

**IDENTIFYING THE STUDENTS' DIFFICULTIES IN ANSWERING THE
TOEFL**

*(A Descriptive Qualitative Research at the Fifth Semester Class of
Universitas Muhammadiyah Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
the Degree of Education in English Education Department*

DARMI
105351103117

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2023



LEMBAR PENGESAHAN

Skripsi atas nama **Darmi** NIM **105351103117**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 803 Tahun 1445 H/2023 M, tanggal 23 Jumadil Awal 1445 H/07 Desember 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 27 Desember 2023**.

Makassar, 14 Jumadil Akhir 1445 H
27 Desember 2023 M

Panitia Ujian:

1. **Pengawas Umum** : Prof. Dr.H. Ambo Asse, M.Ag
2. **Ketua** : Erwin Akib, S.Pd., M.Pd., Ph.D.
3. **Sekretaris** : Dr. H. Baharullah, M.Pd.
4. **Dosen Penguji** : 1. Dr. Nunung Anugrawati, S.Pd., M.Pd.
 2. Ariana, S.Pd., M.Pd.
 3. St. Asmayanti AM, S.Pd., M.Pd.
 4. Uyunnasirah Hambali, S.Pd., M.Pd

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:
 Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Identifying The Students' Difficulties In Answering The
TOEFL (A Descriptive Qualitative Research at the Fifth
Semester Class of Universitas Muhammadiyah Makassar)

Name : Darmi

Reg. Number : 105351103117

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 27 Desember 2023

Approved By,

Consultant I

St. Asmayanti AM, S.Pd., M.Pd.
NIDN. 0922108604

Consultant II

Uyunnasriah Hambali, S.Pd., M.Pd.
NIDN. 0907029102

Dean of FKIP
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Darmi
NIM : 105351103117
Department : English Education Department
Title : Identifying The Students Difficulties in Answering the TOEFL at the Fifth Semester Class of the Universitas Muhammadiyah Makassar
Consultant I : St. Asmayanti AM, S.Pd. M.Pd.

Day/Date	Chapter	Note	Sign
20/08/23	II IV	- Research Subject - Data Analysis - Review Findings - Interview (omit some items)	
24/08/23	III IV	- Data Analysis → describe properly - Findings → answer the R.S.	
	Ass	Ready to Grant	

Makassar, 20..

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM.977807





MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodidbg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Darmi
NIM : 105351103117
Department : English Education Department
Title : Identifying The Students Difficulties in Answering the TOEFL at the Fifth Semester Class of the Universitas Muhammadiyah Makassar
Consultant II : Uyyunnasirah Hambali, S.Pd., M.Pd

Day/Date	Chapter	Note	Sign
11/08/23	1-V	Abstract theses	
14/08/23	1-V	Revisi Abstract pendahuluan	
16/08/23	1-V	Data analysis	
18/08/23	1-V	Bibliography suggestion - Dokumentasi	
24/08/23	1-V	Acc	

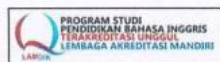
Makassar,.....20...

Approve.dby:

Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807





SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Darmi**

NIM : 105351103117

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Identifying The Students' Difficulties In Answering The Toefl At The Fifth Semester Class Of Universitas Muhammadiyah Makassar

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Desember 2023



Darmi



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Darmi**

NIM : 105351103117

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Identifying The Students' Difficulties In Answering The Toefl At The Fifth Semester Class Of Universitas Muhammadiyah Makassar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Desember 2023



Darmi

MOTTO

FOR INDEED, WITH HARDSHIP WILL BE EASE

DEDICATION

LOVE YOURSELF ENOUGH TO SET BOUNDARIES. YOUR TIME AND ENERGY ARE PRECIOUS. YOU GET TO CHOOSE HOW YOU USE IT. YOU TEACH PEOPLE HOW TO TREAT YOU BY DECIDING WHAT YOU WILL AND WON'T ACCEPT.

ABSTRACT

Darmi, 2022 *Identifying Students' Difficulties in Answering the TOEFL (a Descriptive Qualitative Research at the Fifth Semester Class of Universitas Muhammadiyah Makassar)*. Supervisors by St. Asmayanti and Uyunnasirah Hambali.

The findings of this study can reveal the extent of student development identify they difficulties in answering the TOEFL. This research used a descriptive qualitative research. There is 9 students were selected as research subjects by researcher. Researcher presents interview as instrument of this research. This study identifying student difficulties, about how students answering TOEFL which apply in student 5th semesters of the Universitas Muhammadiyah Makassar. From data obtained in the findings, this study found students difficulties in answering TOEFL; had a difficulties in main idea during answering TOEFL, discovering difficulties of students is missing vocabulary, and difficulties in opinion, also make researcher figure it out, that almost student had difficulties in main idea and vocabulary. After find out students difficulties, researcher start discussion about TOEFL effectiveness as a graduation requirement of the respondents are 9 students were of the 2021 academic year in the English education class at Universitas Muhammadiyah of Makassar.

Keyword: difficulties, answering, TOEFL



ABSTRAK

Darmi, 2022 *Mengidentifikasi Kesulitan Siswa Menjawab TOEFL (Penelitian Deskriptif Kualitatif Pada kelas semester V Universitas Muhammadiyah Makassar). Pembimbing oleh St. Asmayanti and Uyunnasirah Hambali.*

Temuan penelitian ini dapat mengungkapkan sejauh mana siswa mengidentifikasi kesulitan mereka dalam menjawab TOEFL. Penelitian ini menggunakan penelitian deskriptif kualitatif. Sebanyak 9 siswa dipilih sebagai subjek penelitian oleh peneliti serta menyajikan wawancara sebagai instrument penelitian. Pada penelitian ini ingin mengidentifikasi kesulitan siswa, tentang cara siswa menjawab TOEFL yang berlaku pada mahasiswa semester 5 di Universitas Muhammadiyah Makassar. Dari data yang di peroleh dari penelitian ini menemukan kesulitan siswa dalam menjawab TOEFL, siswa kesulitan dalam gagasan utama saat TOEFL, menemukan kesulitan siswa kekurangan kosa kata dan kesulitan dalam beropini atau membuat gagasan. Juga membuat peneliti mengetahui, bahwa hampir semua siswa mengalami kesulitan dalam gagasan utam dan kosa kata. Setelah mengetahui kesulitan siswa, peneliti memulai diskusi tentang efektivitas TOEFL sebagai syarat kelulusan. Responden berjumlah 9 siswa angkatan akademik tahun 2021, Jurusan bahasa inggris di Universitas Muhammadiyah Makassar.

Keyword: kesuliatn, menjawab, TOEFL



ACKNOWLEDGEMENT

Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to his in completing this thesis. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

Further, the researcher also expresses sincerely deepest gratitude to her beloved parents for their prayer, financial, motivation, and sacrifice for his success, and their love sincerely and purely without time.

The researcher realized that in carrying out the research and writing this Thesis, many people have contributed their valuable suggestions, guidance, assistance, and advice for the completion of this Thesis. Therefore the researcher would like to acknowledge them:

1. Prof.Dr. H. Ambo Asse, M.Ag, the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, the head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing this thesis.
4. My biggest thanks St. Asmayanti AM, S.Pd.,M.Pd. as the first supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

5. My biggest thanks to Uyunnasirah Hambali, S.Pd.,M.Pd. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.
6. My greatest thanks to my parents as a supporting system in all conditions.
7. Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after, Aamiin.

August 23rd 2021, Makassar

The Researcher


Darmi

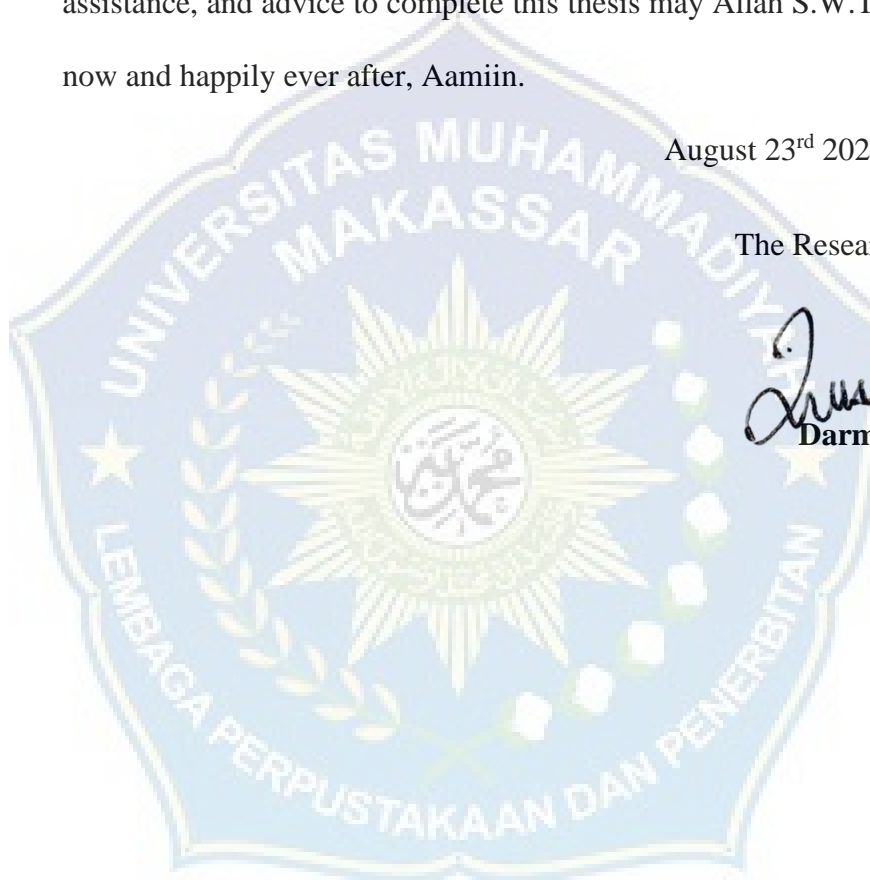


TABLE OF CONTENTS

	Page
COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEETS	iii
COUNSELING	iv
SURAT PERYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	viii
ABSTRACT	ix
ACKNOWLEDMENT	xi
TABLE OF CONTENT	xiii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	6
C. Research Objectives	6
D. The Significant of the Research	6
E. The Scope of the Research	7
CHAPTER II RELATED REVIEW OF LITERATURE	8
A. Previous Related Studies	8
B. Difficulties Students in TOEFL Prediction	10
C. TOEFL Overview	11
D. Reading Section in TOEFL Prediction	13

E. Conceptual Framework	22
CHAPTER III RESEARCH METHOD	23
A. Research Design	23
B. Population and Sample	23
C. Research Instrument	23
D. Data Collection	24
E. Data Analysis	25
CHAPTER IV FINDINGS AND DISCUSSION	27
A. Findings	27
B. Discussion	33
CHAPTER V CONCLUSION AND SUGGESTION	35
A. Conclusion	35
B. Suggestion	35
BIBLIOGRAPHY	44
APPENDICES	48
CURRICULUM VITAE	58

LIST OF TABLES & FIGURES

	Page
Figure 2.1 Example of TOEFL Section Reading Comprehension.....	23
Table 2.1 The Internet-Based (IBT) Program Format	25
Figure 2.2 Conceptual Framework	26
Table 4.1 Extract #1	30
Table 4.2 Extract #2	31
Table 4.3 Extract #3	32



CHAPTER I

INTRODUCTION

A. Background of Research

Test of English as a Foreign Language (TOEFL) has become popular in the world. It is one of the most ideal test for testing our proficiency in English (Study abroad, 2017). Almost in all scopes need a TOEFL test? When decide to study or find a career abroad, it must have requirement. When planning to join in a university where English is the native language, it must require to do a test such as TOEFL to prove that have skill in English so can survive and communicate with the people abroad. There are more than 4,500 test centres in 180 countries now and more than 22 million people have taken the test (Educational Testing Service, 2009). TOEFL is used in all over the world to test the ability of English for people who live in non-English speaking countries. TOEFL test has been used internationally, including Indonesia

TOEFL test was developed in the 20th century. It is also used in Indonesia as English proficiency test. In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL test, known as Institutional TOEFL. Although Indonesian people have been familiar with TOEFL test, but most of them get low score in TOEFL. Saukah (2000) did a research at the teacher training and education institutions in Indonesia. He found that most fresh graduates were not ready to continue their study after their graduation because they got lower score than was required. He found that the average TOEFL scores of English language lecturers in Indonesia are 393. It is far

lower than the minimum standard TOEFL score of 500 required for graduation. In order to obtain at least the minimum score, TOEFL should be developed in our country.

TOEFL is also a graduation requirement of university. It means that it is important and we have to do it if we want to graduate from the university. Actually, TOEFL is not the only requirement of graduation, but there are some other requirements such as doing comprehensive examination, having a computer class, and the likes. We have to do all of the requirements before our graduation. If we do not do all of the requirements, we will not be able to have a graduation.

TOEFL is one of the necessary requirements for graduation in universities, including Universitas Muhammadiyah Makassar. The students have to take the TOEFL test and achieve the certain minimum TOEFL score which depends on department's requirement. It will be appropriate for English department students to fulfill this requirement as the students who have learned about English specifically. In fact, this requirement is not only for the English department students, but also for all students in the university. However, they have to achieve the score that is lower than English department. However, they still have obstacles to achieve the lower score to fulfill this requirement. Most of them have to sit for the test for several times to reach the minimum score at least. Whereas, as we know that other departments, such as physics, mathematics or chemistry education departments are only taking English lesson at the beginning of semester for about two hours.

There have been several studies on TOEFL that use it as a requirement of graduation. One of them was written by Hsu (2009). She did a research at non-English departments of Taiwanese universities of technology. Then, there is an international journal entitled "Use of Standardized Tests as University Graduation Requirement". It was written by Dongwan Cho in 2004

Based on the above consideration and some previous of study, the research interest is listed under the heading for the aforementioned purpose." Identifying the Students Difficulties in Answering TOEFL of the Fifth Semester Class at the Universitas Muhammadiyah Makassar."

B. Problem Statement

Based on the background of the research, the research problem of this research is formulated as "What is the students' difficulties in answering TOEFL at the fifth semester at the Universitas Muhammadiyah Makassar?"

C. Research Objectives

Based on the research problem, the objective of the research is formulated as, "To find out students' difficulties in answering TOEFL prediction at fifth semester at the Universitas Muhammadiyah Makassar"

D. The Significant of the Research

This research has conducted in order to give some information about the challenges of students in taking TOEFL test as requirement of their graduation. Furthermore, this research has provides information about the strategies of how students to anticipate challenges in taking TOEFL.

Lot a benefit happened from this research like student's, reader, teacher including the writer has challenge about the difficult problem that tests someone's ability or skill. Task-based language teaching has been demonstrated to be effective in raising achievement and boosting desire for learning. It encourages students to make predictions, encourages the use of context clues, and establishes a purpose.

Even can find out the results of a study or research that has been carried out by previous researchers and of course the truth has been guaranteed because it has been prepared professionally and has been published through a publisher. The students have a good intelligent test, but not only is it a form of intelligence test, but the TOEFL is a guarantee that students can do academic work in an English-speaking environment. The learning system on overseas campuses usually requires us to read and speak a lot, in English.

E. The Scope of The Research

The scope of this research focuses on the students' difficulties in answering TOEFL prediction especially reading section.

CHAPTER II

RELATED REVIEW OF LITERATURE

A. Previous Related Studies

This research is not a beginner on the track in terms, but some researchers have expressed exploration before they are relevant in this item, in this chapter first of all the researcher will explain some of the theories of experts regarding TOEFL.

The first Research studies is through (Fitria, 2020) about Students' Ability in the Structure and Written Expression Section in TOEFL Prediction Test, This study aims to investigate the students' ability and their opinions in doing the Structure and Written Expression (SWE) of the TOEFL Prediction test. The result suggests that, on the mean score, 136 non-regular students show a higher average score of 30.68 than 118 regular students' score of 30.01; on the median score, both regular and non-regular students have the same median score of 36 out of 40 points; while on the range score, regular students have a minimum score of 4 to 40 correct answers, while non-regular students have a minimum score of 5 to 39 correct answers. Related to their opinions about the test, the students agree that SWE is the most difficult test, thus arguing that studying grammar is essential. Therefore, careful preparation is needed to achieve a maximum score on the test such as having sufficient knowledge of English grammar.

The second Researcher studies through (Muhajir, 2019) about Students' Difficulties in Mastering Structure and Written Expression Of Paper-Based

TOEFL. His research, Obtaining a score of TOEFL higher than 500 has been proven difficult. Some studies showed that students had biggest problems in answering section two of PBT TOEFL. Therefore, this study was aimed at investigating difficulties encountered by advanced EFL learners in mastering structure and written expression tested in PBT TOEFL. The PBT TOEFL test, designed by ETS, was conducted to 25 advanced undergraduate students, selected by using a convenient sampling technique, at Syiah Kuala University. The test consisted of 40 multiple choice questions and the students completed it within 25 minutes. The result revealed that the students faced a serious problems with redundancy (48%), followed by verb form (53%), pronoun error (55%), plural (55%), WIAS (57%), parallelism (59%), article (60%), word order (61%), conjunction (62%), deleted word (71%), prepositional phrase (71%), word choice (73%), and part of speech (74%). It was concluded that redundancy was the most difficult aspect for the students. Hence, it is suggested that university lectures who teach structure pay more attention to this aspect.

She investigate the students' ability and their opinions in doing the Structure and Written Expression (SWE) of the TOEFL Prediction test. The research found Related to their opinions about the test, that SWE is the most difficult test for student, thus arguing that studying grammar is essential. Therefore, careful preparation is needed to achieve a maximum score on the test such as having sufficient knowledge of English grammar. It same with the second researcher, found that student having difficulties too, but different category, It was concluded that redundancy was the most difficult aspect for the

students. Hence, it is suggested that university lectures who teach structure pay more attention to this aspect

B. Difficulties Students in TOEFL Prediction

There are some difficulties in taking TOEFL Prediction test because English is our foreign language. Even for English department students, they have some challenges as well; they must have more challenges in taking TOEFL prediction test. Challenge is very related to problem. Because of that, in this part the writer not only tells about the challenges, but also about the problems that might be faced in TOEFL prediction test to decrease the challenges. Generally, there are some main problems in answering TOEFL. Mahmud (2014, p. 2581) conducted a research at Faculty of Language and Literature in State University of Makassar. She observed and interviewed the students of Graduate program and found that “the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students’ individual differences such as age and social status.” The challenges that they may face will specifically be explained below.

TOEFL Prediction in reading comprehension section. There are many problems that are usually faced on this section mentioned by Gear and Gear (as cited in Kadri, 2012, p. 21). Those are; main ideas, vocabularies, details and restatement, inferences in addition, the test-takers’ background of knowledge (schemata) also impacts the way of answering the questions in reading section of TOEFL prediction. Because the materials of reading comprehension that given most are academic passages such as science and technology. The social science is

the second most common reading topic and some passages concern about arts. So, if the non-English department students want to decrease the problems above, they are challenged to practice more in reading such as reading English novel, articles, etc.

C. TOEFL Overview

TOEFL is an abbreviation of “Test of English as a Foreign Language”. Some experts have given some brief definitions of TOEFL. They use different words and sentences to express the definition of TOEFL. Even though they use different words and sentences, all of them have the same meaning to express the definition of TOEFL that is a standardized test designed to measure the English language capabilities of non-native English speakers. According to Pyle (2001), TOEFL is a test designed to decide whether the non-native English students have a good skill in English to understand the courses at colleges or universities in the United States and Canada.

Test of English as a Foreign Language (TOEFL) is a test that has been internationally recognized. Most of American universities require international students for either undergraduate or graduate programs to take the TOEFL test. They do not have to take the exam only in the United States (USA), but they can sit for it in other countries as well and the result will be internationally accepted. The language used in the examination is North American-English. It means that if the test-takers want to get high score in TOEFL, they should learn North American-English harder than British English or Australian-English.

The TOEFL is used to understand English spoken in North America, to recognize selected structural and grammatical sentences in written English, and to read short passages that are similar to those that students encounter in North American colleges and universities. According to Ascher (as cited in Kadri, 2012) TOEFL is used to know how much students have learned about structures, vocabularies, and sound systems of English and it doesn't prove the action in the classroom and management of one's English.

TOEFL is a large scale language assessment. Taylor and Angelis (as cited in Munadia, 2016, p. 16), the first TOEFL was administered in 1964 at 57 test centres for 920 candidates. There was an institute established in 1962. It concerned with the English proficiency in some countries that used English as their foreign language or second language. In 1963-1964, the institute developed a test called "TOEFL". It was officially developed by Centre for Applied Linguistics in Stanford University, and was handled by Prof. Dr. Charles A. Ferguson. In 1964, funded by grants from Ford Foundation and Danforth Foundation, the TOEFL program was first administered by the Modern Language Association. In the next year, the College Board and Educational Testing Service (ETS) joint and took the responsibility for TOEFL program. They cooperated in arranging the TOEFL program. Under this arrangement, Educational Testing Service has been responsible for administering TOEFL program (Sudarmono, 2013).

TOEFL test also has been used by scholarship selection committees of universities, governments and some agencies such as Fulbright, AMIDEAST.

The Agency for International Development, and the Latin American Scholarship Program as a standardized measurement of candidates' proficiency in English. Now, TOEFL is well-known for its existence by the committees. It is approximately about more than 8500 universities and colleges in the United States, Canada, Australia and 130 other countries in the world require foreign applicants to submit TOEFL score along with transcript and recommendations in order to be considered as admission (as cited in Munadia, 2016, p. 17). There are three types of TOEFL test. Those are:

1. The Paper-Based Test (PBT)
2. The Computer-Based Test (CBT)
3. The Internet-Based Test (IBT).

The test has been advanced all the time from firstly introduced which was the Paper-Based Test (PBT) to the Internet-Based Test (IBT). Nowadays, IBT TOEFL has been used more often than PBT TOEFL. Nikolayev (2016) also mentions in her research that IBT TOEFL is the most popular type of TOEFL in all over the world where English is a non-native language. And it is also the reason why she chose IBT TOEFL to be observed. But, even though the test has been developed to Computer-Based Test (CBT) and Internet-Based Test (IBT), PBT TOEFL is still administered and accepted by countries the explanation about three types of TOEFL currently administered around the world.

D. Reading Section of TOEFL Prediction

TOEFL is a trademark of ETS (Educational Testing Service) which means that it is administered by ETS. The certificate of TOEFL test is scored by ETS. It

means that the TOEFL test that is not administered by ETS (Educational Testing Service) is not the real TOEFL. It is called Prediction TOEFL. As its name, Prediction TOEFL is the TOEFL test that is predicted. It is administered by an institutions or courses which are not handled by ETS. The question asked in this test is gotten from TOEFL book, such as Longman, Barron, ETS power prep, or held by the institutions that provides the test. So, the question is illegal and the accuracy of the score is not valid. In addition, the certificate is named "TOEFL Prediction Certificate" without ETS logo which is published by the institution where the test is taken. TOEFL can be used for some requirements, such as for applying for short courses, scholarships, or applying for a job in some countries. However, prediction TOEFL test can only be used as an evaluation of learning process or prediction of TOEFL score before the test-takers sit for the real TOEFL examination, and cannot be used for other purposes. So, if the test-takers only want to evaluate themselves in English proficiency, they just have to take prediction TOEFL. If they want to take the TOEFL test for the requirements in applying a job or scholarship, taking this test is not appropriate. Because the researcher focused on the reading part in TOEFL prediction, the researcher looked for references in each type of TOEFL.

1. Paper-Based Test (PBT)

The Paper-Based Test (PBT) is a pencil-paper-used test. It is a traditional examination which is the first type of TOEFL. It has been used since 1964. In an international journal, explained that the test-takers only took this test since that year until the Computer-Based Test (CBT) was introduced in 1998 (Vu & Vu,

2013). Nowadays, this test is only used in some countries where the Computer-Based Test (CBT) and Internet-Based Test (IBT) are not available.

PBT TOEFL test used by colleges or other institutions to test their students. So that, the score is not internationally valid. It is just admitted in the colleges or institutions where the examinees took the test. Most of the test-takers are the students who are going to take their thesis final examinations. The scores that they have to achieve are different based on their departments such as for English department students is 490, whereas for other departments are 400 (see appendices A and B). In addition, The score will be valid only for one year. This test will take time for about two hours. Before proceeding to take the test in the colleges, the examinees usually have to ask all the information about the will be-taken examination to the test centre or language centre. For example, especially in State Islamic University of Ar-Raniry, PBT TOEFL is conducted by Language Development Centre (LDC). Moreover, in taking this test, the test-takers must register immediately to get a test seat because this tests tend to be limited.

Furthermore, the Paper-Based Test (PBT) score is higher than Computer-Based Test (CBT) and Internet-Based Test (IBT). Phillips (2001) in her book stated that the lowest score that achieved on PBT TOEFL test is 217 while the highest score is 677 which is based on the score of the whole sections.

a. Reading Comprehension

This section is used to evaluate the ability of test-takers in understanding English passages. In this section, the test-takers have to read about 5 or 6 passages and answer the questions referred to the passages. This section has 50 questions

which takes about 30 minutes to complete. The test-takers have to answer multiple choice questions concerning the ideas and the meaning of words in the passages (Phillips, 2001, p. xiv).

The TOEFL PBT test in the Reading Comprehension Section aims to test your ability to understand, interpret, and analyze texts or readings on various topics. This section consists of four to six texts/readings of approximately 200 - 450 words. Each text is usually followed by 7-12 questions. The number of questions for Reading Comprehension is 50 questions. Reading topics are usually related to academic issues, especially textbooks on Biology, Physics, Geography, American History, Biography, Economics, Social Sciences, and Art.

Question Type to answer the questions in this Reading Comprehension section, understanding the types of questions in preparation for the TOEFL test is very important. The following are various types of questions that often appear on the TOEFL test; Questions about a topic or theme, The main topic is the main subject of the reading, what the reading is about, Topics or themes can be: the text is about or the title, Example.

Reading Comprehension

**Time: Approximately 55 Minutes
50 Questions**

DIRECTIONS

In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is stated or implied in that passage.

READ THE FOLLOWING PASSAGE:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- (A) In modern society we must make more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

Example II

In line 4, the phrase "this tradition" refers to....

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad's reliance on time schedules
- (D) people's agreement on the measurement of time

The phrase "this tradition" refers to the preceding clause, "people have been in rough agreement with their neighbors as to the time of day." Therefore, you should choose (D).

Now begin work on the questions.

Questions 1-5

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

1. The phrase "taken to heart" in line 1 is closest in meaning to which of the following?
 - (A) Taken seriously
 - (B) Criticized
 - (C) Memorized
 - (D) Taken offence

2. In what way did Wright's public buildings differ from most of those built by earlier architects?
 - (A) They were built on a larger scale.
 - (B) Their materials came from the southern United States.
 - (C) They looked more like private homes.
 - (D) Their designs were based on how they would be used.

3. The author mentions the Unity Temple because, it
 - (A) was Wright's first building
 - (B) influenced the architecture of subsequent churches
 - (C) demonstrated traditional ecclesiastical architecture
 - (D) was the largest church Wright ever designed

4. The passage mentions that all of the following structures were built by Wright EXCEPT
 - (A) factories
 - (B) public buildings
 - (C) offices
 - (D) southern plantations

5. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?
 - (A) Beautiful design is more important than utility.
 - (B) Ecclesiastical architecture should be derived from traditional designs.
 - (C) A building should fit into its surroundings.
 - (D) The architecture of public buildings does not need to be revolutionary

Questions 6-16

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path.

The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any dome-like body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the dome-like shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

6. What does the passage mainly discuss?
- (A) Where major glaciers are located
 - (B) How glaciers shape the land
 - (C) How glaciers are formed
 - (D) The different kinds of glaciers
7. The word "massive" in line 3 is closest in meaning to
- (A) huge
 - (B) strange
 - (C) cold
 - (D) recent
8. It can be inferred that ice sheets are so named for which of the following reasons?
- (A) They are confined to mountain valleys.
 - (B) They cover large areas of land.
 - (C) They are thicker in some areas than in others.
 - (D) They have a characteristic circular shape.
9. According to the passage, ice shelves can be found
- (A) covering an entire continent
 - (B) buried within the mountains
 - (C) spreading into the ocean
 - (D) filling deep valleys

Figure 2.1: Example TOEFL Section Reading Comprehension

2. Computer-Based Test (CBT)

As the writer mentioned before that Computer-Based Test (CBT) was introduced in 1998. This test is almost similar with the Paper-Based Test (PBT), but the examinees use computer while taking the exam. They use headphones in listening section to enable them to listen well. At the beginning, the test gives the instructions to answer the questions. The examinees may know how much time left to answer the rest questions by looking at the computer. Unfortunately, CBT has the weakness that the test takers cannot back to the passed questions. The test-takers cannot skip the questions or return to the previous questions. This test takes time for about four hours including the time to read the instructions. In CBT

TOEFL, the test-takers have to reach the minimum score which is 173, while the maximum is 300 (Sudarmono, 2013). In taking CBT TOEFL test, the examinees cannot take the test more than once in a month. So if they do not pass the exam, they have to wait for next month's test. In addition, the score will be valid for two years. So people have to sit for the exam again after two years in case they apply for the next two years' CBT-needed-programs. According to Sudarmono (2013), there are four sections in CBT TOEFL, which are listening, structure, reading comprehension, and writing. For more detail, it will be explained below.

a. Reading Comprehension

This section is not adaptive question. It means that the examinees can leave out the answer, change the answer, and back to the previous question as well. This section provides about five passages to be answered which have 10-12 questions for each part. So the total questions are about 44-45 questions. To answer this section, they will be given 70-90 minutes.

3. Internet-Based Test (IBT)

Internet-Based Test (IBT) is the newest type of TOEFL. Even though PBT and CBT TOEFL are still used, but IBT TOEFL has replaced the position of others. This test is tested first in the USA, Canada, France, Germany, and Italy in 2005. Then it was published by other countries in 2006 while CBT TOEFL is terminated in the same year (Sudarmono, 2013).

This test concerns on the test-takers' ability to communicate. It can be assessed in speaking section. This test consists of four sections, which are reading, listening, speaking, and writing test. There is no structure or grammatical section

in this test. But it does not mean that the test-takers do not need to learn it, because the mastery of structure determines other sections. Without mastering grammar, it will not be easy to do the test well.

According to Abboud and Hussein (2011, p. 8), the form of InternetBased Test (IBT) is figured in the following table.

Table 2.1: The Internet-Based (IBT) Program 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	60-90 minutes
Break		
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task	20 minutes

To sum up, Internet-Based Test (IBT) takes for about 4,5 hours with break time in the middle of the test hours. This TOEFL is organized about 30- 40 times a year. The total score of this TOEFL is limited on a scale of (61- 120) (Sudarmono, 2013).

E. Conceptual Frameworks

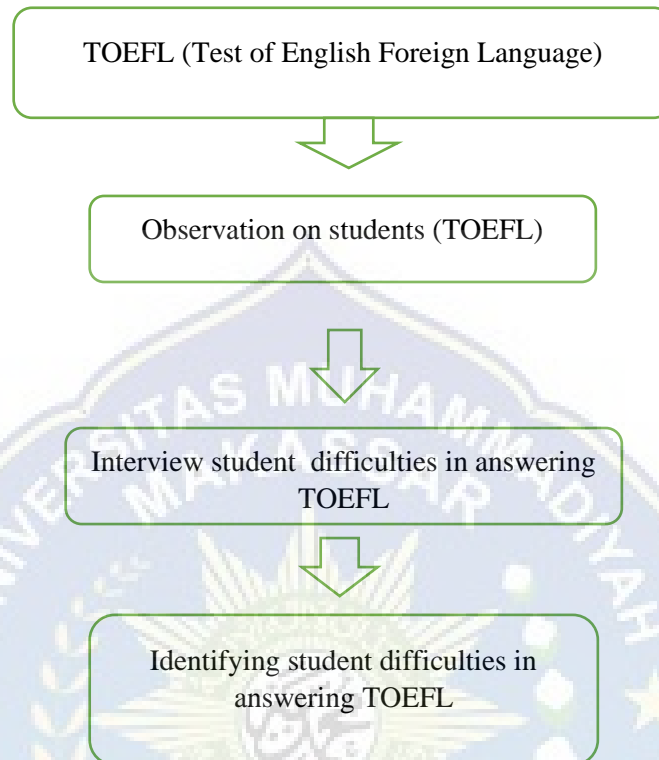


Figure 2.2: Conceptual Framework

Based on the conceptual framework presented above, described the steps had determine the students' level of difficulty in answering TOEFL. Observation had employed as research instruments in this study were determine students' who deserve used as subject in this study. The third step involved the researcher interview students, about difficulties in answering TOEFL were determine how difficult become for them build TOEFL in terms of paragraph content, so that researcher had data were determine research result. The study then discovers that students had a trouble identifying TOEFL.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used descriptive qualitative according to Denzin 1994, qualitative research is multi methods in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting make sense of, or interpret, phenomena in terms of the meanings people bring to them. This research described the students' challenge in answering TOEFL in Universitas Muhammadiyah Makassar fifth semester.

B. Subject Study

The researcher subjects were English Student at Universitas Muhammadiyah Makassar, with required has taken TOEFL 2 to 3 times, provided that the scored were between 400-500. Based on researcher observation, Researcher had succeeded in conducting a survey from students' semester 5th as participant where researcher found 9 students' met the requirements as a research subject participant at Universitas Muhammadiyah Makassar.

C. Research Instrument

The instrument of this research used one-on-one interview, because one-on-one interview were data collection process in which the researcher ask questions and records answers from only one participant in the study at a time. According to Creswell (2012:386) open-ended question is a question for which researcher does

not provide the response options the participants provide their own responses to the question

D. Data Collection

The Researcher also used documentation were obtain the data in order were answers the research problems. For more explanation, the procedures discussed as follow.

1. The researcher asked permission students, request the data of the TOEFL score and also asked permission retrieve data were search for which skills were answered incorrectly in TOEFL.
2. Then the writer used the documentation were make this research more accurate.
3. After getting the data from the student, the researcher had writes summary about difficulties in practice the TOEFL prediction.
4. The writer also used unstructured interview were free interview where researcher do not used interview guidelines that had arranged in a systematic and complete for data collection.

This interview technique, the researcher asked a directly respondent. But if there were participant who do not had time participate in the interview session, it can be done indirectly through communication media such a telephone, email or letter.

E. Data Analysis

In this research, the writer applied analysis data. According to Given (2008:186), data analysis is an integral part of qualitative research and constitutes

an essential stepping stone toward both gathering data and linking one's findings with higher order concepts.

The writer examined the data by used descriptive qualitative method. It was done were allowed the researchers give information on how the research was done and analysed the data, through:

1. Data Transcribing

The interview means making a complete and written copy of the recording, typing every word spoken on the recording and noting the important things.

2. Data Reduction

Used a large amount of data interferes can cause the level of accuracy to be low. Therefore the data needs reduced, but with due observance that this process not change the result of data analysis.

3. Data Interpretation

Data was needed describe the significant meaning of data concerning the data findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings and discussion of the research as the result. Finding show the result from the data that have been collected and analysed from the Interview. Discussion deals with the description and interpretation based on the findings of the research.

A. Findings

The interview has consists of issue of the students difficulties in answering TOEFL. The respondents were 9 Students 5th semester in English education department faculty of teacher training and education class at the Universitas Muhammadiyah Makassar. The assessment in this interview to find out students' difficulties.

1. Students' Difficulties in Answering TOEFL at the Fifth Semester

The interview has been done, the question of the interview questions were designed to gather information about student's difficulties in answering TOEFL. Researcher has prepared questions about this section.

a. Had a difficulties in Main Idea during answering TOEFL

Table 4.1: Exact #1

R1	“when determining the main idea, I experienced difficulties in processing the meaning in text ”
R2	“I don't know anything, maybe the main idea were at beginning of text ”
R3	“the technique I use in determining the main idea looking for the dominant word ”

R4	“there are some words that are difficult for me to interpret”
R5	“during TOEFL I spent most of my time determining the main idea of the text”
R6	“answered the main idea section at the very of the TOEFL session, making my answers so random ”

Question about main idea was the most student having difficulties, there was 6 out of 9 students had difficulties, when researcher start analysed seems like students had a difficulties in main idea such, students lack interest in reading, do not understand the contents of paragraphs, do not understanding meaning of main ideas, lack of vocabulary, sometimes it takes time to read and understand text, and limited time in understanding texts.

b. Discovering difficulties of students is missing vocabulary

Table 4.2: Exact #2

R1	“sometimes I doubt, have to determine the meaning of the sentence in the text”
R2	“my vocabulary is very less, I should have studied ”
R3	“vocabulary is always followed by grammar, in this grammar, sometimes I had difficulties ”
R4	“I have difficulties translating formal words on the TOEFL”

Question about vocabulary discover 4 out of 9 students said that vocabulary difficult in doing TOEFL, the researcher analysed students difficulties in vocabulary such, lack of confidence, limited time to studying, fear of learning grammar, difficulties to translate.

c. Difficulties students in opinion

Table 4.3: Exact #3

R1	“opinion requires a lot of book references , that’s where my difficulties”
R2	“opinion is very difficult, requires a lot of vocabulary and grammar ”
R3	“Imagine, I’m a person who rarely gives an opinion, suddenly in TOEFL I was told to do it, isn’t that difficult ”

Question about opinion specifically TOEFL test, has find out 3 from 9 students had difficulties, created opinion in TEOFL. After the researcher identifying that student had issue like, lack of references such as books, rarely practicing vocabulary, and opinion still looks very difficult for students.

From the result of the interview, it can be concluded that the result interview of the students at 5th semester in English Education Department Universitas Muhammadiyah Makassar, discussing about students' difficulties in taking TOEFL discover almost students in this study having a problem, based on result students' average difficulties in main idea, vocabulary, and opinion. which mean almost students have difficulties in taking TOEFL.

B. Discussion

The Students’ Dominant Difficulties in answering TOEFL. The most difficult part of the results of this study is the question of TOEFL Effectiveness as a Graduation Requirement, at the beginning of the interview session, the students seemed to object if TOEFL was made as a graduation requirement, so that almost

all students only take TOEFL once, even though at first glance that TOEFL is a test that analyses the extent of students' ability to speak English.

Moreover, there is also a study conducted by Aziz (2016), which aims to reveal students' perspective on the requirements of having a minimum score in TOEFL to graduate in higher education. The study investigated that the students' perspective were classified into threefold, that is positive, negative, and neutral. The positive one is related to the advantages of TOEFL. Meanwhile, the negative one is related to academic reasons as it delays their graduation.

McNamara in Lemmetti (2015) describes testing in social life as a universal feature. They argued that tests have particular purposes, such as to establish identity. This has become an accepted part of many fields. Test also is interpreted as a tool of measuring someone's ability, knowledge, and performance. The policy of having TOEFL as a graduation requirement is seen by many institutions and people as a good thing.

According to Aziz (2016) defines the importance of TOEFL which is often used to determine a person's ability to speak English. The Test of English as a Foreign Language (TOEFL) is a major indicator of non-native speakers' English ability. It is used worldwide to measure the English language aptitude of students who apply to universities and colleges in countries where English is the language of instruction. Scores on the TOEFL are required by more than 4,400 universities and colleges around the world at the graduate and undergraduate levels.

The TOEFL test is a necessary test for some non-English speaking countries (and in a larger context, Asian) university students wishing to study at a university

in the United States, Canada, or any other country where English is the language of instruction. The results of the measurement typically used by many international universities to determine the extent to which new students can speak English and, therefore, to follow the material presented during the study.

Further, Bhakti and Marwanto (2014) state that another importance of TOEFL is that TOEFL can be used as one of the requirements of job admission in the government institutions as well as in the government and private companies. It also can be used as one of school admission as well as the graduation requirements.

From above explanation, it can actually be seen that TOEFL is a very important test for English students, because it is related to the careers of students who want to work or continue studying abroad, talking about TOEFL, abroad, TOEFL is a graduation requirement to enter a university, and what is more surprising is that TOEFL has been studied by upper middle school students and made as a graduation requirement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aim to find out the students difficulties in answering TOEFL at Universitas Muhammadiyah Makassar. From the output of interview finally the researcher state that: Students having difficulties in answering TOEFL because had a problem in main idea, lack of vocabulary, and difficulties in opinion. The intended preparation is about information related to the TOEFL.

The dominant difficulties of students at fifth semester in English Student in answering TOEFL of the interview: they are: the students' dominant difficulty was the problem in main idea, and the students' dominant difficulty was lack of vocabulary. As a result it could conclude those students' difficulties in answering having difficulties.

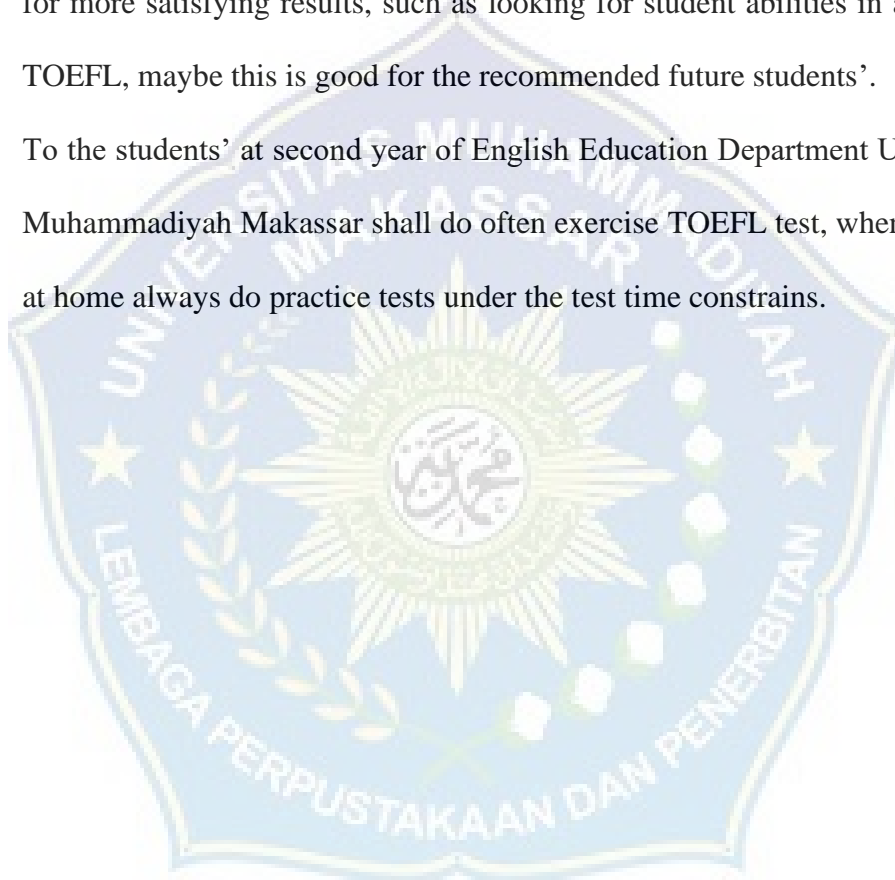
The result can be determined that students still had difficulties in answering the TOEFL, especially had a difficulty in main idea during answering TOEFL, discovering difficulties of student is missing vocabulary, and difficulties in opinion. Then researcher managed to reveal that the most dominating difficulties for all participants were in difficulties in main idea and vocabulary.

B. Suggestion

1. Lecturer of Teaching English Foreign Language shall active to look student's ability and always to motivation the other foreign language lecturer to increase they mastery in teaching a little bit about TOEFL, were hoping to develop the students' ability in understanding TOEFL, and also increase

students basic skills because it can be ascertained, that they actually had potential to mastered TOEFL.

2. To the recommended future researcher students' perhaps the best thing for you to do this, continue further research on this research. In this study identifying student difficulties and then having to carry out further research for more satisfying results, such as looking for student abilities in answering TOEFL, maybe this is good for the recommended future students'.
3. To the students' at second year of English Education Department Universitas Muhammadiyah Makassar shall do often exercise TOEFL test, when studying at home always do practice tests under the test time constrains.



BIBLIOGRAPHY

- Abboud, Z. A., & Hussein, N. J. (2011). The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFFL test. *Journal of Basrah Reasearch (Humanities Series)*, 110-138.
- Adelstein, P. (1980). *The Writng Commitment*. United States: Harcourt Collage.
- Brown, H. D. (2018). *Priciples of Language Learning and Teaching* (Vol. 2). Englewood Cliffs: Pearson Longman.
- Budiharso, T. (2018). *Prinsip dan Strategi Pengajaran Bahasa*. Surabaya: Lutfansyah Mediatama.
- Bungin. (2005). *Metodologi Penelitian Kuantitatif* (2nd ed.). Jakarta: Kencana.
- Cameron, L. (2018). *Teaching Language to Young Learners* (Vol. 2). Camberley: Cambridge University Press.
- Cho. (2004). USE of Standardized Test as University Graduation Requirement. *English Teaching*, 251-265.
- Cipolence, N. (2020). *Language Files*. Colombus: Ohio University Press.
- Cresswell, J. W. (2018). *Research Design: Qualitative, Quntitative, and Method Approach*. California: Saga Publications Sage.
- Dicks, Bella ; Henwod, Karen; Housley, William;. (2018). *Qualitative Research*. Cardiff: Sage Publications.
- Educational Testing Service . (2009). *The official guide to the TOEFL test*. Retrieved December 10, 2016, from <http://www.ets.org/toefl/>.
- ETS TOEFL ITP. (2016). *Test taker handbook*. Retrieved January 3, 2023, from <http://www.ets.org/toefl/>.
- Finegan, E. (2017). *Language its Structure and Use* (Vol. 3). San Diego: Harcourt Brace College.
- Gay, L. R.; Mills, Geoffrey E.; Airasian, Peter;. (2019). *Educational Research, Competencies for Analysis and Application*. New Jersey: Pearson Educatiaon.
- Gear. (2002). *Cambridge preparation for the TOEFL test* (3rd ed.). United States of America: Cambridge Unversity Press.
- Good, C. V. (2017). *The Dictionary of Education* (Vol. 3). New York: Book Company.
- Hadi. (2004). *Metodology research* (2nd ed.). Yogyakarta: Andi.

- Hornby, A. (2017). *Oxford Advanced Learner's Dictionary of Current English* (Vol. 3). Oxford: Oxford University Press.
- Hsu. (2009). *The impact of implementing English proficiency test as a graduation requirement at Taiwanese of technology*. (Gam) Retrieved from http://ethess.whitecourse.ac.uk/576/1/PhD_thesis.pdf.
- Inspira Research Center Team. (2015). *TOEFL killer*. Yogyakarta: Inspira.
- Iskandar. (2000). *Penelitian Kualitatif*. Jambi: GP Press.
- Kadri. (2012). Students strategy to achive the minimum TOEFL score of 475. In Ascher, *Assessing bilingual students for the placement and instruction* . Banda Aceh: Unpublished thesis of Faculty of education and teacher training state islamic Univerisity of Ar-Raniry.
- Lee, Shzh-chen Nancy; Tajino, Akira;. (2018). Understanding Students' Perceptions of Difficulty with Academic Writing for Teacher Development: A Case Study of the University of Tokyo Writing Program. *KURENAI*, 1-11.
- Macedo , Donaldo; Dendrinis, Bessie; Gounari, Panayota;. (2003). *Hegemony of English*. London: Routledge.
- Mackey, & Gass. (2005). *Second language reasearch: methodology and design* . New Jersey: Lawrance Erlbaum Associates.
- Mahmud. (2014). The EFL students problems in answering the test of English as a Foreign language (TOEFL): a study in Indonesia context. In *Theory and Practice in Language Studies 4* (pp. 2581-2587).
- Mallery, R. D. (2017). *How to Enlarge and Improve Your Vocabulary* (Vol. 3). New York: New York University.
- Matthews, P. (2017). *the Concise Oxford Dictionary of Linguistics*. OXFord: Oxford University Press.
- McCarthy, Michael; O'Dell, Felicity;. (2017). *English Vocabulary in Use*. Cambridge: Cambridge University Press.
- Meleong, L. J. (1999). *Methodology Penelitian Kualitatif*. Bandung: Rosda Karya Offest.
- Pateda, M. (2017). *Linguistics Sebuah Pengantar*. Bandung: Angkasa.
- Pena, T. P. (2001). *Kamus Besar Bahasa Indonesia*. Jakarta: Gitamedia Press.
- Plag, I. (2018). *Word-Formation in English*. Siegen: Cambridge University Press.
- Rachmadie, S. (2017). *Vocabulary* (Vol. 3). Jakarta: Universitas Terbuka.

- Riduan. (2018). *Belajar Mudah Untuk Guru, Karyawan dan Penelitian Pemula* (Vol. 2). Bandung: Alfabeta.
- Samsuri. (2017). *Analisis Bahasa*. Jakarta: Erlangga.
- Simpson, John; Weiner, Edmund; Murray, James. (2005). *Oxford English Dictionary*. Oxford: Oxford University Press.
- Suardi, P. (2017). *Teaching Vocabulary to ESL Learners* (Vol. 3). New York: Prentice Hall.
- Sudarajat, A. (2018, January 25). *Wordpress.com*. Retrieved from Kesulitan Belajar Siswa dan Bimbingan Belajar: <https://akhmadsudrajat.wordpress.com/2008/01/25/kesulitan-dan-bimbingan-belajar/>
- Sugiyono. (2019). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Syah, M. (2004). *Psiologi Belajar*. Jakarta: Raja Grafindo.
- Thornbury, S. (2018). How to Teach Vocabulary. *Pearson Education Limited*, 32-93.
- Waring, Robert; Nation, Paul;. (2017). Vocabulary Size, Text Coverage, and Word List. In N. Schmitt, & M. McCarthy, *Vocabulary: Description, Acquisition and Pedagogy* (pp. 6-19). Cambridge: Cambridge University Press.

APPENDICES

APPENDIX A

(Research Instrument)

INTERVIEW QUESTION

Nama :

NIM :

Jenis Kelamin :

Status : Mahasiswa/ Alumni (coret yang bukan)

Jurusan :

I. Pengaruh Pengetahuan awal mahasiswa terhadap skor TOEFL

1. Apakah anda pernah mempelajari TOEFL secara khusus sebagai Mata Kuliah anda ?

- a. Tidak Pernah b. Pernah

2. Apakah anda pernah mengikuti les TOEFL ?

- a. Tidak Pernah b. Pernah

3. Apakah anda pernah mempelajari mengenai reading comprehension in TOEFL?

- a. Tidak Pernah c. Kadang-kadang e. Selalu

- b. Pernah d. Sering

II. Kendala dalam mengikuti TOEFL

1. Pada Reading Comprehension Section, terdapat beberapa jenis soal. Berilah tanda centang pada bagian yang menurut anda sulit dikerjakan pada Reading Comprehension Section.

Masalah/ Kesulitan	Sangat Sulit	Sulit	Mudah	Sangat Mudah
Main idea / topic				
Vocabularies (sinonim kata)				
References/ rujukan kata				
Restatement (mengungkapkan kembali ide dalam teks)				
Inferences (kesimpulan teks)				
Opini (pandangan penulis)				
True, false, exception, mentioned word				

Kadri (2012:56)



APPENDIX B

(Script Instrument)

A. Result Interview Student

#Respondent 1

1. Very difficult, when determining the main idea, **I experienced difficulties in processing the meaning in text.**
2. Very difficult, sometimes **I doubt, have to determine the meaning of the sentence** in the text.
3. Easy, I did not had difficulties on that
4. Easy, I mastered restatement sentences.
5. Easy, doing inferences is best part that I can do
6. Very hard, opinion **requires a lot of book references**, that's where my difficulties.
7. Easy, never had difficulties in here

#Respondent 2

1. Very hard, I don't know anything, maybe **the main idea were at beginning of text**
2. Very hard, my vocabulary is very less, **I should have studied**
3. Easy, I never confused using references
4. Easy, some people said restatement was hard but me that's easy
5. Easy, Inferences actually easy when you understand that word.

6. Very hard, opinion is very difficult, **requires a lot of vocabulary and grammar**
7. Easy, I had learning about true or false when junior school

#Respondent 3

1. Very hard, the technique I use in determining the main idea **looking for the dominant word**
2. Very hard, vocabulary is always followed by grammar, **in this grammar, sometimes I had difficulties**
3. Easy, references that's my job outside campus
4. Easy, I have taking course about restatement
5. Easy, never had problem on that, during taking TOEFL
6. Very hard, Imagine, **I'm a person who rarely gives an opinion, suddenly in TOEFL I was told to do it, isn't that difficult**
7. Easy, true or false? Even for children can do it

#Respondent 4

1. Very hard, there are some **words that are difficult** for me to interpret
2. Very hard, I have **difficulties translating formal words** on the TOEFL
3. Easy, references are when you state something than you must put expert.
4. Easy, you know something about restatement use as an alternative to legal references
5. Easy, inference, lexically means conclusion, I know it

6. Easy, opinion called mind to explain preferences, I have make it easier
7. Easy, true or false its only reviewing material that has been presented in the form of a statement

#Respondent 5

1. Very hard, during TOEFL I **spent most of my time determining the main idea** of the text
2. Easy, when you absolutely love English, there was no reason to having problem on that
3. Easy, always reading book can make you, having a limited references
4. Easy, restatement I am sure, that you can't write a journal or thesis if you did not understand, what restatement is.
5. Easy, you want to know the key of restatement start to understand what the point of text you read
6. Easy, when I was disagree on something, I am always to give my opinion
7. Easy, I cannot remember the first time I was found this true or false, maybe when I was in junior high school

#Respondent 6

1. Very hard, answered the **main idea section at the very of the TOEFL session, making my answers so random.**
2. Easy, I tell you something about improve your vocabulary, start to noting the word that you don't understand

3. Easy, giving a something references, you need to start a reading book
4. Easy, when I was presentation, I am always use restatement of expert to help improve my statement
5. Easy, inferences is using observation and background to reach logical conclusion
6. Easy, An opinion is a statement that expresses a feeling, an attitude, a value judgment, or a belief.
7. Easy, True or False, Even in exam questions, true or false question types often appear, students must choose the true or false statement in the question.

#Respondent 7

1. Easy, to find the main idea, I try to wonder what it says about the person, thing, or idea.
2. Easy, if you understand what vocabulary is, you will find activities to help you learn the meaning, pronunciation and spelling of new words.
3. Easy, I think references may use factual or non-factual support.
4. Easy, either in the form of words or some sentences those are considered important by both the counselor and the counselee, that's a restatement.
5. Easy, if someone slams a door, you can infer that she is upset about something, that's word mean a inferences

6. Easy, you add expressions such as 'in my opinion' or 'in their opinion' to a statement in order to indicate that it is what you or someone else thinks, and is not necessarily a fact.
7. True or False, The idea is simple: everyone gets a double-sided true/false sign.

#Respondent 8

1. Easy, the main idea that underlies an article/paragraph is listed in on sentence or more and is usually listed in the sentence.
2. Easy, the pages are organized by topic and include interactive exercises to help you learn and remember the new words.
3. Easy, reference is a note in a book that tells you where a particular piece of information comes from.
4. Easy, in repeating the contents of the counselee's message, the counselor provides feedback on the contents of the counselee's statement in different words then you can do it a restatement.
5. Easy, An inference is an idea or conclusion that's drawn from evidence and reasoning
6. Easy, Statements such as "Capital punishment is legalized murder" are often called "opinions" because they express viewpoints, but they are not based on facts or other evidence.
7. True or False, True and False Questions consist of a question and two answer options, right?

#Respondent 9

1. Easy, according to Landmark School Outreach, the main idea is the important thing about a topic.
2. Easy, there are also two fun word games to help you improve your vocabulary.
3. Easy, but better way, I think reference is a short note recognizing a source of information or of a quoted passage.
4. Easy, to realize the counselee's comments by repeating what the counselee has said in more appropriate ways.
5. Easy, Inferences are steps in reasoning, moving from premises to logical consequences; etymologically,
6. Easy, they cannot be disproved or even contested in a rational or logical manner.
7. True or False, The question typically consists of a statement, and the test-taker needs to select a 'true' or 'false' response.

B. Result of Data Reduction

1. Had a difficulties in Main Idea during answering TOEFL

Exact #1

R1	“when determining the main idea, I experienced difficulties in processing the meaning in text ”
R2	“I don’t know anything, maybe the main idea were at beginning of text ”
R3	“the technique I use in determining the main idea looking for the dominant word ”
R4	“there are some words that are difficult for me to interpret”
R5	“during TOEFL I spent most of my time determining the main idea of the text”
R6	“answered the main idea section at the very of the TOEFL session, making my answers so random ”

2. Discovering difficulties of students is missing vocabulary

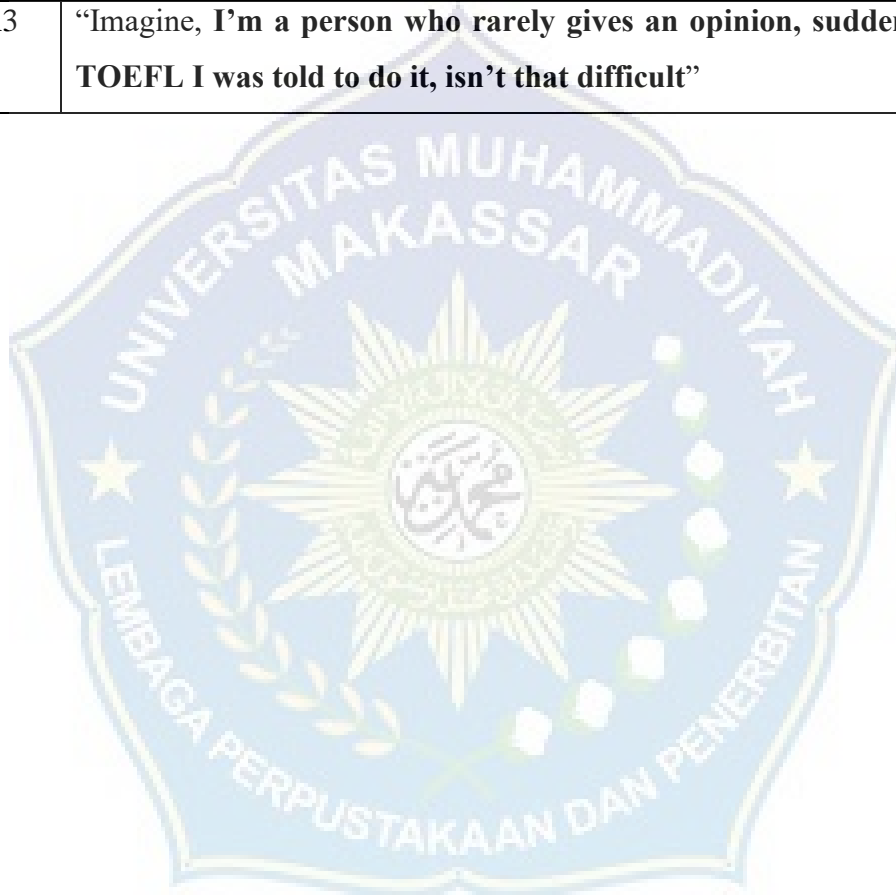
Exact #2

R1	“sometimes I doubt, have to determine the meaning of the sentence in the text”
R2	“my vocabulary is very less, I should have studied ”
R3	“vocabulary is always followed by grammar, in this grammar, sometimes I had difficulties ”
R4	“I have difficulties translating formal words on the TOEFL”

3. Difficulties students in opinion

Exact #3

R1	“opinion requires a lot of book references , that’s where my difficulties”
R2	“opinion is very difficult, requires a lot of vocabulary and grammar ”
R3	“Imagine, I’m a person who rarely gives an opinion, suddenly in TOEFL I was told to do it, isn’t that difficult ”



APPENDIX C

(Documentation)

Interview Students

- Interview the student of 5th semester at Universitas Muhammadiyah Makassar





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Darmi
Nim : 105351103117
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	21 %	25 %
3	Bab 3	2 %	10 %
4	Bab 4	4 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 30 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nursisih, S.Hum.,M.I.P
NBIM.964.591

BAB I Darmi 105351103117

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES



Exclude quotes On

Exclude bibliography On

0% matches < 2%



BAB II Darmi 105351103117

ORIGINALITY REPORT

21 %
SIMILARITY INDEX

21 %
INTERNET SOURCES

0 %
PUBLICATIONS

0 %
STUDENT PAPERS

PRIMARY SOURCES

1 core.ac.uk
Internet Source

19 %

2 elizabettabitak.blogspot.com
Internet Source

3 %



Exclude quotes On
Exclude bibliography On

Exclude matches < 2%



BAB III Darmi 105351103117

ORIGINALITY REPORT

2% SIMILARITY INDEX	2% INTERNET SOURCES	0% PUBLICATIONS	0% STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1 www.gssrr.org
Internet Source



2%



Exclude quotes On
Exclude bibliography On

Exclude matches < 2%



BAB IV Darmi 105351103117

ORIGINALITY REPORT

4%	4%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	theses.gla.ac.uk Internet Source		3%
2	parlinfo.aph.gov.au Internet Source		2%

Exclude quotes On Exclude matches < 2%
Exclude bibliography On



BAB V Darmi 105351103117

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES



Exclude quotes On

Exclude matches < 2%

Exclude bibliography On





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 239 Makassar
 Telp : 0411-860037 / 860132 (Fax)
 Email : fkip@unismuh.ac.id
 Web : https://fkip.unismuh.ac.id



Nomor : 13656/FKIP/A.4-11/V/1444/2023
 Lampiran : 1 (Satu) Rangkap Proposal
 Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat

1. St. Asmayanti AM, S.Pd, M.Pd.
2. Uyunnasirah Hambali, S.Pd, M.Pd.

Di -

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal 16-12-2022 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasarkan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini :

Nama	Darmi
Stambuk	105351103117
Judul Penelitian	Identifying The Students Difficulties in Practitice the TOEFL Writing Expression Test of the Fifth Semester Class at the Universitas Muhammadiyah Makassar

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 31 Mei 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860.934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 1860/05/C.4-VIII/VII/1444/2023

17 Dzulhijjah 1444 H

Lamp : 1 (satu) Rangkap Proposal

05 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris

Universitas Muhamamdiyah Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13916/FKIP/A.4-II/VI/1444/2023 tanggal 27 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DARMI**

No. Stambuk : **10535 1103117**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IDENTIFYING STUDENTS' DIFFICULTIES IN ANSWERING THE TOEFL AT THE FIFTH SEMESTER CLASS OF THE UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 7 Juli 2023 s/d 7 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ly Abubakar Idhan, MP.

NBM 101 7716

MAJELIS DIKALITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Auluddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Darmi
NIM : 105351103117
Judul Penelitian : Identifying The Students' Difficulties in Answer The TOEFL at The Fifth Semester Class of Universitas Muhammadiyah Makassar
Tanggal Ujian Proposal : 08 Juni 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1.	18 Juli 2023	Interview	Uyunnsisrah Harabali, S.Pd., M. Pd.	
2.	19 Juli 2023	Interview	Uyunnsisrah Harabali, S.Pd., M. Pd.	
3.	20 Juli 2023	Interview	Uyunnsisrah Harabali, S.Pd., M. Pd.	
4.	20 Juli 2023	Interview	Uyunnsisrah Harabali, S.Pd., M. Pd.	

**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodlbg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Makassar, Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan FKIP Unismuh Makassar

Erwin Akab, S.Pd., M.Pd., Ph.D
NBM. 860.934



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0864/BG-FKIP/LOA/B/XI/1445/2023

Dear DARMI

It is our pleasure to inform you that, after reviewing your paper:
**IDENTIFYING THE STUDENTS' DIFFICULTIES IN ANSWERING TOEFL
AT THE FIFTH SEMESTER CLASS OF THE UNIVERSITAS
MUHAMMADIYAH MAKASSAR**

The manuscript ID: 1135

Detail checklist:

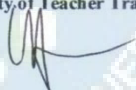
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707, ISSN (printed) 2810-0468. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 3 December 2023 M
19 Rabiul Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 299 Makassar
Telp : (0411) 840807/840132 (Fax)
Email : fkkip@unismuh.ac.id
Web : https://fkkip.unismuh.ac.id



SURAT KETERANGAN

Nomor : 875/FKIP/A.4-II/VIII/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa yang tersebut di bawah ini:


N a m a : Darmi
Tempat/Tgl Lahir : Bubun bia, 30 Juli 1997
Stambuk : 10535n11031 17
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Benar telah melaksanakan melaksanakan kegiatan penelitian dari tanggal 18 Juli 2023 sampai dengan 20 Juli 2023 di Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Makassar dengan judul " *Identifying Students' Difficulties in Answering The Toefl at The Fifth Semester Class of the Universitas Muhammadiyah Makassar* "

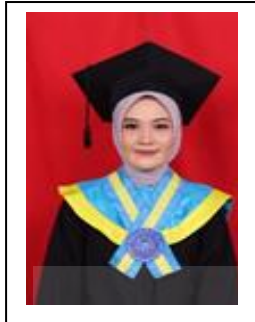
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

14 Shafar 1445 H
Makassar, _____
30 Agustus 2023 M

Dekan
FKIP Unismuh Makassar,


Erwin Akib, M. Pd., Ph. D.
NBM. 860 934

Curriculum Vitae



2024, Darmi was born on July 30, 1997 in Bubunbia, South Sulawesi. She is the seventh child from the marriage of Baco and Enceng. She started his studies at SD 149 Lumbaja and graduated in 2011. Then, she continued her study at SMPN 2 Alla and graduated in 2014. After that, she continued her studies at SMAN 1 Alla and graduated in 2017. In 2017 she registered as a student of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of his study, she was able to complete a thesis entitled about Identifying the Student Difficulties in Answering the TOEFL at the fifth semester class of Universitas Muhammadiyah Makassar.