOEFL test participants need to prepare themselves well and need to really get used with English listening skill before the test
3 rd	Because I have to be focused in reading the passages and sometimes the time doesn't enough.
4 th	Because I lacking in listening section
5 th	Because I lacking in listening section.
6 th	The conversation in listening section is too fast and I do not have a lot of vocabularies that make me lack of understanding about the question.
7 th	Because the reading part takes a little longer than the other parts. This reading section has quite a long story.
8 th	Determines whether a sentence consists of only one clause (one clause), or has many clauses (multiple clauses).

9 th	Because I have to be focused in reading the passages and sometimes the time doesn't enough.
10 th	Because what is written and read is different, so you have to understand what is written
11 th	Because the TOEFL test is the hardest part and English takes a long time
12 th	Because, in the listening section, the sound in the room is less clear.
13 th	I'm not familiar with the accent, because it's the first time.
15 th	Reading comprehension,because I know the meaning by read it
16 th	Because too many readings text while we have limited time.
17 th	Because it is hard for me to know what the speaker says
18 th	Because the sound of dialogue is too fast
19 th	Because the pronunciation is not clear
20 th	Because it's too long to read the text
21 st	Because it's too long reading and i can't focus

From the table above can be seen that most of the participant find difficult in listening section because is hard to know or to understand what speaker said, and 5 of them argue that they need more preparation and strategies to answer the listening section. Then 4 of them told that the part difficult is reading because it is

too long reading and hard to understand the question and answer. Then two of them who answer structure and written expression said that is the structure is difficult because they don't understand about the consists one clause or many clauses and hard to understand the pattern of grammar. Then there are 10 from 31 participant do not give any reason why they choose the section from the difficult part of the test.

Question 8:

8. In your opinion, what makes the structure and written expression section of the TOEFL challenging? (Please explain)

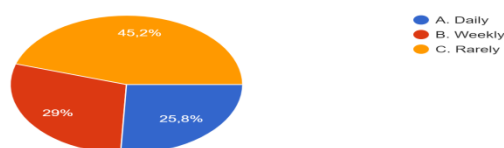
Participants' Number	Participants' Opinion
1 st	Actually, I found this section easier than other section. In my opinion, we need extra focus & understand more about grammar to answer the structure section, that's the challenge.
2 nd	I think what makes the structure and written expression sections of the TOEFL challenging is that we have to be able to maximize our time as best we can.
3 rd	I don't think so difficult for this part but you just have to still focus when you're the only one left cause everyone has left class first
4 th	It's a need of participants to learn a lot of things about English grammar for facing this section. Of course, it takes long time to prepare.
5 th	I think answer the structure and written expression section must know the meaning context and then I get the answer it
6 th	because in my opinion the English grammar rules that are tested are very diverse.

7 th	When I try to answer I have to focus and it is the hardest part of TOEFL
8 th	When filling in the blanks provided, that's the part I like the most.
9 th	We should choose carefully because there is some of tricky answer
10 th	The pattern is unpredictable.
11 th	I'm bad at grammar
12 th	The time for answering the questions is too fast.
13 th	Because pursued in a very short time.
15 th	I do not understand the question.

Based on the table above, it can be concluded that 14 from 31 participant structure and written expression section was challenging because they bad in grammar, the pattern is difficult for understanding, the time for answering was not enough, and the strategies and concentration is very needed in structure and written expression. Furthermore, one of them told this part was not challenging for him but the participant assumed that the they needed more focus when answered structure and written expression section. Then the others of them did not give any respond about this question.

Question 9:

10. How often do you practice English outside of TOEFL preparation ?
31 jawaban



Based on the chart above, the participants rarely practice English outside of TOEFL Preparation. There are 45,2 % participants chose rarely practice English and 25,8% choose practice and 29% choose weekly practice. This question is made to know the adding preparation of participant for TOEFL test. Because English practice could improve student English in answering TOEFL test.

Question 10:

1. Do you utilize any specific learning resources (books, online courses, apps, etc.) to help prepare for the TOEFL test?

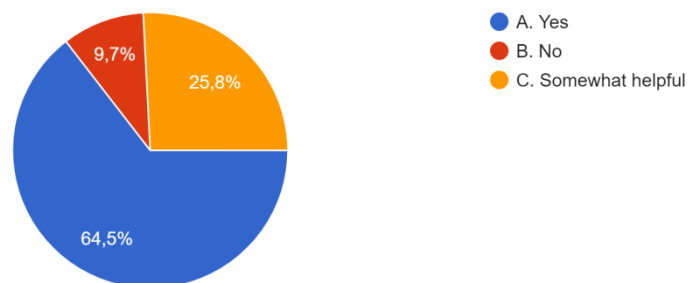
Learning Resources	Number of Participants
Book / TOEFL Book	3
Online Course	7
Apps	4
Social media and YouTube Video	9
No Learning Resources	7

Based on the table above, it can be concluded most of participant used internet media such as online course, apps, and social media (TikTok and Instagram reels) and You Tube Videos as learning resource. Beside that from 31 participant only 3 of them have study from the books and the others of them did not have any learning resource for preparing TOEFL test.

The majority of participants chose to study the TOEFL preparation books and/or software. They believed that books/software was easier to access. On the other hand, the least applied was taking the online pre-test.

Question 11:

11. Do you find practicing previous TOEFL tests helpful in improving your TOEFL score?

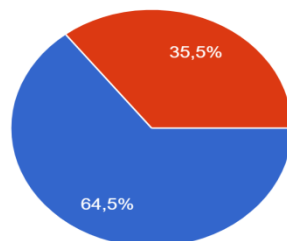


From the chart above can be seen that most of participant agreed if the pervious TOEFL practicing is helpful in improving their TOEFL score. There are 64, 4 % choose “ yes “ for the question, 25,8% choose “ sometime helpful”, and only 9,7% participant choose “No”. The previous practicing could be one of the ways for improving students TOEFL test, because from the data of participant who have ever taken TOEFL test agree with this statement.

Question 12:

12. Do you use strategy in answering TOEFL test?

31 jawaban



- A. Yes (If the participant give the answer "yes" continue to the next question)
- B. No (If the participant gives the answer "No" please answer the question "How do you answer the questions in TOEFL test?")

This question is made to make sure that the participants used strategy in answering TOEFL test. If the participants gave "yes" answer, automatically the participant could answer the next Questions. However, if the answering is "no" the Google form would ask the reason how they answer the question in TOEFL test.

Dependent on the chart, it can be seen that the participants answered "yes" was more than "no". There are 64,5% participants or 24 of 31 choose "yes" if they use strategies for answer the question. Moreover, the participant who choose "no" was 35,5% of participants. The reason why they did not use strategies because they usually answer TOEFL by choose what they want, without any consideration, then there is one participant took TOEFL test for the first time, so he did not have and understood about the strategies for answering the TOEFL test.

Question 13:

13. What are the strategies that use in listening section? (You can choose more than one)

TOEFL Strategies in Listening	Participants Respond
-------------------------------	----------------------

Listen The Main Idea	20
Listen carefully the speaker	18
Notice the synonym word	4
Avoid the same sound of the word	5

Two of the participants managed to combine all of the listed strategies. Three participants used three strategies. Ten participants utilized two strategies. Fifteen of them only used one method for the test. The majority of participants chose to identify the main idea. They tried to identify the main idea of the listening questions.

Question 14:

14. What are the strategies that use in structure and written expression section?
(You can choose more than one)

TOEFL Strategies in Structure and Written Expression	Participants Respond
Notice of the using subject and verb	13
Notice the using of verb pattern “v1, v2. v3” in the sentence.	10
Analyze the sentences	15
Notice the pattern of adjective and adverb	4

Half of the participants tried to analyze the sentences and understand the subject and verb. While some of the participants (10 participants) pay attention of using to verbs in a sentence. The remaining participants (4 of 24 participants) understand adjectives and adverb.

Question 15:

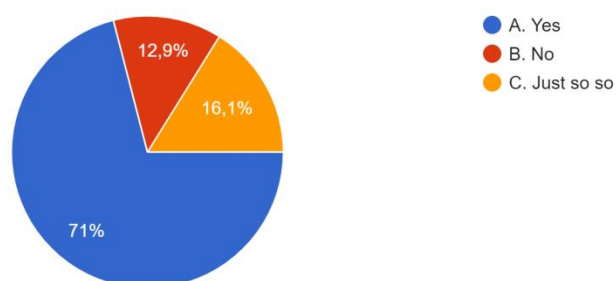
15. What are the strategies that use in reading section? (you can choose more than one)

TOEFL Strategies in Reading	Participants Respond
Read whole paragraph before question	10
Read the question before paragraph	21

Almost all of the participants read the question earlier to anticipate the answer. Only ten participants read all the paragraphs first.

Question 16:

16. Do the Strategies can improve TOEFL score?



According to the chart above most of participant say 'yes' if the strategies can improve their TOEFL score. Then some of participant (16, 1%) assumed that the

strategies not so improve their TOEFL score and the minority of them say 'no' if the strategies what they use was not improving their TOEFL score.

Question 17:

17. How do you manage your time during TOEFL test? Do you have a specific strategy for time management?

Participants' Number	Participants' Opinion
1 st	I usually do easy questions or part for me first, leaving the hard. Then I would pay my attention at the hard questions. I won't waste my time to question which I don't know the answer at all.
2 nd	Make sure you measure your time when you finish working on one section, record the time and results. Then, compare it with the results of your time record and your score on the next test
3 rd	I just read or hear the question once, if i don't have an answer, i just answer with what feel the most correct to me just not to get stuck in one question.
4 th	There is no specific strategy for time management, there is only a will, because if there is a will there is a way
5 th	We never make a schedule for exercise TOEFL before the test, So it make the TOEFL test is hard.
6 th	I give the time 1 minute for 1 question If I can't answer it, i will skip and try to answer later.
7 th	In my opinion, 1 task is 10 second to answer the task and then next task.
8 th	There is no special way, I just answer according to the specified time.
9 th	I don't manage my time cause i don't prepare anything for TOEFL Test.

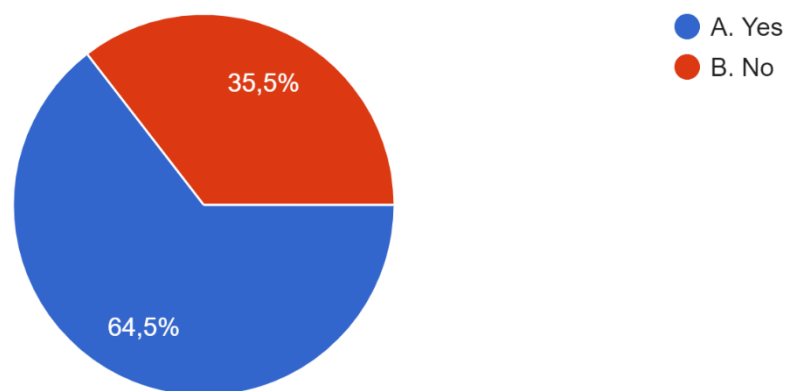
10 th	I just manage my learning schedule to get the better preparation.
11 th	No, I only follow the time of the test.
12 th	No, I don't have a specific strategy for time management.
13 th	No, in fact I was almost the last person out of the room.
15 th	Yes, I will spend special time in taking the TOEFL test.
16 th	Yes. In reading part, i try to do skimming and scanning.
17 th	With a predetermined time and do not use any strategy
18 th	Answer questions that you already know
19 th	Focus on questions that can be answered
20 th	Make sure the time is right
21 st	I have no strategy, i just answer it quickly
22 nd	I don't have specific strategy for time management.
23 rd	Read and answer ASAP
24 th	Actually, don't have strategy for manage the time.

According to the table, the participants have their own strategies for managing the time such as answering the easy one first, trying to do skimming and scanning strategies, following the time rule of TOEFL test, giving the

standard time for question like 1 minute for 1 question or 10 second for 1 question and read then answer the question and out of the test. However, half of participants did not use any time management at the test.

Question 18:

18. Have you ever sought advice or guidance from higher scoring peers or teachers on how to improve your TOEFL score?



According to the chart, it can be seen that 64, 5% participant choose 'yes' option and 35,5% of the choose 'no'. It can be concluded that the most of the participant ever sought or guidance from higher scoring peers or teachers on how to improve their TOEFL score.

B. Discussion

This research examined the students' difficulties and students' strategies in facing the TOEFL test. In this section the researcher discussed the findings of the research related to two research questions. The researcher discussed the research's findings in relation to two research questions in this section. The objectives of this

study were also related to the research questions: to know the students' difficulties in facing the TOEFL test and to find out the students' strategies in to pass the TOEFL test. Based on the result that discovered after analyzing the series of data, the following section discusses about the findings of this study and answers the research questions number one which aimed to find out what is the Universitas Muhammadiyah Aceh Students' difficulties in passing the TOEFL score.

According to the research finding, the questionnaire had been answered by the participants to collect the data. The results of test showed that most of students face difficulties in answering the question of listening question, it proving by the percentages of questionnaire answer that more than a half of participant or 58,1% or 18 students from 31 answer listening section, this finding also relevant with the study of Alfiami (2020) who analyze about students' listening strategies in improving listening TOEFL score in Ar-raniry University has a problem in answering listening question. This section became difficulties of students in facing the TOEFL test is because of running out the time and losing concentration during the test, thus it was about the students' problem themselves.

Furthermore, the strategies for increasing the TOEFL score, most of participants prepared themselves with studying TOEFL by using internet such as watched TikTok or you tube video, TOEFL app or online class. It could be concluded that online media used for TOEFL preparation because it easy to access and free.

For the listening section, most of the participants try to identify the main idea. The participants believed that this is the best strategy in succeeding the listening section. Some of them also choose to listen carefully to the speaker in a conversation. It means they also use metacognitive strategies because they were paying attention to the speaker during the test (Fithriyah, et al 2019, p.317). However, few of them agreed that avoiding similar words/sounds would help. Confusion for similar words/sounds can be avoided if the participants manage to identify the main idea and know enough vocabulary of the related idea.

For the structure and written expressions section, the participants tend to analyze the question first before they answer. Analyze the question was a part of cognitive strategies (Fithriyah et al, 2019). Half of the participants tried to analyze the sentences and understand the subject and verb. While some of the participants (10 participants) pay attention of using to verbs in a sentence. The remaining participants (4 of 24 participants) understand adjectives and adverb.

Furthermore, in the reading section, the participant did not encounter any problems. The majority of them agreed that reading the question earlier make it easy to answer the reading question. It relevant with Pradini (2020) found that 84 % of the students who read the text first then read the question. Indirectly, the participant uses cognitive strategies in the reading section since this strategy used to understand the meaning by analyzing, repeating, translation, and summarizing (Fithriyah, et al, 2019). Although, some of them might be having some difficulty in answering them because of the time limit and lack of vocabulary.

In conclusion, from the questionnaire result of the thirty-one participants, the researcher found various answers. While, some answers tend to be the same, so at each question, there is a high percentage. In the study, there were similar strategies between the participant and another student in learning English. The metacognitive strategies were the most selected strategies by the students in dealing with Second Language Learning. According to Oxford (1989) as cited in Fithriyah et al (2019) some factors influence the choice of language learning strategies, such as motivation, cultural background, and major of study. The researcher did not find any identical study about the TOEFL's strategies. It is concluded, the participants from students The University of Muhammdiyah Aceh have a similar strategy between themselves in dealing with the TOEFL test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents a summary of this research. In this chapter, several conclusions and suggestions that could be useful will be given along with additional input in learning English, especially TOEFL.

A. Conclusion

Based on the result of the data analysis and discussion, it can be concluded:

1. In general, most of the participants believed that learning from Online apps such as Duolingo, Bahaso, and English Academic, YouTube and TikTok videos and TOEFL apps learning is the best strategy in achieving high TOEFL scores.
2. The participants agreed listening to the main idea would be the best strategy in the listening section. Hence, some of them also chose to listen carefully to the speaker in a conversation.
3. Two main answers that were used by the participants to be their strategy in the structure and written expressions section. The participants tend to analyze and pay attention to structure of sentence and subject and verb agreement.
4. The majority of participants agreed that reading the question earlier gave them the advantage to answer the reading question.

B. Suggestion

At the end of the research, there are some suggestions for the students and further researchers.

1. For Student

- a. From the result of this study, it can be seen that many of students face difficulty in answering the reading question. So that, the researcher suggests the teacher, lecturer or the reader to consider in focusing in teaching reading question of TOEFL test.
- b. Doing a lot of practice is important to students in facing TOEFL test, but we also have to look at their difficulties. Because some of them also facing different problem like nervous, run out the time and lack of vocabulary.
- c. Finally, the researcher hopes that the reader can get some advantages from this study even though it is still not perfect as there are some limitations of time, knowledge, topic and resource

2. For Further Researchers

There are still many aspects that can be analyzed about The Strategies in increasing TOEFL score. This research can be used as a reference for further research. Then, researchers could implement it to students at University of Muhammadiyah Aceh (or other students) to know what strategies suit them. Finally, they could also improve their research by adding some options found in the questionnaire.

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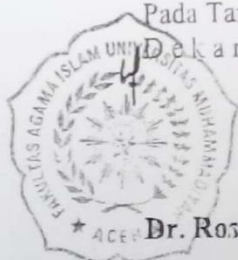
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J U D U L : Students' Strategies in Increasing TOEFL Scores at University
of Muhammadiyah Aceh

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Pada Tanggal : 14 Januari 2023

D e k a n,



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Assalamu'alaikum Wr.Wb.

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“Students' Strategies in Increasing TOEFL Scores at University of Muhammadiyah Aceh”

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

Wassalam



Wakil Dekan I,

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Benar yang namanya tersebut di atas telah mengambil data di jurusan Tadris Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh, sejak tanggal 4 sampai dengan 8 Agustus 2023 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya.

Demikianlah surat ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

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