LEARNING STRATEGIES OF TEP PREPARATION BY EFL EIGHTH SEMESTER STUDENTS AT IAIN PALANGKARAYA

THESIS

BY
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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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LEARNING STRATEGIES OF TEP PREPARATION BY EFL EIGHTH SEMESTER STUDENTS AT IAIN PALANGKARAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
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BY

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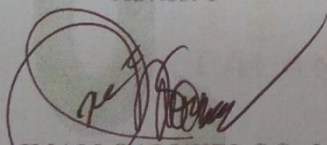
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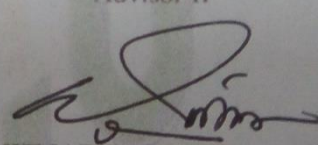|		
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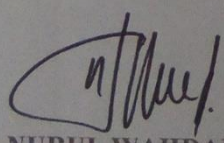Palangka Raya, 25th August 2020

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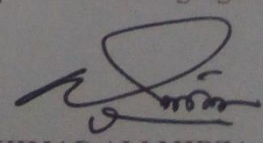ORN. 197204042000031005

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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of :

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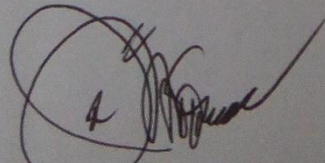
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb

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iv

THESIS APPROVAL

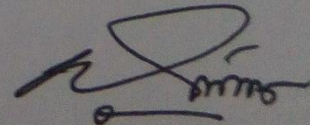|		
Thesis Title	:	**Learning Strategies of TEP Preparation by EFL Eighth Semester Students at IAIN Palangkaraya**
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MOTTO AND DEDICATION

" And ease my task for me. And loose a knot from my tongue. That they may understand my saying"

(QS. Thaha: 26-28)

This Thesis is dedicated to:

My beloved Father Ismansyah and Mother Arpiah also my lovely sisters Ainun Fitri and Kalila Zuhda Safitri for their valuable endless prayer, love, sacrifice and support. My kindly grandmother for her prayer and support.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
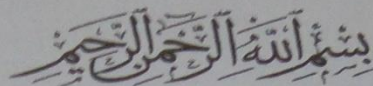
Herewith, I:

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Study Program :   English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, September 20th, 2020

Yours Faith fully

Mariatul Fitriah
SRN. 1601121127

ABSTRACT

Fitriah, Mariatul. 2020. *Learning Strategies of TEP Preparation by EFL Eighth Semester Students at IAIN Palangkaraya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors : (I) Dr. Imam Qalyubi, S.S., M.Hum, (II) Akhmad Ali Mirza, M.Pd.

Key words: learning strategy, Test of Proficiency (TEP), EFL (English as a Foreign Language)

To measure the students'ability in mastering English is commonly seen from the result of TOEFL. The main purpose of this test is to seek the EFL students profiency in English. IAIN Palangkaraya belongs to college that used the TOEFL score as one of the requirement of undergraduate thesis examination. However, many students particulary English education students cannot passed or get the minimum score of TEP, due to the problem, researcher interested to conduct a research to students who passed the TEP.

The objectives of the study are : (1) to describe learning strategies are used by EFL students, and (2) to find out students'reasons of using the learning strategies of TEP preparation.

The type of this study was qualitative approach. The data was taken from interview and the checklish data document (document record). EFL students who passed the TEP were the subject of this research. Then, the object of this study was the learning strategies are used by EFL students and their reasons of using the learning strategies. They were determined by purposive sampling technique. The interview was used to identify the students' learning strategies and reasons of using the strategies.

The findings of this study shows some points as follows: (1) Direct strategy include: cognitive strategy such as translating the material and using resourses to learn, compensation strategy also belongs to direct strategy, students done several ways such as selected the main topic, using synonym, and asked to another friends. (2) Indirect strategy include: metacognitive strategy, in this strategy students overviewed the material they have known before then done the practice to measure their ability. Those are the most strategies are used by the students on all section in learning TEP. (3) They used those all strategies because it can support them to understand the material, then make them easier to comprehend what they are learning about.

ABSTRAK

Fitriah, Mariatul. 2020. *Strategi-Strategi Belajar Persiapan TEP oleh Mahasiswa Bahasa Inggris sebagai Bahasa Asing Semester Kedelapan di IAIN Palangkaraya.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Insistut Agama Islam Negeri Palangka Raya. Pembimbing; (I) Dr. Imam Qalyubi, S.S., M.Hum, (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: strategi belajar, tes keahlian bahasa inggris (TEP), mahasiswa bahasa inggris sebagai bahasa asing (EFL student)

Untuk mengukur kemampuan siswa dalam menguasai Bahasa Inggris umumnya terlihat dari hasil TOEFL. Tujuan utama dari tes ini adalah untuk mencari kecakapan siswa pembelajar Bahasa Inggris sebagai Bahasa Asing. IAIN Palangkaraya termasuk perguruan tinggi yang menggunakan skor TOEFL sebagai salah satu syarat ujian skripsi. Namun, banyak siswa khususnya siswa pendidikan bahasa Inggris tidak dapat lulus atau mendapatkan nilai minimum TEP, karena masalah tersebut, peneliti tertarik untuk melakukan penelitian kepada mahasiswa yang lulus TEP.

Tujuan-tujuan dari penelitian ini adalah: (1) untuk menggambarkan strategi belajar yang digunakan oleh mahasiswa Bahasa Inggris sebagai Bahasa asing, dan (2) untuk menemukan alasan-alasan mahasiswa menggunakan strategi-strategi belajar tersebut dalam persiapan TEP.

Jenis dari penelitian ini adalah pendekatan kualitatif. Data diperoleh dari wawancara dan dokumen data ceklis (rekeman dokumen). Subjek penlitian ini adalah mahasiswa Bahasa Inggris sebagai Bahasa Asing yang lulus TEP. Kemudian, objek penelitian ini adalah strategi-strategi belajar yang digunakan oleh mahasiswa Bahasa Inggris sebagai Bahasa Asing dan alasana-alasan mereka menggunakan strategi-strategi belajar tersebut. Mereka ditentukan dengan teknik *purposive sampling*. Wawancara digunakan untuk mengetahui strategi-strategi belajar mahasiswa dan alasan-alasan menggunakan strategi tersebut.

Temuan penelitian ini menunjukkan beberapa poin sebagai berikut: (1) Strategi langsung meliputi: strategi kognitif seperti menerjemahkan materi dan menggunakan media untuk belajar, strategi kompensasi juga termasuk strategi langsung, siswa melakukan beberapa cara seperti memilih topik utama, menggunakan sinonim, dan bertanya kepada teman lain. (2) strategi tidak langsung meliputi: strategi metakognitif, dalam strategi ini siswa ikhtisar materi yang telah mereka ketahui sebelumnya, kemudian melakukan latihan untuk mengukur kemampuan mereka. Itulah strategi terbanyak yang digunakan oleh siswa di semua bagian dalam pembelajaran TEP. (3) mereka menggunakan semua strategi tersebut karena dapat mendukung mereka untuk memahami materi, kemudian membuat mereka lebih mudah untuk memahami apa yang mereka pelajari.

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1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.

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Palangka Raya, September 2020
The Writer,

Mariatul Fitriah
SRN.1601121127

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LIST OF ABBREVATIONS

1. TEP   : Test of English Proficiency
2. TOEFL   : Test of English as a Foreign Language
3. EFL   : English as a Foreign Language
4. FL   : Foreign Language
5. SILL   : Strategy Inventory for Language Learning
6. GPA   : Grade Point Average
7. IELTS   : International English Language Testing System
8. RA   : Rizky Al-Hidayati
9. MFA   : Muhammad Faisal Aripin
10. MRT   : Moh. Rudi Taufana
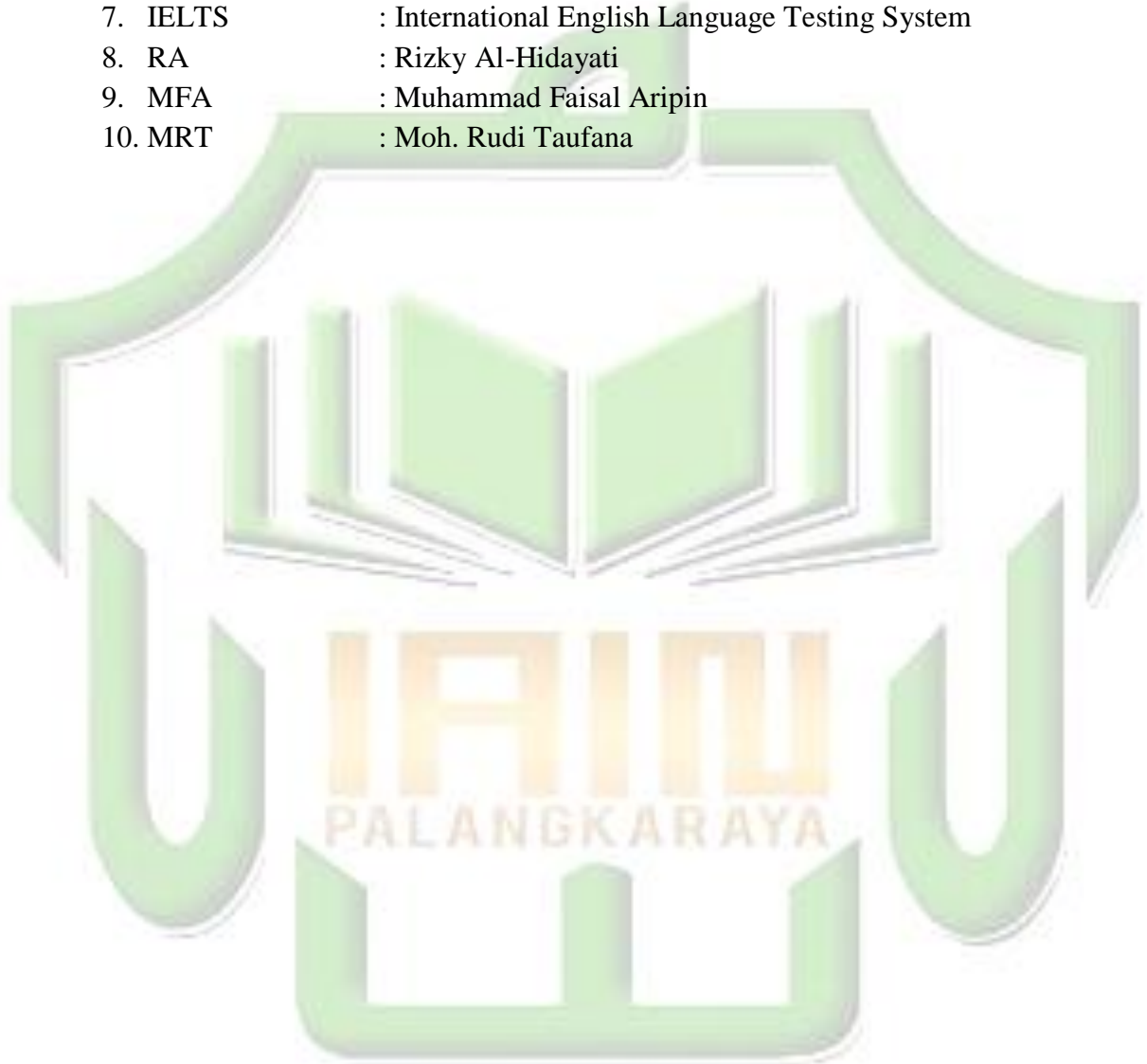
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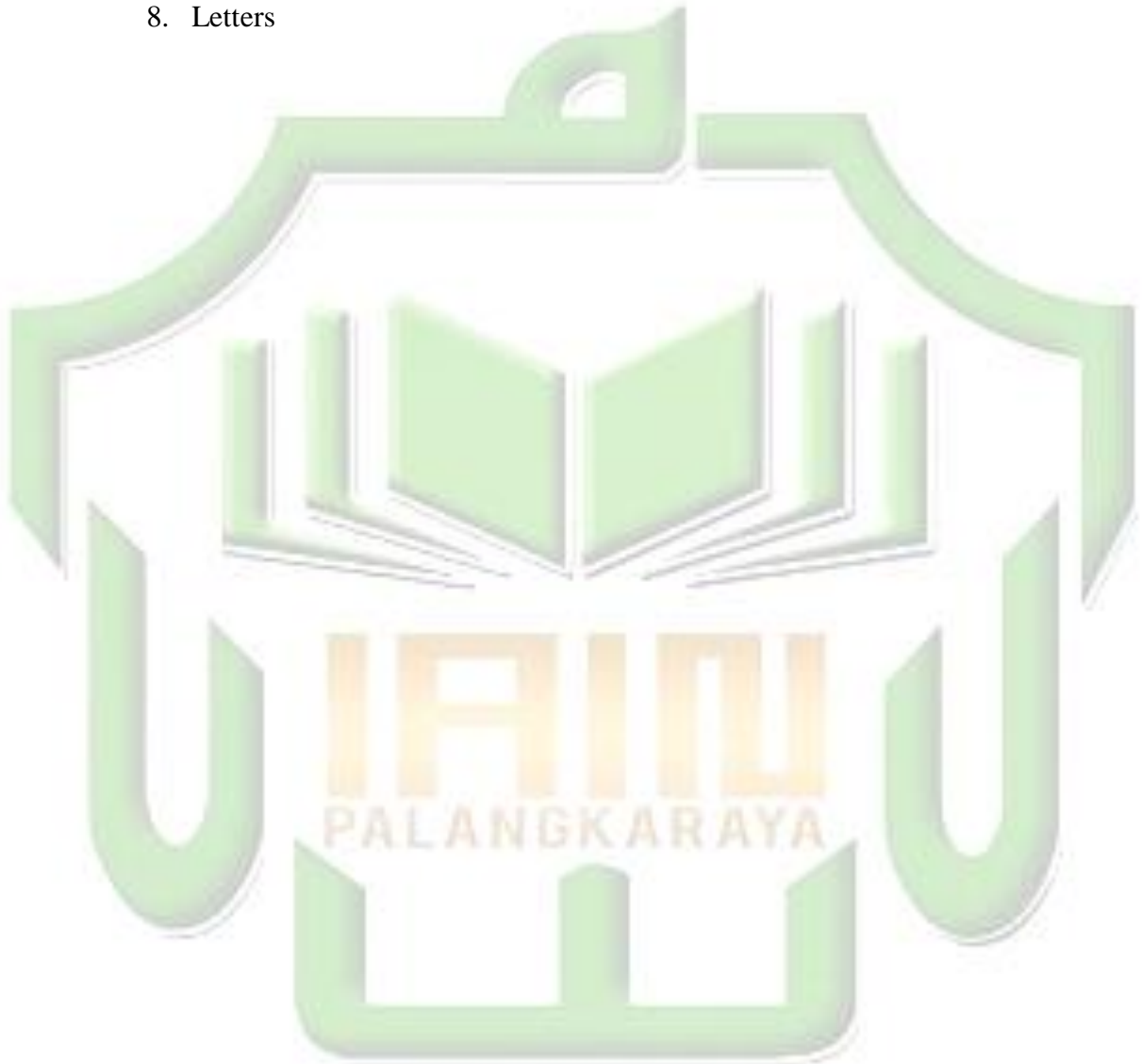
CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, scope and limitation of the study, significance of the study, and definition of key the term.

A. Background of the Study

English is one kind of language. Many country use English as their international language. As international language, it has important rules in communication wheter it is in a form of written or spoken. The student who learning English have to mastering especially in four skills which speaking, writing, reading, and listening. In Indonesia, English is considered as foreign language which is it is taught in junior high school until university. Based on Safitri (2018, p.10) in this country, English is mostly just used in English classroom than outside classroom, people commonly use their native language for their daily communication.

Nowdays, every people requires to mastering English in communication directly and communicated by technology. According to Sari (2016, p.3) mastering English is important for many people who want to get better education, study obroad, high career, job in another country, make good relationship with foreigner, and for the better life. Beside of that, they also have to fulfill everything that related to get a good grade certificates in English.

According to Crystal (2003, p.5) English is global language which is used at the some countries such as Russia, Germany, Spain, etc. as the chief

foreign language to be learnt in school. In Indonesia, English is learnt as foreign language, English is taught for the students from kindergarten. Otherwise, not all schools start English lesson from kindergarten school mostly at elementary school.

To measure the students'ability in mastering English is commonly seen from the result of TOEFL. This test is considered as a common testing in Indonesia. The main purpose of this test is to seek the EFL students profiency in direct and indirect situations, whether in speaking and writing English. TOEFL available in three stypes; they are paper-based test, computer-based test, and internet-based test. According to Irham (2005, p.20) TOEFL is one of testing way to measure the students English capability and their profiency as non-native speaker.

In this era, the score of TOEFL is used to get scholarships in order to continue study abroad. In addition, it can be used to get better job and for a job vacancy due to competition in getting a job is harder it is a challenge for college and universities to anticipate the issue. Hakim (2008, p.32) stated that TOEFL is the most important requiremet for everyone and TOEFL has many purposes. For instance, academic purpose such as for scholarship's requirement, for graduating from higher education (S1, S2, and S3) then common perpose for applying a job, promoted in a job, and etc

Moreover, according to Imam Khanafi (2014, 67) some companies also make the TOEFL as prerequisite to apply for a job, this test is also used to get a promotion at work. For example, in UIN Sunan Ampel Surabaya which apply TOEFL as one of the students' requirement for achieving a bachelor degree.

Similar with Syiah Kuala University obligate all of students to pass the TOEFL which required prior to undertaking script or thesis final examination with a score between 450 and 475 the minimun on form of paper based test.

At IAIN Palangka Raya also all of students in all of faculty are obligated to pass the TOEFL in form of TOEFL prediction which is mentioned as TEP (Test of English Proficiency). Based on Surat Keputusan Rektor IAIN Palangkaraya, No. 069 in 2019 the score 500 for English and Arabic study program, then 426 for another study programs. This score is one of requirement to undergo a test of the thesis. The TOEFL prediction consicts of listening section, structure, writing and reading comprehention.

However, many students in IAIN Palangka Raya particulary English education students can not passed or get the minimum score of TEP, based on researcher investigation found that the result of TEP in 2018 from 69 applied only 9 students who passed the TEP. This may due to first, they have low basic skill. Although they learnt English in their class most of them are still have low skill in writing, listening, reading, and grammar structure. In addition they have not good preparation on following TEP. Second, they still did not know the strategy in learning to pass the TEP, then they have less motivation in learning process and also it is because of a high standar's score of achievement become the one of reasons of their difficulties in pass the TEP, but there are some students can pass the TEP with maximum score.

Due problems above, researcher interests in conducting the study and to know students' strategies on learning English in preparing TEP toward student who pass the TEP. Researcher believes that the students' strategies has impact in

their score in TEP result. Finally, based on the reason the researcher would like to conduct a study entitle "**Learning Strategies of TEP Preparation by EFL Eighth Semester Students at IAIN Palangka Raya**"

B. Research Problem

Based on the background above, the research problems are :

1. What are types of learning strategies of TEP preparation are used by EFL eighth semester students?

2. What are the reasons of using the learning strategies of TEP preparation by EFL eighth semester students?

C. Objective of the Study

Regarding to the research questions above, the research objectives are:

1. To describe the learning strategies are used by EFL eighth semester students of TEP preparation.

2. To find out EFL eighth semester students' reasons of using the learning strategies of TEP preparation.

D. Scope of Limitation

This study is about learning strategies used by EFL eighth semester students of TEP preparation which is not about the strategies in answering the TEP. Then, it would be conducted to students who passed the TEP on eighth semester English Education Department at IAIN Palangka Raya.

E. Significance of the Study

The signifacance of this study expected that the result of study will add the knowledge for other students about learning strategies of TEP preparation and the reason of using the learning strategies of TEP preparation by EFL eighth semester students in order to get a good score and pass the TEP as they expected. By knowing all of the strategies in learning, researcher hopes that students who will follow the TEP can follow their strategies and prepare themselves well before doing the TEP.

F. Definition of the Key Term

1. EFL Students

   EFL is an abbreviation for English as a Foreign Language. EFL students is mainly used to talk about students whose first language is not English then their learning English while living in their own country, in this situation English as a foreign language for them. For instance, an Indonesian who learn English in Indonesia. In this study researcher involved EFL students on eighth semester at IAIN Palangkaraya.

2. Learning Strategies are tactics students use to assist them in the learning process. In addition it is knowing as general patterns of teacher-student activities in the realization of teaching and learning activities to achieve the goals in learning.

3. TOEFL is test to measure non-native English ability in many aspect such as listening skill, writing, structure and reading comprehension.

4. TEP preparation is a course/learning activity which is done by the learners before they get a TEP. The aims to help learners incerase their TEP score.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter would discuss and review some related literatures that consists of related study, EFL students, learning strategies, TOEFL and TEP preparation.

A. Related of Studies

There are some researchers had been conducted in relation to this research which learning strategies in TOEFL preparation as the main discussion. The related of studies are as the following below:

First of all, research that has been done by Mehrdad & Ahghar (2013, p.14) entitled EFL Students' Language Learning Preferences at Islamic Azad University Hamedan Branch. Their study taken into account to identify learner preferences plays in general learning and learning a language, in particular with 174 EFL students at English Language Department of Islamic Azad university of Hamedan was given questionnaire. The finding shown that students must be taught about their learning style strengths so they can be empowered to study in ways that will help them concentrate, process and retain new and difficult information. Their study has similar and difference with reseracher's study, the study focus on student's learning strategies while the difference is researcher's study will do a research about student's learning strategies in TOEFL preparation.

In similar context, a research by Antoni (2014, p.9) entitled An Analysis on 6th semester Students' TOEFL Experience at English Department of

Teachers Training and Education Faculty of Pasir Pengaraian University class. The finding showed that most of students do not have preparation in completing the TOEFL and in answering the TOEFL they do not have good strategy and skill. Antoni's research has similarities with researcher's study there are focus on TOEFL score as source of data and students English education as the sample of data. Then, the differences are previous study chose sixth semester students as the sample of study and conducted the study in Pasir Pengaraian university while researcher will take the participant of study on eighth semester English education students in IAIN Palangka Raya.

In line with Nurhayati et al, (2016, p.10) entitled An Analysis of Students' Strategies in Answering TOEFL. The result found that the most difficult types of TOEFL question faced by student are idiom in listening, noun form in structure, written expression, and reading comprehension, students used various ways strategies, and their score was low. This study has similarity with researcher's study, there is focus on TOEFL score, then the difference is previous study focus on students' strategies in answering TOEFL while researcher will focus on students' learning strategies in preparing TOEFL.

Next, Rahmalia's research (2016, p.42) entitled Students' Multiple Intelligence in Learning during TOEFL Preparation. The finding showed that musical intelligence is the most multiple intelligence that used by students with the score 606, hence students used logical-mathematical intelligence in less dominant with the score 531. Researcher study has similarities with Rahmalia's study there are focus on TOEFL preparation and used qualitative in form of descriptive design. Futhermore, the differences are previous study focus on

students' multiple intelligence in learning while this research will focus on strategies that used by eighth semester students of IAIN Palangka Raya in preparing TOEFL.

Similarity with Samad et.al (2017, p.32) entitled EFL students' strategies dealing with common difficulties in TOEFL reading comprehension section. Study to investigate the undergraduate students'difficulties and their strategies in completing TOEFL reading comprehension test. The sample of this study is thirty English Education and worksheet of TOEFL test and questionnaire as the instrument. The result indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL test are also found. This research have similar with researcher's study there is focus on student's strategies in TOEFL, then the contras is this study focus on spesific part of TOEFL section, reading comprehension while researcher's will conduct the study to find out student's learning strategies in preparing TOEFL.

Another research in line with previus study have been conducted by Munzaki's study (2018, p.153) untitle Learning Strategy: Identifying Strategy Used by Language Learners (for TOEFL, IELTS, and Global English Learners). The final research showed that students in learning language used learning strategies hence learners used it instability and inconsistently. The similarity is focus on learning startegy in TOEFL then the differences are previous study used questionnaire statement as the instrument and describe the result statically whereas researher's instruments will use documentation, interview and questionnaire as the instrument.

Afterward, a study has been finished by Safitri's study (2018, p.14) entitled The Students' Strategies in Preparing TOEFL by Sixth Semester Students Academic Year 2014-2015 at English Education Department UIN Sunan Ampel Surabaya. The result of this study found that there are many strategies that used by learners before facing the TOEFL and by understand these strategies they will be confident to get a high score as they expected. Safiitri's study has similiraties with researcher's study, there are focus on students' learning strategies in preparing TOEFL and used qualitative approach in form of descriptive design. Furthermore, the differences are researcher will choose eighth semester English education students in IAIN Palangka Raya as the object or sample of study.

To compare study above, this study has several similarities and differences. The similarities is reseacher will conduct study about learners' strategies in preparing TOEFL. Then, researcher will use qualitative approach with descriptive design to explain the data. In additon, the differences are this study will be conducted on eighth semester English Education students in IAIN Palangkaraya.

B. EFL Students

According to Seville & Troike (2006, p.278) EFL students are student who learning an FL within the context of their own native culture, often have few opportunity to interact with members of the language community who speak the FL natively (unless they study abroad), and typically have little opportunity (or need) to participate fully in the FL society – indeed, too often the sole reason for studying the language is that it is required for graduation.

Futhermore, based on Ikhfi & Nargis (2017, p.56) an EFL stundents learn English as Foreign language then English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English. For some, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture, most often through a distorted lens like TV or music.

C. Learning Strategy

According to Scarella and Oxford (1992, p. 63) "learning strategy is specific actions, behaviors, techniques used by students to enhance their own learning". A strategy will be useful in some conditions, such as the strategy relates to the L2, a strategy fits to the particular students' learning style, and student decides the strategy to have link with another relevant theories. Those conditions can enhance students' willingness to get their learning purposes.

Oxford (1990, p.2) learning strategy is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Then Jasmina Hasan Begovic (2006) stated that learning strategies refers to students self-generated thoughts, feelings, and action, which are systematically oriented toward atttainment of their goals.

Warr & Allan (1998) distinguish between three categories according to the kind of resources used in the regulation of behavior:

1. Cognitive learning strategies: skills in rehearsing a material to be learned or in organizing it into main theme.

2. Behavioral learning strategies: preferences for seeking help from others, for trial and error or for written instruction.

3. Self-regulating strategies: controlling emotions, motivation and comprehension.

Oxford (1990, p.17) devided learning strategies into direct strategies encompass memory, cognitive, and compensation strategies then indirect strategies include metacognitive, affective, and social ones. Beside, each group is divided into subgroup as follows:

1. Memory Learning Strategy

Memory learning strategy is used by learners by utilizing knowledge and prior learning experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if the learner links the sound of utterances with the things he has remembered, then he is using a memory learning strategy. Including in this learning strategy is to repeat the previous lesson. Likewise, if the learner uses body movements to aid understanding, he is practicing a memory learning strategy.

2. Cognitive Learning Strategy

Cognitive strategy is all learners' behaviors in the teaching and learning process that relate to the use of the learner's thinking power. This strategy can take the form of various activities. In a study, determined six kinds of cognitive behavior that is expected to represent this strategy. These six behaviors are: correcting one's own mistakes, using gestures, practicing

vaporizing words, writing in notebooks, reading from the blackboard, and staring at students.

3. Compensation Learning Strategy

Compensation learning strategy is used by learners who already have fairly high skills. This learning strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language being studied, for example, can use definitions or translations in their speech to keep the language process going. In fact, body movements can be used to cover the limitations he faces. Included in this type of learning strategy is determining or choosing your own topic to be discussed. In fact, trying to avoid difficult topics is also a strategy in this group.

4. Metacognitive Learning Strategy

Metacognitive strategy is all learner's behavior related to the tactics or ways of learners to deal with and manage teaching and learning materials. In this study, metacognitive strategies are realized in a variety of activities that can be put into the following three categories: focusing attention, planning and organizing teaching and learning activities, and evaluating the teaching and learning process. It can be stressed that all this must come from and be done by the learner.

5. Affective Learning Strategy

Affective strategy is all learner's behavior related to the attitudes and feelings of learners in the face of the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective strategies are learning behaviors that show that students accept and

value the learning process. Negative affective strategy is the learner's behavior which shows that the learner rejects and does not value the teaching and learning process. It should be noted that the term "negative" as used here does not contain bad or bad meaning. Student's rejection of the teaching and learning process must be seen as a "neutral" attitude, which is not related to good-bad grades. Positive affective strategies are represented by four behaviors: laugh with those who show pleasure or satisfaction, smile, show satisfaction, and show pleasure because of funny things that are fun.Negative affective strategies are represented by five behaviors: showing confusion, complaining, not paying attention to the teacher, talking to peers outside of relevance study, and show the attitude of a fool.

6. Social Learning Strategy

Social strategy is all learning behavior related to the work of students with their peers in achieving learning goals. This strategy is manifested in a number of activities: talking to friends and talking about learning, helping students in accordance with teaching and learning activities, asking for help from friends, giving praise to students, giving them a harassment or disturbing students, and responding to students.

Table 2.1 Oxford's Direct Learning Strategies

I. Memory Strategies	A. Creating mental linkages	1. Grouping
		2. Associating/elaborating
		3. Placing new words in context
	B. Applying images and sounds	1. Using memory
		2. Semantic mapping
		3. Using keywords
		4. Representing sounds in memory
	C. Reviewing well	1. Structured reviewing
	D. Employing action	1. Using physical response or sensation
		2. Using mechanical techniques

II. Cognitive Strategy	A. Practicing	1. Repeating
		2. Formally practicing with sounds and
		3. Recognizing and using formulas and
		4. Recombining
	B. Receiving and sending messages	1. Getting the idea quickly
		2. Using resources for receiving and sending messages
	C. Analyzing and reasoning	1. Reasoning deductively
		2. Analyzing expressions
		3. Analyzing contrastively (across
		4. Translating
		5. Transferring
	D. Creating structure for input and output	1. Taking notes
		2. Summarizing
		3. Highlighting
III. Compensation strategies	A.Guessing intelligently	1. Using linguistic clues
		2. Using other clues
	B.Overcoming limitations in speaking and writing	1. Switching to the mother tongue
		2. Getting help
		3. Using mime or gesture
		4. Avoiding communication
		5. Selecting the topic
		6. Adjusting or approximating the
		7. Coining words
		8. Using a circumlotion or synonym

Table 2.2 Oxford's Indirect Learning Strategy

I. Metacognitive strategies	A. Centering your learning	1. Overviewing and lining with already known
		2. Paying attention
		3. Delaying speech production to focus on Listening

	B. Arranging and planning your learning	1. Finding out about language learning
		2. Organizing
		3. Seting goals and objectives
		4. Identifying the purpose of a language task
		5. Planning for a language task
		6. Seeking practice opportunities
	C. Evaluating your learning	1. Self-monitoring
		2. Self-evaluating

	A. Lowering your anxiety	1. Using progressive relaxation, deep breathing,
II. Affective strategies		2. Using music
		3. Using laughter
	B.Encouraging yourself	1. Making positive statements
		2. Taking risks wisely
		3. Rewarding yourself
	C.Taking your emotional temperature	1. Listening to your body
		2. Using a checklist
		3. Writing a language learning
		4. Discussing your feelings with someone else

	A. Asking questions	1. Asking for clarification or verification
III.Social strategies		2. Asking for correction
	B. Cooperating with others	1. Cooperating with peers
		2. Cooperating with proficient users of the new Language

		1. DevelopingCultural understanding
	C. Empathizing with others	
		2. Becoming aware of others' thoughts and Feelings

D. TOEFL

1. Defintion of TOEFL

TOEFL is stand for Test of English as a Foreign Language better known as TOEFL was developed in 1963 it is a test model to test the ability or competence in the English language. TOEFL test is held whose English is not their native language. Nowadays, TOEFL is used in many occasions, for instance, those applying for scholarships to continue their study in the English spoken countries. Furthermore, this test is also needed by person who want to apply for a job both in home country and overseas. Even, this test is obliged by universities in Indonesia as a requirement to complete their study and obtain their bachelor certificate.

A number of very famous testing scholars have been and some of them still are in one way or another involved in policy making and in the test construction procedure of the test. It has been jointly administered since 1965 by the Educational Testing Service and the College Board. It is probably the most often used examination in the admissions process of foreign language students to colleges and universities in the United States. According to ETS, more than 27 million people from around the world have signed up to join the TOEFL since the test was first luached.

TOEFL has widely been recognized as a type test for students, graduate and postgraduate, as well as teachers and researchers in universities and higher education institutions wishing to read for higher degrees and to develop their research potential in North America universities. According to Kunnan (2008, p.141) stated "Over the years, the TOELF became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate program in U.S and Canadian English medium universities" The score of TEOFL has been used as the requirements for non-native applicants in America and English speaker colleagues and universities, so do to obtain scholarship in those countries.

2. **The Kinds of TOEFL**

According to Abboud et al, (2010, p.34) kinds of TOEFL as follows:

a. Paper-Based TOEFL

Paper-Based TOEFL (PBT) is using paper and pencil when doing TOEFL test. It is familiar TOEFL in Indonesia since long time ago. PBT (Paper-Based TOEFL) is consists of three (3) kinds of question sections: listening comprehension, structure and written expression, reading comprehension, without TWE (Test of Written English). The format of these three sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table (Gear and Robert, 2002, p. 8):

Table 2.3 The Paper-Based TOEFL Test (PBT) format

Sections	Number of Items	Times
Listening : Part A Questions about short conversations	30	30-40 Minutes
Part B Questions about short conversations	8	
Part C Questions about lectures or talks	12	
Total	50	
Structure and Written Expression: Completing sentences correctly	15	25 Minutes
Identifying errors	25	
Total	40	
Reading Comprehension: Questions about reading	50	55 Minutes
Total	50	
Total	140	

b. Computer-Based TOEFL

Computer-Based TOEFL (CBT) it does not use paper, pencil, eraser, and so on. Based on Doktor Pamela Sharpen (2005, p.23) states

that Computer-Based TOEFL (CBT) consists of four (4) groups of questions such as Listening, Structure, Reading, and Writing, with the notation that writing score will be combine with structure score. In this test, there are three sub–scores: Listening,Structure, Writing, and Reading. Actually, the total score is limited ona scale of (0–300) (Sharpe, 2009, p.11).

In addition there is one kind of TOEFL introduced in 2005. According to Powers (2010, p.134) TOEFL iBT is an alternative to the TOEFL paper-based and computer-based versions, which had already been in use. Because the iBT is a four skills test, it responded to criticisms of TOEFL lacking a speaking component. There is also a reformulation of the tasks in the TOEFL iBT to correspond the actual skills required of students in an English-language academic setting (e.g., the integrated writing and speaking task), rather than the testing of discrete knowledge about forms of the English language that could be coached, leading to negative wash back effects on teaching and learning. In addition, by being internet based, the iBT offers flexibility for candidates who can now take the TOEFL with greater regularity and even make multiple attempts over a relatively short span of time. Without a doubt, the TOEFL iBT remains a popular measure of a student's English ability by academic institutions in North America and around the world (Ohkubo, 2009, p.67). Gear and Robert (2002, p.2) are shown the the format, the number, and types of questions which can be seen in following table:

Table 2.4 The Computer-Based TOEFL (CBT) Format

Listening:	Number of Passages	Number of questions per	Total number of question	Time
Short Dialogues Short conversation Lectures and Discussions	11-17 2-3 4-6	1 2-3 3-6	30-59	40-60 Minutes
Structure:		**Number of items**	**Total number of**	**Time**
Completing Sentences correctly Identifying Errors		10-15 10-15	20-25	15-20 Minutes
Reading Comprehension:	**Number of passages**	**Number of questions per passage**	**Total number of question**	**Time**
	4-5	10-12	44-45	70-90Min
Writing:	**Number of**			**Time**
	1			30 in

c. The Internet Based-TOEFL (IBT)

In IBT test is described as a new version of the TOEFL. It is delivered insecure testing centers around the world. It replaces the Computer- Based TOEFL and the Paper-Based TOEFL. Its main

concern is to measure the test-takers' ability to communicate successfully in an academic setting. It includes a new section which is the Speaking Section. This section is used to evaluate the examinees' ability to Speak English.

Moreover, there are new integrated writing and speaking tasks. These tasks are used to evaluate the test takers ability to combine and communicate in formation which is from different sources. To sum up, this test consists of four sections: reading, listening, speaking and writing. It tests all the four skills that are influential for effective and successful communication, i.e. listening, speaking, reading and writing. The format of these sections, the number of questions for each of them, and the time which is allotted for each of them can be seen in the following table. (Abbout and Hussein, 2011, p. 8)

Table 2.5 The Internet-Based TOEFL Program (IBT) Format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4	20 Minutes

	Integrated	
Writing	1 integrated task	20 Minutes
	1 independent task	30 Minutes

d. Intitutional Testing Program (ITP)

Intitutional Testing Program as well known as ITP, it is began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use older forms of International Testing Program paper-based TOEFL or the Preliminary Test of English as a Foreign Language (Pre- TOEFL) to their own students using their own facilities and staff and setting their own test dates (Abboud and Hussein. 2011). The number of questions for each of them, and the time which is given for each of them can be seen in the following table

Table 2.6 The Institutional Testing Program (ITP) Format

Section	Number of Items	Time
Listening:	30	30-40
Part A Questions about short	7	Minutes
conversations	13	

Structure and Written Expressions: Completing sentences correctly	15 25 40	25 Minutes
Reading comprehension: Questions about reading passages	50 50	55 Minutes

ITP TOEFL section scores are reported as scaled scores that can range within 31-68. In addition, the total scores can range within 310-677. The total converted score —is then determined by adding the three converted scores and multiplying the result by 3½ (or multiplying by10 and dividing by 3). Such as in the following:

Section1 Section2 Section3

Example: $48 + 56 + 52 = 156 \ (156 \times 10) \div 3 = 520$

The paper version of the TOEFL Test is scored on a scale of 217 to 677 points. Different universities, institutions and organizations have their own TOEFL requirements. The dates of the scores to be mailed to the students are listed in the *TOEFL Information Bulletin*. Scores are generally mailed out approximately five to six weeks after the test date for all over test centers (Phillips, 2003, p.16).

3. The Subject Material of TOEFL Test

a. Listening Comprehension

The listening comprehension section of the TOEFL contains conversations and lectures in American English, with idiomatic language, spoken at normal speeds. The listening passages are followed by recorded questions. Every listening passage and question is played only once. Questions are asked about specific information in the listening passages, about the meanings of specific phrases, and about the general intentions of the speakers. Only the answers are on the paper or computer screen that the student sees.

The three models of conversations in listening section:

1) Short conversations (Part A in paper-based exam)

2) Longer conversations and class discussions (Part B)

3) Mini-talks and lectures (Part C)

There some types of questions in listening comprehension which have been categorized as below:

1) Main Topic

   This types of questions asked students to identify the main subject of conversation about who or what that conversation.

2) Main Idea

   For longer conversations, class discussions and lectures, students ask to identify the main idea for conversation-what was said by a speaker on the topic.

3) Details

   These questions ask students to identify specific facts or details mentioned in a lecture or conversation.

4) Idiomatic Expressions

These questions ask students to identify what is meant by the speaker of the use of certain idiomatic expression.

5) Recommendations or Suggested Actions

These questions ask students to identify what is recommended or suggested by one speaker to another speaker.

6) Inferences Based upon Tone

These questions ask students to draw logical conclusions based on the tone used one of the speakers.

7) Inferences

These questions asked students to draw logical conclusions based on the limited information contained in the conversation.

8) Inferences about the Future (Predictions)

These questions ask students to draw conclusions based on what will be done by the speaker based on the conversation.

b. Structure: Grammar and Written Expression

The paper-based version of the TOEFL includes this section. This part of the test is about grammar and usage. Students will be asked to choose the right word or phrase to finish a sentence correctly, and to identify the error in a sentence. There are two kinds of computer-based or TOEFL test. These two models are:

1) Incomplete sentences

The question in this model is students must choose the correct word or phrase to fill in blanks.

2) Sentences with underlined words or phrases

The question in this model has some words or phrases are underlined. The students are asked to select of wrong word or phrase.

c. Reading Comprehension

In Ahmad Fanani's book (2014, p.139) the reading section contains several short passages of academic English. The topics are intentionally varied, usually including topics from the natural and social sciences and the humanities. Students are instructed to read the passage and then answer questions. Most of the reading comprehension on TOEFL is divided into nine categories:

1) Main Idea

The questions asked students to identify the main idea of reading or sometimes some certain paragraphs of reading.

2) Vocabulary

There are two types of questions about vocabulary:

a) Asked students to determine the meaning of a word in the context of reading.

b) Asked students to identify the synonym of a word.

3) Specific fact or detail

The model of this question asked students to identify specific facts or the details mentioned in reading.

4) Exceptions

These questions ask students to identify which items are not specifically mentioned in reading.

5) Location or information

These types of questions asked students to identify where in reading there is certain information.

6) Inferences

These types of questions asked students to make logical conclusions based on reading.

7) References

These questions ask students to decide where a particular word or phrase in reading refers (words or phrases often in the form of a pronoun).

8) Paraphrased sentences (only in computer based test).

E. TEP Preparation

TEP preparation is a course/learning activity which is done by the learners before they get a TEP. The TEP Preparation course aims at helping students achieve and increase their TEP score as one of prerequisites of graduating from the college. TEP preparation may conduct by learners or do in a class with instructor of TEP. TEP Preparation is an additional course. The grade is not listed in the GPA (Grade Point Average) transcript. Unlike other courses which students must pay for, the TEP Preparation course is free of charge.

F. Types of Interview

According to Edward & Holland (2013) there are three types of interviews :

1. Unstructured Interviews

   These are interviews that take place with few , if any, interview questions. It is often progress in the manner normal conversation, however it concern to the research topic. Unstructured interview is a relativel formless interview sytle that researchers use to establish rapport and comfort with the participant, and is extremely helpful when researcher want to discuss sensitive topic. In this types of interview, researcher is expected to investigate interviwee in order to obtain the most important and in-depth information possible. Researchers has to conduct several rounds of interview with the participants to gather information need. The sytle of this interview is researchers do not use standars interview protocol, sometimes interviwee's answer maneuver away from research topic this is the way researcher construct the interview questions.

2. Semistructured Interviews

   This interview use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspect, it is mostly a guided conversation between the researcher and participant. This types of interview maintain some structure, but it also provides the researcher with the ability to probe interviwee for additional details of informations.

3. Structured Interviews

An interview protocol is used to guide the researcher. It is more rigid interview style, only the question on the interview questions are asked. The result of this interview there are not a lot of opportunities to probe and futher explore topics that participants bring up when answering the interview questions.

G. Factors Influence Students' Learning

According to Merson U. Sangalang in Tu'u the factors that influence students' success in achieving good learning outcomes consist of:

1. Internal factors include: Intelligence, talent, interest and attention, health, and learning.

2. External factors include: family environmental factors social, school.

Factors influence learning from the theories of learning achievement above can be concluded that learning achievement is adhered to by internal and external factors of the students. Internal factors are factors that affect the students'learning achievement that comes from within the student. While external factors are factors that affect the learning achievement of students who come from outside the students. These internal factors can be describe as follows:

1. Internal Factor

   a. Healthy

      Health means to be in good condition throughout the body and its parts or free from disease. A person's health affects his learning.

   b. Intelligence

According to J.P. Chaplin in Slameto intelligence is a prowess of three types: the ability to deal with and adjust into new situations quickly and effectively, know or use abstract concepts effectively, know relationships and learn them quickly. Intelligence has a profound effect on learning progress. In the same situation students who have a high level of intelligence will be more successful than students who have a low level of intelligence.

c. Motivation

Motivation is the impulse that makes someone do something. Motives underlie and influence each person's efforts and activities to achieve their desired goals. In learning, if students have a good and strong motive it will enlarge their efforts and activities achieve high achievement.

1) Mastering the material

Student interest in the subject matter will have a great impact on the success of the student. Students who have a strong desire to master the material provided by the teacher will do their utmost to achieve that.

2) Attention to the material

Attention is to see and hear well and be conscientious about something. To get good results in learning should have attention to the lesson.

3) The thoroughness of working on task

Doing for the question given by the teacher will facilitate in understanding the meaning of the question. Good students will usually be more conscientious compared to less clever children. Carelessness in answering questions will be very fatal, so to facilitate in understanding a problem must be thoroughly and carefully.

4) The interest in reading reading books

Reading is an absolute demand for every student, as it can enrich and expand their knowledge. Reading textbooks or articles will increase his knowledge and improve his learning achievements.

5) Efforts to understand

A person's material interest in something greatly influence the results achieved. Students who have a strong motivation to understand the subject matter will have a great impact on the success of students. Students who have a strong motivation to understand the subject matter provided by the teacher will do their utmost to achieve that.

d. Students' Learning Activity

Student' study success is influenced by how students learn. Efficient ways of learning enable higher achievements compared to inefficient ways of learning. Efficient way of learning as follows:

1) Concentrate sebalum and at the time of learning

2) Immediately releed the materials that have been received.

3) Read carefully and well the materials that are being studied, and try to master them to the best of their ability.

4) Try to solve and train to answer the task

2. External Factor

a. Family Environment

Family is an environment consisting of people closest to a child. There is a lot of time and opportunity for a child to meet and interact with his family. Such encounters and interactions must have had a profound effect on a person's behavior and achievements. Harmonious conditions in the family can provide stimulus and a strong response from the child so that his behavior and achievements become good. Conversely, if the family is not harmonious or broken home will negatively impact student development, behavior and achievement tend to be hampered, and problems will arise in their behavior and achievements.

b. School environment

School is a vehicle of activities and educational process. In school there are educational activities, learning and training. In school the values of ethics, morals, mental, spiritual, behavior, discipline, science and skills are instilled and developed. Therefore the school becomes a very dominant vehicle for the influence of the formation of attitudes, behaviors and achievements of a student.

c. Community Environment

The environment around students has a profound effect on student learning. A society made up of uneducate and unslearned people will have an adverse effect on students. Students will be interested in doing as do those around them.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, subject of the study, sources of data, research instrument, data collection procedure, data analysis procedure, and data endorsment.

A. Research Design

Research design in this study is to seek the data needed and to be able to answer the question of the study. This study is designed to examine punctuation error in detailed is common aspects. According to Cresswell (2009, p.293) research design is plans and procedures for research to detailed methods of data collection and analysis.

This research would use qualitative research design because this study would be concerned on process. According to Ary (2010, p.29) a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predermined hypothesis.

Based on the statement above, researcher concluded that qualitative research is natural condition or it is not manipulated research condition in the field of setting. This study included the type of case study using descriptive method. The researcher would describe all phenomenon based on the facts in the field.

According to Nazir (2005, p.36) descriptive method means that researcher the status of human, an object, a set of condition, a system of thought, or even a class phenomenon at the present. In addition, this research will be

focused on the view of participants, ask the general questions and the participant experience, collected the data consist of word from the parcipant, then describe and analyze that word and conduct it in subjective. Researcher would use decriptive design to describe the result of data.

B. Subject of the Study

The subject of this study would be obtained from eighth semester English education students in IAIN of Palangkaraya. The researcher wanted to find out their learning strategies of TEP preparation. In chosing the subject of data, researcher used purposive sampling technique. Purposive sampling is a nonprobability sampling technique in which subject judged to be representative of the population are included in the sample (Ary et al, 2010, p.648).

Then, according to Creswell (2012, p.206) in purposive sampling researcher intentioanlly select individual and sites to learn to understand the central phenomenon. In this study, researcher took students who passed the TEP as the subject of the study. The respondent consists of three from English students in academic year 2016.

C. Sources of Data

This study utilized two source of data : students' interview result and students' checklist data document result about their learning strategies of TEP. After researcher got the students'TEP score then researcher interviewed the students to know their strategies in learning TEP. When the interview finished, researcher given the students checklist data document about the their learning strategy activity.

Researcher took the sample of data by using purposive sampling. The researcher chose students who passed the TEP. According to the data of students'TEP score only three students passed the TEP, so reseacher only interviewed three of students who passed the TEP as follow:

Table 3.1 Respondents' TEP Scoring

NO	NAME	SRN	TEP SCORING
1	Rizky Al-Hidayati	16011121104	500
2	Muhammad Faisal Aripin	1601121082	533
3	Moh. Rudi Taufana	1601121087	500

D. Research Instrument

According to Moleong (2000, p.23) said that qualitative required the researcher him/herself as the main instrument of the study. In collecting data, qualitative study depends on the researcher. That is because research cannot decide directly what she/he want to research. Cresswel (2012, p.573) said that qualitative research has many kind of instrument for collecting the data there are observation, interview and questionnaires, document, and audiovisual material.

3. Document

Document is a written, drawn, presented or recorded representation of thoughts. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and the can include newspapers, minute of meeting, personal journal, and letters (Creswell, 2012, p.223). Furthermore, the modern term 'document' can no longer be defined by its transmission medium (such as paper), following the

existence of electronic. Commonly, document is one of instrument that use in doing a research to collect data. Sugiyono (2008, p.240) stated that document can be written and picture by someone that can be used to obtain information. In condcuting the documentation, researcher can provide magazines, books, documents, etc. To establish the result of observation or interview credible the docomentation is used.

Document can be classified into four categories : (1) public record, (2) pesonal documents, (3) physical materials, and (4) researcher-generated document (Ary et al 2002, p.442). In this study researcher used researcher-generated document in form of checklist data document to collect the data. Researcher-generated document is prepared by researcher to the particpant, for example participants are asked to keep a journal or to draw a picture.

In this case, researcher used checklist data document in form of statement that adapted from SIIL (Strategy Inventory for Language Learning version 7.0) by Rebecca Oxford (1990) about types of learning strategies. Researcher took twenty from fifty statement, then asked the respondents to fill up using google form.

From the checklist data document, researcher analyzed what learning strategies are most commonly used by the students. Then, this document of checklist data used to match the data from interview. So, from this instrument, researcher can make the data more valid and reseacher can match and look what are learning strategies that used by the students of TEP preparation and make the conclusion from the research. Here are the statement that has given to students :

Table 3.2 Statement Checklist Data Document

SILL Statement	Types of Learning Strategy
1) I think of relationships between what I already know and new things I learn in English. 2) I use new English words in a sentence so I can remember them. 3) I connect the sound of a new English word and an image or picture of the word to help me remember the word. 4) I review English lessons often.	Memory
5) I say or write new English words several times. 6) I try to talk like native English speakers. 7) I watch English language TV shows spoken in English or go to movies spoken in English. 8) I write notes, messages, letters, or reports in English. 9) I first skim an English passage (read over the passage quickly) then go back and read carefully. 10) I look for words in my own language that are similar to new words in English. 11) I try not to translate word-for-word.	Cognitive
12) To understand unfamiliar words, I make guesses. 13) When I can't think of a word during a conversation in English, I use gestures. 14) If I can't think of an English word, I use a word or phrase that means the same thing.	Compensation
15) I try to find as many ways as I can to use my English. 16) I notice my English mistakes and use that information to help me do better. 17) I pay attention when someone is speaking English. 18) I plan my schedule so I will have enough time to study English.	Metacognitive
19) I try to relax whenever I feel afraid of using English.	Affective
20) I practice English with other students.	Social

4. Interview

According to Ary et al (2010, p.529) stated that interview is used to gather data from people about opinion, beliefs, and feeling about situations in their own word. They use to help understanding the experiences people have and the meaning.

Researcher was done data collection by interviewing the respondents. The researcher conducted the interview in form of structured interview after the document of students'TEP score was completed. Structured interview is used for specific purpose of getting certain information from the subject., then in qualitative approach, the list of questions is generally more limited in length and most questions cannot be answered with yes or no or limited word responses (Ary et. al, 2010, p.439). Types of interview that used by researcher was interview participants by telephone. According to Creswell (2014, p.239) that a qualitative interview is when the researcher conducts face-to-face interview with participants, interview participants by telephone, or engages in focus group interview. The researcher asked the participants as to be explored in the interview session.

Then, Creswell (2008, p.266) classify the types of interview, those type are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. In this research, researcher used one-on-one interview the process was researcher asked questions and records answers from only one respondent in the study at the time. There

was nine questions submitted to participants. The interview was be conducted to find out the participants' strategies in learning TEP and their reasons in using the strategies. The questions for respondents, as followed:

Table 3.3 Interview Item Purpose

Number of Questions	Official Statements
1. Question number 1	To know about students' learning preparation before the test.
2. Question number 2	To know the students'learning strategies on each section
3. Question number 3	To know which strategies used often by students
4. Question number 4	To know students' reasons used those strategies
5. Question number 5	To know the advantages and disadvantages those strategies
6. Question number 6	To know students' learning effective time
7. Question number 7	To know students' learning time for TEP preparation
8. Question number 8	To know students' opinion toward those strategies
9. Question number 9	To know students'learning resources except books

E. Data Collection Procedure

On this research in collecting the data, the researcher conducted document and interview to attain the data in order to answer the research problems. The procedures are discussed as follow:

1. To get the students' TEP score, the researcher browsed official website the Language Development Unit to find the information about TEP and announcement of result score. The researcher used the TEP score as the supporting material to make this research more accurate. Then, researcher chose the students who passed the TEP as the participant on this study.

2. After getting the data from offical website of Language Development Unit the researcher interviewed the participant in personal via online using WhatsApp to find out their strategies in learning TEP as well as their reasons used the strategies. Researcher used structured interview which is the interview question has arranged by reseacher in a systematic. There are nine interviews that have to answer by participants. In conducting the interview, the researcher needs to listen carefully and converse the voice note in WhatsApps to mp3 to facilitate the researcher understand what the respondents have said.

3. Then, after finished the interview, researcher given the respondent checklist data document via google form and asked the students to fill in the statement that related to their learning activity.

4. Researcher matched the analysis of interview data and checklist data document result to find out the research problems' answer.

F. Data Analysis Procedure

Data analysis is a systematic process of locating and managing transcripts of interview, field notes, and other material that accommodate to enhance their own understanding and enable it to be discovered (Sugiyono, 2010, p.153). Then, data analysed in qualitative research was a time-consuming

and difficult processed because typically the researcher faces massive amount of test and interview, all of which must be examined and interpreted (Ary et al, 2010, p.4881).

Futhermore, Miles and Huberman stated in (Rahardjo, 2002, p.57) that the analysis of the data in qualitative study used some techniques as follows:

1. Data collection, researcher collected the data in the field and then made the data collection that can be understood and analyzed related to the topic of research.

2. Data reduction, researcher selected and the choosen the data that relevant to this research and only focused on the data that direct to solve the problems of study.

3. Data display, by doing this technique researcher understand what was happening to do something futher analysis or caution on that understanding.

4. Data conclusion, after three technique above had been done then analysis conclusion conducted to clarify and define the data more clearly and definitely.

H. Data Endorsment

According to Sugiyono (2009, p.270) there are four techniques for validiting the data, namely credibility, transferbility, dependability, and comformability. Researcher used credibility in validiting the result of data.

1. Credibility

   In test of data credibility or internal validity, the data must be admit and receive the truth by information source from the field of the study. Credibility or truth value involves how well the researcher has establish

confidence in the findings based on the research design, participant, and context. Triangulation is one of several ways in testing credibility (Sugiyono, 2013, p.270).

a. Triangulation

Triangulation is one of the most commonly ways of checking for the truth of data. It is can be defined as the use of two or more intruments in collecting the data of some aspects of human behaviours. The goal of triangulation is to gather multiple perspectives on the situasion being studied. According to Carter (2014, p.545) triangulation has been viewed as a strategy to test validity through the convergence of information from difference method in qualitative research.

In this study, the writer would be compared the data taken from several sources. The triangulation is conducted by interesting and comparing the data collected from interview and checklish data document. Moreover, triangulation also done by looking at collects the data repeatedly to attain at a conclusion on the phenomena observed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data which had been collected from the researcher in the field of study which consist of data presentation, research findings and discussion.

A. Data Presentation

This study began on 23rd June 2020 at IAIN Palangkaraya. The data was collected from document and interview result. There were three students interviewed by researcher. Then, researcher got the document data from students' checklist data document result that collected via google form. The details of interview with the participants were recorded via online. The research finished on 25rd July 2020.

1. Result of Interview

The interview was done in three times on June 27th, 28th and 30th 2020 via online using social media (WhatApps). Interview was aimed to know what are students' strategies and their reasons why use the strategies. Because, they were representative in completing the necessary data to answer the problems in this study.

Table 4.1
Result of analysis interview item 1
"Bagaimana cara anda belajar persiapan TEP?"

Students' Code	Students' Answer
R-A	She attends the class TEP course that held by campus and then she answers some questions test for the internet and

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	learn by material from the TEP course because it is really heplful to her. She uses tips and ways that given by training teacher during the TEP course.
M-F-A	He watches tutorial YouTube videos to prepare himself to face the TEP.
M-R-T	He follows the meetings of TEP course with mentor and he learn together and he shares each other about the TEP itself with mentor.

Based on table above the result of analysis interview item 1 " How do you learn TEP preparation?" the researcher concluded most of students attend the TEP course to learn their TEP preparation.

Table 4.2
Result of analysis interview item 2
"Apa strategi yang anda gunakan dalam belajar pada sesi mendengarkan, tata bahasa dan membaca ?"

Students' Code	Students' Answer
R-A	She uses music, podcast from the native speakers in listening, in structure she translates the question then, overview the material she has already know before, while in reading as same as structure she translates the question then look for the main topic, and repeating the material she has read in previous learning.
M-F-A	He ussually utilize YouTube, watch film/movie and podcast in listening, then in structure he uses synonym in translating the word while in reading he ussually read jurnal articels, English newpapers, and apply scanning strategy to find the main topic.
M-R-T	He uses podcast TEP from the internet then answers the questions in learning listening section, in structure section he look for the keyword that related to the answer choices,

	then, in reading he will find the main topic in addition to support him in learning he joined a small group to discuss and learn TEP togehter with another students.

Based on table above the result of analysis interview item 2 " What are strategies do you used for listening, structure and reading section?" The researcher concluded that each of students have strategies in learning TEP, most of them have same strategies in learning.

Table 4.3
Result of analyis interview item 3
"Strategi yang mana yang sering anda gunakan?"

Students' Code	Students' Answer
R-A	She reads material then match the questions from the TEP course material to internet test.
M-F-A	He ussually uses scanning strategy.
M-R-T	He uses FGD or Focus Group Discuccion with the other students.

Based on table above the result of analysis interview item 3" Which strategy do you use often?" The researcher concluded that each students have different strategy that they use often.

Table 4.4
Result of analysis interview item 4
"Mengapa anda menggunakan strategi tersebut?"

Students' Code	Students' Answer
R-A	In order to make it easier for her wheter than read to much the material she prefers to match the questions.

M-F-A	Because TEP has limited time so he uses this strategy in learning.
M-R-T	This strategy can help him to understand the TEP itself and to share their opinion in group.

Based on table above the result of analysis interview item 4 "Why do you use those strategies?" The researcher concluded they use those strategy to help them in learning TEP and make it easier to understand the TEP questions itself.

Table 4.5
Result of analysis interview item 5
"Apakah strategi tersebut mempengaruhi kemampuanmu dalam belajar TEP?"

Students' Code	Students' Answer
R-A	It is influential for her. If she does not focus it can be wrong because each question has different way to answers. She has to keep her focus in TEP.
M-F-A	This strategy can make him used to safe time and can be really confuse because he reads the material really fast so sometime he lost the point of context then he has to read again the material.
M-R-T	For him the strategy is obviosly help him to understand the meaning of question itself. It is more easier than individual learning. The disadvantage for him it is hard to deal the schedule because he has a job to do in random time.

Based on table above the result of analysis interview item 5 "Does those strategies affect your ability in learning TEP?" The researcher

concluded the strategies they used is influential on learning TEP. The strategies make they easier to understand in learning TEP.

Table 4.6
Result of analysis interview item 6
"Apakah ada waktu belajar efektif dalam belajar persiapan TEP?"

Students' Code	Students' Answer
R-A	She always studies at midnight to ovoid discruction from other then thst id because she loves to sleep at noon. She learns about nine or ten p.m to one or two a.m.
M-F-A	He usually studies at morning after subuh prayer because at the time he can undertsand the material quickly.
M-R-T	He prepares to learn in the evening because that is make him easier to understand, then he contend if he learns at afternoon that is hard for him to focus.

Based on table above the result of analysis interview item 6" Is there any effecive learning time in learning TEP preparation?" the writter concluded students has their own learning TEP preparation time. In their opinion, they learn at the certain time to establish they can undertsand the material and focus when they were learning.

Table 4.7
Result of analysis interview item 7
"Berapa waktu yang kamu habiskan dalam belajar persiapan TEP?"

Students' Code	Students' Answer
R-A	She only has one week to prepare herself, she learns every night on a week it is after she finished the TEP course.
M-F-A	His TEP learning time about two days before the test.
	He has twice or three times a week to learn but he only can

M-R-T	attend once a week because he has a job to do.

Based on table above the result of analysis interview item 7 "How many times do you spend in learning TEP preparation?" The researcher concluded each respondents have count of less time to prepare theirself then they do not have much time opportunity to learn because the TEP class has finished contiguous with the time of test.

Table 4.8
Result of analysis interview item 8
"Apakah strategi tersebut membantumu untuk mencapai skor maksimal?"

Students' Code	Students' Answer
R-A	She says those strategies are really helpful to achieve the minimum score beside the strategies easy to do in simple ways.
M-F-A	He says those strategies effect him on getting the minimum score.
M-R-T	He thinks the strategy it helfpul but it is depends on ourself in order to get the minimum score he also push himself one step ahaed in learning.

Based on table above the result of analysis interview item 8 "Do you think those strategies helfpul to achieve minimum score?" The researcher concluded that the strategies were used by students helpful them to get minimum score on TEP and they used to utilise the strategies on their language learning.

Table 4.9
Result of analysis interview item 9
"Selain buku, apakah ada sumber pembelajaran lain yang kamu gunakan?"

Students' Code	Students' Answer
R-A	She usually do the test from internet, the she match the material both the TEP class material and internet.
M-F-A	He ussually utilize YouTube tutorial besides TEP class course book.
M-R-T	He has jenius TOEFL application and several application to support him in learning, in addition sometimes he searchs on google the step and how to answer the TEP itself.

Based on table above the result of analysis interview item 9 "Besides book, do you have another learning sources in learning TEP?" The researcher concluded that all of students have their another learning sources. They utilize the internet, YouTube video and application of TOEFL that can support them in learning.

B. Research Findings

This section contains what learning strategies are used by EFL eighth semester students in learning TEP preparation and what are reasons in using those strategies in learning TEP preaparation

1. The learning strategies are used by EFL eighth semester students of TEP preparation

a. Personal Strategies

Table 4.10 Learning Strategies used by RA

Name of Respondent	Learning strategy by Oxford (1990)		Strategies	Section
	Direct	**Indirect**		
		Affective Strategy	1. Using Music	
R-A		Metacognitive strategy	1. Overviewing and lining with already known material 2. Seeking practise oppurtunities	Listening
	Cognitive strategy		1. Translating	
		Metacognitive Strategy	1. Overviewing and lining with already known material	Stucture

	Cognitive Strategy		1. Translating	
	Compensation Strategy		1. Selecting the topic 2. Switching to the mother tongue 3. Getting help	Reading

Before the students doing the TEP they will definitely prepare themselves with some strategies that can help them in facing the TEP. There are some personal strategies that will be explained by the writter according to the result of interview that collected by researcher from the students. Researcher used learning strategy taxonomi by Oxford (1990) in determining their learning strategy.

Futhermore, for the question on TEP that tested the ability of listening and for writing skill or structure, especially the comprehending of reading text. In listening, RA prepare to learn strategy about how to find the sentences and key word, she used the music and podcast to support in listening, these things are usually deliver by native speaker. Again, she was doing some excersices then answered the material

related to the material that she has known before. Those strategies are considered useful because that will be very helpful in learning the TEP.

The strategies to prepare are by practicing and working on some models of TEP exercises these are also important for her because those strategies will give some advanteges to prepare herself for the TEP. Then, based on the result of interview in listening, RA used indirect strategy included metacognitive and affective strategies in her learning listening preparation. Translating, swicthing to the mother tongue and overviewing the material already known are the most strategies are used by RA in learning structure. Those are strategies include to cognitive strategy that part of direct strategy and metacognitive strategy (indirect). Then, selecting the topic, repeating the material, switching the material to the mother tongue and getting help to dictionairy are her learning strategy for vocabulary and reading comprehension, researcher found that she used cognitive strategy and compensation strategy on this part which is both of those strategy belong to direct strategy by Rebecca Oxford. Beside that, she used affective strategy means to indirect strategy to get the confident and focus in learning, so she motivated herself to focus and relieve her anxiety.

It is also in line with the students respon during the interview RA said "*untuk strategi yang saya gunakan dalam belajar persiapan TEP, dalam hal mendengarkan saya biasan ya menggunakan musik atau podcast dari pembicara asli kemudian saya berlatih menjawab soal dan*

menggunakan pengetahuan yang telah saya pelajari sebelumnya. Dalam belajar tata bahasa atau structure saya sering menterjemahkannya terlebih dahalu untuk memperbanyak kosakata juga kemudian sama seperti listening tadi menghubungkan atau menggunakan pengetahuan sebelumnya dalam berlatih menjawab. Kalau untuk membaca atau reading saya akan juga terjemahkan lebih dahulu dalam otak menggunakan bantuan kamus kemudian mencari topik utamanya dan aku mengulang kembali bacaan pada meteri ,dan juga karena saya orangnya mudah cemas dan kurang percaya diri dengan kemampuan saya dalam belajar aku biasanya memotivasi diri saya sendiri untuk tidak terlalu cemas dan mengontrol emosi agar fokus dalam belajar.” (Interview with Rizky Al-Hidayati, on 28th June 2020)

(The strategies that I used in learning TEP preparation, in learning I used to listen the music and podcast from the native speaker after that I done the excercise then used my background knowledge that I have known before. In learning structure, I often translate question to understand and also to add my vocabulary then I overview the material already known in answering the question. For reading comprehention, I will also translate the question in my mind or getting hept with dictionairy then look for the main topic then I repeat to read the metarial, in addition because I have low confident and anxiety about my ability in learning I force and motivate my self to less my anxiety and control my emotion to focus in learning).

This interview result in line with the document of checklist anaylisis result, as folow on table :

Table 4.11 Checklist Data Document Result by RA

SILL Statement	Checklist Sign	Types of Learning Strategy
1. I think of relationships between what I already know and new things I learn in English.	✓	Memory
2. I use new English words in a sentence so I can remember them.		
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	✓	
4. I review English lessons often.		
5. I say or write new English words several times.		Cognitive
6. I try to talk like native English speakers.	✓	
7. I watch English language TV shows spoken in English or go to movies spoken in English.	✓	
8. I write notes, messages, letters, or reports in English.	✓	
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.	✓	
10. I look for words in my own language that are similar to new words in English.	✓	
11. I try not to translate word-for-word.		Compensation
12. To understand unfamiliar words, I make guesses.	✓	
13. When I can't think of a word during a conversation in English, I use gestures.		
14. If I can't think of an English word, I use a word or phrase	✓	

that means the same thing.			
15. I try to find as many ways as I can to use my English.	✓		
16. I notice my English mistakes and use that information to help me do better.	✓		Metacognitive
17. I pay attention when someone is speaking English.	✓		
18. I plan my schedule so I will have enough time to study English.			
19. I try to relax whenever I feel afraid of using English.	✓		Affective
20. I practice English with other students.	✓		Social

Table 4.12 Learning Strategies used by MFA

Name of Respondent	Learning strategy by Oxford (1990)		Strategies	Section
	Direct	**Indirect**		
M-F-A	Cognitive strategy		1. Using resources for receiving the message	Listening
	Compensation strategy		1. Using synonym 2. Switching to the mother tongue	Structure
	Cognitive strategy		1. Using resources for receiving the	Reading

			message.	
	Compensation strategy		1. Selecting the main topic	

The learning strategies are used by respondent MFA are coginitive and compensation strategy that all strategies are direct strategy. For listening comprehension, MFA usually used YouTube or waching the movie or listen to English language podcast by native speaker, these kinds of strategy include in cognitive strategy by Oxford (1990). While in learning structure in line with RA, he used synonym to facilitate him in translating the word or he translated the material to his mother language. Then, in reading comprehension section, MFA often read many articel jurnals and English newpapers to increase his ability and add vocabulary in form of academic language. Based on the interview, MFA also used scanning strategy to look for the main topic and done the excercise from the material was given by the TEP course class and the internet in order to passed the TEP. Before the test, he watched YouTube tutorial videos about how to prepare yourself on TEP/TOEFL.

It is in line with respondent's answers during the interview. MFA said "*Dalam belajar listening untuk persiapan TEP saya biasanya menggunakan YouTube atau film/movie dan juga podcast dari pembicara asli langsung. Bagian tata bahasa saya mengggunakan sinonim atau menterjemahkannya ke bahasa awal atau bahasa ibu, kemudian dalam*

reading saya biasanya membaca koran berbahasa inggris juga jurnal artikel, dalam hal ini saya juga menerapkan stratetgi scanning untuk menemukan topik utama pada bacaan tersebut, sebelum test di lakukan saya terlebih dahalu menonton video tutorial tentang bagaimana cara mempersiapkan diri untuk TEP/TOEFL."(Interview with Muhammad Faisal Arifin, on 29ᵗʰ June 2020)

(In learning listening to prepare of TEP, I ussually ulitize YouTube, film/movies and podcast from native speakers. In structure part, I use synonym or translate it to the first language or mother tongue, then in reading I used to read the newspapers in English language and articel jurnal, in this part I also apply scanning strategy to find to main topic, before the test was done first I watch the video tutorial on YouTube about how to prepare yourself on TEP/TOEFL).

This result of interview is compatible to checklist data document that chose by MFA, as follow :

Table 4.13 Checklist Data Document Result by MFA

SILL Statement	Checklist Sign	Types of Learning Strategy
1. I think of relationships between what I already know and new things I learn in English.		Memory
2. I use new English words in a sentence so I can remember them.	✓	
3. I connect the sound of a new English word and an image or picture of the word to help me	✓	

remember the word.		
4. I review English lessons often.		
5. I say or write new English words several times.	✓	
6. I try to talk like native English speakers.		
7. I watch English language TV shows spoken in English or go to movies spoken in English.	✓	Cognitive
8. I write notes, messages, letters, or reports in English.		
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.	✓	
10. I look for words in my own language that are similar to new words in English.	✓	
11. I try not to translate word-for-word.	✓	
12. To understand unfamiliar words, I make guesses.	✓	
13. When I can't think of a word during a conversation in English, I use gestures.		Compensation
14. If I can't think of an English word, I use a word or phrase that means the same thing.	✓	
15. I try to find as many ways as I can to use my English.	✓	
16. I notice my English mistakes and use that information to help me do better.	✓	
17. I pay attention when someone is speaking English.	✓	Metacognitive
18. I plan my schedule so I will have enough time to study English.	✓	
19. I try to relax whenever I feel afraid of using English.	✓	Affective
20. I practice English with other students.		Social

Table 4.14 Learning Strategies used by MRT

Name of Respondent	Learning strategy by Oxford (1990)		Strategies	Section
	Direct	**Indirect**		
M-R-T		Affective strategy	1. Using Music	Listening
	Cogintive strategy		1. Using resources for receiving the message	
	Memory strategy		1. Using key word	
		Metacognitive strategy	1. Overviewing and lining with already known material 2. Seeking practice opportunities	Structure
	Compensation strategy		1. Using other clues 2. Selecting	Reading

			the main topic	

The result of interview, MRF was done some strategies in his learning preparation TEP. In listening, he used indirect strategy in part of affective strategy that showed by using music to learn listening and done some TEP excercise on internet. Then, structure section, the respondent used memory strategy which part of direct strategy and metacognitif strategy that belongs to indirect strategy. He accuctomed himself to look for the keyword when he answers this section then when doing the excercise he utilize the material that he knew before or using other clues in the question to choose the best answer. In reading section, in line with another respondent, cognitive strategy one of direct strategy in way of translating and selecting the main topic. In another hand, in learning TEP preparation he used social strategy that is learning together with others in small group, sharing and correcting with peers. Social strategy include to indirect strategy by Oxford.

It is also in line with the respondent answer during the interview. MRF said "*Dalam belajar untuk persiapan TEP pada sesi listening untuk melatih kemampuan mendengar saya menggunakan musik dan berlatih langsung menjawab soal listening TEP di internet. Kemudian pada sesi tata bahasa/structure saya mencari kata kunci yang ada pada soal tersebut, atau menggunakan petunjuk kata lain pada soal yang telah saya ketahui sebelumnya, pada sesi reading saya akan mencari topic utama*

dan menterjemahkan kata yang saya anggap penting. Selain itu dalam proses belajar saya juga tidak belajar saya mempunyai kelompok kecil dalam belajar, kami saling berbagi dan mengoreksi hasil latihan masing-masing untuk saling berbagi pengetahuan yang kami dapatkan." (Interview with Muhmammad Rudi Taufana, on 30th June 2020)

(In learning to prepare of TEP, in the listening section to practice I used podcast TEP and practice answering the questions about listening for TEP from the internet. Then, structure section I look for the key word that visible on the question or using the word clue in question that I have before. In reading session I will find the main topic that consider important as the answer. Besides that, in learning process I have small group discussion, we share and correct our result exercice to share the knowledge we get).

In addition, the resulf of interview from MRT in line with his document of checklist below:

Table 4.15 Checklist Data Document Result by MRT

SILL Statement	Checklist Sign	Types of Learning Strategy
1. I think of relationships between what I already know and new things I learn in English.		
2. I use new English words in a sentence so I can remember them.	✓	Memory
3. I connect the sound of a new English word and an image or picture of the word to help me		

remember the word.		
4. I review English lessons often.		
5. I say or write new English words several times.		
6. I try to talk like native English speakers.	✓	
7. I watch English language TV shows spoken in English or go to movies spoken in English.	✓	
8. I write notes, messages, letters, or reports in English.	✓	Cognitive
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.		
10. I look for words in my own language that are similar to new words in English.		
11. I try not to translate word-for-word.	✓	
12. To understand unfamiliar words, I make guesses.	✓	
13. When I can't think of a word during a conversation in English, I use gestures.		Compensation
14. If I can't think of an English word, I use a word or phrase that means the same thing.	✓	
15. I try to find as many ways as I can to use my English.	✓	
16. I notice my English mistakes and use that information to help me do better.	✓	
17. I pay attention when someone is speaking English.	✓	Metacognitive
18. I plan my schedule so I will have enough time to study English.		
19. I try to relax whenever I feel afraid of using English.		Affective
20. I practice English with other students.	✓	Social

Based on the interview and document of checklist from the respondents, there are memory strategy, cognitive strategy,

metacognitive strategy, compensation strategy and social strategy are used by the respondents, but cognitive, metacognitive and compensation are the most prefer strategy used by the students on all of the skill. They used those strategies with transalting, selecting the main topic, using resources for receiving the messages, doing the practice, and overviewing the material they have already known before. The other hand, two of three students who used social strategy in laerning TEP preparation that is done by making group discussion in small group.

Researcher found all of students understood well about prepare themselves about specific instruction for working on each part of TEP exercise before doing the test is important. This strategy would help them to save their time so they can devote more attention to the question when doing the TEP. Afterwards, according to the students self-confidence and well-prepared preparation is a main provisions for them to have.

b. Time Management

One of the other categories for preparing before doing th TEP is about how many times the students spend their time in learning preparation in order to achieve and pass the TEP.

Based on the result of data interview that collected by researcher from the respondent, before doing the TEP the students must focus on learning and practicing the TEP excercise both of TEP course material and from the internet. Researcher concluded that this is because the TEP

is designed to measure their English language ability and it can be passed after learning and practicing in sufficient time.

Futhermore, the respondents do not have to spend an hour each day for practicing the TEP exercise because they do not have much time before the TEP was held. That is evidence from the interview result that almost students just have two days in learning preparation after doing the TEP course class.

In summary, researcher concluded that students do not have much time do the preparation before doing the TEP it is because they have already followed the TEP course class before the test. The strategies that they are doing are focus on learning and practicing TEP exercise in suffucient time, keep in mind all the tips and tricks that have been given by the tutor in TEP course class, then listen to native speakers in English. All the preparation strategies are mentioned above if done well will get maximum result of score for the students who will do the TEP.

2. **The reason of using the strategies of TEP preparation**
    a) **Motivation of using the strategy**

The second things that the writer wanted to find out is the reasons about why the students use the strategies based on their answers in inteview session. Researcher found that most of them have the same reason these are for conducting the TEP and to achieve high score in TEP. This reason because the English Education Departemen students of IAIN Palangkaraya have to get 500 for the minimum score of TEP. Another

reason is to make them easier to understand of TEP material and the strategies are effective to help them passed the TEP.

In addition, the other reasons are to be more relaxed and safe the time when doing the test, the strategies are vey helpful to prepare themselves for answering the question and found out compatible with the learning way.

b) **Used other strategy**

Researcher found there are some students who used other strategy beyond the Oxford's (1990) learning strategy. Those stretegies are follow all of the meetings TEP course, watched many video or film in English subtitle, apply the tips and tricks that given by the tutor's TEP course, and the last always focus when do the learning activity.

In addition, all of students always practice to answers the question of TEP for preparation before doing the test due to the strategies have given them some advantages. Those advantages are achieving the minimum score and it is such doing a test simulation before the real test is held. The use of learning strategies in preparing of TEP before doing the test is very influential for the students in passing the TEP.

C. **Discussion**

This research focused on what are the learning strategies used by the EFL eighth semester students and their reasons used those strategies.

Based on the result of interview, researcher found that almost all students do the preparation before the test was held. A preparation before completing TEP help students to get succes at the test carried out. Missing the preparaion

causes the students get problems to answers the question (Deborah, 2001, p.70). The preparation of students mostly done by two week, one week, two day before the test and those not full in 24 hours in one day is just two or one hours that done after all of them attended the TEP course in sufficient time. And then, two of them were done with self-study. Both of respondent said that self study is more comportable and easy to concentrate because one of them prefer to learn at night. A respondent joined group study with another students, by joining the group study the respondent feel easy to understand because they can share they knowlegde each other and can fix the mistake in learning TEP together.

Among the strategies that they are doing focus on learning and practicing TEP exercises in sufficient time, translating the material, selecting the main topic in reading section, using knowledge that have before doing the test, overviewing the material, using resources for receiving the material such as books, application, and internet. All students also using the music, podcast from the native speakers in learning listening.

The researcher found that the strategies are used by the students based on Oxford's taxonomy learning strategies these are memory strategy, cognitive strategy, metacognitive strategy, compensation strategy and social strategy. Most of them used cognitive strategy in structure and reading section such as translating the material and using resources to learn, while there is student used cognitive strategy in listening section. Second stage is metacognitive strategy, this strategy used by student in listening and structure section. In learning process before took the test, they overviewed the material they have known before then done the practice to measure their ability after learn the material.

The last is compensation strategy, they selected the main topic, using synonym to get the answer during the practice then when they got difficult to understand the material, they would look for help such as using dictionary or asked to another students.

These result above in line with the checklist data document result. Most of them chose statement item number 1,2,3 that are belongs to memory strategy, they connected the new English and what they already know before, used the new English word in a sentence and to help them remeber the new word the will use image of picture of the word. Then, they chose statement item number 6, 7, 8, 9, 10, and 11 which is these number belongs to cognitive strategies statement item. Most of them effort to talk like native speakers, waching video or TV in English language and look for they own language that similar with English language in learning process.

Statement item number 15, 16, and 17 are also chosen by them. This is belongs to metacognitive strategy, they try to find many ways to used their English, notice their English mistake to improve their English, and give more attention when someone speaks in English. Futhermore, statement item number 12 and 14 include compensation strategy. Most of them chose these number. When learning process, they try to understand unfamiliar word and guess the word, then they would use word or phrase that have same meaning with another English word.

In addition, there are strategies used by students beyond the Oxford's learning strategies these are following the meetings of TEP course, keep in mind all the tips and trick that given by the tutors and using scanning to save the time

in reading section. All of students do not have much time to learn after joining the TEP course class, they just spend their time to review the material and keep on focus when learning activity. They also given statement that all of strategies they have used give them advanteges and helpful them to passed the TEP.

Futhermore, based on interview data, the students used those all strategies in learning to prepare TEP are for conducting the TEP and to get high score it is because English Education Department have made standard for the minimum in TEP thatis 500. TEP gives result in form of a score that will show the level of mastery of person's English language. It is generally grouped into low intermediate level, high intermediate level and advanced leved. The best minimum score that mush be achieve by English students is 500 which is categorized as high intermediate level.

Another reasons are those strategies make them easier to understand the material, save their time because the TEP has limited time to answer the questions, so they used those startegies to help them comprehend the TEP itself. In addition, they used to learn English by those strategies, that why they feel helpful when they learn using those strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, reseacher concluded that based on interview all of EFL eighth semester students done the preparation before doing the TEP. Memory, cognitive, metacognitive, compensation and social strategy are strategies used by all of students in learning TEP preparation, while cognitive strategy, metacognitive strategy and compensation strategy are the most strategies used by the students on all skill of TEP. They used those strategies for prepare themselves before doing the test.

While the students used those all strategies because it can support them to understand the material of TEP, make them easier to comprehend what they are learning about. Then, using the strategies in preparing the TEP are for conducting the TEP itself and to achieve the minimum or maximum score so they can pass the TEP. This is due to the English Education Department has standard for the score minimum of TEP. The best minimum score that mush be achieved by English students is 500 which are categorized as the high intermediate level.

B. Suggestion

Based on the research findings, these following suggestions are recommended, such as:

1. For the students

   This research find that the students' strategies in preparing TEP have positive influence to the students' TEP score, the students should apply the strategies to pass the TEP iteself.. Moreover, the students should learn with other strategies beside the learning strategies showed by Oxford.

2. For the next researcher

   The reseracher still has limitations. In addition, future researcher should consider some suggestion to do the research. Even thought that is about students feeling when doing the TEP or about the environment of the students in facing the TEP. In addition, the next researcher also can be tried to categorize more specific it can be only in one of TEP section.
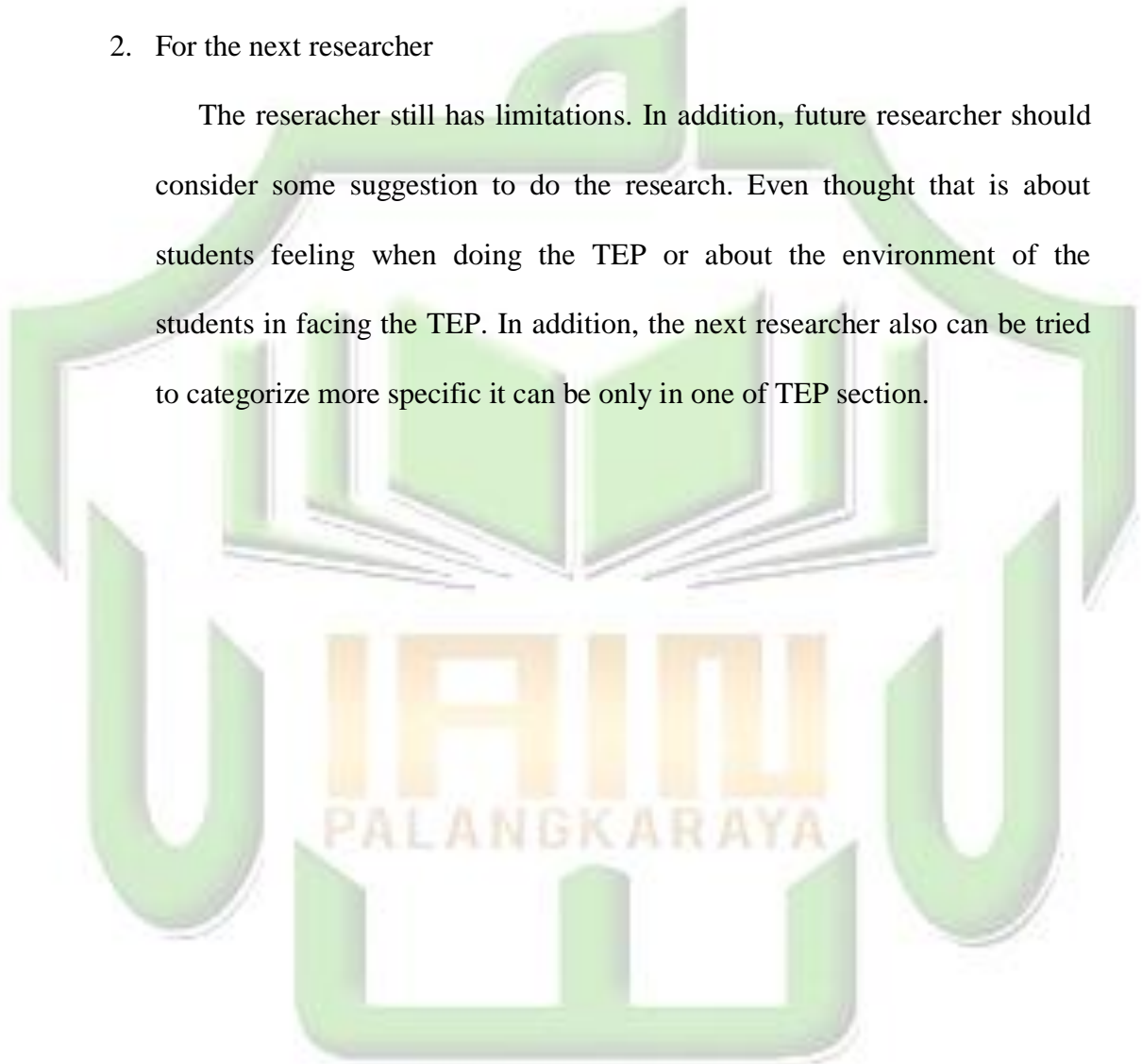
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