AN ANALYSIS OF THE DIFFICULTIES ENCOUNTERED BY ENGLISH DEPARTMENT STUDENTS IN PASSING THE TOEFL TEST

THESIS

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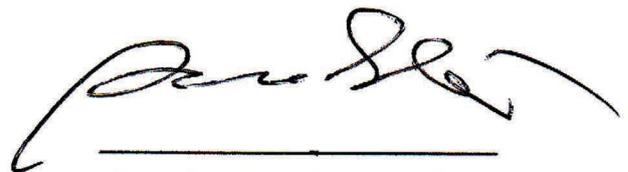
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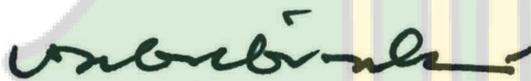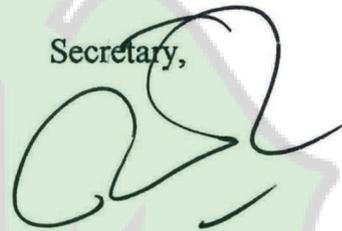
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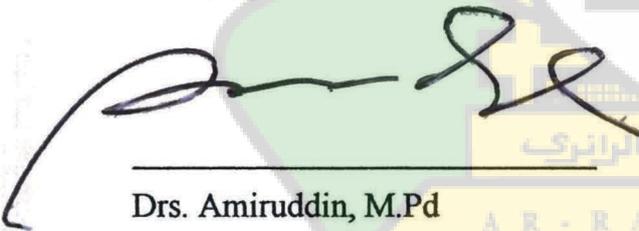
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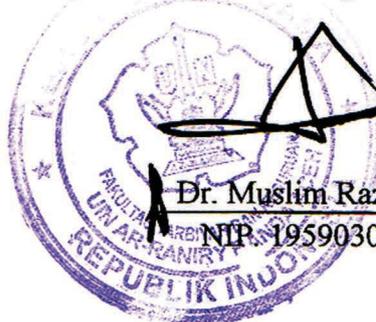
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      Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebut sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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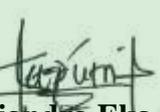
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ABSTRACT

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This study was conducted at the English Language Education Department of UIN Ar-Raniry to investigate the students' difficulties in passing TOEFL test and their strategies in facing it. TOEFL test is obligated for students as a condition in Skripsi Examination (Munaqasyah). The test is required for English and Non-English Student at UIN Ar-Raniry. In order for the English Language Education Department students to graduate, the minimum TOEFL score is 500 and for non-English Language Education Department's students, its minimum score is 400. The most common type of the test is PBT (Paper Based Test). The students are required to master three major important skills in English, Listening, Grammar and Reading Comprehension. This study employed quantitative method to explore students' difficulties in passing the TOEFL test. The participants of the study were 25 students of The English Language Education Department who took the TOEFL test as the condition of skripsi examination. In collecting the data, questionnaire was used. The questionnaire consisted of 10 questions. The results of the questionnaire regarding the students' difficulties in passing the TOEFL test indicated that 14 out of 25 students or 56% agreed that the most difficult test in TOEFL test is reading comprehension, and 8 out of 25 students or 32% strongly agree that the allocating time of TOEFL test is not enough for them; it means they had difficulties in managing their time.

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Nobody is perfect, neither I nor this thesis. Hopefully, the result of this study will be useful for one who needs it.

Banda Aceh, August 26th, 2020
Researcher,

Diandra Eka Putri

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CHAPTER I

INTRODUCTION

This chapter consists of six important parts underlying a core consideration to the reading habit. It begins by the explaining reasons for conducting this research then it continues explaining the research questions, the objectives and the significance of study. Then, it follows the explanation of terminology.

A. Background of Study

The need to master English is absolutely crucial. Functioning as an international language for communication, people are expected to know English either for daily communication or for public use. Keklick (cited in Murni 2014) stated that the functions of English as a major tool for communication have been globally recognized. English is important not only in education, but also in other public sectors in which people are interacting. English is used widely in the world and studied as a foreign / second language in several countries.

A study by Sindkhedkar (2012) for example, confirmed that the position of English language as a major tool for communication in India occupies the position of associate official language and widely used as a link language in offices and among the educated people. It is further stated that English is "not only a compulsory subject at school, college and university but is also the medium of instruction to the large extent". English has functioned as the language of science and technology. It is also mentioned by Keklick (cited in Murni, 2014) that English is the most popular foreign language taught in Turkish schools.

Therefore, English becomes an important subject either in schools or in universities in every country. Indonesia, a country in Southeast Asia, also sets the important roles of English education. This brings the ideas that English should be taught from Junior high Schools to Universities, including in state universities in all over Indonesia. In order for student have a good command of English, every effort is required in teaching foreign language . The success in teaching a foreign language, in this case, English is influenced by many factors, such as the teachers, materials, and methods.

This ability of the teachers in the classroom to integrate good materials and methods are so important. In addition, factors from students should be highly considered because the ability of the students are different. Therefore, the ability of the teachers to organize the suitable teaching materials and methods to meet the needs and interests of the students is highly encouraged.

One of the aspects in the teaching process is the language testing. Issues in language testing had been focused of research educations in different countries and different contexts. Tests are important not only for inexperienced teachers but for experienced teachers as well.

Pan (2009) examined the roles of test as an exit requirement in China and some other have set reward program to encourage student to pass English proficiency tests. It can be by offering them financial incentives or exempting them from compulsory English classes. Fahim et al. (2010) stated that it explored the test takers' ability in reading test of the TOEFL in relation to critical thinking.

Another study was by Zareva (2005) to examine the new format for the TOEFL test. Arabsarhangi and Noroozi (2014) studied reading comprehension test types in relation to self-awareness and learners' performance. All of these studies indicate the pivotal functions of good language testing as instruments to measure the students' English proficiency. For that reason, it is necessary for the teachers to create reliable testing for the language proficiency of the students in order to evaluate the achievement of the students.

One of the types of language testing is TOEFL, which stands for 'Test of English as a Foreign Language'. Warfield (2013) explained this test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected. The grade of the TOEFL is mostly used as indicator in academic life around the world. For example, when students want to continue their study to foreign countries, the university asks the applicants to submit their TOEFL grade as indicator of their English language proficiency. Studying in foreign countries definitely demands high English proficiency level that can be seen from the TOEFL grade.

In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university, and only used for internal usages in order to examine the students' English proficiency.

In Indonesia, particularly at UIN Ar-Raniry, the TOEFL test is obligated for students as a condition in Skripsi Examination (Munaqasyah). The test is required for English and Non-English Student at UIN Ar-Raniry. For the English Education Department Students' scores must be 500 and for the students who are not majoring in English are only 400. The most common type of the test is the PBT (Paper Based Test), which was also used by the subject of this research. In the test, the students are required to master three major important skills in English, Listening, Grammar and Reading Comprehension.

In fact, passing TOEFL test is considered difficult. Consequently many test takers failed the test and did not reach the standard passing grade. The present study focuses on the English Department students' difficulties in passing the TOEFL score at UIN Ar-Raniry, Banda Aceh. Therefore, investigating students difficulties in passing the TOEFL score would eventually give both lecturer and student strong outlook in English learning improvement. Hincks (2003) in Amiruddin (2018) stated that students with strong motivation can stretch their productive use of the English language beyond the skills required in everyday communication.

B. Research Questions

Having gone through available relevant literature, put forward to guide this study, two main research questions were formulated below.

1. What is the Education of English Language Deparment Students' difficulty in passing the TOEFL test?
2. What are the students' strategies in passing the TOEFL test?

C. Research Objectives

The objectives of the present study are::

1. to find out what is the Education of English Language Department Students' difficulty in passing the TOEFL test
2. to identify what are the students' strategies in passing the TOEFL test

D. Significance of Study

This research is to find out the difficulties of the students and what are their strategies in passing TOEFL test. The result is expected to have benefits for students and readers. The result of the study for the students is expected to find out their difficulties in passing the TOEFL test as the requirement for Skripsi Examination (Munaqasyah). This study also offers limited scope of discussion only for English Department Students and PBT (Paper Based Test of TOEFL). The result is also expected to make readers interested in observing of this research from other points of view

E. Terminology

To provide a good understanding, several terms are used in the present study and the terms are valid for this research only.

1. Analysis

In this study, analysis refers to examining the difficulties encountered by the English Education department students of UIN Ar-raniry to pass the TOEL test with the score of 500 as one of the requirements to graduate from the Faculty of Tarbiyah and Education.

2. TOEFL

In this study, TOEFL is defined as a test of English as a foreign language required for English Education Department students of UIN Ar-raniry to pass it with the score of 500.
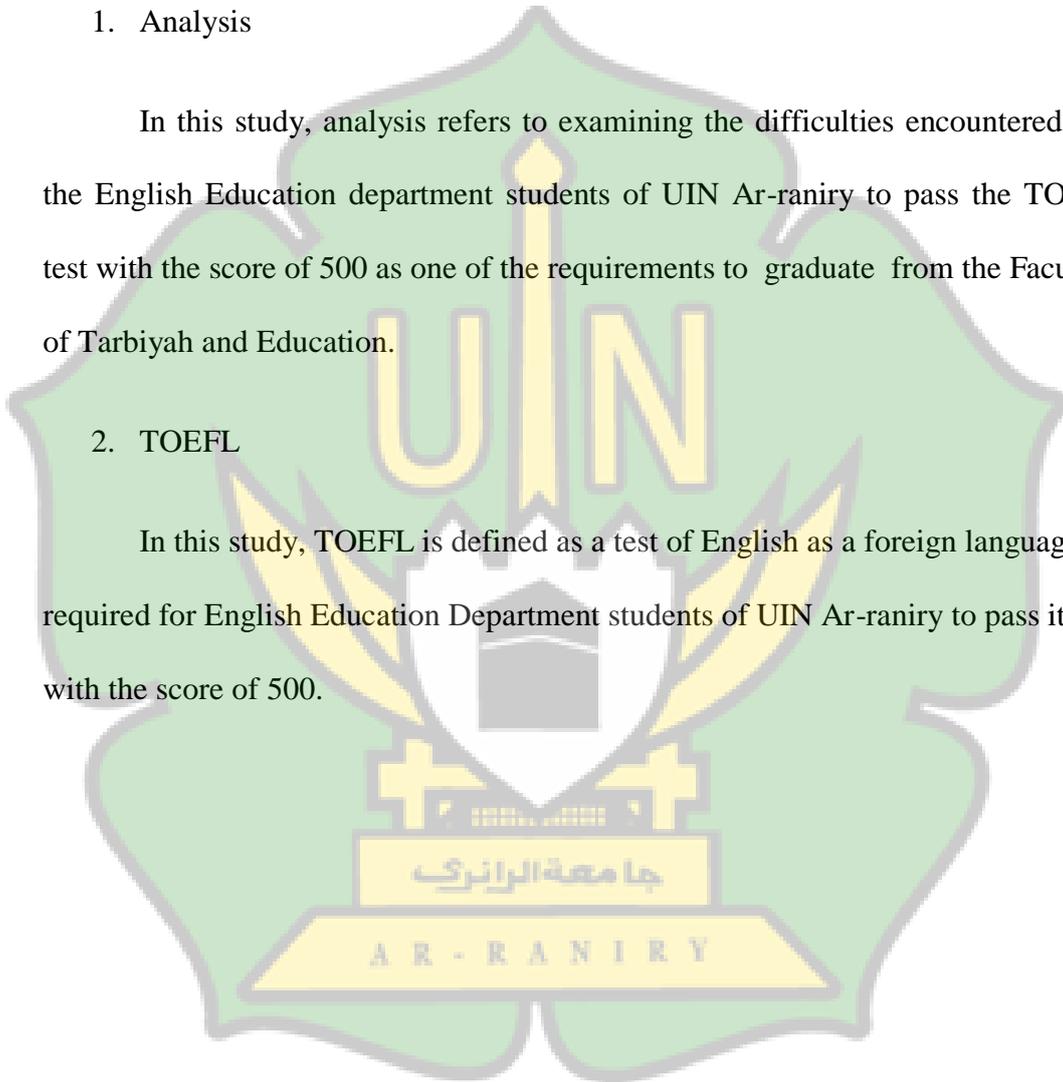
CHAPTER II

LITERATURE REVIEW

This chapter provides the review of related literature to the concept of test, standardized tests, Test of English as Foreign Language (TOEFL) and structure and written expression section.

A. TOEFL (Test of English as a Foreign Language)

1. An overview of TOEFL

The Test of English As a Foreign Language (TOEFL), is a test conducted by institutions Educational Testing Service (ETS), Princeton, New Jersey in the United States. The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English. It is probably the most often used examination in the admissions process of foreign students to colleges and universities. However, these schools often do not consider the student's grades in schools which he or she previously attended and the records from any intensive English program in which the student was enrolled. All this depends on the school"s admission criteria. The score is acceptable to given school also depends on the regulation for that particular school.

According to Pyle (2001) the Test of English as a Foreign Language (TOEFL) is an exam that determines whether a student whose native language is not English has strong enough English skills to succeed in courses at a college or university in the United States or Canada. The test, which is administered by an agency called the Educational Testing Service, contains four parts: Listening,

Structure (which tests knowledge of grammar and mechanics), Reading, and Writing.

2. Definition of TOEFL

As TOEFL is the scope of this research, the researcher begins the literature review with some definitions of test because TOEFL is mainly about taking a test. A test, in simple term, is a methods of measuring a person's ability, knowledge or performance in a given domain (Brown, 2004). The word "test" comes from the Latin word. "Testum" which means "the instrument to measure the land" (Haladyna, 2004). A test aims to measure or examine knowledge of what someone has learned to determine she or he capable in that field. It can be an important part of teaching and learning process if the test is come together into daily classroom teaching and are conducted to be parts of learning process (Fauzie, 2015).

Furthermore, people may be tempted to assume of testing and assessment are alike or similar, but they are not. The administrative procedure of test are planned and arranged at identifiable time in a curriculum when learners proficient all their courses to offer high point performances. Recognizing that their responses are being evaluated. Assessment, on the other hand, is "an ongoing process that encompasses a much midder domain", whether the students respons the questions, offer the comments, or practice a new word or structure (Brown, 2003). Assessment actually is the process of recording knowledge, abilities, attitudes and beliefs. It is a process of describing, collecting, recording, scoring

and interpreting information about learning. Then "test is a subset of assessment" (Brown, 2003).

Test is a method to determine a student's ability to complete a certain tests or demonstrate mastery of a skill or knowledge of content. In addition, test has set of questions, each of which has a correct answer, those examines usually answer orally or writing. Some types can be multiple choice or a weekly spelling test.

3. Assessment in TOEFL Test

Assessment system in TOEFL test used conversion in each the correct answer as in the table in the appendices, here the example of TOEFL assessment:

Table 1. Example of TOEFL Scoring

TOEFL Question	Number of Question	Correct Answer
SECTION I: Listening Comprehension	60	40
SECTION II: Structure and Written Expression	40	30
SECTION III: Reading Comprehension	50	35
Number of Question	150	

Then he score is converted based on the thecorversion table above, it would be:

Table 2. Final Result

SECTION I: Listening Comprehension	40	56
SECTION II: Structure and Written Expression	30	53
SECTION III: Reading Comprehension	35	50
The score after convrsion is time by 10		159
		1590
Then divided by 3		
Final Result		530

From the scoring process of TOEFL test above, it can b seen that the scoring is counting from all the number of the correct answer from section 1,2 and 3.. and the result times by ten then divided by three until getting the final score of TOEFL test.

4. **Type of TEOFL test**

a. **Paper Based Testing (PBT)**

The TOEFL PBT Test is a paper-based test that measures student ability to use and understand English in a classroom setting at the college or university level. It accurately measures how well you can listen, read and write English while performing academic tasks (Philips, 2011).

The Paper Based Testing is a pencil and paper test that is offered for two purposes. One purpose of the PBT is for placement and progress evaluations. Colleges or other institutions use the PBT to test their students. The scores are not valid outside the place where they are administered, but the college or institution accepts the PBT that they administer as an official score. This PBT is also called an Institutional TOEFL. The other purpose of the PBT is to supplement the official Computer-Based TOEFL in areas where computer-based testing is not possible. The scores are usually valid outside the place where they are administered. This PBT is also called a Supplemental TOEFL. The Paper-Based TOEFL has three sections: Listening Comprehension, Structure and Written Expression, and Reading. In addition, the TWE is a required essay that provides a

writing score. The PBT is a linear test, which means that everyone who takes the TOEFL during the same administration will see and answer.

Time required to answer this TOEFL test is:

1. Listening Comprehension is 35 minutes with 50 questions

2. Structure and Written expression is 25 minutes with 40 questions

3. Reading comprehension is 55 minutes with 50 questions

4. Writing is 30 minute consist of one essay question (Philips, 2001)

b. Computer Based Testing

The CBT is a computer-adaptive test that is offered as an official standard for language proficiency worldwide. The CBT is also called the Official TOEFL. The Computer- Based TOEFL has four sections: Listening, Structure, Writing, and Reading. The Writing is equivalent to the Test of Written English (TWE) on the Paper-Based TOEFL. The CBT is an adaptive test, which means that everyone who takes the TOEFL during the same administration may not see and answer the same questions. The computer selects questions for you at your level of proficiency. There are three sub scores-Listening, Structure/writing, and Reading. The total score is based on a scale of 0-300 (Sharpe, 2004).

Time required to answer this TOEFL test is:

1. Listening Comprehension is 40-60 minutes with 35-50 questions

2. Structure (grammar) is 15-20 minutes with 20-25 questions

3. Reading Comprehension is 70-90 minutes with 44-60 questions

4. Writing is 30 minutes consisted of writing one essay with the certain topic (Philips, 2001)

c. Internet Based testing (IBT)

The TOEFL IBT is a new version of the TOEFL test. It is an Internet-based test (IBT) delivered in secure testing centers around the world. It was from 2005–present. Communicative competence is needed. The ability put language knowledge to use in relevant academic contexts. Academic tasks were developed that require the integration of receptive and productive skills such as listening, reading, and writing or speaking, as well as multiple-choice items for listening and reading

Time required to answer this TOEFL test is:

1. Reading Comprehension is 60-100 minutes with 3-5 section, each section consisted of 12-14 questions

2. Listening is 60-90 with 4-6 lectures, each lectures consisted of 6 questions

3. Speaking is 20 minutes with 6 assignment, 2 is independent and 4 integrated

B. The Functions of Test

Test is usually done for purpose of assessment, to assign students grade or rank them in term of ability (Roediger et al, 2011). Sudijono (2011) stated that, "In general, the test has two functions; as a measure of the students and as a

means of measuring the success of teaching program. According to Arikunto (2005), there are some functions of tests:

1. Conducting diagnosis of students learning difficulties

2. Evaluating the gap between achievements and talents

3. Improving the level of achievement

4. Grouping students in class at the time of applying the learning group.

C. Types of Test

There are many kinds of tests with a specific purpose and a particular criterion to be measured. Brown (2007) describes five test types that are commonly used in language curricula.

1. Achievement Test

Brown (2007) stated that an achievement test is related directly to the lessons in the classroom, units, and even a total curriculum. Achievement tests are limited to selective material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. In other words, they are generally designed to measure individual developments rather than as a means of motivating or emphasizing language. Achievement tests also referred to summative test, are formulated to measure how much of someone has learned to a particular courses of study or programmed of instruction with referred to particular language e.g. end-of-year tests designed to show mastery of a language. An achievement test might be a listening comprehension test based on a particular set of situational dialogues in a textbook. This test has a two crucial

objectives: 1. To help the teachers judge the success of their teaching. 2. To identify the weaknesses of their learners.

2. Placement Test

A placement test is originally formulated to place learners at an appropriate level in a programmed or course. The term "placement test" as Richards et al.noted does not refer to what a test contains or how it is constructed, but to the aim for which it used. There are various types of testing procedure can be used for placement purposes such as dictation, interview or a grammar test (discrete or integrative). Brown (2007) stated that a placement test is intended to provide information which will help to place students at the stage of the teaching program most appropriate for their abilities. Typically, they are used to assign students to class at different level. The placement test is also designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Moreover, cited from Brown (2007), EPT purposes to place a student into an appropriate level or section of a language curriculum or school. A placement test typically includes a sampling of material to be covered in the curriculum.

3. Diagnostic Test

A diagnostic test is designed to diagnose some particular linguistic aspects. Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are

more likely to pose problems and difficulties for a group of learners. Basically, diagnostic language tests have a three fold objectives:

1. To provide learners with a way to start learning with their own personal learning programmed or what would be called in the literature of testing learning paths

2. To provide learners with a way to test their knowledge of a language. To provide learners with better information about their strengths and weaknesses.(Brown, 2007).

Ideally, diagnostic tests are designed to assess students' linguistic knowledge (knowledge of and about the language) and language skills(listening, speaking, reading and writing) before a course is begun.

D. Categories of Good Test

Test as an instrument of obtaining information should have a good quality. The quality of a test will influence the result of the test itself. Once the test has a good quality, the right information will be gained and used to make accurate decision to the student' achievement.

Sujdono (2008) stated that a well constructed test should have five main characteristics which involve validity, reliability, practicality, authenticity and washback. Validity is the degree to which the test actually measures what is intended to measure. Reliability is consistent and dependable. A practicality is means of financial limitations, time constraints, ease of administration, and scoring and interpretation. Then, authenticity is defined as a concept that is a little

slippery to define, especially within the art and the science of evaluating and designing tests. Meanwhile, washback is the effect of testing in teaching and learning.

E. Standardized Tests

1. Definition of Standardized Test

Defining about what a standardized test is different from a teacher-made test because it is not specific to any lesson or activity from classroom. Instead, standardized tests provide more a general overview of what students should know.

2. TOEFL Test Design

This time, in Indonesia there is only one kind organized by ETS,TOEFL test is designed into three versions. Each version has different material tested, thus it will affect the difference of scoring scale. At first, this test is only done in writing otherwise known as paper-based test (PBT). In 1995 following a computer-based test was introduced. Then, in 2006, began to use the internet based test. (Vincent, 2010)

Paper-Based Test (PBT) is a form of the test held since 1964.Each participant who take this test only requires paper and pencil to answer any given question. This test is basically intended to measure the ability and level of understanding and use of English someone at the college or university. TOEFL PBT test is divided into rib sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension, and Test of Written English. sections of the test follow:

a. Listening Comprehension

This section measures the ability to understand spoken English. The oral features of the language are stressed, and the problems test includes vocabulary and idiomatic expression as well as special grammatical constructions that are frequently used in spoken English. Listening comprehension section consists of three parts, each of which contains a specific type of comprehension task. The first part consists of a number of short conversations between two speakers, each followed by a single spoken question. In the second and third parts of this section, the examinee hears conversations and short talks of up to two minutes in length. The conversations and talks are about a variety of subjects, and the factual content is general in nature.

1. Restatement

The correct answer in the listening comprehension is an answer that contains a restatement of the ideas in the second line of the conversation. The test taker will be asked to know the key ideas of the conversation.

2. Avoid Similar Sound

The audio you will listen the similar sound even the same sound but different meaning, so the test taker needs to pay attention the context of what the audio said. The test taker should avoid the similar sound like heat, hit, hut, height, and hate. The test taker has to choose the different one.

3. Conclusion about who what and where

In this type of the question, the answer is unstated, so the test taker has to draw a conclusion from the clue that the speaker said. The test taker will be asked to identify who is speaking, where the conversation takes place, and what the speaker probably do next.

4. Passive andActive

The audio sometimes difficult to understand about who and what is the action of the man or woman. The test taker has to analyze the audio whether it is active or passive. If the audio is passive, the answer generally will active.

5. Negative

Negative expressions are very common. There are four types of negative in the part A, the first is negative expression, double negative expression, almost negative expression, and negative with comparatives. The answer of all negative is always positive.

6. Agreement

Expressions of agreement are also very common in the listening. The test takers need to familiar with them. The expressions of agreements are so do I, I will say, me too, and you can say that again. Even the test taker can answer directly without listen the audio.

7. Uncertainty and Suggestion

There are some utterances that can make the test taker easer to

identify uncertainty and suggestion. The utterance why not..?, let's… are suggestion expression and the utterance …isn't it?, asfar as I know, and as far as I can tell. The test takers need to familiar with these.

8. Emphatic Expression of surprise

When emphatic expression of surprise is expressed, it implies that the speaker did not expect something to be true. To identify the emphatic expression, the test taker should know the emphatic form and verb, and before.

9. Untrue Conditions and Wish

The important idea to remember about untrue condition and wish is if both of them are positive, so the answer will negative. For example I wish I can buy a candy, the fact that I cannot buy a candy.

10. Idioms and Phrasal Verbal

There are some words or phrase that actually it is not the real meaning. The test taker should familiar with them. For example "give a hand". It does not mean really give a hand, but it means give a help.

11. Structure and Written Expression

The second section measures recognition of selected structural and grammatical points in standard written English. This section is divided into two parts. The first part tests an examinee's ability to identify the correct structure needed to complete a given sentence. The second part tests an examinee's ability to recognize correct grammar and to detect errors in standard written English. Therefore, in this section, the test is about the grammar questions.

Phillips (2011) categorizes the structure section into several topics or items in English. However, it can be concluded into sixteen main topics, they are:

1. Subject -Verb agreement

Subject verb agreement is the condition when subject and verb have to agree in number. It means both of them need to be singular or to be plural. The test-takers will be asked to match the subject and the verb.

Example: Total color blindness, a rare condition, is the result of a detect in the retina.

2. Appositive

It is additional information about the subject. The form of appositive are noun parse, Italic, one of the, Adjective + preposition. Appositive can be in front of, behind and in the middle of the sentence.

Example: Rezkiani, one of the students of UIN Ar-Raniry, got a scholarship to continue her study in Japan.

3. Reduced clauses

Reduced clauses refer to the shortening of a relative clause which modifies the subject of a sentence. Reduced relative clauses can modify the subject not the object. It can be in active and passive voice of sentence. There are three types of reducing. The first is adjective clause.

Example: The company (which was) built in1883 encountered many problems

4. Connectors

Connectors are words which combine two words, phrases, clauses, and sentences together. The connectors here can be preposition, conjunction and transition. The test takers will be asked to identify the correct use of connectors in words, phrases, clauses or sentences. Example: only a few sounds produced by insects are heard by human because most of the sounds are pitched either too low or too high

5. Gerunds and infinitive

Gerunds and infinitives are sometimes referred to as verb complements. A gerund is a noun made from a verb by adding (ing), while infinitive is the (to) form of the verb. Gerund can be an object of preposition but infinitive can not.

Example: the scholarship that Rezkiani received to study English at Cambridge presented a unique opportunity.

Thinking is something that comes naturally.

6. Comparisons

A comparative expresses the degree of comparison by using adjectives and adverbs. It is also known as comparative and superlative. The test takers will be asked to identify the correct comparison to express the similarity of the different things in a sentence.

Example: In the Missouri Ozark Mountains more than10,000 springs can be found, some among the largest in the world

7. Clause

Clause can talk about format of dependent or independent clauses such as noun clause, adjective clause, adverb clause, negation clause, etc. The test takers will be asked to identify which clause is incorrect in a sentence. Sometimes the incorrect are the connector, verb, subject, relative pronoun.

Example: what you say is really important.

8. Parallel structure

Parallel structure is the use of the same grammatical structures for related ideas of equal importance. Related ideas of equal importance often occur in the form of list that are connected by conjunction, such as and, but, and or. The test takers will be asked to figure out errors in parallel structure.

Example: Kiki's hobby are cooking, swimming and to watch a movie

9. Inversion

Inversion is an action of inverting the subject and the predicate of a sentence without change the meaning. We can use inversion if there are intro adverb, conditional sentence, intro negative, question, comparison, and expression of place. The test taker will be asked to identify the correct position of subject and verb.

Example: Never does she study English at night

10. Problem with Noun

Problem with noun can be singular or plural noun and countable or uncountable noun and also irregular noun. There are some words that mark to identify whether that word should be plural or singular and countable or uncountable for example many, some, much, amount, every, one, a, single and many others. The test taker will be asked to identify whether that noun should be singular or plural and countable or uncountable.

Example: Many students did not do their homework.

11. Problem with Verb

The problem can be the form of a verb or the use of a verb. The form of a verb are about the correct use of a verb after have, had, to be, and modals. Meanwhile the use of a verb are about using had and have correctly, when to use present, past, perfect and future correctly, and also the use of passive and active. The test taker will be asked to match the verb.

Example: Rezkiani will present her research proposal on January 2019

12. Problem with Pronoun

Pronoun cannot be trivial. The test taker can be wrong if they do not really pay attention with it. Problem with pronoun can be the correct use of subject, object, possessive pronoun and adjective, and reflexive. It can be also problem with reference for agreement, so the test taker should pay attention also with pronoun.

Example: If my friends call, please tell them that I will return the call.

13. Problem with Adjective and Adverb

Problem with adjective and adverb are also difficult because the test taker should know whether that word is an adjective, noun,

adverb, or verb. Adjective only can meet with noun, but Adverb can not only meet with noun. Present participle and Past participle function also as an Adjective. The test taker should careful with adverb especially adjective.

Example: He has recently taken an English course at Full Bright Institute.

14. Problem with preposition

In English, there are collocation and compound noun. It is about word followed by preposition, and it has been determined, so the test taker should memorize the partner of that verb. For example refer to, close to, capable of, think of, attack to and many more.

Example: The students should responsible for their duty in the class.

15. The use of Articles

There are 3 types of articles. They are the, a, and an. In article the test taker have to distinguish the use of articles especially in specific ideas, general ideas, and singular or plural noun.

Example: She had an incredible story about her trip to Bali.

16. Problem with Usage

There are some words that they have the similar meaning. It is make the test taker confuse. They are like, unlike, alike, other, another, make, made, no, not, none and many more. The test taker will be asked to choose the correct word toward the sentence.

Example: Rini is so selfish. She does not care about other people.

12. Reading Comprehension

The third section 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. The examinee reads a variety of short passages on academic subjects and answers 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 thepassage6. Therefore, in this section, the test is about the passages that theexaminer must be answers the questions based on the passage.

1. Main Idea

Almost every reading passage in the TOEFL test will ask about main idea. It asks the main point of the passage. It is easy to find the main idea of the passage. Almost all of the main idea is in the beginning of each paragraph, but some of the test taker still got difficulty to find the main idea because they need to conclude the main idea of each paragraph to get the main idea of the passage.

2. Organization of the Idea

Organization of the idea is about how the information is organized in the passage. To answer this, it is necessary to look at the main idea of each paragraph of the passage and find the words that show relationship. The test taker will be asked about how is the information in the passage/paragraph organized.

3. Implied Detail Question

Implied detail question is about drawing a conclusion from the specific information in the passage. Questions of this types contain the word implied, inferred, likely, and probably. The test taker should be familiar with those.

4. Stated and Unstated Detail Question

Stated and unstated detail question asked about information in the passage. The test takers just match the passage and answer. If it is stated question, the answer will be mention in the passage or true, but if it is unstated question, the answer will not be in the passage or not true.

5. Pronoun References

Test taker will be asked to determine to which a pronoun refers. The test taker should look before that pronoun to find out the answer.

6. Transition Question

Here, the test taker will be asked about what probably come before or after the reading passage. The answer can be in the beginning or the ending of the passage.

7. Vocabulary Question

Vocabulary question is one of the difficult parts in the reading test if you do not know the word that is being stated. There are several skills in the vocabulary question that the test taker may use. They are finding definitions from structural clue, determining meaning from word parts, and using context clues to determine meanings.

8. Specific Information

The last questions sometimes ask to determine where a piece of information in the passage is found. The answer choice will list the location of that information with line number.

9. Tone, Purpose, and Course

A question about the tone is asking if the author is showing any emotion in the passage. The tone of the passage could be informational, explanatory, factual,

humorous, sarcastic, and impassioned. A question about purpose is asking what the author is trying to do in the passage. The test taker should draw a conclusion by referring to the main idea and the organization of details in the passageA question about the course will ask the test taker to decide which course might have in the passage. The test taker should draw a conclusion from the topic and supporting ideas.

F.   TOEFL Difficulties

1. Listening

In receiving the material in the classroom, the student will find many difficulties which they faced during learning activities occurred. That was causes of the language which being learned is not their mother tongue, which they used every day, of course it will be a problem to the students if they have not some preparation before taking a TOEFL test. Rainy Ikhsanuddin&Sumarni (2014) in their researchfound that the most difficult part in listening comprehension is Part A or short dialogue. The students got difficulty because they did not master some of the skill in that part. In the other research Abbound& Hussein (2011) found that the most difficult part in listening is part C or Talk. From their research also said that the most difficult skill in TOEFL test is listening comprehension.

According to Brown (2004)The difficulties of listening are as follows:

a. Clustering: attending to appropriate "chunks" of language – phrases, clause constituents.

b. Redundancy: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.

c. Reduce forms: understanding the reduce forms that may not have been a part of an English learner's part learning experiences in classes where only formal "textbook" language has been presented.

d. Performance variables: being able to "weed out" hesitation, false starts, pauses, and corrections in natural speech.

e. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.

f. Rate of delivery: keeping up with the speed of delivery, processing automatically at the speaker continues.

g. Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonologicalbits and pieces

h. Interaction: managing the interactive flow of language from listening to speaking to listening, etc.

2. Reading

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend text well, such as

determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. It is usually in the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

c. Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are refers to.Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

e. In making of inference, the students are expected to get the point of the text to find the conclusion of the statements in the text. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the textDetail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text In understanding and answering detail question, the students can use scanning strategy. Scanning means glancing rapidly through the text either to search for a specific piece of information (name, date, place) or to get an initial impression of whether the text is suitable for given purpose.

3. Structure and Written Expression

Many people thing that error and mistake are the same thing, but actually both of them are really different. The definition and the meaning of both error and mistake are different. According to Corder (2001) errors were considered a problem that should be eradicated as soon as possible. However, errors are now looked on as advice that can assist in the learning process. They provide evidence of the learner's level in the target language. The meaning of error is when the student has no idea about the thing. And mistake is when someone makes something wrong considering some reason such as forget. A distinction similar to

the one between "errors" and "mistakes" the present article is drawn by Kruglanski and Ajzen (2002).

In theory, errors and mistakes shade into each other, but in practice, as several examples later in this article show, errors and mistakes are often clearly distinguishable (Funder, 2000).Inter-lingual errors: these errors are caused by mother tongue interference. These kinds of errors are influenced by the native language which interfere with target language learning. In inter- lingual errors, some causes are:

a. Transfer errors (the tendency of the students to follow and repeat what are said by the teacher when learning process occurred)

b. Simplification (the students who want to make the sentences more simple but the structure is not grammatically correct)

c. Intra-lingual and developmental errors: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors or mistakes are also caused by the difficulty or the problem of language itself. The errors or mistakes caused by the target language itself like:

1. False analogy.

2. Misanalysis (learners form a wrong hypothesis).

3. Incomplete rule application (this is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules).

4. Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling),

5. Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules).

6. Hypercorrection or monitor overuse (this results from the learners' over cautious and strict observance of the rules)..

G. Previous Studies

in supporting this study, the researcher looked for some related study that has some similar problem.

Pratiwi (2017) in her research, "An Analysis of the Difficulties Encountered by Non-English Department Students' in TOEFL Test of Listening Section", the researcher used qualitative method to analyze her data and to solve the students problem in listening comprehension. To collect the data, the researcher used archival records, interview, and questionnaire as her instruments. In this case, she analyzed the Arabic students. In this research, she found that the students' TOEFL scores are poor. It is because they were unfamiliar with the TOEFL test. To overcome the problem, the researcher found that the students need to study hard to improve their vocabulary, ask unknown material and vocabulary and need to improve their listening skill.

At the similar research, Hajri, Wahyuni, & Jufrizal (2018) in their research under the title " An Analysis of difficulties in answering structure and Written Expression in the TOEFL Made by English Students of Padang StateUniversity". They analyze the English students difficulties in structure and written expression in State University of Padang . In analyzing their data, they used descriptive research. Instruments that they used are structure Sub-test and interview. They found that the students difficult in the negation, reduced form, and parallel structure. The cause of the difficulty was students didn't understand or comprehension about the structure, the form of the words. In the other way there were 5 reasons identified as the causes of the students' mistakes ignorance, careless, dubious, oblivious and miscast. Ignorance and careless became the two biggest reasons on why many students could not answered the questions correctly.

At the other research, Samad, Jannah, & Fitriani (2017) in their research, " EFL Students' Strategies Dealing with Common difficulties in the TOEFL Reading Comprehension Section", in their research, they analyze the reading comprehension on undergraduate students in Syiah Kuala University. The researchers used descriptive quantitative method to analyze their data. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. The researcher found that the most difficult part in the reading are answering implied detail questions, stated detail questions, and used context to give meanings of difficult words. The student's strategies are varied like skimming, scanning and others.

All of the researchers above analyzed the similar thing. This research and theirs are the same in analyzing the difficulties that the students faced in the TOEFL test. Most the researcher just focused on the one thing, for example listening, vocabulary and structure. The researcher made it more complete in analyzing the difficulties in the TOEFL test in all skills which was tested. Some of the students have their own best skill in the TOEFL test
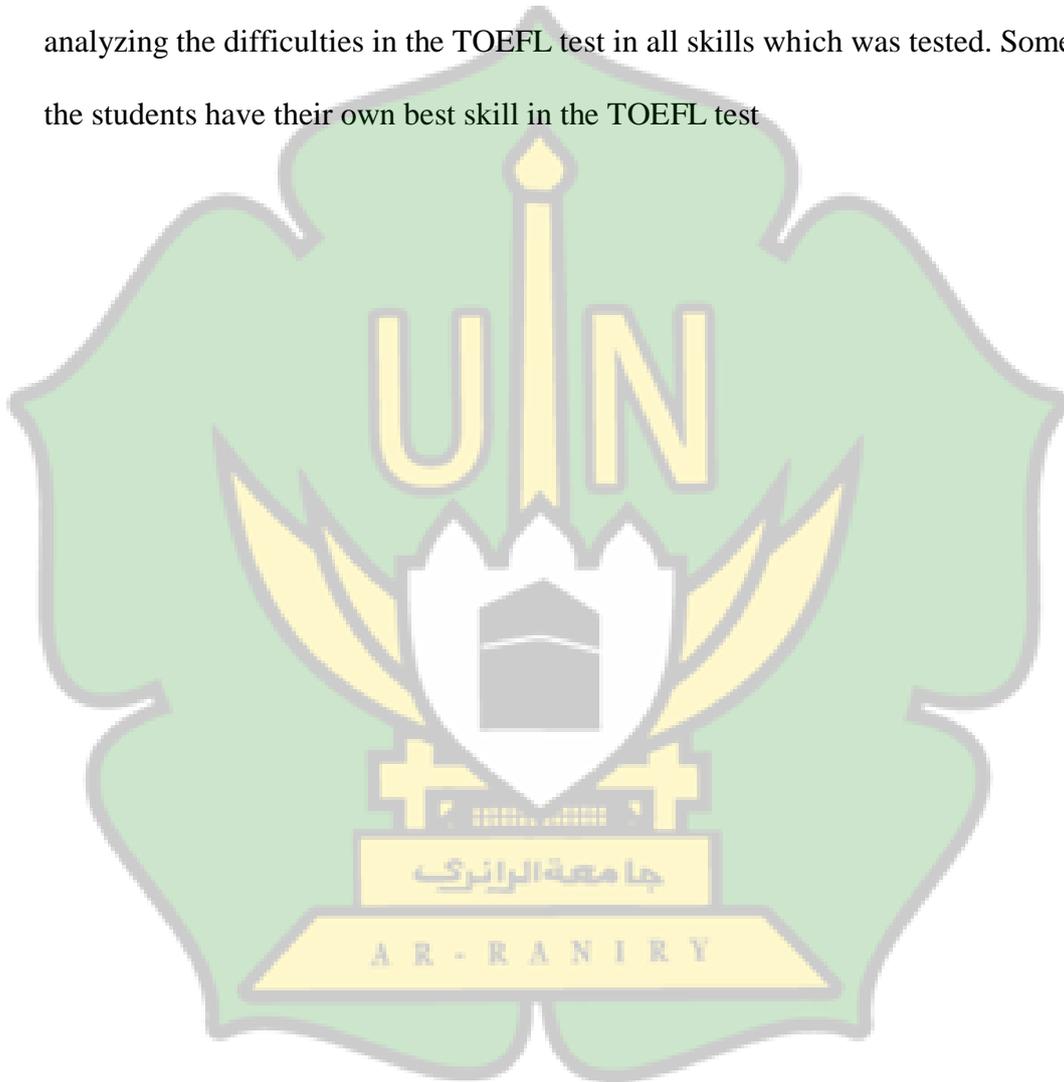
CHAPTER III

RESEARCH DESIGN

This chapter deals with research design which consists of research method, research setting and participants, technique of data collection and data analysis.

A. Research Method

The present study employs a quantitative method as a case study. The case study is chosen because it is a research to analyze an issue, or a problem and also get the statistical data by using qestionnaire. Williams (2011) as cited in Oberiri (2017) stated that "Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims"

Leedy and Ormrod (2001) described the research methodology as the holistic steps a researcher employ in embarking on a research work. Therefore, a quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. Expatiating on this definition, Aliaga, and Gunderson (2002), described quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods.

The next feature in the above definition is that in quantitative research numeral data are collected and analyzed using statistical methods. On the other hand,(Leedy and Ormrod 2001; Williams, 2011). State that "Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims" Furthermore, Williams, (2011) remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Similarly, (Creswell 2003; Williams, 2011) stated, quantitative research "employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data".

B. Research Setting

The present study is conducted at English Education Department of UIN Ar-Raniry Darussalam Banda Aceh. The researcher chose this department because the department is considerably good at improving the students English language skills. The students are required to communicate in English both with their lecturers and with their mates on campus and also the courses are taught in English.They have been familiar with speaking in English. This is one of the reasons for me to conduct my research at the English Education Department. In addition, the location of the campus is close to the place where I stay so that it enables me to do the research because it is economical.

C. The Participant

The participants of this study were five of the seventh semester students of English Education Department of UIN Ar-Raniry. Sugiyono (2011) stated that taking this sample must be done in such a way that a sample that is truly functioning or can describe the state of the population is obtained actually, with other terms must be representative. The participants were purposively selected. The criteria of participants were those who took to TOEFL test. This is the condition for the students to take Skripsi Examination. Some participants who got the TOEFL score of 500 or more were also involved. The 25 participants were interviewed to obtain the data needed.

D. The Technique of Data Collection

In completing this data the writer would use questionnaire techniques to get the authentic data. Questionnaire include close-ended questions. The purpose for close-ended response are the former is easier to collate and analyze. The researcher used some procedures to collect data from questionnaire are as follow; the researcher gave questions to respondents, the respondents were demanded to fill the questionnaire, the researcher gave 20 minutes to fill the questionnaire completely, then the researcher submitted answer from respondents.

E. The Technique of Data Analysis

The purpose of this step was to analyze about students' difficulties in TOEFL test. The researcher gave 10 questionnaires and the students must fill the questionnaire from researcher. The used technique of collect data was Likert scale type. The Likert Scale type presented a number of positive and negative statements regarding the attitude of the respondents. Every question has values ranging from clarified strongly agree, agree, disagree, strongly disagree. The formula is:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of respondent

N = Number of samples

100% = Constant of value
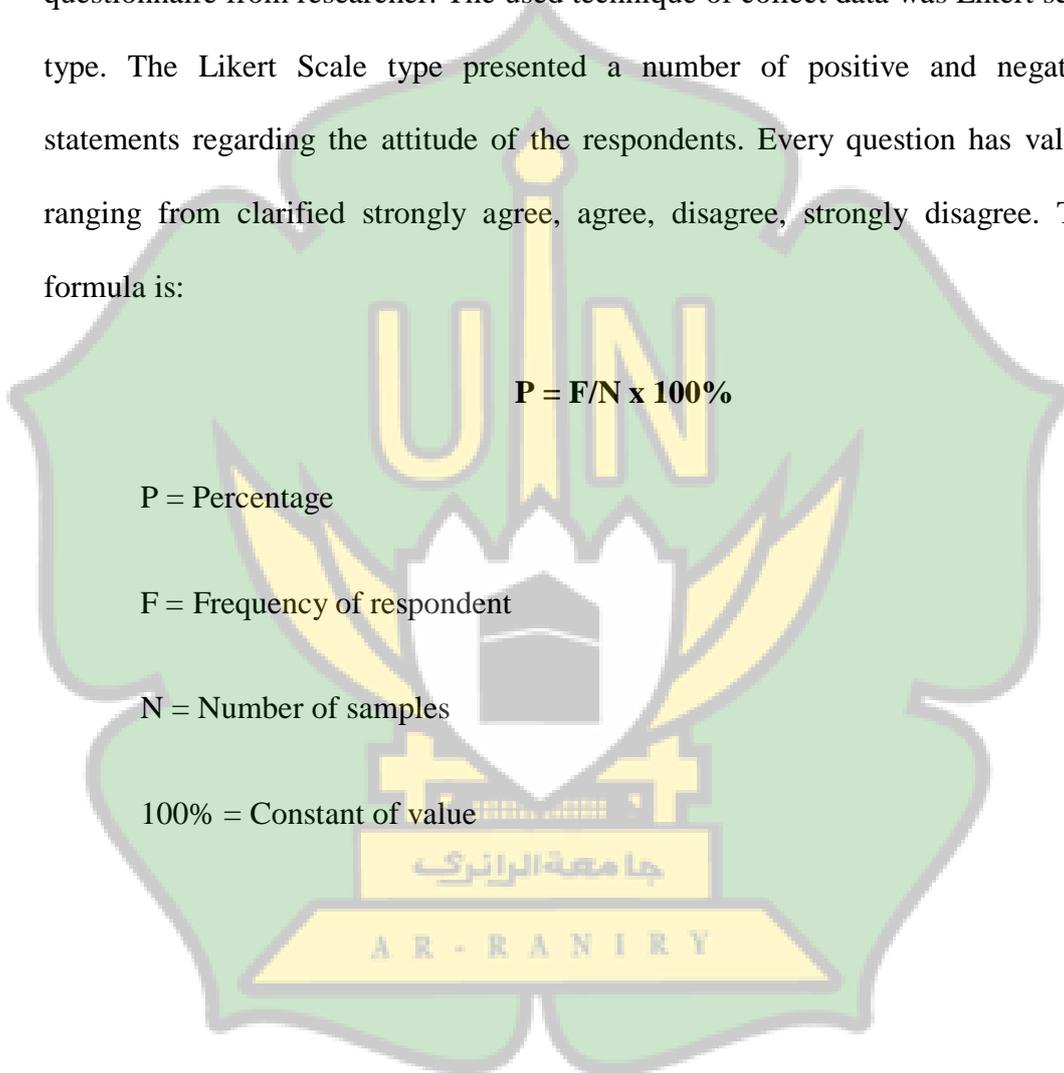
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the data analysis of the research which was conducted from the participants. The analysis of questionnaires data is addressed in the first section and the finding of the analysis brought into further discussions.

A. Finding

As has been mentioned in chapter III, this research used a quantitative approach. In answer research question "What is the Education of English Language Deparment Students' difficulty in passing the TOEFL test?" and "What are the students' strategies in passing the TOEFL test?" The researcher used a questionnaire method to collect the data. The participants were chosen based on the criteria of participants were those who took to TOEFL test. This is the condition for the students to take Skripsi Examination. Some participants who got the TOEFL score of 500 or more were also involved.

The answers about the students' difficulties and strategies used by the students. The analysis revealed below.

The first data that the researcher took was about how many time the sample took the TOEFL test. Because the researcher needs the sample who already took the test for their thesis examination, there for the researcher can get their strategies in passing the TOEFL test. Here the chart of how many time the sample took the test:

Table 3. Number of Test TOEFL of the Participants

No	Number of Test	Students	Percentages
1	1	4	16%
2	2	5	20%
3	3	6	24%
4	4	5	20%
5	5	2	8%
6	7	1	4%
7	8	1	4%
8	30	1	4%
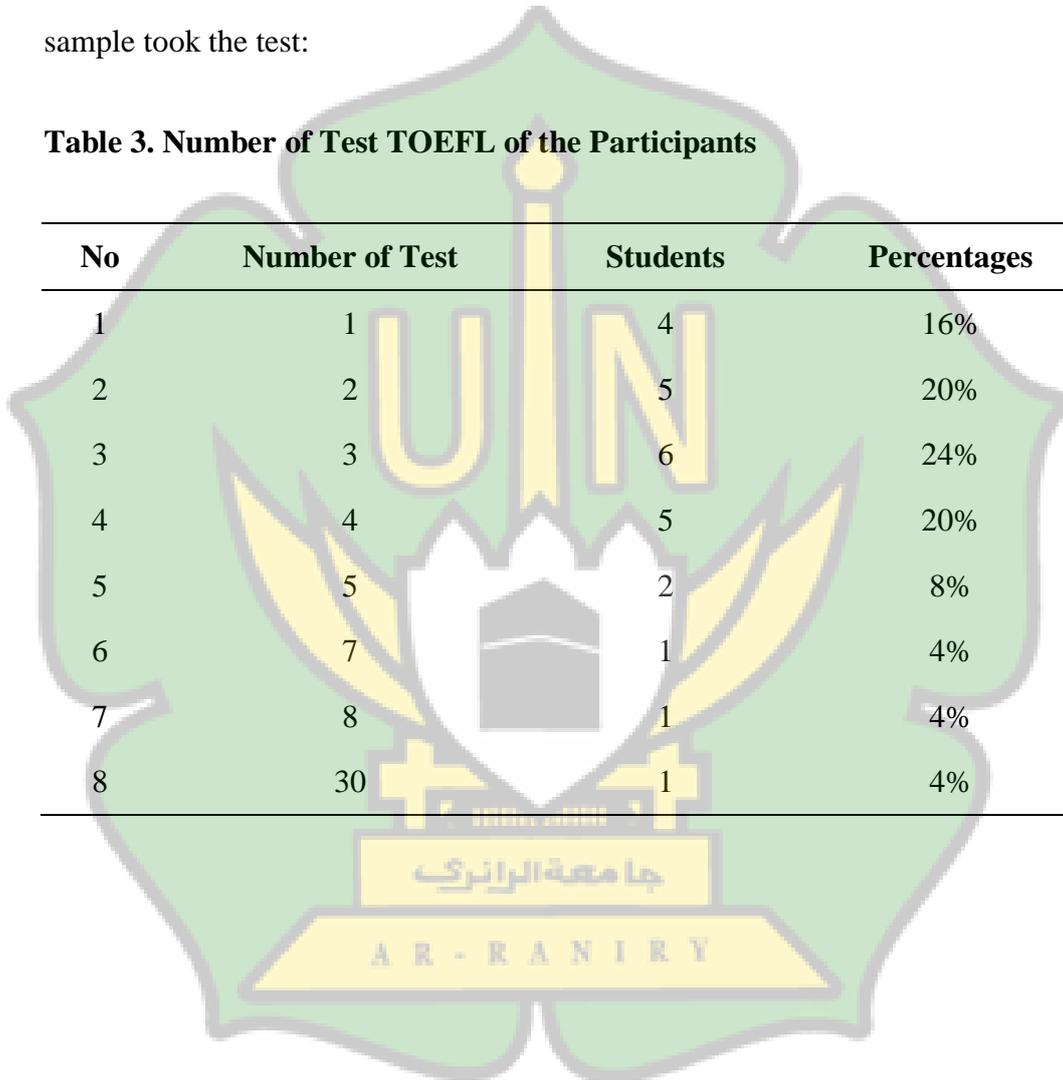
From the Table above, it can be seen that the sample took the TOEFL test in the range of 1-30 time, and there are 5 five students who has taken the test five times, and each one students who has taken the test in two, seven, eight, and thirteen time. Until they pass it.

The next analysis in this research, the researcher distributed the questionnaires to the students in order to get the data of students' opinions toward their difficulties in passing the TOEFL test. The questionnaires will come with 10 questions in closed-ended type as mentioned in chapter III and answered by 25 students. As the researcher mention in the previous chapter that in analyzing the questionnaire answers, the researcher used the Likert scale formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of respondent

N = Number of samples

100% = Constant of value

Table 4. Result of Questionnaire Analysis

No	Questions	Answers	F	Percentage
1.	TOEFL test is difficult for me	Strongly agree	1	4%
		Agree	17	68%
		Neutral	7	28%
		Disagree	0	0%
		Strongly disagree	0	0%
2.	The most difficult test in TOEFL is listening test	Strongly agree	6	24%
		Agree	3	12%
		Neutral	6	24%
		Disagree	8	32%
		Strongly disagree	2	8%
3.	The most difficult test in TOEFL is structure test	Strongly agree	4	16%
		Agree	5	20%
		Neutral	7	28%
		Disagree	7	28%
		Strongly disagree	2	8%
4.	The most difficult test in TOEFL is reading test	Strongly agree	1	4%
		Agree	14	56%
		Neutral	7	28%
		Disagree	3	12%
		Strongly disagree	0	0%
5.	I failed TOEFL test because I don't understand the question	Strongly agree	0	0%
		Agree	1	4%
		Neutral	12	48%
		Disagree	12	48%
		Strongly disagree	0	0%
6.	I failed TOEFL test because lack of	Strongly	4	16%

No.	Statement		Count	%
	vocabulary	agree		
		Agree	8	32%
		Neutral	11	44%
		Disagree	2	8%
		Strongly disagrees	0	0%
7.	I failed TOEFL test because I ran out the time	Strongly agree	8	32%
		Agree	9	36%
		Neutral	3	12%
		Disagree	5	20%
		Strongly disagree	0	0%
8.	I failed my TOEFL test because I did not study	Strongly agree	4	16%
		Agree	7	28%
		Neutral	5	20%
		Disagree	8	32%
		Strongly disagree	1	4%
9.	I failed in my TOEFL test even I have studied.	Strongly agree	0	0%
		Agree	5	20%
		Neutral	8	32%
		Disagree	9	36%
		Strongly disagree	3	12%
10.	I failed my TOEFL test because of nervous S	Strongly agree	0	0%
		Agree	3	12%
		Neutral	2	8%
		Disagree	15	60%
		Strongly disagree	5	20%

The first statement that can be concluded from questionnaire is that most of students agreed that TOEFL test is difficult. It can be seen in question number

one which is only 1 student 4% students answer strongly agree, and 17 students or 68% students agreed that TOEFL is difficult and the rest 7 students or 28% answer neutral.

Based on the table above on the question about students' difficulties toward passing the TOEFL test it can be seen that most of students answer the answer of "strongly agree" in question of number seven which is about the time limit of TOEFL test. The percentage is 32% or 8 students from 25 students. Therefore it can be concluded that some students has difficulties in TOEFL test because the 90 minutes of times is not enough for them. The next is about the most "agree" answer in the questionnaire above, it can be seen that the highest percentage is the question number 4 which about the most difficult question is reading question. It got 56% or 14 students from 25 students answer it.

B. Discussion

This research examined the students' difficulties and students' strategies in facing the TOEFL test. In this section the researcher discussed the findings' of the research related to two research questions. The research questions also related to the aim of this study: to know the students' difficulties in facing the TOEFL test and to find out the students' strategies in to pass the TOEFL test. The researcher has collected the data using the questionnaire as instruments in order to answer the research questions. Based on the result that discovered after analyzing the series of data, the following section discusses about the findings of this study and answers the research questions number one which aimed To find out what is the

Education Of English Language Department Students' difficulties in passing the TOEFL score

Based on the research finding, the questionnaire had been answered by the participants to collect the data. The results of test showed that most of students face difficulties in answering the question of reading text, it proving by the percentages of questionnaire answer that more that a half of participant answer agree or 56% or 14 students from 25, this finding also relevant with the study of Samad, Jannah and Fitriani (2017) who analyze about students' difficulties in answering reading comprehension section, most of students in Universitas Syiah Kuala has a problem in answering reading comprehension question. The next difficulties of students in facing the TOEFL test is because of running out the time, so it was about the students' problem themselves. because they cannot manage the time well yet.

In listening section, the students also found difficulties when answering TOEFL test, most of studnets feel difficulties in getting and idea of the speakers in the audio and also bacause the accent and speed of audio itselfm and it relevant with the study of Pratiwi (2017) who found in her study that the students' TOEFL scores are poor. It is because they were unfamiliar with the TOEFL test. To overcome the problem, the researcher found that the students need to study hard to improve their vocabulary, ask unknown material and vocabulary and need to improve their listening skill.

CHAPTER V

CONCLUSION & SUGGESTION

After having discussed the research findings and answered the research questions, this chapter comes up with conclusions and suggestions. Conclusions made based on the discussion results are in Section A, whereas in Section B is about the recommendations. Among the important recommendations is for further research.

A. Conclusions

Several conclusions can be made following the analyses and discussion of the data from the research. They are concluded based on the research questions formulated in the previous chapter, as follows:

1. Reading question in TOEFL test is the most difficult question in TOEFL test, it can be proven by the result of the data in chapter four that more than half participants agree that reading is the most difficult question. Some of them also is facing the problem in managing the time. It means, for some of them, 90 minutes is not enough to answer the whole question of TOEFL test.

2. In listening section, some students also found difficulties when answering TOEFL test. But this section is the lowest score in questionnaire answer which is answered by the participants. most of students feel difficulties in getting and idea of the speakers in the audio and also because the accent and speed of audio itself.

B. Suggestions

There are some suggestions provided for the teacher or reader:

1. From the result of this study, it can be seen that many of students face difficulty in answering the reading question. So that, the researcher suggests the teacher, lecturer or the reader to consider in focusing in teaching reading question of TOEFL test.

2. Doing a lot of practice is important to students in facing TOEFL test, but we also have to look at their difficulties. Because some of them also facing different problem like nervous, run out the time and lack of vocabulary.

3. The last but not least, the researcher hopes that the reader can get some advantages from this study even though it is still not perfect as there are some limitation of time, knowledge, topic and resource.
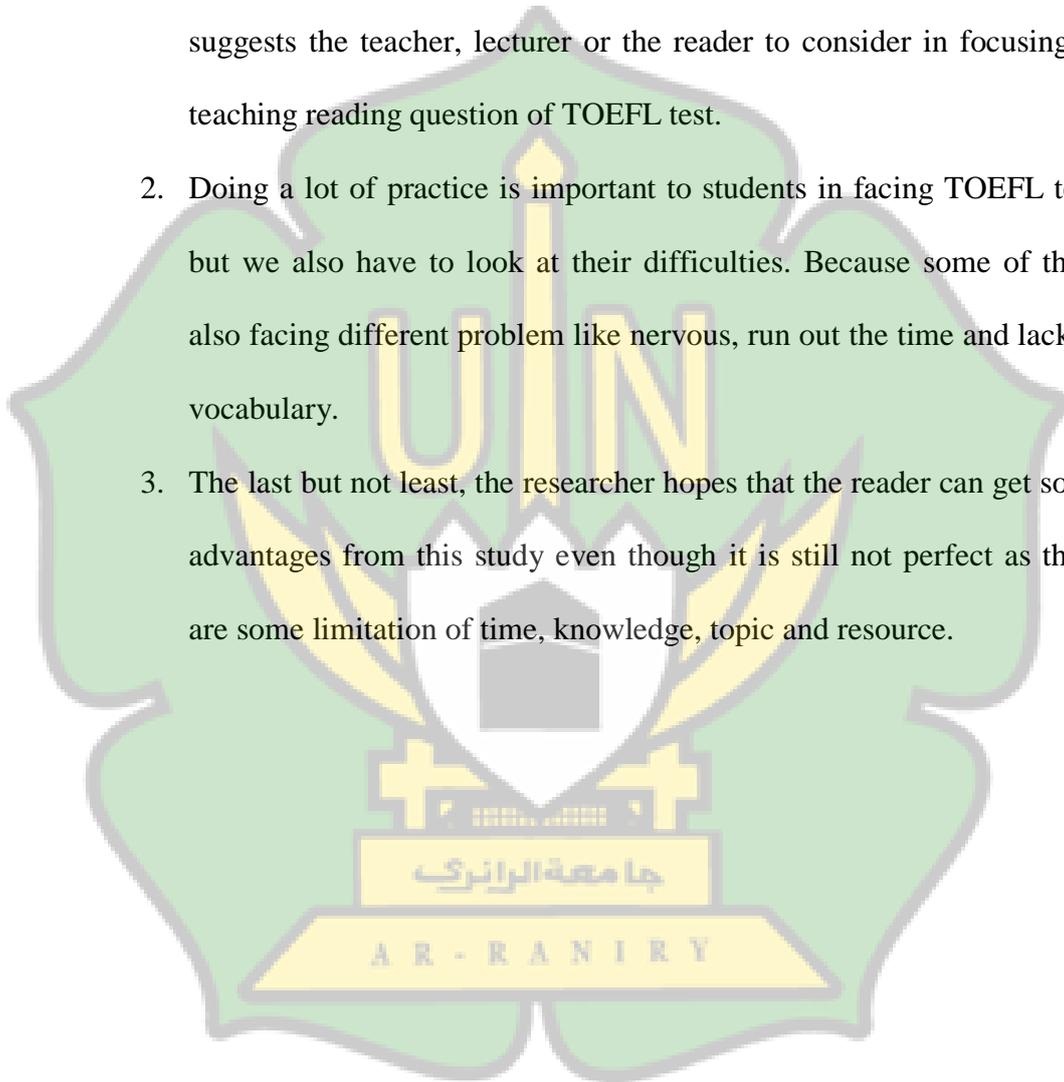
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah d Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnak keputusan Dekan **Nomor: B-462/UN.08/FTK/KP.07.6/01/2019** tentang pengangkatan pembimbi skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi sya 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 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaa 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/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapk Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepa Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-462/UN.08/FTK/KP.07.6/01/2019** tanggal 14 Januari 2019
KEDUA	:	Menunjuk Saudara:

1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M. Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Diandra Eka Putri**
NIM	:	**231324210**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Analysis of the Difficulties Encountered by English Department Students in Passing the TOEFL Score**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan 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   : 15 Juli 2020
An. Rektor
Dekan

Muslim Razali

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;*
5. *Arsip.*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeik Abdur Rauf Kopelma Darussalam banda Aceh
Telepon: 0651-7557321, Email: uin@ar-raniry.ac.id

Nomor   : B-6796/Un.08/FTK.I/TL.00/07/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

-

Assalamu'laikum Wr. Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **DIANDRA EKA PUTRI/** 231324210

Semester/Jurusan   : XV/Pendidikan Bahasa Inggris

Alamat Sekarang   : Komplek Perumahan BCL, Ds. Blang Krueng, Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga Bapak pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of the Difficulties Encountered by English Department Students in Passing The TOEFL Test*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Berlaku sampai: 15 Juli 2021   M. Chalis, M.Ag

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

SURAT KETERANGAN
Nomor: B-254/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6796/Un.08/FTK.I/TL.00/07/2020 tanggal 15 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Diandra Eka Putri
NIM   : 231324210
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"An Analysis of the Difficulties Encountered by English Department Students in Passing TOEFL Score"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Questionnaires

Jawablah pertanyaan-pertanyaan dengan memberi tanda x di jawaban yang anda setuju dengan kategori:

A = strongly angree,
B = agree,
C = neutral
D = disagre
E = strongly disagree

No	Questionnaires	A	B	C	D	E
1.	TOEFL test is difficult for me					
2.	The most difficult test in TOEFL is listening test					
3.	The most difficult test in TOEFL is structure test					
4.	The most difficult test in TOEFL is reading test					
5.	I failed TOEFL test because I don't understand the question					
6.	I failed TOEFL test because lack of vocabulary					
7.	I failed TOEFL test because I ran out the time					
8.	I failed my TOEFL test because I did not study					
9.	I failed in my TOEFL test even I have studied.					
10.	I failed my TOEFL test because i have anxiety					