



**INVESTIGATING THE PROBLEM OF STUDENTS' LOW SCORE  
IN READING SECTION AT TOEFL CLASS OF BOARDING  
SCHOOL KANZUN NAJAH BATU**

**THESIS PROPOSAL**

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**UNIVERSITY OF ISLAM MALANG  
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## ABSTRACT

**Torikin**, 2021. *Investigation the problem students low scores in reading section in boarding Kanzun Najah*. Thesis, English Education department, post graduate program. University of Islam Malang: Advisor (1) Dr. Muhammad, Yunus M.Pd.

**Keywords:** TOEFL, students problem.

This study aimed to know to measure students ability in English as a second or foreign language, obligation for the students who will pass the college study and to apply for taking a master's or doctoral degree or applying for particular jobs abroad and inside the country. The subject of this study were ten students of Kanzun Najah. The research was survey qualitative.

The data collection technique was undertaken by giving questionnaire through Google Form and use the technique of deep interview using smartphone recording face to face. There were ten students participated in giving questionnaire and there were five students participated in undertaking the deep interview at Boarding school Kanzun Najah.

The data were analyzed and interpreted through qualitative procedure. Concerning this research, it was focused in finding out the difficulties faced by the students in answering TOEFL test questions. The difficulties are personal trait based on their experience. This research was restricted to the difficulties in answering TOEFL test of students Kanzun Najah who have undertaken TOEFL test for any purposes before. The findings of this research were the difficulties faced by the students in answering the TOEFL test questions, they were, fewer basic skills, less practice, less motivation, and students' individual differences.



## ABSTRAK

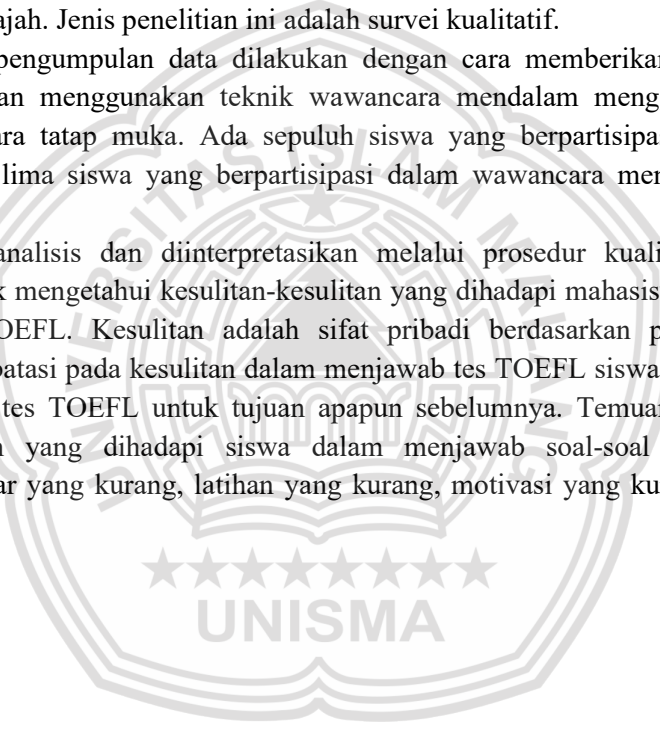
Torikin, 2021. *Menyelidiki masalah rendahnya nilai siswa pada bagian membaca di pondok pesantren Kanzun Najah*. Skripsi, jurusan Pendidikan Bahasa Inggris, program pasca sarjana. Universitas Islam Malang: Pembimbing (1) Dr. Muhammad, Yunus M.Pd.

Kata kunci: TOEFL, masalah siswa.

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam berbahasa Inggris sebagai bahasa kedua atau bahasa asing, kewajiban mahasiswa yang akan lulus studi perguruan tinggi dan untuk melamar mengambil gelar master atau doktoral atau melamar pekerjaan tertentu di luar negeri dan di dalam negeri. Subjek penelitian ini adalah sepuluh siswa Kanzun Najah. Jenis penelitian ini adalah survei kualitatif.

Teknik pengumpulan data dilakukan dengan cara memberikan kuesioner melalui Google Form dan menggunakan teknik wawancara mendalam menggunakan perekaman smartphone secara tatap muka. Ada sepuluh siswa yang berpartisipasi dalam pemberian angket dan ada lima siswa yang berpartisipasi dalam wawancara mendalam di Pesantren Kanzun Najah.

Data dianalisis dan diinterpretasikan melalui prosedur kualitatif. Penelitian ini difokuskan untuk mengetahui kesulitan-kesulitan yang dihadapi mahasiswa dalam menjawab soal-soal tes TOEFL. Kesulitan adalah sifat pribadi berdasarkan pengalaman mereka. Penelitian ini dibatasi pada kesulitan dalam menjawab tes TOEFL siswa Kanzun Najah yang telah mengikuti tes TOEFL untuk tujuan apapun sebelumnya. Temuan dari penelitian ini adalah kesulitan yang dihadapi siswa dalam menjawab soal-soal tes TOEFL yaitu, kemampuan dasar yang kurang, latihan yang kurang, motivasi yang kurang, dan perbedaan individu siswa.



## CHAPTER I

### INTRODUCTION

In this part, the researcher discusses the background of the study, research question, research objective, significance of the study, scope and limitation, and definition of key terms. The explanation of all as follow :

#### 1.1 Background of Study

One of the improvements made by the university to create the best graduates and being able to compete in employment opportunities is mastering English. English is used as international communication. As the result, improving students' English proficiency most of the university conducts some test to measure students' skills in acquiring English.

The correlational studies on language testing, language teaching, and language acquisition were developed rapidly. Upshur (1971) had observed that these three disciplines have an intrinsic mutual relationship where language testing both serves and is served by research in language acquisition and language teaching. furthermore, he pointed out that language test is one of the criterion that mostly used to measure language abilities in second language acquisition research.

Parallel to this, language test is believed to be able to be valuable sources of information about the effectiveness of learning and teaching. (Brown 2003; Bachman 1995 in Hussain 2015) A test is a method of measuring a person's ability, knowledge, or performance in a given domain. Desheng and Vergese (2013) indicated that test evaluates not only the progress and achievement of learners but also the effectiveness of the teaching materials and methods used.

English proficiency test in a country where English as a foreign language is necessary as a valid test to measure one's English capability. English proficiency test is taken not only in attempting to pursuing study abroad but also as a requirement to complete college, especially in institutions. TOEFL (Test of English as Foreign Language) is the most popular test used in many countries in all over the world. Clark (2014) stated that according to ETS (Educational Testing Service), the TOEFL test is used by more than 9.000 colleges, universities and agencies in more than 130 countries to help them make admissions decisions, making it the most widely accepted English-language test in the world. A reported 27 million people had taken the TOEFL test in the world.

Due to the policies and the regulation of Kanzun Najah to get graduate from the TOEFL test, the students passing grade for TOEFL test are 4.75. The teacher said that the minimum passing grade is the standard of the minimum score that the students should achieve in TOEFL test, students have to pass the English Language Test successfully. The purposes for taking the TOEFL test are first, to measure their ability in English as a second or foreign language. Second, an obligation for the students who will pass the college study. The last reason is to apply for taking a master's or doctoral degree or applying for particular jobs abroad and inside the country.

Especially for English students of Kanzun Najah have to pass 475 scores of TOEFL for graduation. Many students cannot complete the requirement for graduation because the TOEFL score is low. Moreover, the score of reading the TOEFL test in the Advanced Reading subject is still low. Base on the researcher's observation, data score, and simple interview with the lecturer. This fact is problematic because these

students have learned English since the first semester. Also, students have passed the basic reading, intermediate reading, advanced reading, and extensive reading, and last, students have conducted TOEFL several times. In the Kanzun Najah, expertise courses such as reading, grammar, writing, and listening are ongoing courses that are given in range 8 semesters. Start from the basic, intermediate, advanced, and extensive levels. Since reading is a core part of language acquisition, it is necessary to make a proper study about this process, the identification of the core problems faced during reading comprehension which makes obstacles on language learning. To be more specific the study focuses on the reading section on TOEFL Test. This material is taught in advanced reading courses.

The previous studies such a Kamijo (2011) and Nehe (2016) analyzing students' comprehension in the reading section of TOEFL. Mahmud's (2014) study about students' problems in answering reading TOEFL tests. In addition, Nehe (2016) and Nurhayani & Berita (2016) analyze students' strategies in answering reading of the TOEFL test. This study is an expansion of those previous studies, the students said that they feel difficult and also do not understand when the teacher gives them the reading text in TOEFL test and the researcher asked about the material about the reading text had been taught or not, and the students said yes. The students also said they are lazy to read the long text and the students also uttered that they do not know some vocabularies in the text, that make them confused to understand the story. which focuses on the problem and difficult factors skills faced by students' Kanzun Najah in TOEFL reading section. Using four main topics of the reading section of TOEFL and divided the main topic into thirteen subtopics to find students' difficulties more

specific. A better understanding of students' problems would not only make the students realize their weaknesses but also enable teachers to plan suitable teaching materials or methods to improve students' ability in answering reading sections on TOEFL.

## 1.2 Research Question

A research question is the educational issues, controversies, or concerns that guide the need for conducting a study (John. W Creswell, 2012). So, it can conclude that the research problem and research focus mostly the same. A research question is the problem/issues/phenomena that the researcher needs to be observed and it can in form of a question or statement.

Based on the research problem which has been described. The researcher states the problem of study into some question such as:

- a. What are the problems of students who low score in reading section at TOEFL class of boarding school Kanzun Najah?
- b. What are the difficult factors of students who low score in reading section at TOEFL class of boarding school Kanzun Najah?

## 1.3 Research Objective

The research objective is the major intent or objective of the study used to address the problem and also is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.

Research problem and research objective (objective of study) have the same meaning. Research problems are stated as questions to be answered by the researchers,



while the objectives are stated as the goal of research to be achieved by the researcher.

In this case, the researcher proposed the purpose below.

- a. To find out the problem students low score in reading at TOEFL class of boarding school Kanzun Najah
- b. To find out the difficulties factors students low score in reading at TOEFL class of boarding school Kanzun Najah

#### **1.4 Significance of Study**

Theoretically, this research was expected to be useful to Introduction to English proficiency test course to give various strategies in dealing with TOEFL. Practically, this research is hopefully useful for students in their English learning. The students are expected to have a various strategy in answering TOEFL especially in the reading section. Furthermore, it can be a reference for other researchers to explore the strategies in answering reading section especially the TOEFL test.

#### **1.5 Scope and Limitation**

The scope is a range of things that a subject, an organization. It means that scope is the range of the research. The scope of this research is focused on scores in reading section at TOEFL class. Otherwise, The limitation is a potential weakness or problem with the study identified by the researcher. So, the limitation is only for the students who got low scores in boarding school Kanzun Najah.

#### **1.6 Definition of Key Terms**

This section explains the terms which are used in this study to avoid ambiguity. The term is explained in terms that are related to the essential concepts of

this study. And Creswell suggests we begin our research by narrowing our topics to a few key terms using one or two words or short phrases. Therefore, to avoid the misunderstanding of the terms that are used in this study, the researcher needs to explain it in the below:

- a. TOEFL is a test that measures people's English language skills to see if they are good enough to take a course at university or graduate school. It measures how well a person uses listening, reading, speaking, and writing
- b. Reading section is a section in which the students have to read the word, sentences, and text. With produces by the students.
- c. low score is the score of students' achievement in mastery the subject of learning in 45% - 65%, the student includes to students that have low learning achievement.
- d. Reading problem is reading which have a mistake in less motivation, less practice and individual different
- e. Reading difficulties is reading which have some mistake in decide to missing the key, determining idea, time managing and the others.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

In this chapter indicates the last part of the study which cover some point restatement of the finding and recommendation to the further research.

#### 6.1 CONCLUSION

Overall, the research conclusion is presented based on the data which have been revealed on the investigating the problem students low score in reading section TOEFL. From the all, some point of the finding and discussion above

##### 6.1.1 What are the problems reading section in TOEFL

Based on the Findings and discussion of the data analysis, it is found that the problems students got low in reading section in TOEFL Kanzun Najah came from 3 main problem. The first was, fewer basic skills, that is related to the student's prior ability in answering TOEFL test questions, the second was less practice which focused on their frequency of practicing English in general and in TOEFL for specific and the third was lack of motivation that may come from external and internal of the students.

### 6.1.2 What are the difficult factors reading section in TOEFL

The difficult factors students got low score in reading section TOEFL are unfamiliar vocabulary, time management and lack motivation.

### 6.2 Suggestions

Based on the conclusion, the researcher gave some suggestions as follow:

1. For the lecturer, this research investigating the problem students got low score in reading section TOEFL. Therefore, the lecturer should help the students to improve their reading section in TOEFL test. So, the students can answer the Reading TOEFL well, such as ask them to practice reading every meeting or give them some strategies to make them answer some reading test quickly. The lecturer also should use the different method in teaching reading in order to take the students' interest and motivation in reading.
2. For the university, the university should hold the TOEFL test for three until four times to the students in English Education Department to measure the students' proficiency especially in reading section, so that everything that they got during five semesters can be looked the result in the TOEFL test, even though TOEFL have not taught in the university as one course yet.
3. For further research, it is expected that they can investigate a research which another proficiency about TOEFL test and also this research can be used as a reference to conduct a research with the same topic. For the further researcher should not use an online questionnaire, because we do not know whether

participants correctly understand the meaning of the statements or we can change the questionnaire with Indonesian language.



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