

SKRIPSI

**ANALYSIS THE DIFFICULTIES FACED BY STUDENTS IN
TAKING THE TOEFL TEST: STUDY AT 7Th - SEMESTER OF
THE UNIVERSITY OF KH. MUKHTAR SYAFAAT THE
ACADEMIC YEAR 2023-2024**



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FACULTY OF EDUCATION AND TEACHER TRAINING
KH. MUKHTAR SYAFAAT UNIVERSITY
BLOKAGUNG BANYUWANGI
2023/2024**

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Presented to the Faculty of Education and Teacher Training In a Partial
Fulfillment of the Requirement for degree of Strata 1 In English Education
Department:



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2023/2024

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Banyuwangi, 20th July 2024
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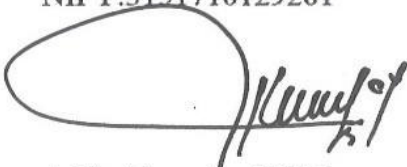
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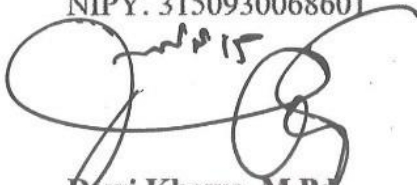
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MOTTO

“A good thesis is one that is completed”

“Your Biggest Mistake Is Always Thinking You Are Worthless and Incapable. You Need to Have Confidence in Yourself; That Way, Everything Will Surely Go Smoothly (Doraemon)”

DEDICATION

Dedicated with deep gratitude to my beloved parents, my father, mother, and younger sister, who have tirelessly offered their prayers and support. I also extend my thanks to the teachers and professors who have provided valuable guidance and knowledge, as well as to my friends who have been there through every challenge and joy. To all of you, who have been the pillars of this journey, thank you for your endless love, support, and inspiration.

ABSTRACT

Hamami, Faris. 2024. *Analysis Of Difficulties Faced By Students In Taking The Toefl Test: Study At 7th - Semester Of The University Of Kh. Mukhtar Syafaat The Academic Year 2023-2024*

Keyword: Analysis, Difficulties, TOEFL

The TOEFL (Test of English as a Foreign Language) is an internationally recognized exam assessing English proficiency in communication, reading, listening, and writing. It plays a crucial role in academic admissions and professional success, particularly for senior students in Indonesia, where universities often set specific TOEFL score requirements for graduation. Therefore, this research is aimed at explaining and determining the difficulties faced by 7th-semester students at University of KH. Mukhtar Syafaat in taking the TOEFL test the Academic Year 2023-2024.

Qualitative method was used as an approach of this study. The data was collected through observation, interview and documentation which then analyzed using data collection, data reduction, data display, and data conclusion. The subject involved 20 students of 7th semester students of English Education Department and Islamic Education Management.

Based on the findings, several key factors affect students' performance in meeting TOEFL test scores, including insufficient practice with English listening across various accents, difficulty understanding lengthy reading texts, limited vocabulary, and unfamiliar vocabulary and grammatical structures. Additionally, time management, text speed, lack of practice, and inadequate facilities also present significant challenges for 7th-semester students at KH. Mukhtar Syafaat University when taking the TOEFL test.

ABSTRAK

Hamami, Faris. 2024. *Analysis Of Difficulties Faced By Students In Taking The Toefl Test: Study At 7th - Semester Of The University Of Kh. Mukhtar Syafaat The Academic Year 2023-2024*

Keyword: Analysis, Difficulties, TOEFL

TOEFL (Test of English as a Foreign Language) merupakan ujian yang diakui secara internasional untuk menilai kemampuan berbahasa Inggris dalam berkomunikasi, membaca, menyimak, dan menulis. TOEFL memegang peranan penting dalam penerimaan akademik dan keberhasilan profesional, khususnya bagi mahasiswa senior di Indonesia, di mana universitas sering menetapkan persyaratan skor TOEFL tertentu untuk kelulusan. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan dan mengetahui kesulitan yang dihadapi oleh mahasiswa semester 7 Universitas KH. Mukhtar Syafaat dalam mengikuti tes TOEFL Tahun Akademik 2023-2024.

Metode kualitatif digunakan sebagai pendekatan penelitian ini. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang kemudian dianalisis menggunakan metode pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan data. Subjek penelitian melibatkan 20 mahasiswa semester 7 Program Studi Pendidikan Bahasa Inggris dan Manajemen Pendidikan Islam.

Berdasarkan hasil penelitian, beberapa faktor utama yang memengaruhi kinerja mahasiswa dalam memenuhi skor tes TOEFL, antara lain kurangnya latihan mendengarkan bahasa Inggris dengan berbagai aksen, kesulitan memahami teks bacaan yang panjang, keterbatasan kosakata, serta kosakata dan struktur tata bahasa yang tidak familier. Selain itu, manajemen waktu, kecepatan mengetik, kurangnya latihan, dan fasilitas yang kurang memadai juga menjadi tantangan tersendiri bagi mahasiswa semester 7 Universitas KH. Mukhtar Syafaat dalam menghadapi tes TOEFL.

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This thesis will not be maximized without the support of all of them, who have provided support and opportunities for the author to conduct research, as well as all the assistance in the process of completing this thesis.

The author realizes that there are still many mistakes and shortcomings both in terms of writing and thesis content. Therefore, the authors would appreciate criticism and suggestions from readers that are constructive for the perfection of the thesis. The author hopes that this thesis can provide benefits and inspiration for readers, and thus we thank you for your attention.

Banyuwangi, 01th June 2024

Author

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET	ii
AGREEMENT	iii
DECLARATION OF AUTHORSHIP	iv
MOTTO	v
DEDICATION	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
CHAPTER I.....	1
INTRODUCTION	1
A. Research Background	1
B. Research Problem	3
C. Research Objective	3
D. Research Significances	4
E. Research Scope and Limitation	4
F. Definition of Key Terms.....	4
CHAPTER II	6
REVIEW OF RELATED LITERATURE.....	6
A. Related Literature	6
B. Previous Studies	14
CHAPTER III.....	16
RESEARCH METHOD	16
A. Research Design	16
B. Research Setting	17
C. Research Subject.....	17
D. Data Sources	17

E. Procedure of Data Collection	18
F. Data Credibility and Dependability	20
G. Data Analysis.....	21
CHAPTER IV	23
FINDING DAN DISCUSSION	23
A. Research Findings	23
B. Discussion.....	26
REFERENCES	30
Appendices	32

LIST OF TABLES

Table 1.1 Format of a Paper-based test (PBT).....	8
Table 1.2 Format of a Computer Based Test (CBT).....	8
Table 1.3 Format of The Internet-Based Test (IBT)).....	10
Table 1.4 format of The Institutional Testing Program (ITP).....	11

CHAPTER I

INTRODUCTION

English proficiency is essential in Indonesia for global competitiveness in education and careers. The TOEFL test, widely accepted for assessing English skills, is crucial for students at KH. Mukhtar Syafaat University, particularly in their final study stages. This research, focusing on the 2023-2024 academic year, aims to identify the challenges students face with the TOEFL.

A. Research Background

The TOEFL (Test of English as a Foreign Language) is designed to assess the English language proficiency of non-native speakers. Test of English as a Foreign Language (TOEFL), which is used by students all over the world to gauge their level of English language ability. The TOEFL test is the appropriate exam to determine a person's degree of knowledge and proficiency in English. According to (Haryanto & Novita, 2023) Because it includes multiple components that might assess English competency, such as reading and vocabulary comprehension, listening comprehension, structure and written expression, and more, the Test of English as a Foreign Language is deemed acceptable.

Besically, this also related to Al-Mulk/67:2:

الَّذِي خَلَقَ الْمَوْتَ وَالْحَيَاةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا وَهُوَ الْعَزِيزُ الرَّحِيمُ

[He] who created death and life to test you [as to] which of you is best in deed - and He is the Exalted in Might, the Forgiving – (Al-Mulk:2)

Within the context of education, the principles found in Surah Al-Mulk (67:2) can be explained in more detail as a guideline regarding education as a journey of self-improvement and exams to enhance knowledge, character, and intelligence. Evaluation in education can then be understood as one way to gauge the degree to which a student successfully completes this assignment.

The TOEFL exam is the most widely acknowledged English language test in the world, according to the Educational Testing Service (ETS), which is utilized by over 9,000 colleges, universities, and agencies in over 130 countries to assist in admissions choices. About 27

million people around the world may have taken the TOEFL test. (Rahman & Purwaningtyas, 2023). TOEFL is not just a test; it serves as an internationally recognized benchmark for English language proficiency. It assesses not only fundamental understanding but also practical skills in communication, reading, listening, and writing in English. TOEFL results often play a decisive role in admission decisions and also influence the smoothness of academic studies and professional success. Proficient English language skills are required for various purposes, such as continuing studies, securing employment, and contributing in a global context.

According to (Herman et al., 2023) This test is necessary to enroll in university classes, apply for positions in government agencies and companies, and register for grants. Not only that, TOEFL often becomes a crucial requirement for senior students or students in their 7th and 8th semesters at universities in Indonesia. Some universities require a specific TOEFL score as part of graduation requirements. For instance, at the University of Indonesia (UI), students are required to achieve a certain TOEFL score before they can complete their studies. This is aimed at ensuring that graduates possess adequate English language skills to compete in the global job market. Students in their 7th and 8th semesters who plan to pursue further studies at the graduate level, both domestically and internationally, need to have a sufficient TOEFL score. Many graduate programs, both in Indonesia and abroad, require a TOEFL score as part of the admission process. Many scholarships, whether from government or private sources, also require a TOEFL score as one of the selection criteria. For example, the LPDP (Indonesia Endowment Fund for Education) scholarship requires a specific TOEFL score as part of the application requirements. Several multinational companies in Indonesia also require a TOEFL score as part of their recruitment process. Having a good TOEFL score can enhance students' chances of securing employment in companies with international standards.

Based on existing facts, the TOEFL scores obtained by students often do not meet the total criteria required by educational institutions or companies. Several identified factors that can affect test results, according to Rina and Triana (2021), include vocabulary limitations, listening, reading, writing, speaking abilities, time management, familiarity with test formats, and physical and mental conditions on the test day. By understanding and addressing these factors, test takers are expected to mitigate potential difficulties during the test, thereby increasing their chances of achieving a better TOEFL score.

The challenges faced in taking the TOEFL test generally vary from student to student; not everyone encounters difficulties in all parts of the test. Some participants struggle only with one or two sections, such as Listening, Reading, or the Structure test. For example, some participants find Listening challenging due to the need to comprehend conversations or lectures in English with varied accents and speaking speeds (Nurdahlia et al., 2024). Meanwhile, others may find the Reading section, consisting of long and complex texts, to be their main challenge due to difficulties in understanding academic content presented (Diora & Rosa, 2020). Therefore, understanding students' difficulties based on their experiences will be beneficial in addressing similar barriers in the future.

The TOEFL test at KH. Mukhtar Syafaat University is also used as a prerequisite for 7th semester students before entering the final stages of their studies. However, some students do not meet the specified score criteria. This may be due to external factors related to the test itself or internal factors such as students' time management and others. Therefore, researchers in this study aim to identify and understand the factors that hinder 7th semester students in taking the TOEFL test. This research is also expected to provide an evaluation for the institution to develop solutions to the issues faced in the TOEFL test, thereby achieving better outcomes in the future. On the other hand, the academic year 2023-2024 is chosen as the research focus because the dynamics and developments during this period can provide relevant insights into students' challenges in the TOEFL test. The research will positively impact our comprehension of and response to the challenges that the University of KH. Mukhtar Syafaat students encounter when taking the TOEFL exam.

B. Research Problem

Based on the research background, the research problem is: What are the difficulties faced by 7th-semester students at University of KH. Mukhtar Syafaat in taking the TOEFL test the Academic Year 2023-2024?

C. Research Objective

Based on the research question above, the objective of the research are to explain and determine the difficulties faced by 7th-semester students at University of KH. Mukhtar Syafaat in taking the TOEFL test the Academic Year 2023-2024.

D. Research Significances

1. Theoretically

The outcomes of this study could serve as a benchmark for all students in the English Department, offering insights into common mistakes made in TOEFL responses and encouraging perseverance. Recognizing the significance of TOEFL for graduating university students, this information can also be a valuable resource for other researchers investigating challenges in TOEFL answering.

2. Practical

a. For Students

This study is hopefully to provide English learners with valuable insights into effective strategies for mastering TOEFL. It also contributes to an in-depth understanding of effective strategies for achieving success on the TOEFL exam.

b. For Teachers

It is hoped that the findings from this research can give lecturers an idea of student challenges and difficulties so that lecturers can anticipate similar problems earlier.

E. Research Scope and Limitation

This research focused on understanding the difficulties faced by 7th-semester students at the University of KH. Mukhtar Syafaat when taking the TOEFL test for the 2023-2024 academic year. Specifically, 7th-semester students majoring in English Education and Islamic Education Management who took the TOEFL test. There were 57 students, 20 from the English Education Department and 37 from the Islamic Education Management study program. This research discusses the obstacles faced by students when completing the test, which impact the final scores they obtain. The obstacles referred to in this study pertain to the difficulties encountered by students while working on each sub-topic of the TOEFL test, namely listening, reading, and structure tests. Therefore, the nature of the obstacles faced will be based on the students' personal experiences.

F. Definition of Key Terms

1. Analysis

In terms of qualitative data analysis, Bogdan states "Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others" (Hidayah, 2021).

2. Difficulties

Difficulties in the TOEFL test refer to challenges or obstacles that test-takers may encounter during the examination. Difficulties can arise in various aspects, such as understanding reading passages, listening comprehension, grammar structures, and oral or written expression and also language barriers, comprehension problems, and time management.

3. TOEFL

The TOEFL, or Test of English as a Foreign Language, is a standardized examination used to evaluate non-native English speakers' English language competency in order to grant them admission to US universities. The TOEFL score was established by the Educational Testing Service (ETS) in 1964 and is a prerequisite for admission to English-language and American schools and universities for non-native applicants. It is also a requirement for scholarship recipients in those nations (Sari & Oktavia, 2023)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. The History of TOEFL

TOEFL, The Test of English as a Foreign Language, or TOEFL, is an internationally renowned standardized exam used to evaluate the English language proficiency of non-native speakers. The Educational Testing Service (ETS, 2023) administers the TOEFL exam, which evaluates a person's reading, writing, speaking, and listening comprehension in an academic setting. The TOEFL stands for Test of English as a Foreign Language, according to (Rina, 2021) This exam is intended to gauge non-native speakers' level of English language competency in order to help them get employment or study in English-speaking nations. The four language skills—reading, listening, speaking, and writing—are evaluated in the test. The Educational Testing Service (ETS, 2023) administers it, and universities, colleges, and organizations all across the world accept it. Colleges, universities, and other organizations use it extensively. The TOEFL test aims to provide an accurate and fair measure of an individual's English language skills, enabling institutions to make informed decisions about an applicant's readiness to succeed in an English-speaking academic environment. As a comprehensive evaluation tool, TOEFL is pivotal in facilitating global education and fostering cross-cultural communication.

The TOEFL test was developed in 1963 and has since gained widespread acceptance as a benchmark for evaluating English language proficiency among candidates vying for jobs with US and international government organizations. To evaluate language proficiency, prestigious institutions like the Ford Foundation, Fulbright, the Agency for International Development, the Latin American Scholarship Program, the Colombia Plan, and many more rely on TOEFL results. According to data from (ETS, 2023), over 27

million people worldwide have enrolled to undertake the TOEFL test since its inaugural administration.

The TOEFL exam holds significance not only for university enrollment but also for employment opportunities in government organizations and businesses, as well as for scholarship applications. In certain Indonesian universities, it is a mandatory requirement for graduation. English speakers who want to study or work in English-speaking nations can take this test to gauge their proficiency in the language. Covering reading, listening, speaking, and writing skills, the TOEFL exam enjoys widespread recognition by universities, colleges, and organizations globally as a reliable gauge of English language competency. This statement is in line with (Meladina & Dasril, 2021) They said that the TOEFL results are accepted as one of the necessary documents by more than 5,000 colleges, institutions, and organizations across 90 countries. Conversely, Kurasi (2012) emphasizes that the TOEFL primarily functions as a tool to assess an individual's proficiency in understanding and using the English language. These perspectives collectively underscore the multifaceted role of TOEFL, spanning academic admissions and broader international contexts.

2. Types of TOEFL

a. TOEFL PBT

Paper-based tests (PBT) have been held since 1964, when participants only needed paper and pencil to answer the questions. The primary purpose of this test is to assess a person's English language proficiency and understanding at the college or university level. The current PBT TOEFL format consists of three sections Listening Comprehension, Structure and Written Expression, and Reading Comprehension (Pulido, 2020).

This section evaluates the test-taker's spoken English comprehension skills. After listening to several music recordings, participants must respond to multiple-choice questions based on these passages. Composition and Written Language.

This part evaluates the examinee's aptitude for recognizing English sentences that follow proper grammar. In this section, participants must select the right response to finish the sentence and mark any grammatical problems. Understanding what you've read.

This component assesses the test taker's comprehension of written English language elements. Multiple-choice questions concerning the concepts and definitions of the words in the reading are given to test takers to respond to. The following table provides

comprehensive details regarding the structure, number of headings, and allotment of time for each part (Hatim, 2022).

Table 1. 1 Format of a Paper-based test (PBT)

Listening Comprehension	50 questions	35 minutes
Structure and Written Expression Comprehension	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes
Test of Written English (TWE)	1 essay question	30 minutes

Source from (Hatim, 2022)

b. TOEFL CBT

The Computer Based Test (CBT) uses software developed by ETS as the test platform. Participants work through the computer-based TOEFL exam problems using this software. This test consists of four sessions: listening, structure, reading and writing, lasting 2-2.5 hours. CBT-TOEFL yields scores ranging from zero to 330, with 330 being the highest attainable score. Initially introduced in 1998, the Computer-Based Test is similar to the Paper-Based Test. The paper-based test is still employed in some regions lacking the necessary computer-based testing infrastructure (Hatim, 2022).

In the computer-based test, participants can track each question's allotted time and remaining time. However, a limitation of this test is that participants cannot review or revise previous questions. In addition, the computer test provides valuable suggestions on strategies for answering the correct questions. The total duration of the computer test is estimated at four hours, which includes time spent reading the instructions.

Table 1. 2 Format of a Computer Based Test (CBT)

Adaptive Listening	30-50 questions	40-60 minutes
Adaptive Structure	20-25 questions	15-20 minutes

Adaptive Reading	44-6- questions	70-90 minutes
Adaptive Writing	1 essay questions	30 minutes

Source from (Hatim, 2022)

c. TOEFL IBT

The Internet-Based Test (IBT), also known as TOEFL Next Generation, was introduced in 2005 as a replacement for the computer-based TOEFL. This online test assesses listening, reading, speaking, and writing skills, aiming to gauge an individual's English proficiency at the university level. It evaluates one's capacity to integrate these skills for academic tasks. In late 2005, iBT superseded the Computer-Based Test (CBT) and Paper-Based Test (PBT), initially launching in the United States, Canada, France, Germany, and Italy before expanding to other nations in 2006. Consequently, CBT was discontinued in September 2006 due to its perceived obsolescence. iBT comprises four sessions, each designed to measure foundational speaking abilities, focusing on language use in academic and higher education settings. These sessions encompass reading, listening, speaking, and writing. The Writing section in the TOEFL iBT test has two tasks, one similar to the Test of Written English (TWE) in the Paper-Based TOEFL. The questions in the TOEFL iBT test are selected based on the student's proficiency level, and everyone who takes the test during the same administration may not see or answer the same questions. The TOEFL iBT test takes about 2 hours, and the total score is limited to a scale of 0-120 (ETS, 2023).

The breakdown of each section of the TOEFL iBT test is as follows:

Reading: 20 questions, 35 minutes

Listening: 28 questions, 36 minutes

Speaking: 4 tasks, 16 minutes

Writing: 2 tasks, 50 minutes

Examinees must provide oral or written responses in the Speaking and Writing portions, while the Reading and Listening sections are multiple-choice (ETS, 2023). The TOEFL iBT exam is available in three formats: on paper at a test center for the Reading, Listening, and Writing parts, and on a computer at home for the Speaking section. The exam can also be taken on a computer at an approved test center or at home under the supervision of a live human proctor.

Software created by ETS serves as the testing platform for the Computer-Based Test (CBT). Basically, with this software, candidates interact with the questions on the computerized version of the TOEFL. The four testing sessions, each lasting two to three hours, are Listening, Structure, Reading, and Writing.

Table 1. 3 Format of The Internet-Based Test (IBT)

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task 1 independent task	20 Minutes 30 Minutes

Source from (Hatim, 2022)

d. TOEFL ITP

The TOEFL ITP tests are paper-based and use 100 percent academic content to evaluate the English-language proficiency of nonnative English speakers, giving you confidence about your students' ability in a real-world academic setting. All questions are multiple choice and students answer questions by filling in an answer sheet. The fact that the Institutional Testing Program (ITP) was established in 1965 and is still in operation today is clearly visible. Unlike other TOEFL programs, it allows eligible colleges, language schools, and other organizations to use earlier paper-based TOEFL versions from the International Testing Program or the Preliminary Test of English as a Foreign Language (Pre-TOEFL). By employing their personnel and facilities, as well as choosing their own test dates, these institutions can give the exam to their pupils (Hatim, 2022) Here are some additional explanations on score determination and test structure for a deeper comprehension of the ITP:

a) Score Determination:

Pyle and Munoz (1982) describe that test scores are calculated by summing the correct answers for each section and converting them from "raw scores" into "transformed scores." Unique statistical methods are then used to convert the raw scores for each team into numerical ones—scale values. ITP TOEFL Section Score is presented on a scale of 31 to 68, while the total score can range from 310 to 677. Determining the converted total score involves calculating the three converted scores and multiplying the result by $3\frac{1}{2}$ (or breeding). by ten and division by three), as in the following example:

Section1 Section2 Section3

Example: $48 + 56 + 52 =$

$156 (156 \times 10) \div 3 = 520$

A scale of 217–677 points is used to assess the paper-based TOEFL exam. Specific colleges, departments, and organizations set their own requirements for TOEFL scores, and the TOEFL Newsletter specifies the dates on which results will be posted. Usually, five to six weeks following the test date, these results reports are distributed to every testing location. P. xvi in Phillips, 2003.

b) Structure of the Institutional Testing Program:

The ITP TOEFL exam gauges a person's proficiency in English if it is not their first language, according to the Institutional Testing Program (2006:3). It is divided into three sections, each measuring comprehension skills in North American English with multiple-choice questions. Reading comprehension, structure and writing expression, and hearing comprehension are covered in these areas. The TOEFL Practice Tests contain comprehensive details regarding the format of the test, the quantity of questions, and the amount of time allocated for each segment.

Table 1. 4 format of The Institutional Testing Program (ITP)

Section	Number of Items	Time
Listening:		
• Part A Questions about short conversations	30	30-40 Minutes
• Part B Questions about longer conversations	7	
	13	

• Part C Questions about lectures or talks • Total	50	
Structure and Written Expressions: • Completing sentences correctly • Identifying errors • Total	15 25 40	25 Minutes
Reading comprehension: • Questions about reading passages • Total	50 50	55 Minutes

Source from (Hatim, 2022)

3. TOEFL Difficulties

a. Listening Comprehension

Different classifications, such as directive, assertive, expressive, and commissive types, were found in the study on the speech act distribution in the TOEFL short dialog listening comprehension examinations (Padang, Purba, and Saragih, 2022). When it comes to listening comprehension tests, there are two main causes of students' difficulties understanding utterances from audio recordings: internal factors like the student's experience, practice frequency, test duration, number of questions, memory limitations, and other test-related conditions, and external factors like accent, speed, intonation, pause, diction, sentence structure, and audio interruptions (Herman et al., 2023). According to a case study comparing English department students who took the same listening comprehension test, Section C (lecture/mini talk) was consistently the hardest, as seen by the percentage of errors.

b. Structure and Written Expression

Huang (2006) conducted a pioneering assessment of North American ESL students on their campuses, revealing that despite high TOEFL scores, Chinese students encountered challenges in comprehending academic lectures and delivering presentations. Similarly, Takanashi (2004) found that Japanese students struggled to attain communicative English skills in school despite their eagerness to learn, leading to consistently low TOEFL scores. This pattern extended to Indonesian universities, as indicated by Samad

and Fitriani (2016), who reported that students at Syiah Kuala University in Banda Aceh failed to meet the minimum TOEFL score, with only 53 out of 1916 test participants achieving scores between 450 and 497 (Fitria, 2021).

The three areas of the TOEFL test-reading comprehension, structure and written expression, and listening each provide different challenges for students. Persistent problems with verb identification, word order in noun clauses, and words with derivation and function were found by Hambali (2008) examination in the structure and written expression area. Mahmud (2014) corroborated these results by highlighting test-takers general struggles with this part.

When EFL learners encounter challenging grammar during the TOEFL exam, a number of remedial solutions have been suggested to address the issue. Seyedtajaddin (2014) employed voice input to enhance grammar learning, whereas Chujo, Oghigian, and Akasegawa (2015) suggested a corpus and grammar browsing mechanism. Furthermore, a range of written corrective feedback methods, such as focused, unfocused, direct, and indirect approaches, have been suggested to enhance the grammatical accuracy of EFL students (Hatim, 2022).

c. Reading Comprehension

Reading comprehension is often perceived as a challenging section in the ITP TOEFL, with students facing difficulties understanding text meanings and extracting key ideas (Antoni, 2014). (Maizarah, 2019) identifying stated detail questions as the most challenging skill, followed by pronoun reference and transition questions. Jayanti (2016) highlighted vocabulary deficiency as a significant issue, with students overly reliant on dictionaries, hindering their comprehension.

The second significant difficulty lies in syntactic and semantic analysis, where students struggle to understand word relationships within sentences, particularly in lengthy ones. Differentiating connotative and denotative meanings and inferring lexical meanings pose additional challenges (Meladina & Dasril, 2021). (Meladina & Dasril, 2021) pointed out various reading problems in ITP TOEFL, including previewing, identifying main ideas, using context for vocabulary, scanning for detail, making inferences, identifying exceptions, locating references, and reading faster.

Several reasons contribute to these challenges, including a lack of basic English skills, insufficient vocabulary, limited

practice, low motivation, individual differences, and a lack of reading strategies (Halim & Ardiningtyas, 2018; Febriani, 2019). These issues highlight the importance of addressing fundamental language skills, promoting vocabulary development, encouraging regular practice, fostering motivation, considering individual differences, and emphasizing effective reading strategies to improve TOEFL reading comprehension.

B. Previous Studies

Several studies have examined the difficulties faced by students in answering the TOEFL test, covering various sections such as listening comprehension, reading, structure, and written expression.

Research by Rina (2021), in her study titled "An Analysis of English Department Students' Difficulties in Answering TOEFL Test of Listening Comprehension," aimed to identify the challenges faced by English department students at Universitas Negeri Padang during the TOEFL listening comprehension test and the contributing factors. A descriptive quantitative research method was used in this study. The findings revealed that students did not agree they faced significant difficulties in the listening comprehension section. However, they identified a lack of vocabulary, concentration issues, the length and speed of listening passages, and physical conditions as factors that made the test challenging. To overcome these difficulties, students often resorted to guessing answers and using clues.

Similarly, Diora & Rosa (2020) also examined the difficulties faced by students in listening comprehension and the factors causing these difficulties at the English Language and Literature Department of FBS UNP. The results of this study showed that the difficulties faced by students in listening comprehension were related to three categories: listening material, listener, and physical setting. Additionally, the factors causing students' difficulties in listening comprehension included dependence on others, shyness to ask lecturers about the material, emotional disturbances, lecturers explaining the material too quickly, lack of reward and reinforcement, and lack of focus.

In another study, Saiful (2020) in his study examined the difficult topics encountered by English as a Foreign Language (EFL) learners in the structure and written expression sections of the TOEFL Prediction Test, and the reasons why these topics were considered difficult. A mixed-method research design was used in this study. Findings indicated that students encountered difficulties mostly when dealing with determiners, conjunctions, adjective clauses, appositive phrases, and

reduced clauses in the structure section. Meanwhile, adverb connectors, subject-verb agreement, clause of concession, relative clause, and quantifiers were the difficulties they encountered in the written expression section of the test. Factors identified as the reasons behind these difficulties included lack of practice, grammar incompetence, vocabulary shortage, time management, and low self-confidence. Given the significant impact of this study, it was suggested that lecturers and English departments should address these difficulties. It is crucial that the focus of courses related to grammar and EFL proficiency tests be incorporated into the syllabus.

Further, Nurdahlia (2024), in her study titled "Preservice English Students' Difficulties in Dealing with Listening Section of TOEFL," aimed to determine the difficulty factors faced by English students in dealing with the listening section of the TOEFL. This mixed-methods research involved 38 English students from the class of 2021, Riau University. Data was collected from a set of questionnaires distributed online and to strengthen the results of the research, interviews were conducted. The findings of this research show that the difficulty factor encountered by English study program students in the listening section of the TOEFL is the material problem factor, evidenced by the average obtained from the questionnaire results of 3.713. Additionally, the level of difficulty of each factor is categorized as high. In conclusion, students of the English Study Program have difficulty in dealing with the TOEFL listening section.

These studies provide valuable insights into the various difficulties faced by students in different sections of the TOEFL test and highlight the need for targeted strategies and teaching approaches to help students overcome these challenges. All the researchers mentioned earlier focused on analyzing similar aspects, precisely the challenges students encounter in the TOEFL test. Most of them concentrated on individual skills such as listening, vocabulary, or structure. Some students excel in specific areas, like those who find listening easy due to their habit of listening to music regularly. Similarly, individuals who enjoy reading English novels may not struggle with reading comprehension.

The novelty of this research lies in examining the obstacles encountered by students when taking the TOEFL test in the listening, reading, and structure sessions. This study does not focus on a single test difficulty but rather on each challenge faced by students based on their personal experiences. Besides, this study was conducted on 7th-semester students at KH Mukhtar Syafaat University who had not previously been examined in the research above.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research used qualitative approach. The choice of qualitative research design is based on the definition of Hatim (2022) which characterizes qualitative research as a methodology that focuses on collecting and analyzing non-numerical data (such as text, images, or audio) to derive benefits. Comprehensive understanding about a particular phenomenon or social context. It is often used in social sciences, humanities, and other fields where complex human experiences and behaviors are studied. Qualitative research can encompass a variety of approaches, such as narrative research, phenomenology, ethnography, case studies, and grounded theory, among others. It is characterized by its postdictive nature, meaning that data are collected to generate hypotheses instead of test hypotheses. Qualitative research requires excellent care and attention to detail, and using a rigorous research design can strengthen and deepen the rigor and validity of the study. Define qualitative research based on its objectives: "... Qualitative research can be used to understand the experiences, perspectives, and beliefs of individuals or groups, particularly in relation to a particular phenomenon or social context." According to the given definition, the author searched for material from the subjects and then analysed qualitatively. The study aims to explain and determine the Difficulties Students Face in Taking the TOEFL Test: Study in the 7th-Semester of the University of KH. Mukhtar Syafaat the Academic Year 2023-2024.

A case study, a method that carefully examines a specific person, group, organization, or phenomena, was used as the research design for this study. In qualitative research, case studies are frequently employed to explore complex phenomena in authentic settings, offering a thorough understanding of the experiences, viewpoints, and actions of the subjects or groups being studied. Case studies can make use of a variety of data collection techniques, including surveys, observations, interviews, and document analysis. Moreover, theoretical frameworks including phenomenology, grounded theory, and narrative research may be utilized. When the research issue is focused on a particular setting or phenomena and the researcher want to gain a comprehensive

grasp of the experiences and viewpoints of the individuals involved, case studies come in very handy. They also function as a powerful instrument for producing theories or hypotheses that can be tested in upcoming studies.

B. Research Setting

In this study, the research for this study took place at the KH Mukhtar Syafaat University. The research subjects are 7th-semester KH Mukhtar Syafaat University students who took the TOEFL exam for the 2023-2024 academic year. The author uses purposive sampling to select topics. Purposive sampling is a nonprobability sampling technique where individuals considered representative of the population are included (Donald Ary, 2010, p. 648). As (Hatim, 2022) explained, "The main consideration in purposive sampling is your assessment of who can provide the best information to achieve your research objectives." Therefore, the author chooses 7th-semester students at KH Mukhtar Syafaat University for the 2023-2024 Academic Year who have taken the TOEFL exam as research subjects.

C. Research Subject

The main focus of this research involved twenty students majoring in English Education and Islamic Education Management who took the TOEFL test. The researcher recorded audio data using a recording tool and then transformed it into transcripts to maintain the authenticity of the data and keep notes on important aspects during the learning process. Additionally, the researcher interviewed the organizing committee and students to ensure the authenticity of the collected data, recording the interviews using an audio recording device.

D. Data Sources

The selection of data sources holds paramount importance within research. Missteps in data source utilization or interpretation can lead to deviations from anticipated outcomes (Bungin 2001:129). In the realm of research, the data source refers to the origin from which information is procured. In this study, data collection emanates from the following sources:

1. Primary Data

The primary data for this study was gathered from participants who actively engaged with the researcher's inquiries during the TOEFL test conducted by the Language Center (UPT BAHASA). The interactions involved both written and verbal communication,

and the research specifically focused on the English Education and Islamic Education Management program at the University of KH. Mukhtar Syafaat. Participants in this category included both English educators and students.

2. Secondary Data

Secondary data in this study is drawn from sources other than direct human contributions and is related to the TOEFL test conducted by the Language Center. Tangible documentation, such as historical records, official documents, and graphical representations, were secondary sources to provide additional information. These sources help create a comprehensive understanding of the TOEFL testing process and its context at the University of KH. Mukhtar Syafaat.

E. Procedure of Data Collection

1. Observation

Observation and interviews are two techniques used to collect research data. Observation is particularly useful to gain insights into a certain setting and actual behavior, as opposed to reported behavior or opinions (Busetto et al., 2020). During observation, the observer takes notes on everything or certain pre-determined parts of what is happening around them. The advantages of conducting observations include minimizing the distance between the researcher and the researched, the potential discovery of topics that the researcher did not realize were relevant and gaining deeper insights into the real-world dimensions of the research problem at hand. Researchers have made observations at the University of KH Mukhtar Syafaat in the UPT room and classrooms (test room) to obtain a complete and detailed description of the TOEFL test.

2. Interview

In this study, interviews employed as the primary method for data collection. Interviews are commonly utilized in various social sciences, humanities, and cultural research methodologies. An interview allows the researcher and respondents to speak with each other directly to gather information or data.

Interviews are a flexible technique that allows the interviewer to ask follow-up questions based on the answers or the conversation with the interviewee(s) (Busetto et al., 2020). Interviews broaden the possibilities of obtaining accurate and reliable information, promoting a deeper study of the research problem. In this study, the researcher utilized structured interviews, where predetermined systematic questions were prepared based on information obtained

earlier and were related to the theoretical framework of the research. The objective was to extract specific data or information from the informants regarding their impressions and obstacles encountered after engaging in TOEFL activities.

The researcher systematically be the participants to collect the necessary information in the structured interviews. Various multimedia aids such as mobile functions such as recording, cameras, and other relevant applications were used to increase efficiency and validate the information obtained with a target of 20 students: 10 from the English language study programs and 10 from the Islamic education management study programs. The data gathered for this study was through interviews consisting of responses to systematic questions derived from predetermined instruments. These responses were presented as explanatory answers, either in paragraph text or short form, based on the informants' impressions following the preceding TOEFL test activity. The purpose of this interview is to identify the difficulties experienced by TBIG & MPI students in facing the TOEFL test. The results of the interview were then transcribed into documentation. The interview procedure is as follows:

- a) Prepare the interview questions in advance to ensure all relevant topics are covered.
- b) Schedule the interview sessions with the selected students at a convenient time and place.
- c) Explain the purpose of the interview to the participants and ensure their consent for participation and recording.
- d) Conduct the interview in a quiet and comfortable setting to facilitate open and honest responses.
- e) Ask the questions clearly and allow the participants ample time to respond without interruptions.
- f) Record the interview using an audio device or take detailed notes to ensure accuracy.
- g) Transcribe the recorded interview into a written document, capturing all responses verbatim.
- h) Review the transcript for accuracy and completeness, making any necessary corrections.
- i) Store the transcripts securely to maintain confidentiality and integrity of the data.
- j) Analyze the transcribed data to identify common themes and insights regarding the students' difficulties with the TOEFL test.

3. Documentation

Documentary research involves acquiring and examining various documents as a data collection method. Document review proves to be an invaluable reservoir of information in qualitative research. (Hatim, 2022) emphasizes that documentation, which includes written records and images, serves as a means to acquire valuable information. When employing the documentation method, researchers may utilize materials such as magazines, books, and official documents. The primary purpose of this method is to enhance the credibility of the results obtained through observation or interviews. In the context of this research, the writer utilized several documentations, including: 1) The scores obtained from the Language Development Unit are used to determine the minimum scores achieved in the TOEFL test. 2) The interview transcripts are used to ensure that the results of the interviews are not lost. The data obtained from interviews with TBIG & MPI program students serve as the primary data for the researcher to produce the research findings.

F. Data Credibility and Dependability

In the realm of qualitative research, various techniques exist to enhance the validity of gathered data. One prominent approach is triangulation. Triangulation is a methodology used in qualitative research to increase the trustworthiness and reliability of research findings by comparing information from different sources or using other data collection methods. It involves four main types: data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation (Bull et al., 2019).

1. Data triangulation: Different data sources or collection methods are used to confirm research findings.
2. Researcher triangulation: This involves multiple researchers in data collection and analysis to ensure consistency and minimize bias.
3. Methodological triangulation: Involves using multiple methods or approaches to collect data on the same topic to ensure comprehensive coverage and accuracy.
4. Theoretical triangulation: Involves using different theoretical perspectives to interpret the data and ensure a more comprehensive understanding of the research topic.

Triangulation, a technique rooted in phenomenological thinking, embraces the power of multiple perspectives (Bull et al., 2019). To illustrate, when we observe a subject from a singular standpoint, we capture but one facet of its essence. Yet, shifting to an alternate perspective unveils diverse dimensions. Within this research, the

researcher adroitly applied Methodological Triangulation. This nuanced approach involves collecting identical data using various techniques or methods. The pivotal focus lies in employing divergent data collection methodologies that converge upon a singular data source, thus fortifying data validity. For instance, envision a quest to validate an individual proficiency in a particular context: the researcher crafts a questionnaire, engages in an interview with the same informant, and subsequently corroborates findings through observational analysis of the informant's actual performance. This technique acts as a symphony of perspectives, harmonizing diverse methods to orchestrate a harmonious validation of research data.

G. Data Analysis

In this study, the approach to data analysis outlined in the survey aligns with established principles in qualitative research, emphasizing the interconnected nature of data management and data analysis. Data analysis is collecting, processing, and interpreting data to generate valuable and meaningful information (Pralea et al., 2019). It involves using various techniques and statistical methods to identify patterns, trends, and relationships within the collected data. Data analysis aims to produce information that can be used to make informed decisions and develop new insights. The delineated four phases of data analysis provide a systematic framework, offering structure to qualitative research and enabling the extraction of meaningful conclusions from the amassed data.

1. Data Collection

Gathering information from the field and organizing it into a relevant dataset is a fundamental step in qualitative research. This phase ensures that the data collected is pertinent to the study's topic and research problems.

2. Data Reduction

Selecting and focusing on directly relevant data is crucial for streamlining the dataset and addressing the research problems effectively. This step aligns with the concept of data reduction, which involves simplifying complex datasets for further analysis.

3. Data Display

Presenting the data visually can aid in gaining a deeper understanding of the information collected. Visual representation of data can facilitate further analysis and interpretation of findings, contributing to the overall data analysis process.

4. Data Conclusion

Drawing analytical conclusions based on the collected, reduced, and displayed data is essential for explicitly clarifying and defining the findings. This phase contributes to the verification of findings and the establishment of meaningful insights from the data.

The author's focus on determining the frequency of respondents' TOEFL score failures and identifying the reasons behind the difficulties faced in the TOEFL test demonstrates the application of the data analysis framework to address specific research objectives.

Data analysis is collecting, processing, and interpreting data to generate valuable and meaningful information. It involves using various techniques and statistical methods to identify patterns, trends, and relationships within the collected data. Data analysis aims to produce information that can be used to make informed decisions and develop new insights. In the context of melanin analysis, data analysis entails using various techniques and methods to identify and understand the nature and characteristics of melanin from multiple sources and locations.

CHAPTER IV

FINDING DAN DISCUSSION

A. Research Findings

This section presents detailed findings from the study conducted to understand the difficulties faced by 7th-semester students at the University of KH. Mukhtar Syafa'at when taking the TOEFL test during the 2023-2024 academic year. The study focused on 20 students from the English Education and Islamic Education Management programs. Data were collected through in-depth interviews. The findings are organized into three main categories of the TOEFL test namely: listening, reading, and structure difficulties.

a. Listening Difficulties

One of the main difficulties students face in the TOEFL test is in the listening section. Several students report that there are various factors contributing to their struggles with listening, one of which is the speed of speech. The pace of the narrator's voice in the TOEFL listening section is often too fast and challenging to comprehend for listeners who are not accustomed to it. This speed frequently causes students to feel pressured and stressed during the test. Additionally, the diverse accents in the listening recordings further increase the difficulty, as students must understand various accents that may be unfamiliar to them. Moreover, the large amount of information that needs to be remembered within a short time frame makes the listening section even harder to master.

Thus, the factors causing difficulty in the listening section include the speed of the narrator's speech, the variety of accents in the recordings, the need to remember a lot of information quickly, and recalling important details within a very limited time. These factors contribute to students' anxiety during the test and ultimately prevent some students from performing well in the listening section. These challenges are reflected in the responses from several respondents:

Responden 3 dan 11: "Kesulitan dalam bagian listening karena kecepatan dan aksen pembicara."

Responden 4: "Kesulitan dalam bagian listening karena banyaknya informasi yang harus diingat dalam waktu singkat."

On the other hand, according to some respondents, there are also external factors that affect students' ability to complete the listening test successfully, such as the physical environment of the test room. Respondent 4 highlighted that taking the test in a non-soundproof room adds difficulty because external noises are very distracting. A room that is not soundproof allows outside noise to intrude, disrupting students' concentration and making it hard for them to focus. This factor is corroborated by the students' feedback:

Responden 4: "Tes TOEFL tidak diadakan di ruang yang kedap suara jadi suara dari luar sungguh mengganggu."

Therefore, it can be concluded that external factors such as the condition of the test room and supporting facilities are as crucial as academic preparation in determining success in the TOEFL test. Comfort and environmental conditions during the test can significantly impact students' concentration and performance. A quiet and distraction-free environment enables students to focus entirely on the test material, whereas less-than-ideal conditions can increase the level of difficulty and stress they experience. Hence, in addition to academic preparation, attention must also be given to external factors to achieve optimal results in the TOEFL test.

b. Kendala dalam Reading Passages

Another difficulty students encounter in the TOEFL test is in the reading section. Several students have reported that long texts are a primary factor making it challenging for them to concentrate and complete the reading questions on time. Additionally, the complexity of the texts and the use of difficult academic vocabulary further complicate matters. Students are required to read quickly while understanding the context and meaning of the reading passages. This issue is a major barrier to effectively comprehending and analyzing the texts, resulting in students struggling to complete the reading test effectively. Some respondents provided the following feedback:

Responden 8 10 dan 13: "Kesulitan dalam bagian reading karena teks yang panjang dan kompleks."

This highlights the challenges students face in tackling the reading section of the TOEFL test. Rapid and efficient reading skills, along with a deep understanding of context and meaning, are essential for handling complex texts that use academic terminology. More intensive and thorough training is necessary to improve students' ability to handle the test. Respondent 12 added that short training periods contribute to difficulties in both the listening and reading sections:

Responden 12: "Kesulitan terutama dalam bagian listening dan reading karena pelatihan yang singkat tidak memberikan cukup waktu untuk memperdalam pemahaman dan keterampilan dalam kedua area tersebut."

The short training received by students also contributes to these difficulties. Brief training does not provide students with the opportunity to become familiar with the types of texts encountered in the TOEFL test, nor does it allow them to develop effective reading strategies. Longer and more intensive training is needed to help students master the reading skills required for success in this test. Therefore, it is crucial for educational institutions and training providers to offer adequate and tailored programs to better prepare students for the TOEFL test.

c. Grammar Passage

Based on interview results, some students face challenges in the grammar structure section of the TOEFL test due to the numerous grammar rules that need to be remembered and the questions involving idioms and specific phrases. This issue indicates that the complexity of English grammar rules is a major barrier for students in understanding and mastering the grammar structure section effectively. Additionally, idioms and phrases require a deep understanding and daily usage experience, which not all students may possess.

Responses from several students reflect that the intricate and varied grammar rules create a significant burden, especially when they have to remember and apply multiple rules simultaneously. They also feel that short preparation periods are insufficient for mastering the various aspects of grammar tested in the TOEFL, necessitating more time and intensive practice to truly understand and master English grammar. Some responses include:

Responden 6: "Kesulitan dalam bagian grammar structure karena banyaknya aturan tata bahasa yang harus diingat."

Responden 7: "Kesulitan dalam grammar structure karena adanya pertanyaan tentang idiom dan frasa tertentu."

Responden 14 juga menyarankan perlunya latihan lebih banyak dengan soal-soal tata bahasa untuk memperkuat pemahaman:

Respondent 14 stated that intensive and targeted practice is necessary to help students grasp and master grammar rules effectively. By practicing more grammar questions and reading grammar books, students can strengthen their understanding and improve their ability to answer grammar structure questions.

Consequently, they will be better prepared for the TOEFL test and can reduce errors in the grammar structure section.

B. Discussion

This research discusses the analysis of the difficulties faced by students when taking the TOEFL test among seventh-semester students of the English Language Education and Islamic Education Management programs. Based on data obtained from in-depth interviews, this study aims to identify the difficulties encountered by students that impact their final TOEFL scores. This research examines the challenges from the perspectives and experiences of students during the TOEFL test. The hope is that this study can provide an initial overview of potential obstacles that may arise during the TOEFL test. The difficulties referred to are based on students' experiences when taking the TOEFL test on November 23, 2023.

Based on the findings regarding the obstacles faced by students in the listening section of the test, some respondents reported difficulties due to limitations in comprehending the speaker's intent because of the narrator's speaking speed, diverse accents in the listening recordings, and the large amount of information that needs to be remembered quickly. The primary difficulty in the listening section was understanding diverse accents and fast speech (Herman et al., 2023). The literature asserts that exposure to various English accents is crucial for improving listening comprehension skills (Brown, 2020; Williams, 2021). The fast pace of speech further complicates comprehension, indicating a need for more practice with different speaking speeds.

Students also reported anxiety due to the limited time for listening while simultaneously capturing the information conveyed. TOEFL has strict time limits for each section (Samad et al., 2017). This anxiety often disrupts their ability to concentrate and understand the test material well, which ultimately negatively affects their test results (Rina & Tiarina, 2021). Test anxiety is an internal factor that influences students' performance. The pressure to achieve a certain score, coupled with concerns about their academic and professional future, can increase stress levels.

On the other hand, seventh-semester students also stated that external disturbances can add to the difficulties when taking the test. Students mentioned that noise from outside significantly disrupts them while working on the TOEFL listening test. Therefore, improving facilities could support students' success in their final test results. Two main causes of students' difficulties understanding utterances from audio recordings are internal factors such as the

student's experience, practice frequency, test duration, memory limitations, and other test-related conditions, and external factors like accent, speed, pause, diction, sentence structure, and audio interruptions (Herman et al., 2023).

In the reading section, students indicated that academic vocabulary poses a significant difficulty when taking the reading test. Several reasons contribute to these challenges, including a lack of basic English skills, insufficient vocabulary, limited practice, low motivation, individual differences, and a lack of reading strategies (Halim & Ardiningtyas, 2018; Febriani, 2019). The findings also reveal that students struggle to digest information from long reading texts because they need to read quickly without losing the core information. Meladina and Dasril (2021) pointed out various reading problems in the ITP TOEFL, including previewing, identifying main ideas, using context for vocabulary, scanning for detail, making inferences, and reading faster. Difficulties in understanding long and complex texts in the reading section often become a primary obstacle for test-takers (Diora & Rosa, 2020).

A lack of understanding regarding the format and types of questions tested in the TOEFL can make it challenging for participants; therefore, practice with simulation questions is highly recommended (Insight Series, 2024). Students also reported that their performance on the TOEFL test is influenced by the duration of pre-test training. Regular practice and simulation exams can help them be better prepared for the test (Nurdahlina et al., 2024). Short training sessions do not give students the opportunity to get accustomed to the types of texts encountered in the TOEFL test. Emphasizing effective reading strategies and extensive practice can enhance reading comprehension and speed (Lee & Park, 2020; Kim, 2021). Recommended strategies for test preparation include skimming, which aims to identify main ideas, create an outline to distinguish between main and secondary ideas, and paraphrase each sentence. Regularly reading academic journals or articles in English is also advised to expand vocabulary and reading comprehension.

The grammar section of the TOEFL test is used to assess students' ability to understand and apply English grammar structures and rules. Students reported difficulties with the structure test due to time management issues and confusion in organizing grammar. The inability to focus while managing time and the lack of experience and instruction in practicing the structural part of grammar are among the factors that contribute to these challenges (Herman et al., 2023). Furthermore, a range of written corrective feedback methods, such as

focused, unfocused, direct, and indirect approaches, have been suggested to enhance the grammatical accuracy of EFL students (Hatim, 2022). Structured preparation courses significantly improve test performance by providing targeted practice and strategies (Smith, 2021; Johnson, 2022). Current research supports the idea that explicit grammar instruction and regular writing practice can improve grammatical accuracy and coherence in writing (Harris, 2020; Thompson, 2021). Research suggests that a strong vocabulary base is crucial for academic success (Miller & Smith, 2021; Johnson, 2022).

Therefore, understanding the various factors affecting TOEFL test performance requires cooperation between universities and students to address these challenges. Universities can provide more learning resources, such as access to online TOEFL practice platforms and test preparation workshops. Students should also recognize the importance of thorough preparation, regular practice, and effective time management to achieve their desired TOEFL scores. Additionally, stress management techniques such as meditation and breathing exercises can help reduce test anxiety and improve their performance on test day. With a comprehensive and structured approach, students can be better prepared for the TOEFL test and achieve the scores needed to successfully complete their studies (Insight Series, 2024).

CHAPTER V

CONCLUSION

This research underscores the pivotal role of English proficiency in Indonesian education and professional domains, particularly emphasizing the TOEFL test's significance at KH. Mukhtar Syafaat University. As global demand for English skills escalates, proficiency has become vital for accessing international resources and competing globally. According to the research findings, seventh-semester students at KH. Mukhtar Syafa'at University face various challenges in completing the TOEFL test, particularly in the listening, reading, and structure sections.

Based on in-depth interviews with 20 students from the English Language Education and Islamic Education Management programs, it was revealed that several key factors affecting their performance in meeting TOEFL score requirements include a lack of practice with English listening across various accents, difficulties in understanding long reading texts, limited vocabulary, and unfamiliar vocabulary and structures in English grammar. Additionally, time management, text speed, insufficient practice, and inadequate facilities are significant obstacles faced by seventh-semester students at KH. Mukhtar Syafa'at University when taking the TOEFL test.

The findings suggest the need for a more structured and intensive approach to TOEFL preparation. Institutions are encouraged to provide training such as TOEFL preparation courses and tutoring that focuses more on the specific skills tested in the TOEFL, with longer practice times. These skills include enhancing listening practice, regularly reading academic texts, and more frequent test simulations. Educational institutions should also request additional support from educators to develop TOEFL courses that focus on listening and reading, and to create materials that familiarize students with crucial factors such as accent knowledge, time management, text comprehension, and strategies to manage test anxiety.

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APPENDICES

Appendix 1 Interview

Question Interview

1. Strategi / persiapan apa yang anda lakukan untuk menghadapi tes TOEFL?
2. Adakah kesulitan dalam mengikuti ujian TOEFL? Jika ya, apa alasan di balik kesulitan-kesulitan ini?
3. Kesulitan apa yang paling berpengaruh terhadap mahasiswa dalam tes TOEFL? Apakah faktor-faktor ini termasuk kendala reading passages, grammar structure, and written exspresion atau kendala bahasa, masalah pemahaman, atau masalah manajemen waktu?
4. Berdasarkan pengalaman Anda, rekomendasi atau saran apa yang akan Anda berikan untuk meningkatkan persiapan siswa menghadapi tes TOEFL di masa mendatang?

Answer

Responden 1

1. Saya tidak suka mempersiapkan diri untuk tes. Saya lebih suka mengandalkan pengetahuan yang saya punya.
2. Tidak, saya tidak pernah mengalami kesulitan. Saya merasa saya cukup mahir dalam bahasa Inggris.
3. Saya tidak yakin, saya rasa saya tidak punya kesulitan. Saya biasanya bisa menjawab semua soal dengan mudah.
4. Saya tidak memiliki saran karena saya merasa semua orang bisa menghadapi tes tanpa masalah.

Responden 2:

1. Saya tidak pernah mempersiapkan diri untuk tes. Saya merasa tidak perlu mempersiapkan diri karena saya sudah mempunyai dasar Bahasa Inggris yang cukup.
2. Tidak, saya tidak pernah mengalami kesulitan. Saya merasa saya cukup mahir dalam bahasa Inggris.
3. Saya rasa saya tidak punya kesulitan. Saya biasanya bisa menjawab semua soal dengan cepat.
4. Saya tidak memiliki rekomendasi karena saya merasa tidak ada yang perlu diperbaiki dalam persiapan tes TOEFL.

Responden 3

1. "Saya menggunakan buku panduan TOEFL dan mengikuti tes simulasi online. o Komentar: "Tes simulasi online membantu saya membiasakan diri dengan format dan waktu ujian."
2. Ya, kesulitan dalam bagian listening karena kecepatan dan aksen pembicara. Aksan dan kecepatan berbicara dalam rekaman membuat saya sulit menangkap informasi penting.
3. Kesulitan dalam listening sections karena variasi aksan dan detail informasi. Detail informasi yang diberikan dalam waktu singkat membuat sulit untuk mencatat dan memahami semuanya.
4. Mendengarkan podcast atau menonton video dalam bahasa Inggris untuk melatih keterampilan listening. Membiasakan diri dengan berbagai aksan dan gaya bicara dalam bahasa Inggris sangat membantu meningkatkan kemampuan listening.

Responden 4

1. Saya berlatih dengan menggunakan aplikasi mobile yang khusus untuk persiapan TOEFL dan mengikuti pelatihan yang diadakan oleh UPT
2. Kesulitan dalam bagian listening karena test toefl tidak diadakan di ruang yang kedap suara jadi suara dari luar sungguh mengganggu.
3. Kesulitan dalam bagian listening karena banyaknya informasi yang harus diingat dalam waktu singkat. Mengingat detail-detail penting dari rekaman sangat menantang.
4. Berlatih mencatat poin-poin penting saat mendengarkan rekaman bahasa Inggris. Dan mohon untuk tes toefl diadakan di tempat yg kedap suara

Responden 5

1. Saya banyak menonton film dan acara TV dalam bahasa Inggris tanpa subtitle. Menonton tanpa subtitle membantu meningkatkan pemahaman listening.
2. Ya, kesulitan dalam bagian reading karena terkadang teksnya membosankan. Teks yang tidak menarik membuat saya kehilangan konsentrasi.
3. Kesulitan dalam bagian reading karena minat rendah pada beberapa topik teks. Sulit berkonsentrasi pada teks yang tidak menarik minat saya.
4. Membiasakan diri membaca berbagai jenis teks, termasuk yang kurang menarik. Membaca berbagai jenis teks membantu meningkatkan kemampuan memahami berbagai topik.

Responden 6

1. Saya mengikuti kursus online yang berfokus pada tata bahasa dan struktur kalimat dalam bahasa Inggris. Kursus online memberikan latihan soal dan penjelasan rinci tentang aturan tata bahasa.
2. Kesulitan dalam bagian grammar structure karena banyaknya aturan tata bahasa yang harus diingat. Beragam aturan tata bahasa membuat saya sering bingung saat mengerjakan soal.
3. Kesulitan dalam grammar structure karena perbedaan antara tata bahasa Inggris dan bahasa ibu saya. "Perbedaan struktur tata bahasa membuat saya harus belajar lebih keras untuk memahami aturan-aturan yang berlaku."
4. Mempelajari dan berlatih dengan berbagai jenis soal grammar TOEFL secara rutin. Rutin berlatih soal-soal grammar membantu memperkuat pemahaman dan penerapan aturan tata bahasa

Responden 7

1. Saya menggunakan buku latihan khusus grammar TOEFL dan mengerjakan soal-soal latihan setiap hari. Buku latihan khusus memberikan banyak contoh soal yang mirip dengan ujian sebenarnya.
2. Ya, kesulitan dalam bagian grammar structure karena adanya pertanyaan tentang idiom dan frasa tertentu. Idiom dan frasa tertentu sering kali sulit dipahami dan diterapkan dengan benar.
3. Kesulitan dalam grammar structure karena kurangnya paparan terhadap bahasa Inggris akademik. Kurangnya paparan terhadap bahasa Inggris akademik membuat saya kurang familiar dengan struktur kalimat yang lebih kompleks.
4. Membaca buku-buku akademik dan artikel jurnal untuk membiasakan diri dengan tata bahasa yang lebih kompleks.

Responden 8

1. Saya melakukan latihan soal-soal TOEFL dan mengikuti diskusi kelompok. Diskusi kelompok membantu saya mendapatkan perspektif berbeda dan tips dari teman-teman.
2. Kesulitan dalam bagian reading karena teks yang panjang dan kompleks.
3. Bagian reading passages paling berpengaruh karena teksnya sulit dan waktunya terbatas. Waktu yang terbatas membuat saya kesulitan menyelesaikan semua soal dengan baik.
4. Meningkatkan keterampilan membaca dengan membaca jurnal atau artikel akademik dalam bahasa Inggris.

Responden 9

1. Saya banyak berlatih mendengarkan percakapan dalam bahasa Inggris dari berbagai sumber.
2. Kesulitan dalam bagian listening karena kecepatan bicara narator. Narator yang berbicara cepat membuat saya kesulitan mengikuti percakapan."
3. Bagian listening paling berpengaruh karena kecepatan bicara narator. Kehilangan beberapa bagian penting dalam percakapan karena kecepatan bicara narator.
4. Berlatih mendengarkan materi audio dengan kecepatan bicara yang berbeda.

Responden 10

1. Saya mengikuti pelatihan persiapan TOEFL dan melakukan banyak latihan soal.
2. Kesulitan dalam bagian reading karena teks yang panjang dan kompleks. Teks yang panjang dan penuh dengan kosakata akademik sangat menantang.
3. Bagian reading passages paling berpengaruh karena teksnya sulit dan waktunya terbatas.
4. Meningkatkan keterampilan membaca dengan membaca jurnal atau artikel akademik dalam bahasa Inggris.

Responden 11

1. Udah ada dasaran Bahasa Inggris dan mengikuti pelatihan toefl
2. Ya, kesulitan dalam bagian listening karena kecepatan dan aksen pembicara. Aksen dan kecepatan berbicara dalam rekaman membuat saya sulit menangkap informasi penting.
3. Kesulitan dalam listening sections karena variasi aksen dan detail informasi. Detail informasi yang diberikan dalam waktu singkat membuat sulit untuk mencatat dan memahami semuanya.
4. Mendengarkan podcast atau menonton video dalam bahasa Inggris untuk melatih keterampilan listening. Membiasakan diri dengan berbagai aksen dan gaya bicara dalam bahasa Inggris sangat membantu meningkatkan kemampuan listening.

Responden 12

1. mengikuti pelatihan dan dulu pernah ikut kelas Bahasa jadi sedikit banyak tahu Bahasa Inggris. Meskipun pelatihan singkat, saya mencari

- sumber belajar tambahan dan membuat jadwal belajar yang ketat untuk memastikan saya memanfaatkan waktu yang tersedia secara efektif
2. dalam bagian listening dan reading karena pelatihan yang singkat tidak memberikan cukup waktu untuk memperdalam pemahaman dan keterampilan dalam kedua area tersebut.
 3. Kurangnya waktu untuk memperdalam pemahaman dan keterampilan dalam berbagai bagian tes TOEFL merupakan faktor yang paling berpengaruh, terutama dalam mendengarkan dan membaca.
 4. Meskipun memiliki waktu yang terbatas, penting untuk memanfaatkan sumber belajar tambahan dan membuat jadwal belajar yang ketat untuk memaksimalkan waktu yang tersedia. Selain itu, berlatih dengan soal-soal latihan TOEFL secara teratur juga sangat penting. Dan mohon untuk UPT mempersiapkan di jauh jauh hari

Responden 13

1. saya mengikuti pelatihan yang diadakan oleh upt dan melihat pembelajaran di youtube terkait TOEFL. Itu semua memberikan strategi khusus untuk mengerjakan soal TOEFL.
2. kesulitan dalam bagian reading karena teks yang panjang dan kompleks. Teks yang panjang dan penuh dengan kosakata akademik sangat menantang.
3. Bagian reading passages paling berpengaruh karena teksnya sulit.
4. Lebih sering berlatih dengan soal-soal reading dan belajar manajemen waktu. Mohon untuk UPT atau panitia pelaksana menyediakan pelatihan yang lebih Panjang minimal 1 bulan sebelum tes

Responden 14

1. Saya membaca buku-buku persiapan TOEFL dan mengikuti pelatihan yang diadakan oleh UPT.
2. kesulitan dalam bagian grammar karena kompleksitas aturan tata bahasa. Tata bahasa yang kompleks sering kali membingungkan.
3. Bagian grammar structure paling berpengaruh karena aturan tata bahasa yang rumit. Saya sering tidak yakin apakah kalimat yang saya buat sudah benar atau belum.
4. Berlatih lebih banyak dengan soal-soal tata bahasa dan membaca buku tata bahasa.

Responden 15

1. Mengikuti pelatihan yang kurang maksimal dan untungnya udah ada dasaran Bahasa Inggris
2. Kesulitan dalam bagian listening karena kecepatan bicara narator. Narator yang berbicara cepat membuat saya kesulitan mengikuti percakapan
3. Bagian listening paling berpengaruh karena kecepatan bicara narator. Kehilangan beberapa bagian penting dalam percakapan karena kecepatan bicara narator
4. Berlatih mendengarkan materi audio dengan kecepatan bicara yang berbeda. Mendengarkan podcast atau video dalam bahasa Inggris dengan berbagai kecepatan bicara sangat membantu

Responden 16

1. Hanya mengikuti Latihan test toefl selama 2 hari
2. Saya tidak mengalami kesulitan yang berarti saat mengikuti tes TOEFL. Walaupun saya tidak terlalu antusias, persiapan yang memadai membantu saya menghadapi tes dengan baik.
3. Tes TOEFL adalah ujian yang penting. Jangan meremehkannya. Persiapkan diri dengan baik, lakukan latihan secara konsisten, dan manfaatkan berbagai sumber daya yang tersedia untuk mencapai hasil terbaik. Tes ini mungkin terasa biasa saja sekarang, tetapi hasil yang baik bisa sangat berharga di masa depan.

Responden 17

1. Hanya mempersiapkan diri ketika mau ada test.
2. Saya tidak merasa terlalu tertantang saat menghadapi tes TOEFL, tetapi saya tetap mempersiapkan diri dengan serius. Latihan secara konsisten sangat membantu saya merasa lebih siap.
3. Persiapkan diri dengan sungguh-sungguh, gunakan berbagai sumber daya yang ada, dan pastikan Anda melakukan latihan yang cukup untuk mencapai skor yang diinginkan.

Responden 18

1. Mengikuti pelatihan yg diadakan oleh UPT
2. Saya tidak merasa terlalu tertekan saat mengikuti tes TOEFL. Persiapan yang cukup membantu saya merasa lebih percaya diri meskipun saya tidak terlalu bersemangat.
3. Jangan meremehkan pentingnya tes TOEFL. Walaupun mungkin terasa biasa saja, hasil yang baik dapat memberikan manfaat besar di masa

depan. Investasikan waktu dan usaha dalam persiapan, dan manfaatkan berbagai sumber daya yang ada untuk mencapai hasil terbaik.

Responden 19

1. Pelatihan yang ada di upt
2. Berdasarkan pengalaman saya, tes TOEFL tidak terlalu sulit jika sudah mempersiapkan diri dengan baik. Meskipun saya tidak merasa sangat termotivasi, persiapan yang matang membantu saya menghadapi tes dengan lancar.
3. Penting untuk tidak menganggap enteng tes TOEFL. Persiapkan diri dengan serius, lakukan latihan secara teratur, dan pastikan Anda memahami format dan jenis soal yang akan dihadapi. Ini akan sangat membantu Anda dalam mencapai skor yang baik dan membuka peluang di masa depan.

Responden 20

1. Disiplin dalam menjalankan rencana belajar sangat penting. Buat jadwal belajar yang mencakup latihan untuk setiap bagian tes TOEFL. Gunakan buku panduan, aplikasi latihan, dan video tutorial untuk membantu mempersiapkan diri
2. Bagian reading passages paling berpengaruh karena teksnya sulit dan waktunya terbatas. Waktu yang terbatas membuat saya kesulitan menyelesaikan semua soal dengan baik."
3. Bagian reading karena kompleks nya susunan dan begitu panjangnya teks.
4. Meningkatkan keterampilan membaca dengan membaca jurnal atau artikel akademik dalam bahasa Inggris.

Appendix 2 General Description

PROFIL UNIT PELAKSANA TEKNIS BAHASA UINVERSITAS KH MUKHTARSYAFAT

A. Sejarah Singkat

Unit Pelaksana Teknis Bahasa di UIMSYA dibentuk pertama kali pada tanggal 13 September 2017 dengan ditandai mulainya program intensif Bahasa Inggris untuk mahasiswa UIMSYA angkatan 2017. Pendirian Unit Pelaksana Teknis Bahasa yang kemudian disingkat menjadi UPT-B didasari pada kesadaran akan pentingnya penguasaan Bahasa asing terutama Bahasa Arab dan Bahasa Inggris.

Bahasa Inggris menjadi syarat utama untuk dikuasai oleh mahasiswa saat ini, karena bahasa Inggris adalah bahasa internasional dan segala sendi kehidupan masyarakat membutuhkan kemampuan bahasa Inggris khususnya terkait dengan hubungan internasional. Jika mahasiswa mempunyai kemampuan bahasa Inggris yang mumpuni, maka kesempatan-kesempatan berskala internasional akan sangat terbuka lebar.

Sebagai bagian dari perguruan tinggi yang menginduk pada pesantren, penguasaan bahasa Arab juga harus menjadi posisi tawar bagi mahasiswa UIMSYA. Pesantren sebagai leading sector dalam bidang social keagamaan di Indonesia diharapkan mempunyai kemampuan untuk bersaing dengan lembaga pendidikan yang berada diluar pesantren. Penguasaan terhadap kitab kuning yang menggunakan bahasa Arab diharapkan bisa memperluas cakrawala pengetahuan mahasiswa terhadap karya-karya ulama klasik yang tentunya akan sangat bermanfaat dalam kehidupan bermasyarakat.

B. Visi

1. Menjadi pusat pengembangan bahasa dalam menyelenggarakan pengajaran, pelatihan, penerjemahan bahasa dan pengabdian masyarakat
2. Menghasilkan insan profesional dalam menggunakan Bahasa Arab dan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan

C. Misi

1. Mendidik dan melatih kemampuan bahasa Inggris dan bahasa arab secara lisan maupun tertulis.
2. Menyediakan bantuan jasa penerjemahan bagi yang memerlukan.
3. Mempersiapkan calon peserta tes bahasa Inggris dan bahasa arab sebagai bahasa asing dalam rangka mengikuti kegiatan studi lanjut, baik di dalam maupun di luar negeri dan untuk memenuhi pasar kerja

D. Program

1. Internal

- a. Program intensif Bahasa Arab dan Bahasa Inggris bagi mahasiswa semester 1 dan semester 2 untuk General English dan Arabic.
- b. Pelatihan kursus persiapan TOEFL dan TOAFL bagi dosen dan mahasiswa
- c. Pengadaan paper based TOEFL dan TOAFL bagi mahasiswa tingkat akhir
- d. Bantuan penerjemahan Bahasa arab

2. Eksternal

- a. Pelatihan persiapan TOEFL dan TOAFL untuk umum
- b. Kursus bahasa Inggris dan bahasa Arab untuk umum
- c. Pengadaan paper based TOEFL dan TOAFL untuk umum

Appendix 3 Documentation

PELATIHA TEST TOEFL OLEH UPT



TEST TOEFL



INTERVIEW











UNIVERSITAS KH. MUKHTAR SYAFAAT
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Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua UPT Bahasa UIMSya

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

Analysis of Difficulties Faced by Students in Taking the Toefl Test: Study at 7th - Semester of the University of KH. Mukhtar Syafaat the Academic Year 2023-2024

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 18 Januari 2024

Dr. Siti Aimah, S.Pd.I., M.Si.
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Assalamu'alaikum Warahmatullahi Wabarokatuh

Yang bertanda tangan dibawah ini Direktur unit pelaksana bahasa Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi menerangkan bahwa :

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Benar-benar nama diatas telah melaksanakan penelitian dari tanggal 18 Januari s/d 10 Maret 2024 di Unit Pelaksana Teknis (UPT P2B) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi. Wabarokatuh.

Blokagung, 10 Mei 2024
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