

CHAPTER I INTRODUCTION

This chapter examines a number of topics, including an introduction to the research background, limitations, formulation, significance, and aims, as well as the motivations behind the research. As the next section explains, there are only a handful of the points.

A. Background of the Research

The Test of English as a Foreign Language, or TOEFL, has emerged as the industry standard for assessing a person's proficiency in the English language, particularly for non-native speakers. One of the critical parts of this test is the reading section, which requires understanding texts in English.

Although the TOEFL test has various benefits, reading comprehension on this test is often challenging for most students. Some students may have difficulty understanding text structure. Previous research shows that cultural background, prior education, and reading habits can influence a person's comprehension of English reading. However, understanding how students develop their reading comprehension, specifically in the context of the TOEFL test, still requires further exploration.

Reading comprehension is essential for many aspects of life, and research continues to explore different theoretical frameworks and assessment methods. Mikulecky (2004, p.16) states that understanding is part of life. When students

When they read, they make connections between what they are reading and their prior knowledge. The connection can occasionally occur on its own. Particularly if you find the material intriguing or important, but sometimes it is not so easy. Text could contain much information without meaning, but it will remain so. Then how does he understand everything you read, and how do you remember it?

B. Limitations of the Research

Researchers found several issues in this research, but they will limit them to students' difficulties with reading comprehension on the reading portion of the eighth-semester TOEFL exam, English department at Pasir Pengaraian University. The issues are limited to avoid misunderstandings and misinterpretations. This may also restrict the interviews granted. This is due to time and cost efficiency. Therefore, the researcher only focused on the difficulties of 8th- reading comprehension on the reading portion of the TOEFL test for students enrolled in a semester-long English language education study program.

C. Formulation of the Research

What reading comprehension issues do students have on the TOEFL exam?

D. Purpose of the Research

Analyze the learning difficulty students use to improve their reading comprehension to face the TOEFL test.

E. Significance of the Research

It is anticipated that the findings of this study will offer a thorough understanding of how students handle and comprehend reading on the TOEFL exam. The research's implications can assist educators in creating more efficient teaching strategies to enhance students' reading comprehension skills in relation to the TOEFL exam and give them better test-taking advice.

F. Definition of Key Terms

1. Reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words or deaf language, Hodgson (2008: 7-9)

2. TOEFL is a test that assesses language skills in the academic and professional sphere. This field of business is separated into several parts and combined. Toefl comes in various forms, and the answer is not as simple as we believe. (Wisuri, 2015)

3. Reading difficulties: Readers with Word recognition and discrimination issues could cause the text's meaning to be lost. Poor readers struggle with reading because they lack abilities including understanding the wholeness of meaning, using techniques, and making connections between new and existing information. (Jitendra, Hoppes & Xin, 2000; Moddy, Kennedy & Brady, 1997; Bonds & Bonds, 1992)

CHAPTER II

LITERATURE REVIEW

This chapter contains a review of literature related to this research. Based on the research background, which focuses on understanding reading comprehension and understanding TOEFL. More details will be explained in the following section.

A. Theoretical Background

1. Reading Comprehension

1.1 Nature of Reading Comprehension

The process of gaining meaning through reading comprehension actively incorporates the reader's prior knowledge and experiences that are connected to the text's content (Somadayo 2011:10). The process of reading comprehension is intricate and involves many different language processing levels and components. Many different models have been developed to understand and assess reading comprehension. Overall, reading comprehension is an important skill for many aspects of life, and research continues to explore different theoretical frameworks and assessment methods. Mikulecky (2004, p. 16) believes that understanding is part of life. Students draw connections between what they read and their prior knowledge as they read. Sometimes the connection seems to happen by itself. Especially if the information is important or interesting to you. But other times, it's not that simple. Even though a text seems to contain a

lot of information, it will continue to appear that way. Then, how can he comprehend and retain all that you read?

According to Gebhard (1996, 2005), One way to think of reading comprehension is as awareness. Students must read carefully in order to be guided to comprehend more profoundly, which is different from skimming and scanning. The objective is to assist pupils in comprehending the chosen reading's overall meaning.

Speaking about reading, the definition of reading according to Grabe (1991, in Alyousef, 2005) is the process of interaction between the reader and the reading material that he or she chooses to read as a result of their reading abilities. Pang et al. claim that reading is a sophisticated cognitive activity that includes word recognition and comprehension in addition to perception and reasoning. Reading is a process of capturing and comprehending ideas along with an outpouring of the soul in experiencing problems, meaning, Amir and Rukaya (1969) provided another definition of reading, stating that it is the act of encoding and comprehending concepts along with a soul-pouring experience of issues, significance, logic, and intuition that all combine to help one comprehend and value reading.

Reading is a process of capturing and comprehending ideas along with an outpouring of the soul in experiencing problems, meaning, according to Duke (2003). The process of extracting meaning from reading material is known as reading comprehension by fusing information from the text with the reader's own

opinions, prior knowledge, and experiences. Conversely, Anderson and Cheng (1999) claim that reading comprehension is a complex mental process that necessitates cognitive engagement, namely top-down (from top to bottom) or bottom-up (from bottom to top). Aside from that, Rand (2002) offered another interpretation or perspective on reading comprehension, claiming that it involves directly interacting with written text to derive conclusions and provide meaning. Furthermore, Elizabeth S. Pang (2003: 14) contends that reading is a talent that will empower all individuals who acquire it. They will eventually be able to add to the body of information found in print sources and gain from it. Students can learn to read and read to learn when they receive quality instruction. In order to create meaning, the readers actively interact with the texts. Using past knowledge is part of this active participation. It entails extrapolating meanings from the words and phrases a writer use to convey facts, concepts, and opinions. In this instance, reading can increase readers' vocabulary, comprehension, and critical thinking skills by providing them with additional information and experiences. Reading can be viewed as an interactive action between a reader and a text, claim Salehi et al. (2013). The reader actively engages with the text during this phase in an effort to extract meaning. Reading is the ability to recognize written or printed symbols, which act as triggers for the reader to recall meanings that have been accumulated from prior experiences. Another way to put it is as a process of converting alphabetical symbols into a language that the native speaker already understands. It means that there is an interaction between the authors and the readers in this activity because the writer delivers

her/his ideas to the readers through the texts. Readers are not only the intermediaries via which the writers convey their ideas to them; they also have to interpret what the writers are trying to convey. According to the aforementioned explanation, reading is a process that enables readers to communicate with one another, derive meaning, and develop a talent that will empower all those who learn it.

1.2. Purpose of reading

According to Samsu Somadayo (2011: 11), understanding is the primary goal of reading. In order to fully comprehend the reading or text, reading comprehension exercises are part of the process. A person is considered proficient in reading if they possess the following skills. The first is the capacity to comprehend the author's use of words and expressions. The second is the capacity to grasp both overt and covert meaning. The third is the capacity for inference. A reader who is already very proficient can possess all facets of reading aptitude. But of course the level of knowledge is limited. That is, they cannot accurately capture the author's intended meaning.

It is clear from the preceding description that the goal of reading comprehension is to comprehend a reading text completely. Comprehensive understanding includes understanding the main idea, being able to grasp implied and explicit meaning, gathering details and facts while reading, identifying titles or themes, making comparisons or contradictions, and drawing conclusions.

1.3. Process of Reading Comprehension

Rubin (Samsu Somadayo, 2011: 7) reveals that reading comprehension is a sophisticated cognitive process that involves two primary skills: word comprehension and linguistic reflection of ideas. The reader actively responds by representing the sounds of written words and the language he employs to read, according to this perspective, which contends that two-way attention happens simultaneously in the reader's mind while performing reading tasks. Because of this, it is necessary for readers to be able to articulate the meaning that the author wishes to deliver through the text. The process of matching or interacting between the reader's schema and the ideas, facts, or comprehension in the reading material is what makes reading comprehension possible. Reading comprehension is influenced by the reader's past knowledge in addition to the reading's actual content. Readers actively develop their reading comprehension skills during this process. According to Turner (Samsu Somadayo, 2011: 10), a reader is considered to have a good understanding of the topic if he does the following. First, identify and understand any words or phrases in the reading. Nm The second is understanding the significance of the reading experience. Third Recognize all of the context's meanings. Fourth, use reading experience to determine the worth of reading.

2. TOEFL

1.1 Definition of TOEFL

An assessment of a person's writing and grammar is the Test of English as a Foreign Language (TOEFL). Aside from that, the purpose of this test is to gauge a person's English reading proficiency so they can comprehend the books and other materials. Sukur (2013) asserts that the TOEFL is a form of standard test used to assess an individual's proficiency in the English language and is a prerequisite for higher education at practically all universities worldwide, including those in Indonesia. Therefore, Sugeng et al. (2012) state that assessing incoming students' English language proficiency is a crucial step that all Indonesian universities must perform. According to Creswell (2008) and Weir (2005), proficiency is the term used to describe a person's level of language competence at a given moment. A language proficiency exam is a tool used to gauge an individual's level of language ability. The TOEFL is one of the most popular English language competency exams in the world.

TOEFL is a form test for the unique language English as a foreign language standard addressed to those who are not native speakers (Rudman 2011). Whereas the objective of the main TOEFL course is to measure so far where the ability to speak English is according to size standards that have been set.

Currently, this test is very needed, especially by universities. Besides that, institutions like government, business, or scholarship programs also need to test

this. The TOEFL test generally consists of 2 forms, namely, paper-based and computer-based.

Pasir Pengaraian University is the pride of the Rokan Hulu Regency community. Pasir Pengaraian University (UPP) has experienced improvements in various fields of service, resulting in achievements. Both achievements at the lecturer level and at the student level. Meanwhile, the advantages of studying at Pasir Pangaraian University are numerous. Starting from the close distance, affordable tuition fees, many scholarships, and many more benefits that we can get. Entering the final level before graduating, Students at Pasir Pangaraian University must take the TOEFL exam. One of the TOEFL exam types offered by ETS (Educational Testing Service) and administered to reputable organizations, including colleges or English language classes, is the ITP (Institutional Testing Program). Both in academic settings and when looking for jobs, the TOEFL ITP is a prerequisite. Additionally, the TOEFL ITP is utilized for benchmarks or personal interests when evaluating the quality of the English language courses taken. Three categories of English language proficiency are assessed on the TOEFL ITP: reading, writing and structure, and hearing. The three sections of the TOEFL ITP exam scoring indicators are reading (50 questions), structure and written expression (40 questions), and listening (50 questions). TOEFL is also considered important to add CV attachments with English language skills. In addition, to work at home and abroad, the TOEFL score is very important and is the main requirement. And This TOEFL test can be computer-based or manual.

Under normal conditions, the level often expected by companies and universities is at least 80 points out of 120, which is equivalent to a B2 level. If you are applying to a company with a very competitive processing stage, you can mention your TOEFL IBT score on your CV if you have obtained a score above 100 points.

The TOEFL test results you receive will only be valid for two years; after these two years, they will no longer be recorded, and you will need to take the test again when needed afterwards. Calculating the correct TOEFL TEST score is not just a matter of adding, but there is a sequence of steps that must be carried out so that an accurate final score can be obtained. Below are the steps that must be taken to get a TOEFL test score.

1. Calculate your correct answers in each part.
2. Look at the conversion value for the number of your correct answers in Table 3.
3. The conversion results are added up.
4. Then multiply by ten (10).
5. And finally, divided by three (3).

Correct number of each part	Conversion values according to the table
Listening	54
Structure	41
Reading	43

Add it up, x 10	$138 \times 10 = 1.380$
Shared 3	$1.380 : 3$
TOEFL score results	460

TOEFL TEST Score Classification

310-420 = elementary level (basic)

420-480 = lower intermediate level (low intermediate)

480-520 = upper intermediate level (medium high)

525-677 advanced level (advanced)

1.2 The Important of TOEFL

Currently, this test is very needed, especially by universities. Besides that, institutions like government, business, or scholarship programs also need to test this. The TOEFL test generally consists of 2 forms, namely, paper-based and computer-based. According to Rudman (2011), a TOEFL certificate is needed, especially for condition reception on companies or universities that use the standard language, English, as follows:

a. Condition the registration of short course programs and non-degree programs in countries where the language is English.

b. Condition registration and placement in a collaborative program international use Language English as Language the introduction.

c. As a condition, register for the scholarship program in various countries (as the selection begins).

d. As a condition for the para applicant, work does not increase position or promotion.

e. As monitors, develop language in English, especially those who need skills/expertise in language in English.

As monitors, develop language in English, especially those who need skills/expertise in language in English. According to Sharpe (2012), in his book Barron's How To Prepare For the TOEFL, there are four types of TOEFL, namely:

- a. TOEFL Paper and Pencil
- b. Computer-Based TOEFL
- c. Institutional TOEL
- d. International TOEFL

Paper and pencil TOEFL and computer-based TOEFL are often categorized as official administrations, usually held every month. Meanwhile, institutional TOEFL is carried out as a precondition on reception of new S2 and S3 student recruitment as usual done at the beginning of the year or nature incidentally, while the international TOEFL is a recognized TOEFL in various countries in the world.

Recruitment is new as usual, done at the beginning of the year or as a nature incident, while the International TOEFL is a recognized TOEFL in various countries in the world. According to Muhammad (2007), the material tested in

TOEFL includes mastery of four skills in the English language. By general material, they can be grouped into the three parts, namely:

1. Listening Comprehension Section

- a. Short Conversation
- b. Longer Conversation
- c. Lectures and Talks

2. Structure and Written Expression section

- a. Sentence Completion
- b. Error Identification

3. Reading Comprehension and Vocabulary section

- a. Science
- b. North American History, Government and Geography
- c. Art and Literature, Biographies of Famous People

Besides the third section above, there is the usual TOEFL section called TWE (Test of Written English). TWE is a form test written in the usual essay given ten minutes before the implementation test for TOEFL. However, rarely anyway, test This is done when the end implementation test is done for TOEFL. TWE shaped essay with a 200-300 word limit.

1.3 Difficult in Reading

According to Westwood (2008), regarding difficulties in reading English texts (Mardiani et al., 2021:987), Antoni (2014) and Chawwang (2008).

- a. limited knowledge of vocabulary. The most crucial element in constructing meaning is vocabulary. Unfamiliar vocabulary is one of the biggest problems that almost all test takers face during the TOEFL exam. This is almost unavoidable, especially in the reading section. When you encounter unfamiliar words,
- b. Lack of reading fluency: Some students frequently struggle because they are not proficient readers.
- c. Difficulty level in English text.
- d. Managing the Time for the Reading Text.
- e. Identifying difficult words, topics, the main idea of the passage, and lack of vocabulary.

Previous research conducted by Febriani et al. (2019) said that the problems faced by eighth-semester students were lack of students' understanding of the text, Students failed to answer reading comprehension questions on the TOEFL test due to a lack of background knowledge and reading strategies. Antoni (2014) also mentioned time limits, vocabulary limitations, and the challenges students face while comprehending texts. Moat (2011) asserts that reading requires both the ability to construct words and the comprehension of symbol meaning. Reading comprehension difficulties are no longer uncommon because numerous studies have shown that understanding the text's contents is the main reading

challenge. According to Vogel (quoted in Chen & Chen 2015), over 52% of persons with L2 reading comprehension issues reported having trouble picking up a foreign language. However, issues might also develop due to a person's limited vocabulary, thus simply understanding the text's content without understanding its background is insufficient. According to Goodman (1979), even the best readers often struggle to make connections between what they already know and what they read.

One of the reasons why many students struggle with reading, according to the literature, is that they are unable to comprehend a particular text (Ali, 2012, p. 5). They may find it difficult to comprehend English literature due to their limited vocabulary and certain words (Fitriani, 2015). This affects how well the students respond to questions in the TOEFL reading comprehension component (Antoni, 2014). In a study by Mahfoodh and Alghail (2016), there is a number of difficulties faced by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas, and managing the time for the reading test. Another researcher, Chawwang (2008), claims that the most significant issues are a lack of vocabulary and the identification of challenging words, themes, and the passage's core point. Nezami (2012) studied EFL Saudi students in a similar manner. According to her research, their students' poor knowledge and skills make it harder for them to understand the content.

The level of text difficulty is among the elements that affect how challenging it is to read writings written in English. Complicated texts that are hard for readers to understand in terms of concepts, terminology, sentence length, and structure.

Several experts have defined reading challenges based on their study and observations. Reading difficulty, according to Girsang et al. (2019), is a person's inability or hindrance to recognizing and understanding symbols in written texts that they meet in school or in everyday life. Meanwhile, Bryan defines reading difficulties as a condition marked by a considerable disparity between intellectual capacity and demonstrated reading competence that is not caused by intelligence variables.

Mercer defines reading difficulty as a language processing disorder characterized by difficulty decoding words, which generally reflects poor phonological processing abilities. Fajri (2019) defines reading difficulty as a learning disorder that affects one's ability to acquire language skills related to reading, spelling, and writing, even if one has normal intelligence levels and adequate socio-cultural opportunities. Samad et al. (2017) provide a complete definition, stating that reading difficulty is a unique language-based condition of constitutional nature, defined by difficulties in word decoding that typically suggest poor phonological processing abilities. These limitations are frequently surprising in relation to age and other cognitive and academic abilities. They are not the result of general developmental issues or sensory impairments.

This study sought to understand reading challenges on the Test of English as a Foreign Language (TOEFL), which has become a prevalent issue among English language learners, particularly during the fourth semester. There are a number of issues that arise in the teaching and learning of English, including a lack of vocabulary comprehension and low student motivation and interest in the

language (Ahmad and Nur 2017). The children earn low scores in reading because they cannot respond the material well. There are numerous challenging vocabulary words and concepts in the text that are hard to grasp, thus students need to be provided a solid foundational strategy to go past them (Ahmad and Nur 2017).

Poor English proficiency was one of the TOEFL test's challenges, according to Rivi Antoni's (2014) theory. The findings, which were centered on the reading portion (Lee, 2017), indicated that people needed to comprehend the majority of the text's words in order to comprehend the 23 vocabulary challenges. One essential element of reading comprehension is having a large vocabulary. Although vocabulary can be taught to students, they usually pick up word meanings from reading and everyday experiences. Students struggle to locate specific vocabulary, this can be caused by students not reading much about the vocabulary they do not understand. Lee (2017) stated people need to understand most of the words in the text; if a person cannot understand the definition of a word in their lexicon, then they struggle to respond to queries based on the text. According to Lee (2017), students' responses to reading questions on the TOEFL can be influenced by their reading pace. Students must be able to distinguish words quickly in order to read proficiently. When they are able to read and comprehend text, their fluency increases. When pupils discover irregular words that cannot be sounded out, such as of and the, it is also crucial. As demonstrated by LL, who scored highly on the TOEFL, some students struggle to understand materials they are reading.

1.4 Types of TOEFL reading question

1. Asking for the Main Idea

This question may be the main question that is almost always found in reading comprehension tests. From this question, Friends are asked to identify the reading text's key topic or notion. But sometimes friends will also be asked to check the ideas of certain paragraphs.

Friends, you can read the main idea from the main sentence, It can be found in the paragraph's opening or closing sentences. This method will help you find similarities in context. The similarities that are seen repeatedly are what are called main ideas. This type of question will generally take the form of the following questions:

- a. What is the passage above mainly talking about?
- b. What is the primary focus of paragraph 2?
- c. Based on the text, what does the author want to convey?

2. Asking about the meaning or equivalent of a word

The next type is one that is quite often encountered in TOEFL ITP reading questions. Questions will usually refer to a particular word, and friends will answer with the appropriate meaning or synonym.

In this section, the vocabulary used in questions and answer choices tends to be rarely heard in everyday use. Or even completely foreign. For this reason, this

type of question relies heavily on careful reading of the context of the sentence to determine the appropriate word equivalent. Questions for this question usually take the form:

- a. The term 'important' can be replaced with which of the following?
- b. The word 'sufficient' in line 5 is closest in meaning to...-
- c. Which of the following words is equivalent to the word 'ratification' in the context?

3. Asking about the location of a paragraph or line of sentence

In TOEFL reading questions, you will also find questions that ask you to indicate the position of a context or topic being asked. The position can be in question format, sentence line, or paragraph format.

The way to answer this question is relatively easy but often requires strategies such as question type number 2. If the reference phrase or context uses vocabulary that is really the same as the text, it will certainly be very easy and quick to determine the answer. On the other hand, if the phrase or vocabulary in the question uses another equivalent, then you must first understand the meaning. Then look for vocabulary in the text that has a similar meaning and fits the context.

Generally, the questions that arise will be as follows:

- a. Where in the passage does the author conclude the discussion on...?

- b. Which paragraph provides details about...?
 - c. At which point in the text does the author discuss...?
4. Asking about the context reference of a word

This question needs to be answered with full focus because friends are asked to show the clear meaning of a word. Usually the vocabulary used as questions is pronouns, such as it, its, her, him, this, these, that, those, which, and several others. Friends, you can get the answers to this type of TOEFL reading question by reading a few words or sentences beforehand. Then read the words asked in the text again so you get the vocabulary in question.

In this section, the questions that arise will generally take the form of:

- a. The word “which” in the passage refers to...
 - b. What is being described by the word “that” in the context?
 - c. What does the word “it” refer to in line 15?
5. Asking whether statements are true, false, or not stated

Testing your ability to read a text cannot be separated from measuring your skills in assessing a statement in the text. This type of question is also quite challenging because the way to answer it is not as simple as looking for sentences that are the same or not the same. Answer choices will usually appear in the form of changing sentences or conclusions from the sentence being referred to. That way, to get the

answer, you certainly need to be careful in assessing all sentence choices. Some questions that represent the types of TOEFL reading questions this time include:

- a. Which of the following statements is in line with the information presented in the passage?
- b. Based on the passage, which statement inaccurately describes...?
- c. Based on the information provided, which of the following is not discussed?

B. REVIEW OF THE RELATED FINDING

Previous studies on TOEFL reading analysis were located by the researchers. Researchers can prevent recurrence and duplication of effort by utilizing prior research as a valuable resource. It assists in recognizing the conceptual framework as well as the methodical theoretical stages. During this discussion phase, the investigator will give a summary of several findings from earlier studies.

Tira Nur Fitriya (2022) The purpose of this study is to determine how challenging the reading skills on the TOEFL prediction exam are for the students. Qualitative research is used in this study. These are examples of external factors: 1) Employing the reading strategy of skimming to identify the primary concept or point of the entire text. 2) Applying scanning strategies to extract more detailed information from lengthy readings. 3) Reading the reading for the TOEFL after finishing the questions. 4) Having the impression that the subject matter of the TOEFL reading passages is unfamiliar. 5) Feeling that the

TOEFL reading passages are excessively lengthy or extensive. 6) I noticed a lot of new words in the TOEFL reading. 7) Feeling that there are too many TOEFL reading questions. 8) I feel like I do not have enough time to complete the TOEFL reading questions because it only takes roughly 55 to 60 minutes. Regarding internal factors, the students: 1) have trouble remembering the passages in the TO and EFL. 2) Having a tendency to select simple questions first, followed by challenging ones. 3) Not paying enough attention when taking the TOEFL reading exam. 4) Having taken the TOEFL reading exam more than once. 5) Not practicing reading passages from the TOEFL. 6) Finding the TOEFL reading questions boring. 7) Finding it easy to get sidetracked from reading TOEFL reading questions. 8) Reading the TOEFL sections while occupied with deciphering each word or sentence.

Annisa Kurniawan and Fitrawati (2020) This study examined the students' comprehension of the TOEFL reading exam at Universitas Negeri Padang's English department. Descriptive research was used as the research design. The population of this study was third-year students of the English Education Study Program Academic Year 2017. The population was 148 students from 6 classes. The sample was taken by the cluster random sampling technique so that the Twenty-two samples were collected. A 60-minute reading TOEFL test served as the tool. Five categories of reading comprehension capabilities were used to examine the pupils' comprehension abilities. This study found that students' comprehension of TOEFL reading passages was lacking. This result showed that

third-year English Department students at UNP had lower reading comprehension scores on the TOEFL.

Dini Febriana, Elftida, and Fernanda Gusweni Jayanti (2019) The TOEFL test's reading component contains reading comprehension issues. The purpose of this study is to determine the reading comprehension issues that Universitas Bengkulu students enrolled in the eight-semester English Education Study Program encountered when taking the TOEFL's Reading Section. Eight semester English Education Study Program students in the 2018–2019 academic year who took the TOEFL exam at the Language Laboratory, FKIP, Universitas Bengkulu, are the focus of this study. Seventy of the 79 pupils are the focus of this study. The approach for this study was descriptive quantitative, and a Google Form was utilized to send a questionnaire that was used to collect data. According to Wutthisingchai (2011), the questionnaire had 20 statements that each represented one of the five components of reading comprehension issues. Students' perceptions of reading difficulties are measured in this study using a 4-point Likert scale, with 1 representing never, 2 representing sometimes, 3 representing often, and 4 representing always. The findings indicate that most children struggle with reading comprehension in five different areas. The reading comprehension issues pertaining to the Reading Comprehension Process were the percentage average of each component, ranked from highest to lowest. Motivation is the second issue. Third, issues pertaining to prior knowledge. The fourth has to do with a lack of reading techniques. The most recent issues concerned language proficiency. The findings indicate that reading

comprehension issues are still present among the eight semester students enrolled in the English Education Study Program. Keywords: TOEFL test, reading comprehension issues.

Tri Ilma Septiana (2021). Examination of Students' Issues with the TOEFL Reading Section. One of the requirements to finish the current program is taking the TOEFL, a standardized test, at UIN Sultan Maulana Hasanuddin. The purpose of this study is to examine the reading difficulties that English Education Department (EED) students have on the TOEFL reading section as well as the most challenging reading skills they possess. It used a case study in which the Language Development Center at UIN Sultan Maulana Hasanuddin Banten administered the TOEFL exam to 22 EED students. Three tools were used: interviews, a questionnaire, and an archived copy of the TOEFL exam. According to the study's findings, the hardest reading skill was identifying the primary theme. Limited vocabulary mastery, grammatical understanding and reading abilities, topic unfamiliarity, low focus, physical stamina, and time constraints were some of the issues EED students faced on the TOEFL reading part.

(Anita Loviagirsang et al.: 2019) An analysis of reading comprehension difficulties in the TOEFL test by high school students. This research was conducted with the aim of finding out the difficulties that were felt by high school students in answering reading comprehension questions on the TOEFL test. The method used in this research is a qualitative method. This research was conducted on high school students who had taken the TOEFL test. From the results of this

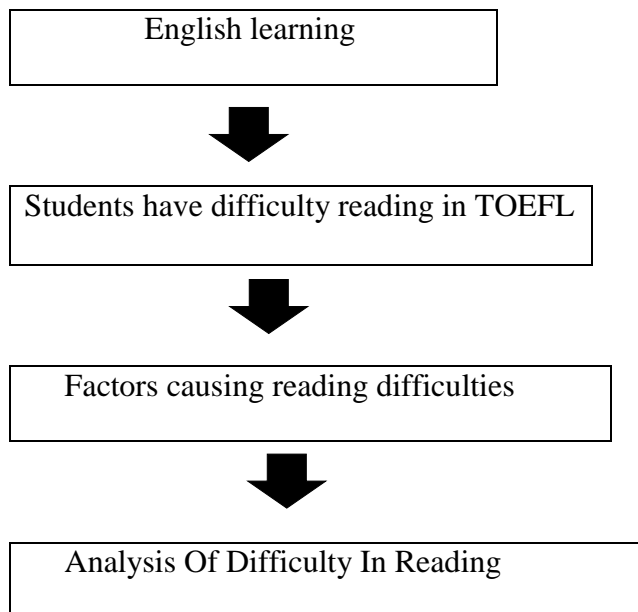
study it was found that the biggest problem in reading comprehension in the TOEFL test was due to the lack of interest in reading high school students so they would feel bored by seeing the text in front of them and it was still difficult for high school students to find the meaning of the text due to 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. So from the research conducted, it is expected that to overcome these difficulties, high school students must increase their practice of reading comprehension questions both at home and in the course, must increase interest in reading, and must increase vocabulary so that it is easier to work on problems in the reading comprehension section.

This research is about finding out what difficulties there are in the TOEFL reading comprehension section of English language education students in the 8th semester at Pasir Pangaraian University. This research uses a qualitative descriptive methodology, and data collection is carried out using a questionnaire instrument distributed via Google Form. The questionnaire consists of 16 statements representing 8 aspects of problems in reading comprehension. This research uses an open questionnaire to measure students' perceptions of difficulties in reading.

C. Conceptual Framework

C scheme of its conceptual framework will be shown by the following diagram

Figure 1. conceptual of the research



From the figure above, the researcher tries to explain the outline of this research by collecting data as above. to find out students' of English department the 8th semester difficulties in reading comprehension on the TOEFL test.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data will be taken at of student in the 8TH semester English department at Pasir Pangaraian University. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data. The researcher also explains that in analyzing the data it was helped by the formula of determining students' score and quality.

A. Research Design

This designed research is qualitative research *Bogdan & bikelen, s Syaoohdih Sukmadinata (1992: 21)* says that qualitative research is a step that produces descriptive data in the form of writing or speech, as well as the behavior of people being observed. As well as determining and describing a problem, it was used qualitatively to determine the difficulties of students in the 8th semester of English language education at Pasir Pangaraian University in the TOEFL reading comprehension section of the test. According to *Moloeng, (2007: 6)* Understanding the type of qualitative research is research with the aim of understanding the phenomenon of what the research subject experiences as a whole by means of description. Whether in the form of words or language, in the

specific context experienced and by utilizing various scientific methods. *Nana Syaodih Sukmadinata (2005: 60)*

Understanding the type of qualitative research means describing and analyzing phenomena, events, social activities, attitudes, beliefs, views and thoughts of people both individually and in groups.

B. Setting of the Research

This research will be conducted at the English Department of Pasir Pangaraian University which is located at Jalan Tuanku Tambusai Jl. Raya kumu, Kec Rambah hilir, Rokan Hulu Regency, Riau. This research will be conducted in June 2024. The subjects of this research are 8th semester students who have difficulty in Toefl reading comprehension test. .

C. Population and Sample

Population is a generalization region consisting of the object or subject has certain quantity and characteristics defined by the researchers to learn and then drawn conclusion. According to Arikunto (2010:173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher is interested in taking the population of the research at student in the 8TH semester English department at Pasir Pangaraian University in academic year 2023/2024. They are 30 student in the 8th semester .

D. Instrumentation

This research instrument is a questionnaire designed to gain an in-depth understanding of the participants' experiences in dealing with reading difficulties on the TOEFL test. The method used in this research is a open questionnaire and test. The purpose of using this questionnaire is to obtain data about difficulties in reading English texts. This data includes reading difficulties and factors causing reading difficulties.

Arikunto (2010: 194) explains that questionnaire is a number of written questions used obtain information from respondent in the sense of their personal reports, or things that are known by the respondent. The questionnaire it self is another term for a questionnaire, a questionnaire is a fom of data collection instrument that is flexible and relatively very easy to use according to (Azwar, 2009: 194). This questionnaire is said to be an easy and efficient data collection method if the researcher knows exactly the variables to be measured and know exactly anything that can be expected from research responedents (Sugiono, 2011: 142).

According to Arikunto (2010: 195) when viewed from how to answer the questionnaire (questionnaire) can be divided into two types, namely open questionnaires and closed questionnaires. An open questionnaire means that it provides an opportunity for respondents to answer in their own words, while a closed questionnaire means that researcher has provided a choice of answers and the responedents just has to choose the one that suits the condition experienced.

Indicator	Item
Limited vocabulary knowledge	4
Lack of fluency in reading	4
Difficulty level in English text	4
Managing the time of the reading text	4
Identifying difficult words, topic, the main idea of the passage	4

E. **Technique of collecting the data**

An important part of doing research is gathering data. Data from this research will help researchers find answers to research problems. Researchers are able to obtain accurate data by doing this. In the process of data collection, researchers take several steps to collect data, namely:

1. Researcher will prepare a questionnaire for the sample
2. Then distribute the questionnaire to the sample
3. Analyze or filter, then there is a
4. Process of processing the data
5. Finding discussion
6. concluding everything