AN ANALISYS OF STUDENTS ABILITY IN READING COMPREHENSION TOEFL TEST

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By

Sri Ramadhona
1042017069

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By:

Sri Ramadhona
1042017069

English Education Department

Approved by :

<table>
<tr><td>**Supervisor I**</td><td>**Supervisor II**</td></tr>
<tr><td>Ruly Adha, M.S</td><td>Rita Mahriza, M.S</td></tr>
<tr><td>NIP. 198408302009011006</td><td>NIP. 198401172011012008</td></tr>
</table>

STATEMENT OF CERTIFICATION

AN ANALYSIS OF STUDENTS ABILITY IN READING COMPREHENSION TOEFL TEST

By
Sri Ramadhona
1042017069

Has been defended in *Sidang Munaqasyah* by the Board of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:
Wednesday, Januari 27th 2022 M
25 Jumadil Akhir 1443 H

Board of Examiners:

Chairman,

Ruly Adha, M.S
NIP. 198408302009011006

Secretary,

Rita Mahriza, M.S
NIP.198401172011012008

Examiner I

Cut Intan Meutia MA
NIP. 197905292009122005

Examiner II

Zahratul Idami, M.Pd
NIDN. 2021068901

Certified by:
The Dean of Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Langsa

Dr. Zainal Abidin, MA
NIP.197506032008011009

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama   : **Sri Ramadhona**

Nim   : **1042017069**

Fakultas / Prodi : **FTIK / Tadris Bahasa Inggris (TBI)**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"An Analisys Of Students Ability In Reading Comprehension TOEFL Test"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 30 Desember 2021

Yang membuat pernyataan

Sri Ramadhona
Nim.1042017069

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The researcher,

Sri Ramadhona
Nim.1042017069

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

ABSTRACT

Sri Rama Dhona, 2021. An Analisys Of Students Ability In Reading Comprehension TOEFL Test.

Supervisor (1). Ruly Adha, MS **(2).** Rita Mahriza, MS

This study was about An Analisys Of Students Ability In Reading Comprehension Toefl Test. The aim of this study was to find out the factors that influenced students' achievement in reading the Comprehension TOEFL Test at ninth semester English education students of IAIN Langsa. The problem in this study was analyzed by using qualitative descriptive method. The subject of this research was 36 ninth-semester students of English education department of IAIN Langsa. In collecting the data, the researcher applied questionnaire and interview. In this study, the writer found that there are five factors that influence students' achievement in reading Comprehension at TOEFL test, they are: students' reading attitude (76,5%), time (67%), Comprehension strategy instruction(78,75%), vocabulary and world knowledge (55%), and fluency (46,6%).

Keywords : *Reading Comprehension, TOEFL test*

CHAPTER I

INTRODUCTION

A.   Background of Study

In this era, English is one of the international languages that is used by most people in the world. English is needed in several sectors, such as education, economy, art, social, politics, etc. Each sector such as the economy, that is The company that declares job vacancy often includes the English capability as the requirements. furthermore, in the education field, also need students capability in English as the requirements of graduation. But, someone's capability in English needs to be proved. There is a way to prove someone's capability in English, that is through the TOEFL test. As Panca declares that TOEFL (Test of English as Foreign Language) is a prequalification for a bachelor degree (S1) who wants to continue postgraduate (S2) and doctoral (S3).[1]

TOEFL is used to measure skill, capability, and ability in English. According to Ali states that TOEFL (Test of English as Foreign Language) is one of the testing models of the English language that is used to measure their capability and expertise who they do not use English as a mother tongue (non-native speaker).[2] In addition, this kind of testing framework is used to measure students who use English as a foreign language.

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[1] Panca Prastowo, " *Belajar Cepat TOEFL"*, (Jogjakarta: Diva Press,2008), p.7

[2]Syaifudin Irham Ali, Syaifudin "*Buku Pintar TOEFL*", (Jogjakarta:Diva Press, 2009), p. 20.

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Muhammad explains that TOEFL (Test of English as A Foreign Language) is one of the measurements for English proficiency so that TOEFL is different from achievement tests (limited material during a year in a class).[3] It implies that TOEFL is the strategy to test someone's capability. This spotlights the outcome instead of its cycle. The individual is estimated by their last score of the test. There is no score for the interaction such as in the learning and educating measure.

There are many sections in the TOEFL test, they are: Reading, Listening, Speaking, and Writing. The reading section is the most difficult section. Many students feel bored while reading the section because the text is too long. Reading has a great role in English. Commonly it is used to obtain a piece of information. It depends on the aim of the reader. Tarigan says that reading is the process of recognizing and comprehending written symbols which are influenced by perceptual skill, decoding, experiences, language background, mindset, and reasoning of the reader.[4] It means there are two main processes in reading action, firstly called recognizing phase in which the reader starts to realize some written symbols then the second process is the condition where the reader tries further to understand those symbols, which is called comprehending phase. The two of those processes are also influenced by some factors such as the language background of the reader as well as her or his mindset etc.

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[3] Muhammad, "*Rahasia Sukses Menghadapi Ujian TOEFL*", (Jogjakarta: Primashopie, 2006), p.19
[4] H. G. Tarigan, "*Membaca Sebagai Suatu Kemampuan Berbahasa*," (Bandung: Angkasa, 2008), p.33

Grabe and Stoller state four purposes of reading, they are a). Reading is to search for simple information. b). Reading to skim quickly. c). Reading to learn from texts. d). Reading to integrate information, write and critique texts.[5]

According to Grellet in Fahriany, the reading techniques are skimming, scanning, intensive and extensive reading. Students cannot focus on what they read during the reading activity and still have difficulty getting the ideas of the text.[6]Asmawati states answering reading comprehension tests will be time-consuming if they use inappropriate strategies.[7] Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read.

In IAIN Langsa, TOEFL Test is needed to measure English skills through listening, writing and structure expression, and reading tests. In IAIN Langsa, each department has a different minimum score. The minimum score requested by IAIN Langsa for the English education department is 480. This is stated in the regulations of the head of the study program for prospective graduates which has been updated in 2020. The downside of the new minimum score is, many students in English education

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[5] W. Grabe and F. L. Stoller, "*Reading for academic purposes: Guidelines for the ESL/EFL teacher,*" Teach. English as a Second or foreign Lang., vol.3. (2001). 187–203.

[6] Fahiarny, *"Schema in Reading class*", (Jakarta: UIN Syarif Hidayatullah, 2014), p.22

[7] Andi Asmawati, "*The Effectiveness Of Skimming – Scanning Strategy In Improving Students' Reading Comprehension At The Second Grade Of Smk Darussalam Makassar*", (Makassar:State University of Makassar,2015), p.35

get good scores and others get scores below the minimum score. That way the students must pass the TOEFL standard score and if they may be failed, they must take TOEFL again and again once more till they get at least 480. So, it will be challenging for them.

Most of the students in the English department at IAIN Langsa get the minimum score because they lack reading comprehension. According to the head of the study program, most of the students admitted to having difficulty in the reading comprehension section because they feel bored to see the long text or they lacking in vocabulary, and so many reasons that the TOEFL test value is not up to the standard. From the explanation above, the researcher conducts research entitled **"An Analysis Of Students Ability In Reading Comprehension TOEFL Test".**

B.   Problem of Study

The researcher formulated a problem of study, namely what were the factors that influenced students' achievement in reading Comprehension in TOEFL test?

C.   Purpose of Study

The purpose of the study was to find out the factors that influenced students' achievement in reading the Comprehension TOEFL Test at ninth semester English education students of IAIN Langsa.

D. Significance of Study

The researcher hopes this study can bring a contribution to English teaching and learning. It has two major significances, they are practical and theoretical significances.

Theoretically, this study hopefully is a means of developing knowledge about the factors that influenced students' achievement in reading Comprehension in the TOEFL test. Practically, This study is expected to be useful for English lecturers especially for a lecturer who teaches English reading to improve students reading Comprehension.

CHAPTER II

LITERATURE REVIEW

A. TOEFL

1. A Brief History of TOEFL

The TOEFL test is introduced by the National Council on Testing English as a Foreign Language in 1963.[8] Rahmadhani, in his thesis believes that the history of TOEFL is divided into three stages. Firstly, the TOEFL test was in 1964 – 1979. In this first TOEFL, The construct is discrete components of language skills and knowledge. Then, this TOEFL contains many items, they are Multiple-choice items assessing vocabulary, reading comprehension, listening comprehension, knowledge of correct English structure, and grammar.

Secondly is A suite of TOEFL tests 1979 – 2005. This TOEFL includes original constructs such as listening, reading, structure, and grammar retained but two additional ones added-writing ability and speaking ability. Furthermore, this TOEFL supported by multiple-choice items assessing the original constructs, separate constructed-response tests of writing, the TWE test and speaking, the TSE test, were developed.

Thirdly, The TOEFL iBT Test 2005 – present. In this manner, the construct of this TOEFL is Communicative competence the ability to put language knowledge to use in relevant academic contexts.

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[8] Alek, Nurlia,V.&Hausca,G. M, *"University Students' Perception on TOEFL as a Graduation Requirement: A Case in UIN Syarif Hidayatullah Jakarta"*, ELITE Journal, 1 (1) (2019), p.54

Moreover, in this test they are academic tasks were developed that require the integration of receptive and productive skills such as listening, reading, and writing or speaking, as well as multiple-choice items for listening and reading.[9]

2. Description of TOEFL

TOEFL test is a kind of test that is arranged for non-native speakers of English to estimate their English proficiency level.[10] it is in line with Kardimin who believes that TOEFL is required to measure the skill level of people in the world who do not use English as their mother tongue or target language.[11]

It means that TOEFL is really necessary for everyone. For instance, TOEFL is a requirement in a job application. Furthermore, it is also needed as a requisite to continue magister study (S2), apply for Doctoral (S3), many others. Panca declares that TOEFL (Test of English as Foreign Language) is a prequalification for a bachelor degree (S1) who wants to continue postgraduate (S2) and doctoral (S3).[12]

The TOEFL score has been used as the requirement for non-native applicants in American and English speaker colleges and universities, so do to obtain a scholarship in those countries. The

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[9] Anisa Rahmadhani, A Thesis : "*The Correlation Between Students' Toefl And Gpa Scores Of English Education Study Program At Iain Palangka Raya", (*Palangka Raya: IAIN Palangka Raya,2019), p. 17-18

[10] Deborah Phillips, *"Longman Complete Course for the TOEFL Test : Preparation for The Computer and Paper Tests*", (New York : Pearson Education, 2001), p. 13.

[11] A,Kardimin,*"Comprehensive Structure for Ready TOEFL"*,(Yogyakarta:Penerbit Gava Media, 2008),p. 3

[12] Prastowo, Panca. *Belajar Cepat TOEFL*. (Jogjakarta: Diva Press,2008), p 7.

TOEFL also has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American scholarship Programs as a standard measure of English proficiency of their candidates.[13]

Abboud and friends, as cited in Munadia, believe that The official TOEFL Test is currently administered around the world in different types, are The Paper-Based TOEFL (PBT), The Computer-Based TOEFL (CBT), TheInternet-Based TOEFL (IBT), and Institutional Testing Program(ITP).[14] Each type has different point to be tested. But in a big manner, those kinds of TOEFL tests examine 3 skills. It is in line with Phillips as cited in Rezkiani, who agrees that In the TOEFL test, 3 skills are tested. They are listening, reading, and structure section.

The listening itself is divided into 3 stages, also consisting of 50 questions. They are short conversations, Long conversations, and talks. There are 30 questions for a short conversation, 8 or 9 questions for the long conversation and the talks consist of 11-13 questions. Then, the structure sections consist of 40 questions that must be answered in twenty-five minutes. Where In this section is divided into the structure and the writing expression. The structure consists of 15 questions and the writing expression consists of 25 questions. The last is the listening

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[13] Pamela J Sharpe, *"TOEFL iBT "* 14th Edition, (New York: Barons Education Series, 2013) ,p.11

[14] Munadia, A Thesis : *"An Analysis Of Efl Students' Difficulty In The Toefl Structure And Written Expression Section"*, (Banda Aceh: UIN Ar-raniry, 2016), p17

comprehension section. This section consists of five passages and fifty questions.[15] Each section will be accumulated to get a TOEFL score.

Sabarun stated that scoring of TOEFL-like PBT was done when the test-takers received a score between 20 and 68 in each section. The total number of correct answers that is the raw score was converted into a converted score. After getting the converted score, the score was added, multiplied by 10, and divided by 3. The test taker will achieve an overall score of about 217 to 677.[16]   The highest score is 677, and the lowest is 217.

B.   Reading Comprehension

1. Definition of Reading Comprehension

In reading, it cannot be denied that the main purpose in reading is to obtain the meaning that is delivered by the author through words for the readers. So, in obtaining the meaning, the reader has to read comprehensively. It is in line with the Partnership cited in Diaz, S &Laguado, the process of creating meaning from a text to understand it, is known as reading comprehension.[17]

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[15] Rezkiani, A Thesis *: "The Difficulties Faced By The Efl Students In The Toefl Test (A Case Study At English And Literature Department)"*, (Makassar:UIN Alauddin Makassar, 2019),P.11

[16] Sabarun, *"The students' scores on the different institutional TOEFL at the sixth semester English Department students of the Palangkaraya state Islamic college*." Journal of Education and Literature. 1(2). 30-43, (2012),p.31

[17] Intan Rani Aritonang And Friends, *"The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension"*, Volume 1, No. 2, (2019), p.102.

Heilman & Blair claim that reading comprehension is a kind of process in understanding the text through a meaningful interpretation that involves written ideas and language interaction.[18] Otto also declares that reading comprehension is an accumulation that involved many skills based on the argument. In comprehending text, the quality of their reading comprehension depends on the main ideas that must be found by readers.[19] In addition, Mikulecky and Jeffries deal that comprehension is making sense by relating the ideas in the text to what he already realizes of what he reads.[20]

Based on those arguments, it can be seen that reading Comprehension is a process to get the meaning which has relation among the reading interpretation and language interaction to find out true meaning that exposed by the author in their writing product.

There are three things main points in reading comprehension, namely:

a. knowledge and experience already possessed,

b. Connecting the knowledge and experience possessed with the text will read.

c. The process of acquiring meaning actively following the views held.

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[18]B Heilman, *"Principles and Practices of Teaching Reading"*, 5th ed, (Ohio: Bell & Howell Company, 1981), P.242

[19] Wayne Otto, *"How To Teach Reading"*, (Philippines: Addison-Wesley Publishing Company 1979), p. 241

[20]B.S, Mickulecky and L, Jeffries*,"More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster"*, (New York: Pearson Education, 2004), p. 74.

Based on those arguments, it can be said that reading Comprehension is a process to get the meaning which has connection among the reader interpretation and language interaction to find out the true meaning in author writing product.

2. The Strategy of Reading Comprehension

In improving reading comperhension skill, students need to use certain srtategies to practis a lot. The strategy will help students a lot in comprehending the text. According to adam, there are many types of reading strategies, they are:[21]

a. Skimming

According to Brown, skimming is the instantaneous process coverage of reading matter to assume its gist or main idea.[22] Moreover, Kustaryo agrees that skimming is a kind of technique to find out the "gist" of what the author is explaining without detail.[23] It is believed that the objective of skimming is to obtain the main idea from a passage in a book to skim a passage, the readers commonly read quickly passage and often skips the details in text.

b. Scanning

According to Maxwell in Diaz, S & Laguado, J as cited in Aritonang and friends, claim that scanning is the proficiency to

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[21]Becky W. Adams, *"Patterson, Developing Reading Versatility"*, (Thomson:USA, 2008), p.

[22]H. D Brown, *"Language Assessment: Principle and Classroom"*, (New Jersey: Prentice Hall, 2003), P.213

[23]S. Kustaryo, *"Reading Technique for College Students"*, (Jakarta: Ppltk, 1998), p.5

find certain facts and details within a text such as names, dates, places, rapidly.[24] From the that eplanation, it can be seen that the purpose of scanning is to gather information that is needed by the reader. Scanning is especially necessary for improving reading. Some students often read slowly because of they read each word. But in scanning, it can assists student to learn, read and understand the text faster.

c. Making Predictions,

Farrel in Firhamsyah, believed that prediction is kind of strategy which is used to generate previous information. So, prediction is applied before and while reading.25 As a technique, the prediction assist reader to improve readers' comprehension and understanding the texts. Futheremore, this strategy also admits readers obtain information from title, picture, etc to have predictions relate to the text. The title of a text can represent memories of texts, also permitting them to guess the content of a new text.

d. Questioning,

Questioning stimulates students to control their awareness and keep them engaged and enthusiastic in reading.[26] Commonly, Readers may apply the strategy questioning before, during, and

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[24] Intan Rani Aritonang and friends, *"The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension"*, Proffesion Journal of English Education (Project), Volume 1, No. 2, March 2018, P.103

[25] Andi Firhamsyah, *"The Implementation Of Prediction Strategy In Improving Students' Reading Comprehension"*, 2021, p.6

[26] W. Adams, Becky ,*Patterson, Developing Reading Versatility*,(Thomson:USA, 2008).

after reading. The questioning process helps readers to arrange questions in their mind about the text to enhance understanding, solve issues, find answers, find and discover new information.[27]

3. Factors Influencing Reading Comprehension

Reading has some factors which affect its progression. According to Trehearne and Doctrow as cited in Nanda, several key factors influence students' reading comprehension, can be seen as follows:[28]

a. Students' Reading Attitudes

Attitudes influence motivation and affect achievement in reading strongly. Students who recognize themselves as readers have positive attitudes toward reading. They have purpose and motivation (e.g., for enjoyment, to escape, to obtain new information, to gain issues, and to explore about themselves) to read. These students also draw a set goal for their reading and are engaged with the contents. Students with poor attitudes toward reading commonly read-only when they have to and often "fake it" during independent reading. Because of their lack of reading experience, they are not able to comprehend texts complitely beyond a literal level.

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[27] S. Harvey and A. Goudvis, "*Strategies That Work Teaching Comprehension to Enhance Understanding*", (Stenhouse Publishers:New York, 2000).

[28] Rahmi Putri Nanda, *An Analysis Of Students' Reading Comprehension Of Descriptive Text At Smait Al Fityah Pekanbaru*, (Pekanbaru : UIN Sultan Syarif Kasim Riau Pekanbaru, 2020), p. 14

b. Time

The student who spends time more reading. Because, the time will bring the reading as their habit. Consequently, they are the best predictor of reading comprehension and achievements. The more time spends in reading, the student's reading comprehension skills will be better.

c. Comprehension Strategy Instruction

There is little comprehension instruction occurring in most Language Arts classrooms. The teacher must decide the effective comprehension strategy instruction that will be applied in his classroom. It tends to be less emphasis on comprehension instruction in subject-specific classrooms where teachers are focused on content. All teachers need to view themselves as reading teachers.

d. Vocabulary and World Knowledge

Vocabulary is one of the factors that influence reading comprehension because the more vocabulary is familiar to the students, the students will get the meaning of the text easily. Another important item of reading comprehension is by activating the students' world knowledge, particularly background knowledge of student that is relevant to the topic of the text that is discussed.

e. Fluency

Fluent readers often read smoothly, without hesitation, and with expression. Generally, this allows them to stay focused on

meaning-making, or comprehending. To understand the material they read, firstly student need to be able to decode the words on the page. The objective is to have students develop the capacity to have automatic word recognition (automaticity) to help them become good comprehends. Reading fluently and at a rate appropriate for the text enables effective readers to gain meaning from what they are reading. Students' comprehension is limited when they pay attention to the mechanics of reading and read word by word. They often lose track of what the words mean for they are concerned with saying all the words correctly. Fluent readers incorporate many reading strategies to gather what they are reading. Students with rich vocabulary and background knowledge more easily apply syntax (grammar) and semantics (meaning) to help them figure out the words and read fluently. Reading the punctuation and phrasing also support comprehension.

C.   Previous Study

Firstly, the research by M. Adib Nazril, Herman Wijaya, and Zainurrahman from Universitas Hamzanwadi, Lombok Indonesia entitled "*EFL Students' Ability in Answering TOEFL Reading Comprehension Section*". This research was to find out the students' ability in answering the TOEFL reading comprehension section of the English Language Education Study Program of Hamzan wadi University. This study was designed as descriptive quantitative research. This study was conducted at the fourth-

semester students of Hamzanwadi University. The population of this study was 96 students from 3 classes and the sampling method was purposive sampling. The sample of this study was 32 students. The research instrument used to collect the data was reading comprehension of TOEFL. The collected data were submitted by using SPSS 22 for windows. The mean score of the test was 39.2. It was categorized into low. Based on the result, the present researcher found that the students of the English Language Education Study Program of Hamzanwadi University had low ability in answering TOEFL reading comprehension section.

Secondly, the research by Kadek Agus Dharmawan, under the title *"An Analysis Of Students' Difficulties And Strategies In Answering The Toefl Reading Comprehension Section Toefl (A Descriptive Quantitative study of students English study program Academic year 2015 at IAIN Curup)"* The objective of this research was to find out what are the most difficult skills in TOEFL Reading Comprehension section and what are strategies frequently used by students do to overcome the difficulties answering TOEFL Reading Comprehension section in English Study Program academic year 2015 at IAIN Curup. This study employed a descriptive method which was present in a quantitative way. The population was 31 students who have taken reading IV (Pendekatan TOEFL). The researcher used total sampling to choose the sample of research, so the researcher took all the population as the sample of this research. The total amount of sample was 31 students. The instrument of this research was a test and questionnaire. Then, in order to ensure the validity of the

instrument, the researcher used content validity, construct validity, and face validity. The data was tabulated in a percentage formula and the result of this research shows the most difficult skills and strategies students used do to overcome the difficulties in answering the TOEFL Reading Comprehension section. Based on the finding, there is one of the most difficult skill, is skill 6 with a percentage of 15,46% than of the five existing strategies for answering the TOEFL reading comprehension section it was found that students used the five existing strategies to answer questions where the questions contained the existing question skills.

Thirdly, the research which was constructed by Ndy Meika Kristiyanti, research entitled "The TOEFL Learning Difficulties Faced by EFL Students of English Department of IAIN Palangka Raya". This study was aimed at finding out the factors that cause the difficulty in TOEFL learning faced by EFL students of the English Department of IAIN Palangka Raya. The purposes of the study were (1) to know skills are most answered incorrectly in the TOEFL by English department students; (2) to describe how English department students prepare themselves for TOEFL; (3) to analyze the students' reasons toward their difficulties in the TOEFL. The type of this research was qualitative in nature. The data was taken from the document records and interviews. This study addressed English Department students who failed in several occasions of the TOEFL PBT. A purposive sample was taken into account, in which all 10 participants were female in their 9th and 11th-semester study. The writer investigated their frequency in

participation of TOEFL and the score they got. The interview was used to identify the students' difficulties and preparation to face the TOEFL.

Based on the previous study that has been mentioned, there are many similarities and differences between this research and the previous research. The similarities with the first and the second previous research are on the variable of research, that is TOEFL reading comprehension. Then, the similarity of the third research is the use of interviews as the instrument of data collection. On the other hand, there are also many differences among this research with those research exactly on the method of study. In the first previous researcher he conducted quantitative research, the second previous researcher used descriptive quantitative research, the second previous researcher applied descriptive quantitative method, then, the third previous researcher implemented qualitative method. Meanwhile, the researcher's study used descriptive qualitative research.

CHAPTER III

RESEARCH METHOD

A.   Research Design

The Researcher decided to apply qualitative research method, which focused on analyze and describe the TOEFL reading ability. As a result of this research, it gave the understanding about the ability of TOEFL reading at State Institute of Islamic Studies Langsa.

According to Creswell, qualitative method is an approach which the researcher has a perception or claims an issue based on constructivist perspectives. For intance, the multiple meanings of individual experiences, which analyzed socially and historically. Thus, it constructed with an intent of developing   theory, and advocacy/participatory perspectives. For example: issue-oriented, political, collaborative, or change oriented.[29]

The qualitative approach is a discusssion from the question of "why" and "how" to view a particular phenomenon, program, or situation qualitatively, based on sompe explorations. Suryana states that qualitative method is applied by the researcher to gather the data deeply and contain some sense, it is the real data or certain data.[30] Based on that statement, it is obvious that the purpose of a qualitative method is to retrieve specific data or real data.

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[29] John W Creswell, *, Research Design Qualitative, Quantitative, and Mixed Approaches, Second Edition* ,(California: International Educational and Professional Publisher, 2009), p. 18

[30]Suryana, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif,(Jakarta:* Universitas Pendidikan Indonesia, 2010), 40.

In addition, Creswell defines   qualitative method as a way to investigate some different philosophical assumptions, strategy of investigation, to acquire data collection method, analysis also the data interpretation .[31] It also has a strategy for collecting data qualitatively, after which it can be assumed that the analysis as the interpretation of the last data.

Moreover, Creswell declare that in qualitative, knowledge claims (emancipatory assumption and constructivist), strategy to investigate (narrative design and ethnographic), and methods (open-ended interviewing and field observation) are applied.[32] This can be said that the qualitative is made up of knowledge claims. These are the constructivist hypothesis and the liberation hypothesis, as well as the two research strategies, which are ethnographic design and narrative design. has two methods of obtaining data, such as observations and Interviews.

B.   Research Setting

This research was conducted at IAIN Langsa, located on Jalan Meurandeh, Langsa. The research was be held on 6th-10th December, 2021.

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[31]John W Creswell, *"Research Design Qualitative, Quantitative, and Mixed Approaches",* Second Edition ,(California: International Educational and Professional Publisher, 2009), 173.

[32]John W Creswell, *"Research Design Qualitative, Quantitative, and Mixed Approaches",* Second Edition ,(California: International Educational and Professional Publisher, 2003), 20.

C. Source of Data

Researcher needs to consider the sources on which to confirm their research and finding. The writer decided to apply primary data and secondary data. The data that is used in this study according to their origins that can be classified as follows:

1. Primary data

Primary data is data in the research process from the original source by using appropriate data collection.[33] It means that the data is collected by researcher. The primary data in this research are the result of questionnaire and interview.

2. Secondary Data

Secondary data is data that is compiled but not by the writer or data in the form of documents, for example, the supporters, geographical data, articles, and so on.[34] In other word, secondary data is kinf of data that already exist. In this research, the secondary data were from the books which are related to the study.

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[33]Asrof Safi'i, *"Metodologi Pendidika*n", (Surabaya: Elkaf,2005), p.141
[34] Asrof Safi'i, *"Metodologi Pendidika*n", (Surabaya: Elkaf,2005), p.141

D. Technique of Collecting Data

There are three Technique of Collecting Data that applied by the researcher, they are:

1. Questionnaire

   Ary et al believe that questionnaire is kind of instrument in which the respondents provide written responses to give a mark on items that indicate their responses about the issue.[35] The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.[36] A set of questionnaires was addressed to collect the data of actors influence students' succeses in reading Comprehension TOEFL test.

   There are many types of questionnaires. First. the structured or close questionnaire. Second, the unstructured or open questionnaire. Third, combination (between structured and unstructured).[37]In this research, the researcher implements the , the structured or close questionnaire. It because that kind of questionnaire could facilitate the respondents and the researcher to acquire the data.

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[35]Ary, et.al, *"Introduction to Research in Education"*, (NY: Holt Rinehart & Winston Inc, 1990), p. 56

[36] Sugiyon *"Metode Penelitian Kuantitatif, Kualitatif dan R&D"*, (Bandung: Alfabeta.2018), page: 137

[37] William M K Trochi, *"The Research Methods Knowledge Base"*, (Ithaca,N.Y: Cornel Custom Publishing1999), 113

2. Interview

The writer collect the data by interviewing student. Stainback in Sugiyono"s book states that interviewing provides the writer a means to gain a deeper understanding of how participant interpret a situation or phenomenon than can be gained through observation alone.[38] Interview is activity that involves interviewer and interviewee where the interviewer was given some questions to be answered by interviewee. Ary et.al stated ―In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent.[39] Thus, in this case, the interviewer has to conduct collecting data with telephone interaction.In this way, the researcher apply structured interview. Structured interview is scheduled for specific purposed of getting certain information from the subject. It means that the interviewer make a list of question that will be asked to the interviewee.[40]

3. Documentation

Sugiyono stated that documentation can be written and picture form by someone that can be used to get information.[41] The documentation can be a note, biography, policy, etc. In conducting documentation method, the researcher can provide books, and the

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[38] Sugiyono. *"Memahami Penelitian Kualitatif"*, (Bandung: Alfabeta, 2014),P.72
[39] D. Jacobs Ary & L.C.Razavieh. A, *"Pengantar Pene/itian dalam Pendidikan"*, Penerjemah Furchan,A, (Surabaya: Usaha Nasional, 1982), p.342.
[40] D. Jacobs Ary & Friends, *"Introduction to Research in Education",*Eight Edition, (Wadsworth Cengage Learning ,2010), p.89
[41] Sugiyono*"Metode Penelitian Kuantitatif Kualitatif dan R&D",* (Bandung : Alfabeta, 2008.), p.240

score TOEFL transcript of UPT Language Development State Islamic Institute (IAIN) Zawiyah Cot Kala Langsa.

E. Data Collection Procedure

In providing data related to the topic, the researcher created an online questionnaire by using the google form. Then, the researcher distributed the questionnaire to 36 ninth semester students of the English education department of IAIN Langsa who gets excellent TOEFL score. After that, the researcher verified the questionnaire by conducting structured interviews with the English students.

F. Technique of Data Analysis

In this research, the researcher decided to apply triangulation technique. According to Cohen, Triangulation is the combination of two or more methods of data collection in the study of some aspect of human behavior.[42] In applying the triangulation technique, to get the validity the researcher compare the data from questionnaire, interview and documentation.

In analyzing data, there are many stages to do. According to Sugiyono, there are three activities to analyze data in descriptive qualitative

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[42] L. Cohen, L. Manion & Morrison, K, *"Reserch methods in education"*, 5th ed, London: Routledge/Falmer,2000), p.112

research. Those activities are data reduction, data display, and conclusion drawing/verification.[43]

1. Data reduction, it means the process of selecting, identifying, classifying and coding the data that are considered important. It is because, when conducting research, the researcher will obtain so much data. Hence, in data reduction the researcher only select data that will give valuable information in her research. According to the concept of data reduction, reducing the data in this researcher is selected by identifying the factors that influenced students achievement in reading Comprehension in TOEFL test..

2. Data display, this stage refers to show data that have been reduced in the form of patterns. The aim of this stage is to assist the researcher in understanding the data. In displaying data, the researcher elaborates the data that have been reduced into form of sentence. Sugiyono claims that in qualitative research, the most frequent form of display data is narrative text. Hence, arranged data in good sequence of narrative text is needed so that it easier to understand.[44]

3. Conclusion and verification, In the qualitative approach, the aspect of the conclusion is momentary. The researcher needs change if she doesn't find strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evident by

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[43] Sugiyono, *"Metode Penelitian Kuantitatif Kualitatif dan R&D",* (Bandung : Alfabeta, 2008.), p.245

[44] Sugiyono, *"Metode Penelitian Kuantitatif Kualitatif dan R&D",* (Bandung : Alfabeta, 2008.), p.249.

validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher concludes the data display.

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

In this study, the researcher gained the data from the questionnaire that has been distributed to the 36 ninth-semester students in the English education department of IAIN Langsa. The researcher decided to apply an online questionnaire that was created via a google form. Then, the researcher shared the link to the 36 ninth-semester students in the English education department of IAIN Langsa on 6th December 2021.

Before creating the questionnaire, the researcher had straightened up the indicator of factors that influence reading comprehension based on Trehearne and Doctrow who agreed that five factors influence reading comprehension, they are: students' reading attitude, time, comprehension strategy instruction, vocabulary, and word knowledge, and fluency. The indicator is made by researcher in order to assist the researcher in creating the questionnaire. The indicator of factors that affect student's achievement in reading comprehension TOEFL before creating the questionnaire and the list of it, as follows:

Table 4.1: The Indicator Of Factors Influence Reading Comprehension

No	Factors	Number of statements
1	Students' reading attitude	1, 2, 3, 5
2	Time	4
3	Comprehension strategy instruction	6, 7, 8, 9
4	Vocabulary and world knowledge	10, 12, 15
5	Fluency	11, 13, 14, 16, 17

Furthermore, the researcher also conducted an interview with the 36 ninth-semester students to gain qualitative data. The interview is conducted on 10th December 2021. In this manner, the researcher also generates the Structured Interview of factors that influence students' successes in reading comprehension TOEFL test as well.

To get the results, the total number of students' responses to the questionnaire was calculated. the result of factors that influence the reading comprehension questionnaire distributed to students can be seen below :

Table 4.2: the result of questionnaire

No	Statement	Number of responses			
		SA	A	D	SD
1	I enjoy reading	12 (35%)	20 (56%)	4 (9%)	-
2	When I read, I learn a lot of new things	12 (33%)	8 (22%)	16 (45%)	-

3	I read for purpose	10 (28%)	21 (59%)	5 (14%)	-
4	I often spend my time reading	16 (45%)	8 (22%)	12 (33%)	-
5	Reading is pleasureable	6 (17%)	20 (56%)	10 (28%)	-
6	I use prediction skills while I am reading the text in the readingcomprehension TOEFL test	16 (45%)	14 (39%)	6 (17%)	-
7	I focus on important information in a text through skimming the whole text of the text in the reading comprehension TOEFL test.	18 (50%)	14 (39%)	4 (9%)	-
8	I scan the text to search the idea in the text of reading comprehension TOEFL test	8 (22%)	7 (19%)	21 (59%)	-
9	I make a literal translation When I read the text of reading comprehension TOEFL test	20 (56%)	16 (45%)	-	-
10	In reading the text of reading Comprehension TOEFL test, I often find familiar words	8 (22%)	7 (19%)	21 (59%)	-
11	In reading the text of reading Comprehension TOEFL test, I read without stopping too much	8 (22%)	7 (19%)	21 (59%)	

12	In reading the text of reading Comprehension TOEFL test, I guess a meaning by activating my background knowledge	13 (36%)	17 (47%)	6 (17%)	
13	I spend less time trying to decipher the meaning of words in In reading the text of reading Comprehension TOEFL test	12 (33%)	8 (22%)	16 (45%)	
14	I spent less time to get the meaning of a sentence in In reading the text of reading Comprehension TOEFL test	12 (33%)	8 (22%)	16 (45%)	-
15	I guess from (prefixes, suffixes) and semantic knowledge (antonym, synonym) to help me in comprehending the text In reading the Comprehension TOEFL test.	8 (22%)	7 (19%)	21 (59%)	-
16	In reading the text of reading Comprehension TOEFL test, I keep reading a text even I find some difficult words in the text.	6 (17%)	20 (56%)	10 (28%)	-
17	In reading the text of reading Comprehension TOEFL test, I read smoothly and without hesitation.	18 (50%)	14 (39%)	4 (9%)	

Codes :

SA   : Strongly Agree

A   : Agree

D : Disagree

SD : Strongly Disagree

From the data of the questionnaire result, the factors that influence students' achievement in reading Comprehension TOEFL can be seen from the student's response scale 'strongly agree; and 'agree' each statement. Each statement indicates the factors that influence students' successes in reading Comprehension TOEFL. For example, statements number 1,2,3,5 indicate a factor of factors that influence students' achievement in the reading Comprehension TOEFL test for "Students' reading attitude". The percentage of the factor was accumulated by totaling 'strongly agree; and 'agree' of students' responses, then divided into 4 which is referred to the total of statements that indicated the factor.

As cited in chapter two, Trehearne and Doctrow agree that there are five factors that influence students' successes in reading the Comprehension TOEFL test, they are: students' reading attitude, time, Comprehension strategy instruction, vocabulary and world knowledge, and fluency. Here is the result of students responses by the students' answers on the questionnaire.

a. Students' reading attitude

Based on the data of the questionnaire, the student's response for students' reading attitude is 76,55%. It is proved by the scale that students chose on statements number 1,2,3, and 5 that indicate students' reading attitude.

b. Time

The statement for this factor is on statement number 4. Researchers found that 67 % of the students' answers of scale agree and strongly agree with this factor.

c. Comprehension strategy instruction

for the Comprehension strategy instruction is supported by statement numbers 6,7,8, and 9. After calculating, the researcher believes that 78,75% of this factor influences the students reading Comprehension.

d. vocabulary and world knowledge

for this factor, is followed by the statement numbers 10,12, and 15 on the questionnaire that distributed to students. Then, it found 55% of students agree that this factor influences their reading Comprehension.

e. Fluency

After the researcher calculated the statements related to this factor, they are statement numbers 11, 13, 14, 16, and 17, the researcher assumed that 61% of students believe that fluency influences their reading Comprehension.

After the researcher accumulated the data gained by the questionnaire that involve many statements that related to each factor that influence students' reading Comprehension, the researcher state the percentage of

each factor as follows: students' reading attitude (76,5%), time (67 %), Comprehension strategy instruction(78,75%), vocabulary and world knowledge (55%), and fluency (61%). The sequence of frequency obtained from the questionnaire is quite similar to the data gained by the interview. The interview was being held on 10th December. It can be seen in the excerpts of the interview transcript below.

a. students' reading attitude

The student's number 1,2,3,4,5,6,7, 8,10,12, and 13, answered that they enjoy the reading, these are the transcript of the interview :

R   : *apakah kamu suka membaca? (*Do you enjoy reading?)

S   : *ya* (yes, I do)

R   :*Apa tanggapan kamu soal membaca ?* (What do you think about reading?)

S   : *membaca itu penting sekali*. (Reading is very important).

R   : *punya motivasi ga dala membaca? Apa motivasimu dalam membaca?*(Do you have motivation in reading ? What is your motivation in reading?)

S   : ada, untuk belajar vocab baru. (yes, i have. To learn new vocabulary).

(Interview Transcript 3, 10th December 2021)

R   : *apakah kamu suka membaca? (*Do you enjoy reading?)

S   : *suka banget* (i like it so much).

R   :*Apa tanggapan kamu soal membaca ?* (What do you think about reading?)

S   : membaca itu menyenangkan. (reading is pleasure).

R   : *punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?*(Do you have motivation in reading ? What is your motivation in reading?)

S   : ada, untuk mendapatkan informasi, untuk hiburan, dan lain-
lain lah. (yes, i have. To obtain information, for and etc.)

(Interview Transcript student number 4, 10th December 2021)

Based on the students' answers it can be seen that they enjoy reading and has certain purposes in reading. It means that the students' reading attitude is influenced students' achievement in reading Comprehension TOEFL test.

b. Time

The student's numbers 1,2,3,4,5,6,8,9, 10 and 12, responses to the interview indicates the factor time that influences students' achievements in reading the Comprehension TOEFL test. The transcripts of the interview can be seen as follow :

R   : *Berapa lama waktu yang kamu habiskan untuk membaca*
(How much time do u spend for reading in a day?)

S   : *ga pernah inget berapa lama, tapisetiap hari ada baca* . (i never notice how long , but i read everyday).

(Interview Transcript 2, 10th December 2021)

R   : *Berapa lama waktu yang kamu habiskan untuk* membaca
(How much time do u spend for reading in a day?)

S   : *biasanya dari siang sampe sore gitu atau kalo malem sebelum tidur.* (i usually can read from noon until evening, or before sleeping).

(Interview Transcript 5, 10th December 2021)

Concerning the students' responses, it was found that they spend their time reading. So, time also influences the student's success in reading the Comprehension TOEFL test.

c. Comprehension strategy instruction

The student's numbers 2,3,4,5,6,9, and 10, gave clarifications that they applied the Comprehension strategy while they were doing the TOEFL test. The transcripts of the interview can be seen as follow :

R   : *Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?* (What kind of strategy do u use in reading Comprehension TOEFL test? Can u explain?)
S :   *di translate gitu* (i translate it)

(Interview Transcript 6, 10th December 2021)

R   : *Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?* (What kind of strategy do u use in reading Comprehension TOEFL test? Can u explain?)
S2   : *tergantung pertanyaan. Kalo pertanyaanya tentang topic sentence biasanya skimming.* (it depends on the question. If the question is about a opic sentence, i usually do skimming).

(Interview Transcript 8, 10th December, 2021)

R   : *Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?* (What kind of strategy do u use in reading Comprehension TOEFL test? Can u explain?)

S   : *sesuai pertanyaan. Misalnya soalnya tentang kata yang spesifik gitu ya fokus nyari kata itu di teksnya.* (it depends on the question. If the question was about spesific word, i focus to find the word in the text).

(Interview Transcript 9, 10th December 2021)

According to the result of the interview, students admit the fact that they use some strategy in reading the text in reading Comprehension TOEFL test. It proves that Comprehension strategy instruction has a role in influencing students' successes in reading comprehension TOEFL tests.

d. vocabulary and world knowledge

The student's numbers 1,2,4,5,6,9,   and 10, admitted that the vocabulary and world knowledge were influenced them in reading Comprehension in the TOEFL test. The transcripts of the interview can be seen as follow :

R	: *ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu? (*When reading, how often do u find familiar words in reading Comprehension TOEFL test? Why those words familiar for you?
S	: *sering* (often). *Kalo ada yang familiar itu karena pernah coba transleting kata itu tapi lupa pas kapan.* (if there is familiar word it is because i have translated that word but i forget when it was)
R	: *Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?* (have you ever relate the text of reading Comprehension TOEFL test with your knowledge?)
S	: *sering* (often).
R	: *bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ? (*How do you relate the background of your knowledge with the text in reading Comprehension TOEFL test? Can u explain?).
S	: *misalnya tu soal sejarah gitu, kan dulu aku pernah belajar di sekolah, pertanyaanya misalnya kapan ditemukan ini itu. Karna udah belajar di sekolah, jadi tau jawabannya.* (for example, the question about history. I have learn it when i was in school. The question is about when this or that things

is founded. Because i have learnt it at school, i know the answer.)

R : *ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu? (*When reading, how often do u find familiar words in reading Comprehension TOEFL test? Why those words familiar for you?

S : *kebanyakan. Karena pernah nemu di bacaan sebelum-sebelumnya, jadi ga asing gitu.* (mostly. Because i have found it on the previous reading)

R : *Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?* (have you ever relate the text of reading Comprehension TOEFL test with your knowledge?)

S : *pernah.* (yes, i have)

R : *bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ? (*How do you relate the background of your knowledge with the text in reading Comprehension TOEFL test? Can u explain?).

S : *yang aku inget kemarin itu ada kaya soal tentang geografi gitu. Karna dulu pernah tau soal geografi pas SMA, jadi tau jawabannya tanpa liat ke teks lagi.* (i remember that was a question about geographic. Because i have learnt geographic in shool, i know the answer without look back to the text).

R : *ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu? (*When reading, how often do u find familiar words in reading Comprehension TOEFL test? Why those words familiar for you?

S : *sering.* (often)

R : *Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?* (have you ever relate the text of reading Comprehension TOEFL test with your knowledge?)

S : *sering.* (often).

R : *bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ? (*How do you relate the

background of your knowledge with the text in reading Comprehension TOEFL test? Can u explain?).

S   : *misalnya topic nya itu familiar, dan pernah baca mengenai itu dalam bahasa indonesia* (for example, the topic is familiar, and i have red it in indonesian version).

(Interview Transcript students number 10, 10th December 2021)

If we take a look at the result of the interview above, the researcher agrees that vocabulary and world knowledge support the students' successes in reading the Comprehension TOEFL test.

e. fluency

Students number,8,9,10, 12 and 13, agreed that the vocabulary and world knowledge were influenced them in reading Comprehension in the TOEFL test. The transcripts of the interview can be seen as follow :

R   : *Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca? (*In reading Comprehension TOEFL test, how often do you stop reading?)

S   *: jarang. Terus baca aja sih.* (seldom. I keep reading)

R   :*bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?* (How do you read the text in reading Comprehension TOEFL test? Do you read with hestitation?)

S   : *nggak, biasanya baca dengan aktif karena supaya paham.* (no, i usually read it actively so that i understand).

(Interview Transcript students number 9, 10th December 2021)

R   : *Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca? (*In reading the Comprehension TOEFL test, how often do you stop reading?)

S   : *jarang, karena waktunya ga banyak. Sesulit apapun ya tetap baca.* (rarely, because the time is limited. I keep reading although it is difficult)

R   :*bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca*

dengan ragu-ragu? (How do you read the text in reading Comprehension TOEFL test? Do you read with hestitation?)

S   : *baca tanpa ragu-ragu dan dengan jelas.* (i read without hesitation and clearly).

(Interview Transcript student number 8, 10th December 2021)

R   : *Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca? (*In reading Comprehension TOEFL test, how often do you stop reading?)

S   : *jarang ya. Biasanya tetap baca walaupun ada vocab yang gak ngerti tetep baca aja.* (it is rare. Usually, i keep reading eventhough i find unfamiliar vocabulary.).

R   :*bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?* (How do you read the text in reading Comprehension TOEFL test? Do you read with hestitation?)

S   : *gak ragu. baca dengan fokus dan jelas, supaya ga ada informasi yang ketinggalan.* (without hestitation. I focus in reading and read clearly, so that i will not miss the information).

(Interview Transcript students number 10, 10th December 2021)

It is obvious on the interview transcript, the students keep reading when they do the test in reading Comprehension TOEFL. It means that students' fluency while reading is affecting the students' successes in Reading Comprehension tests.

Based on the result of the entire interview above, the researcher believes that those factors influence students' achievements in reading the Comprehension TOEFL test. It is clear that students' responses support the result of the questionnaire that was distributed to the students.

B.   Discussion

Based on the data of the questionnaire and interview transcript, the researcher believes that those factors classified by Trehearne and Doctrow who agree that five factors influence reading Comprehension are: students' reading attitude, time, Comprehension strategy instruction, vocabulary, and word knowledge, and fluency, influence students' achievements in reading Comprehension TOEFL test.

For the first, the researcher found that the most influence the students' successes in reading Comprehension TOEFL test Comprehension strategy instruction which reaches 78,75% of the data from the questionnaire and responses in interview session. It really makes sense because students admit that using a strategy such as skimming, scanning, and translating helps them to comprehend the text easily so they will get successes in reading the Comprehension TOEFL test.

For the second, the factor is students' reading attitude. It proved by the percentage, that is 76,5% of students' respond on questionnaire and interview. It can be seen that students enjoy reading. So, when reading is their passion it must be easier for the student to achieve good scores in TOEFL.

For the third, the factor is the time which gets 67 % from the students' opinion on the questionnaire and answers in an interview. It can be accepted fully because when the students use their time for reading, it means that they

make it a habit. So, it will help them so much to get success on reading Comprehension TOEFL test.

The fourth factor is fluency. Based on this research, fluency is the most un prevailing factor that influences students' successes in reading the Comprehension TOEFL test. It found that 61% from the data of questionnaire and interview.

The fifth factor is vocabulary and knowledge. Based on this research, fluency is the most un prevailing factor that influences students' achievement in reading Comprehension TOEFL tests. This factor gets 55% of the students' answers to the questionnaire and interview.

From the data, it can be inferred that those five factors that were classified by Trehearne and Doctrow influence students' successes in reading the Comprehension TOEFL test. The factor that influences students' successes in reading Comprehension TOEFL tests mostly is Comprehension reading strategy instruction. On other hand, the most un prevailing factor that influences students' successes in reading the Comprehension TOEFL test is vocabulary and world knowledge.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the finding and the discussion in the previous chapter, the researcher concludes that there are five factors that influence students' achievement in reading Comprehension at TOEFL test, they are: students' reading attitude (76,5%), time (67%), Comprehension strategy instruction(78,75%), vocabulary and world knowledge (55%), and fluency (61%). The factor that influences students' successes in reading Comprehension TOEFL tests mostly is Comprehension reading strategy instruction. On other hand, the most un prevailing factor that influences students' successes in reading the Comprehension TOEFL test is vocabulary and world knowledge.

B. Suggestion

According to the conclusion above, it can be suggested that students of the English education department must improve their ability by activating those factors which influence students' achievements in reading comprehension so that they will achieve good scores on the TOEFL test. Moreover, lectures also must give a contribution by assisting the students in improving their ability in reading Comprehension in order to bring students to the achievements of reading Comprehension in the TOEFL test.

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Appendix 1

Students' Names and TOEFL Score

No	Student Name	TOEFL Score
1.	Ade Cut Ismiati	490
2.	An Nissa Indira	487
3.	Diah Ayu Pratiwi	487
4.	Eva Marina	487
5.	Haura Tahani	493
6.	Ibnu Hajar	487
7.	Indah Nur Rizky	487
8.	Indah Sartika	490
9.	Irma Diana R	487
10.	Ita Is 'Armuni	490
11.	Karima Putri	487
12.	Keane Mariza Ajani	487
13.	M. Halil Saputra	487
14.	Marisa Amda	487
15.	Mashitah Rahmadhani	487
16.	Maulida Rizkina	493
17.	Melva Anggreani	487
18.	Muhammad Rifal Maulana	487
19.	Nadia Syahfira Purba	487
20.	Nila Kusmawati	490
21.	Nurma Yanti	487
22.	Nurmila Rusda Azmi	487
23.	Nuryatimah	487
24.	Ocky Chairunisha	487
25.	Putri Nursalsabila	487
26.	Rahajeng Retno Mahening	487
27.	Rico Ardiansyah	490
28.	Ridwandha Eka Syahputra	487
29.	Riqqah Balqis	490
30.	Riza Armaini	487
31.	Safira Ramadhani	487
32.	Sinta Dwi Devita	487
33.	Siska Nanda Dewi	493
34.	Sri Wahyu Ningsih	487
35.	Syukrina	580
36.	Yovi Monica	487

Appendix II

Questionnaire

No	Statement	SD	D	A	SA
1	I enjoy reading				
2	When i read, i learn a lots of new things				
3	I read for purpose				
4	I often spend my time for reading				
5	Reading is pleasureable				
6	I use prediction skill while i am reading the text in reading comperhension TOEFL test				
7	I focus on important information in a text through skimmng the whole text of the text in reading comperhension TOEFL test.				
8	I scan the text to search the idea in the text of reading comperhension TOEFL test				
9	I make literal translation when i read the text of reading comperhension TOEFL test				
10	In reading the text of reading				

	comperhension TOEFL test, I often find familiar words.				
11	In reading the text of reading comperhension TOEFL test, I read without stop too much.				
12	In reading the text of reading comperhension TOEFL test, I guess a meaning by activating my background knowledge.				
13	I spend less time in trying to dechiper the meaning of words in In reading the text of reading comperhension TOEFL test.				
14	I spen less time to get the meaning of a sentence in In reading the text of reading comperhension TOEFL test.				
15	I guess from (prefixes, suffixes) and smantic knowledge (antonym, synonim)to help me in comperhending the text In reading comperhension TOEFL test.				
16	In reading the text of reading comperhension TOEFL test, I keep reading a text even i find some				

	difficult words in the text.				
17	In reading the text of reading comperhension TOEFL test, I read smoothyly and without hestittation.				

Appendix 3

Interview Guidline

1. What do you think about reading?

2. What is your motivation in reading?

3. How much time do u spend for reading in a day?

4. What kind of strategy do u use in reading comperhension TOEFL test? Can u explain?

5. What is your purpose by conducting those strategies?

6. How do you relate the background of your knowledge by reading comperhension TOEFL test? Can u explain?

7. When reading, how often do u find familiar words in reading comperhension TOEFL test? Why those words familiar for you?

8. In reading comperhension TOEFL test, how often do you stop reading?

9. How do you read the text in reading comperhension TOEFL test? Do you read with hestitation?

Appendix 4

Interview Transcript

Codes :

R: Researcher   S: Student

#Interview transcript I

Day/Date : Friday**,** 10th December 2021

R   : Apakah kamu suka membaca?

S   : ya.

R   : Apa tanggapan kamu soal membaca ?

S   : Membaca itu menyenangkan.

R   : Punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S   : Ada, untuk belajar vocab baru aja gitu.

R   : Berapa lama waktu yang kamu habiskan untuk membaca

S   : kalo baca buku gitu sehari sekitar 1-2 jam.

R   : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S   : biasanya di translate dulu dalam hati.

R   : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S   : Sering,

R   : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S   : pernah, tapi ga banyak.

R   : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S   : misalnya tu soal sejarah gitu, kan dulu aku pernah belajar di sekolah, pertanyaanya misalnya kapan ditemukan ini itu. Karna udah belajar di sekolah, jadi tau jawabannya.

R   : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S   :   pas dapet teks yang susah, ya berhenti skip.

R   :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S   : ya, baca dengan sedikit ragu-ragu karena teks nya ada yang gatau vocab nya.

#Interview transcript 2

Day/Date : Friday, 10th December 2021

R   : apakah kamu suka membaca?

S   : biasa aja.

R   : Apa tanggapan kamu soal membaca ?

S   : membaca itu hal yang penting.

R   : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S   : supaya pinter.

R   : Berapa lama waktu yang kamu habiskan untuk membaca

S   : ga pernah inget berapa lama, tapi setiap hari ada baca .

R   : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S   : ga ada, langsung baca aja.

R   : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S   : jarang.

R   : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahuan kamu ?

S   : jarang juga.

R   : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S   : berhenti pas vocab nya sulit lanjut ke text lain.

R   :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S   : sedikit ragu-ragu.

#Interview transcript 3

Day/Date : Friday, 10th December 2021

R   : apakah kamu suka membaca?

S   : ya

R   : Apa tanggapan kamu soal membaca ?

S : membaca itu penting sekali.

R : punya motivasi ga dala membaca? Apa motivasimu dalam membaca?

S : ada, untuk belajar vocab baru aja gitu.

R : Berapa lama waktu yang kamu habiskan untuk membaca

S : ga pernah *notice*, tapi setiap hari ada baca.

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : biasanya cari keywordnya aja. Misal di soal apa yg ditanya. Yaudah, baca pada bagian penting sesuai pertanyaan aja.

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : lumayan sering. karena pernah ketemu pas baca di mana gitu.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : pernah,

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : misalnya tu bahas tentang siklus-siklus gitu. Pas SMA pernah belajar, jadi bisa tau.

R : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S : skip kalo udah dicoba ulang baca terus ga ngerti.

R :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S : ga sih, langsung baca aja.

#Interview transcript 4

Day/Date : Friday**,** 10th December 2021

R : apakah kamu suka membaca?

S : suka banget.

R : Apa tanggapan kamu soal membaca ?

S : membaca itu menyenakan, menambah pengetahuan.

R : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S : Ada, untuk mendapatkan informasi, hiburan,dan lain-lain lah.

R : Berapa lama waktu yang kamu habiskan untuk membaca

S : ga pernah inget berapa lama, tapi kalo baca itu lama .

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : biasanya membaca cepat.

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : sering lah . Karna pernah baca di buku yang pernah aku baca atau di artikel mana gitu.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : pernah.

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : ketika topiknya aku tau, pernah bahas topik itu, ya di kaitkan aja.

R : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S : berhenti pas udah ketemu jawabannya.

R :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S : ngga sih, baca dengan yakin aja.

#Interview transcript 5

Day/Date : Friday, 10th December 2021

R : apakah kamu suka membaca?

S : suka.

R : Apa tanggapan kamu soal membaca ?

S : membaca itu lumayan menyenangkan.

R : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S : untuk hiburan.

R : Berapa lama waktu yang kamu habiskan untuk membaca

S : biasanya dari siang sampe sore gitu atau kalo malem sebelum tidur.

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : tergantung soalnya apa. Kalo soalnya topic sentence ya biasanya kaya skimming gitu.

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : karena pernah baca di suatu tempat. Lumayan sering juga.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : pernah, tapi jarang kali.

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : pas ada teks yang berhubungan dengan sejarah, dan kebbetulan pernah tau soal itu, jadi dihubungkan.

R : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S : terus baca jarang berhenti.

R :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S : nggak, ya baca aja karena kalo ragu-ragu kan buang waktu.

#Interview transcript 6

Day/Date : Friday, 10th December 2021

R : apakah kamu suka membaca?

S : lumayan.

R : Apa tanggapan kamu soal membaca ?

S : membaca itu penting.

R : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S : ada, untuk memperkaya vocab.

R : Berapa lama waktu yang kamu habiskan untuk membaca?

S : ga pernah ingat, tapi pas perlu gitu ya aku baca gitu.

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : di translate gitu

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : jarang. Asing semua kebanyakan. Kalo ketemu yang ga asing karna pernah tau artinya.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : jarang.

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : kurang tau soalnya jarang.

R : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S : berhenti pas sudah berulang-ulang baca tetep ga ketemu.

R :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S : lumayan ragu-ragu.

#Interview transcript 7

Day/Date : Friday, 10th December 2021

R : apakah kamu suka membaca?

S : suka.

R : Apa tanggapan kamu soal membaca ?

S : membaca itu harus.

R : punya motivasi gak dalam membaca? Apa motivasimu dalam membaca?

S : ga punya motivasi yg cukup besar. Tapi untuk cari informasi aja.

R : Berapa lama waktu yang kamu habiskan untuk membaca

S : ga inget. Random.

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : kebanyakan translate dalam pikiran.

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : sering (often). Kalo ada yang familiar itu karena pernah coba transleting kata itu tapi lupa pas kapan.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : sering

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : misalnya tu soal sejarah gitu, kan dulu aku pernah belajar di sekolah, pertanyaanya misalnya kapan ditemukan ini itu. Karna udah belajar di sekolah, jadi tau jawabannya. (for example, the question about history.

#Interview transcript 8

Day/Date : Friday**,** 10th December 2021

R : apakah kamu suka membaca?

S : suka.

R : Apa tanggapan kamu soal membaca ?

S : membaca itu sangat penting.

R : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S : ada, untuk hiburan, belajar.

R : Berapa lama waktu yang kamu habiskan untuk membaca ?

S : 1 jam .

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : tergantung pertanyaan. Kalo pertanyaanya tentang topic sentence biasanya skimming.

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : gak terlalu sering. Karna pernah cari artinya.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : gak pernah.

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : kurang tau, soalnya ga pernah.

R   : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S   : jarang, karena waktunya ga banyak. Sesulit apapun ya tetap baca.

R :bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S   : baca tanpa ragu-ragu dan dengan jelas.

#Interview transcript 9

Day/Date : Friday, 10th December 2021

R   : apakah kamu suka membaca?

S   : ya

R   : Apa tanggapan kamu soal membaca ?

S   : membaca itu kegiatan positif.

R   : punya motivasi ga dalam membaca? Apa motivasimu dalam membaca?

S   : ada, untuk belajar, cari informasi, hiburan.

R   : Berapa lama waktu yang kamu habiskan untuk membaca

S   : kalo baca buku 1 jam gitu.

R   : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S   : sesuai pertanyaan. Misalnya soalnya tentang kata yang spesifik gitu ya fokus nyari kata itu di teksnya.

R   : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S   : kebanyakan. Karena pernah nemu di bacaan sebelum-sebelumnya, jadi ga asing gitu.

R   : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S   : pernah.

R   : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S   : yang aku inget kemarin itu ada kaya soal tentang geografi gitu. Karna dulu pernah tau soal geografi pas SMA, jadi tau jawabannya tanpa liat ke teks lagi.

R   : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S   : jarang. Terus baca aja sih.

R : bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S : ngga, biasanya baca dengan aktif karena supaya paham.

#Interview transcript 10

Day/Date : Friday, 10th December 2021

R : apakah kamu suka membaca?

S : ya

R : Apa tanggapan kamu soal membaca ?

S : membaca itu lumayan menyenangkan.

R : punya motivasi ga dala membaca? Apa motivasimu dalam membaca?

S : ada, untuk belajar vocab baru aja gitu.

R : Berapa lama waktu yang kamu habiskan untuk membaca

S : ga pernah inget berapa lama, tapi setiap hari ada baca .

R : Strategi apa yang kamu gunakan dalam reading Comprehension TOEFL test? Bisa dijelaskan?

S : di translate gitu

R : ketika membaca, seberapa sering kamu menemukan kata-kata yang ga asing pada reading Comprehension TOEFL test? Kenapa kata-kata itu gak asing bagi kamu?

S : sering. (often). Kalo ada yang familiar itu karena pernah coba transleting kata itu tapi lupa pas kapan.

R : Pernah ga menghubungkan teks reading Comprehension di TOEFL test dengan pengetahun kamu ?

S : pernah.

R : bagaimana kamu menghubungkan latar belakang pengetahuanmu dengan teks pada reading Comprehension TOEFL test? Bisa di jelaskan ?

S : misalnya topic nya itu familiar, dan pernah baca mengenai itu dalam bahasa indonesia.

R : Dalam reading Comprehension TOEFL Test, seberapa sering kamu berhenti membaca?

S : Jarang ya. Biasanya tetap baca walaupun ada vocab yang gak ngerti tetep baca aja.

R : bagaimana kamu ketika membaca teks pada reading Comprehension TOEFL test? Apakah kamu membaca dengan ragu-ragu?

S   : gak ragu. baca dengan fokus dan jelas, supaya ga ada informasi yang ketinggalan.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA
Nomor : 152   Tahun 2021
TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Menimbang	: a.	bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
	b.	bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.

Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021 , tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa;
7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020;

Memperhatikan : Hasil Seminar Mahasiswa Tanggal 4 Februari 2021

MEMUTUSKAN :

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa

Kesatu : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa t

1. **Ruly Adha, MS**
   (Membimbing Isi)
2. **Rita Mahriza, MS**
   (Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a	:	**SRI RAMADHONA**
Tempat / Tgl.Lahir	:	INGIN JAYA, 23 JANUARI 1998
Nomor Pokok	:	1042017069
Fakultas/ Program Studi	:	FTIK/Pendidikan Bahasa Inggris
Judul Skripsi	:	**AN ANALYSIS OF STUDENTS ABILITY IN READING COMPREHENSION TOEFL TEST**

Kedua : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;

Ketiga : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;

Keempat : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di Langsa
Pada Tanggal 1 Maret 2021
Dekan,

ZAINAL ABIDIN

Tembusan Yth :
1. Dekan FTIK IAIN Langsa
2. Kasubbag Akademik Kemahasiswaan dan Alumni
3. Ketua Prodi PBI FTIK IAIN Langsa

Nomor	: 2062 /In.24/FTIK/TL.00/12/2021	Langsa,16 Desember 2021
Sifat	: Biasa	
Lampiran	: -	
Perihal	: **_Mohon Izin Untuk Penelitian_**	

Kepada Yth,

Kepala UPT Lembaga Bahasa IAIN Langsa

di–
  Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama	:	SRI RAMADHONA
Tempat, Tanggal Lahir	:	Ingin Jaya, 23 Januari 1998
NIM	:	1042017069
Semester/Unit	:	9/Unit-III
Program Pendidikan	:	Strata Satu (S.1)
Prodi	:	Pendidikan Bahasa Inggris (PBI)
Alamat	:	Desa Ingin Jaya Kec.Rantau Kab.Aceh Tamiang

Bermaksud mengadakan penelitian di UPT yang Bapak/Ibu pimpin, sehubungan dengan penyusunan Skripsi yang berjudul :

''*AN ANALYSIS OF STUDENTS ABILITY IN READING COMPREHENSION TOEFL TEST*''.

Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

a.n Dekan,
Wakil Dekan Bidang Akademik

Tembusan :
- Ketua Prodi PBI

SURAT KETERANGAN PENELITIAN
Nomor: 67/In.24/PBH/12/2021

Assalamu'alaikum Wr.Wb.

Kepala UPT. Pengembangan Bahasa Institut Agama Islam Negeri Langsa dengan ini menerangkan bahwa:

Nama   : SRI RAMADHONA
NIM   : 1042017069
Semester/Unit   : IX (Sembilan) / 3 (Tiga)
Jurusan/Prodi   : FTIK/Pendidikan Bahasa Inggris (PBI)
Alamat   : Desa Ingin Jaya Kec. Rantau Kabupaten Aceh Tamiang

Telah melakukan penelitian (*research*) di UPT. Pengembangan Bahasa Institut Agama Islam Negeri Langsa pada tanggal 17 s/d 24 Desember 2021 dengan judul skripsi: ***"An Analysis of Students Ability In Reading Comprehension TOEFL Test"***. Dalam hal ini peneliti juga telah mengambil dokumen yang diperlukan sebagai kelengkapan penelitian yang berkaitan dengan judul tersebut pada mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan seperlunya.

Langsa, 24 November 2021
Kepala UPT Pengemb. Bahasa

Cut Intan Meutia

AUTOBIGRAPHY

A. Personal Identity

Name	: Sri Ramadhona
Student's Number	: 1042017069
Place/Date of Birth	: Ingin Jaya, 23 Januari 1998
Occupation	: Student
Marital Status	: Married
Nationality/Ethnic	: Indonesia/ Javanese
Hobbies	: Watching movie, reading
Address	: Desa Ingin Jaya, kec. Karang Baru, Kab. Aceh Tamiang

B. Background of Education

Elementary School	: SD N 1 Ingin Jaya
Junior High School	: SMP N 4 Kejuruan Muda
Senior High School	: SMA N 1 Kejuruan Muda
University	: Tarbiyah Faculty/English Department of IAIN Langsa

C. Family

Father's Name	: Sutardi
Mother's Name	: misiyem
Brothers' Names	: 1. Giran
	2. Jio
Sisters' Names	: 1. Kanti
	2.Samira
	3.Supiani