

PROBLEMS FACED BY ENGLISH EDUCATION

DEPARTMENT STUDENTS IN TOEFL TEST



BY

M. ZAKI FATURRAHMAN

SIN. 11710414575

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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M. ZAKI FATURRAHMAN
SIN. 11710414575

A Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education
(S.Pd.)

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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I hereby,

Name : M. Zaki Faturrahman
Student Number : 11710414575
Phone Number : 0895622893528
E-Mail : zakifaturrahman31@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University Of Sultan Syarif Kasim Riau

Certify that this skripsi entitled **“Problems Faced By English Education Department Students In Toefl Test”** is certainly my own work and it does not consist of other people work, I’m entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, May 10th, 2024



M. Zaki Faturrahman
SIN. 11710414575

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The thesis entitled Problem faced by english education department students in toefl tests is written by M. Zaki Faturrahman, SIN. 11710414575. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

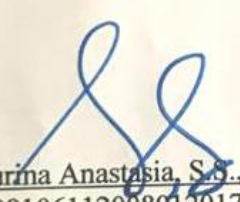
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Mey 13th, 2024 M

Approved by

The Head of
English Education Department

Supervisor


Dr. Faurina Anastasia, S.S., M.Hum
NIP. 198106112008012017


Idham Syahputra, SS, M.Ed
NIP. 198212262009121004

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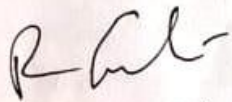
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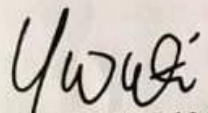
Examiner I


Dr. Bukhori S. Pd. I., M. Pd
NIP. 197905122007101001

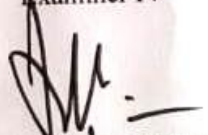
Examiner II


Dr. Riza Amelia, SS, M. Pd
NIP. 198204152008012017

Examiner III


Kurnia Budiyati, S. Pd. M. Pd
NIP. 130210020


Examiner IV


Harum Natasa, S. Pd. M. Pd
NIP. 198203012009012009

Dean

Faculty of Education and Teacher Training




Dr. H. Kacar, M. Ag
NIP. 196505211994021001

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3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.

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5. Idham Syhputra M,Ed., the Academic Supervisor for her guidance to the students.

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Finally, the researcher realized that this thesis is still far from perfections. Therefore, constructive comments, critiques, suggestions, and recommendations are kindly appreciated. May Allah bless you all. Aamiin ya rabbal'amin.

Pekanbaru, May 22th, 2024

The Researcher



M. Zaki Faturrahman

SIN. 11710414575

UIN SU

ABSTRACT

M. Zaki Faturrahman (2024): Problems Faced by English Education Department Students in TOEFL Test

The purpose of this research is to investigate students' problems in facing TOEFL test at Department of English Education in UIN Suska Riau. This research was a survey research. This research was conducted on April 08th until May 08th, 2024 at UIN SUSKA RIAU. The subject of this research was the fifth and seventh semester students of Department of English Education at UIN Suska Riau while the object of this research was students' problems in facing TOEFL test at Department of English Education in UIN Suska Riau. The research population of this research consisted of 121 students while the sample of this research was 74 students of the fifth semester of English Education Department of UIN SUSKA RIAU. The researcher employed simple random sampling. The data were collected through questionnaire. In collecting the data, the researcher used a questionnaire. After collecting the data from students, the researcher analyzed the data by using descriptive statistical procedures to get the result of response given to targeted population in the subject. The result of this research showed that the students have problem in all three section: listening, structure and reading. In conclusion, the most students' have problem in listening comprehension, it was because lack of time management.

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ABSTRAK

M. Zaki Faturrahman (2024): Permasalahan yang Dihadapi mahasiswa jurusan Bahasa Inggris dalam Tes TOEFL

Tujuan dari penelitian ini adalah untuk mengetahui permasalahan siswa dalam menghadapi tes TOEFL di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Penelitian ini merupakan penelitian survei. Penelitian ini dilaksanakan pada tanggal 08 April sampai dengan 08 Mei 2024 di UIN SUSKA RIAU. Subyek penelitian ini adalah mahasiswa semester lima dan tujuh Jurusan Pendidikan Bahasa Inggris UIN Suska Riau sedangkan objek penelitiannya adalah permasalahan mahasiswa dalam menghadapi tes TOEFL Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Populasi penelitian penelitian ini terdiri dari 121 mahasiswa sedangkan sampel penelitian ini adalah 74 mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU. Peneliti menggunakan simple random sampling. Data dikumpulkan melalui kuesioner. Dalam pengumpulan data, peneliti menggunakan kuesioner. Setelah mengumpulkan data dari siswa, peneliti menganalisis data dengan menggunakan prosedur statistik deskriptif untuk mendapatkan hasil respon yang diberikan kepada populasi sasaran pada subjek. Hasil penelitian ini menunjukkan bahwa siswa mempunyai masalah pada ketiga bagian: mendengarkan, struktur dan membaca. Kesimpulannya, sebagian besar siswa mempunyai masalah dalam pemahaman mendengarkan, hal ini disebabkan oleh kurangnya manajemen waktu.

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ملخص

محمد زكي فتح الرحمن: (2024) : المشكلات التي تواجه أقسام تعليم اللغة الإنجليزية الطلاب في اختبار التوفل

يهدف هذا البحث إلى معرفة مشكلات الطلاب في مواجهة اختبار التوفل في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. هذا البحث هو البحث المسحي. تم إجراء هذا البحث في الفترة من 8 أبريل إلى 8 مايو 2024 في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. كانت موضوعات هذا البحث طلاب الفصلين الخامس والسابع من قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو وبينما كان موضوع البحث هو مشاكل الطلاب في مواجهة اختبار TOEFL لقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. تكون مجتمع البحث في هذه الدراسة من 121 طالبا، في حين بلغت عينة هذه الدراسة 74 طالبا من طلاب الفصل الخامس من قسم تعليم اللغة الإنجليزية، بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. استخدم الباحثون أخذ عينات عشوائية بسيطة. تم جمع البيانات من خلال الاستبيانات. وفي جمع البيانات استخدم الباحثون الاستبيان. وبعد جمع البيانات من الطلاب، قام الباحثون بتحليل البيانات باستخدام الإجراءات الإحصائية الوصفية للحصول على نتائج الاستجابات المقدمة للسكان المستهدفين حول الموضوع. تظهر نتائج هذا البحث أن الطلاب لديهم مشاكل في ثلاثة أجزاء: الاستماع والبنية والقراءة. في الختام، يعاني معظم الطلاب من مشاكل في الفهم السمعي، وهذا بسبب عدم القدرة على إدارة الوقت.

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UIN SUSKA RIAU

UIN SUSKA RIAU

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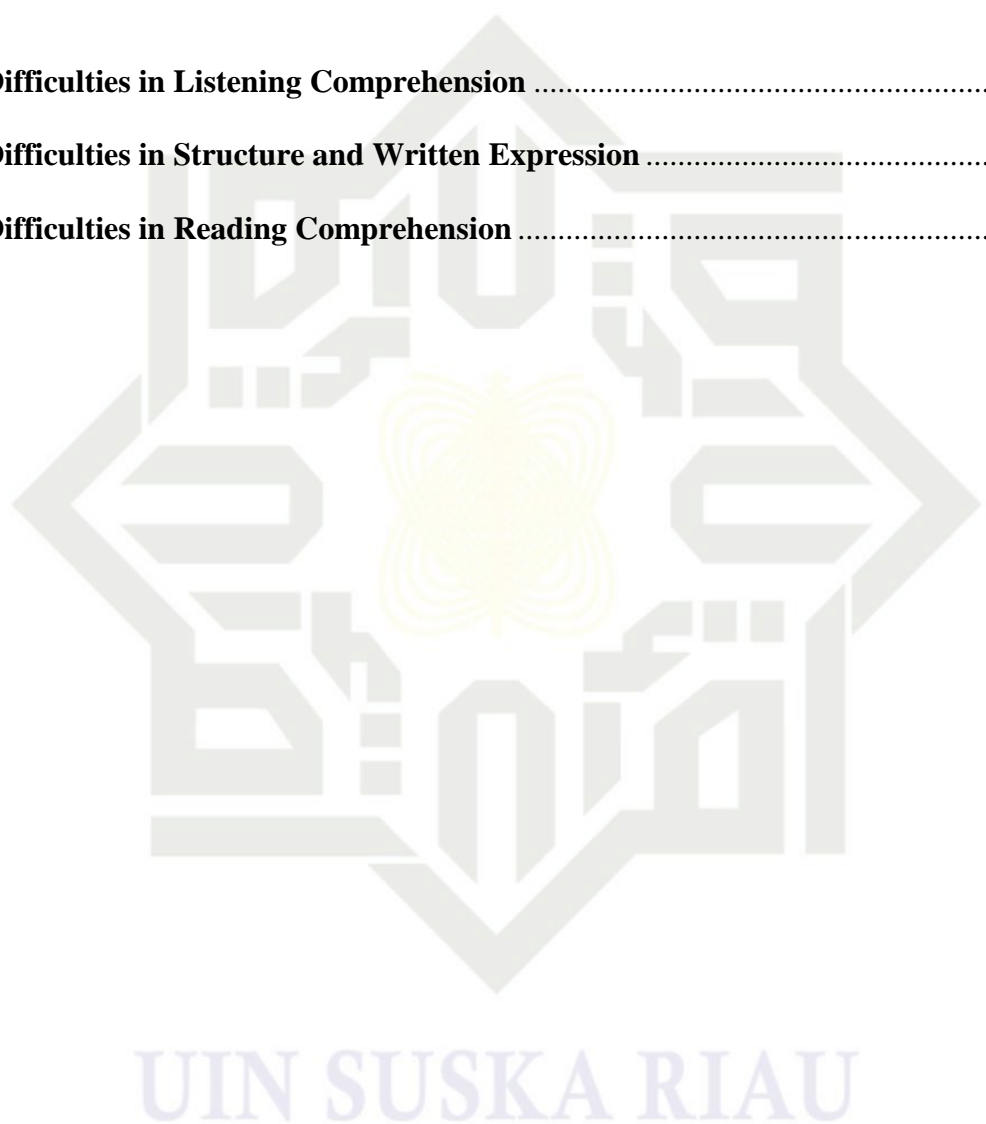
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CHAPTER I

INTRODUCTION

A. Background of the Problem

The Test of English as a Foreign Language (TOEFL) is a crucial examination for individuals seeking to demonstrate their proficiency in the English language, particularly for academic and professional purposes. As students in English education departments embark on the journey of preparing for the TOEFL test, they encounter various challenges that demand thoughtful strategies for success. This introduction aims to shed light on the common problems faced by these students and the corresponding strategies that can significantly enhance their performance in the TOEFL test.

One prevalent challenge is the existence of a language proficiency gap, where students may find themselves struggling to bridge the divide between their current English skills and the proficiency required for the TOEFL test. Additionally, the unique format of the TOEFL test, comprising sections such as Reading, Listening, Speaking, and Writing, often poses a significant obstacle. Students may also grapple with limited vocabulary, weak reading and listening skills, and a lack of confidence in expressing themselves both verbally and in writing.

To overcome these challenges, effective strategies come into play. Targeted language skill development, familiarity with the format through extensive practice, and systematic vocabulary expansion are essential. Reading and listening skills can be improved by engaging with diverse English materials and practicing note-taking. Confidence in speaking and writing is cultivated through regular practice, constructive feedback, and the development of effective time management skills.

This exploration of problems in the TOEFL test provides a foundation for understanding the multifaceted nature of the challenges faced by English education department students. By adopting these strategies, students can not only navigate the complexities of the TOEFL test but also significantly enhance their overall English language proficiency.

Based on the preliminary observation which was conducted by the researcher on February, 2023 at Islamic State University of Suska Riau, the researcher found that students face some problems in following TOEFL test.

By the facts above, the researcher expected to investigate students' problems in facing TOEFL test. Because of the reasons above the writer is interested in conducting a research entitled **“Problems Faced by English Education Department Students in TOEFL Test”**.

B. Problem

1. Identification of the Problem

Because of students must followed TOEFL test in Language Centre (PB) as a one of requirements for final degree examining. They have to get at least 500 score if they want to continue their research report session. That means the students have to pass the TOEFL standard score and if they are failed, they have to take TOEFL over and over again until they get at least 500. So, it will be a new challenge for them. In fact, students faced some problems and should find their own strategies to overcome it.

2. Limitation of the Problem

After identifying the condition that stated above which has indicated the phenomenon, the researcher needs to limit the problem of the research in order to

focus on the topic where the researcher want to investigate students' problems in facing TOEFL test at Department of English Education in UIN Suska Riau.

3. Formulation of the Problem

Based on the problem depicted in the background of the problem above, the researcher formulated the problem of this research into “What are the students’ problems in facing TOEFL test at Department of English Education?”

C. Objective and Significance of the Research

1. Objective of the Research

Based on the research question formulated above, the objective of this research is to investigate students’ problems in facing TOEFL test at Department of English Education in UIN Suska Riau.

2. Significance of the Research

1. To the Students

For students, especially for English students, the results of this study are hopefully can make students know about the problems in facing TOEFL test

2. To other Researchers

The results of this study are hopefully can give additional information for other researchers who want to conduct further research on the research field.

D. Definition of the Term

There are some terms involved in this study, thus, to avoid misunderstanding and missperception toward the terms used in this study, the following terms are necessary defined as follows:

1. TOEFL

The Test of English as a Foreign Language, or TOEFL, is a test that has been extensively utilized to measure the English language proficiency of English non-native speakers.

2. Problem

The term "problem" is broad and can have different meanings depending on the context. Generally, a problem is a situation or condition that presents difficulties or challenges and requires a solution.

3. Strategy

In general, strategy refers to a thoughtful and planned approach to achieving specific objectives. It often involves a combination of analysis, decision-making, and execution to navigate complex situations and reach desired outcomes. The specific nature of strategy can vary widely depending on the context in which it is applied.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. TOEFL

The TOEFL (Test of English as a Foreign Language) is a standardized test designed to assess the English language proficiency of non-native English speakers. The test is primarily used for academic purposes, especially by individuals who are seeking admission to English-speaking universities or other educational institutions. TOEFL scores are also sometimes used for visa applications or employment in English-speaking environments.

The TOEFL test evaluates the test-taker's proficiency in four key areas :

- Reading : This section assesses the ability to understand and analyze written English passages, including academic texts.
- Listening: It measures the ability to comprehend spoken English in various contexts, such as lectures, discussions, and conversations.
- Speaking: This section evaluates the ability to speak in English. Test-takers are required to express their opinions, provide responses to prompts, and engage in other speaking tasks.
- Writing: It assesses the ability to write in English. Test-takers are asked to compose essays and responses to prompts, demonstrating their ability to articulate ideas in a written format.

TOEFL scores range from 0 to 120, with each of the four sections contributing to the total score. Different educational institutions may have specific score requirements for admission. The TOEFL test is developed and administered by Educational Testing Service (ETS).

2. Kinds of TOEFL Test

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

PBT - TOEFL is the TOEFL test first issued by ETS. The PBT-TOEFL test system uses paper or sheets of question paper and answer sheets which must be filled in with 2B. The material tested is listening, structure, and reading. The score range is between 217-677 and the test time is 2-2.5 hours.

b. CBT (*Computer-Based Test*) TOEFL

CBT-TOEFL is the second form of the TOEFL test, replacing PBT-TOEFL. The CBT-TOEFL test system no longer uses paper, but directly on a computer. All questions use software and each question is answered directly on the computer. CBT was first introduced in 1998. However, in several countries in Asia, especially Indonesia, it is still permitted to use PBT-TOEFL as the international TOEFL test standard. Therefore, CBT-TOEFL in Indonesia is still not widely used. The materials tested are listening, structure, reading, and writing. The score range is between 0-300 and the test time is 2-2.5 hours.

c. iBT (*Internet-Based Test*) TOEFL

iBT-TOEFL or also called Next Generation (NG) TOEFL is the newest form of TOEFL test issued by ETS and was introduced in 2005, but in Indonesia it has only been implemented since 2006 as the International

TOEFL test standard that is recognized worldwide. ETS has made many changes to the format and system of this latest TOEFL test. iBT-TOEFL also uses a computer but via the internet, test takers go directly online with ETS and answer the test questions also online. The materials tested are listening, speaking, writing and reading. The score range (grades) is between 0-120 and the test time is 4 hours.

3. Problems in TOEFL Test

Students often face several challenges when preparing for the TOEFL (Test of English as a Foreign Language) test. Here are some common problems to address them :

1) Language Proficiency Gap

Problem : Some students may have a significant gap between their current English proficiency and the required level for the TOEFL test.

Strategy : Focus on targeted language skill development. Utilize language learning apps, engage in regular reading, writing, listening, and speaking exercises, and consider enrolling in language improvement courses.

2) Format Unfamiliarity

Problem : Students might struggle with the unique format and structure of the TOEFL test, including its sections (Reading, Listening, Speaking, Writing).

Strategy : Familiarize yourself with the format by practicing with official TOEFL materials. Take practice tests to simulate exam conditions and develop time management skills for each section.

3) Limited Vocabulary

Problem : Insufficient vocabulary can hinder understanding and expression in both written and spoken sections of the TOEFL test.

Strategy : Expand your vocabulary systematically. Read extensively, use vocabulary-building apps, and maintain a personal vocabulary journal. Practice incorporating new words into writing and speaking exercises.

4) Weak Reading Skills

Problem : Difficulty comprehending academic texts quickly and accurately.

Strategy : Develop reading skills by regularly reading academic articles, journals, and newspapers. Practice summarizing and paraphrasing information. Take note of key points, main ideas, and supporting details.

5) Listening Comprehension Challenges

Problem : Difficulty understanding spoken English at a natural pace with different accents.

Strategy : Listen to a variety of English materials such as podcasts, lectures, and news broadcasts. Use TOEFL practice materials to get accustomed to various accents. Practice note-taking while listening to improve concentration and retention.

6) Limited Speaking Confidence

Problem : Lack of confidence in expressing thoughts and ideas in English.

Strategy : Engage in regular speaking practice with language exchange partners, classmates, or language tutors. Record yourself speaking on various topics and listen for areas of improvement. Focus on pronunciation, fluency, and organization of ideas.

7) Writing Structure and Style

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Problem : Difficulty in organizing ideas and expressing them coherently in written form.

Strategy : Practice writing essays and responses to TOEFL prompts. Pay attention to essay structure, coherence, and unity. Seek feedback from teachers or peers to identify areas for improvement.

8) Time Management

Problem : Managing time effectively during the test can be challenging.

Strategy : Develop time management skills by practicing with timed exercises. Set realistic time goals for each section during practice. Learn to allocate time wisely, ensuring that all sections are completed.

9) Anxiety

Problem : Anxiety and stress can negatively impact performance during the test.

Strategy : Practice mindfulness and relaxation techniques to manage anxiety. Develop a consistent study routine, get enough rest, and maintain a positive mindset. Familiarity with the format and regular practice can also reduce anxiety.

B. Relevant Research

There are some researchers that have investigate about TOEFL Test. First study, (Hafid et al., 2021) researched one of the sections in TOEFL assessed as the part considered by the students is reading comprehension Non-English students surely have the power to accomplish TOEFL test, especially the reading section, even though there may be some struggle or constraints they face. Descriptive qualitative research design was implemented in this study in order to investigate the constraints and strategies in accomplishing reading comprehension on the

TOEFL test. The totals of participants were 18 students who have passed the ITP TOEFL test. The results indicate there are three most aspects regarding to the students' struggles of answering the question of reading comprehension, those are vocabulary limitations, hard to find the specific information on the passage, and troubled to identify some features, such as tone, objectives, or course in the passage. Aside from this, any strategies definitely composed to adjust those constraints. Further explanations would be elaborated in this paper. The results of this study would be impeccable to give any suggestions for the students or teachers to upgrade their understanding of the TOEFL test on reading comprehension.

Second study, (Septiana, 2021) this study analyzed the most difficult reading skills for students of the English Education Department (further glossed by EED) and their problems on the reading section of TOEFL. It employed a case study in which 22 EED students were involved in the TOEFL test carried out by Language Development Center, UIN Sultan Maulana Hasanuddin Banten. There were three instruments used: the archival record of TOEFL test, questionnaire, and interviews. The findings of this study found that finding main idea was the most difficult reading skills. Meanwhile, some problems of EED students on the reading section of TOEFL test were limited vocabulary mastery, lack of grammatical knowledge and reading skills, unfamiliar with the topic, as well as low concentration, physical endurance, and limited time.

Third study, (Jabri, 2019) this study aims to show students' TOEFL score, sixth and eight semester of English Education Department at STKIP Muhammadiyah Enrekang. The research used descriptive design by quantitative approach. The sample is 40 students of English Education department. The research instrument used TOEFL like test. Descriptive statistics showed the data

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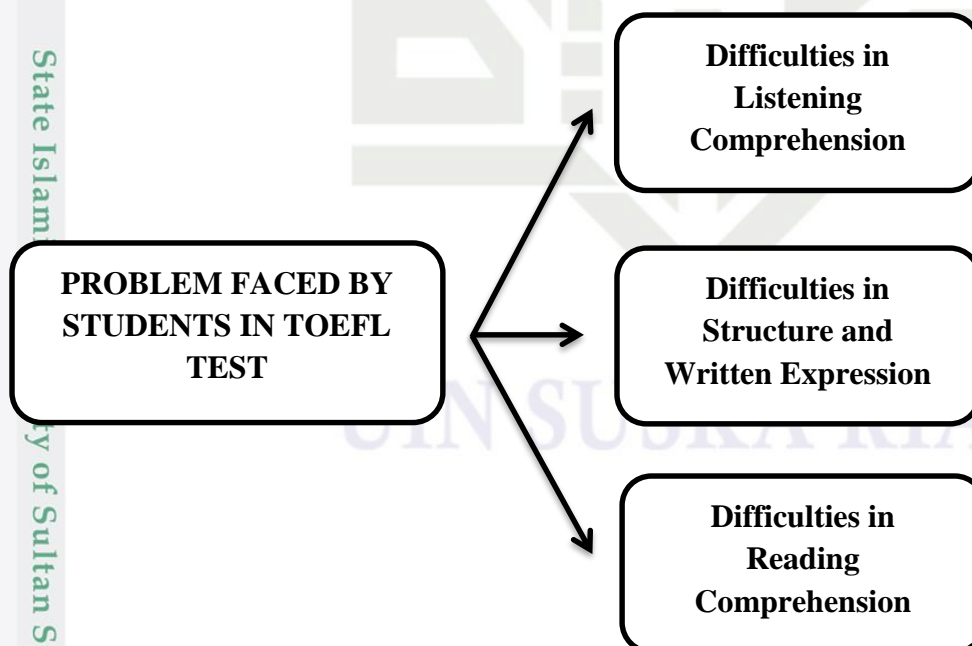
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analysis technique, mean and percentage. . For this study , students got problems in acquiring a TOEFL score with an average score 365 which was still at the basic proficiency category (elementary). From the data analyzing, the researcher found that the highest problem faced by the students is listening section where students got correct answers only 27%. The students got the lowest score is in the short dialogue with the percentage 35%. Then the structure and written expression, students got average score lowest in the aspect of structure (completion) with a percentage 34%. From all parts of the TOEFL test, none of the students got average score more than 50%.

C. Operational Concept

Operational concept is a concept as a guideline used to avoid misunderstandings in scientific research and must be interpreted into certain words so that it is easily measured.

There researcher will investigate:



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CHAPTER III

RESEARCH METHOD

A. Research Design

The research method used was based on a descriptive method concerning quantitative approach. The research instrument in data collection was a questionnaire. As stated by Creswell (2002) and also Gay (2009) that in conducting survey research, the instruments which can be used to gather the data are questionnaires and interviews, but the researcher only used questionnaires to find out the problems faced by students in TOEFL test.

The research was a survey research. According to Creswell (2014, p.13), survey research would be presented the numeric description of trends, attitudes, or opinions of a sample from a population. Gay and Mills (2012) stated that survey research is about people's opinions on some topic or issue that collected to answer the questions or to test hypotheses. This method is a widely used research method for collecting data from physical numbers and frequencies to attitudes and opinions (Ary et al., 2010). In addition, that this method also requires proper planning, appropriate sampling, supporting instruments and careful analysis of results.

Based on the explanation above, survey research is a method used in quantitative research to answer questions or test hypotheses about a topic, problem, opinion, trend, or attitude presented numerically descriptively. Moreover, things that needs to be considered in using this method start from planning, sampling, instruments to careful analysis. It is in line to the study that focused on the students' perception.

B. Time and Location of The Research

This research was conducted on April 08th until May 08th 2024. The place of research at Department of English Education at UIN Suska Riau.

C. Subject and Object of The Research

1. Subject of the Research

The subject of this research would be the fifth and seventh semester students of Department of English Education at UIN Suska Riau.

2. Object of the Research

The object of this research would be students' problems in facing TOEFL test at Department of English Education in UIN Suska Riau.

D. Population and Sample of The Research

1. Population

Population is the total of research subject (Arikunto, 2002). Seventh semester of Department of English Education has five classes. The specification of the population in this research can be seen as follows:

Table III. 1 Population of the research

No.	Classes	Total of Students
1.	A class	24
2.	B class	23
3.	C class	26
4.	D class	24
5.	E class	24
Total of Students		121

2. Sample

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The technique sampling of this research was simple random sampling. In random sampling, each of individual has the same probability to be selected so that the sample would be represented the general characteristic of the population (Creswell, 2014, p.158). In facilitating this sampling by using a handle that if the subject is less than 100, better taken all so that the research is a population study. If the number of subjects is large can be taken between 10 to 15%, or 20 to 25% or more. In this study, the researcher will take 60% of the population as the sample of the research.

The Calculation of the Sample

$$60\% \text{ of the population} = \frac{60}{100} \times 123 = 73,8$$

Class A, class C, and class D will be the sample, because these classes seem like often to use slang words in their daily conversation.

Table III. 2 Sample of the research

No.	Classes	Total of Students
1.	A class	24
2.	C class	26
3.	D class	24
Total of Students		74

E. Technique of Collecting Data

In this research, the writer used questionnaire in collecting the data to answer the question of this research. The research questionnaire consisted of items that focused on students' problems in TOEFL test.

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F. Technique of Data Analysis

The data was analyzed by using descriptive statistical procedures to get the result of response given to targeted population in the subject (Creswell, 2014, p.4). Data obtained from the questionnaire are presented in the form of tables to know the tendency of problems in facing TOEFL test.

The percentage of each category was calculated by dividing the number of each category by the total number of categories and multiplied by 100%, as the formulation below:

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

Boldness:

F = Frequency of Score obtained from student perception

N = Sum up maximum score

P = Number Percentage

(Hartono, 2015, p. 22).

The data analysis would be processed included the following steps:

- 1) The student completed the questionnaire, which was gathered.
- 2) The results of the questionnaires would be tallied. After that, the researcher looked for the mean questionnaire score. The mean scores were then matched to a mean score interpretation found in a table.
- 3) To determine the students' problems in TOEFL test, the researcher calculated frequency and percentage of the mean score.
- 4) Ultimately, a conclusion would be reached.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of the research, the researcher found that the students' of English Education Department UIN Suska Riau face problems in TOEFL test. They are conclude based on the research questions formulated in the previous chapter. In the context of English Education students', the students have problem in all three section: listening, structure and reading. The most students' have problem in listening comprehension, it was because lack of time management. In structure and expression, their most problem were identifying inverted subject and verb. Moreover, in reading comprehension, the students were still have problem in identifying coherence and the meaning of the idea.

B. Suggestion

After discussing the result and concluding, the researcher would like to give some suggestion to the students and other researcher. For the students of English Education Department UIN Suska Riau, after knowing the problem faced in TOEFL test, the students can do a lot of practice with time management in facing TOEFL test. For the further researchers, the researcher hopes to do more in depth exploring in listening comprehension in larger area rather than English Education students. It is because there could be more problem in listening comprehension.

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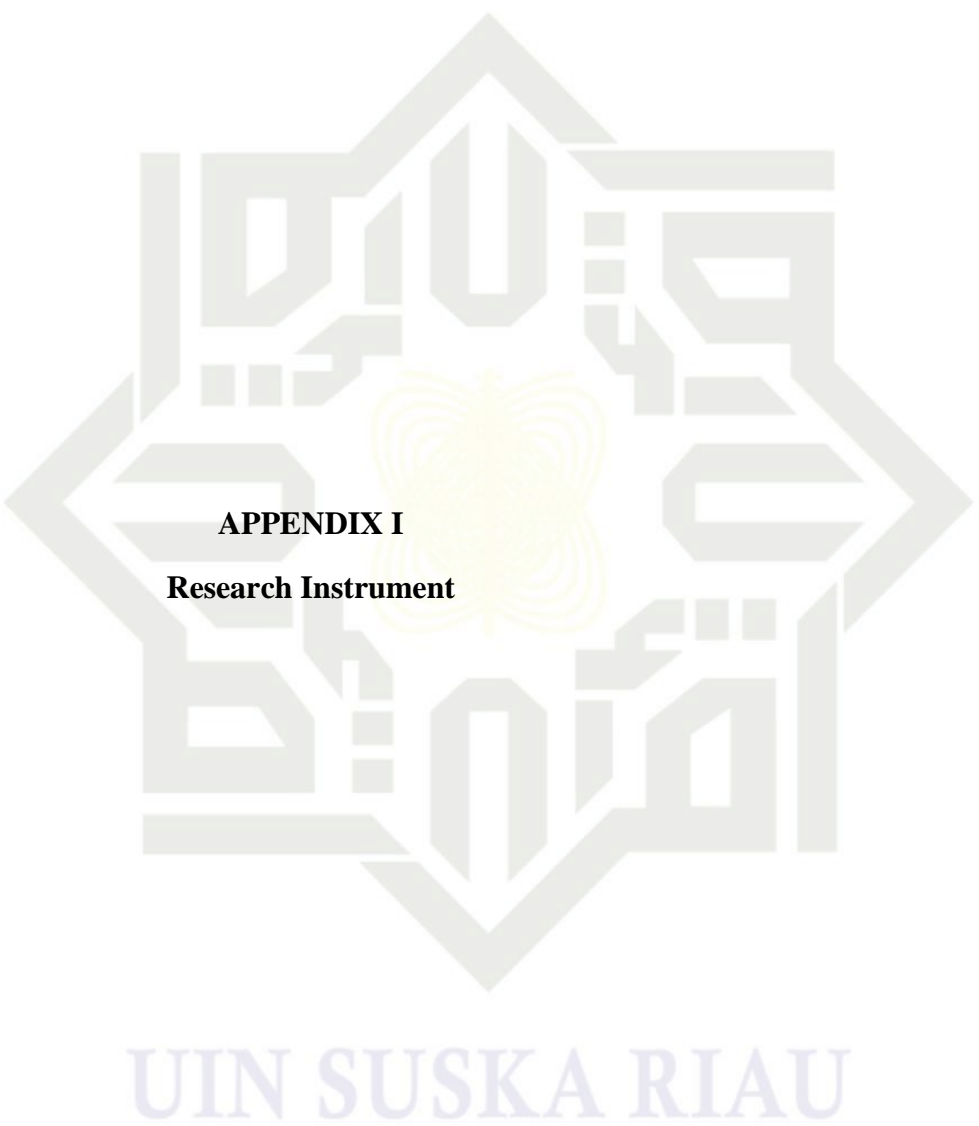
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APPENDIX I

Research Instrument

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QUESTIONNAIRE GUIDE

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Petunjuk Umum

1. Survey ini dilakukan untuk memperoleh data mengenai masalah mahasiswa menghadapi TOEFL test sebagai tugas akhir (Skripsi) pada program S1 Pendidikan Bahasa Inggris Universitas Sultan Syarif Kasim Riau (UIN Suska Riau).
2. Angket ini bukanlah tes sehingga tidak ada jawaban yang benar atau yang salah sehingga tidak akan mempengaruhi nilai dan status anda di kampus. Oleh sebab itu, isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar-benarnya.
3. Apapun jawaban anda akan menjadi rahasia yang akan dibaca oleh peneliti.
4. Mohon diisi dengan sungguh-sungguh, karena jawaban anda akan menentukan keberhasilan penelitian ini dan akan berimplikasi pada kebijakan bahasa dan pembelajaran Bahasa Inggris di Indonesia.
5. Terimakasih atas bantuannya.

Petunjuk Khusus: Silahkan tandai (ceklis) pada salah satu yang sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar-benarnya.

SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree

Data Pribadi

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Prodi :
5. Semester :
6. Kelas :
7. No. HP :

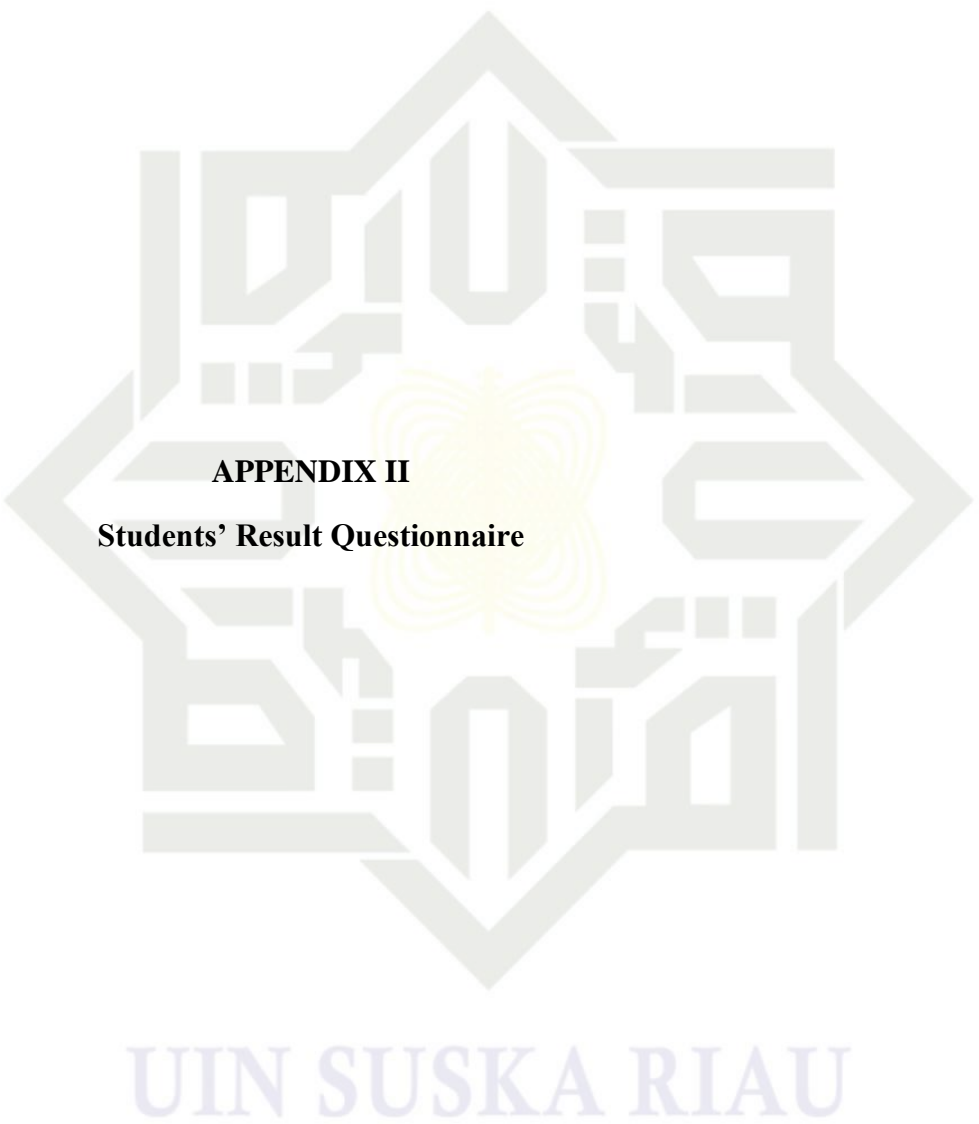
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Problems		SD	D	N	A	SA
1	Identifying the last speaker's intention					
2	Identifying specific information in conversation					
3	Identifying negative expression					
4	Identifying expression of agreement, uncertainty, suggestion and surprise					
5	Identifying expressions of wishes and untrue condition					
6	Identifying Idiomatic language					
7	Identifying details in long conversation					
8	Identifying details in lecture					
9	Identifying all subject verb agreement and passive rules					
10	Identifying the position of direct object and indirect object					
11	Identifying all clauses connectors					
12	Identifying reduced clauses					
13	Identifying all inverted subject and verb					
14	Identifying parallel structure					
15	Recognizing comparative and superlative					
16	Recognizing all parts of speech					
17	Identifying main idea correctly					
18	Recognizing coherence of ideas in the text					
19	Finding pronoun referents					
20	Identifying implicit information correctly					
21	Guessing words meaning in context					
22	Identifying text's purpose					
23	Identifying explicit information in the text using scanning technique					

Adopted from (Narayana & Soepriyanti, 2023)

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



APPENDIX II
Students' Result Questionnaire

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APPENDIX III

Rekomendasi Letters

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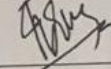

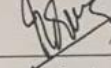
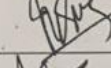
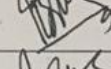
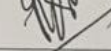
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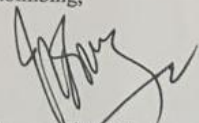
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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Idham Syahputra, S.S., M.Ed
 - a. Nomor Induk Pegawai (NIP) : 198212262009121004
3. Nama Mahasiswa : M. Zaki Fawwazman
4. Nomor Induk Mahasiswa : 11710414575
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	01 April 2023	Perbaikan BAB 3		
2	10 April	Aec SampRO		
3	20 Desember 2024	Perbaikan BAB 4		
4	18 Januari 2024	Perbaikan Penulisan		
5	10 Januari 2024	Perbaikan BAB 5		
6	13 Mei 2024	Perbaikan tulisan seperti appram		
7	14 Mei 2024	Tanda tangan Aec		

Pekanbaru, 14 Mei 2024
 Pembimbing,



 Idham Syahputra, S.S., M.Ed
 NIP. 198212262009121004

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Fax. 0761-561646 Web www.uin-suska-rio.tarbiyah1 Email tarbiyah@uin-suska-rio.com

SURAT KETERANGAN

Pekanbaru, 22 Maret 2024

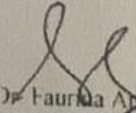
Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa .

Nama	M. Zaki Faturrahman
NIM	11710414575
Pendidikan	Pendidikan Bahasa Inggris
Judul Penelitian	Problem Faced By English Education Department Students in TOEFL Tests

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya


Ketua Jurusan
Pendidikan Bahasa Inggris



Dr. Faurida Agustasia, M.Hum
NIP. 198106112008012017

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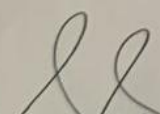
**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : M. Zaki Fatur Rahman
 Nomor Induk Mahasiswa : 11710414575
 Hari/ Tanggal : Selasa, 19 Maret 2024
 Judul Proposal Penelitian : Problems and Strategies Faced by English Education Department Students in TOEFL Test

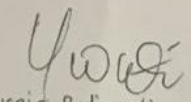
NO	URAIAN PERBAIKAN
1.	Add research gap!
2.	Concider the variables on your title!
3.	Describe students' problem in background of problem!
4.	Revise the operational concept!
5.	Revise all dates properly!
6.	Revise all tables 2 references in APA style!

Pekanbaru, 19 Maret 2024

Penguji I Penguji II



Dr. Fabrina Anastasia, S.S., M.Hum




Kurnia Budiganti, M.Pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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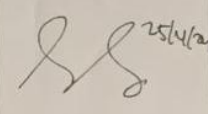
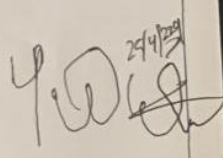


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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

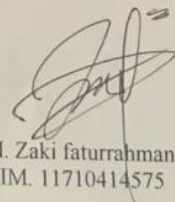
Nama Mahasiswa : M. Zaki faturrahman
 Nomor Induk Mahasiswa : 11710414575
 Hari/Tanggal Ujian : Selasa/19 Maret 2024
 Judul Proposal Ujian : PROBLEMS AND STRATEGIES FACED BY ENGLISH
 EDUCATION DEPARTMENT STUDENTS IN TOEFL TEST
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

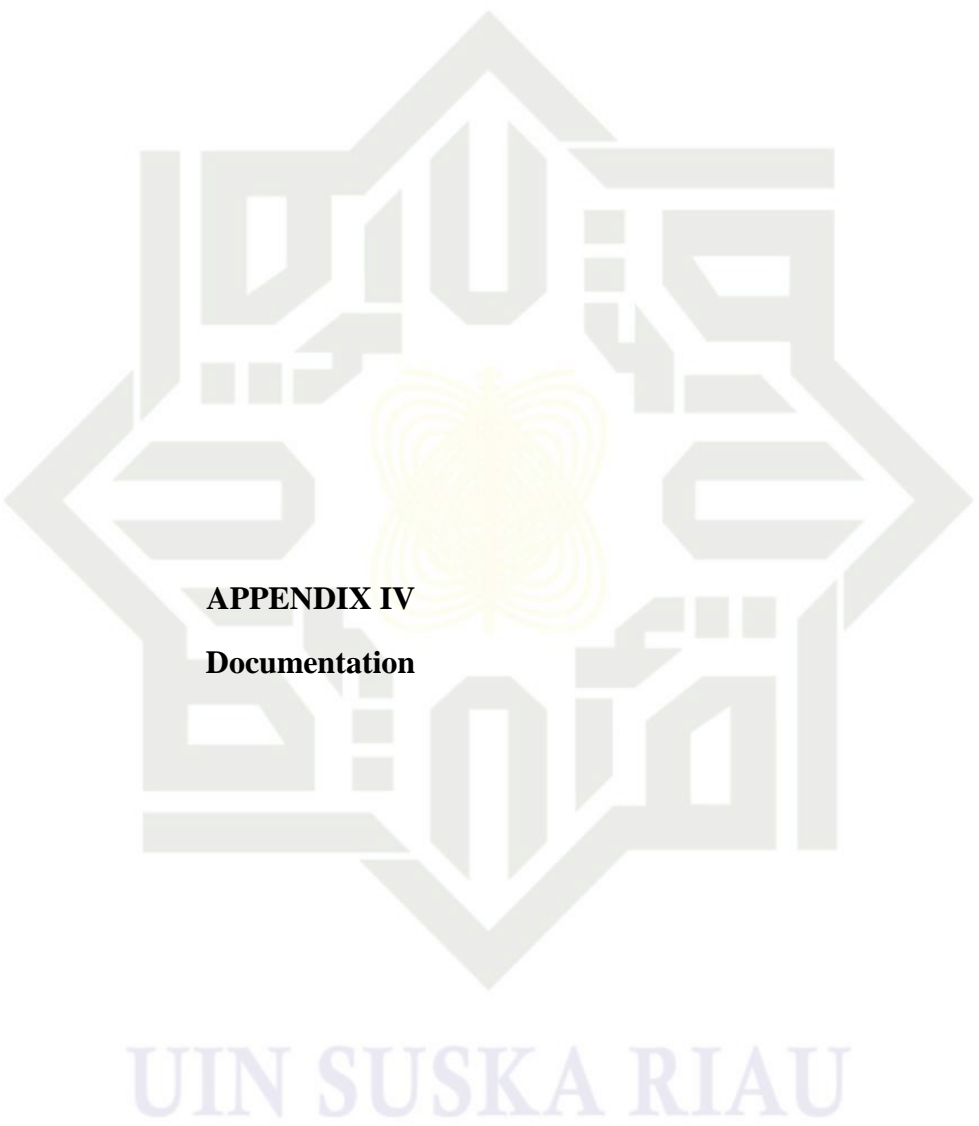
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, S.S. M, Hum	PENGUJI I		
2.	Kurnia Budiyantri, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag
NIP. 19721017 199703 1 004

Pekanbaru, 19 September 2024
Peserta Ujian Proposal


M. Zaki faturrahman
NIM. 11710414575



APPENDIX IV
Documentation

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CURRICULUM VITAE

M. Zaki Faturrahman, was born on May 31st, 1999 in Pekanbaru. He is the only one son of Mr. Syech Baili and Mrs. Mairinta. He lives at Suka Karya street, Pekanbaru, Riau. He graduated from SDN 016 Sebang, Duri. He also finished his study at SMP Islam As-Shofa Pekanbaru and SMA Islam As-Shofa Pekanbaru in 2016. In 2017, he was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2020, he was doing KKN (Kuliah Kerja Nyata) program in Kampar. Then, on September 2021, he was doing Pre-Service Teacher Practice (PPL) program at Darul Hikmah Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research by the thesis entitled **“PROBLEMS FACED BY ENGLISH EDUCATION DEPARTMENT STUDENTS IN TOEFL TEST”**

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