

**LEARNING STRATEGIES OF SUCCESSFUL STUDENTS IN
TOEFL TEST: A CASE STUDY IN UNIVERSITY**

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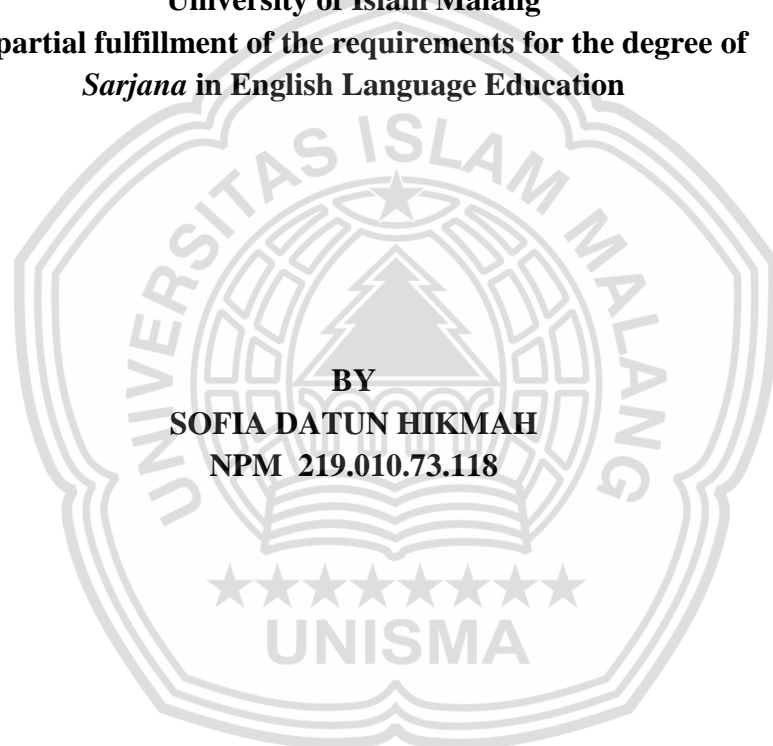
University of Islam Malang

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BY

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ABSTRACT

Hikmah, Sofia Datun. 2024. *Learning Strategies Of Successful Students In Toefl Test: A Case Study In University*. Skripsi, English Education Department of Teacher Training and Education Islamic University of Malang. Advisor I: Febti Ismatun, S. Pd, M. Pd; Advisor II; Diah Retno Widowati, S. Pd, M. Pd

Key words: Learning strategies and TOEFL Test

The TOEFL (Test of English as a Foreign Language) is one of the most widely used assessments of English competence. Now a number of Indonesian colleges demand TOEFL scores in order to graduate and the students' comprehension of English in academic work can be predicted by their TOEFL results. However, it is not easy to get this score, many students have difficulty and fail to achieve the graduation requirements by getting a minimum score of 500. However, it is not easy to get this score, because many students have difficulty to achieve the graduation requirements by getting a minimum score of 500. Therefore, students used a learning strategies during the TOEFL test in the form of; Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies.

Thus, this research aimed to find out the strategies used by students to achieve high scores in conducting the TOEFL exam and to know the students' process in choosing strategies for each TOEFL section. The qualitative research was used in this navigataion and took an interview of 15 questions from 3 students in the semester 8 who had taken the TOEFL exam with a score above 500. The data analysis in this research used from Sugiyono (2010) by employing a number of methods, including the data reduction, data display, and data conclusion.

In the terms of first question, it showed that students used a variety of methods in each session, such as: 1) students watch films during the listening session; 2) students practice writing questions related to structure and written expression; and 3) during the reading comprehension session, when all students use a method that involves reading the question first and then looking for the main idea of the reading. Vocabulary knowledge can also be used as a starting point. And In the listening comprehension portion, students select the scanning approach. Students used their knowledge of subject-verb agreement and word class identification to tackle the second section of the TOEFL exam, which focuses on structure and written expression. And for the part on reading comprehension. Students can use a variety of methods to obtain the answers, such



as reading the question first, looking for keywords, skimming the text, and selecting the simple ones.



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents several topics related to the research. They are the background of the study, the research problem, the study's objective, the study's significance, the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

English is the most commonly used language in the world and is an international language. All educational levels require English instruction as a required subject. Being fluent in English is now essential. Thus, speaking and writing in English have become a prerequisite for both work placements and universities (Nurhayati, 2016).

Being fluent in English is a requirement in this digital age. The Test of English as a Foreign Language (TOEFL) is one of the most widely used assessments of English competence. People studying TOEFL have different goals, such as job requirements, scholarships, immigrants, and academic registration within the national to international scope. According to Wahyuni et al. (2015), several Indonesian colleges demand TOEFL scores to graduate. According to them, students' comprehension of English in academic work can be predicted by their TOEFL results (Aliponga, 2013). Additionally, according to Hidayanti, I., Zuhairi, A., and Kurniasih, K. (2021) stated that TOEFL can also be used as a tool to measure students' ability to learn foreign languages properly and correctly.

One of the tests that individuals must take to demonstrate their level of English competency is the TOEFL. Regarding categorization, there are three types of TOEFL tests: Internet-based test (IBT), computer-based test (CBT), and paper-based test (PBT). For the TOEFL PBT, a pencil is used to fill in the answers on paper sheets that serve as the medium. The next TOEFL format is CBT, which uses a computer as the testing tool. The interactive program shows all of the questions on the screen. The final one is IBT, a computer-based version of the TOEFL that is administered online via the Internet in place of the computer-based version.

Three sections make up the TOEFL in general: Reading Comprehension, Structure and Written Expression, and Listening Comprehension. Listening comprehension (30–40 minutes, 50 questions) The second part examines our comprehension of English-language dialogues. There are speeches, lengthy talks, and brief talks in these exchanges. Form and Written Communication (25 minutes, 40 questions). There are questions about grammar (grammar) in this section. The objective is to assess your command of English grammar and vocabulary. Our comprehension of diverse kinds of scientific literature is tested in the Reading Comprehension exam (50 questions, 55 minutes). At least five readings are often provided, along with several questions concerning the subject, vocabulary, definitions of related terms, and other relevant information. All students majoring in the English Education Department at Universitas Islam Malang are required to pass the TOEFL with a minimum score of 500 English students, the TOEFL is very important as a condition for graduating from college. However, it is not easy to get this score, many students have difficulty and fail to

achieve the graduation requirements by getting a minimum score of 500. The article by Hidayanti, I., and Zuhairi, A. (2021) expresses an opinion from Phillips, D. (2001) that resulted from each of three sections—listening comprehension, written structure and expression, and reading proficiency—are used to assess the TOEFL test results.

The majority of students find it challenging to complete the TOEFL, making it a difficult test to pass. Lack of learning strategies is a typical characteristic that makes it harder for students to answer the TOEFL (Antoni, 2014). A plan created with a specific goal in mind is called a learning strategy. To help students pass the test, they must learn how to answer the TOEFL. The most effective teaching method will guide students to complete TOEFL questions and receive a good score on the test.

According to Ismiatun, F., Ni'mah, D., and Widowati, D. R. (2019) state that language learning strategies have evolved into fundamental guidelines for both teachers and students. This is consistent with Shi's (2017) assertion that learning strategies are actions that students take to enhance their learning. It also helps students take charge of their education by improving their linguistic abilities. Aiming to comprehend reality, Rossum and Hamer (2010) proposed five learning concepts: (1) learning as gaining more knowledge; (2) learning as memorization; (3) learning as acquiring facts, procedures, and other useful information; (4) learning as an abstraction of meaning; and (5) learning as an interpretive process.

Nurhayati (2016)'s previous studies revealed that some students employed study techniques both before and during tests. For instance, when reading, pupils

first skim the responses before looking at the relevant portion of the question. Another tactic students employ to complete the TOEFL is time management. In addition, students who practice their English will frequently get more comfortable with the TOEFL.

Knowing that achieving a score of 500 on the TOEFL is not an easy thing, and is a problem for some students, especially students of the Universitas Islam Malang majoring in English. Additionally, being aware of the impact learning tactics have on students' ability to achieve good TOEFL scores. Therefore, the purpose of this study was to gather data on student intelligence that would make it easier for successful students to complete the TOEFL and get scores higher than 500.

1.2 The Research Problem

Thus, this study aims for this study has two following research problems which as follows:

1. What are the strategies used by the students in each TOEFL section to achieve high scores?
2. How do the students process the strategy to reach a high score?

1.3 The Objective of the Study

Based on the research problems, the objective of the study is as the following

1. To find out the strategies used by students to achieve high scores in conducting the TOEFL exam.
2. To find out the student's process in choosing strategies for each TOEFL section.

1.4 The Significance of the Study

The results of this study are expected to provide good benefits to students theoretically and practically.

1. Theoretical Benefit

This research, it is hoped that it can add insight, understanding, and knowledge about learning strategies for students of the Universitas Islam Malang to increase TOEFL scores, especially for those who get TOEFL scores below 500. This research can also be used as a source of reference or comparison for lecturers, students, and practitioners who wish to conduct research in the future.

2. Practical Benefit

This research is expected to provide a broad understanding of better learning strategies, especially in the three TOEFL sections, namely Listening Comprehension, Reading Comprehension, and Structure and Written Expression. In addition, this research also aims to fulfill the requirements for obtaining a Bachelor of Education (S.Pd).

1.5 The Scope and Limitation of the Study

The scope of this research relates to the learning strategies of students at the Universitas Islam Malang, especially English Department students in obtaining a minimum TOEFL score of 500, both students who have not taken the test and students who have already taken the test. the limitation of the research was only carried out on 3 selected students, because the fewer samples used, the more information could be obtained. With the criteria 3 students who had taken the TOEFL exam with a score above 500.

1.6 The Definition of Key Terms

The definition of key terms in this study is used to maintain the focus of this study. The terms that need to be described are as follows:

1. Learning Strategies

Learning strategy is one very important thing in the teaching and learning process. Learning strategies also help students to find the right way to learn. learning strategy is an action plan or series of activities, which includes the use of methods and utilization of various resources in learning that are structured to achieve learning objectives that can be achieved effectively and efficiently.

2. TOEFL Test

TOEFL (Test of English as Foreign Language) is a standardized test that measures English proficiency that has been recognized internationally. In general, the TOEFL includes three sections, namely Listening Comprehension, Reading Comprehension, and Structure and Written Expression.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discusses research conclusions and suggestions. This section consists of data analysis and summary results. Also, some suggestions and recommendations are given for this research and for those who will conduct related research in the same field.

1.1 Conclusions

After completing the research, it was determined that University Islam Malang English Education Department majors, particularly the three research respondents, employed a variety of ways to pass the TOEFL exam and receive good scores. Each respondent used a different approach to improve their TOEFL performance. The first question posed by this study is: What are the students' tactics for answering the various TOEFL types? Second, how do the pupils apply the high-scoring strategy?

Based on the methods employed by students in each TOEFL format, it can be inferred that memory, cognitive, and metacognitive strategies are the most often utilized tactics by students during the TOEFL test preparation process. It uses a variety of methods in each session, such as: 1) students watch films during the listening session; 2) students practice writing questions related to structure and written expression; and 3) during the reading comprehension session when all students use a method that involves reading the question first and then looking for the main idea of the reading. Vocabulary knowledge can also be used as a starting point.

Regarding how the pupils apply the tactic to attain the highest possible score. In the listening comprehension portion, students select the scanning approach. Students used their knowledge of subject-verb agreement and word class identification to tackle the second section of the TOEFL exam, which focuses on structure and written expression. And for the part on reading comprehension. Students can use a variety of methods to obtain the answers, such as reading the question first, looking for keywords, skimming the text, and selecting the simple ones.

5.2 Suggestion

Based on the results of the research that has been carried out, there are several suggestions that can be given to researchers, to students, and to future researchers

5.2.1 For the researcher

Based on the results of the discussion above, it is recommended that researchers focus more on the research problems raised in order to provide clearer and more focused research results and add research respondents so that the data obtained is more varied and perhaps can provide more research models.

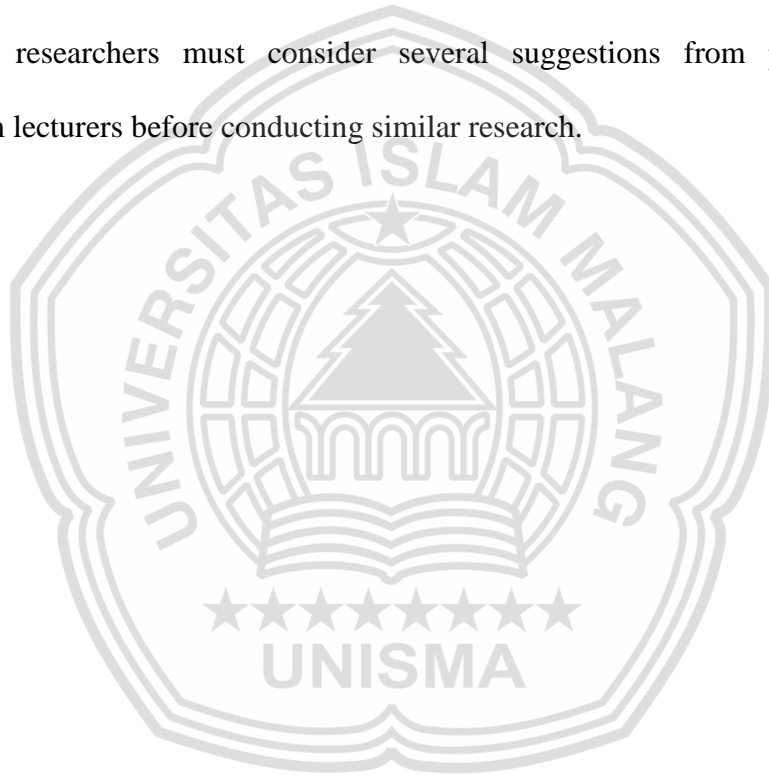
5.2.2 For the students

This research found that the strategies prepared for taking the TOEFL exam have a positive influence on students' TOEFL scores, students must apply these strategies to pass the TOEFL exam and get high scores. Apart from that,

students also have to study with other strategies besides the learning strategies indicated by Oxford.

5.2.3 For next research

Interpretation in research must be understood and carried out in greater depth on an ongoing basis in order to obtain clearer and more detailed results. Apart from that, future researchers can focus more or categorize only one part of the three parts in the TOEFL exam carefully in order to get maximum results. Then, future researchers must consider several suggestions from previous research, from lecturers before conducting similar research.



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