

Chapter One

Introduction

This chapter presents several points to reveal an accurate discussion of the main problem of the research. This chapter elaborates the background of the research. Also, it discusses the statement of the problem, delimitation of the problem, question of the research, objectives of the research, significances of the research, and the organization of the research.

Research Background

Nowadays, for those who want to continue the study should take an English Proficiency Test. The test that students might take PTE, IELTS, TOEFL, TOEIC, and many more. English Proficiency Test is a test used to measure capability of people at the English level. According to Wal (2013) GEPT (General English Proficiency Test) is a test that becomes substantial tool for testing the English ability of students. It means that students' language ability can be found out by doing the English Proficiency Test. There are several tests that are used to measure a person's ability to master the English proficiency level. In the English Proficiency Test (EPT) there are TOEFL, IELTS, TOEIC and PTE. Those are all examples of some tests that are often used in several countries to find out English language skills. In this study, the researcher only focused on TOEFL test for the research. TOEFL is one of the tests conducted to identify the level of students' ability in English. This is in line with Philips (2001) who stated that TOEFL is a measure in assessment of grade English foreign language students English.

English proficiency test becomes important because it can be a standard of one's ability in English. According to Mousavi, Arizavi, and Namdari (2014), The TOEFL test is a test that has become a significant requirement. As one of the things that are important in a requirement, a person takes a TOEFL test to continue his/her study to several universities and/or to apply for a job. Besides, another reason why taking the TOEFL test is to get a scholarship. Abe, Matsuzaki, Wakita, and Koizumi (2018) confirmed that the use of the result TOEFL test is needed for some purposes such as applying for a job and entering a university. Besides, some universities in Indonesia, TOEFL test is being one of the requirements that students must fulfill before graduating. This is in line with Hambali (2008) who stated that in Indonesia one of the requirements to join in a company and in education field by using is the TOEFL test result.

At one of private universities in Yogyakarta, there is a subject where the students do exercise TOEFL test. In the first meeting, the teacher gave pre-test to know the score. Then, at the end of meeting, the teacher gave post-test activity. The post-test result showed that only a few students passed with an expected score. Besides, TOEFL score of 500 is also one of the requirements that must be fulfilled by English students when they want to graduate from university.

Based on the researcher's observation in an English Language Education Department (ELED) at a private university in Yogyakarta, when conducting the TOEFL test, some students can pass the section in each section with satisfactory results, but in the reading comprehension section some students claimed to be dissatisfied with the results obtained. Based on above statement, the researcher

would like to find out more information on challenges that students faced in TOEFL especially on reading comprehension at one of private university in Yogyakarta.

Identification of the Problem

There are three sections in PBT namely listening section, structure and written expression, and reading comprehension. Reading is one of skills that students learned in English. Reading also incorporated in writing skills. In other words, it is known as receptive skill. Besides, reading is an activity that transfer some information into brain as a new information. It is in line with Hajhashemi, et al. (2012) who believed that reading is a cognitive process involved brain in choosing what the purpose of some text. Besides, the function of reading is to convey the information of author's meaning in writing a text. In the process of reading, the reader cannot understand the meaning of text. Thus, the researcher is interested in conducting about students' challenges in doing PBT TOEFL in Reading Comprehension section at one of private university in Yogyakarta.

Antoni (2014) stated that in reading section, the limit of vocabulary and phrases in understanding a paragraph is one of the problems in reading section. Besides, some students realized that they need more times to complete the question in TOEFL test. Mahmud (2014) declared some vocabularies are not familiar that students found in the questions. In addition, some students face difficulty and cannot find the main idea of paragraph because unfamiliar vocabulary.

Delimitation of the Problem

TOEFL test consists of three sections such as listening section, structure, and written expression, and reading comprehension. In this study, the researcher only focused on the reading comprehension. The researcher is interested to find out more information about the challenges that faced by students in doing TOEFL test at English Language Education Department at one of private university in Yogyakarta. So, the researcher is interested in study the challenges faced by EFL students in reading comprehension in doing PBT TOEFL.

Research Question

Based on the background of the study, the researcher formulates one research question, which is “what are the challenging factors faced by EFL students on the reading comprehension section in PBT TOEFL?”

Objectives of the Research

In this research, the researcher has one objective. The objective of this research is to investigate the challenges in doing TOEFL test that students faced on reading comprehension section.

Significances of the Research

In this part, the researcher discussed about the benefits of the study. The benefits of this study are classified for teachers, students, other researchers.

Teachers

The result of this study gives some significance for the teachers who teaches English. Besides, the result shows the information about the student’ challenges in doing TOEFL test. By knowing the challenges, the teachers may use

another teaching method which might to anticipate the challenges in TOEFL in preparing students in the course.

Students

The result of this study gives significances for the students. Students know about the challenges. Then, information of this study can be an evaluation for students to anticipate the problems in TOEFL. So, the students have more times to prepare before do the TOEFL test and get better score then before. By reading the result of the research, the students are expected get good score in the future for the TOEFL test.

Other Researchers

The result of this study gives significances for the other researchers. After conducting this research, this study hopefully can be used as a reference to next researchers who want to discuss the same topic. Also, other researchers will know the challenges that students faced regarding to TOEFL test in reading comprehension.

The Organization of the Chapter

This research consists of five chapters. The first chapter discussed about background of the study. Furthermore, it explained why the researcher is interested in the problems. The researcher also talked about statement of the problem, and delimitation of the research. Research questions, significances of the research and outline of the research also are discussed.

Chapter two is the literature review. This chapter highlights some theories and previous studies related to this research. The first part covers the theories of

English Proficiency test. The second part explains about the theories of TOEFL, reading comprehension, and challenges on reading comprehension. At the end of chapter two, reviews of related studies and conceptual framework are also discussed briefly.

Chapter three is the methodology. This chapter describe the information on how the research is conducted. Chapter three discusses the research design, research setting, research participants, research instrument, data collecting method, data collecting procedure and data analysis. Therefore, several theories are also included in this chapter to support the methodology in this research.

Chapter four includes findings and discussion. Besides, this chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also compares the findings with the relevant literature of the research. After that, the researcher describes the finding and discussion obtained from the interview.

Chapter five presents the conclusion, suggestions, and recommendation. This chapter summarizes the research findings and proposes some suggestions and recommendation for students to use this as a reference of strategies in TOEFL test, and other researchers to use this research as reference to conduct further research. The researcher also concluded the research findings related to the research problem. The last part of the chapter contains the suggestion for some parties related to this research.