

THE DIFFICULTIES OF ENGLISH DEPARTMENT STUDENTS AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR IN
ANSWERING TOEFL READING
(A Descriptive Research at the seventh Semester Students)



*Submitted to the Faculty of Teacher Training and Education Makassar
University in Part Fulfillment of The Requirement for the Degree of Education
in English Department*

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FACULTY OF TEACHER TRAINING EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2021



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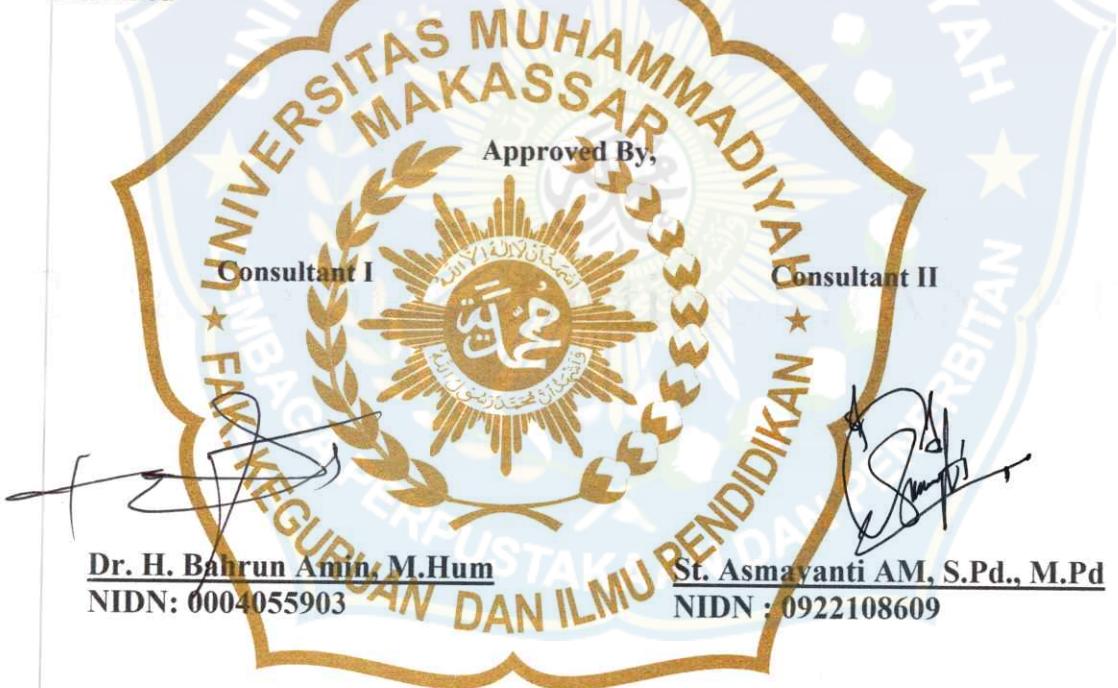
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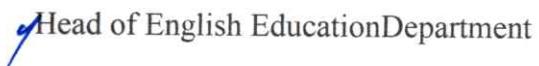
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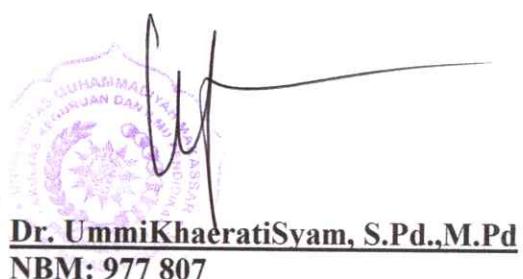
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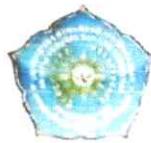
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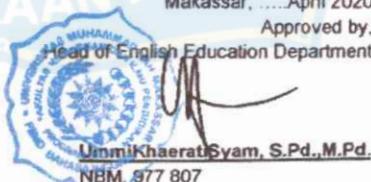
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Makassar, Mei 2021

Yang Membuat Perjanjian,



Agusman

MOTTO

“ Everythings need a process.”

“ Do the best and push yourself not to always be in comfort zone ”

Dedication

This paper is dedicated to :

- My beloved parents (Abd. Rauf and Rahmawati), with their love and effort who always pray and support me.
- My best brothers (Ridwan and ikhsan) who never ending support motivation and attention.
- My best friends, who never ending support me.

ABSTRACT

AGUSMAN. 2021. The Difficulties of English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading. A Thesis of English Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. (Supervised by H. Bahrun Amin and St. Asmayanti AM

This study aimed at finding out: What are difficulties of the seventh semester students of English Department at Universitas Muhammadiyah Makassar in Answering TOEFL Reading. The method of this research was descriptive qualitative method. Data of the research were collected through interview (semi-structured interviews) with whatsapp (WA) as a data collection tool.

The sample of this research was the seventh semester students of English Department at Universitas Muhammadiyah Makassar. The sample was taken by using purposive sampling technique. Based on the results researcher found the students' difficulties in answering TOEFL reading were less of understanding the types of question, less in skimming and scanning , time management, less comprehensive in reading longer text and insufficient vocabulary. It can be concluded that there were five most students' difficulty that make students difficult to answer TOEFL reading.

Keywords: *TOEFL reading , interview, students' difficulties.*

ABSTRAK

AGUSMAN. 2021. Kesulitan Mahasiswa Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar dalam Menjawab TOEFL Reading. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. (Dibimbing oleh H. Bahrun Amin dan St. Asmayanti AM.

Penelitian ini bertujuan untuk mengetahui: Apa saja kesulitan mahasiswa semester tujuh Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar dalam Menjawab TOEFL Reading. Metode penelitian ini adalah metode deskriptif kualitatif. Data penelitian dikumpulkan melalui wawancara (semi-structured interview) dengan whatsapp (WA) sebagai alat pengumpulan data.

Sampel penelitian ini adalah mahasiswa semester tujuh Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar. Sampel diambil dengan menggunakan teknik purposive sampling. Berdasarkan hasil penelitian peneliti menemukan kesulitan siswa dalam menjawab bacaan TOEFL adalah kurang memahami jenis pertanyaan, kurang dalam skimming dan scanning, manajemen waktu, kurang komprehensif dalam membaca teks yang lebih panjang dan kosakata yang tidak mencukupi. Dapat disimpulkan bahwa ada lima kesulitan siswa paling banyak yang membuat siswa sulit menjawab bacaan TOEFL.

Kata kunci: TOEFL reading, wawancara, kesulitan siswa.

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Amin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

march 2021, Makassar

The Researcher

AGUSMAN

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
COUNSELING SHEET	iii
MOTTO	vii
ABSTRACT.....	viii
ACKNOWLEDGEMENT.....	x
TABLE OF CONTENTS	xii
LIST OF APPENDICES	xv
CHAPTER I. INTRODUCTION	1
A. Background	1
B. Problem statement	4
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research.....	5
CHAPTER II. REVIEW OF RELATED LITERATURE.....	6
A. Previous Related Research Findings.....	6
B. Reading Definition.....	8
C. Strategies in Reading.....	10

D. TOEFL	13
E. Types of TOEFL	14
F. Kinds of Text in TOEFL Reading test	16
G. Reading Questions Types in TOEFL Reading Test.....	17
CHAPTER III. RESEARCH METHOD.....	25
A. Research Design	25
B. Subject of the Research.....	25
C. Research Instrument	26
D. Procedure of Data Collection.....	26
E. Technique of Data Analysis.....	27
CHAPTER IV. FINDINGS AND DISCUSSION	29
A. Findings.....	29
B. Discussion.....	43
CHAPTER IV. CONCLUSIONS AND SUGESTION	47
A. Conclusions.....	47
B. Sugestions.....	47
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF APPENDICES

APPENDIX A : Instrument (interview questions)

APPENDIX B : the result of the students interview



CHAPTER I

INTRODUCTION

A. Background

In this era, English is not a strange thing for everyone. Because English is an international language, which is used in all corners of the world. In Indonesia, English has become one of the subjects in the world of education. There are 4 skills in English, One of them is reading. Reading is the most important skill for the students learning development because students use written texts in searching for information and acquiring new data of knowledge (Khruawan & Nutprapha, 2017). It is also the first direct communication to acquire their language development. Through the reading, the students can get a lot of knowledge, information, enjoyment, or even problem solution, Inability to comprehension the reading materials the students will be left behind to obtain the information or in following the learning in school. Ahmad and Nur (2017) said that reading is a process in which done by the reader to get a message or information from the writer through printed media. It is a very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mindset, and reasoning of the reader

In Indonesia to measure our reading ability as a foreign language learner, we can use a TOEFL test. TOEFL or Test of English as a Foreign Language is a standardized test to measure the English ability of non-

native speakers which was introduced in 1960. Nowadays, TOEFL is used to get scholarships to continue further study in English speaking countries. TOEFL is also used to apply for a job vacancy. The reliance on TOEFL has reached such a point that most domestic universities use this standardized test as a part of graduation requirements. The authority of universities set this precondition because they believe that TOEFL can evaluate students' ability and skills to understand English in academic tasks (Aliponga, 2013). There are several types of TOEFL the first is the paper-based test, computer-based test, internet-based test, and also there is a TOEFL prediction test, this type is intended to estimate someone's TOEFL score before taking the actual test. There are four sections: listening, structure, writing, and reading.

TOEFL Reading is designed to test the ability in comprehending academic reading material. Academic means the passages that you would find in a textbook at university. According to Barron (2005), The TOEFL reading section is to test our ability to understand written English that is presented in textbooks and other academic materials. The students have to know and understand the meaning of the test. But in reality, there are still very many obstacles experienced by the students when answering the TOEFL test especially in the reading section

To support this research, the writer read previous researches related to the difficulties in the reading section of TOEFL. The first study Putra et al (2017) found that reading comprehension is the most difficult section of

the PBT TOEFL. The respondents had completed all the English language skill training at the university, i.e. Listening, Speaking, Reading, and Writing. This research has found that the most difficult subs-skill were vocabulary and inference. Another study was conducted by (Iskandar, Jannah & Siti, 2017) at the English Education Department of Syiah Kuala University. The result shows that the most difficult skill in TOEFL reading comprehension section for the students is skill answer implied detail questions correctly.

Based on the researcher's experience about the reading section of TOEFL, previous researches, and some observation to some students at seventh-semester students who have taken TOEFL before, they said that from the sections in TOEFL it turned out that reading comprehension became the most difficult section on the TOEFL test. Regarding to this, it assumes that most students have difficulty in TOEFL reading due to various factors, such as paraphrasing, identifying difficult words, topic, the main idea of the passage, and lack of vocabulary in TOEFL reading comprehension section. It shows that students find problems when doing the TOEFL test even the reading subject had been taught since the beginning of the semester until the fourth semester as a reading 1, reading 2, reading 3, reading 4, and also extensive reading at the fifth and six semesters. The above explanation becomes the researcher's background in proposing this research. The researcher would like to analyze the

Difficulties by English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL reading.

B. Problem Statement

Related to the statement above on the background, the researcher has a question that mentions as follows: What are difficulties of the seventh - semester students of English Department at Universitas Muhammadiyah Makassar in Answering TOEFL reading.

C. Objective of The Study

Based on the problem statement, the objective of the study is to find out the difficulties of the seventh - semester students of English Department at Universitas Muhammadiyah Makassar in Answering TOEFL reading.

D. Significance of The Study

The significance of the results of this study, namely :

1. For English teachers: The results of this study provide feedback for a teacher from the Department of English Education who might be of benefit recognize students' difficulties in answering TOEFL reading so they will pay more attention to the difficulties faced by the students in TOEFL reading. The results of the study will evaluate whether they succeed or not in teaching English.
2. For students: The results of the research will show them in what are their difficulties in TOEFL especially in reading section.

3. For other researchers: The researchers hope that this research can inspire other researchers to conduct further research on the difficulties in answering TOEFL reading.

E. Scope of The Study

In this research, the researcher focus on the students' difficulties in answering TOEFL reading. The sample in this research is also limit at the seventh semester students of English Department at Universitas Muhammadiyah Makassar who have taken the TOEFL test before. There are 5 kinds of text in TOEFL reading namely :

- A. Questions About the Ideas of The Passages (Narrative Text, descriptive text, and recount text)**
- B. Directly Answered Questions (Descriptive text)**
- C. Indirectly Answered Questions (Review text)**
- D. Vocabulary Questions (News item, narrative text, and report text)**

Overall Review Questions (Descriptive Text, narrative text and review text

CHAPTER II

REVIEW OF LITERATURE

A. Reading Definition

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Aliponga (2013) Reading is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text. The fundamental goal of any reading activity is knowing about the concept and knowing the language, interactive process derived from the language contained in the text related to the knowledge that is in the reader himself, as basic knowledge, stored in long-term memory. Then, by having a high amount of mastery of words it is necessary to deduce an assumption or be able to reference a discourse.

Reading is a complex cognitive process of decoding symbols to get meaning. This is a form of language regulation. Success in this process of Reading is a means to obtain language, communication, and share information and understanding. Symbols are usually visual (written or printed) but maybe tactile (Braille). The ability to read is acknowledged to be the most stable and durable of the second 12 language modalities. To get a maximum benefit from reading, students need to be involved in both extensive and intensive reading.

People who rarely read or do not have the motivation to read, usually they do not have a lot of mastery of vocabulary to understand reading and they also very rarely practice their meta-cognitive abilities

when reading a discourse which in the end they will have difficulty in understanding discourse (Klinger, Vaughn, & Boardman, 2007: 4).

According to Moat (2011) in reading, we must be able to understand the meaning of symbols and be able to create words. Difficulty in reading comprehension is no longer rarely heard because there have been many studies of the biggest problem in reading is to understand the contents of the text. Vogel as cited in Chen & Chen (2015) has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In a study conducted by Alghail and Mahfoodh (2016), there are some 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. However, problems also arise because of the low vocabulary of someone, so it is not enough to interpret the contents of a text and do not know the background of a text.

As reading is not a simple skill, it needs a complex act that involves the recognition and phonological decoding of visual patterns, their combination to access the meaning of individual words into overall semantic patterns in a context where these patterns have a particular importance and purpose. Simply, the reading process involves three activities. Those activities are: decoding printed material into phonological form, understanding the meaning of each word in the text, and using the understanding of each word to comprehend the whole text.

1. Strategies in Reading

Brantmeier (2002) summaries these strategies as follows: " The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating, general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

Wood in Mulianti (2004) indicates the strategies of reading are important as follows :

a. Skimming

Skimming aims to read a text superficially and rapidly to obtain the gist or the main ideas. It is a skill that requires concentration educate knowledge among practice is necessary to skin to fulfill their purpose it involves knowing only those. The technique of skim reading or " skimming " can be used to read enough to know the perspective of the writer or to locate the general idea, not to get detail information. It is also described as running our eyes over a text to get a quick idea of a text to get a general understanding, not looking for details. Brown (2001:308) in skimming we go through the reading material quickly to get the gist of it, to know how it organized, or to get an idea of the tone or the intention of the writer. Therefore, skimming is a more thorough activity which requires an overall view of the text and implies a definite reading competence. John Langan in his book Reading and

Study English describes the steps to follow in the skimming for the main ideas as followed :

1. Find definitions, they are often signaled by special type, especially *italics*.
2. Locate enumerations. It does not help to locate a numbered series of items if we don't know what label the series fits under.
3. Looks for relationships between heading and subheadings. Such relationships are often the key to basic enumerations.
4. Look for emphasis words and main ideas. Look for points marked by emphasis words and for main ideas in what seem to be key paragraphs.

b. Scanning

Scanning is very fast reading, scan, and look for information as quickly as we can. Mickulecky and Jeffries (2005:39) Scanning is to read a text quickly in order to locate the specific item of information on it is used to design the process to locating quickly particular word phrase sentence and the fact of a figure with a selection it enables people to allocate specific information without reading all the material around it. It means searching for particular information, when the reader scans he has a purpose in mind. In order to scan efficiently, the reader should have a clear idea of what he is looking for. Where is likely to find out it, and how he

can identify the information when he sees it. Scanning is a paid searching for specific information, rather than a general impression. It demands that the reader ignore all but the key item being searched for. It is a useful skill of the data gathering review, using references books or judging whether a text contains material deserving future study. It is quick reading but different from speed reading.

c. Intensive Reading

It is also called reading, it involves a close study of the text. As the amount of comprehension should be high the speed of reading is correspondingly slower. Furthermore, the reading strategies can consist of evaluating the content, such as agreeing or disagreeing, making an association with prior knowledge or experience, asking and answering questions, looking at the key-words, using sentence structure analysis such as determining the subject, verb, or object of the sentence, skipping and reading Almasi (2003).

Phan (2006) states that not all strategies which are of equal effectiveness due to the different types of reading texts, tasks and reading strategy use by each reader.

C. TOEFL

TOEFL is the test to measure the level of English proficiency of non-native speakers of English (Phillips 2001). It is required by English-Language college and universities. Additionally, institutions such as government agencies, or scholarship programs may require this test. As a student, the TOEFL test is very important to know because in the TOEFL test there are some skills are tested to determine the ability of students. Especially in the TOEFL Reading section, the students are expected to demonstrate their ability to understand written English, examines must answer multiple-choice questions about the ideas and the meaning of words in reading passages.

TOEFL is highly recognized language testing in English which is internationally recognized and respected (Warfield, Laribee& Geyer, 2013). With the TOEFL test, one could know the English proficiency of students whose English is not their native language. Nowadays, TOEFL is used on many occasions, for instance, those applying for scholarships to continue their study in the English spoken countries. Furthermore, this test is also needed by those who want to apply for a job both in home country and overseas. Even, this test is obliged by universities in Indonesia as a requirement to complete their study and obtain their bachelor certificate (Samad, 2016).

D. Types of TOEFL

In Genius Educational (2015) explained that TOEFL is divided into several types, namely

1. Paper Based Test (PBT)

PBT is the most conventional form of TOEFL. The test system uses sheets of question and answers paper that must be filled with pencil 2B. The material being tested is listening, structure, and reading.

2. Computer Based Test (CBT)

Computer Based Test is a more practical form of Paper-Based Test (PBT). The TOEFL CBT test system no longer uses paper, but with a computer. All questions are displayed on the screen using interactive software. Participants can directly work on the computer. The material tested is listening, structure, reading, and writing.

3. Internet-Based Test (iBT)

Internet-Based Test is the latest form that uses computers and the internet as a medium. Test material tested was reading, listening, writing, and speaking. Material structure is not lost but is fused into four other materials. The questions tested are not only independent tests (individual tests), but also integrated tests (combination tests). A Combination test means that in one item there is more than one material. For example, a paragraph (reading) is followed by a person's

explanation of the paragraph (listening). The length of time for the test is 4 hours.

In addition, there is also a prediction test or TOEFL prediction test. This test is intended to estimate someone's TOEFL score before taking the actual test. Prediction tests are usually conducted by language institutions that conduct TOEFL training the material tested is listening, structure and written expressions, and reading comprehension and the test using their facilities and staff and setting their test dates.

The following is a comparison table of three types of TOEFL tests in general:

TOEFL Paper Based Test (PBT)	TOEFL Computer Based Test (CBT)	TOEFL Internet-Based Test (iBT)
Using paper as a media	Using a computer as a media	Using computer and internet connection
Scoring scale 310– 677 points	scoring scale 0–300 points	scoring scale 0 – 120 points
Test of written English or TWE is rarely used as test material	TWE always exists with the name writing section whose scores are combined with the structure score. The value of each is 50	TWE is always called the writing section, but the structure test is omitted

	percent	
There is no speaking test	There is no speaking test	There is a speaking test. In this test, participants will talk through the microphone.
The test starts after the participant quota is fulfilled	The test can be started at any time, without waiting for other participants	The test can be started at any time, without waiting for other participants
The cheapest price	Price is a bit more expensive	The most expensive price

E. TOEFL Reading

The third section of the TOEFL test is the reading Comprehension. Reading Comprehension, measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. Examinees read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage. So in this section test the ability of test takers to understand passages in the given problem.

The passage vary in length from about seven lines to about thirty-five. You must be able to read a passage containing rather complicated constructions and vocabulary and answer questions based on what have you read. This section requires a strong college-level vocabulary. A strong vocabulary cannot be develop instantly. It grows over a long period of time spent reading widely and learning new words. Knowing the meaning of prefixes, suffixes, and roots will help you to derive word meaning on the test. It means to answer correctly the test taker must have good reading skills.

According to Michael Pyle and Mary Ellen said that the reading comprehension section measure test taker's ability to understand, interpret, and analyze reading passages on variety of topics.⁶⁸ So, reading comprehension test is testing the ability of the test taker in understanding the text with various types of topics and analyze the passage in the text. Test taker have fifty-five minutes to complete the fifty questions in this section. In this part of the test you will be given reading passages, and you will be asked five types of questions about the reading passages: So in this section, having a type of question that must be understood by the test taker.

F. Kind of Text in TOEFL Reading Test

Types of the text in the English Language have several types of text that are always used when we want to make paragraphs or sentences in English, from several types of text that are in the English Language there

are several texts are always tested to test students' abilities. One way to test the ability of students in English is the TOEFL test. Especially in the TOEFL Reading section, According to Philips (2001) while the text that is often used are; Narrative Text, Report Text, Descriptive Text, Recount Text, Review Text, and News Items. 13 \

According to Philips (2001) the text that is always used in the sub-skills below are :

- E. Questions About the Ideas of The Passages (Narrative Text, descriptive text, and recount text)
- F. Directly Answered Questions (Descriptive text)
- G. Indirectly Answered Questions (Review text)
- H. Vocabulary Questions (News item, narrative text, and report text)
- I. Overall Review Questions (Descriptive Text, narrative text and review text)

Narrative text is a text that contains stories and stories of events that follow the author's timeline, Report is a text that contains information about what happens in a scope, Descriptive is a text that contains a description of an object in detail so that the object is real, Recount text is a text form that is usually used to describe past events, Review text is a text that contains comments and evaluations about a particular item or product, News text items in English are texts that present new news intending to provide the most updated information that occurs.

J. Reading Questions Types in TOEFL Reading Test

There are many types of reading questions in the TOEFL test. In order to understand and finish the reading test on the TOEFL exam the reader must be able to distinguish the types of questions that are used. There are 5 sub-skills and the total of all skills is 13 (Philips 2001).

a) questions about the ideas of the passage

1. Skill 1 Answer main ideas questions correctly

This question asks about the *topic, subject, title, primary idea, or main idea* of the passage. Example :

- Which sentence best summarizes the main idea of the passage?
- What is this paragraph mainly about?
- What would be the best title for this passage?

How to answer the question

1. Read the first line of each paragraph.
2. Look for a common theme or idea in the first lines.
3. Pass your eyes quickly over the rest of the passage to check that you have found the topic sentence(s).
4. Eliminate any wrong answers and choose the best answer from the remaining choices.

2. Skill 2 recognize the organization of ideas

This question asks to determine how the ideas in one paragraph/paragraphs relate to the ideas in another paragraph/paragraphs. Example :

- How is the information in the passage organized?

b. Which of the following expresses the main idea of the passage?

How to answer the question

1. Read the first line of each paragraph.
2. Look for words that show the relationship between the paragraphs.
3. Choose the answer that best expresses the relationship.

b) Directly Answer Questions

1. Skill 3 Answer stated detail questions correctly

This question asks about one piece of information in the passage rather than a passage as a whole. The answer to this question is generally given in the order in the passage and the correct answer is often a restatement that is given in the passage. Example :

- a. The passage indicates that the
- b. According to the passage

How to answer the question

1. Choose a keyword in the question.
2. Skim in the appropriate part of the passage for the *keyword* or *idea*.
3. Read the sentence that contains the *keyword* or *idea* carefully.
4. Look for the answer that restates in the passage.
5. Eliminate the wrong answers and choose the best answer from the remaining choices.

2. Skill 4 Find “unstated detail”

This question asks to find an answer that is *not state* or *not mentioned* or *not true* in the passage. Example :

- a. Which of the following is not true about ...
- b. Which of the following is NOT stated about...

How to answer the question

1. Choose a *keyword* in the question.
2. Scan in the appropriate place in the passage for the *keyword* (or related *idea*)
3. Read the sentence that contains the *keyword* or *idea* carefully.
4. Look for answers that are true according to the passage.
Eliminate those answers.
5. Choose the answer that is *not true* or *not discussed* in the passage

3. Skill 5 Find pronoun reference

This question asks to determine to which noun a pronoun refers.

Example :

- a. The pronoun **They** in line 5 refers to

How to answer the question

1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.)
2. Look for nouns that come *before* the pronoun.
3. Read the part of the passage *before* the pronoun carefully.

4. Eliminate any wrong answers and choose the best answer from the remaining choices.

c) indirectly answered questions

1. Skill 6 Answer implied detail questions correctly

This question asks to conclude a specific detail or details in the passage. Contains words of implied, inferred, likely, or probably to show that the answer to the question is not directly stated. Example

- a. Which of the following is probably NOT a Hawaiian word?
- b. It can be inferred from the passage that an example of the animals mentioned might be

How to answer the question

1. Choose a keyword in the question.
2. Scan the passage for the keyword (or a related idea).
3. Carefully read the sentence that contains the keyword.
4. Look for an answer that *could* be true, according to that sentence

2. Skill 7 Answer transitions questions correctly

This question asks about what probably came before the reading passage (in the preceding paragraph) or what probably comes after the reading passage (in the following paragraph).

Example :

- a. The paragraph *preceding* this passage most probably discusses.

b. The paragraph following this passage most likely contains information on what?

How to answer the question

1. Read the *first* line for a *preceding* question.
2. Read the *last* line for a *following* question
3. conclude what corners *before* or *after*.
4. Choose the answer that is reflected in the *first* or *last* line of the passage.

d) vocabulary questions

1. Skill 8 Find definitions from structural clues

This question asks to determine the meaning of a word that the passage provides information about the meaning and there are structural clues to tell the definition of the word is included in the passage. Example :

- a. According to line 1 of the passage, what is a “Teddy Bear”
- b. Look at word pastimes in paragraph 2. This word could best be replaced by?

How to answer the question

1. Find the word in the passage.
2. Locate any structural clues.
3. Read the part of the passage after the structural clue *carefully*.
4. Eliminate any wrong answers and choose the best answer from the remaining choices.

2. Skill 9 Determine meanings from words parts

This question asks to determine the meaning of a long word.

Example :

- a. The word “....” in line 2 is closest in meaning to
- b. The “....” in line 7 is

How to answer the question

1. it is sometimes possible to determine the meaning of the word by studying the word parts.

3. Skill 10 Use context to determine meanings of difficult words

This question asks to determine the meaning of a difficult words in a reading passage. Example :

- a. In line 3 the word “**incumbent**” means
- b. The word “....” in line 6 indicates that the.... is

How to answer the question

1. Find the word in the passage.
2. Read the sentence that contains the word *carefully*.
3. Look for context clues to help you understand the meaning.
4. Choose the answer that the context indicates.

4. Skill 11 Use context to determine meanings of simple words

This question asks to determine the meaning of a simple word in a reading passage that is often seen in everyday English.

Example :

- a. The word “**steps**” in line 4 could best be replaced by
- b. A school in line 3 is...

How to answer the question

1. Find the word in the passage.
2. Read the sentence that contains the word *carefully*.
3. Look for context clues to help you understand the meaning.
4. Choose the answer that the context indicates.

e) Overall Review Questions

1. Skill 12 Determine where specific information is found

This question asks to determine where in the passage a piece of information is found. Example:

- a. **Where in the passage** does the author discuss the composition of the meteor?

How to answer the question

1. Choose a *keyword* or *idea* in the question.
2. Skim the lines in the passage that are listed in the answers to the question. You should skim for the *keyword* or *idea*.
3. Choose the answer that contains the line numbers of a *restatement* of the question

2. Skill 13 Determine the tone, purpose, or course.

This question asks about the *tone* of the passage, the author's *purpose* in writing the passage, and the *course* in which the passage might be used. Example :

- a. The *tone* of this passage is
- b. The *purpose* of this passage is to

How to answer the question

Tone: 1). Skim the passage looking for clues that the author is showing some *emotion*.
2). Choose the answer that identifies the emotion.

Purpose: 1). Study the main idea in the topic sentence and the details used to support the main idea.
2). Draw a conclusion about the *purpose*.

Course: 1). Study the main idea in the topic sentence and the details used to support the main idea.
2). Draw a conclusion about the *course*

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used qualitative descriptive as the method for this research. Qualitative research is research that produces descriptive data in the form of words or words from people and observed behavior (Bogdan in Moleong, 2010).

This research described the difficulties by the seventh-semester students of English Department at Universitas Muhammadiyah Makassar in Answering TOEFL reading to describe and interpret the object under reality through explanation.

B. Subject of the Research

This research was conducted in the seventh semester students of English Department at Universitas Muhammadiyah Makassar in the academic year 2020/2021. In selecting the sample, the researcher used purposive sampling technique. This technique is used to determine the sample with certain consideration (Sugiyono, 2013). The sample of this study was student who have taken the TOEFL test before. There where 15 students met the criterion and has fulfilled the number of research interests to be interviewed.

C. Research Instruments

For this research, the researcher acted as the main instrument. To collect the data, the researcher conducted interview. Griffee (2012) sees an interview as a person-to-person conversation where its purpose is to find and create meaningful data which have to be collected and analysed. There are three common types of interviews including structured, semi-structured, and unstructured interviews (Stuckey, 2013). Therefore, the second part of the data collection used to denote the qualitative traits in this study was semi-structured interviews. where the interviewer gave 10 questions to be answered by interviewer to find out data about the difficulties by the fifth-semester of English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL reading .

C. Procedure of Data Collection

To collect the data the researcher did some steps. They were as follows :

1. The researcher contacted the leader of each class in the seventh-semester to give information about the students who have met the criterion.
2. After that, the researcher made an online group and invite the students to participate in answering the interview.
3. Then, the researcher explains the purpose of the interview to avoid misunderstanding.

4. The interview was conducted for several days regarding the free time of the students.

D. Technique of Data Analysis

In data analysis divide into three. According to Miles and Huberman (1992:16) in this model there are three analysis components, namely data reduction, data display and conclusion drawing :

a. Data Reduction

After data analysis has been, Reduction data means summarizing, choosing the main or specific things, focusing on important matters, look for themes and pattern. Thus the data which has been reduced would give a clearer picture, and make it easier for researcher to conduct further data collection, and look for it when needed.

b. Data Display

After the data has been reducted, the next step is to display the data. Presentation of data is done in the form of brief descriptions graphs, charts, relationships between categories, and flowcharts. In ths case Huberman states the most frequent form of display data for qualitative research data in the past has been narrative text. The purpose of narrative text is that the researcher describe previously classified information about the difficulties by the students in aswering TOEFL reading then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

c. Conclusion Drawing

In this stage the researcher verify and drew conclusion from the data that had been previously conclude. Conclusion is the process of drawing the content of the data collected in the form of a good statement and clearly. The conclusion in this study is about the difficulties of English Department Students in Answering TOEFL Reading.

BAB IV

FINDING AND DISCUSSION

This chapter divided into two sections namely finding and discussion. It showed the results of the research and described more about the findings. The findings of research deal with the answer of the research question about the Difficulties of the English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading. And the discussion section futher information was given also by researcher.

A. FINDINGS

The researcher conducted the research at Universitas Muhammadiyah Makassar at the seventh semester in the academic years 2020/2021. The population of this research was the students in the seventh semester with using purposive sampling, students who have taken a TOEFL test. The findings of the research based on the results of the interview.

Difficulties of the seventh-semester students in answering TOEFL reading.

Based on the result of the students' interview, the researcher found some difficulties as follows :

a. Less Understanding types of questions

The first difficulty of the students in answering TOEFL reading was less Understanding types of questions. In TOEFL reading there are some types of question that must be known and learned to answer each question easily according to each types of questions. It needed a technique and strategies that revealed with the types of the questions not just read the text and then answer the question. But, in fact because the students have no more knowledge about that so they felt it difficult for them. This is shown in the following extracts :

Extract 1

S1 actually in reading question types, I just know about the vocabulary questions that is talk about the antonym and synonym question right and I don't know the others.

from the extract 1 the student state that he just know one of the types of question in reading TOEFL and didn't familiar with the other so it make the student felt the questions were difficult.

Extract 2

S3 Actually I don't really know about the types in reading toefl but when I took the test I just follow the directif of question on each number I mean I just follow the instruction of the question.

From the extract 3 the student state that he didn't know about the types of question in reading so it make him difficult to answered all of the question and just follow the instruction of the questions.

Extract 3

S7 I don't know the types of reading question because I never learn about it, I follow the test without preparation.

Extract 4

S8 I'm so sorry for the types, I don't know that because im never learn about the TOEFL for specific especially about reading section.

From the extract 3 and 4 student state that he follow the test without any preparation and learn about it. So, he didn't know about the types of reading question and make him felt the reading questions were difficult

Extract 5

S9 Actually I don't know all the types because I just know reading question about vocabulary and answer. in vocabulary question I think it is a question that we must choose the right vocabulary like antonym and synonym.

Extract 6

S13 In familiar for me is just a vocabulary question, it is the way to test our knowledge all of academic word or phrase, its fairly strength for word.

From the extract 5 the student state that, she didn't know all the question types and just familiar with the vocabulary question like antonym and synonym. He just answered the question as simple as he can.

Extract 7

S14 I just familiar with one types of reading question it is about looking for ideas in the paragraph and sometimes the similiriaty words maybe it is about the vocabulary questions.

From the extract 7 the student state that she just familiar with the question about the ideas of the passage or paragraph and also about the vocabulary question like the questions that asked about the similiriaty words

Based on the extracts above the researcher found that most of the students stated **they don't know** about the types of question in TOEFL reading and they couldn't answer each question easily because they are still unfamiliar with the types of question and never practicing before joining the test. **S1, S3, S7, S8, S9, S13** and

S14 stated that Actually I don't know the types and the strategies about reading TOEFL because when I was do the test TOEFL I just answer like what I know about that and sometimes they have read some strategies according to the types of questions but it does not work when they face the questions.

Less of practice make the students unfamiliar with the text and all of the questions in TOEFL reading bacause they have no more knowledge about it such us the types and also how to answer all of the questions with the right strategies. To avoid that, the students must prepared, practice and learn more and more about TOEFL reading before conduct the test.

b. Less in skimming and scanning

The next difficulty was less in skimming and scanning. The result of interview shows that the students just read all of the text and paragraph without using any strategies in reading, like skimming and scanning. Those are shown in the following extracts

:

Extract 8

S4 Not really, I just read all the text or the paragraph then answer the questions **without using any strategies**.

From the extract 8 the student state that, he didn't use any strategies for answer the questions and just read all of the paragraph.

Extract 9

S7 I just read the passage and then the question because I don't know the strategies for answer the questions well.

From the extract 9 it shows that the student didn't know the strategies to answer the questions well he just read the passage and then answer the questions.

Extract 10

S9 No I don't know the strategies in answering the reading questions

Extract 11

S11 No i dont know anything about the strategies in reading,

From the extract 10 and 11 the students state that, they don't know about the strategies in answering reading questions, so it make them were difficult to answered the questions.

Extract 12

S13 I know a little bit about the strategies so i still can't answer it well

From the extract 12 the student state that she just know a little bit about the strategies in reading question that cause her still difficult to answered the reading questions.

Based on the extracts above the researcher found that. S4 stated that Not really, I just read all the text and the paragraph then answer the questions without using any strategies so that why I always difficult to answer the reading section of TOEFL. S7 state that I just read the passage and then the question because I don't know the strategies for answer the questions well. S9 and S11 state that No I don't know the strategies in answering the reading questions. S13 state that I know a little bit about the strategies so I still can't answer well.

c. Time Management

The third result of the students interview was time management. Most of the students said they always felt the time is very limited besides there are some paragraph and a long text that must be read and understand. Sometimes the students couldn't answer all of the question and the time is over.

Extract 13

S1 I think my other difficult is when i need a longer time and text is really long and we need to understand it a lot and **the time is very limited and its difficult for me.**

Extract 14

S3 The other difficulties are i cannot be easy to find the similiriaty of the word in reading text and i also difficult to find idea of the text because i always feel bored to read a long text and the time also limited for us.

Extract 15

S5 i often stuck with my time management, and the limit of the time make me difficult to determine the right answer i need to read the text more and more to understand the whole content and also i need to raed the question continuously

Extract 16

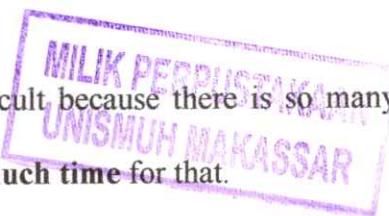
S6 The other difficult for me is about the time because there are a lot of passage or text on it, so we have to read it and use some strategies to find an answer, we have to analyze and reread again to make us sure about the right answer.

Extract 17

S7 Maybe the lack of the time available because as we knoew that there are some text in reading toefl and we need a lot of time to understand it.

Extract 18

S8 Reading section is very difficult because there is so many word that I have to read and there **no much time** for that.

**Extract 19**

S9 my difficult is about the time, I still **can't manage my time** well.

Extract 20

S11 According to my experience my other difficult **is about the time**, and also I always feel bored when see a long paragraph that must we read.

Extract 21

S12 Besides **my problem about time**, im also have difficult in my vocabulary I often confused when read a long text and there are many new vocabulary for me.

Extract 22

S13 Is about direction because we need to choose the topic or ideas and in other hand we feel bored and sleepy and **we had a limited time** to read the text carefully.

Extract 23

S15 according to me i think toefl reading is very difficult bacause we much read a lot of text with the limit of the time that available.

Based on the extracts above the researcher found that almost of the students stated that they couldn't manage their time when answering the reading section in TOEFL. S1 I think my other difficulty is when I need a longer time and text is really long and we need to understand it a lot and the time is very limited and its difficult for me. Then, S3 The other difficulties are I cannot be easy to find the similiriaty of the word in reading text and I also difficult to find idea of the text because I always feel bored to read a long text and the time also limited for us. S5 I often stuck with my time management, and the limit of the time make me difficult to determine the right answer I need to read the text more and more to understand the whole content and also I need to raed the question continuously. S6 The other difficult for me is about the time because there are a lot of passage or text on it, so we have to read it and use some strategies to find an answer, we have to analyze and reread again to make us sure about the right answer. S7 Maybe the lack of the time available because as we knoew that there are some text in reading toefl and we need a lot of time to understand it. S8 Reading section is very difficult because there is so many word that

I have to read and there no much time for that. **S9** my difficult is about the time, I still can't manage my time well. **S11** According to my experience my other difficult is about the time, and also I always feel bored when see a long paragraph that must we read. **S12** Besides my problem about time, im also have difficult in my vocabulary I often confused when read a long text and there are many new vocabulary for me. **S13** Is about direction because we need to choose the topic or ideas and in other hand we feel bored and sleepy and we had a limited time to read the text carefully. **S15** according to me I think toefl reading is very difficult bacause we much read a lot of text with the limit of the time that available.

d. Less comprehensive in reading longer text

The result of interview shows that when the students see a long text or paragrahp they couldn't concentrate to read it, sometimes when they had read it once usually they forget again about the content of the text or the paragraph and must reread again. Those are shown in the following extracts :

Extract 24

S2 I always when I see the text too long I feel like im too lazy to read the text and **can't concentrate** well to read. So that why I always difficult to answer the reading test.

From the extract 24 we can conclude that the student always can't concentrate well because when he saw the text too long it make him too lazy for read the text and for answered all of the questions.

Extract 25

S5 I often stuck with my time management, and the limit of the time make me difficult to determine the right answer I need to read the text more and more to understand the whole content and also I need to reread the question continuously.

Extract 26

S6 we have to read it and use some strategies to find an answer, we have to analyze and reread again to make us sure about the right answer.

From the extract 25 and 26 the student state that he couldn't understand the text and determine the right answer fastly. He need to read the text more and more and reread the question continuosly to answer the questions.

Based on the extracts above the researcher found that. S2 I always when I see the text too long I feel like im too lazy to read the text and can't concentrate well to read. So that why I always difficult to answer the reading test. S5 i often stuck with my time management, and the limit of the time make me difficult to determine the right

answer I need to read the text more and more to understand the whole content and also I need to reread the question continuously. S6 we have to read it and use some strategies to find an answer, we have to analyze and reread again to make us sure about the right answer.

e. Insufficient Vocabulary

The last difficulty of the students was **insufficient vocabulary**. In TOEFL reading there are some questions that have a long text that must be read and understand but as we know that it is usually used a high level of vocabularies and the students argue that, it is difficult for them to understand the passage and the text because of their limited knowledge about vocabulary. Those are shown in the following extracts :

Extract 27

S5 I think vocabulary question become the most, because I often stuck with my vocabularies.

Extract 28

S6 I think that the most difficult types in toefl reading is vocabulary question because I don't know more about vocabulary I have less ability in remembering many vocabularies so it make me difficult to answer the question about it.

Extract 29

S12 Besides my problem about time, im also have difficult in my vocabulary I often confused when read a long text and there are many new vocabulary for me.

Extract 30

S14 the difficultie is sometimes the paragraph is really long and we need a much time to read all of them and also the question have a high level vocabularies that I don't know.

Extract 31

S15 based on my experience the most difficult in TOEFL reading is about vocabulary question because the lack of my vocabularies.

Based on the extracts above the researcher found that some students stated that they have less in language knowledge especially about their vocabularies. **S5** I think vocabulary question become the most, because i often stuck with my vocabularies. **S6** I think that the most difficult types in toefl reading is vocabulary question because I don't know more about vocabulary I have less ability in remembering many vocabularies so it make me difficult to answer the question about it. **S12** Besides my problem about

time, im also have difficult in my vocabulary I often confused when read a long text and there are many new vocabulary for me. S14 the difficulty is sometimes the paragraph is really long and we need a much time to read all of them and also the question have a high level vocabularies that I don't know. S15 based on my experience the most difficult in TOEFL reading is about vocabulary question because the lack of my vocabularies.

B. DISCUSSION

The discussion of the research based on the interview that has given, the researcher collected the data classify the conclusion of the answer interview. This study found about the difficulties of the English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading

The Difficulties of English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading.

Based on the result of the students interview that has been conducted by the researcher with some research questions to know about the difficulties of the seventh semester students in answering TOEFL reading the researcher found that there are five difficulties that often stated by the students. Those are less of understanding the types of question, less in skimming and scannig , time management, less comprehensive in reading

longer text and insufficient vocabulary and it would be explained as follows :

The first was *less of understanding the types of question*, based on the findings it revealed that when the students take the TOEFL especially in reading section they always difficult how to answer all of the questions well. In reading TOEFL there are five types of question that must be known and learned when we wanted to join the test. Because, when we understand each types of question in reading it will make it easier for us to answer each existing question but in fact most of the students state they just read the passage or the text and then answer the question because they took the test without any practice and preparation about reading, so they felt unfamiliar with the types of question in reading. The result was supported by Pan (2009) stating that practice is needed in order to make the students familiar with the questions, so they know how to prepare themselves for the test.

The second was *less in skimming and scanning*, the result of the interview shows that when the students read a long text they just read it without using right strategies like scanning and skimming. So they always felt bored and lazy and didn't answer all of the question well. The findings was similiar with the previous research conducted by Febriani *et.al* (2019) said that the problems faced by eighth semester students were lack of students' understanding of the text, lack of student background, lack of

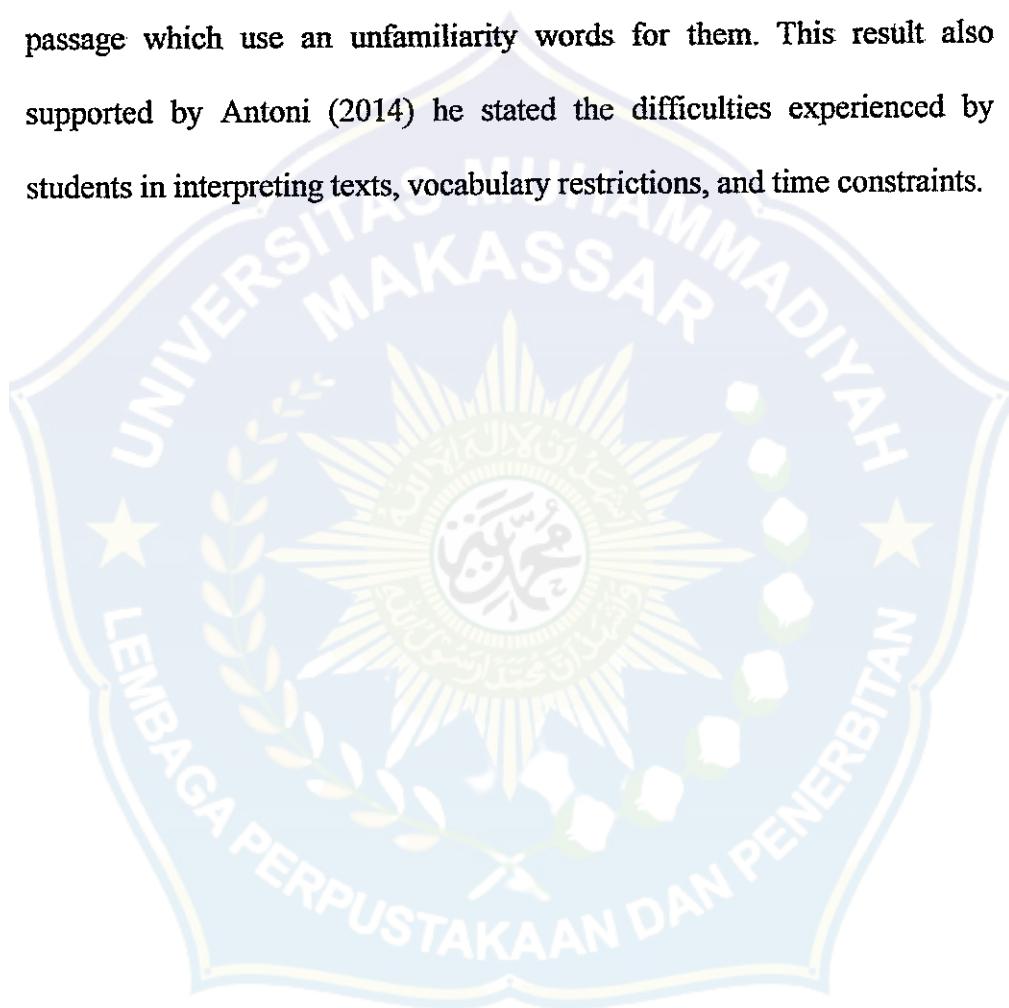
student reading strategies, which caused students to fail in answering reading comprehension questions on the TOEFL test.

The third was about *time management*, based on the findings the participants said that they didn't have enough time to answer those question. When they read a long texts they always run out of the time which makes them rush and sometimes could not answer all the questions that have been provided because they could not manage the time well. Thus, they should train themselves to manage their time during the test. The finding was similar to the result of Abboud and Hussein (2011) who stated that students face difficulty in the test because of not having enough time. It was explained that if the students had more time they would have done better and passed the test (Abboud & Hussein, 2011).

The fourth was *less comprehensive in reading longer text*. According to the result of interview the researcher found that the students less comprehensive in reading longer text. They can't concentrate well when see a long passage or text that must be read and also after they read the text once sometimes they forget again about what they had read before and make them to reread the text for get the answer of the question.

The last was *insufficient vocabulary*. As we know that vocabulary is one of the most important things for English learners we must have a lot of knowledge about vocabularies for being master in english for example in reading skill. According to Alqahtani (2013) and Gu (2010), vocabulary is viewed as a crucial tool for second language learners and language

development. But in fact, from the interview the participants state they could not answer the question because it use a high level of vocabularies and they often did not understand about what the meaning of the text or passage which use an unfamiliarity words for them. This result also supported by Antoni (2014) he stated the difficulties experienced by students in interpreting texts, vocabulary restrictions, and time constraints.



BAB V

CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion and suggestions of this research. The conclusion were formulated from research questions, while suggestions provided some ideas addressed to English teachers and further researcher related to the difficulties by the students in answering TOEFL reading .

A. CONCLUSION

Based on the findings of the research, the researcher would make conclusion by showing the result of the interview towards the students that refealed with the difficulties that face by the students when answering TOEFL reading are because of their less understanding the types of question, less in skimming and scanning, time management, less comprehensive in reading longer text and insufficient vocabulary.

B. SUGGESTIONS

Based on the results and discussion of the research, the reseracher would like to provide some suggestions as follows:

a. Suggestion for teacher

The teacher can share knowledge for students about TOEFL reading especially about the strategies, time management, and also motivation for all of the students.

b. Suggestion for students

Reading is one of the materials in learning English, especially in TOEFL there is a reading section. Students should learn, practice, and exercises more and also learn to manage their time well to increase their skill in answering TOEFL reading. They must be brave enough to ask questions that they do not understand about the teacher's explanation.

c. Suggestion for other researchers

Other researchers should conduct further research with the same object but different perspectives or another skills about the TOEFL test and also For the further researcher should not use an online interviews , because we did not know whether participants correctly understand the meaning of the research question that has given .

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APPENDIX A

INTERVIEW

1. What do you know about TOEFL?
2. When did you learn about TOEFL for the first time and how did you feel ?
3. When did you take the TOEFL test for the first time and why TOEFL is important ?
4. What do you know about TOEFL reading ?
5. What do you know about the types of question in reading TOEFL.
 - a. Questions about the ideas of the passage ?
 - b. Directly answeres question ?
 - c. Indirectly answered question ?
 - d. Vocabulary question ?
 - e. Overal review questions ?
6. Based on your experience, what is the most difficult types of question in TOEFL reading ?
7. Do you know the strategies in answering reading questions ?
8. What are the other difficulties that you always faces in answering TOEFL reading ?
9. Based on your opinion, do you think the reading section of TOEFL is difficult ?
10. How do you solve that problem ?

APPENDIX B

The Result of the Students Interview

1.) ANNISA RESKIANI BG E

1. toefl is like a test that contains a reading section,listening section and so on.
2. I learn toefl when I was semester 3 and i fell really complicated because we need to more understand about that questions
3. When im smster 3..and toefl is really important for all of people who want to registered scholarship or registered university in abroad
4. Toefl reading is contains about the text and we need a longer time to read it aloud to understand the question and so we can answer it.
5. Actually in reading question types I just know about the vocabulary questions that is talk about the antonym and synonim question righ and I don't know the others.
6. Is kind of story telling because we need more a longer time to read aloud the text maybe its talking about part A question about the ideas of the passage
7. I don't know.
8. my other difficult is when I need a longer time and text is really long and we need to understand it a lot and the time is very limited and its difficult for me.
9. Yes is very difficult

10. Actually I need to learn a lot about that to know the tips and some treat to pass this section.

2.) ALYNA DEWI MIRANTY. A BGE

1. As long as I know that TOEFL is some test that consist of listening section, reading section and writing section
2. Actually i never learn about toefl specifically but I can answer the question of the toefl test by learn it when i was at school and campus
3. I take the toefl tes for the first time when I was at second semester and I thin that toefl is very important because we can improve our knowledge by the toefl test.
4. Toefl reading is a part of toefl test that consist of reading material.
5. In question about the ideas of the passage I think that we should find the main idea of the test, Vocabulary question we have to fill the blank with the vocabulary if im not wrong and I don't know the others.
6. the most difficult types in toefl reading is to find the main idea of the text
7. actually i dont know the types and the strategies in about reading TOEFL because when i was do the test toefl i just answer like what i know about that
8. i always when i see the text too long i feel like im too lazy to read the text and cant concentrate well to read. So that why i always difficult to answer the reading test
9. thats really difficult i think

10. maybe i must to learn and practice more about the tecnique and strategies to answer the toefl test especially the reading section.

3.) SULASTRI SYAHRIR BG A

1. Toefl is a test to know the ability of our english and it also become a requirements to registered for a job or when we wannt to continue our post graduate in university especially in abroad
2. I started to learn about toefl when i was in the fourt semester and i felt the subject is quite difficult than another subject
3. I took the toefl test when i was in the second smester and it was very bad because the score was very low and toefl is important because it shows our ability in englisch
4. Toefl reading is a test that contains many reading text and we should be carefull in answering the question
5. Actually i dont really know about the types in reading toefl but when i took the test i just follow the directif of question on each number i mean i just follow the instruction of the question
6. I think finding the main ideas of the reading text
7. I think i dont know because i dont know about the types of question in reading Toefl
8. The other difficulties are i cannot be easy to find the similiriaty of the word in reading text and i also difficult to find idea of the text because i always feel bored to read a long text and the time also limited for us

9. I think yes, it is quite difficult
10. I think to solve my problem is by learning more about the toefl test especially in reading section and I should find the good trick to answer all the question pass and well.

4.) PUTRI INDIYANI BG A

1. Toefl is a test form for a native speaker to measure their english language ability
2. I was learn toefl when i was fourth semester. I quite understand about the explanation an example that given because
3. It is important because we can knowing our ability about TOEFL reading section
4. Is one of toefl section to access how well we can understand and read the text.
5. It is about main ideas question and i find the answer by read the first or last paragraph of the text to find the main idea, directly answer its about asking information of the passage we also find commonly in the text like which of the following is the true and we can find the answer in the passage without making a conclusion, this step is we must make a conclusion regarding to the text we have read , is about pick the true or closest answer or synonym and antonym question, in my opinion it ask about some other aspect of the passage as who

6. The most ambigues is overal review question like about asking some other aspect of a passage its so difficult for me.
7. Not really, I just read all the text or the paragraph then answer the questions without using any strategies.
8. The difficulties when I have to read a long text just to find the purpose of the text and looking for implied question
9. Yes i do..beacuse I personally prefer listening section so it is very difficult for me
10. Of course learn a lot again and learn about the strategies in all types about toefl reading

5.) NASRAH SUKARWATI BG A

1. I think toefl is an english proficiency test for non native speaker of english language this tes can be taken by the students to find out how well they mastery the english the result of the test is necessarily used by the students as one of important requirement to applied a job or collagee univercities overseas
2. actually I have not learn about toefl yet
3. i took my toefl test for the first time when I join a workshop about study abroad and I think it was a toefl preparation test.because we can measure how far the improvement of our english proficiency according to the test.
4. Reading TOEFL is one of english comprehension to be test in toefl and it is about testing our reading ability and how well we understand all the text by giving our best answer for each questions

5. its all the question which asking to choose the ideas from all the possible answer that most related to the whole text, that need direct answer to choose one from the table answer, that need a time to think about the answer its take longer question table answer, is about choosing the right vocabulary to complete the text and also choosing the right synonim and antonym of short table that include in the tex, that need a essay answer that refilling the whole text
6. i think vocabulary question become the most, because i often stuck with my vocabularies
7. is to understand the question first with each text and then choose the most relateable answer to the whole text ..find the answer which has word similiarity with the content of the text
8. i often stuck with my time management, and the limit of the time make me difficult to determine the right answer i need to read the text more and more to understand the whole content and also i need to raed the question continuously
9. i really think so because it is very difficult for me to read the text to find the right answer without consuming much time
10. i focus more of what the question are about and what they need and then i try to read and understand the whole pssage as fas i can to find which pass to the content or reliable to the question

6.) NURUL ISMI ASTUTI BG G

1. I think toefl is an english test to measure the foreign language ability in four components of english include of writing, reading and listening and also it can be a requirements to pay a scholarships
2. For the first time i was learn toefl when i was in the third semester and i feel that it was so challenging and interesting for me and it make me wanna know more about grammar itself.
3. I took toefl test for the first time when i was in the third semester and i join an english seminar from a communnity i mean therewhere a toefl test on it so i decidid to try to doing the toefl test, because i think that its very important for me as an english students for knowing and imoprove aour ability in english and then we can be easier to apply a scholarship which need a toefl score itself.
4. In my opinion toefl reading is a part of toefl which used to measure our abilitiy in reading, understanding and analyzing faster about a reading text on toefl
5. Question aboit the ideas of the passage i think that...perhaps it is a question which one ask to choose which is the main idea from a text or passage, it is a question that wanted us to choose one of the right answer from the option, i think it is the opposite from indirectly answer question, vocabulary question is the question which one ask to choose the right vocabulary from the synonim or antonym of the words on the text of toefl

reading. Overall review question it perhaps which ask to find the right review from over all of the passage

6. I think that the most difficult types in toefl reading is vocabulary question because i dont know more about vocabulary i have less ability in remembering many vocabularies so it make me difficult to answer the question about it.
7. I think scanning and skimming will be very usefull for us to make it our strategy to answer the question and save time.
8. It is about the time because there are a lot of passage or text on it, so we have to read it and use some strategies to find an answer, we have to analyze and reread again to make us sure about the right answer.
9. I think it is very difficult if we dont have a good ability in analyzing about the text and strategies on it
10. Before i take the toefl test i must learn about the strategies like skimming and scanning and also doing some online test that related to the toefl especially about reading section.

7.) DESI MARIANDA ARWI

1. Toefl is test of english as english foreign language
2. If inot mistaken i study about toefl in the third semester and i feel confused at that timem because i think toefl is very difficult to learn

3. I take the toefl test for the forst time in the third semester and of course toefl is very important especially for people who want to apply for scholarship abroad
4. Toefl reading is the first section on the toefl and its design to test our ability to understand text and paragraphs
5. I don't know the types of reading question because I never learn about it for specific, I follow the test without preparation.
6. In my experience the all of the types of reading toefl are very difficult
7. i just read the passage and then the question because i don't know the strategies for answer the questions well.
8. Maybe the lack of the time available because as we knoew that there are some text in reading toefl and we need a lot of time to understand it
9. It is very difficult
10. Of course by studying often to answering the question that related to the reading toefl and also learn about the strategies to pass the test well

8.) RINDIANI BG B

1. Toefl is a test which has a material like reading and listening
2. I learn toefl when i in third semester and feel so sleepy and bored because there are so many word that i have to read
3. I took the toefl test for the first time at 2017 at LBU and actually i think toefl is important because if we have a best score it mean we are fluently in english

4. I think toefl reading is a section in toefl that consist a questions about text or paragraph
5. I'm so sorry for the types, I dont know that because im never learn about the toefl for specific especially about reading TOEFL.
6. Based on my experience is all of the question in toefl reading are difficult
7. Actually my tutor ever ask me that sometimes the answer of the test is not rigten in the article of the text.
8. The difficult is when we must read all of the article and it is very bored for me
9. Readinf section is very difficult because there is so many word that I have to read and there no much time for that.
10. To solve my problem maybe I will learn again about the strategies and also the time management to avoid my problem again with the limit of the time.

9.) RANTI AUDIA BG D

1. Toefl is a test to know the ability of english skill
2. I feel difficult to answer all of the question
3. I took toefl test for the first time in the third semester and it is very impportant because we can measure our ability in english with that
4. Toefl reading is need much time to read and after I read I can answer the question but the time is less

5. Actually I dont know all the types because I just know reading question and answer. But in vocabulary question I think it is a question that we must choose the right vocabulary like antonym and synonym.
6. The difficult types is vocabulary question
7. No I don't know the strategies in answer the reading section of toefl
8. My difficult is about the time, I stil cant to manage the time well.
9. Yes I think the toefl test is difficult
10. I must practicing more about the readind toefl and also time management to passed the test well in the future.

10.) NURUL SAFITRI BG D

1. Think toefl is the way to know the ability of someone in english language commonly
2. Actually I never learn about toefl specific but im only ever read a book about it and im so nervous because i think it is very difficult
3. I did in the third semester and im so nervous because it is the first time I join the toefl test. Because toefl sometimes needed to get an occupation and to join the postgraduate
4. Actually I dont know about toefl reading
5. I dont know
6. I think the difficult is directly answer question
7. No I don't know
8. Yes I think its difficult to answer
9. Yes its difficult for me

10. Actually I dont know how to solve the problem but maybe I must learn more and more about ho to answer the toefl tes well especially in reading section

11.) ST. RAHMAH HIDAYATI BG B

1. TOEFL is the way to know the ability in english as non native speaker of english language
2. Actually i'm never learn toefl specificly but only in the book or online apllication and at the first time I feel nervous because I think it is very difficult
3. I did the toefl test in the third semester and it is important because sometimes toefl is needed for occupation
4. I dont know
5. I just know about question about the ideas of the passage it is a question that asking to find the main ideas in the paragraph or a text
6. I think indirectly answer question because we must find the right answer in the multiple choice that provided
7. No I don't know anything about the strategies in reading
8. According to my experience my other difficult is about the time, and also I always feel bored when see a long paragraph that must we read
9. Yes I think it is very difficult
10. I still dont know

12.) RESKI AMALIA BG F

1. TOEFL is an English language assessment standard issued by certain institutions when we want to apply for scholarships or jobs related to English.
2. I learned about TOEFL when I was coming to the university, my feeling when studying TOEFL was as usual because from high school I liked grammar and the TOEFL test was related to grammar.
3. I took the toefl prediction test when i was in the third semester and in my opinion when I want to enter or register to certain institutions that require English language skills, the TOEFL certificate is really needed to determine our level of proficiency in English and also to register studying abroad so we really have to learn TOEFL
4. Toefl reading is the part of the TOEFL test that contains a reading with a question that asks us to look for an idea or vocabulary along with the meaning of a text
5. Question about the ideas of the passage is a question that contains narrative text and asks us to look for ideas, Direct answer is a question that asks for direct answers from several choices related to the text on the question, usually in the reading test is to find vocabulary just ask us to look for similarities and differences, overal review question maybe we are asked to conclude the reading text and choose one of the most correct answers in the options provided

6. I think that is to find the ideas of the passage because im not really like reading so when i read it take a long time and i difficult to find the main ideas of the textI have read some strategies but it does not work on me
7. It about the time
8. Besides my problem about time, im also have difficult in my vocabulary I often confused when read a long text and there are many new vocabulary for me.
9. I think I must prepared well and learn more again because based on my experience im never studies before take the TOEFL tes so I did not answer the questions well and I get the low score.

13.) NURWAHIDAH BG F

1. TOEFL is a test that used to measure our skill in english and also a requirements for registration when we want to apply to the campus in another countries
2. Actually im never learn toefl before I doing test. So when I doing the test in the third semester I just want to measure my abiltiy in english, and I think the toefl test is difficult for me at the time
3. I took toefl test for the first time at the campus unismuh by ukm bahasa its a prediction toefl. Toefl is important because we as an english students if want to study again in magister it need a toefl sertificate as a requirement of the registration.
4. As i know in the toefl reading is a some question in the toefl test that measure our reading comprehension, there are some text and we need to know about the topic, ideas, phrase or something like that
5. In familiar for me is just a vocabulary question, it is the way to test our knowledge all of academic word or phrase, its fairly strenght for word.
6. I think it about direction it just difficult for me
7. I know a little bit about the strategies so I stil cant answer well
8. Is about direction because we need to choose the topic or ideas and in other hand we feel bored and sleepy and we had a limited time to read the text carefully
9. I think it is the second most difficult section after the listening section.

10. We still need keep trying and practicing the toefl and not only about we answer the question but we need to know and learn about the right strategies for answering the test well.

14. NIRWANA BG C

- 1) TOEFL is test of language knowledge for measuring our ability especially in english and it specially for non native speaker.
- 2) first time I learn about toefl maybe when I first semester and I feel its difficult because the level of question is really high.
- 3) first I take the toefl is when im in the third semester and it is important because by doing toefl we can know our ability in english and its really help us when we want to entering unnniversity or comtinue our study in master.
- 4) I think toefl reading is toefl test with the question focus on reading skill
- 5) I just familiar with one types of reading question it is about looking for ideas in the paragraph and sometimes the similiriaty words maybe it is about the vocabulary questions.
- 6) the most difficult types in reading I think is indirectly answer question beacause we need to think about that
- 7) maybe the strategies I know about the scanning and skimming and also looking for the keywoards.
- 8) the difficultie is sometimes the paragraph is really long and we need a much time to read all of them and also the question have a high level vocabularies that I don't know

- 9) yah it is difficult for me
- 10) I solve that problem maybe by doing the practice more about the reading TOEFL.

15. MUAMAR BGF

1. Toefl is a test that aims to measure a person's English proficiency without being directly related to the teaching and learning process so that someone is able to know their level of English outside the learning process.
2. The first time I learned toefl was when I was in semester 2 where one of my lecturers held a toefl prediction for his students, so before doing the test we were given an idea of what toefl was, types of toefl and so on. My experience at the first time toefl is I feel my skills in the classroom are very different when doing the test. So I feel that I have to learn a lot first before doing the toefl test again
3. The first time I did a test in semester 2 and I feel this test is very important for everyone, especially for English students because with the TOEFL we can find out our deficiencies in English so that we can correct these mistakes or deficiencies
4. Reading section is the last session in the toefl which is intended to test someone's ability to understand and analyze reading tests on various topics.
5. Question about the ideas of the passage is a type of question where someone is asked to choose an answer related to the main ideas in the reading, directly answer question is where to answer the question one does

not have to read the text as a whole, independent answer question is a type a question where the answer is not directly in the text but we are asked to draw conclusions, a vocabulary question is a type of question related to synonyms or words that have similarities, an overall review question is a type of question where we are asked to review the existing text.

6. Based on my previous experience, the most difficult thing in toefl reading is vocabulary questions because of my lack of memorizing vocabulary.
7. I do not have a specific strategy for answering these questions.
8. Difficulty according to me is where we have to read the text quickly due to time constraints
9. I think reading the toefl is very difficult because we have to read the text quickly and always concentrate.
10. To overcome this problem in my opinion is to always concentrate and stay calm in answering every question.

APPENDIX C THE LIST NAME OF STUDENTS

NO	NAME OF STUDENTS	CLASS
1.	ANNISA RESKIANI	E
2.	ALYNA DEWI MIRANTY	E
3.	SULASTRI SYAHRIR	A
4.	PUTRI INDIYANI	A
5.	NASRAH SUKARWATI	G
6.	NURUL ISMI ASTUTI	G
7.	DESI MARIANDA ARWI	C
8.	RINDIANI	B
9.	RANTI AUDIA	D
10.	NURUL SAFITRI	D
11.	ST. RAHMAH HIDAYATI	B
12.	RESKI AMALIAH	F
13.	NURWAHIDAH	F
14.	NIRWANA	C
15.	MUAMAR	F





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

JURNAL PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Syarifuddin No. 259, Telp. 065-972144, (0411) 461598, Makassar 90221 E-mail: Jpimam@unimak.ac.id



Nomor : 169/05/A-6-II/X/1442/2020
Lamp : 1 (satu) rangkap Pproposal
Hal : Izin Penelitian

28 Rabiu1 Awal 1442 H
14 November 2020 M

Kepada Yth,
Saudara : Agusman
No. Stambuk : 105351101716
Fakultas/ Prodi : FKIP/Pend. Bahasa Inggris
di -

Tempat

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Nomor 3544/FKIP/A.4-II/XI/1442/2020 Tanggal 09 November 2020, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul: *"the Difficulties of English Department Students at Universitas Muhammadiyah Makassar in answering reading section of TOEFL"*

Yang akan dilaksanakan dari tanggal 16 November s/d 16 Januari 2021

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan, MP.
NBM 1917 716

Tembusan yth;

1. Rektor Unismuh Makassar
2. Arsip



0693 20 86

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : AGUSMAN
NIM : 105351101716
Judul Penelitian : "THE DIFFICULTIES OF ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR IN ANSWERING TOEFL READING"
Tanggal Ujian Proposal : 15/09/2020
Tempat Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	14.11.2020	Penyampaian Surat	Dr. H. Bahrun Amin, M.Hum	
2	18.11.2020	Pembuatan instrumen	Dr. H. Bahrun Amin, M.Hum	
3		(disseminasi) kepada mahasiswa	Dr. H. Bahrun Amin, M.Hum	
4		mahasiswa		
5	2.12.2020	pengambilan hasil	Dr. H. Bahrun Amin, M.Hum	
6				
7				
8				
9				
10				

2020

Mengetahui,

Ketua Jurusan

Ummi Khadijah, S.Pd., M.Pd.
NBM. 977.807.764.1000

Pimpinan Kepala Sekolah

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



W. 1442

SURAT KETERANGAN PENELITIAN

Nomor : 1222/FKIP/05/A.5-VI/V/1442/2021

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

Nama : Agusman
No. Stambuk : 10535 11017 16
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2020/2021 terhitung sejak 14 November 2020 s/d 2 Desember 2020 dalam rangka penyusunan skripsi dengan judul:

"The difficulties of English Department Students at Universitas Muhammadiyah Makassar in aswering TOELF reading"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

15 Syawal 1442 H
Makassar, -----
27 Mei 2021 M





سُبْحَانَ رَبِّ الْجَمِيعِ

BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Nomor : AV/144/2020

Kepada Yang Terhormat, Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,
Seusai segala istighasah kita segera selalu berterima kasih pada sisi Allah SWT. Amin.
Pada hari ini tanggal 29 bulan ... 03 ... tahun 2021 izinkan kami selaku pembimbing tugas akhir mahasiswa (Proposal Skripsi), dengan identitas:

Pembimbing 1 : Dr. H. Bahrun Amin, M.Hum
NIPN : 0004055993

Pembimbing 2 : Sri Astriawati AM, S.Pd., M.Pd
NIDN : 0922108699

Akan menyampaikan perubahan judul tesis penelitian mahasiswa bersyaratkan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Name Mahasiswa : Agusroni
Nomor Induk Mahasiswa : 105351101716

Judul lama : The Difficulties of English Department Students at Universitas Muhammadiyah Makassar in Answering Reading Section of TOEFL

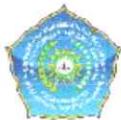
Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (theoretical/practical)	Pembimbing 1
	The Difficulties of English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading	Staf pengajar dalam grammar yang kurang tepat	Pembimbing 1  Pembimbing 2 

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjut dan dipergunakan sebagaimana maksud dan tujuannya.

Nomor : .../BG-FKIP/B4-Research/IV/144/2020





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0258/BG-FKIP/LOA/B/V/1442/2021

Dear AGUSMAN

It is our pleasure to inform you that, after review your paper:

**THE DIFFICULTIES OF ENGLISH DEPARTMENT STUDENTS AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR IN ANSWERING TOEFL
READING**

The manuscript ID: 337

Detail checklist:

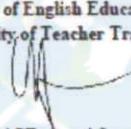
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript 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 (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to 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, 7 May 2021 M
25 Ramadhan 1442 H

Head of English Education Department
Faculty of Teacher Training and Education


Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



CURRICULUM VITAE



The researcher Agusman was born in Lejja on August 18, 1998. He is the second of three siblings' children. Mr. Abdul Rauf is his father, and Mrs. Rahmawati is his mother. He is the eldest of two children. From 2004 to 2010, he studied at SDN 66 Mario, Bulue. He continued his junior high school education at SMPN 4 Marioriawa in 2010 and graduated in 2013, the same year he began his senior high school education at SMAN 6 Soppeng and finished it in 2016. Finally, he continued his studies at Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. At the completion of his studies, he was able to complete his thesis on **“The Difficulties of English Department Students at Universitas Muhammadiyah Makassar in Answering TOEFL Reading”** at the seventh semester of English Department at Universitas Muhammadiyah Makassar.

