

Chapter One

Introduction

This chapter explains the background of the topic in this research. Here, it explains why this topic is important to be investigated and finally chosen as the topic of this research. The researcher explains some parts in this chapter. First, the researcher explains why the researcher chose that topic for the research. Second, the researcher explains identification of the problems. The third part is about delimitation of the problems. In this section, the researcher focuses on the problem that is to be discussed in the study. The fourth part presents the research questions. Fifth, the researcher provides the objectives of this study. Sixth is the significance of the research, and the last is the organization of the chapters.

Background of the Study

Mastering English is important for students who will compete in the world of work. They compete not only with people in Indonesia but also competing with people who are abroad. That happens because some agencies make job requirements for the applicants to have the ability in English if they want to apply to the job agencies or companies. Therefore, mastering English is important.

English Proficiency Test (EPT) is a test that measure someone's ability in English proficiency. The scores of the EPT can represent a person's English proficiency (Chen, 2019). Some universities in Indonesia set the achievement in EPT as a requirement to enroll to the university as well as a requirement for graduation (Ismail & Wahyuni, 2017). However, to get the minimum score is not that easy.

Various types of English skills are tested in English proficiency tests. One of skills tested is reading. Kasim et al. (2020) in his study shows that reading comprehension is the section in TOEFL that hard to be done. Reading comprehension is being a difficult section (Abboud & Hussein, 2011). In fact, reading is a complex process composed of many cognitive functions (Shaywitz, 2012). Reading in a foreign language becomes difficult because of the complex process.

The researcher also conducted an initial interview in the English Language Education Department (ELED) at one private university in Yogyakarta. Based on the results of the initial interview, it was found that some students were still not maximal in doing the reading test of EPT. The students interviewed said that there were various reasons that made it difficult for them to do and complete the reading test of EPT. As a result, they got a low score in the reading test. In addition, reading is a part that also greatly affects the final score obtained later.

Although the ELED students have already learned about English especially reading skill, they still got many difficulties in finishing reading test of EPT, so they got a low score. Low scores of the reading comprehension section will affect the final score obtained by students. This low score might also be caused by the little or no variation in the strategies used. With the right strategy, the scores on the reading section can increase because of the understanding gained by using various strategies.

Based on the explanations above, the researcher wanted to find out the ELED students' challenges in the reading test of EPT during the process of doing

the EPT. The researcher also aimed to identify the strategies that ELED students used during the process of doing the reading test of EPT at one private university in Yogyakarta.

Identification of the Problem

Based on the researcher's observation in ELED at one private university in Yogyakarta, the researcher found out that there were some students who could not graduated just because they could not meet one of the requirements. They had not yet reached the minimum score for the English proficiency test determined by the department at that time. There were also many students who had taken the test several times, but the scores obtained were still not sufficient. One student has reported that she has taken the English proficiency test eight times, but she has not reached the target score yet. The statement above proves that getting the minimum score of the EPT is not easy.

In reading test, there are many factors that can become a problem and influence in completing the reading test of EPT, which will certainly affect the final score that will be obtained later. Firstly, it can be related to student motivation. Not all students have high motivation or they have little motivation to get a good score. Various levels and types of student motivation are not explored by the teachers during the learning and teaching process, thereby reducing one of the things that can help teachers determine the way that they will use in the teaching process. Motivation is one of the things that can be influential in completing the reading comprehension test of EPT. According to Ölmez (2015), motivation to read and its relationship to reading comprehension is such a specific

domain worthy to be more learned. The motivation to read contributes greatly to reading comprehension and achievement (Guthrie et al., 2006).

Secondly, not all ELED students have adequate experience and good English mastery. Therefore, it will be difficult for them to work on the reading test of EPT, especially in vocabulary mastery. Many students complain about the lack of understanding of a text in the reading test of EPT. Inadequate vocabulary mastery makes students also difficult in understanding existing texts. The level of vocabulary mastery for each student is different and the teachers also might not know which level their students are in because there is no survey during the teaching process.

Besides, doing the reading test of EPT, each student has their own challenges. Not only students with inadequate English proficiency, but students with good mastery in English also still have their own challenges in dealing with the reading comprehension test of EPT. The challenges that the students faced might contribute to the students' EPT scores.

In addition, strategies in conducting a reading test of EPT are ultimately needed to be known and studied. For the success in EPT, various strategies used by each student will help to get a high score. Therefore, in doing the reading comprehension test, students use a variety of strategies that they have already known.

Delimitation of the Problem

There are many types of EPT. This study focused on the TOEFL-Like. Therefore, EPT in this research refers to TOEFL-Like. There are three kinds of

tests that tested in the TOEFL-Like namely listening, structure and written expression, and reading comprehension. However, based on the background of the study, the researcher only focused to explore more information in the reading test, especially about what the challenges faced by ELED students in doing the test of TOEFL-Like on the reading test were. The researcher also focused on exploring the strategies that ELED students usually use during answering the reading test of EPT. The study was conducted at one of private university in Yogyakarta. In addition, the researcher only delimited the study in challenges and strategies in reading test during the process of doing the EPT, not the ones in the preparation stages, especially on the types of the questions.

Research Questions

According to the statement of the problem, the research questions are:

1. What are ELED students' challenges faced while doing reading test of EPT?
2. What are ELED students' strategies used while doing reading test of EPT?

Research Objectives

The objectives of the study are:

1. To find out the challenges faced by ELED students while doing reading test of EPT.
2. To find out the strategies used by ELED students while doing reading test of EPT.

Significance of the Research

The purpose of this study is to determine the challenges faced and the strategies used by students when working on the reading test of EPT. The results of this study are expected to be useful for teachers, students and other researchers.

Teachers

This research can be used as guidance in helping the teachers to identify what challenges that might be faced by the students and also to identify the strategies that students can use in doing the reading test of EPT. By knowing the students' challenges on doing the reading test of EPT, it will help the teachers in deciding the lesson plan and what they should do in teaching the reading comprehension. Also, by knowing some kinds of students' strategies when doing the reading test, hopefully the teachers can get better insights and can share the knowledge about the strategies to the students that can be used in doing reading test of EPT.

Students

After reading this research, hopefully the students know about some strategies in doing reading comprehension test of EPT. By knowing the strategies in doing the reading comprehension test of EPT, the students can also apply these strategies when they take the test. Students also can be better prepared for the EPT especially in reading test by knowing other strategies that they can try.

Other Researchers

The results of this study are expected to be used as a source of information and reference for further studies that have topics related to the reading

comprehension test of EPT. This research can be used by the other researchers as a guide for conducting similar study.

Organization of the Chapters

There are five chapters in this research. Chapter One discusses seven points. The first point is the background. Second is identification of the problems. Third is delimitation of the problems. Fourth is research questions. There are two research questions. Those are “What are ELED students’ challenges faced while doing reading test of EPT?” and “What are ELED students’ strategies used while doing reading test of EPT?”. The fifth point is about the objectives of the study. Sixth is about significances of the research and the last one is about the organization of the chapters.

The second chapter is literature review. In this chapter, it provides some theoretical studies and concepts used as the foundation of this research. Also, it discusses the English Proficiency Test (EPT), TOEFL-Like, reading comprehension test in TOEFL-Like, challenges in doing reading test of EPT, and strategies in doing reading test of EPT (reading strategies, using language skills, and test-taking strategies). Furthermore, this chapter provides two related studies in doing reading test of EPT encountered by language learners in the context of English as a Foreign Language (EFL). Conceptual framework is also provided in this chapter.

The third chapter discusses research methodology including design of the study, setting and participants of the study, data collection method, research instrument, data collecting procedure, and data analysis. This study used

qualitative approach with descriptive qualitative as the design of study. This study was held at the ELED of one private university in Yogyakarta. The participants of this study are six ELED students at one private university in Yogyakarta batch 2017 who faced challenges during taking the reading test of EPT and used some strategies during taking the reading test of EPT. This study used interview as the data collection method and used an interview protocol as the instrument. The researcher did the interview with the participants through voice call. To analyze the data, the researcher took some processes namely transcribing, member checking, and coding the data.

The fourth chapter presents the findings and the discussion of the study. There were six findings related to the students' challenges and there were seven strategies applied by the students in doing the reading test of EPT. The findings are followed by the discussion.

The last chapter presents conclusion about the study and also recommendation. In this chapter, the researcher provides the summary of the study. This chapter also provides some suggestions for teachers, students, and other researchers.