

**THE STUDENTS READING COMPREHENSION DIFFICULTIES IN
TOEFL**

(A Descriptive Study at the Sixth Students of English Department University
Muhammadiyah Aceh)

THESIS

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1440 H/2019 M**

THESIS

Submitted to the Faculty of Islamic Student of Muhammadiyah Aceh University
Banda Aceh as a Partial Fulfilment of the Requirement fot Bachelor Degree (S-1)
on Teacher Education of Faculty of Islamic Studies

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Examiners for Working Paper and Has Been Accepted
as a Partial Fulfilment of the Requirement for
Sarjana Degree (S-I) on Teacher Education
of Faculty of Islamic Studies

on

Thursday, January 19nd 2019 M
Dhulhijah 19nd, 1440 H

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PREFACE



Thank God, all praise be to Allah SWT for giving health and opportunity to the author, so that he can complete this thesis entitled **“The Students Reading Comprehension Difficulties In Toefl.** Furthermore, blessings and greetings of the author convey to the Prophet Muhammad, his family and his friends who have brought humanity from the world of ignorance to the realm of knowledge.

The author realizes that in completing the writing of this thesis is not only due to the hard work of the writer himself, but because of the support of various parties. Therefore, on this occasion the author would like to say thousands of thanks and highest appreciation to:

1. Supervisor I for taking the time, energy and thoughts in guiding the writing so that this thesis can be completed.
2. Supervisor II who has guided, and provided input to the writing so that this thesis can be completed.
3. Head of Muhammadiyah University of Aceh who has given direction and motivation as long as the author follows the recovery.
4. Dean of the Teaching and Education Faculty of Muhammadiyah Aceh who has provided facilities to the writer, and to the staff and all lecturers of the Muhammadiyah University of Aceh.
5. All teaching staff, Academic Staff who have helped many writers
6. All parties who have helped so that the writing of this thesis is complete. Thank you for the support and assistance that has been given so far.

The author realizes that the writing of this thesis is far from perfect, both from the content and technical writing. Constructive criticism and suggestions, the writer hopes for the perfection of this thesis. Hopefully this thesis can provide benefits for various parties. Amiiin ...

Banda Aceh, March 2020

Author

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ABSTRACT

This study is about “ *The Student ‘ Reading Comprehension Difficulties in TOEFL (A Descriptive Study at Seventh Students of English Department University Muhammadiyah Aceh)* ” . The purposes of this study are to find out the item of reading aspects that difficulty faced by the sixth students of University Muhammadiyah Aceh in TOEF And to investigate the factors influenced the students’ difficulty faced by the students in TOEFL reading test. The method use in this study is descriptive quantitative research. Population of this study is all of the students of English department at Muhammadiyah University, there are 113 students. Meanwhile, 14 students as the sample are taken by using purposive sampling. The data was collected by using test and questionnaire and analyzed by using percentage formula. The result shows that The student faced by the sixth students of University Muhammadiyah Aceh in TOEFL. There are four difficult skills faced by the students. First, main idea, implied detail question, unstated detail, stated detail question and vocabulary question. The average of correct answer reached by the students was 12 or 13 questions from 50 questions. It means, only 24-25% of the questions could answer by the students. From all of reading aspects in TOEFL, the most difficult aspect answered by the students is inference. The factors that influenced the students’ difficulty faced by students in TOEFL reading test are limited vocabulary, difficulty in using key words to search for main idea, the students’ background knowledge is limited to comprehend the text.

CHAPTER I

INTRODUCTION

A. The Background of the Study

To learn English there are four skills taught to the students that is listening, speaking, reading and writing. These four skills help people to communicate well, either in spoken or written form. One of those skills help people gain information to support their communication is reading. Reading is very important in human life to seek information and to knowledge. Hurwitz defines that “reading is a process of getting meaning from printed or written materials”.¹ Reading as one of the receptive skill is an important skill that has to be mastered. A student should have good qualification in mastering all aspects in reading such as main idea, inference, detail information and vocabulary to reach the passing score of reading. Moreover, Sheng states, “ reading is the process of recognition, interpretation, and perception of written material and covers the conscious strategies that lead to understand”.² In other words, students read to acquire knowledge and to literary experience.

Reading comprehension is one of the important skills in English. According to Alyousef “reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency”.³ It means that when someone reads the text, she or he must understand what she or he has read. Reading is designed in a text from consist of questions which have relationship with the text in order to know the reader can understand what she or he has read or not So, reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read.

¹ Hurwitz, G. *Reading Skill for Young Learners*, (London: Longman, 2009,) p. 12.

² Sheng, K. *Language Acquisition*, (London: Longman, 2012), p.91.

³ Alyousef, J. *Reading Competence*, (New Jersey: Granties Publisher, 2008), p.39.

Reading is the process of grasping meaning of the content and the writer's idea about the topic. Furthermore, grasp means comprehending the reading materials. According to Nuttal "reading comprehension is the ability to understand the idea and information in the reading texts".⁴ Richard mentions that "the ability to understand the meaning depends on the reader's knowledge of the language, the structure of texts, and knowledge of the subject of reading."⁵ It means that in understanding a text, a reader should have knowledge of the language, structure and language in order to get clear information based on the text.

The statement above is linked with Pang, *et al* who said that "the ability of reading is influenced by the readers' background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text".⁶ Therefore, a good reader should master the aspects of language such as vocabulary, grammar and modified by the previous knowledge.

Reading is considered as a difficult skill for the students in English as Foreign Language class. It demands the student to get good comprehension and clear information to avoid the mistakes in answering the questions or exercises. Therefore, Teachers have to apply the strategies in teaching reading ability to the students.

TOEFL is the test that aims at testing student's knowledge and usage of English language. The Test of English as a Foreign Language (or TOEFL, pronounced "toe-full", or sometimes just "toffle") evaluates the potential success of an individual to use and understand Standard American

⁴ Nuttal, C, *Teaching English Skill for A Foreign Language*, (London: Heinemen, 2002), p.3

⁵ Richards, R. *Teaching Reading to English Language Learners* (New York: A division of Guilford Publications, Inc, 2009,) p. 202

⁶ Pang, H. et al. *The Perspective of Teaching English* (London: Longman, 2008), p. 176.

English at a college level. This is required for non-native applicants at many American and English-speaking colleges and universities.

The difficulty that students may encounter in the reading section of the test is that the texts chosen for the TOEFL contain for the most part certain specific scientific topics on biology, physiology nature, social and physical science, history and so on. Essay is considered to be one the most difficult part of the TOEFL. It has to be written according to concrete structure, be laconic (usually around 700 words) and relevant. The sentences should be precise and not very long. The topic of an essay should appear in the first several sentences in a so-called these statement. Each of the next paragraphs should develop this topic, but each should discuss another aspect to it. So, the paragraphs have their own main ideas, which should also be stated clearly.

Overall, the paragraphs must be arranged with cohesion and coherence. Students who want to take the Test of English as a Foreign Language, or TOEFL should take into consideration that it is important for them to be prepared well before they take the test. So, we should remember that taking a TOEFL without being properly prepared for it is a waste of time and money. That's why graduate students have to take time to study so that they show the highest performance they are capable to do on the test. Based on the previous facts, students must improve their English language skills to achieve a higher score on the TOEFL. The best way for doing this is to increase their English listening, speaking, reading, and writing skills. Because of this, the framework of the TOEFL curriculum must be built around comprehensive language training, especially in preparation for the TOEFL test. A good TOEFL test preparation will require a well planning, dedicated and sincere effort from both the teacher and the student. TOEFL is a tough exam and the only way to do well in this exam is to prepare well. A thorough knowledge of the subject and a sincerely executed TOEFL test preparation will help you to secure a high TOEFL score.

According to those issues, the writer conducts a research about the students' difficulty in finding generic structure. Therefore, the writer writes it into a research entitled *The Students' Reading Comprehension Difficulties in TOEFL (A Descriptive Study at the Seventh Students of English Department University Muhammadiyah Aceh)*

B. Terminology

The writer explained some terms used in this study to avoid the mistakes in understanding the study.

1. Difficulty

"Difficulty is a a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome".⁷ It means that difficulty is the hard thing to Complete of finish by someone. In this study, the writer analysis the difficulties' faced by the students in comprehending reading text in TOEFL.

2. Reading Comprehension

"Reading is a word derives from verb "read" plus "ing". It means the form of specified word, sentence, etc in particular edition of a literary work as there were several readings for the passage".⁸ Reading texts also provide opportunities to study language, vocabulary, grammar, punctuation and the way to construct sentences, paragraphs, and texts. In this study, reading comprehension means a process of understanding the meaning of a text in which the readers can get important ides and information of what they have read.

⁷ Endinburgh, *Concept of Learning*. (New York: The Brothers Perss, 2001), p 3

⁸ *Webster's New Wordl Dictionary of the American Language*. (The Wordl Publishing Company, 2007), p. 1024

3. TOEFL

TOEFL is highly recognized language testing in English which is internationally recognized and respected. With TOEFL test, one could know the English proficiency of students whose English is not their native language.

C. Research Question

There are two main research questions of this research, They are:

1. What is the item of reading aspects that difficulty faced by the sixth students or University Muhammadiyah Aceh in TOEFL?
2. What are the factors influenced the students' difficulty in answering TOEFL reading test?

D. The Purpose of the Study

The purpose of the study are:

1. To find out the item of reading aspects that difficulty faced by the sixth students of University Muhammadiyah Aceh in TOEFL.
2. To investigate the factors influenced the students' difficulty face by the students in TOEFL reading test.

E. Significance of the Study

- a. For the lecturers, it is expected that they can evaluate the students' ability in reading, especially to support their ability in English.

- b. For the students, it is expected that they can solve the problems in comprehending reading text in TOEFL.

F. The Method of the Study

1. Research Design of the Study

This research is descriptive quantitative research. Descriptive quantitative research is the systematic scientific investigation of quantitative properties and phenomena.⁹ The objective of quantitative research is to develop and employ mathematical models theories and/or hypotheses pertaining to natural phenomena.¹⁰ In this study, the writer investigated the students' difficulty in reading comprehension of TOEFL.

2. Population and Sample

"Population is any of individuals that have one or more characteristic in common those are of interest to the teacher. This means that the population is total number of subjects which are going to be investigated of research".¹¹ So, the opulation of this study is all of the students of English department at Muhammadiyah University, there are 113 students. Thre are 14 students for sampling. The sample in this study is taken by using purposive sampling. Purposive sampling means a non-probability sample that is selected based on characteristics of a population and the objective of the study. The writer used this technique because the seventh semester students are considered have problems in TOEFL reading test.

3. Technique of Data Collection

To obtain the data of the study, the writer conducted field research as follows:

⁹ Arikunto Suharsimi, *Prosedur Penelitian. Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), p. 85

¹⁰ Sugiyono, *Metode Penelitian*, (Jakarta: Grafindo Jaya, 2011), p. 112

¹¹ Arikunto Suharsimi. *Prosedur Penelitian...* p. 87

a. Test

In this study, the test is given to examine the students' ability in mastering reading aspects. "Test is an instrument given to evaluate the students' ability in comprehending the material".¹² Test should be done individually. It is given to train the students in mastering the lesson. In this case, the writer collects the students' test from the lecturer, then she analyzes the students' difficulty in reading comprehension of TOEFL.

b. Questionnaire

The writer disseminated a questionnaire to the participants. It was used in order to know the students' opinion of students' performance. The questionnaire was categorized as close questionnaire consisted of three items which had to be answered by the students based on their choice. It consisted of ten questions related to the students' difficulties in TOEFL reading.

4. Technique of Data Analysis

In order to find out the expected data, the writer analyzed the data from the result of students' worksheet in reading comprehension. The writer used mean score to analyze the students' difficulty in reading comprehension of TOEFL. In addition the Mean score (X) is the average score obtained by the students. It is calculated frequency distribution by using the following formula:

$$X = \frac{\sum fx}{N}$$

Where: X = Mean

$\sum.fx$ = the multiplication of f and x

¹² *Ibid*, p. 95

N = the total samples (student)¹³

Then, the result of the students' worksheet can be classified into five categories based on criterion-reference evaluation by Sugiyono namely excellent, very good, good, enough, and bad. After the writer tabulated them into some categories, she described into percentage. The classification of score¹⁴

Score	Value	Category
90-100	A	Excellent
80-89	B	Very good
65-79	C	Good
55-64	D	Enough
0-54	E	Bad

The last, to analyze the accurate finding of questionnaire the writer described it into descriptive explanation to know the students' difficulty in reading comprehension of TOEFL.

¹³ Sugiyono, *Metode Penelitian*, (Jakarta: Renika Cipta, 2009), p. 109.

¹⁴ Sugiyono, *Metode Penelitian...* p. 113

CHAPTER II

REVIEW LITERATURE

A. The Definition of Reading

Reading is a very important skill in learning a language beside listening, speaking and writing. The fundamental goal of any reading activity is to know the content of message in the language. "Reading is the most important activity in any language class, which as source information and extending one's knowledge".¹⁵

While reading, a reader interacts with the graphic input as be seeking to get the message encoded by the writer. In other word, to comprehend and to understand information from the textbooks, magazines and other printed materials written in English.

Here are some explanations of reading based on the experts: "reading is an exercise dominated by the eyes and the brain. The eyes receives message and the brain then has to work out the significance of this message, in the process of reading".¹⁶ Reading is defined as the interpretation of graphic symbol, which implies that the reader must be able to make association with appropriate meaning. In the same way point out that "reading involves the recognition of printed or written symbols which serves as stimuli for the recall of meaning built up through the reader's experience".¹⁷ Thus, reading as the process of giving the significance intending by the writer to graphic symbols by relating them to one's experience.

¹⁵ Janice Yalden. *Principle of Course Design for Language Teaching* (Melbourne: Cambridge University, 2011), p. 88.

¹⁶ Jeremy Harmer, *How to teach English: An Introduction to the Practice of English Language Teaching*. (England: Longman, 2008), p. 103.

¹⁷ H.H. Stern, *Fundamental Concept of Language Teaching*. (New York: Oxford University Press, 2013), p. 97.

The readers need the ability to understand the message. It means, the reader must pay attention to text, in order to understand it. It is provided to the students to improve their ability. "Reading Comprehension is a cognitive process that integrates complex skills and can not be understood without examining the critical role of vocabulary learning and instruction in its development"¹⁸

Therefore, the beginning reader must learn not only odd looking marks presented in the writer form, but also the meaningful language that differs from spoken language. In order to obtain the intended meaning, beginning reader must be able to recognize most of what they read orally or silently.

There is common agreement that reading has something to do with interpreting meaning from printed or written message, however, agreement on what definition of reading is exclusive therefore, "in order to understand how reading can be taught successfully, it is necessary to understand "what reading is" and how children acquire reading ability"¹⁹. Reading is a language process requiring the understanding of written language. Reading process begins by perceiving such visual stimuli as letters, words and sentences. It is completed when the message of the author is understood. Reading makes the ability to see and distinguish black letters on light paper and to perceive groups of this letters as words that stand for idea.

"Reading is the process by which reader bring to lines of print text the necessary understanding out of their background of experience so that they can construct new concept,

¹⁸ Donn Byrne, *English Teaching...*p. 59.

¹⁹ Ibid, p.65.

reinforce old concept or adjust previous thinking to fit a new idea”²⁰. It means that by reading a text, the reader can take some ideas in order to improve their knowledge.

This, the readers ability to derive meaning from written language is primarily depend on how rich an experiential or concept, reinforce old concept or just previous thinking to fit a new idea. Therefore, the readers must understand well about the message in reading passage. More vocabularies are mastered by the students will help the students understand the reading more. Meanwhile, if the students do not have enough vocabularies, they will get difficulties in understanding the reading text.

"Reader should be predicted what is going to happen next. Continually testing hypothesis to see is his or her predictions were correct, and confirming or rejecting the ideas by concepts which are stated by the reference"²¹. When readers combining what their eyes fleetingly tell the brains with what their brain is already telling their eyes, they construct meaning wholly or partially. Therefore, they can extend their previous intelligence becomes a kind of chain reaction.

Some educators consider that reading is a decoding process if a reader can use word' skill recognition. According to the statement, to identify printed words and if he or she realizes that printed words have meaning's analogous to spoken words. The massage can be obtained to support this idea by saying that reading was considered decoding speech written down. A skill which would naturally transfer from a command of the oral skill decoding is a process of translating printed symbols into their equivalent spoken sounds symbols. Meanwhile "encoding is the process by which

²⁰ Jeremy Harmer, *How to Teach....* p. 219

²¹ Ibid, ...p. 221.

information to put into memory system. It involves perceiving information, abstracting one of more features from it and creating corresponding memory traces for these features"²²

Reading always involves an interaction between the writer and readers, it is the culminating act of the communication process initiated by the thoughts of the writer and expressed the idea of the symbols on the page. Without a reader, communication via the printed page is impossible. In line with this, Djamal stated that: "Reading is receiving communication, it is making discriminative responses to graphic symbols to speech, it is decoding graphic symbol to speech, and it is getting meaning from the printed page".²³ Communication is the heart of the language arts. Without communication, listening or reading takes place only when the reader shares the ideas that the communication intends to convey. Djamal Also stated "Proficient readers are those who can make appropriate associations between written and spoken symbols, who understand language structure, and who have an adequate language base that allows them to bring meaning to the printed page"²⁴

"Integrating reading and writing activities is one of the best ways to help students understand how their language works"²⁵. What they write actually becomes reading and that they can improve their reading ability by reading what their friends have written. Moreover working with language is highly motivating the reading activities can focus on students' interests. "Reading act is composed of two parts: the reading process and the reading product"²⁶. The process is a method of a movement toward end accomplished by going through the entire necessary step in the process of reading is

²² Jeremy Harmer, *How to Teach....* p. 223.

²³ Murni Djamal, *Improving Reading Skill in English*. (Jakarta: kencana Prenada Media Group, 2006), p. 32.

²⁴ Murni Djamal, *Improving Reading Skill* p. 115

²⁵ Teja Sudjana, *Teaching English for Junior High School*. (Jakarta: Rineka Cipta, 2013), p.38

²⁶ Karlin Robert M.M, *The Early Detection of Reading Difficulties*. (New York: Heinemann, 2012), p. 247

extremely complex. Meanwhile the product is the result of reading, such as comprehension and understanding.

In reading, a child must be able to perceive the symbols set before he or she (sensory interprets) interpreter what he sees as symbols or words (perceptual aspect), follow the linear, logical and grammatical patterns of the written words (sequential aspect) recognize the connection between symbol and sound, words and what they represent (associations) aspect, related words back to direct experiences. To give the words meaning (experimental aspect), remember which was learned in the past and incorporate new idea and fact (learning aspect). "Making inferences from evaluate the material of reading (thinking aspect), and deal with the personal interests and attitudes that affect the task of reading through the communication of thoughts and emotions from the writer to the reader"²⁷. The communication itself has two sub products that merit special attention. The first of these is comprehension and the second, all aspects of the reading process affect it.

Comprehension depends upon recognition skill (the association aspect of the reading process) but involves much more than decoding of symbols into sound sub product of communication is oral reading, the person may do one of two things:

1. Someone may communicate the message that the author has communicated to him or an audience the author's written symbols with oral ones.

2. If someone is a beginning reader, he may decode the written symbols in order to enhance his own understanding and communication with author²⁸.

²⁷Anderson, M. *The Power of Reading as the Information Language in The World*. http://www.reading_cogniti_process_language_teaching_pdf.html retrieved on January, 11,

²⁸ Tina Throburn, *Macmillan English*. (New York: Macmillan Publishing, 2012), p. 331.

In the other way, reading is also as "an interaction between thought and language"²⁹. What someone means probably is that proficient reader. It depends on or result from precise identification of each word in print. A proficient reader uses the fewest and most affective clues from the printed page to make correct guesses do not necessarily mean knowing and the words on a page, but rather that words make sense in the context of the passage. Clues include word recognition skill and reader expectation. The reader's expectation important in this process. It is the ability to anticipate what has not yet been read on the basic of what is already read.

"Readers must recognize a multiplicity of linguistics signals (letter, morphemes, syllables, words, phrases, grammatical cues, and discourse markers) and use their linguistics data processing mechanisms to impose someone soft of order some of order of these signals"³⁰. It means to understand the reading text well.

Based on theses definitions, reading can be defined as an activity to know the content of message in the language or message of information. Therefore, people can comprehend well the messages or informations which are read from the text in order to help them to get more knowledge.

B. The Purpose of Teaching Reading

The purpose of teaching reading is one of the most important things in teaching a foreign language. Without a clear purpose, the objective of teaching is default to reach. On the other hand, teaching with purpose might support the teachers to define the program and to prepare the material in accordance with level, needs and interest of the students.

²⁹ Donn Byrne, *English Teaching...* p. 115.

³⁰ Karlin Robert M.M, *The Early Detection of Reading Difficulties*. (New York: Heinemann. 1985), p. 229.

In students' book for English lesson mentioned that a language teaching program is divided into three sections that is the program for the first grade, the second grade, and the third grade.

"Each of the third sections contain the same things, they are a teaching purpose, a list vocabulary, and learning process to develop four language skill (reading, listening, speaking and writing) with understanding as the main ingredient in each for a student who intends to further their study at a higher level of education, the mastery of English is also aimed to make the student be able to read easily and to understand what the read"³¹.

In teaching, a teacher has to be careful in selecting material to be taught or read by students in learning reading comprehension. Without considering the material to be used, the teacher of course has problems when she or he is teaching the lesson. In selecting reading material the teacher should also consider about the students' need, the teacher cannot give it based on the teacher needs, it makes the student want to learn the reading material.

Reading material should be very carefully structured to meet the level and the purpose of the students to read. If the teacher gives the reading material consists of many idioms the students will not understand even one work. Even though, they know the real measuring of the words, when the words are put in an idiom form.

The aim of setting reading material is to make the learning process in the classroom run smoothly without any problem faced by the teacher and the students, if the students are given the material which very easy for them, it means the material is not good enough for the instruction.

³¹ Teja Sudjana. *Teaching English*....p. 12.

Where as if the students are give material which is too difficult, it means they will be frustrated in learning reading comprehension.

The efficiency of reading depends on first of all on having a purpose for reading, knowing why they are reading, people read and listen to language because they have a desert to do so and a purpose to achieve in reality. People find that the reader sets and changes to suit his interest, probably, there are more another single factor the purpose for which we read. The purpose of reading could be a very general one like reading a novel for pleasure escape. On the other hand, it could be very specific like looking up a telephone directory for some body's number of address. While it is generally to discover the author's idea in the reader's way. Furthermore the purposes of reading are to get something from writing such as facts, ideas, enjoyment, even feelings.

In other words, there are several possible objectives of teaching reading in general which seem to be familiar to us which include, reading for enjoyment, reading for information, reading for language and reading for reading skills. They are, reading for enjoyment, the main purpose is to get enjoyment or pleasure from the plot of the story or humor in the text. Then, to recall the information, people read to obtain information for certain purpose. Then in reading for language, people read in order to learn the language through experience. For example how words and sentence are used to express the meaning or to convey massage. Although the teachers immediate objectives in reading passages are to develop comprehension and skill in addition to extend vocabulary, he or she may use the passage to expose the students to grammatical structure and word that occur in connection with a chose language function. Thus, reading can be use to provide the learners with experience in language, to familiarize them with words, structure and styles used. Finally, the last objective is that

reading for reading skill. It means people read in order to learn how to read in correct pronunciation³².

Therefore, since the English language is the major foreign language and now widely spoken in Indonesia, it is necessary to stress the importance of this reading ability.

In addition the purpose of reading of a particular text is the most determinant of reading strategy. The type of reading sometimes called reading strategy which will be determined by the purpose of reading. "Some important categories are skimming (to obtain a general sense of the passage). Scanning (to discover a specific fact or perceive of information) and, intensive reading (this involves close study of the text)³³. Thus, we can say a golden rule for their reading before they actually read.

Based on the explanation above, the purposes of reading among someone with others is different. Different readers have different purposes based on the text which they read. The students read book to get knowledge in order to support them in learning process.

C. The Process of Reading

In understanding a text, the reader must do some process. There are some important process in reading comprehension skills that help the reader in understanding the text.

1. Scanning

"Scanning is very reading by quickly"³⁴, when the readers are scanning, they already have a question in mind. They do not read every word in the text but they only read the words that will

³² Tina Thorburn, *English* p. 225

³³ Brown H. Douglas, *Teaching by* p.158.

³⁴ Mickulecky, BS & Jeffries L. *More Reading Power*. (New York: Addison-Wesley Publishing Company, Inc, 2006), p. 46.

answer their question. Practice in scanning will help the readers learn to skip over unimportant words so that they can read faster. Scanning is usually a skill that the readers use in daily reading activities. They can get a quick idea about the text that they read by scanning.

2. Previewing and predicting

"Previewing is gathering information about a book by examining the book's cover"³⁵. The aim of previewing is to help the readers to predict or make some "educated guesses" about what is in the book. The readers develop the habit by applying these skills whenever they read. Previewing and predicting before reading can make a big difference. The readers can get some ideas about what they read. That is the way how they begin to process the information more quickly. They are able to follow the writer's ideas better. Preview and predict will take a view minutes.

3. Skimming

"Skimming is high-speed reading that can save readers' time in comprehend the text that they read"³⁶. They skim to get the general sense of a passage or a book. Skimming also means fast reading, the students read the text as fast as possible in order to get the information. This process of reading is used to efficient the time.

4. Summarizing

"Summarizing is the retelling of the important parts of a passage in a much shorter form"³⁷. Summarizing helps the readers in understanding the passage and then they can explain the sense of it to someone else.

³⁵ Ibid p. 47.

³⁶ Ibid ...p.54.

³⁷ Mickulecky, BS & Jeffries L. *More Reading ...* p.56.

People learn to read from each other. In some social groups, children will receive a great deal of encouragement to learn to read. "Teaching students to read is a central task of the school. In our society adequate reading ability is important. While it does not guarantee success in and out of school, it is a contributor to it. Daily living, jobs and a place in society depend in part on the ability to read"³⁸.

Thus, reading for relaxation and enjoyment can add to one's quality of life. It means that reading can make our life enjoyable, by reading we know much information from the entire word and of course increase our knowledge too.

D. Aspects of Reading

There are some aspects in reading. The following explanation described related to the aspects.

1. Vocabulary

"Vocabulary here has a major role in reading comprehension. It just like the foundation in starting something"³⁹. For reader, without vocabulary there is no reading text to comprehend. Moreover, the human have two categories of vocabulary, named receptive and expressive. The receptive vocabulary is composed with the words that the human recognize through reading and listening. This vocabulary is usually several times larger than their expressive vocabulary. The expressive vocabulary is made up of the words human use when they speak and write. The total vocabulary is the combination between both recognize and expressive vocabulary.

2. Main Idea

³⁸ Tina Throbun. *English* p. 396

³⁹ Mickulecky, BS & Jeffries L. *More Reading Power* (New Jersey: Prentice Hall, 2003), p. 49

"Main idea is the writer's idea about the topic which is formed by both the topic and the idea"⁴⁰. Identifying main idea and supporting details is an important part of reading comprehension. Reading tests often assess whether or not students are able to find the main argument of a piece of writing and identify the information in reading text. Developing this skill at the early time will allow students to excel at reading and comprehension. The main idea is the central point of what the author tries to make.

3. Inference

"Inference is the ability to read between the lines or to get the meaning an author implies but does not state directly".⁴¹ Actually, all comprehension strategies involve inference in the sense that comprehension. It also requires readers to note text clues, to access prior knowledge associated with clues, and then, on the basis of that background knowledge, predict (infer) what the meaning is. So, in this sense, inference is something a reader does as part of all comprehension strategies.

4. Reference

"Reference divides into two forms, they are pronoun reference within a sentence and pronoun reference between sentences."⁴² The explanation is as follows:

a. Pronoun reference within sentence

Writer often uses pronouns when they do not want to use the same noun more than one time in a sentence.

Example:

⁴⁰ Mickulecky, BS & Jeffries L. *More Reading ...*, p. 52

⁴¹ Mickulecky, BS & Jeffries L. *More Reading ...*, p. 52

⁴² Ibid, ... p.55.

John told Marsha he wanted to talk to her

(he refers to John, her refers to Marsha)

b. Pronouns reference between two sentences

Sometimes writer uses a pronoun in one sentence to refer to a noun in a different sentence.

Example:

More and more libraries are offering special services for their patrons. The include entertainments facilities, community activities and activities for blind readers.

(The refer to special services).

5. Detail Information

The purpose for reading guides the reader's selection of texts. All people read for some purpose. In order to achieve the purpose, detail is very important thing in reading. Detail is considered as the most crucial thing in reading comprehension. Readers need detail to comprehend the text. In examination, there are some questions related to detail information.

E. The Definition of TOEFL

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students' English language capabilities. The TOEFL is a large-scale language assessment. It is "arguably the most well-known and widely used large-scale language assessment in the world". It was first developed in 1963 in the United States to help in the assessment of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities.

According to Taylor and Angelis (cited in Kunnan) that "the first TOEFL was administered in 1964 at 57 test centres to 920 test candidates"⁴³.

The TOEFL has widely been recognized as a model test and have-taketest for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American universities. Kunnan notes that, "Over the years, the TOEFL became mandatory for non-American and non- Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities".⁴⁴ The TOEFL score have been used as the requeriments for non-native aplicants in American and English speaker colleagues and universities, so do to obtain scholarship in those countries.

The TOEFL also has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American scholarship Programs as a standard measure of the English proficiency of their candidates. The admission committees of more that 8,500 colleges and universities in the United States, Canada, Australia and 130 other countries worldwide require foreign applicants to submit TOEFL score along with transscript and recommendations in order to be considered as admission.

F. Types of TOEFL

The official TOEFL Test is currently administered around the world in different types: 1) The Paper-Based TOEFL (PBT) 2) The Computer-Based TOEFL (CBT) 3) The Internet-Based TOEFL

⁴³ Kunnan, J. *Preparation in Followig TOEFL Test*. (London: Longman, 2013), p. 45

⁴⁴ Ibid, ...p. 49.

(IBT) 4) Institutional Testing Program (ITP) The followings are the explanation about four types of TOEFL currently administered around the world :

1. The Paper-Based Test (PBT)

According to Philip the Paper Based Test is one of the International Testing Programs. It includes four sections which are as follows:

- a) Listening Comprehension, It is used to evaluate the test-takers' ability to understand spoken English. The test-takers must listen to different types of recorded passages and answer multiple choice questions about these passages.
- b) Structure and Written Expression, It is used to evaluate the test-takers' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct answer to complete sentences and to identify grammatical errors in sentences.
- c) Reading Comprehension, It is used to measure the test-takers' ability to understand written English passages. Then, the test-takers' must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.
- d) Test of Written English (TWE): It is used to evaluate the test-takers' ability to write correct, organized and meaningful English essays. The examinees must write a certain essay on a given topic in only thirty minutes.

2. The Computer-Based TOEFL (CBT)

The Computer-Based TOEFL Program comprises four sections: Listening, Structure, Writing and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the

Paper-Based TOEFL Test. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questionnaire selected according to the level of the student's proficiency.

3. The Internet-Based TOEFL (IBT)

In IBT test is described as a new version of the TOEFL Test. It is delivered insecure testing centers around the world. It replaces the ComputerBased TOEFL Test and the Paper-Based TOEFL Test. 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 testtakers' 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 such as listening, speaking, reading and writing.

4. The Institutional Testing Program (ITP)

In The Institutional Testing Program, it is clear that ITP Test (the Institutional Testing Program) began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Test Programs because it gives qualified universities, English institutes and other agencies. "The opportunity to use older forms of International Testing Program paper-based TOEFL Test or the Preliminary Testof English as a Foreign Language to their own students using their own facilities and staff and setting their own test dates",⁴⁵.

⁴⁵ Gear, Jolene & Robert Gear. *Cambridge Preparation for the TOEFL Test*. (Cambridge: Cambridge University Press, 2010), p. 67

In campus, the TOEFL test is TOEFL Prediction Test. It consists of listening, structure and written expression and reading comprehension. This test is used to know the students' score in TOEFL and as one of the requirements in finishing the study. The score of TOEFL prediction analyzed by summarizing the score of listening, structure and written expression and reading comprehension. Then, it is divided by 3 and multiplied to 10. Here is the following sample of the score:

Reading score	: 57
Structure and Written Expression	: 58
Listening	: 55
Total Skor = $((57+58+55):3) \times 10$	: 566

G. TOEFL Format

There are two formats offered in TOEFL test. Deborah (2001) says that both formats are paper format and computer format. He adds that the paper format has four sections. They are listening section, structure section, reading section and test of written English.

1) Listening section, this section demands the examinees to demonstrate their ability to spoken English. The examinees must listen to various types of passage on a tape recording and respond to multiple choice questions about the passage.

2) Structure section, this section demands the examinees to recognize grammatically correct English. Examinees also must choose the correct way to complete sentences or find the errors in sentences.

3) Reading section, this section demands the examinees to understand written English. Examinees also must answer multiple choice questions about the ideas and the meaning of words in reading passages.

4) Test of Written English section, this section demands the examinees to produce, organized and meaningful English. Examinees also must write an essay on a given topic.⁴⁶

But this test is not given with every administration of paper TOEFL test. In the other hand, there is the other format of TOEFL test, namely computer format. It has some sections as follows;

1. Listening is examined to demonstrate their ability to understand spoken English, first the examinees must listen to the passages on headphones as they see pictures on a computer screen and then answer various types of questions about the passage that they just heard.

2. Structure test is given to demonstrate their ability to recognize grammatically correct English. Examinees also must look at sentences on a computer screen and either choose the correct way to complete sentences or identify errors in the sentences.

3. Reading, this section demands the examinees to understand written English. Examinees must read passage on a computer screen and answer various types of questions about the ideas and meaning of words in reading passages.

4. Writing, this section demands the examinees to produce, organized and meaningful English. Examinees also must write an essay on a given topic, either on the computer or by hand.⁴⁷

⁴⁶ Saifuddin, Irham Ali *Buku Pintar TOEFL*, (Yogyakarta: DIVA Press, 2006), p. 76

⁴⁷ Abboud, Z. A. R., & Hussein, N. J. *The difficulties faced by advanced Iraqi foreign learners in passing the ITP TOEFL test. Journal of Basrah Researchers (Humanities Series)*, 36(4): 110-138. 2011.

H. Kinds of Reading TOEFL Questions

There are some kinds of reading of TOEFL questions as following explanation:

1. Factual Information Questions

Focus on facts details, definitions or other information presented by the author as follow:

- Asks you to identify specific information that is typically mentioned only in the part of the passage
- Do not generally ask about general themes that the passage as a whole discusses
- Often, the relevant information is in one or two sentences
- To answer information is in the passages.⁴⁸

2. Factual Information Questions

Examples:

- According to the paragraph, which of the following is true of X?
- The author's description of X mentions which of the following?
- According to the paragraph, X occurred because...
- According to the paragraph, X did because...
- According to the paragraph, why did X do Y?
- The author's description of X mentions which of the following?⁴⁹

3. Negative Factual Information Questions

⁴⁸ Abboud, Z. A. R., & Hussein, N. J. *The difficulties faced ...* p.50

⁴⁹ *Ibid*, ...p.51

Asks you to verify what information is true and what information is NOT true or not included in the passage based on the information stated.⁵⁰

4. Inference Questions

- Measures the ability to comprehend an argument or an idea that is strongly implied but explicitly stated in the text as follow:
- If an effect is cited, the cause might be asked
- If comparison is made, comparison may be inquired
- Important explicit meaning of the author's words, but the logical implication of such words.⁵¹

5. Inference Questions

Examples:

- Which of the following can be inferred about X?
- The author of the passage implies that X...
- Which of the following can be inferred from paragraph 1 about X?
- Choose an answer that is important or true and that is inferable from the passage.⁵²

I. The Difficulties in TOEFL Reading Comprehension

There are a number of aspects and skills to comprehend the reading text of TOEFL test. According to Phillips there are five aspects of TOEFL reading comprehension that consist some skills.

⁵⁰ Abboud, Z. A. R., & Hussein, N. J. *The difficulties faced ...*p.51

⁵¹ *Ibid*, ...p.51

⁵² *Ibid*, ...p.52

First, questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and recognizing the organization of ideas. Secondly, directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun referents. Thirdly, indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course. This study focuses on the most difficult parts of reading aspects faced by students.⁵³

Chuenta studied the English reading problems and needs of graduate students in administration. He further studied the development of reading materials to develop students' reading ability. The groups were composed of 100 graduate students in administration. The research instruments were questionnaires and samples of reading materials. It was found from the results that the participants had problems in reading more complex English. Their problems in reading were the inability to grasp the main idea, the inability to read quickly due to limited vocabulary, the inability to summarize the text, and the lack of appropriate reading strategies.

In addition, in the open-ended part of the questionnaire, the participants commented that they could not understand the sentences with technical terms, phrases, and idioms. The participants found that they could not understand passages which used unfamiliar vocabulary. Moreover, they needed to learn more about the context clues, roots, prefixes, suffixes, idioms, and dictionary skills. After an

⁵³ Badria Al Brashdi (2000) *Reading in English as a Foreign Language: Problem and Strategies*, Badria al Brashi from the University of UK.

analysis of the data collected from the questionnaires, the reading materials were developed in order to try out with a small group of administration students. It was found that vocabulary was the main problem in reading texts. The literature has reported many students find reading difficult because of several factors, one of them is their lack of ability to understand a particular text. Their limitation of vocabulary and some phrases could hinder them from understanding the meaning of English texts. This impacts on the students' ability in answering questions in reading comprehension section of TOEFL test.

In a study conducted by Alghail and Mahfoodh, “there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test”.⁵⁴ Another researcher, Chawwang states that “the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary”.⁵⁵ Similar research has been conducted by Abboud and Hussein in EFL Saudi learners. In her research, she finds that “their students are difficult to comprehend the text due to limited knowledge and skills.”⁵⁶

⁵⁴ Alghail and Mahfoodh, *Academic Reading Difficulties Encountered By International Graduate Students In A Malaysian University*. Issues in Educational Research, 26(3), 369-386.

⁵⁵ Chawwang, N. (2008). *An Investigation of English Reading Problems of Thai 12th Grade Students in Nakhonratchasima Educational Region 1, 2, 3, and 7* (Unpublished Doctoral dissertation) Srinakharinwirot University Bangkok.

⁵⁶ Abboud, Z. A. R., & Hussein, N. J. (2011). The difficulties faced by advanced Iraqi foreign learners in passing ITP TOEFL test. *Journal of Basrah Researches (Humanities Series)*, 36(4), 110- 138

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⁵⁴ Alghail and Mahfoodh, *Academic Reading Difficulties Encountered By International Graduate Students In A Malaysian University*. Issues in Educational Research, 26(3), 369-386.

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CHAPTER III

THE RESULT OF STUDY

A. The Description of Research Location

The writer conducted the research at Muhammadiyah Aceh University, one of Universities in Banda Aceh. It will be described as follow:

1. The Description of University and Faculty

This research was conducted in the University of Muhammadiyah Aceh which is located on Jln. Muhammadiyah No. 91 Lueng Bata Banda Aceh. The University was established in 1987 and 2018, it is under leadership of Dr. H. MuharrirAsy'ari. Lc., M. Ag. There are six faculties in Muhammadiyah Aceh University: Faculty of Islamic Studies, Faculty of Law, Faculty of Technique, Faculty of Economy, Faculty of Public Health and Faculty of Psychology. Beside those, it also has two Academies; Tourism and Physiotherapy.

Faculty of Islamic Studies was established on February, 25 in 1990, the faculty was given the status registered by the decree of the Minister of Religion Affairs. Then in 2000, the status became recognized by the degree of Dirjen Lembaga Islam and in 2004, it changed to accredited from C score to B score. By that, the faculty had the authority to manage the teaching and learning process totally as conducted by other Universities, those are Religion Department (PAI), Biology Department (TBL), Mathematics Department (TMA) and English Department (TEN). English Department was

accredited on April 20, 2007. Moreover, the faculty also had some facilities such as classrooms, mini library, meeting room, etc

The following table described the facilities at Faculty of Islamic Studies in more details.

Table 3.1 The Facilities of Faculty of Islamic Studies

No Faculty	Unit	Condition
1. Academic building	1	Good
2. Dean's room	1	Good
3. Treasurer's room	1	Good
4. Staff's room	4	Good
5. Administration's room	1	Good
6. Classroom	16	Good
7. Small Library	1	Good
8. Meeting room	1	Good
9. Staff toilet	1	Good
10. Student's toilet	2	Bad
Total	29	

Source: The Head of English Department of Muhammadiyah Aceh University

Precisely, this study was conducted in the second semester, four, six, and eight semester class. When the study was conducted, the English Department was led by Yuniarti, SS, M.Pd. She has headed the TEN Department since early 2016.

2. The Lecturers at English Department

Lecturer is one important aspect in teaching process. The lecturer guide students to reach the goals of education. English Department of Education and Pedagogy Faculty had 8 lecturers. They were graduated from different Universities either domestics or overseas.

No Lecture's Name	Graduation
1. Yuniarti, M.Pd S2	UPI Bandung
2. RahmatunNisa, M.Pd	S2 Unsyiah
3. Ika Kana Trisnawati, M.Ed	S2 Massachusetts +S2 UNSW
4. AyunaNetta, M.Pd	S2 Unsyiah
5. CutMawarHermanda, M. Pd	S2 Unsyiah
6. Sarair, M. Tesol	S2 Deakin University
7. SitiSafura, M.Ed	S2 IIUM
8. Lina Farsia M. Tesol	S2 Deakin University

B. Research Result

The writer conducted the research for two days. She collected the data by using test and questionnaire. The writer described the result as follow:

1. Result of Test

This research was on March, 2019. The test of reading TOEFL was given to 25 students. Then, the writer analyzed the students' ability in answering reading TOEFL Test. Then, she tabulated the score into a table. The score in the table is arranged from the highest score to the lowest score. The score was arranged in that way is to obtain the range score. The writer tabulated the students' answer related to the items of reading mastered by the students. The description of students' answer as follow:

Tabel 3.1 The students' Answer of Reading TOEFL Test

No	Student's Code	Correct Answer	Wrong Answer	Total
1.	Students 1	12	38	50
2.	Students 2	14	36	50
3.	Students 3	12	38	50
4.	Students 4	20	30	50
5.	Students 5	13	37	50
6.	Students 6	12	38	50
7.	Students 7	16	34	50
8.	Students 8	15	35	50
9.	Students 9	8	42	50
10.	Students 10	16	34	50
11.	Students 11	9	41	50
12.	Students 12	11	39	50
13.	Students 13	14	36	50
14.	Students 14	14	26	50
15.	Students 15	8	42	50
16.	Students 16	8	42	50
17.	Students 17	16	36	50
18.	Students 18	12	38	50
19.	Students 19	17	33	50
20.	Students 20	11	39	50
21.	Students 21	12	38	50
22.	Students 22	14	36	50

23. Students 23	11	39	50
24. Students 24	11	39	50
25. Students 25	8	42	50
Total	314	928	-
Mean	12.56	-	-

Based on the result, it shows that the students' ability in answering reading text was low. The average of correct answer reached by the students was 12 or 13 questions from 50 questions. It means, only 24-25% of the questions could answer by the students.

The result concluded that, the students got the problems in comprehending reading aspects. The students got problem in mastering main idea, detail information, vocabulary, reference and inferring. In answering main idea, they were confused in identifying the best answer of main idea. It is caused the answer had similarity. Then, in detail information, the students had problems in finding the answers based on paragraph. Afterwards, the students also could not find the meaning of the vocabulary. There were many difficult words which they never knew before. The sentences used high level words. The students also got difficulty in finding the reference of the pronoun in the sentence and making inference of the text. Therefore, only 24-25% of the questions could answer by the students. It means that their comprehension of reading text was not good yet. From all of reading aspects in TOEFL, the most difficult aspect answered by the student is inference. To answer this aspect, the students need to comprehend all of the text and summarize it to get the inference.

2. Result of Questionnaires

The second steps in doing this research, the writer distributed the questionnaires to the students. It was done to know the students' difficulty in reading TOEFL. The questionnaires consisted of 12 questions. The result of the questionnaire shown as following table:

Tabel 3.1 The Students' Answer of Reading TOEFL Test

No	Statement	SD	D	SDA	SA	A	STA
1.	I get difficulty in using key words to search for main idea	-	-	-	-	3 (12)	22 (88)
2.	The Vocabulary is a problem in understanding the text	-	-	-	1 (4)	4 (26)	20 (80)
3.	My background knowledge is limited to comprehend the text	-	-	-	3 (12)	7 (28)	5 (60)
4.	I can not use prediction skill while I am reading a text	-	-	-	2 (8)	4 (16)	19 (76)
5.	It takes long time to make a literal translation	-	-	-	7 (28)	8 (32)	10 (40)
6.	The time is limited to read in details to answer questions	-	-	-	4 (16)	7 (28)	14 (56)
7.	It is hard to find the inference based on the text	-	-	-	8 (32)	4 (32)	13 (52)
8.	I keep reading a text even I find some difficult words in the text and take time	-	-	-	4 (16)	6 (24)	5 (60)
9.	I cannot answer the question related to reference analysis	-	-	-	4 (16)	4 (16)	17 (68)
10.	The main idea in the text has almost the same alternative question	-	-	-	7 (28)	5 (20)	13 (52)

11.	The word in the text are difficult to translate	-	-	-	6 (24)	5 (20)	14 (56)
12.	The text is long and difficult to comprehend	-	-	-	6 (24)	4 (16)	15 (60)

Adapted from : Mahfoodh, J & Alghail, J

Based on the table, it shown that most of the student got difficulties in answering the reading text of TOEFL test. The students got difficulty in using key words to search for main idea 88% (22 divided by 25 then multiplied by 100%) strongly agree and 12% (3 divided by 25 then multiplied by 100%) agree.

The students also argued that the vocabulary is a problem in understanding the text. As shown on the table, there were 80% strongly agree, 26% agree and 4% answered somewhat agree. The students' background knowledge is limited to comprehend the text. This options answered strongly agree by 80% of students, 26% earlier, this study is to find out the most difficult skills encountered by the students in TOEFL reading section and possible strategies that may be used by them to deal with these difficulties. The researchers discuss these two purposes in separate headings.

Based on the result, it shows that the students' ability in answering reading text was low. The average of correct answer reached by the students was 12 or 13 questions from 50 questions. It means, only 24-25% of the questions could answer by the students. A study conducted by Chawwang shows some similarities that the most critical problems were in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. These problems make students unable to guess the meaning and to understand a text In addition, a study conducted by Alghail and Mahfoodh also shows some similarities in which foreign students in a Malaysian university are experiencing

difficulties in paraphrasing of their note takings. Then, in her study, shows that students' lack of skills and motivation hinder them from being able to comprehend a text.⁵⁷

The result of research conducted by Antoni (2014) also reveals that in reading section, students face difficulties to understand the meaning of the passage and they could not catch all ideas from the passage given. According to her, the problems arise due to their limitation of vocabularies, some phrases, and time available for the section. Interestingly, our study extends the findings of previous studies conducted by Samad and Fitriani. In their study, they reveal problematic skills for students, which are: (1) identifying implied detail questions correctly, (2) identifying stated detail questions correctly, (3) determining meanings of difficult words by using context, (4) identifying main idea questions correctly, and (5) determining meanings from word parts.⁵⁸

From questionnaire, it showed that most of the student got difficulties in answering the reading text of TOEFL test. The students got difficulty in using key words to search for main idea (88%) strongly agree and 12% agree. The students also argued that the vocabulary is a problem in understanding the text. As shown on the table, there were 80% strongly agree, 26% agree and 4% answered somewhat agree. The students' background knowledge is limited to comprehend the text. This options answered strongly agree by 80% of students, 26% said agree and 4% said somewhat

⁵⁷ Mahfoodh, J & Alghail, J. *The Problems in Reading TOEFL Test*. Journal. Retrieved on [http://www.respository.unja.ac.id/4713/1/\[Article\] edit.pdf](http://www.respository.unja.ac.id/4713/1/[Article] edit.pdf) on March, 2019

⁵⁸ Samd and Fitriani, *An Analysis on 6th Semester Students' TOEFL Experience At English Department Of Teachers Training And Education Faculty Of Pasir Pengaraian University* <https://media.neliti.com/media/publications/59684-EN-an-analysis-on-6th-semester-students-toe.pdf> Retrived on March, 2019.

agree. The factors that influenced the students faced problems in reading TOEFL test were the students did not keep reading a text when they found some difficult words in the text. They also could not answer the question related to reference analysis. Then, the main idea in the text has almost the same alternative questions which made the students confused in answering the questions. The students also found difficulty words to translate which could not help them in comprehending. The last reason stated by the students that the text is long and difficult to comprehend. The students needed longer time to finish the test.

CHAPTER IV

CONCLUSSION AND SUGGETION

A. Conclusion

1. The students faced by the sixth students of University Muhammadiyah Aceh in TOEFL. There are four difficult skills faced by the students. They are finding main idea, implied detail question, unstated detail, stated detail question and vocabulary queation. The average of correct answer reached by the students was 12 or 13 questions from 50 questions. It means, only 24-25% of the questions could answer by the students. From all of reading aspects in TOEFL, the most difficult aspect answered by the student is inference. To answer this aspect, the students need to comprehend all of the text and summarize it to get the inference.
2. The factors that influenced the students' difficulty faced by the students in TOEFL reading test are limited vocabulary, difficulty in using key words to search for main idea, the students' background knowledge is limited to comprehend the text.

B. Suggestions

Based on the conclusion of this research, the researcher is going to purpose some suggestion. The following are the suggestions which are hoped to be usefull for students and other researchers

1. For the students, TOEFL as an international test is commonly used to measure the level of students' competence in mastering English. This test is important to apply for a scholarship, a job and to graduate from university. To achieve these expectations, students need to know the difficulties they might encounter undertaking this test; so, they are aware of some strategies that can help them reduce their difficulties. Students are required to apply some strategies to deal with the TOEFL difficulties.
2. For the lecturers, the next plan to do is to continue the research as to find the appropriate formats of teaching and learning TOEFL for students of English department.

DAFTAR PUSTAKA

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