

**An Analysis of Students' Difficulties and Strategies in Answering  
TOEFL Reading Comprehension Section**

(Descriptive Quantitative Study on Six Semester in Academic Year 2015 at IAIN Curup)

**THESIS**

**This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English  
Language Education**



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CURUP  
2018**

Hal : Pengajuan Skripsi  
Kepada  
Yth. Bapak Ketua IAIN Curup  
Di  
Curup

*Assalamu'alaikum Wr. Wb*

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **KADEK AGUS DHARMAWAN** yang berjudul "**AN ANALYSIS OF STUDENTS' DIFFICULTIES AND STRATEGIES IN ANSWERING THE TOEFL READING COMPREHENSION SECTION TOEFL (A Descriptive Quantitative Study of IAIN Curup)**". Sudah dapat diajukan dalam sidang munaqasah.

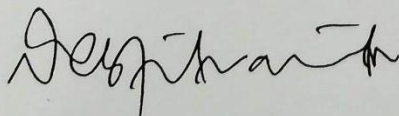
Demikian permohonan kami ajukan, terimakasih.

*Wa'laikumsalam Wr. Wb*

Curup, 08 November 2018

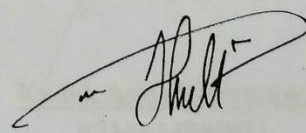
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## PREFACE

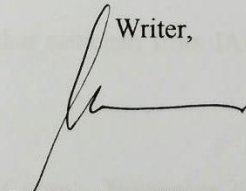
All praises be to Allah SWT that the researcher had finally finished writing his thesis entitled by **“AN ANALYSIS OF STUDENTS’ DIFFICULTIES AND STRATEGIES IN ANSWERING THE TOEFL READING COMPREHENSION SECTION TOEFL (A Descriptive Quantitative Study of IAIN Curup)”**.

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of Institute College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being better in the future.

Finally yet importantly, the researcher hopes this thesis will be useful to those who are interested in this field of study.

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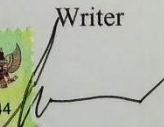

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State the thesis under the title **“AN ANALYSIS OF STUDENTS’ DIFFICULTIES AND STRATEGIES IN ANSWERING THE TOEFL READING COMPREHENSION SECTION TOEFL (A Descriptive Quantitative Study of IAIN Curup)”**, is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

Curup, November 2018

Writer  
  
  
**KADEK AGUS DHARMAWAN**  
**NIM. 14551011**

# MOTTO AND DEDICATION

## MOTTO

Believe in one's abilities,  
attempted,  
the rest leave it to the maker of destiny !!!

## DEDICATION

This thesis dedicated to :

Dear Father (PUTU WIDIANA) and Mother (SULASRI) and ma bruh  
(PUTU PANJI WIJAYA) for everything that cannot be said in words,  
thank you very much.

Pak SUDIBYO & Mam LIZA

Mam Ira (Advisor) and miss Henny (Co-advisor) thank you very much for  
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Jum, Mam Leffy, Mr. Rully Morgana, Mam Delly

Power rangers who always give way and guide to completing this project,  
Mas Triq, Kak Arif, Kak Guci, dan Kak bayu.

April, Wira, Rey, Ana, Listi, Dawud, Wisnu, Kartika

Sanak-sanakku ( Wanda, Riki, Faisal)

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All praises be to Allah SWT who has given His mercy and blessing to the researcher, so the researcher could be able to finish this thesis entitled, “AN ANALYSIS OF STUDENTS’ DIFFICULTIES AND STRATEGIES IN ANSWERING THE TOEFL READING COMPREHENSION SECTION TOEFL (A Descriptive Quantitative Study of IAIN Curup)”. Praying and greeting to Prophet Muhammad SAW and all of his family and buddy who has brought us from ignorance into intelligence as we all feel in this moment.

In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

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7. My lecturers, who have taught me many things,
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10. Everyone who I have, that I cannot write the name, I remember every single thing we have.

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Curup, November 2018  
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## ABSTRACT

**Kadek Agus Dharmawan, 2018** :“An Analysis Of Students’ Difficulties And Strategies In Answering The Toefl Reading Comprehension Section Toefl (A *Descriptive Quantitative study of students English study program Academic year 2015 at IAIN Curup*)”

**Advisor** : Desfitranita, M.Pd

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This research was aimed to investigate what are the most difficult skills in TOEFL Reading Comprehension section and what are strategies frequently used by students do to overcome the difficulties answering TOEFL Reading Comprehension section in English Study Program academic year 2015 at IAIN Curup. This study employed descriptive method which was present in quantitative way. The population were 31 students who have taken reading IV (*Pendekatan TOEFL*). The researcher used total sampling to choose the sample of research, so the researcher took all the population as the sample of this research. The total amount of sample were 31 students. The instrument of this research were test and questionnaire. Then, in order to ensure the validity of the instrument, the researcher used content validity, construct validity and face validity. The data was tabulated in percentage formula and the result of this research shows the most difficult skills and strategies students used do to overcome the difficulties in answering TOEFL Reading Comprehension section. Based on the finding, there is one the most difficult skill, it is skill 6 with percentage 15.46% than of the five existing strategies for answering the TOEFL reading comprehension section it was found that students used the five existing strategies to answer questions where the questions contained the existing question skills.

**Keywords:** *Difficulties, Strategy, TOEFL Reading Comprehension Section.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

A test, in simple term is “a methods of measuring a person’s ability, knowledge or perfomance in a given domain”.<sup>1</sup> In his book entitled *Evaluasi Pendidikan*, Drs Amir Daien Indrakusuma cited by Suharisimi Arikunto said that the test is a systematic and objective tool or procedure to obtain the desired data or descriptions about a person, in a manner that may be said precisely and quickly.<sup>2</sup> The researcher concluded that the test is a systematic, objective and standardized procedure that is a series of questions or exercises that must be answered by the person taking the test to see students' abilities and knowledge.

The test is important in teaching learning process because the test can help teachers to evaluate the learning outcomes of the test as well as assess the learning programs that have been designed successfully or failed. In general, the test has two functions; as a measure of the students and as a means of measuring the succes of teaching program.<sup>3</sup> It means that the test not only serves as a measuring tool for the success or failure of teaching but also tests can be used as a measure of students' ability and competence.

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<sup>1</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadogy*, (USA: Pearson Longman, 2000), p.384

<sup>2</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), p. 32

<sup>3</sup> Sudijono, A. *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo, 2011), p. 67

The test has several types of tests, here the researcher focuses only on the types of tests commonly used in the language curriculum. Brown describes five test types that are commonly used in language curriculum. First, aptitude test is design to measure a person's capacity or general ability to learn a foreign language and to be succesful in that undertaking. Second, diagnostic test is designed to diagnose a particular aspect of a language. Third, placement test is test typically includes a sampling of material to be covered in the curriculum (that is, it has content validity), and it thereby provides an indication of the point at which the student will find a level or class to be neither too easy nor too difficult, but appropriately challenging. Fourth, achievements test is related directly to classroom lesson, units, or even a total curriculum. Fifth, a proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language<sup>4</sup>. From the explanation of Brown above, it can be concluded that there are five types of tests that can be used, but here the researcher focuses on the proficiency test.

Proficiency in the dictionary means that the quality of having great skills ability and experience.<sup>5</sup> But in this research, proficiency means having sufficient command of the language for a particular purpose. Proficiency test is useful to measure one's language ability. The kinds of proficiency test are Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), International English Language Testing System

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<sup>4</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadogy*, (USA: Pearson Longman, 2000), p.390-391

<sup>5</sup> <https://dictionary.cambridge.org/dictionary/english/proficiency>, accesed on Agustus 27 2018

(IELTS), Person Test of English Academic (PTE Academic), Cambridge First Certificate in English Examination (FCE), Cambridge Certificate of Proficiency in English Examination (CPE), Association of Language Tester in Urope (ALTE), International Student Admission Test (ISAT) and others.<sup>6</sup> It means there are many test options that can be used to view English non-native English proficiency.

Based on statement above, the researcher see that there are some proficiency English tests as the English standardized test. One of them widely used in academic field is TOEFL because TOEFL is used to evaluate the english proficiency of foreign language learner. With TOEFL test, one could know the English proficiency of students whose English is not their native language. The TOEFL test is a test to measure the level of English ability of non-native speakers of English.<sup>7</sup> The TOEFL test measures students ability to use and understand the English language as its read, written, heard and spoken in the university classroom. As the most accepted English-language test in the world, more than 9.000 universities, agencies and institutions in more than 130 countries accept the TOEFL test as part of their admissions criteria.<sup>8</sup> So, although there are several types of English test proficiency in the world, the TOEFL is still an option in some countries to see non-native abilities in mastering English language skills, both reading, writing, listening, and speaking.

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<sup>6</sup> Arthur Hughes, *Testing for Language Teachers* (UK: Cambridge University Press, 2003), p.11-12

<sup>7</sup> Deborah Phillips, *Longman Complete Course for The TOEFL Test : Preparation for The Computer and Paper Tests*, (New York: Pearson Education, 2001), p. xiii

<sup>8</sup> Celce-murcia, M. Olshtain, *Discourse and Context in Language Teaching: a Guide for Language Teachers*, (UK: Cambridge University Press, 2001). p. 25



Nowadays, TOEFL is used to get scholarship in order to continue further study in English speaking countries. TOEFL is also used to apply for a job vacancy. Most of the universities or colleges in Indonesia apply TOEFL test as one of student's requirements before graduation. Each university or college has different standard score as the requirement for graduation. In Institut Agama Islam Negeri (IAIN) Curup, especially for English students must have at least 375 score to graduate.

TOEFL is known for its language skill tests which are available in three types; they are paper-based, computer-based test, and internet-based test. The type of TOEFL used in IAIN Curup is TOEFL prediction, which is a paper-based test that consists of listening, structure and written expression, and reading comprehension sections. Because of that the researcher only focus on paper-based test (PBT) TOEFL test.

Given that TOEFL is very important in the academic field to measure English proficiency and also as one of the requirements of graduation in IAIN Curup. English tadrís study program holds a practicum TOEFL. It is expected that after studying practicum TOEFL can get the score that has been determined as a passing standard and able to get a high score.

Based on preliminary data at IAIN Curup especially English student, from result of *Praktikum* TOEFL score. Researcher found that there are some students still have struggling in answering the TOEFL test score, and achieve the standard by the faculty of language IAIN Curup is 375.

In regard to this, in IAIN Curup there is one subject who teach TOEFL namely Reading IV approaching for TOEFL test. Based on the students's score in Reading IV, it is stated that listening with average 46.72, structure with average 42.11, and reading with average 40.05. The evidence shows that there are difficulties encountered by sixth semester students who take reading TOEFL.

Based on the research experienced in learning reading TOEFL and some observation to some students who has taken practicum TOEFL, they said that from the sections in TOEFL it turned out that reading comprehension became the most difficult section on the TOEFL test.

In regard to this, it assumes that most students have difficulty in TOEFL reading comprehension sections due to various factors due to various factors, such as paraphrasing, note-taking, supporting ideas, identifying difficult words, topic, the main idea of the passage, and lack of vocabulary in TOEFL reading comprehension section.

Based on the phenomena that exist in IAIN Curup, especially the English tadrīs study program students take the Reading IV approaching to TOEFL test on academic year 2015. The researcher chose the Sekolah tinggi Agama Islam Negeri (STAIN) Curup as place of research. The researcher is interested in investigate in term of student's difficulties and strategies in TOEFL test of reading section in English Tadris Study Program Education (TARBIYAH) Department as the object of the research.

According to the explanation above, the researcher is interested in investigating the problem. Then, the researcher conducts the research entitled

**“AN ANALYSIS OF STUDENTS’ DIFFICULTIES AND STRATEGIES IN  
ANSWERING THE TOEFL READING COMPREHENSION SECTION  
TOEFL”**

## **B. Research Question**

Based on the background above, the research question are as follows:

1. What are the most difficult skills in reading comprehension section of TOEFL by the students?
2. What are strategies used by the students do to overcome the difficulties in reading comprehension?

## **C. Objective of The Research**

Based on the research question above, the objective of the research are:

1. To know which skill is the most difficult in reading comprehension by students.
2. To know strategies used by students to overcome the difficulties in reading comprehension.

## **D. Limitation of The Research**

In this research, the researcher focused on student's difficulties and strategies in TOEFL test of the Reading Comprehension Section. The sample in this research is also limit on English study program students at STAIN Curup especially sixth semester students who take subject Reading IV *Pendekatan TOEFL*.

## **E. Definition of Key Terms**

The reader should know some terms used in the title of this reseach in order to make it clear. They are:

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



TOEFL is a standardized test to measure the English language ability of non-native speakers to enroll in American Universities. The test is developed and established by ETS (Educational Testing Service) in 1964. The TOEFL score has been used as the requirement for non-native applicants in American and English speaker colleges and universities, so do to obtain scholarship in those countries.<sup>9</sup>

## 2. Reading Comprehension Section

One of the section in TOEFL test. Reading comprehension, measures the ability to read and understand short passages that are similar to read and understand short passages that are likely to encounter in North American colleges and universities. Examinees read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage.<sup>10</sup>

## 3. Strategy

Strategy is the mental process which learners employed to learn and use the target language.<sup>11</sup> In other opinion strategy is a general plan of students activities as their effort in learning to get their idea.<sup>12</sup> In this research,

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<sup>9</sup> Pamela J. Sharpe, *TOEFL iBT ;14th Edition*, (New York: Barons, 2013), p.

<sup>10</sup> ETS, *TOEFL 1997 Edition: Test and Score Manual*, (USA: Educational Testing Service, 1997), p. 12

<sup>11</sup> David Nunan, *Language Teaching Methodology*, (Singapore: Practice Hall) , p. 168

<sup>12</sup> Syaiful Bahri D Jamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2002), p. 15

strategy means some activities that student use to answering reading comprehension from the text they read in reading comprehension class.

#### 4. Difficulty

According to Cambridge Advanced Learners Dictionary Third Edition, difficulty is “when something is not easy to do or understand”.<sup>13</sup> Based on the definition above, the researcher concludes that difficulty is any condition that a student finds not easy to understand.

### **F. Significance of The Research**

By conducting this research, there are some significances follow:

#### 1. Students

The researcher expects this research could help EFL students evaluate their ability in TOEFL and aware of the difficulty in answering reading comprehension section. The researcher also expects the EFL students would improve their ability in reading section in TOEFL test.

#### 2. Lecturer

The findings of this research could be used as guideline to know the students difficulty in the reading comprehension. In regard to that, the results could be used to compose or design a better teaching method in English reading course. Lecturer could also direct EFL students to overcome the difficulty through the new teaching method.

#### 3. Future researcher

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<sup>13</sup> Cambridge Advanced Learners Dictionary Third Edition

This research could serve as a finding to further a similar research in reading section of TOEFL test.

#### **G. Research Organization**

Chapter I: Introduction, consist of background of the research, problems of the research, objective of the research, delimitation of the research, definition of key terms, significance of the research and research organization.

Chapter II: Review of related theories, consist of definition of toefl, reading comprehension, strategies, difficulties and the related finding.

Chapter III: Research methodology, consist of kind of the research, subject of the research, technique of data collection, research instrument, research procedure and technique of data analysis.

Chapter IV: Finding and discussion.

Chapter V: Conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

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

##### 1. History of TOEFL Program

The TOEFL test, formerly known as the “*Test of English as a Foreign Language*” was developed in the early 1960’s to assess the English proficiency of nonnative speakers of the language who intend to study in institutions where English is the language of instruction. The TOEFL test was developed under the auspices of the National Council on the Testing of English as a Foreign Language. The council was formed through the cooperative effort of more than 30 public and private institutions concerned with the English proficiency of nonnative speakers, especially those applying to English-medium academic institutions. The Ford and Danforth Foundations and was, at first, attached administratively to the Modern Language Association.<sup>14</sup>

In 1965, the college Board and Educational Testing Service (ETS) assumed joint responsibility for the program. Because many who take the TOEFL test are potential graduate students, a cooperative arrangement for the operation of the program was entered into by ETS, the college Board, and the Graduate Record Examinations Board in 1973. Under this arrangement, ETS

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<sup>14</sup> Ets, “*TOEFL IBT Research Insight-TOEFL Program History*”, (Vol. 6), p. 3

responsible for administering the TOEFL program with guidance from the TOEFL Board.<sup>15</sup>

Today the TOEFL Board advises ETS on policies under which ETS administers the TOEFL Program. The Board consists of 16 individuals. In accordance with its bylaws, the College Board appoints three Board members, and three are appointed by the GRE Board to represent the interests of undergraduate and graduate education. Nine at-large members are also appointed to provide representation for the various constituent groups that have an interest in the program. The Chair of the TOEFL Committee of Examiners also serves on the TOEFL Board.

The board has three standing committees, each responsible for specific areas of program activity: the Committee of Examiners (COE), the Grants and Awards Committee and the Finance Committee. The Committee of Examiners is a standing committee of the TOEFL Board. The COE consists of twelve individuals from around the world, each of whom has achieved professional recognition in an academic field related to English as a Foreign or Second Language. Members provide guidance and oversight for research and development related to the TOEFL test. On other matters, such as major test redesign and policy changes, the COE has power of recommendation to the TOEFL Board. In addition, the COE has a Research Subcommittee

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<sup>15</sup> Ets, “*Test and Score Data Summary-2002-03 Test Year Data Test of English as Foreign Language*”, p.2

responsible for commissioning and overseeing research carried out under the COE research program.

The Board has a Grants and Awards Committee that oversees eight categories of awards and grants annually in the fields of language teaching, testing and research and international education. Finally, the Board also has a standing Finance Committee.<sup>16</sup>

Thus, the TOEFL test itself has been planned since the 1960's where it was created to measure nonnative English abilities. So since the 1960's the system in this test is constantly updated for more precise testing. So, there are currently three types of TOEFL test: PBT, CBT, and IBT where the test aims to see nonnative English ability to master the four skills of English language that is speaking, listening, reading, and writing.

## 2. Definition of TOEFL

The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English.<sup>17</sup> The TOEFL is designed to test your ability to understand standard North American English it is written and administered by the Educational Testing Service (ETS) , a private, not-for-profit company based in New Jersey.<sup>18</sup> Test of English as a Foreign Language, is probably the most often used examination in the admission process of foreign students to

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<sup>16</sup> Ibid, p. 2

<sup>17</sup> Deborah Phillips, *Longman Complete Course for the TOEFL Test : Preparation for The Computer and Paper Tests*, (New York : Pearson Education, 2001), p. xiii

<sup>18</sup> Simon and Schuster, *Kaplan: TOEFL Paper and Pencil*, (USA: Kaplan.inc), Third edition, p.5

colleges and universities in the United States.<sup>19</sup> Most people who take the TOEFL test are planning to study at North American universities or colleges.<sup>20</sup> In addition, TOEFL scores are accepted by more than 10,000 colleges, agencies and other institutions in over 130 countries accept TOEFL scores.<sup>21</sup> So, TOEFL score is not only accepted by colleges but also accepted by agencies and other institutions such as immigration department use them to issue residential and work visas, then used for license for professional certification purposes and used by someone to measure progress in learning English.

Based on explanation above, it can be concluded that TOEFL is one of the measurements for English proficiency of people are nonnative English speakers, besides that the TOEFL test is the most accessible English language test. Moreover, the TOEFL test confirm a student has the English language skill necessary to succeed in an academic field.

### 3. 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

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<sup>19</sup> Michael A. Pyle, and Mary Ellen Munoz, *TOEFL Preparation Guide*, (New Delhi: Nice Printing Press. 2002), p.4

<sup>20</sup> Ets, “*Test of English as a Foreign Language TOEFL : Practice Test*”, Vol.01, p. 5

<sup>21</sup> [https://www.ets.org/toefl/ibt/about/who\\_accepts\\_scores/?WT.ac=toeflhome\\_whoacceptsscores\\_180910](https://www.ets.org/toefl/ibt/about/who_accepts_scores/?WT.ac=toeflhome_whoacceptsscores_180910), accessed on September 24 2018

1995 following a computer-based test was introduced. Then, in 2006, began to use the internet based test.<sup>22</sup> Researchers will explain the types of TOEFL test used in the world.

### **1) Paper-Based Test (PBT)**

PBT toefl is a type of test toefl that is often used on several campuses, universities, and institutions. The TOEFL PBT test, administered in a paper-and-pencil format, measured test takers' ability to use and understand English in a classroom setting at the college or university level.<sup>23</sup> This test is still using a paper format where the test taker will work on the answers on the paper sheet, although using a paper test test format is valid to test the English proficiency test taker.

The Paper-Based TOEFL has three sections: Listening Comprehension, Structure and Written Expression, and Reading. In addition, the TWE is 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 the same questions. The total score is based on a scale of 310-677.<sup>24</sup>

Each form of TOEFL PBT consist of three separately timed sections; the questions in each section are multiple-choice, with four possible answers

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<sup>22</sup> Vincent Darna, *Raih Skor TOEFL Tertinggi*, (Jakarta : Puspa swara, 2010), p. 1

<sup>23</sup> <https://www.ets.org/toefl/pbt/about>, accessed on September 25 2018

<sup>24</sup> Phamela J. Sharpe, *How to Prepare for the TOEFL Test of English Foreign Language*, 11<sup>th</sup> Edition, p.11-12



or options per question.<sup>25</sup> It means, to answer in each section the test taker simply chooses the most appropriate multiple choice.

Brief descriptions of the Paper-Based Test there are three sections of the test follow:

#### **a. Section 1 Listening Comprehension**

The Listening Comprehension section of TOEFL is always given first.<sup>26</sup> Listening comprehension, measures the ability to understand English as it is spoken in North American. The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions frequently used in spoken English. The stimulus material and oral questions are recorded in standard North American English; the response options are printed in the test books.<sup>27</sup> In this test section, the test taker will listen to the conversation that has been recorded, so the test taker must have a high concentration to answer the question and not be allowed to cross out the existing questions.

You must listen carefully because you will hear the recording one time only and the material on the recording is not written in your test book.<sup>28</sup> It is necessary to have a good “ear” for English, which can only be obtained with a great deal of practice. You must be able to distinguish between words that

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<sup>25</sup> Ets, “*Test and Score Data Summary:TOEFL Computer-Based and Paper Based Test*”, p. 11

<sup>26</sup> Bruce Rogers, *The Complete Guide to The TOEFL Test*, (USA: Heinle, Cengage Learning, 2011), p. 2

<sup>27</sup> Ets, “*Test and Score Data Summary:TOEFL Computer-Based and Paper Based Test*”, p 11

<sup>28</sup> Deborah philips, *Longman Complete Course for The TOEFL Test*, (USA: Pearson Education, 2001), p. 22

sound similar and be able to comprehend entire sentences, not just single word or phrases. Notetaking, underlining, and crossing out in the test book are *not allowed*. You must be able to listen only and then choose your answer.<sup>29</sup> Based on explanation above, it can be concluded that in order to get used to and be able to answer correctly it is necessary to practice intense listening because with practice we will more easily understand the conversation and be able to distinguish sentences that are almost the same in the conversation being played.

It is typically lasts 30 to 35 minutes and contains 50 questions.<sup>30</sup> There are three parts to this section with special directions for each part.<sup>31</sup> So, in this listening section it has about 30 to 35 minutes to answer 50 questions consisting of three parts, namely short dialogues, long conversation, and talks.

1. Short Dialogues are two-line dialogues between two speakers, each followed by a multiple-choice question. You will listen to each short dialogue and question on the recording and then choose the best answer to each question from the four choices in your test book. The 30 short dialogues and 30 questions about them make up Part A of the paper Toefl test.
2. Long Conversation are 60-90 second conversations on casual topics between students, each followed by a number of multiple-choice

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<sup>29</sup> Michael Pyle and Mary Ellen, *CLIFFS TOEFL Preparation Guide*, (New Delhi: Nice Printing Press, 2002), p. 17

<sup>30</sup> Ibid, p.17

<sup>31</sup> Ets, “*Test of English as a Foreign Language TOEFL : Practice Test*”, Vol.01, p. 15

questions. You will listen to each long conversation and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.

3. Talks are 60-90 second talks about school life or on academic subjects, each followed by a number of multiple-choice questions. You will listen to each lecture and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The three lectures and the 11-13 questions that accompany them make up Part C of the paper TOEFL test.<sup>32</sup>

It can be concluded that listening section is always the first test given in PBT toefl, where this test has 50 questions and consists of 3 parts namely short dialogues, long conversations, and talks. The test taker only has about 30 to 35 minutes and the test taker is not allowed to cross out or mark the question sheet and the recording is only played once.

## **b. Section 2 Structure and Written Expression**

The second section is called Structure and Written Expression.<sup>33</sup> The second section of TOEFL tests your understanding of English grammar and

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<sup>32</sup> Michael Pyle and Mary Ellen, Op. Cit, p. 22

<sup>33</sup> Deborah philips, *Longman Complete Course for The TOEFL Test*, (USA: Pearson Education, 2001), p. 195

usage.<sup>34</sup> Other than that according to Michael Pyle the grammar section of the TOEFL test your ability to recognize *formal written* English. Many things that are acceptable in spoken English are *not* acceptable in formal written English. You must choose the most economical, mature, and correct way of stating each sentence in this section.<sup>35</sup> So in this second section, known as the Structure and Written expression, tests the ability of a test taker in understanding the structure of a sentence, because speaking and writing on a sentence are very different as Michael Pyle points out where there are several sentences that are commonly used when speaking but cannot be used in formal writing.

This section typically lasts 25 minutes and contains approximately 40 questions.<sup>36</sup> It means the time that the test taker has to complete 40 questions is only about 25 minutes. They simply choose the most appropriate multiple choice.

As with the previous section, this structure and written expression section also has a type of question. There are two types of questions in this section, with special directions for each type.<sup>37</sup> These two types of questions are structure and written expression. Here is the explanation:

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<sup>34</sup> Bruce Rogers, *The Complete Guide to The TOEFL Test*, (USA: Heinle, Cengage Learning, 2011), p. 102

<sup>35</sup> Michael Pyle and Mary Ellen, *CLIFFS TOEFL Preparation Guide*, (New Delhi: Nice Printing Press, 2002), p. 25

<sup>36</sup> Ibid p. 25

<sup>37</sup> Ets, “*Test of English as a Foreign Language TOEFL : Practice Test*”, Vol.01, p.25

1. Structure (questions 1-15) consists of fifteen sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.
2. Written Expression (questions 16-40) consists of twenty-five sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is *not* correct.<sup>38</sup>

It can be concluded that The structure consists of 15 questions, usually in each sentence replaced by a blank, then the test taker selects multiple choices on the answer sheet, while written expression consists of 25 questions where usually the given question is underlined and the test taker analyzes the sentence according to the question given then chooses multiple choice on worksheets.

### **c. Section 3 Reading Comprehension**

The third section of the TOEFL test is the reading Comprehension.<sup>39</sup> Reading Comprehension, measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. Examinees read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied

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<sup>38</sup> Deborah Philips, Op. Cit, p. 195

<sup>39</sup> Deborah Philips, *Longman Preparation Course for The TOEFL Test*, (USA: Pearson Education, 2003), p. 249

by the passage, as well as knowledge of some of the specific words as they are used in the passage.<sup>40</sup> So in this section test the ability of test takers to understand passages in the given problem.

The passage vary in length from about seven lines to about thirty-five.<sup>41</sup> You must be able to read a passage containing rather complicated constructions and vocabulary and answer questions based on what have you read. This section requires a strong college-level vocabulary. A strong vocabulary cannot be develop instantly. It grows over a long period of time spent reading widely and learning new words. Knowing the meaning of prefixes, suffixes, and roots will help you to derive word meaning on the test.<sup>42</sup> It means to answer correctly the test taker must have good reading skills.

Test taker have fifty-five minutes to complete the fifty questions in this section. In this part of the test you will be given reading passages, and you will be asked two types of questions about the reading passages.<sup>43</sup> So in this section, having a type of question that must be understood by the test taker is vocabulary and reading comprehension. Here is the explanation:

1. Vocabulary, The first questions on this section will test your English vocabulary. There are 30 academic sentences, each containing an

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<sup>40</sup> Ets, “*Test and Score Data Summary:TOEFL Computer-Based and Paper Based Test*”, p. 11

<sup>41</sup> Bruce Rogers, *The Complete Guide to The TOEFL Test*, (USA: Heinle, Cengage Learning, 2011), p. 270

<sup>42</sup> Michael Pyle and Mary Ellen, *CLIFFS TOEFL Preparation Guide*, (New Delhi: Nice Printing Press, 2002), p. 29

<sup>43</sup> Deborah philips, *Longman Preparation Course for The TOEFL Test*, (USA: Pearson Education, 2003), p. 249

underlined word. You must choose the word that has the same meaning from among the four choices.

2. Reading Comprehension, Your ability to read and understand college level reading material is test on this part of the TOEFL. You will find five or six reading passages, each followed by four to seven questions. You must work quickly and efficiently.<sup>44</sup>

From the above discussion, the researcher concluded on toefl test pbt there are 3 section. The first session is known as listening comprehension, in which this test measures students' ability to hear English conversations where the conversation listens to academic conversations. In this session, test takers will answer 50 questions and spend 30-35 minutes. The listening list consists of 3 types of listening, first short conversation test takers will listen to the conversation between 2 people, both long conversation duration 60-90 second conversation and will be heard casual topics between students. Third talks duration 60-90 seconds about school life and can also on academic subjects. Records that are heard during the test will only be played once and will not be repeated, students are also not allowed to cross out or mark the question. Therefore, students should have good listening skills and also have a strategy in answering the listening comprehension problem.

The second section will assess students' understanding and ability in English grammar and usage. The topics of the sentences are of a general academic, the students will answer 40 questions and spend 25 minutes. The

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<sup>44</sup> Steven J. Matthiesen, *"Essential Words for The TOEFL"*, p. 3

type of question in this session has 2 types: the structure consists of fifteen sentences in which part of each sentence has been replaced with a blank and written expression consists of twenty-five sentences in which four words or groups of words have been underlined.

Finally, the third section of Reading Comprehension where in this section consists of 50 questions to be answered, and has two types of questions to be given namely vocabulary and reading comprehension. This test is given to measure the ability to read and understand short passages.

## **2) Computer-Based Test (CBT)**

CBT is one of the TOEFL test types discussed by ETS. In July 1998, Educational Testing Service (ETS) introduced the computer-based TOEFL test in the United States, Canada, Latin America, Europe, the Middle East, Africa, and selected Asian countries. According to ETS, the computer-based test will eventually completely replace the paper test. Some parts of the TOEFL will be a linear computerized test, which is scored the same way as a paper test. Other parts of the TOEFL will be a computer-adaptive test (CAT).<sup>45</sup> It means CBT and PBT are not too different if PBT uses a paper format while CBT uses a computer format.

The computer-based TOEFL test (CBT) is offered year-round at institutional sites such as colleges and universities and at testing centers

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<sup>45</sup> Bruce Rogers, *Peterson's TOEFL SUCCESS* 2005, (USA: Thomson Corporation, 2004), Fifth Edition, p. 1



operated by Prometric, a division of Thomson Learning.<sup>46</sup> The CBT is a computer-adaptive test that is offered as an official standard for language proficiency worldwide.<sup>47</sup> A primary goal of the TOEFL program is to provide more extensive information than it has in the past about candidates' English proficiency.<sup>48</sup> We know that CBT is also used on campuses and universities as well as PBT, but CBT is intended to provide more extensive information than before.

The Computer-Based TOEFL has four sections:<sup>49</sup> At CBT this has 4 sections as well as PBT but CBT directly provides writing packages unlike PBT. Where writing is a separate package, and usually the test taker only takes 3 sections. Here is the explanation:

#### **a. Listening**

This section includes various stimuli, such as dialogues, short conversations, academic discussions, and minilectures, and poses questions that test comprehension of main ideas, the order of a process, supporting ideas, important details, and inferences, as well as the ability to categorize topics/objects. The section consists of 30-50 questions and

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<sup>46</sup> ETS, "Test of English as a Foreign Language: Information and Registration BULLETIN" (2005), p. 4

<sup>47</sup> Pamela J. Sharpe, *How to Prepare for The TOEFL Test of English Foreign Language*, 11<sup>th</sup> Edition, p. 11

<sup>48</sup> ETS, Op.Cit, p. 4

<sup>49</sup> Pamela J. Sharpe, Op.Cit, p. 11

is 40-60 minutes in length.<sup>50</sup> The listening section has 30 to 50 questions and only has a response time of 40 to 60 minutes. Test takers will choose multiple choice answers.

According to Philip Deborah this test aims to demonstrate their ability to understand spoken English, examinees must first listen to passages on headphones as they see pictures on a computer screen and then answer various types of questions about the passages that they just heard.<sup>51</sup> It means that unlike PBT tests where test takers must be occupied with sheets of paper, the CBT test makes it easier for test takers because the test takers have been provided with headphones and immediately answer on the computer without having to be occupied with paper sheets.

According to Michael Pyle to score well in the Listening section, you must have a through knowledge of English and a strong ability to interpret what you hear.<sup>52</sup> It means the ability to hear in this section is very important to interpret what is being heard by the test taker to answer correctly.

## **b. Structure**

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<sup>50</sup> ETS, *“Toefl Test of English as a Foreign Language: Computer-Based TOEFL”*, (2000), p. 8

<sup>51</sup> Deborah Philips, *Longman Complete Course for The TOEFL Test*, (USA: Pearson Education, 2001), p. xiv

<sup>52</sup> Michael A. Pyle, *CLIFFS Testprep: TOEFL CBT*, (USA: IDG Books Worldwide.inc, 2001), p. 17

On the structure section questions there are 20-25 questions in this section, which is 15-20 minutes long.<sup>53</sup> Unlike the PBT which has 40 questions, the CBT test taker will only be given 20 to 25 questions with a response time of 15 to 20 minutes.

According to Deborah Philip this test was intended to demonstrate their ability to recognize grammatically correct English, examinees must look at sentences on a computer screen and either choose the correct way to complete the sentences or identify errors in the sentences.<sup>54</sup> Based on the statement, we can find out this test aims to see the correct taker to recognize grammatical test ability english or identify errors sentences on screen.

To get a good score according to Michael Pyle you need to know standard English grammar.<sup>55</sup> So, understanding standard English grammar will make it easier for the test taker to know the correct grammar and understand the errors sentences in the sentence.

### **c. Reading**

The third section or better known as reading comprehension section. The Reading section includes 44-55 questions and is 70-90 minutes long. The section consist of four to five passages of 250-350 words, with 11

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<sup>53</sup> ETS, *“Toefl Test of English as a Foreign Language: Computer-Based TOEFL”*, (2000), p. 8

<sup>54</sup> Deborah Philips, *Longman Complete Course for The TOEFL Test*, (USA: Pearson Education, 2001), p. xiv

<sup>55</sup> Michael A. Pyle, *CLIFFS Testprep: TOEFL CBT*, (USA: IDG Books Worldwide.inc, 2001), p. 26

questions per passage.<sup>56</sup> So, in CBT this reading comprehension section only has 44 to 55 questions and has a response time of 70 reaching 90 minutes.

According to Deborah Philip this test was used to demonstrate their ability to understand written English, examinees must read passages on a computer screen and answer various types of questions about the ideas and meaning of words in the passages.<sup>57</sup> It means test takers must know English writing and are able to answer various types of questions such as main idea and also meaning of words in the passage.

To succeed in this section there are many ways, one of them according to Michael Pyle to succeed in this section, you need to be able to read and understand English.<sup>58</sup> It means not only enough to read but the test taker is able to copy and understand the meaning of passages.

#### **d. Writing**

Fourth section or often known as writing section. In this section, you are given a specific topic, and you are asked to write an answer to the question. You have thirty minutes either to type your answer on the computer only or to write your answer on a lined sheet of paper.<sup>59</sup> So, the test taker will be given a specific topic and told to answer questions that have been given then the time given to the test taker is around 30 minutes.

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<sup>56</sup> ETS, Op.Cit, p. 9

<sup>57</sup> Deborah Philips, *Longman Complete Course for The TOEFL Test*, (USA: Pearson Education, 2001), p. xiv

<sup>58</sup> Michael A. Pyle, *CLIFFS Testprep: TOEFL CBT*, (USA: IDG Books Worldwide.inc, 2001), p. 29

<sup>59</sup> Philips, Op.Cit, p. 473

The purpose of this test is according to Philip Deborah, to demonstrate their ability to produce meaningful, organized, and correct English, examinees must write an essay on a given topic in thirty minutes, either on the computer or by hand.<sup>60</sup> So, test takers must make essays with the right sentence structure in accordance with standard grammar standards.

To succeed well in this section there are several ways one of them according to Michael Pyle to perform well on this section of the TOEFL test, you must be able to write clearly and convincingly, and you must organize the essay well and provide sufficient details and examples.<sup>61</sup> It means it is very important to organize the essay meaningful and also in accordance with the standard grammar.

It can be concluded that CBT has 4 sections which have used a computer system and no longer use paper. CBT is also used as a standard English proficiency worldwide.

### **3) Internet-Based Test (IBT)**

After the TOEFL has 2 types of tests that are considered to be long, ETS issues the latest TOEFL type, namely Internet Based Test or known as the Internet Based Test TOEFL . The TOEFL iBT is an Internet-based test (iBT) delivered in secure testing centers around the world. The TOEFL iBT

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<sup>60</sup> Ibid p. xiv

<sup>61</sup> Michael A. Pyle, *CLIFFS Testprep: TOEFL CBT*, (USA: IDG Books Worldwide, Inc, 2001), p. 34

replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where IBT testing is not possible.<sup>62</sup> Although IBT has been issued by ETS, the use of such types of TOEFL CBT and PBT tests is still used in places not covered by the internet.

Internet-Based TOEFL (IBT), also called the next generation TOEFL, launched on September 24, 2005, in the United States. The following month, in Canada, Germany, Italy and France. TOEFL IBT was introduced throughout the world in stages during 2006.<sup>63</sup> So, this type of TOEFL IBT has been introduced since 2006 throughout the world.

TOEFL IBT is a direct measure of the test taker's communicative abilities in all four basic skills-reading, listening, speaking, and writing.<sup>64</sup> It means different types of previous TOEFL IBT has four types of basic skills in English such as reading, listening, speaking and writing. if the previous TOEFL test type does not have speaking, then in this IBT test type has a test speaking test taker.

There are four sections on the TOEFL, with special directions for each section:

#### **a. Reading Section**

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<sup>62</sup> ETS, *"The official Guide to The TOEFL Test"*, (USA: Mc Graw-Hill Companies.inc, 2009), Third Edition, p. 2

<sup>63</sup> Sharpe J. Pamela, *Kunci Sukses TOEFL IBT: Persiapan Intensif Menghadapi TOEFL IBT*, (USA: Paper Plus Publisher) (buku prodi), p. 16

<sup>64</sup> Kaplan, *TOEFL IBT*, (NY: Kaplan Publishing a Division of Kaplan.inc, 2001), Fourth Edition, p. 3

The reading section tests your ability to understand reading passages like those in college textbooks. There are three passages on the short format and five passages on the long format. After each passage, you will answer 12-14 questions about it.

**b. Listening Section**

The listening section tests your ability to understand spoken English that is typical of interactions and academic speech on college campuses. During the test, you will listen to conversations and lectures questions about them. There are two conversations and four lectures on the short format and three conversations and six lectures on the long format.

**c. Speaking Section**

The Speaking section tests your ability to communicate in English in academic setting. During the test, you will be presented with six speaking questions. The questions ask for a response to a single question, a conversation, a talk, or a lecture.

**d. Writing Section**

The Writing section tests your ability to write essays in English similar to those that you would write in college courses. During the test, you will write one essay about an academic topic and one essay about a familiar topic.<sup>65</sup>

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<sup>65</sup> Pamela, barron's toefl ibt 13th edition, op.cit, p. 1

Each of the four sections of TOEFL IBT is scored on a scale of 0 to 30. The four sections scores are then added together for a total test score of 0 to 120.

In addition to the section scores and total score, you will receive score descriptions as part of your result. These descriptors are brief explanations of what the numeric scores mean in terms of language skills and proficiency.<sup>66</sup>

The researchers concluded that there are three types of TOEFL test that can be taken by the test takers. Each type has the same test only difference when doing test. CBT and IBT test have almost the same test that is using the computer to perform the test is still, PBT test is still manual and the test taker must do the test on the worksheets that have been provided.

However, in Indonesia alone, especially in universities, colleges, and high schools are still using various types of TOEFL PBT tests, because there are several factors that do not allow an institution to run TOEFL tests such as CBT and IBT. As in some areas that are still unreachable by internets and some regions that do not have an adequate number of computers, in some areas they still use the PBT TOEFL type.

#### **4. READING COMPREHENSION OF TOEFL**

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<sup>66</sup> Kaplan, *TOEFL IBT*, (New York: Kaplan Publishing a Division of Kaplan.inc, 2001), Fourth Edition, p. 4



The third section of the TOEFL test is the Reading Comprehension section. Reading comprehension is found in all types of TOEFL test whether it is PBT, IBT and CBT. In line with Barron said that this section is included in the PBT, the CBT, and the next generation.<sup>67</sup> In this study the researcher only focuses on reading comprehension contained in PBT TOEFL Test, because in IAIN Curup only use type PBT TOEFL Test.

According to Michael Pyle and Mary Ellen said that the reading comprehension section measure test taker's ability to understand, interpret, and analyze reading passages on variety of topics.<sup>68</sup> So, reading comprehension test is testing the ability of the test taker in understanding the text with various types of topics and analyze the passage in the text.

## 5. Difficulties in Reading Comprehension Section

Reading comprehension is one of the sections in each type of TOEFL, usually found in the third section known as the Reading Comprehension section, in line with the opinion of Deborah Philip who said that the third section of the TOEFL test is the reading comprehension<sup>69</sup>, in this study the researcher focused on the reading comprehension section in PBT because in IAIN Curup, the type of TOEFL used by the PBT TOEFL test.

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<sup>67</sup> Phamela J. Sharpe, *How to Prepare for The TOEFL Test of English Foreign Language*, 11<sup>th</sup> Edition, p. 208

<sup>68</sup> Michael Pyle and Mary Ellen, *CLIFFS TOEFL Preparation Guide*, (New Delhi: Nice Printing Press, 2002), p. 29

<sup>69</sup> Deborah Philips, *Longman Preparation Course for The TOEFL Test*, (USA: Pearson Education, 2003), p. 249

The literature has reported many students find reading difficult because of several factors, Ali stated that it may be caused by their ability in understanding text is still low.<sup>70</sup> This affects the ability of the test takers to carry out the TOEFL test especially the reading comprehension section in line with Antoni's opinion cited by Samad, Janah, and Fitriani said that this impact on the student's ability in answering questions in reading comprehension.<sup>71</sup>

Reading comprehension is one of the most difficult tests. In line with the opinions of Simon and Schuster stated that many students find the Reading Comprehension Section of the TOEFL extremely difficult.<sup>72</sup> In addition, according to Chawwang, the research conducted by Samad, Jannah, and Fitriani said that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary.<sup>73</sup> According to Deborah Philip in the reading comprehension section of the TOEFL test the test consists of 13 skills including:

1. Skill of Reading Compehension

- A. Questions about the ideas of the passage

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<sup>70</sup> Hapid Ali, "*The Use of Silent Reading in Improving Students' Reading Comprehension and Their Achievment in TOEFL Score at a Private English Course*", (Indonesia: Insan Akademika Publications, Vol.01, 2012), p. 51

<sup>71</sup> Iskandar Abdul Samad, Miftahul Janah, and Siti Sarah Fitriani, "*EFL Students Strategies Dealing With Common Difficulties in TOEFL Reading Comprehension Section*", (Indonesia: International Journal of Language education, Vol.01, 2017), p. 30

<sup>72</sup> Simon and Schuster, *Kaplan: TOEFL Paper and Pencil*, (USA: Kaplan.inc), Third Edition, p. 19

<sup>73</sup> Iskandar Abdul Samad, Miftahul Janah, and Siti Sarah Fitriani, "*EFL Students Strategies Dealing With Common Difficulties in TOEFL Reading Comprehension Section*", (Indonesia: International Journal of Language education, Vol.01, 2017), p. 30

It is very common for the reading passages in the Reading Comprehension section of the TOEFL test to have questions about the overall ideas in the passage. The most common type of question asks about the main idea, topic, title, or subject. Occasionally, there will also be a question about how the information in the passage is organized.

#### Skill 1: Answer main idea question correctly

Almost every reading passage on the TOEFL test will have a question about the main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the *topic*, *subject*, *title*, *primary idea*, or *main idea*. These questions are all really asking what primary point the author is trying to get across in the passage. Since TOEFL passages are generally written in a traditionally organized manner, it is not difficult to find the main idea by studying the topic sentence, which is most probably found at the beginning of a paragraph.

##### How to answer the question

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

## Skill 2: Recognize the organization of ideas

In the Reading Comprehension section of the TOEFL test, there will sometimes be questions about the organization of ideas in a passage. In this type of question, you will be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs).

How to answer the question

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

## B. Directly Answered Questions

Many questions in the Reading Comprehension section of the TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of question without having to draw a conclusion. The common questions of this type are (1) stated detail questions, (2) “inferred” detail questions, and (3) pronoun referent questions.

## Skill 3: Answer stated detail questions correctly

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these

questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same.

#### How to answer the question

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

#### Skill 4: Find “unstated” details

You will sometimes be asked in the Reading Comprehension section of the TOEFL test to find an answer that is *not added* or *not true* in the passage. This type of question really means that three of the answers are *stated*, *mentioned*, or *true* in the passage, while one answer is not. Your actual job is to find the three correct answers and then choose the letter of the one remaining answer.

#### How to answer the question

- 1) Choose *a key word* in the question.

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

#### Skill 5: Find pronoun referents

In the Reading Comprehension section of the TOEFL test, you will sometimes be asked to determine which noun a pronoun refers to. In this type of question it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look *before* the pronoun to find the noun.

##### How to answer the question

- 1) Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.)
- 2) Look for nouns that come *before* the pronoun.
- 3) Read the part of the passage *before* the pronoun carefully.
- 4) Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

### C. Indirectly answered questions

Some questions in the Reading Comprehension section of the TOEFL test will require answers that are not directly stated in the passage. To answer these questions correctly, you will have to draw conclusions from information that is given in the passage. Two common types of indirectly answered questions are (1) implied detail questions and (2) transition questions.

#### Skill 6: Answer implied detail questions correctly

You will sometimes be asked to answer a question by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words *implied*, *inferred*, *likely*, or *probably* to let you know that the answer to the question is not directly stated. In this type of question it is important to understand that you do not have to “pull the answer out of thin air.” Instead, some information will be given in the passage, and you will draw a conclusion from that information.

##### How to answer the question

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

#### Skill 7: Answer transition questions correctly

You will sometimes be asked to determine what probably came before the reading passage (in the *preceding* paragraph) or what probably comes after the reading passage (in the *following* paragraph). Of course, the topic of the *preceding* or *following* paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a *transition* question. It asks you to demonstrate that you understand that good writing contains *transition* from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph.

How to answer the question

- 1) Read the *first* line for a *preceding* question.
- 2) Read the *last* line for a *following* question.
- 3) Draw a conclusion about what comes *before* or *after*.
- 4) Choose the answer that is reflected in the *first* or *last* line of the passage.

#### D. Vocabulary

In the Reading Comprehension section of the TOEFL test, there will be a number of vocabulary questions. To answer this type of question, it



is of course helpful if you know the meaning of the word that the TOEFL test is testing. However, it is not always *necessary* for you to know the meaning of the word; often there are skills that you can use to help you find the correct answer to the question: (1) finding definitions from structural clues, (2) determining meanings from word parts, and (3) using context clues to determine meanings.

#### Skill 8: Find definitions from structural clues

When you are asked to determine the meaning of a word in the Reading Comprehension section of the TOEFL test, it is possible (1) that the passage provides information about the meaning of the word and (2) that there are structural clues to tell you that the definition of a word is included in the passage.

##### How to answer the question

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

#### Skill 9: Determine meaning from word parts

When you are asked to determine the meaning of a long word that you do not know in the Reading Comprehension section of the TOEFL test, it is sometimes possible to determine the meaning of the word by studying the word parts.

#### Skill 10: Use context to determine meanings of difficult words

On the TOEFL test you will sometimes be asked to determine the meaning of a difficult word, a word that you are not expected to know. In this case, the passage will give you a clear indication of what the word means.

##### How to answer the question

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

#### Skill 11: Use context to determine meanings of simple words

You will sometimes be asked to determine the meaning of a simple word, a word that you see often in everyday English. In this type of question, you should **not** give the normal, everyday meaning of the word; instead, the TOEFL test wants to know the meaning of the word in this situation.

### How to answer the question

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

### E. Overall Review Questions

Often in the Reading Comprehension section of the TOEFL test the last question (or two) for a particular reading passage is an *overall* question, one that asks about the passage as a whole rather than one small detail. The overall review questions are generally *not* main idea questions; instead they ask about some other aspect of the passage as a whole. The most common types of overall review questions are (1) questions that ask *where* in the passage something is found, (2) questions about the *tone* of the passage, (3) questions about the *author's purpose* in writing the passage, or (4) questions about which *course* the passage might be a part of.

### Skill 12: Determine where specific information is found

Sometimes the final question in a reading passage will ask you to determine where in the passage a piece of information is found. The answer choices will list possible locations for that information. The best

way to approach this type of question is to study the question to determine the information that you are looking for and then to go to the lines listed in the answers and skim for that information.

#### How to answer the question

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

#### Skill 13: Determine the tone, purpose, or course

Other types of overall review questions occur occasionally in the Reading Comprehension section of the TOEFL test. Possible questions of this type are those that ask about (1) the *tone* of the passage, (2) the *author's purpose* in writing the passage, and (3) the *course* in which the passage might be used.

A question about the *tone* is asking if the author is showing any emotion in his or her writing. The majority of the passage on the TOEFL test are factual passages presented without any emotion; the tone of this of passage could be simply *informational*, *explanatory*, or *factual*. Sometimes on the TOEFL test, however, the author show some emotion, and you must be able to recognize that emotion to answer a question

about tone correctly. If the author is being funny, then the tone might be *sarcastic*; if the author's feels strongly that something is right or wrong, the tone might be *impassioned*.

A question about *purpose* is asking what the author is trying to do in the passage. You can draw a conclusion about the author's purpose by referring to the main idea and the organization of details in the passage. For example, if the main ideas is that George Washington's early life greatly influenced his later career and if the details give a history of his early life, the author's purpose could be *to show how George Washington's early life influenced his later career*. However, the answer to a purpose question is often considerably more general than the main idea. A more general author's purpose for the main idea about George Washington would be *to demonstrate the influence of early experiences on later life* (without any mention of George Washington).

A question about the *course* is asking you to decide which university course might have this passage as assigned reading. You should draw a conclusion about the course by referring to the topic of the passage and the organization of details. For example, if the passage is about George Washington and the details give historical background on his early life, then this would probably be assigned reading in an American history class. However, if the passage is about George Washington and then details show the various influences that he had on the information of the

American government, then the passage might be assigned reading in a government or political science class.

How to answer the question

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

2). Choose the answer that identifies the emotion.

Purpose : 1). Study the main idea in the topic sentence and the details used to support the main idea.

2). Draw a conclusion about the *purpose*.

Course : 1). Study the main idea in the topic sentence and the details used to support the main idea.

2). Draw a conclusion about the *course*.<sup>74</sup>

From the discussion above it can be concluded that the reading comprehension section of the test PBT test is one of the sections that is difficult in the test TOEFL for test takers due to several factors that have been explained previously. In addition, reading comprehension itself has 13 skills that make test takers have difficulties if they do not master it, therefore in this study researchers will look at the thirteen skills, which skills are the most difficult for test takers.

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<sup>74</sup> Deborah Philips, *Longman Preparation Course for The TOEFL Test*, (USA: Pearson Education, 2003), p. 249-311

## 6. Strategies for The Reading Comprehension Questions

To overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text. Language learner could use any strategies to comprehend the text. Reading strategies are very important, it is not only to successfully comprehending the text but also to overcome any reading problems.

According Simon and Schuster there are four strategies in reading comprehension test. First, budget your time, second, do not panic if there are a lot of words test taker do not recognize, third, skip hard questions until test taker have answered the other questions for a reading passage, fourth, answer every questions for a reading passage before going on to the next passage.<sup>75</sup>

Meanwhile, according to Deborah, there are five strategies of TOEFL reading comprehension, namely:

1. Skim the reading passage to determine the main idea and the overall organization of ideas in the passage. You do not need to understand every detail in each to passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
2. Look ahead at the questions to determine what types of questions you must answer. Each type of question is answered in a different way.

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<sup>75</sup> Simon and Schuster, *Kaplan: TOEFL Paper and Pencil*, (USA: Kaplan.inc), Third Edition, p. 29

3. Find the section of the passage that deals with each question. The question-type tells you exactly where to look in the passage to find correct answers.
  - 1) For main idea questions, look at the first line of each paragraph.
  - 2) For directly and indirectly answered detail questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
  - 3) For vocabulary questions, the question will tell you where the word is located in the passage.
  - 4) For overall review questions, the answers are found anywhere in the passage.
4. Read the part of the passage that contains the answer carefully. The answer will probably be in the same sentence (or one sentence before or after) the key word or idea.
5. Choose the best answer to each question from the four answer choices listed in your test book. You can choose the best answer according to what is given in the appropriate section of the passage, eliminate definitely wrong answers, and mark your best guess on the answer sheet.<sup>76</sup>

In this study the researcher only focuses on the strategies of Deborah Philip because on the other side of the English study program there are several

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<sup>76</sup> Deborah Philips, *Longman Preparation Course for The TOEFL Test*, (USA: Pearson Education, 2003), p. 250



books used for teaching material in reading IV. However, the book commonly used for Reading IV material teaching material is a book from Deborah Philip, therefore the researcher will use Deborah Philip's theory because at IAIN Curup one of book used is Deborah Philip and the researcher would like to see it frequently used by the test taker in the reading comprehension section of information PBT test.

## **B. Review of The Related Findings**

There are related studies which has been done by the other researchers. Santi Wardana in 2017, conducted research entitled “Students’ Strategies in Answering Reading Comprehension of TOEFL”. This study investigated students’ strategies in answering reading comprehension of TOEFL test. After doing so many steps and processes in her study, she concluded that, the strategy is the most dominant used by the students in answering reading comprehension at seventh semester of English Study Program in STAIN Curup and the students use all strategy in answering reading comprehension of TOEFL test.<sup>77</sup>

Futhermore , there is a research which was constructed by Iskandar Abdul Samad, Miftahul Jannah, and Siti Sarah Fitriani in 2017, a research entitled “EFL students’ strategies dealing with common difficulties in TOEFL reading comprehension section”. This study investigate the undergraduate students’ difficulties and their strategies in completing TOEFL reading comprehension test. The result of this study is indicates five difficult reading aspects encountered by the students. In

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<sup>77</sup> Santi Wardana, “*Students’ Strategies in Answering Reading Comprehension of TOEFL*”, (State Colleg for Islamic Studies of Curup, 2017)

addition, their strategies to complete the reading comprehension section of the TOEFL test are also found.<sup>78</sup>

Based on the research above , the researcher find the differences between the reseacher postulated earlier with this research. The differences are this researcher hopefully more give contribution then both of them. Therefore, This study will provide awareness for students in knowing difficult skills in the reading comprehension section and knowing the strategies used to overcome difficulties in answering the TOEFL reading comprehension section.

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<sup>78</sup> Samad Iskandar Abdul, Miftahul Janah, and Siti Sarah Fitriani, “*EFL Students Strategies Dealing With Common Difficulties in TOEFL Reading Comprehension Section*”, Indonesia: International Journal of Language education, (Institute of Education Development and Quality Assurance of Syiah Kuala University of Indonesia, 2017)

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method used to conduct the research. It consists of kind of the research, subject of the research, data collecting technique, research instrument, and data analysis technique.

#### A. Kind of the Research

The method applied in this research is descriptive quantitative. Descriptive study is the study that focused in describing any situation or condition in population, systematically, factually, and accurately.<sup>79</sup> Here the researcher describes the student's difficulties and strategies in answering the toefl reading comprehension section at sixth semester in English study program at IAIN Curup.

In this research, the researcher collected and analyzed the data by using quantitative study. According to Creswell, quantitative study as a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically based methods.<sup>80</sup> This design help the researcher embeds a quantitative component to describe the data student's difficulties and strategies in answering the toefl reading comprehension section

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<sup>79</sup> John W. Creswell, *Research and Methodology: Methods and Techniques*, (California: SAGE Publication ltd., 2004), p. 42

<sup>80</sup> Ibid, p. 60

## B. Population and Sample

### 1. Population

Population is the group of interest to the group of interest to the researcher, the group to which she or he would like of the study to be generalizable.<sup>81</sup> Sugiyono in Purwanto defines population as the general area consists of subject or object which has particular quantity or characteristic that was determined by the researcher which he would like to investigate in depth and take the conclusions.<sup>82</sup> In this research, the population was all sixth semester students of English Study Program in IAIN Curup. The population consisted of two classes ( A and B). The number of population is given in table 1.

**Table 1. Number of Population**

<b>Class</b>	<b>Number of students</b>
A	13
B	18
<b>TOTAL</b>	<b>31</b>

*Source : A number of studentds at sixth semester in IAIN Curup in 2018*

Based on the table above in this study researchers chose the population at IAIN Curup, where researchers took the English study program as the

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<sup>81</sup> Lorraine Rumble Gay, *Educational Reserch Competencies for Analysis and Application*. (New Jersey: Imprint of Prentice Hall, 2000), p. 122

<sup>82</sup> Purwanto, *Instrument Penelitian Sosial dan Pendidikan: Pengembangan dan Pemanfaatan*, (Yogyakarta: Pustaka Pelajar, 2007), p. 219

study population. The population in the English study program at IAIN Curup has 2 regular classes A and B. The a regular class has A total of 13 students while the regular B class has 18 students, so a total of class A and B is 31 regular classes would be made as the population in this study.

## 2. Sample

Sample is representative of the group population from which it is drawn. Sample is the people that take part in a study. To determine the sample of this research, the researcher used total sampling. Total sampling is a sampling technique which the sample is taken from whole of the population.<sup>83</sup> It means people who are sampled are those from the population itself.

The reason to choose total sampling is because according to Sugiyono said that if the population that is less than 100, whole of the population is became the sample.<sup>84</sup> The subject of this research are students of sixth semester of English study program in IAIN Curup who have taken Reading 4 (*Pendekatan TOEFL*).

The researcher choose regular class, they are two class that is VI A consist of 13 students and VI B consist of 18 students. So, the total number of sixth semester of English study program in IAIN Curup who had taken reading 4 are 31 students. It means that the researcher took all of them as

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<sup>83</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2006), p. 116

<sup>84</sup> Ibid, p. 119

subject of the research because total number of sixth semester less than 100 persons.

The purpose of taking all members within the population as sample in this research due to the researcher wanted to figure out and describe about what are the most difficult skills in reading comprehension of TOEFL and what are strategies used by the students do to overcome the difficulties in answering reading comprehension.

### **C. Technique for Collecting Data**

The researcher uses test and Questionnaire for collecting the data.

#### **1. Test**

The test is one of the instruments often used by the teacher to see the level of each student he teaches. It means test is useful for teachers to see student levels, according to Handayani test was an instrument which is used by the teacher that provides indicator of students performance level.<sup>85</sup> So this test is very helpful to the teacher's understanding of the level of the students.

However, in this study researchers did not see the level of students. Instead, the tests given to the students are intended to see the items of the most misunderstood by the students.

#### **2. Questionnaire**

In collecting the data, the researcher applied questionnaire. Questionnaire is technique for collecting data by giving a group of questions or written

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<sup>85</sup> Handayani, *Evaluasi Pendidikan*, (Bandung: ilmu pustaka, 2000), p. 63

questions to the respondent to be answered.<sup>86</sup> Therefore, the instruments of this research were a group of written questions (questionnaire) itself.

The researcher adopted the questionnaire students strategies in answering reading comprehension section from Deborah Philip and some were developed by the researcher. The format questionnaire of this research was close-ended used Likert scale. The scales use positive gradation until negative gradation, such as *always – often – seldom – never*.<sup>87</sup>

The data collection process was :

- a) The questionnaire was given to the respondents
- b) Collected the questionnaire
- c) The questionnaire was analyzed according to each strategies
- d) The questionnaire was tabulated and analyzed based on the percentage formula

In conclusion, the researcher distributed questionnaire to subject of the research who had determine in this research. Then, the respondents only need to write checklist to the selected the answer in the column in order to find students strategies used do to overcome the difficulties in reading comprehension section at sixth semester at IAIN Curup.

In addition, the researcher was given the questionnaire by some ways because the sample of this research doing KPM (*Kuliah Pengabdian*

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<sup>86</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan RnB*, (Bandung: Alfabeta 2010), p. 142

<sup>87</sup> *Ibid*, p. 93

*Masyarakat*). So the researcher will get the data from this questionnaire by visiting the secretariat, sent the questionnaire by social media account (WhatsApp, Facebook, and E-Mail). Then, the sample returned the questionnaire by social media too.

#### **D. Instrument of the Research**

Determining instrument depends on the method used in the research. This research used descriptive quantitative research, the instrument of this research are test and questionnaire.

##### **1. Test**

This research was done by collecting the data from the test was given by the researcher to the students. The form of the student test answers the multiple choice questions provided by the researcher. The test of this research is adapted from Michael A. Pyle, M.A and Mary Ellen Munoz Page, M.A entitled *cliffs toefl preparation guide test of english as a foreign language*.

In this research, the researcher used the test only to elicit the data not to measure the student's level. Researchers will see on skill how many of the 13 existing skill students answer the most difficul from skill 1 to 13.

##### **1) Blueprint of test**

The researcher made a blue print according to the reading comprehension material that students learned in class. Where in the test questions contain 13 skills that are in the reading comprehension section



that will be done by the respondent. Below, the researcher provides a blue print table.

**Table 2. Blueprint of test**

No	Reading Comprehension Skill	Question Number
1	Skill 1	37, 48
2	Skill 2	9
3	Skill 3	1, 6, 14, 34
4	Skill 4	4, 12, 31, 32
5	Skill 5	19, 25, 41, 43
6	Skill 6	17, 22, 24, 26, 28, 45
7	Skill 7	3, 27, 35, 39, 47
8	Skill 8	2, 7, 20, 38, 49
9	Skill 9	5, 10, 18, 21, 23, 33, 44
10	Skill 10	11, 30, 40, 46
11	Skill 11	13, 15, 16, 29
12	Skill 12	42
13	Skill 13	8, 36, 50

In this study, researchers took the test from Michael Pyle's book. The test questions also consist of 13 skills for each questions. it just liked the researcher told before that the researcher used Michael Pyle's book which is used as a test question that will be given to the six semester students.

## **2. Questionnaire**

According to Arikunto a questionnaire is a number of written questions which is used to obtain information from the respondents about

their personality or something they had known.<sup>88</sup> The researcher take the instrument based on theory.

Where the questionnaire provided comes from Deborah Philip's book. There are 5 strategies consist of: 1. Skim the reading passage to determine the main idea and the overall organization of ideas in the passage, 2. Look ahead at te questions to determine what language skills are being tested in the questions in the questions, 3. Find the section of the passage that deals with each question, 4. Read the part of the passage that contains the answer carefully, 5. Choose the best answer to each question from the four answer choices listed in your test book.

#### 1) Blueprint of questionnaire

**Table 3. Blueprint of questionnaire**

Theory	Indicator	Sub Indicator	Statement
Strategies for the reading comprehension questions	1. Skim the reading passage to determine the main idea and the overall organization of ideas in the passage	Answer main idea question correctly 1) Read the first line of each paragraph 2) Look for a common theme/idea in the first line 3) Pass your eyes quickly over the rest of the	1. Anda membaca baris pertama setiap paragraf untuk menemukan ide pokok 2. Anda mencari tema/ ide yang muncul pada baris pertama 3. Anda membaca sekilas pada teks untuk memastikan anda telah menemukan

<sup>88</sup> Suharisimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), p. 151

		<p>passage to check that you have really found the topic sentences</p> <p>4) Eliminate any definitely wrong answer and choose the best answer from the remaining choose</p>	<p>kalimat topik</p> <p>4. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa</p>
		<p>Recognize the organization of idea</p> <p>1) Read the first line of each paragraph</p> <p>2) Look for words that show relationships among the paragraph</p> <p>3) Choose the answer that best express the relationship</p>	<p>5. Anda membaca baris pertama setiap paragraf untuk menemukan pengorganisasian ide</p> <p>6. Anda mencari kata-kata yang menunjukkan hubungan antar paragraf</p> <p>7. Anda memilih jawaban yang menunjukkan hubungan antar paragraf</p>
	<p>2. Look ahead at the questions to determine what language skills are being tested in the questions</p>	<p>Answer stated detail questions correctly</p> <p>1) Choose a key word in the question</p> <p>2) Skim in the appropriate part of the passage for</p>	<p>8. Anda memilih kata kunci yang ada pada pertanyaan</p> <p>9. Anda membaca secara cepat pada bagian teks tertentu untuk menemukan kata kunci ataupun</p>

		<p>the <i>key word</i> or <i>idea</i></p> <p>3) Read the sentence that contains the <i>key word</i> or <i>idea</i> carefully</p> <p>4) Look for the answer that restates in the passage</p> <p>5) Eliminate the definitely wrong answers and choose the best answer from the remaining choices</p>	<p>ide pada teks</p> <p>10. Anda membaca kalimat yang berisi kata kunci atau ide dengan hati-hati</p> <p>11. Anda mencari jawaban yang mengulang ide dari teks</p> <p>12. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa</p>
		<p>Find “unstated” details</p> <p>1) Choose <i>a key word</i> in the question</p> <p>2) Scan in the appropriate place in the passage for the <i>key word</i> (or related <i>idea</i>)</p> <p>3) Read the sentence that contains the <i>key word</i> or <i>idea</i></p>	<p>13. Anda mencari kata kunci pada pertanyaan</p> <p>14. Anda hanya mencari kata kunci atau ide pada teks</p> <p>15. Anda membaca kalimat yang mengandung kata kunci atau ide dengan hati-hati</p> <p>16. Anda menentukan jawaban yang benar berdasarkan teks kemudian</p>

		<p>carefully</p> <p>4) Look for answers that are definitely true according to the passage. Eliminate those answers</p> <p>5) Choose the answer that is <i>not true</i> or <i>not discussed</i> in the passage</p>	<p>mengeliminasi jawaban-jawaban tersebut</p> <p>17. Anda memilih jawaban yang tidak benar atau tidak dibahas pada teks</p>
		<p>Find pronoun referents</p> <p>1) Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question)</p> <p>2) Look for nouns that come <i>before</i> the pronoun</p> <p>3) Read the part of the passage <i>before</i> the pronoun carefully</p> <p>4) Eliminate any</p>	<p>18. Anda mencari kata ganti pada teks</p> <p>19. Anda mencari kata benda sebelum kata ganti</p> <p>20. Anda membaca bagian kalimat pada teks sebelum kata ganti dengan hati-hati</p> <p>21. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa</p>

		definitely wrong answers and choose the best answer from the remaining choices	
	3. Find the section of the passage that deals with each question	<p>Answer implied detail questions correctly</p> <ol style="list-style-type: none"> <li>1) Choose a key word in the question</li> <li>2) Scan the passage for the key word (or a related idea)</li> <li>3) Carefully read the sentence that contains the key word</li> <li>4) Look for an answer that <i>could</i> be true, according to that sentence</li> </ol>	<p>22. Anda memilih kata kunci pada pertanyaan</p> <p>23. Anda membaca secara cepat pada teks untuk menemukan kata kunci atau ide</p> <p>24. Anda membaca dengan teliti pada kalimat yang mengandung kata kunci</p> <p>25. Anda mencari sebuah jawaban yang benar berdasarkan kalimat tersebut</p>
		<p>Answer transition questions correctly</p> <ol style="list-style-type: none"> <li>1) Read the <i>first</i> line for a <i>preceding</i> question</li> <li>2) Read the <i>last</i> line for a <i>following</i> question</li> <li>3) Draw a</li> </ol>	<p>26. Anda membaca baris pertama untuk memprediksi pertanyaan</p> <p>27. Anda membaca baris terakhir untuk pertanyaan berikutnya</p> <p>28. Anda</p>

		<p>conclusion about what comes <i>before</i> or <i>after</i></p> <p>4) Choose the answer that is reflected in the <i>first</i> or <i>last</i> line of the passage</p>	<p>menggambarkan kesimpulan setelah dan sebelum membaca teks</p> <p>29. Anda memilih jawaban seperti yang terdapat pada baris pertama dan terakhir pada teks</p>
	4. Read the part of the passage that contains the answer carefully	<p>Find definitions from structural clues</p> <ol style="list-style-type: none"> <li>1) Find the word in the passage</li> <li>2) Locate any structural clues</li> <li>3) Read the part of the passage after the structural clue <i>carefully</i></li> <li>4) Eliminate any definitely wrong answers and choose the best answer from the remaining choices</li> </ol>	<p>30. Anda menemukan kata pada teks</p> <p>31. Anda menempatkan petunjuk secara terstruktur</p> <p>32. Anda membaca bagian dari teks setelah petunjuk struktural dengan hati-hati</p> <p>33. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa</p>
		Determine meaning from word parts	34. Anda menentukan makna dari bagian kata
		Use context to determine	35. Anda menemukan kata

		<p>meanings of difficult words</p> <ol style="list-style-type: none"> <li>1) Find the word in the passage</li> <li>2) Read the sentence that contains the word <i>carefully</i></li> <li>3) Look for context clues to help you understand the meaning</li> <li>4) Choose the answer that the context indicates</li> </ol>	<p>pada teks</p> <p>36. Anda membaca kalimat yang mengandung kata dengan hati-hati</p> <p>37. Anda mencari petunjuk konteks untuk membatunmu memahami makna yang terkandung</p> <p>38. Anda memilih jawaban yang mengindikasikan konteks</p>
		<p>Use context to determine meanings of simple words</p> <ol style="list-style-type: none"> <li>1) Find the word in the passage</li> <li>2) Read the sentence that contains the word <i>carefully</i></li> <li>3) Look for context clues to help you understand the meaning</li> <li>4) Choose the answer that context indicates</li> </ol>	<p>39. Anda menemukan kata pada teks</p> <p>40. Anda membaca kalimat yang mengandung kata dengan hati-hati</p> <p>41. Anda mencari petunjuk konteks untuk membatunmu memahami makna yang terkandung</p> <p>42. Anda memilih jawaban yang mengindikasikan konteks</p>



	<p>5. Choose the best answer to each question from the four answer choices listed in your test book</p>	<p>Determine where specific information is found</p> <ol style="list-style-type: none"> <li>1) Choose a key word or idea in the question</li> <li>2) Skim in the line in the passage that are listed in the answer to the question. You should skim for the key word or idea</li> <li>3) Choose the answer that contains the line numbers of a restatement of the question</li> </ol>	<p>43. Anda memilih kata kunci ataupun pokok pikiran dari pertanyaan</p> <p>44. Anda membaca secara cepat pada baris teks untuk menemukan pokok pikiran</p> <p>45. Anda memilih jawaban yang banyak mengandung uraian pertanyaan</p>
		<p>Determine the tone, purpose, or course</p> <ol style="list-style-type: none"> <li>1) Skim the passage looking for clues that the author is showing some emotion</li> <li>2) Choose the answer that identifies the emotion</li> <li>3) Study the main idea in</li> </ol>	<p>46. Anda mencari petunjuk yang menerangkan perasaan penulis di dalam teks</p> <p>47. Anda memilih jawaban yang menunjukkan perasaan penulis</p> <p>48. Anda mempelajari ide pokok dan ide pendukung</p> <p>49. Anda menyimpulkan tujuan dari teks</p>

		<p>the topic sentence and the details used to support the main idea</p> <p>4) Draw a conclusion about the purpose</p> <p>5) Study the main idea in the topic sentence and the details used to support the main idea</p> <p>6) Draw a conclusion about the course</p>	<p>50. Anda mempelajari ide pokok dan ide pendukung untuk menemukan <i>course</i> teks</p> <p>51. Anda menyimpulkan <i>course</i> pada teks</p>
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*Source: Longman Preparation Course for The TOEFL Test*

## 2) Validity

After the researcher made the blue print the researcher validated the expert in the field of reading comprehension.

## 3) Try Out

After the questionnaire was validated by the expert, the questionnaire was then tested to respondents. Researchers took respondents from the English tadriss study program. The number of respondents used was 10 students.

## E. Validity and Reliability

To have valid and reliable instrument is important in conducting research. This is because valid and reliable instrument as requirement to get a valid and reliable the result of the research.

### 1. Validity

Sugiyono said that validity is the occasion when there is found similarity between the data collected and the actual data on the object of research, the validity of instrument questionnaire means that the instrument used for collecting data is valid.<sup>89</sup> Apart from that according Arthur Hughes a questionnaire is said to be valid if measure accurately what is intent to measure.<sup>90</sup> So, the instrument can be used to measure what should be measures and also the instruments used to collect the data must be valid.

Based on Sugiyono stated before that non tes instrument must require construct validity in which the instrument can be used to measure variable appropriate to its definition. In this research, the researcher used construct validity, content validity and face validity. To examine construct validity, it will be used judgment experts at least 3 people, and then analyze the item with count the the correlation between item score of instrument and the total

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<sup>89</sup> Sugiyono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), p. 199

<sup>90</sup> Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 2003), p.22

score of instrument.<sup>91</sup> The researcher choose the judgment expert were Reading comprehension lecturers.

In addition, in getting valid questionnaire, the researcher tried out the questionnaire to 10 students at IAIN Curup as respondents. After the tried out and data were obtained, the researcher used Microsoft Excel to analyze the data. Using the value of the validity of the questionnaire based on the correlation coefficient "Y" table of Pearson Product Moment by the number of respondents 10 people, namely:

$$DF = 10 - 2 = 8$$

The value of "r table" at the significance level of 5% to df 8 is 0,707

The result analysis of test and questionnaire's try out could be seen on the table below

#### 1) Validity of Questionnaire

**Table. 4 Validity of Questionnaire**

No. Question	r table	r hitung	Status
1	0,707	0,985	Valid
2	0,707	0,887	Valid
3	0,707	0,985	Valid
4	0,707	0,985	Valid
5	0,707	0,985	Valid
6	0,707	0,967	Valid
7	0,707	0,907	Valid
8	0,707	0,967	Valid
9	0,707	0,943	Valid
10	0,707	0,967	Valid
11	0,707	0,943	Valid

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<sup>91</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan Rnb*, (Bandung: Alfabeta, 2010), p. 135

12	0,707	0,895	Valid
13	0,707	0,967	Valid
14	0,707	0,938	Valid
15	0,707	0,967	Valid
16	0,707	0,967	Valid
17	0,707	0,952	Valid
18	0,707	0,916	Valid
19	0,707	0,851	Valid
20	0,707	0,952	Valid
21	0,707	0,967	Valid
22	0,707	0,916	Valid
23	0,707	0,952	Valid
24	0,707	0,847	Valid
25	0,707	0,916	Valid
26	0,707	0,849	Valid
27	0,707	0,851	Valid
28	0,707	0,967	Valid
29	0,707	0,967	Valid
30	0,707	0,851	Valid
31	0,707	0,851	Valid
32	0,707	0,967	Valid
33	0,707	0,916	Valid
34	0,707	0,851	Valid
35	0,707	0,916	Valid
36	0,707	0,851	Valid
37	0,707	0,967	Valid
38	0,707	0,916	Valid
39	0,707	0,967	Valid
40	0,707	0,895	Valid
41	0,707	0,916	Valid
42	0,707	0,859	Valid
43	0,707	0,916	Valid
44	0,707	0,822	Valid
45	0,707	0,967	Valid
46	0,707	0,967	Valid
47	0,707	0,859	Valid
48	0,707	0,916	Valid
49	0,707	0,916	Valid
50	0,707	0,916	Valid
51	0,707	0,967	Valid

It can be concluded from the table above, the item of test is valid because the value corrected item-total correlation is lebih besar dari 0,707.

## 2. Reliability

Reliability defines whether an instrument can be measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.<sup>92</sup> It means that the instrument used to retrieve data must be consistency or unchanged in order to obtain accurate data and can be used many times.

After the instrument test and questionnaire have been validated, the researchers then doing reliability questionnaire used the Cronbach's alpha formula. According Nunnaly, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.<sup>93</sup>

### 1) Reliability of questionnaire

**Table 5. Interpretation of Cronbach Alpha**

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The result analysis of questionnaire's try out could be seen on the table below:

<sup>92</sup> Syaifudin Azwar, *Penyusunan Skala Psikologi*, (Yogyakarta: Pustaka Pelajar, 2006), p.99-

<sup>93</sup> Nenny M Utami, p. 55

**Table 6. Reliability of Questionnaire**

VAR TOTAL	1401,98
SUM VAR BUTIR	36,45
<b>ALPHA CHORN</b>	<b>0,99</b>

Can be concluded based on the table of reliability above that cronbach alpha of questions were **0,993479** it means the question were excellent.

#### **F. Technique of Analyzing Data**

To figure out the students strategies and the most difficult skills in reading comprehension section of TOEFL, the researcher uses analyzing and calculating. The results of the test and questionnaire were also checked by the researcher. The researcher would be calculating number of the most difficult skill percentage and also the strategy percentage used to answer questions in the reading comprehension section based on the following formula:

$$P = \frac{F}{N} \times 100$$

P : Number of percentage

F : The frequency score

N : Number of items<sup>94</sup>

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<sup>94</sup> Herzberg Paul, *Principle of Statistics*, (New York: University Press, 1983), p.73

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the tabulation of the data, analyzed, and discussed the result of this research. It consisted of the answer of research questions.

#### **A. FINDINGS**

This research was implemented on October 20<sup>th</sup> 2018. In implementing this research, the researcher has gotten more information concerned with the most difficult skills and strategy do to overcome the difficulties in TOEFL reading comprehension.

It stated the previous chapter, the researcher used test and questionnaire in collecting the data. This test and questionnaire was utilized to answer two research questions. it was used to know what the most difficult skill in TOEFL reading comprehension section and what are strategies used by students to overcome the difficulties in reading comprehension.

This research is hoped to be useful for the English students, lectures, readers, the other researcher, English study program and the researcher. They could get more information about the most difficult skill in TOEFL reading comprehension and strategies used by students by students to overcome the difficulties in answering TOEFL reading comprehension section. The researcher gave test and questionnaire to thirty one (31) students as the respondents.



1. What are the most difficult skills in TOEFL reading comprehension section.

In this section, the researcher shows the percentage of each element from number item of test. This test provide multiple choices for each item: A, B, C, and D. In this study the items taken were not the correct items but the wrong items because in this study wanted to see the most difficult skills as explained before. The most difficult skills of TOEFL reading comprehension were based on theories proposed by expert as explain in chapter II (review of related theories). Those skills consist of thirteen skills.

**Table 7. Percentage of Difficult Skills in TOEFL Reading Comprehension Section**

No	Skill	Number of Question	F	%
1	Skill 1	37	18	2.24%
		48		
2	Skill 2	9	23	2.86%
3	Skill 3	1	30	3.74%
		6		
		14		
		34		
4	Skill 4	4	69	8.60%
		12		
		31		
		32		
5	Skill 5	19	80	9.97%
		25		
		41		
		43		
6	Skill 6	17	124	15.46%
		22		
		24		
		26		
		28		
		45		
7	Skill 7	3	90	11.22%
		27		
		35		

		39		
		47		
8	Skill 8	2	79	9.85%
		7		
		20		
		38		
		49		
9	Skill 9	5	86	10.72%
		10		
		18		
		21		
		23		
		33		
		44		
10	Skill 10	11	69	8.60%
		30		
		40		
		46		
11	Skill 11	13	75	9.35%
		15		
		16		
		29		
12	Skill 12	42	17	2.11%
13	Skill 13	8	42	5.23%
		36		
		50		
			<b>802</b>	<b>100%</b>

Based on the table above, it shows the skills are considered to be the most difficult one in TOEFL reading comprehension section is one item that have the highest percentage (15.46%) in skill 6.

Skill 6 is identifying implied questions correctly, the result of percentage (15.46%) answer incorrectly. It can be concluded that the skill 6 is the most difficult skill in the TOEFL reading comprehension section.

2. What are strategies used by student do to overcome the difficulties in TOEFL reading comprehension.

In this section, the researcher shows that the percentage of each element from closed-ended questionnaire. This questioner provided four possible responses. The respondents should choose one of four alternative responses for each item: always (score 4), often (score 3), seldom (score 2), and never (score 1). These strategies consist of TOEFL reading comprehension section are based on Deborah Philips' theory which has 5 strategies consisting of 13 skills to implement these strategies.

**Table 8. Percentage of Strategies in Answering TOEFL Reading Comprehension Section**

No	Strategies	Total percentage components				Total	Percentage 100%			
		N	S	O	A		N	S	O	A
1	Skim the reading passage to determine the main idea and the overall organization of ideas in the passage	18	93	322	254	687	2.62%	13.53%	46.87%	36.97%
2	Look ahead at the questions to determine what language skills are being tested in the	28	261	682	406	1377	2.03%	18.95%	49.52%	29.48%

	questions									
3	Find the section of the passage that deals with each question	0	157	400	232	789	0%	19.89%	50.69%	29.40%
4	Read the part of the passage that contains the answer carefully	9	257	720	298	1284	0.70%	20.01%	56.07%	23.20%
5	Choose the best answer to each question from the four answer choices listed in your test book	9	244	441	196	890	1.01%	27.41%	49.55%	22.02%

- 1) Skim the reading passage to determine the main idea and the overall organization of ideas in the passage

There are 7 items tested in the sample and percentage of the percentage the students of response for each wrong answer could be seen on the table below:

**Table 9**

No	Item	Never		Seldom		Often		Always	
		F	%	F	%	F	%	F	%
1	Anda membaca baris pertama setiap paragraf untuk menemukan ide pokok	0	0%	4	12%	4	12%	23	74%

2	Anda mencari tema/ ide yang muncul pada baris pertama	0	0%	0	0%	18	58%	13	41%
3	Anda membaca sekilas pada teks untuk memastikan anda telah menemukan kalimat topik	0	0%	5	16%	14	45%	12	38%
4	Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa	2	6%	4	12%	22	70%	3	9%
5	Anda membaca baris pertama setiap paragraf untuk menemukan pengorganisasian ide	1	3%	6	19%	11	35%	13	41%
6	Anda mencari kata-kata yang menunjukkan hubungan antar paragraf	2	6%	8	25%	12	38%	9	29%
7	Anda memilih jawaban yang menunjukkan hubungan antar paragraf	1	3%	3	9%	20	64%	7	22%
		6	18%	30	93%	101	322%	80	254%

Based on the table above it can be concluded that from the first strategy consisting of 7 items. Where in the first item as many as 23 students (74%) chose "always" to read the first line of each paragraph

to find the main ideas. On the second item, as many as 18 people (58%) chose "often" to find the theme or idea in the first line. In the third item, as many as 14 people (45%) chose "often" to read at a glance to make sure they found the topic sentence. On the fourth item, as many as 22 students (70%) chose "often" to eliminate answers that were definitely wrong and chose the right answer. From the remaining answers, on the fifth item, as many as 31 students (41%) chose "always" to read the first line of each paragraph to find the idea of organizing. In the sixth item, 12 students (38%) chose "often" to search for words that indicate the relationship between paragraphs. In the seventh item, as many as 20 students (64%) chose "often" to choose answers that addressed the relationship between paragraphs.

- 2) Look ahead at the questions to determine what language skills are being tested in the questions

There are 14 items tested in the sample and percentage of the percentage the students of response for each wrong answer could be seen on the table below:

**Table 10**

No	Item	Never		Seldom		Often		Always	
		F	%	F	%	F	%	F	%
1	Anda memilih kata kunci yang ada pada pertanyaan	0	0%	1	3%	15	48%	15	48%
2	Anda	0	0%	7	22%	15	48%	9	29%

	membaca secara cepat pada bagian teks tertentu untuk menemukan kata kunci ataupun ide pada teks								
3	Anda membaca kalimat yang berisi kata kunci atau ide dengan hati-hati	0	0%	4	12%	17	54%	10	32%
4	Anda mencari jawaban yang mengulang ide dari teks	0	0%	3	9%	16	51%	12	38%
5	Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa	0	0%	4	12%	19	61%	8	25%
6	Anda mencari kata kunci pada pertanyaan	1	3%	1	3%	12	38%	17	54%
7	Anda hanya mencari kata kunci atau ide pada teks	0	0%	5	16%	12	38%	14	45%
8	Anda membaca kalimat yang mengandung kata kunci atau ide	0	0%	3	9%	17	54%	11	35%

	dengan hati-hati								
9	Anda menentukan jawaban yang benar berdasarkan teks kemudian mengeliminasi jawaban-jawaban tersebut	0	0%	8	25%	17	54%	6	19%
10	Anda memilih jawaban yang tidak benar atau tidak dibahas pada teks	5	16%	9	29%	12	38%	5	16%
11	Anda mencari kata ganti pada teks	0	0%	8	25%	19	61%	4	12%
12	Anda mencari kata benda sebelum kata ganti	1	3%	14	45%	13	41%	3	9%
13	Anda membaca bagian kalimat pada teks sebelum kata ganti dengan hati-hati	0	0%	9	29%	18	58%	4	12%
14	Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa	2	6%	7	22%	12	38%	10	32%
		9	28%	83	261%	214	682%	128	406%



Based on the table above it can be concluded that from the first strategy consisting of 14 items. Where in the first item as many as 15 students (48%) chose "often" and "always" chose the keywords in the question. On the second item as many as 15 students (48%) chose "often" read quickly on certain parts of the text find keywords or ideas in the text. On the third item, as many as 17 students (54%) chose "often" to read sentences that contain keywords or ideas carefully. On the fourth item, as many as 16 students (51%) chose "often" looking for answers that repeat ideas from the text. On the fifth item, as many as 19 students (61%) chose "often" to eliminate the answers that were definitely wrong and chose the correct answer from the remaining answers. On the sixth item, 17 students (54%) chose "always" to search for keywords or ideas in the question. In the seventh item, 14 students (45%) chose "always" just looking for keywords or ideas in the text. On the eighth item, 17 students (54%) choose "often" to read the sentence contain keywords or ideas carefully. In the ninth item, as many as 17 students (54%) chose "often" to find the correct answer based on the text then eliminate the answers. On the tenth item, as many as 12 students (38%) chose "often" for answers that were incorrect or not discussed in the text. On the eleventh item, as many as 19 students (61%) chose "often" to look for pronouns in the text. On the twelfth item, 14 students (45%) chose "rarely" to look for nouns

before pronouns. In the thirteenth item, as many as 18 students (58%) chose "often" to read the sentence in the text before the pronoun carefully. In the fourteenth item, 12 students (38%) chose "often" to eliminate answers that were definitely wrong and chose the right answer from the remaining answers.

3) Find the section of the passage that deals with each question

There are 8 items tested to sample and percentage of the percentage the students of response for each wrong answer could be seen on the table below:

**Table 11**

No	Item	Never		Seldom		Often		Always	
		F	%	F	%	F	%	F	%
1	Anda memilih kata kunci pada pertanyaan	0	0%	5	16%	11	35%	15	48%
2	Anda membaca secara cepat pada teks untuk menemukan kata kunci atau ide	0	0%	7	22%	16	51%	8	25%
3	Anda membaca dengan teliti pada kalimat yang mengandung kata kunci	0	0%	6	19%	18	58%	7	22%
4	Anda mencari sebuah jawaban yang benar berdasarkan kalimat tersebut	0	0%	1	3%	20	64%	10	32%
5	Anda membaca	0	0%	8	25%	9	29%	14	45%

	baris pertama untuk memprediksi pertanyaan								
6	Anda membaca baris terakhir untuk pertanyaan berikutnya	0	0%	7	22%	17	54%	7	22%
7	Anda menggambarkan kesimpulan setelah dan sebelum membaca teks	0	0%	8	25%	16	51%	7	22%
8	Anda memilih jawaban seperti yang terdapat pada baris pertama dan terakhir pada teks	0	0%	8	25%	18	58%	5	16%
		0	0%	50	157%	125	400%	73	232%

Based on the table above it can be concluded that from the first strategy consisting of 8 items. Where in the first item as many as 15 students (48%) chose "always" choose the keywords in the question. On the second item, as many as 16 students (51%) chose "often" read quickly in the text to find keywords or ideas. Third, as many as 18 students (58%) chose "often" to read carefully the sentences that contained keywords, and in the fourth item, 20 students (64%) chose "often" to find a correct answer based on that sentence, as many as 14 students (45%) chose "always" to read the first line to predict the question. On the sixth item, as many as 17 students (54%)

chose "often" to read the last line for the next question. On the seventh item, 16 students (51% ) choosing "often" to draw conclusions after and before reading the text. In the eighth item, as many as 18 students (58%) chose "often" to determine the answers as contained in the first and last lines of the text.

4) Read the part of the passage that contains the answer carefully

There are 13 items given to the sample and percentage of the percentage the students of response for each wrong answer could be seen on the table below:

**Table 12**

No	Item	Never		Seldom		Often		Always	
		F	%	F	%	F	%	F	%
1	Anda menemukan kata pada teks	0	0%	5	16%	18	58%	8	25%
2	Anda menempatkan petunjuk secara terstruktur	1	3%	10	32%	14	45%	6	19%
3	Anda membaca bagian dari teks setelah petunjuk struktural dengan hati-hati	1	3%	9	29%	18	58%	3	9%
4	Anda mengeliminasi jawaban yang pasti salah dan memilih	0	0%	11	35%	15	48%	5	16%

	jawaban yang benar dari beberapa jawaban yang tersisa								
5	Anda menentukan makna dari bagian kata	1	3%	7	22%	15	48%	8	25%
6	Anda menemukan kata pada teks	0	0%	6	19%	16	51%	9	29%
7	Anda membaca kalimat yang mengandung kata dengan hati-hati	0	0%	6	19%	18	58%	7	22%
8	Anda mencari petunjuk konteks untuk membatunmu memahami makna yang terkandung	0	0%	8	25%	17	54%	6	19%
9	Anda memilih jawaban yang mengindikasikan konteks	0	0%	5	16%	17	54%	9	29%
10	Anda menemukan kata pada teks	0	0%	2	6%	15	48%	14	45%
11	Anda membaca kalimat yang mengandung kata dengan hati-hati	0	0%	6	19%	17	54%	8	25%
12	Anda mencari petunjuk konteks untuk membatunmu memahami makna yang	0	0%	1	3%	25	80%	5	16%

	terkandung								
13	Anda memilih jawaban yang mengindikasikan konteks	0	0%	5	16%	20	64%	6	19%
		3	9%	81	257%	225	720%	94	298%

Based on the table above it can be concluded that from the first strategy consisting of 13 items. Where in the first item, as many as 18 students (58%) chose "often" to find words in the text. On the second item, as many as 14 students (45%) chose "often" to place structured instructions. In the third item, as many as 18 students (58 %) choose "frequently" to read the text after careful structural instructions. In the fourth item, as many as 15 students (48%) choose "often" to eliminate the answers that are definitely wrong and choose the correct answer from the remaining answers. fifth, as many as 15 students (48%) chose "often" to determine the meaning of the word part. On the sixth item, as many as 16 students (51%) chose "often" to find words in the text. On the seventh item, 18 people (58%) choosing "often" to read kalimat which contains words carefully. In the eighth item, 17 people (54%) chose "often" to find context to help them understand the meaning contained. On the ninth item, as many as 17 students (54%) chose "often" to determine the answers that indicate context. On the tenth item, as many as 15 students (48%) chose "often" to find words in the text. On the eleventh item, 17 students (54%) chose "often" to read

sentences that contain words carefully. On the twelfth item, as many as 25 students (80%) chose to "often" find context clues to help them understand the meaning contained. In the thirteenth item, as many as 20 students (64%) chose "often" to choose answers that indicated the context.

- 5) Choose the best answer to each question from the four answer choices listed in your test book

There are 9 items tested in the sample and percentage of the percentage the students of response for each wrong answer could be seen on the table below:

**Table 13**

No	Item	Never		Seldom		Often		Always	
		F	%	F	%	F	%	F	%
1	Anda memilih kata kunci ataupun pokok pikiran dari pertanyaan	0	0%	5	16%	15	48%	11	35%
2	Anda membaca secara cepat pada baris teks untuk menemukan pokok pikiran	0	0%	4	12%	16	51%	11	35%
3	Anda memilih jawaban yang banyak mengandung uraian pertanyaan	1	3%	12	38%	10	32%	8	25%
4	Anda mencari petunjuk yang	0	0%	13	41%	17	54%	1	3%

	menerangkan perasaan penulis di dalam teks								
5	Anda memilih jawaban yang menunjukan perasaan penulis	1	3%	10	32%	18	58%	2	6%
6	Anda mempelajari ide pokok dan ide pendukung	0	0%	9	29%	14	45%	8	25%
7	Anda menyimpulkan tujuan dari teks	1	3%	7	22%	15	48%	8	25%
8	Anda mempelajari ide pokok dan ide pendukung untuk menemukan <i>course</i> teks	0	0%	9	29%	16	51%	6	19%
9	Anda menyimpulkan <i>course</i> pada teks	0	0%	8	25%	17	54%	6	19%
		3	9%	77	244%	138	441%	61	192%

Based on the table above it can be seen that from the fifth strategy consisting of 9 items. Where in the first item, as many as 15 students (48%) chose "often" to choose keywords or thought points from the question. On the second item, as many as 16 students (51%) chose "often" read quickly on the text line to find the subject. In the third item, as many as 12 students (38%) chose "rarely" to choose an answer containing a description of the question. In the fourth item, as



many as 17 students (54%) chose "often" to look for clues that explained the feelings of the author in the text. In the fifth item, as many as 18 students (58%) chose "often" to choose the answers that showed the feelings of the author. On the sixth item, as many as 14 students (45%) chose "often" to learn the main ideas and supporting ideas. 15 students (48%) chose "often" to conclude the purpose of the text. On the eighth item, 16 students (51%) chose "often" to learn the supporting ideas to find the text course. On the last item, as many as 17 students (54%) See "often" conclude the course in the text.

Following this, the researchers looked at a table percentage of the five strategies. First, Skim the reading passage to determine the main idea and the overall organization of ideas in the passage, second, Look ahead at the questions to determine what language skills are being tested in the questions, third, Find the section of the passage that deals with each question, fourth, Read the part of the passage that contains the answer carefully, fifth, Choose the best answer to each question from the four answer choices listed in your test book.

**Table 14 Calculate of Each Strategies**

No	Strategies	Total percentage components				Total	Percentage 100%			
		N	S	O	A		N	S	O	A
1	Skim the reading passage to determine the main idea and the	18	93	322	254	687	2.62%	13.53%	46.87%	36.97%

	overall organization of ideas in the passage									
2	Look ahead at the questions to determine what language skills are being tested in the questions	28	261	682	406	1377	2.03%	18.95%	49.52%	29.48%
3	Find the section of the passage that deals with each question	0	157	400	232	789	0%	19.89%	50%	29.40%
4	Read the part of the passage that contains the answer carefully	0	16	64	19	99	0%	16.16%	64.64%	19%
5	Choose the best answer to each question from the four answer choices listed in your test book	9	244	441	192	886	1.01%	27.53%	49.77%	21.67%

## B. DISCUSSION

In this part of chapter, the researcher had presented the findings of this research from test and questionnaire. The researcher discusses the result of the most difficult skills and strategies they use to overcome the difficulties in answering TOEFL reading comprehension section.

Reading is an essential skill for students. In order to succeed and master this TOEFL reading comprehension section, students really need knowledge and skills and they must be aware of the ability they have. In addition, they also have to master the strategy-strategy in answering the TOEFL reading comprehension section to help overcome the difficulties in TOEFL reading skills.

As previously explained that this research is to find out the most difficult skills encountered by the students academic year 2015 in the TOEFL reading comprehension section and strategy that they use to overcome the difficulties of the skills they face in the TOEFL reading comprehension section.

### **1. The most difficult skills in TOEFL reading comprehension section encountered by students academic year 2015 at English study program of IAIN Curup.**

The data presented earlier, it reveals that there are three most difficult skills in TOEFL reading comprehension section. The level of difficulties is shown by the percentage of each skills. Three most difficult skills are

experienced by the thirty one students. These three most difficult skills can be seen clearly in the table below.

**Table 15 The Most Difficult Skills in TOEFL Reading Comprehension Section**

No	Skills	F	%
1.	6	124	15.46%

From the table above, it is obviously seen the most difficult skills in TOEFL reading comprehension section for the students is skills 6.

Based on a study conducted by Chawwang (2008) shows some similarities that the most critical problems were in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. In addition, a study conducted by Nezami (2012) in EFL Saudi learners, in her research, she finds that their students are difficult to comprehend the text due to limited knowledge.<sup>95</sup> These problems make students unable to guess the meaning and to understand a text.

In conclusion, From this study, the researchers found that not only were the difficulties faced as presented by Nezami and Chawwang but at IAIN Curup especially English study program, they had difficulty in skill 6 being answer implied questions correctly. Then skill 7 is answer transition questions correctly. The last skill 11 is use context to determine meanings of simple words.

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<sup>95</sup> Iskandar Abdul Samad, Miftahul Janah, and Siti Sarah Fitriani, “*EFL Students Strategies Dealing With Common Difficulties in TOEFL Reading Comprehension Section*”, (Indonesia: International Journal of Language education, Vol.01, 2017), p. 30

**2. The strategies used by students academic year 2015 do to overcome the difficulties in TOEFL reading comprehension**

As the data presented earlier that the strategies used by the students are varied. The frequencies appear in each statement are different. The strategies frequently used by student can be seen in the table on the following

**Table 16 Strategies Used By The Students in TOEFL Reading Comprehension Section**

No	Strategies	Total percentage components				Total	Percentage 100%			
		N	S	O	A		N	S	O	A
1	Skim the reading passage to determine the main idea and the overall organization of ideas in the passage	18	93	322	254	687	2.62%	13.53%	46.87%	36.97%
2	Look ahead at the questions to determine what language skills are being tested in the questions	28	261	682	406	1377	2.03%	18.95%	49.52%	29.48%
3	Find the section of the passage that deals with each question	0	157	400	232	789	0%	19.89%	50.69%	29.40%

4	Read the part of the passage that contains the answer carefully	9	257	720	298	1284	0.70%	20.01%	56.07%	23.20%
5	Choose the best answer to each question from the four answer choices listed in your test book	9	244	441	196	890	1.01%	27.41%	49.55%	22.02%

From the table above, it can be concluded that for the first strategy, the reading passage to determine the main ideas and the overall organization of ideas in the passage based on the questionnaires completed by their students states that they often use these strategies for answering reading. TOEFL section with a percentage of 46.87%. Then, for the strategy to look at the questions based on the table above, students stated that they often used these strategies to answer TOEFL reading comprehension questions with a percentage of 49.52%. The next strategy is to find the section of the passage that deals with each question from several student choices stating that they also often use this strategy to answer the TOEFL reading comprehension section with a percentage of 50.69%. the fourth strategy is that it contains the answer carefully on this strategy and the percentage results obtained that students often use this strategy with a percentage of 56.07%. and the last

strategy is to choose the best answer to each question from the four listed choices in your test book based on the data obtained from students, students often choose to use the strategy with a percentage of 49.55%.

In conclusion that the students in this study used all the strategies conveyed by Deborah Philip but in fact even though they had used the strategy but they still had difficulties from the 13 existing skills. It is evident that students have difficulty in skill 6, namely answer implied detail questions correctly.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research questions, while the suggestions intended to give information to the readers who are interested in doing further research in this area.

#### A. CONCLUSION

Based on the findings and discussion in previous chapter, the conclusion are:

*First*, of the thirteen skills in the Deborah Philips book, there is 6 skills that become the most difficult skills in the TOEFL reading comprehension section.

*Second*, of the five existing strategies for answering the TOEFL reading comprehension section it was found that students used the five existing strategies to answer questions where the questions contained the existing question skills.

#### B. SUGGESTION

After conducting this research, the researcher would like to give some suggestions which may be useful for:

1. The students

The researcher expects this research could help EFL students evaluate their ability in TOEFL and aware of the difficulty in answering reading



comprehension section. The researcher also expects the EFL students would improve their ability in reading section in TOEFL test.

## 2. For English Lecturers

The findings of this research could be used as guideline to know the students difficulty in the reading comprehension. In regard to that, the results could be used to compose or design a better teaching method in English reading course. Lecturer could also direct EFL students to overcome the difficulty through the new teaching method.

## 3. Future researcher

This research could serve as a finding to further a similar research in reading section of TOEFL test.

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# **A P P E N D I X E S**

## Appendix 1 : (Questionnaire Validasi)

### Questionnaire of The Research

The purpose of questionnaire is to identify the students' strategies frequently used in answering TOEFL reading comprehension section

Name :

Nim :

Petunjuk pengisian angket

1. Bacalah setiap item pada questionnaire.
2. Isilah dengan memberi tanda ceklis ( ✓ ) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan strategi anda dalam mengorganisir (menemukan) informasi dan mengingat informasi tersebut ketika membaca text.

N : Never : Tidak pernah  
S : Seldom : Jarang

O : Often : Sering  
A: Always : Selalu

Skill	Statement	Never	Seldom	Often	Always
Skill 1	1. Anda membaca baris pertama setiap paragraf untuk menemukan ide pokok				
	2. Anda mencari tema/ ide yang muncul pada baris pertama				
	3. Anda membaca sekilas pada teks untuk memastikan anda telah menemukan kalimat topik				
	4. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa				
Skill 2	5. Anda membaca baris pertama setiap paragraf untuk menemukan pengorganisasian ide				
	6. Anda mencari kata-kata yang menunjukkan hubungan antar paragraf				
	7. Anda memilih jawaban yang menunjukkan hubungan antar paragraf				
Skill	8. Anda memilih kata kunci				

3	yang ada pada pertanyaan				
	9. Anda membaca secara cepat pada bagian teks tertentu untuk menemukan kata kunci ataupun ide pada teks				
	10. Anda membaca kalimat yang berisi kata kunci atau ide dengan hati-hati				
	11. Anda mencari jawaban yang mengulang ide dari teks				
	12. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa				
Skill 4	13. Anda mencari kata kunci pada pertanyaan				
	14. Anda hanya mencari kata kunci atau ide pada teks				
	15. Anda membaca kalimat yang mengandung kata kunci atau ide dengan hati-hati				
	16. Anda menentukan jawaban yang benar berdasarkan teks kemudian mengeliminasi jawaban-jawaban tersebut				
	17. Anda memilih jawaban yang tidak benar atau tidak dibahas pada teks				
Skill 5	18. Anda mencari kata ganti pada teks				
	19. Anda mencari kata benda sebelum kata ganti				
	20. Anda membaca bagian kalimat pada teks sebelum kata ganti dengan hati-hati				
	21. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa				
Skill 6	22. Anda memilih kata kunci pada pertanyaan				
	23. Anda membaca secara cepat pada teks untuk menemukan kata kunci atau ide				
	24. Anda membaca dengan				



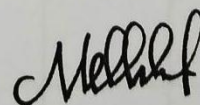
	teliti paada kalimat yang mengandung kata kunci				
	25. Anda mencari sebuah jawaban yang benar berdasarkan kalimat tersebut				
Skill 7	26. Anda membaca baris pertama untuk memprediksi pertanyaan				
	27. Anda membaca baris terakhir untuk pertanyaan berikutnya				
	28. Anda menggambarkan kesimpulan setelah dan sebelum membaca teks				
	29. Anda memilih jawaban seperti yang terdapat pada baris pertama dan terakhir pada teks				
Skill 8	30. Anda menemukan kata pada teks				
	31. Anda menempatkan petunjuk secara terstruktur				
	32. Anda membaca bagian dari teks setelah petunjuk struktural dengan hati-hati				
	33. Anda mengeliminasi jawaban yang pasti salah dan memilih jawaban yang benar dari beberapa jawaban yang tersisa				
Skill 9	34. Anda menentukan makna dari bagian kata				
Skill 10	35. Anda menemukan kata pada teks				
	36. Anda membaca kalimat yang mengandung kata dengan hati-hati				
	37. Anda mencari petunjuk konteks untuk membantuanmu memahami makna yang terkandung				
	38. Anda memilih jawaban yang mengindikasi konteks				
Skill 11	39. Anda menemukan kata pada teks				
	40. Anda membaca kalimat yang mengandung kata				



	dengan hati-hati				
	41. Anda mencari petunjuk konteks untuk membantumu memahami makna yang terkandung				
	42. Anda memilih jawaban yang mengindikasikan konteks				
Skill 12	43. Anda memilih kata kunci ataupun pokok pikiran dari pertanyaan				
	44. Anda membaca secara cepat pada baris teks untuk menemukan pokok pikiran				
	45. Anda memilih jawaban yang banyak mengandung uraian pertanyaan				
Skill 13	46. Anda mencari petunjuk yang menerangkan perasaan penulis di dalam teks				
	47. Anda memilih jawaban yang menunjukkan perasaan penulis				
	48. Anda mempelajari ide pokok dan ide pendukung				
	49. Anda menyimpulkan tujuan dari teks				
	50. Anda mempelajari ide pokok dan ide pendukung untuk menemukan <i>course</i> teks				
	51. Anda menyimpulkan <i>course</i> pada teks				

Curup, September 2018

Validation by



Melli Kusumaningrum, S.Pd.I, M.Pd

## Appendixes 2 : (The Proof of Questionnaire and Test)



### Appendix 3 : Surat Keterangan Pembimbing



## KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

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### KEPUTUSAN REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Nomor : /Sti.02/I/PP.00.9/04/ 2018  
Tentang

#### PERUBAHAN PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
  - Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
  - Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
  - Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
  - Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
  - Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;
  - Surat Ketua STAIN Curup No : 158/Sti.02/I/PP.009/08/2016

### MEMUTUSKAN :

#### Menetapkan

- Pertama** :
- Desfitranita, M.Pd.** 19791225 200912 2 002
  - Henny Septia Utami, M.Pd.** 17102010

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : **Kadek Agus Dharmawan**

**N I M** : **14551011**

**JUDUL SKRIPSI** : **An Analysis Of Efl Student's Difficulties And Strategies In Answering Reading Comprehension Section Toefl**

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;  
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal , 25 April 2018

**Rector IAIN Curup**  
**Pt. Wakil Rector I,**

**Hendra Harmi,**



#### Tembusan :

- 1- Pembimbing I dan II;
- 2 Bendahara IAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip /Fakultas Tarbiyah



## Appendixes 4 :Surat Keterangan Penelitian



### KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id).

Nomor : 1690 /In.34/PP.00.9/10/2018  
Lampiran : Proposal Dan Instrumen  
Hal : Rekomendasi Izin Penelitian

17 Oktober 2018

Kepada Yth.  
Ka. Prodi PBI IAIN Curup

Di -  
Tempat

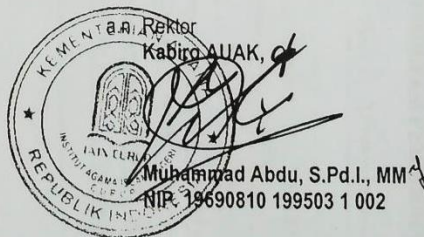
Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)  
Curup:

Nama : Kadek Agus Dharmawan  
NIM : 14551011  
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : An Analysis Of Students' Difficulties and Strategies In  
Answering TOEFL Reading Comprehension Section.  
Waktu Penelitian : 17 Oktober s.d 17 Januari 2018  
Tempat Penelitian : Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang  
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



## Appendix 5 :Kartu Konsultasi Bimbingan

KARTU KONSULTASI PEMBIMBING SKRIPSI	
NAMA	: Kadek Agus Dharmawan
NIM	: 14551011
JURUSAN/PRODI	: Tadris Bahasa Inggris
PEMBIMBING I	: Desfitriana, M.Pd
PEMBIMBING II	: Henry Septia Utami, M.Pd
JUDUL SKRIPSI	: An analysis of students' difficulties and strategies in answering TOEFL Reading Comprehension Section
<p>Kami herpetudapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.</p>	
<p>Pembimbing I, Desfitriana, M.Pd NIP. 0701252009122002</p>	<p>Pembimbing II, Henry Septia Utami, M.Pd NIP.</p>

KARTU KONSULTASI PEMBIMBING SKRIPSI	
NAMA	: Kadek Agus Dharmawan
NIM	: 14551011
JURUSAN/PRODI	: Tadris Bahasa Inggris
PEMBIMBING I	: Desfitriana, M.Pd
PEMBIMBING II	: Henry Septia Utami, M.Pd
JUDUL SKRIPSI	: An analysis of students' difficulties and strategies in answering TOEFL Reading Comprehension Section
<p>* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;</p> <p>* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali diikutkan dengan kolom yang di sediakan;</p> <p>* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi</p>	





No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Discussing Phenomena		
2.		Discussing title		
3.		Discussing theory		
4.		Discussing Technique for collecting the data		
5.		Discussing Technique for collecting the data		
6.		Discussing Chapter III		
7.		Discussing Chapter IV		
8.	07/11/2018	Revising & Approval		



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Discussing Phenomena		
2.		Discussing title		
3.		Discussing character I		
4.		— " —		
5.		Discussing Chapter II		
6.		Discussing Chapter II		
7.		Discussing Chapter III		
8.		Discussing Chapter III		

## BIOGRAPHY



**KADEK AGUS DHARMAWAN**, he was born in curup, on october 20<sup>th</sup> 1995. He is the second child of Mr. Putu Widiananda and Mrs. Sulasri and has a brother (Putu Panji Wijaya).

He was studied at TK Pertiwi, SDN 17 Dwi Tunggal moved school at SDN 71 Sambirejo then

continued to SMP 1 Curup Timur, after that SMAN 1 Selupu Rejang. At first he did not intend to continue to college, because he wanted to make his beloved mother happy and someone so special he continued his education at university level and chose the Tadris English study program at IAIN Curup. Very grateful to be able to complete education even though it's a little late.