

Chapter One

Introduction

In this study, the researcher examines several things in this chapter. First, the research background explains why the researcher is interested in knowing what difficulties and strategies students at a private university in Yogyakarta when facing the Test of English as a Foreign Language (TOEFL) to get the required score for graduation. The research questions used in this analysis are presented in this chapter. In addition, the research objectives show the specific objectives to be studied. The importance of the analysis shows the benefits of this research for certain people. Finally, this chapter presents a chapter organization that shows an overview of each chapter.

Background of the Research

English is one of the languages used to communicate between countries. English is a very important foreign language because it is for international communication (Rohayati, 2018). According to (Herwandar, Safryono, & Haryono, 2012), the TOEFL is a type of test that measures a person's English ability academically in communicating in English. In addition, academically, the purpose of using this test is for educational, research, and/or related purposes with other academic activities at home and abroad, for example, to continue studies at undergraduate, master, or doctoral levels both at home and abroad. Departing from the urgency of the situation, this test is considered necessary, especially for high school or vocational students who are going to continue their higher education, and for graduates from college to find a job.

This test was developed and administered by Educational Testing Service (ETS), a nonprofit institution based in the United States and first organized in 1964. There are three sections of the TOEFL test that test takers must complete. The first part is questions that measure listening comprehension in a total of 50 questions. Then, it is followed by a Structure and Written Expression section, comprised of 40 questions. Finally, the last section is the Reading Comprehension section, comprised of 50 questions. TOEFL has three types of exams, Paper-based tests, Computer-based tests, and Internet-based tests or abbreviated as PBT, CBT, and iBT. TOEFL test scores range from 310 (minimum score) to 677 (maximum score) for the PBT (paper-based test) version. CBT (computer-based test) has a score range of 0-300, while iBT(internet-based test) has a score range of 0-120.

Currently, most of the universities in the world that are the destinations for students to continue their education, required TOEFL test results with a standard score as one of the requirements to be admitted to the university. Not only universities, institutions, or scholarship providers also request TOEFL and/or IELTS results to see if someone is worth accepted to receive a scholarship that they manage. Therefore, every student who wishes to continue their study abroad, either through scholarships or through other sources of financing, a student must pass the TOEFL according to a predetermined score.

Industrial Revolution 4.0 and the industrial revolution 5.0 requires mastery of foreign languages as a means of international communication. One of the most often used languages as a tool of international communication is English (Sesriyani, 2019). Thus, in Indonesia, English is made a foreign language that must be learned in schools. Therefore, higher education requires students to be able to master English as a provision for the future. The ability to speak English is

needed as a provision to prepare for the next generation (Andika, 2022) .Therefore, TOEFFL is a graduation requirement at a private university in Yogyakarta.

Based on the researcher's observation and informal interview with some students, at a private university in Yogyakarta, a TOEFL score is used as one of the requirements for them to graduate from the university. The required score for all majors except for students of the English Language Education Department is 450, whereas the required score for students of the English Language Education Department is 500. Meanwhile, if students do not reach this score, students cannot register for graduation. Because students at a private university in Yogyakarta are mostly Indonesian, they have difficulty mastering English skills. Even though students have been taught English and even in the English study program students have been taught to get used to using English during class, this does not make students able to achieve the set TOEFL score. It is not easy to provide a natural setting for English learners because English is only learned as a foreign language and is not used for daily communication by most Indonesians (Hadi, Syamsurrijal, Miswaty, & Anggrawan, 2022).

Thus, the TOEFL is very important because with the TOEFL someone can find out their English language skills. By making the TOEFL a graduation requirement at a university in Yogyakarta, a student will try and maximize his potential to be able to master English with a predetermined score. That way, a student is ready to face competition in the next generation and the TOEFL certificate can be used to continue their education abroad or also used to register for work at a company that requires a TOEFL certificate. The TOEFL certificate is very important for several purposes such as scholarship application requirements, registering for college both at home and abroad, applying for jobs, promotion requirements, and so on (Pujiani, Nisa, & Soali, 2020). The difficulty in getting the TOEFL score needs to be resolved, so the interest is in exploring the

strategy students at a private university in Yogyakarta did in preparing for the TOEFL and the difficulties they faced when researchers took the TOEFL to get a predetermined score.

Identification of the Problem

Because basically, English is a second language in Indonesia, it is quite difficult for Indonesians to use and understand English. However, in this study, because the TOEFL is one of the graduation requirements, a student at a private university in Yogyakarta must take the TOEFL exam with a predetermined score from each study program. Many students fail the TOEFL because they do not reach the set score, so they have to take the TOEFL test many times until they reach the set score. According to (Santiana, Pujasari, & Fatimah, 2021), if someone does not master English well, it is certain that they cannot understand English material. Therefore, students experience difficulties when working on the TOEFL, so it is difficult to get a predetermined score. There are many difficulties faced by students when learning English, especially as a foreign language because it is used in conditions and by certain people not in daily activities (Megawati, 2016).

Because students at a private university in Yogyakarta are mostly Indonesian, they have difficulty mastering English skills. Even though students have been taught English and even in the English study program students have been taught to get used to using English during class, this does not make students able to achieve the set TOEFL score. It is not easy to provide a natural setting for learning English for English learners, it happens because English is only learned as a foreign language and is not used for daily communication by most Indonesians (Hadi, Syamsurrijal, Miswaty, & Anggrawan, 2022). Therefore, it becomes a problem for students in achieving the TOEFL score that has been set, because they have difficulty learning and mastering English, so their TOEFL is not optimal. So, before taking the TOEFL, a student must have some preparation beforehand.

The preparations and strategies made include increasing the vocabulary and understanding the grammar so that you can understand and master English. Then, English consists of several competencies covering the ability of 4 skills listening, reading, writing, and speaking. These four skills or competencies have their own complexity or complexity.

Delimitation of the Research

In this study, the researcher focused on examining the experience of students at a private university in Yogyakarta when facing the TOEFL PBT for graduation and the difficulties encountered in achieving the TOEFL score. The researcher found the strategies for learning and solving the difficulties of getting a predetermined score for students at private universities in Yogyakarta. Especially in the English education department experience in taking the TOEFL PBT to graduation.

Research Question

Based on the background above, the research formulates two research questions about the difficulties faced by students private universities in Yogyakarta when taking the TOEFL PBT for graduation:

1. What are the difficulties faced by students at a private university in Yogyakarta in achieving the required TOEFL PBT score for their graduation?
2. What strategies did students at a private university in Yogyakarta do to solve the difficulties in achieving the required TOEFL PBT score for their graduation?

The Objective of the Research

Based on the research question above, this research is the purpose as follows:

1. To explore the difficulties faced by students at a private universities in Yogyakarta in achieving the required TOEFL score.

2. To explore the strategies the students at a private universities in Yogyakarta did in achieving the required TOEFL score.

The Significance of the Research

With this research, it is found the problems regarding the difficulties faced by students at a university in Yogyakarta when facing the TOEFL test to achieve a predetermined score. Then, about the learning strategies used to achieve a predetermined TOEFL score. So, with this research, it is hoped that it can provide benefits, as well as knowledge for students, lecturers, and further researchers.

Students

This research can be used by students to find out the causes of the difficulties encountered when doing the TOEFL test to achieve a predetermined score. Then, to find out what strategies are used to be able to achieve a predetermined TOEFL score. With this research, students can use the strategy of taking the TOEFL test, so they can achieve a predetermined score.

Lecturers

This research can be useful for lecturers to find out the difficulties students experience when taking the TOEFL test, so lecturers know more about how to solve these questions and the students can take the TOEFL easily to get a predetermined score. Then, the lecturer can provide learning about strategies for doing the TOEFL to achieve the score determined by the campus.

Future Researchers

The results of this study can make someone interested in doing research in this same case. Therefore, the results of this study can be useful for researchers in the future to be used as a reference in their research on this same case. Researchers in the future know what steps they should take in research on this case, and it can also be used as a reference for their guidelines in conducting research.

Organization of the Research

There are five chapters in this study. The discussions and explanations in each chapter vary. The introduction provides the setting. A literature review is the second, the methodology comes in third. Then, chapter four discusses the findings and discussions. The last is to present the conclusion and recommendations.

Chapter One is an introduction. In the first chapter, the researcher makes several points to talk about the main problem. This chapter is organized into a study background, problem statement, problem definition, research questions, and several objectives. The opening chapter contains information about the importance of the subject matter and the structure of the chapter.

Chapter Two is a literature review. This provides an explanation of the experience of students at a private university in Yogyakarta when facing the TOEFL test. This chapter explains the difficulties these students experience in getting the TOEFL score set by the campus and the learning strategies used to achieve a predetermined TOEFL score. This chapter explains the theories related to the causes of students at a private university in Yogyakarta experiencing difficulties in achieving a predetermined TOEFL score.

Chapter Three is a methodology. This chapter explains how this research will be carried out by researchers such as the place of research and the participants who will be

selected as respondents. This chapter discusses the methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how the researcher analyzes the data that has been obtained from the research results.

Chapter Four contains findings and discussion. This chapter presents the results of research and data analysis that has been carried out by researchers. In this chapter, the researcher will describe the results of his research by showing the data that has been obtained as evidence that the research has been conducted.

Chapter Five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researchers. This chapter is the conclusion of the results of research that has been conducted by researchers. And this chapter contains recommendations and benefits provided to lecturers, students, and other researchers.