

**TOEFL AS A REQUIREMENT OF GRADUATION:
WHAT CHALLENGES**

THESIS

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THESIS

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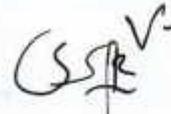
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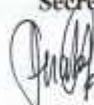
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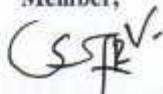
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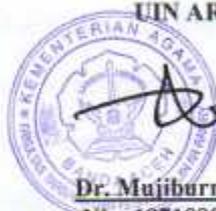


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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: **“TOEFL as A Requirement of Graduation: What Challenges”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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The writer

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ABSTRACT

This thesis discuss about the challenges of TOEFL as a graduation requirement for non-English department students. It is aimed to find out the effectiveness of TOEFL test, the correlation between prior course and the TOEFL score of students, and also the challenges in taking TOEFL as one of graduation requirements for non-English department students. Hence, the researcher conducted this research in Mathematics Department and Management of Islamic Education Department on the Education and Teacher Training Faculty of State Islamic University of Ar-Raniry, Banda Aceh. The participants of this research were 80 participants. To collect the data, the writer used questionnaire and then analysed it by using SPSS (Statistical Package and Service Solutions). Therefore, the writer found the result that TOEFL is not effective as a graduation requirement, there is a correlation between prior course and TOEFL score of students, and there are challenges in taking the TOEFL. One of the most challenging question is about idiom in listening comprehension section.

CHAPTER I

INTRODUCTION

A. Background of Study

Test of English as a Foreign Language (TOEFL) has become popular in the world. It is one of the most ideal test for testing our proficiency in English (Study abroad, 2017, para. 1). Almost in all scopes need a TOEFL test. When we decide to study or find a career abroad, we must have requirement. When we are planning to join in a university where English is the native language, they must require you to do a test such as TOEFL to prove that you have skill in English so you can survive and communicate with the people abroad. There are more than 4,500 test centres in 180 countries now and more than 22 million people have taken the test (Educational Testing Service, 2009). TOEFL is used in all over the world to test the ability of English for people who live in non-English speaking countries. TOEFL test has been used internationally, including Indonesia.

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

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

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

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

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

Based on the above consideration and some previous of study, the writer interested in raising a title of study “**TOEFL as a Requirement of Graduation: What Challenges**”.

B. Research Question

From the background of study, the researcher would like to propose the research questions of this study. The following research questions are:

1. Is TOEFL effective as a graduation requirement ?
2. Does prior course support TOEFL score ?
3. What are the challenges in taking TOEFL as a requirement of graduation for non-English department students ?

C. The Aim of Study

The writer decided that the study aims are:

1. To identify the effectiveness of TOEFL test in measuring students' graduation.
2. To figure out the impact of prior course for TOEFL preparation.

3. To find out the specific challenges in taking TOEFL as a requirement of graduation for non-English department students.

D. Significance of Study

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

E. Terminology

1. TOEFL

TOEFL (Test of English as a Foreign Language) is a standardized test that is used to measure the ability of non-native speakers to enrol in American universities. The test is established and developed by ETS (Educational Testing Service). There are three types of TOEFL: Paper-Based Test (PBT), Computer-Based Test (CBT), and Internet-Based Test (IBT). The most common test used at the State Islamic University of Ar-Raniry is Paper-Based Test (PBT). In this study the researcher would like to research about Paper-Based Test (PBT) TOEFL as requirement graduation.

2. Graduation

In Oxford Advanced Learner's Dictionary (2010), graduation is “the act of successfully completing a university degree, or studies at an American High School”. It is a ceremony of degrees in school or university when you have finished your study.

3. Challenge

Challenge is a thing that we have to face. In the Merriam Webster dictionary (2017), challenge is “a difficult task or problem”. Moreover, according to Oxford Advanced Learner's Dictionary (2010), challenge is “a new or difficult task that tests somebody's ability and skill”. Based on definition above, the writer concludes that challenge is the difficult problem that tests someone's ability or skill.

CHAPTER II

LITERATURE REVIEW

A. TOEFL

1. TOEFL Overview

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

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

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

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

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

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

B. Types of TOEFL

There are three types of TOEFL test. Those are:

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

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

The explanation about three types of TOEFL currently administered around the world will be explained below.

1. Paper-Based Test (PBT)

The Paper-Based Test (PBT) is a pencil-paper-used test. It is a traditional examination which is the first type of TOEFL. It has been used since 1964. In an international journal, explained that the test-takers only took this test since that year until the Computer-Based Test (CBT) was introduced in 1998 (Vu & Vu, 2013). Nowadays, this test is only used in some countries where the Computer-Based Test (CBT) and Internet-Based Test (IBT) are not available.

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

taking this test, the test-takers must register immediately to get a test seat because this tests tend to be limited.

Furthermore, the Paper-Based Test (PBT) score is higher than Computer-Based Test (CBT) and Internet-Based Test (IBT). Phillips (2001) in her book stated that the lowest score that achieved on PBT TOEFL test is 217 while the highest score is 677 which is based on the score of the whole sections. There is a form of PBT TOEFL scale score that will be shown by the writer in the appendix C.

Paper-Based TOEFL consists of three time-separated sections which are listening comprehension, structure and written expression, and reading comprehension with multiple-choice questions. The details of each section will be explained below.

a. Listening Comprehension

Listening is a receptive skill. Listening comprehension means that we do not only listen to the voices or sounds, but also understand more about the recording. Listening comprehension is used to evaluate ability of test-takers in understanding spoken American English including speakers' accent or pronunciation, the speakers' grammar and vocabulary, and meaning comprehension. This section has three parts and the examinees have to answer 50 questions in 30-40 minutes. In part A, it consists of 30 questions. In this part, we will hear several short conversations between two people and one question after each conversation. In part B, there are 8 longer questions. The conversations happened between two people as well

but the examinees have to focus on several questions after each conversation. Whereas in part C, there are 12 questions. In this part we will not hear a dialog between two people like the conversations before, but we will hear short monologs. It has the same questions form as part B.

b. Structure and Written Expression

According to Phillips (2001), structure and written expression is used to evaluate the test-takers' ability in structure and written English. This section consists of 40 questions which is divided into two parts named part A (structure) and part B (written expression). In part A, there are 15 completing sentences questions. It means that there are missing words in each question and we have to choose the possible answer to complete it. The second part is part B. In part B, there are 25 questions for identifying grammatical error in sentences. The questions consist of a sentence with underlined words or phrases labeled with letter A, B, C, and D. The test-takers have to identify the errors. To answer all of the questions of this section, they have 25 minutes.

c. Reading Comprehension

This section is used to evaluate the ability of test-takers in understanding English passages. In this section, the test-takers have to read about 5 or 6 passages and answer the questions referred to the passages. This section has 50 questions which takes about 30 minutes to complete. The test-takers have to answer multiple choice questions concerning the ideas and the meaning of words in the passages (Phillips, 2001, p. xiv).

2. Computer-Based Test (CBT)

As the writer mentioned before that Computer-Based Test (CBT) was introduced in 1998. This test is almost similar with the Paper-Based Test (PBT), but the examinees use computer while taking the exam. They use headphones in listening section to enable them to listen well. At the beginning, the test gives the instructions to answer the questions. The examinees may know how much time left to answer the rest questions by looking at the computer. Unfortunately, CBT has the weakness that the test-takers cannot back to the passed questions. The test-takers cannot skip the questions or return to the previous questions. This test takes time for about four hours including the time to read the instructions. In CBT TOEFL, the test-takers have to reach the minimum score which is 173, while the maximum is 300 (Sudarmono, 2013).

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

a. Listening

Listening in CBT TOEFL test is a kind of computer adaptive. It means that the questions are chosen from a very large storage of questions. Then, the questions will be chosen by the computer based on the question level that the test-takers answer. If they choose the wrong answer on the first question, they will be given the easier question for the next. Whereas they will be given the harder questions if they choose the right answer on the first question. In addition, they cannot back to the previous question after answering (Pyle & Page, 1995). In this section, it will take for about 60 minutes with 30-59 questions. The questions are divided into two parts. The first is part A which is short dialogues and the second is part B which is conversation lectures and discussion.

b. Structure

Structure in CBT TOEFL test is a computer adaptive section as well. This section will take for 15-20 minutes with 25 questions. This section also has two parts which is completing sentences with 10 questions and error recognition with 15 questions.

c. Reading Comprehension

This section is not adaptive question. It means that the examinees can leave out the answer, change the answer, and back to the previous question as well. This section provides about five passages to be answered which

have 10-12 questions for each part. So the total questions are about 44-45 questions. To answer this section, they will be given 70-90 minutes.

d. Writing

It is also not adaptive. Writing is a part which is not found in PBT TOEFL. The test-takers will be given about 30 minutes for finishing this section. In this section, the test-takers are given a topic and have to write an essay about it. The essay must be about 300 words.

3. Internet-Based Test (IBT)

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

This test concerns on the test-takers' ability to communicate. It can be assessed in speaking section. This test consists of four sections, which are reading, listening, speaking, and writing test. There is no structure or grammatical section in this test. But it does not mean that the test-takers do not need to learn it, because the mastery of structure determines other sections. Without mastering grammar, it will not be easy to do the test well.

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

Table 2.1: The Internet-Based Test (IBT) Program format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 minutes
Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 minutes
Break		
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 intergrated task 1 independent task	20 minutes 30 minutes

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

C. Administering of TOEFL Test

Based on its standardization, TOEFL is divided into three types of standardization. Those are:

1. Prediction TOEFL

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

by ETS. It means that the TOEFL test that is not administered by ETS (Educational Testing Service) is not the real TOEFL. It is called Prediction TOEFL.

As its name, Prediction TOEFL is the TOEFL test that is predicted. It is administered by an institutions or courses which are not handled by ETS. The question asked in this test is gotten from TOEFL book, such as Longman, Barron, ETS powerprep, or held by the institutions that provides the test. So, the question is illegal and the accuracy of the score is not valid. In addition, the certificate is named “TOEFL Prediction Certificate” without ETS logo which is published by the institution where the test is taken.

TOEFL can be used for some requirements, such as for applying for short courses, scholarships, or applying for a job in some countries. However, prediction TOEFL test can only be used as an evaluation of learning process or prediction of TOEFL score before the test-takers sit for the real TOEFL examination, and cannot be used for other purposes. So, if the test-takers only want to evaluate themselves in English proficiency, they just have to take prediction TOEFL. If they want to take the TOEFL test for the requirements in applying a job or scholarship, taking this test is not appropriate.

2. ITP TOEFL

ITP is abbreviation of Institutional Testing Program. The test that is given for this test is Paper-Based test. ITP TOEFL test is used to evaluate the English proficiency of non-native English speakers (ETS, 2016). This test is

administered by the authorized institutions such as courses, universities or colleges handled by ETS (Educational Testing Service). Although ITP (Institutional Testing Program) TOEFL is administered at the local place, but the material given in this test is international standardization. The question is given from ETS with academic questions.

The result of this test can be used not only to measure the test-takers' proficiency in English, but also for admission requirement in applying for a job or scholarship abroad such as Australia Awards Scholarships, StuNed, Fulbright, or Erasmus Mundus. But, even though the result of this test can be used for the requirement in some universities abroad, the certificate is still not internationally approved. In addition, TOEFL ITP scores are valid for two years since the test date. Because English proficiency of the test-takers can change considerably in a relatively short period of time, scores more than two years cannot be reported or verified (ETS, 2016, p. 3).

3. International TOEFL

The other name of this test is official TOEFL test. This test is administered by ETS (Educational Testing Service) that is centred in the USA. If the test-takers want to take this test, they have to register directly in ETS. Because this test is international standardization, the test-takers can register to ETS website by online.

Moreover, the test that is given in this test is Internet-Based Test (IBT) format. Because of that, the section in this test is different from ITP

TOEFL and Prediction TOEFL. The section of ITP and Prediction TOEFL are listening comprehension, structure and written expression, and reading comprehension section. While in international test, the section that the test-takers have to answer are listening, reading comprehension, writing and speaking section.

Furthermore, there are other differences of this test with ITP and prediction TOEFL. The certificate of international TOEFL test is valid internationally and accepted for international requirements. The legality of this test is higher than ITP TOEFL (Inspiraresearchcentre, 2015).

D. Challenges of PBT TOEFL

There are some challenges in taking TOEFL test because English is our foreign language. Even for English department students, they have some challenges as well. Especially for non-English department students, they must have more challenges in taking PBT TOEFL test. Challenge is very related to problem. Because of that, in this part the writer not only tell about the challenges, but also about the problems that might be faced in TOEFL test to decrease the challenges. Generally, there are some main problems in answering TOEFL. *Mahmud (2014, p. 2581) conducted a research at Faculty of Language and Literature in State University of Makassar. She observed and interviewed the students of Graduate program and found that “the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students’ individual*

differences such as age and social status.” The challenges that they may face will specifically be explained below.

1. Listening Section

Most people think that listening comprehension is the most difficult section compared with other sections in PBT TOEFL test. In reading and structure section, people can anticipate the problem by learning more about grammar, memorizing vocabulary, and doing more practice. But in listening section, people cannot learn whole things in short time. They have to prepare for the test for a long time. Whereas to get a successful TOEFL, mastery of listening comprehension section is very influenced.

There are three parts of this section, which are short dialogues, long conversation, and monologues. It has many problems to answer the questions. Rainy, Ikhsanuddin and Sumarni (2014) conducted a research to 22 students of the fourth semester of English Education Study Program FKIP Tanjungpura University. Based on their research, they found that the most difficult part of the TOEFL listening comprehension test is short dialogues with 51.67% which have eight problematic aspects (who, what, where, emphatic expression of surprise, idioms, negative with comparatives, “almost negative” expression, wishes, synonyms, and double negative expression). And among the eight of them, the most problematic aspect is double negative expressions (23%).

Furthermore, according to Gear & Gear (as cited in Kadri, 2012, p. 18), there are 6 problems that are often experienced by the test-takers in short dialogues part of listening comprehension in PBT TOEFL. Those are:

- a. Sound and word confusion
- b. Time, quantity, and comparison
- c. Meaning of certain idioms and phrasal verb
- d. Various structures
- e. Problem with remembering details
- f. Problem in understanding meaning from context.

Rainy et al (2014) is also states that the most problematic aspect in long conversation and talks is about the topic. In addition, in Cambridge preparation for the TOEFL test (as cited in Kadri, 2012, p. 18), they states that there are three problems often happened in long conversation and talk part, namely:

- a. Problem with topic

In order to be able to make understandable and fascinating conversation, and talk, the speaker have to comprehend the topic thoroughly, and have the wide knowledge about the related topic. The topic of conversation will be given at the beginning. Yet most of the topic will be changed in the middle of conversation. It gets the test-takers in trap.

- b. Problem with details

It is about reference, restatement, and numerous detail. Generally, human's brain can focus on one thing. It follows the precede statements or anything. To upgrade the ability of brain to concentrate, the test-takers have to work hard to be able to focus on the similar but not exactly same thing. Sometimes, the speaker does not repeat a detail thing with the same word to confuse the examinees. They sometimes prefer using pronouns and phrases to refer to the details. They will not restate directly with the same words, but they will change the words with the similar meaning.

c. Problem with inferences

Inferences sole can be gotten by understanding the speakers well. To understand well, the test-takers have to listen carefully to the all words said by them. Sometimes, the test-takers do not get the answer because they think that the answer was not stated in the conversation. But actually it can be understood by listening to details stated or through implied meaning.

The problems above may be faced by people, even for English department students. Whereas, for non-English department students it will be more often faced, because they do not learn English deeply and specifically in their departments. They had never learned more about idioms, phrasal verb, the variety of structures, tips and tricks in answering the listening questions, etc. They also seldom practice listening in English. So, they have more challenges in answering listening comprehension in PBT TOEFL.

In listening test, the examinees hear the conversation of American native speakers. To make it easy, they have to know their dialect and accent, pitch, the daily used vocabulary, etc. Actually, there is the unexpected challenge as well such as getting the terrible sounds tool. It is also can be the challenge for the test-takers. And for non-English department students, to reduce the challenges, they have to learn harder from basic and practice more often.

2. Structure and Written Expression Section

In their book, Saifuddin et al (2006) also stated about the problems usually faced in this section. Those are:

- a. Main verb
- b. Infinitive
- c. *-ing* form
- d. Conditionals
- e. Past custom
- f. Auxiliary verb
- g. Comparison
- h. Preposition
- i. Correlative conjunction
- j. Negative emphasis

These are the problems that are usually faced on structure and written expression section. For non-English department students in UIN Ar-Raniry, they may have learned about the structure briefly. It is their challenge, they need to learn more about structure. Because in other departments except English department, they just take English subject at the beginning of semester for about four credits and it is not enough to answer the questions correctly about structure in TOEFL test. They need more than that to reduce the challenges.

3. Reading Section

The last section on Paper-Based TOEFL is reading comprehension section. There are many problems that are usually faced on this section mentioned by Gear and Gear (as cited in Kadri, 2012, p. 21). Those are:

- a. Main ideas
- b. Vocabularies
- c. Details and restatement
- d. Inferences

In addition, the test-takers' background of knowledge (schemata) also impacts the way of answering the questions in reading section of PBT TOEFL. Because the materials of reading comprehension that given most are academic passages such as science and technology. The social science is the second most common reading topic and some passages concern about arts.

So, if the non-English department students want to decrease the problems above, they are challenged to practice more in reading such as reading english novel, articles, etc.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research methodology. It covers research design, sampling, methods of data collection, and techniques of data analysis.

A. Research Design

To find out the TOEFL challenges as a requirement of graduation, the writer used quantitative approach. It deals with numbers and measurable data. According to Mackey and Gass (2005, p.2), quantitative research generally begins with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analyses are carried out. It means that in this research the writer used statistical data to gain the data about challenges in taking TOEFL as a requirement of graduation for non-English department students.

Furthermore, to get the data for this research, the researcher used only one data collecting procedure, namely questionnaire. Questionnaire is a list of questions given to the respondent in order to understand their challenges in passing the Paper-Based TOEFL as their graduation requirement at Language Development Centre (LDC) of UIN Ar-Raniry. The type of questionnaire used in this research is close-ended questionnaire.

B. Sampling

The requirement on the participant of this research was the students above sixth semester and fresh graduated of non-English department faculty of education and teacher training, State Islamic University of Ar-Raniry who have taken the PBT TOEFL test as their graduation requirement. To select the sample, the researcher used purposive sampling. It is prioritized more on the purpose of research than population character in taking the sample (Bungin, 2005). The reason of researcher used purposive sampling is because this research needs the sample based on the research purpose, that is who have taken Paper-Based TOEFL as their graduation requirement in State Islamic University of Ar-Raniry.

Hence, the researcher took the sample from Mathematics Department and Management of Islamic Education Department because both of these departments do not learn English specifically and do not use English in the class as well. The sample consists of 20 students above sixth semester and 20 fresh graduated of Mathematics Department and 40 others from Management of Islamic Education Department who have taken as the sample are 20 students above sixth semester and 20 fresh graduated of the department. There were 40 representatives from the students above sixth semester and 20 people as representatives from the fresh graduated. So, this research took 80 people as the sample.

Furthermore, the researcher visited the office of Mathematics Department and Management of Islamic Education Department to find the sample of this research. She asked for contact number of sample then called them one by one to make the appointment.

C. Methods of Data Collection

The data of this research is gained by questionnaire. It answers all of research questions mentioned in the first chapter. Questionnaire is a technique of data collection that analyzes attitude, belief and behaviour of the research sample (Siregar, 2013). There are two types of questionnaire. Those are open-ended questionnaire and close-ended questionnaire. In open-ended questionnaire, the sample could answer the question given by researcher by their own word while close-ended questionnaire allows the sample to only choose the available choices. In this research, the researcher used close-ended questionnaire to find out the challenges of using TOEFL as a requirement of graduation at State Islamic University of Ar-Raniry. The reason of researcher used close-ended questionnaire in collecting the data because she needs the clear answer from the sample. In addition, it is more effective if the researcher asks the same questions to all of sample. And also it was intended to make the sample feel confident and comfortable in answering the questions through questionnaire.

The questionnaire has 31 items of close-ended questions. It is written in Bahasa because the samples were taken from non-English department. In finding the data, after the researcher made the appointment to meet the sample, the researcher distributed the questionnaire that they had to fill. Then, After answering the questionnaire, the sample gave it back to the researcher to be analyzed.

D. Techniques of Data Analysis

Data analysis is needed to know the result of the research. To analyze this study, the researcher used SPSS (Statistical Package and Service Solutions). It is used as a form quantitative data analysis in which the writer focuses on how the participants face the challenges in taking TOEFL test as their graduation requirements. On the other hand, the quantitative data from this study was analyzed by seeing the achievement of participants' TOEFL score.

Furthermore, the researcher used frequencies formula in descriptive statistics to measure the effectiveness of TOEFL as a graduation requirement and pearson correlation test function to analyze the correlation between participants' prior course and their TOEFL score. In addition, to know the challenges in taking TOEFL as a requirement of graduation for non-English department students, the researcher also applied frequencies.

CHAPTER IV

RESEARCH FINDING

This chapter discusses about data analysis and discussion of the research. The researcher would like to find out the effectiveness of TOEFL, the correlation between prior course and the TOEFL score, and also the challenges in taking TOEFL as a requirement of graduation for non-English department students.

A. The Analysis of Questionnaire Result

As described in previous chapter, the technique of collecting data used in this study was questionnaire. The results of questionnaire are calculated by using SPSS (Statistical Package and Service Solutions). In order to obtain the necessary data of this research, the questionnaire was given by the researcher to 80 participants who have taken PBT TOEFL Test. There are 3 parts of questionnaire given to the participants. The first is about the effectiveness of TOEFL, the second is the correlation between prior course and the TOEFL score, and the third is about the challenges in taking TOEFL as a requirement of graduation for non-English department students. The following are the participants' answers toward the questionnaire given.

Table 4.1: Effectiveness of TOEFL as graduation requirement

No	Result	Frequency	Percentage
1	Ineffective	47	58,8 %
2	Effective	33	41,2 %
	Total	80	100 %

The data above was analyzed to answer the first research question. It was analyzed by using frequency technique. It can be seen from the table above that 58,8% or more than half participants (47 of 80) argued that TOEFL is not effective as one of graduation requirements for non-English department students and in contrast to it, 41,3% of the participants argued that it is effective as a requirement of graduation. It means that TOEFL (Test of English as a Foreign Language) is not effective as a requirement of graduation for non-English department students in faculty of education and teacher training of State Islamic University Ar-Raniry. In addition, most participants claimed that it does not indicate the ability of the test-takers in English. As the table below:

Table 4.2: TOEFL indicates the ability of the test takers in English

No	Result	Frequency	Percentage
1	No	67	83,8 %
2	Yes	13	16,2 %
	Total	80	100 %

According to the table above, 83,8% of the participants argued that TOEFL does not indicate the English skill of the test-takers. Because of that it is not effective as a graduation requirement. In addition, all participants said that they have never learned about TOEFL in their major. So, in getting the better score in TOEFL, they have to learn it by themselves or take the course.

In answering the second research question, the researcher used different technique from the first and third research question to analyze the data. This data is analyzed by using correlation pearson. The hypotheses of this research question are:

H_0 = There is no correlation between prior course and the TOEFL score.

H_a = There is the correlation between prior course and the TOEFL score.

To know the result of the second research question, look at the table below.

Table 4.3: The correlation between prior course and the TOEFL score

		Qtotal	The last score
Qtotal	Pearson Correlation	1	,741**
	Sig. (2-tailed)		,000
	N	80	80
The last score	Pearson Correlation	,741**	1
	Sig. (2-tailed)	,000	
	N	80	80

** . Correlation is significant at the 0,01 level (2-tailed).

From the table above, it can be seen the correlation between prior course and the TOEFL score of students is $r = 0,741$ with the $\text{sig} = 0,000$. Because $\text{sig} = 0,000 < 0,01$, so H_0 is rejected while H_a is accepted.

The r (0,741) indicates how far all these data points are related. The value of 0 indicates that there is no correlation between the two variables. The value greater than 0 indicates a positive correlation which means that if the value of one variable increases, so does the value of the another variable. Whereas, the value less than 0 indicates a negative correlation which means that if the value of one variable increases, the value of another variable decreases.

Based on the pearson correlation 2-tailed table (Siregar, 2013), sample (N) = 80 and the correlation level 0,01, the reseacher conclude in the table below.

Table 4.4: Pearson Correlation table indicator

Pearson correlation score	Indicator
$(-0,999) - (-0,284)$	Strong negative correlation
$(-0,283) - (0,283)$	No correlation
$(0,284) - (0,999)$	Strong positive correlation

The result that can be taken from the table above is that there is correlation between prior course and the TOEFL score of students. And because r value is greater than 0, so it indicates a positive correlation. It means that if the test-takers are higher in prior course, the TOEFL score will be better as well.

Furthermore, in analysing the last research question of this study, the researcher also used the frequency technique. Some tables below will show the challenges in taking the TOEFL test.

Table 4.5: The most difficult section in TOEFL

No	Result	Frequency	Percentage
1	Listening Comprehension	41	51,2%
2	Structure and Written Expression	29	36,3%
3	Reading Comprehension	10	12,5%
	Total	80	100%

According to the table above, 41 of 80 participants or more than a half of them chose the most difficult section in TOEFL is listening comprehension section. While the easiest section is reading comprehension test. It is shown from the table above which 10 participants (12,5%) chose it as their answers.

Then, in the table below, there are some reasons why the listening comprehension section is more challenging than the other parts. Based on the data analyzed from the questionnaire, the researcher got the data as the table below.

Table 4.6: The challenges in Listening Comprehension section

No.	Challenges	Agree Frequency (%)	Disagree Frequency (%)
1	Sound system is bad	41 (51,3%)	39 (48,8%)
2	Lack of grammar understanding	71 (88,8%)	9 (11,2%)
3	Lack of vocabulary	71 (88,8%)	9 (11,2%)
4	Lack of idiom knowing	74 (92,5%)	6 (7,5%)
5	Do not get the implied meaning	74 (92,5%)	6 (7,5%)
6	Do not know the accent of speaker	67 (83,7%)	13 (16,3%)
7	Topic is not appropriate for students	43 (53,8%)	37 (46,2%)

Based on the table above, the researcher concludes that the reason why listening comprehension section is the most challenging in TOEFL because of two reasons. The first reason is “lack of idiom knowing”, and the second is “do not get the implied meaning of speaker’s saying”. There are 74 of 80 participants agreed that “lack of idiom knowing” is the reason of difficulty in answering the listening section. It is similar with the reason “do not get the implied meaning of speaker’s saying” which is chosen by 74 participants (92,5%) as well. Then, it also can be seen that only 41 participants (51,3%) chose the reason “Sound system is bad”. It means that there is no problem with the speaker when taking the TOEFL test. And it cannot be a challenge in answering the listening comprehension section.

Moreover, after having the most difficult part in listening comprehension section, the next section which the test-takers have the more difficulty is in

structure and written expression section. There are 29 of 80 participants or about 36,3% of participants said that this section is the most difficult section in TOEFL. And the challenges in answering this section will be seen in the table below.

Table 4.7: The challenges in Structure and Written Expression

No	Result	Frequency	Percentage
1	Because of grammar	67	83,8%
2	Not because of grammar	13	16,3%
	Total	80	100%

The table above shows participants' challenges in structure and written expression section. And most of them said that they get more challenges because of grammar. They are lack of grammar understanding. That is the reason they get the challenges in answering this section. It is proven from the data in the table above. There are 67 of 80 participants (83,8%) argued that the reason of why they get the challenges in answering this section is because of grammar. And the hardest part in structure and written expression for the participants is part B which is about written expression that we have to identify the grammatical error in sentences. There are 42 of 80 participants agreed that part B is the hardest section in structure and written expression part. As the table below:

Table 4.8: The most difficult part in Structure and Written Expression section

No	Result	Frequency	Percentage
1	Part A	38	47,5%
2	Part B	42	52,5%
	Total	80	100%

The last section in TOEFL test is Reading Comprehension section. And based on the data, this section is the easiest section in TOEFL. There are only 10 of 80 participants (12,5%) argued that this section is the most difficult section. And the reason of why this section is difficult will be shown in the table below.

Table 4.9: The most difficult question in Reading Comprehension section

No.	Questions	Hard Frequency (%)	Easy Frequency (%)
1	Main Idea	55 (68.8%)	25 (31,3%)
2	Synonim	55 (68.8%)	25 (31,3%)
3	References	64 (80%)	16 (20%)
4	Restatement	65 (81,3%)	15 (18,8%)
5	Inferences	51 (63,8%)	29 (36,3%)
6	Opinion	61 (76,3%)	19 (23,8%)
7	True, False, Exception, and Mentioned word	63 (78,8%)	17 (21,3%)

The table above shows the most difficult question in Reading Comprehension section. It can be seen that most people agreed that the difficult question is in restatement question. There are 80% of participants argued that it is the hardest question. While the easiest question is about inferences. There are 29 participants or about 36,3% said that inferences is the easiest question in this section.

B. Discussion

After analyzing the data taken from the questionnaire, it is necessary to discuss the result of the study. The purpose of this discussion is to know the effectiveness of TOEFL, the correlation between prior course and the TOEFL score, and also the challenges in taking TOEFL as a requirement of graduation for non-English department students.

The first research question is the effectiveness of the TOEFL test as the requirement of graduation for non-English department students in the faculty of education and teacher training. Based on the result, it showed that most participants argued that TOEFL is not effective as one of graduation requirements for them. It cannot measure their proficiency in English well. Because they have never learned about TOEFL in their departments.

The second research question is about the correlation between prior course and the TOEFL score. Based on the analyzed data, the researcher acquired the result that there was the correlation between prior course and the TOEFL score of students. It means that if the test-takers are higher in prior course, the TOEFL

score will be better as well. On the contrary, if the test-takers have bad prior course, so the TOEFL score will be lower as well. In addition, all the participants never learn about TOEFL specifically in their major. So, if they want to get the higher score in TOEFL, they have to take the TOEFL course.

Furthermore, the third research question is about the challenges in taking TOEFL as a requirement of graduation for non-English department students. They admitted that the most difficult section in TOEFL test is listening comprehension section. It can be seen from the participants' answers about the questionnaire. There are some reasons why this section is more challenging than the other sections. Those are because the sound system is bad, lack of grammar understanding, vocabulary, and idiom knowing. Instead of those reasons, they also find it hard to get the implied meaning, do not know the accent of speaker, and the topic is not appropriate for the education students. However, the most common challenges that the participants had in this section are because of the lack of idiom knowing and also do not get the implied meaning of speaker's saying. While there is no specific problem with the sound system used when the test was ongoing. It happened because they have never learned about it before in their departments.

Then, the second most difficult section for them is Structure and Written Expression section. In both part of these sections, most participants are still lack of mastering structure and grammar concept such as the ambiguous state in understanding the formula of using particular grammar rules. It also happened because they have never learned about the structure before in their departments.

The easiest section for them is reading comprehension section. Although this section is relatively easy, however, the participants still have the challenges in answering the questions. The heaviest question for them is about restatement. The participants still do not understand about restate the statements. While in inferences question most of the participants argue that it is the easiest question in Reading Comprehension section.

The result of this study is similar to the relevant study such as that was conducted by Mirzatul Kadri which stated that the most difficult section in TOEFL is Listening Comprehension section. He also stated that the easiest section in TOEFL test is Reading Comprehension section. But, he stated about the strategies in increasing the TOEFL score instead of mentioning about the effectiveness and also about the correlation between prior course and TOEFL score.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In this section, the writer would like to draw some conclusions. As it was mentioned in the first chapter that the main specified object of this thesis is to find out the effectiveness of TOEFL, the correlation between prior course and the TOEFL score, and also the challenges in taking TOEFL as a requirement of graduation for non-English department students in State Islamic University Ar-Raniry. Based on the explanation in the previous chapter and the analysed data, the researcher would like to draw some conclusions as follow:

1. Although the decided TOEFL score for non-English department students in education and teacher training faculty is 400, it is not effective to determine TOEFL as a graduation requirements for them because they have never learned about TOEFL specifically in their departments.
2. Most non-English department students take TOEFL course outside the university because they have no specific subject about TOEFL. They do that because they realize that prior course is important in achieving better TOEFL score. The higher the test-takers' prior course, the higher the TOEFL score gotten by students.
3. The most difficult section in TOEFL is listening comprehension section. It becomes the most difficult section because it has more

challenges than others. The challenges in listening comprehension section are bad quality of sound system, lack of grammar understanding, vocabulary, and idiom knowing. Instead of those reasons, they also find it hard to get the implied meaning, do not know the accent of speaker, and the topic is not appropriate for the education students. While the challenges in structure and written expression section is only because most participants are still incapable of mastering structure and grammar concept. The most challenging parts of the reading comprehension section are restatement and inferences questions.

B. Suggestion

Based on the previous explanation of this study, there are some suggestions as follow:

1. It is suggested for the non-English department to provide an introduction to TOEFL subject. It can help the students in taking the TOEFL test that is required for graduation.
2. For the test-takers, in order to achieve score more than 400, they should enrich their knowledge by learning about TOEFL specifically, such as learning about tips and trick in answering the TOEFL test.
3. It is recommended that teacher of English to teach all challenges and difficulties in each section of the test. Especially the challenges in listening

comprehension section, because it is the most difficult section for the students.

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Kepada Yth:

16 Februari 2017

1. Dekan-dekan dalam lingkungan UIN Ar-Raniry;
 2. Direktur Program Pascasarjana;
 3. Kepala Biro AUPK;
 4. Kepala Karo AAKK;
 5. Ketua-ketua Lembaga dan Kepala Pusat;
 6. Organisasi Kemasiswaan.
- di-

Tempat

**SURAT EDARAN
NOMOR: 756/Un.08/R/PP.00.9/02/2017**

**TENTANG
KEWAJIBAN MEMPEROLEH SERTIFIKAT KELULUSAN BAHASA ASING,
KOMPUTER DAN PROGRAM MA'HAD AL-JAMI'AH
BAGI MAHASISWA TAHAP AKHIR**

Sesuai dengan Edaran Rektor nomor Un.08/R/PP.00.9/8240/2015 tanggal 17 November 2015 tentang Kewajiban Bagi Mahasiswa Tahap Akhir untuk Memperoleh Sertifikat Kelulusan Bahasa Asing, Komputer UIN Ar-Raniry Banda Aceh, dan dalam rangka meningkatkan kompetensi mahasiswa baik aspek kebahasaan, penguatan karakter dan teknologi informasi (TI), dengan ini kami tegaskan kembali hal-hal sebagai berikut:

1. Seluruh mahasiswa tahap akhir dalam lingkungan UIN Ar-Raniry diwajibkan untuk memperoleh sertifikat kemampuan bahasa asing, yaitu Bahasa Arab (TOAFL) dan Bahasa Inggris (TOEFL) dari Pusat Bahasa.
2. Standar nilai minimal kemampuan Bahasa Arab (TOAFL) dan Bahasa Inggris (TOEFL) bagi mahasiswa Program Studi bahasa Arab dan non-bahasa adalah 400.
3. Mahasiswa tahap akhir juga diwajibkan untuk memperoleh sertifikat lulus kemampuan komputer dari Pusat Teknologi Informasi dan Pangkalan Data (PTIPD) serta sertifikat telah mengikuti program Ma'had Al-Jami'ah dari UPT. Ma'had Al Jami'ah.
4. Edaran ini diberlakukan kepada seluruh mahasiswa Universitas Islam Negeri (UIN) Ar-Raniry dari angkatan 2013/2014 dan seterusnya.

Demikian untuk diindahkan dan dilaksanakan sebagaimana mestinya.


Farid Wajidi Ibrahim



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Damssalam Banda Aceh
Email pbi.fbk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT PEMBERITAHUAN

No : *B-4674/Un.08/KJ.PBI/SK/12/2017*
Perihal : **Pemberitahuan**

Kepada,
Mahasiswa/I Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry

di Banda Aceh

Berdasarkan hasil rapat Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry, maka ditetapkan bahwa *Score* TOEFL minimal untuk syarat mendaftar Sidang Munaqasah Skripsi **khusus Prodi Pendidikan Bahasa Inggris adalah 490**. Peraturan ini mulai berlaku untuk syarat pendaftaran Sidang Munaqasah Skripsi Semester Ganjil 2017/ 2018.

Demikian surat pemberitahuan ini dikeluarkan, atas perhatiannya kami ucapkan terimakasih.

Banda Aceh, 12 Desember 2017

Ketua Prodi Pendidikan Bahasa Inggris



T. Zulfikar

The PBT TOEFL Scale Score

Number Correct	Section 1	Section 2	Section 3
50	68		67
49	67		66
48	66		65
47	65		63
46	63		61
45	62		60
44	61		59
43	60		58
42	59		57
41	58		56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48

30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	43	38
17	42	41	37
16	41	40	36
15	41	40	35
14	39	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28

8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

QUESTIONNAIRE

Nama :
NIM :
Jenis Kelamin :
Status : Mahasiswa / Alumni (coret yang bukan)
Jurusan :

I. Keefektifan TOEFL Sebagai Syarat Kelulusan

- Berapa kali anda pernah mengikuti tes TOEFL PBT ?
 - Lebih dari 5 kali
 - 4-5 kali
 - 2-3 kali
 - Hanya sekali
- Berapa skor TOEFL PBT anda saat pertama kali mengikutinya ?
 - < 350
 - 351 – 400
 - 401 – 450
 - 451 – 500
 - > 500
- Berapa skor terakhir yang anda raih ?
 - < 350
 - 351 – 400
 - 401 – 450
 - 451 – 500
 - > 500
- Berapa skor tertinggi yang pernah anda raih ?
 - < 350
 - 351 – 400
 - 401 – 450
 - 451 – 500
 - > 500
- Apakah anda setuju dengan ditetapkannya TOEFL sebagai syarat kelulusan universitas ?
 - Tidak
 - Ya
- Menurut anda, apakah efektif menetapkan TOEFL sebagai syarat kelulusan ?
 - Tidak
 - Ya
- Menurut anda, apakah melalui skor TOEFL dapat menentukan keahlian bahasa inggris seseorang ?
 - Tidak
 - Ya
- Apakah anda pernah menggunakan sertifikat TOEFL PBT anda untuk keperluan lainnya selain untuk syarat kelulusan ?
 - Tidak Pernah
 - Pernah

II. Pengaruh Pengetahuan awal mahasiswa terhadap skor TOEFL

1. Apakah anda pernah mempelajari TOEFL secara khusus sebagai Mata Kuliah anda ?
 - a. Tidak Pernah
 - b. Pernah
2. Apakah anda pernah mengikuti les TOEFL ?
 - a. Tidak Pernah
 - b. Pernah
3. Apakah anda pernah mempelajari mengenai listening comprehension in TOEFL ?
 - a. Tidak Pernah
 - b. Pernah
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
4. Apakah anda pernah mempelajari mengenai structure and written expression in TOEFL ?
 - a. Tidak Pernah
 - b. Pernah
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
5. Apakah anda pernah mempelajari mengenai reading comprehension in TOEFL?
 - a. Tidak Pernah
 - b. Pernah
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

III. Kendala dalam mengikuti TOEFL

1. TOEFL PBT terbagi 3 section. Menurut anda, section manakah yang paling sulit ?
 - a. Listening Comprehension Section
 - b. Structure & Written Expression Section
 - c. Reading Comprehension Section
2. Listening Comprehension Section memiliki 3 bagian. Menurut anda, bagian manakah yang paling sulit ?
 - a. Part A (Short dialogues)
 - b. Part B (Long conversation)
 - c. Part C (monologues)
3. Berilah tanda centang pada bagian yang menurut anda merupakan tantangan atau kendala dalam menjawab soal TOEFL PBT pada Listening Comprehension Section.

Tantangan/Kendala	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
Suara speaker yang kurang jelas				
Kurang memahami grammar				
Kurang menguasai kosa kata				

Kurang menguasai idiom				
Kurang memahami makna tersirat yang disampaikan				
Penggunaan aksen dan dialek yang kurang dimengerti				
Topik yang tidak sesuai dengan standar pendidikan				

4. Structure & Written Expression Section memiliki 2 bagian. Menurut anda, bagian manakah yang paling sulit ?
 - a. Part A (Structure)
 - b. Part B (Written expression)
5. Menurut anda, apakah sulitnya menjawab soal pada Structure & Written Expression Section dikarenakan kurangnya pemahaman mengenai grammar ?
 - a. Tidak
 - b. Ya
6. Pada Reading Comprehension Section, terdapat beberapa jenis soal. Berilah tanda centang pada bagian yang menurut anda sulit dikerjakan pada Reading Comprehension Section.

Masalah/Kesulitan	Sangat Sulit	Sulit	Mudah	Sangat Mudah
Main Idea / topik				
Vocabularies (sinonim kata)				
References / rujukan kata				
Restatement (mengungkapkan kembali ide dalam teks)				
Inferences (kesimpulan teks)				
Opini (pandangan penulis)				
True, False, Exception, mentioned word				

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/12084/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

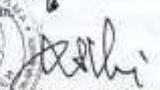
DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KM.K.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Nopember 2016

MEMUTUSKAN

- Menetapkan**
PERTAMA :
- Menunjuk Saudara:
- | | |
|----------------------------------|----------------------------|
| 1. Khalil Razali, S.Pd.I.,MA.,MS | Sebagai Pembimbing Pertama |
| 2. Suraiya, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|---|
| Nama | : Devy Zahrayana |
| NIM | : 21324154 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : TOEFL as A Requirement of Graduation: What Challenges |
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- SETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal diucapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016

Au. Rektor
Dekan

Dr. Mujaiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-9427 /Un.08/TU-FTK/ TL.00/10/2017

17 Oktober 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Devy Zuhrayana
N I M : 231 324 154
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. T. Nyak Arief No. 01, Lamnyong Banda Aceh

Untuk mengumpulkan data pada:

Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Toefl as A Requiremnet of Graduation: What Challenges

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

AUTOBIOGRAPHY

Name : Devy Zuhrayana
Place/date of Birth : Lamno, December 19th, 1995
Sex : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Single
Occupation : Student
Address : Lamno, Aceh Jaya
Phone Number : 085370506535

Educational Background
SD : SDN 2 Lamno
SMP : SMPN 1 Jaya
SMA : SMAN 1 Jaya Lamno
Department : Department of English Language Education,
Faculty of Education and Teacher Training,
UIN Ar-Raniry 2013-2018.

Student's Number : 231324154

Father's Name : Zulramli
Mother's Name : Ira Sapriani
Father's Occupation : Entrepreneur
Mother's Occupation : Civil Servant
Address : Lamno, Aceh Jaya

Banda Aceh, January 3rd, 2017

(Devy Zuhrayana)