CHAPTER I

INTRODUCTION

In this chapter the researcher discuss the problems faced by the students in University of Pasir Pengaraian. This chapter consist of a background of the research, setting of the research, limitation of the research, formulation of the research, and purpose of the research. This research also discuss about the significant of the research and the definition of the research of the terms.

A. Background of the Research

English is the international language which spoken in many countries to make a good cooperation in the field of education, economics and business. In education, English has been widely studied and used as a compulsory subject. Especially in Indonesia, English is used as a second language than their mother tongue. So every educational institution should make learning English as a compulsory subject that should be studied.

There are four basic skills in learning English taught to students, they are listening, reading, speaking and writing. According to Brown explained that listening and reading become as a receptive capabilities and speaking and writing as productive capabilities. The four English skills were taught in elementary school, junior high school, senior high school, and universities level.

The Test of English as a Foreign Language (TOEFL) is a test administered to measure the English proficiency of non-native speakers of English. According

to Abboud and Hussein (2011: 110) TOEFL Test Is a standardized test recognized worldwide . TOEFL is obviously important to meet students ability in English standard test. According to Philips (2001: xiii) TOEFL is required primarily by English Language colleges and universities. It is one of the important admission requirements for students who are planning to study abroad. It also becomes quite necessary for some the businesses, government, and scholarship program. Furthermore, it is particularly used by some institutions in Indonesia recently as the one of requirements to get a job as well. So, it will be beneficial for job seeker when they have the TOEFL certificate first.

TOEFL consist 3 section, they are listening comprehension , structure and written expressions, and Reading comprehension. Most of the universities in Indonesia apply TOEFL test as one of student requirements before graduation. If the students want to study in abroad, they have to get a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) test as a term. This kind of test is to know the ability of students about their English. It is held by ETS (Educational Testing Service). Just from ETS you may get an official test. Not only for study abroad but also to continue study, even a company need some kind of test like TOEFL test, so it becomes a must for student. In English and Literature Department, the TOEFL score of the student should be 500 as a requirement to finish their study.

Each university has different standard score as the requirement for graduation. Some universities use TOEFL test to measure students skills in English. The researcher focused on the factors of students English study Program

difficulty in TOEFL test in term of Reading, the researcher tried to discuss Reading section in TOEFL test. Before continue to the next case, the writer will explain little of the English ability especially Reading skill.

According to Alderson (2000) state that reading is hard to define among level of understanding the meaning explicitly. In learning foreign language , especially English some time the student find difficult in understanding it. Reading as a part of successor in learn English is difficult for some collages student particularly English Students Department. Reading is more than just vocabulary, The Student have to carefully , thorough and think at the same time. Yet , it is not easy to do . Same students have been learning English for a long time. Yet the cannot read thoroughly.

Based on my observation when study English in TOEFL subject, Students Eight Semester of English Study Program , most of the students still have difficulties in comprehending reading materials in text, such us they have difficulties in determining main idea, finding the topic, and certain information and also difficulty in linking text content with their knowledge. Then , the students also says that they do not know some vocabularies in the text , that make them confused to understand the story.

Based on the explanation above, the researcher was interested in investigating the problem. Then, the researcher conducts the research entitled "**Student's Difficulties in Reading Comprehension on TOEFL test at eighth semester English Study Program University of Pasir Pengaraian''.**Which takes located in the Department of English University of Pasir Pengaraian.

B. Setting of the research

Based on the background of the problem above, it can be seen that the Students have difficulties in most of the students still have difficulties in comprehending reading materials in text, such us they have difficulties in determining main idea, finding the topic, and certain information and also difficulty in linking text content with their knowledge. Then , the students also says that they do not know some vocabularies in the text , that make them confused to understand the story.

C. Limitation of the research

From the problem above the researcher focus on the students difficulties in Reading comprehension TOEFL test.

D. Formulation of the research

Based on the limitation of the problem above, the formulation of the problem in this research :

1. What are students' difficulties skill in Reading Comprehension TOEFL test at English Study Program of University of Pasir Pengaraian?

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of this research :

1. To find out students' difficulties skill In Reading Comprehension TOEFL test at English Study Program of University of Pasir Pengaraian.

F. The Significance of the Research

The significant of the research is to fine out students difficulties in comprehending TOEFL reading Text At English study program of University of Pasir Pengaraian.

1. For the Students : To give same information to students at English study program in University of   Pasir Pengaraian as well as about comprehending TOEFL reading text.

2. For the Lecturer : To give some information to lecturers about student's skills in comprehending TOEFL reading text. Theoretically, this research is to give information to readers and to increase the research knowledge in doing this research.

3. For the Researcher : To   improve her knowledge about the strategis in reading comprehension. This research is expected the researcher can add insight and knowledge on the implementation of learning models. And able to provide a quality of learning. In addition the results of research can be used as research experience in TOEFL reading text.

G. Definition of the Key Terms.

1. Difficulties in Reading

According Joseph (2001) states that student exhibit difficulty understanding and deriving meaning from the text, The explicit instruction on comprehending needs to be provided. Students eighth semester English study program University of Pasir Pengaraian have difficulties in comprehending Reading material in the text. most of the students still have difficulties in comprehending reading materials in text, such us they have difficulties in determining main idea, finding the topic, and certain information and also difficulty in linking text content with their knowledge. Then , the students also says that they do not know some vocabularies in the text , that make them confused to understand the story.

2. TOEFL

According to Philips (2004) TOEFL is a test measure the English proficiency of non native speaker of English . The test developed an established by ETS (Educational Testing Service) in 1964. The TOEFL score has been used as the requirement for non Native applicants American and English colleges and universities , so do obtain scholarship in those countries.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of related literatures. It consists about difficulties student in TOEFL reading text .The researcher got the theory from several books and also from other relevant sources. This chapter also discusses about review of related theories, Review of related findings and conceptual framework of the research.

A. Review of the Related Theories

A.1. Difficulties in Reading

To comprehend a text, Westwood (2001: 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the i incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text.

Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer,2005). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability. Moreover, Kuswidyastutik (2013)

said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the text. But in this research, the researcher analyzed the students' difficulties based on the five aspect of reading comprehension by Nuttal .

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text in TOEFL.

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. It is usually in the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used or refers.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to get the point of the text to find the conclusion of the statements in the text. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text In understanding and answering detail question, the students can use scanning strategy. Scanning means glancing rapidly through the text either to search for a specific piece of information (name, date,

place) or to get an initial impression of whether the text is suitable for given purpose.

A.2. Reading Comprehension

Reading is an activity to understand the content of the text that we read. By reading, a reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

A.3. Definition of TOEFL Test

The TOEFL is test a measure of general English proficiency (ETS 2001:18) .TOEFL is the test that at testing students knowledge and usage of English language. The test of English as a foreign language (or TOEFL, pronounced "toe full", or sometimes just "toffle") evaluates the potential success of an individual to use and understand standard American English at a collage level. This required for non native applications at many Americans and English speaking colleges and universities.

Test of English as a foreign language (TOEFL) is used widely as a trademark test for a standardized to measure English proficiency of foreign learners .According to Phillips (2001, p.xiii) TOEFL is a test to measure the level of English ability of non-native speakers of English.. TOEFL test or English as a foreign language is the most widely respect English Language test in the world recognized by more than 10,000 colleges , universities and agencies in more than 130 countries. Wherever you want to study, the TOEFL can help you get there.

A.3.1. Types of TOEFL

The official TOEFL Test is currently administered around the world in different types (Abboud et al, 2011: 114):

1 The Computer-Based TOEFL (CBT)

2 The Internet-Based TOEFL (IBT)

3 Institutional Testing Program (ITP)

4. The Paper-Based TOEFL (PBT)

The followings are the explanation about four types of TOEFL currently administered around the world:

a. The Computer-Based TOEFL (CBT)

The Computer-Based TOEFL Program comprises four sections:

Listening, Structure, Writing, and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper Based TOEFL. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. In this test, there are three sub–scores: Listening, Structure, Writing, and Reading.

b. The Internet-Based TOEFL (IBT)

In IBT test is described as a new version of the TOEFL. It is delivered insecure testing centers around the world. It replaces the Computer- Based TOEFL and the Paper-Based TOEFL. Its main concern is to measure the test-

takers' ability to communicate successfully in an academic setting. It includes a new section which is the Speaking Section. This section is used to evaluate the examinees' ability to Speak English. Moreover, there are new integrated writing and speaking tasks. These tasks are used to evaluate the test takers ability to combine and communicate in formation which is from different sources. To sum up, this test consists of four sections: Reading, Listening, Speaking and Writing. It tests all the four skills that are influential for effective and successful communication, i.e. istening, speaking, reading and writing.

c. Institutional Testing Program (ITP)

In The Institutional Testing Program, it is clear that ITP began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use older forms of International Testing Program paper-based TOEFL or the Preliminary Test of English as a Foreign Language (Pre- TOEFL) to their own students using their own facilities and staff and setting their own test dates (Abboud and Hussein. 2011)

d. The Paper-Based TOEFL (PBT)

This paper based TOEFL is used in University of Pasir Pengaraian . Paper based test is a TOEFL that the problems or queries are penned, printed, or drawn, and the answers are penned too. This type which is divided into three sections (ETS, 2007b, p. 11). The test has 150 questions - 50 for listening comprehension,

50 for structure and written expressions, and 50 for reading comprehension. According to ILTC (Intenasional Language Training Centre) TOEFL contains 3 sections they are:

1. Listening Comprehension

    It is used to evaluate the test-takers' ability to understand spoken English. The test-takers must listen to different types of recorded passages and answer multiple choice questions about these passages.

2. Structure and Written Expression

    It is used to evaluate the test-takers' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct answer to complete sentences and to identify grammatical errors in sentences.

3. Reading Comprehension

    It is used to measure the test-takers' ability to understand written English passages. Then, the test-takers' must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.

E. Reading Comprehension Question Types in TOEFL Reading Test

    There are many type of TOEFL reading question test. In order to understand and finish the reading test on the TOEFL exam the reader be able to distinguish the types of questions that are used. According to THE KING TOEFL book (2018) There are eighth categories of frequently asked questions on the TOEFL reading test.

1. Find the Main Idea

Almost every reading passage on the TOEFL test will be have a questions about main idea in the passage . such us a questions may be worded in a variety of way you may , Example :

2. What is the topic of passage?

3. What is the main idea of passage?

4. Which of the following would be best title?

2. Stated Detail Questions

A stated detail questions ask about certain information specifically contained in the text , not asking in its entirety.

1. According the passage

2. It is stated in passage

3. The passage indicates that

4. Which of the following statement is true

3. Unstated Detail

For this question, the reader are asked to identify specific facts or details that are not mentioned in the text. Example:

1. Which of the following is not stated ?

2. All of the following statements are true , Except..

3.Which the following statements is not true?

4. Implied detail questions

In this questions you will have to draw conclusions of a particular statements of the passage.

1. It is implied in the passage that ?

2. It most likely that ..

3. What probably happened ?

5.Vocabulary in contex questions

In this skill sometimes be asked to determine the meaning the passage of a difficult word or expressions ,a word or expressions that you do not know. In this case the passage often gives you a clear indication of what the word of expressions means.

1. What is the meaning of X in line Y?

2. The word in the line Y replaced by ..

6. Where questions

The questions to determine where informationis located.

1. Where in the passage

7. Reference Questions

This questions ask about reference, but sometimes ask about pronouns in the form of synonym . in reference use pronouns like him, he, she, they ,and others.

1. The word X in line Y refers to ..

8. Purpose questions

This questions ask how to identify of the purpose of the text that we read.

1. What is the purpose of the passage ?

B. Review of Related Findings

This research related to previous studies that discuss about the research difficulties in TOEFL reading text. They are giving contribution to this research. To make convincing the originality of the others research which have close relationship will be present by researcher.

Firslty, Samad, Jannah, & Fitriani (2017) in their research, " EFL Students' Strategies Dealing with Common difficulties in the TOEFL Reading Comprehension Section", in their research, they analyze the reading comprehension on undergraduate students in Syiah Kuala University. The researchers used descriptive quantitative method to analyze their data. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. The researcher found that the most difficult part in the reading are answering implied detail questions, stated detail questions, and used context to give meanings of difficult words.

Secondly, Girsang et all (2009)" An analysis of reading comprehension difficulties in TOEFL test by high school students" This research was conducted with the aim of finding out the difficulties that were felt by high students in answering reading comprehension questions on the TOEFL test. The method used in this research is qualitative method. This research was conducted on high school students who had taken the TOEFL test. From the results of this study it was found that the biggest problem in reading comprehension in the TOEFL test was due to the lack of interest in reading high school students so they would feel bored

by seeing the text in front of them and it was still difficult for high school students to find the meaning of the text due to lack of vocabulary, and lack of practice to answer questions related to reading comprehension with the lack of practice, they think that the time to answer questions is not enough.

Thirdly, Maizarah (2019) "Analysis of common difficulties in TOEFL reading comprehension "The problem in this study was the students' common difficulties in TOEFL Reading Comprehension. After the data has been collected, the result of the test showed that the skills that are considered to be the most difficult ones in TOEFL reading, which is skill 3. This skill is identifying stated detail questions correctly. It is the highest percentage (84%) with the total of the incorrect answer is 210 from 5 items. Then, it is followed by skill 5 (82%) with the total of the incorrect answer is 82 from 2 items, which is finding pronoun reference. It is the second most difficult skill for the students. The third most difficult skill is skill 7. It is responding of transition question achieve 81% with the total of incorrect answers is 81 from 2 items. Next, skill 10 is considered to be the fourth most difficult skill in TOEFL reading comprehension. The questions are about the use of context to give the meaning of the difficult word which is counted 80 % from the total of incorrect answers is 120 from 3 items. Then, the fifth most difficult skill in TOEFL reading comprehension is skill 1, which is consisting the questions about answering main idea questions correctly, students made 78% of the total incorrect answers is 156 from 4 items.
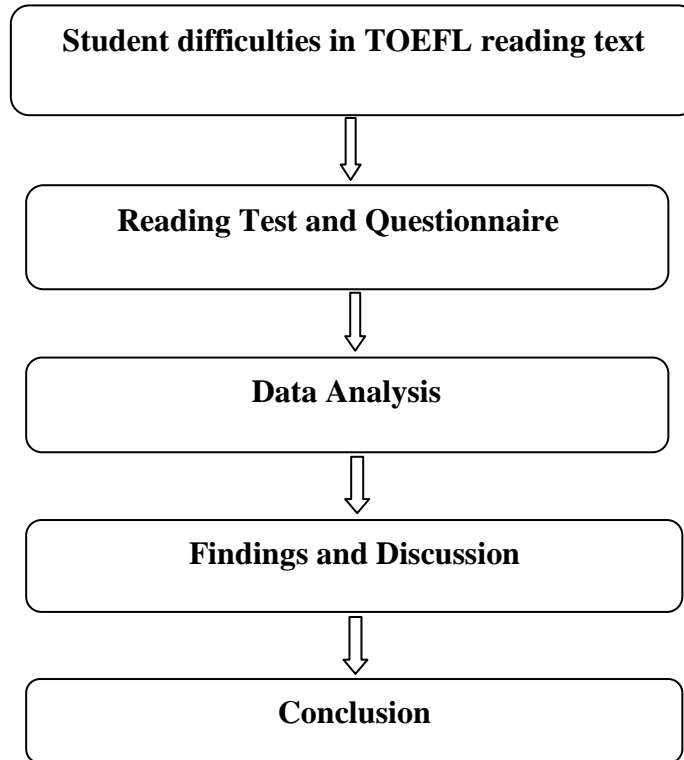
Fourtly, Octarina (2018) " Difficult Skills In Reading Section Of TOEFL Faced By Sixth Semester English Students" The purpose of this study is to

investigate students' difficulties in accomplishing reading section of TOEFL test. This research used descriptive quantitative research design in order to investigate the sixth semester English students' difficulties in accomplishing reading section of TOEFL test. The population of this research is the sixth semester English students from Mandiri class H. The total of participants are 15 students. In conducting this research, the researcher adopted question of TOEFL from Deborah Philips book. There are four difficult skills faced by the students. They are Finding Main Idea, Implied Detail Question, Unstated Detail, Stated Detail Question and Vocabulary question. Because almost all of students only could answer correctly in the range of 1–3. In contrast, the Where Question is the easiest skill. It is expected that this findings become the reference for students,lecturer and other researcher related the problem in solving reading questions of TOEFL.

C. Conceptual Framework

Conceptual framework is the concept that researcher use to plan the research. A conceptual framework is an analytically tool with several variations and contexts. In this case the researcher analyzing about difficulties students in TOEFL in reading text. The conceptual frame work of this descriptive research will be as follow :

Figure 1. Conceptual Framework of the Research

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┌─────────────────────────────────────────────┐
│   Student difficulties in TOEFL reading text  │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│        Reading Test and Questionnaire         │
└─────────────────────────────────────────────┘
                     ⇓
┌─────────────────────────────────────────────┐
│                Data Analysis                  │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│            Findings and Discussion            │
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┌─────────────────────────────────────────────┐
│                 Conclusion                    │
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In this research, the researcher wanted to analyze of the difficulties student in TOEFL reading text. After that the researcher student difficulties in TOEFL reading test , to know student difficulties researcher analyzed by using   The King TOEFL Book theory. The next, analyzed by using King TOEFL Book theory, the researcher described the result of analyzing the difficulties student in TOEFL reading test. The last step the researcher made conclusion about analysis of difficulties student in TOEFL reading text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss about the research design methodology of the research .it consist of research of research design .The researcher uses the descriptive qualitative method. This research also discuss about setting of the research , instrument of the research . this chapter also discuss about technique of collecting data and technique of analyzing data.

A. Research Design

Before going to the point of the research, it is better to know first the definition of research. Research in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific topic. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." According to (Kothari, 2004 : 1) Research in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry specially through search for new facts in any branch of knowledge. In short, research is the search for knowledge through objective and systematic method of finding solution to a problem.

There are two kinds of research design based on the approach; quantitative and qualitative. In this research, the researcher used descriptive qualitative research method to analyze the data. Kothari (1990: 3) states that qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or do certain things). In descriptive research, researcher is exploring, and describing, with the purpose to explain a phenomenon based on the data acquired in the field.

To sum it up, this research was using descriptive qualitative design. The phenomenon's that have been researched were the students' difficulties in comprehending TOEFL Reading This research was done in two stages. First, did a test to the subject. In the test section, the researcher give TOEFL Reading test and questionnaire to the students to gain the data related the difficulties in comprehending the text. The result of test and questionnaire were used as the main data in analyzing this research.

B. Setting of The Research

This research was conducted at English Department of University of Pasir Pengaraian. It is located at Tuanku Tambusai Street ,Kumu Desa Rambah .

C. Population and Sample

1. Population

According to Sugiyono (2015:117) populations is an area of generalization consist of objects that have certain qualities and characteristic that are determined by the researcher to study and then draw their conclusions. The population of this research was eight semester students of English Department of University of Pasir Pengaraian academic year 2021/2022.

2. Sample

According to Sugiyono (2015:118) state that sample is part of the number and characteristic of the population. In selecting the sample, the writer used total sampling technique. The sample of this research was student who have taken the TOEFL test more than 3 times. In fact the researcher found 24 participants.

Table 3.1. Total Sample from Each Class

NO	Class	Total Of The Students
1.	A	14
	B	10
2.	**Total**	**24**

D. Instrument of the Research

In this research, the writer collect the data by using reading comprehension test and interview as the instrument to collect the data.

1. Questionnaire

According to Roopa and Rani (2012:277) a questionnaire is a tool which can be used in any type of the research. In addition, Questionnaire refers to a set of question that is written in a piece of paper in order to get the response or information from the respondents. Based to find out the students' difficulties, closed questions is used in this study. In this case, the researcher prepares questions that were needed to obtain information about students' perceptions and one ways to gain data about their difficulties in TOEFL reading text questions. In order, the students' choose one or more of the available answers in the questionnaire based their opinions during answer the TOEFL reading text questions. The type of questionnaire used was the checklist question. . In this study, the writer choose these type of questionnaires because it were could be more specific and fit with the title of research taken.

2. Reading Test

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be analyzed. The instrumentation will be used to measure students' understanding in a particular subject to be analyzed. In this research, the researcher wants to measure index of difficulty of indicators of reading. The instrumentation will be used in this research is a TOEFL reading test.

Table 3.2. Indicators of Reading Test

No	Indicators of Reading TOEFL	Question Number
1	Main Idea	1, 9, 17, 25, 31, 38, 46
2	Stated Detail Questions	5, 6, 11, 13, 18, 21, 22, 42, 49
3	Unstated Detail Questions	2, 7, 10, 12, 29, 36, 37, 43, 50
4	Vocabulary in Context	3, 15, 16, 19, 20, 24, 33, 39, 45, 48
5	Where Questions	14, 23, 26, 34
6	Reference Questions	8, 30, 35, 44, 47, 27
7	Implied Detail Questions	4, 28, 32, 40, 41

From the table above, it can be seen thet the researcher will use 7 indicators or aspects of TOEFL reading text to find out the index difficulty of every indicator based on students' answers.

E. Techniques of Collecting the Data

The technique collecting data employed in this study and the individual instruments used to gather the data. In qualitative research, data collection approach includes in depth interview, Test analysis, observation, and audio visual material analysis.(cresswell,2012).Data of this research came from test, questioner ,and interview was gathered thought several techniques of data collection.

The researcher made a reading test and questionnaire for the student eighth semester English Study Program University of Pasir Pengaraian. The purpose of this technique is to know students difficulties in TOEFL Reading text

F. Technique of Analysis Data

The researcher used qualitative method to analyze the students difficulties in TOEFL reading comprehension. The researcher also describes the result of this research by using percentage to make the result clear and understandable.

To calculate index difficulty of the question in reading text, the researcher used analysis difficulty index which was adopted from Arikunto (2016), and the formula is :

$$P = \frac{B}{JS}$$

Where :

P = Proportion Index of Difficulty

B = Number of Students who answer correctly

JS = Number of Sample

The interpretation of index difficulty can be seen on the classification below :

Table 3.4. Index of Difficulty

No	Interval	Classification
1	0.00 – 0.30	Difficult
2	0.30 – 0.70	Fair
3	0.71 – 1.00	Easy

Distributing the score of the questionnaire by counting on percentage according to the formula that the formula of data processing technique the writer uses is descriptive analysis technique (percentage), with the percentage from the frequency of information and divided with number of case. Every question has

values ranging from clarified strongly agree, agree, disagree, strongly disagree.

The formula is:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of respondent

N = Number of samples

100% = Constant of value