STUDENTS' PROBLEMS, CHALLENGES, AND EXPECTATIONS IN TAKING TOEFL

(A quantitative descriptive study at the eight semester english students in IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement
for "Sarjana" Degree In English Education

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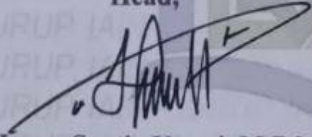At   : Room 01 of The Department of English Tadris Study Program

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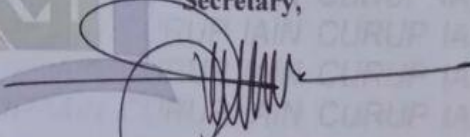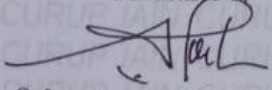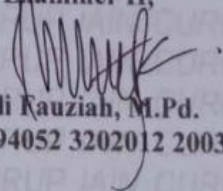Curup, 16 July 2024

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Assalamu'alaikum Warahmatullahi Wabarakatuh
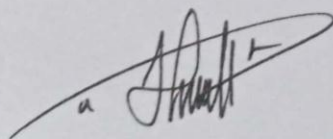
Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi atas nama **Mikael Janeri (20551037)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Students' Problems, Challenges, And Expectations in Taking TOEFL"** sudah dapat diajukan dalam sidang *munaqasah* Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh
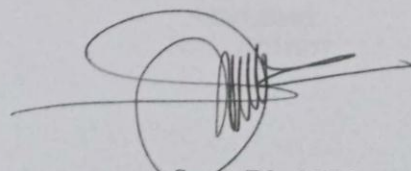
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PREFACE
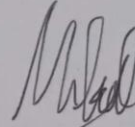
All praises to Allah SWT that the writer had finally finished wiriting his thesis entitled **"Students' Problems, Challenges, And Expectations in Taking TOEFL"** .

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 16 July 2024
Writer

Mikael Janeri
NIM : 20551037

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MOTTO AND DEDICATION

"MOTTO"

".......*Innallaha Ma Ashobirin*" (Q.S Al-Baqarah : 153)
"Save Yourself First Then Assist Others"

"Impian keliling dunia? boleh tapi harus diwujudkan"
"Learn From The Past, Start From The Present, And Prepare For The Future"

_Writer

"DEDICATION"

Allah is only reason why I can finish this thesis. Immeasurable *syukur* for letting me finish this thesis as soon as my hope. There is no miracle except by Allah SWT. In the name of Allah and Prophet Muhammad SAW, I would like to dedicate this thesis for :

1. My dearest family who always gives support and is always there in times of joy and sorrow. Thank you mom for always providing support and time to take the opportunity at any time and dad for financing. I dedicate this thesis to my extraordinary heroes.
2. My sister and brother, Cinga, Kodang, Cidang, and Abang who always provide support, even though long distances do not separate the time to feel together.
3. Mr. Rully Morganna, M.Pd as my validator and Mr. Rizki Indra Gucci, M.Pd as the checker of this research. Thanks for your hand
4. My Neighbours, Mrs. Timur Yohana and Mr.Ando Wirawijaya a home sweet home, as my childhood memories here.

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Alhamdulillahirobbil'alamin, all praise to Allah SWT the almighty for the abundance of mercy, guidance, and compassion, finally the writer was able to finish writing this thesis. Peace and situation always be upon the propylite Muhammad SAW and muslimin and muslimah participants.
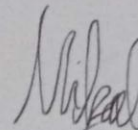
However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, writer would like to express all of appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Dr. Sutarto, S.Ag, M.Pd, as the dean of faculty of Tarbiyah
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5. Mr. Sarwo Edy, M.Pd as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
6. Mrs. Deli Susanti, S.Pd as the staff of the department of English education in IAIN Curup
7. All lecturers of the department of English education. They have taught and educated the writer during his study at IAIN Curup.

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

Curup, 16 July 2024
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ABSTRACT

Mikael Janeri, 2024 : Students' Problems, Challanges, And Expectations In Taking TOEFL at the Eight Semester English Students in IAIN Curup

Advisor : Henny Septia Utami, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

The primary objective of this study was to examine the problems, challenges, and expectations of eighth-semester English Students at IAIN Curup regarding its TOEFL preparation. In this study, a quantitative descriptive design was employed. Additionally, 34 students from IAIN Curup's eight-semester english students served as the sample in the 2020 academic year. The open-ended questionnaire's Likert Scale is the method of data collection employed. The table's results in this research show problems, challenges, and expectations. The Google Form was used to distribute the questionnaire via the WhatsApp application. The findings have shown that students do not have a good preparation were their primary problem which accounted 70%. The largest challenges encountered by students were Less Practice, which accounted 74% of the total percentage. The expectation stated by students is the graduation process is going to become simpler as time passes, which accounted 86% of the total percentage

Keywords : Students' Problems, Challanges, Expectations, TOEFL

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LIST OF ABBREVIATIONS

SA   : Strongly Agree

A   : Agree

D   : Disagree

SD   : Strongly Disagree

X   : Banyaknya Data

T   : Total

CHAPTER I

INTRODUCTION

A. Background of the research

TOEFL is a way that is carried out systematically through several test that will be tested on students who make English as a foreign language (EFL Students). However, a country does not determine whether several people as a whole understand or not how to use or apply English in everyday life. A way to determine that someone is able or understand how to see the level of understanding can be seen through one of the test, such as TOEFL, TOEIC, and IELTS.

There are several tests which are certainly skills in English that are tested in the TOEFL there are, Reading, Writing (Structure of Grammar) and Listening. The reason why this test is carried out is with the aim of seeing how understandable a student knows how to use the language and be able to implement it and remember it while learning either inside or outside the classroom.

According to Kim and Smart, TOEFL is one of the requirements for entering a higher education level such as an institution, where the value obtained on the TOEFL test can determine whether a student is eligible to enter an educational institution which certainly has good quality[1]. Moreover, in Indonesia TOEFL is not only a reference for entering college but also in

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[1] Smart, J. (2019). Affordances of TOEFL writing tasks beyond university admissions. Assessing Writing, 41

work, where good worker qualifications are those who are able to establish good communication with others. Included in the use of the language itself that is used to communicate with others. Obtaining an excellent TOEFL score can certainly be one of the considerations whether the person can be accepted or not.

In the classroom students will learn various things that are certainly closely related to learning English. Starting from simple things such as collecting as much vocabulary as possible, knowing the alphabet in English, how to pronounce it untill do the conversation or speaking in the formal or informal situation and try to write down the word, the clause, the sentence and for the last make a paragraph. Not only one or two ways that students do to understand a reading skills but also see is that the students understand about the material. If not understanding the material, it indicates that students have a problems that must be completed.

Problems are things that prevent students from achieving what they want. There are many problems that students experience based on what students feel during class. The problems arise due to internal and external factors. Depending on what students experience and become a problem in learning. No wonder many students give up because students are unable or continue to try so that these students are able to learn.

Obviously, the suitability of whether the student is able to advance to the next stage in the sense of understanding and being able to apply it becomes an indicator of whether the student passes to advance to the next level.

Whether or not a student is capable is seen from how well the student understands and applies it not just the results or numbers that are the indicator because sometimes a number can be change and cannot be an absolute statement that the student is understands. This should also be considered to see what challenges the student is experiencing and how to solve it.

The challenge is one of the drivers that can motivate the students, because if the students are incited to further develop and look for many sources of information, students can complete all kinds of challenges that exist within the students. That is why students often challenging to complete the targets exist and try to find ways to solve all these problems. The challenge can be in the form of new strategies and new methods of how students can find the right solution, as well as how students analyze information and look for ways how students can further hone the abilities. Especially how to interpret the TOEFL into academic activities which can be the main factor that students are able to find the own way and answer all challenges. This requires seriously so that students can fulfill what is expected from all of efforts.

The expectataions are what students expect based on the effort students put into learning. As well as rewards for what students do wholeheartedly. All things that students do, especially in learning, are not easy things to do. All of these things require maximum effort and hard work so that later students can get maximum results and can fulfill the things students want such as fulfilling graduation requirements, finding work, adapting and so on.

What are problems faced by 8th English Tadris Study Program students faced with the TOEFL exam based on the indicators will prove the problems faced by students. These indicators results will prove the problems that students faced. In the sense that these indicators have not become the results obtained because they have not been tested yet. These problems may have an impact on how well students perform on the exam and ability to obtain the necessary score for professional or university admittance. There are many factors that can certainly be a problem to be more enthusiastic and learn it.

Halim and Ardiningtyas also said that students are unable to get good results because of the lack of knowledge, which is why a student is unable to get what students should have and what to want because of the lack of knowledge[2]. It means that students need some preparation like a material or time before taking TOEFL. At this research, there are 2 problems of the indicators obtained through the expert they are do not have a good preparation and poor in english skills.

Harmer also said, the role of motivation as a compliment which gives a spirit to students to reach something or do something that important[3]. One of the problems that students also have is the lack of vocabulary owned. Vocabulary can increase or stay there depending on whether students often find a new vocabulary and read books. If a student has many vocabularies, then to increase the speaking ability can be easy, because of students know

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[2] Halim, N., & Ardiningtyas, S. Y. (2018). Difficulties faced by the students in answering TOEFL test questions. ETERNAL (English, Teaching, Learning, and Research Journal), 4(2), 219-231
[3] Harmer, J. (2007).The Practice of English Language Teaching (4th edition).Harlow:Pearson Education

what to say. Explored by Schmitt, study about vocabulary will help a student to improve the speaking ability[4]. Because in the vocabulary contains many word based on the context and the use, it has many types of vocabulary, like basic of the vocabulary and the basic verb.

What is challenging to 8th semester students in English Tadris Study Program based on the indicators will prove the challanges faced by students. These indicators results will prove the challanges that students faced. In the sense that these indicators have not become the results obtained because they have not been tested yet.

Sometimes this challenges can also arise from the surrounding circumstances, such as an unfavorable classroom atmosphere or being in the circle of active people, making student feel afraid and threatened because of the backward position, feeling unable to compete and finally giving up because students are unable to dig up information and strengthen the knowledge that enters the brain and becomes a knowledge that stays in memory.

What is expect to 8th semester students in English Tadris Study Program based on the indicators will prove the expectations that students want to achieve. These indicators results will prove the problems that students faced. In the sense that these indicators have not become the results obtained because they have not been tested yet.

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[4] Schmitt,N.(2010).Researching vocabulary: A vocabulary research manual.Basingtoke, UK:Palgrave Macmillan

Students have been given training and TOEFL classes on campus to prepare students to be better prepared. However, the individual challenges that students have often make students fail in TOEFL. Even though the trainer has tried well in providing TOEFL teaching to students. TOEFL is actually not only a theory but also how students apply it and digest the learning therefore maximum results are obtained in a text, based on whether the student can explore information related to TOEFL more deeply. The application must of course be free from various kinds of problems and can challenge the student.

Student must stay focused and be able to run each level before leading to a high level or taking the TOEFL Test. Each level must be taken as well as possible, by following all class lessons and mastering basic skills in English. Because everyone has a different level of knowledge and speed in learning things, it must be adjusted to the context and level of difficulty therefore the students can get good and structured learning.

When pupils are able to respond to inquiries or take on more demanding material, it shows that they are capable of using strategies that work and align with what they are learning in the classroom.. As well as the methods of teachers at the State Islamic Institute of Curup in teaching English language learning in class and also the teaching scheme or TOEFL teaching strategy to students which as a whole can be well received by students or students still do not understand it well eventhough the learners often take several tests or simulations in class. Therefore, a clear statement is needed from students who

have or have not taken the TOEFL with the aim that can to follow and accept learning well.

As mentioned, in besides the need to get used to speaking English, one of the challenges is a lack of basic knowledge of English grammar[5]. Hence, one indicator of acquiring English skills is knowing and comprehending English grammar. Purnaning has validated that every sentence in this section uses a grammatically correct sentence and is typically written as a comprehensive punishment[6]. In writing grammar students must pay attention to the rules that have been mentioned and must be valid in the use of sentences in a text.

Therefore, this study aims to see the extent to which students' abilities in taking the TOEFL whether all the strategies used can continue to survive that students can use this strategy to get maximum results are needed for the future, answer all questions, and be able to challenging the students and whether the students carry out learning and get results in accordance with student expectations.

Before that there is one of research which the title *"The TOEFL Learning Difficulties Faced by EFL Students of English Department of IAIN Palangka Raya"* **written by Wendy Meika Kristiyanti, and** *"TOEFL as a Requirement of Graduation: What Challenges"* **written by Wendy Meika Kristiyanti.** In order to evaluate the information and address the students' TOEFL PBT issues, the researcher employed a qualitative approach.

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[5] Fitria, T. N. (2021). An Analysis of the Students' Difficulties of TOEFL Prediction Test of Listening Section. ENGLISHFRANCA : Academic Journal of English Language and Education, 5(1), 95–110.

[6] Purnaning, E. R., Ayuningtyas, A. K., Kridaningtyas, I., & Hudha, N. (2014). *Upgrade TOEFL Score: Rahasia Melejitkan Skor* TOEFL. Cmedia.

Ten female students in ninth and eleventh semesters were included in the purposive sample. The interview and document records provided the data. The purpose of this study was to identify the contributing factors to the challenges EFL students in the English department at IAIN Palangkaraya faced when taking the TOEFL.

Obviously the studies above, have the own objectives and supporting theories, and considering TOEFL is important to become English modals for students, it is necessary to answer the problems, challenges, and what students expect in the English Tadris Study Program of IAIN Curup. That is why researchers are interested in researching it based on diverse student of course with the title **"Students' Problems, Challenges, and Expectation in Taking TOEFL".**

B. Research Questions

Based on the backgroud, there are several problem as follow:

1. What are the problems faced by students to following the TOEFL learning?

2. What are the students' challenges to following the TOEFL learning?

3. What are the students' expectations about the process in the TOEFL learning?

C. Objectives of the research

According to the questions above, this research are look into :

1. Analyze some problem solving that can be followed by improving students' TOEFL skills.

2. Describe the various challenges faced by students in improving students' TOEFL skills.

3. Adjusting the appropriate TOEFL learning process in the classroom based on the ability and expectations of students.

D. Operational definitions

According to the variable of this research there are several operational definitions :

1. Students' Problems

Student problems are concerns that ought to be treated right now since they are things that students face as well as if handled properly, may result in positive outcomes. Student problems concern a range of things that prevent students' abilities and skills, especially in mastering skills in English as a reference for taking the test. As stated by Halim, students are unable to get good results because of the lack of knowledge, which is why a student is unable to get what students should have because of the lack of knowledge.[7] It cause of less infromation from many sources. At this research the problems experienced by students, stated by Antoni were do not have a good preparation and poor in English skills.

2. Students' Challenges

Students' challenges currently are the highlights of the actual problem that serve as the primary indicator of the approach that should be taken to solve the problem. Rahman asserts that the reasons why students

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[7] Halim, N., & Ardiningtyas, S. Y. (2018). Difficulties faced by the students in answering TOEFL test questions. ETERNAL (English, Teaching, Learning, and Research Journal), 4(2), 219-231.

have trouble answering the TOEFL test include the lack of basic English ability, the continual lack of practice, and the lack of motivation to study for the exam[8]. Lack of practice, poor proficiency in basic English, a lack of enthusiasm, and the diversity of the student body present common difficulties for EFL learners. Considering these data, it is clear that the students still require programs, such as preparation courses or classes, to enhance the English proficiency in order to do better on the TOEFL test. According to Halim, students need TOEFL preparation programs since to help students become more accustomed to the English language[9]. The program will help a students to mastering a TOEFL Skills in english learning. At this research the challanges experienced by students, stated by Halim and Ardiningtyas are limited basic english skills, less practice, less motivation, and students' differences

3. Students' Expecatations

    Students' expectations are things that students want from what students do, especially in learning. Like in TOEFL, students are expected to be familiar with TOEFL both the form of questions and the rules so that students have a score that is sufficient to complete the study[10]. As well as what is expected by English Tadris Study Program's students stated by

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[8] Rahman, I. F., Islam, U., & Alauddin, N. (2021). The analysis of students' difficulties in accomplishing toefl minimum score as the final requirement. ETERNAL (English, Teaching, Learning, and Research Journal), 7(2), 359– 373.

[9] Halim, N., & Ardiningtyas, S. Y. (2018). Difficulties faced by the students in answering TOEFL test questions. ETERNAL (English, Teaching, Learning, and Research Journal), 4(2), 219-231.

[10] Masfufah, S. (2018). Indonesian college students' perceptions of TOEFL preparation class. EduLite: Journal of English Education, Literature and Culture, 3(1), 66-78

Salma are studying abroad, employees government agency, scholarship recipients, and students' graduation process.

4. TOEFL

TOEFL is one of the most widely used types of proficiency tests in the world. The Test of English as a Foreign Language, or TOEFL. The TOEFL has been outlined by numerous specialists. These professionals use the own words, sentences, and ways of conveying and expressing about what TOEFL represents. Though using a variety of terms and sentences to describe the TOEFL, which is a standardized test created to assess the English language proficiency of non-native English speakers, these experts have agreed on one definition[11]. One of the standardized exams that is now given, scored, and interpreted in a specific manner is TOEFL.

E. Significances of the research

This research is related to how students problems, challenges and expectations regarding students' own abilities with the right methods and ways to improve students' TOEFL skills are resolved. The results of this study are expected to be useful for:

1. Students

It will be an influence on students in improving the TOEFL Test ability, where the four skills in English where the three skills (reading, writing and listening) can be further honed based on how students learn in

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[11] Susanti, N. W. M. (2014). The use of paper-based TOEFL as a gate keeper for graduation: A case study at English department Universitas Mataram. The 61st TEFLIN International Conference. 1169—1172

the own way hence the learners can to incorporate learning material into a long-term memory to achieve maximum results.

2. Teachers

Teachers can use new methods or new strategies if based on student statements that new strategies are needed or new methods and can be the main basis that a teacher must find good ways and provide appropriate teaching techniques for students in class based on the quality and quantity of students. Appropriate teaching techniques will have a big impact on students and can be a big influence on improving students' abilities in English where English can provide a way of how to apply the learning method appropriately.

3. Further Researchers

The method of this research can become a new strategy based on what students convey and can also be a basis for suggesting appropriate teaching techniques if researchers want to examine further how the strategies used can affect the skills that students have. The results can trigger researchers strategies or new knowledge based on problems, challenges, and expectations in this TOEFL's research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Literature Review

1. The Urgency of TOEFL in IAIN Curup

Stated by Warfield et al, The Test of English as a Foreign Language is a type of repetition of learning comprehension at a standard level that is applied in institutional-level educational units in various parts of the country where English is a foreign language in that country (EFL Country), where this test aims to see how far where is the ability of students in using English[12]. The English test, which uses the rules to see how students progress in mastering skills in English like reading, writing, and listening, requires a test that requires accuracy in both the form of questions, level of ease or difficulty, and student achievement goals.

In Indonesia, TOEFL is used as one of the requirements for entering most tertiary institutions, especially if students choose an English major who as a whole want to see students' ability to use English while at secondary high school[13]. Here it is seen where students' skills in using or apply English correctly both in the context of learning and in everyday life. Each university has its own provisions for how students take the test

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[12] Warfield, W., Laribee, R., & Geyer, R.W. (2013). Examining results and establishing benchmark data from the toeflitp test. American Academic & Scholarly Research Journal, 5 (3). 191—198.

[13] Alek, Farkhan, M., Nurlia, V. & Hausca, G. M. (2019). University Students' Perception on TOEFL as a Graduation Requirement: A Case in UIN Syarif Hidayatullah Jakarta. ELITE Journal, 1 (1), 51-63.

and what types of questions are of this test the university wants to see students' quantity who are good in English or not.

At the State Islamic Institute of Curup (IAIN CURUP), in the English department as one of the decisions students pass or not to completing studies, students must get good grades to achieve good academic achievement. The range is 450 points, more or less to see whether during the learning process in class students are able to use English properly, and is it seen the development of skills and knowledge possessed by students during class, and whether thus far students have not felt burdened in mastering skills in English and are able to remember lessons learned in class and store in the long term memory as a material for filling in the answer sheets that have been provided by the institution[14]. It takes process and time to achieve the desired score because students have to take part in training many times to get maximum results.

In accordance with Order of the Chairman of IAIN Curup No. Sti.06/1/PP/009/1008/2015, TOEFL has been utilized to assess English proficiency among students and recent graduates in IAIN Curup since 2015. The Language Development Unit (UPB) served as the executor at the time, and TOEFL was specified as a graduate registration prerequisite. According to IAIN Curup Rector's Order No. 0071/ In.34/ R/ PP.00.9 /1/ 2023, students in the English Tadris Study Program must receive a minimum score of 450 and students in non-English departments must

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[14] Montgomery, D. C. (2009). "Statistical Quality Control: A Modern Introduction," J. Wiley

receive a minimum score of 400 in order to participate in the *munaqasah* (thesis test)[15]. In line with that rule defining the TOEFL minimum score. Students in the 8th semester receive instruction for the TOEFL through UPB, presently known as Unit *Pelayanan Teknisi Bahasa* (UPB) of IAIN Curup.

From several observations seen through the assessment charts in the language integrated service unit at the Islamic Institute of Curup it can be seen that students tend to be proficient in reading or listening, though are lacking in the use of language. The context of grammar structure in writing is specifically for students in semester 8 of the 2020 academic year, where some students are still unable to master grammar properly and correctly in the structure of use like parts of speech in English.

The reason why the TOEFL score is the main indicator in determining whether students are proficient or not in English is because developments in English that will occur in the future can make students able to adapt to situations that requiring to use English properly and correctly. Many large companies want employees who are qualified and able to communicate well with other people, who as a whole come from various countries that require employees to be able to use various languages especially English. These students will get a large salary and make it easier to compete with various other prospective employees to

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[15] Language Service Unit (UPB). 2023. IAIN Curup

occupy certain positions, reach certain positions, and be accepted at well-known companies.

2. **The Classification of TOEFL Test**

Through various types of tests in the TOEFL, based on use, tools, and systematics, there are 3 types of instruments used in the TOEFL and have been approved and have been used in various institutions both at home and abroad where in terms of rules and use there are rules for each and its own criteria, which can be used by students depending on the facilities owned by each institution and the ability of the system to use it:

a. **PBT (The Paper-Based Test)**

This test is a test that appeared at the beginning of the era when scientists used pencils as a tool used by students to fill out answer sheets, which in this test saw whether students were able to fill out answer sheets where each student filled out the question sheet manually, and here it is used before getting to know technology as a tool as it is felt at this time there are many tools and objects that can be used especially in educational units there are various kinds of instruments that can be used in solving various things, especially in the field of education. However, this test is only used within the scope of the institution, or only applies in schools and cannot be recognized internationally. Considering that this test is a test in which the whole questions come from sources taught by the teacher or only as evaluation material for students whether the students have understood with learning that applies in class or not. In IAIN Curup especially, based on the term and media of test in Language Service Unit

of IAIN Curup PBT was used to do the test[16]. It was applied systematically based on the rules from Language Service Unit of IAIN Curup.

The score that is applied also depends on how the institution and lecturers determine based on capabilities, the level of ability that students have, the value that has been obtained thus far as a benchmark for teachers in determining the minimum and maximum scores for students and the grade of the institution itself. This test is used and its function is used as one of the prerequisites for completing studies on campus or student thesis.

The score obtained comes from the performance of students in class or ability to master skills in English. If students are successful, students will get good grades according to with the memories possessed by students, and if not then the results obtained will not be optimal either. In accordance with its use, this test is still used as a manual method and explored by Vu & Vu in International Article, the level in using this test only reaches CBT[17]. Or shortly after people use PBT and then CBT is found in the tests that students will use.

There are several sub-sections of the test used in PBT which consist of dividing 3 groups of duration in this test, including the first, namely writing skills which in writing discusses the structure and expression of writing in sentences or grammar, second reading comprehension of a text

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[16] Language Service Unit (UPB). 2023 IAIN Curup.

[17] Vu, L. T., & Vu, P. H. (2013). Is the TOEFL score a reliable indicator of international graduate students' academic achievement in American Higher Education?. International Journal on Studies in English Language and Literature, 1(1), 11-19

or questions in form, type of multiple choice questions, and the third is understanding listening to information in a reading to get important points in answers that will be needed later.

b. CBT (The Computer-Based Test)

The next is CBT, that the rules of use is same with PBT, it's just that in terms of the type of instrument, this test uses a computer technically. The difference is that students in doing tests in listening skills will use an aid to hear therefore the students can be received clearly through headphones. By using headphones, students will listen to instructions and questions clearly different from PBT which uses it manually and for listening skills relies on both ears.

Another advantage is that students do not have to wait for information from the keeper team to see how much time is left and when it starts, students can immediately see the countdown time printed on the computer and can managing time well, to allot in what minutes to complete what number and what skill, what number must be preceded and can return to the previous question when moving on to the next question. It is different from CBT which requires students to wisely divide the time and students can not go back to the previous problem when stepping, different from PBT students can return to the previous problem simply by turning the paper back and forth by marking which questions have been completed and which have not been worked on.

In Sudarmono's writing, CBT has minimum and maximum score requirements for its use. Sudarmono said the score that students must get is 173 if students want to pass the test, and the maximum score that can be achieved is 300 and the period of time when the score can be used or not for other purposes is a maximum of 2 years[18]. Another weakness in this CBT it is that this test cannot be taken more than 1 time in a month. If not passed, then must wait during the determined time, or the following month. There are consist 4 skills in CBT writing, listening, reading comprehension and structure.

c. IBT (The Internet-Based Test)

This type of test is the most popular test in various countries according to Nikolaieva's findings. More precisely, in a country which incidentally is not an English-speaking country or a country that uses English as a foreign language (EFL Country)[19]. IBT is the newest type of test found because Previously there had been a valid test to be used as a tool for evaluating students there are PBT and CBT. In IBT this is focused on the target that students are able to establish communication and be able to communicate well with others. In this IBT there are 4 aspects of skills in English that will be tested, there are speaking, reading, listening, and writing.

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[18] Sudarmono, E. (2013). The king TOEFL, Jakarta: Wahyumedia.
[19] Nikolaieva, O. (2016). A qualitative study on preparing EFL students to take the internet-based (IBT) test in the Ukrainian context. (Thesis). The University of Stavanger for Faculty of Arts and Education

3. Students' Problems

There are many problems that students faced to maintain student's knowledge about how to mastering the skill in the test. Based on ideas and how students construct skills, it is a challenge for students to keep the knowledge that can be applied without any problems in the learning process. All of these problems occur because of a lack of knowledge and strategies for accepting the wrong knowledge in class, or there are misconceptions that cause students to fail to scan important learning information especially skills in English.

The validity of techniques and methods is the main weapon for how students achieve good and contextual learning. If there are errors in the acceptance of knowledge, students can not achieve good learning targets of the various strategies and techniques used, there are only a few strategies for receiving good learning that can be chosen by students in achieving goals and preparing strategies in a student's own way.

This was also confirmed by Desheng and Vergese, commenting that a form of exam with the aim of seeing fluency in a language does not only go through an evaluation process during classroom learning but also what techniques and what strategies are used to achieve a good learning process as well[20]. Thus far it has been used according to or not depending on the situation and time, how do students set aside the time to find the right and

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[20] Desheng, Chan & Varghese. (2013). Testing and Evaluation of Language Skills. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320-7388, p-ISSN: 2320- 737X Vol.1, Issue 2 (Mar.-Apr, 2013), PP 31-33

effective strategy or not, the method used is in accordance with the personality of each student.

Errors that occur also sometimes come from the student's own internal problems which cause the student to fail in achieving a directed learning process. In an article, Mahmud said that some of the main problems that cause students to fail in achieving effective learning include the lack of several problems that arise due to internal problems in the students where the problems are very different from how these students achieve optimal learning[21]. Absolutely superb learning requires an extremely difficult process where students must improve the abilities in order for it to be produced. This procedure can be challenging because learners must undertake a number of exercises and take the time to comprehend and repeat each element of what students learn in school.

This can be said that an error deviates and leaves a good learning concept such as the lack of capability that students have to determine effective strategies in learning, repetition or guidance that is not strictly carried out and often delays training for the students themselves which results in hampering a good mindset in assessing effective methods and appropriate strategies in the learning process, little support from people both nearby and far away, resulting in a lack of desire and self-confidence that reduces enthusiasm for learning, as well as striking differences such as class and status or age segmentation of students.

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[21] Mahmud, Murni. (2014). The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL). Theory and Practice in Language Studies, Vol. 4, No. 12, pp. 2581-2587, December 2014. Finland: Academy Publisher.

Different experiences in the scope of learning or the level of education pursued because the higher the education other people have, the wider the concepts and ideas they have to achieve the learning process. Moreover, people who are experts in a particular field which shows the difference between experienced people and those who are not. An experience is not determined by how old or young the learner is, but by how much knowledge has been learned and what achievements have been thus far that it becomes an increasingly honed skill. There are the main problems faced by student explored by Antoni[22] :

a. Do not have a good preparation

There are numerous strategies to learn a language quickly and become proficient in it. To ensure that the students are employed correctly and effectively later on, every trick that will be used beforehand needs to be meticulously prepared. All of these preparations need effective time management and sufficient resources in order to serve as a guide for learning and perfecting the necessary techniques in the future. If students are not adequately prepared to study the language, then things are different. Students will eventually run against problems and other challenges that make language acquisition difficult.

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[22] Antoni, R. (2014). An Analysis On 6TH Semester Student's TOEFL Experience At English Department Of Teachers Training and Education Faculty Of Pasir Pengaraian University. Scientific Journal of Edu Research, 9-16.

b. Poor in English Skills

Before a language is fully mastered, there are stages to its acquisition. There are specific guidelines and methods for learning a language. Writing, reading, speaking, and listening are the four language abilities that are learnt in any language. To reach the advanced level, one needs to understand the fundamentals. As previously mentioned, not everyone is able to pick up a language quickly. Even at the most basic level of language learning, errors persist and comprehension takes a long time. It will be impossible to learn the language at a higher level later on if there are still elements that are not comprehended at the basic level.

4. Students' Challenges

There are several students' challanges in TOEFL Learning explained by Halim and Ardiningtyas[23] :

a. Limited Basic English Skills

Skills in English are lacking. What becomes intense here is the basic knowledge possessed by students. Because if students lack skill and knowledge, coming back here is experience, then there will be many challanges that students will encounter in achieving optimal learning, that's why students must focus and stay on the learning target where students must be able to dig up information as deep as possible

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[23] Halim, N., & Ardiningtyas, S. Y. (2018). Difficulties faced by the students in answering TOEFL test questions. ETERNAL (English, Teaching, Learning, and Research Journal), 4(2), 219. https://doi.org/10.24252/eternal.v42.2018.a7

and develop good learning concepts because later these basic skills will become a higher level.

The longer the student is in the class, the more skills will be possessed by the students. The teacher often repeats class material with the aim that students can achieve learning in class. It goes back to whether the student is willing or not to record the material in the textbook and remember it as long-term memory. Moreover, a teacher does not have much time in class and students should make the most of the time in class and record what important points are needed and ask what is doubtful. In other words, students must be active in class and do assignments well without any pressure or challanges.

b. Less Practice

In Mahmud's notes, also said that students must reproduce learning material at home[24]. There is a lot of knowledge in each skill branch that must be repeated in order to understand the wider scope of it use then the more often it is repeated, the faster it is accepted. The exercise aims to form widespread knowledge in memory and train oneself hence, one is able to master that branch of knowledge without compromising the methods and skills used which have been selected beforehand.

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[24] Mahmud, Murni. (2014). The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL). Theory and Practice in Language Studies, Vol. 4, No. 12, pp. 2581-2587, December 2014. Finland: Academy Publisher.

c. Less Motivation

This form of support can be a positive energy for students in achieving learning. If it is appreciated during learning activities, students will be more enthusiastic about gaining knowledge. A small form of things by encouraging or praising and in kind such as giving gifts can be support for students in learn. Students think that can to deserve all of that because many things are sacrificed in order to achieve good performance, and also the fatigue that is felt is also the reason why students need full support and handholding. But on the contrary if thus far the performance has never been seen or valued, students will feel that what have done thus far is worthless and useless, then the feelings of despair and self-doubt arise, causing students to not focus and feel tired of everything and decide to stop gaining knowledge is a valuable asset love for students in achieving learning then the students are not hampered.

d. Students' Differences

Various aspects also determine how students determine the right ideas and find new inspiration. Differences in age, level of education, relationships, experiences, organizations, relationships and many more are the reasons why everyone can achieve learning quickly or slowly. However, it does not rule out that each people can achieve the desired target back and forth whether the desire is strong and unwavering in various things and sticking to students respective principles.

Experience is the main key whether students can achieve it quickly or not. With experience, students can complete the studies quickly and the help of others can be first aid when students find it difficult.

The subjective errors came from that individual. This happened due to the lack of sources or books read. There are many branches in English skills that must be mastered. All of these aspects must be learned slowly without compromising the essence of using good word structures. Reading and understanding in depth is a great way to achieve good learning than adjusting targets and having to reach learning targets as quickly as possible.

The addition also from Hardin explores that a form of how to set aside the right time to study and determine the right time, knowing various vocabulary and varying the vocabulary without seeing the word as a foreign word that has never been encountered, trapped in a strategy of how to conclude text and information detail is a common problem found in students in mastering reading skills in the face of the TOEFL Test[25]. This challanges occurs due to a lack of appropriate reading and reading sources in analyzing and digesting good learning in class. Or the lack of attention of students in class in listening to what is being taught by the teacher in the class.

5. **Students' Expectations**

Based on the function and role of the TOEFL itself, there are many things that students expect about TOEFL. Apart from being able to

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[25] Hardin, Kate. (2014). Common TOEFL Reading Difficulties. Retrieved. On the June 5, 2017

measure the extent to which students are able to master skills in English, it can also help students in various aspects and uses. Stated by Amiryousefi & Tavakoli, TOEFL will help a students to get a job or earn income from work obtained based on work in accordance with the respective fields[26]. Comparatively widespread use and advantages, most Indonesian colleges now require undergraduate students to pass the TOEFL in order to graduate. The TOEFL exam is taken for a variety of purposes. Some took assessments of personal abilities and accomplishments, while others did exams of the functional understanding.

Explained by Salma, there are at least 4 primary expectations for taking the TOEFL test[27] :

a. Studying Abroad

The term of studying abroad as it can be simpler to converse and adjust to people abroad if a student is able to use and grasp English-language skills. Because the TOEFL test shows whether students are able to utilize and understand English or not, continuing academic studies overseas is a possibility. Is it appropriate or inappropriate for pupils to use that language.

b. Employees Government Agency

Many occupations in government organizations demand the ability to learn English-language abilities, and there are many of these

[26] Amiryousefi, M., & Tavakoli, m. (2011). The Relationship between Test Anxiety, MOtivation and MI and the TOEFL iBT Reading, Listening, and Writing Scores. Procedia, 210-214.

[27] Salma, NF (2018). Almost Everything About TOEFL PBT . Riau: Lancang Kuning University

jobs. Due to the fact that many government agencies in the contemporary era, including those operating now, collaborate with businesses from many nations, making it necessary for individuals to be able to communicate effectively in English. In reality, the ability to speak English is frequently listed as a criterion for employment, which is why those working for the government must not only be fluent in Indonesian but also have a command of other languages.

c. Scholarship Recipients

The appropriate organizations check to see if a potential scholarship candidate is qualified to get achievement support by evaluating the abilities and education. From the name, it is clear that a scholarship recipient must possess superior qualities to those of other applicants. As a result, the recipient must compete favorably with other applicants by possessing strong skills and a wealth of information. In obviously, receiving a scholarship is therefore not simple.

d. Students' Graduation Process

The TOEFL test is growing in popularity given its uses and potential. Yet, in order to be accepted, the test-taker must get a specific score. If look more closely at the use, it can see that in universities today, a variety of exam formats have been established and used to gauge students' English competence.

B. Previous Related Findings

Many researchers examined the pupils' TOEFL test problems and challenges. Some researchers examine the TOEFL test challenges and difficulties, but the researcher only pay attention to the challenges and some difficulties faced by Sudents. Other researcher simply analyze the students' difficulties in the TOEFL Learning but the researcher only pay attention to the what are the difficulties faced by students and how to solve the problems. The next researcher also analyze what are the challenge faced by students on TOEFL as a graduation requirements but the researcher only focus to what is challenges to students to faced the TOEFL as a requirements.

Wendy Meika Kristiyanti, in the research *"The TOEFL Learning Difficulties Faced By EFL Students Of English Department of IAIN Palangka Raya"* the researcher used qualitative research approach to investigate the data and see the way how to solve the students difficulties in the TOEFL Learning of English Department of IAIN Palangka Raya Students[28]. How to collecting the data, the researcher used a document study and one-on-one interview as an instruments. The study's findings indicated that the component with the most problems was written expression.

The students suffer with grammar, particularly when it comes to nouns, subject-verb agreement, tenses, and article usage. The majority of students had low levels of written expression and structure, according to the data. Moreover, other sections like listening and reading received very poor marks,

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[28] Wendy Meika Kristiyanti (2018), The TOEFL Learning Difficulties Faced By EFL Students Of English Department of IAIN Palangka Raya

demonstrating that pupils' total performances fell short of expectations. Stated by Halim, the primary areas of the TOEFL where cultural bias is evident are in the reading section and some of the questions' oral style, similar to the reading skills section[29]. It is cause of missunderstanding to undertsanding the basic level.

Rezkiani, in the study "*The Challenges EFL Students Faced on the TOEFL Exam*," this study examined the challenges that EFL students encountered on the TOEFL exam[30]. Methods from both qualitative and quantitative research were applied. The TOEFL score, questionnaire, and interview are the research instruments used in this study. Thirty students who completed the TOEFL exam between May and July were used as respondents by the researcher. The study's findings demonstrate that, with a mean score of 441.20, students in the English and Literature Department have a rather high level of TOEFL proficiency. The TOEFL test presents challenges for English and literature department students, including clustering, redundancy, reduction form, rate of delivery, incomplete rule application, identifying key concept, finding reference, drawing inference, and detail information.

Also the thesis from Devy Zuhrayana, which the title *"TOEFL as a Requirement of Graduation: What Challenges"*, the researcher used quantitative approach as a design of the research to find out what's something that challenges faced by students[31]. How to collecting the data,

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[29] Halim, Nurfitriyah. (2014). Cultural Bias in TOEFL Encountered by Native Indonesian Speakers. Renaissance Journal of English Education, Literature and Linguistics. Volime 1, No. 1, 97-111
[30] Rezkiani. (2019). The Challenges EFL Students Faced on the TOEFL Exam
[31] Devy Zuhrayana . (2018) TOEFL as a Requirement of Graduation: What Challenges

the researcher used a a closed-ended survey to determine the difficulties of requiring the TOEFL as part of the State Islamic University of Ar-graduation Raniry's requirements. The result find out that some students don't specialize in English, the majority of non-English department students take TOEFL courses outside of the university. Pupils take that action because students understand how crucial preceding coursework is to getting a better TOEFL score. It also depends to how a teacher giving the materials in the classroom. According to Hosseiny, a common error made in TOEFL classes is for the tutor to focus a lot of time on how students should answer questions to increase their scores at the expense of their comfort level, which leads to students thinking the class is uninteresting[32]. Whereas, students need a safe and comfortable class, therefore teachers must be able to teach well. The majority of students desire quick satisfaction. This supports Alizadeh's assertion that students want a quick learning process in order can comprehend concepts without having to spend a lot of time on topics[33]. This relates to how students divide the time in learning. Ma and Cheng assume that the most effective way to save time when preparing for the TOEFL exam is to enroll in a test preparation course[34]. There are numerous implementation-related issues. For this reason, time management skills are crucial in helping students get ready for the TOEFL.

[32] Hosseiny, M. (2014). The role of direct and indirect written corrective feedback in improving Iranian EFL students' writing skill. Procedia-Social and Behavioral Sciences, 98(1), 668-674.
[33] Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. International Journal of Research in English Education, Vol. 1, pp. 11-15, November 2016. Iran: ijreeonline Article. Accessed on September 12, 2018.
[34] Ma, J., & Cheng, L. (2016). Chinese students' perceptions of the value of test preparation courses for the TOEFL iBT: Merit, worth, and significance. TESL Canada Journal, 33(1), 58–79.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the research

This research uses a quantitative methodology, which is a descriptive approach. As stated by Williams, this strategy is a straightforward way to describe things precisely in the present circumstances. It seeks to either characterize students' views by conducting systematic research on topics or explore the relationship between the phenomena by employing observations[35]. In this research tried to solve the way based on the phenomenon of the problem in the study. The purpose is to observe more the cause and effect of the problem instead of detecting why it happens or does not happen, and what the solution is and why choose or not choose that solution.

B. Population and Sample

1. Population

As stated by Hulley et al, a population is a complete set of people with specifed characteristics, while sample is a subset of the poplation[36]. The population is made up 65 students from English Tadris Study Program in IAIN Curup. The following table of data from Language Service Unit of IAIN Curup shows the population numbers[37]:

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[35] Williams, C., 2007. Research methods. Journal of Business & Economics Research. 5(3)

[36] Hulley SB, Cummings SR, Browner WS, Grady D, Newman TB. *Designing Clinical Research: An Epidemiologic Approach*. 2nd ed. Philadelphia, PA: Lippincott, Williams & Wilkins; 2013

[37] Language Service Unit (UPB) . 2023 IAIN Curup

Table 3.1
The Number of Populations.

NO	POPULATION	TOTAL
1.	TBI 8A	18
2.	TBI 8B	16
3.	TBI 8C	17
4.	TBI 8D	14
TP		65

2. Sample

According to Hulley et al, a population is a complete set of people with certain characteristics, while a sample is a subset of the population[38]. The set of people of this research based on the characteristic are from english tadris study program majority.

The sample in this study consisted of 34 students from a total population of 65 students of english tadris study program students. This number is obtained through the sample size requirements mentioned Roscoe in Sugiyono suggests the following sample size guidelines[39]:

a. A sample size of more than 30 and less than 500 is suitable for the majority of research projects.

b. The samples will be separated into gender-specific subsamples. Each category must have a minimum of 30 members.

Based on the rules above, the total of sample taking at this research is 34 respondents from English Tadris Study Program Students in IAIN Curup to look forward the phenomenon from students.

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[38] Hulley SB, Cummings SR, Browner WS, Grady DG, & Newman TB. (2013). 4th Edition. Designing Clinical Research An Epidemiologic Approach. Philadelphia, PA. Wolters Kluwer/Lippincott Williams & Wilkins.

[39] Roscoe In Sugiyono. (1982). "Research Methods For Business", New York. Mc Graw Hill.

C. Techniques of Collecting Data

The following phases were involved in the data collection methods used in this study:

1. Scheduling a time to meet with the sample

2. The researcher handed out the questionnaire to the participants to complete in order to collect the data.

3. The sample then returned the questionnaire to the researcher for analysis after completing the data.

A Likert scale survey was also used by the researcher. Likert scales are an undimensional scaling method that measures one trait (non-comparative in nature)[40]. Respondents are asked to use an ordinal scale to indicate how much the respondents agree with a specific statement. Compared to other scales, Likert scales are more vulnerable to response bias[41]. Obviously, when respondents provide answers that, when measured on a scale, do not match the real circumstances. The reason for using this 4 Likert scale is used to avoid bias in the data.

Table 3.2
Responses and the value.

Responses	Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

[40] Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta,2013), P.134

[41] Moors, G., Kieruj, N. D., & Vermunt, J. K. (2014). The effect of labeling and numbering of response scales on the likelihood of response bias. Sociological Methodology, 44(1), 369-399. doi:https://doi.org/10.1177/0081175013516114

D. Instrument

This study's data was collected by questionnaire. It responds to each and every research question raised in the first chapter. There are two types of questionnaires: open-ended and closed-ended. In this study, an open-ended questionnaire was used to determine the problems, challenges, and expectations in taking TOEFL at the State Islamic Institute of Curup. The purpose of the questionnaire was to gauge the respondents' level of response based on the experiences that occurred while studying for the TOEFL. There is space provided in the questionnaire for respondents to submit additional answers, if any as the alternatives provided are still insufficient to elicit responses from a wide range of respondents. The following are the queries that were entered into the Google Form:

Table 3.3
The Blueprint of Questionnaire

NO	INDICATOR	SUBINDICATOR	STATEMENT	SCORE			
				SA	A	D	SD
1.	Students' Problems In Taking TOEFL	1. Do not have a good preparation	1. I do not practice regularly before taking the TOEFL test. 2. I have not sufficiently learn about and practice time management skills to prepare for taking the TOEFL test				
		2. Poor in english skills	3. I have not adequately acquired English listening skills at the TOEFL level 4. I have not acquired adequate				

			competencies of structure and written expressions at the level of TOEFL				
			5. I have not sufficiently acquired English reading skills at the level of TOEFL				

Do you have any other problems in taking TOEFL, that have not been mentioned yet in statements 1-5? If yes please mention and explain!

....

....

....

2.	Students' Challanges In Taking TOEFL	1. Limited Basic English Skills	6. I often feel passive in TOEFL preparation classes, struggling to understand key points and hesitant to seek clarification on doubts				
			7. I find it challenging to manage TOEFL practice assignments and study tasks, often feeling overwhelmed by performance expectations and unnecessary pressure.				
		2. Less Practice	8. The lack of practice in TOEFL preparation hinders the formation of extensive knowledge in my memory, making it harder to confidently tackle different aspects of the test				
			9. Less practice leads to inconsistent performance in TOEFL preparation,				

			causing gaps in understanding and mastery of various skills and deviation from selected methods and strategies				
		3. Less Motivation	10. The absence of small gestures such as encouragement, praise, or gifts makes it challenging for me to feel supported in my TOEFL preparation				
		4. Students' Differences	11. I have sufficient learning experience in understanding English materials.				

Do you have any other challanges in taking TOEFL, that have not been mentioned yet in statements 6-11? If yes please mention and explain!
....
....
....

3.	Students' Expectations In Taking TOEFL	1. Studying Abroad	12. Mastering TOEFL can help me to study abroad				
		2. Employees Government Agency	13. Mastering TOEFL can help me find a job in the government agency				
		3. Scholarship Recipients	14. Mastering TOEFL can help me get an education scholarship				
		4. Students' Graduation Process	15. Mastering TOEFL can make me easier to complete my graduation process.				

Do you have any other expectations in taking TOEFL, that have not been mentioned yet in statement 12-15? If yes please mention and explain!
....
....
....

E. Validity and Reliability

1. Validity

A prerequisite for obtaining legitimate study results is validity. Measurement of what has to be measured is possible with an instrument that is considered valid. Since Sugiyono asserts that non-test instruments must require construct validity, the research instrument employed it. Expert opinion was consulted in order to assess construct validity[42]. The item was then analyzed by counting the correlation between its item score and its overall score.

To gather input and criticism for this study, the researcher worked with one expert and then distributed the questionnaire based on the existing instruments in this study by using Google Form to 34 students in order to obtain construct validity. Subsequently, the investigator obtained the student response spreadsheet then employed Statistical Program for Social Science (SPSS) for analysis in order to determine the validity of the questionnaire. The validity has been examined by using SPSS. Based on the outcome, the survey has obtained <0,05 It indicates that, according to the Cronbach Alpha, the questionnaire's items exhibited valid (see appendix 5). The tryout result also examined by using SPSS which obtained <0,05 and the questionnaire also exhibited valid (see appendix 6). It can conclude that from the result of data and try out the questionaire exhibited valid.

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[42] Sugiyono, "*Statistika Untuk Penelitian*" (Jakarta: RinekaCipta, 1998), p135

2. Reliability

After Statistical Program for Social Science (SPSS) was used to examine the questionnaire's validity, the Cronbach Alpha coefficient is used to gauge reliability. Internal consistency (also known as "reliability") is most commonly measured using Cronbach alpha. Nunnally claims that this has led to a significant variation in the reliability[43]. The following is a generally acknowledged rough guideline for characterizing internal consistency:

Table 3.4
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,9$	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 reliability has been examined by using SPSS. Based on the outcome, the survey has obtained 0,732 It indicates that, according to the Cronbach Alpha, the items were judged as acceptable. Stated differently, the questionnaire's items exhibited reliable (see appendix 5). The tryout result also examined by using SPSS which accounted 0,726 and the questionnaire also exhibited reliable (see appendix 6). It can conclude that from the result of data and try out the questionaire exhibited reliable.

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[43] Nunnally, J. C. "Psychometric theory (2nd ed)", New York: McGraw-Hill.

F. Technique of Data Analysis

Statistical Program for Social Science (SPSS) was utilized by the researcher to analyze this study to see the total of percentage (%) about the result. The research reflects on how the participants deal with the difficulties of taking the TOEFL test as part of the students' graduation requirements in this sort of quantitative data analysis. The question consist of 15 questions that students will answer with a Likert Scale. The form of Likert scale can be see from the table above (See table 2). After the students filled out the questionnaire via the google form, then the data would analyze in the following way from Gengseng Xiao & Xin Chen study[44] :

a. Checking and examining the outcomes

b. Classifying and identifying the outcomes

c. Applying the percentage formula to calculate and grade the outcomes

d. Using Fromula : ($P = \dfrac{F}{N} \ x \ 100\%$) While :

    1) P = Percent

    2) F = Frequency

    3) N = Number of Cases

    4) 100% Fixed Number

e. Totaling and organizing the data into the table

f. Conclude the findings.

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[44] Xiao, G., & Chen, X. (2015). English academic writing difficulties of engineering students at the tertiary level in China. 13(3), 259-263.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This study using a questionnaire and delivers it to 34 respondents who have problems, challenges, and expectations when taking TOEFL in IAIN Curup. There are 15 questions in all, based on 3 primary indicators in the questionnaire. The results of this research will examine all of the problems that students encounter as well as what is expected to arise while attempting to complete the TOEFL. In the end, the students have problems and challanges with the TOEFL and display the results above, in addition to the expectations when studying for the TOEFL.

1. Students' Problems In Taking TOEFL

The following table provides an explanation of the most frequently seen problems faced by students who have finished the TOEFL learning.

Table 4.1
Problems faced by students in taking TOEFL

Subindicators	Frequency	Percentage
Do not have a good preparation	190	70%
Poor in english skills	277	68%

According to the table above, the majority of pupils were do not have a good preparation. A total of 70% of students were lack adequate learning preparation, leading to unprepared to absorb material that will be expanded in scope. This means that students do not have good preparation in learning

English. As well as preparing lesson materials or setting aside spare time. This is becoming more of a concern to students whether students have good preparation or not. Furthermore, 68% students were poor in english skills and its skills can be mastered if students have adequate preparation of materials to be refined

. Every statement has its own set of problems.The percentage of students who experienced difficulty learning the TOEFL is shown in the claims made by researchers based on the table below :

Table 4.2

Students do not have a good preparation in taking TOEFL

Subindicator	Statements	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Do not have a good preparation	1. I do not practice regularly before taking the TOEFL test.	11	13	10	0	103	76%
	2. I have not sufficiently learn about and practice time management skills to prepare for taking the TOEFL test	6	13	9	6	87	64%

Two statements can be drawn from the information in this table. As the definition of the term "Do not have a good preparation" above, demonstrates that students must mastering the TOEFL requires extensive planning. This includes practicing regularly and developing time management skills. **Statement 1** (which states that students do not practice consistently before taking the TOEFL Test) has a total score of 76% in this

indication, showed that 11 students chose strongly agree, 13 students chose agree, 10 students chose disagree and one one students chose strongly disagree. **Statement 2** (which states that students lack time management skills to prepare for the TOEFL Test) has a total score of 64%, showed that 6 students chose strongly agree, 13 students chose agree, 9 students chose disagree and 6 students chose strongly disagree.

From the description given above, it can be inferred that most students do not prepare for the TOEFL exam by doing routine exercises.

Table 4.3

Students were poor in english skills

Subindicator	Statements	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Poor in english skills	1. I have not adequately acquired English listening skills at the TOEFL level	3	22	9	0	96	71%
	2. I have not acquired adequate competencies of structure and written expressions at the level of TOEFL	3	20	11	0	94	69,11%
	3. I have not sufficiently acquired English reading skills at the level of TOEFL	3	14	16	1	87	64%

The sub-indicator above have 4 statements which is tell about the items indicates that students are poor in english skills. **Statement 1**as a highest total of percentage which accounted 71% stated that students were not adequately acquired English listening skills at the TOEFL level. It menas

that students need to improving a materials and develop it. **Therefore statement 2** have a total percentage 69,11%.. In statement 1 showed that, 3 students chose strongly agree, 22 students chose agree, 9 students chose disagree and no one student chose strongly disagree. In statement 2 showed that, 3 students chose strongly agree, 20 students chose agree, 11 students chose disagree and no one students chose strongly disagree.

Some of the statements above mention about students' weaknesses in English skills that will be testing in the TOEFL Test, namely Listening, Writing (Structure and Expression) and Reading. From the overall total, it is mentioned that students have the biggest weakness in listening skills followed by writing skills where students must understand the proper use of grammar rules in English. And the last is the **statement 3** with a total of 64%, showed that 3 students chose strongly agree, 14 students chose agree, 16 students chose disagree, and 1 student chose strongly disagree.

2. **Students' Challanges in Taking TOEFL**

The following table provides an explanation of the most frequently seen challanges faced by students who have finished the TOEFL learning.

Table 4.4
Challanges faced by students in taking TOEFL

Subindicators	Frequency	Percentage
Limited Basic English Skills	172	63%
Less Practice	201	74%
Less Motivation	86	63,23%
Students' Differences	97	71,32%

With a total accumulation of 74%, the table above's challenges indicator indicates that pupils have not practiced the English language skills as often. As stated in the previous sentence, pupils either don't practice or don't have enough time to practice for a variety of reasons. A total of 63% reported that pupils' proficiency in basic English is lacking. Even pupils who have mastered some fundamental English abilities may still face difficulties when individuals are not fully understood. With a total 63,23% was mentioned that students are less motivated to learn English and that the various student categories also present challenges for TOEFL learners.

Table 4.5
Students have limited basic english skills

Subindicator	Statements	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Limited Basic English Skills	1. I often feel passive in TOEFL preparation classes, struggling to understand key points and hesitant to seek clarification on doubts	5	15	12	2	91	67%
	2. I find it challenging to manage TOEFL practice assignments and study tasks, often feeling overwhelmed by performance expectations and unnecessary pressure.	1	11	22	0	81	60%

There are two statements derived from the data in the table. With regard to **Statement 1**, which had the highest proportion, 5 students selected

strongly agree, 15 selected agree, 12 selected disagree, and 2 selected strongly disagree. **Statement 2** revealed that, out of the total percentage of 47 percent, 1 student selected strongly agree, 11 selected agree, 22 selected disagree, and 0 selected strongly disagree, shows that a lot of factors contribute to students' passive behavior in the TOEFL classroom.

Table 4.6
Students were less practice in english skills

Subindicator	Statements	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Less Practice	1. The lack of practice in TOEFL preparation hinders the formation of extensive knowledge in my memory, making it harder to confidently tackle different aspects of the test	3	25	5	1	98	72%
	2. Less practice leads to inconsistent performance in TOEFL preparation, causing gaps in understanding and mastery of various skills and deviation from selected methods and strategies	8	19	7	0	103	76%

There are 2 statements based on the information in the table. According to **Statement 1**, 3 pupils selected strongly agree, 25 selected agree, 5 selected disagree, and no one selected strongly disagree. According to **Statement 2**, 8 pupils selected strongly agree, 19 selected agree, 7 selected disagree, and not a single student selected strongly disagree. It

suggests that students concur that insufficient practice causes inconsistent results when preparing for the TOEFL.

Table 4.7
Students were less motivated in learning english

Subindicator	Statement	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Less Motivation	1. The absence of small gestures such as encouragement, praise, or gifts makes it challenging for me to feel supported in my TOEFL preparation	9	7	11	7	86	63,23%

From the data in this table there is 1 statement that showed 9 students chose strongly agree, 7 students chose agree, 11 students chose disagree and 7 students chose strongly disagree. Due to the findings, students seem not to be very motivated to learn English. In the meanwhile, enthusiasm for learning is still largely dependent on motivation. Although the high school students used to provide this data were essentially self-sufficient learners, students nevertheless require incentive to study for the TOEFL.

Table 4.8
Students were having differences level in learning english

Subindicator	Statement	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Students' Differences	1. I have sufficient learning experience in understanding English materials.	2	26	5	1	97	71,32%

From the data in this table there is 1 statement that showed 2 students chose strongly agree, 26 students chose agree, 5 students chose disagree and 5 students chose strongly disagree. As mentioned before, differences in students (age, level, etc.) impact how quickly or how long students can learn the content. It is concluded that current students at higher levels can understand English more quickly than those who are at the basic level because this data comes from high students who have more experience learning english.

3. **Students' Expectations in Taking TOEFL**

The following table provides an explanation of the most frequently seen students' expectations who have finished the TOEFL learning.

Table 4.9
What are students expected in Taking TOEFL

Subindicators	Frequency	Percentage
Studying Abroad	116	85,29%
Employees Government Agency	111	82%
Scholarship Recipients	115	85%
Students' Graduation Process	117	86%

The sub-indicator above have 4 statements which is tell about what are students' expected in TOEFL Learning. Furthermore, the 4th statement's overall percentage is the highest at 86%. Students want to get an easier way in graduation process, like mastering a skill and can fill the regulation of graduation that is TOEFL Test.

Table 4.10
Learning TOEFL help students to studying abroad

Subindicator	Statement	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Studying Abroad	1. Mastering TOEFL can help me to study abroad	15	18	1	0	116	85,29%

From the data in this table there is 1 statement that showed 15 students chose strongly agree, 18 students chose agree, 1 students chose disagree and 0 students chose strongly disagree. The data proves that students expect that mastering TOEFL can help students to study abroad. Proficiency in the language can facilitate pupils' acquisition of English outside of the classroom. Since English is a language that is spoken throughout the world, students can study abroad owing to the English skills these individuals have acquired at school.

Table 4.11
Learning TOEFL help students to employees government agency

Subindicator	Statement	SA	A	D	SD	TOTAL	
		F	F	F	F	Score	%
Employees Government Agency	1. Mastering TOEFL can help me find a job in the government agency	12	19	3	0	111	82%

From the data in this table there is 1 statement that showed 12 students chose strongly agree, 19 students chose agree, 3 students chose disagree and 0 students chose strongly disagree. The data proves that students expect that mastering TOEFL can help students to find a job in the government agency. These days, proficiency in English is a requirement for many occupations, whether

or not one is in the government sector. The TOEFL test score that meets the requirements for acceptance serves as proof of this. It makes sense that a lot of students expected that will be able to work for the government after taking the TOEFL.

Table 4.12
Learning TOEFL help students to get an education scholarship

| Subindicator | Statement | SA | A | D | SD | TOTAL | |
		F	F	F	F	Score	%
Scholarship Recipients	1. Mastering TOEFL can help me get an education scholarship	14	19	1	0	115	85%

From the data in this table there is 1 statement that showed 14 students chose strongly agree, 19 students chose agree, 1 students chose disagree and no one students chose strongly disagree. The data proves that mastering TOEFL can help students to get an education scholarship. In addition, a lot of foundations demand that recipients who receive scholarships have excellent results on the TOEFL in addition to government scholarships. Thus many students believe that studying for the TOEFL and achieving an excellent quality score will aid individuals later on when applying for scholarships.

Table 4.13
Learning TOEFL help students to complete graduation process

| Subindicator | Statement | SA | A | D | SD | TOTAL | |
		F	F	F	F	Score	%
Students' Graduation Process	1. Mastering TOEFL can make me easier to complete my graduation process.	16	17	1	0	`117	86%

From the data in this table there is 1 statement that showed 16 students chose strongly agree, 17 students chose agree, 1 students chose disagree and

no one students chose strongly disagree. The data proves that mastering TOEFL can make students easier to complete the graduation process. Regarding the highest proportion indicates that students expect to comprehend the TOEFL as it is a prerequisite for graduation, allowing students to eventually finish studying.

B. Discussion

In this section the researcher tries to analyze students' problems, challanges, and expectations in taking TOEFL.

To discover students problems, challanges, and expectations in taking TOEFL at the 8th semester English Students in IAIN Curup, the researcher used questionnaire to the 34 respondents from 8th semester since they have studied TOEFL in the class. The questionnaire consist of 15 items from 3 main indicators.

The researchers discovered that a large number of students did not practice frequently before to taking the TOEFL exam in the first questionnaire. The Test of English as a Foreign Language, or TOEFL for short is a globally recognized standardized assessment. According to Warfield, Laribee, and Geyer, the TOEFL is accepted everywhere in the world[45]. It is intended for measurement. The purpose of the assessment is to determine the students' future comprehension of English, particularly with regard to adjusting to global living. These days, passing this test is one of the

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[45] Warfield, W., Laribee, R., & Geyer, R. W. (2013). Examining result and establishing benchmark data from the TOEFL ITP test. American Academic & Scholarly Research Journal, 5(3), 191-198.

prerequisites for continuing studies abroad. The actual TOEFL exam comes in multiple formats, including paper-based, computer-based, and online variants..

According to Andrade et al., "The Test of English as a Foreign Language (TOEFL)" is an assessment used for evaluating non-native speakers' English competence[46]. The TOEFL serves as a crucial instrument for language learning, particularly for non-native speakers of English. Through TOEFL, it is possible to determine whether or not students have an understanding of how to acquire English language proficiency. The results of the TOEFL TEST demonstrate this.

Furthermore, in second subindicator it is consist of 3 questions about the reason why studentsdo not have a good preparation. Students are unlikely to be able to understand English accurately unless they do not perform and cause of bias to understanding the materials. Halim also investigated that bias is the main reason why students often have trouble responding to TOEFL questions. The oral format of the questions and certain passages in the reading component of the TOEFL are the main places where cultural bias is present[47]. It is cause of missunderstanding to undertsanding the basic level. Additionally, a second study discovered that a common mistake made in TOEFL classes is for the tutor to spend a lot of time discussing ways for students to answer questions in order to improve their scores, while neglecting the comfort of the

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[46] Andrade, M. S., Evans, N. W., & Hartshorn, K. J. (2014). Linguistic support for nonnative english speakers: Higher education practices in the united states. Journal of Student Affairs Research and Practice, 51(2), 207–221.

[47] Halim, Nurfitriyah. (2014). Cultural Bias in TOEFL Encountered by Native Indonesian Speakers. Renaissance Journal of English Education, Literature and Linguistics. Volime 1, No. 1, 97-111

students, which makes them think the class is boring[48]. Students need something that is different to make it interesting.

The component of Language used in TOEFL questions that exhibit bias includes conversational idioms, idiomatic expressions, proverbs, slang, certain registers, and (to a certain extent) issues with deixis. Since some students believe that listening is a difficult skill to master, as evidenced by the total percentage of 3, listening is a skill that needs to be focused on in the TOEFL. As a result, students must master all skills in order to later receive a high score, especially based on the results in the table.

The challanges faced by students, namely Less Practice with total of percentage 74%. Students typically have access to tryouts as much as feasible during the TOEFL preparation course. According to Al-Rawashdeh graduate students have genuine challenges when preparing for the TOEFL exam, the most significant of which have to do with the students' own costs, such as course and test. The respondents indicated that more practice is needed than in the past. Given that the majority of respondents were in their eighth semester in the English department, they should be more proficient in the language than those who don't care to study it, particularly at the university level. It is inferred that the majority of students either stated that they had never taken the TOEFL test before or that they only seldom took it during TOEFL preparation. Only on campus was the TOEFL exam available to them. It is

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[48] Hosseiny, M. (2014). The role of direct and indirect written corrective feedback in improving Iranian EFL students' writing skill. Procedia-Social and Behavioral Sciences, 98(1), 668-674.

depressing because there are many of resources for learning the TOEFL outside of universities.

At least, the challanges above outlines some expectations due to the challenge of mastering the TOEFL. According to the above chart, which shows what goals students have for themselves, 86% of respondents said they want it to be simpler for them to learn English in order to eventually pass the TOEFL exam and be able to complete the requirements for campus graduation. This is due to campus regulation, which stipulates that completion of the TOEFL exam is a prerequisite for graduation. Alizadeh also argues that in the current era students want an instant learning process with the aim of being able to understand learning without taking much time[49]. According to Ma and Cheng, taking a test preparation course is the most time-efficient method of preparing for the TOEFL test. TOEFL preparation has been held out in the Pare English village, but many problems are found in implementing TOEFL preparation courses[50]. That is why time management is important to prepareing students in learning TOEFL.

Consequently, a large number of students study for the TOEFL in order to meet this requirement. The TOEFL exam is one of the requirements used by numerous Indonesian schools and universities to admit or reject students from graduate programs. In order to take part in the munaqasah (thesis test), students in the English Tadris Study Program must get a minimum score of

[49] Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. International Journal of Research in English Education, Vol. 1, pp. 11-15, November 2016. Iran: ijreeonline Article. Accessed on September 12, 2018.

[50] Ma, J., & Cheng, L. (2016). Chinese students' perceptions of the value of test preparation courses for the TOEFL iBT: Merit, worth, and significance. TESL Canada Journal, 33(1), 58–79.

450, and students in non-English departments must receive a minimum score of 400, under IAIN Curup Rector's Order No. 0071/ In.34/ R/ PP.00.9 /1/ 2023[51]. Based on the available data, it may be inferred that the TOEFL examination has global recognition.

Consequently, Indonesian colleges and institutions have decided to employ the TOEFL exam as a gauge for individuals who can use and comprehend English. By completing the exam, pupils were able to determine their grade, and if there was still room for improvement, they may try to make it better.

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[51] Language Service Unit (UPB). 2023. IAIN Curup

CHAPTER V

CONCLUSION

A. Conclusion

During an extensive research into the problems, challenges, and expectations of students taking the TOEFL, it was found that the most common problem raised by students was their lack of preparation for the test and their poor English proficiency. The two main issues that pupils experience are that they practice less with the English material that they are taught in school and that competence in the language is restricted. Pupils also want an insignificant amount of motivation to get them moving forward, and experience is crucial for learning English because students at a higher level will find it easier to pick up the language.

While In order to eventually take the test, comprehend the subject, and obtain passing results, students anticipate that studying for the TOEFL will make the learning process simpler. The majority of the results indicate that students anticipate being able to follow the graduation procedure as well.

B. Suggestion

Based on the result, students need to get ready for the TOEFL test. If students know what they need, they will be able to overcome some of the problems and challanges they experience in the future then achieve what they expects. Additionally, a trainer needs to provide a TOEFL learning strategy that students can comprehend it well.

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APPENDICES

APPENDIX 1 : SK Pembimbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpa. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 368 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	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	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor . 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Mikael Janeri tanggal 13 Desember 2023 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

Menetapkan				
Pertama	:	1.	Henny Septia Utami, M.Pd	19890916 202321 2 047
		2.	Sarwo Edy, M.Pd	19810607 202321 1 011

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

N A M A	:	Mikael Janeri
N I M	:	20551037
JUDUL SKRIPSI	:	**Students' Problem, Challenges, Expectation about TOEFL**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan 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 14 Desember 2023
Dekan,

Sutarto

APPENDIX 2 : Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119 ˙

IAIN CURUP

Nomor	: *126* /ln.34/FT/PP.00.9/01/2024	22 Januari 2024
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Mikael Janeri
NIM	: 20551037
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Students' Problems, Challenges, Expectation about TOEFL Curup
Waktu Penelitian	: 22 Januari 2024 s.d 22 April 2024
Lokasi Penelitian	: IAIN Curup

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

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3 : Kartu Konsultasi Skripsi

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: Mikael Janieri
NIM	: 20551057
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Henny Septia Utami, M.Pd
DOSEN PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Students' Problems, Challenges, Expectation about TOEFL

MULAI BIMBINGAN : 11 Januari 2023
AKHIR BIMBINGAN : 16 April 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	11/01 2023	Pembahasan dan Penetapan Judul Penelitian	
2.	17/01 2023	Revisi Bab 1	
3.	26/05 2023	Revisi Bab I dan II	
4.	02/01 2024	Perubahan Judul (bukan Variabel)	
5.	06/01 2024	Revisi Blueprint Soal untuk Kuisioner	
6.	18/02 2024	Revisi Bab 1-3 Instrumen dan Variabel Penelitian	
7.	13/03 2024	Revisi Blueprint untuk Akuratas	
8.	20/03 2024	Acc Blueprint Kuisioner	
9.	29/03 2024	Revisi Bab II	
10.	10/04 2024	Revisi Bab IV	
11.	24/04 2024	Revisi Bab III	
12.	26/04 2024	Acc Skripsi Bab I - V	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, 10 Mei 2024

PEMBIMBING I,

Henny Septia Utami, M.Pd
NIP. 199309162023212047

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 198306072023211011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: Mikael Janieri
NIM	: 20551057
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Henny Septia Utami, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Students' Problems, Challenges, Expectation about TOEFL

MULAI BIMBINGAN : 15 Januari 2023
AKHIR BIMBINGAN : 27 April 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	15/01 2023	Pembahasan dan Penetapan Judul Penelitian	
2.	23/01 2023	Revisi Bab 1 - Bab III	
3.	28/01 2023	Revisi Isi Chapter item) bab II	
4.	08/02 2023	Revisi Bab III (Instrumen dan teknik analisis)	
5.	14/04 2023	Revisi Perbaikan Jumlah Populasi dan Sampel	
6.	15/03 2024	Revisi Bab I - Bab III	
7.	20/03 2024	Acc Blueprint Kuisioner	
8.	22/03 2024	Revisi Bab I - IV	
9.	29/03 2024	Revisi Bab I - V	
10.	01/04 2024	Revisi Bab III - IV	
11.	25/04 2024	Revisi Bab V	
12.	27/04 2024	Acc Skripsi Bab I - V	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 10 Mei 2024

PEMBIMBING I,

Henny Septia Utami, M.Pd
NIP. 199309162023212047

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 198306072023211011

The Blueprint of Questionnaire

NO	INDICATOR	SUBINDICATOR	STATEMENT	SCORE			
				SA	A	D	SD
1.	Students' Problems In Taking TOEFL	1. Do not have a good preparation	1. I do not practice regularly before taking the TOEFL test. 2. I have not sufficiently learn about and practice time management skills to prepare for taking the TOEFL test				
		2. Poor in english skills	3. I have not adequately acquired English listening skills at the TOEFL level 4. I have not acquired adequate competencies of structure and written expressions at the level of TOEFL 5. I have not sufficiently acquired English reading skills at the level of TOEFL				
**Do you have any other problems in taking TOEFL, that have not been mentioned yet in statements 1-5? If yes please mention and explain!**						
2.	Students' Challanges In Taking TOEFL	1. Limited Basic English Skills	6. I often feel passive in TOEFL preparation classes, struggling to understand key points and hesitant to seek clarification on doubts 7. I find it challenging to manage TOEFL				

			practice assignments and study tasks, often feeling overwhelmed by performance expectations and unnecessary pressure.				
		2. Less Practice	8. The lack of practice in TOEFL preparation hinders the formation of extensive knowledge in my memory, making it harder to confidently tackle different aspects of the test				
			9. Less practice leads to inconsistent performance in TOEFL preparation, causing gaps in understanding and mastery of various skills and deviation from selected methods and strategies				
		3. Less Motivation	10. The absence of small gestures such as encouragement, praise, or gifts makes it challenging for me to feel supported in my TOEFL preparation				
		4. Students' Differences	11. I have sufficient learning experience in understanding English materials.				

Do you have any other challanges in taking TOEFL, that have not been mentioned yet in statements 6-11? If yes please mention and explain!

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....

....

3.	Students' Expectations In Taking TOEFL	1. Studying Abroad	12. Mastering TOEFL can help me to study abroad				
		2. Employees Government Agency	13. Mastering TOEFL can help me find a job in the government agency				
		3. Scholarship Recipients	14. Mastering TOEFL can help me get an education scholarship				
		4. Students' Graduation Process	15. Mastering TOEFL can make me easier to complete my graduation process.				

Do you have any other expectations in taking TOEFL, that have not been mentioned yet in statement 12-15? If yes please mention and explain!

....

....

....

Catatan Validator

1. Idealnya item pada indicator Students' Problems In Taking TOEFL dituturkan ke dalam nada negatif agar konsisten dengan tone dari indicator dan sub-indicator nya. Validator mengubah item bernada positif menjadi item negative dan membantu menambah jumlah item untuk mewakili indicator tersebut. Idealnya tiap indicator dieksplorasi untuk memunculkan item sebanyak mungkin yang bisa menjangkau segala kemungkinan kondisi dalam konteks suatu indicator.

2. Pada sub indicator poor in English skills, peneliti menuliskan items dengan penekanan "belum mengakuisisi English skills". Logikanya kalau belum mengakusisi berarti beneran belum memiliki kemampuan English skills sedikitpun. Biasanya orang yang mengikuti tes TOEFL meskipun dalam kondisi belum memiliki English skills yang cukup, paling tidak mereka punya sedikit English skills. Dengan demikian, menuturkan belum mengakuisisi English skills akan terdengar kurang ideal untuk dinegosiasikan. Validator membantu menuturkan ulang agar item untuk nada "poor in English skills" lebih enak dinegosiasikan. Selanjutnya, karena TOEFL yang dijadikan subjek dalam kuesioner ini adalah TOEFL versi PBT, maka skills yang dinegosiasikan dalam kuesioner cukup listening, structure, dan reading saja. Untuk item yang menegosiasikan kemampuan speaking dan writing kayaknya belum cocok dinegosiasikan kepada responden untuk konteks penelitian ini.

3. Terkait dengan indicator "limited basic English skills", idealnya item kuesioner dituturkan sesuai denagn deksripsi teori yang peneliti gunakan yang sudah

peneliti lampirkan dibawah instrument. Bila validator rincikan, ada beberapa poin isi dari indicator limited basic English skills, yaitu :

a. Menghadapi tantangan yang signifikan dalam mencapai kinerja optimal dalam ujian TOEFL.

b. Kesulitan dalam memfokuskan dan tetap pada target pembelajaran selama persiapan TOEFL.

c. Kurangnya pemahaman tentang pentingnya keterampilan dasar Bahasa Inggris untuk keterampilan tingkat lebih tinggi yang diperlukan dalam ujian TOEFL.

d. Penggunaan waktu yang tidak efektif dalam kelas persiapan TOEFL untuk meningkatkan keterampilan Bahasa Inggris.

e. Partisipasi pasif dan kesulitan memahami poin-poin penting selama kelas persiapan TOEFL.

f. Tantangan dalam mengelola tugas-tugas latihan dan studi TOEFL, yang menyebabkan perasaan tekanan dan kebingungan.

g. Dengan demikian, idealnya item dituturkan berdasarkan poin-poin yang diserap dari deskripsi teori tersebut. Dalam hal ini, validator membantu menuturkan item sesuai dengan isi poin-poin dalam konteks limited basic English skills tersebut.

4. Sama dengan sebelumnya, Terkait dengan indicator "less practice", idealnya peneliti menuturkan items secara detail berdasarkan inti sari dari deksripsi teori yang sudah dilampirkan. Validator membantu menuturkan item berdasarkan intisari dari teori yang dilampirkan.

5. Sama dengan sebelumnya, Terkait dengan indicator "less motivation", idealnya peneliti menuturkan items secara detail berdasarkan inti sari dari deksripsi teori yang sudah dilampirkan. Validator membantu menuturkan item berdasarkan intisari dari teori yang dilampirkan.

6. Setelah beberapa revisi yang validator tawarkan, menurut validator items dalam kuesioner sudah valid secara konten.

7. Semua yang validator bantu revisi diwarnai biru.

8. Validator membantu menuliskan terjemahan Bahasa Indonesia dari items. Dalam konteks penelitian, meskipun mungkin responden menguasai Bahasa Inggris dengan cukup, idealnya terjemahan Bahasa Indonesia tetap harus disajikan demi memperkecil bias.

Curup, 18 Maret 2024
Validator

Ruly Morganna, M.Pd

COR	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	T
Pearson Correlation	1	.247	.012	.140	.132	.015	.043	-.057	-.115	.119	.146	-.028	.291	.318	.241	.380*
Sig. (2-tailed)		.159	.948	.429	.458	.932	.811	.750	.519	.502	.409	.875	.095	.066	.169	.026
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.247	1	.019	.226	.277	.271	.152	.116	.065	-.002	-.066	-.045	.048	.207	.034	.423*
Sig. (2-tailed)	.159		.916	.199	.113	.121	.392	.515	.713	.993	.710	.799	.787	.240	.850	.013
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.012	.019	1	.225	.250	.200	.124	.026	.092	.198	.294	-.050	.305	.219	.061	.397*
Sig. (2-tailed)	.948	.916		.201	.153	.257	.486	.883	.605	.260	.091	.779	.079	.213	.733	.020
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.140	.226	.225	1	.672**	.212	.277	.513**	.092	.191	-.016	.116	.090	.096	.315	.576**
Sig. (2-tailed)	.429	.199	.201		.000	.229	.112	.002	.606	.279	.929	.513	.611	.589	.070	.000
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.132	.277	.250	.672**	1	.381*	.291	.454**	.156	.153	-.016	.091	.207	.291	.431*	.665**
Sig. (2-tailed)	.458	.113	.153	.000		.026	.094	.007	.379	.387	.929	.609	.241	.094	.011	.000
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.015	.271	.200	.212	.381*	1	.628**	.490**	.018	.028	.026	-.234	-.127	.082	.057	.447**
Sig. (2-tailed)	.932	.121	.257	.229	.026		.000	.003	.919	.875	.885	.182	.474	.644	.748	.008
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.043	.152	.124	.277	.291	.628**	1	.421*	.214	-.143	.090	-.134	.050	.202	.124	.436**
Sig. (2-tailed)	.811	.392	.486	.112	.094	.000		.013	.225	.420	.613	.452	.780	.251	.485	.010
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	-.057	.116	.026	.513**	.454**	.490**	.421*	1	.161	.098	.038	.244	.005	.235	.344*	.544**
Sig. (2-tailed)	.750	.515	.883	.002	.007	.003	.013		.362	.581	.832	.165	.978	.181	.046	.001
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	-.115	.065	.092	.092	.156	.018	.214	.161	1	-.265	.335	.371*	.417*	.377*	.125	.357*

Sig. (2-tailed)	.519	.713	.605	.606	.379	.919	.225	.362		.129	.053	.031	.014	.028	.481	.038
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.119	-.002	.198	.191	.153	.028	-.143	.098	-.265	1	.081	.078	.143	.105	.149	.347*
Sig. (2-tailed)	.502	.993	.260	.279	.387	.875	.420	.581	.129		.650	.661	.419	.554	.400	.044
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.146	-.066	.294	-.016	-.016	.026	.090	.038	.335	.081	1	.201	.380*	.484**	.117	.381*
Sig. (2-tailed)	.409	.710	.091	.929	.929	.885	.613	.832	.053	.650		.255	.027	.004	.511	.026
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	-.028	-.045	-.050	.116	.091	-.234	-.134	.244	.371*	.078	.201	1	.554**	.459**	.468**	.369*
Sig. (2-tailed)	.875	.799	.779	.513	.609	.182	.452	.165	.031	.661	.255		.001	.006	.005	.032
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.291	.048	.305	.090	.207	-.127	.050	.005	.417*	.143	.380*	.554**	1	.761**	.527**	.595**
Sig. (2-tailed)	.095	.787	.079	.611	.241	.474	.780	.978	.014	.419	.027	.001		.000	.001	.000
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.318	.207	.219	.096	.291	.082	.202	.235	.377*	.105	.484**	.459**	.761**	1	.712**	.720**
Sig. (2-tailed)	.066	.240	.213	.589	.094	.644	.251	.181	.028	.554	.044	.006	.000		.000	.000
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Pearson Correlation	.241	.034	.061	.315	.431*	.057	.124	.344*	.125	.149	.117	.468**	.527**	.712**	1	.605**
Sig. (2-tailed)	.169	.850	.733	.070	.010	.748	.485	.046	.481	.400	.511	.005	.001	.000		.000
N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Validity	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

Reliability

Cronbach's Alpha	N of items
0.732	15

APPENDIX 6 : Try Out Validity and Reliability result intrument

No	N	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	Total
1	N1	3	4	3	2	2	2	2	2	2	4	3	3	3	3	3	41
2	N2	4	1	2	2	1	1	2	2	4	1	4	4	4	4	4	40
3	N3	4	3	3	3	2	2	2	3	3	3	3	3	3	3	3	43
4	N4	2	4	3	2	2	4	3	3	3	2	3	3	3	4	3	44
5	N5	4	2	3	3	2	2	2	3	3	4	3	4	4	4	4	47
6	N6	3	1	3	2	2	2	2	2	2	1	2	2	2	2	2	30
7	N7	3	2	3	2	3	2	2	3	4	4	4	4	4	4	3	47
8	N8	4	3	3	2	2	3	2	1	2	3	3	3	3	3	3	40
9	N9	2	1	3	3	3	2	2	3	3	3	3	3	2	3	4	39
10	N10	4	3	4	3	3	3	3	3	3	2	3	4	4	4	4	50
11	N11	3	3	3	3	3	3	3	3	4	4	2	3	3	3	3	46
12	N12	4	4	4	4	4	3	2	3	3	3	3	3	4	4	4	52
13	N13	4	4	2	4	4	2	2	3	3	3	3	4	4	4	4	50
14	N14	3	2	3	4	4	4	3	4	3	4	3	4	3	3	4	51
15	N15	2	4	2	2	2	3	2	3	4	1	3	4	3	3	3	41
16	N16	3	3	3	3	3	4	3	3	3	1	3	3	3	3	3	44
17	N17	4	3	3	3	3	4	4	4	3	2	3	3	4	4	4	51
18	N18	2	3	4	3	3	3	2	3	4	3	3	4	4	4	4	49
19	N19	2	3	2	3	3	2	2	3	3	1	1	4	3	3	4	39
20	N20	3	2	2	2	2	2	2	2	3	2	2	3	3	3	3	36
21	N21	3	2	2	2	2	3	2	3	2	4	2	3	3	3	4	40
22	N22	4	4	2	3	3	4	3	4	3	2	3	3	2	4	4	48
23	N23	4	2	3	2	3	3	2	3	3	2	3	4	4	4	4	46
24	N24	2	1	3	2	2	2	2	3	3	2	3	4	4	4	4	41
25	N25	2	1	3	3	2	3	3	3	4	2	3	4	3	3	3	42
26	N26	3	3	3	3	2	3	2	3	3	4	3	3	3	3	3	44
27	N27	3	3	3	3	3	2	3	2	4	2	3	3	4	4	4	46
28	N28	4	3	2	3	2	2	2	3	2	3	2	4	3	3	3	41
29	N29	3	3	3	3	2	3	3	3	3	1	3	3	3	3	3	42
30	N30	2	2	2	3	3	3	3	3	3	2	3	3	3	3	3	41
31	N31	2	3	3	3	2	1	2	3	3	2	3	4	3	3	3	40
32	N32	2	1	3	3	2	3	2	3	2	4	3	3	3	3	3	40
33	N33	3	2	3	3	3	3	2	3	4	1	3	3	3	3	3	42
34	N34	3	2	3	3	3	3	3	3	3	4	3	4	4	4	4	49
Total		103	87	96	94	87	91	81	98	103	86	97	116	111	115	117	**1482**
r tabel		0,33	0,329	0,33	0,3	0,33	0,33	0,3	0,33	0,33	0,33	0,33	0,33	0,3	0,33	0,33	
r hitung		0,4	0,423	0,4	0,6	0,67	0,45	0,4	0,54	0,36	0,35	0,38	0,37	0,6	0,72	0,61	
Validitas		valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

r_{11}	0,726
Reliabiltas	tinggi

APPENDIX 7 : Students' responds on Questionnaire through Google Form